

Research Paper

The Interplay of Humor, Creative Personality and Creative Achievement

Mr. Samir Khan¹, Mr. Shubham Solankar^{2*}

ABSTRACT

The purpose of this study was to investigate and compare the relationship between creative achievement, humor styles and creative personality, with the objective of discerning which of the two factors has a more significant relationship with creative personality. The research study employs a correlational design to explore the relationship between creative personality, creative achievement, and humor. The sample size consisted of 101 adults aged 18-26 from diverse backgrounds and professions. The Creative Personality Scale (CPS), Creative Achievement Questionnaire (CAQ), and Humor Style Questionnaire (HSQ) were used as assessment tools. The contingency coefficient between creative personality and creative achievement was relatively low, suggesting no significant relationship between the two. However, all four humor styles had a significant effect on creative personality, with affiliative and self-defeating humor significantly correlated to creative personality. These findings have practical implications for interventions aimed at promoting creativity in individuals, such as developing interventions to help individuals use humor in a more affiliative way and reduce their use of self-defeating humor. By furthering our understanding of the complex interplay between humor, creativity, and personality, more effective strategies for promoting creativity and innovation in individuals and organizations can be developed.

Keywords: *Creativity, Creative Personality, Creative Achievement, Humor Styles*

Creativity is not a rootless flower, Barron (1995, p. 9). a subject in psychology for many decades, Woodman (1981) pointed out Simonton (1999) believed that defining creativity is a tedious task because of the multifaceted nature of creativity in varied fields. For instance, cognitive psychologists define creativity as, convergent thinking, and the ability to restructure information (Guilford, J. P. 1950; Runco, According to experimental aesthetics psychologists, creativity can be defined as a product, as stated by Martindale (1990) and Simonton (1989). In personality psychology, creativity is viewed as a personality trait that reflects individual differences (Barron, F. 1953; Carson, S. H., Peterson, J. B., & Higgins, D. M. 2005; Eysenck, 1993). with evidence suggesting that certain traits, such as openness to experience and conscientiousness, may promote creative behavior (George & Zhou, 2001; Oldham & Cummings, 1996). Fiest (1986) defines it aptly - "Discipline of personality psychology and creativity share an essential commonality: They

¹ Assistant Professor, Sister Nivedita University, Kolkata, India.

² School of Allied Healthcare and Sciences, Jain University, Bengaluru, India.

*Corresponding Author

Received: February 6, 2026; Revision Received: September 22, 2026; Accepted: September 28, 2026

both emphasize the uniqueness of the individual. The essence of a creative person is the uniqueness of his or her ideas and behavior, whereas personality psychology is the study of what makes a person unique from others (i.e., individual differences). Both disciplines also focus on the consistency and stability-or lack thereof-of such uniqueness”.

Creativity and Creative

Gregory J. Feist comprehensively stated that “Creative people are more autonomous, introverted, open to new experiences, norm-doubting, self-confident, self-accepting, driven, ambitious, dominant, hostile, and impulsive”. Moreover, according to Feist, defining a creative personality remains a challenge, as individuals who are considered creative exhibit identical personality profiles. Despite this, Feist defined a creative personality as “one that possesses traits or characteristics that predispose a person to engage in and excel at creative activities. These traits include openness to experience, nonconformity, impulsivity, risk-taking, and perseverance.” Feist, G. J. (2010), similarly Carson defines creative individuals as “people who are willing to take risks, who are exploratory and inquisitive, who tolerate ambiguity and complexity, who are capable of seeing things from new and different perspectives, and who are persistent and dedicated to their work.” Carson, J. (2011). An equally important definition put forth by Kaufman, J. C., & Beghetto, R. A. in their four C models define creative personality as “a combination of personality traits and cognitive abilities that contribute to a person's ability to engage in creative thinking and behavior across multiple domains.” (2009). Despite the challenge of defining a creative personality, researchers agree that it does not only involve generating novel and original ideas, but also involves the ability to excel in creative activities. One of the key questions in the study of creativity is how it relates to creative achievement. Which refers to the actual outcomes or products of creative activity. (Hennessey, B. A., & Amabile, T. M. 2010).

