

## EMOTIONAL INTELLIGENCE OF ADOLESCENTS WITH HIGH AND LOW CREATIVITY

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### Abstract

*Emotional intelligence is an asset, particularly in today's age and it is hailed as paramount. It is the mental ability we are born with, which gives us our emotional sensitivity and our potential for emotional learning management skills, which can help us, maximizes our long-term health, happiness and survival. It builds up the ability in self adaption for solving the stress problems and pressure of life in competing status of and individual. By creativity, we usually understand an activity resulting in some new products of a definite social value. It is not so, that only a person who invents a new technical device is creative. A person is considered creative if he solves a problem which is new to him. In educational system of today, creativity in students is mostly neglected, though it is badly required. Teachers in the school are so busy in their academic routine oriented hard pressed work that they find little time to think of creativity and the means to foster it, which is the dire need of the hour. Present research mainly highlighting significant differences exist in emotional intelligence between high and low creative adolescents.*

**Key Words :** Emotional Intelligence, High & Low Creative Adolescents Creativity

### 1. INTRODUCTION

The concept, "emotional intelligence", refers to how intelligently we can control our emotions. It refers to the capacity for recognizing our own feelings and those of others, for motivating ourselves and for managing status of individual.

Salovey and Mayer (1990) defined emotional intelligence in terms of being able to monitor and regulate one's own and others' feelings and use feelings to guide thought and action. While they have continued to fine-tune the theory, Goleman (1995) has adapted their model into a version which he found most useful for understanding how these talents

matter in working life. His adaption includes the following emotional and social competencies: self-Awareness, self-Regulation, Motivation, Empathy, Handling Stress, Communications, Self-Disclosure, Insight, Self-Acceptance, Assertiveness, Personal Responsibility, Group Dynamics and conflict Resolution.

According to Hyde, Pethe and Dhar (2001), Emotional intelligence may be defined in terms of self awareness, empathy, self motivation, emotional stability, managing relations, integrity, self development, value orientation and social skills.

## 2. REVIEW OF RELATED LITERATURE

⇒ KUMARI'S (1975) Study revealed that there was no significant relationship between intelligence and creativity, creativity and adjustment. Sex differences existed in the field of creativity.

⇒ Gupta (1979) in his study reported that the high and low creative students differed significantly on intelligence. High creative were more tolerant of ambiguity than the low creative. Intelligence was significantly correlated with total creativity.

⇒ Muddu (1980) reported that the high creative group was found to be negatively correlated ( $r=0.096$ ) with intelligence.

⇒ Akhtar (1998) showed that there were no significant sex difference in creativity among high school students belonging to high and low levels of intelligence.

⇒ Soni (2005) concluded that there exists no relationship between intelligence and different dimensions of rigidity and total rigidity of adolescents.

## 3. OBJECTIVES OF THE STUDY

- [1] To find whether significant differences exist in emotional intelligence between high and low creative adolescents
- [2] To find whether significant sex differences exist in emotional intelligence among high and low creative adolescents
- [3] To find whether significant sex differences exist in emotional intelligence among low creative adolescents.

## 4. HYPOTHESES OF THE STUDY

- [1] There will be no significant differences in emotional intelligence between high and low creative adolescents
- [2] There will be no significant differences in emotional intelligence between high creative boys and high creative girls.
- [3] There will be no significant differences in emotional intelligence between low creative boys and low creative girls.

## 5. METHODOLOGY

In present study descriptive survey method of investigation was employed. In the present study high and low creative students were identified on the basis of quartile deviation on

creativity text, those students, who scored above Q3 were considered creative and on the hand, those who scored below Q1, were considered as low creativity.

**5.1 Sample**

Sample of the present study was selected randomly from schools located in different secondary schools of Ballari district. Sample comprised of both male and female adolescents studying in 9<sup>th</sup> class (Total 150 subjects)

**5.2 Tools Used**

- ⇒ Emotional intelligence scale (By Hyde, Pethe and Dhar,2001).
- ⇒ Verbal text of Creative Thinking (By Baqer Mehdi,1985).

