

Creativity and Emotional Intelligence – An Exploratory Study

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Abstract: Creativity and emotional intelligence predict success and failure during a number of life domains hence in the present investigation an attempt has been made to study the relationship between emotional intelligence and creativity. The study was conducted on 220 school students (110 girls, 110 boys). 11-12 years age of students from different CBSE schools of Gondia district in Maharashtra, India were participated in the study. Stratified sampling technique was adopted. The standardized tests Multifactor Emotional intelligence scale by Vinod Kumar Shanuwal and Divergent Production Abilities scale by K. N. Sharma were administered for data collection. Mean, SD, 't' value and correlation coefficient were used to analyse the data. The study revealed significant relationship between emotional Intelligence and creativity of school students. Significant sex difference was also found with respect to emotional intelligence and creativity of school students.

Keywords: Emotional intelligence, Creativity and gender of the students.

1. Introduction

1.1 Creativity

“Creativity is referred to the power that connects the seemingly unconnected”, said William Plomer.

The present century has started with intense and intensive educational, social, cultural and academic changes. These changes have manipulated our ways of thinking about things and most importantly creative thinking. As technology is advancing rapidly, it is also bringing host of social issues along with it. Hence, current time’s need is to understand creativity with different constraints of psychology i.e., personality traits, intelligence motivation, achievement motivation, etc.

Creativity is also defined as the process of thinking of original ideas and using abstract thinking to find out solutions to problems. It is considered to be a process that involves the discoveries of gaps in knowledge and hence, the searching of the solutions to the issues. It suggests an openness of the state of mind and a fertile imagination which results in new useful creations.

Creativity is the most mysterious characteristic of human behavior which is the ability of an individual to resolve problems in new ways. It is also the power to supply works that are appropriate, novel, and socially valued at the same time. Creativity uses cognitive processes such as understanding and reasoning. Creativity may be explained as a state of mind which may be learned. “Creativity refers to the creative potential, sometimes to the creative productivity and sometimes to the creative production”.

The creative process involves a variety of component mainly including:

Imagination - A variation within the thinking from others.

Originality - the ability to come up with new ideas and products that are unique and weird.

Productivity - the ability to get advanced ideas through thinking out-of-the-box.

Problem-solving - Application of imagination and data to a given situation. The ability to serve an outcome that is useful.

Creativity points to a facility or capability to develop, to make, to supply through imaginative skill, with a replacement form, to bring or into existence something new.

Creativity is a broader term which encompasses multiple segments and includes everyone from a school student trying to embellish his school project to an entrepreneur with his amazing idea. There are many factors that influence creativity. These might include desire, experiences, atmosphere, fearlessness, and environment, resources, space, and time etc. Emotional intelligence can also play a role.

1.2 Emotional intelligence

Emotional Intelligence refers to a person's ability to manage emotions of self and understand emotions of others. Mayer and Salovey were the first to introduce the concept of emotional intelligence within the early 1990's. Emotional intelligence is the power of an individual to hold out accurate reasoning about one's emotions and therefore, the ability to make use of emotions and emotional knowledge to reinforce thought. (Mayer, et al 2008). Emotional intelligence is one's capacity to make positive outcomes when in relationships with others and with oneself. It's the strength to watch one's own emotions and feelings, to differentiate among them, and to use the same information to guide one's thinking and actions (Mayer and Salovey, 1993). Emotional intelligence plays a very important role in a person's capacity to assimilate emotions, perceive emotions, and manage them. Researchers have investigated the dimensions of emotional intelligence by measuring related concepts, like interpersonal competence, social skills, psychological maturity, and emotional awareness, very long before the term 'emotional intelligence' came to use. Social scientists are just beginning to uncover the connection between emotional intelligence to other phenomena like- group performance, leadership, interpersonal social exchange, individual performance evaluation, conducting performance evaluations and managing change. (Goleman, 1995).

Emotional intelligence characterizes capability to validly reason with emotions and to make use of emotions to reinforce thoughts. Emotional intelligence also encompasses the below given five characteristics and abilities:

Self- awareness - Recognizing the feelings as they occur, knowing one's emotions, and differentiating between them.

Mood management – Handling the feelings in a way that they are relevant to the situation and also react appropriately.

Self- motivation - “Gathering up” an individual's feelings and accordingly directing oneself towards the goal, despite of the self-doubt and impulsiveness.

Empathy - Recognizing feelings occurring in others and tuning them into their cues that may be verbal or nonverbal.

Managing relationships - Handling interpersonal negotiations, interactions, and conflict resolutions.

Hence, Emotional intelligence and Creativity tend to predict success and failure during several life domains and hence this study is meant to review such factors and their interactions with one another.

2. Review of Literature

Felix Nyorko, Kirsi Peltonen, Samuli Kangaslapnpi, Raija-Leena Punamaki (2020) investigated emotional intelligence and cognitive skills protecting psychological state from stress and violence among Ghanaian youth. Researchers reported that emotional intelligence and cognitive skills in adolescence are important for psychological state. The results of the study revealed that emotional intelligence and cognitive skills in adolescents are important to psychological state.

Mahmoud A. Shahin (2020) conducted a cross-sectional correlational study between emotional intelligence and perceived stress among students of Saudi health college. The results of the study revealed that there was no significant relationship between emotional intelligence and perceived stress.