Creative Personality and Creative Achievement

This brings us to our next topic of discussion, creative achievement. Fortunately, creative achievement is not a very debated topic, the oldest literature is the definition of creativity given by J.P. Guilford in the 1950s. In his seminal book “Creativity,” Guilford defined creative production as “the ability to produce ideas that are both novel and valuable” (Guilford, 1950, p. 444). Which emphasizes the importance of both originality and usefulness, which are the key aspects of creative achievement. Creative achievement refers to the tangible products or outcomes that result from a person's creative endeavors, such as publications, patents, artistic works, or scientific discoveries. Creative achievement is utilized to assess creative success as it can be qualitatively assessed using various metric scales. In order to investigate the potential relationship between personality and creative achievement, Nusbaum and Silvia (2011a) conducted a study which revealed some interesting findings. Specifically, they found that Openness was a significant predictor of total creative achievement, but not fluid reasoning. Conversely, Intellect was found to predict fluid reasoning, but not total creative achievement. These results suggest that there may be important distinctions to be made between different facets of personality when considering their influence on creative achievement. On the other hand, low agreeableness predicts more creative achievements among both scientists and artists (Feist, 1998). In contrast, Silvia and colleagues (2011) have reported the presence of small to medium effects in the association between creative achievement and extraversion. The positive association between creativity and certain personality traits is not unexpected, given that individuals with creative tendencies are frequently characterized by traits such as intellectual curiosity, imagination, open-mindedness, and aesthetic sensitivity (Nusbaum & Silvia, 2011). Which inevitably suggests that people who possess traits of creative personalities, specifically

openness to change and new experience, agreeableness, extraversion might have high creative achievement. The investigation Gough Creative Personality Scale has been scarce. To date, no study has explicitly examined the nature of this relationship.

Humor and Creativity

Creativity is not only limited to the individual's personality traits, but also influenced by external factors. Humor is another psychological construct that has been linked to creativity. Previous research has established a correlation between humor and creativity, largely due to their overlapping cognitive processes which involve resolving incongruous information (Kozbelt & Nishioka, 2010; Murdock & Ganim, 1993; Wyer & Collins, 1992). In addition to that superior verbal ability has been found to be positively correlated with both creativity and humor (Feingold & Mazzella, 1991; Greengross & Miller, 2011). Furthermore, In light of the significance of employee creativity within organizational settings, scholars have undertaken substantial investigations into the variables that impact employee creativity. While there is a consensus in the literature that leader humor can play an effective role in fostering a creative environment, as suggested by studies conducted by the cultural self-representation theory posits that humor exhibited by leaders is a crucial environmental factor that can greatly influence the behavior of employees, specifically in terms of creativity. The impact of leader humor on employee creativity is expected to be significant, as it can serve three key functions: strengthening relationships, reducing stress, and eliciting positive emotions (Cooper et al., 2018; Lau et al., 2022), it is noteworthy that research investigating the specific impact of leader humor on employee creativity remains limited. There are several psychological theories that attempt to explain the mechanisms underlying humor. We will incorporate the Incongruity Theory. This theory proposes that humor arises from a violation of expectations or a violation of a cognitive schema. The sudden and unexpected mismatch between what is expected and what actually happens creates a sense of surprise, which leads to a humorous response (Hutcheson, F. 1725. Chapter 7). Humor has also been positively correlated with creativity, as it can facilitate divergent thinking, enhance cognitive flexibility, and encourage the generation of novel ideas (Ritter & Dijksterhuis, 2014). Despite the extensive research on creativity and humor, the relationship between creative personality, humor, and creative achievement has not been fully explored. So the question arises. Does creative personality have an effect on creative achievement, and does humor play a role in this relationship? Alongside this, several other questions such as, do individuals with a higher level of creative personality achieve greater creative success than those with a lower level of creative personality? Is there a relationship between different humor styles (e.g. self-enhancing humor, affiliative humor, aggressive humor) and creative achievement? Will individuals high on the creative personality scale prefer some form of humor style over others? Can humor be used as a tool to enhance creativity and problem-solving in educational or workplace settings? This study aims to fill this gap by examining the interplay between these three constructs. We will investigate the potential relationship between creative personality and creative achievement. In addition to examining the potential correlation between creative personality and creative achievement, we will explore whether certain humor styles may influence the strength of this association. Specifically, the study aims to investigate whether individuals with a higher level of creative personality achieve greater creative success compared to those with a lower level of creative personality, and whether humor plays a role in this relationship. We hypothesize that individuals with a higher level of creative personality will achieve greater creative success compared to those with a lower level of creative personality, and that humor will moderate this relationship such that the use of certain humor styles will amplify or weaken the relationship between creative personality and creative achievement. The present study has significant implications

The Interplay of Humor, Creative Personality and Creative Achievement

in understanding the fundamental mechanisms that contribute to creative achievement, and may inform future research on the factors that promote or hinder creative thinking and innovation in various domains. Not only that, the study can provide insights into how creativity can be fostered in educational and organizational settings. For example, the study can inform the development of curriculum and training programs designed to promote creative thinking and problem-solving skills. Additionally, it will help in understanding the role of individual differences. By examining the relationship between creative personality and creative achievement, the study can help us understand the role of individual differences in creativity. This can provide insights into how to support and foster creativity in different individuals.

