

A Comparative Study of Emotional Intelligence in Relation to Their Creativity among Boys and Girls Studying at Elementary Level of Ghaziabad District

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ABSTRACT - Every child has born with some innate and some inherent unique abilities. Education is the only means to draw out these powers. Creativity is one of them. Every child has a spark of creativity. Children are like flowers. As flowers are different in size, shape, colour and fragrance, children also have different levels of creativity. Does the personality traits, emotional intelligence and creativity have any role in improving the performance of the students? So there is need to think about the above-mentioned conceptualisation. So, the study was set up on two variables – emotional intelligence as an independent variable and creativity as a dependent variable – to see the effect of emotional intelligence on creativity and relationship between these two variables among boys and girls studying at elementary level. A total of 100 students (50 boys and 50 girls) studying at elementary level in C.B.S.E Board schools of Ghaziabad district were taken as samples. The selection of schools was done using the lottery method and students were selected through random sampling technique. To achieve the goal, the study was carried out with six objectives. For this purpose, the ex-post facto method and statistical techniques, t-test and Pearson's product-moment correlation method, were used, and it was concluded that boys studying at elementary level are comparatively more emotional, intelligent and creative than girls of the same level.

Keywords: Emotional intelligence, Creativity, Elementary level, Self-awareness, Self-regulation, Self-motivation, Social skills.

INTRODUCTION - Man is superior to all animals. Every day is a challenge for every individual and these challenges of daily life are won by abilities such as reasoning, discrimination, understanding, adjustment etc. Intelligence is the only guiding power of all above-mentioned abilities. It creates feeling sensation in human being and provides him capacity to perceive emotions, use emotions, understand and manage emotions. Thus, the ability to perceive, use, understand and manage emotions is termed as 'emotional intelligence'. Emotional intelligence can help a person in knowing, realising the self and maintaining tuning with another person. In 1990, John Mayer and Peter Salovey propounded the concept of 'Emotional intelligence' and defined 'Emotional Intelligence is a type of social intelligence that involves the ability to monitor one's own and other emotions to discriminate among them and to use the information to guide one's thinking and action'. Emotional intelligence consists of abilities to motivate and control impulses of an individual. There are two types of people in our society: brilliant, those who contribute to permanent significance, and creative, those who create new things as original.

Thus, creativity means the production of unique things by divergent thinking of an individual. Creativity also provides novel identity (totally or partially) to that particular thing. The term 'creativity' was coined by Camille Bulke. According to James Draver, creativity is 'Producing an essentially new product with constructive (somewhat) use of imagination where a new combination of ideas or images is constructed (strictly when it is self-initiated rather than in actuated) also of thought synthesis, where the mental product is not a mere summation'. Creative students have qualities like originality, free judgement power, sensitiveness, excitement, autonomy etc.

Operational Definitions of Terms Used

(1) Emotional intelligence: According to Goleman 'Emotional intelligence refers to the capacity for recognising our own feeling and those of others, for motivating ourselves and for managing emotions well in ourselves and our relationship'. Goleman has described two types of competence: personal and social competence. The five dimensions of emotional intelligence have 25 competencies given below- (i) Self-awareness- Emotional self-awareness, accurate self-assessment and self-confidence (ii) Self-regulation- Self-control, trust worthiness, consciousness, adaptability and innovation (iii) Self-motivation- Achievement drive, commitment initiative and optimism (iv) Social awareness- Understanding others, developing others, service, orientation, leveraging diversity and political awareness (v) Social skills- Influence, communication, conflict management, leadership, change catalyst, collaboration, co-operation and team capabilities (2)

Creativity: Creativity is the process that results into a novel work accepted as useful or satisfying the group. Creativity is one of the intellectual variables which seem to be definitely related to the academic achievement of the students. According to C.V. Good – 'A quality of thought to be composed of broad continue upon which all members of the population may be placed in different degrees, the factors of creativity are tentatively described as associate and ideational fluency, originally adapted and spontaneous flexibility and ability to make logical evolution'. The process of creativity has four steps – preparation (to think about), incubation (to execute the ideas), illumination (to work upon those ideas) and verification (to create new thing by the use of those ideas). There are four main factors responsible for creative thinking – fluency (fertility of ideas), flexibility (to create new thing by great ideas and available resources), originality (unusual responses; unique) and elaboration (to explore the ideas from given outline). By reviewing associated literature related to creativity the researcher has reached the conclusion that the problem of emotional intelligence is new and it affects personality and creativity of boys and girls.

