



Study of Creativity of Adolescents in Relation to their Emotional Intelligence

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ABSTRACT:

Present study was undertaken to study of creativity of adolescents in relation to their emotional intelligence. Study was conducted on 160 Adolescents, 80 Rural & 80 Urban students from Moga district only. Non-verbal test of creative thinking developed by Baqer Mehdi (1971) & Mangal Emotional Intelligence Inventory developed by Mangal & Mangal was used for the research. Result of the study revealed there will be no significant difference between creativity of urban and rural boys adolescents. There will be no significant difference between creativity of urban and rural girls adolescents. There will be no significant difference between emotional intelligence of urban and rural adolescents. There will be no significant difference between emotional intelligence of boys and girls adolescents.

Keywords: Creativity, Adolescents, Emotional Intelligence.

Introduction:

Creativity is one of the dominant attributes of human thought. In recent years, the creative works and innovations of creative individuals have been considered in research institutes and training circles. With no doubt, developing creativity is considered as one of the most important objectives of training and education. Batey and Furnham (2006) believe that creative person has two attributes: one is analytical though which analyses and the other is creative thought which is a mental skill where the power of imagination and thinking creates new ideals to achieve one or several solutions. In one hand, social and emotional capabilities and competencies are the determining and effective factors on quality of social relations and success in various life and professional areas.

Creativity

Creativity is the cognitive activity that results in a new or novel way of viewing or solving a problem. Creativity is desirable as it is from creativity that major inventions, scientific discoveries and great works of music, literature and art drive. Creativity springs suddenly from flashes of inspiration or other heroic sources. Modern art and literature, philosophy and religion, science and technology, industry and commerce, transportation and communication, agriculture and social institutions own their origin due to creativity. Individuals gifted with creativeness in the field of human endeavor are held in high esteem and enjoy higher status and prestige. Creativity is most significant concept for human development. Creative children are asset to the society. Development and progress in various fields of national life depend on creative children. We should identify creative children and should provide them adequate educational facilities for the development of their creativity or talent. We must try to develop creativity in all children, so that they may excel in their field of interest and thus lead the nation ahead. Our schools should aim at the development of creativity among school children to prepare leaders in different walks of national life. The school should identify creative children and provide them all possible facilities for the development of their talent. One of the important functions of education is the development of creative ability. Hence, it is essential for the teacher to understand the meaning of creativity, stages involved in creativity and measures to foster creativity.

Emotional intelligence

Emotional intelligence has, in recent year, been popularized and the research into its many components has multiplied. It is the latest development in understanding the relation between reason and emotion. Emotional intelligence is the single most important factor in predicting success and other important factors like technical skills, specific knowledge, mental abilities, physical fitness, physical appearance, and interest in a particular type of work, aspirations and career goals and life circumstances the either support or hinder performance. Historically, speaking, the term 'emotional intelligence' was introduced in 1990 by two American university professors John Mayer and Peter Salovey in their attempt to develop a scientific measure for knowing the difference in people's ability in the area of emotion. However, the credit for popularizing the concept of emotional intelligence

goes to other American psychologist Daniel Golman. The concept of emotional intelligence has gained popularity and acceptance over the recent year. The ability to appropriately identify, recognize and manage one's emotions for one's own well being as well as the well being of people around is what is described as emotional intelligence.

According to exponents of emotional intelligence, a person's emotional make-up largely determines his or her professional success. They believe that EQ(emotional quotient) is the most important determine of the extent of professional and personal success in life. It is interesting to note that so many people with high IQ fail whereas those with less intellectual endowment are extremely successful. It is increasingly recognized that IQ may account for only about 20% of a person's success in life. The remaining 80% depends largely on a person's emotional intelligence.

EQ can be instrumental in achieving success in many areas of professional life and can help in increasing productivity, speeding up adaptation to change, developing leadership skills and stimulating creativity. People with high IQ are happier, healthier and more successful in social relationship, in their profession. They are aware to their own feelings, show empathy and compassion for others and have high self-esteem.

Objectives of the Study

1. To find out the significant difference between creativity of urban and rural boys adolescents.
2. To find out the significant difference between creativity of urban and rural girls adolescents.
3. To find out the significant difference between emotional intelligence of urban and rural adolescents.
4. To find out the significant difference between emotional intelligence of boys and girls adolescents.

