

# Creativity and Emotional Intelligence: A Comparative study on Emotional Intelligence of Creative Writers

<sup>1</sup>Dr Manzoor Ahmad Rather and <sup>2</sup>Dr. Mahmood Ahmad Khan

<sup>1</sup>Assistant Professor, Department of Education University of Kashmir

<sup>2</sup>Professor Department of Education University of Kashmir

---

## ARTICLE DETAILS

### Article History

Published Online: 15 May 2020

### Keywords

Creative Writers; Emotional Intelligence; Empathy; Integrity; Emotional Stability; Value Orientation; Commitment.

### Corresponding Author

Email: manzoorahmadrather004[at]gmail.com

---

## ABSTRACT

The study was undertaken to study the Emotional Intelligence of Creative writers (Sahitya Akademy Awardees & Non-awardees) of Jammu & Kashmir. The sample of the study comprised of 40 Creative Writers as Awardees and 40 Creative Writers as Non-Awardees. Hyde et al Emotional Intelligence Scale (EIS) (2011) was used for the collection of Data and t test was employed for the analysis of data. The investigator found a significant difference between the two groups on factor Self-development of EI (Emotional Intelligence). However, no significant difference was found on factors A (Self-awareness), b (Empathy), C (Self-motivation), D (Emotional stability), E (Managing relations), F (Integrity), H (Value orientation), I (Commitment), and J (Altruistic behavior) of Emotional Intelligence.

---

## 1. Introduction

Although the concept of creativity has a long history in psychology often conceptualized under a wide range of overlapping, even interchangeable labels such as genius, talent, creative productivity and inspiration etc., psychologists have long pointed out that insufficient attention has been given to the concept (Barron & Harrington, 1981; Chamorro-Premusic & Furnham, 2005; Eliot and Thrash, 2004; Feist & Runco, 1993; Guilford, 1950). Guilford (1965) observes that creativity like love is a many splendid thing. Whether it is considered from the viewpoint of its effect on society, or as one of the expressions of the human spirit, creativity stands out as an activity to be studied, cherished and cultivated (Ariety, 1976). Toynbee (1964) has rightly remarked, "A few creative minds can make enormous differences to civilization". Creative people do exhibit their creative potential in a number of ways. Creative artists' scientists, musicians, painters, and writers etc., do express their inner voice in their own unique stylistic modes. There has always been a scope for conducting studies to understand their personality peculiarities which work as a driving or a magnetic force for their creative expressions.

Investigations have been undertaken on creativity in relation to certain personality factors like, intelligence, self-concept, achievement motivation, locus of control, frustration, aspiration level, and need achievement etc. Trimurthy (1987) found in his study that students with high IQ were more creative than students with low IQ in verbal creativity thinking ability. Patel (1990), revealed from his investigation that there was positive but low correlation between creativity and two groups of intellectuals. In the study of Raj (1994), it was concluded that there existed a positive correlation among the variables, viz: fluency, flexibility, originality and verbal and non-verbal intelligence. George 2000, after conducted a study on the correlates of mathematical creativity, declared that (i) Positive and significant relationship existed between verbal mathematical creativity and verbal intelligence (ii) Positive and significant relationship between non-verbal mathematical

creativity and non-verbal intelligence. Dew (1984) found a positive and statistically significant correlation between the creativity and intelligence of national rural talent scholarship awardees. In the study of Roy (1990), it was revealed that creative reading ability and self concept correlated significantly.

Kumar (1974) in his study on creativity in relation to achievement motivation found that the high creative school going adolescents possessed a highly significant degree of achievement motivation than the low creative individuals. Archer's (1990) study too revealed that there was significant relationship between Achievement motivation and creativity. High Creative subjects scored significantly higher than the low creative on achievement motivation in the study of Sharma (1985). The study by Quarisy and Turkey 2011, revealed that high creative male and female adolescents scored low on self concept and achievement motivation than the low creative male and female students. Sing (2004) studied scientific creative thinking in relation to achievement motivation and declared a positive relationship between the two variables. The study of Crony (2003) highlighted that achievement motivation is working as a motivational factor for the effective functioning of creativity. Investigators have also attempted to establish relationship between locus of control and creativity. Few researchers have revealed 'internal locus of control' to be related with high creativity (Montea & Sew (2002); Ambile et al. (1990) while few found 'external locus of control' to be linked with high creativity (Bolen & Torrance (1978); Richmond et al, (1980), and others found no relationship between the two (Brink, 2003).

