



ISSN Print: 2394-7500  
ISSN Online: 2394-5869  
Impact Factor: 5.2  
IJAR 2016; 2(11): 408-411  
www.allresearchjournal.com  
Received: 15-09-2016  
Accepted: 16-10-2016

**Prem Shankar Srivastava**  
Principal & Professor,  
Faculty of Education,  
The ICFAI University,  
Agartala, Tripura, India

## Connectivity of emotional intelligence with creativity: A conceptual framework

**Prem Shankar Srivastava**

### Abstract

The current study deals with Connectivity of Emotional Intelligence with Creativity: a Conceptual Framework. The developing countries like India have been facing problem of growth and development. To solve this problem, Emotional Intelligence and Creativity help a lot in developing education not only amongst students but also to take a greater role in building capacity for institutional leaders, further assessment of the dominant factors of Emotional Intelligence and Creativity which influence and make more effective education. The paper concludes that the 'Emotional Intelligence' as "it is intelligence which helps to fulfill the potentialities of the individuals' abilities in self and others through the creativity and 'Creativity' as "it is the ability which helps to fulfill the individuals' potentialities based on convergent and divergent thinking" which establishes the identity of the individual's growth and development in order to gain the highest knowledge and wisdom, if the teachers enable to modify such kind of potentialities of individuals, - this is connectivity of emotional intelligence with creativity." However, the present study suggests that emotional intelligence and creativity would be beneficial for the teachers in particular and individuals in general for betterment of the global society as a whole.

**Keywords:** Emotional intelligence, creativity, connectivity

### 1. Introduction

#### 1.1 Emotional Intelligence

Emotional Intelligence combines two words 'emotion' and 'intelligence'. The word 'EMOTION' is derived from Latin word 'EMOVERS' which means that to excite or to stir up. The College Dictionary (2003) defines emotion as, 'an affective state of consciousness in which joy, sorrow, fear, etc., is experienced, as distinguished from cognitive and volitional states of consciousness, any of the feelings of joy sorrow, hate, love, etc., and a strong agitation of the feelings caused by experiencing love, fear, etc.' Pradhan and Bano (2000) writes emotions are the currents of energy that within us. It activates our lives, shapes our perceptions and behavior, which then emanate outward and influence others. Emotion simply deals with feeling such as anger, love, joy and sadness. On the whole emotions illogical-that's why they are called emotions. Srivastava (2009) defines "Emotion is a complex set of positive and negative affective behaviors which are put into action by the individual himself".

Collins Dictionary (2009) defines "Intelligence is the ability to think, reason, and understand instead of doing things automatically or by instinct". Weschler (1940) defines "Intelligence is the aggregate or global capacity of the individual to act purposefully, to think rationally and to deal effectively with his environment". Intelligence defined as "an ability of cognitive, affective and conative behaviors of the child who put in social environment inductively and deductively (Srivastava, 2013) <sup>[1]</sup>.

The two constructs 'emotion' and 'intelligence' consist 'Emotional Intelligence' was initially traced back to the theory of intelligence propounded by Thorndike (1920) and made comment in Harper's Magazine about the possibility of a form of intelligence that he termed 'social intelligence' which differed from academic intelligence (Mathews *et al*, 2002) <sup>[7]</sup>. But the term was coined in 1990 by Peter Salovey, a Yale Psychologist, and John Mayer, of the University of New Hampshire, published the seminal article 'Emotional Intelligence' and defined emotional intelligence as "a form of social intelligence that involves the ability to

**Correspondence**  
**Prem Shankar Srivastava**  
Principal & Professor,  
Faculty of Education,  
The ICFAI University,  
Agartala, Tripura, India

Monitor one's own and other's feelings and emotions, to discriminate among them and to use this information to guide one's thinking and action". The term became popular by Goleman (1995) [3] with book 'Emotional Intelligence: why it can matter more than IQ' and Working with Emotional Intelligence' in 1998. As pointed out by Goleman (1995, 1998) [3,4], emotional intelligence as a "a learned skill that a better predictor of life success than intellectual attainment or technical ability", and "emotional intelligence refers to the capacity of recognizing our own feelings and those of others for motivating ourselves and for managing emotions well in ourselves and our relationships".

