

CREATIVITY RELATIONSHIP WITH BIG FIVE PERSONALITY TRAITS' AMONG THE UNIVERSITY STUDENTS IN KHYBER PAKHTUNKHWA

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ABSTRACT

This study was aimed to investigate relationship between creativity and five big personality traits among university students. In order to collect data, the researcher brought in use a self-contained inventory of five major personality traits and creativity, and the test was prepared in the light of Torrance's creative thinking tests. The study population was all students enrolled in the Bannu UST in the 2013-15 cycle. The sample size of the study was 400 students. For data analysis the Statistical tools, Standard deviation Mean and Pearson correlation were used. The research revealed that university students prefer to work on their own project, and are usually courteous and loving. They are also confused, cheating others and emotional. It has also been revealed that the five great personality traits have little to do with the ability of students to innovate.

Keywords: Personality traits, Torrance Tests, Creativity

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INTRODUCTION

If we the human beings we will find that numerous inhabitants are more creative in respect of others. If we want to explore the secret behind this, we must counter the questions as what is the personality of the creative people and what are their personal traits? To answer these questions, we firstly answer what creativity is? From the nineteenth century the students of psychology began to know about the creativity (Boden1994, Sternberg, 1999, Sawyer, 2006). As a result, 'creativity is an effort to discover the ubiquitous, original, and solves new problems', says Brockman. The highly creative person listens, reads, investigates, and observes (Brockman, 1993). Psychologists studied from the outset creativity in the light of personal perception, and then, on social, cultural aspects and then intelligence (Maslow, 1954; 1987). From the perspective of psychology, creativity assumes a concept and idea of solving problems, promoting thoughts, developing concepts, and establishing manufacturing goods and services. Consequently, it is a unique psychological process with a device-oriented identity. In the light of organizational side, it shows demonstrating and to create a new thought and notion (Alvani, Mehdi, Esfahani et al., 2012). It means that creativity focuses on two concepts: distinctive and imaginary. Few researchers studied creativity, based on people's traits, such as personality traits and the brain. (Batey, M., Furnham, Barrick, M.R. Mount, M.K., Clark, L.A. Watson, D) The study examined creativity in relationship with personality traits. Taking into account personality traits: Use the five personality traits model that contains five aspects such as “convergence, agreement, conscience, emotional stability, and openness to experience”.

REVIEW OF LITERATURE

Concept of Creativity

Creativity is in the views of Brockman “an attempt to find the unknown in every field, being original, and escalating different solutions to each new problem, new encounters”. The gift of connecting objects and visual concepts that were not previously associated with them. The creative person is the person who reads, monitors, listens and examines. (Brockman, 1993). Creativity is the skill of creating something new and compassionate. Creative people always invent old ways and do more. They want to find alternatives. They move away from known patterns, but then converge with new solutions. They break the laws to rebuild them. They build solid judgments about what to do and what to do. Creators innovators. They aim at novelty. This can be judged in several ways. (Young1985)

Concept of Personality

The word Personality is the derivation of the Latin word “Persona” which means (1) the actors who represents the role on stages in theater with masks.(2) the true character, in which subjective motives, feelings, way of life and thoughts (Chan, 1996). Allport (1974) describes personality as “a dynamic organization within the individual of those psychic systems that determine their unique modifications to their environment.” Rubens identified personality as the total sum of ways in the light of which a person interacts and intermingles with other people.