In the study of Badola (1991), a Positive and significant relationship was found between creativity and anxiety. In the study by Reddy (1990), urban children were found more creative than rural children in case of verbal tests. The study also revealed that high creative scored higher on factors, B, C, F, G, H, I, J, K, Q2 and Q4, while as low creative scored higher on factors A, D, E, and O, of HSPQ. High and low

creative were studied on the basis of their self- concept, values and judgment by Setia (1989). The investigator declared that high and low creative did not differ significantly on the scores on 'withdrawing tendencies' and 'feeling of inadequacy' dimensions of self concept. The two groups did not differ significantly on the 'social value' scores and 'economic value' scores. In addition to it, the study found that high and low creative did not differ significantly on the different dimensions of adjustment except on the 'health adjustment' scores. Kurien (1981) studied the relationship between creativity variables, certain values and attitudinal variables. It was inferred from the investigation that the four value variables which showed significant relationship with fluency, showed no significant relationship with other creative variables, flexibility and originality. Originality and total creativity showed negative significant relationship with aesthetic value only. Of the eight attitudinal variables studied, four showed significant positive relationship with fluency, six with flexibility, one with originality and two with total creativity scores. The relationship was found negative and significant only with one variable namely 'radicalism'.

Paramesh (1970), on studying high and low creative in relation to extraversion, emotionality and values, declared high creative adolescents not different from Low creative in neuroticism. High creative individuals were not different from low creative so far as their anxiety level was concerned. It was also declared that high creative adolescents were significantly higher on theoretical and aesthetic values than low creative adolescents. In the study conducted by Ray 1986, it was found that scientist and visual artists showed less conformity than the manifestly non-creative groups. However, the creative and the manifestly non- creative did not differ much in mental health. Scientists were found moderately more extraverted and moderately more proven to psychoticism than non-scientists in the study of Fiest (1998). The study also revealed that artists are more sober and serious as compared to non-artists. Wolfradt and Pretz (2001) while studying creativity and personality traits in students of various professions, found negative relationship between creativity and neuroticism. Burch et.al. (2006) compared students of artistic and non artistic profiles and found out that students of artistic profile scored more in creativity and trait of neuroticism than students of non-artistic profile. Batey and Furhan (2006), in their study declared that the trait of neuroticism strongly and positively associated with artistic creativity and negatively with intellectual and everyday creativity. It revealed that representatives of artistic persons tend to have a strong trait of neuroticism and those who were more creative representatives of scientific or everyday creativity tend to be more emotionally stable than less creative individuals. While making an analysis of the link of creativity and extraversion-introversion dichotomy, researchers do differ in their findings. The study conducted by Feist (1998) showed creativity and introversion linked to each other. Ivcevicetal. 2007 also found a negative relation between divergent thinking and trait extraversion. Contrary to it, Wolfradt and pretz (2001) found that more creative students expressed more extraversion than their less creative peers. The Meta-analysis by Batey and Fernham (2006) showed extraversion as positively related to everyday creativity and negatively related to artistic and intellectual creativity. It

concludes that creativity as a process occurring is more common in extraverted people, yet exclusively creative persons are more introverted. In the study of Balli (1981), it was found that poets possessed factors like emotional sensitivity, creative mood and social will. Painters' profiles too included the factors of emotional sensitivity, creative mood and social will. Instead, scientists' profiles consisted of ego- ideal, emotional introversion and social will. The investigation also revealed that musicians' profile consisted of ego-ideal and social will.

Many researchers investigated Emotional Intelligence in relation to creativity. People put in a positive mood produce more original word associations (Isen et al 1985) and perform more successfully on tests of creative ability ( Estrada et al.1994; Isen et al 1987) than people put in negative or neutral mood states. In the study of Chaturvedi (1997), it was declared that highly creative persons are more warm hearted, intelligent, emotionally stable, excitable, enthusiastic, and self-controlled. In the study conducted by Golman (1998), it was asserted that people with high emotional intelligence skills are calm and clear, their minds quickly and easily open the way for insight, intuitive and creative ideas. He concluded that emotional intelligence is a master aptitude and a capacity that profoundly affects all other abilities. The study by Arora (1992) revealed that higher creative and intelligent group was significantly higher in emotional stability. The study by Saberi (2000) declared that increasing the emotional intelligence of school administrators increase their creativity. Sing (2010), in his study revealed that creative students are more intelligent, motivated, controlled and stress free than non-creative students. A significant relationship between the students' creativity and emotional intelligence was found in the study of Jahanian (2012) . Mortazavi et al (2012), in their research findings declared that there existed a positive significant relationship between the components of emotional intelligence (managerial self-consciousness, social-consciousness, and relationship management) and creativity. Creativity and self-actualization relationship too has been studied by many researchers. In Maslow's opinion, creativity and self-actualization are functionally interdependent, with creativity facilitating self-actualization and self-actualization facilitating creativity. Covy (1989) emphasized the importance of striving for continuous personal growth and optimal functioning of the self, which if ignored may result in disappointment and frustration, in both personal and professional life. Carl Rogers 1969 viewed creativity as a core factor of mental health and growth. The study by Pufal (1999) declared that gifted young people have a higher sense of realization of inherent potentials than less gifted peers.

