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A study to Investigate the Determinants Related to Creative Attitude and its Relationship toward Social Intelligences among University Students

1. **Fahad Maqbool** (Corresponding Author)
PhD Scholar, Department of Education, Government College
University Faisalabad.
 2. **Dr. Nighat Tabassum** Assistant Professor (Education) Riphah International University,
Faisalabad Campus.
 3. **Muhammad Imran Shahid** PhD Scholar, Department of Education, University of Okara, Okara.
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Abstract



Creativity creates a new and valuable thinking style that makes inventive perception as well practical experiences. The main objectives of the study were to investigate the determinants related to creative attitude among university students and also check the relationship between creative attitudes toward social intelligences among university Students. The researcher was used quantitative approach. The population of the study was selected from the three different universities that are existed in Faisalabad. Sample is the representative subset of the population. Being a social scientist, we study sample rather than population because of limited resources and generalized the findings on the whole population. Four hundred (400) students were considered for this research by using convenient sampling technique. The researcher was used two (2) different scales to obtain the responses of the students. First, the creativity styles questionnaire by (Kemmler & Holman, 1997) that consisted on creativity capacity, environmental control, use of senses and superstition. The second scale toward social intelligence by (Silvera et al., 2001) that consisted on communal facts base process, social skills and social awareness. Determinants of creative attitude determines different sub factors that are very responsible for creative attitude e.g. creativity capacity elaborated self-perception support the creative attitude however the environmental control/behavioral self-regulation, superstition and use of the senses directly enhance the creative attitude among the student and they think different from other and doing well as like others. The relationship between creativity and social intelligence indicated that environmental control was directly associated with social information processing however the sub factor of creativity use of the senses nonstop able correlated with social information and social awareness. Additionally the other factors e.g. correlated in moderated level base.

Keywords: Creativity, Attitude, Social Intelligence, University Students

Introduction

The attitude of each person is different in the perspective human mental and emotional abilities. All person's having their on principals, methods approaches or perception in different circumstances related to their combinative development (Perloff, 2016). Attitudes are critical and totally depend on previous and currents knowledge as well as life experiences. Peoples of different community having their own traditions, heritage and perspectives that related to their religions and forefathers. Their thinking styles are different to others (Barry, 2011). Many things are developed in recent decade e.g. technology, economics growths, advanced level knowledge as well all the peoples are trying to perform better more than previous practice. Thinking in the way to enhance owns self by using their knowledge base experiences. Our creative thinking's are related to our critical thinking's. We invent many problems solving situation by using their intellectual thinking (Kaplan, 2019).

Creativity creates a new and valuable thinking style that makes inventive perception as well practical experiences. This is also valuable for human beings to perceive quality thinking and adapt quality work in any field of work. It is responsible to increase the value of existed different types of outcomes. Creativity is best way to make life easy and valuable for every living things and none living things (Vincent & Kouchaki, 2016).

New generation have many expectations from teachers. Teachers are excited to deliver their knowledge for nation building with the services for good economy. They lay stress upon their students' achievement, their knowledge, creativeness and imaginations. Every teacher tries to provide good knowledge and related to their required experience. This task cannot achieve without any new ideas and new experience (Amran et al., 2019). The main task of innovation is to make new creation of knowledge. Its main theme is to create a new environment in organization. Mostly teachers try to make new ideas for their students' with the help of scientific method of research. Every teacher tries to make quality lecture in classroom. Sometime teacher do not tries to motivate the students' in classroom in required time but their wish to make something new in classroom for students (Subramaniam, 2012).

The development of innovative thinking depend on different foundations of country e.g. culture, political, social, educational, technological, environmental and economic. Many filed required innovation especially in our country mostly need of creative thing that makes thinks betterment for human beings. Now a days the concept of creativity is very important to handle the upcoming challenges (Kuo et al., 2017).

The field of education also required the attention of the students toward learning outcomes. Mostly country tries to create innovative learning environment. They also launched many training base program to make students and teachers creative. The training programs engage the students to attain the objectives very attentively and consciously. It is the responsibility of government to provides the opportunity toward innovative learning training program that students makes innovative and practical (Kuo et al., 2017).

Inventions are the revolution in any field of work especially in the education and business types an organization. It is increased and developed the profit as well structural background of an organization. In current decade the use of technology is very essential in every type of an organization. Every person is trying to find the mechanism that develop their work by using less time and money (Harvard Business School, 2022). Mostly peoples tries to done their work without any constrains and attain their tasks but it's not possible without creative thoughts (Kaplan, 2019).