First the Psychologists explored creativity when their focal point was personality and knowledge and then worked on the social and cultural sides of creativity (Maslow, 1954; 1987). The interrelationship between creativity and personality is characterized by the identification of a solid set of character traits and the distinct behavior of the 'creative individual'. Thinking of integration has

begun, and learning activities are likely to be planned specifically to promote and reinforce attitudes and skills that constitute 'the essence of creative expression'. Speaking of abilities and skills, Dollinger says, it needs modification in educational practices and, where more often is placed in conventional educational skills (eg, literacy), instead of creative skills. Each character factor has been linked to specific characteristics of creativity. 'Many studies have supported the view that creative individuals are open to new practices' (Pankhu, Sutton, 2008) Independent, and highly self-esteem '(Jaquish Ripple, 1980; McCrae, 1987; Graziano * Ward, 1992; Lee, 2005). (Jafar Hosseinfar)

For the categorization of personality traits of the individuals different authors have presented different theories of personality. The work of Alport, Catel, Essenk, Catherine and Isabel is too much important in this regard. From the past several years, a common concurrence among psychologists have seen on a powerful and comprehensive personal model famous as the Big Five Personality traits Model, consisting of five collective personality traits called extinctions, conscientiousness, concordance, empathy and emotional stability (Goldberg, 1981; Conley, 1985; and McCrae, 1989; McCrae and Costa, 1985; McCrae and Costa, 1987; McCrae and Costa, 1989; Wortman et al., 2012).

Big five personality traits

Few psychologists consider that almost all personality-related values should be categorized through the Big Five Personality Model. Goldberg, Eysanck ; Hogan, R. Roberts, B.W. Esfahani et.al (2012). In other words, most of the researchers considers that there are five basic personality qualities or traits. Substantiation for the above mentioned theory has increased for many years, founded by the Fiske (1949) and then extended by other researchers, including the well known researchers as McCrae (1987), Smith (1967), Goldberg (1981) and Norman (1967), This is also the fact that the model of the five major

personality traits varies in different cultures. But along with some of these other research, she points out that the five major dimensions have 'genetic themes' which are certainly 'congenital'. (Esfahani et al., 2012. Rothman.S, Contzer). Rubens explored the personality as, 'the dimensions of this model (OCEAN), in addition to the introversion, agreement, awareness, nervousness, and openness presented in the following section' (Rubens *et al.*, 2008).

Extraversion

Extraversion demonstrates the level of ability of the relationships with other people. The above trait represented as energetic, confident, talkative, gregarious, social, feudal, full of life, and determined. These people are good at communicating actively with constructive power (Barrick and Mount, 1991; Goldberg, 1990; Watson and Clark, 1997)

Agreeableness

The term 'Agreeableness' shows the idea that individual differ with each other. These characteristics represent personal traits as being cooperative, liberal, tolerant, altruistic, compassionate, courteous, pleasant, supple, sinuous, and self-sacrificing (Digman, 1990, Mount and Barrick, 1991). The compatibility attribute shows that 'the tendency of the individual to delay others'. 'People who have a high degree of consensus are cooperative, warm and trustworthy, and people with low degrees of satisfaction are cold, hateful and hostile,' Robbins said.

Conscientiousness

Conscience in the words of Robert McRae and Paul Costa (1987, 1997, 1999): suggest the level on which the person rely on. They include various sub-characteristics such as organization, reliability, responsibility, conformity, order, diligence, vigilance, caution, rationality, risk, organization, inclusiveness, inclusiveness, reliability, design and focus on their goal of achievement and accomplishment (Digman, 1990; Barrick and Mount, 1991).

Conscience is linked to 'reliability'. The people of conscience are 'responsible, organized, dependable, and persistent' in Robbins' words. The 'scorer' is easily determined low, confused, and unreliable. Robbins, et al. (2008), however, can distinguish the dimension of conscience 'as reliable, achievement-oriented, and structured.

Neuroticism

The term neurotic describes the low level of "emotional stability". Macrae and Costa (1992) identified the neurotic in the below mentioned words: 'Neuroticism refers to the variation of a person's inclination to practice misery and is defined as emotionally unsafe. The emotional stability aspect that is often characterized by his or her emotional connection is based on the individual's capability to endure anxiety and pressure, he said. An individual tends from constructive and positive feeling and emotional firmness to 'calm, self-assurance with safety.' But high negative signs tend to 'anxiety, tension, depression and insecurity'.

