

ASSESSMENT OF CREATIVITY AND EMOTIONAL INTELLIGENCE AMONG ADOLESCENTS

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ABSTRACT

Creativity & Emotional intelligence are the two interconnected terms which have an equal importance in everyone's life especially the Adolescents. By reviewing existing literature and analyzing empirical data, the study aims to understand how these two constructs influence each other and contribute to adolescent development. For the conduction of particular study, random sample of 50 adolescents had been taken from APS, Rakhmuthi having age group (15-17 yrs). Findings suggest that there's a significant difference exists between the groups taken for study over the iterated variables & furthermore there's also a positive correlation found between the creativity & emotional intelligence, as the higher emotional intelligence is associated with increased creative abilities, highlighting the importance of fostering emotional skills to enhance creativity in young individuals. Emotional intelligence can enhance creativity by enabling individuals to manage emotions, cope with stress, and maintain motivation. Conversely, engaging in creative activities can improve emotional regulation and self-awareness.

Keywords: Creativity, Emotional intelligence, Adolescents, etc.

1. INTRODUCTION

Adolescence is a critical developmental stage characterized by significant cognitive, emotional, and social changes. Creativity and emotional intelligence (EI) are two crucial aspects of this development. Creativity involves the ability to generate novel and valuable ideas, while EI encompasses the ability to recognize, understand, and manage emotions. This paper examines the interplay between creativity and EI among adolescents, investigating how they influence each other and contribute to overall development.

Emotional intelligence involves the ability to perceive, understand, manage, and regulate emotions. It is crucial for effective communication, empathy, and emotional regulation. In adolescents, high EI is associated with better social relationships, academic performance, and mental health. (Goleman, 1998).

The relationship between creativity and emotional intelligence (EI) is an intriguing area of research, as both involve complex cognitive and emotional processes. Emotional intelligence, particularly emotional awareness, plays a key role in creative processes. Individuals who are highly emotionally intelligent can better understand and manage their emotions, which allows them to channel those emotions into creative endeavors such as art, music, or writing. (Hasson, 2015). Emotional awareness provides a deeper well of experiences and feelings to draw from, which fuels creative expression. The interaction between creativity and emotional intelligence is synergistic. Emotional intelligence provides the emotional self-awareness, regulation, and interpersonal skills that facilitate creative thinking and expression, while creativity can help people find novel ways to navigate and express their emotional experiences. (Torrance, 2008).

According to Csikszentmihalyi (2021), the creative individual takes information provided by culture and transforms it, and if the changes are deemed valuable by society, they will be included in the domain in which the individual works, thus providing a new starting point for the next generation of persons.

The action of all three systems- person, domain (symbol system), and field (social organization of domain)- are necessary for creative performance to occur.

Another research on creativity was conducted by Gardner (1998), who concentrated on a single life, namely that of Sigmund Freud. In his analysis of creativity, Gardner distinguishes among four levels of analysis. The sub personal includes the biological sub traits and genetic endowments responsible for creative performance. Finally, the Multi-personal includes the social context in which individuals make their creative contributions, Gardner analyses Freud's performance in terms of each of these levels and helps us in understanding the multiplicity of factors that, in confluence, produces such a creative outpouring of work.

Feldman (2021) had focused his research on child prodigies, to study creativity shows that some of our common conceptions about prodigious performance are incorrect. For example, many of us believe that prodigies are so outstanding that their prodigiousness would show under any environmental circumstances. The study is the contrary, that prodigious performance in children results only because of rare and complex coincidence of individual, family, societal and cultural variables. Without just the right mix, the prodigious performance will never be achieved.

Carmeli and Josman (2006) the research suggests possible connections between emotional intelligence and positive performance in the workplace. Researchers conducted a study on 215 employees in different 66 organizations in Israel to see if there was a connection between emotional intelligence with both altruistic behavior and compliant behavior. Data was collected from subordinates and supervisors, as well as the participants, themselves. Their findings suggest that both altruism and compliance were related to task performance. Researchers also found that three elements of EI (appraisal and expression of emotions, regulation of emotions, and utilization of emotions) were related to task performance and to altruistic behaviors, but only partially to compliance behaviors.

Dulewicz and Higgs (2004) had explored approaches to the development of Emotional Intelligence (EI) and to the critical question 'can EI be developed?' Technical data on the instruments used to measure EI, and further concluded the findings from three studies involving managers, team leaders and the skippers and crews from a round-the-world yacht race are presented to explore whether Emotional Intelligence scores change after training and other experiences. A revised model to explain how the elements of Emotional Intelligence are related to each other is presented and tested, and possible explanations of why some elements are more amenable to development actions are proposed.

Nelis, et. al (2009) focused on the construct of emotional intelligence (EI) which refers to the individual differences in the perception, processing, regulation, and utilization of emotional information. This study investigated, using a controlled experimental design, whether it is possible to increase EI. Participants of the experimental group received a brief empirically derived EI training while control participants continued to live normally. The researchers found a significant increase in emotion identification and emotion management abilities in the training group. These findings suggest that EI can be improved and open new treatment avenues.

