



CO-RELATIVE STUDY OF TEENAGERS LANGUAGE CREATIVITY, EMOTIONAL INTELLIGENCE AND EDUCATIONAL ACHIEVEMENTS AT COLLEGE LEVEL

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ABSTRACT

The aim of this Research is to study of teenager's language creativity, emotional intelligence and educational achievements. survey method is used for this research work and null hypothesis has been used. dependant variable is used for measurement of language creativity and first year examination arks are untaken for emotional intelligence and for educational achievement. Sampling of students is used by standard random method.

Critical thinking is almost a requirement for creativity when making decisions from a range of options and assessing results and solutions. Some kids have a strong enough need to exhibit their creativity. Consequently, the most important priority for schools today has been to discover. the element of creativity, how much it is emphasized as a component of education, and how does it support students' creative expression? In order to achieve the goal of sustainable development, not only in the field of education but also in the creation of new technologies, it is also necessary to give urgent attention to harnessing the creative qualities. This is based on the premise that a learning society needs individuals who are not only intellectually facile but also, and especially, creative and constructive.

KEYWORDS: *Sampling, investigation, research, emotional intelligence (EI).*

INTRODUCTION

Researchers first defined a non-intellectual intelligence known as "social intelligence" in the late 1930s, which laid the foundation for the idea of emotional intelligence (EI). Numerous people have been looking for the reasons behind success and failure because they are aware that even those with high IQs are not always successful. As a result, two American University professors named Dr. John D. Mayer and Dr. Peter Salovey introduced the idea of "Emotional Intelligence" in 1990, defining it as "a form of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them, and to use this information to guide one's thinking and action"

Literature Regarding Language Creativity, Emotinal Intellegence and Educational Achievements-

Research Questions

1. What Is the Stage of Teenagers' Language Creativity, Emotional Intellegence and Educational Achievements at Secondary Level?
2. What Is the Stage of Different Aspects Determining the Teenagers' Language Creativity, Emotional Intellegence at Secondary Level?

Problem Statement

Corelative Study of Teenagers Language Creativity, Emotional Intellegence and Educational Achievements at College Level

I. METHODOLOGY

Research Method-

"Descriptive Survey Method" Has Been Used in This Research.

Aims Of Research Study-

1. To Differentiate of Teenagers' Language Creativity, Emotional Intellegence And Educational Achievements at College Level of Art Stream Students.
2. To Differentiate of Teenagers' Language Creativity, Emotional Intellegence and Educational Achievements at College Level of Science Stream Students.

3. To Differentiate of Teenagers' Language Creativity, Emotional Intelligence and Educational Achievements at College Level Of Commerce Stream Students.

Research Hypothesis

1. There Is No Positive Difference Of "Art Students" Of Teenagers' Language Creativity, Emotional Intelligence and Educational Achievements.
2. There Is No Positive Difference Of "Science Students" Of Teenagers' Language Creativity, Emotional Intelligence and Educational Achievements.
3. There Is No Positive Difference Of "Commerce Students" Of Teenagers' Language Creativity, Emotional Intelligence And Educational Achievements.

Limitations

1. This Research Has Been Used In Bareilly District.
2. Students Of Art Stream, Science Stream And Commerce Stream Have Been Added In This Research.
3. This Research Work Is Limited Till The Possibilities Of Language Creativity, Emotional Intelligence And Educational Achievements.

II. MODELING AND ANALYSIS

Sampling-

There Are Teenage Students As Population For This Study At Secondary Level. 02 Different Colleges Of Bareilly District Were Selected And 60 Students Were Selected By Random Sampling



Figure1: Emotional Intelligence areas

Variable

We Have to Do Co Relative Study on Language Creativity, Emotional Intelligence and Educational Achievements, In Which Language Creativity, Emotional Intelligence and Educational Achievement Are Dependable Variables and Teenage Students Are Free Variable.

