

Creativity Styles and Emotional Intelligence of Filipino Student Teachers: A Search for Congruity

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Abstract – *The purpose of this study is to determine the congruity between the creativity styles and emotional intelligence of Filipino student teachers. Descriptive correlational research design was employed. The participants of the study were the 76 fourth year students of Bachelor in Elementary Education (BEED) and Bachelor in Secondary Education (BSED) in one state university in the Philippines. Data of the study were obtained using two standardized instruments relating to creativity styles and emotional intelligence. Findings of the study revealed that the student teachers espoused themselves to have high creative capacity while they assessed themselves to have high creativity styles along belief in unconscious processes, use of techniques, use of other people and final product orientation. With regards to their emotional intelligence, they assessed themselves to have high attributes on self-awareness, management of emotions, self-motivation, empathy and social skills. Significantly, this study also revealed that gender, birth order, course and scholastic standing in high school spelled differences on the creativity styles of Filipino student teachers. Moreover, test of difference also showed that scholastic standing in high school and family income defined differences along emotional intelligence. Finally, it was also revealed in the study that there is a significant relationship between creativity styles and emotional intelligence of Filipino student teachers. Implications of the congruity between emotional intelligence and creativity styles would help Teacher Education Institutions (TEIs) to implement curriculum enhancement which is vital to the preparation of twenty-first century teachers.*

Keywords – *creativity styles, emotional intelligence, Filipino student teacher*

INTRODUCTION

Universities around the world are constantly improving and revising curricular programs to produce creative and innovative professionals who can contribute much to the development and survival of human beings in the modern societies. These universities have the responsibility to train and equip their graduates with the necessary graduate attributes to become useful citizens of the society imbued with the positive knowledge, understanding, creativity, emotional intelligence and expertise in different fields.

One of the 21st century learning skills needed today is the learning and innovation skills identified in the P21's framework for 21st century learning being developed from the input of educators, business and government around the world. P21 cites that this learning and innovation skills pertain on the ability to think creatively, work creatively with others, and

implement innovations by acting on creative ideas to make tangible and useful contribution in the field [1].

Today, Teacher Education Institutions (TEIs) have the gargantuan role in the development and training of 21st century teachers. Student teachers are expected to possess the skills, knowledge and expertise to become effective in the field of teaching. Graduate attributes are being emphasized in the teacher education institutions where student teachers are required to possess the global teaching competence and real-world skills making them the need of 21st century learning environment. Rampersad [2] affirmed that the attribute of creativity has been given less attention in higher education. In fact, the education sector has been increasingly criticized for its failure in effectively generating creative leaders and professional, which is critical for wealth creation and international competitiveness.

With the implementation of K-12 Basic Enhanced Curriculum Program in the Philippines having its vision that is grounded on human development needs an effective and creative teacher to bridge life to the program. Anchored with the mandate of the curriculum program, Giron [3] identified the 5 C's of a K-12 Teacher in the Philippines. These are commitment, competence, creativity, compassion and character. These attributes are necessary to attain the objectives of the K-12 curriculum.

The College of Teacher Education of Cagayan State University identified its Intended Program Attributes (IPA) to produce competent, self-disciplined and universally adept graduates who are subject matter experts, classroom manager, multi-literate educator, instructional material developer, curriculum planner and implementer, assessor and evaluator, effective communicator, ethical educator, value-laden person responsive teacher and a lifelong learner [4]. These graduate attributes require the creativity and emotional stability of the student teachers to fulfil them. While it has been identified that creativity is one of the professional attributes of a professional teacher, Salandanan [5] posits that a definitive teacher possessing values and attitudes must have creativity as the ability to generate new and original ideas in the classroom because of the premise that creative and innovative teachers produce creative children.

Creativity therefore is an attribute which is important in the solution of everyday problems of planning and making decisions. Significant decisions in life, such as planning careers, choosing employment, spouses, and places of residence, and making large important commitments, all require divergent thinking (creative thinking) of particular relevance to creativity [6]. Creative thinking is a way of generating ideas that can in some way be applied to the world. This often involves problem solving, utilizing particular aspects of intelligence, such as linguistic, mathematical and interpersonal [7]. Further, Batey and Furnham [8] noted that creative person has two attributes: one is analytical thought which analyses and the other is creative thought which is a mental power of imagination and thinking creates new ideals to achieve one or several solutions.

