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Instilling Emotional Intelligence, Creativity, Learning And Thinking Styles of Fine Arts Students

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ABSTRACT

The present paper is based on research study undertaken to find out Emotional Intelligence, Creativity, Learning and Thinking Styles of Students. An experiment was conducted on 465 students of B.A.-IIIrd year on the basis of random sampling technique. In this study, both teachers and students tend to exploit their preferred styles, which may or may not match. Students whose styles are different and do not correspond with the teacher's style are labelled as 'slow' or 'dull'. Therefore, it is important for teachers to know the student's preferred styles so that the teacher can capitalize the opportunities for student's learning. This study will definitely help the teachers, administrators, counsellors and parents to understand and assess the preferred styles of students for developing their intelligence and creativity in the field of their profession and in the field of their preferred styles in academic area of their choice.

KEY WORDS:

Emotional Intelligence, Creativity, Learning & Thinking Styles

INTRODUCTION

Emotional intelligence plays a pivotal role in designing the required personality and build up the emotional maturity suitable to the age. It builds up the ability in self-adaptation for solving the stress problems and pressure of life in the competing status of an individual. It enables to express one's feelings and emotions at the appropriate occasion with the understanding of the feeling of self and others. A person with emotional intelligence knows how to smile and how to listen patiently to other people's problems.

People with well developed emotional skills are more likely to be content and effective in their lives, mastering the habits of mind that foster their own productiveness. people, who cannot marshal some control over their emotional life, fight inner battles that sabotage their ability for focused work and clear thought. No doubt, impressive in its scope and depth staggering in its implications, emotional intelligence gives us an entirely new way of looking at the root cause of many of the ills of our families and our society.

In particular parents, teachers, supervisors, administrators, head of the institution and others in the teaching learning situations need to know and understand their emotions and also their children's for getting outstanding results in their respective areas.

Learning is defined as modification through experience. It is also defined as acquisition of behaviour pattern. Learning is an active process and an enrichment of experience. In learning, there is an interaction of the environment with the organism. Man lives in a complex environment and so these innate guides of behaviour are inadequate for his adaptation to the environment. He has to profit by experience or learn to make his responses more suitable to the environment in this sense we may all learning as the process of acquiring appropriate responses.

The Researchers and educationists are now attempting a though work in the area of the learning and thinking styles and have found it a very potential one in influencing the student's learning. Emphasizing he need to diagnose the learning styles of students, **Dunn (1980) says**, "To bring them (students) into confining environment and to group them in a way that makes educational sense, is virtually impossible unless we examine each of these complex individuals to identify exactly how, he or she is likely to learn more effectively."

Each individually growth presents a different range of problems and requirements, at every stage. In present situations, it seems important to highlight the learning variation among students by taking into consideration their learning and thinking styles.

Various psychologists and educationist, have defined these terms in different ways and responding to certain variables in the instructional environment.:

WHY THE STUDY IS NEEDED

Most crucial problem of education now is how to cater to the individual differences so that teaching may be made more meaning and adaptive for all students. Researchers, educationist and psychologists have developed various methods and techniques of teaching and learning. Identifying students' learning and thinking styles are such techniques. It is very important for the teacher to know the emotional intelligence, creativity level of students, as to what are the learning and thinking styles of students? Do they vary significantly? What type of learning procedures and activities promote the most rapid and successful learning by students who have deeply different patterns for their own learning and thinking? Up to what extent the intelligence, creativity, learning and thinking styles of students affect their academic achievements.

It is now being increasingly realized that emotional intelligence creativity, learning and thinking preferred styles of students do effect their achievement. Therefore, these need to be probed deeper.

Although very few studies have been conducted, yet study on college students have not been conducted so far in India as well as in abroad specially in the subject of fine arts. Therefore, there is urgent need to explore this field further.

Modern age is called the age of competition. All parents are worried about the future of their children. It is therefore, important for the parents and teachers to know understand the nature of students' mind and its functions in different styles of learning and thinking.

Motivated by the above considerations and by the important place of emotional intelligence, creativity learning and thinking styles of students and their affect on their academic achievement specially in the field of fine arts, the investigator has undertaken this study.

REVIEW OF RELATED LITERATURE:

Miglani (2001) found a significant relationship between emotional intelligence and academic achievement.

Manhas (2004) concluded that the value of co-efficient of correlation between emotional intelligence and academic achievement is found to be 0.128, which is significant at 0.05 level. In other words adolescents academic achievement is positively and significantly related with their emotional intelligence.

Lekhi (2005) in her study on a sample of 939 male and female adolescents found that variable of academic achievement has significant positive correlation with the emotional maturity. In other words it was found that adolescents who were good in academic achievement were also high on emotional intelligence which may be one of the component of emotional maturity.