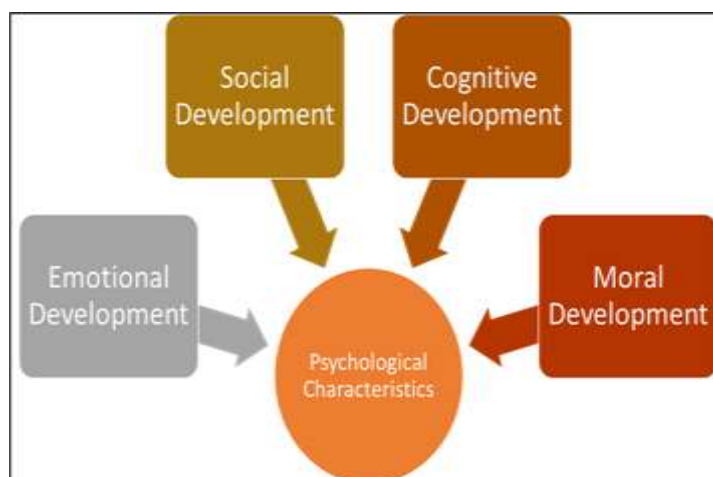


Figure2: Psychological Characteristics



TEENAGERS - 20 Students Of Art Stream
 20 Students of Science Stream
 20 Students of Commerce Stream

Tools

Researcher Has Used “Standardized Test” In This Research.

Nature Of Data

“Qualitative Data” Has Been Used In This Research By The Researcher.

III. RESULTS AND DISCUSSION

Statistics - Median

Standard Deviation

T- TEST

Variables	Correlation	Level of significance
Emotional Intelligence Vs Academic Achievement	$r = 0.251$	Significant at 0.05 level.

Figure3: Variables & Correlation

Statistical Analysis of Data-

Experiment Of Hypothesis Is Used in Statistical Analysis, Which Is Below-

- Hypothesis-** There Is No Positive Difference Of “Art Students” Of Teenagers’ Language Creativity, Emotinal Intellegence and Educational Achievements.

Table 1. Comparison of all cases

GROUP	N	M	S.D.	D	df	Ed	T VALUE	SIGNIFICANCE OF LEVEL
G.I.C.	30	24.8	17.7	2.2	58	4.66	0.47	0.05
GG.I.C.	30	27.0	17.83					

According To Table 1 T Value Is Positive 0.47, Which Is Less On Free Part Of 58 At 0.05 Therefore Null Hypothesis 1 Is Accepted.

- Hypothesis-** There Is No Positive Difference Of “Science Students” Of Teenagers’ Language Creativity, Emotinal Intellegence And Educational Achievements.

Table 1.1

Mean, Standard Deviation and ‘t’ values of creativity (fluency, flexibility and originality) between male and female senior secondary school students

Dimensions of Creativity	N	Mean	S.D.	‘t’ value	Level of Significant
Fluency female	75	27.05	10.57	6.223	Significant at 0.01 level of significance
Fluency male	75	16.21	10.75		
Flexibility female	75	14.12	5.48	6.238	Significant at 0.01 level of significance
Flexibility male	75	8.69	5.16		
Originality female	75	7.56	6.50	3.379	Significant at 0.01 level of significance
Originality male	75	4.25	5.53		