Social intelligence is the conclusion of overall intellectual awareness toward socio-cultural conditions. It is need to add the provisions of the civilized individual in the society. The different factors are directly influencing the level of social intelligence e.g. motivational, cultural, educational etc. social intelligence elaborate the individual's competences to make decision properly. In additional we can say that social intelligence is an individual's relevance for the social lives and a competence to face sound atmosphere (Yermentaeyeva et al., 2014).

Relevant and required feature makes persons creative. There are many different determinants that effect on students attitude. Some essential and related directly creates the creative thinking. Peoples faced different circumstances during their perception toward any situations. The ability of creative thinking developed the quality to handle these situations through intellectual thought. Different foundations are responsible for the persons thinking credibility (Subramaniam, 2012).

Statement of the Problem

All the students are having different perception in any situation that related to their likes and dislikes. Mostly individuals thinking styles are very usual as like other. The intellectuality development filed similar university. It is the responsibility of all university to enhance student's creative thinking by using social intelligence to develop new ideas. The study designed under the title of "A study to investigate the determinants related to creative attitude and its relationship toward social intelligences among university students"

Objectives of the Study

The objective of the study were

1. Finds out the determinants that create pupils creative attitude.
2. Check the level of social intelligence among university students.
3. Check the relationship between creative attitudes toward social intelligences among university Students.

Research Questions

1. What are the determinants that create pupils creative attitude?
2. What is the level of social intelligence among university students?

3. What is the relationship between creative attitudes toward social intelligences among university Students?

Research Methodology

The study was delimited on three different universities that are existed in city Faisalabad, Government College University, Agriculture University, and Riffa international university Faisalabad. The article gives a through representation of all the methods, procedures and techniques, followed to complete the research process. The researcher discusses the several definitions of research methodology. Research methodology is a process focuses on the types of tools, measures to be used in the study. In order to identify, understand and analyze the research issue, researcher used the variety of various methods through which a reader evaluate the reliability and validity of the conducted research. The study was designed to investigate under the title “A study to investigate the determinants related to creative attitude and its relationship toward social intelligences among university Students”. For this drive, the quantitative approaches were used. The collection of numerical data focused on quantitative research design. The researcher was used quantitative approach.

The population of the study was selected from the three different universities (Government College University, Agriculture University, and Riffa International University Faisalabad) that are existed in Faisalabad. Sample is the representative subset of the population. Being a social scientist, we study sample rather than population because of limited resources and generalized the findings on the whole population. Four hundred (400) students were considered for this research by using convenient sampling technique. The researcher was used two (2) different scales to obtain the responses of the students. First, the creativity styles questionnaire by (Kemmler & Holman, 1997) that consisted on creativity capacity, environmental control, use of senses and superstition. The second scale toward social intelligence by (Silvera et al., 2001) that consisted on communal facts base process, social skills and social awareness.

The data was collected from different universities students with the help of a questionnaire. The researcher personally visited different departments of the selected universities and requests to the head of the departments/Chairpersons for their permission. The written permission letter was received by the concern supervisor for data collection of students. The researcher made sure that the respondents fulfill the requirement of the sample. The researcher openly and precisely defined the questionnaire before students responded. In case of any ambiguity during the response, the researcher was present there to help them out. The researcher distributed the questionnaire among students. Each questionnaire took 20-30 minutes to be filled. In total 500 questionnaires were filled while 100 was not completed and they were excluded from the final data that were used for analysis. In total 400 complete questionnaires were included in data analysis. The researcher analyzed the collected data of students through Statistical Package for Social Sciences (SPSS) version 24.0. The researcher was used the values of frequency and percentage. Each variable in any set of data set was explored separately in the univariate analysis. The data has also analyzed the mean (average of the values) and the standard deviation correlation test was applied on available data.

Findings

Table 1

Demographic characteristics, Frequency (f) and Percent Age of variables

<i>Variables</i>	<i>Characteristics</i>	<i>F</i>	<i>Percent Age</i>
Gender	Male	298	79.2
	Female	102	20.8
Residence	Rural	260	34.4
	Urban	140	65.6
Degree	BS	290	11.2
	MA/MSc	60	43.2
	M. Phil	25	13.6
	B. Ed	25	32.0
Age	20-25 Year	280	84.8
	26-30 Year	60	13.6
	Above 30 Year	50	1.6

The table 1 indicated that gender consisted on 79.2% and females consisted on 20.8% however residence contained on rural 34.4% and urban 65.6 furthermore degree comprised on BS

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(11.2%), MA/MSc (43.2%), M. Phil (13.6%) and B. Ed (32.0%) although Age 20 to 25 year (84.8%), 26 to 30 year (13.6) and above 30 year consisted on (1.6%).