Openness to Experience

Openness to experience shows the personality traits in which it declares the level and rank of one's thoughts, charms and imagination. (Barrick and Mount, 1991; Goldberg, 1990; Digman, 1990). It represents the characteristics of the personality as curiosity, novelty, cultivated, aesthetic, sensitivity, and mind independent, intellectual, and creative. Personality traits' Openness to a dimensional experience deals with a range of interests and fascination with modernity', in Rubens' words. Individuals who are near to open to the experience are more creative and curious along with creative sensitivity. On the other end of the opening are 'traditional and find comfort in the fashionable'.

Personality and Creativity Relationship

We have described that in the base of innovation we have creativity as the first step. In the words of Amabile (1996) stated without creativity, no innovation possible. Therefore, in order to study the relationship of personality and creativity, it is important to review the previous literature on the relationship between personal creativity. There are a number of studies that look at how a personal impact on a creative individual. Viste (1998) points out that creative individuals are highly autonomous, more ambitious, aggressive, dominant, pushy, confident, and arrogant, and open to new experiences. Such as Feist (1998), there are a number of other authors who have confirmed that individuals with a high degree of intimacy are more creative with more intuition and full of different ideas (Stavridou and Furnham, 1996; Costa and McCrae, 1985; King et al., 1996; , 2001; Furnham and Bakhtiar, 2008). Makri (1987) has identified that openness can be attributed to an individual's willingness to work on new ideas, curiosity and exploration of the world and other internal ideas. Moreover, he emphasized that there is a positive relationship in personality and divergent thinking * creativity. In 2001, McCrae (1987) argued that openness to experience is positively associated with creative thinking. Martindale (1989) states that openness to experience and creativity seems synonymous with the same set of features (McCrae, 1993; Rogers, 1961).

Emotional stability

Coming towards the next characteristic of personality which is the emotional stability which is paradoxical of the neurotic. In an earlier search for Matthews (1989), the lower incidence of dysentery was found to be less effective in the test of creativity. Another study found that children with high onset and low neurotoxicity proved to be more creative than others (Laith, 1972). Similarly, Viste (1998) also pointed out that artists with a low temperament characteristic are less creative than those with high-intensity individuals. There are other

studies that have proven the negative relationship between neuroticism and creativity (Dollinger et al., 2004; Martindale and Dailey, 1996).

Two qualities of the five great personality model remain acceptance and conscience. In ancient studies these features were summarized under one head and labeled as psychotic (Eysenck and Eysenck, 1985; Hewstone et al., 2005; Kasschau, 2000). Rushton (1990) confirmed that psychosis is positively related to creativity. Similarly, Woody and Claridge (1977) argued that creativity is closely linked to Essen's psychometer. Esfahani et al. (2012) emphasized the relationship of conscience to creativity. The relationship of compatibility and creativity is very contradictory.

There are a number of studies claiming that there is consistency that does not have the predictive capacity of creativity King (King et al., 1996; Feist, 1998). But the study of Batey and Furnham (2006) claimed that individuals with high talents are higher in daily creativity. Similarly, many studies have confirmed the positive relationship of compatibility with mutual and cognitive thinking that is an essential part of creativity (Nusbaum and Silvia, 2011; Silvia, et al., 2009; Silvia, et al., 2008).

But it is important to note here that there is general agreement that people who suffer from extreme attraction and openness to experience tend to be more creative. During in-depth analysis of literature on compatibility, emotional stability and harmony show mixed results. A few studies agree that there is no relationship to these factors and creativity. So more empirical studies are needed to explore the literature on the controversial relationship between the few personality traits with creativity. So the question is arises that in our society which personality mostly have the students and how much creativity effect the personality of the students.

In the light of the above, the study explored the relationship of personality traits: extraversion, conscientiousness, and openness to experience, agreeableness, and emotional stability over creativity.

The study is also very important for the teachers that they should focus on the personality and creativity of the students. The study is also helpful for bringing the attention of government that they must train the teachers in respect the student's personality and creative thinking. After that teachers will be able to treat the students properly.

