Emotional Intelligence of Adolescents In Relation To Creativity

Mrs. Reeta Arora
Assistant Professor, S.D.S College of Education For women, Lopon (India.)

Abstract-The purpose of the study was to find out the relationship between emotional intelligence and creativity of adolescents. A representative sample of 200 students studying in 10+2 class was randomly selected from senior secondary schools of Ludhiana district of Punjab (India). Mangal Emotional Intelligence Inventory by Dr. S.K. Mangal and Mrs. Shubhra Mangal and Verbal Test of Creative Thinking (TCW 2006) by Baqer Mehdi have been used for data collection. Data was analyzed by using t-test and coefficient of correlation. The result indicates that there is a strong positive correlation between emotional intelligence and creativity.

INTRODUCTION

Emotions can be described as some sort of feelings or effective experiences which are characterized by some physiological cognitive and situational variables. In day to day life emotions effect our relations with other people, our self identity and our ability to complete a task. Emotions allow for individual defense, love and protection at values, mourning at loss and overcoming difficult obstacles in pursuit at goals. They are primary source of human energy, aspirations and drive, activation our innermost and purpose of life and transforming them from things we think about, to values we live.

EMOTIONAL INTELLIGENCE

Emotional intelligence has evolved as a major area of psychological research in the dawn of new millennium. It refers to the ability to get along with people and make good personal decisions. Emotional Intelligence was introduced in 1980 in an article by Peter Solvay and John D. Mayer. They described Emotional Intelligence as a set of skills that involve the ability to monitor one's own and others feeling and emotions, to discriminate among them and to use this information to guide one's thinking and action. Emotions activate our lives, shape our perceptions and behaviour, which then emanate and influence others. Man is the best and supreme creature of God and nature is multidimensional. Emotional intelligence is a major element of one's personality. An emotionally intelligent person has the desirable attitude.

According to John D. Mayer and Peter Salovey, Emotional intelligence is the ability to perceive emotions and access and generate emotions so as to assist thought, to understand emotions and emotional knowledge and to reflectively regulate emotions so as to promote emotional and intellectual growth.

Four branches of Emotional Intelligence:

Salovey & Mayer proposed a model that identified four factors of Emotional intelligence
1. Perceiving emotions
2. Reasoning with emotions
3. Understanding emotions
4. Managing emotions

1) Perceiving emotions: The first step in understanding emotions is to accurately perceive them. In many cases, this might involve understanding non-verbal signals such as body language & facial expressions.

2) Reasoning with emotions: The next step involves using emotions to promote thinking and cognitive activity, emotions help prioritize what we pay attention and react to, and we respond emotionally to things that attracts our attention.

3) Understanding emotions: If someone is expressing angry emotions, the observer must interpret the cause of their anger & what it might mean.

4) Managing emotions: The ability to manage emotions effectively is a key part of Emotional Intelligence. Regulating emotions, responding appropriately & responding to the emotions of others are all important aspect of emotional management.

CREATIVITY

Creativity is derived from a word 'create' which means to bring into being, originate or to produce as a new construction out of existing materials. Creativity is the ability to think flexibly connects and rearranges knowledge to generate new and often surprising ideas. It includes flexibility, divergent thought, originality and the ability to
organize perceptions & emotions. The unfolding of creativity affects all our developmental areas: Spatial, Mathematical/ logical and Kinesthetic. The disposition of creative application is inherent in all human beings. Creativity (or creativeness) is a mental process involving the generation of new ideas or concepts, or new associations between existing ideas or concepts. Sternberg (1991) defined Creativity as the ability to produce work that is both novel (i.e. original, unexpected) and appropriate (i.e. useful, adaptive concerning task constraints). Wallas presented one of the first models of the creative process. In the Wallas stage model, creative insights and illuminations may be explained by a process consisting of 5 stages:

(i) Preparation (preparatory work on a problem that focuses the individual's mind on problem.

