CHAPTER 1

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Behavioral science plays important role in making human life's worth living, happy and flourishing. Psychology took some missions in its establishment as a separate subject. First is the making the lives of all people better and second is nurturing genius. Positive Psychology is that branch of psychology which creates change in the focus of Psychology to building positive qualities. Now more emphasis is on the positive resource we have as human being. By emphasizing and enhancing these resources or capacities, human being can excel at any point in life and live a happy healthy life. Even now prevention researchers are focusing on human strengths in mental health disorders because these strengths can act as buffers against mental illness.

1.1 Origin of Positive Psychological Capital:

Martin Selignam was the pioneer in this new approach towards Psychology. Psychologists under Selignam's leadership took initiative in researching two forgotten missions of psychology those are helping healthy people become happier and more productive and actualizing human potential. This area of empirical research and theoretical research is called as Positive Psychology. Positive psychology bases its conclusions on science rather than philosophy or conventional opinions. This scientific basis leads to applying positivity to the workplace in the form of Psychological Capital.
Organizational theory and behavioral scholars also have recognized this positively oriented scientific approach, which resulted in two major parallel approaches. One is referred as positive organizational scholarship and another is positive organizational behavior. Positive organizational scholarship tends to deal with macro level, organizational level, on the other hand positive organizational behavior deals with micro level or individuals. The constructs in the positive organizational behavior should be state-link, open to development and related to performance outcome. Positive Psychological Capital is based on positive organizational behavior foundation and criteria. (Avolio & Luthans, 2006; Luthans, Luthans, & Luthans, 2004; Luthan & Youssef, 2004)

With positive organizational behavior researchers are trying to simply recognize and unfold the power those are positive and future workplace with more emphasize on developing these psychological capacities.

Positive Psychological Capital is a higher order core construct which includes four specific capacities meet psychological organizational behavior criteria. These four capacities are self-efficacy, hope, optimism and resiliency. Now if we develop, invest and try to improve self-efficacy, hope, optimism and resilience capacities, it would result in overall Psychological capital and this impact would better each of these four individuals psychological capacities. This indicates that Psychological capital is greater than its four basic construct as Gestalt Psychologists emphasize that whole is greater than sum of its parts.
1.2 The Positive Psychological Capital Construct:

Positive Psychological capital is defined as an individual’s positive psychological state of development and is characterized by: 1) having confidence (self-efficacy) to take on and put in necessary effort to succeed at challenging tasks; 2) making a positive attribution (optimism) about succeeding now in the future; 3) persevering toward goals and when necessary; 4) when beset by problems and adversity, sustaining and bouncing back and even beyond (resiliency) to attain success. (Luthans, Youseef and Avolio, 2007, P.3.)

Psychological capital offers a dynamic resource potential that can grow and be sustainable over time. Psychological capital is proposed as higher order construct. Psychological capital uses the inclusion criteria of being ‘state-like’ which lead to differentiate it from other construct. The ‘state-like’ means relatively malleable, open to development. Prior research also support that self efficacy, hope, optimism and resiliency are developable (Bandura, 1997, Synder, 2000, Carver and Scheier, 2005 and Wagnild and Young, 1993).

There is also primary evidence that these four constructors can be combined into a higher-order construct and it can be considered state-like and developable. This higher-order construct is called as Positive Psychological Capital. (Luthans, Avey & Patera, in press; Luthans, Avey, Avolio, Norman & Combs, 2006).

Positive psychological capital is comprised of positive psychological capacities are measurable, open to development and manageable (Luthans etal, 2004). Luthans and his colleagues specifically refers to the four positive
psychological resources are self efficacy, hope optimism and resilience. Luthans and Youssef (2004) depict the dimension of positive psychological capital summarizing the manner in which each component is defined within the integrated construct.