REVIEW OF RELATED LITERATURE

Maslow (1979) identified that creativity gives identity to the person. Goleman (1995) defined in his book that emotional intelligence is more important than intelligence quotient. Jadhav and Patil (2010) found relation between academic achievement and emotional intelligence. Sahay and Samuel (2010) studied influence of emotional intelligence on attitude towards teaching of student teachers and described that attitude towards teaching is affected by their emotional intelligence. Madeshia (2013) concluded on the basis of his research that if a student participates in co-curricular activities more emotional intelligence increases relatively. Madeshia and Sethi (2014) conducted a study of emotional intelligence of pupil-teachers with reference to age, gender and stream and concluded that emotional quotient is affected by all variables. Bala and Goel (2014) done a study of emotional intelligence among adolescents in relation to adjustment and defence mechanisms and resulted that good adjustment and use of less defence mechanisms of adolescents is due to their high emotional quotient. Narang and Taneja (2014) studied emotional intelligence and occupational stress among college teachers and

concluded that development of emotional intelligence depends upon occupational stress of college teachers. Kewalraman (2015) prepared different models of emotional intelligence and told about similarities and discrepancies of these models. Khan (2015) conducted a study on emotional intelligence and proved it as a key factor for esteem and neurotic behaviour among students of Karachi. Parikh and Mittal (2015) concluded through his study enhancing emotional intelligence and exciting meaning in life.

Need and Significance of the Study

Both concepts, emotional intelligence and creativity, can be used for research purposes due to assumption that more emotionally intelligent individual might be more creative also. So, to justify the above-mentioned assumption, the research has been carried out on elementary level students.

Objectives of the Study

Objectives of the present study are as follows-

- (1) To determine the level of emotional intelligence of boys studying at elementary level
- (2) To determine the level of emotional intelligence of girls studying at elementary level
- (3) To determine the level of creativity of boys studying at elementary level
- (4) To determine the level of creativity of girls studying at elementary level
- (5) To compare the level of emotional intelligence and creativity of boys and girls studying at elementary level
- (6) To determine the relationship between emotional intelligence and creativity of boys and girls students

Hypotheses of the Study

The following null hypotheses are formulated for the study:

- (1) There is no significant difference between emotional intelligence of boys and girls studying at elementary level.
- (2) There is no significant difference between the creativity of boys and girls studying at elementary level.
- (3) There is no significant relationship between the emotional intelligence and creativity of boys and girls studying at elementary level.

Independent variable: Emotional intelligence

Dependent variable: Creativity

Population and Sample

All the students studying at elementary level in C.B.S.E Board schools of Ghaziabad district have been taken as population. Of these, 100 students (50 boys and 50 girls) were taken as samples. The schools were selected using the lottery method and 100 students were selected through random sampling technique.

Research Tools Used

- (1) Non-verbal test for creativity: It was prepared in 1991 by Baquer Mehndi to measure creative thinking of a student using three types of activities:
 - (a) **Picture construction activity**– It is regarding completion of two items of geometrical figures: semicircle and rhombus in 10 minutes.
 - (b) **Incomplete figure activity**– It is related to making of meaningful pictures of different objects from 10 items of line drawing in 15 minutes.
 - (c) **Triangle and ellipses activity**– It consists of 14 items: 7 triangles and 7 ellipses to construct different meaningful pictures based on two given stimuli in 10 minutes.

Validity and Reliability of the Test: Validity of the test means it measures for what it has been prepared and fulfils objectives of the test. Reliability of the test is that it provides almost same results after administering time to time

on same group of sample. This test provides validity and reliability value of creativity in the form of elaboration and originality (Table 1).

Table 1: Validity and reliability of the test

Test Analysis	Elaboration ^a	Originality ^b	Total Creativity
Validity	0.346	0.329	0.385
Reliability	0.932	0.947	0.946

aElaboration is represented by Pearson's ability to add more ideas.

bOriginality is represented by uncommon responses of the student.

Scoring Procedure: Scoring has been done manually. Each item has to be scored for elaboration and originality. For elaboration the testee has to elaborate the given picture and responses given by the testee are reasonably interpreted and scored. For originality weightage of 5, 4, 3, 2, 1 has to be given if the response of testee is 0.1–0.99%, 1–1.99%, 2–2.99%, 3–3.99%, 4–4.99%, respectively

(2) Multifactor Emotional Intelligence Scale (MEIS): It was prepared in 2003–04 by Dr. Vinod Kumar Shanwal for Indian population to measure identification, assimilation understanding and regulation of emotions. It consists of 141 items based on 31 stimuli. The description of the test is as follows:

Table 2: Components, Stimuli & Item-wise description of all parts of Multifactor Emotional Intelligence Scale

S.No.	Components and sub-scales	Stimuli	Items
Part 1	Identification of emotions	10	50
	Faces	5	25
	Stories	5	25
Part 2	Assimilation of emotions	7	57
	Synaesthesia	4	36
	Feeling biases	3	21
Part 3	Understanding of emotions	12	25
	Blends	4	4
	Progression	5	5
	Transition	2	12
	Relativity	1	4
Part 4	Regulation of emotions	2	9
	Total	31	141

Validity and Reliability of the Test: Validity and reliability of the test is 0.45 at inter-rater level 1 and 0.70 at inter-rater level 2.