(ii) Incubation (where the problem is internalized into the unconscious mind and nothing appears externally to be happening),

(iii) Intimation (the creative person gets a "feeling" that a solution is on its way),

(iv) Illumination or insight (where the creative idea bursts forth from its preconscious processing into conscious awareness);

(v) Verification (where the idea is consciously verified, elaborated, and then applied).

Creativity is clearly a complex beast, but at heart it can be broken down into two basic stages. The first step in behaving creativity is to find and work with an initial idea or impulse, playing around with the thoughts that we produce and sometimes searching for other material for developing our thinking. The second step is the process at putting order on to those initial ideas with the some kind at end product of course, these two stages will overlap and vary according to the task at hand and the person or people undertaking it .it is the nature at the beast that the most original, new and creative ideas can seem a little crazy at first there is nothing neat or tidy about creativity, at least not in the myriad steps leading up to the end product. Creativity is a habit (thorp, 2005, Sternberg, (2006) like any habit, creativity can either be encouraged or discouraged.

REVIEW OF RELATED LITERATURE

Yagnik (2000) found that boys and girls differed significantly on fluency factor of creativity but no significant difference was found in other creative measure that is flexibility, originality and elaboration. However, the trend shows that the girls scored higher than the boys on all measures of creativity as well as in the total score. The result also shows that there is a positive correlation between creativity and intelligence. Batastini (2001) found a significant relationship among EI, creativity & leadership practices at high school students. The relationship being strong in case of emotional intelligence with student leadership and creativity but somewhat work in case of creativity & leadership. Singh and Kaur (2005) observed the personality characteristics of creative students in relation to their gender and socio-economic status. The results indicated creative students to possess higher level at achievement motivation and lesser anxiety levels than their low creative counterparts socio-economic status was found to play a role in moderating the relationship at creativity with achievement motivation. Further socio-economic status and gender are found to moderate the relationship at creativity with test anxiety. Qualter et al. (2007) suggested that pupil with high/average level at emotional intelligence cope better with transition in term at grade point average, self worth school attendance and behavior than pupils with low emotional intelligence. Emotional intelligence plays an important role in the successful from high school to university. Olatoye et al (2010) found that there was no relationship between academic performance and creativity. Anand and Kavita (2012) found that in his study there exists no significant relationship between academic performances and creativity of perspective teachers is not rejected.Alam (2013) recommended that emotional intelligence and creativity should be taught, facilitated and assessed as a separate course in the educational system. Teachers need to be trained to know and adopt methods which faster creativity and emotional intelligence friendly environment.Jayaram (2013) found that there is significant positive relationship between the dimensions of creativity and total creativity.Upadhyay (2013) found that there is no significant difference in creativity between the students of high socio-economic states and average socio-economic status.Aggarwal (2013) found significance difference between high and low emotionally intelligent adolescent senior secondary students on fluency as a factor at creativity. Samridhi wadhwa & sury kamal yadav (2013) found no significant difference in the creativity scores of girls of English medium school and boys of English medium schools.Yadev (2014) found that there is no significant relationship among the two variable emotional intelligence and creativity. Sharma (2014) emotional intelligence differs significantly with high and low level at academic anxiety for student teachers.
NEED AND SIGNIFICANCE OF THE STUDY

Emotional intelligence and creativity are main parts of human behavior and these help the individual in make their lives successful. Creativity makes connections and sees relationships. Creative students think laterally and make associations between things that are not usually connected. They look at things from different view point and emotional intelligence may act as a moderator of the effects of cognitive skill on academic performance. The ability to pay attention to their emotions, experience and feelings with clarity and be able to recover from negative state of mind will being a decisive influence on students mental health and this psychological balance in term is related to and ultimately affects academic achievements. So it is important to study the comparison of EI with creativity in adolescents because they must learn to utilize the creative potential to become emotionally intelligent.