Statement of the Problem

The statement of the problem was 'the relationship between the personality of the student and his creativity at the university level'. In this regard most of the researches had been done but with different variables. But in this research, Five major personality traits were used as a dependent variable with creativity as an independent variable.

Objectives of the study

1. To identify the Big Five Personality traits of the university students of KPK.
2. To ascertain that how much the university students are creative.
3. To explore the relationship between creativity and personality of the university students.

Research Questions

- 1 Which kind of personality is possessed by the students of KPK universities?
- 2 How much university students are creative?
- 3 Has any trait of personality predicts creativity of the students?
- 4 Which personality trait has basic impact on creativity of the student?

Significance of the Study

We are familiar that some of the students are more creative than others. And it is also known to us if this thinking is improved it will helpful for their academic level along with their practicality in jobs. And when the university students will learn withcreatively and with innovations, they will get help in getting and starting innovative jobs and will improve their work places.

METHODOLOGY

Design of the study

A self developed questionnaire for personality traits and tests were developed for creativity. Therefore, descriptive and co relational design was used for this study.

Population of the Study

All the students studying in the University of Science & Technology Bannu was selected as the population of this study.

Sample Size and Method

In the light of Dr. John Currys'Rule of Thumb, four hundred students of University of Science and Technology Bannu Khyber Pakhtunkhwa were selected randomly.

Research Instrument

In order to collect data one inventory and a tests were used: for big five personality traits the researcher used self made inventory and for creativity a test was prepared in the light of Torrance Tests of Creative Thinking.

Data Collection Procedure

After pilot testing, the researcher visited and requested the different departments' coordinators to allow for collecting data personally from randomly selected students. The inventory and test were distributed among the respondents and they were administered personally.

Data Analysis Methods

For all the variables Mean, Standard deviation and Pearson correlation were used to examine that which personality trait related with creativity. Data were generated in statistical package for social sciences (SPSS-23) to assess the frequencies of responses. Each of the 50 statements was reported and frequencies of responses for each scale option were tallied and tabulated.

RESULTS AND DISCUSIONS

The purpose of the study was to identify Big Five Personality Traits’ Relationship with Creativity among The University Students in Khyber Pakhtunkhwa. Keeping in view objectives of the study, inventory for personality traits and creativity test was developed to know the personality traits and creativity level the following scales were used:

Descriptive Analysis		Scale for Intelligence/Creativity Tests	
Options	Scale	Options	Scale
DA (Disagree)	1.00-1.50	Below Average	1.00-1.50
SD (Slightly Disagree)	1.51-2.50	Average	1.51-2.50
N (Neutral)	2.51-3.50	Above Average	2.51-3.00
SA (Slightly Agree)	3.51-4.50		
A (Agree)	4.51-5.00		

METHODOLOGY

All the students (N=772) studying in the University of Science & Technology Bannu constituted the population of this study. In order to collect data on big five personality traits an inventory was used. In the light of “Torrance Tests of Creative Thinking” a self-developed test used as a creativity test. The inventory and test were gone through pilot testing. Validity of each item of the inventory and test was checked and administered through five educationists, ten teachers and twenty senior students in order to make tests items simple, easy and

understandable. After validity, the finalize inventory and test were given to the twenty students for the reliability purpose. The collected data from the students were centered in SPSS-23 and the measured value of Cronbach alpha were 0.78 and 0.81 which means that both the instruments were reliable. The data was analyzed using mean, standard deviation and Pearson correlation.

