

# Personality Profile of Creative Adolescents in Relation to Their Attitude

**Dr. Bindu Sharma**

Associate professor, Khalsa college of Education, Amritsar (Punjab)

## ABSTRACT

In our daily life, attitude is an important phenomenon of behaviour. It is an important key to understanding the long-range organization of behaviour. Different people have different attitudes which are an important phenomenon of behaviour. Attitudes determine the positive and negative characteristics of our response to various kinds of stimuli or diverse types of situations. They play an important role in the development of personality. An adolescent's attitudes are more personal and are driven by his own individual motives. Actually, they are biased in terms of his personal wishes and felt needs. The main purpose of this research work is to study the personality profile of creative Adolescents in relation to their Attitude.

**Keywords:** personality, Behaviour, Parents, Adolescents, Attitude

## INTRODUCTION

Attitude is defined as “a feeling or disposition to favour or be against certain objects, ideas, persons or situations”. In other words, attitudes are learned patterns of behaviour which predispose the individual to act in a specific way towards a certain person, object or idea. Attitudes differ from person to person. In fact, attitudes are byproduct of an individual's experience and are very much influenced by his environment. They represent the way in which a person will react to a particular situation. Thus, attitudes operate in specific behaviour patterns.

From the above definitions it is clear that attitudes are important phenomenon, which has great impact on the personality of a person. In the present research work the investigator has used Sodhi's scale to measure the attitude of creative adolescent. In this test, five attitude areas are covered:

- Attitude towards teachers and parents
- Attitude towards discipline
- Attitude towards life and humanity
- Attitude towards country
- Attitude towards religion

## PROBLEM

Specifically stated the present study is entitled “Personality profiles of creative adolescents in relation to their attitude”.

## Definition of Terms

### 1. Personality Profile

Profile means an outline. Personality profile means the contour of different personality traits possessed by an individual. There are two approaches to study personality. One is type approach which over simplifies the behaviour. The other is trait approach i.e., a presenting characteristic of personality. Traits are generalized and enduring features of our behaviour. For this purpose, in the present study the researcher used HSPQ test of personality.

### 2. Creative Adolescents

An adolescent is called creative if s/he has divergent types of thinking especially in the production of ideas, fluencies, flexibility and originality. In the present research work, to select the creative adolescents Torrance Test of Creativity (figured) was used.

### 3. Attitude

Attitude is an important phenomenon of behaviour. Attitude determines the positive and negative character of our responses to various kind of stimuli or diverse type of situations. In the present study, Sodhi attitude scale was used to determine index of one's attitude.

## OBJECTIVES

The present study was undertaken keeping in view the following objectives.

- i) To study the personality profile of high and low creative adolescents.
- ii) To compare the personality profile of highly creative boys and girls.
- iii) To study the attitudes of high and low creative adolescents.
- iv) To compare the attitudes of highly creative boys and girls.

## HYPOTHESES

These objectives were achieved by framing the following hypotheses:

- i) There are no differences in personality profiles of high and low creative adolescents.
- ii) There are no differences in personality profiles of highly creative boys and girls.
- iii) There are no differences in attitudes of high and low creative adolescents.
- iv) There are no differences in attitudes of highly creative boys and girls.

## DESIGN OF THE STUDY

In view of the approach followed, the present study falls in the domain of descriptive research, completed with inferential analysis i.e., 't' test and discriminant analysis to compare the different groups keeping in mind the objectives and hypotheses of the study.

## SAMPLE

A sample of 600 students (boys and girls) of IX standard was drawn from different secondary schools of Amritsar city. For the present research work, from the total sample of 600 adolescents 25% highly creative and 25% lowest on creativity were selected on the basis of test scores. The 25% adolescents from the upper and lower streams were selected in order to get the best comparison. The

upper 25% cases comprised 150 highly creative adolescents including 75 boys and 75 girls. Similarly, the lowest 25% cases comprised 150 low creative adolescents i.e., 75 boys and 75 girls.

**TOOLS**

- i) Torrance Non-Verbal Creativity Test
- ii) High School Personality Questionnaire (HSPQ)
- iii) Sodhi’s Attitude Scale

**STATISTICAL ANALYSIS**

The scores obtained on different tests were recorded separately for high and low creative adolescents and highly creative boys and highly creative girls. The following statistical procedures were used to analyse the data for testing the hypotheses advanced in this study.

- Descriptive statistics like Mean, S.D., S.K. and K.U. were used.
- Inferential Analysis and Discriminant Analysis were applied to compare the different groups keeping in mind the objectives and hypotheses of the study.