Srivastava (2002) in her study entitled "A study of learning style of secondary school students with scientific attitude and their achievement in science" found that most popular learning style of the students is accommodating learning style and second popular learning style is convergent. The study also revealed that students following convergent learning style scored better in science than the students following other learning styles. Also students learning style and their intelligence was related with each other. Study also showed difference in learning styles of boys and girls. Most of the girls preferred convergent and accommodative learning styles and very few girls prefer divergent and assimilative learning styles whereas all the four learning styles were preferred by almost equal number of boys.

Verma (2004) concluded her study on a sample of 120 Senior Secondary Students. These students were drawn from two Tibetan Schools located in Shimla and Dharamshala and Indian students from two Govt. Senior Secondary Schools of Shimla (HP). The culture and gender were considered as independent variables and 13 thinking styles were regarded as dependent variables. It was found that Indian Students had significantly stronger preference for legislative, conservative and monarchic thinking and lower preference for global and external styles of thinking them Tibetan students. It means Indian Students like more to create, invent, design or thinks in his/her own way and require little structure. Further he/she likes more to adhere to rules and prefers and he/she has one good or single ways of doing thing and devotes more his/her all time and energy to it then Tibetan Students. On the other hand, Tibetan Students prefer more to deal with the larger and global issues, generalities and abstractions.

From the above review of literature, it has been found that very little work has been done in the area of emotional intelligence, creativity, learning and thinking styles and their relationship with academic achievement and hence the need for conducting research in this area.

OBJECTIVES OF THE STUDY

1. To know the relationship between emotional intelligence and achievement in fine arts.
2. To know the relationship between creativity and achievement in fine arts.
3. To know the relationship between learning styles of students and their achievements in fine arts.
4. To know the relationship between thinking styles of students and their achievements in fine arts.
5. To know the difference in the achievement of students due to different learning styles.
6. To know the difference in the achievements of students due to different thinking styles.
7. (a) To know the academic achievement of student on the basis of their level of emotional intelligence.

(b) To know the academic achievement of students on the basis of their level of creativity.

(c) To know whether there is any difference in the academic achievement of male and female students.

METHOD

In the present study descriptive survey method of investigation was employed.

SAMPLE:

Sample for the present study was selected from college students studying in fine arts subject in B.A. III. Sample comprised of both male and female students (total 465 subjects') Subjects were selected with the help of random sampling technique.

TOOLS FOR DATA COLLECTION

Following tools were employed for data collection in the present study.

1. Emotional Intelligence Scale (By **Anukool, Sanjyot and Dhar, 2001).**
2. Verbal Test of Creative Thinking by (**Baqer Mehdi, 1985).**
3. Style of Learning and Thinking (**By Venkataraman, 1994).**
4. Academic achievement of the students was measured from their office record and percentage of aggregate marks of B.A. I, II, III in the subject of fine arts (of final examinations) were taken.

STATISTICAL TECHNIQUES USED:

1. Pearson's Product Moment Coefficient of Correlation.
2. Mean, S.D. and t-ratio techniques.

OPERATIONAL DEFINITIONS OF TERMS/VARIABLES USED

1. Learning Style:

As per the author of the test Venkataraman (1994), "Styles depend upon cerebral dominance of an individual in retaining and processing different modes of information in his own style of learning". Style indicates the hempsphericity functions of the brain and students learning strategy and information processing are based on the preferences of the brain area. Styles are propensities rather than abilities. They are the ways of directing the intellect which an individual finds comfortable.

Left Cerebral Hemisphere:

Humans having specialization for primarily verbal, analytical, abstract, temporal and digital operations are known as having left cerebral hemisphere.

Right Cerebral Hemisphere:

Humans having specialization for primarily non-verbal, holistic, concrete, creative analogic and aesthetic functions are termed as human having right cerebral hemisphere.

2. Thinking Style:

As per the author of the test Venkataraman (1994). "Ways at which and the levels at which the information is being processed by the individual is his/her thinking style.

There are five measures of thinking.

3. Academic Achievement

According to Thorndike (1913) "When we use an achievement test, we are interested in determining what a person has learned after he has been exposed to a specific kind of instructions".

4. Emotional Intelligence

According to Salovery and Mayer (1990) "Emotional intelligence is in terms of being able to monitor and regulate one's own and other's feelings and to use feelings to guide thought and action".

Goleman (1995) have given five aspects of emotional intelligence. These are:

(a) Self awareness

(b) Self-regulation

(c) Motivation
(d) Empathy and
(e) Social skills

5. Creativity

In the present study creativity has been operationally defined as, "The process of sensing gaps or disturbing, missing elements, forming ideas or hypotheses concerning them, testing these hypotheses; and communicating the results, possibility modifying and re-testing the hypotheses."

Its measure is the total score on fluency, flexibility and originality as measured by Verbal Test of Creative Thinking (by Bquer Mehdi, 1985).