Emotional Intelligence is the intelligence which help in recognizing understanding and managing not only our but other people’s emotions also. Creativity is the other name of originality. To what extant creativity and emotional intelligence are interlinked? There is a need to study creativity of adolescent’s in relation to their emotional intelligence so that they may be able to contribute in nation’s progress through their creativity.

STATEMENT OF THE PROBLEM

Emotional Intelligence Of Adolescents In Relation To Creativity

OBJECTIVES

1. To find whether significant difference exist in emotional intelligence of high and low creative adolescents.

2. To find whether significant gender difference exist in emotional intelligence of high creative adolescents.

3. To find whether significant gender difference exist in emotional intelligence of low creative adolescents.

4. To find whether significant relationship exists between emotional intelligence and creativity of adolescents.

HYPOTHESES

1. There is no significant difference between emotional intelligence of high and low creative adolescents.

2. There is no significant gender difference between emotional intelligence of high creative adolescents.

3. There is no significant gender difference between emotional intelligence of low creative adolescents.

4. There is no significant relationship between emotional intelligence and creativity of adolescents.

METHODOLOGY

In the present study descriptive survey method was employed to investigate the relationship between emotional intelligence and creativity of adolescents.

SAMPLE AND SAMPLING TECHNIQUE

The present study was conducted on 200 students of 10+2 class that were randomly selected from senior secondary schools of Ludhiana district. Out of 200 students 100 were males and 100 were females.

TOOLS OF THE STUDY

Following tools were used for the present study to collect the data

- Mangal Emotional Intelligence Inventory (MEI 2004) English Version. by Dr. S.K. Mangal and Mrs. Shubhra Mangal
- Verbal Test of Creative Thinking (TCW 2006) by Baqer Mehdi

STATISTICAL TECHNIQUES USED

The following statistical techniques were employed for analyzing and interpretation of data; Mean, standard deviation, t-ratio and correlation
### ANALYSIS AND INTERPRETATION OF DATA

Table-1: Showing mean score, SD, t-ratio of emotional intelligence of low and high creative adolescents.

<table>
<thead>
<tr>
<th>Variable</th>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>‘t’ value</th>
<th>Level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotional intelligence</td>
<td>Low creative</td>
<td>27</td>
<td>49.70</td>
<td>3.98</td>
<td>15.74</td>
<td>Significant at 0.01 level</td>
</tr>
<tr>
<td></td>
<td>High creative</td>
<td>27</td>
<td>66.29</td>
<td>3.82</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table-1 given above shows that mean score on emotional intelligence of low creative adolescents is 49.70 and mean score of high creative adolescents is 66.29. The calculated t value is 15.74 which is significant at 0.01 levels. So significant difference exists between the emotional intelligence of high creative and low creative adolescents. This shows that being creative helps the adolescents to adjust well with changes in emotions, to understand emotions in a better way and appraise and utilize emotions for making life more effective.

Hence the hypothesis that there is no significant difference between emotional intelligence of high and low creative adolescents stands rejected.

Table-2: Showing mean score, SD, t-ratio on emotional intelligence of high creative boys and high creative girls

<table>
<thead>
<tr>
<th>Variable</th>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>‘t’ value</th>
<th>Level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotional intelligence</td>
<td>High creative boys</td>
<td>13</td>
<td>65.46</td>
<td>3.66</td>
<td>4.26</td>
<td>Significant at 0.01 level</td>
</tr>
<tr>
<td></td>
<td>High creative girls</td>
<td>13</td>
<td>57.53</td>
<td>3.43</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table-2 given above shows the gender difference on emotional intelligence of high creative adolescents. The mean score of high creative boys is 65.46 and the mean score of high creative girls is 57.53. The calculated value of t is 4.26 which is significant at 0.01 level. The mean scores on emotional intelligence of high creative boys is more than the mean score of high creative girls which highlights the fact that gender also plays a role in determining the extent to which highly creative boys utilize their emotions in a better way and develop better social skills than high creative girls.