ANALYSIS OF DATA

Table 1: Respondent Responses Regarding Extroversion

S.No.	Statements	Mean	Std. D
1	I am the backbone of the party/crowd.	2.21	1.35
2	I don't gossip a lot.	2.95	1.43
3	I feel relaxed among the people.	2.73	1.36
4	I remain in the side.	2.88	1.35
5	I always begin discussion.	3.11	1.38
6	I am modest in saying.	2.70	1.43
7	I converse too much in parties with different people.	2.30	1.32
8	I don't akin to give concentration about my own self.	2.45	1.32
9	I don't consider to become the center of concentration.	3.05	1.34
10	I am calm in the region of outsiders.	2.90	1.31
Overall		2.25	0.63

The Table 1 demonstrates the personality traits: Extroversion mean, among the university students. Mean concerning above all the statements: 'I am the backbone of the party/crowd,I don't gossip a lot,I feel relaxed among the people, I remain in the side,I always begin discussion,I am modest in saying, I converse too much in parties with different people,I don't akin to give concentration about my own self, I don't consider to become the center of concentration, I am calm in the region of outsiders; falls in the range from 2.21-3.11 along with the Standard deviation 1.31-1.4. The Overall Mean is 2.25 with which falls in the range of Disagree = 1.51-----2.50

Table 2 : Respondent Responses Regarding Agreeableness

S.No.	Statements	Mean	Std. D
11	I feel slightdistress for others.	3.92	1.34
12	I am fascinated in people.	3.96	1.41
13	I abuse people.	3.84	1.37
14	I empathize with the feeling of others.	3.87	1.32
15	I am not involved in the others’ problems.	2.90	1.36
16	I have soft corners in my heart for others.	3.61	1.41
17	I am in factpaying attention to others.	3.50	1.34
18	I acquiremoments for others.	3.10	1.23
19	I go behind pre-planned timetable.	3.12	1.30
20	I put together persons at relieve.	3.56	1.21
Overall		3.53	0.65

Table 2 shows the mean of the personality trait Agreeableness among these university students. Mean regarding all the statements:I feel slight distress for others, I am fascinated in people,I abuse people, I empathize with the feeling of other’s, I am not involved in the problems other persons, I have soft corners in my heart for others, I am in fact paying attention to others, I acquire moments for others, I go behind pre planed timetable, I put together persons at relieve, are falls in the range from 2.90 to 3.96 with the standard deviation ranging from 1.21 to 1.41. The overall Mean is 3.53 with Standard deviation is 0.65. Mean of the traitAgreeableness falls in the range ‘Agree’ (A=3.51---4.50)

Table 3: Respondent Responses Regarding Conscientiousness

S.N	Statements	Mean	Std. D
21	I all the timeready and set.	2.74	1.29
22	I depart my possessions nearby.	2.79	1.37
23	I pay concentration to particulars.	2.10	1.39
24	I createchaos/troubles of things.	2.46	1.23
25	I acquire jobscompletedin right way.	2.70	1.27
26	I habituallynot remember to place things back in their correctposition.	2.43	1.38

27	I like to organize things.	2.35	1.35
28	I get out of my responsibilities.	2.60	1.22
29	I feel others feelings.	2.22	1.29
30	I am exacting in my work.	2.70	1.18
Overall		2.44	0.57

The Table 3 demonstrates the personality trait Conscientiousness’ mean among the university students. Mean concerning all the statements: I all the time ready and set, I depart my possessions nearby, I pay concentration to particulars,I create chaos/troubles of things, I acquire jobs completed in right way, I habitually not remember to place things back in their correct position,I like to organize things, I get out of my responsibilities, I feel others feelings, I am exacting in my work, are falling in the range from 2.07-2.79 with SD range falls from1.18-1.39. The Overall Mean is 2.44 which falls in the range of Disagree = (1.51-2.50)

Table 4: Respondent Responses Regarding Neuroticism

S.No.	Statements	Mean	Std. D
31	I get worried with no trouble.	3.70	1.34
32	I remain calm mostly.	3.79	1.45
33	I always anxious about my belongings.	3.95	1.33
34	I rarely depress/dishearten.	3.10	1.26
35	I with no trouble concerned.	3.87	1.33
36	I get upset easily.	3.95	1.35
37	I change my mood a lot.	3.55	1.37
38	I have frequent mood swings.	3.07	1.20
39	I get irritated easily.	3.76	1.24
40	I often feel blue.	3.13	1.13
Overall		3.58	0.57