Positive psychologist Csikszentmihalye has mentioned that psychological capital is developed through a pattern of investment of psychic resources that result in obtaining experiential rewards from the present moment while also increasing the likelihood of future benefits. He also explains psychological capital as the state of components of inner life. This components are self efficacy, hope, optimism and resilience. Luthans and his colleague proposed that psychological capital goes beyond now widely recognized human capital and social capital and it is basically ‘who u r?’.

At individual level psychological capital is a psychological resource that may fuel growth and performance.

To understand the concept of psychological capital, each of the four constructs have to be discussed and how it builds the concept of psychological capital.

1.3 Self-Efficacy

Albert Bandura (1997) mentioned that the capacity of a person in which he or she can probably estimate that they can take on a particular task as an estimate of their self-efficacy. It is the person’s ability to do something. Based on this original definition positive psychological capital explained self-efficacy as ‘One’s conviction about ability to mobilize motivation, cognitive resources and courses of his action needed to successfully execute a specific task within a given context to obtain his or her specific outcomes (Stajkovic and Luthans, 1998).
Self-efficacy motivates us to choose and welcome challenges and to use our strength and skills to meet the challenges. It also encourages and energizes us to pursue our goals and invest time and hard work that may be necessary to accomplish them. It is expected of ourselves and our awareness about who we are and which can be positively changed or developed with short intervention to grow to become who we can be. That means self-efficacy is measurable, developable and related to a person's hope, optimism and resiliency.

Psychological Capital self-efficacy is domain specific which means that person can be confident about some areas in life but not sure about some other areas of life. Self-efficacy is also related to practice. Because when a person is confident about certain domain, this positive feeling can be generalized to other areas, so it leads to more positive generalized self-efficacy. This leads to a fact that there is space for improvement in Psychological capitals self-efficacy. Improvement can be made by observing others, comparing own with others and belief in yourself.

There are five important characteristic of self-efficacious people. These are:-

a. They set high goals for themselves and self select into difficult tasks.

b. They welcome and thrive on challenges.

c. they are highly self motivated.

d. They invest necessary effort to accomplish their goals.

e. When faced with obstacle they persevere.

These five characteristics can capable a person who has high self-efficacy to grow independently and perform effectively. A person with high self-efficacy keep on
challenging himself/herself with higher goals and more difficult task and on the other hand in case of a person with low self-efficacy all these can lead to negative feedback, self-doubt, criticism and can be devastating for him or her. The concept of Psychological capital self-efficacy is based on social cognitive theory of Bandura, (1986). That means Psychological capital self-efficacy is based on five cognitive processes – symbolizing, forethought, observation, self-regulation and self-reflection. Symbolizing is related to creating a mental image or model in mind. Forethought includes planning on the level of goals and consequences. Observation links to learn from looking at others behavior. In self regulation person sets his own goals and standards and later on access his position in relation to his own set standards. Self reflecting processing involves reflection of a person’s own past actions and their success and failures.

From the work of Bandura it can be summarized that self efficacy is state like and open to development. It was also found from research that successful experiences, observational learning, positive feedback and emotional, psychological and physiological arousal can influence Psychological capital efficacy. Psychological capital self-efficacy is challenged on every moment and developing it becomes important for effective leadership and high performance overtime (Avolio and Luthans, 2006). This self-efficacy can be powerful force for performance and success at the individual, group and organizational level.

1.4 Hope

Hope can be defined as having the willpower and path ways to attain one’s goals. Hope is commonly used in everyday language. According to Snyder, one of
the profound theory builder and researcher on area of hope, as 'a positive motivational state that is based on an interactively derived sense of successful a) agency (goal directed energy) and b) pathways (planning to meet those goals)'. (Snyder, Irving and Anderson, 1991).

