

Impact of Emotional Intelligence on The Creativity of Female Students In Secondary Schools

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Abstract: *Emotional Intelligence is the ability to understand the emotion of self as well as being empathetic towards the feelings of the people around us. A person who has the right balance of Brain and emotions can be called as Emotionally Intelligent.*

Women of the society are called the marginalized group because they have been considered of less importance and often ignored in decision-making process. The women of rural India have little access to good quality education or job opportunities due to patriarchal mind set of the society. With the onset of 21st century, the tables have been turning slowly and steadily, it is being seen that women if given proper opportunity are excelling in various fields of the society.

Secondary education is the phase in the education continuum responsible for the development of the young during their adolescence, the most rapid phase of their physical, mental and emotional growth. Emotional intelligence and creativity are main parts of human behavior and these help the individual in making their lives successful. A creative individual looks at things with different view point and emotional intelligence may act as a moderator in the effect of cognitive skill on academic performance.

The present study is an attempt to examine the relationship between Emotional Intelligence and creativity of female students of secondary schools with particular emphasis on the impact of Emotional Intelligence on creativity of the female students.

Keywords: Emotional Intelligence, Creativity, Marginalized group, Secondary students, Social Innovation.

INTRODUCTION

Identifying a person's greatest strength, building an unbiased community, and promoting national development are all depend on education. The secret to India's on going rise and leadership in the world in terms of economic expansion, social fairness and equality, technological breakthrough, national integration, and cultural preservation is to ensure that everyone has access to high-quality education (NEP- 2020).

A person's adolescence is an important time in their life. This time frame is frequently linked to societal issues that arise from misunderstandings of the emotions, thoughts, and feelings at play. Feelings play a significant role on how people behave and develop their personalities. Since emotions are frequently strong reactions, it would appear that everyone should be able to identify their own emotions. While some people are quite mindful of their own feelings and ideas about them, others appear to be nearly completely unaware of or ignorant of them.

The degree to which an individual is conscious of their emotions and the emotion of others is referred as emotional intelligence, this concept was coined by J. Mayer and P. Salovey in 1990s. A transforming ability that is essential to both professional and personal success is emotional intelligence. In addition to being empowering, emotional intelligence development is crucial for women to navigate the challenges of leadership, relationships, and self-awareness.

The process of advancing and implementing solutions for complex, typically systemic environmental and social problems for the benefit of societal development is known as social innovation.

Some prominent characteristics of social innovation are as follows:

- **Social outcome:** The goal of social innovation is to solve urgent social issues and have a positive social effect. Improving people and communities' health and quality of life is its primary objective, especially the underprivileged and marginalized.
- **Partnership and Working together:** A variety of stakeholders, including people, groups, communities, governments, and academic institutions, frequently collaborate and co-create. By actively including beneficiaries, end users, and other stakeholders in the innovation process, co-creation makes sure that their needs are met and their opinions are heard.
- **Systems Mindfulness:** Social innovation approaches problem-solving from a systems perspective, taking into account how social, economic, and environmental aspects are interrelated. Instead of only addressing the symptoms

of social problems, it seeks to find and solve their underlying causes.

• **Creative Approaches:** Social innovation promotes unorthodox thinking and the investigation of novel approaches to issues. It might entail reusing already-existing resources, using technological advancements, revamping procedures, or modifying effective solutions for different situations.

• **Compassion and User-Centeredness:** A key component of social innovation comprehends the needs, goals, and viewpoints of those impacted by social issues. To create solutions that are pertinent, inclusive, and significant to the target audience, it combines user-centered design principles with a profound sense of empathy.

• **Imagination and Invention:** To question received knowledge and provide fresh perspectives on social concerns, social innovation promotes creative and innovative thinking. It looks at concepts, approaches, technology, commercial plans, or legislative frameworks that might upend established structures and bring about constructive change.

• **Recognition and Inclusiveness:** The goal of social innovation is to ensure that disadvantaged and marginalised groups actively participate in the innovation process and reap the rewards of its results.

Most often than not a successful woman is often emotionally intelligent and creative as they learn very early on from their life experiences as care givers.

Report suggests that:

- Women hold key executive roles in 56% of businesses.
- Women-led businesses have a 30% higher chance of outperforming other businesses.
- 41% of women globally complete post-secondary (university) education, compared to 36% of males.

To address the problems of their own lives and the well-being of the country, it is imperative that creative potentialities be fostered among students. Educating people is the most traditional method. In order to inspire, excite, and sharpen the creative mind, society, parents, and educators must provide possibilities for creative expression, as well as sufficient care and instruction. They must support the youngsters in developing and making the most of their creative potential. Therefore, encouraging children's creative abilities should be the aim of any educational process, whether it is mandatory or informal.

