

# Emotional Creativity and Personality Traits of Student Teachers

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## Abstract

The main purpose of this study was to investigate emotional creativity and personality traits of student teachers. Descriptive survey method and quantitative approach were used in this study. Participants were 600 student teachers (208 males and 392 females, 300 from Yangon University of Education and 300 from Sagaing University of Education). Emotional Creativity inventory and Big Five Personality test were used for data collection. Descriptive statistical analysis techniques such as independent sample t-Test, one-way ANOVA (Analysis of Variance), multiple comparisons (Post Hoc Test), Pearson product moment correlation and multiple regressions were used. It was found that most student teachers are good at emotional preparedness among the subscales of emotional creativity. Male student teachers scored higher than that of females on emotional novelty and effectiveness. Most student teachers possess agreeableness personality traits so they tend to think about and value their emotions and are effective in responding and more innovative. The novelty, effectiveness and preparedness subscales of emotional creativity were positively correlated with openness to experience. An emotional preparedness and effectiveness were significantly associated in positive direction but novelty was significant predictor in negative direction for personality traits. Emotional creativity requires divergent thinking process and creation of appropriate, and yet authentic responses. Student teachers who are high on emotional creativity may have an ability to create circumstances that will promote a warm classroom climate.

**Key words:** Emotional Creativity, Neuroticism, Introversion-Extraversion, Openness to Experience, Agreeableness, Conscientiousness

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