Scoring Procedure: Scoring has been done manually, that is five-point scale from extremely

ineffective (1) to extremely effective (5) for the items given in Table 2.

RESULT AND DISCUSSION

To test the hypotheses 1 and 2, *t*-test was performed and for hypotheses 3 and 4 correlation coefficient was calculated.

H(1): There is no significant difference between the emotional intelligence of boys and girls studying at elementary level. Table 3 shows that the calculated mean value of emotional intelligence of boys is greater than

Table 3: Difference between mean value of emotional intelligence of boys and girls studying at elementary level

Students	Sample size	Mean	S.D.	' <i>t</i> ' value	<i>d.f.</i>	Significance 0.01 level	Significance 0.05 level
Boys	50	513.2	30.49	5.47	98	2.63	1.98
Girls	50	486.2	16.93				

that of girls and the calculated value of *t* is not significant at both 0.05 and 0.01 levels, so the hypothesis is rejected. Thus, it clearly shows that there is significant difference between emotional intelligence of boys and girls. It means that boys are more emotionally intelligent than girls studying at elementary level.

H(2): There is no significant difference between creativity of boys and girls studying at elementary level.

Table 4: Difference between mean value of creativity of boys and girls studying at elementary level

Students	Sample size	Mean	S.D.	' <i>t</i> ' value	<i>d.f.</i>	Significance 0.01 level	Significance 0.05 level
Boys	50	59.9	13.71	4.36	98	2.63	1.98
Girls	50	48.96	11.27				

Table 4 shows that the calculated mean value of boys is greater than girls studying at elementary level and the calculated value of *t* is not significant at both 0.05 and 0.01 levels, so, the hypothesis is rejected. Thus, it clearly shows that there is a significant difference in creativity of boys and girls and boys are more creative than girls studying at elementary level.

H(3): There is no significant relationship between emotional intelligence and creativity of boys and girls studying at elementary level.

Table 5: Co-relation between emotional intelligence and creativity of boys and girls studying at elementary level

Variables	No. of Students	<i>d.f.</i>	' <i>r</i> ' ratio	Significance 0.01 level	Significance 0.05 level
Emotional intelligence and creativity	No. of boys 50	48	0.426	0.354	0.277
Emotional intelligence and creativity	No. of girls 50	48	0.428	0.354	0.277

Table 5 shows that the calculated value of '*r*' for boys and girls is not significant at both 0.01 and 0.05 levels, so the hypothesis is rejected. It means there is a significant relationship between emotional intelligence and creativity of boys and girls studying at elementary level. Thus, boys have high emotional intelligence and creativity than girls studying at the same level. **CONCLUSION** The result of the research indicates that boys are more emotionally intelligent and creative than girls. These results show changing scenario of our society. The reasons of more emotional intelligence of boys are environment of their families where both the family members father and mother are working and their father participate in domestic responsibilities. Although nowadays there is an assumption that boys and girls are equal yet they are not equal in society. There might be many factors for less emotional intelligence and creativity of girls as lack of flexibility, freedom, fluency and less attention from parents. The research is a step towards maintaining more attention towards increase in level of emotional intelligence and creativity of girls so that they might be joined with main stream of society. **Educational implications:** Implications of the study are as follows: (1) Purposeful programmes regarding increase of emotional intelligence and creativity of girls. (2) Execution of programmes to increase emotional intelligence through creativity because there is positive co-relation found between these. **Suggestions for further researches:** These are as follows: (1) The study of emotional intelligence can be carried out on male and female teachers of primary, secondary and higher levels. (2) The study of creativity can be carried out on male and female teachers of primary and secondary levels. (3) A comparative study of emotional intelligence of male and female teachers of primary and secondary levels. (4) A comparative study of creativity between male and female teachers being teacher trainees of self-financed and government colleges. (5) A comparative study of emotional intelligence between male and female teachers being teacher trainees of self-financed institutes and government institutes.

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