Professionals have different creativity styles. The term creativity style refers to the sense of preference for artistic or emotional (hot creativity) or scientifically oriented problem solving (cold creativity) [9]. Kumar, Holman, and Rudegear [10]

used the term styles in the sense of beliefs and approaches to being creative in everyday life. They described seven styles of creativity: 1) belief in unconscious processes; 2) use of techniques; 3) use of other people; 4) final product orientation; 5) superstition; 6) environmental control and behavioural self-regulation, and 7) use of senses. Kirton [11] believed that every individual possesses certain cognitive and behavioural characteristics, which play a role in their creativity styles.

Future teachers are expected to foster good creativity styles and practices in the field. Their role in schools is essential where they will be in the forefront of encouraging and cultivating the natural curiosity and creativity among their prospective learners. The creativity styles of student teachers will serve as a valuable information to Teacher Education Institutions (TEIs) to incorporate practical recommendations along with the teaching methods and approaches that can be implemented to further nurture the creativity of future teachers. The emotional intelligence of a teacher to adapt, connect, innovate, communicate and collaborate is also considered as professional skills that should be developed in their preservice education.

Meanwhile, emotional intelligence (EQ) according to Goleman [12] means the abilities of person to keep his motivation and tolerance against problems and control himself in critical conditions and impulses and keep cool, delay happiness, regulate his mental states and don't let his mind confusion affects his thinking power. Educational psychologists also confirmed that emotional intelligence is the barometer of professionalism of today. Professionals are being judged by how well they handle themselves and each other. Emotional intelligence is a kind of emotional talent, which determines how they could use their skills in the best possible way and even it helps them to use rational in proper course [13]. Being emotionally intelligent is one characteristic which is necessary for people in the field of teaching.

The assessment on the emotional intelligence of the student teachers will help education practitioners to benchmark possible interventions of the teacher education curriculum aimed at developing and producing effective educators in the 21st century classroom. Since positive emotion reinforces creativity [14], there is a need of studies concerning to the creativity styles and emotional intelligence of student teachers in the Philippines. There are rare studies relating to these concepts in the country, hence, this study was conducted.

The creativity styles can be associated with emotional intelligence [15]. Such emotional intelligence empowers an individual to increase and maintain positive creativity. Positive affect or emotion reinforces creativity primarily via memory and thought. Positive affect would engender a greater flow or number of ideas because the associative network of emotional states and positive materials promotes memory and accessibility of information [16].

Having a clear picture of the creativity styles and emotional intelligence of the student teachers will serve as basis of the college to delve with the distinct personality and behaviour of these prospective teachers. More importantly, the student teachers may help them to know about themselves and learning meaningfully of what they espoused as factor of creativity and emotional intelligence needed in the 21st century teaching-learning. This study investigated the relationship between the creativity styles and emotional intelligence of student teachers and its implications to the preservice preparation program of the College of Teacher Education of Cagayan State University at Lasam.

OBJECTIVES OF THE STUDY

Objectively, this study generally aimed at investigating the congruity between the creativity styles and emotional intelligence of student teachers of Cagayan State University at Lasam, Cagayan Province, Philippines. Specifically, aimed to identify if there is a significant difference on the creativity styles and emotional intelligence of the student teachers when grouped according to their profile variables; examine the relationship between the different creativity styles and the emotional intelligence of the respondents. Finally, the result of the study will serve as baseline data for the College of Teacher Education on how to ensure creativity and emotional maturity among future teachers.

METHODS

Research Design

This study employed descriptive - correlational research design to identify the congruity between creativity styles and emotional intelligence of student teachers. The descriptive component of the study captured the personal profile of the student teachers, their self- assessment of creativity styles and emotional intelligence. Meanwhile, the correlational component of the study focused on testing the

significant relationship between the associations of the two major variables being investigated.

Participants

This study was confined to all the seventy six (76) fourth year Bachelor in Elementary Education and Bachelor in Secondary Education of Cagayan State University-Lasam during the first semester of SY 2016-2017. Since the population of the study is only few, complete enumeration of the respondents was employed.

Instruments and Procedures

This study used a three-part questionnaire. The first part elicited the personal profile, the second part measured the creativity styles and the third part assessed the emotional intelligence of the student teachers of Cagayan State University at Lasam, Philippines.