Taking into consideration the review of the literature, it becomes clear that researchers have toiled a lot to study creativity in relation to Intelligence, self-concept, achievement motivation, adjustment, anxiety, locus of control, need achievement etc. But researchers are on their way of investigating more factors so that creativity as one of the finer attribute of mankind is understood in its totality. Since creativity takes place in diverse contexts, creative people do differ in the exhibition of their personality make up. Research on actual creative, who exhibit creativity in different domains by displaying the products, is not satisfactory. Certain personality

characteristics have been investigated covering a small number of researches on creative scientists, artists and musicians etc, but in case of creative writers it is too little. A very little has been investigated about the Emotional Intelligence of the creative writers and in Jammu and Kashmir , no such study is on record till date, and hence merits investigation Not a single research has been conducted on the Creative Writers (SahityaAkademi Awardees and Non-Awardees) of Jammu & Kashmir). With this background, the researcher has taken the initiative to study the actual creative writers who have got recognition in the field of writing. Therefore the present researcher has decided to study the Emotional Intelligence of the Creative Writers of Jammu & Kashmir who have been either awarded or shortlisted for the main award given by SahityaAkademi (National Academy for Letters).

Hence the proposed problem for the present investigation reads as;

A comparative Study on the Emotional Intelligence of Creative Writers (SahityaAkademi Awardees and Non-awardees)

**2. Objectives of the study**

1. To identify the SahityaAkademy Awardees and Non-awardees
2. To study and compare the Emotional Intelligence of Awardees and Non-awardees

**3. Null Hypothesis:**

SahityaAkademy Awardees and Non-awardees do not differ significantly on Emotional Intelligence.

**4. Operational definition of the variables:**

**Emotional Intelligence:**

Emotional Intelligence refer to the scores gained by the sample subjects on Hyde et al Emotional Intelligence Scale (EIS) (2011).

**Sahitya Academy Awardees:**

SahityaAkademy Awardees refer to the Creative Writers who were conferred the main SahityaAkademy Award for their creative and original writing.

**Comparison on Emotional Intelligence:**

**Table 1: Significance of Mean difference between SAAS and SANAS on factor (A) Self Awareness of EIS (Emotional Intelligence Scale)**

Factor	Group	N	Mean (x)	S.D	't'	Level of significance
Self-Awareness	SAAS	40	17.2	1.4	1.17	Non.Significant
	SANAS	40	16.85	1.26		

**Table 2: Significance of Mean difference between SAAS and SANAS on factor (B) Empathy of EIS (Emotional Intelligence Scale)**

Factor	Group	N	Mean (x)	S.D	't'	Level of significance
Empathy	SAAS	40	18.7	2.30	1.63	Non.Significant
	SANAS	40	19.48	1.96		

**Sahitya Academy Non-awardees:**

Sahitya Academy Non-awardees refer to the CreativeWriters who were nominated for the award but were not selected for the same.

**5. Methodology and procedure:**

**Sampling Frame (Quasi-Randomization)**

“Quasi-Randomization” Technique’ has been used by the investigator which has helped this piece of research to adopt some measures to compare the quantitative data based upon the administration of some psychological test.

**Procedure:**

- 1) SahityaAkademy confers awards to creative writers in 22 established languages of India since 1955. Coverage of such a big population was a difficult task, so the study was delimited to the state of Jammu and Kashmir.
- 2) Since this research provides for the inclusion of new units while the study is in progress , the total Awardees list of 86 in 2015 rose up to 94(47 kashmiri, 46 Dogri, 1 Urdu) with 46 live subjects (22 kashmiri, 24 Dogri) at the end of 2018.
- 3) The available list of 89 Non-Awardees (41 Kashmiri, 48 Dogri), short listed for the final stage , provided by SahityaAkademy was considered for the study.
- 4) Forty Awardees (20 Kashmiri, 20 Dogri) Along with 40 Non Awardees (20 Kashmiri, 20 Dogri) completed the psychological tests till the study reached to the saturation point (i.e until no new data are produced through inclusion and analysis of new units), i.e the end of 2018.
- 5) So 80 Creative writers 40 Awardees and 40 Non-awardees form the final sample for the study.