Need for the study

The rationale behind the study is to fill the gap that is lacking between the interplay of humor, creative personality and creative achievement. No prior research has examined the interplay of these three constructs and this study will act as a pilot study in investigating the relationship between creative achievement, creative personality and humor styles. The study can provide insights into how creativity can be fostered in educational and organizational settings. For example, the study can inform the development of curriculum and training programs designed to promote creative thinking and problem-solving skills. It can also help us to understand the role of individual differences, by examining the relationship between creative personality and creative achievement, the study can help us understand the role of individual differences in creativity. This can provide insights into how to support and foster creativity in different individuals. Finally, it will also help in examining the impact of humor on creativity. It can provide insights into whether humor plays a role in the relationship between creative achievement and creative personality. This can help us understand how humor can be used to promote creativity in different settings.

METHODOLOGY

Aim - The aim of this research is to investigate and compare the relationship between creative achievement, humor styles and creative personality, with the objective of discerning which of the two factors has a more significant relationship with creative personality.

Research questions

1. Does creative achievement have any relationship with creative personality and four humor styles?
2. Does creative personality have any relationship with creative achievement, and does humor play a role in this relationship?

Null hypotheses -

- There is no significant relationship between creative achievement and creative personality
- There is no significant difference in the effect of creative achievement and humor styles on creative personality.
- There is no significant correlation between humor styles and creative personality.
- There is no significant relationship between humor styles and creative achievement.

Variables -

1. Humor Styles - Independent variable
2. Creative personality - Independent variable
3. Creative Achievement - Dependent variable

Theoretical Definitions

- **Humor.** There are several psychological theories that attempt to explain the mechanisms underlying humor. We will incorporate the Incongruity Theory. This theory proposes that humor arises from a violation of expectations or a violation of a cognitive schema. The sudden and unexpected mismatch between what is expected and what actually happens creates a sense of surprise, which leads to a humorous response.
- **Creative Personality.** A creative personality is typically defined as an individual who is capable of generating novel and original ideas or solutions to problems. Literature suggests that a creative personality is a multifaceted construct that involves a combination of traits, characteristics, and behaviors.
- **Creative achievement.** Creative achievement may be defined as the sum of creative products generated by an individual in the course of his or her lifetime. According to Barron's (1955) criteria, it must be both original and functional or adapted in some pragmatic way to reality.

Operational definition

- **Humor** - As the variable refers to an individual's ability and tendency to create, appreciate, and use humor. It can be operationalized by using a standardized measure, such as the Humor Styles Questionnaire, which assesses different styles of humor, including self-enhancing humor, affiliative humor, aggressive humor, and self-defeating humor.
- **Creative Personality** - As the variable refers to an individual's tendency to think and behave in creative ways. It can be operationalized using a standardized measure, such as the Creative Personality Scale, which assesses dimensions of creative personality, such as openness to experience, curiosity, and originality.
- **Creative Achievement** - As the variable refers to an individual's success in producing novel and valuable work in various domains, such as art, science, or business. It can be operationalized using a standardized measure, such as the Creative Achievement Questionnaire, which assesses creative achievement across different domains.

Research Design

The research methodology adopted in this study is that of a correlational design.

Sample Size - The sample consists of 101 adults aged 18-26, recruited from various backgrounds and professions.

Sampling technique - The sampling method used was Non Probability - (Convenience Sampling and Snowball sampling)

Inclusion criteria -

- Individuals aged between 18 to 26
- College going students
- All genders
- Participants with English as their primary language
- Participants who self-identify as creative or interested in creative activities

The Interplay of Humor, Creative Personality and Creative Achievement

Exclusion criteria -

- Illiterates
- Individuals below 18 and above 27 years were excluded.
- Patients with any psychological disorder like anxiety, depression, etc. were excluded.

Ethical Consideration

- The consent of the subject is taken before the start of the test.
- The feelings of the subject will not be harmed at any instance.
- The subject has their own decision of withdrawing from the study whenever they want.
- The respondents will be informed about the purpose of the study.
- Confidentiality will be maintained throughout the study.
- Data collected will be used only for the purpose of this study and publication.

Procedure and Administration

Participants were recruited through various online platforms, including forums, social media, and email invitations. They completed the Creative Personality Scale (CPS), Creative Achievement Questionnaire (CAQ), and Humor Styles Questionnaire (HSQ) through a survey platform. The study was conducted in accordance with ethical guidelines and received approval from the institutional guide. Prior to completing the survey, participants provided informed consent. The survey took approximately 20–30 minutes to complete, and participants were free to withdraw from the study at any time. To control for order effects, the order of the CPS, CAQ, and HSQ was counterbalanced. Data was collected anonymously and stored securely to ensure confidentiality.

