

# Correlation between Emotional Intelligence and Creativity Factors

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## ABSTRACT

The purpose of this research was to study the relationship between emotional intelligence and creativity in Student University. The statistical population of the research included the sample consisted of 100 senior secondary school Principals of government and private senior secondary school of Hisar. Random cluster method of sampling was used to draw the sample. In this study two standard questionnaires were used, one relating to EQ and the other to creativity. The reliability and validity of these two instruments were reported to be significant in different studies. The findings indicated that there was significant and positive relationship between Creativity its subscales with EQ.

**Key words:** Creativity, Emotional intelligence, Student.

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## INTRODUCTION

### Emotional Intelligence

A good number of factors such as personality characteristics of the learner, creativity, intelligence, emotional intelligence, organizational climate of the school, teacher pupil interaction etc. influence the achievement of the learner. Our emotions play quite significant role in guiding and directing our behaviour. If a person has no emotion in him, then he becomes crippled in terms of living his life in a normal day in this way. Emotions play a key role in providing a particular direction to our behaviour. There always have been numerous examples of people with high intelligence who failed in achieving in life what they wanted to achieve, and of course there are numerous examples of people whom we thought as dumb but they work very well. How it is possible? The answer is now considered to be emotional intelligence. The term emotional intelligence (EI) was popularized by Goleman (1995) who claimed that the emotional intelligence "can be as powerful, and at times more powerful, thus "Emotional Intelligence was first referred to in academic literature is defined as "the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to informed to result in thinking and actions" (Salovey & Mayer, 1990).

Emotionally healthy behaviour is reflected in characteristic ways of thinking i.e. In identifying, managing and expressing feelings as well as in choosing effective behaviours. Becoming an emotionally intelligent teachers is a journey and process, not an arrival state or end result. Emotionally intelligent teaching are active in their orientation to students, work and life. They have resilient response to negative stress and less likely to overwhelm themselves by strong and negative emotions. An emotionally intelligent person applies emotional intelligence skills to improve the following effects.

- Physical and mental health by gaining knowledge techniques to break the habit of emotional reactivity (Stress management).
- Productivity and personal satisfaction by helping to harmonize their thinking and feelings (Self Esteem and Confidence);
- Self esteem and confidence by learning specific emotional intelligence skills (Positive Personal Change);
- Communication in personal and work relationships (Assertion);
- Ability to manage anxiety and improve performance under pressure (Anxiety Management);
- Ability to quickly establish and maintain effective interpersonal relationships (Comfort);
- Ability to understand and accept differences in others and diversity issues (Empathy);
- Ability to plan, formulate and implement effective problem solving procedures in stressful situations (Decision Making);
- Ability to positively impact, persuade, and influence other (Leadership);
- Ability to direct energy and motivation to accomplish person towards meaningful goals (Drive Strength);
- Ability to manage time to meet goals and assignments.

- Ability to complete tasks and responsibilities in a time dependable manner (Commitment Ethic); and Ability to control and manage anger and improve performance by or coming stressful conditions and situations (Anger Management).

"Emotional Quotient" (EQ) is used interchangeably with "emotional intelligence". In simple term this can be defined as knowing what feels good and what feels bad and how to get from bad to good. A more formal definition refers it to emotional awareness and emotional management which provide the ability to balance emotion and reason so as to gain long-term happiness.

In general emotional intelligence is the accumulation of non-physical capabilities, competencies and skills that help a person to deal with the environmental demands and demands of everyday life.

The four branch model of emotional intelligence is the basis for the development of the Reactions to Teaching Situations measure (RTS) (Perry et al, 2004; Perry & Ball, 2005). The RTS, was developed by Perry et al, (2004) for use with teachers. The RTS provides ten vignettes of typical teaching situations and asks a respondent how likely they are to respond in one of the ways, each corresponding to one of the four branches of emotional intelligence identified by Mayer and colleagues (Mayer & Salovey, 1997; Mayer et al 2001).

It is the ability to be open to feelings, both pleasant and unpleasant. EQ is not the opposite of IQ, some people are high on both, others are low on either. Researchers have been making efforts to understand how they complement one another how a person's ability to handle stress, for instance, affects his/her intelligence to use. It is now widely believed that emotions rather than IQ may be true measure of human intelligence. Scientists are shifting their focus from hardware of the brain to the software of mind. On the basis of recent researchers, it may be concluded that emotional intelligence is a far more reliable indicator of success than intellectual intelligence.