Research explains that hope is a cognitive state in which an individual is capable of setting realistic but challenging goals and expectations and then reaching out those goals through self directed determination, energy and perception of internalized control. This can be referred as agency component of hope. On the other hand, pathways component includes peoples capacity of generating alternative paths to reach their expected goals even when alternative and common path is blocked (Snyder, 1994, 1995, 2000). Psychological capital hope is both the presence of goals or objectives and the ability to conceive a strategy for attaining those goals or objectives. When the best and common way to reach the goal is blocked, we must know the pathways and alternative pathways to carry out our will power. So both the will power and the pathways lead to have a high level of hope.

The pathways component mainly separates Psychological capital hope from the everyday usages of the word 'hope'. It is a continuous relation between agency and pathways, in which one's willpower and determination motivates the search for a new pathway, while resources that help in finding new pathways and energy lead to an upward spiral of hope. (Snyder, 1993, 2000, 2002). Therefore a person having good control over choosing better alternative pathways, then hope remains and continues to develop.
Hope is related to various other behavior domains such as success, performance, wellbeing, academic achievement, physical and mental health, coping skills and beliefs (Curry, Snyder, Cook, Ruby, Rehm, 1997; Kwon, 2000). Several specific approaches can be taken for developing hope. These are:

a) **Goal-setting:** When goals are self set, participatory or assigned by others with proper rationale then it can lead to better performance than unset goals. An appropriate setting of goals or objectives influence a person’s motivation, efforts, persistence and also ability and willingness to create ways to achieve one’s goal.

b) **Stretch goals:** A specific, challenging, achievable goal develop hopeful thinking and it leads to performance. Stretch goals are achievable but it’s difficult to stimulate excitement. That’s why it leads to extra effort which develops hope.

c) **Stepping:** by breaking down difficult, long term goals into smaller units help in achieving goals which leads to hope. Smaller units lead to manageable goal and help in achieving it successfully.

d) **Involvement:** Freedom, authority to make decisions and choices encourage a person to take initiative and to take some actions regarding how to achieve a goal.

e) **Reward systems:** It is possible to reinforce a person’s hopeful thinking by proper reward. If the reward is related to motivation and performance of a person, then it can enhance hopeful thinking in him.

f) **Resources:** In today’s hypercompetitive environment, it is important to have alternate pathways for maintaining and enhancing hope. For Psychological
capital hope, change is needed to find alternative pathways to one’s goals. If there is lack of necessary resources then it can hamper in finding alternative pathways, so there should be proper information and resources available to develop Psychological capital hope.

As hope meeting the criteria of positive psychological capital capacities, so it is a valuable resource for human beings’ development. In hope, planning and strategizing to achieve one’s goals is a cognitive process but desire to attain those goals can be described as a mix of both affective and cognitive processes. Hope is measurable and it impacts on wellbeing and achievement of a person.

1.5 Optimism

Psychological capital optimism is not just predicting that good things will happen in the future. It considers optimism as an explanatory style that attributes positive events to internal, permanent and pervasive causes and negative events to external, temporary and situation specific ones. It depends on the reasons and attributions one uses to explain why certain events occur, whether positive or negative and past, present or future.

Seligman explained optimisms an explanatory style that attributes positive events to personal, permanent and pervasive causes and interprets negative events in terms of external, temporary and situation specific factors. An optimist takes credit for positive incidences in their lives. He or she explains that these events are within his/her control and power. These people view positivity not only past and present events but also future. Same way for negative outcomes in life they explain cause as external
temporary and specific to situation, which lead to being confident and positive in future.

Optimism is a positive psychological strength. Several research studies explain optimism as a dispositional personality traits, general tendency to expect positive events and outcomes to be more in future than negative ones (Scheier & Carver, 1987).

There is an ongoing debate regarding uni-dimensionality of optimism and pessimism (Peterson and Chang, 2002). Both are negatively correlated. Some studies focus on positive outcomes as they relate to optimism such as physical and mental health and well-being (Peterson, 1999, Scheier and Carver, 1987, 1992), coping with life and life satisfaction and happiness (Seligman, 2002). But there is very few research done in a comprehensive way to study optimism and pessimism. By analyzing explanations both positive and negative events of a person’s life, we can go for in depth understanding of his explanatory style.

