Cover Page

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RELATIONSHIP BETWEEN CREATIVITY AND EMOTIONAL INTELLIGENCE OF SECONDARY SCHOOL STUDENTS

[1]B. Venkata Ramakrishna and [2]Dr. M. Esther Suneela
[1]Research Scholar, Faculty of Education, Acharya Nagarjuna University,
Guntur district, Andhra Pradesh, India
[2]Research Guide & Principal, A. L. College of Education, Guntur & Dean,
Faculty of Education, Acharya Nagarjuna University,
Guntur district, Andhra Pradesh, India.

ABSTRACT

Creativity is an essential aspect of learning that helps students gain a positive impact on learning and makes it fun. Creativity allows individuals to solve daily life problems and become more productive. Creativity helps improve practical thinking skills, which is a significant outcome of a good education. The sense of desire and imagination are essential words of creativity, as creativity is the desire of an individual to find creative solutions to any problem through vision. Schools are the most suitable area for developing creative thinking and imagination as humans tend to learn more quickly at a younger age. The current study focuses on Relationship between Creativity and Emotional Intelligence of secondary school students. The population of the current study consists of 1000 IX-standard secondary school students studding from rural and urban secondary schools in the Prakasam district of Andhra Pradesh who attend government, aided, and private schools in various locations. The findings of the correlation study revealed a substantial positive association between secondary school student's Creativity and Emotional Intelligence.

Keywords: Creativity, Emotional Intelligence, secondary school students

Introduction

Creativity is as old as human history. It is created on the part of man that distinguishes human beings from other animals. It is the potential witch influences human activity in almost all spheres of life to express one's inner self. Most of the changes and development in our society in various fields are results of creative thinking ability. Creativity may be regarded as the highest faculty of man, the most incredible talent of human beings, which is fundamental to all achievement. Creativity has become a chief psychological nature of the 20th century. In the present-day race for superiority among the world's great nations, science and technology have made an effort to develop the rarest resources and human recourses. If society faith to recognize the importance of human creativity or doesn't give adequate opportunities to make human talents productive, such abilities and capacities will be utilized and used wisely.

Therefore talent and creativity should no longer be left to chance occurrence, and no nation can offer prodigal wastage of creative ability in the present competitive age. In the modern era of civilization, we live in a world of different social and personal fields of "Emotional conditions."

Emotion can restrict his behavior and activities. He can perform better in every situation and place or work by control on his emotions. The capacity to use one's power of capacity of emotions can be called "Emotional creativity." In simple words, emotional creativity means emotion with creativity. Infect emotional creativity stands to emotional intelligence in roughly the same relation as cognitive creativity stands to cognitive intelligence. When we think about the effect of emotional creativity in the corporate world, it significantly contributes to individuals' access to their work.

The idea of emotional creativity is based on a social constructionist view of emotion as extended to individual development control to view the nation as that emotions are constituted, not just regulated by social expectations and rules. To the extent that emotions are socially included, they are subject to transformation, not just superficially. Emotional change is most evident on the board social level in the historical development of emotional syndromes. So, when we try to use capacity in society and construction, we must work with this idea on our students.

We know that cognitive abilities are essential, but it is also necessary to develop a mental capacity to use emotion properly to build a perfect personality. Intelligence is a broad term referring to the complex cognitive abilities of the individual psychologists who measure intelligence have variously employed the time to indicate the amount of knowledge

Cover Page

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available and the rapidity with which new knowledge is acquired, the ability to adapt to new situations, and to handle concepts, relationship, and abstract symbols and even simply that phenomenon that intelligence test measure. I.Q. scores derived from clinically administered individual intelligence tests can predict academic achievement for the top 90 percent of the general population who proceed through school in regular classes. Identifying individuals in the bottom 10 percent with I.Q. below 80 may require specialized educational, psychological, or medical assistance.

An I.Q. The score is not the only measure of Intelligence. It is merely the score earned by a person on a particular set of tasks of subtests on a test or measured Intelligence compared with the scores of those upon whom the test was normed (or standardized). As the layperson understands, Intelligence is more than the sum of the measured psychometric abilities tested b, and I.Q. test intelligence also includes the level of Adaptive capacity.

REVIEW OF RELATED LITERATURE

Verma and Maniktala (2017) examined the relationship of creativity with intelligence. Results revealed significant positive linkage of creativity with intelligence. The difference in creativity was found among boys and girls whereas there was no difference found in intelligence between boys and girls.

