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A Study of Emotional Creativity among secondary School Teachers

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Abstract:

Emotional Creativity is a element of well-being that's related to emotional wellbeing. Emotional Creativity derived from two words Emotions and Creativity. Emotional is a critical component in the creative process. It is ability the create something new through the influence of emotions know from the personal experience or experience of others. The purpose of this study to know the Emotional Creativity among secondary school teachers. The sample size of this study is to be comprise 525. That teachers are related to UP board and CBSE board from Bareilly district. Emotional Criativity Inventory use for the collection of data and for the statistical treatment investigator used mean, t-test, and percentage. Investigator find out that UP Board teachers are more prepare for Emotional creativeness in comparison to CBSE as well as UP Board secondary school teachers are more authentic. Overall UP Board secondary school teachers are more creative than CBSE Teachers. Females are more emotionally creative in comparison to Male.

Key Word: Emotional well-being, Emotional Creativity, Secondary School, Secondary School Teachers

Introduction: Emotional Creativity derived from two words Emotions and Creativity. Emotional is a critical component in the creative process. It is ability the create something new through the influence of emotions know from the personal experience or experience of others. Emotional intelligence have five elements- Self –awareness, Self- regulation, Motivation, Empathy, Social skill, as such creativity has four essential elements of creativity- Focus, People, Tools, Time. All elements of Emotional intelligence and Creativity engage with each other.

Self awareness Vs Focus: Self awareness is about recognizing and understanding your emotions what you are feeling and why as well as appreciating how they affect those around you self awareness also know your strength and weaknesses, and what is important to you your value or moral compass Focus is to be find an area of general or specific focus thus both has close relationship.

Motivation Vs People: Motivation, a personal element motivation is about to optimism and resilience and finding the positive in a situation even or especially those that did not go well

Empathy, Social skill VS Tool: Empathy, A key interpersonal skill, It is the ability to put yourself in someone other and try to get solution in their perspective as well as have awareness of others feeling it is alike a tool to connect with the society

Self regulation Vs Time: Self- regulation have a meaning to control those emotion which generate negative thought it's also important to true to your value and hold yourself personally accountable for any mistake time play a vital role in this scene. After the combination of the traits of Emotional Intelligence and creativity generates the traits of Emotional Creativity that's are as follows-

Novelty: This is the most commonly cited criterion for creativity. A response may be novel in comparison to be an individual own past behavior, or it may be novel in comparison to typical behavior in the society as whole. Creativity is not a thing apart unique to only a few individuals. All learning and development involves the acquisition of novel behavior (from the individual perspective), and hence some degree of creativity.

Effectiveness: The origin of the word “Effective” stems from the Latin word effectiveness which means creative, productive or effective. It surfaced in middle English. It is the capability of producing a desired result or ability to produce desired output. When something is deemed effective, it means it has an intended or expected outcome, or produces a deep, vivid impression.

Not all novel responses are creative; some are simply bizarre or eccentric. Mostly emotions are way of dealing with problems such as correcting a wrong (anger), escaping from danger (fear),

making retribution (guilt) protecting a relationship (jealousy) and so forth. In these cases effectiveness, at least in the short run depends on achieving aims inherent to the emotions but even emotions that ostensibly have no aims or purpose beyond themselves such as joy or grief can be express well or poorly, appropriately or inappropriately.

Authenticity: The quality or condition of being authentic, trustworthy or genuine A creative response reflects in some fashion the individuals own value and beliefs about world it is an expression of the self.

Need and significance of the study: Connection with the students is a very important element of a teaching learning process. Only emotions are not helping hand in connection of teacher and learner as well as Creativity is short timed process in this field so it is very important that teacher be a emotionally creative. Teachers and schooling system is a miniature of society and it assumes that a Emotionally Creative teachers make a healthy classroom environment. If a teacher emotionally creative then he become a very familiar then he get the solution of many problems which can be seen in classroom environment so it is very important to know the status of Emotional Creativity among secondary school teachers.