Table Value : 1.96 at 0.05 level
 : 2.58 at 0.01 level

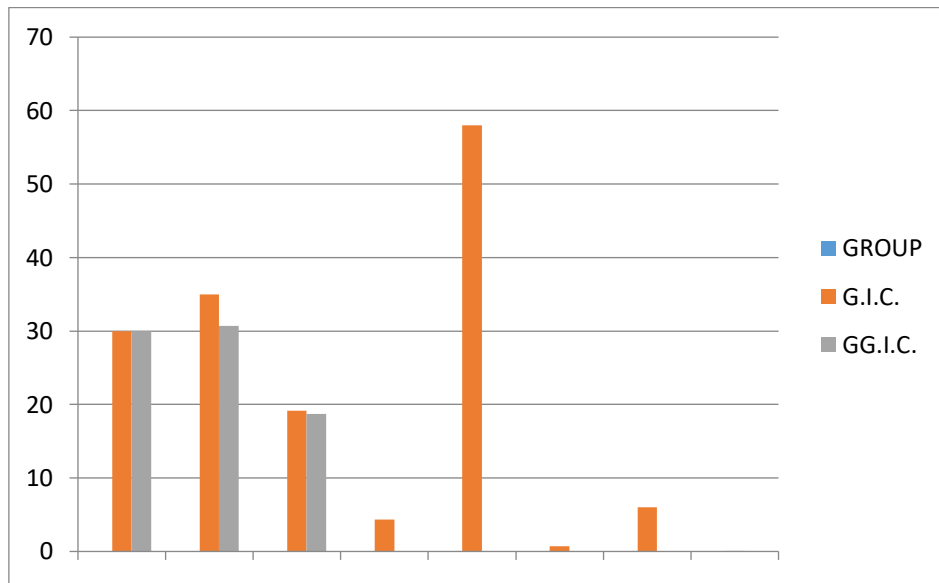


Figure4: Bar Chart for Data

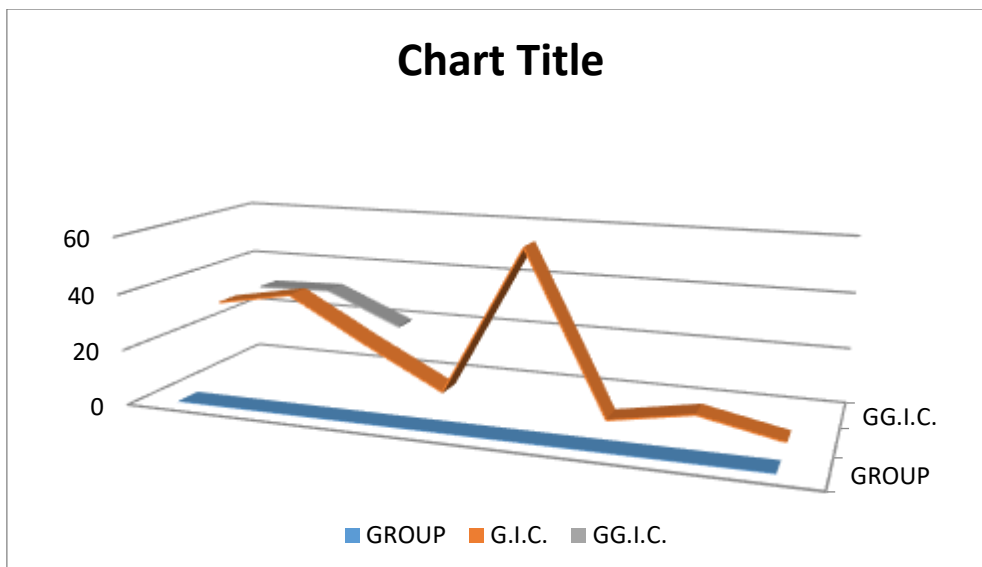


Figure5: Data investigation

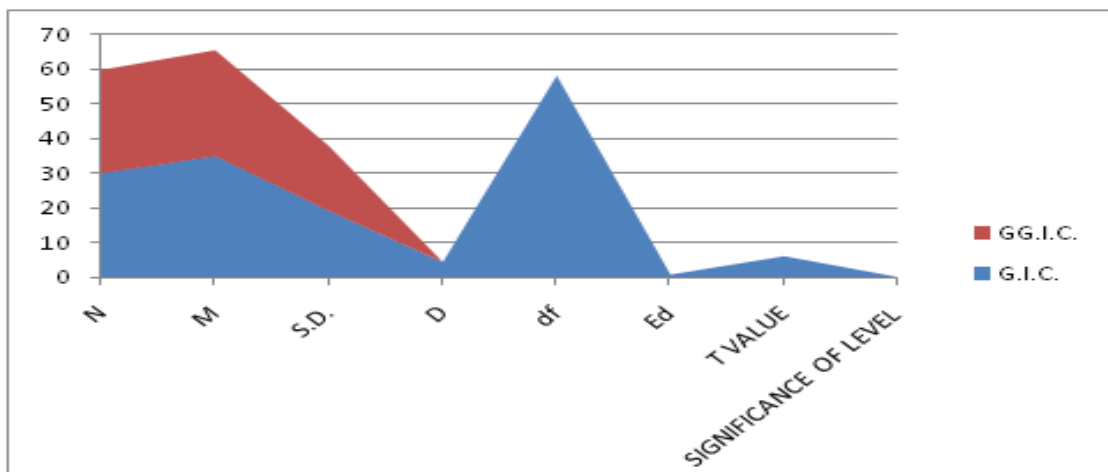


Figure6: Significance level

Table 2. Comparison of all cases



GROUP	N	M	S.D.	D	df	Ed	T VALUE	SIGNIFICANCE OF LEVEL
G.I.C.	30	27.33	15.85	13.34	58	4.24	03.15	0.01
GG.I.C.	30	40.67	16.46					

According To Table 2 T Value Is 03.15, Which Is More Than 58 Of Free Part At 0.01 Positive Level. Therefore Null Hypothesis 2 Is Rejected.

3. **Hypothesis T**-Here Is No Positive Difference Of “Commerce Students” Of Teenagers’ Language Creativity, Emotional Intelligence And Educational Achievements.

