

Essence of Creativity

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Abstract- The concept of creativity has different meaning and interpretations for different people. The showing of the pendulum has in fact made the word creativity surprisingly popular. In one form or another, there is a worldwide trend which shows great concern about creativity. Creativity gives competitive edge that any field is striving to achieve. It allows viewing and solving problems more openly and with innovation. It opens the mind. A society that has lost touch with its creative side is an imprisoned society, in that generations of people may be closed minded. It broadens perspectives and can help overcome prejudices. The understanding of the nature of creativity and its development in schools and colleges should be relatively an important aspect of education.

I. INTRODUCTION

Indeed man has entered into a new and thrilling phase of scientific and technological revolution. He has achieved the possibilities of unlimited physical power and heading towards complete conquest of materials. In fact, it is creative talent which has made impossible. Creativity as a cognitive aspect is a capacity of man which leads to innovations in every field. Creative minority is the greatest resource of a nation. It shapes the destiny of a country. Creative thinking is considered the highest mental function and creative production is peak of human achievement. The proper use of nation's intellectual and creative resources may well be a decisive factor in national survival.

Hence, celebration of creativity has become ineluctably an international pervasive reality. Whether it is considered from the view point of its effects on society or as one of the expressions of the human spirit, creativity stands out as an activity to be studied, cherished and cultivated. In one form or another, there is a worldwide trend which shows great concern about creativity. Advanced countries are definitely interested in the study and the development of the creativity, as are third world countries whose survival depends upon the creative vision and creative striving of the masses. Rousseau (1962) observed nicely that, "In every underdeveloped country, potential Einsteins and Fords are herding cattle or breaking stones. To turn such men into competent and high principled leaders of every kind is an urgent necessity." The development of potential intellectual talents to the full is rather differently motivated in such countries which are still largely peasant economy. Such underdeveloped countries have remained underdeveloped because they have not cultivated creative talents.

In order to survive, to compete, and to maintain the uniqueness in the face of the threats and pressures, the developing nations do not require child centered view of creativity but creativity which is purposeful, relentless, and driven. Such a creative enterprise is the only hope for the survival and progress of such countries.

II. MEANING OF CREATIVITY:-

The concept of creativity has different meaning and interpretations for different people. The showing of the pendulum has in fact made the word creativity surprisingly popular. It is more than a word today- it is an incantation. It is a kind of psychic wonder drug, powerful and presumably painless and everyone wants a prescription. Since creativity is an infinite phenomenon and a person can be creative in an endless number of ways, there is no wonder that it means many different things to many different researchers. At one place, Guilford (1965) observes, "Creativity like love is many splendored thing. Small wonder that few have ventured to define it. At a conference on creativity, each of thirty odd members was asked to write a list of his free associates to the word creativity. The results were almost as varied as the personalities of those present. Bronowski (1958), to avoid confusion, distinguishes among discovery, invention, and creation by pointing out that Columbus discovered the west, Bell invented the telephone, and Shakespeare crated Othello. A fact is discovered, a theory is invented, but only a master piece is created – for creation must engage the whole mind.

According to Websterians, the word creativity has been derived from Latin term "Creare" which means to create. To create, for them is to bring some form of character as work of thought or imagination.

According to Good's dictionary of education, Creativity is a quality thought to be composed of a broad continuum, upon which all members of population may be placed in different degrees and the factors of creativity are tentatively described as associative and ideational fluency, originality, adaptive and spontaneous flexibility and the ability to make logical evaluation. Torrance(1969) defined "creativity as a process of becoming sensitive to problem, deficiencies, gaps in knowledge, missing elements, disharmonies and so on; identifying the difficulty, searching for solutions, making guesses or formulating hypotheses about the deficiencies, testing and retesting these hypotheses and possibly modifying and retesting them and finally communicating the results."

Hurluck (1972) stated, "Creativity must be regarded as a process—a process by which something new form or arrangement is produced."

Drevdahl (1956) defined "Creativity as a capacity of persons to produce compositions, products or ideas of any sort which are essentially new or novel and previously unknown to the producer."

