



NEW CREATIVITY IN AGE OF PUBERTY

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Creativity

What is creativity? There is no uniformity in views regarding it. McKinnon defines it as, “a process extended in time and characterized by originality; Adaptive ones and realization.” The other Writers consider it useful to distinguish between the creative behavior and the Original behavior. They say that original behavior is that which is comparatively less frequent and uncommon in the given conditions and is typical in those conditions. In this way, the definition of originality is easily translated in behavioral language and is studied in connection with the solution of problems. On the other hand, the creative behavior is that which is visible in that production which is considered creative by the associated judges.

According to Barron the making of thoughts is the most common instance of psychic creation, the making of baby is the most common instance of material creation. Barron says, “*these rare contributions are creative instance a stronger sense of the term; they not only are the result of creativity but they themselves in turn create new conditions of human existence. The theory of relativity was such a creative act, so was the invention of the wheel. Both resulted in new forms of power and human life changed thereby.*”

Drevdahl (1956) says, “*Creativity is the capacity of a person to produce compositions, products or ideas which are essentially new or novel and previously unknown to the producer*”

CONCEPT OF CREATIVITY

Creativity is a general ability possessed by all essentially healthy individual to some degree. All people think in terms of different levels of creativity a great deal of mist surround the Word creativity. Since a person can behave creatively in many Ways, it is not strange that there are many definitions of creativity but there is no universally accepted definition of creativity.

To give a bird's eye of the overall functions of creativity, its definitions may broadly be divided into five groups.

They are as follows:

1. **Creativity as a talent:** Carl Roger (1975) defined creative process as an action of the rational and novel product. Rhodes (1961) defined creativity as a process and as a talent found in some individuals.
2. **Creativity as a Process:** Maslow (1966) stated that creativity is a process which is preconscious rather than conscious process and included something of checking and corrective process.
Taylor chamber (1973) described Creative thinking as a process which has been considered as bipolar in which the interaction between the person & the environment will be studied.
3. **Creativity as novel idea:** Thurston (1952), stein (1953) and Raina (1989) described Creativity as a novel idea. Creativity involved responses to that of novelty, statistically frequent to some extent of adoption. It is concerned with something which is new rather than unexpected or non traceable area.
4. **Creativity as a New thinking:** Getzel (1972) held the view that creativity consisted of two important components Convergent thinking and divergent thinking. Convergent thinking referred to intellectual ability where as divergent thinking referred to the method adopted by the individuals to attain their goals and objectives. Torrance (1969) described creative thinking as the capacity of sensing the gaps in missing element, identifying the difficulty, searching for solution, formulating hypotheses, testing and retesting them and finally communicating the results.
5. **Creativity as a Problem solving Capacity:** Kilpatrick (1906) defined creatively as a problem solving method. According to him it was the best method to solve the problems or our daily life. Acc. to Guilford (1952), creativity is essentially problem solving method.

Hypothetical and Abstract Thinking

Adolescents' thinking is less bound to concrete events than that of children: they can contemplate possibilities outside the realm of what currently exists. One manifestation of the adolescent's increased facility with thinking about possibilities is the improvement of skill in deductive reasoning, which leads to the development of hypothetical thinking. This provides the ability to plan ahead, see the future consequences of an action and to provide alternative explanations of events. It also makes adolescents more skilled debaters, as they can reason against a friend's or parent's assumptions. Adolescents also develop a more sophisticated understanding of probability.

The appearance of more systematic, abstract thinking is another notable aspect of cognitive development during adolescence. For example, adolescents find it easier than children to comprehend the sorts of higher-order abstract logic inherent in puns, proverbs, metaphors, and analogies. Their increased facility permits them to appreciate the ways in which language can be used to convey multiple messages, such as satire, metaphor, and sarcasm. (Children younger than age nine often cannot comprehend sarcasm at all). This also permits the application of advanced reasoning and logic processes to social and ideological matters such as interpersonal relationships, politics, philosophy, religion, morality, friendship, faith, democracy, fairness, and honesty.

