

CREATIVITY AND SOCIAL INTELLIGENCE OF BED. TRAINEES

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INTRODUCTION

Teaching is the noblest profession among all professions. It is a career that shapes the minds of tomorrow. It provides the students with the skills for survival. It is a complex set of task which demands the ability to understand, to communicate, to inspire and to motivate the students to create patience, values, intelligence, enthusiasm, friendliness, personality, sense of humour and empathy.

Creativity is defined as the ability to bring something new into existence. Generally creativity is distinguished by novelty, originality and is unusually inventive. It is believed to be a heaven's gift, a rare quality of distinguished individuals with inborn talent. It is the main source of emergence and development of human culture. Where as Peli (1988) defined "Creativity is a process of interacting with the organism to bring out desired learning outcomes, ability to generate novel ideas spontaneously, adapting to situations, using the immediate environment for effective communication".

Social Intelligence is the ability of an individual to react to social situations of daily life. Social intelligence would not include the feelings or emotions aroused in us by other people but merely our ability to understand others and to react in such a way towards them the end desires should be attained. High social intelligence is possessed by those who are able to handle people well. Adequate adjustment in social situation is the index of social intelligence.

Good education, proper care and provision of opportunities for creative expression inspire, stimulate and sharpen the creative mind of teachers. Also as a teaching community, we should be creative in teaching. Creativity in teaching means the art, pattern and science of teaching which is called as pedagogy. If a teacher is capable of teaching efficiently with creativity, he can be considered as a competent teacher. Not only for creativity; social intelligence is also necessary for a teacher. If a teacher has social intelligent, they make friends easily and understands human relations. Being very thoughtful of the above discussion, the investigator prepared his mind to study the relationship between social intelligence and creativity of the B.Ed trainees.

OBJECTIVES

The following are the objectives of the present study:

1. To find out if there is any significant difference between men and women B.Ed. trainees in their creativity.
2. To find out if there is any significant difference between arts and science group B.Ed. trainees in their creativity.
3. To find out if there is any significant difference between men and women B.Ed. trainees in their social intelligence.
4. To find out if there is any significant difference between arts and science group B.Ed. trainees in their social intelligence.
5. To find out if there is any significant relationship between creativity and social intelligence of B.Ed. trainees.

NULL HYPOTHESES

1. There is no significant difference between men and women B.Ed. trainees in their creativity.
2. There is no significant difference between arts and science group B.Ed. trainees in their creativity.
3. There is no significant difference between men and women B.Ed. trainees in their social intelligence.
4. There is no significant difference between arts and science group B.Ed. trainees in their social intelligence.
5. There is no significant relationship between creativity and social intelligence of B.Ed. trainees.

METHOD USED FOR THE STUDY

The investigator adopted survey method to find out the relationship between creativity and social intelligence of the B.Ed., trainees. The advantage of the survey method is that it becomes possible to study a problem thoroughly and deeply in all the aspects. The population for the study is B.Ed. trainees from the Colleges of Education in Tirunelveli and Tuticorin Districts of Tamilnadu in South India

(i) Sample

The investigator has adopted stratified random sampling technique for collecting the data. The stratification has been made on the basis of gender and subjects of the B.Ed., trainees. The sample consists of 110 B.Ed. trainees out of which 55 are men and 55 are women.

(ii) Tools

Divergent Production Abilities (Creativity) Battery developed by K.N. Sharma (1987) and Social Intelligence Scale developed by Luca Gini are used to collect the data for the present study.

(iii) Statistical Techniques

't' test and Karl Pearson's Product moment correlation are used in the present study.

FINDINGS

The following are the findings of the present study:

1. There is significant difference between men and women B.Ed. trainees in their creativity, since the calculated 't' value 2.258 is greater than the table value 1.98 at 5% level of significance. While comparing the mean scores, the women B.Ed. trainees are better in their creativity than the men B.Ed. trainees. Hence the null hypothesis is rejected.
2. There is no significant difference between arts and science group B.Ed. trainees in their creativity as the calculated 't' value 1.149 is lower than the table value 1.98 at 5% level of significance. Hence the null hypothesis is accepted.
3. There is no significant difference between men and women B.Ed. trainees in their social intelligence, as the calculated 't' value 1.404 is lower than the table value 1.98 at 5% level of significance. Hence the null hypothesis is accepted.
4. There is no significant difference between arts and science group B.Ed. trainees in

their social intelligence, as the calculated 't' value 0.335 is lower than the table value 1.98 at 5% level of significance. Hence the null hypothesis is accepted.

5. There is no significant relationship between creativity and social intelligence of B.Ed. trainees as the calculated 'γ' value 0.091 is lower than the table value 0.174 at 5% level of significance. Hence the null hypothesis is accepted.

RESULTS AND DISCUSSION

It is inferred from the findings that the women B.Ed. trainees are better than the men B.Ed. trainees in their creativity. It is also confirmed that the women B.Ed. trainees are better in their ideational fluency, associational fluency, expressional fluency and spontaneous flexibility of creativity than their counterparts. But there is no significant difference between arts group and science group B.Ed., trainees in their creativity. The findings of the study conducted by Mistry (2010) are in conformity with the findings of the present investigation. The results revealed that there was significant difference between arts group and science group B.Ed., trainees in their, Intuitive Creative Intelligence style and Imaginative Creative Intelligence Style. But there was no significant difference in their Inspirational Creative style, Creative Intelligence Style and Innovative Intelligence Style.

Creativity is the ability of a teacher to go beyond the present knowledge, resist the persistence of set things and produce something new. Because a creative teacher always yearns that his students should become broad minded and they should always be receptive to the opinion and ideas of others. A well equipped and a resourceful teacher can only create many opportunities for his students to exhibit their talents and creativity. If a teacher is capable of teaching effectively with creativity he is considered a competent teacher whether the concerned teacher is a man or a woman, or from science group or arts group.

Similarly there is no significant difference between the men and the women B.Ed., trainees as well as the science group and the arts group B.Ed., trainees in their social intelligence. Generally a teacher is strongly tagged with his competency in his/her profession. Also the teacher competency is profoundly related to his/her social intelligence. The skill based creative activities related to teaching are performed through social intelligence as the teacher assumes multifarious roles, because the professional efficiency and the professional ethics of a teacher are directly related to social maturity of a teacher in general and social intelligence in particular irrespective of the gender and the subject.

In continuation with the discussions made earlier, it is also inferred from the findings of the present investigation that there is no significant relationship between creativity and social intelligence of the B.Ed., trainees. The findings of the study conducted by Antony Gracious (2011) were also in conformity with the findings of the present investigation. The results revealed that there was no significant relationship between Creativity and Teaching Competency of the prospective B.Ed., trainees. Though the variables Creativity and Social Intelligence of the present study seem to be divergent, they cumulatively support the competency of the B.Ed., trainees in their teaching.

RECOMMENDATIONS AND CONCLUSION

Seminars, workshops and debate may be conducted for the student-teachers to make them understand the importance of social intelligence. Adequate opportunities are to be created for self-reflective context-based class room teaching practices as a means to be creative and socially intelligent.

It is generally perceived that the teachers' in-depth knowledge regarding the content, his communication skills, his inter and intrapersonal intelligence, problem solving ability and love for the students may help him to be more competent in his teaching. This is purely scientific and systematic in nature. On the other hand the art of teaching consists of the

uniqueness in presentation, creational fluency and self-confidence. Thus the pedagogy is enriched by social intelligence and creativity of prospective teachers.

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