Specific Domains of Creativity and Their Relationship with Intelligence: A Study in Selected Universities of Shaanxi Province of China

Wei Miao[1], Janaka Low Chee Kong[2]

[1]Malaysia University of Science and Technology, Kuala Lumpur 47810, Malaysia
[2]Xi'an University of Architecture and Technology, 710055, Shaanxi, China

Abstract: The purpose of this study is to investigate how specific domains of creativity are related with emotional intelligence. It is the goal of an industrial or organizational psychologist to apply psychological theories, research findings, and principles to the workplace. For this research study, the primary goal is generating new knowledge and enhancing existing knowledge in the field of emotional intelligence and creativity in Shaanxi province in China. There is currently no research that measures the relationship between specific domains of creativity and emotional intelligence in Shaanxi province of China (Kono, 2018).

Keywords: Specific Domains; Creativity; Emotional Intelligence

1. Introduction

In modern world, organizations are facing fierce competition and technological advancements. The organization needs to change itself including their environment. The organizations must constantly improve their performance to be successful and maintain a competitive advantage. Many businesses still have a lot of the "debris of yesterday's (change) efforts" and could use new ideas (Ilmudeen, Bao, Alharbi & Zubair, 2020).

There are two imperatives for service organizations. These includes minimizing costs and enhancing customer satisfaction. As a result, organizations look for employees with a wide range of skills and competencies that allow them to "micro-manage". Workers in organizations are under constant technological change, shift work, and pressure from clients (Selamat & Ran, 2019).

Many organizations look for candidates who have a combination of education, experience, and a technical skill set when it comes to hiring new employees. A company's human capital advantage is dependent on securing exceptional talent.

2. Statement of the Problem

The purpose of this study is to investigate how specific domains of creativity are related with emotional intelligence. It is the goal of an industrial or organizational psychologist to apply psychological theories, research findings, and principles to the workplace. For this research study, the primary goal is generating new knowledge and enhancing existing knowledge in the field of emotional intelligence and creativity in Shaanxi province in China. There is currently no research that measures the relationship between specific domains of creativity and emotional intelligence in Shaanxi province of China (Kono, 2018).

3. Objectives of Study

Following were the objectives of study.

(1)Investigate the relationship between emotional intelligence and creativity of students studying in universities of Shaanxi province of China

(2)Explore the difference in emotional intelligence and creativity of students studying in universities of Shaanxi province of China.

4. Research Questions of the Study

Based on the above objectives, following were the research questions of the study.

(1)Is there any relationship between emotional intelligence and creativity of students studying in universities of Shaanxi province of China?
(2)What is the difference in emotional intelligence and creativity of students studying in universities of Shaanxi province of China?

5. Significance of Study

5.1. Theoretical Significance

This study is significant because it will be one of the few studies to examine the relationship between emotional intelligence and creativity in Chinese context. The findings of this study will add to the growing body of knowledge about the importance of emotional intelligence and creativity at the workplace. The emotional intelligent people prefer to have stable relationship with others. Interpersonal skills can be improved if you pay attention and evaluate the feelings of others.

5.2. Significance for Industry

The concept of emotional intelligence can be defined as, "The concept of emotional intelligence is stated to be based on extensive scientific and research evidence". In addition, "however little research has been conducted in an organizational context and existing research has largely been drawn from psychological research developments. There is lack of research on the variables of emotional intelligence and creativity and their relationship in educational context. Emotional intelligence and creativity were measured in organizations based on anecdotal case studies and derivative arguments ion previous research studies.

5.3. Academic Significance

Emotional intelligence and creativity will be examined in this study with respect to demographic variables as possible predictors. Employers can improve their workforce by learning about the connection between emotional intelligence and creativity. Employers can benefit from useful information to help develop ideas and programs for their employees that will result in a more effective workforce. Emotional intelligence and creativity are closely associated in China. This study may help shed light on the relationship between these two variables. Importantly, human resource managers need to know how creativity and emotional intelligence affect the workplace to devise a new policy that takes these factors into consideration.

