

Assessing the Creativity of Emotionally Intelligent Prospective Teachers: A Comparative Analysis

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Abstract: *“Teachers are the creative architects of our future, shaping young minds with the mortar of knowledge and the bricks of inspiration.” This study investigates the relationship between emotional intelligence EI, creativity, and gender among prospective teachers in Udaipur Division, Rajasthan, India. Using a survey method, data were collected from 600 prospective teachers through standardized EI and creativity assessment tools. The findings reveal a positive correlation between EI and creativity, with no significant gender differences in creativity levels among high - EI prospective teachers. Recommendations include integrating socio - emotional learning in teacher training, providing psychological support, advocating for policy initiatives, offering continuous professional development, and conducting further research. Post - pandemic, emotionally intelligent teachers play a crucial role in addressing psychosomatic issues like anxiety among youth. This study underscores the importance of nurturing EI and creativity in teacher trainees to enhance their professional effectiveness and societal contributions.*

Keywords: Creativity, Emotional Intelligence, B. Ed. Teacher Trainees, Prospective Teachers

1. Introduction

1.1 Background of the study

“Teachers are the backbone of our education system. True teachers are those who help us think for ourselves.”

Dr. Sarvapalli Radhakrishnan

The role of the modern educator is exceedingly demanding. Not only do many teachers face heavy workloads and time pressures from parents and administration **Brotheridge and Grandey (2002)**, but in order to cope with these stressors, teachers may require the ability to motivate themselves and persist in the face of frustrations, to control impulse and delayed gratification, to regulate one's moods and prevent distress from overpowering the ability to think, to empathize, and to hope **Goleman (1995)**. **Wubbels and Levy (1991)** stated that there was a considerable correlation between the affective characteristics of teachers and the emotional development of students.

Emotional intelligence is a composite term consisting of the two words, 'emotion' and 'intelligence'. The Latin word "EMOVERS" is the etymological root of the word "EMOTION". EMOVERS means to stimulate or arouse, and emotions are the energy currents that flow through us. It energises our life, changes our thoughts and actions, which then ripple outward and influence others. Emotions are just feelings like anger, love, joy, and sadness. Emotions are, on the whole, illogical—that is why they are called emotions. **(Srivastava et al.2009)** defines emotion as "a complex collection of positive and negative affective activities that an individual initiates. " According to **Collins Dictionary (2009)**, intelligence is "the capacity to think, reason, and comprehend rather than to act mechanically or instinctively. "

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Rapid era development is a challenge for the youth of today. To avoid the flow of negative and bad elements, it has become increasingly vital for pupils to exercise emotional control. According to **Lam and Kirby (2002)**, emotional intelligence consists of recognising, comprehending, and modifying emotions.

“Emotionally intelligent teachers support highly effective and efficient student learning”.

William R Powell and Ochan Powell

Emotional intelligence can facilitate the overall learning process for the student. Students with low emotional intelligence may find failure more difficult to adapt to, so diminishing their academic motivation **Drago¹⁰ (2004)**.

Creativity is the capacity to integrate and reorganize knowledge in order to generate novel and frequently remarkable ideas, as well as to think in ways that are frequently unexpected. Innovation in education motivates both instructors and learners to explore, investigate, and utilize every available resource with the intention of uncovering novel insights. It requires an innovative approach to confronting and resolving obstacles. The cognitive processes involved will aid in the development of children's creativity and problem - solving skills. **Sternberg (1991)** defined Creativity as the capacity to produce work that is both appropriate (i. e. useful, adaptive concerning task constraints) and novel (i. e. original, unexpected).

Creativity is defined as the tendency to develop or recognise alternatives, ideas, or possibilities that may be beneficial in resolving issues, interacting with others, or entertaining ourselves and others. The **NACCCE report (1999)** defined **teaching creatively** as ‘using imaginative approaches to make learning more interesting and effective’ (ibid. p.89).

“Creativity is now as important in education as literacy.”

Sir Ken Robinson

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Children in their ephemeral stage of development are the impressionable young adults. They are easily influenced by their teachers. Whether a teacher's attitude is positive or negative, it filters down to the kids **Vail (2005)**. Teachers' capacity to deal with emotional issues plays a significant role in shaping students' minds. Emotionally savvy teachers can develop emotionally intelligent citizens with good inter and intrapersonal skills. A teacher who can reason creatively and innovatively and who uses emotions to strengthen thinking will succeed in improving learners' emotional intelligence and critical thinking skills.

1.2 Justification for the study

This Research Paper is significant because it highlights the critical role of emotional intelligence and creativity in the teaching profession. By understanding how these attributes interact, teacher training programs can be better designed to prepare educators who are emotionally intelligent and creatively capable, ultimately leading to more effective teaching and improved student outcomes.

As per **National Education Policy 2020**, the minimum degree required for teaching by 2030 will be a four - year integrated BEd. For becoming a professional proficient teacher. In the nascent stage of the integrated B. A. B. Ed course the educators can be trained by adding slight changes in the curriculum design such that they become more emotionally Stable, Creative and thereby adapting to surrounding situations. If enough attention paid to socio emotional Learning while designing curriculum for Prospective Teachers then they will be able to identify novel approaches and ideas and use critical thinking while becoming more accessible to students by using alternative means if required to teach all children.