Tools For Assessment

Creative Personality Scale (CPS): Gough's Creative Personality Scale is a self-report questionnaire that has been used extensively in various studies and with diverse populations to predict high levels of creativity. The scale consists of 30 trait adjectives, of which 18 are indicative of creative individuals, while the remaining 12 are contraindicative. The 18 positive adjectives which are indicative of creative individuals are : capable, clever, confident, egotistical, humorous, informal, individualistic, insightful, intelligent, interests wide, inventive, original, reflective, resourceful, self-confident, sexy, snobbish, and unconventional. While, the remaining 12 are contraindicative of creative individuals: cautious, commonplace, conservative, conventional, dissatisfied, honest, interests narrow, well-mannered, sincere, submissive, suspicious, and artificial. Gough's scoring protocol awards one point for each positive item endorsed and deducts one point for each negative item endorsed, resulting in a theoretical score range of -12 to +18. Although reported reliability coefficients for the Creative Personality Scale are typically around 0.80, the internal consistency coefficient reported by Gough and Heilbrun (1965) was 0.63, with test-retest reliabilities of approximately 0.70 depending on gender.

Creative Achievement Questionnaire: The Creative Achievement Questionnaire (CAQ) is a self-report measure developed by Carson, Peterson, and Higgins (2005) to assess an individual's level of creative achievement across ten domains, including visual arts, performing arts, music, writing, architecture, humor, inventions, scientific discovery, culinary arts, and athletics. Participants are asked to rate their level of achievement in each domain on a scale from 1 (no experience) to 7 (very high achievement) based on their past accomplishments. The total score was calculated by summing the scores across all domains. Several studies have reported evidence of the reliability and validity of the CAQ. The

Creative Achievement Questionnaire (CAQ) has high levels of test-retest reliability ($r = .81$, $p < .0001$) and internal consistency reliability ($\alpha = .96$). Furthermore, it has been found to have good predictive validity against artist ratings of a creative product, with a correlation coefficient of $.59$ ($p < .0001$, $n = 39$), as well as convergent validity with various other measures of creative potential. The CAQ demonstrated significant correlations with divergent thinking tests ($r = .47$, $p < .0001$), the Creative Personality Scale ($r = .33$, $p = .004$), Intellect ($r = .51$, $p < .0001$), and Openness to Experience ($r = .33$, $p = .002$). Moreover, discriminant validity was established between the CAQ and both IQ and self-serving bias. In terms of its factor structure, a three-factor solution identified Expressive, Scientific, and Performance factors of creative achievement, while a two-factor solution identified an Arts factor and a Science factor.

Humor Style Questionnaire: The Humor Styles Questionnaire (HSQ) is a widely used self-report tool utilized to assess distinct humor styles among individuals. Developed by Martin and colleagues (2003), the HSQ comprises 32 items that evaluate four humor styles, including affiliative, self-enhancing, aggressive, and self-defeating. The affiliative style employs humor as a means to foster social connections and alleviate social tension, while the self-enhancing style uses humor as a coping mechanism to manage stress and challenging situations. In contrast, the aggressive style leverages humor to mock or deride others, while the self-defeating style employs humor to denigrate oneself. The Humor Styles Questionnaire (HSQ) utilizes a subscale approach to measure each of the four humor styles, with each subscale comprising eight items. Respondents rate their level of agreement for each item on a 7-point Likert scale ranging from 1 to 7, where a higher score represents a greater use of that humor style. To obtain the subscale scores, the responses to the 8 items are summed. However, for specific items including 1, 7, 9, 15, 16, 17, 22, 23, 25, 29, and 31, the scoring is reversed. Humor Styles Questionnaire (HSQ) has demonstrated good internal consistency reliability and test-retest reliability, with Cronbach's alphas ranging from $.77$ to $.87$ and test-retest correlations ranging from $.68$ to $.86$ for the four humor styles. Additionally, the HSQ has shown convergent validity with measures of coping strategies, positive and negative affect, and self-esteem. The scale has also demonstrated discriminant validity from measures of personality traits and psychopathology. Overall, the HSQ has a reliable and valid measure of individual differences in humor styles (Martin et al., 2003; Ruch & Heintz, 2013).

Analysis of the result

Inferential statistical methods were employed to analyze the sample data. Specifically, a Chi Square test was utilized to assess the relationship between two variables, namely creative achievement and creative personality. The Symmetric Measures' contingency coefficient was utilized to measure the strength of the association between these variables. In addition to the Chi Square test, a multivariate test was used to examine the overall effect of multiple humor styles on creative personality. Furthermore, bivariate Pearson correlation analysis was performed to investigate the relationship between creative personality and various humor styles. As the sample population for creative achievement was not normally distributed, Spearman rho correlation analysis was used to understand the nature of relationship between creative achievement and four humor styles.

RESULTS

The main purpose of this research was to investigate and compare the relationship between creative achievement, humor styles and creative personality, with the objective of discerning which of the two factors will have more significant relationship with creative achievement.

The Interplay of Humor, Creative Personality and Creative Achievement

Similarly, we wanted to investigate if creative achievement and humor styles have any effect on creative personality. This chapter discusses the relationship between creative personality, creative achievement and humor style.

Table 1.1. Cross Tabulation between Creative Achievement and Creative Personality.

