

## Creativity and Emotional Intelligence of High School Students

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The technological and scientific innovations have been responsible for the development of today's world. So that the system needs good administrators, innovators, scientists, statesman, policy makers, engineers etc. Hence, education should identify the potentialities of children to excel in various fields and encouraging their creative abilities and make them emotionally sound. The present study aims at examining the relationship between creativity and Emotional Intelligence of high school students. The sample consists of 400 high school students drawn from Bangalore region during the academic year 2007-08. Results revealed that there a significant gender difference in creativity (Verbal & Non- verbal) but no significance gender difference in Emotional Intelligence. Girls' students possess significant relationship in creativity and Emotional Intelligence; hence, there is a positive relationship between creativity and emotional intelligence. This paper discusses implications for teachers, administrators and student's community in order to strengthen the emotional Intelligence among adolescents in turn it is indirectly tuning their divergent and convergent thinking in a right manner so that creativity can be fostered to the fullest of their ability.

**Keywords:** Creativity, Emotional Intelligence, Adolescence,

The destiny of the nation is being shaped in the classroom (Report of the Education Commission, 1964) Education is an important social activity and its importance cannot be minimized. As a social agency education is a desire necessity of mankind. National plans have been giving larger out-lays for the educational development as education recognized as the investment in human resources development. Teachers are expected to do a lot apart from merely imparting knowledge of the subject matter. A parent gives life but his deed stops there. Teachers should ever willing enthusiastic to add to his achievement is an important objectives of education (Henry Adam). No nation whether big or small can afford to overlook the importance of creativity in this age of competition. Who survives this competition largely depends upon its creative minds. The creative acts affect enormously not only scientific and technological progress,

but society in general. The nations who learn best how to identify, encourage and develop the creative potential in their people may find themselves in very advantageous position on the contrary, the nations that are still underdeveloped are rather differently motivated towards the identification and development of this rare talent. Every one of us is a unique creation, but does not possess the same creative ability as his peer. Some of us are endowed with high creative talents and contribute to advancement in the fields of art, literature, science, technology, business, teaching and other sphears of human activity and are responsible for propounding innovative ideas, principles and bringing social and cultural changes. Creativity has been recognized as a precious source of emergence, development and survival of man's culture through the ages and stages. The functioning of the mind and human nature has been the center of

attention of psychologists and educationists for centuries. It is only, lately, with the rapid developments in science and technology, that creativity and its study has become 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 also have his own fulfillment.

Adolescent period plays a very crucial role in one's life. This period is often associated with adolescent social problems which are the result of the misinterpretations of the involved sentiments, feelings and emotions. Emotions play a significant role in directing and shaping behaviour and personality. Emotions are often powerful reactions, so it would seem at first glance that everyone ought to be able to recognize their own feelings. Some persons are highly aware of their own emotions and their thoughts about them, but others seem to be as almost totally oblivious or unconscious to these. We live in an age when our prospects for the future increasingly depend on managing ourselves and handling our relationship more artfully. Even the persons with high intellect cannot always be successful. Grades at school or high intelligence co-efficient cannot predict unerringly has a marked impact on the behaviour of the individual and those who want to shine in academics and in future must develop emotional maturity and maintain good personality. There is an urgent necessity to foster creative potentialities in order to meet the challenges of their personal life as well as the national well being. The most primitive way is by providing good education. A good education, proper care and provision of the opportunities for creative expression, inspire, stimulate and sharpen the creative mind, society and parents and teachers come into picture. They are required to help the children in nurturing and utilizing their creative abilities to the maximum extent. Therefore educational process, formal or

informal should be aimed to develop creative abilities among children. It needs to acquaint teachers and parents with the ways and means of developing creativity. Education suffers basically from the gap between its content and living experience of its pupils between the system of values that it preaches and the goals set up by the society between its ancient curricula and modernity of science.