COVID - 19 pandemic has highlighted the unpreparedness of the education system for online teaching and learning. The unforeseen challenges were thrust upon the Teachers, students, parents, and schools.

Teachers who possess emotional stability during any crises or troubled time like e. g. Corona, are better equipped to handle not just their own emotions but the emotions of the students as well.

They demonstrate better adaptability in various circumstances, including unexpected situations in the classroom or coping with distance teaching and learning. These educators effectively handle stressors associated with their roles, offering support to students while navigating changes in schedules and interactions with new colleagues, students, and parents.

Additionally, they adeptly integrate new and changing technology into their teaching practices. to enhance student learning experiences.

There are several reasons in support of rationale of the present study.

- Present study is unique and differs from the reviewed studies in terms of geographical area and population. More specifically the sample has been chosen only from B. Ed.

teacher trainees and refined further based on their demonstrated high emotional intelligence.

- It is critical to perform these studies because teachers are the forgers of any nation's building blocks, capable of molding impressionable young minds, thus transforming the country into a better place, and assisting the country in all sectors of life. Therefore, it is vital to identify B. Ed. Teacher Trainees with high emotional intelligence from the start, prepare and train them, so that they can act as pillars in fostering the growth and maturation of exemplary and accountable individuals.
- This study aims to provide valuable insights into the creativity of prospective teachers with high emotional intelligence, and to identify any differences that may exist between male and female prospective teachers. The findings of the study, may be useful to better these qualities in them by strengthening the curriculum and teacher training programmes.
- Going further, emotional intelligence can be a single parameter of assessment while hiring prospective teachers and a subject during the training of prospective teachers in the B. Ed. programme. As a result, rather than administering separate assessments/tests for Creativity when hiring teachers, we can administer only one.

Through the study the researcher is making an effort to help B. Ed. Teacher Trainees/Prospective Teachers, analyze their level of EI and Creativity and incorporate various measures if required for inculcating and promoting these characteristics in them.

Therefore, due to aforesaid reasons, the present study is a first of its kind. Hence, based on the above expounded research gap, the researcher decided to study the Creativity of High emotional intelligence B. Ed. Teacher Trainees. Through this research the researcher wants to find out the level of Creativity of the prospective teachers with high emotional intelligence. Hence, the researcher has chosen the title "A Study of Creativity Of High Emotional Intelligence Prospective Teachers"

1.3 Scope and Purpose

Emotional intelligence is gaining popularity in the field of education because of the deep emotional bond that teachers form with their pupils, which is a crucial element of the teaching and learning process. In addition to knowledge, cognition, and skills, the process of teaching and learning involves emotional engagement. Teaching involves the expression of emotions, as educators convey enthusiasm or boredom, warmth or detachment, trust or suspicion. As aptly noted by **Hargreaves (2001)**, "All teaching is therefore inextricably emotional by design or default. " Teachers have negative emotions such as frustration **Hargreaves (2000)**, anxiety, and helplessness **Kelchtermans (1996)**". "They also have different positive emotions, such as love and affections **Godar (1990)**, satisfaction and pleasure **Sutton and Wheatley (2003)**". Consequently, educators who possess a high level of emotional intelligence are more inclined to develop positive connections with their pupils, which in turn has an impact on their learning and accomplishments. Therefore, the regulation of emotions can have a substantial influence on the teaching process, with the potential for both favorable and unfavorable outcomes.

Albert Einstein famously said, "Creativity is intelligence having fun." Creativity, in this context, refers to the inclination to generate or identify alternatives, ideas, or possibilities that can be beneficial in problem - solving, social interactions, or entertainment—both for oneself and others.

The purpose of this Research Paper is to examine the relationship between emotional intelligence and creativity among prospective teachers and to determine whether gender influences this relationship. The study aims to provide insights that can enhance teacher training programs by emphasizing the development of emotional intelligence and creativity.

1.4 Statement of Research Problem

The above mentioned rationale clearly states the Following:

“A Study of Creativity of High Emotional Intelligence Prospective Teachers”

1.5 Objectives of the Study

Determining the objectives of a research study is the foundational principle of any investigation, as it assists the researcher in achieving the predetermined aims. The more explicit the objectives, the easier it will be for the researcher to choose the sample and methods for the investigation. In order to accomplish the investigation, the researcher established the following goals:

- 1) To Study the Creativity of Prospective Teachers having High Emotional Intelligence.
- 2) To Study the Creativity of Male and Female Prospective Teachers having High Emotional Intelligence
- 3) To compare the Creativity of Male and Female Prospective Teachers with High Emotional Intelligence
- 4) To study the correlation between Creativity and high Emotional Intelligence of Prospective Teachers

1.6 Hypotheses

To explore the above objectives, the following hypotheses were formulated by the researcher -

- 1) There is no significant difference between the Creativity of male and female Prospective Teachers having High Emotional Intelligence.
- 2) There is no significant correlation between Creativity and high emotional intelligence of Prospective teachers.

