



CREATIVE BEHAVIOUR AND PERSONALITY TRAITS AMONG COLLEGE STUDENTS

¹Ms. Joan Mary John, ²Ms. Vimala M

¹ Postgraduate student, ² Assistant Professor
Kristu Jayanti College Autonomous, Bengaluru

Abstract : The present study aims to find the relationship between creative behaviour and Big Five personality traits among college students. It also aims to measure the difference in creative behaviour and the big five personality traits in college students based on the type of degree. The study was conducted on 200 college students in the age range 18-25 studying under graduation or post-graduation in colleges inside India. The tools used for the study were the creative behaviour inventory and the Ten-Item Personality Inventory. The statistical analysis used was the Spearman correlation coefficient technique to find the relationship between the variables and the Whitney U test to find the significant difference. The sampling technique used for the study was convenience sampling. The study concludes that there is no significant relationship between creative behaviour and Big Five personality traits among college students. The result also reveals that there is no significant difference in no significant difference in creative behaviour and other big five personality traits, extraversion, conscientiousness, emotional stability and openness to experience between BA, MA and BSc, MSc students. However, the study found that there is a significant difference in agreeableness between BA, MA and BSc, MSc students, whereas BSc, MSc students have higher agreeableness.

Keywords: Creative behaviour, Big Five personality traits, College students, Type of Degree

INTRODUCTION

Creativity is a crucial aspect that shapes the young generation in uplifting the country as well as their personal growth and achievements. Sternberg and Lubart (1999) define creativity as the ability to produce work that is both novel and appropriate. Creativity is the ability to come up with ideas or artefacts that are new, surprising and valuable (Boden, 2004). Creative behaviour can also be defined as, a multifaceted and intriguing aspect of human cognition and expression that has gained the attention of many scholars, artists, and innovators throughout history. Creative behaviour encompasses the capacity to generate novel ideas, solutions, or works that are not only original but also valuable in a particular context. Creativity can influence many aspects of individual functioning and can improve one's performance in personal as well as professional life. For example, creativity was found to have a positive relationship with subjective well-being in working adults (Cher-Yi Tan ., 2021).

The creative thinking of young adults can be influenced by many factors. One potential factor that can influence the creative behaviour of students is personality traits. Allport defines personality as the dynamic organization within the individual of those psychophysical systems that determine his unique characteristics, behaviour, thoughts and adjustments to the environment. Personality is the characteristics or blend of characteristics that make a person unique (Weinberg & Gould, 1999). Norman (14967), Smith (1967) Lyoldberg (1988) and McCrae & Costa (1987) developed the big five theory of personality. According to this theory, five dimensions represent the core description of human personality. This five trait dimension can be remembered by using the acronym OCEAN in which each of the letters is the first letter of the five dimensions of personality. The dimensions are Openness which is a person's willingness to try new things, Conscientiousness which refers to a person's organization and motivation, Extraversion, the ability to be outgoing and sociable, Agreeableness refers to the basic emotional style of a person, who may be easy going, friendly, and pleasant and Neuroticism refers to emotional instability or stability.

Past studies have shown that some dimensions of personality traits are related to creativity whereas some are not. Creativity was found to have a significant correlation with extraversion (Singh, T. K. & Kaushik, S, 2015). Openness to experience, neuroticism, and extraversion are positively associated with creative self-efficacy (Karwowski, M. & Beghetto, R. A., 2018). Contradictory to these findings, creativity was found not to have a significant correlation with any personality traits (Baruch, O. K, 2017). Therefore, the influence of creativity on personality is a fascinating and multifaceted area of study within psychology and creative research.

NEED AND SIGNIFICANCE OF THE STUDY

Creativity is an underappreciated but essential factor in the development of academic and non-academic skills in students. Unfortunately, creativity is overlooked in many academic settings, especially in college education. In many colleges, students are not encouraged to pursue a creative learning approach. The creative thinking of young adults can be influenced by many factors like personality traits. Previous researches has shown that personality traits can influence creative behaviour. By analyzing the effect of

personality traits on creative behaviour, college students can be provided with a better insight into their area of interest, and how can they incorporate their personality traits into creative thinking. Thus, it is pivotal to explore more the effects of personality traits on the creativity of college students. The present study aims to assess the relationship between creative behaviour and personality traits among young adults.

METHOD

Research question:

Is there a significant relationship between creative behaviour and personality traits among college students?

Variables and operational definition:

- Creative behaviour: Creative behaviour refers to the actions, thoughts, and processes that lead to the generation of novel and valuable ideas, solutions, or expressions. It encompasses a wide range of activities and cognitive processes that produce something new and original.
- Personality traits: Personality traits are enduring and consistent patterns of thoughts, feelings, and behaviours that characterize an individual's way of interacting with the world and others.

Aim:

To assess the relationship between creative behaviour and personality traits among college students.