**6. Tools Used**

For making an assessment of the Emotional Intelligence of SahityaAkademi Awardees and Non-awardees, Emotional Intelligence Scale (2011) by Hyde, Pathe and Dhar was administered.

**7. Data Analysis**

In order to analyze the data, ‘t’ test as a statistical measure was used to find the mean difference between the groups.

**Table 3: Significance of Mean difference between SAAS and SANAS on factor (C) Self-Motivation of EIS (Emotional Intelligence Scale)**

Factor	Group	N	Mean (x)	S.D	't'	Level of significance
Self-Motivation	SAAS	40	23.43	3.16	1.63	Non.Significant
	SANAS	40	24.1	2.19		

**Table 4: Significance of Mean difference between SAAS and SANAS on factor (D) Emotional Stability of EIS (Emotional Intelligence Scale)**

Factor	Group	N	Mean (x)	S.D	't'	Level of significance
Emotional Stability	SAAS	40	16.05	1.94	1.53	Not.Significant
	SANAS	40	15.95	1.22		

**Table 5: Significance of Mean difference between SAAS and SANAS on factor E (Managing relations) of EIS (Emotional Intelligence Scale).**

Factor	Group	N	Mean (x)	S.D	't'	Level of significance
Managing Relations	SAAS	40	15.68	2.22	1.21	Not.Significant
	SANAS	40	16.15	1.01		

**Table 6: Significance of Mean difference between SAAS and SANAS on factor F (Integrity) of EIS (Emotional Intelligence Scale).**

Factor	Group	N	Mean (x)	S.D	't'	Level of significance
Integrity	SAAS	40	12.5	1.75	1.58	Not.Significant
	SANAS	40	11.98	1.06		

**Table 7: Significance of Mean difference between SAAS and SANAS on factor G (Self-development) of EIS (Emotional Intelligence Scale).**

Factor;	Group	N	Mean (x)	S.D	't'	Level of significance
Self Development	SAAS	40	7.55	1.12	2.5	0.5
	SANAS	40	8.08	0.45		

**Table 8: Significance of Mean difference between SAAS and SANAS on factor H (Value Orientation) of EIS (Emotional Intelligence Scale).**

Factor	Group	N	Mean (x)	S.D	't'	Level of significance
Value Orientation	SAAS	40	7.98	1.47	0.25	Not.Significant
	SANAS	40	8.05	0.10		

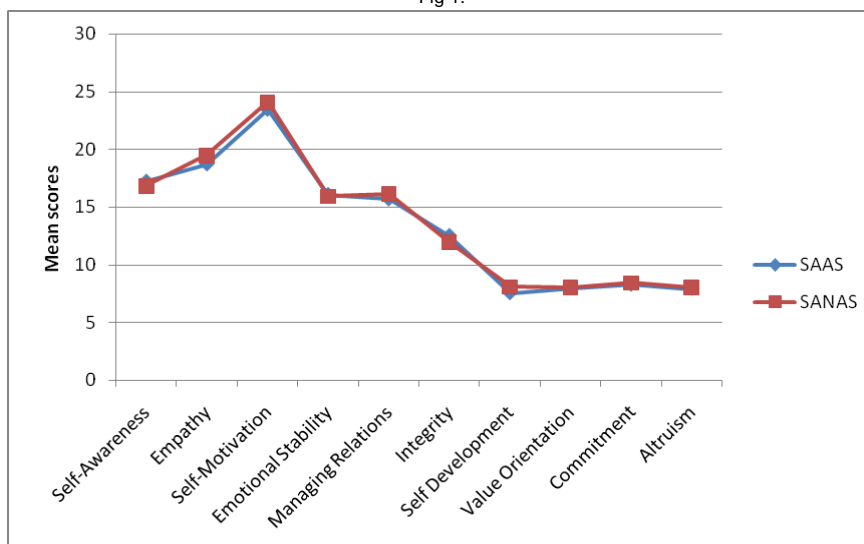
**Table 9: Significance of Mean difference between SAAS and SANAS on factor I (Commitment) of EIS (Emotional Intelligence Scale).**

Factor	Group	N	Mean (x)	S.D	't'	Level of significance
Commitment	SAAS	40	8.28	1.30	0.63	Not.Significant
	SANAS	40	8.43	0.83		

**Table 10: Significance of Mean difference between SAAS and SANAS on factor J (Altruism) of EIS (Emotional Intelligence Scale)**

Factor	Group	N	Mean (x)	S.D	't'	Level of significance
Altruism	SAAS	40	7.93	0.90	0.5	Not.Significant
	SANAS	40	8.03	0.89		

Fig 1:



Line graph showing the comparison of means between SAAS (SahityaAkademi Awardees) and SANAS (SahityaAkademi Non-awardees) on various dimensions of Emotional Intelligence.