Optimism is often associated with many positive and desirable outcomes. Optimists if expose to increased risks and negative outcomes, they are less likely to learn from it because of externalizing risk factors. So it is important to use flexible optimism, where individual tries to correctly appraise the situation and then choose when to utilize optimistic or pessimistic explanatory styles. That’s why there is need for optimism to be realistic and flexible. Effective Psychological capital optimism should not be extreme either in internalizing positive outcomes and externalizing negative events and outcomes. Psychological capital optimism lead to happiness in life and also learning from various life events to the fullest (Avolio & Luthans, 2006).
In good times, those with high Psychological capital optimism are able to enjoy both the cognitive and emotional implications of being able to take credit for positive outcomes and having control for negative outcomes. Persons with high Psychological capital optimism can show their gratitude to others and factors that helps in their success. These people able to use the opportunities in a situation and can develop their skills and abilities. Hence they can improve future opportunities. Also in negative times, these people can handle it and can learn from mistakes and move on for better future.

There is need for Psychological capital optimism to be developed and prosper in every person. Optimism has to be realistic so that it could positively impact on sustainable growth and performance of a person in his life.

1.6 Resiliency

Masten and Reed defined resiliency as a class of phenomena characterized by patterns of positive adaptation in the context of significant adversity or risk (Masten and Reed, 2002).

As a component of Psychological capital, this definition is expanded and redefined resiliency is the ability to bounce back from adversity and also very positive, challenging events and the will to go beyond the normal, to go beyond the equilibrium point. (Avolio & Luthans 2006).

Several factors have been identified as contributing to the development of resiliency in a person. These factors can be grouped as assets, risk factors and values. In earlier work done on resiliency particularly in the area of child psychology,
researchers emphasize that building resilience should necessitate the development of adaptive system in a person (Masten, 2001). Resilience can have a clear impact on performance. Work in positive psychology suggest that highly resilient individuals tend to be effective in a variety of life experiences such as happiness, well-being, mental health and also adjustment and development under a variety of life course threatening conditions (Block & Kremen, 1996; Coutu, 2002, Masten, 2001). Highly resilient people tend to be creative, adaptive, persistent in dealing with adversity which lead to better performance and well-being in the person.

Empirical studies have shown that positive emotions enhance resilience in the face of negative events which means that it is a state like quality (Tegude & Fredrickson, 2004). Resilience can increase and grow when an individual returns to normal after adversity (Richardson, 2002). Individuals become more resilient every time they return from adverse situation. Research on resilience earlier focused on ‘who’ was resilient to ‘what’ characteristics a resilient person can have. Positive psychologists explain that resilience involve everyday skills and psychological strengths which can be identified, measured, nurtured in individuals of all ages and psychological conditions (Masten & Reed, 2002). Masten specially noted that resilience comes from everyday magic of ordinary normative human resources and demand deep knowledge in part of the individual’s for promoting competence and human capital in individuals and society.

One important factor related to resilience is the resiliency asset. It can be defined as a measurable characteristic in a group or individual or their/ his/her situation that predicts a positive outcome in the future on a specific outcome criterion.
It was found that cognitive abilities, positive self-perceptions, positive outlook on life, emotional stability, self-regulation, sense of humor etc. are important assets which can lead to high self-resiliency (Masten, 2001). In a society to develop self-resiliency among its members, there should be more emphasis on effective parenting, pro-social and rule abiding peers and collective efficacy. Gorman (2005) emphasize upon important role of personal factors and relationship factors as assets of resiliency.