Hasan (2017) designed a study to ascertain the extent of verbal & non verbal creativity (Divergent- Thinking) as well as intelligence of 10th class Boys enrolled with different types of schools. Results revealed Convent School boys and Government School boys not differing significantly. Similarly, no significant differences were found among students of Convent, Private, and Government Schools on creativity. They also did not significantly differ on intelligence. Convent School boys and Government School boys differed significantly only verbal creativity.

Puri, (2017) examined the relationship between creativity and learning styles of High School students. The results revealed that the creativity and learning styles of high school students have a significant relationship. Tactile and group learning had no significant relation with the creativity of high school students and other learning styles had a relation with creativity. Thus it was found that with the improvisation in learning styles, creativity can be enhanced.

Parmar, Rajesh (2019) made his study on Creativity and intelligence level of govt. and private aided school students. In his study he revealed that there is no significant difference in the creativity of Govt. and private aided school students. He concluded that there is no significant difference in the intelligence level of Govt., and private aided school students.

Verma and Dominic (2019) conducted a research to examine what extend creative pedagogic model effective in fostering creativity and productivity among learners. The study reported that creativity is not just a moment of inspiration but it is comprised of integration of experiences and prior knowledge. This also led to the synthesis of new ideas.

Research Methodology

Title of the study

"Relationship between Creativity and Emotional Intelligence of secondary school students"

Objectives

The following objectives are framed for the present study by the researcher.

To find out the level of Creativity of Secondary School Students

To find out the level of Emotional Intelligence of Secondary School Students

To find out the influence of the following demographic variables on Creativity

1. Gender
2. Locality
3. Type of management

Hypotheses of the study

1. There would be no significant difference between boys and girls in their Creativity of secondary school students.
2. There would be no significant difference between rural and urban students in their Creativity of secondary school students.
3. There would be no significant difference between government and private school students in their Creativity of secondary school students.
4. There would be no significant relationship between Creativity and **Emotional Intelligence** of secondary school students.

Cover Page

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Methodology of the study

The most popular method for resolving educational issues is the normative survey. The normative survey approach emphasizes and evaluates what is already present in current situations or interactions, as well as prevalent customs, ideas, and behaviors.

Population

Population or universe is the aggregate of all units possessing specific unique characteristics on which the sample seeks to draw inferences. To collect the relevant data required for the present study, the researcher considered all the areas from Cumbum, Prakasm district of Andhra Pradesh.

Tool of the study

Tool 1: Emotional Intelligence Scale was constructed by.A. K. Singh and Shruti Narain, (2017)

Tool 2: Creativity **Scale was constructed by** Passi–Usha Test of Creative Problem Solving (PUTCPS) the Passi–Usha Test of Creative Problem Solving (PUTCPS) is the developed form of measuring creative problem solving ability. Various steps in the construction of the Passi–Usha Test of Creative Problem Solving (PUTCPS) are presented under the captions of item analysis and scoring.

Analysis and Interpretation of the Data

Hypothesis 1: There would be no significant difference between boys and girls in their Creativity of secondary school students.

Table 4.1
Creativity – Gender analysis

S.No	Gender	N	Mean	S. D	M.D	't' value
1	Boys	500	43.17	1.29	4.68	2.96*
2	Girls	500	56.28	3.56		

Significant at 0.05 level &Table value for 1.96 at 0.05 level.

Interpretation

From the above table (4.1), the following aspects have been observed: The total number of secondary school students is 1000. The mean value from boys is 43.17, the standard deviation value is 1.29; the mean value from boys is 56.28, the standard deviation value is 1.73; the t value is 3.56 significant at 0.05 level.

Finding:-

The above table (4.1) indicates that the obtained "t" value is 3.56 is greater than the table value of 1.96 at 0.05 level. Therefore it is a significant. Hence the null hypothesis is rejected for the variable is 'gender'. The result shows that gender has an impact on Creativity. There is a significant difference between boys and girls in their Creativity. Girls are better in their Creativity when compared with boys.

Hypothesis 2: There would be no significant difference between rural and urban students in their Creativity of secondary school students.

Table 4.2
Creativity – Locality wise analysis

S.No	Location	N	Mean	S. D	M.D	't' value
1	Rural	500	45.37	1.94	2.71	1.28
2	Urban	500	54.93	3.27		

Not Significant at 0.05 level &Table value for 1.96 at 0.05 level.