### 1.2 Creativity

Creativity is primarily a cognition which includes thinking in the forms of convergent thinking which gives the basis of intelligence and divergent thinking forms the basis of creativity to discover or invent new ideas, new solution, personality traits, problem solving ability, logical power, syllogistic reasoning, capacity, competency and capability of person, innovation, power of imagination, power of concentration, foresightedness, decision making, interest in things, open mindedness, sensitiveness, aesthetical approach, good attitudes towards national and international development, self-development, and so on for the development of the global society as a whole. In brief, creativity is a new cognitive and non-cognitive style of learning for the development of the society as a whole. Cognitive factors and non cognitive factors constitute creativity. Mangal (2007) concludes that creativity is the capacity or ability of an individual to create, discover or produce a new idea or object including the re-arrangement or reshaping of what is already known to him. Guilford, Torrance, and others identified sensitivity, fluency, flexibility, originality and elaboration as the components of creativity. Brainstorming is one of the best tools and techniques to ensure creativity in group.

### 1.3 Connectivity between Emotional Intelligence and Creativity

Connectivity between Emotional Intelligence and Creativity has been defined by Cooper and Sawaf (1997) [1] as "Emotional intelligence is the ability to sense, understand, value, and effectively apply the power and acumens of emotions as a source of human energy, information, trust, creativity and influence" whereas Levin (1978) defined creativity as "the ability to discover new solutions to problems or to produce new ideas, inventions or works of art. It is a special form of thinking, a way of viewing the world and interacting with it in a manner different from that of the general population."

### 2. Necessity of the Study

The article indicates that an analysis of the various problems of Connectivity of Emotional Intelligence with Creativity in the psychological perspective, may be accepted by the researchers and practitioners for carrying out research on what is required is that the individuals as well as society internalize the understanding of the Connectivity of Emotional Intelligence with Creativity and bring about a dynamic change in their living patterns. It seems that in a country like ours programs of identification and nurturing of talent should receive a very high priority. The study is needed and significant from several points of view not only

in bringing excellence among individuals but also in revealing the probable interplay among emotional intelligence and creativity. Besides interrelation, there is a necessity of their study which will build up emotional and creativity developments. Very few researches have been developed to study on Connectivity of Emotional Intelligence with Creativity in India and its contribution to the field of education, Connectivity of Emotional Intelligence with Creativity is less explored. Many researches show that the higher the EQ of a person coordinates among his behaviors more in facing with different social problems and adaptability with surrounding environment and show logical behaviors. As emotionally intelligent people have high sensibility, originality, fluency, flexibility, and elaboration in facing with problems in self and others in the society as a whole. The study is philosophical in its nature because it indicates normative aspect of education with respect to aim of education, curriculum, and method of teaching, discipline, students, teachers and schools. This study has sociological bases of education because of being related to social needs according to society. This study covers psychological aspect of education for instance growth and development of the students, learning, motivation, personality development and adjustment, etc. Some scholars felt that and emotional intelligence and creativity have no impact on Indian educational system. India is a neither developed nor undeveloped country but where development is required in each and every sphere of human life. Emotional intelligence and creativity and their implications are increasing day by day.

In this paper an attempt has been made to recognize, comprehend, find out, analyze, synthesize, evaluate and critically examine the dominant factors responsible for strengthening emotional intelligence and creativity and their impact on education of today and tomorrow in Indian society. This study may help the students to understand and to solve the problem of education more efficiently. They may flower into excellent of our nation. Hence the investigator has decided to conduct the present study.

On this background the problem may be stated as "Connectivity of Emotional Intelligence with Creativity: Conceptual Framework"

### 3. Purpose of the Study

The purpose of the study is to recognize and define Connectivity of Emotional Intelligence with Creativity, find out to recognize factors responsible for strengthening Connectivity of Emotional Intelligence with Creativity, critically examine factors responsible for strengthening Connectivity of Emotional Intelligence with Creativity, to analyze factors responsible for strengthening Connectivity of Emotional Intelligence with Creativity, to comprehend factors responsible for strengthening Connectivity of Emotional Intelligence with Creativity, to analyze factors responsible for strengthening Connectivity of Emotional Intelligence with Creativity, to synthesize factors responsible for strengthening Connectivity of Emotional Intelligence with Creativity, and to evaluate factors responsible for strengthening Connectivity of Emotional Intelligence with Creativity and its theory and practice in the field of education and its impact on present day educational system.

#### 4. Delimitation of the Study

Keeping in view the limitation of time, resources and energy, the study is limited to one aspect of the subject which is Connectivity of Emotional Intelligence with Creativity. It is entirely based on the secondary data as for examples-books, journals, periodicals, newspapers etc. this constitutes a major constraint of the study.

