

## **“Creative Thinking of High School Students in Relation to Their Emotional Intelligence”**

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### **Abstract**

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Main objective of the present study was to explore the relationship of Creative Thinking of high school students to their Emotional Intelligence. A sample of 200 students of ninth class was drawn from the seven randomly selected schools of Shimla city (district Shimla) of Himachal Pradesh. The technique of product moment correlation was used for the analysis of data and significance of coefficients of correlation was tested by computing t-values. The results revealed that high school students who were more Empathetic were also high on their Originality. The other dimensions of Emotional Intelligence SA, ME, MO, E, & HR did not bear any significant relationship with Fluency, Flexibility, Originality and Composite Creativity.

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**Keywords:** Creative Thinking, Emotional Intelligence

### **Introduction**

Everything in this world is the output of creativity. Creativity can be expressed in democratic and free atmosphere. Guilford (1956, 1957) used word divergent thinking for creativity. Divergent thinking is the generation of information from given information whereas the emphasis is upon variety of output from the same source.

Rhodes (1961)& Kozbelt, et. al. (2010) also identified the four strands for defining creativity: person, process, press and product. Everyone exhibits creativity in one form or the other during his childhood, but cannot retain and develop it afterwards. Generally creativity is seeing something in new relationship.

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The term Emotional Intelligence has been rooted from social intelligence. Goleman (1995) works on Emotional Intelligence and suggests that people bear lot of personality characteristics, which he believed would contribute positively to success in any domain of life.

In other words, Emotional Intelligence is the ability to understand emotions and their causes, the capability to effectively regulate these emotions in one-self and in others and most importantly being able to use the emotions as a source of information for problem solving, being creative and dealing with social situation.

Rego, Sousa, Cunha, Correia, Amaral (2007) found that Emotional Intelligent leaders stimulate Creativity of their team. Olatoye, Akintunde and Yakasai (2010) found that Emotionally Intelligent students in the polytechnic system are likely to be Creative whereas Dadvar, Mohamadrezali and Fathabadi (2012) found that there is positive and significant relationship between 15 components of Emotional Intelligence and Creativity of students.

Jahanian (2012) found that significant relationship between the student's Creativity their Emotional Intelligence in their understanding of their own and other's emotions, emotional control, social skills and their optimism.

## Objectives

### Following were the objectives of the study:

- 1) To study the relationship between verbal fluency (F) (measure of verbal creativity) of high school students and dimensions of emotional intelligence:
  - Self- Awareness (SA)
  - Managing Emotions (ME)
  - Motivating oneself (MO)
  - Empathy (E)
  - Handling Relationship (HR)
- 2) To study the relationship between verbal flexibility (X) (measure of verbal creativity) of high school students and dimensions of emotional intelligence:
  - Self- Awareness (SA)
  - Managing Emotions (ME)
  - Motivating Oneself (MO)

- Empathy (E)
- Handling Relationship (HR)
- 3) To study the relationship between verbal originality (O) (measure of verbal creativity) of high school students and dimensions of emotional intelligence:
  - Self-Awareness (SA)
  - Managing Emotions (ME)
  - Motivating Oneself (MO)
  - Empathy (E)
  - Handling Relationship (HR)
- 4) To study the relationship between composite creativity of high school students and dimensions of emotional intelligence:
  - Self-Awareness
  - Managing Emotions (ME)
  - Motivating oneself (MO)
  - Empathy (E)
  - Handling Relationship (HR)

## Hypotheses

Following were the hypotheses of the study

- 1) There will be a positive relationship between verbal fluency (F) (measure of verbal creativity) of high school students and dimensions of emotional intelligence:
  - Self-Awareness (SA)
  - Managing Emotions (ME)
  - Motivating oneself (MO)
  - Empathy (E)
  - Handling Relationship (HR)
- 2) There will be a positive relationship between verbal flexibility (X) (measure of verbal creativity) of high school students and dimensions of emotional intelligence:
  - Self-Awareness (SA)
  - Managing Emotions (ME)
  - Motivating Oneself (MO)
  - Empathy (E)

Handling Relationship (HR)

- 3) There will be a positive relationship between verbal Originality (O) (measure of verbal creativity) of high school students and dimensions of emotional intelligence:

Self-Awareness (SA)

Managing Emotions (ME)

Motivating Oneself (MO)

Empathy (E)

Handling Relationship (HR)

- 4) There will be a positive relationship between composite creativity of high school students and dimensions of emotional intelligence:

Self-Awareness (SA)

Managing Emotions (ME)

Motivating Oneself (MO)

Empathy (E)

Handling Relationship (HR)

## **Method and Procedure**

### Sample

A sample of 200 ninth class students has been drawn from seven randomly selected schools of Shimla city, district Shimla, Himachal Pradesh.

### Tools used

In the present study, following tools were used:

‘Verbal Test of Creative Thinking’ Constructed By Mehdi (1973).

‘Multidimensional Measure of Emotional Intelligence’ Developed By C. R. Darolia (2003).