**FINDINGS**

**Hypothesis I**

In the first hypothesis, it was stated that there are no differences in personality profile of high and low creative adolescents. The result is presented in table 1.

**Table 1: Means, SDs and ‘t’ values for 14 personality traits of high (N=150) and low (N=150) Creative Adolescents.**

S.No.	Personality Traits	High Creative Adolescents		Low Creative Adolescents		‘t’ value	Level of Significance
		Means	SDs	Mean	SDs		
1.	A (Reserved Vs Warmhearted)	11.22	4.23	10.44	4.00	1.641	NS
2.	B (Less intelligent Vs. Intelligent)	07.61	2.74	7.73	2.88	0.349	NS
3.	C (Affected by feelings Vs Emotional stability)	13.63	4.09	12.66	3.89	2.111	.05
4.	D (Undemonstrative Vs Excitable)	13.19	4.52	11.42	4.03	3.511	.01
5.	E (Obedient Vs Assertive)	13.63	4.62	12.31	3.85	2.674	.01
6.	F (Sober Vs Enthusiastic)	12.63	4.10	11.41	4.19	2.563	.01
7.	G (Disregards rules Vs Conscientious)	12.51	4.11	12.59	3.80	0.161	NS
8.	H (Shy Vs Adventurous)	12.10	4.36	10.70	3.93	2.920	.01
9.	I (Tough minded Vs Tender minded)	10.17	3.60	9.75	3.55	1.001	NS
10.	J (Zestful Vs circumspect)	10.67	3.56	11.68	3.56	0.033	NS

	individualism)						
11.	O (Self Assertive Vs. apprehensive)	9.49	3.11	9.57	2.96	0.231	NS
12.	Q2 (Socially group dependent Vs Self-sufficient)	11.02	3.60	10.31	3.23	1.792	Approaching level of significance
13.	Q3 (Uncontrolled Vs Controlled)	10.94	3.60	10.20	3.49	1.809	Approaching level of significance
14.	Q4 (Relaxed Vs Tense)	12.41	3.51	12.05	3.81	0.868	NS

The tabular details as shown in Table 1 were obtained through ‘t’ test statistics. From the results of the table 1 following conclusions were drawn regarding the personality profiles of high and low creative adolescents.

- The dominating personality traits of high creative adolescents are emotional stability, assertiveness, excitability, enthusiasm.
- The dominating personality traits of low creative adolescents are effect of feelings, disregard for rules, relaxed, obedient and zestful.

So, it is clear that difference does exist between high and low creative adolescents. Hence the null Hypothesis that there is no difference in personality profiles of high and low creative adolescents is rejected for PF’s-C, D, E, F, H, Q<sub>2</sub> and Q<sub>3</sub>.

The conclusions drawn fall in line with the finding of Torrance (80).

**Hypothesis 2**

In the second hypothesis, it was stated that there are no differences in personality profile of highly creative boys and girls. The result is presented in table 2.

**Table 2: Means, SDs and ‘t’ values for 14 personality traits of Highly Creative Boys (N=75) and Highly Creative Girls (N=75)**

S.No.	Personality traits	Highly Creative Boys		Highly Creative Girls		‘t’ value	Level of significance
		Means	S.Ds	Mean	S.Ds		
1.	A	10.787	4.654	11.653	3.740	1.257	NS
2.	B	6.933	2.787	8.293	2.535	3.126**	.01
3.	C	14.187	4.364	13.080	3.748	1.666	NS
4.	D	12.707	4.661	13.667	4.354	1.304	NS
5.	E	13.173	4.276	14.080	4.931	1.203	NS
6.	F	13.680	3.912	11.587	4.041	3.224**	.01
7.	G	12.453	3.607	12.573	4.574	.178	NS
8.	H	12.707	4.576	11.493	4.075	1.715	NS
9.	I	10.000	4.290	10.333	2.753	.566	NS
10.	J	11.440	3.561	11.893	3.570	.779	NS
11.	O	9.507	3.177	9.467	3.055	.079	NS

12.	Q2	11.787	3.732	10.253	3.305	2.664**	.01
13.	Q3	11.160	3.939	10.720	3.228	.748	NS
14.	Q4	12.627	3.879	12.200	3.102	.744	NS

Table 2 shows the comparison of personality profile of highly creativity boys and girls. The following conclusions are drawn regarding differences in personality profile of highly creative boys and girls;

- The dominating personality traits of highly creative boys are enthusiasm, assertiveness, excitability, adventurous nature and tension.
- The dominating personality traits of highly creative girls are assertiveness excitability, emotional stability conscientiousness and tension.
- Personality profile of highly creative boys differ from that of highly creative girls with respect to following three personality traits.
- PF – ‘B’ less intelligent Vs Intelligent
- PF – ‘F’ Sober Vs Enthusiastic
- PF – ‘Q2’ Socially group dependent Vs Self reliant

To sum up it can be concluded that personality profile of highly creative boys differs significantly from that of highly creative girls on only three personality traits out of fourteen. There is no difference in personality profile of highly creative boys and girls on the remaining eleven PF’s i.e. –A, C, D, E, G, H, I, J, U, Q3, and Q4.