All emotions are essentially impulses to act, the instant plans for handling life that evolution has instilled in us. These biological propensities to act are shaped further by our life experiences and our culture. For instance, universally, the loss of a loved one elicits sadness and grief. But how we express our grief is molded by culture.

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.

### **MANAGERIAL CREATIVITY**

Each person equipped with his education, training, experience and all the resources is forecasting, planning, controlling, directing, and organizing more material, financial and human resources that are out of his geographical or physical reach in his own capacity and finding solutions of his multifaceted problems. Resultantly, this demands each person to excel in his achievements by influencing the accomplishments of others, and thus becoming a manager at his own level.

Each, individual as a manager copes up with unpredictable future and unforeseen problems hence his once successful strategies prove inadequate in the scenario of radical change. Therefore acquiring a generalized thinking skill which enables one to cope up with all that is encountered, a thinking skill that is creative and constructive but not critical, proactive but not reactive, perceptual but not logical seems to be the plausible solution. Hence there is a refreshed interest in being novel, creative which is a state of mind where all our intelligences are working together (Craft, 2000) thinking where all the different dimensions of Intelligence-Rational, Emotional and Spiritual integrate to predict better flexibility and openness to change (Wadhvani, 2013). It is this propensity of human beings of being Creative to which progress of civilization can be attributed and that no longer remains an option but has become indispensable. It being described as a key thinking skill and no longer a mystical gift for few but can be fostered in every individual increases its importance manifold.

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.

Those studies that deal with the comparison of emotional intelligence and IQ have introduced emotional intelligence abilities, including emotional perception, emotional regulation, emotional recognition and ease of emotional facilitation, as better predictor of success and compatibility (Banihashemian et al., 2009). In fact, emotional intelligence is a kind of emotional talent, which determines how we could use our skills in the best possible way and even it helps us to use rational in proper course. Since emotional intelligence empowers an individual to increase or maintain positive creation, it indirectly can increase creativity in individuals (Jahani Hashemi et al., 2005). Thus, individuals who are

skillful in regulating their emotions can better compensate for their negative emotions through pleasant activities. However, individuals who have problems in regulation of their own emotions lack this ability.

### METHODOLOGY

This chapter embodies the design of the study. It also gives a picture of methods used, procedure and administration, collection of data and statistical tool used in conducting the present study.

#### Method Used

The method used by the investigator was generally known as descriptive method. Descriptive statistical measures are used to describe the characteristics of the sample or population in totality.

#### Sample

The sample consists of 100 school principals. For this purpose, 100 schools of Hisar District were randomly selected. Out of 100 schools of each type namely government, private, aided were selected.

#### Tool used

1. Managerial Creativity Descriptive Questionnaire by Dr. Sangeeta Jain, Rajnish Jain and Upinder Dhar.
2. Emotional Intelligence Scale by Dr. S.K. Mangal and Ssubhra Mangal.

### RESULTS

A summary of the writing of recognized authorities and of previous research provides evidence that the researcher in accounted with what is already known and what is still unknown and untested. Provides a background for research project and makes the reader aware of the status of the issue. Indeed review of related literature is a valuable guide to define the problem, recognizing its significance suggesting promising data-gathering devices, appropriate study design and sources of data.

1. To provide ideas, theories, explanations or hypotheses valuable in formulation the problem;
2. To suggest methods of research appropriate to the problem;
3. To locate comparative data useful in the interpretation of results; and
4. To contribute to the general scholarship of the investigator.

### CONCLUDING REMARKS

It is evident from the above mentioned studies that there is a scarcity of research on values and decision making skills of Principals in Private and Government school principals. However, in general, findings indicate that there exist significant differences in values and decision making of individuals on account of gender and type of institution. Values also do exercise influence on one's decision making skills.

**Table1. Correlation between emotional intelligence and creativity.**

Emotional Intelligence		Variables	
P	R	N	
0.001	0.78	320	Creativity
0.001	0.55	320	Fluidity
0.001	0.65	320	Flexibility
0.001	0.80	320	Innovation
0.001	0.46	320	Expansion

\*Significant at level 0.05.

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