#### 5. Review of Literature

Ramy, Beydokhty and Jamshidy (2014) [8] conclude in their research entitled Correlation between Emotional Intelligence and Creative Factors that 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. 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.

Dadvar, Mohamadrezai, and Fathabadi, (2012) [2] discuss and conclude in their research entitled the Relationship between Emotional Intelligence and Creativity of Female High School Students in Baft City that the findings of the present study indicate that there is positive and significant correlation between EQ and /01), in other words, EQ has positive and direct influence in performance of student in≤creativity of student at (P creativity and innovation and EQ components can predict creativity amount in students. Emotional skills cause effective relations, better decision making and increasing efficiency and potential capability and coining solutions for complex problems. The higher the EQ of a person coordinates among his behaviors more in facing with different social problems and adaptability with surrounding environment and show logical behaviors. As creative people have high thought flexibility, in facing with problems are less encountered with record shortage. They welcome challenges with self-reliance in problems and show creativity and innovation.

#### 6. Methodology

Methodology takes a significant role in any type of research as the reliability and validity of the findings depend upon the methods adopted and applied in the study. This paper is descriptive in nature. It is mainly based on secondary data and is largely collected from different sources like books, journals, articles, and periodicals. This study is conducted mainly by applying analytical cum descriptive method for the research. The investigator has made effort to establish Connectivity of Emotional Intelligence with Creativity critically.

#### 7. Analyses and Interpretation

Before we discuss the factors responsible for strengthening Connectivity of Emotional Intelligence with Creativity, it is

essential for us to know the meaning of Emotional intelligence and creativity. The term 'emotional intelligence' has different meanings to different psychologists in different context. But the 'Emotional intelligence', working with the paper "Interaction Effect of Sex, Achievement-Motivation, and Emotional Intelligence on Spiritual Intelligence of Pupil-Teacher" Srivastava (2014) [12] defined as "the ability of learner/taught/child/individual/student to recognize and regulate cognitive and non-cognitive factors, behaviors, competencies, and skills in self and others." Torrance defines creativity as "a process of becoming sensitive to problems, gaps in knowledge, missing elements and so on; identifying the difficulty, searching for solution, making guesses or formulating hypotheses about the deficiencies, testing and retesting these hypotheses and possibly modifying and retesting and finally communicating the results." He identified fluency, flexibility and fluency abilities constitute creativity. Psychologists have identified four abilities originality, fluency, flexibility and elaboration constitute creativity.

Moreover, there is a problem of lack of emotional intelligence and creativity within individuals in our India today because each and every school or college or university suffers from such wisdom knowledge and it is because of this problem that our entire educational system is going aimlessly. That is why it may be said that psychologists, educationists, teacher educators, teachers, educational administrators, educational supervisors, curriculum constructors and educational planners in our country should wake up to the task of the curriculum construction, curriculum development and curriculum transaction of Connectivity of Emotional Intelligence with Creativity, and its aims and objective, method of teaching and techniques by understanding a critical examination of the present set up of emotional intelligence and creativity for human well-being, and furthermore, in order to sustain and to strengthen human beings' emotional growth and development, India needs a fast development in the area of research on emotional intelligence and creativity. This can be done by strengthening the pillars of professional education particularly the teacher education. Otherwise, the ignorance of emotional intelligence and creativity will result in exploitation, corruption, aggression, destruction, disaster, selfishness and hatred.

#### 8. Discussions and Conclusions

Modern education, however, lays great emphasis on emotional intelligence and creativity. Perhaps, this is precisely the cause why the learner seeks only to learn and study about the discovering new ideas or views. With this consideration, the development of emotional intelligence and creativity is purely and surely to please the modern learner. It is, however, emotional intelligence and creativity help a lot in the development of the aims and objectives of education.

To be quite honest and fair, the field of emotional intelligence and creativity is too much vast and it is not easy to achieve a well-balanced perspective of what is really happening and what is lacking in our research work. The study under consideration has been carried out with the recognizing, comprehending, examining critically, applying, analyzing, synthesizing, and evaluating the emotional intelligence and creativity have great relevance to the

present-day educational system and it can bring about a dynamic change in the educational system not only of the country, but also the world. Here, the impact of modifying patterns of the Indian educational system in the terms of emotional intelligence and creativity, would be analyzed in depth and thus it may contribute in solving the everyday problems of individuals' life creatively and constructively in the new situation of the socio-psycho-physical environment for their all round development.