So, the second hypothesis that there are no differences in personality profile of highly creative boys and girls is rejected for PF’s –B, F and Q2 only.

### Hypothesis 3

In the third hypothesis, it was stated that there are no differences in attitudes of high and low creative adolescents. The result is presented in table 3.

**Table 3: Means, SDs and ‘t’ values for different Attitude Areas of High (N=150) and Low (N=150) Creative Adolescents**

S. No	Attitude Areas	High Creative Adolescents		Low creative Adolescents		‘t’ value	Level of significance
		Mean	SDs	Mean	SDs		
1	A (Attitude towards parents and teachers)	7.86	2.86	8.567	2.51	2.272	.05
2	B (Attitude towards Discipline)	6.98	2.07	7.320	1.96	1.463	NS
3	C (Attitude towards Life and Humanity)	10.76	3.22	11.787	2.94	2.887	.01
4	D (Attitude towards Country)	7.64	1.78	7.986	2.09	1.544	NS

5	E (Attitude towards Religion)	12.95	3.65	14.273	2.99	3.426	.01
---	-------------------------------	-------	------	--------	------	-------	-----

When the high and low creative adolescents were examined in the light of five attitude areas viz., Attitude towards parents and teachers (A), attitudes towards country (D) and attitude towards religion (E), it has been found that;

- High Creative adolescents differ significantly from low creative adolescents on following three attitudes' areas.

Area 'A' – Attitude towards, parents and teachers

Area 'C' – Attitude towards life and humanity

Area 'E' – Attitude towards religion

- For all these three areas i.e. A, C, and E, low creative adolescents tend to have more positive attitude as compared to high creative adolescents.

Thus, the third hypothesis that there are no differences in attitudes of high and low creative adolescents is rejected on Areas A, C, and E.

#### Hypothesis 4

In the fourth hypothesis, it was stated that there are no differences in attitudes of high and low creative adolescents. The results of Hypothesis 4 are presented in table 4.

**Table 4: Means, SDs and 't' values for different Attitude Areas of Highly Creative Boys (N=75) and Highly Creative Girls (N=75)**

S. No	Attitude Areas	High Creative Boys		Low creative Girls		't' value	Level of significance
		Mean	SDs	Mean	SDs		
1	A	8.240	2.775	7.480	2.919	1.634	NS
2	B	7.333	1.995	6.627	2.091	2.117	.05
3	C	10.200	3.389	11.320	2.951	2.158	.05
4	D	7.613	1.723	7.667	1.855	0.182	NS
5	E	13.560	3.603	12.347	3.622	2.057	.05

- The results show that highly creative boys differ significantly from highly creative girls on three attitude areas which are;

Area 'B' – Attitude towards discipline

Area 'C' – Attitude towards life and humanity

Area 'E' – Attitude towards religion

- Highly creative girls tend to have positive attitude towards life and humanity as compared to highly creative boys.
- Highly creative boys tend to have more positive attitude towards discipline and religion as compared to highly creative girls.

Thus, the fourth hypothesis that there are no differences in attitudes of highly creative boys and girls is rejected for attitude areas- B, C, and E

To see the inter-relational effect of different independent variables i.e., personality and attitude on high and low creative adolescents and on highly creative boys and girls Discriminant Analyses were used. The analyses were done with the additional twin purpose of finding the Discriminant Coefficients of all the variables included in the study so as to identify the groups, of which different variables were the best predictors and also to see the accuracy to classify the subject into different groups on the basis of the obtained results. The results of Discriminant Analysis are presented in tables 5 and 6. The variables, along with their Discriminant Coefficients are arranged in descending order in the tables i.e., variables having maximum weight in predicting groups membership is placed at the top while the variable at the lower end is having minimum weight.