### **Significance of the Study**

The bewildering or puzzling rapid change in the present nuclear and space age has increasingly enhanced the importance of the creative talent and alerted the educationists and psychologists from their slumberous state work on searching our new methods, strategies and techniques for its identification and development. Creativity is the ultimate answer to man's problems, innovations of new idea, things and ultimately the civilization of life. The value and work of this potential is unlimited. Emotional intelligence is a cultivable entity, unlike the perceived genetic lottery of IQ. Children and adults alike can learn its nuances and lives. Lack of emotional intelligence is also why, sometimes, people of high IQ fail miserably in the ordinary tests of life.

In terms of Education and related areas Creativity and Emotional Intelligence are very much essential elements which are necessary for learning. Starko (1995) suggests that learning is a creative process endowed with emotional intelligence that involves students making information relevant by linking prior knowledge in individual and meaningful format attributed individual's creativity. If education strives to prepare children for a productive life in society, the educational system must accept responsibility for supporting and developing creativity making them emotionally stable. Emotion is a basic aspect of human functioning. Emotions are personal experiences that arise from a complex interplay among physiological,

cognitive and situational variables. The single most important factor in success as a leader in the workplace is emotional intelligence. Emotional intelligence accounts for far more than technical intelligence in determining whether individuals in leadership positions will become “rising stars” or simply achieve mediocre results in the workplace (Goleman, 1996). Emotional intelligence consists of a learned set of competencies that determine how we interact with people which may be personal and social competencies. A personal competency includes self-awareness, self-regulation and motivation. The social competencies include empathy, social skills. There has been attempt to study the role of sex differences and emotional intelligence in the transactional styles of prospective teachers (Gupta & Ram 2006) observed that the creativity has lower correlation with mechanical comprehension and higher with scholastic performance. It is observed that, boys and girls students do not have difference in their creativity (Reddy, 1999). Zee(2002) examines the emotional Intelligence and academic and personality, as well as the incremental validity of emotional intelligence beyond academic intelligence and personality in predicting academic and social success. Little evidence was found for a relationship between emotional and academic intelligence. Academic intelligence was low and inconsistently related to emotional intelligence, revealing both negative and positive interrelations. Katyal (2005) studied the gender differences in Emotional Intelligence among adolescence revealed that the girls were found to have greater emotional intelligence than boys. Bhimrao (2006) emphasized that there is no significance difference between emotional intelligence of male and female student-teachers. It was also stated that Emotional Intelligence and Academic Achievement are significantly related.

### **Objectives:**

1. To find out the Creativity of Secondary Students.
2. To find out the Emotional Intelligence level of Secondary Students.
3. To find out the relationship between Creativity and Emotional intelligence of Secondary Students.

### **Hypotheses:**

1. There is no significant relationship between the Creativity & Emotional Intelligence of secondary boys and Girls
2. There is no significant relationship between the Creativity and Emotional Intelligence of Government school boys and girls
3. There is no significant relationship between the Creativity and Emotional Intelligence of private boys and girls

### **Method**

#### **Sample:**

The sample of 400 students studying in private aided, private unaided and government schools of Bangalore city has been selected during the academic year 2007-08. A stratified random sample was employed in which 7 private unaided schools, 8 private aided schools and 5 government schools were included giving representation to sex and types of school management.

#### **Tools:**

*Baquer Mehdi's verbal and non-verbal test of creativity* to measure the creativity: Verbal creativity covers fluency, flexibility and originality. Non-verbal creativity includes flexibility, originality and elaboration.

*Emotional Intelligence Scale (EIS)* developed by Anukool Hyde and Sanjyot Detha, Upinder Dhar is 5 point scale covers the emotional intelligence which reveals the degree of emotions assessed in strongly agree, agree, uncertain, disagree and strongly disagree

## Result and Discussion

**Table 1. Mean, SD, t values of Creativity and Emotional Intelligence**

Variable	N	Creativity			Emotional Intelligence		
		M	SD	t value	M	SD	t value
Gender							
Boys	200	55.89	13.29	3.73*	52.98	12.41	0.42
Girls	200	51.11	12.34		53.67	13.63	
Type of Management							
Govt.	122	55.49	12.18	1.49	53.67	13.63	0.15
Private	142	53.10	15.52		53.94	13.15	
Govt.	122	55.49	12.18	4.60**	52.94	13.58	7.81**
Private	136	49.25	9.34		58.54	14.95	

