CHAPTER -I

INTRODUCTION
Introduction

The present era is an age of anxiety. It is not theme for poets and novelists but has become a nodal concept in psychology. It has been utilized for explaining many of the psychological problems and has become an important construct in the field of social inter-relationships and behavior.

Students of intermediate classes often suffer from anxiety different from that grownup people do. Anxiety is associated with expectations of failures. It is caused by the fact that the source of danger is unknown freud (1936) working out the relationship among anxiety, inhibition repression and resistance asserted that anxiety is undeniably related to expectation; one feels anxiety lest something occur (p. 112). It is the cause of the repression. It is reduced when the danger is reduced and aroused when the forbidden impulses threaten to break into the consciousness. It describes an unpleasant emotional state that is characterized by subjective feeling of tension and worry. This state of affairs directs the functioning of the individual. Some times this causes a feeling of helplessness and insufficiency of
strength to face the external factors that may result in unorganized activity. Thus anxiety is the motive power of the censorship and of the resistance confronted in the task of interpretation of dreams and symptoms, the unpleasant state to be averted, which motivates so many of the defensive self-deception.

As a personality trait, it is also used to refer to relatively stable individual differences in anxiety proneness that may be inferred from frequency and intensity of an individual's evaluation in anxiety state. Students high in anxiety trait are disposed to perceived the social world as more dangerous than the students of low in anxiety trait.

Anxiety may occur due to a number of reasons such as perception of growing unemployment, competition and financial and emotional insecurity. Growing complex family and social relations are also adding to the problem. The flood of information from different sources, especially from electronic and print media, is creating a state of confusion. The other problems linked to it are psychological maladjustment, loss of control, manifestation of sexual tension, health problems and aggressive behavior and low self-image etc.
While activities resulting in novel material and intellectual values may be termed as creativity. It implies the presence of individual abilities, motives, knowledge and capability in creating a product by novelty, originality and uniqueness. These traits reveal the important role of imagination and intuition, unconscious components of mental activity and also of personal needs in self-actualization. Henry Wallace distinguished perception incubation, illumination is regarded to be the central and specifically creative element of these stages.

Although creativity and innovation are closely interlinked in the public eye they, have often been studied in isolation by researchers using different methodologies and models. Creativity has been the province of psychology, with its emphasis on individuals and small groups, while innovation has been the focus of sociologists, economists, and others who take a larger, systems perspective.

This separation is unfortunate, because creativity (producing something for the first time) represents a dramatic aspect of organizational change that may provide a key to understanding change phenomena and, ultimately, organizational effectiveness and survival. Creativity is generally defined as
useful novelty- not novelty for its own sake but novelty that can be applied and add value to an organization's products and services. Creativity includes the generation of ideas alternatives, and possibilities.

Creativity research has a long history in psychology focusing on individual differences in personality, cognitive abilities, and problem solving styles. However recent theoretical and empirical work looks at creativity as something the brain does naturally. That is creativity is an adaptive feature of normal cognitive functioning that evolved to aid problem solving under conditions of uncertainty. Under such circumstances, novel approaches and invention are highly advantageous.

This perspective asserts that all human beings have the potential for creativity because we share common neural processes; however, whether the creativity is expressed or suppressed depends on the socio-cultural context, personality differences, and specific personal experiences (such as knowledge and skills). Within work settings, it is also apparent that organizational policies and practices as well as managerial behaviors influence creativity among workers.
By defining creativity as useful novelty, psychologists have clearly placed the emphasis on creativity as an outcome.

The impulse to be creative can be understood to some degree as the subjective struggle to give from, structure and constructive expression to inner and outer chaos and conflict. It can also be one of the most dynamic methods of meeting and redeeming one's devils and demons.

Anger is one of the most troubling emotions for psychotherapy patients in general. Yet, there is a very strong correlation between anger, rage and creativity, one which most people are not aware of. Most of us tend to view anger or rage negatively, associating it almost exclusively with destructiveness and violence. Certainly this correlation exists. But anger can also motivate constructive and creative behavior. It is held that creativity may be a powerful and often dark endeavor: The more conflict, the more rage, the more anxiety there is, the more the inner necessity to create. We must also bear in mind that gifted individuals, those with a genius (incidentally, genius was the latin word for daimon the basis of the dainomic concept) for certain things, feel this inner necessity even more intensely, and in some
respects experience and give voice not only to their own demons but the collective demonic as well.

**Genesis of the problem**

In this way there exists a powerful negative drive known as anxiety on one side and a super conscious mental state of forces like creativity, on the other. It is a general belief that an individual having high anxiety score may lag behind in creative activity or a man of creative abilities may not have anxiety. However, this needs to be reestablished that anxiety of some short or all may be used as ingredient for creative abilities. There are many psychologists who believe that students of poor mental health may not have creative thinking abilities. There are also a number of studies that revealed that creativity rescues the students from ill mental health. The present endeavor is two work out a relationship between anxiety and creative abilities among Intermediate students.
Statement Of The Problem

A study of the relationships between Anxiety and Creativity among Intermediate Students.