Review of Literature:

1. **Betancourt, J. et al (2022):** 42 kids from class 1 to 3 (13 girls and 29 boys) and 58 students from class 4 to 6 (21 girls and 37 boys) made up the study's sample, which was intended to demonstrate that no disparity exists in creativity between sexes. For younger pupils, CREA assessment was used to assess creativity, and for older students, the PIC-N. There were no gender-based disparities.

2. **Shafait, Z. et al (2021):** This study determined the relationship between emotional intelligence (EI) and various developmental and work-related results in students of Chinese universities. This study also sees how emotional intelligence (EI) was related to learning consequences that was derived by devotion to learning and student faith in teachers learning. The study examined the direct relationship between students' academic efficacy and learning outcomes, such as cognitive ability and standardised assessments. 454

7. **Goldsmith, R.E., et al. (2012):** The researchers in this study analysed the scores of 55 male and 63 female college students (N = 118) on three self-report measures of creativity and three self-report measures of self-esteem in order to investigate the hypothesis that these two dimensions are positively linked. There were no appreciable gender disparities in mean scores across all metrics. Data analysis using Pearson correlation coefficients and a confirmatory component analysis supported the hypothesis for both sexes, even though the association appeared to be stronger for girls than for males.

8. **Shanwal, Vinod et al. (2006):** Limited study has investigated the correlation between emotional intelligence and socio-demographic traits, whereas several studies have explored the association between emotional intelligence and other social and emotional factors. Thus, this was the direction that the current study attempted to take. Compared to the other eco-cultural groups in the sample, rural women in this study had much better emotional intelligence. In addition, girls' overall emotional intelligence ratings were much higher than boys'. Research on the link between sex and emotional intelligence and its components indicates that females, whether rural and urban, have a positive correlation with emotional intelligence.

9. **Bindu. P, Immanuel.T (2006):** The study looked at the kind and strength of relationships between two cognitive traits (intellect and creativity) and two non-cognitive traits (maladjustment and emotional intelligence) in a sample of 90 young people. The results demonstrated that there was a substantial difference between the two gender groups in the mean scores on the variables and their intercorrelations. Maladjustment was shown to be the most significant predictor of all the other variables in the male sample. Overall, the female group's inventiveness and maladjustment were significantly influenced by emotional intelligence. It was shown that the female group had a stronger correlation between IQ and creativity than the male group did.

10. **Vijaykumar. R; Raju .G (2012):** 400 high school students from the Bangalore area were selected for the study's sample during the 2007–08 academic year. With the goal to examine how high school students' emotional intelligence and creativity relate to one another. The data demonstrate a good association entre creativity and emotional intelligence.

Operational Definition of the Key term used:

Creativity: utilizing innovation or unique concepts to produce something.

Emotional Intelligence: It is the ability to identify, understand, and effectively use one's own feelings in order to reduce stress, communicate effectively, empathise with others, get beyond challenges, and settle disputes.

Marginalized group: Due to unequal power relations in the social, political, cultural, and economic spheres, these groups and communities face discrimination and economic, social, and political marginalisation.

Secondary students: Students in grades 8–10 are often referred to as high school students. Students in secondary school study general courses including science, maths and English.

Statement of the problem:

The study is titled as "Impact of Emotional Intelligence on the Creativity of Female Students in Secondary Schools".

Hypothesis:

H01- There is no significant difference of the mean scores of the Emotional intelligence of secondary school students due to their gender variation.

H02- There is no significant difference of the mean scores of the Creativity of secondary school students due to their gender variation.

H03- There is no significant relationship between Emotional Intelligence and Creativity of secondary school students.

METHODOLOGY:

The present study used Descriptive survey as the method for research.

Population and sample:

Population consists of the Secondary school students of class 8 and 9 from Darjeeling and Jalpaiguri district of West Bengal. 508 pupils from ten different schools in the West Bengal region-Darjeeling and Jalpaiguri District-were chosen for the study using a random sampling approach.

Tools used:

The data for this study was gathered using the following methods:

- Manual for Emotional intelligence inventory by S.K Mangal and Shubhra Mangal.
- A new test of Creativity by Roma Pal.

Data Analysis and Interpretation:

H01- There is no significant difference of the mean scores of the Emotional intelligence of secondary school students due to their gender variation.

Table 1: N, Mean, SD and 't' values for emotional intelligence of students based on gender.