Secondly, Researchers also mentioned some factors as risk factors for resiliency because these can cause increased probability of an undesirable outcome. These factors can lead individuals exposing to undesirable events and if individuals fail to manage and use the assets as resource to overcome the risks, then there will be decrease in the level of resiliency. The risk factors can be exemplified as destructive life experiences, drug and alcohol abuse, trauma and violence, stress, poor health, unemployment etc. A person can avoid these risks totally but presence of these risks becomes something necessary for growth of resilience. By facing the risks, individuals can exercise their strengths and resources which help the person to bounce back and develop resiliency. It is like immunization a process that exposes the person to a small dose of a disease in order to build long-term strength, endurance. This is explained as process-focused perspective by Cowan et.al (1996).

Psychological capital resiliency views adversities and difficulties as both risk factors and challenging opportunities for growth and success beyond the normal state. This perspective makes resiliency a more positive domain. Wolin and Wolin (2005) emphasized on the positive perspective. In the Psychological capital resiliency risk factors and assets work together and interrelated for the development of resiliency.
Thirdly, an important factor related to resiliency is the value of an individual. These values in individuals shape and guide them for better life. Values and beliefs help individuals to overcome not only present difficulties but also future. These values and beliefs help in maintaining resiliency through various psychological and physical challenges (Wong and Mason, 2001, Holaday and McDhearson, 1997). It was found that those people who follow moral values in their actions constantly experience increased freedom, energy and resiliency (Richardson, 2002). These values contributed to the process of developing resiliency by providing stability in taking judgments, carrying out principles and services to others in society (Coutu, 2002 & Kobsa, 1982).

Because of these values, person sticks to some actions and mission as having deep beliefs in it. This strong belief seems to enhance resiliency level and factors that help in developing resiliency. Therefore all these three factors play important role in sustaining Psychological capital resiliency.

In simple way we can express that either positively or negatively if we are pushed beyond our threshold capacity level, we are at the front of using resiliency. It helps the person to find out his/her own capacity. There is a rich body of research in developmental and clinical psychology which focuses more on positively oriented applications. Most of the researches are carried in workplace situations.

From the above discussion of each components separately, it can be seen that there is some subtle distinction between each components and each adds unique values to the core construct positive psychological capital. There is similarity between self-efficacy and hope but there are differences as hope is explicitly focused on the
future whereas self-efficacy relates to both present and future. Also hope is internally driven and self-efficacy relates to preparedness to take on a given challenge. Similarly self-efficacy and optimism appear close. In self-efficacy, self is the source but optimism; source can be both external and internal. Self-efficacy depicts a willingness to act as challenges arise where as optimism speaks about the future. Resiliency is found to have ties with hope and optimism. In resiliency focus is on present and on adapting or coping with the events by using individual strengths and resources. In the end we can infer that each of the components is unique but related to each other and in combination makes the core construct positive psychological capital.

1.7 Psychological well-being

Psychological well-being can be defined as the person's evaluative reaction to his or her life either in terms of life satisfaction or effective balance or to extent to which the psychological well-being resides within the experience of the individual (Campbell, Converse and Rodgers, 1976). Psychological well-being means having a good emotional and mental health as the pillar of quality of life in a particular individual in diverse contents. It includes the way people used to evaluate their lives in present and in the past combining emotional reaction to different events, moods, judgments related to the way they live their lives (Diener, 2003). Therefore psychological well-being is a dynamic result which is in constant change established in the evaluation of functional or contingent relation among individual, their condition of life and environment (Ballesteros & Cayeedo, 2002).

Well-being is a complex construct that concerns optimal psychological functioning and experience. Well-being has been studied extensively by social
psychologists (Campbell, 1981; Ryan & Deci, 2001). General quality of well-being refers to optimal psychological functioning and experience. This reflects the increasing awareness that just as positive effect is not the opposite of negative effect (Cacioppo and Bernston, 1999). Two broad psychological traditions have historically been employed to explore well-being. The hedonic view equates well-being with happiness and often is marked as the balance between positive and negative effect (Ryan and Deci, 2001). The eudemonic perspective assesses how well people are living in relation to their true selves (Waterman, 1993). For more than twenty years, the study of psychological well-being has been guided by two primary conceptions of positive functioning. One concept is traceable to Bradburn's (1969) seminal work which differentiated between positive and negative effect and define happiness as the balance between these two. The second conception includes life satisfaction as the key indicator of well-being.