Creative Achivement * Creative Personality				
Crosstabulation				
Count				
		Creative Personality		
		HIGH	LOW	Total
Creative Achivement	HIGH	33	23	56
	LOW	18	27	45
Total		51	50	101

Table 1.1 The table shows the counts for each combination of the two variables. There were 33 participants with high Creative Achievement and high Creative Personality, 27 participants with low Creative Achievement and low Creative Personality.

Table 1.2. Chi-Square Tests for Creative Personality & Creative Achievement

Chi-Square Tests					
	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2- sided)	Exact Sig. (1- sided)
Pearson Chi-Square	3.576 ^a	1	.059		
Continuity Correction ^b	2.859	1	.091		
Likelihood Ratio	3.598	1	.058		
Fisher's Exact Test				.073	.045
N of Valid Cases	101				

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 22.28.

b. Computed only for a 2x2 table

Table 1.2 The analysis of the Chi-Square Tests for the Creative Achievement & Creative Personality Cross tabulation suggests a weak association between these variables. The Pearson Chi-Square value of 3.576 with 1 degree of freedom proposes that the observed distribution of high/low levels of creative achievement and creative personality is different from the expected distribution.

Table 1.3. Symmetric Measures

Symmetric Measures^c			
		Value	Approximate Significance
Nominal by Nominal	Contingency Coefficient	.185	.059
N of Valid Cases		101	

c. Correlation statistics are available for numeric data only.

The Interplay of Humor, Creative Personality and Creative Achievement

Table 1.3. The two variables in question are creative achievement and creative personality, the Symmetric Measures contingency coefficient of .185 with an approximate significance of .059 suggests a weak and non-significant relationship between the two variables.

Table 1.4. The table shows the results of the between-subjects effects tests for the four humor styles (Affiliative Humor, Self-Enhancing Humor, Aggressive Humor, and Self-Defeating Humor) on Creative personality.

Tests of Between-Subjects Effects						
Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
Intercept	AggressiveHumor	73991.155	1	73991.155	1078.544	<.001
	AffiliativeHumor	174817.207	1	174817.207	3369.009	<.001
	SelfEnhancingHumor	141053.621	1	141053.621	2254.604	<.001
	SelfdefeatingHumor	92055.587	1	92055.587	1181.858	<.001
CPC	AggressiveHumor	69.967	1	69.967	1.020	.315
	AffiliativeHumor	336.613	1	336.613	6.487	.012
	SelfEnhancingHumor	190.254	1	190.254	3.041	.084
	SelfdefeatingHumor	556.974	1	556.974	7.151	.009
Error	AggressiveHumor	6791.676	99	68.603		
	AffiliativeHumor	5137.090	99	51.890		
	SelfEnhancingHumor	6193.686	99	62.562		
	SelfdefeatingHumor	7711.165	99	77.891		
Total	AggressiveHumor	80815.000	101			
	AffiliativeHumor	180460.000	101			
	SelfEnhancingHumor	147554.000	101			
	SelfdefeatingHumor	100191.000	101			
Corrected Total	AggressiveHumor	6861.644	100			
	AffiliativeHumor	5473.703	100			
	SelfEnhancingHumor	6383.941	100			
	SelfdefeatingHumor	8268.139	100			

Table 1.4. The results indicate that all four humor styles have a significant effect on creative personality score, as indicated by the significance level ($p < .001$ for all except Self-Enhancing Humor with $p = .084$). Specifically, the analysis shows that individuals who report higher levels of Affiliative Humor and Self defeating Humor tend to have higher creative personality scores.

Table 1.5. The below table shows the correlations between the variable creative personality and the four humor styles (Affiliative Humor, Self-Enhancing Humor, Aggressive Humor, and Self-Defeating Humor). Each cell in the table represents the correlation coefficient between two variables.

Correlations						
		CPC	AffiliativeHumor r	SelfEnhancing Humor	AggressiveHu mor	SelfdefeatingH umor
CPC	Pearson Correlation	1	.248	.173	-.101	-.260
	Sig. (2-tailed)		.012	.084	.315	.009
	N	101	101	101	101	101

Table 1.5. The results show that there is a weak positive correlation between creative personality and Affiliative Humor ($r=0.248$, $p=0.012$) and a weak positive correlation between creative personality and Self Enhancing Humor ($r=0.173$, $p=0.084$). There is a

weak negative correlation between creative personality and Aggressive Humor ($r=-0.101$, $p=0.315$) and a significant negative correlation between Creative personality and Self defeating Humor ($r=-0.260$, $p=0.009$).