Hence the hypothesis that there is no significant gender difference in emotional intelligence of high creative adolescents stands rejected.

Table-3: Showing the mean score, SD, and t-ratio on emotional intelligence of low creative boys and low creative girls

<table>
<thead>
<tr>
<th>Variable</th>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>‘t’ value</th>
<th>Level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotional intelligence</td>
<td>Low creative boys</td>
<td>13</td>
<td>51.84</td>
<td>2.64</td>
<td>2.98</td>
<td>Significant at 0.05 level</td>
</tr>
<tr>
<td></td>
<td>Low creative girls</td>
<td>13</td>
<td>48.07</td>
<td>3.72</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table-3 given above shows the gender difference in emotional intelligence of low creative adolescent. The mean value on emotional intelligence of low creative boys is 51.84 and low creative girls mean score is 48.07. The calculated value of t is 2.98 which is significant at 0.05 level and it shows that there exists a significant difference between the emotional intelligence of adolescent boys with low creativity and adolescent girls with low creativity.

Hence the hypothesis that there is no significant gender difference in emotional intelligence of low creative adolescents stands rejected.

<table>
<thead>
<tr>
<th>Variable</th>
<th>N</th>
<th>Correlation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotional intelligence</td>
<td>100</td>
<td>0.5994</td>
</tr>
<tr>
<td>Creativity</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

Table 4 given above shows the correlation between emotional intelligence and creativity of adolescents. The calculated value of coefficient of correlation, is 0.5994 which significant at 0.01 level of confidence. This shows a strong positive correlation between emotional intelligence and creativity of adolescents. Creativity of adolescents is definitely a factor which decides to what extent the adolescents will be emotionally intelligent.

Hence the hypothesis that there is no significant relationship between emotional intelligence and creativity of adolescents stands rejected.

TABLE 4

<table>
<thead>
<tr>
<th>Correlation between emotional intelligence and creativity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Variable</td>
</tr>
<tr>
<td>----------------</td>
</tr>
<tr>
<td>Emotional intelligence</td>
</tr>
<tr>
<td>Creativity</td>
</tr>
</tbody>
</table>

Table-4 given above shows the gender difference in emotional intelligence of low creative adolescent. The mean value on emotional intelligence of low creative boys is 51.84 and low creative girls mean score is 48.07. The calculated value of t is 2.98 which is significant at 0.05 level and it shows that there exists a significant difference between the emotional intelligence of adolescent boys with low creativity and adolescent girls with low creativity.

Hence the hypothesis that there is no significant gender difference in emotional intelligence of low creative adolescents stands rejected.

Table 4 given above shows the correlation between emotional intelligence and creativity of adolescents. The calculated value of coefficient of correlation, is 0.5994 which significant at 0.01 level of confidence. This shows a strong positive correlation between emotional intelligence and creativity of adolescents. Creativity of adolescents is definitely a factor which decides to what extent the adolescents will be emotionally intelligent.

Hence the hypothesis that there is no significant relationship between emotional intelligence and creativity of adolescents stands rejected.

**FINDINGS**

- Significant positive relationship has been found between emotional intelligence and creativity of adolescents.

**CONCLUSION**

Creative skills are pre-requisites to better emotional intelligence. Creativity is teachable and could be taught to children and teenagers by various effective methods and content. Greater emphasis should be given on improving emotional intelligence and its different aspects in elementary schools. Teaching and learning should be design in such a way that leads to fostering emotional intelligence and creative thinking among students. Emotional literacy, which in turn led to the development of emotional intelligence should be considered as one of the most important issues in teacher education. Emotional intelligence raising classes should be arranged for parents to know what their children are taught in school and what they should teach to their children.

**References**


R. Thangapandian & Perthivikashini (2007). Emotional Intelligence as related to organizational citizenship behavior among IT professional *Psycho-lingua* 38(1).