Table 4 shows the mean of the personality trait Neuroticism among the university students. Mean regarding all the statements: I get worried with no trouble, I remains calm mostly,I always anxious about my belongings,I rarely depress/dishearten, I with no trouble concerned, I get upset easily, I change my mood a lot, I have frequent mood swings, I get irritated easily, I often feel blue;

are falling in the range from 3.07-3.95 with SD from 1.13-1.45. The overall Mean is 3.58 which falls in the range AGREE = (3.51-----4.50)

Table 5: Respondent Responses Regarding Openness

S.N	Statements	Mean	Std. D
41	I have well-to-doterminology.	2.21	1.38
42	I have complication in thinking non-concrete thoughts.	2.19	1.34
43	I have a colorful mind's eye/imagination.	2.01	1.40
44	I am not paying attention to abstract thoughts.	2.07	1.35
45	I have outstanding thoughts.	2.24	1.31
46	I do not have a high-quality imagination.	2.28	1.35
47	I am rapid to know possessions.	2.21	1.30
48	I use hard and difficult language.	2.08	1.26
49	I mostly expend time on reflecting belongings.	2.05	1.31
50	I am full of differentthoughts.	2.25	1.24
Overall		2.15	0.64

Table 5 explains the Mean and standard deviation of the personality traits among the university students. Mean of all the statements: I have well-to-do terminology, I have complication in thinkingnon concrete thoughts, I have a colorful mind's eye/ imagination, I am not paying attention to abstract thoughts, I have outstanding thoughts, I do not have a high-quality imagination. I am rapid to know possessions, I use hard and difficult language, I mostly expend time on reflecting belongings, I am full of different thoughtsare falling in the range from 2.01-2.28 with standard deviation fall in range from 1.13-1.45. The overall Mean of the Openness trait is 2.15 which falls in the range of Disagree = (1.51-2.50)

Table 6: Responses regarding Creativity

S.No	Types of Constructing	Mean	Std. D
1	Creativity Picture Construction	1.88	.67
2	Creativity Picture Completion	1.61	.69
3	Creativity Picture Construction/Title	1.37	.61
Overall		1.62	.45

Table 6 demonstrates Mean and Standard deviation of Creativity. About all the statements: “Creativity Picture Construction, Creativity Picture Completion, Creativity Picture Construction/Title, the mean score falls in range from 1.37 to 1.88 with the standard deviation range from 0.61 to 0.67. The overall mean of the above statements is 1.62 with standard deviation 0.45. The mean score is ranging from 1.51 to 2.50 which show that university students have creativity up to Average.

Table 7: Responses regarding Personality Traits and Creativity

Personality Traits	Creativity Type (Picture Construction/Completion/Title)	r	P
1 Extroversion	Creativity	0.007	0.88
2 Agreeableness	Creativity	0.007	0.89
3 Conscientiousness	Creativity	-.038	0.45
4 Neuroticism	Creativity	-.069	0.17
5 Openness	Creativity	-.041	0.41

This table illustrates r and p value of The Big Five Personality Traits. The r value of Extroversion and creativity is 0.007 and p value is 0.88, that declares correlation is insignificant. The r value of Agreeableness and creativity is 0.007 and p value is 0.89, which also declare that the correlation between the two is insignificant. The r value of Conscientiousness and creativity is -.38 and p value is 0.45, which illustrates that the correlation insignificant. The r value of Neuroticism and creativity is -.069 and p value is 0.17, that also shows that the correlation is insignificant. The r value of Openness and creativity is 0-.041 and p value is 0.41, that shows that correlation is insignificant.

