ABSTRACT

The study was conducted to investigate the personality and creativity styles of invulnerable children in a backward rural area in Orissa. On the basis of sociodemographic variable index and peer nomination checklist, 200 students including equal number of boys and girls from class VIII and IX were selected from a primary sample of 2200. The subjects constituted four distinct groups called the (i) advantaged-competent, (ii) advantaged-incompetent, (iii) disadvantaged-competent, and (iv) disadvantaged incompetent. The personality and creativity styles of all the four groups of subjects were evaluated through four types of measures namely psychometric measures, teacher's rating scale for the measurement of personality, child's competence scale I measuring the foundational skills in personality and creativity, and child's competence scale II for measuring the observable and explicitly manifested personality skills. The performances of the disadvantaged-competent group, designated as the invulnerable, were compared with the other three groups to examine specific differences in their personality patterns.

Gender differences across all the four groups were examined in order to substantiate the findings from the prior research that such differences in personality are widely bridged up among invulnerable children compared to children in other populations. The findings that emerged from the analysis by 't'
statistics and graphic comparisons pointed to the fact that gender differences were substantially low among the invulnerable group with respect to many important personality and creativity traits while such differences were prominently observed among the other three groups. However, the results were not very clearly consistent with the findings of the prior studies possibly for the reason that gender discrimination in favor of the boys still continues as a significant practice in child rearing in the concerned rural part of Orissa.

For the observation of group differences, analysis of variance, Newman-Keul's test for pair-wise comparison of means, and graphic presentation of data were used. The findings significantly indicated that in most of the personality and creativity measures, the invulnerable group performed either as equal to or better than the advantaged competent group possibly suggesting for the fact that when disadvantages take on to invulnerability in children, limiting effects of such disadvantages are worn out. Profoundly better performances of the invulnerable group than the advantaged- incompetent and the disadvantaged-incompetent groups in respect of almost all the measures further affirm to the merit above suggestion. The findings of the present study are also significantly in agreement with the results of many of the prior studies discussed in the review of literature.
A significant contribution of the present study relates to estimating the index of invulnerability from the mean sum of squares of variability of all the personality measures. The results very clearly indicated that responsiveness to affection, respect for orders and rules, low hyperactivity, cognitive flexibility, and self-reliance and confidence are highly important personality traits that contribute to the development of invulnerability among children. Emotional sensitivity, sociability, skills in using language flexibly, ability for involvement, ability for taking risk, and the ability for tolerance are some of the social skills that promote invulnerability among children. In essence, the findings of the present study while affirming the results of many prior investigations on invulnerability also contributed to identifying some personality traits for the development of invulnerability among children.