Correlation between Emotional Intelligence and Creativity Factors

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ABSTRACT: The purpose of this research was to study the relationship between emotional intelligence and creativity in Student University. The statistical population of the research included 1370 students. The sample size was determined by cluster sampling method (n=375). In this study two standard questionnaires were used, one relating to EQ and the other to creativity. The reliability and validity of these two instruments were reported to be significant in different studies. The findings indicated that there was significant and positive relationship between Creativity its subscales with EQ.

Key words: Creativity, Emotional intelligence, Student.

INTRODUCTION

Creativity is one of the dominant attributes of human thought. In recent years, the creative works and innovations of creative individuals have been considered in research institutes and training circles. With no doubt, developing creativity is considered as one of the most important objectives of training and education. Concerning the definition of creativity, despite controversies, the majority of individuals defines and considers it as creation (Ivcevic et al., 2007). Sternberg believes that creativity is a multidimensional phenomenon where thinking style, personality, motivation and environmental context.

In his most recent opinion in journal of educational psychology, Thorens (1998) offered three definitions for creativity including (a) educational definition: creativity as the process of sensing problems, issues, gap in information, lost elements, inappropriate events, guess and hypothesizing about these deficiencies, evaluation and testing these guesses and hypotheses, their reconsideration and retesting and at the end transfer of results; (b) artistic definition: creativity as wanting, knowing, watching, listening, sensing the smell, sinking in deep waters, connecting to sun, reading in one’s own style, shaking hands, removing errors; (c) survival related definition: creativity is considered as the power of individual to deal with difficult situations (Plucker, Runco & Lim, 2006).

Javadian (1999) believes that creative individuals look at events, phenomenon, objects and people with breath and follow the problem to the extent that it push them, they spend much time on studying, analysis and exploration of the problem (cited in Gupta & Bakhshi, 2009). Batey and Furnham (2006) believe that creative person has two attributes: one is analytical though which analyses and the other is creative thought which is a mental skill where the power of imagination and thinking creates new ideals to achieve one or several solutions. In one hand, social and emotional capabilities and competencies are the determining and effective factors on quality of social relations and success in various life and professional areas.

Those studies that deal with the comparison of emotional intelligence and IQ have introduced emotional intelligence abilities, including emotional perception, emotional regulation, emotional recognition and ease of emotional facilitation, as better predictor of success and compatibility (Banihashemian et al., 2009). In fact, emotional intelligence is a king of emotional talent, which determines how we could use our skills in the best possible way and even it helps us to use rational in proper course. Since emotional intelligence empowers an individual to increase or maintain positive creation, it indirectly can increase creativity in individuals (Jahani Hashemi et al., 2005). Bon Van Rooy and Viswesvaran (2004) asserted that emotional intelligence and its components leads to certain skills such as self-awareness, creativity and empathy since creativity could be a good strategy in obtaining the innovative ways to deal with diseases and professional stressful situations. One of the main advantages of the ability to regulate emotion is the improvement of negative emotions and nurturing of positive and pleasant ones (Pavitra & Chandrasekhar, 2008).
Thus, individuals who are skillful in regulating their emotions can better compensate for their negative emotions through pleasant activities. However, individuals who have problems in regulation of their own emotions lack this ability.

Management of emotions is the ability of individual in regulating emotions in him and others to promote emotional and rational development. When managerial power is utilized for organizing emotions, the processes which are easily disturbed due to weak management prevent emotional crisis (Baron, 2006). Management of emotions provides the required ground for success in jobs by prevention and increase of the power of compromise. Today, it is believed that the individual with higher emotional intelligence can better overcome the challenges and more effectively control his emotions. According to a general belief, if individual is emotionally more intelligent, he can maintain his emotional reactions in balance and secure himself against stress (Boussiakou & Boussiakou, 2006). Mayer and Salovey (1997). What investigated emotional intelligence of talented students and reported that students with higher emotional intelligence have higher ability in knowing their own feeling and others and have higher ability in using this knowledge in directing behavior and resisting against the pressure of peers. All these elements lead to increase of social skills of individuals (Zenasni & Lubart, 2009). In a study done by Chan (2005) in Hong Kong University, the relation between the perceived creativity and emotional intelligence was investigated. The results showed that there is positive meaningful relation between creativity and emotional intelligence. Yet, other studies that have been recently done in this area do not support emotional intelligence and creativity. For example, Gustello, Gustello and Hanson (2004) did not obtained meaningful relation between emotional intelligence and the scores of divergence thinking. Averill (2005) examined the relation between emotional intelligence and creativity and did not obtain meaningful relation. Zenasni and Lubart (2009) examined the relation between emotional intelligence and creativity in two studies. The results indicated negative relation between these two components. Thus, the results of studies on the investigation of the relation between these two components are not compatible. Thus, it seems necessary to do more investigations in this area to provide the ground for future studies. Thus, the present study has been designed with the aim of investigating the relation between emotional intelligence and creativity.