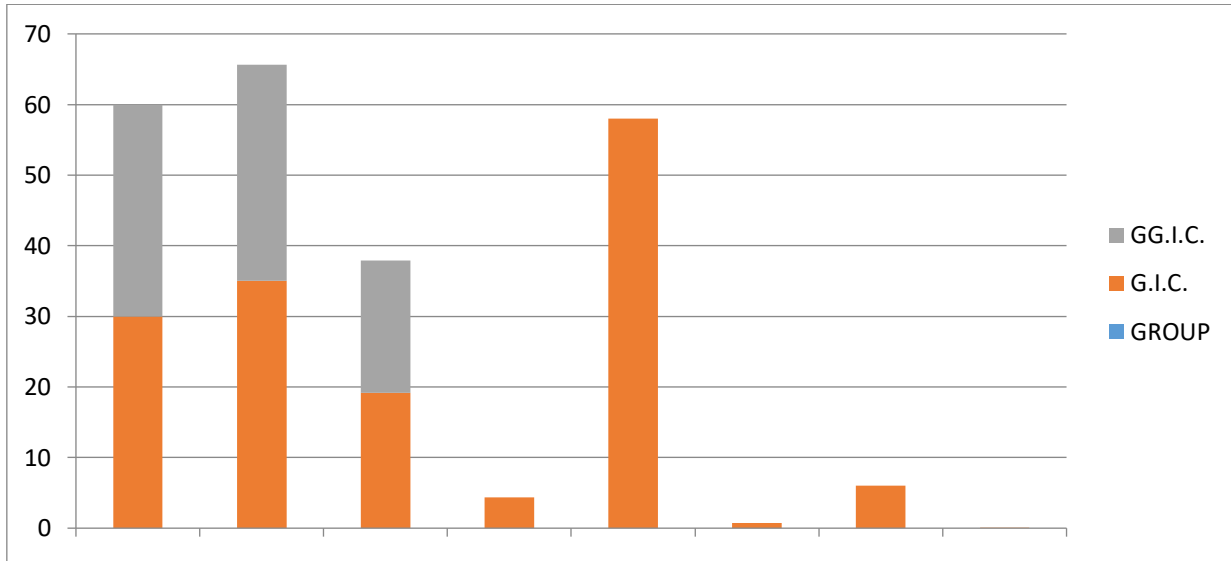


Figure7: Various levels Bar Charts

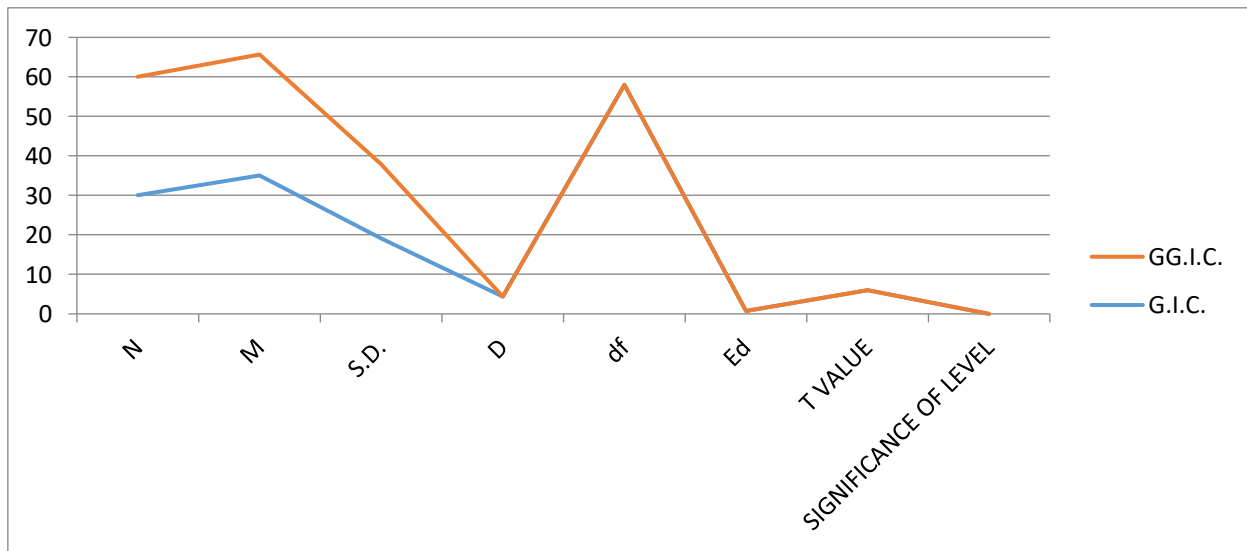


Figure8: Various levels data Analysis

Table 2. Comparison of all cases

GROUP	N	M	S.D.	D	df	Ed	T VALUE	SIGNIFICANCE OF LEVEL
G.I.C.	30	35	19.14	04.33	58	0.72	06.01	0.01
GG.I.C.	30	30.67	18.74					

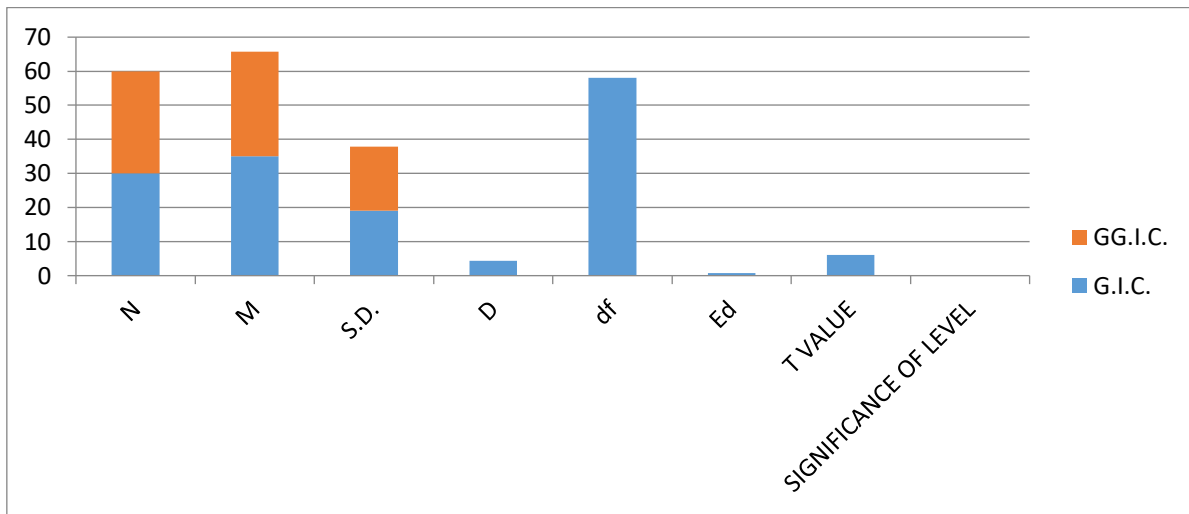


Figure9: Various levels data Analysis

IV. CONCLUSION

RESULTS-

1. There Is No Difference Among Language Creativity, Emotional Intelligence And Educational Achievement Of Teenage Students Of Art Stream At College Level.
2. There Is No Difference Among Language Creativity, Emotional Intelligence And Educational Achievement of Teenage Students of Science Stream at College Level.

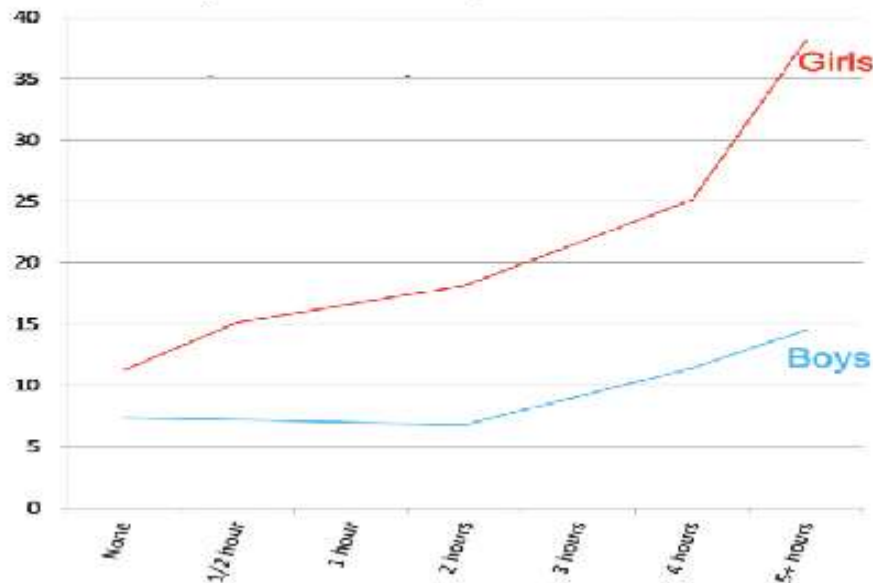
There Is No Difference Among Language Creativity, Emotional Intelligence and Educational Achievement Of Teenage Students Of Commerce Stream At College Level.



The student's home environment has an impact on their level of creativity or suggest that the three aspects of creativity—fluency, adaptability, and originality—as well as pupils' overall creative thinking are influenced by their family environments. In our research, it was discovered that female students performed significantly better than their male counterparts on the creative criteria of fluency, flexibility, and originality. Additionally, it was discovered that students from more supportive homes are more creative than students from less supportive homes. All three aspects of creativity—fluency, adaptability, and originality—are significantly positively correlated with the family environment. It can be argued that pupils in senior secondary schools exhibit higher levels of creativity when their home environments are favorable and vice versa.



Percent of UK Teens Depressed as a Function of Hours per Weekday on Social Media



According To the Result of Research Work It Is Found That Emotional Intelligence and Educational Achievement Levels Are Importantly Related on Language Creativity. Language Development, Level Of Creativity And Emotional Intelligence Average Of High Educational Achievement Students Was Found Low In The Comparison Of High Educational Achievements Students.

But Farando Preeto's and Farnandeez (2005) Study Says That It Changes According to Conceptualization of The Structure of Intelligence and It Has Been Included in Guilford's and Gardener's Multifactor Theory.

So, The Level of Language Creativity of High Educational Achievement Is High Than Language Creativity and Emotional Intelligence.

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