1.8 Model of Psychological Well-being

This model is proposed by Bradburn and Caplovitz (1969). A person's position on the dimension of psychological well-being is seen as a resultant of the individual's position on two independent dimensions — one of positive effect and other of negative effect. The model specifies that an individual will be high in psychological well-being in the degree to which he has an excess of positive over negative effect and will be low in well-being in the degree to which negative effect predominates over positive. This model is similar to older pleasure—pain perspective that view an individual's happiness or well-being in terms of the degree to which pleasure pre dominates over pain in his life experiences. This model stems from an
empirical base. It was found that two dimensions were independent of one another. It can predict an individual's score on negative effect dimension from any of his score on the positive effect dimension and vice versa. These two dimensions were related to the overall ratings of well-being. The best predictor of overall self-rating was the discrepancy between the scores of both dimensions. According to this model, two dimensions were correlated with different variables. It was found that variables which were related to the presence or absence of positive effect had no relationship to the presence or absence of negative effect. Similarly the variables which were related to the presence or absence of negative effect had a similar lack of relationship to positive effect. There is a series of forces whose presence is related to the presence of positive effect but whose absence merely result in a lowering or absence of positive effect rather than any change in negative effect. Similar forces are available for negative effect. An individual's overall sense of well-being is dependent on the relative balance of these two sets of forces. The important point is that cycle of positive effect goes on independently than that of the cycle of negative effect. Negative effect appears to be related primarily to the variables that have been dealt with by iraditional 'mental illness' approaches such as trauma, adjustment problems, anxiety, etc. Positive effect appears to be related to a series of factors concerning the degree to which an individual is involved in the environment around him such as social interaction, closeness to family members and friends, life experiences etc. This model of psychological well-being as a function of two independent dimensions - positive and negative effect showed that the effect of a particular difficulty in life has an overall sense of psychological well-being is not clear.
Therefore life is an ongoing, dynamic process, we can expect that factors affecting both positive and negative experiences are continually changing and that one’s sense of well-being at any particular time is as a average of the relative strength of positive and negative effect over the recent past. So the concentration on both the factors related to positive and negative effects help in understanding the basic phenomenon of psychological well-being.

1.9 Multi-dimensional Model of Psychological Well-being

Carol Ryff (1989) proposed a multidimensional model of psychological well-being. This model explains six psychological dimensions of challenged thriving.

In combination, these dimensions encompass a breadth of wellness that includes positive evaluations of one’s past life, a sense of continued growth and development as a person (personal growth), the belief that one’s life is purposeful and meaningful (purpose in life), the possession of quality relations with others (positive relations with others), the capacity to manage effectively one’s life and surrounding world (environmental mastery) and a sense of self determination (autonomy). This model includes both hedonic and eudemonic well-being.

It was found that six-factor model fit better than models with fewer factors, but the best fitting model is the six factor model. The factor correlations in the pure six factor model ranged from small to quite substantial.

Positive relations with others: It means having warm satisfying, trusting relationships with others; is concerned about the welfare of others; capable of strong empathy, affection, and intimacy; understands give and take of human relationships.
Low level of it indicates to have few close, trusting relationships with others; finds it difficult to be warm, open, and concerned about others; is isolated and frustrated in interpersonal relationships; not willing to make compromises to sustain important ties with others.

**Autonomy:** It means self-determining and independent; able to resist social pressures to think and act in certain ways; regulates behavior from within; evaluates self by personal standards. Low level of it could lead to concerned about the expectations and evaluations of others; relies on judgments of others to make important decisions; conforms to social pressures to think and act in certain ways.