Hypotheses of the Study

1. There will be no significant difference between creativity of urban and rural boys adolescents.
2. There will be no significant difference between creativity of urban and rural girls adolescents.
3. There will be no significant difference between emotional intelligence of urban and rural adolescents.
4. There will be no significant difference between emotional intelligence of boys and girls adolescents.

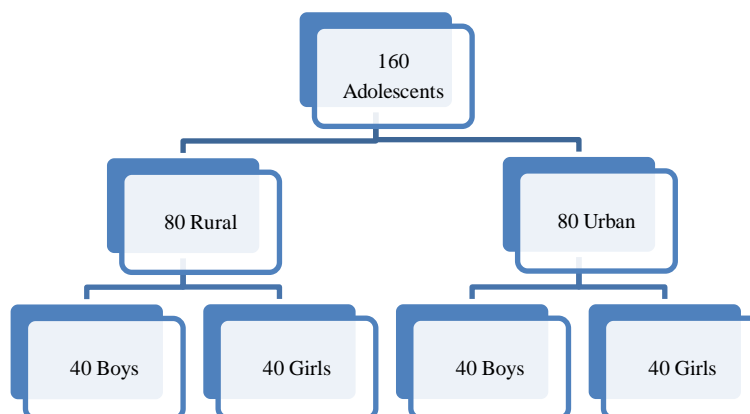
Method

Descriptive survey method was employed to study the Study of Creativity of Adolescents In Relation To Their Emotional Intelligence.

Sample

The sample of the study of 160 students of 11th Class was selected through random sampling technique.

Design of the Study



Tools used in the Study

1. Nonverbal test of creative (TCF) thinking. By - Baqer Mehdi.
2. Mangal Emotional Intelligence Inventory. By- Mangal & Mangal.

Result and Discussion

Analyzing data and analyzing tabular information in attempt to discover hidden facts or significance. It entails breaking down current complicated elements into basic parts and arranging the parts for interpretive purposes. The most skilled work of all the stages of the study is data analysis. It's a job that necessitates the researcher's own judgment and ability. A thorough understanding of the survey's history and phases is required for proper analysis. It is not necessary for the analysis to be statistical. Methods that are both quantitative and qualitative can be employed.

Hypothesis 1: There will be no significant difference between creativity of urban and rural boys adolescents.

Table 1: Showing Mean, Standard Deviation, SE_M and z-value of score of creativity of urban and rural boys adolescents.

Group	N	Mean	S.D	SE_M	'z' Value	Significant/Insignificant at .05 & .01 level
Urban boys	40	57.10	4.52	1.03	0.24	Insignificant at .05 level
Rural boys	40	57.35	4.71			

Table 1 shows mean scores of creativity of urban and rural boys adolescents 57.1 and 56.35 respectively and their standard deviation as 4.52 and 4.71 respectively. Obtained z-value is 0.24 which is less than the table value at 0.05 level. This reveals that there will be no significant difference exists between mean scores of creativity of urban and rural boys adolescents. Therefore, hypothesis 4 there will be no significant difference between creativity of urban and rural boys adolescents is accepted.

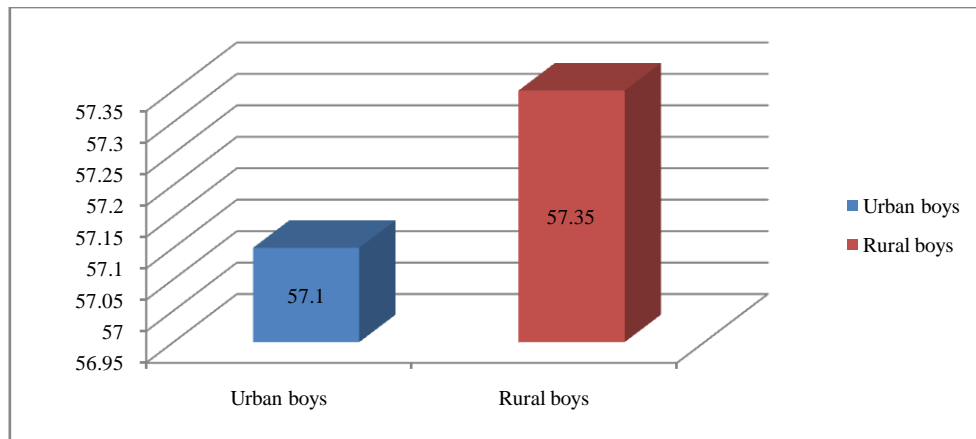


Fig. 1: Bar Graph showing mean scores of creativity of urban and rural boys adolescents.

