

PERSONALITY PATTERN AND CREATIVITY OF STUDENTS OF GOVERNMENT AND NON-GOVERNMENT SECONDARY SCHOOLS

DR. RAM MOHAN TRIPATHI*
DR. AMARDEEP KAUR**

ABSTRACT

In the present study an attempt was made to find out the relationship of Personality pattern and Creativity of Government and Non-Government Secondary School students. The sample consisted of 200 students-100 from Government and 100 from Non-Government Secondary Schools of Dabwali city. Multidimensional Personality Inventory by Km. Manju Aggarwal and Verbal Test of Creative Thinking by Dr. Baqer Mehdi were administered. Subsequently the data were subjected to statistical analysis. Results clearly indicate that Government Secondary School students are more creative than Non-Government School students whereas Non-Government school students display better personality patterns in comparison to Government Secondary School students. Further significant difference was observed in the personality pattern of high and low creative school students.

Key Words:

Personality pattern, Creativity, Government Secondary School students, Non-Government Secondary School students.

INTRODUCTION

The desire and need to understand individuals is a universal one. Observe, when a group photo is given to one, who is among the group, would first look at the photo of self and then only at others. People go to astrologers, palmists or psychologists not only to predict their future but also to know about themselves. Well said Socrates, the great philosopher, "Know thyself".

* Principal, BKCE, Mudki, Punjab, **Associate Professor, BKCE, Mudki, Punjab

Understanding “personality pattern”, one needs to dig deep into the term 'personality' derived from Latin Word 'persona' implying 'mask' or what we make our external appearance. But in modern scientific sense, personality is the sum total of various characteristics i.e. both external & internal of the individual which indicate a particular pattern of behavior of an individual. These characteristics or qualities of the individual are called traits.

G.W. Allport (1937) defines personality as the dynamic organization within the individual of those psychophysical systems that determine his unique adjustment to his environment. This frames one of the aims of education to develop an integrated personality, suitably stuffed and equipped from all dimensions.

Educators attach a lot of importance to the development of high order cognitive abilities of learners. Creative thinking has been considered as the highest of the mental functions. It is something imaginative and innovative. Creativity refers to mental ability of divergent or open minded thought, mental orientation and capability of a person to evolve and develop to find new and superior solutions for complex and ambiguous problems. It also stands for capacity to accept challenges, freedom to exercise choice, readiness to change self and capacity to change one's environment.

Creativity is a vital concept in human behavior in general and education in particular. Further personality patterns are quite important in creative achievement. Whatever may be the reason behind shaping of a creative personality, it is beyond any doubt that any society, in order to survive, prosper and enrich its existence must be lucky enough to have such gifted personalities in various fields in large numbers.

Creativity is a vital concept in human behavior in general and education in particular. Further personality patterns are quite important in creative achievement. A person may possess Creativity as a natural endowment or mature it as a result of various environmentally stimulating impacts that might have consciously or unconsciously affected his/her growth of personality. Whatever may be the reason behind shaping of a creative personality, it is

beyond any doubt that any society, in order to survive, upgrade and enrich its existence must be lucky enough to have such gifted personalities in various fields in large numbers.

OBJECTIVES OF THE STUDY

The study is aimed to achieve the following objectives:

1. To compare the personality patterns of Government and Non-Government Secondary School Students.
2. To compare the creativity of Government and Non-Government Secondary School Students.
3. To study the relationship between Personality Pattern and Creativity of Government and Non-Government Secondary School Students.

HYPOTHESES

1. There exists a significant difference in the personality pattern of the Government and Non Government Secondary School Students.
2. There exists a significant difference in the creativity of Government & Non-Government Secondary School Students.
3. There exists a significant relationship between Personality pattern and Creativity of Government and Non-Government Secondary School students.

SAMPLE

The present study was conducted on 200 students (100 Government and 100 Non-Government Secondary School Students) selected on the basis of random sampling technique.

RESEARCH TOOLS USED

- Multidimensional Personality Inventory, Km. Manju Aggarwal
- Verbal Test of Creative Thinking, Dr. Baqer Mehdi

ANALYSIS AND INTERPRETATION OF DATA

TABLE-1

Showing significance of difference of Means of Personality of Government and Non-Government Secondary School students.

Group	N	Mean	S.D.	S.ED	t-ratio
Government Schools	100	237.6	23.87	3.04	7.34ns
Non-Government Schools	100	260	18.97		

ns = non-significant at 0.01 and 0.5 levels.

Table 1 shows the mean scores of personality of Government and Non-Government students as 237.6 and 260 respectively. The t-ratio was calculated as 7.34 which is not significant at both 0.01 and 0.05 levels of confidence. This reveals that there exists no significant difference in Personality of Government and Non-Government Secondary school students. Therefore the Hypothesis 1 stating that there exists a significant difference in the personality pattern of the Government and Non-Government Secondary school students stands rejected.

TABLE –2

Showing significance of difference of Means of Creativity of Government and Non-Government Secondary School students.

Group	N	Mean	S.D	S.ED	t-ratio
Government Schools	100	49.90	4.35	0.62	2.25ns
Non-Government Schools	100	51.3	4.45		

ns = non-significant at 0.01 level

Table 2 depicts the mean scores of creativity of Government and Non-Government students as 49.90 and 51.30 and their standard deviation as 4.35 and 4.45 respectively. The S.ED is 0.62. The t-ratio was calculated as 2.25 which is not significant as 0.01 level of confidence. This reveals that there

exists no significant relationship between the creativity of Government and Non-Government Secondary school students.

Therefore the Hypothesis 2 stating that there exists a significant difference between the creativity of the Government and Non-Government Secondary school students stands rejected.

TABLE –3

Showing the value of coefficient of correlation between personality pattern and creativity of Government and Non-Government Secondary School students.

Group	Correlation (r)
Government School Students (100)	0.16
Non-Government Schools Students (100)	0.26
Government and Non-Government Schools Students (200)	0.19ns

ns = non-significant at 0.01 levels

Table 3 shows the coefficient of correlation between Personality pattern and creativity of Government and Non-Government students. The coefficients of correlation came out to be positive but non-significant at .01 level of confidence ($r=0.16, 0.26$ & 0.19 respectively). This shows that there exists positive but non-significant relationship between personality pattern and creativity of Government and Non-Government school students.

Therefore the Hypothesis 3 stating that there exists a significant relationship between personality pattern and creativity of the Government and Non-Government Secondary school students stands rejected.

CONCLUSIONS

1. No significant difference has been found in personality of Government and Non-Government Secondary school students.
2. No significant difference has been found in creativity of Government and Non-Government Secondary school students.
3. There exists a positive non-significant relationship between personality pattern and creativity of Government and Non-Government Secondary school students.

EDUCATIONAL IMPLICATIONS

Results of the present study revealed no significant difference in the Personality patterns of Government and non – Government School students, thereby, suggesting no biases with Students in the concerned field. But still we feel that only deprived or poor, especially rural section of society is interested or bound to study in Government Schools and the most preferred ones are the private schools. Further the finding of positive but non – Significant relationship between personality pattern and creativity of government and non – government Secondary School students also hints at practical implementation of Innovative Strategies of teaching so as to enhance creative thinking among students. Further a teacher can design his/her teaching strategies in accordance with the different personality patterns of his pupils. Creativity can best be nurtured in an environment which is conducive to it. As education means to draw out the best in child and man, it should sincerely strive to do so.

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