6. Delimitations

The study is limited by convenience sampling, fixed accountability ratings, and limited perceptions of students. In present research study, the researcher will use convenient sampling technique due to limited time and resources. The researcher will select students randomly to minimize sampling error. In this way, the findings of the study can be generalized to other parts of the Shaanxi province. The researcher will distribute survey questionnaire among students only to gather the relevant data.

7. Limitations

The primary purpose of this research study is to investigate the correlation between emotional intelligence and creativity. The concept of emotional intelligence and creativity is measured already using various perspectives. However, in present research study, the concept of emotional intelligence and creativity will be measured using personality traits within the theoretical perspective of industrial and organizational psychology.

8. Theoretical Framework

Methodological beliefs and assumptions that underlie the theories and models that make up the definitive context are referred to as the theoretical framework. The goal of this research is to better understand the relationship between creativity and emotional intelligence. Positive psychology is a branch of psychology that seeks to better understand and help people, families, and communities thrive.

IGathering information through psychometrics, which is a process-oriented activity, is used to identify attributes, make the best selection choices, and provide feedback for personal and career development. This study will make use of psychological testing to gauge participants' levels of emotional intelligence and creativity as well as their relationship with demographic data.

9. Operational Definitions of Key Terms

9.1. Creativity

The term "creativity" is used in most approaches to creativity research to describe a personal quality, a process, a behavior, or a feature of a product, but this cannot be generalized. In present research study, creative thinking and behavior will be assessed which will aim at creativity as both a personal quality and a creative product (Cohendet & Simon, 2015).

9.2. Emotional Intelligence

The mixed-model perspective is used to present the emotional intelligence construct, with a focus on the trait perspective. Emotions and intelligence are not a part of mixed models. Instead, social behaviors, traits, and abilities are considered important part of mixed model approach. Since, both emotional abilities and traits are personality components. In current research study. the trait-based perspective is included in the mixed-model group to evaluate emotional intelligence (Ackley, 2016).

References

[1] Ackley, D. (2016). Emotional intelligence: A practical review of models, measures, and applications. Consulting Psychology Journal: Practice and Research, 68(4), 269.

[2] Akinola, M., Kapadia, C., Lu, J. G., & Mason, M. F. (2019). Incorporating physiology into creativity research and practice: The effects of bodily stress responses on creativity in organizations. Academy of Management Perspectives, 33(2), 163-184.

[3] Carmeli, A., McKay, A. S., & Kaufman, J. C. (2014). Emotional intelligence and creativity: The mediating role of generosity and vigor. The Journal of Creative Behavior, 48(4), 290-309.

[4] Carson, K. D., Carson, P. P., & Birkenmeier, B. J. (2016). Measuring emotional intelligence: Development and validation of an instrument. Journal of Behavioral and applied Management, 2(1), 810.

[5] Cohendet, P., & Simon, L. (2015). Introduction to the special issue on creativity in innovation. Technology Innovation Management Review, 5(7).

[6] Cooke, F. L., Cooper, B., Bartram, T., Wang, J., & Mei, H. (2019). Mapping the relationships between high-performance work systems, employee resilience and engagement: A study of the banking industry in China. The International Journal of Human Resource Management, 30(8), 1239-1260.

[7] Curry, J. F., Anderson, D. R., Zitlin, M., & Guise, G. (1987). Validity of academic achievement measures with emotionally handicapped children. Journal of Clinical Child Psychology, 16(1), 51-56.

[8] Di Fabio, A., & Kenny, M. E. (2016). Promoting well-being: The contribution of emotional intelligence. Frontiers in psychology, 7, 1182.

[9] Furnham, A., & Petrides, K. V. (2003). Trait emotional intelligence and happiness. Social Behavior and Personality: an international journal, 31(8), 815-823.

[10] Glavas, A. (2016). Corporate social responsibility and organizational psychology: An integrative review. Frontiers in psychology, 7, 144.

[11] Goleman, D., & Boyatzis, R. (2017). Emotional intelligence has 12 elements. Which do you need to work on. Harvard Business Review, 84(2), 1-5.