## 8. Discussion and Interpretation

The investigator has administered Emotional Intelligence Scale (2011) by Hyde, Pathe and Dhar, for assessing the Emotional Intelligence of Sahitya Academy Awardees and Non-Awardees. The results shown in the tables 1 to 10 and figure 1 are discussed and interpreted as under:

### Comparison between SAAS (N=40) and SANAS (N=40 on the factor wise scores of Emotional intelligence

#### Factor A (Self Awareness)

The perusal of table 1 clarifies that the Mean score of SAAS (17.2) is higher than the Mean score (16.85) achieved by SANAS on factor Self Awareness but the difference is statistically insignificant. The obtained 't' value 1.17 does not exceed table value at 1.99 (0.05 level). It justifies that both the groups are at the same position so far as the self-awareness dimension of EI is concerned and hence no decisive conclusions can be drawn.

#### Factor B (Empathy)

It is evident from table 2 that on factor B (Empathy), Group SANAS obtained higher Mean score (19.48) than SAAS (18.7) but the difference in Mean scores is not statistically significant. The obtained 't' value 1.63 does not exceed table value at 1.99 at 0.05 level. So no decisions can be drawn with respect to the factor 'B' of emotional intelligence.

#### Factor C (Self Motivation)

The perusal of table 3 indicates that on factor C (Self Motivation), SANAS obtained higher mean score (24.1) as compared to the mean score (23.43) of SAAS. The difference in mean scores is not statistically significant as the obtained 't' value does not exceed 1.99 table value (1.99) at 0.05 level of significance. So the two groups are at the same platform on factor C and no decisions can be drawn.

#### Factor D (Emotional Stability)

From table 4, it is evident that the mean score achieved by SAAS (16.5) on factor D (Emotional Stability) is higher than the mean score achieved by SANAS i.e., (15.95) but the difference is not statistically significant as the obtained 't' value 1.53 does not exceed table value 1.99 at 0.05 level. So no conclusions are possible with respect to factor D.

#### Factor E (Managing Relations)

It is obvious from table 5 that SANAS and SAAS obtained Mean Scores 16.15 and 15.68 respectively on factor E (Managing Relations) but the difference is not statistically significant. The obtained 't' value 1.21 does not exceed the table value (1.99) at 0.05 level. So no decisions can be drawn with respect to the factor 'E' of Emotional intelligence.

#### Factor F (Integrity)

The perusal of the table 6 clarifies that SAAS have got higher mean (12.5) as compared to the obtained mean of SANAS (11.98) on factor F (Integrity). The difference of Mean within the groups is not statistically significant. So both the

groups are on the same platform so far as factor f is concerned and hence no conclusion is drawn.

#### Factor G (Self-Development)

Table 7 clarifies that the mean score obtained by SANAS (8.08) is higher than SAAS (7.75) on factor G (Self Development). The difference in Mean scores is statistically significant at 0.05 level of significance with 78 df. Since SANAS have not got acknowledged, applauded or appreciated yet as Creative writers, they are keen to develop themselves to the extent they too may get recognized as highly creative writers. They identify their real emotions for accelerating and want to develop to a greater extent.

#### Factor H (Value orientation)

The perusal of table 8 clarifies that on factor H (Value Orientation), SAAS and SANAS have got mean scores 7.98 and 8.05 respectively. The mean scores are not different enough to be called as significant. The obtained 't' value (0.25) justifies that the groups are identical with respect to the factor H of the Scale. So no conclusions can be drawn on factor value orientation.

#### Factor I (commitment)

It is evident from table 9 that on factor I (Commitment), SAAS and SANAS have got Mean scores 8.28 and 8.43 respectively. The difference in Mean scores is statistically insignificant as the obtained 't' value (0.63) does not exceed the table value (1.99) at 0.5 level of significance. So it is justified that both the groups are on the same platform so far as factor I (Commitment) of emotional intelligence is concerned. So no conclusions are drawn.

#### Factor J (Altruism)

The perusal of the table 10 clarifies that the Mean score obtained by SANAS (8.08) is higher than that of SAAS (7.93) on factor J (Altruism) but the difference in Mean scores is not statistically significant. The obtained 't' value 0.5 justifies that groups are similar with respect to the factor (j) of the Scale. So no decisions can be highlighted and no conclusion drawn.