To measure the creativity styles of the student teachers, a standardized Creativity Styles Questionnaire- Revised (CSQ-R) developed by Kumar & Holman [17] was used. The instrument consists of 76 items that measure the beliefs and strategies of the respondents for being creative in their everyday life. The questionnaire includes subscales on the seven styles namely: 1) belief in unconscious processes; 2) use of techniques; 3) use of other people; 4) final product orientation; 5) superstition; 6) environmental control and behavioural self-regulation, and 7) use of senses. The instrument also includes additional two-item measure of self-perceived creative capacity (SPCC) often referred as global measure of creative capacity (GMCC). Meanwhile, a 50-item emotional intelligence (EI) questionnaire of Daniel Goleman [18] designed to capture the thinking and various emotional competencies was used. It consists of five sub scales namely: 1) self-awareness, 2) self-regulation, 3) managing emotions, 4) motivating oneself, 5) empathy, and 6) social skill. The items to both creativity style and emotional intelligence questionnaires were answered with 5 as the highest having the descriptive value of strongly agree and 1 as the lowest with descriptive value of strongly disagree.

The collection of data started with the researcher requesting for permission from the authorities. After which, the questionnaires were distributed to the participants with their approval to join the survey. After the retrieval and collation of the answered research tools, data were tabulated and subjected to appropriate statistical tools.

Participation of the respondents in the study is voluntary. Before answering, they were first oriented about the purposes and significance of the study. They were also informed that the data will be gathered from them will be treated with utmost confidentiality.

Data Analysis

To analyze the gathered data, the descriptive statistics was utilized in this study. These include frequency count, percentage and mean, weighted mean, standard deviation and scales were used to describe the profile of the respondents, their creativity styles and emotional intelligence. Moreover, inferential statistics such as Independent sample t-test (t) and one way ANOVA (F) were used to test the difference between the creativity styles and emotional intelligence of the student teachers when grouped according to their profile variables. Pearson product moment correlation (r) was computed to test the relationship between the creativity styles and emotional intelligence of the student teachers. All the hypotheses in the study were tested at 0.05 alpha level of significance.

On the analysis of the creativity styles and emotional intelligence, the following arbitrary scale was adopted: 4.20-5.00: Very High (VH)/ Strongly Agree (SA); 3.40-4.19: High (H)/ Agree (A); 2.60-3.39: Moderate (M)/ Undecided (U); 1.80-2.59: Low (L)/ Disagree (D); 1.00-1.79: Very Low (VL)/ Strongly Disagree (SD).

RESULTS AND DISCUSSION

Table 1. Assessment on the creativity Styles of student teachers

Creativity Styles	Mean	Descriptive Value	Std.Dev.
Creative Capacity	3.87	H/A	0.50
Belief in unconscious processes	3.87	H/A	0.50
Use of techniques	3.84	H/A	0.37
Use of other people	3.70	H/A	0.37
Final product orientation	3.42	H/A	0.39
Environmental Control	2.90	M/U	0.43
Superstition	2.86	M/U	0.76
Use of senses	3.20	M/U	0.62

Table 1 presents the assessment on the creativity styles of student teachers of Cagayan State University

at Lasam. It can be gleaned from the table that both creative capacity and belief in unconscious processes obtained the highest mean of 3.87 (high). Use of techniques was also rated with second highest mean of 3.84 while use of other people obtained a mean of 3.70 which was ranked third. Final product orientation was rated with a mean of 3.42. Use of senses obtained a mean of 3.20. Environmental control was rated with a mean of 2.90 and superstition was ranked with the lowest mean of 2.86.

The highest mean of 3.87 to both *creative capacity* and *belief in unconscious processes* mean that the student teachers have high self-perceived creativity. They consider themselves as creative individuals as they engage themselves in works and tasks they do in their everyday living. This finding is a manifestation that they have high positive conviction that creativity is an important attribute that they need to develop among themselves to become future teachers. On the other hand, the high assessment of the student teachers along with their *belief in unconscious processes* (3.87) vividly shows they see themselves as creative individuals where creativity transpired to them naturally when performing a task or a work.

Perusing the table also shows that the pre-service teachers have high creativity style with the *use of techniques* as evidenced with the mean of 3.87. The high positive assessment showed that they employ different strategies and techniques to facilitate their creative work. Among the techniques they do is to find new ideas outside of their own field and trying to apply them in their own to bring out their creativity. They also used brainstorming technique. For them, the promotion of creativity is a collective endeavor and not just product of one or single individual. This also indicates that the student teachers use divergent thinking by combining existing ideas in developing and generating their new ones. It may generally infer from the finding of this study that they adopted different techniques to become creative individuals.