1.7 Operational Definitions: -

Emotional intelligence (EI) or Emotional Quotient (EQ)

Emotional Intelligence (EI) is the capacity to both control one's own emotions and comprehend the emotions of others. EI consists of five essential components: self - awareness, self - regulation, motivation, empathy, and social skills.

Emotional intelligence (EI) or Emotional Quotient (EQ) is a form of social intelligence that entails the ability to manage and monitor one's own and other people's emotions, to differentiate between them, and to utilise this information to influence one's thinking and actions Salvoy & Mayer (1990).

Emotionally intelligent teachers exhibit concern for their pupils, create a classroom atmosphere that promotes emotional well - being and facilitates student learning, and support other educators in improving their ability to ensure academic achievement.

Creativity

“Creativity is a collection of talents required to generate unique and valuable ideas”

Sternberg

Creativity is a cognitive process that encompasses both convergent thinking, which is the foundation of intelligence, and divergent thinking, which is the basis of creativity. It involves the ability to generate new ideas and solutions, as well as traits such as problem - solving ability, logical reasoning, capacity, competency, and capability. Creativity also encompasses innovation, imagination, concentration, foresight, decision - making, curiosity, open - mindedness, sensitivity, aesthetic appreciation, positive attitudes towards national and international development, and self - improvement. These qualities contribute to the overall development of global society.

Prospective teachers

B. Ed. Students who pursue professional training programs to become teachers. The NCTE requires all teaching candidates to complete a two - year B. Ed. Teaching in India.

1.8 Delimitations of the study:

Keeping in view the limitation of resources, time and energy, the study is limited to one facet of the subject which is connectivity of Emotional Intelligence with Creativity.

- 1) The study was confined to two districts of Udaipur Division of Rajasthan.
- 2) Only second - year Prospective Teachers of B. Ed. were selected for this research.

2. Methodology of the study

Planning and methodology are essential for the success of any research. Methodology discusses the research method, tool, and sample chosen by the researcher to conclude the research work. The Research Design is the planning phase that comprises the following elements:

- Research method
- Tool
- Sample
- Technique

These components are meticulously selected with the research objectives in mind. According to **J. W. Best**, “research is the more formal, systematic, and intensive application of the scientific method of analysis. It involves a more systematic approach to investigation, typically resulting in a formal record of procedures and a report of findings or conclusions.

2.1 Research Method

According to **Kerlinger** (1964, p.275), "A good Research Design assists the researcher in obtaining answers to the major research questions and in controlling the extraneous, experimental, and error variances of the specific research problem being investigated. "

There are three categories of research: historical research, descriptive research, and experimental research, which respectively describe "what was, " "what is, " and "what will be. "

This survey - based descriptive research study is presented here.

Survey method: -

The survey method was used for this study. The research method employed was a quantitative survey approach. Data was collected from the prospective teachers by the administration of a survey questionnaire., and this method allowed for the systematic collection of information related to emotional intelligence, creativity, and other variables of interest.

George J. Mouly has stated, "There is no category of educational research that is more prevalent than the survey. " From the perspective of establishing the status of the investigated phenomenon, this broad classification includes a variety of specific techniques and procedures. In the survey, standardized scales and closed - ended questions were used to assess the participants' emotional intelligence and creativity levels. Additionally, demographic information, such as gender, was also collected to explore potential gender differences in the study variables.

The survey method offers several advantages, such as scalability, cost - effectiveness, and the ability to collect data from a large sample size efficiently. It allowed the researchers to gather a substantial amount of data from 600 prospective teachers, enabling statistical analyses to identify trends, correlations, and associations between different variables.

By utilizing the survey method, the study aimed to quantitatively investigate the relationships between emotional intelligence, creativity, and gender among prospective teachers. The findings from the survey provided valuable

insights into the psychological factors influencing the teaching profession and may contribute to the development of targeted interventions to enhance teacher training and support.

2.2 Sample

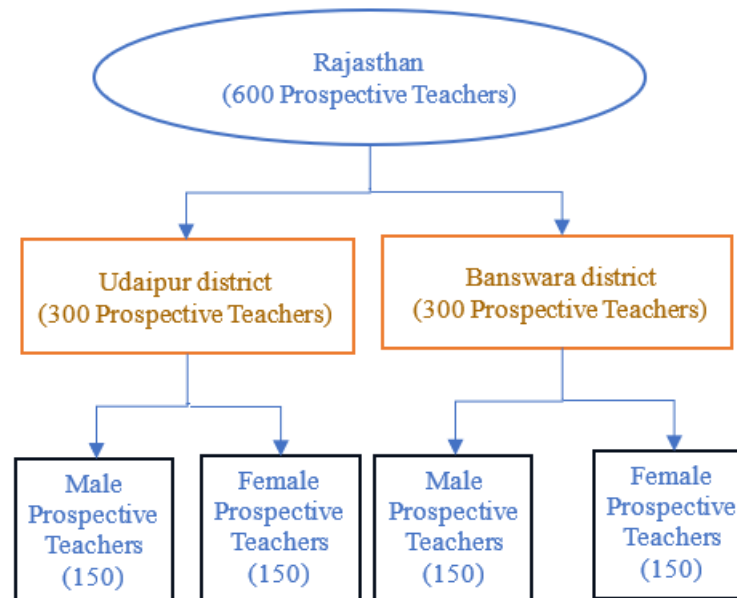
Sampling is a fundamental method utilized in behavioral research; its absence would render the investigation impossible. Analyzing the total human population is both unfeasible and impractical. In addition to practical constraints, cost, time, and other situationally pertinent factors impede the examination of the entire population. In an endeavor to improve the precision and cost - effectiveness of research findings, sampling has been made available. Sampling techniques undoubtedly influence the extent to which the study's results can be generalized.