Taking into consideration the above discussion regarding the different factors of Emotional Intelligence, It is concluded that Sahitya Academy Awardees and Non Awardees do not differ significantly on nine of the 10 factors, Self awareness, Empathy, Self motivation Emotional stability, Managing relations, Integrity, Value orientation Commitment and Altruism. However a positive and significant difference was found on factor 'Self-development' between SahityaAkademi Awardees and Non Awardees.

The results discussed and analyzed in the above paragraphs, are in line with Pavitra, K (2007); Ray 1986; Cuiping, T.et, al (2018);Mortazavi et, al (2012).

The findings put forth by Pavitra, K (2007) highlighted no significance difference between creative and none creative group on Stress profile and coping skills like, Emotion focused, problem focused, distraction, acceptance/redefinition, denial/blame and social support. In the study conducted by Ray

1986, the creative and the manifestly non-creative did not differ much in mental health. Cuiping, T. et, al (2018) revealed in their study that emotional intelligence demonstrated no relationship with divergent thinking. Mortazavi et, al (2012) in his research findings shows that there is a positive significant relationship between the components of emotional intelligence (managerial self consciousness, social consciousness, and relationship management) with creativity.

Therefore, in the light of the above findings and with the support of the above studies, it can be accepted with confidence that although SAAS and SANAS do not differ significantly on the basis of most of the factors of Emotional Intelligence but differ significantly on factor (Self-development) and hence the hypotheses no. 1, which reads:

SAAS and SANAS do not differ significantly on Emotional Intelligence, is partially accepted.

## 9. Conclusion

After analyzing and interpreting the data systematically, the researcher reached to the following conclusions.

- No significant difference was found between SAADS & SANADS on factor Self Awareness. The mean difference favored SAAS but the difference failed to arrive at any level of confidence. It has been found that SAAS and SANAS displayed somewhat similar Self-Awareness.
- No significant difference was found between SAADS & SANADS on factor on factor B (Empathy), Although Group SANAS obtained higher Mean score than SAAS but the difference in Mean scores is not statistically significant. So no decisions can be drawn with respect to the factor 'B' of emotional intelligence.
- No significant difference was found between SAADS & SANADS on factor C (Self Motivation), Although SANAS obtained higher mean score as compared to the mean score of SAAS. The difference in mean scores is not statistically significant. So the two groups are at the same platform on factor C and no decisions can be drawn.
- No significant difference was found between SAADS & SANADS on factor D (Emotional Stability) Although SAAS is higher than the mean score achieved by SANAS but the difference is not statistically significant. So no conclusions are possible with respect to factor D.
- No significant difference was found between SAADS & SANADS on factor Managing Relations. Although SANAS are higher than SAAS on factor E (Managing Relations) but the difference is not statistically significant. So no decisions can be drawn with respect to the factor 'E' of Emotional intelligence.
- No significant difference was found between SAADS & SANADS on factor Integrity. Although SAAS have got higher mean as compared to the obtained mean of SANAS on factor F (Integrity). But the difference of Mean within the groups is not statistically significant. So both the groups are on the same platform so far as factor f is concerned and hence no conclusion is drawn.

- SANAS were found higher than SAAS on factor G (Self Development). The difference in Mean scores is statistically significant at 0.05 level of significance. Since SANAS have not got acknowledged, applauded or appreciated yet as Creative writers, they are keen to develop themselves to the extent they too may get recognized as highly creative writers. They identify their real emotions for accelerating and want to develop to a greater extent.
- No significant difference was found between SAADS & SANADS on factor H (Value Orientation), Although SANAS have got mean scores higher than SAAS but the mean scores are not different enough to be called as significant. The obtained 't' value (0.25) justifies that the groups are identical with respect to the factor H of the Scale. So no conclusions can be drawn on factor value orientation.
- No significant difference was found between SAADS & SANADS on factor I (Commitment), Although SANAS have got Mean Scores higher than SAAS but the difference in Mean scores is statistically insignificant. So it is justified that both the groups are on the same platform so far as factor I (Commitment) of emotional intelligence is concerned. So no conclusions are drawn.
- No significant difference was found between SAADS & SANADS on factor Altruism. Although SANAS (8.08) is higher than that of SAAS (7.93) on factor J (Altruism) but the difference in Mean scores is not statistically significant. The obtained 't' value 0.125 justifies that groups are similar with respect to the factor (j) of the Scale. So no decisions can be highlighted and no conclusion drawn.