Hypothesis 2: There will be no significant difference between creativity of urban and rural girls adolescents.

Table 2: Showing Mean, Standard Deviation, SE_M and z-value of score of creativity of urban and rural girls adolescents.

Group	N	Mean	S.D	SE_M	'z' Value	Significant/Insignificant at .05 & .01 level
Urban girls	40	56.65	4.68	1.02	0.15	Insignificant at .05 level
Rural girls	40	56.5	4.44			

Table 2 shows mean scores of creativity of urban and rural girls adolescents 56.65 and 56.5 respectively and their standard deviation as 4.68 and 4.44 respectively. Obtained z-value is 0.15 which is less than the table value at 0.05 level. This reveals that there will be no significant difference exists between mean scores of creativity of urban and rural girls adolescents. Therefore, hypothesis 5 there will be no significant difference between creativity of urban and rural girls adolescents is accepted.

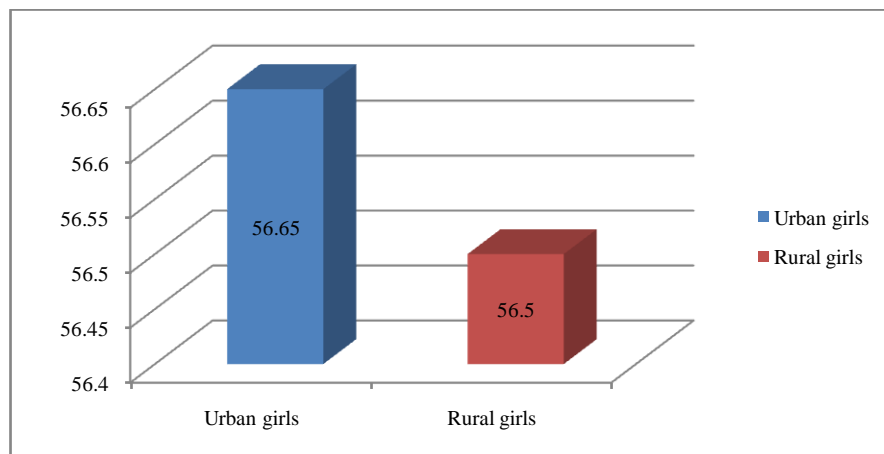


Fig. 2: Bar Graph showing mean scores of creativity of urban and rural girls adolescents

Hypothesis 3: There will be no significant difference between emotional intelligence of urban and rural adolescents.

Table 3: Showing Mean, Standard Deviation, SE_M and z-value of score of emotional intelligence of urban and rural adolescents.

Group	N	Mean	S.D	SE _M	'z' Value	Significant/Insignificant at .05 & .01 level
Urban	80	66.28	15.44	2.474	0.28	Insignificant at .05 level
Rural	80	66.98	15.85			

Table 3 shows mean scores of emotional intelligence of urban and rural adolescents 66.28 and 66.98 respectively and their standard deviation as 15.44 and 15.85 respectively. Obtained z-value is 0.28 which is less than the table value at 0.05 level. This reveals that there will be no significant difference exists between mean scores of emotional intelligence of urban and rural adolescents. Therefore, hypothesis 6 there will be no significant difference between emotional intelligence of urban and rural adolescents is accepted.