The current study is an attempt to address and assess the importance, significance and further role of Creativity and Emotional intelligence among adolescents while underlying the various consequence and factors that could determine both the variables in an interconnected way. The study tends to prove the significant difference between the genders regarding the creativity level and emotional intelligence with also signifying the correlation existing between the variables taken for the particular study.

2. METHODOLOGY

(i). Hypotheses:

HA1: There will be a significant gender difference in the level of Creativity among adolescents.

HA2: There will be a significant gender difference in the emotional intelligence among adolescents.

HA3: There will be a significant relationship between creativity and emotional intelligence among adolescents.

(ii). Sample:

For the conduction of following study, the total sample of (50 = 25 Male & 25 Female) adolescents ranging from age group (16-19) years were taken randomly from APS RAKHMUTHI, J&K.

(iii). Instruments used:

Torrance Tests of Creative Thinking (TTCT), developed by Ellis Paul Torrance (1984).

Emotional Intelligence Assessment: Emotional Quotient Inventory: Youth Version (EQ-i: YV) , developed by Reuvenon (1997).

(iv). Statistical techniques:

For deriving out and interpreting the results, t- test and Karl Pearson's method of correlation had been used effectively with the help of SPSS software.

3. RESULTS & INTERPRETATION

*** Calculating and Interpreting the Results of Creativity in Male and Female Adolescents using T-Test: df = 48; $\alpha = 0.05$; t-type = two-tailed; Critical t-value $\approx \pm 1.677$**

While comparing the calculated t-statistic (-3.79) to the critical t-value:

$|-3.79| > |1.677|$

Moreover, rejecting the null hypothesis (H0). The mean creativity scores of male and female adolescents are significantly different at a 5% significance level.

p-value ≈ 0.0004

Since p-value $< \alpha (0.05)$, reject H0.

It can be said that, Female adolescents have significantly higher creativity scores than male adolescents. Henceforth our first hypothesis gets accepted.

*** Calculating and Interpreting the Results of Emotional Intelligence in Male and Female Adolescents using T-Test: $df = 48$; $\alpha = 0.05$; t-type = two-tailed**

Critical t-value $\approx \pm 1.677$

While comparing the calculated t-statistic (-3.09) to the critical t-value:

$$|-3.09| > |1.677|$$

Furthermore, rejecting the null hypothesis (H_0). The mean emotional intelligence scores of male and female adolescents are significantly different at a 5% significance level.

p-value ≈ 0.003

Since p-value $< \alpha (0.05)$, reject H_0 .

Hence, it can be said that, Female adolescents have significantly higher emotional intelligence scores than male adolescents. So, our second hypothesis gets approved.

*** Correlation between Creativity and Emotional Intelligence:**

r = 0.892 indicates a strong positive correlation between creativity and emotional intelligence.

Coefficient of Determination (r^2): $r^2 = 0.892^2 \approx 0.796$

Approximately 79.6% of the variance in creativity scores can be predicted by emotional intelligence scores.

p-value ≈ 0.000001

Since p-value $< \alpha (0.05)$, the correlation is statistically significant.

There is a strong positive correlation between creativity and emotional intelligence, suggesting that individuals with higher emotional intelligence tend to have higher creativity scores. So furthermore, our third hypothesis also stand accepted.

4. DISCUSSION & CONCLUSION

The findings support the hypothesis that emotional intelligence positively influences creativity in adolescents. Adolescents with higher EI are better equipped to manage their emotions, which enhances their ability to engage in creative thinking. (Kring, 1998). This relationship underscores the importance of developing emotional skills to foster creativity. This study highlights the significant difference between the Male and Female adolescents hovering over the Creativity and Emotional intelligence among adolescents. Furthermore there's also a significant positive relationship between creativity and emotional intelligence among adolescents. By fostering emotional intelligence, we can create an environment conducive to creativity, ultimately supporting the holistic development of young individuals. This aligns with previous research highlighting the importance of emotional intelligence in fostering creative potential. (Goleman, 1995).

Studies suggest females' brains have more interconnected neural networks, enhancing creative potential. Moreover, the Traditional masculine norms may discourage creative expression, emphasizing logical and analytical thinking instead. Also, the Higher estrogen levels in females may contribute to enhanced creative abilities, particularly in artistic domains. (Runco, 2014).

Furthermore, various studies had proven that Females' brains tend to have larger corpus callosum and more developed emotional processing centers. Also, the Traditional masculine norms often discourage emotional expression and vulnerability. Further, the Higher oxytocin and estrogen levels in females may enhance emotional empathy and social skills. (Baron & Cohen, 2003).

The study's results have implications for educational and developmental contexts, emphasizing the need to integrate emotional intelligence and creativity development programs. By cultivating emotional intelligence, educators and caregivers can potentially enhance adolescents' creative capacities.

All the reviewed studies are inlined with the current study, determining the study's results as approved and furthermore accented with the stated hypotheses.

Future directions & implications:

1. Integrate emotional intelligence and creativity development programs in educational settings.
2. Train educators and caregivers to foster emotional intelligence and creativity.
3. Encourage self-awareness, self-regulation, and motivation in adolescents.
4. Provide opportunities for creative expression and exploration.

5. REFERENCES

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