## 10. Inferential Suggestions

- Writing is a means to emotional wellbeing and psychological security. One feels lightened and unburdened while going through the process of writing. Educational Institutions and social institutions must involve youth in making literary pursuits of their own interests so that integration in the trinity of thought, emotion and behavior is maintained.
- High creative are usually imaginative, are in touch with their feelings, show imagination, artistic interests, emotionality, adventourness, liberalism etc. we need to encourage and appreciate such traits so as to give boost for creative expression in art and writing and talent does not go waste.
- Inhibition, repulsion, passivity are the factors which put barriers, obstacles which need to be substituted by taking risks, initiatives etc. The teachers and parents should be flexible to encourage divergent thinking in children.
- Writing is a means to emotional wellbeing and psychological security. One feels lightened and unburdened while going through the process of writing. Educational Institutions and social institutions must involve youth in making literary pursuits of their own interests so that integration in the trinity of thought, emotion and behavior is maintained.

- People, who are high on openness, are good at enjoying imagination and mind wandering, have the tendency to seek out and enjoy cognitive stimulation and curiosity. They have high tolerance of ambiguity or acceptance for ambiguity, willingness to entertain a variety of perspectives, personal growth, and enjoy emotional experience. They do possess appreciation of beauty and go through aesthetic experiences. Writing lends a helping hand in the exposition and appreciation of beauty in nature and in all that exists, so opportunities to delve deep in such experiences are to be provided especially in school settings.
- Purging out of one's emotions or emotional outbursts through poetry is well recognized as mechanism of (sublimation) defending oneself from mental & emotional disturbances. Emotional wellbeing is sort out through writing creatively, so provisions for creative/poetic expressions should be provided at school so as to have emotionally stable adults.
- Those children who show their mettle in art, designing, painting, poetry and literature should not be discouraged and condemned for their failure in other than the field of their special interest.
- Strong motivation is necessary for developing creativity in children. Through panel discussion, symposium, debate, seminar, field trip, excursion, role playing, etc. the teacher can develop critical thinking in a learner. Co-curricular activities should also be used for providing opportunities for creative expression. Children should be allowed to visit centers of art.
- The study shows that highly creative are open minded, enjoying trying new things, are imaginative, curious, open to new ideas, generally appreciate unusual ideas. They are usually imaginative and are in touch with their feelings. They show imagination, artistic interests, emotionality, adventure liking, liberalism etc. we need to encourage and appreciate such traits among young ones so as to give boost for creative expression and talent does not go waste.
- Low creative people are closed minded, literal and enjoy having a routine. They are more closed off, resistant to change, and analytical. Such traits need to be checked and such individual need to be exposed to new environments of dynamism.
- Creative people love novelty and dig the idea of doing new things and entertaining new ideas; on the other hand, there are those who like to stay with familiar ideas and tried-and-true activities, and hence need to be exposed to stimulating environments.
- Skepticism in educational institutions is a dilemma. There is need to nip the evil in bud and sufficient stimulating programmes and provisions in the form of co-curricular activities need to be incorporated at the elementary level to make our children more open.

