

# The Impact of Emotional Intelligence and Creativity among the University Students

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## ABSTRACT

The study was conducted to investigate the impact of emotional intelligence and creativity among the university students. The research method in this study is the correlation type. The aim of the correlation study was understands the complex patterns of behavior by studying the correlation between the models and variables. In this study statistical population was 2500 persons of the students in various disciplines of the humanities; 100 subjects were selected using the Morgan table and tests were conducted on them. Pearson correlation coefficient was used to hypothesis testing and study the relationship between emotional intelligence and creativity in between the humanities students. Also t statistical method was used to change the independent to testing the second and third hypothesis includes creativity and emotional intelligence. Results showed that there was a significant relationship between creativity and emotional intelligence (correlation coefficient = 0.628; validated t for correlation coefficient = 4.271; the table t = 3.861; with 98 degrees of freedom and 5% significant level). Also in current study research hypothesis was not confirmed and there was no significant difference between male and female students in terms of creativity and emotional intelligence.

**KEY WORD:** Creativity, emotional intelligence, humanities, students

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## INTRODUCTION

Creativity is a very important word, and should be defined in terms of culture and society. Creativity is a mental process consisting of ingenuity and flexibility. Creativity involves every sensory includes sight, smell, taste and even beyond the senses, and many of these is invisible, non-verbal and unconscious. Some researchers believe that creativity is the opposite of conformity and creative is original ideas. In such an era it should be noted to the innovation, modernistic enthusiasm, surveys and making use of the achievements of moral, scientific and technical of human to manage different social - cultural, economic and educational organizations. Today, society needs to the smart and creative people than any other time. Need to identify and nurture creative minds and creative becomes more, with become more complex world in which we live. So, in the present circumstances creativity is an important issue in the field of school psychology. Moreover there is a close relationship between creativity and emotional intelligence (Mohammadi, 2008). According to this innovative and creative managers must be choices for different categories of management. Creativity has three components; first component is domain of skills. Domains of skills are raw material of talent, and training and experience in a particular field, that is inherent somewhat; and we can say that children are born with varying degrees of talent. But if someone has the deficit talent in this regard, training and experience can be improved him. The second component is the manner of creative thinking and business skills. Therefore there are some specific ways of working, thinking and personality in people that enables them to operate scope of their skills in new ways. It seems that some of these skills are inherent. But there are other aspects of creative thinking, which can be increased by training and experience. The third component of creativity is the internal motivation (Jalali, 2010). Little creativity, it is a sign of a normal person Creative people are different from others with a lot of creativity. Interest in the relationship between emotional intelligence and creativity cannot imagine a relationship right because many creative people are not clever, and maybe have a high level of emotional intelligence. Emotional Intelligence (EQ) is the ability to recognize, understand, and regulate emotions, and using them in the life. The first time in 1990, a psychology called "Salvi" use the term of emotional intelligence for expression individuals' emotion and perception of quality, sympathy with feelings of others, and the ability to manage a good mood. The fact intelligence is including understanding others and their feelings and using it for right decisions in life. In other words, intelligence is the factor that making motivation in person in defeat, and through having a high social skills leading to good relations with the public (Ghasem-Zadeh, 2008; Hashemi, 2002). Because innovation is critical to conservation organizations, especially school and university centers Current study was conducted with considering the importance of creativity and innovation academic centers and its relationship with emotional intelligence. And whether, can cognitive, physical and emotional feelings have a significant role in innovation?