Goleman (1995, 1998) <sup>[3, 4]</sup> described Emotional Intelligence has five basic emotional and social competencies such as self-awareness, self-regulation, motivation, empathy and social skills (Salovey and Mayer, 1990) <sup>[9]</sup>. Salovey and Mayer (1997) <sup>[10]</sup> developed four tiers of Mental Ability Model of Emotional Intelligence such as perceiving emotion, assimilating emotion, understanding emotion and managing emotion. Goleman (2001) <sup>[5]</sup> developed a framework of emotional intelligence with twenty competencies in four clusters of general abilities. The four clusters consists of self-awareness such as recognition of emotional self-awareness, accurate self-assessment and self-confidence and self-management such as self-control, trustworthiness, conscientiousness, adaptability and achievement drive indicating personal competency while social awareness such as empathy, service orientation, and organizational awareness and relationship management such as developing others, influence, conflict management, leadership, change catalyst, building bonds, team work, and collaboration specifying social competency. Kumar (2000) <sup>[6]</sup> described four dimension of emotional intelligence such as recognizing emotions (self), recognizing emotions (others), understanding emotions and using emotions. All works related to Emotional Intelligence and Creativity and their dimensions, have to trace the development of psychological paradigm, and to draw in broad an outline of real life-long education and much has so far been also done to investigate the progressive education of individuals for recreating and reconstructing a betterment of the society in our country and a great importance is given on the democratic concept of education.

To have an access to the realization of relationship between emotional intelligence and creativity which serves as a foundation of nurturing modern education, which reflects for achieving highest aim of education and beneficial for human engineering and soul doctoring. Keeping in view in mind, the author concludes the 'Emotional Intelligence' as "it is intelligence which helps to fulfill the potentialities of the individuals' abilities in self and others through the creativity and 'Creativity' as "it is the ability which helps to fulfill the individuals' potentialities based on convergent and divergent thinking" which establishes the identity of the individual's growth and development in order to gain the highest knowledge and wisdom, if the teachers enable to modify such kind of potentialities of individuals, - this is connectivity of emotional intelligence with creativity." That is why, therefore, it may be described in terms of combination of an individual's emotional intelligence with creativity that appears to have made a considerable progress and development of the society. However, the present study suggests that emotional intelligence and creativity would be beneficial for the teachers in particular and individuals in general for betterment of the global society as a whole.

## 9. References

1. Cooper RK, Sawaf A. Executive EQ: Emotional Intelligence in Leadership and Organisations Orion Business Books, Pvt. Ltd. 1997.
2. Dadvar R, Mohamadrezai M, Fathabadi MH. The Relationship between Emotional Intelligence and Creativity of Female High School Students in Baft City ISSN 2090-4304 Journal of Basic and Applied Scientific Research Kerman, Iran. 2012.
3. Goleman D. Emotional Intelligence: Why it Can Matter More Than IQ *Bantam Books*, New York. 1995.
4. Goleman D. Working With Emotional Intelligence. *Bantam Books*, New York. 1998:
5. Goleman D. Emotional Intelligence: Issue in Paradigm Building. Amazen.com. 2001.
6. Kumar G. Emotional Intelligence Scale. M.J.P.R. University, Barreilly, U.P. 2000.
7. Mathews G. Emotional intelligence; Science and myth. MIT Press. 2002.
8. Ramy AM, Beydokhty AAA, Jamshidy L. Correlation between Emotional Intelligence and Creativity Factors, International Research Journal of Management Sciences. 2014; 2(10):301-304, ISSN 2147-964x
9. Salovey P, Mayer JD. Emotional Intelligence: Imagination Cognition and Personality. 1990; 9:185-211.[http://unh.edu/emotional\\_intelligence/EI](http://unh.edu/emotional_intelligence/EI)
10. Salovey P, Mayer JD. What is emotional intelligence In P Salovey & D Sluyter (Eds) Emotional Development and emotional intelligence: Implication for educators New York, Basic Books. 1997, 3-31.
11. Srivastava PS. Emotional Intelligence in Mathematical Education ISBN: 978-81-927828-2-9, SSAVS New Delhi / Bhagalpur. 2013.
12. Srivastava PS. Interaction Effect of Sex, Achievement-Motivation, and Emotional Intelligence on Spiritual Intelligence of Pupil-Teacher SRJIS, ISSN: 2278-8808, 2014; V-II(XV):2286-2306.