Relative to the high positive rating in *using other people* (3.71) as creativity style of the student teachers, it suggests that they can see the importance of consultation and collaboration with other people to come up with creative tasks or work. This indicates that sharing ideas and creative outputs facilitate their creative capacity. This finding also implies that they can be at their best when they work with other people and in a group and allowing them to work alone or individually might hinder their creativity pursuit. Such

orientation of the student teachers is attributed to their ability to communicate and collaborate with other people.

As to *final product orientation* (3.43) as a creativity style, this dimension showed that the student teachers have high intrinsic motivation to engage in their creative works. It is certain for them that they show enjoyment to create an output or product. Such positive disposition of the student teachers in this style implies that they manifest motivation when developing lessons, making instructional materials and crafting outputs. The creation of these outputs made them feel to succeed as future teachers.

Moreover, *use of senses* (3.20) was also assessed by the student teachers with moderate level. It can be deduced from the finding that they do not usually use their five senses in facilitating creative works. This implies that they moderately used their visual, auditory, tactile, olfactory and gustatory senses in producing output in their daily lives. This is consistent with the findings along the belief in unconscious process since they student teachers assessed themselves that creativity comes in them naturally.

Along with *environmental control and behavioral self-regulation* (2.92), it was rated with moderate level. It can be explained that the student teachers do not likely to consider higher effort to facilitate creative work by setting up discriminative stimuli such as choice of time, place, music, and use of mind altering substances. This manifests their ability that their creative efforts are not attributed to environmental factors.

Finally, the *belief in superstitions* (2.86) obtained the lowest mean. This explains that the student teachers do not cling in superstitions when facilitating their creative work. They tend not to associate their Creativity to mystical beliefs and hunches. This clearly manifests that they understand that creative depends on their personal inclinations.

Table 2. Assessment on the emotional Intelligence of Student teachers

Emotional intelligence	Mean	Descriptive Value	Std.Dev.
self-awareness,	3.84	H/A	0.45
managing emotions	3.49	H/A	0.43
motivating oneself,	3.68	H/A	0.33
Empathy	3.85	H/A	0.93
social skill.	3.68	H/A	0.41

Table 2 presents the assessment of the student teachers on their emotional intelligence. It can be generally gleaned from the table that all the emotional intelligence competencies were rated high. Empathy obtained the highest mean of 3.84, followed by self-awareness with a mean of 3.84, motivating oneself and social skill both obtained a mean of 3.65 while managing emotions obtained the mean of 3.49.

The highest emotional intelligence competency was *empathy* obtained a mean of 3.85. The positive high assessment of the respondents in this competency suggests that the preservice teaches possess the ability to recognize, understand and respond to what other people are feeling. This suggests that the student teachers possess the social competence of showing compassion and sympathy towards others. They understand that being a future teacher showing empathy to their prospective learners is one of their personal attributes of becoming teachers.

Meanwhile, the high positive assessment of the preservice teaches along with *self-awareness* obtained a mean of 3.84 which was rated with second highest mean. This finding reflects that the respondents have high ability to determine their own feelings. This signifies that they have clear picture of their own strengths and weaknesses as future teachers.

Akin to *motivating oneself* and *social skills* of the student teachers, both were rated with a mean of 3.68 which is positively high. It can be inferred that the positive high assessment along with motivating oneself shows that the student teachers are self-motivated to consistently pursue their goals in life. They can set themselves standards for the quality of their work and effort. It shows that they have strong perseverance and initiative to pursue their goals in life regardless of hindrances and obstacles. Relative to the high positive assessment of the student teachers along with social skills, it shows that they see themselves to have skill in dealing with other people. They show the ability to manage and resolve conflicts by way of handling relationships. This also reflects their ability to implement classroom management and fulfilling the interpersonal role of a teacher.

Lastly, *managing emotions* was assessed by the respondents with high rating as evidenced with the mean of 3.49. The high positive assessment implies that the student teachers have good ability to stay calm and clearly think during their moment of powerful emotions. It suggests that they can manage their emotional state of being.