According to Passi (1971), Creativity is a multidimensional attribute differentially distributed among people and includes chiefly the factors of solving problems, fluency, flexibility, originality, inquisitiveness and persistency."

However, Creativity is a mental process which results in the distinct psychological and physical behavior patterns. It is mystic on Monalisa's face, it is the creation of universal creation like Hamlet, it is the invention of wheels and numbers, it is the Newton's law of gravitation, Gallileo's foresight, it is the Shakespeare and Eliot's writing, it is the crude line of child's drawing and the unique pattern in the flower decoration of a house wife. However, creativity as multi-dimensional ability is a complex universal human attribute manifested among different people.

III. CREATIVITY IN DIFFERENT FIELDS:-

It has been realized by and large that creativity can express itself in all areas of life. Without creativity, there is no innovation and it does not occur in vacuum. It occurs in the areas of experience, interest and work to which the person has been intensively committed in his conscious living. Creativity whether that of poet or sculpture, a carpenter or farmer, mechanic or engineer, a scientists or a philosopher involves an active interaction of the individual with his surroundings. Whatever a person creates is in response to the various stimuli provided by his surroundings, that tasks set before him and the problems and challenges amidst which he finds himself.

Taylor (1959) has suggested the following areas of creativity in an attempt to reconcile the various difference of opinion concerning creativity:-

- (a) Expressive Creativity: Independent expression where skills, originality and the quality of the product are important as in the spontaneous drawings of the children.
- (b) Productive Creativity: Artistic or scientific products where there is a tendency to restrict and control free play and develop techniques for producing finished products.
- (c) Inventive Creativity: Inventors, explorers and discoverers where ingenuity is displayed with materials, methods and techniques.
- (d) Innovative Creativity: Improvement through modifications involving conceptualizing skills.
- (e) Imaginative Creative- An entirely new principle or assumption around which new schools flourish.

De Haan and Havighurst (1961) have classified three fields of creative activity:

- (a) Affective Creativity : In it emotions, senses and feelings of the person act as media;
- (b) Functional or problem solving Creativity: It involves situations concerning the solutions of mechanical and social problems; and

- (c) Abstract Creativity: It is related to concepts, definitions, abstractions and generalizations.

Lehois in one of his classifications classifies two types of creative viz. macrocosmic and microcosmic. In macrocosmic, creativity, the man is simply growing and developing as a human being; where as in microcosmic, he is engaged in a particular set of creation. On the intensity level of creation e gives another classification of three types of creativity:

- a) Spontaneous expressive: The initial level of creativity
- b) Technical inventive: Intermediate level of creative ; and
- c) Integrative emergentive; which results into highly original product, widely applicable and useful.

Mathur has described various types of talents which are classified as follows:

- a) Outstanding intellectual ability with keen sense of reasoning and fluency, mathematical skills and special imagination.
- b) Talent for art, painting, sculpture, music etc.
- c) Talent for social leadership and human relationship, and
- d) Talent for physical activity, games and sports.

Artistic Creativity: - Artistic Creativity is affective creative in which emotions, senses and feelings of the creator act as media. The artistic creations go by inner inspirations of the creator. It is a strong feeling of primitive force of inspiration that came as it willed and would not be commanded .

Scientific Creativity: - The spirit of present, the emergence of new responsibilities, new social and cultural necessities, deep and tumultuous changes in social mores and objectives have made creativity a rapidly expanding area of scientific interest. Modern science is forever discovering new relations and new solutions to problems. In industry, new ideas, techniques and ways of doing things are being devised every day; our victory over time and space is due to bold planning and creative imagination of great pioneers. Hence, it is well felt that if we are concerned with the problem of raising the rate of national progress in science and technology, we cannot avoid the need to focus attention on increasing the number of competent scientists and engineers who are endowed with scientific creativity.