Sampling is fundamental to all behavioral and social research statistical methods. Inadequate sampling at the source taints the data, and no amount of subsequent statistical findings can better its quality. In reality, sampling is the component of research strategy that has attained the status of a technical occupation. Sampling is the central issue in the Behavioral and Social Sciences for obtaining a representative sample. Sampling is the method of choosing individuals from a population in a way that ensures every individual has an equiprobable chance of being included in the sample.

Sample Size: The study has a total of 600 respondents. The statement mentions that this sample size is "far more than the statistically needed. " A larger sample size is often preferred in research studies as it provides more reliable and generalizable results. Given a sample size of 600, the researchers can anticipate a greater degree of confidence in the results. Sample size was calculated on the basis of given statistical formula as under

Z is the z - value at 95%	1.96
p is the proportion of population (Maximum as 0.5),	0.5
m is the margin of error 5%	0.05
n is the sample size,	
$n = Z^2 p (1 - p) / m^2$	384.16

Though the calculated sample size was 384 still the sample of 600 respondents were collected for the achieving the objectives of the study.



The combination of a large sample size and equal gender, Institute and geographic distribution aims to increase the representativeness and adequacy of the sample for the study. These factors provide a more comprehensive understanding of the creativity of high emotional intelligence prospective teachers, considering potential variations based on gender and location.

Sample Selection in the Present Study:

Geographic Distribution: The sample consists of 300 respondents from Udaipur and 300 respondents from Banswara. This distribution allows for the examination of potential differences in creativity levels between the two locations.

Gender Distribution: Within each location, there are equal proportions of male and female respondents. In Udaipur, there are 150 male respondents and 150 female respondents, and the same demographic distribution is mirrored in Banswara. This gender distribution allows for a comparison of creativity levels between male and female prospective teachers with high emotional intelligence.

Sampling Strategy for Investigating Emotional Intelligence and Creativity Among Second - Year B. Ed. Prospective Teachers in Udaipur Division:

- Only second year Prospective Teachers of B. Ed. will be included in this Research.
- Out of the 6 districts of Udaipur Division, sample will be chosen randomly from only two districts namely Udaipur and Banswara.
- From these 2 districts, 20 Teacher Training colleges will be chosen by random sampling.
- 600 prospective teachers will be chosen by purposive sampling from these 20 Teacher Training colleges of Udaipur and Banswara district.
- Emotional Intelligence Tool will be administered on 600 Prospective Teachers and then Creativity Tool will be administered only on High Emotional Intelligence Prospective Teachers.

2.3 Research Instrument:

A research tool is a method or instrument used to collect data for a research study. It helps researchers gather information from participants and obtain empirical evidence to address the research questions or objectives. Research tools can take various forms, such as questionnaires, interviews, observation protocols, or tests. They are crucial in ensuring that data collection is systematic, consistent, and reliable.

Each type of research necessitates the use of specific instruments to acquire new information and explore new areas of study. The instruments used as methods are known as tools. The selection of appropriate instruments or tools is crucial to the accomplishment of research.

Various information types can be gathered for a variety of purposes using a variety of methods. The researcher employs a combination of one or more of the tools for this purpose.

The reliability and validity of the research data depend highly on the selection of appropriate instruments and methods. When selecting research instruments, the researcher must keep a number of considerations in mind. The objective, the similarity between the population on which it was normed and the population under study, the tool's reliability and validity, its availability, its ease of administration and scoring, the type of scores acquired, and so on, are some of the factors that influence the selection of an instrument.

Tools used in the study:

In this research study following 2 tools were used:

- To find out the emotional Intelligence, the standardized tool "emotional intelligence by Dr S K Mangal and Mrs Shubhra Mangal" was used.
- To find out Creativity levels, the standardized tool "Creativity tool by Dr Bhagwatilal Vyas" was used.

2.4 Analysis of data

Research is a cognitive pursuit. Its primary function is to uncover and disseminate novel information. Additionally, it has the responsibility of rectifying current errors, eliminating

prevailing misconceptions, and augmenting the existing reservoir of knowledge with fresh insights.

Research is the practical implementation of the scientific method to address and resolve problems. It is a rigorous and structured process that involves applying the scientific method to analyze data. There are numerous methods for acquiring knowledge. The methods include intuition, revelation, authority, logical manipulation of fundamental assumptions, informed guesses, observation, and reasoning by analogy.