**Environmental mastery:** It means having a sense of mastery and competence in managing the environment; controls complex array of external activities; makes effective use of surrounding opportunities; able to choose or create contexts suitable to personal needs and values. A person low on this domain will have difficulty managing everyday affairs; feels unable to change or improve surrounding context; is unaware of surrounding opportunities; lacks sense of control over external world.

**Personal growth:** It means having a feeling of continued development; sees self as growing and expanding; is open to new experiences; has sense of realizing his or her potential; sees improvement in self and behavior over time; is changing in ways that reflect more self knowledge and effectiveness. Low level of it can make a sense of personal stagnation; lacks sense of improvement or expansion over time; feels bored and uninterested with life; feels unable to develop new attitudes or behaviors.

**Purpose in life:** It defines goals in life and a sense of directedness; feels there is meaning to present and past life; holds beliefs that give life purpose; has aims and
objectives for living and low level it can lead to lacks a sense of meaning in life; has few goals or aims, lacks sense of direction; does not see purpose of past life; has no outlook or beliefs that give life meaning.

**Self-acceptance:** It means to possess a positive attitude toward the self; acknowledges and accepts multiple aspects of self including good and bad qualities; feels positive about past life. A person with low level of it feels dissatisfied with self; is disappointed with what has occurred in past life; is troubled about certain personal qualities; wishes to be different than what he or she is.

**1.10 Creativity**

Psychologists defined creativity as involving the ability to produce work that is both novel and appropriate. According to Ambile (1983), creativity can be defined as the production of novel and useful ideas. Creativity is important because it provides us with new knowledge and new interventions that can improve the quality of human life.

Theories of creativity have focused on a variety of aspects. One important was four P's: process, person, product and place. Cognitive approaches in psychology describe thought mechanisms and techniques for creative thinking. Various theories were developed describing creative processes such as Wallas theory of stages and Guilford divergent thinking ability. Product aspect of creativity focuses on how to measure creativity in people, whereas person aspect considers habits or behavior related to creative person. Place aspect of creativity emphasizes on the environmental conditions suitable for creative behavior thinking.
In 1926, Graham Wallas presented one of the first models of the creative process. In the stage model of Wallas, creativity was explained in 5 stages:

1. Preparation: preparatory work on a problem that focuses the individual’s mind on the problem and explores the problem’s dimensions.
2. Incubation: where the problem is internalized into the unconscious mind and nothing appears externally to be happening.
3. Intimation: the creative person gets a feeling that solution is on its way.
4. Illumination: where the creative idea bursts from its preconscious processing into conscious awareness.
5. Verification: where the idea is consciously verified, elaborated and then applied.

Wallas considered creativity to be a legacy of the evolutionary process which allowed humans to quickly adapt to rapidly changing environments.

J.P. Guildford was another important psychologist who worked extensively in the field of creativity. He gave the idea of ‘Structure of Intellect’ in 1950, later on in 1956 he prepared a model on it and by 1959 he explained 120 human mental abilities by that model. In this model Guildford differentiated intelligence and creativity and explained both the concept by the term convergent and divergent thinking abilities. In case of convergent thinking the conclusion is taken by the subject to the test items determined by the already known or given information provided with the items or that is recognized best or conventional conclusion already known. On the other hand divergent thinking, the problems are incomplete and unsuggestive. Divergent thinking involves creative generation of multiple answers to a set of problems, it is similar to creativity. Convergent production is closed system thinking while divergent production is open system thinking. Convergent thinking leads to one and only one
correct answer from already given information while divergent thinking leads to find new various answers. That means in convergent thinking the answer is already known to everybody whereas in divergent thinking the answers are not known, they are novel and original (Guilford, 1950).