DISCUSSION

The purpose of this study was to investigate the interplay between creative personality, creative achievement and humor, and to determine the association between each of the humor styles and creative personality and creative achievement. This paper aims to examine the relationship between these three constructs and the robustness of their connection. The study results pertaining to the hypotheses are presented and analyzed in the context of supporting or refuting the proposed hypotheses. Theoretical support is provided for the hypotheses that were supported, and potential explanations are given for hypotheses that were not supported. Moreover, the limitations, implications, and potential areas for future research are also explored. Based on the analysis of Table 1.2. Chi square test and Table 1.3. In contingency analysis, it appears that there is a weak relationship between creative personality and creative achievement. The contingency coefficient between the two variables is relatively low (0.185), which suggests that there may not be a significant relationship between the two. The first null hypothesis which states that there is no significant relationship between creative personality and creative achievement is accepted, this finding suggests that individuals with creative personalities may not necessarily achieve creative outcomes as the two variables seem to be independent of each other, the potential reason for this observation of weak correlation between the two variables could be due to the measures used to assess creative personality and creative achievement are not sensitive enough to capture the true relationship between the two variables. Furthermore, the sample consisted of fairly young adults and as supported by the findings of Zabelina, D. L., Zaonegina, E., Revelle, W., & Condon, D. M. (2022) that younger individuals endorsed a greater number of low-level achievements, while older individuals endorsed more high-level achievements across all ten domains. Another potential reason for the weak relationship between the variables could be that there are other factors that influence creative achievement that are not captured by measures of creative personality for young adults. And a more rigorous scale for creative personality can be utilized for the younger population. The research suggests that there might be other factors beyond personality when evaluating creative potential or achievement as investigated by Zabelina, D L., Zonegina et al. (2022). In terms of future research, one possible direction would be to explore other factors that may influence creative achievement, such as environmental or social factors. Additionally, it may be useful to develop more sensitive measures of creative personality to better capture the true relationship between these variables. As the relationship between creative personality and creative achievement was weakly correlated we tried to understand if any of the humor style was more closely related to creative personality based on Table 1.4. The results indicate that all four humor styles have a significant effect on creative personality score, as indicated by the significance level ($p < .001$ for all except Self-Enhancing Humor with $p = .084$). The results also specify that individuals who report higher levels of Affiliative Humor and Self defeating Humor tend to have higher creative personality scores. Which is in line with Yue and Hui (2015) study of humor and creative personality traits which suggest that people who use affiliative and aggressive humor tend to have the traits of creative personality i.e. novelty and diversity. Further analysis of four humor style and creative personality by bivariate pearson correlation shows that there is a weak positive correlation between creative personality and Affiliative Humor ($r=0.248$, $p=0.012$) and a weak positive correlation between creative personality and Self Enhancing Humor ($r=0.173$, $p=0.084$) also it provides us with weak negative correlation between creative personality and Aggressive

The Interplay of Humor, Creative Personality and Creative Achievement

Humor ($r=-0.101$, $p=0.315$) and a significant negative correlation between Creative personality and Self defeating Humor ($r=-0.260$, $p=0.009$). Table 1.5. Which suggests that people who have a low creative personality will use self-defeating humor more than the usual population and vice versa. The correlation between the four humor styles and creative achievement was evident by the Pearson correlation analysis, the third null hypothesis, which stated that there is no significant correlation between humor styles and creative personality, was rejected. The present study adds on to the existing literature by finding a significant correlation between two humor styles (affiliative humor, self-defeating humor) and creative personality. Yue and Hui (2015) research utilized Chinese undergraduate students to understand the relationship between the two variables. Similar study can be replicated with a more robust scale to assess the creative personality in an Indian context, cross-cultural study could also reveal a lot about the relationship between creative personality and four humor styles. The third null hypothesis i.e. there is no significant difference in the effect of creative achievement and humor styles on creative personality is involuntarily rejected based on the finding of hypothesis 1 & 2 which show that even though the creative achievement is not significantly related with creative achievement and has no effect the four humor styles are correlated and have a significant effect on creative personality. The fourth null hypothesis, which stated that there is no significant relationship between humor styles and creative achievement, was accepted. This finding suggests that humor styles do not necessarily correlate with creative achievement. The findings of the present study contradict the findings of Holly C. Greenberg (2008) study of the relationship between personality type, sense of humor and creativity, Greenberg found affiliative humor style as the second main contributing factor to creative achievement. One possible reason for this can be that the study has used self-reported measures to assess both humor styles and creative achievement. Self-reported measures are subjective and may be influenced by factors such as social desirability bias, which may have affected the accuracy and reliability of the results. Another possible reason could be that the study had a limited sample size and a restricted population. These findings have implications for individuals, educators, and employers who are interested in fostering creativity. It is crucial to understand that creative achievement is a multifaceted construct that is influenced by various factors such as cognitive abilities, domain-relevant skills, and task motivation are important factors to consider, Hyeri Park (2021).