Objectives :

- To assess the relationship between creative behaviour and Big Five personality traits among college students.
- To assess the difference in creative behaviour in college students based on the type of degree.
- To assess the difference in Extraversion in college students based on type of degree.
- To assess the difference in Agreeableness in college students based on type of degree.
- To assess the difference in Conscientiousness in college students based on type of degree.
- To assess the difference in Emotional stability in college students based on type of degree.
- To assess the difference in Openness to experience in college students based on type of degree.

Hypothesis:

- H01: There is no significant relationship between creative behaviour and big five personality traits among college students.
- H02: There is no significant difference in creative behaviour in college students based on the type of degree.
- H03: There is no significant difference in Extraversion in college students based on type of degree.
- H04: There is no significant difference in Agreeableness in college students based on type of degree.
- H05: There is no significant difference in Conscientiousness and creative behaviour in college students based on the type of degree.
- H06: There is no significant difference in Emotional stability in college students based on type of degree.
- H07: There is no significant difference in Openness to experience in college students based on type of degree.

Research design:

A quantitative Correlational research design was used in this study.

Sample:

200 college students in the age range 18-25 studying under graduation or post-graduation in colleges inside India will be taken for the study. The sample of the present study comprises college students in the age range 18-25 studying under graduation or post-graduation in colleges inside India. From the sample, 101 students are studying arts courses like BA and MA and the other 99 students are from science backgrounds like BSc and MSc courses. The sampling technique used for the study is convenience sampling.

Inclusion criteria: undergraduate or postgraduate college students studying in any college inside India are included in the study.

Exclusion criteria: students studying entrance coaching, and diploma courses below or above the age range of 18-25 who study outside India are excluded.

Sampling technique:

The sampling technique used for the study is convenience sampling.

Statistical technique

Descriptive and inferential techniques were used in this study. The descriptive test used in this study is the Spearman correlation coefficient technique. Spearman's correlation coefficient is a non-parametric measure of rank correlation that is used to study the statistical dependence between the rankings of two variables. The inferential technique used in the study is the Mann-Whitney U test. Mann-Whitney U test is used to compare whether there is a difference in the dependent variable for two independent groups. The statistical analysis was done using SPSS (Statistical Package for Social Sciences) version 26.0.

Tools used for the study

The creative behaviour inventory:

The creative behaviour inventory (CBI), was developed by Hocevar (1976, 1979, 1981). The original inventory comprised 90 items. Dollinger (2003) crafted a 28-item short version of the creative behaviour inventory. CBI is a measure of everyday creativity, creative activity and creative production. Nearly all the items assess the frequency of engagement in common creative domains, with an emphasis on crafts and the fine and performing arts. The inventory has good reliability with Cronbach's alpha .91. For validity of the short-form of the CBI, it showed many correlations with creativity-related domains such as Creative Achievement Questionnaire (CAQ; $r = .59$), Gough's (1979) Creative Personality Scale (CPS; $r = .43$), self-rated creativity ($r = .52$) (Dollinger et al., 2005), and divergent thinking (Silvia & Kimbrel, 2010).

Ten-item personality inventory:

Developed by Gosling, Rentfrow and Swann (2003), the Ten-Item Personality Inventory (TIPI) is a brief assessment of the Big Five personality dimensions: (1) Extraversion, (2) Agreeableness, (3) Conscientiousness, (4) Emotional Stability, and (5) Openness to Experience. Items are rated on a scale from 1, disagree strongly, to 7, agree strongly. Each of the items consists of a set of two adjectives and each two-item had an item scored in a positive and negative direction. The scale has a good validity of .87 and a reliability of .72

RESULTS

Table 1 Analysis of Spearman Correlation between the variables Creative behaviour, Extraversion, Agreeableness, Conscientiousness, Emotional stability and Openness to experience.

		N	Mean	SD	1	2	3	4	5
Spearman's rho	Creative behaviour	200	24.85	12.30	-				
	Extraversion	200	4.40	1.500	.032	-			
	Agreeableness	200	5.18	1.074	.041	.129	-		
	Conscientiousness	200	5.31	1.304	.073	.007	.049	-	
	Emotional stability	200	4.29	1.298	.107	.070	.109	.192**	-
	Openness to experience	200	5.38	1.175	.095	.127	.202**	.305**	.173*

Table 2 Analysis of Mann Whitney U test for the variables, Creative behaviour, Extraversion, Agreeableness, Conscientiousness, Emotional stability and Openness to experience between BA, MA and BSc, MSc students.