GROUP	N	MEAN	SD	't' -value
BOYS	209	122.52	15.237	3.058
GIRLS	299	118.26	15.620	

Table 1 above makes it clear that there is a significant difference in students' emotional intelligence by gender because the "t" value of 3.058 is greater than the table value of 1.965 at the 0.05 level of significance. This disproves the null hypothesis, which holds that gender variance has no appreciable effect on the mean emotional intelligence scores of secondary school students. Therefore, it may be concluded that there are significant emotional intelligence disparities between male and female secondary school pupils.

After assessment of the literature, it is seen that men are better at controlling their emotions, whereas women are better at comprehending and managing them (e.g. Bindu. P, Immanuel.T,2006; Harrod & Scheer, 2005). According to Kesavan's (2013) research, girls score higher on the emotional intelligence scale than boys.

H02- There is no significant difference of the mean scores of the Creativity of secondary school students due to their gender variation.

Table 2: N, Mean, SD and 't' values for creativity among students based on gender.

GROUP	N	MEAN	SD	't' -value
BOYS	209	44.09	16.013	-2.236
GIRLS	299	47.08	14.013	

Not significant even at 0.05 level

Table 2 shows that the calculated "t" value of -2.236 is not significant at the 0.05 significance level since it is less than the crucial value of 1.965. This suggests that students' levels of inventiveness are unaffected by their gender. Therefore, gender variation has no discernible effect on the mean scores of secondary students' creativity, according to the null hypothesis. Thus, it can be said that pupils' levels of creativity are not much influenced by their gender.

The researcher discovers many studies that corroborate the current conclusions. The mean scores for each metric did not differ between the sexes, according to Goldsmith, R.E., and Matherly, T.A. (2012). According to Betancourt, J. et.al (2022), the findings revealed no gender differences in terms of originality.

H03- There is no significant relationship between Emotional Intelligence and Creativity of secondary school students.

Table 3: Correlation between emotional intelligence and creativity of students.

VARIABLE PAIR	CORRELATION COEFFICIENT	LEVEL OF SIGNIFICANCE
EMOTIONAL INTELLIGENCE AND CREATIVITY	0.174	0.01

0.174 correlation coefficient, which is significant even at the 0.01 level, demonstrates the strong and positive association between students' emotional intelligence and creativity. The null hypothesis, which held that there was no meaningful relationship between secondary school students' emotional intelligence and creativity, was therefore disproved. Therefore, it is reasonable to say that students' emotional intelligence and creativity are significantly positively correlated.

Numerous research, such as the one by Vijaykumar.R , Raju G. (2012), which discovered a positive association between emotional intelligence and creativity, confirm this conclusion. According to Leaila Noorafshan and Bahram Jowkar (2013), emotional intelligence positively affects creativity.

Findings of the study:

The important findings of the study are:

1. There are noteworthy differences among boys' and girls' in terms of emotional intelligence.
2. Gender does not significantly affect pupils' levels of creativity.
3. Students' emotional intelligence and inventiveness have a strong favourable correlation.

Educational Implications:

- Comprehending students' mental and behavioural capacities, including emotional intelligence and creativity, is essential for developing student-centered curriculum and educational initiatives.
- The current study's conclusions will assist individuals from all areas of life in finding emotionally responsible solutions to their challenges, not just educators and students.
- According to the present study's findings, educational institutions should provide an atmosphere that encourages the development of emotional intelligence so that students' creative minds may thrive independently.

CONCLUSION:

This study is limited to 10 schools both government and private included, comprising of 508 students in total. Emotional Intelligence is a broad area of study and is not only limited to school students. The present study focuses in the North Bengal region of West Bengal particularly Darjeeling and Jalpaiguri districts because these districts lie to the extremes of the state and these districts have been neglected for long to conduct any research considering it as prime foci. The study on Emotional Intelligence need not be limited to school students only. In future this study can be done by taking samples from colleges, universities or any walk of life. The study was confined to the stated sample due to paucity of time but Emotional Intelligence is a universal element and hence, study on Emotional Intelligence should not be confined to a particular area or field as it is very essential for an individual to be emotionally intelligent to succeed in life.

It is scientifically proven that the marginalized section of the society that is primarily the female population can do multi-tasking unlike men who are over whelmed if given more than one task at a time. Women are emotionally more sound than men; women are expressive, intelligent and empathetic, better at handling stress and are socially well-adjusted.

It is said that education begins at home and our mothers are our first teacher, we try to emulate our mothers as a child. Therefore, women should be given equal opportunities as men if not more to grow, to thrive and be better version of themselves.

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