**6. ANALYSIS AND DISCUSSION OF RESULTS**

**Table 1: Values of mean, S.D and t-ratio to Locate Difference in the Emotional Intelligence of Low Creative and High Creative Adolescents.**

| Variable                      | Group         | N  | Mean   | SD     | df  | t-ratio | Level of Sig. |
|-------------------------------|---------------|----|--------|--------|-----|---------|---------------|
| <b>Emotional Intelligence</b> | Low Creative  | 58 | 126.58 | 12.43  | 149 | 0.476   | Not Sig       |
|                               | High Creative | 92 | 133.26 | 106.35 |     |         |               |

From the results of table 1 insignificant mean difference was obtained in the emotional intelligence of low creative and high creative adolescents due to insignificant t-value (t=0.476). After comparing the mean scores of two groups on emotional intelligence, it was found that high creative adolescents scored higher than low creative adolescents. In other words, although low creative and high creative adolescents were not found significantly different on the variable of emotional intelligence yet the adolescents high on creative, were higher in emotional intelligence level as compared to low creative adolescents.

The reasons for the above results may be that high creative adolescents are more motivated, expressive, productive and more initiative taking, than the low creative adolescents. Clearly these things help in developing the qualities adolescents are found to be higher on emotional intelligence level than their counterparts. Thus, the hypothesis no. I was accepted.

Results of the present study were similar to the results of Kumari (1975),Muddu (1980), and Soni (2005).

**Table 2: Values of mean, S.D and t-ratio to Locate Difference in the Emotional Intelligence of High Creative Boys and High Creative Girls.**

| Variable               | Group         | N  | Mean   | SD     | df  | t-ratio | Level of sig. |
|------------------------|---------------|----|--------|--------|-----|---------|---------------|
| Emotional Intelligence | Low Creative  | 58 | 126.58 | 12.43  | 149 | 0.476   | Not Sig       |
|                        | High Creative | 92 | 133.26 | 106.35 |     |         |               |

Table 2 depicts that insignificant mean difference was found in the variable of emotional intelligence between the groups of high creative boys and high creative girls, because t-value came out to be insignificant ( $t=0.699$ ). It was also evident from the table that the mean scores high creative boys (mean=139.96) was higher than that of high creative girls (mean=124.39), which means that although the groups did not differ significantly on the variable of emotional intelligence yet the high creative boys were emotionally more intelligent than the high creative girls.

The reason for the above results may be that the high creative boys are, extrovert, more fluent, more motivated and, quick in action which help them to develop the qualities such as, self-motivation, self-development and commitment, which in turn make them emotionally more intelligent than the high creative girls. Hence, the hypothesis no.2 was also retained. The results obtained in this study are consistent with the results of Singh (1985), Khan (1995), Akhtar (1998).

**Table 3: Values of mean, S.D and t-ratio to Locate Difference in the Emotional Intelligence of Low Creative Boys and Low Creative Girls.**

| Variable               | Group         | N  | Mean   | SD     | df  | t-ratio | Level of sig. |
|------------------------|---------------|----|--------|--------|-----|---------|---------------|
| Emotional Intelligence | Low Creative  | 58 | 126.58 | 12.43  | 149 | 0.476   | Not Sig       |
|                        | High Creative | 92 | 133.26 | 106.35 |     |         |               |

A simple perusal of the table 3 makes it clear that the mean difference in emotional intelligence of low creative boys and low creative girls comes out to be insignificant due to insignificant t-value ( $t=1.202$ ). On comparing the mean scores of emotional intelligence of low creative boys (mean= 122.66) and low creative girls (mean=128.18), it was found that the low creative girls scored slightly higher than the low creative boys. In other words, low creative girls were slightly more emotionally intelligent than the low creative boys.

Therefore, the hypothesis no. 3 was accepted in the present study.

These results resemble with the results of Gupta (1979) and Kershner and Ledger (1985).

## 7. EDUCATIONAL IMPLICATIONS

The educational implications of the present study are of much importance and are of vital concern to the educators. Although significant difference was expected in the emotional intelligence of all the groups of high creative adolescents, yet in the present study, the variable of creativity has not made its difference on the emotional the life of adolescents. As emotional intelligence has its role in the life of an individual, therefore, the teachers, parents and administrators should make provisions so that they may be able to keep their emotions under control and hence, their emotional intelligence is enhanced

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