			BA, MA	BSc, MSc	
Variables	Mean	SD	Mean rank		Asymp Sig 2-tailed
Creative behaviour	24.84	12.303	97.85	103.20	.513
Extraversion	4.40	1.500	107.55	93.30	.076
Agreeableness	5.18	1.074	92.33	108.83	.036
Conscientiousness	5.31	1.304	96.69	104.39	.334
Emotional stability	4.29	1.298	96.57	104.51	.315
Openness to experience	5.38	1.175	94.77	106.35	.145

DISCUSSION

The present study aims to assess the relationship between creative behaviour and the big five personality traits among college students and the difference in creative behaviour, as well as the big five personality traits among college students based on the type of degree. Table 1, shows the Spearman correlation between Creative behaviour and Big Five personality dimensions; Extraversion, Agreeableness, Conscientiousness, Emotional stability and Openness to experience. The correlation values obtained by the variables Extraversion, Agreeableness, Conscientiousness, Emotional stability and Openness to experience with creative behaviour are 0.032, 0.041, 0.073, 0.107, and 0.095 respectively. The level of significance for each of these variables was found to be 0.651, 0.651, 0.305, 0.131 and 0.181 respectively. These values are greater than 0.05 significance level. Therefore, it can be interpreted that there is no significant relationship between creative behaviour and the big five personality traits among college students. Thus, the hypothesis which states that there is no significant relationship between creative behaviour and big five personality traits among college students is accepted. Tanu Shree Sharma and Dr. K. M. Tripathi (2023), studied the relationship between personality traits and creativity styles among college students. The results of this study showed a positive relation between creativity and personality traits which contradicts the current study's finding. However, the studies conducted by Dr Thiyam Kiran Singh and Sakshi Kaushik (2015), Mary Louise V. Mondugar (2021) and Michal Jirásek, František Sudzina (2020) depict that only extraversion and openness to experience have a significant relationship with creativity.

Table 2 shows the difference in creative behaviour as well as the big five personality traits between BA, MA and BSc, MSc students. From the table, it can be inferred that only the variable agreeableness has a significance level of 0.036 which is under the significance level of 0.05. The mean rank value of BSc, MSc students for agreeableness is 108.83, whereas, the same for BA, MA students is 92.33. This indicates that agreeableness is higher in BSc, MSc students than in BA, MA students. Thus, it can be said that there is a significant difference in agreeableness between BA, MA and BSc, MSc students. Therefore, the hypothesis which states that there is no significant difference in Agreeableness in college students based on type of degree is rejected. From Table 2, it can be understood that there is no significant difference in creative behaviour and other big five personality traits extraversion, conscientiousness, emotional stability and openness to experience between BA, MA and BSc, MSc students as the significance value of these variables is greater than 0.05.

CONCLUSION

The study aims to assess the relationship between creative behaviour and personality traits among college students. From the findings, it can be inferred that there is no significant relationship between creative behaviour and personality traits among college students. The study also found that there is a significant difference in agreeableness between BA, MA and BSc, MSc students, whereas BSc, MSc students have higher agreeableness. It was also found that there is no significant difference in creative behaviour and other big five personality traits, extraversion, conscientiousness, emotional stability and openness to experience between BA, MA and BSc, MSc students.

LIMITATIONS

The study was conducted using self-report measures, so there will be chances for the participants to engage in social desirability and to give biased answers. The data were collected through Google Forms, so the lack of rapport establishment and assurance of confidentiality may also have influenced the research. The studies conducted on the variables separately contradict the present study.

SUGGESTIONS

Further research can be done with a sample of other age groups. The study can be extended by doing more comparisons on various sociodemographic details. The study can be conducted using other qualitative methods like interviews and meta-analysis. The data can be collected from young adults from different states and outside India. The study can also be conducted by measuring other psychological aspects among young adults

REFERENCES

Ciccarelli, S.K. & White, J.N. (2019). Psychology. Pearson.

Karwowski, M., & Beghetto, R. A. (2018). Creative self-efficacy: Validation of a scale for college students. *The Journal of Creative Behavior*, 52(2), 167-177.

Kaspi-Baruch, O. (2017). Big Five Personality and Creativity: The Moderating Effect of

Motivational Goal Orientation. *Journal of Creative Behaviour*.doi:10.1002/jocb.183 10.1002/jocv.183

Lubart, T. (n.d.). Creativity across the Seven Cs. *The Nature of Human Creativity*, 134–146. doi:10.1017/9781108185936.012

McCrae, R. R., & John, O. P. (1992). An Introduction to the Five-Factor Model and Its Applications. *Journal of Personality*, 60(2), 175–215. doi:10.1111/j.1467-

6494.1992.tb00970.x 10.1111/j.1467-6494.1992.tb00970.x

Singh, T.K., & Kuashik, S. (2015). A Study of Creativity About Big 5 Personality Traits. *International Journal of Indian Psychology*, 3(1), 2349-3429. DIP: C03161V3112015

Tan, C. Y., Chuah, C. Q., Lee, S. T., & Tan, C. S. (2021). Being Creative Makes You Happier: The Positive Effect of Creativity on Subjective Well-Being. *International journal of environmental research and public health*, 18(14), 7244. <https://doi.org/10.3390/ijerph18147244>