Language Creativity: The school life of a child is mostly language centered. The ability to understand the meaning of life and also that of way of living increases in a child very rapidly after the on-set of language. A child is overjoyed if he can express himself effectively and creatively. The tremendous increase in vocabulary leads to the enrichment of child's verbal environment. Appropriate or inappropriate use of language affects our social relations too. Only a couple of inappropriate words are enough to develop unpleasant barriers between brothers, friends, husband and wife, father and son. On the other hand, one or two sentences spoken with imagination have got the power to be friend with the enemies even. To promote national integration and international understanding, it is very essential to make creative use of oral written language.

Hence, man has always made strenuous efforts to make his oral and written expression effective. Establishing new relationships between different ideas, imaginations and thinking he creates a master piece which seems original. He has been constantly striving to speak or write maximum meaningful material in minimum possible words. This attempt is by all means

a creative attempt. Creative expression is based on creative imagination and creative thinking. Even a trivial and ordinary thing can be presented in such a novel and attractive way that the reader or listener is at once impressed. Because of creative expression, an anxiety-ridden individual becomes all at once happy; a person trembling with fear gathers courage and becomes fearless; an indolent and complacent person gets a jolt and decides to put in harder efforts. In creative expression, ideas are expressed in a meaningful and fascinating way which enables the writer or the speaker to realize his objective. Newton, Raman, Khurana, Bhabha, Tulsī Das, Sur Das are still very much present in our classes, praying for freedom to protect and develop their creative potential. However, listening, speaking, reading, and writing are four basic linguistic skills. All these should have a balanced place in any programme of language use to provide full proof solutions to numerous problems of human living.

IV. RATIONALE BEHIND THE DEVELOPMENT OF CREATIVITY:-

Creativity can exhibit its pleasant influence in any sphere of life. A doctor, a teacher, a clerk, a peon, a mother, a labourer all can be creative in their respective fields. Raina (1980) reveals that in a multi-cultural nation like ours, it will be interesting to explore the creative potential for promoting the national manpower. Hence, we have never tried to lose sight of the social importance of creative thinking. This concept deserves special consideration in a world of atomic age, population explosion and the like. Today's world calls for new approaches to experience, both in acquiring it and in using what we already have.

With the rapid developments in science and technology, that creativity and its development have become very important. It is now realized that any system of education in a society should encourage creativity so that a society can be saved from stagnation and the individual can have his own fulfillment. Change is bewilderingly rapid in our present nuclear and space age – far more rapid than ever before.

The literature on creativity has increased enormously reflecting the urgency of cultural, social and educational concern about it. Educators have long been concerned with developing and nurturing creativity. Perhaps what is new is the growing realization that creative potential is not something confined to a specific group of people. Rather, increasingly we are recognizing creativity as a normally distributed human potentiality. Evidence seems to support the view that no one is without creative potential. When we talk about creative behavior, we refer to every man rather than to the unique man. Creativity is not to be regarded as an inherited trait possessed by only a few children; on the contrary, it seems proper to accept that creative potentials, though different in degree, are present in many children. What they need is the provision for healthy resources and stimulation in the environment in which they are living. Many studies have shown that gifted children come from all kinds of families as well as from all types of social groups.

So, creativity is a quality which each human being is capable of exhibiting in his living. Individuals differ, however, as a result of both, nature and nurture, in the amount and kind of creativity they display. Furthermore, the creativity can be enhanced in most individuals and thus can increase in our society as a whole if we put into practice in education what we know about