Table 3. Test of Difference on the Creativity Styles of Student teachers

Profile Variables	Creative Capacity	Belief in Unconscious Processes	Use of Techniques	Use of other People	Final Product Orientation	Environmental Control	Superstition	Use of Senses
Gender	0.008*	0.008 *	0.421	0.242	0.800	0.156	0.029 *	0.045 *
Birth Order	0.372	0.372	0.156	0.024 *	0.449	0.008 *	0.020 *	0.004 *
Course	0.173	0.173	0.023 *	0.117	0.344	0.183	0.981	0.160
Residence	0.966	0.966	0.187	0.481	0.242	0.794	0.854	0.657
Type of HS Graduated	0.815	0.915	0.313	0.317	0.122	0.556	0.450	0.322
Scholastic Standing in HS	0.310	0.813	0.403	0.039 *	0.137	0.993	0.526	0.855
Father's Occupation	0.551	0.551	0.763	0.781	0.354	0.429	0.124	0.057
Mother's Occupation	0.244	0.244	0.804	0.341	0.885	0.523	0.405	0.135
Father's Education	0.118	0.118	0.122	0.462	0.150	0.785	0.180	0.109
Mother's Education	0.660	0.660	0.589	0.753	0.278	0.437	0.498	0.054
Family Income	0.428	0.428	0.331	0.434	0.002 *	0.850	0.965	0.374

*= significant at 0.05 level

Result of the test of difference showed that there is a significant difference on the creativity styles of student teachers when grouped according to their profile variables. Significant differences on the creativity styles of the student teachers are seen along with sex, birth order, course, and scholastic standing in high school since the computed p values were lesser than 0.05 level of significance, the hypothesis of this study expressed that there is no significant difference on the creativity styles of student teachers when grouped according to their profile variables is therefore rejected.

As presented in the table, independent sample T-test showed significant differences on the self-perceived creative capacity ($p = 0.008$), belief in unconscious process ($p = 0.008$), superstitions ($p = 0.028$) and use of senses ($p = 0.048$) of the student teachers when grouped according to gender. This showed that males have higher assessment on these creativity styles compared to females. The distinction on the creativity styles and potential between male and female student teachers is attributed to their self-perceived creativity, belief on unconscious processes, use of senses and superstitions. These creativity styles are hinge to the personal and spiritual dispositions of the student teachers. Previous studies about creative abilities and styles differ significantly as to gender differences in concerned. The study of Matud,

Rodriguez and Grande [19] confirmed that gender differences in creative performance do exists. Such difference can be clarified by Tsai [20] who asserts that males excelled females in creative performance of collage making-tasks. Further in the study of Dollinger, Dollinger & Centeno [21] concluded that when creativity is concerned men outperform women.

As to birth order, one way ANOVA showed that creativity styles of the student teachers differ significantly. These are seen on the use of other people ($p = 0.024$), environmental control ($p = 0.08$), superstition ($p = 0.020$) and use of senses (0.004) showed significant differences. Post hoc analysis showed that all the significant differences on the creativity styles of student teachers when grouped according to birth order showed that those who are first born have higher assessment compared to the latter born.

This finding of the study can be explained that those who are first born are expected by the parents to take the responsibility as parent surrogate towards their younger siblings thus they have higher ability to use of other people, environmental control, employ superstitions, and use of senses with regards to their creativity style. This can be affirmed by Baer, Hollingshed and Jacobson [22] in their study on birth-order creativity-connection that firstborns were more

creative when they have relatively more siblings close in age.

Relative to course/ degree program, independent sample T-test also revealed that there is a significant difference on the creativity style of the student teachers when grouped into their course or degree program with the use of technique as creativity style obtaining a p-value of 0.023. This finding is indicative that student teachers taking up Bachelor in Elementary Education (BEED) have higher assessment with the use of techniques compared to the Bachelor in Secondary Education (BSEd). This can be attributed to the competencies expected of the BEED as subject tacticians who can teach all the basic subjects in the elementary curriculum. Thus, they have higher use of techniques as style for them to facilitate their creativity especially in using interactive teaching strategies, making attractive instructional material, and designing classrooms for the elementary learners is necessary.