Relativistic Thinking

Compared to children, adolescents are more likely to question others' assertions, and less likely to accept facts as absolute truths. Through experience outside the family circle, they learn that rules they were taught as absolute are in fact relative. They begin to differentiate between rules instituted out of common sense-not touching a hot stove-and those that are based on culturally-relative standards (codes of etiquette, not dating until a certain age), a delineation that younger children do not make. This can lead to a period of period of questioning authority in all domains.

Wisdom

Wisdom, or the capacity for insight and judgment that is developed through experience, increases between the ages of fourteen and twenty-five, then levels off. Thus, it is during the adolescence-adulthood transition that individuals acquire the type of wisdom that is associated with age. Wisdom is not the same as intelligence: adolescents do not improve substantially on IQ tests since their scores are relative to others in their same age group, and relative standing usually does not change-everyone matures at approximately the same rate.

Risk-Taking

In light of the fact that most injuries sustained by adolescents are related to risky behavior (car crashes, alcohol, unprotected sex), much research has been done on adolescents risk-taking, particularly on whether and why adolescents are more likely to take risks than adults. Behavioral decision-making theory says that adolescents and adult both weigh the potential rewards and consequences of an action. However, research has shown that adolescents seem to give more weight to rewards, particular social rewards, than do adults.

During adolescence, there is an extremely high emphasis on approval of peers as a reward due to adolescents' increased self-consciousness. There may be evolutionary benefits to an increased propensity for risk-taking in adolescence-without risk-taking, teenagers would not have the motivation or confidence necessary to make the change in society from childhood to adulthood. It may also have reproductive advantages: adolescence have a newfound priority in sexual attraction and dating, and risk-taking is required to impress potential mates. Research also indicates that baseline sensation seeking may affect risk-taking behavior throughout the life span.

Social Development

Identity Development

Among the most common beliefs about adolescence is that it is the time when teens form their personal identities. Egocentrism is being performed by adolescence which then forms self-consciousness of wanting to feel important in their peer groups and having social acceptance of fitting into the group. Empirical studies suggest that this process might be more accurately described as identity development, rather than formation, but confirms a normative process of change in both content and structure of one's thought about the self. Researchers have used three general approaches to understanding identity development: self-concept, sense of identity, and self-esteem. The years of adolescence, creates a more conscientious group of young adults. Adolescents pay close attention and give more time and effort to their appearance as their body goes through changes. Unlike children, teens put forth an effort to look presentable (1991).

Self-Concept

Early in adolescence, cognitive developments result in greater self-awareness, greater awareness of others and their thoughts and judgments, the ability to think about abstract, future possibilities, and the ability to consider multiple possibilities at once. As a result, adolescents experience a significant shift from the simple, concrete, and global self-descriptions typical of young children; as children, they defined themselves with physical traits whereas as adolescents, they define themselves based on their values, thoughts and opinions.

Adolescents can now conceptualize multiple "possible selves" they could become and long-term possibilities and consequences of their choices. Exploring these possibilities may result in abrupt changes in self-presentation as the adolescent chooses or rejects qualities and behaviors, trying to guide the actual self toward the ideal self (who the adolescent wishes to be) and away from the feared self (who the adolescent does not want to be). For many, these distinctions are uncomfortable, but they also appear to motivate achievement through behavior consistent with the deal and distinct from the feared possible selves.

Further distinctions in self-concept, called “differentiation”, occur as the adolescent recognizes the contextual influences on their own behavior and the perceptions of others, and begin to qualify their traits when asked to describe themselves. Differentiation appears to be fully developed by mid-adolescence. Peaking in the 7th-9th grades, the personality traits adolescents use to describe themselves refer to specific contexts, and therefore may contradict one another. The recognition of inconsistent content in the self-concept is a common source of distress in these years, but this distress may benefit adolescents by encouraging structural development.