[12] Gough, H. G. (1979). A creative personality scale for the adjective check list. Journal of personality and social psychology, 37(8), 1398.

[13] Gough, H. G., & Heilbrun, A. B. (1965). The Adjective Check List Manual. Palo Alto: Consulting Psychologists Press.

[14] Grubor, A., Berber, N., Aleksić, M., & Bjekić, R. (2020). The influence of corporate social responsibility on organizational performance: A research in AP Vojvodina. Anali Ekonomskog fakulteta u Subotici, (43), 3-13.

[15] Huang, Y., Ma, Z., & Meng, Y. (2018). High-performance work systems and employee engagement: empirical evidence from China. Asia Pacific Journal of Human Resources, 56(3), 341-359.

[16] Hunziker, S., & Blankenagel, M. (2021). Cross-Sectional Research Design. In Research Design in Business and Management (pp. 187-199). Springer Gabler, Wiesbaden.

[17] Ilmudeen, A., Bao, Y., Alharbi, I. M., & Zubair, N. (2020). Revisiting dynamic capability for organizations' innovation types: does it matter for organizational performance in China?. European Journal of Innovation Management.

[18] Kobau, R., Seligman, M. E., Peterson, C., Diener, E., Zack, M. M., Chapman, D., & Thompson, W. (2011). Mental health promotion in public health: Perspectives and strategies from positive psychology. American journal of public health, 101(8), e1-e9.

[19] Kono, T. (2018). Factors affecting the creativity of organizations-an approach from the analysis of new product development. In Innovation and Management (pp. 105-144). de Gruyter.

[20] Kuei, C. H., Madu, C. N., Chow, W. S., & Chen, Y. (2015). Determinants and associated performance improvement of green supply chain management in China. Journal of cleaner production, 95, 163-173.

[21] Mayer, J. D., Caruso, D. R., & Salovey, P. (2016). The ability model of emotional intelligence: Principles and updates. Emotion review, 8(4), 290-300.

[22] Mayes, B. T., Finney, T. G., Johnson, T. W., Shen, J., & Yi, L. (2017). The effect of human resource practices on perceived organizational support in the People's Republic of China. The International Journal of Human Resource Management, 28(9), 1261-1290.

[23] Miao, C., Humphrey, R. H., & Qian, S. (2017). A meta-analysis of emotional intelligence and work attitudes. Journal of Occupational and Organizational Psychology, 90(2), 177-202.

[24] Nguema, J. N. B. B., Bi, G., Akenroye, T. O., & El Baz, J. (2021). The effects of supply chain finance on organizational performance: a moderated and mediated model. Supply Chain Management: An International Journal.

[25] Pan, Y., Shang, Y., & Malika, R. (2020). Enhancing creativity in organizations: the role of the need for cognition. Management Decision.

[26] Petrides, K. V., Mikolajczak, M., Mavroveli, S., Sanchez-Ruiz, M. J., Furnham, A., & Pérez-González, J. C. (2016). Developments in trait emotional intelligence research. Emotion review, 8(4), 335-341.

[27] Ravichandran, K., Arasu, R., & Kumar, S. A. (2011). The impact of emotional intelligence on employee work engagement behavior: An empirical study. International Journal of Business and Management, 6(11), 157.

[28] Reiter-Palmon, R., Mitchell, K. S., & Royston, R. (2019). Improving creativity in organizational settings: Applying research on creativity to organizations.

[29] Rudolph, C. W., Allan, B., Clark, M., Hertel, G., Hirschi, A., Kunze, F., ... & Zacher, H. (2021). Pandemics: Implications for research and practice in industrial and organizational psychology. Industrial and Organizational Psychology, 14(1-2), 1-35.

[30] Schreuder, D., & Coetzee, M. (2010). An overview of industrial and organisational psychology research in South Africa: A preliminary study. SA Journal of Industrial Psychology, 36(1), 1-11.

[31] Selamat, M. H., & Ran, G. W. (2019). The mediating effect of organizational citizenship behavior on the organizational justice and organizational performance in small and medium-sized enterprise of China. Int. J. Bus. Manag, 14(173), 10-5539.