Scholastic standing in high school by the student teachers also showed significant difference along with the use of other people (0.039). This suggests that those who are with honors have higher assessment on the use of people as creativity style compared to those without honors. This finding means that those student teachers who graduated with honors in high school more likely to collaborate, share ideas, consult and work with other people to facilitate their creativity. This finding of the study construes the finding of Jenaabadi, Shahidi, Elhamifar and Khademi [23] that there is an influence of creativity and academic achievement.

Finally, family income also showed significant difference the creativity style of the student teachers

along with final product orientation (0.002). Post hoc analysis showed that the significant difference is seen to those student teachers who have higher family monthly income bracket have higher assessment on final product orientation. This suggests that student teachers with high monthly income showed higher motivation to engage in creative work. This can be practically explained that they show enthusiasm to create projects because they have higher purchasing power of materials needed to make their creative output. This finding of the study is confirmed by Parsarirat et. al. [24] that economic status affects creativity.

This study also revealed that no significant difference is found on the creativity styles of Filipino student teachers when grouped according to residence, type of HS graduated from, parents' occupation, and parents' education.

Table 4 reveals the result of the test of difference on the emotional intelligence of the student teachers when grouped according to their profile variables. Significant differences on the emotional intelligences are seen along with type of HS graduated from, honors received, and fathers' occupation. Since the computed p values were lesser than 0.05 level of significance, the hypothesis of this study expressed that there is no significant difference on the emotional intelligence of student teachers when grouped according to their profile variables is therefore rejected.

Result on the independent sample t-test showed significant difference on self-awareness (0.008) to those student teachers who are with honors in high school have higher assessment on self-awareness.

Table 4. Test of Difference on the emotional intelligence of Student teachers

Profile Variables	Self-awareness	Managing Emotions	Motivating Oneself	Empathy	Social Skill
Sex	0.144	0.531	0.862	0.339	0.436
Birth Order	0.839	0.733	0.559	0.881	0.614
Course	0.474	0.676	0.462	0.801	0.544
Residence	0.346	0.148	0.146	0.909	0.142
Type of HS Graduated	0.804	0.650	0.819	0.060	0.837
Scholastic Standing in High School	0.008 *	0.096	0.350	0.375	0.159
Father's Occupation	0.362	0.204	0.235	0.607	0.363
Mother's Occupation	0.916	0.986	0.869	0.966	0.949
Father's Education	0.365	0.579	0.949	0.667	0.577
Mother's Education	0.408	0.456	0.317	0.678	0.456
Family Income	0.934	0.992	0.550	0.000*	0.859

* significant at 0.05 level;

This finding shows that academic performing students have high awareness on how they learn. They know their feelings well on how it influences their academic performance. Johnson [25] affirmed that emotional health is fundamental in effective learning. If students are self-aware and motivated they will have higher academic performance.

Moreover, family income showed significant difference on the empathy as emotional intelligence factor. Post hoc analysis revealed that student teachers who have lower family income bracket rated themselves to have higher level of empathy compared to that higher family income. This suggests that student teachers with lower family income tend to show more concern and empathy towards others.

Finally, no significant differences on the emotional intelligence of student teachers was found out when grouped along with gender, birth order, course, residence, type of HS graduated from, parents occupation and education.

Table 5 presents the relationship between creativity styles and emotional intelligence. Generally, result of the Pearson r correlation revealed that there is a positive high relationship between creativity styles and emotional intelligence of preservice. Hypothesis of the study states that there is no significant relationship between creativity styles and emotional intelligence is rejected. This means that creativity style is being influenced by emotional intelligence.

The significant relationship between emotional intelligence and creativity is specifically found

between final product orientation and motivating oneself as indicated by the r value of .783 at p- value = 0.04. The positive relationship indicates that the higher is the creativity style of student teachers along final product orientation tends to have high self-motivation. This generally means that student teachers' final product orientation creativity style is related to self-motivation. This further implies that the more the student teachers are self-motivated the more they facilitate among themselves opportunities of creativity by way of producing output.

Consequently, the study also revealed that that there is a significant relationship between use of other people as creativity style and social skills as evidenced by the r value of .640 at p-value = 0.043. The positive relationship means that the higher the use of other people as creativity style by the student teachers they tend to have higher social skill and collaboration. Further, the finding can also be clarified that the higher ability of the student teachers to socialize and express themselves the more they exhibit innovation and creativity.

Accordingly, this study also showed that the rest of the creativity styles such as creative capacity, belief in unconscious processes, use of techniques, environmental control and use of senses are not significantly correlated to the other factors of emotional intelligence such as self-awareness, empathy, and managing emotions.