conditions fostering creativity and we continue to study the creative process in operation in many types of endeavor. There is strong evidence, which indicates that creativity does not just happen. The conditions for creativity will have to be carefully nourished if we want more creativity to be demonstrated. Creativity needs appropriate seed as well as soil and climate. Many people seem to possess the seeds of creativeness, but the environment fails to provide proper nourishment for its growth. Tylor and Holland (1962) emphasized that one of the greatest potential strength of our nation lies on fostering creativity in all areas of our culture, Therefore, Mackinon (1960) remarked that it is the educator's and psychologist's task to recognize creative talent before it has come to expression. Creative talent needs to be discovered when it is still potential. The cultural or economic development in itself does not play significant role in the development of creative potential; what is more important is independence of thought and action enjoyed by the individuals in a culture. So, from the very beginning, favourable conditions are to be developed and all attempts should be made to eliminate those situations which may have their adverse effect on the growing child and block the expression of creativity. Dutta (1977) opined that seeds of creativity are present in every child, but a number of factors make this wonderful gift to wither away. Everyman has his own creative mind and thinks about many things which he wants to know. Every man wants to produce such ideas, inventions and works by which he can be famous for it. Almost everybody has some creative production to create. Creativity is main part of human body by which he can understand various parts of his own life.

Passow (1987) reveals that "From a world as well as Indian perspective, we need to continue and intensify research efforts which will enhance our outstanding of the nature of creativity and creative thinking as a significant component of giftedness and human extraordinariness, of ways by which such creative potential is identified so that opportunities for its development can be maximized, and ways by which such creative potential is identified so that opportunities for its development can be maximized and was to facilitate talent potential becoming realized talent" It is important to plan intensive studies of creative Indian students and adults which could form the basis for formulating sound impressions about possible individual and social sources of creativity and exploratory behavior in India.

However, it will be the same case as flowers in desert and diamond in earth going unnoticed if we do not give importance to the creative potential of the students of our country. Because of social, rather than cognitive reasons, the children suffer from academic backwardness and creative activities. It can be safely asserted that no attention has been paid to the assessment of the further reaches of creative potential. Further developmental work is very necessary in aiding mankind to make the best use of its creative potential. "It is necessary to be alert to new ideas to make the most of their abilities. Creative thinking should be regarded with alarm. Let us make full use of the human brains that have been granted to us. Let us apply a psychology that recognizes the full range of human intellectual qualities. We must make complete use of our most precious national resource- the intellectual abilities of our people, including their creative potential". (Guilford, 1967).

V. CONCLUSION:-

Creativity gives competitive edge that any field is striving to achieve. It allows viewing and solving problems more openly and with innovation. It opens the mind. A society that has lost touch with its creative side is an imprisoned society, in that generations of people may be closed minded. It broadens our perspectives and can help us overcome prejudices.

The understanding of the nature of creativity and its development in schools and colleges should be relatively an important aspect of education. A major aim of modern education should stimulate and enable an individual to further pursuit of knowledge on his own initiative and skills after leaving the shell of school far behind. If an education system arouses further exploratory, organizing and creative behaviours, it may set up a self-sustaining process which may largely determine the whole character and direction of the individual's further life and ultimately shape the destiny of a nation. National Policy on Education (1986) in policy targets and implications for strategy for the education of students reveals that the existing gaps in educational infrastructure in different areas will be identified and plans for implementation to remove the backlog will be undertaken.

Education of the masses rather than that of a small privileged group are one of the most crucial concerns of a democratic and socialistic country like India. Therefore, no less importance can be given to the spread of education for the development of the creative talent of those who possess it. The development of creativity in various fields among students needs a serious thinking. Teachers have to play a pivotal role in this direction. It also requires immediate attention and sincere efforts of educational planners, administrators, social workers, parents and educationists to provide ample facilities for the development of creativity. All of them must provide wide opportunities and congenial environment at school and home. Students should not be discriminated on the basis of their sex, residence, caste, and economic condition. Rather they should be encouraged to bring out their innate potentialities in various fields. Dutta (1977) stated that we will have to deepen and broaden the channels to our resources if we aspire to convert the silt of conformity, the sharp edged rocks of ridicule and negativism and the environment of fallen logs that lethargically impede or obstinately dam the flow. We will surely prove ourselves assets to our family, the organization which we serve, the country which we live in and for the whole universe, if we succeed in maintaining, developing and

utilizing our creativity and imagination. UNESCO (1974) is positive in its stand that both knowledge and creativity are useful in itself but they are also indirect contributors to international understanding and peace. However, in a developing country like India, there is an urgent need of taking up research in creativity.

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