“Research is a methodical and sophisticated approach to problem - solving that utilizes specialized techniques, instruments, and procedures to get a more effective solution than what can be achieved through conventional means”. The process begins with identifying a problem, gathering relevant data or facts, critically analyzing them, and then seeking judgments or solutions based on the available evidence.

C. C. Crawford there is a great importance of data collection, analysis and interpretation in research. Every research problem involves the collection of data. Some people often equate the process of data collection with research itself, but that is not what research is. The vital part is the analysis and the interpretation of data. While doing so the researcher should be alert as errors in the process may cause harmful effects on the results and the conclusions of the study.

Francis Rummel has said, " The analysis and interpretation of data need the researcher to consider both the objective information at their disposal and their subjective reactions and wants. The goal is to extract the inherent meanings of the data in connection to the topic at hand. An in - depth analysis of the problem is required to determine the essential facts needed for its solution and to ensure that the approaches employed will yield conclusive results. "

Data analysis is examining the tabulated information to identify underlying facts or meanings. The process entails decomposing intricate elements into more elementary components and reassembling them in novel configurations for the goal of interpretation. The entire procedure demands a vigilant, adaptable, and receptive mindset. It is imperative that no similarities and differences, noteworthy trends, or distinctions go unnoticed. To identify new factors and relationships, it is necessary to deconstruct larger material divisions into smaller units and reorganize them in novel combinations. Data ought to be examined from a multitude of perspectives in order to uncover novel insights.

The interpretation of research data cannot be considered abstract. In view of the diversity of the research methods used in education and the corresponding diversity of the data they seek, the interpretation of such data is best considered within the context of each of the methods. It is important to note in all circumstances that data do not interpret themselves and that it is the investigator who must pass judgement on their meaning from the standpoint of the problem under investigation. Interpretation is by no means a mechanical process. It calls for a critical examination of results of one's analysis in the light of all the limitations of data gathering. It is a very important step in the total procedure of research.

The present study is conducted in order to study the creativity of High emotional intelligence prospective teachers. The data collected for this purpose has been analysed and interpreted in this chapter. The hypotheses formed by the researcher have been verified in this chapter using appropriate statistical analysis. The present chapter deals with the analysis and interpretation of the data and information collected by the researcher from the sample. In this chapter the collected data has been tabulated and analysed with the help of statistical techniques. The detailed account has been given regarding the Creativity, of high intelligence prospective teachers.

The tool was administered to the selected sample and the score was calculated.

i) To find out the emotional intelligence of prospective teachers

The mean ± 1 S. D formula was used to determine prospective teachers' emotional intelligence. Using their average emotional intelligence scores, 600 potential instructors were separated into High and low EI groups. The cut - off point for this division was set at an average EI score of 2.588125253. The frequency distribution scores of prospective teachers are shown in Table 1.1.

Table 1: Frequency distribution of selected prospective teachers (n = 600) on the basis of emotional intelligence

Level of Emotional Intelligence	No.
High	288
Low	312
Total	600

Table 1 indicates that, 288 prospective teachers were having high emotional intelligence and 312 showed low emotional intelligence.

ii) To find out the emotional intelligence of male and female prospective teachers

Table 2: Frequency distribution of selected male and female prospective teachers (n = 300, 300) on the basis of emotional intelligence

Level of Emotional Intelligence	Male	Female
High	130	158
Low	170	142
Total	300	300

Table 2 indicates that,

- a) 130 male prospective teachers had high emotional intelligence, while 158 females did.
- b) 170 male prospective teachers had low emotional intelligence, compared to 142 females did.

Objective 1: To Study the Creativity of High Emotional Intelligence Prospective Teachers.

Table 3: Creativity in the two groups of high emotional intelligence and low emotional Intelligence prospective teachers

	Average Creativity Score	Creativity Score Std. Dev.
High Emotional Intelligence	3.191287	0.251955
Low Emotional Intelligence	2.976498	0.255143

Table 3 shows Emotional intelligence - based average creativity scores and standard deviations for the two groups of potential teachers.

The average creativity score for prospective teachers with high emotional intelligence is 3.191287, indicating higher creativity. Their creativity ratings have a standard deviation of 0.251955. A reduced standard deviation means this group's creative ratings are close to average.

The low - EI prospective teachers have an average creative score of 2.976498, slightly lower than the high - EI group. Their creative scores had a standard deviation of 0.255143, similar to the high emotional intelligence group.

These findings indicate that prospective teachers with high emotional intelligence are more creative than those who have low emotional intelligence.

Objective 2: To Study the Creativity of Male and Female High Emotional Intelligence Prospective Teachers

Table 4: Creativity scores of Male and Female High Emotional Intelligence Prospective Teachers

	Count	Average Creativity Score	Creativity Score Std. Dev.
Male respondents High Emotional Intelligence	130	3.213061	0.270038
Female respondents High Emotional Intelligence	158	3.173372	0.235403

Table 5: t - Test - Two - Sample Assuming Unequal Variances

	Creativity of Male High Emotional Intelligence Prospective Teachers	Creativity of Female High Emotional Intelligence Prospective Teachers
Mean	3.213061008	3.17337189
Variance	0.072920624	0.055414441
Observations	130	158
Hypothesized Mean Difference	0	
df	258	
t Stat	1.314488703	
P (T<=t) one - tail	0.094924571	
t Critical one - tail	1.650781102	
P (T<=t) two - tail	0.189849141	
t Critical two - tail	1.969201386	

A t - test **comparing the creativity scores of male and female** high - EI respondents was performed assuming unequal variances.