Sahanowas SK & Santoshi Halder (2020) conducted a study on critical thinking disposition of undergraduate students in reference to emotional intelligence: Gender as a moderator with the objective effect of emotional intelligence on critical thinking on the scholars due to their transition to education and effect of emotional intelligence on critical thinking. The analysis of the study displayed that there is a big difference among girls and boys with regards to effect of emotional intelligence on critical thinking.

Prem Shankar Srivastava (2016) examined connectivity of emotional intelligence with creativity: a conceptual framework. Researcher suggested that emotional intelligence and creativity would be beneficial for the teachers in particular and individuals in general for the betterment of the global society as a whole.

The present research attempted to assess the emotional intelligence and creativity among school students.

3. Objectives

To measure the emotional intelligence and creativity of girls and boys.

To examine the difference between emotional intelligence and creativity of girls and boys.

To establish the connection between the emotional intelligence and creativity of school students.

4. Hypotheses

There exists significant gender difference with respect to Emotional Intelligence.

Boys and girls differ significantly with respect to creativity.

There is significant relationship between Emotional intelligence and Creativity of school students.

5. Methodology

A descriptive survey method was used in the present study.

5.1 Research Design

Sample- A total of 220 students was taken a sample of the study. The sex ratio was maintained as 1:1. The sample was collected from 5th & 6th standard 11-12 years aged students of Gondia District of Maharashtra, India.

Sampling Technique- Stratified sampling technique was adopted to draw the sample in order that every unit should get equal chance of inclusion within the sample.

Method of data Collection- Data were collected from the school students of Gondia District with the pre permission of the authority concerned. The standardized tests Multifactor Emotional intelligence scale by Vinod Kumar Shanuwal and Divergent Production Abilities scale by K. N. Sharma were administered individually with proper instructions. The investigator was present while the students were responding and provided help any difficulty.

Statistical Techniques- The responses were scored as per instructions in the manuals. The scores were tabulated for plotting bar graphs. Mean, standard deviation, 't' test and correlation were computed.

6. Results Analysis and Findings

Table- 1. Mean, SD and 't' value of Emotional Intelligence of Girls and Boys.

Sample	N	Mean	SD	't' value	Level of Significant
Girls	110	542.21	41.55	6.05*	Significant at 0.05
Boys	110	507.57	43.16		

The 't' test results presented in table 1 indicates that, there is a significant difference in the emotional intelligence among girls and boys. Thus hypothesis 1 is accepted. The girls have significantly high emotional intelligence than boys. These findings get support from the study carried out by Ali Murat Sunbul & Yasin Aslan (2007) The Relationship between Emotional Intelligence and Achievement among 1st and 4th Grade Faculty Students. Researchers found that girls are significantly more emotionally intelligent than their counterparts.

Table- 2. Mean, SD and 't' value of Creativity of Girls and Boys.

Sample	N	Mean	SD	't' value	Level of Significant
Girls	110	83.81	23.69	7.40*	Significant at 0.05
Boys	110	62.78	17.91		

The 't' test result presented in table 2 indicates that, there is a significant difference in the creativity; therefore, the hypothesis 2 is accepted. The girls are more creative than boys. These findings get support from the study carried out by Neetu Sethi (2012) in her study academic achievement in mathematics in relation to creativity of high school students. Researcher found that female students were more creative as compared to the male students.

Table- 3. Value of Coefficient Correlation on the Variables of Emotional Intelligence and Creativity of the School Students

Sr. No.	Variable	N	Mean	SD	Coefficient Correlation	Level of Significant
1	Emotional Intelligence	220	524.97	45.69	0.26	Positive Correlation
2	Creativity	220	73.35	23.46		

As seen from table 3, the variable Emotional Intelligence plays a significant role in Creativity of school students. Reason for the above results may be that an emotionally intelligent person can express more creativity. These findings get support from the studies carried out by Leaila Noorafshan and Bahram Jowkar (2013) & Md. Hassan Jafri, Chimi Dem and Sonam Choden (2016) researchers discovered that emotional intelligence positively predicts creativity.

7. Conclusions

- There is significant difference in the Emotional Intelligence of the girls and boys. The computed t-value is significant at 0.05 level of significance. Which shows that girls are Emotionally Intelligent than the boys. It depicts that hypothesis 1 is accepted.
- It is found that there is significant difference in the Creativity of the girls and boys. The computed t-value is significant at 0.05 level of significance. Which shows that girls are more Creative than their counterparts. It depicts that hypothesis 2 is accepted.
- There is significant relationship between Emotional Intelligence and Creativity of the school students. The value of r is significant at 0.05 level of confidence. Hence the hypothesis 3 is accepted.

8. Educational Implications

- The knowledge of psychological variables like Emotional Intelligence and Creativity among school students is of great importance in developing curriculum and designing educational programmes for students.
- Findings of the present study will help the teachers to solve the problems of their teaching.
- The present study may also useful to understand the concept of Emotional Intelligence and Creativity and various domains of the both.
- The result of the present study indicate that the atmosphere of school should be developed in such a manner that it helps in the development of Emotional Intelligence and Creativity of the students.

9. Suggestions

- Different studies may be conducted in different state and union territories of the country.

- The present study was conducted on school students but different studies may be conducted for various age groups.
- Different studies may be conducted in different fields like engineering, technology, management and arts.
- A large sample may be taken for more reliable results.
- The study of emotional intelligence and creativity with other variables could be taken.

10. References

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