\*\* p<0 .01 \* p<0 .05

Results (Table 1) indicated that, there exists significant gender difference in the creativity (Verbal and Non- verbal) but no significance gender difference in Emotional Intelligence. However, analysis of trends revealed that boys have degree of emotional intelligence. In case of Type of management where students are studying in government, private and unaided schools, no significant difference found between government and private both in Creativity and Emotional Intelligence but found significant difference between Government and Private (Possess high level creativity and emotional Intelligence) school students both in Creativity and Emotional Intelligence. It is observed from the study that the secondary school students with low emotional intelligence level perceive their leader to be least effective and compared to students with high emotional intelligence.

**Table 2. Co-efficient correlation of Creativity and Emotional Intelligence**

Variable	r-value
Govt. Boys	0.090
Govt. Girls	0.374**
Private Boys	0.383**
Private Girls	0.368**

\*\* p<0 .01

Results (Table 2) indicated that the correlation coefficient between Creativity and Emotional Intelligence and no significant relationship found in case of boys students but girls students possess significant relationship, hence, it is inferred that there is a positive relationship between creativity and emotional intelligence. Government boys' students do not have any relationship between creativity and Emotional Intelligence but girls' students possess significant relationship between creativity and emotional intelligence and it is inferred that there is positive relationship between creativity and emotional intelligence.

Coefficient of correlation of both Private boys and girls' students found to be significant in creativity and emotional Intelligence, Hence, it is inferred that the relationship there exists positive relationship between creativity and emotional intelligence. In case of boys (0.383) and girls (0.368) students studying in private schools shows significance relationship between creativity and emotional Intelligence and it is inferred that there exists positive relationship between creativity and emotional Intelligence.

### Educational implications

It is important to mention the implication of the study for the education system where the schools have a central role in cultivating

character by inculcating self-discipline and empathy, which in turn enable true commitment to civic and moral value. Hence the teachers of government schools should be oriented through various programmes to develop mutual understanding and respect for each other between the head and teachers, so that, it will have positive impact on school effectiveness.

If the teachers possess low emotional intelligence he should be oriented to enhance emotional intelligence, in turn develops self-discipline and self-motivation, empathy, managing relationship, value orientation and altruistic behaviour. To be successful individual it requires the effective awareness, control and management of one's own emotions, and those of other people, emotional intelligence embraces two aspects of intelligence Understanding oneself, ones goals, intentions, responses, behaviour and all. They need to practice them, which happens to build the essential emotional and social skills. In this sense, emotional literacy goes hand in hand with education for characters, for moral development and for citizenship.

The differences in emotions between the sex propose that because females develop facility with language more quickly than do males, this leads them to be more experienced and articulating their feelings and more skilled than males at using words to explore and substitute for emotional reactions. Hence, programmes to develop emotional intelligence of male teachers is required on par with female teachers in empathy and perceived leadership effectiveness.

### Conclusion

In the context of education, Creativity and Emotional Intelligence are very important elements which are necessary for meaningful learning. Starko (1995) suggests that learning is a creative process endowed with emotional intelligence that involves students

making information relevant by linking prior knowledge in individually meaningful format attributed individuals creativity. If education strives to prepare children for a productive life in society, the educational system must accept responsibility for supporting and developing creativity making them emotionally stable. Emotion is a basic aspect of human functioning. Emotions are personal experiences that arise from a complex interplay among physiological, cognitive and situational variables. Multidimensional and education will become creative. Creative education will be the system evolved with the basis object of developing creative talent. Every country's future depend wholly on the type of education that should be innovative, dynamic, attractive, divergent and creative in order to nurture and nourish the hidden potentialities of the children who are supposed to be responsible, sensible, talented, emotionally stable in order to rule the country as a responsible citizens.

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