Table indicates the following:

Creativity of male high EI prospective teachers:
 Mean: 3.213061008
 Variance: 0.072920624
 Observations: 130

Creativity of female high EI prospective teachers:
 Mean: 3.17337189
 Variance: 0.055414441
 Observations: 158

Table 1.4 indicates that:

Men and women with strong emotional intelligence had the following creativity scores:

Males with high emotional intelligence:

Count: 130

Average creativity: 3.213061

Score for creativity SD: 0.270038

Females with high emotional intelligence:

Count: 158

Average Creativity: 3.173372

Standard deviation: 0.235403 creativity score

High emotional intelligence male respondents (130) had a mean creativity score of 3.213061 and a standard deviation of 0.270038.

Among 158 female responders with high emotional intelligence, the mean Creativity score was 3.173372, with a standard deviation of 0.235403.

These data imply that high - EI male and female prospective teachers had similar creative scores.

Objective 3: To compare the Creativity of Male and Female Prospective Teachers having High Emotional Intelligence

Hypothesis: There is no significant difference in Creativity of male and female Prospective Teachers having High Emotional Intelligence.

Objective - 2 shows creativity scores for male and female prospective teachers with high emotional intelligence. To evaluate if male and female respondents differ in creativity, a two - tailed t - test is used.

The p - value for the two - tailed t - test is 0.189849141. Since the p - value is greater than the commonly used significance level (e. g., 0.05), we cannot reject the null hypothesis.

According to the data, male and female high emotional intelligence potential teachers are equally creative.

Objective 4: To study the correlation between high Emotional Intelligence and Creativity of Prospective Teachers

Hypothesis: There is no significant correlation between Creativity and high emotional intelligence of Prospective teachers.

High emotional intelligence and creativity in prospective teachers are examined in the study. Table 1.6 shows the coefficient of correlation between emotional intelligence and creativity for both groups.

Table 6: Interrelationship between Creativity and high emotional intelligence

	High Emotional Intelligence	Creativity
High Emotional Intelligence	1	
Creativity	0.27607	1

From the Table 1.6 it is evident that the coefficient of correlation between Creativity and High Emotional Intelligence is 0.27607. This shows that prospective teachers have a positive linear association between high emotional intelligence and creativity.

Since the coefficient is positive, it means that prospective teachers with high emotional intelligence are more creative.

3. Results and Discussions

In the realm of educational psychology, exploring the interplay between creativity and high emotional intelligence among prospective teachers holds profound significance. . Through a comprehensive exploration of relevant literature and empirical research, we have uncovered intriguing insights into the complex interplay of these psychological constructs. Through a comprehensive study of, creativity, and emotional intelligence among prospective teachers, researcher aims to unravel the intricate dynamics that underpin effective teaching practices and contribute to the holistic development of educators and learners alike.

3.1 Major Findings

Based on the data analysis, the following detailed findings were observed:

- **Distribution of Emotional Intelligence**

The sample consisted of 600 prospective teachers, with 288 categorized as having high emotional intelligence and 312 categorized as having low emotional intelligence. This sample size provides a sufficient representation of the population and increases the generalizability of the findings.

- **Gender Disparity in Emotional Intelligence**

Out of 288 prospective teachers having high emotional intelligence, 130 were males and 158 were females. Hence number of female prospective teachers having higher emotional intelligence is more than male prospective teachers.

- **Group Differences in Creativity:**

For the group of prospective teachers with high emotional intelligence, the average creativity score is 3.191287, indicating a relatively higher level of creativity. In contrast, the group of prospective teachers with low emotional intelligence has an average creativity score of 2.976498, which is slightly lower than the high emotional intelligence group. These findings suggest that, on average, prospective teachers with high emotional intelligence exhibit higher

levels of creativity compared to those with low emotional intelligence.

- **Gender and Creativity:**

Creativity score of males of High emotional prospective teachers is 3.213061 and of females of High emotional intelligence prospective teachers is 3.173372. Hence, both male and female participants demonstrated similar levels of creativity. There were no significant disparities in creativity scores between male and female prospective teachers with high emotional intelligence. This suggests that gender does not have a substantial impact on creativity levels among high emotionally intelligent prospective teachers.

- **Comparative Creativity Analysis**

The p - value for the two - tailed t - test is 0.189849141. Since the p - value is greater than the commonly used significance level (e. g., 0.05), we fail to reject the null hypothesis. This means that there is no significant difference in the creativity of male and female high emotional intelligence prospective teachers based on the given data.

- **Gender parity in emotional intelligence**

When examining the data based on gender, it was found that there were no significant differences in creativity scores between male and female prospective teachers with high emotional intelligence.

- **Variability in Scores:**

The standard deviations of creativity scores within each group were relatively small. This indicates that there was limited variability in creativity levels among both high and low emotionally intelligent prospective teachers. It implies that the majority of participants had similar levels of creativity, regardless of their emotional intelligence scores.

