

**Themes in the 1999 issue of the *Journal of Creative Behavior*:
An Executive Summary of Moynihan's 2001 Master's Project.**

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This article reports the themes found during an analysis of 16 articles found in the 1999 issues of *Journal of Creative Behavior (JCB)*, Volume 33. The analysis was completed to increase the awareness in the field of creativity of the work that has currently been done in order to reduce repetitive research and also to promote development in the emerging discipline of creativity.

The *JCB* is a 33-year-old publication that is devoted to the serious general reader with vocational/avocational interests in the fields of creativity and problem solving. *JCB* is known throughout the world for its uniqueness. It is a referenced journal that is opened to both established and new authors. The criteria for selecting articles is relevance, clarity, interest, and overall quality. In order to obtain these themes, I adapted the framework that Feist & Runco (1993) used to analyze twenty-five years of the *JCB* literature. The use of this framework also allowed for some interesting comparisons between their work and the current analysis. Master's projects completed by Bowman-Jones (1999), Carroll (2000); Donaldson (1999) and Ezrin (1999) were also used in preparation for this project.

Questions that guided this project included: What are the themes in content and method in the *JCB* calendar year 1999? What types and kinds of material appear in the journal? What are the implications of this information for the domain of creativity? What similarities and differences are found in the content? And, how might this process model be further advanced? There were five domains across which data from the article were collected: ***Structural Characteristics, Patterns of Authorship, Research Methods, Populations, and Issues in Title and Focus.***

Structural Characteristics

Under the domain of the *Structural Characteristics* there were five categories: number of articles (16); total number of pages for articles (278 or 17.375 per article); total number of references (578 or 36.125 per article); recent references 1994 to 1999 (115); classic references from 1974 and prior (148). Of the 578 references, 20% were recent references and 26% of them were classic references. It appears that in this particular year, emphasis was placed on classic references.

Authorship Patterns

The domain of *Authorship Patterns* had six categories: number of authors per article (1.9375 for a total of 31 authors), number of female authors (5); number of male authors (26); number of female first authors (0); number of male first authors (4); and the number of authors of undetermined gender (0). It was interesting to note that eight articles had single authors and eight articles had multiple authors. For multiple authored articles, all had male authors as the first author. Only one article of the 16 published by *JCB* in 1999 had a single female author. Some questions that may need to be asked are “What are the numbers of female authors in the field that are pursuing publication in *JCB*?” and “How many female researchers are currently active in the field?”

Methods

Under the domain of *Methods*, there were two broad categories: empirical and non-empirical methods. These were further broken down into subcategories. Empirical methods (8) contained sub-categories of laboratory (1); tests (1); questionnaire (2); interview (0); field (0); longitudinal (0); archival (0); meta-analytic (0); quantitative (4); and qualitative (4) analysis and use of computer technology (0), multi-method (4). Quantitative analysis and qualitative analysis were equally evident in this journal year. Non-empirical methods (8); included sub-categories of descriptive/review (6); prescriptive (1); technique description (0); and theoretical (1). In 1993, Runco and Feist noted that empirical articles outnumbered non-empirical articles by 3 to 1. This was not evident in the 1999 article year when each category had eight articles.

Populations Studied

The domain of *Populations Studied* used 12 categories: under 6 years of age (0); grades 1 through 5 (0); grades 6 through 8 (1); grades 9 through 12 (1); university students (4); adults; general population (0); artists (0); scientists and engineers (0); business people (1); creative occupations (0); adult educators (1); other adults (0).

The most commonly used group in 1999 was university students, with four studies. The availability of the population to researchers may be one factor in their use. One neglected population is the under six-year-old group. I believe this population would make for some interesting studies in the area of creativity.

In 1993, Runco and Feist noted that school-aged students were the most commonly studied population, specifically, elementary school students. In the 1999 calendar year, university students were most commonly studied.

Issues in Title and Focus

Within the domain of *Issues in Title and Focus*, 32 possible categories were used as a framework. This is an adaptation from Feist and Runco's (1993) study with 31 categories. In 1999, Bowman-Jones added the category of computer technology that was also used in this study. The remaining categories were ranked as follows: art/artistic (1); brainstorming (0); business/management (1); computer technology (2); creative behavior (2); creative product (0); cross cultural differences (2); developmental process (0); education (1); emotion (0); enhancement of creativity (2); freewill/will (0); gender differences (0); giftedness (0); humor (0); imagery/visualization/dreams (0); intelligence and creativity (0); intuition, thought process (0), intuition, deals with nature of intuition and its role in creativity (0); leadership (0); mental health (0); motivation/source/origin (3); neurobiological (0); personality (0); potential (0); problem solving/incubation (0). Psychic/futuristic (0); science/scientific (0); social/environmental influences of creativity (4); synthetic/divergent thinking (0); testing/measurement (0); therapy (0). Feist and Runco (1993) identified in their coding criteria for Issues in Title and Focus that each article should be coded on its explicit title and its main focus. Sometimes this then meant

that each article could be rated once, sometimes twice. In this study, a great deal of care was used so as not to over-categorize Issues in Title and Focus. In this volume year, 18 Issues in Title and Focus were used to identify categories for 16 articles.

Social and environmental influences of creativity had the most Issues in Title and Focus in the 1999 volume year. The importance of the influences of creativity seemed to be a popular subject of study. The second most popular issue and focus was motivation/source/origin of creativity. Issues in title and focus that received no hits, included areas like brainstorming, creative product and intelligence and creativity.

Many of the themes identified in this Executive Summary and the original study (Moynihan, 2001) project could open some interesting debates as to the direction and focus of the literature found in the field of creativity. In the analysis of the 1999 *Journal of Creativity Behavior*, many questions can be raised as to what would be worthy research.

Numerous *Issues in Title and Focus* had been ignored in the 1998 as well as 1999 calendar years of *JCB*.

The *developmental process* had not been addressed, which I believe to be an important topic in the domain of creativity. Another area that I find has been neglected is the area of *intelligence and creativity*, which could be a very interesting topic for future research studies.

To encourage and promote development in the emerging discipline of creativity, the process of analyzing the *JCB* has proven to be a worthwhile endeavor. It will be interesting to see what themes emerge after analyzing future years of *JCB* and other creativity journals.

References

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