Table 2

Factor wise results of determinants that are responsible for creative attitude

<i>Factors</i>	<i>N</i>	<i>Mean</i>	<i>SD</i>
Creativity Capacity		4.2	1.92712
Environmental Control/Behavioral Self-Regulation	400	4.8	8.68629
Superstition		3.1	2.05803
Use of the Senses		3.8	3.77909

The table 2 indicated that all the factors are responsible for creative attitude. The mean score of Creativity Capacity $M=4.2$, Environmental Control/Behavioral Self-Regulation $M=4.8$, Superstition $M=3.1$ and Use of the Senses $M=3.8$.

Table 3

Factors wise distribution results toward social intelligence

<i>Variables</i>	<i>F</i>	<i>Mean</i>	<i>SD</i>
Social information processing (SP)		3.4	3.57116
Social skills (SS)	400	4.1	3.46993
Social awareness (SA)		4.3	3.22956

The table 3 indicated that (SP; $M=3.4$), (SS; $M=4.1$) and (SA; $M=4.3$).

Table 4

Relationship between social intelligences and creative attitude

<i>Factors</i>	<i>Social Information Processing</i>	<i>Social Skills</i>	<i>Social Awareness</i>
Creativity Capacity	.488	.096	.075
Environmental Control/BSR	-.194*	.010	-.029
Superstition	.148	.174	.000
Use of the Senses	.354**	.161	.207*

**Correlation is significant at the 0.01 level (2-tailed).

*Correlation is significant at the 0.05 level (2-tailed).

The above table indicated that environmental control is directly associated with social information processing however the sub factor of creativity use of the senses nonstop able correlated with social information and social awareness. Furthermore the other factors e.g. correlated in moderated level base.

Discussion

The previous study elaborated that every person's having the ability to understand what they can do what they cannot. They also have the ability to analyze every critical situation through their cognitive emotional intelligence (Kušpit, 2017). The current study determine that creativity Capacity ($M=4.2$) elaborated self-perception support the creative attitude.

The other study indicated that the need of parents, family members, mentors creates the active learning environment (Ndidi & Ezeokoli, 2014). The current study support that environmental control/behavioral Self-Regulation ($M=4.8$), superstition ($M=3.1$) and use of the senses ($M=3.8$) directly enhance the creative attitude among the student and they think different from other and doing well as like others. The relationship between creativity and social intelligence highly correlated due to comparison of societal development. All the individuals try to set scale according to others they also copy others personality traits, talking styles, dressings, life style and many more. Mostly peoples adapt many materialistic base things to enhance his/her self but the element of creativity base also valuable and reliable for lifelong experiences (Hopwood, 2014).

The previous study also indicated that the factors related to social intelligence e.g. social information processing, social skills and social awareness could be related to social creativity but the study elaborated specific results toward find out the appropriateness (Kinga & István, 2012). The current study indicated that environmental control was directly associated with social information processing however the sub factor of creativity use of the senses nonstop able correlated with social information and social awareness. Furthermore the other factors e.g. correlated in moderated level base.

Conclusion

This study concluded that the determinants that create pupils creative attitude. All the students are having different perception in any situation that related to their likes and dislikes. The study was designed to investigate the determinants related to creative attitude and its relationship toward social intelligences among university students” the main objectives of the study were to investigate the determinants related to creative attitude among university Students and also check the relationship between creative attitude toward social intelligences among university Students.

Determinants of creative attitude determines different sub factors that are very responsible for creative attitude e.g. creativity capacity elaborated self-perception support the creative attitude however the environmental control/behavioral self-regulation, superstition and use of the senses directly enhance the creative attitude among the student and they think different from other and doing well as like others. The relationship between creativity and social intelligence indicated that environmental control was directly associated with social information processing however the sub factor of creativity use of the senses nonstop able correlated with social information and social awareness. Additionally the other factors e.g. correlated in moderated level base.

Future Recommendations

The analyzed study was clearly finding out the most appropriate factors that’s helpful to determine related to creative attitude and its relationship toward social intelligences among university students. The researcher clearly identified the determinants related to social intelligence among the university students some recommendations are below here;

1. This study covered four factors while in future researcher can work on other factors.
2. It may provide appropriate awareness of the relevant steps involved in developing training manual however develop different manuals, modules according to learning outcomes and also clarify the most relevant procedure of different required skills e.g. methods, AV aids, materials, activities and creativities.
3. This study expressed the some issue and problems of the students that are involved in different circumstances.
4. It expected that the university teachers enhance their strategies of teaching that create the tolerance among the students and teachers to gain good results regarding their studies and course outcomes.
5. It is expected that the students enhance their self and create pupils creative attitude. Universities try to enhance the student’s creativity by using different inventions base activities e.g. quality education as well effective training to enhance student’s creativity through social intelligence related activities.

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