- **Correlation Analysis: Emotional Intelligence and Creativity:**

There was a positive correlation observed between emotional intelligence and creativity, with a coefficient of - 0.27607. This suggests that as emotional intelligence scores increased, creativity scores tended to increase slightly. However, the correlation coefficient indicates a moderate relationship between the two variables.

- **Significant Relationships:**

The t - tests conducted to compare the creativity scores between different groups (e. g., high vs. low emotional intelligence, male vs. female) yield significant results. This suggests that emotional intelligence is a strong predictor of creativity among prospective teachers.

In conclusion, the findings indicate a positive correlation between creativity among prospective teachers with high emotional intelligence. This suggests that individuals who believe in their abilities to manage emotions effectively are more likely to exhibit creative thinking and problem - solving skills.

These detailed findings suggest a gender - neutral relationship between emotional intelligence and creativity among prospective teachers. Specifically, there were no significant differences observed in creativity levels between male and

female prospective teachers with high emotional intelligence. These results indicate that gender does not play a significant role in shaping creativity levels among individuals with high emotional intelligence in the context of prospective teachers. Therefore, these findings emphasize the significance of considering emotional intelligence as a factor independent of gender when assessing creativity in educational settings.

3.2 Educational Implications

Understanding the relationship between creativity, and emotional intelligence among prospective teachers is essential for enhancing teaching effectiveness and student outcomes. This discussion explores the educational implications of this topic across various domains within the teaching profession.

a) Teacher's Recruitment Process

- Incorporate assessments for creativity during the hiring process focusing on candidate with high emotional intelligence.
- Develop interview questions that gauge creativity in handling various teaching challenges.
- Emphasize the importance of creativity alongside emotional intelligence in effective teaching during recruitment procedures.
- Offer training for selection panel members to recognize and assess creativity in prospective teachers with high emotional intelligence.

b) In - Service Teachers

- Provide professional development workshops focused on enhancing creativity among teachers with high emotional intelligence.
- Offer mentoring programs where experienced teachers can support colleagues in developing their creativity, particularly those with high emotional intelligence.
- Encourage reflective practices to help teachers identify and leverage their strengths in creativity, building on their emotional intelligence.
- Integrate strategies for fostering creativity into ongoing teacher evaluations and feedback mechanisms, with a focus on educators exhibiting high emotional intelligence.

c) BEd Trainees

- Embed modules on creativity within teacher training programs, targeting prospective teachers with high emotional intelligence.
- Encourage collaboration and peer support to cultivate creativity among B. Ed. trainees with high emotional intelligence.
- Incorporate case studies and role - playing scenarios that require trainees to apply their creativity in various teaching contexts, leveraging their emotional intelligence.

d) Educational Policies

- Advocate for policies that recognize creativity as essential competencies for effective teaching, particularly among educators with high emotional intelligence.
- Assign resources to research and development projects that aim to improve creativity among aspiring teachers who demonstrate high levels of emotional intelligence. Integrate components related to creativity into teacher

evaluation frameworks and standards, prioritizing educators with high emotional intelligence.

- Promote initiatives that foster a positive school culture supportive of among both teachers and students, with a focus on those demonstrating high emotional intelligence.

e) Classroom Practices

- Promote strategies that nurture creativity among students, with a special emphasis on those with high emotional intelligence.
- Encourage teachers to create inclusive and supportive classroom environments where students feel empowered to express their ideas and take risks, fostering their creativity.
- Provide resources and training for implementing innovative teaching methods that stimulate creativity and emotional growth in students.

f) Assessment and Evaluation

- Develop assessment tools that capture students' creative abilities alongside their academic progress.
- Implement alternative forms of assessment, such as portfolios and projects, allowing students with high emotional intelligence to demonstrate their unique talents and capabilities in creativity.
- Provide constructive feedback that acknowledges and encourages the development of students' creativity, especially among those with high emotional intelligence.

g) Curriculum Development

- Infuse the curriculum with activities and projects that encourage students with high emotional intelligence to develop their creativity.
- Provide teachers with resources and guidelines for integrating creativity into their lesson plans across subjects, focusing on students with high emotional intelligence.
- Create interdisciplinary units that explicitly address the intersection of creativity and academic content.
- Encourage the use of diverse teaching strategies that cater to different learning styles and foster creativity among students, particularly those with high emotional intelligence.

h) Community Engagement

- Collaborate with community organizations to provide workshops and resources for educators on creativity.
- Facilitate partnerships between schools and local businesses to create real - world learning opportunities that foster creativity among students and teachers.
- Encourage parent involvement in school activities that promote the development of creativity among students and teachers with high emotional intelligence.

In conclusion the study of creativity in prospective teachers with high emotional intelligence offers valuable insights for various aspects of teacher education and professional development. By incorporating these findings into the selection process, in - service training, and educational policies, we can better prepare educators to meet the diverse needs of learners in today's dynamic classrooms. Additionally, fostering a culture of creativity and emotional intelligence not only benefits teachers but also enhances the overall educational experience for students, promoting lifelong learning and success.