**Table-5: Showing the variables, along with their Discriminant Coefficients which are found to be significant in discriminating between group I and group II**

Variable significant for high creative adolescents (Group I)	Discriminant Coefficient	Variable significant for low creative adolescents (Group II)	Discriminant Coefficient
Excitable	.72	Attitude toward religion	.691
Warm hearted	.319	Attitude towards life and humanity	.227
Tender minded	.298	Attitude towards parents and teachers	.178
Assertive	.269	Attitude towards discipline	.165
Enthusiastic	.260	Attitude towards country	.107
Adventurous	.242	Intelligence	.045
Emotional Stability	.235		
Tense	.205		
Circumspect Individual	.200		
Conscientious	.189		
Self-reliant	.174		
Controlled	.141		
Apprehensive	.078		

Wilks Lamba - .924

Group I – Highly Creative Adolescents

Group II – Highly Creative Adolescents

Correct            Incorrect

Group I            150            0

Group II          150            0

100% of groups are correctly classified.



**Table-6: Showing the variables, along with their Discriminant Coefficient which are found to be significant in discriminating between Group I and Group II**

Variable significant for highly creative boys (Group I)	Discriminant Coefficient	Variable significant for highly creative girls (Group II)	Discriminant Coefficient
Enthusiastic	.425	Intelligence	.691
Attitude towards discipline	.279	Attitude towards life and humanity	.285
Attitude towards religion	.271	Assertive	.159
Attitude towards country	.143	Tender minded	.070
Controlled	.119	Warm hearted	.047
Apprehensive	.083		
Attitude towards parents and teachers	.076		
Excitable	.067		
Self-reliant	.54		
Emotional Stability	0.51		
Adventurous	.042		
Tense	.033		
Conscientious	.032		
Circumspect individual	.020		

Wilks Lambda = .720

Group I – Highly Creative Boys

Group II – Highly Creative Girls

Correct	Incorrect	
Group I	75	0
Group II	75	0

100% of groups are correctly classified

When the Discriminant Analysis was applied to see the inter-relational effect of independent variables i.e., personality and attitudes on high and low creative, adolescents, it was found that the most dominating personality traits of high creative adolescents were excitability, warm heartedness, tender mindedness, assertiveness, enthusiasm, adventurousness, emotional stability, tension, circumspect individual conscientiousness etc. They did not have rigid attitude towards any of the given five attitude areas (Table 5).

On the other hand, low creative adolescents are more rigid towards different attitude areas. They had more positive attitudes towards religion, life and humanity parents and teachers, discipline and country. They were found to be less intelligent as compared to high creative adolescents (Table 5).

Table 6 is showing the results obtained after applying discriminant analysis on the two groups of highly creative boys and girls. The results entered in the table show that the most dominating personality traits of boys are: enthusiasm, controlled behaviour, apprehensiveness, excitability, self-reliance, emotional stability, adventurousness, tension, conscientiousness and circumspect individualism. They showed



more positive attitude towards attitude towards: discipline, religion, country and parents and teachers as compared to girls.

On the other hand, girls were better in intelligence as compared to boys. Creative girls were more assertive, tender minded and warm hearted as compared to creative boys. With respect to attitude, they had more positive attitude towards life and humanity as compared to boys.

## CONCLUSIONS

The findings of the present study, bring out the following revelations:

1. The dominating personality traits of high creative adolescents are emotional stability, assertiveness, enthusiasm and conscientiousness.
2. The dominating personality traits of low creative adolescents are affected by feeling, disregard for rules, relaxed attitude, obedience and zestfulness.
3. Personality profile of high creative adolescents differ significantly from low creative adolescents on personality factors – C, D, E, F, H, Q 2 and Q3.
4. The dominating personality traits of highly creative boys are enthusiasm, assertiveness, excitability, adventurousness and tension.
5. The dominating personality traits of highly creative girls are assertiveness, excitability, emotional stability, conscientiousness and tension.
6. Personality profile of highly creative boys differ from highly creative girls with respect to personality factors-B, F, and Q2 only.
7. Low creative adolescents tend to have more positive attitude towards area, A,C, and E as compared to high creative adolescents.
8. Highly creative girls tend to have more positive attitude towards life and humanity and compared to highly creative boys.
9. Highly creative boys tend to have more positive attitude towards discipline and religion as compared to highly creative girls.

## REFERENCES

1. Evridilki, Z. et al. (2007) Evolution of Children's Creativity: Psychometric properties of Torrance's Thinking Creativity in Action and Movement Test: Journal of Early Child Development and Care Vol. 26, pp. 65-86.
2. Gulati, S. (1996) Effect of Teacher's Personality and Attitude on Children's Behaviour Patterns. Indian Psychological Review, Vol. 18, pp. 42-44.
3. Gupta, M. (2007) Creativity and Education, KSK Publishers and Distributors, Ansari Road, Darya Ganj, New Delhi.
4. Zorana, I. And John, D.M. (2004). Creative Types and Personality: Gifted Child Quarterly, Vol. 48, No. 3, pp. 179-190, New Hemispire.