DISCUSSION

In the world of research, numeral studies have been done to investigate the influence of personality of a creative person. In the then

studies, the analysis and examination of Feist (1998) is very renowned. He, in his researches, points out creative individuals as “are high in autonomy, more ambitious, hostile, dominant, impulsive, confident, extravert and open to new experiences.” Resembling Feist, most of the other writers long-established that the persons with high extraversion trait are considered more creative with more intuition and full of divergent ideas (Stavridou and Furnham, 1996; Costa and McCrae, 1985; King et al., 1996; Wolfradt and Pretz, 2001; Furnham and Bachtiar, 2008). But in this research the results show that most of the students are loner, quiet, passive and reserved as they have low Extraversion trait and has no dominant creativity level.

Another personality trait is the emotional stability, as it is the antonym of neuroticism. In Matthews (1989) researches of it is verified that low level in neuroticism trait, showed low creativity in individual. Similarly, in Feist’s words it is pointed out that the artists who had low range in neuroticism trait had low creativity level as compared to high range of neurotic persons. In spite of these studies there are other researches that confirmed the negative association of neuroticism and creativity (*Dollinger et al., 2004; Martinidale and Dailey, 1996*). In the light of this research most of the students are worried, temperamental, self-conscious and emotional as they are high in Neuroticism trait and the same results that the students of low neuroticism are less creative.

The rest of the two other personality traits are agreeableness and conscientiousness. These traits, in previous studies, were brought under one single heading named as Psychoticism (Eysenck and Eysenck, 1985; Hewstone et al., 2005; Kasschau, 2000). And Rushton (1990) established that Psychoticism and creativity is positively associated with each other. With these it is also come

to know that university students are trusting and good natured with soft hearts as they are high in Agreeableness trait. They are lazy, disorganized and always late as they are low in conscientiousness trait as Claridge and Woody 1977 summed up that creativity is greatly correlated with the Psychoticism scale of Eysenck. But a number of researches show that agreeableness doesn't have any power of prediction over creativity as in the works of King Feist, (1998). With these there are studies of Batey and Furnham (2006) who declares totally opposite conclusion as they claimed that individuals who had high scores in agreeableness are also advanced in creativity level of everyday life.

Likewise, the other trait of big five personality trait model is openness. Wolfrad and Pretz (2001) confirmed McCrae (1987) that openness to experience is positively correlated with the creative thinking. Martindale, (1989) stated both creativity and openness trait as the synonyms of each other and the same set of traits. Therefore, here the result shows that the students are mostly down to earth, uncreative, conventional and uncurious as they are low in openness trait and they have not dominant creativity level.

Moreover, it is confirmed that in other researches there is positive correlation in personality and creativity but in our society the students are less creative in all respects. They are less imaginative and always use their emotions and temperament.

CONCLUSIONS

1. It is concluded that majority of the students have no Extroversion trait which declares that students of university level favored in working alone on their ventures and are also usually respectful, courteous, and like people as they have high score in Agreeableness trait.
2. The students also have high level Conscientiousnes trait in the light of which shows that mostly of them are confused, deceive, and cheat other

and also, they are emotional as they have high score in personality trait and is very low in Neuroticism trait which means that shows that they are very down to earth.

3. Most of the students at university level are less creative and unknown to creativity in all dimensions: picture construction, picture completion, picture construction/ Title.
4. Mostly, they had no power to use imagination and to create newness or new things.
5. In the light of all personality traits creativity is not dominant in single trait of the students.

RECOMMENDATIONS

1. The university teachers at all damnations have to identify and get knowledge about the Personality and Creativity concepts to expand and develop the student's potentials at different magnitudes.
2. Psychologists may be appointed in every university for guiding, observe, scrutinizing and observing the students at different occasions and to them guidance in the light of their personality traits and level of creativity.
3. For the beginner there may have some compulsory creativity enhancement classes through which they enrich their inner potential and show unique creativeness.
4. Government may train the teachers for removing the dullness and rout learning from the student's hearts and minds.
5. The teacher may explore the inner abilities of the students from the very beginning: from primary level.
6. In Pakistan Urdu language will consider best for data collection instead of English. Mostly it will create hurdles in data collection.

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