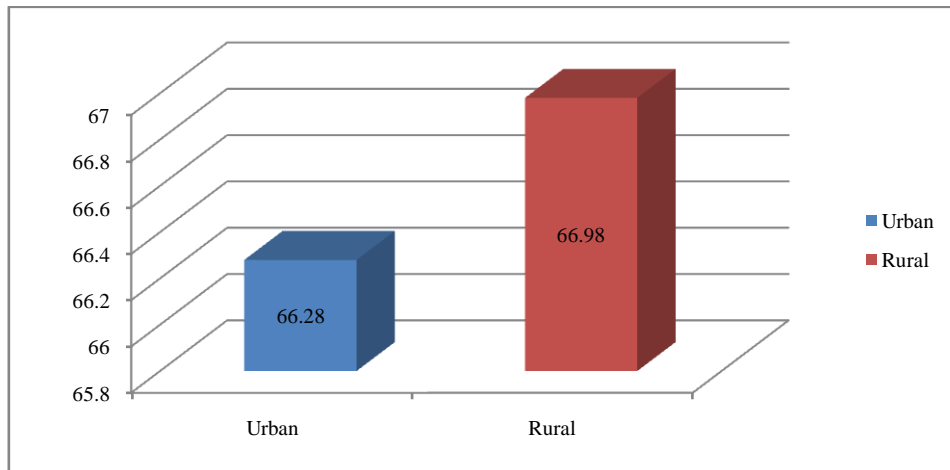


Fig. 3: Bar Graph showing mean scores of emotional intelligence of urban and rural adolescents.

Hypothesis 4: There will be no significant difference between emotional intelligence of boys and girls adolescents.

Table 4: Showing Mean, Standard Deviation, SE_M and z-value of score of emotional intelligence of boys and girls adolescents.

Group	N	Mean	S.D	SE _M	'z' Value	Significant/Insignificant at .05 & .01 level
Boys	80	66.96	15.85	2.474	0.272	Insignificant at .05 level
Girls	80	66.29	15.44			

Table 4 shows mean scores of emotional intelligence of boys and girls adolescents 66.96 and 66.29 respectively and their standard deviation as 15.85 and 15.44 respectively. Obtained z-value is 0.272 which is less than the table value at 0.05 level. This reveals that there will be no significant difference exists between mean scores of emotional intelligence of urban and rural adolescents. Therefore, hypothesis 7 there will be no significant difference between emotional intelligence of boys and girls adolescents is accepted.

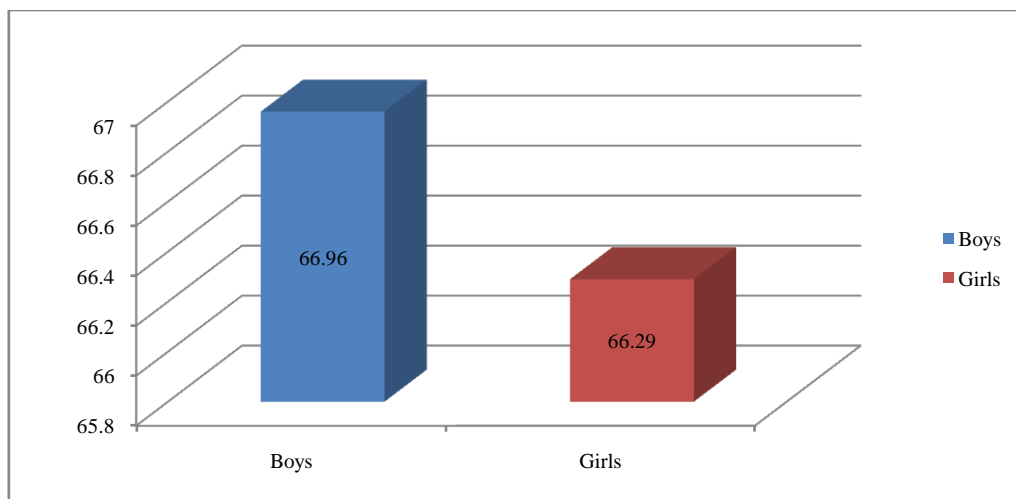


Fig. 4: Bar Graph showing mean scores of emotional intelligence of boys and girls adolescents.

Conclusions

1. There exists negative correlation between creativity and emotional intelligence of adolescents.
2. Insignificant difference exists between mean scores of creativity of urban and rural adolescents. Therefore, hypothesis 2 is accepted.
3. There is no significant difference exists between mean scores of creativity of boys and girls adolescents. Therefore, hypothesis 3 is accepted.

Suggestions for further research

1. Sample size can be increased.
2. The present study is undertaken on adolescents. It can be extended for college students and University students.
3. Similar research may be undertaken on different district and states with large sample.
4. Some more studies must be done to see the relation of emotional intelligence or creativity with another variable.

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