Objective of the Study: The objective of the study are as follows-

1. To study the level of Emotional Creativity among Secondary school teachers.
2. To study the difference between CBSE and UP Board secondary school teachers in relation to Emotional Creativity.
3. To study the difference between Male and Female secondary school teachers in relation to Emotional Creativity.

Hypothesis of the study: The hypothesis of the study are as follows-

1. There exist no significant difference between CBSE and UP Board secondary school teachers in relation to Emotional creativity.
2. There exist no significant difference between Male and Female secondary school teachers in relation to Emotional creativity.

Methodology:

Methods: A survey method was use in this research for the collection of data.

Sample: This study was conduct on Secondary School Teachers of UP Board and CBSE Board Male-Female, Rural-Urban, Secondary School Teachers of Bareilly District.

Tool: For the assessment of emotional creativity investigator used Emotional Creativity Inventory, which was developed and standardized by James R. Averill(2004).

Statistical Treatment: Researcher used mean ,t-test and percentage in this study.

Table:1.1 To access the level of Emotional Creativity among secondary school teachers.

S.N.	Level of Emotional Creativity	Percentage
1	High	1.89% (10)
2	Good	26.56% (140)
3	Average	48.76% (257)
4	Low	19.35% (102)
5	Poor	3.41% (18)

On the basis of above table 1.1 only 26.56% teachers have good level of Emotional Creativity and 48.76% teachers are average emotionally creative 1.89% teachers are highly Emotionally creative and 3.41% secondary school have poor level of emotional creativity.

Table:2.1 study the difference between CBSE and UP Board secondary school teachers in relation to Emotional Creativity.

Emotional Creativity	CBSE TEACHER		UP BOARD TEACHERS		T
Novelty	44.19	10.67	41.62	8.35	3.09
Preparedness	31.63	7.33	35.79	7.14	6.47
Authenticity	34.22	6.19	36.10	5.71	3.56
Total	110.04	14.75	113.52	14.11	2.71

On the basis of above table 1.1 investigator find out that there is a significant difference in CBSE and UP Board secondary school teachers in relation to their emotional creativity. CBSE Teachers are more emotionally creative in comparison to UP Board Secondary School teachers. At the dimension of novelty CBSE Teacher are more novel than UP Board secondary school teachers in relation to emotional creativity. UP Board teachers are more prepare for Emotional creativeness in comparison to CBSE as well as UP Board secondary school teachers are more authentic. Overall UP Board secondary school teachers are more creative than CBSE Teachers.

Result: UP Board secondary school teachers are emotionally creative than CBSE Teachers.

Table:3.1 study the difference between Male and Female secondary school teachers in relation to Emotional Creativity.

S.no.	Emotional Creativity	Male		Female		T
		Mean	S.D.	Mean	S.D.	
1	Novelty	42.96	8.45	39.97	7.95	3.24**
2	Preparedness	34.60	6.52	37.26	7.61	3.37**
3	Authenticity	35.64	4.67	36.66	6.76	1.60
	Total	113.21	11.34	113.90	16.95	0.43

On the basis of above table 2.2 investigator find out that there is semi significant difference in the Emotional Creativity at the two dimension of Emotional Creativity Novelty and Preparedness male and female have significant difference and on the third dimension Authenticity they have no significant difference and overall there is no significant difference in Emotional Creativity between male and female on the dimension novelty male are more emotional creative in comparison to female but at the preparedness female are more emotionally prepare than male. Although female are more authentic then male.

Result: Females are more emotionally creative in comparison to Male.

Conclusion: Emotional Creativity is a quality of a human being .Every person is not same but its vary person to person. So investigator wants to know the level of Emotional Creativity in the teachers of secondary level of school teacher between on the basis of Gender, Type of school. UP Board teachers are more prepare for Emotional creativeness in comparison to CBSE as well as UP Board secondary school teachers are more authentic. Overall UP Board secondary school teachers are more creative than CBSE Teachers. The preparedness female are more emotionally prepare than male. Although female are more authentic then male. Females are more emotionally creative in comparison to Male.

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