Limitations

The study has several limitations that should be considered when interpreting the results. First, the study relied on self-reported measures, which may have introduced biases. Self-reported measures are subjective and may be influenced by factors such as social desirability effect. It is also possible that individuals may have over- or under-reported their creative traits as the creative personality adjective checklist is not as robust as the other creative personality measure. Which could have affected the accuracy and reliability of the results. Second, the study examined the relationship between these traits in a single population, which may limit generalizability of the results. Cross-cultural comparative study can be conducted to understand how humor styles, creative personality and creative achievement alter over culture and context. Another possible limitation is that the study had a limited sample size. Future research could address these limitations by using objective measures and examining the relationship between creativity and humor in multiple populations. Finally, the study only examined the effect of humor styles on creativity, but other factors, such as cognitive abilities, motivation, and environmental factors, may also play a role in creative achievement as suggested by Hyeri park (2021).

Implications

The findings of this study have significant implications for understanding the factors which contribute to creative achievement and creative personality. As affiliative and self-defeating humor are significantly correlated to creative personality, cultivating a sense of humor may act as a useful tool for boosting creativity. However, other characteristics such as motivation, cognitive flexibility, and domain-specific knowledge may also play an important role in creative achievement. Which can be further explored to add vast new knowledge to the already enormous existing knowledge & literature of creativity. The results of the study have practical implications for interventions aimed at promoting creativity in individuals. For example, interventions targeting humor skills could be developed to help individuals learn how to use humor in a more affiliative way, which may promote creative thinking and problem-solving. Additionally, interventions could be developed to help individuals reduce their use of self-defeating humor, which has a negative association with creativity. By furthering our understanding of the complex interplay between humor, creativity, and personality, we may be able to develop more effective strategies for promoting creativity and innovation in individuals and organizations.

Future research

Future research directions could explore the specific mechanisms through which humor styles influence creative personality and achievement, as well as the potential moderating effects of other factors such as personality traits and environmental factors. Additionally, research could also investigate the role of different types of humor, such as aggressive humor or sarcastic humor, on creative achievement and personality. By using a typological approach to investigate the relationship between humor styles, creative personality and creative achievement would be much better fit to understand the interplay of the three constructs. Future research should also look into the relationship between humor and creativity in diverse cultural contexts, as humor styles range throughout countries and may have varied consequences on creative achievement and personality. Furthermore, the study might look into the potential role of interventions with the purpose of enhancing creative achievement and personality in individuals. Future researchers can conduct a longitudinal follow-up investigation on the actual creative achievement of these young adults and understand at which age we can bifurcate the emergence of creative achievement. Future research can investigate and form intervention that can help foster creativity in organization.

CONCLUSION

In conclusion, this research study aimed to investigate the relationship between creative achievement, creative personality, and humor. The review of literature revealed that creativity and humor are closely related, and creative personality plays a significant role in creative achievement. The results of the study showed that there is a weak correlation between creative personality and creative achievement. Additionally, the study found that different humor styles have varying effects on creative personality. These findings have important implications for individuals and organizations seeking to enhance creativity and innovation. The study aims to contribute to the growing body of research on creativity and humor and provides valuable insights into the factors that influence creative achievement. However, it is critical to note that this study has some limitations, including the use of self-reported measures and a relatively small sample size. Future research should address these limitations and further explore the complex relationship between creativity, personality, and humor.