SIGNIFICANT OF THE STUDY

Both teachers and students tend to exploit their preferred styles, which may or may not match. Students whose styles are different and do not correspond with the teacher's style are labelled as 'slow' or 'dull'. Therefore, it is important for teachers to know the student's preferred styles so that the teacher can capitalize the opportunities for student's learning. Thus, from this point of view the present study has great significance.

Since student's preferred learning and thinking styles have lot of contributions in helping students specially in the field of fine arts, therefore, findings of the present study will definitely help the teachers, administrators, counsellors and parents to understand and assess the preferred styles of students for developing their intelligence and creativity in the field of their profession and in the field of their preferred styles in academic area of their choice.

Further, the present study has also great significance, relevance, importance and utility for teachers because this will encourage them to come forward to understand the emotional intelligence level and creativity and identity the preferred learning and thinking styles of their students with the help of reading available and standardized research tools in order to help the students in the advancement of their knowledge, skills and career.

FINDINGS

On the basis of analysis of data and discussion of results following findings drawn:

1. Correlation between academic achievement in Fine Arts and emotional intelligence is positive and significant at .01 level of significance.
   There will be no significant relationship between emotional intelligence and achievement of students in Fine Arts stands rejected.
2. Out of three measures of creativity and total verbal creativity, significant positive correlation in obtained between academic achievement in Fine Arts and originality measure of creativity. It means that students higher in originality tends to achieve higher in the subject of Fine Arts. There will be no significant relationship between creativity and achievement of students in Fine Arts is accepted partially.
3. Correlation between academic achievement in Fine Arts are significant with right hemisphere and left hemispheric learning style due to insignificant r value at .05 level of significance. Thus right and left hemispherecity have no association with the academic achievement of students in Fine Arts. There will be no significant relationship between learning styles and achievement of students in Fine Arts stands accepted.
4. Correlation between academic achievement in Fine Arts was significant and positive with right hemisphere measure of thinking style due to significant r value at .05 level of significant. Therefore right hemisphere measures of thinking style which has certain specialized type of information processing preferences i.e. creating and improving learning experimentally, inventing thinks interpreting body ideas and synthesizing ideas has close association with the achievement of students in the Fine Arts.
   There will be no significant relationship between thinking styles and achievement of students in Find Arts stands positively rejected.
5. Students differed significantly in their academic achievement on one learning style i.e. artistic aesthetic Vs temporal interest due to significant t-value at 0.1 level. Further stands having preference for artistic and aesthetic interests achieved higher in the subject of Fine Arts as compared to their counterparts. Who had preference for temporal interest. There will be no significant difference in the achievement of students who like to solve complex problems and have artistic and aesthetic interests and those who like to solve simple problems and have temporal interests learning styles is not accepted.
6. Significant difference are obtained in the academic achievement of students in fine arts due to three learning styles i.e. preference for divergent thinking style Vs preference for convergent thinking style,

preference for creative thinking style Vs preference for intellectual thinking style, preference for imaginative thinking style Vs preference for analytical thinking style.

Mean scores clearly reveal that students having preference for divergent thinking style, preference for creative thinking style and preference for imaginative thinking style achieved higher in the subject of fine arts as compared to their counter parts who had preference for convergent thinking styles preference for intellectual thinking styles and preference for analytical thinking style.

So there will be no significant difference in the achievement of students having divergent and convergent thinking styles. There will be no significant difference in the achievement of students having creative and intellectuality thinking styles. There will be no significant difference in the achievement of students having imaginary and analytical thinking styles are not retained in the present investigation, where as there will be no significant difference in the achievement of students having logic and fractional . There will be no significant difference in the achievement of students having optimistic and pessimistic views of thinking styles are retained.

7. Results reveal significant difference in the academic achievement of students due to low and high level of creativity as t-value is significant at 0.5 level of significance. Also when mean scores are compared, it is found that high creative students achievement is higher as compared to low creative students.

   There will be no significant difference in the academic achievement of students in Fine Arts having high and low level of creativity is not accepted in the present duty.

8. Students differed Significant difference in the academic achievement of students due to low and high level of emotional intelligence is obtained as t - value is found to be significant at .01 level of significance. After comparing their mean scores on academic achievement in Fine Arts, if is found that students with high level of emotional intelligence scored higher as compared to students with low level of emotional intelligence. There will be no significant difference in the academic achievement of students in Fine Arts having high and low level of emotional intelligence was not retained in the present study.

9. Results of present study shows that significant difference exist between male and female students in the academic achievement in fine Arts as t- ratio is significant at .05 level of significance. After comparing their mean scores it is found that female scored higher as compared to male in the subject of Fine Arts. There will be no significant difference in the academic achievement of male and female students in the subject of Fine Arts is not retained in the present study.

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