## **Analysis and Interpretation**

Verbal test of creative thinking was scored for verbal fluency, flexibility and originality.

After the scoring, raw scores converted into standard scores. By adding the standard scores of verbal fluency, verbal flexibility and verbal originality the scores of composite creativity obtained. Similarly, multidimensional measure of Emotional Intelligence was scored for Self- Awareness, Managing Emotions, Motivating One-Self, Empathy and Handling relationship.

To analyze the data the technique of "product moment of correlation" has been employed between measures of verbal creative thinking (fluency, Flexibility, Originality and total creativity) and five dimensions of emotional intelligence i.e., Self-Awareness, Managing Emotions, Motivating Oneself, Empathy and Handling Relationship were found out and as given in Table1

**Table-1: Coefficient of Correlation of Dimensions of Emotional Intelligence (Sa, Me, Mo, E, Hr) With F, X, O and Total Creativity**

Dimension of Emotional Intelligence	F	X	O	CC
SA	-0.04	-0.04	0.09	-0.002
ME	0.09	0.08	0.09	0.06
MO	0.02	0.03	0.10	0.04
E	0.03	-0.03	0.15	0.02
HR	-0.02	0.02	-0.06	-0.01

After this, significance of correlation was tested by finding the t-values.

The found t-values shown in Table-2

**Table-2: T -Values for Testing the Significance of Correlation**

Dimensions of emotional intelligence	F	X	O	CC
SA	-0.56	-0.56	1.28	-0.03
ME	1.28	1.13	1.28	0.85
MO	0.28	0.42	1.42	0.56
E	0.42	-0.42	2.15*	0.28
HR	-0.28	0.28	-0.85	0.14

\*Significant at 0.05 level

### Fluency and dimensions of Emotional Intelligence (SA, ME, MO, E & HR)

Table-2 shows that t-values for coefficients of correlation of fluency with dimensions of Emotional Intelligence i.e. SA, ME, MO, E and HR are found to be -0.56, 1.28, 0.28, 0.42 and -0.28 respectively. None of the value is found to be significant even at 0.05 level of significance for 198 df. Therefore it is implied that, there is no significant relationship between fluency (measure of verbal creativity) and all the dimensions of emotional intelligence (SA, ME, MO, E & HR).

### Flexibility and dimensions of Emotional Intelligence (SA, ME, MO, E AND HR)

It is further evident from the table-2 that the t-values for coefficients of correlation of flexibility with dimensions of emotional intelligence i.e. SA, ME, MO, E & HR are -0.56, 1.13, 0.42, 0.42, 0.28 respectively. These values are not significant even at 0.05 level of significance for 198 df. It means that all the dimensions of Emotional Intelligence (SA, ME, MO, E & HR) bear no significant relationship with flexibility (measure of verbal creativity) of high school students.

### Originality and dimensions of Emotional Intelligence (SA, ME, MO, E & HR)

Table-2 further shows that-values for coefficient of correlation of originality with dimensions of emotional intelligence i.e. SA, ME, MO, E HR are 1.28, 1.28, 1.42, 2.15 & -0.85 respectively. The t-values are not found to be significant even at 0.05 level of significance for 198 df in all the dimensions of emotional intelligence except Empathy.

The t-value for Empathy with Originality is 2.15 which is significant at 0.05 level of significance for 198 df. Empathy is positively significantly related with Originality. It means that the students who are more sensitive to others feelings are also original in thinking.

### Composite creativity and dimensions of Emotional Intelligence (SA, ME, MO, E & HR)

Table-2 shows that t-values of coefficients of correlation of composite creativity with dimensions of emotional intelligence (SA, ME, MO, E & HR) are -0.03, 0.85, 0.56, 0.28 and 0.14 respectively.

All the dimensions of Emotional Intelligence (SA, ME, MO, E & HR) with composite creativity are not found to be significant even at 0.05 level of significance for 198 df. It means that there is no relationship between dimensions of emotional intelligence (SA, ME, MO, E & HR) and composite creativity.

### **Conclusions**

- 1) Dimensions of Emotional Intelligence (SA, ME, MO, E & HR) are not found to be significantly related with fluency. It means fluency of high school students is not affected by these dimensions of Emotional Intelligence (SA, ME, MO, E & HR).
- 2) Flexibility do not bear significant relationship with all the dimensions of Emotional Intelligence (SA, ME, MO, E & HR). It suggests that dimensions of Emotional Intelligence have no effect on flexibility of high school students.
- 3) Empathy (dimension of emotional intelligence) is found to have positive and significant relationship with originality. It means high school students who are more empathetic are more in their original thinking.
- 4) SA, ME, MO & HR (dimensions of Emotional Intelligence) does not bear significant relationship with originality. From this, it can be concluded that these dimensions do not affect the originality of high school students.
- 5) No significant relationship has been found between composite creativity and all the dimensions of Emotional Intelligence (SA, ME, MO, E & HR). From this, it may be concluded that creative thinking of high school students is independent of all dimensions of emotional intelligence (SA, ME, MO, E & HR).

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