Interpretation

From the above table (4.2), the following aspects have been observed: The total number of secondary school students is 1000. The mean value from rural students is 45.37, the standard deviation value is 1.94, the mean value from urban students is 54.93, the standard deviation value is 3.27, the t value is 1.28 not significant at 0.05 level.

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Finding:-

The above table (4.2) indicates that the obtained "t" value is 1.28 is less than the table value of 1.96 at 0.05 level. Therefore it is not significant. Hence the null hypothesis is accepted for the variable is 'locality'. The result shows that locality does not impact on Creativity. There is no significant difference between rural and urban students in their Creativity.

Hypothesis 3: There would be no significant difference between government and private school students in their Creativity.

Table 4.2
Creativity – Type of Institute

S.No	Type of Institute	N	Mean	S.D	M.D	't' value
1	Government	500	53.82	1.19	2.94	2.37*
2	Private	500	46.25	2.63		

Interpretation

From the above table (4.3), the following aspects have been observed: The total number of secondary school students is 1000. The mean value from Government school students is 53.82, the standard deviation value is 1.19, the mean value from private school students is 46.25, the standard deviation value is 2.63; the t value is 2.37 not significant at 0.05 level.

Finding:-

The above table (4.3) indicates that the obtained "t" value 2.37 is less than the table value of 1.96 at 0.05 level. Therefore it is not significant. Hence the null hypothesis is accepted for the variable is 'Type of Institute'. The result shows that Type of Institute impact on Creativity. There is significant difference between government and private school students in their Creativity. Government secondary school students are better in their Creativity.

Hypothesis 4: There would be no significant relationship between Creativity and **Emotional Intelligence** of secondary school students.

Table – 4. 36
Correlation between interest in Creativity and Emotional Intelligence

S. No.	Variables	N	df	'r'
1	Creativity	1000	998	0.25** (p=0.00)
2	**Emotional Intelligence**	1000		

Table value of Correlation at p=0.00, df=998 is 0.066; ** significant at 0.05 level

Observations

From the above table (4.4), the following observations have been made. The number of students is 2000, the number of students from Creativity is 1000, the number of students from **Emotional Intelligence** is 1000, the df value is 998, and 'r' value is 0.25 significant between variables.

Interpretation

The computed correlation value (r) for Creativity and **Emotional Intelligence** is 0.25, as shown in Table 4.36. At a 0.05 level of significance, the estimated 'r-value' is bigger than the table value of 'r'. As a result, hypothesis 4 is ruled out. As a result, it is determined that secondary school students' Creativity and **Emotional Intelligence** have a strong association. As seen in the table above, Creativity and **Emotional Intelligence** are positively associated.

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Findings of the study

5. There is significant difference between boys and girls in their Creativity of secondary school students.
6. There is no significant difference between rural and urban students in their Creativity of secondary school students.
7. There is significant difference between government and private school students in their Creativity of secondary school students.
8. There is significant relationship between Creativity and **Emotional Intelligence** of secondary school students.

Educational Implications

1. Since creativity is a significant contributor of academic achievement teachers should give due care to enhance the creative abilities of the students.
2. Discussions, seminars, debates, brain storming sessions etc can be included to increase the creative potentialities of the learners.
3. Students should feel valued and accepted for themselves. Without this they will not feel sufficiently secure to take risks or make mistakes and these are crucial in creative processes.
4. The teachers can employ the results to effectively manage the classroom. The measures pointed out would also be quite meaningful to the teaching community at large.
5. Increase teachers' responsibility for professional development around emotional learning and character education.
6. Children deserve to be taught emotional intelligence skills in their daily school life.
7. Guidance counseling services should be arranged as a part of the school program.
8. A proper emotional climate which gives confidence and security to the students must be provided by the educator.
9. Government and educational officers should take due care to strengthen the home-school relations. Parents should also be provided with developmental and awareness programmes. Scholarships and grants can be provided to economically backward students to lessen their academic deficiencies.

Conclusion

In this correlation study investigator had found out the influence of Emotional Intelligence, Creativity of secondary school students of Prakasam district of Andhra Pradesh. The study results indicated that creativity is a significant predictor of Emotional Intelligence and creativity were into significant predictors of academic achievement. The investigator analyzing the results and based on the discussions and results.

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