## References

1. Adler, A. (1930) *Problems of Neurosis*. New York: Cosmopolitan Book Corp.
2. Allport, G. (1961). *Pattern and Growth in Personality*. New York: Holt, Reinhart & Winston
3. Agarwal, S., & Bohra, S. P. (1982). Study of the Personality Pattern of High and Low Creative Children. *Child Psychiatry Quarterly*, 15(4), 136-139
4. 'AghaeiJeshvaghani, A. et al (2006), A comparison of personality traits of artists and ordinary people. *Radošāpersonība, ZinatniskoRakstkrājums, No 4, 2006: pp 63-74, Rīga, Latvia*
5. **Adeyemo, D.A.** (2008). Emotional Intelligence, Religiosity and Self-Efficacy as Predictors of Psychological Well-being among Secondary School Adolescents in Ogbomoso, Nigeria. **Yourpean Journal of Psychology vol.4, No.1.**
6. Bar-On, R. (2000). *The Handbook of Emotional Intelligence*. San Francisco: Jossey-Bass
7. Bar-On, R. (1997). *Bar-On Emotional Quotient Inventory (EQ-I)*: Technical Manual. Toronto: Multi-Health Systems.
8. Batley, M & Furhan, A. (2006). Creativity, Intelligence, and Personality: Critical Review of Scattered Literature Genetic. *Social and Genera Psychology Monographs*. 132 (4), 355-429
9. Bali, S.S (1980). Study of Common Personality Factors of Highly Creative Persons in Different Fields. PhD Education, Kurukshetra, University. *Third Survey of Research in Education (1978-1983)*
10. Cuiping, Tu. et, al. (2018). The Relationship between Emotional Intelligence and Domain-Specific and Domain-General Creativity. *The Journal of Creative Behavior*, Vol. 0, Iss. 0, pp. 1-13 Creative Education Foundation.
11. Carmeli, A. et, at (2014). Emotional Intelligence and Creativity: The mediating role of Generosity and Vigor. *The journal of creative behavior* 48(4)
12. Feist, G.J (1998). A Meta-Analysis of Personality in Scientific and Artistic Creativity. *Personal and Socail Psychology Rewiev. Vol.2, No 4, pp: 290-309.*
13. Felfe, J. (2002). Self-Perceived Emotional Intelligence and Creative Personality. *Imagination Cognition and Personality* 21(4):293-309.
14. Goyal, R. P. (1972). A study of some personality traits of high creative children at school stage. *Indian Educational Review*, 7(2), 92-100
15. Goleman, D (1996) *Emotional Intelligence*. London: Bloomsbury.
16. Guilford, J.P (1950). *Creativity*. Am. Osychol. 14:469-79.
17. Gupta, R and Bajaj, B. (2017). Positive Affect as Mediator between Emotional Intelligence and Creativity: An Empirical Study from India. *Int J EmergMent Health* 2017, Vol 19(4): 376.
18. Goleman, D (1998). *Working with Emotional Intelligence*. New York: Bantam Books.
19. GUASTELLO, S.J. (2011) CREATIVITY, MOOD DISORDERS, AND EMOTIONAL INTELLIGENCE. *JOURNAL OF CREATIVE BEHAVIOR* [HTTPS://DOI.ORG/10.1002/J.2162-6057.2004.TB01244.X](https://doi.org/10.1002/j.2162-6057.2004.tb01244.x)
20. Hyde, Pathe and Dhar (2011) *Manual for Emotional Intelligence Scale*. National Psychological Corporation Agra, India.
21. Irena, P. S. (1999). Self-actualization and Other Personality Dimensions as Predictors of Mental Health of Intellectually Gifted Students. *Roepier Review* Volume 22, 1999 - Issue 1.

22. Jeb S Puryear, et, al. (2017).Relating Personality and Creativity: Considering What and How we Measure The Journal of creative behavior
23. Lara A King et, al. (1996) Creativity and the Five-Factor Model Journal of Research in Personality. Vol. 30, Issue 2, June 1996, Pages 189-203.
24. Marta, M. Maslej et al, 2014. The Hierarchical Personality Structure of Aspiring Creative Writers. Creative Research Journal, 26(2), 192-202
25. Mitali Panda (2015). Emotional intelligence as a Correlate of Self-actualization among Teachers at Secondary Teachers Training. International Journal of Multidisciplinary Research and Development Volume 2. Issue 12. Page No. 158-168.
26. Merja Hietalahti (2018) Relationships between personality traits and values in middle aged men and women The Journal of Happiness & Well-Being, 2018, 6(1), 18-32
27. Parveen, S and Imran Ramzan, S.I. (2013). To Study the Relationship between Creativity & Personality among High school Students. Journal on Educational Psychology, 6(3), 50-55
28. Pavitra, K. et, al. (2007) Creativity and Mental Health: A Profile for Writers and Musicians Indian Journal of Psychiatry Vol. 49, issue (1) (34-43)
29. Ramy, M. (2014). Correlation between Emotional Intelligence and Creativity Factors. International Research Journal of Management Sciences. Vol., 2 (10), 301-304.
30. Rashied, S. (2017). DuurPahanDeewaranManz. New Delhi: Taj Pinting Service
31. Roccas, S. et, al. (2002) The Big Five Personality Factors and Personal Values. Personality and Social Psychology Bulletin, vol. 28, 6: pp. 789-801.
32. Rashied, S. (2017). Pain Concealed in Flower Vases. New Delhi: Taj Pinting Service
33. Roccas, S. et al. (2002) The Big Five Personality Factors and Personal Values Personality and Social Psychology Bulletin, vol. 28, 6: pp. 789-801.
34. Rosa Aurora et, al. (2010). Personality: A Possible Bridge between creativity and psychopathology, Creativity Research Journal, Vol. 18, 2006-issue 1
35. Rogers, C.R (1975). On Becoming a Person: a therapist's view of Psychotherapy. Boston: Houghton Mifflin.
36. Sapranaviciute, L (2010) Link between Creativity and Personality Traits in Students of Artistic and Social Profile, Social Sciences / Socialiniai Mokslai. Nr. 4(70)
37. Wang, L. et, al (2018) High Schizotypal Individuals are More Creative? The Mediation Roles of Over inclusive Thinking and Cognitive Inhibition Front Psychol. 2018; 9: 1766.