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## METHODOLOGY

The research method in this study is the correlation type. The aim of the correlation study was understands the complex patterns of behavior by studying the correlation between the models and variables. The study population in this study was included humanities students who are studying, which number of students was around 2500, which were enrolled in humanities disciplines (such as psychology, counseling, history, physical education, business administration, industrial management, insurance, etc.). 100 subjects were selected using the Morgan table and tests were conducted on them. Sampling was into stratified that in the most humanities studies, a researcher wants to select a sample, which ensure that there are subgroups of the same tradition and be present in the sample as a representative. In this study research variables was include: Emotional intelligence: The dependent variable, and creativity: The independent variable. The sample is called stratified (Delavar, 2006). Introduction to Emotional Intelligence Test of Baron question 90: For years, people thought that intelligence (IQ), dictate their success in life. School students enrolled in various programs for individuals as well as companies and employers, used of the IQ test. But in recent years, researchers have found which IQ is not the only indicator of success. Now, according to the emotional intelligence is (EQ2) that as another indicator of success is people. Another type of intelligence is emotional intelligence and includes understanding their emotions right decisions in life. The ability to control anxiety EQ modes and control of the reaction and this means high hopes of being motivated to achieve goals. His strategy (cognitive intelligence tests to make rain) consists of four main stages: Classification and identification of variables that are under keyword; to determine the most effective and successful performance and positive emotional health and well-earned; the operational definition factors and making design of questionnaire. Test reliability by calculating Cronbach's alpha for the 74% of male students and 68% of female students and 93% for the total population was calculated. Target groups: people aged 18 years and older, provided that the normal (at least high school) have to be able to respond to this test; moreover multi-answer test paper pencil survey assessing creativity (MPPT) was used. This questionnaire is well known in literature, psychology Torrance creativity test. And is made based on his definition of creativity, Torrance test of creativity, is very detailed and long. The implementation needs to spend hours of time.

Pearson correlation coefficient was used to hypothesis testing and study the relationship between emotional intelligence and creativity in between the humanities students, which its formula is as follows:

$$r = \frac{n \sum xg - \sum x \sum y}{\sqrt{[n \sum x^2 - (\sum x)^2][n \sum y^2 - (\sum y)^2]}}$$

$$t = r \sqrt{\frac{n-1}{1-r^2}}$$

T statistical methods are used to change the independent to testing the second and third hypothesis includes creativity and emotional intelligence separately male and female, which its formula is as follows:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\frac{\sqrt{\sum x_1^2 + \sum x_2^2}}{n_1 + n_2 - 2} \left( \frac{1}{n_1} + \frac{1}{n_2} \right)}$$

## RESULTS

100 subjects were selected to test the hypotheses of the study between the 2500 people population. Creativity and emotional intelligence tests have been performed on both girl and boy group. For testing the first hypothesis and assess the relationship between creativity and emotional intelligence correlation method was used in inferential statistics, and grades were arranged in two groups x and y. Scores located in two groups  $x_1$  and  $x_2$  to assess creativity and emotional intelligence separately in boys and girls, and the formula of independent t variables was used to assess them. According to data in Table 1 (Correlation coefficient = 0.628; and validated t for correlation coefficient (4.271) was larger than the table t (3.861) with 98 degrees of freedom and 5% significant level) there was a significant relationship between creativity and emotional intelligence

Table 1- Relationship between creativity and emotional intelligence

N	$r_{xy}$	Subjects	$t_c$	$t_t$	Df	Significance level
100	0.682	Humanities students	4.271	3.861	98	0.05

To testing the research hypotheses and comparison emotional intelligence between the boys and girls, t variable statistical methods was used to assess testing in level of inferential statistical. According to data in Table 2, research hypothesis was not confirmed and there was no significant difference between male and female students in terms of emotional intelligence ( $t_c=2.951$ ;  $t_t = 3.861$ ; Df = 98).

Table 2- Comparison of emotional intelligence between the male and female students

N	Subjects	Mean	$t_c$	$t_t$	Df	Significance level
50	male students	98.61	2.951	3.861	98	0.05
50	female students	94.52	-	-	-	-

According to data in Table 3, research hypothesis was not confirmed and there was no significant difference between male and female students in terms of creativity ( $t_c=2.761$ ;  $t_t = 3.861$ ; Df = 98).

Table 3- Comparison of creativity between the male and female students

N	Subjects	Mean	$t_c$	$t_t$	Df	Significance level
50	male students	64.31	2.761	3.861	98	0.05
50	female students	60.52	2.761	3.861	98	0.05

### DISCUSSION AND CONCLUSION

Present study was conducted to investigate relationship between creativity and emotional intelligence among humanities students. Overall, of this study it concluded that there was a significant relationship between creativity and emotional intelligence of students. Also in current study one of the research hypotheses was not confirmed and there was no significant difference between male and female students in terms of creativity and emotional intelligence.

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