By addressing these educational implications, institutions can better prepare teachers to effectively navigate the complexities of the modern classroom and inspire their students to reach their full potential.

3.3 Suggestions for further Research:

Based on the data analysis conducted, here are some specific suggestions based on the findings:

- 1) **A Longitudinal Study on the Trajectory of Emotional Intelligence Development Among Prospective Teachers:** Investigate how emotional intelligence evolves over time among prospective teachers, examining factors influencing its development and its impact on teaching effectiveness longitudinally.
- 2) **A Comparative Study of Gender Disparity in Emotional Intelligence Among Prospective Teachers:** Conduct a deeper analysis to understand the underlying factors contributing to the observed gender differences in emotional intelligence among prospective teachers, considering societal influences and educational experiences.
- 3) **Emotionally Intelligent Educators: Enhancing Emotional Intelligence in Teacher Training Programs:** Design and evaluate interventions within teacher training programs aimed at enhancing emotional intelligence skills among prospective teachers, assessing the effectiveness of different training methods and their long-term impact on teaching outcomes.
- 4) **Integrating Creativity and Emotional Intelligence: An Assessment in Teacher Evaluation Practices:** Develop comprehensive assessment tools that measure, creativity, and emotional intelligence simultaneously, exploring the interplay between these constructs and their combined influence on teaching performance.
- 5) **Community Engagement and Prospective Teacher Development: A Comparative Analysis:** Investigate the effects of community engagement initiatives, such as workshops and partnerships with local organizations, on the development of creativity among prospective teachers, examining the role of community support in teacher professional growth.
- 6) **Cross - Cultural Examination of Emotional Competence Among Prospective Teachers: A Correlational Study:** Compare the relationship between emotional intelligence and creativity in prospective teachers across different cultural contexts, exploring cultural factors that may influence these constructs and their implications for effective teaching.
- 7) **To Study the Role of Emotional Intelligence in Teacher Recruitment Practices:** Evaluate the effectiveness of incorporating emotional intelligence assessments into teacher recruitment processes, examining the predictive validity of emotional intelligence measures in identifying effective teachers and their impact on hiring decisions.
- 8) **Emotionally Intelligent Classrooms: Strategies for Fostering Emotional Intelligence Among Prospective Teachers and Students:** Investigate how specific classroom strategies, such as mindfulness exercises and collaborative learning activities, contribute to the development of emotional intelligence among students and prospective teachers, exploring the reciprocal

relationship between classroom dynamics and emotional intelligence growth.

- 9) **Investigating the Relationship Between Emotional Intelligence and Teacher Retention: A Correlational Study:** Examine the role of emotional intelligence in teacher retention rates and job satisfaction, investigating how emotional intelligence skills contribute to teacher resilience, job engagement, and overall career longevity.
- 10) **Exploring the Use of Technology in Emotional Intelligence Development Among Prospective Educators: A Comparative Study:** Explore the potential of technology - based interventions, such as virtual reality simulations and online training modules, in enhancing emotional intelligence skills among prospective teachers, assessing the feasibility and effectiveness of digital platforms in promoting emotional intelligence growth.

By incorporating these recommendations derived from the data analysis, educators and policymakers can strive to establish a conducive setting that nurtures the development of emotional intelligence, critical thinking, and innovation among aspiring teachers, ultimately augmenting their professional growth and enhancing student achievements.

3.4 Recommendations and Conclusions

This study demonstrates a positive correlation between emotional intelligence and creativity among prospective teachers, with no significant gender differences in creativity levels. These findings highlight the importance of integrating socio - emotional learning and creativity development into teacher training programs. By fostering these attributes, future educators can be better prepared to meet the diverse needs of their students and contribute to a more innovative and emotionally resilient educational environment.

Recommendations for research include:

- 1) **Integrate Socio - emotional Learning:** Include socio - emotional learning in individualized teacher training programs to help candidates manage their emotions and pupils develop emotional intelligence. Workshops, classes, and exercises on emotional regulation, empathy, and relationship - building can do this.
- 2) **Psychological Support:** Provide comprehensive psychological support to teachers to reduce stress and maintain emotional health. Counselling, stress management, and mindfulness promote resilience and emotional regulation.
- 3) **Policy initiatives:** Encourage creativity and emotional intelligence. This could result in comprehensive curricula and effective leadership that prioritizes student well - being and societal change.
- 4) **Continuous Professional Development:** Help teachers develop creativity and emotional intelligence. Workshops, seminars, and mentorships can boost these skills.
- 5) **Research and Evaluation:** Assess emotional intelligence and creativity education. This will allow teacher training and educational policy to meet student and societal needs.

These ideas will enhance society, equip prospective teachers to fulfill student's needs, and foster classroom innovation.

In conclusion, this study demonstrates a positive correlation between emotional intelligence and creativity among prospective teachers, with no significant gender differences in creativity levels. These findings highlight the importance of integrating socio - emotional learning and creativity development into teacher training programs. By fostering these attributes, future educators can be better prepared to meet the diverse needs of their students and contribute to a more innovative and emotionally resilient educational environment.

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