Differentiation results in organization and integration of the self-concept. The multifaceted self is understood to include several stable, if inconsistent, sets of traits applicable when the individual is with different people and circumstances. This includes negative traits and weakness, which adolescents can now recognize and qualify: “consistent with this, adolescents who have more complex self-conceptions are less likely to be depressed”. Moreover, although only true in some circumstances, differentiated traits are contrasted with “false self-behavior”, which is not representative of the “real” self. Recognition of the inauthentic indicates that the adolescent is gaining a sense of continuous, overlapping, coherent sense of identity.

Sense of Identity

Unlike the conflicting aspects of self-concept, identity represents a coherent sense of self stable across circumstances and including past experiences and future goals, everyone has a self-concept, whereas Erik Erikson argued that not everyone fully achieves identity. Erikson’s theory of stages of development includes the identity crisis in which adolescents must explore different possibilities and integrate different parts of themselves before committing to their beliefs. He described the resolution of this process as a stage of “identity achievement” (see Figure) but also stressed that the identity challenge “is never fully resolved once and for all at one point in time”. Adolescents begin by defining themselves based on their crowd membership. “Clothes help teens explore new identities, separate from parents, bond with peers”. Fashion has played a major role when it comes to a teenager “finding their selves”; Fashion is always evolving, which corresponds with the

evolution of change in the personality of teenagers. Just as fashion is evolving to influence adolescents so is the media. “Modern life takes place amidst a never-ending barrage of flesh on screens, pages, and billboards”. This barrage consciously or subconsciously registers into the mind causing issues with self-image a factor that contributes to an adolescence sense of identity. Researcher James Marcia developed the current method for testing an individual’s progress along these stages. His questions are divided into three categories: occupation, ideology, and interpersonal relationships. Answers are scored based on extent to which the individual has explored and the degree to which he has made commitments. The result is classification of the individual into a) Identity Diffusion in which all children begin, b) Identity Foreclosure in which commitments are made without the exploration of alternatives, c) Moratorium, or the process of exploration, or d) Identity Achievement in which Moratorium has occurred and resulted in commitments.

Research since reveals self-examination beginning early in adolescence, but identity achievement rarely occurring before age 18. The freshman year of college infers identity developing significantly, but may actually prolong psychological moratorium by encouraging reexamination of previous commitments and further exploration of alternate possibilities without encouraging resolution. For the most part, evidence has supported Erikson’s stages: each correlates with the personality traits he originally predicted. Studies also confirm the impermanence of the stages there is no final endpoint in Identity Development.

Self-Esteem

The final major aspect of identity formation is self-esteem, one’s thoughts and feelings about one’s self-concept and identity. Contrary to popular belief, there is no empirical evidence for a significant drop in self-esteem over the course of adolescence, ‘Barometric self-esteem’ fluctuates rapidly and can cause severe distress and anxiety, but baseline self-esteem remains highly stable across adolescence. The validity of global self-esteem scales has been questioned, and many suggest that more specific scales might reveal more about the adolescent experience. For girls, they are most likely to enjoy high self-esteem when engaged in supportive relationships with friends, the most important function of friendship

to them is having someone who can provide social and moral support. When they fail to win friends' approval or couldn't find someone with whom to share common activities and common interests, in these cases, girls will suffer from low self-esteem. In contrast, boys are more concerned with establishing and asserting their independence and defining their relation to authority. As such, they are more likely to derive high self-esteem for their ability to successfully influence their friends; on the other hand, the lack of romantic competence, for example, failure to win or maintain the affection of the opposite or same-sex (depending on sexual orientation), is the major contributor to low self-esteem in adolescent boys.

THEORIES OF CREATIVITY

A number of theories have been put forward to explain the nature of creativity. How it operates, why some of us show greater creative tendencies and other less. Let us now discuss some of the better known theories:

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