Creativity process was explained across different areas such as cognitive approach, personal characteristics, life span development and social context (Simonton, 2000). Cognitive approach explains creativity aspect of insightful problem solving, creative cognition, expert acquisition, and computer simulation. Earlier psychologists Freud and other psycho-analytic thinkers tried to explain creativity as primary process thinking (Gedo, 1997). Gestalt psychologists studied creativity through the process of insight. Based on this earlier explanation, new developed ideas are coming about creativity. Psychologists now better understand how creative insights emerge during the incubation period of creativity specially empirical demonstration of intuitive information processing as a regular manifestation of the cognitive unconscious (Bowers, Farvolden & Mermigis, 1995; Schooler & Melcher, 1995). Lawful operation of subliminal stimulation and spreading activation lead to emergence of creative insight. Another important explanation is provided by creative cognition approach. According to this, creativity is a mental phenomenon that results from the application of ordinary cognitive process. The optimal functioning embodied by creativity entails ordinary cognitive processes and hence creative thought is accessible to almost anyone (Finke, Ward & Smith, 1992).

Recent research has provided information that exceptional talents are less born than made. Evidence showed that to a certain extent, creativity needs an optimal level
of systematic training and practice. Conception of creative expertise explains that creative individuals don't produce new ideas rather those ideas arise from large set of well-developed and domain relevant previous knowledge. Computer simulation programme are used to explain models of creative processes. Various computer programme provide important theoretical models of how the creative process operates in the human mind (Simonton, D.K. 1999).

Personality Approach tried to explain some individual attributes responsible for creativity. This approach can be explained mainly under heading of intelligence and personality. In the earlier work of intelligence such as Terman (1925), Galton (1869), creativity was associated with superior intelligence. Researchers in this area indicated that a certain threshold level of intelligence is required for the development of creativity. Later on complex multidimensional model of intelligence is associated with a specific manifestation of creativity such as painting, singing, and sports. On the other hand research on the area of personality explained a profile of creative personality, where some particular personality attributes are displayed by creative person.

Creativity can also be explained as a lifespan development. Researchers into the developmental psychology examines how the experiences of a person from birth to adulthood are associated with acquisition of creative potential and how this potential is actualized during the adulthood. Various factors of family and social environment such as birth order, early parental loss, marginality, availability of role models etc. can favour emergence of creativity. Also a person's experience in academic life can enhance creativity. As like the developmental inputs, creativity may
have a genetic foundation. Therefore both nature and nurture contribute to the acquisition of creative potential.

After having a creative potential, it is important to actualize those potentials. Researchers found that creative ideas developed in a complex and dynamic interaction between the potentials and social content in which that creativity must take place (Wallace and Gruber, 1989). Numerous factors operate that help maintain creative output throughout the life span. Though the research on creativity most took individualistic perspective, but creativity takes place in a social content too (Harrington, 1990).

So a special perspective of creativity is also explained by psychologists. In this perspective emphasise was on interpersonal environment, disciplinary and socio-cultural environment. Creativity mostly was displayed in a interpersonal settings. The nature of interpersonal expectations may relate to either enhance or inhabit amount of creativity shown by a person. If a task is performed for an intrinsic reason than extrinsic, then creativity may enhance. Brain stormsing can enhance creativity in social content.

Most of the time creativity takes place within a particular artistic, scientific or intellectual discipline. Csikszentmihalyi (1990) explained that creativity requires explanation between individual, domain and field. Creativity is also a socio-cultural phenomenon.

Researchers found that certain political environments might affect the creativity manifestation by that population. Political influence can be direct or on the developmental stages of an individual life where many nations have experienced golden wages after winning independence or industrialization etc. This kind of
nationalistic rebellion may encourage for cultural heterogeneity. By enriching the cultural environment the ground for new creative ideas was flourishing. These socio-cultural factors though played the role to raise or lower the general creative activity at a given time and place, but cannot account for individual differences in the development of creativity.

Beyond these perspectives, at present two new theoretical movements is carrying on the areas of creativity. One is economic model that examines individual’s willingness to engage in risk-taking behaviour and second is evolutionary models that have elaborated creative process, person and product.

Creativity is not just an interesting psychological phenomenon, but socially and personally valued behavior. There is need to enhance creativity .but there is gap between scientific knowledge and practice.