Table 5. Relationship between creativity styles and emotional intelligence

		Self-awareness	Managing emotions	Motivating Oneself	Empathy	Social Skill
Creative Capacity	R value	.0145	.1651	.1386	.1521	-.0190
	P value	.902	.157	.236	.193	.871
Belief in Unconscious Processes	R value	.0145	.1651	.1386	.1521	-.0190
	P value	.902	.157	.236	.193	.871
Use of Techniques	R value	-.0149	-.0085	.0498	.1385	.0390
	P value	.899	.942	.672	.236	.740
Use of other people	R value	-.0757	-.0607	-.0804	.0946	.640
	P value	.519	.605	.493	.419	.043 *
Final Product Orientation	R value	.1022	-.0742	.7833	.0378	-.0461
	P value	.383	.527	.044 *	.748	.695
Environmental Control	R value	.0283	-.0030	-.0435	.0322	-.1149
	P value	.809	.980	.711	.711	.326
Superstition	R value	.0336	.1395	.0864	.1153	.0411
	P value	.774	.233	.461	.325	.727
Use of Senses	R value	.0752	-.0517	.0218	.0296	.0366
	P value	.521	.660	.853	.801	.755

*= significant at 0.05 level

Implications of the Congruity of Creativity Styles and Emotional Intelligence to 21st century Preservice Teacher Education Training Program

The congruity between creativity and emotional intelligence is a way for Teacher Education Institutions (TEIs) in the Philippines to benchmark necessary interventions in order to foster and cultivate creativity as an important desirable graduate attribute for 21st century educators. Outcomes-based or competency-based teaching and learning calls for creativity and innovation of future teachers to become effective facilitator of 21st century teaching- learning. Thus, strengthening the emotional intelligence of student teachers to connect, collaborate, adopt and communicate will ensure their creativity and innovation.

The promotion of creative performance of future teachers largely depends on how they are prepared and supported by TEIs. Development of the artistic expression and creativity of student teachers must be vertically and horizontally articulated in the competencies of Filipino preservice teacher education program.

Further, strengthening the training of student teachers on the use of ICT in teaching and learning will allow them to integrate their creativity and collaboration. This will support them to develop their 21st century skills through professional development as they will be having knowledge on how to engage in the formation of professional learning communities (PLCs) where teachers learn the 21st century teaching skills as they share practices with other practitioners using face-to face, virtual and blended communications.

CONCLUSION

The determination of the congruency between creativity and emotional intelligence was the ultimate purpose of this study. As to conclusion, the student teachers espoused themselves to have high creative capacity. They employ high creativity styles along belief in unconscious processes, use of techniques, use of other people and final product orientation. With regards to their emotional intelligence, they assessed themselves to have high attributes on self-awareness, management of emotions, self-motivation, empathy and social skills. Significantly, gender, birth order, course and scholastic standing in high school spelled differences on the creativity of student teachers. Males showed higher creative capacity than females. With emphasis to emotional intelligence of student teachers,

scholastic standing in high school and family income defined differences. Finally, there is a significant relationship between emotional intelligence and creativity styles of the student teachers. The higher is the creativity style of student teachers along final product orientation they tend to have higher self-motivation. While the higher they use of other people as creativity style they tend to have higher social skill and collaboration.

RECOMMENDATIONS

The following recommendations of this study are offered: 1) college instructors/ professors of the College of Teacher Education of Cagayan State University at Lasam should be able to use supportive technologies, inquiry-based, problem-based and project-based teaching-learning, and blended learning to foster creativity of student teachers in the 21st century; 2) catering to the interest and needs of the student teachers will make them develop their creativity across all learning domains; 3) giving emotional intelligence test to teacher education students may be intensified with proper feed backing about their emotional strengths and weaknesses to identify necessary adjustments on their personality to become creative; 4) seminar workshops of student teachers on emotional intelligence may be initiated by the College with special focus on proper communication, collaboration, team work will foster their creativity; 5) provision of facilities such as student lounge, student reading center, audio visual rooms and among others can also foster positive learning environment that will enhance the emotional intelligence and creativity of the student teachers; 5) finally, other studies relating to emotional intelligence and creativity of student teachers with larger scope and variable with more sophisticated statistical methods may be conducted to validate the findings of the present study.

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