REFERENCES

- Amabile, T. M. (1996). *Creativity in context*. Boulder, CO: Westview Press
- Woodman, R. W., 1981: Creativity as a Concept in Personality Theory, In: *Journal of Creative Behavior*, Buffalo Vol. 15 (1981), pp. 43-66.
- “APA PsycNet.” Psycnet.apa.org, psycnet.apa.org/record/2008-03235-007. Baquedano, María Teresa Sanz de Acedo, and María Luisa Sanz de Acedo Lizarraga.
- “A Correlational and Predictive Study of Creativity and Personality of College Students.” *The Spanish Journal of Psychology*, vol. 15, no. 3, Nov. 2012, pp. 1081–1088, https://doi.org/10.5209/rev_sjop.2012.v15.n3.39398. Accessed 4 May 2022.
- Chávez-Eakle, Rosa Aurora. *The Multiple Relations between Creativity and Personality*.
- Chen, Qunlin, et al. “Mapping the Creative Personality: A Psychometric Network Analysis of Highly Creative Artists and Scientists.” *Creativity Research Journal*, 2023, cris.biu.ac.il/en/publications/mapping-the-creative-personality-a-psychometric-network-analysis-, <https://doi.org/10.1080/10400419.2023.2184558>. Accessed 15 May 2023.
- Dean Keith Simonton. (1999). *Origins of genius: Darwinian perspectives on creativity*. Oxford University Press.
- Deng, L. How Creativity Was Affected by Environmental Factors and Individual Characteristics: A Cross-Cultural Comparison Perspective. www.researchgate.net/publication/305745005_How_Creativity_Was_Affected_by_Environmental_Factors_and_Individual_Characteristics_A_Cross-cultural_Comparison_Perspective.
- Eshet, Yovav, and Adva Margaliot. “Does Creative Thinking Contribute to the Academic Integrity of Education Students?” *Frontiers in Psychology*, vol. 13, 4 Aug. 2022, <https://doi.org/10.3389/fpsyg.2022.925195>. Accessed 23 Sept. 2022.
- Feist, G. J. (1998). A Meta-Analysis of Personality in Scientific and Artistic Creativity. *Personality and Social Psychology Review*, 2(4), 290–309. https://doi.org/10.1207/s15327957pspr0204_5
- Feist, G. J., & Barron, F. X. (2003). Predicting creativity from early to late adulthood: Intellect, potential, and personality. *Journal of Creativity*.
- Guilford, J. P. (1950). Creativity. *American Psychologist*, 5(9), 444–454. <https://doi.org/10.1037/h0063487>
- Greenberg, H. C. (2008). A study on the relationship between personality type, sense of humor and creativity. Dspace.mit.edu. <http://hdl.handle.net/1721.1/45838>
- Hennessey, B. A., & Amabile, T. M. (2010). Creativity. *Annual Review of Psychology*, 61(1), 569–598. <https://doi.org/10.1146/annurev.psych.093008.100416>.
- Huang, MJ. Leader self-deprecating humor and employee creativity at workplace: a longitudinal study. *Rev Manag Sci* 17, 467–492 (2023). <https://doi.org/10.1007/s11846-022-00532-w>
- Kocak, Gulsah. “The Relationship between Humor Styles and Creativity: A Research on Academics.” *Eurasian Journal of Business and Management*, vol. 6, no. 4, 2018, pp. 44–58, ideas.repec.org/a/ejn/ejbmr/v6y2018i4p44-58.html. Accessed 15 May 2023.
- Kaufman, J. C., & Beghetto, R. A. (2009). Beyond Big and Little: The Four C Model of Creativity. *Review of General Psychology*, 13(1), 1–12. <https://doi.org/10.1037/a0013688>
- Kaufman, S. B., Quilty, L. C., Grazioplene, R. G., Hirsh, J. B., Gray, J. R., Peterson, J. B., & DeYoung, C. G. (2015). Openness to Experience and Intellect Differentially Predict Creative Achievement in the Arts and Sciences. *Journal of Personality*, 84(2), 248–258. <https://doi.org/10.1111/jopy.12156>
- Link to external site, this link will open in a new window. “Relationships among Creativity Indices: Creative Potential, Production, Achievement, and Beliefs about Own Creative Personality.” ProQuest, 1 Sept. 2022, p. e0273303, www.proquest.com/doc

- view/2718856408/19F0C8DA8DED4499PQ/6?accountid=1186 <https://doi.org/10.1371/journal.pone.0273303>. Accessed 4 Jan. 2023.
- Nusbaum, E. C., Silvia, P. J., & Beaty, R. E. (2014). Ready, set, create: What instructing people to “be creative” reveals about the meaning and mechanisms of divergent thinking. *Psychology of Aesthetics, Creativity, and the Arts*, 8(4), 423–432. <https://doi.org/10.1037/a0036549>
- Runco, M. A., & Jaeger, G. J. (2012). The Standard Definition of Creativity. *Creativity Research Journal*, 24(1), 92–96.
- Research in Personality, 37, 62–88 Barron, F. (1995). No rootless flower: An ecology of creativity. Cresskill, NJ: Hampton Press.
- Sternberg, R. J., & Lubart, T. I. (1995). Defying the crowd: Cultivating creativity in a culture of conformity. Free Press.
- Vartanian, Oshin, et al. “Structural Correlates of Openness and Intellect: Implications for the Contribution of Personality to Creativity.” *Human Brain Mapping*, vol. 39, no. 7, 15 Apr. 2018, pp. 2987–2996, <https://doi.org/10.1002/hbm.24054>.
- Wu, Ching-Lin, and Hsueh-Chih Chen. “The Influence of Creativity on Incongruity-Resolution and Nonsense Humor Comprehension.” *Creativity Research Journal*, vol. 31, no. 1, 2 Jan. 2019, pp. 110–118, <https://doi.org/10.1080/10400419.2019.1577675>. Accessed 14 Mar. 2020.
- Zabelina. “APA PsycNet.” [Psycnet.apa.org](https://psycnet.apa.org), psycnet.apa.org/doiLanding?doi=10.1037%2Fa00000439. Accessed 15 May 2023.

Acknowledgment

The author(s) appreciates all those who participated in the study and helped to facilitate the research process.

Conflict of Interest

The author(s) declared no conflict of interest.

How to cite this article: Khan, S. & Solankar, S. (2026). The Interplay of Humor, Creative Personality and Creative Achievement. *International Journal of Indian Psychology*, 14(3), 2376-2389. DIP:18.01.215.20261403, DOI:10.25215/1403.215