Definition of key terms

Anxiety:

Anxiety is a natural phenomenon and occurred as ever since the human society came into existence. Anxiety is a normal response to feeling threatened. People differ as to how vulnerable they feel in different situations. This can be influenced by past experiences as well as by the beliefs and attitudes they hold about these situations.

Anxiety is a psychological and physiological state characterized by cognitive, somatic, emotional and behavioral components. These components combine to create an unpleasant feeling that is typically associated with uneasiness, apprehension, fear or worry. Anxiety is a generalized mood condition that can often occur without an identifiable triggering.

Stimulus, As such it is distinguished from fear which occurs in the presence of an observed threat.
Additionally fear is related to the specific behaviors of escape and avoidance, whereas anxiety is the result of threats that are perceived to be uncontrollable or unavoidable.

Another view is that anxiety is "a future oriented mood state in which one is ready or prepared to attempt to cope with upcoming negative events" suggesting that it is a distinction between future vs. present dangers that divides anxiety and fear. Anxiety is considered to be a normal reaction to stress. It may help a person to deal with a difficult situation for example at work or at school by prompting are to cope with it.

Creativity:

Creativity is the ability to generate innovative ideas and manifest them from thought into reality. The process involves original thinking and then producing. Creativity comes from the Latin term creo "to create make" creative that is a mental process involving creative problem solving and the discovery of new ideas or concepts or new associations of the existing ideas or concepts. Fueled the process of either conscious or unconscious in sight.

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researchers using different methodologies and models. Creativity has been the province of psychology with its emphasis on individuals and small group. While innovation has been the focus of sociologists, economists and others who take a larger, system perspective. This separation is unfortunate because creativity (producing something for the first time) represents "a dramatic aspect of organizational change that may provide a key to understanding change phenomena and ultimately organizational effectiveness and survival".

Creativity is generally defined as useful novelty—not novelty for its own sake, but novelty that can be applied and add value to an organization's outcome. Creativity includes the generation of ideas, alternatives and possibilities. Creativity research has a long history in psychology.

Focusing on individual differences in personality cognitive and abilities and problem solving styles. However, recent theoretical and empirical work corks at creativity as something the brain does naturally that is creativity and adaptive feature of normal cognitive functioning that evolved to aid problem solving under conditions of uncertainty or otherwise. Under certain
circumstances, novel approaches and invention are highly advantages.

**Intermediate Students**

Intermediate students means student of intermediate classes (Class 11th and 12th). In this research both boys & girls studding students of class 11th and 12th of intermediate colleges of Allahabad District are considered.

**The Study Area**

The present study is carried out on cross section of intermediate students of Allahabad Dist. The wide difference in distribution of income, multi ethnic culture, fast life and many other important characteristics make it a pertinent case of study.

**Aim Of The Study:**

The basic aim of the study is to inquire about the relationship between the anxiety and creativity among intermediate students. It is also the aim of the study to differentiate the magnitude of relationship on account of age, sex family background and educational profile of the students.
Objective Of The Study:

Following objectives are proposed to meet the aim of the study

a) To find out relationship between anxiety and creativity.
b) To find out difference of relationship between anxiety and creativity on account of age difference.
c) To find out difference of relationship between anxiety and creativity on account of sex difference.
d) To find out difference of relationship between anxiety and creativity on account of difference of academic profile of the students.

Hypothesis:

To meet the requirement of objectives mentioned as above, following Null- hypotheses are framed for evaluation-

a) There is no significant relationship between anxiety and creativity
b) The age of students does not affect the relationship between anxiety and creativity, significantly.
c) The sex of students does not affect the relationship between anxiety and creativity, significantly.
d) The family background of students does not affect the relationship between anxiety and creativity, significantly.

e) The academic profile of students does not affect the relationship between anxiety and creativity, significantly

**METHODOLOGY:**

Choice of a suitable methodology is the backbone of any research undertaking. The choice is more difficult because every method has its own merits and demerits. It depends mainly on the nature of the problem. The present research is ex post facto type research. It intends to find out the relationship between two variables: anxiety and creativity.

The present study is carried out on the basic of questionnaire pertaining to anxiety and creativity that also included questions relating to age, sex, class, average marks and income of the family, and administered to the cross-section of students of Intermediate students. Two stage sampling method was adopted to administered the questionnaire.

The data is tabulated and standardized. The variable are standardized by deducting respective standard deviations. Absolute values (neglecting sign) is taken as standard data. The standard data is used for statistical findings and
generalization. Simple statistical tools like mean standard deviations, simple and partial correlations and regression are used to arrive at results.

STATISTICAL TOOLS USED:-

Simple statistical tools like means standard Deviations, Correlation and regression is used to meet requirements of all the objectives proposed in the study. The results would also be tested for generalization. For calculations, statistical package for window namely SPSS 19.00 are used.

Delimitation of the study:

The study was limited only to the intermediate students of Allahabad district. It was limited to capture the relationship between anxiety and creativity under different categories of family status, Sex, Age and Academic profile.