METHODOLOGY

This study is descriptive-correlative. The statistical sample includes all students studying in Mazandaran university (N= 13750). 375 subjects were selected as statistical sample through cluster sampling. Abedi creativity questionnaire and emotional intelligence scale of Cibria Shirng was given to them and 320 questionnaires were returned. For data analysis, Pearson correlation method was used. Data was collected through Abedi creativity standard scale and mental health. (a) Abedi creativity scale which includes 60 items and four components of creativity that includes fluidity, flexibility, innovation and expansion. The reliability and validity of it have been reported high in various studies. Cirbia Shirng Emotional Intelligence Questionnaire includes 33-item with Likert five-point scale which includes subscales: self-awareness, self-control, empathy, social skills and self-motivation. With the implementation of this questionnaire, subjects will received six separate scores, five scores are related to subscales and one is total score of emotional intelligence. The validity of this scale has been reported as 86 and 81% by Mansouri (2001) and Dehshiri (2006) using Cronbach's Alpha.

RESULTS

The descriptive findings of study showed that 320 students were present in this study. As seen in table (1), there is positive meaningful relation between creativity and its components (fluidity, flexibility, innovation and expansion) and emotional intelligence. The highest relation is with innovation (0.80) and the lowest is related to expansion (0.46).

Table1. Correlation between emotional intelligence and creativity.

<table>
<thead>
<tr>
<th>Variables</th>
<th>N</th>
<th>R</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creativity</td>
<td>320</td>
<td>0.78</td>
<td>0.001</td>
</tr>
<tr>
<td>Fluidity</td>
<td>320</td>
<td>0.55</td>
<td>0.001</td>
</tr>
<tr>
<td>Flexibility</td>
<td>320</td>
<td>0.65</td>
<td>0.001</td>
</tr>
<tr>
<td>Innovation</td>
<td>320</td>
<td>0.80</td>
<td>0.001</td>
</tr>
<tr>
<td>Expansion</td>
<td>320</td>
<td>0.46</td>
<td>0.001</td>
</tr>
</tbody>
</table>

Significant at level 0.05.
DISCUSSION AND CONCLUSION

The results of this study showed that there is positive significant relation between creativity and emotional intelligence. In other words, when the score of emotional intelligence increases, creativity also increases. Due to multidirectionality of emotional intelligence and its effects on various fields, many studies have been done concerning the relation between emotional intelligence and success of individuals (Goleman, 1995), personal performance (Goleman 1995) and change leadership (Higgs and Rawland, 2005).

In investigation of the related literature to increase of emotional intelligence, Higgins and Dulewicz (2002) referred to some studies on the relation between emotional intelligence and personal creativity which was expressed by Salvey and Mayer (2006), Goleman (1995) and Baron (2006) claiming that there is little evidences in supporting this relation. Furthermore, the results of this study are not in line with those of Higgins and Dulewicz (2002); however, they are consistent with Battatini (2001) study (Ivcevic et al., 2007). According to a few studies in this area, the positive correlation between emotional intelligence and creativity can be justified in this way that probably one of the ways to reinforce creativity is emotional intelligence and emotion plays an important role in facilitation of creativity. Creativity is related to imagination and when an individual interact with individuals and environment, this interaction leads to new meaningful relations and results. Although it is not possible to accurately explain the infrastructural mechanism of the relation between emotional intelligence and creativity based on correlation studies, it seems that each aspect of creativity is somehow effective on emotional intelligence. The capacity to use emotions shows the ability of application of emotions for facilitation of creative thinking. Thus, emotion affects their cognitive system and changes them. These changes make individual to see the issues from various aspects and think deeply and creatively about one issue (Zenasni et al., 2009).

REFERENCES


Chan DW, 2005 Self-perceived creativity, family hardiness, and emotional intelligence of Chinese gifted students in Hong Kong. Journal of Secondary Gifted Education. 16: 47- 56.


