



RELATIONSHIP BETWEEN EMOTIONAL COMPETENCE AND CREATIVITY AMONG ADULTS

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Abstract

Emotional competence refers to an individual's ability to recognize, understand, and manage their own emotions, as well as the emotions of others. It is a critical component of effective communication, social interaction, and overall well-being. Creativity is creating something new using existing ideas and gifting universe your own unique creation. The relationship between emotional competence and creativity has been the subject of considerable theoretical and empirical research. There are several theoretical perspectives that attempt to explain the nature of this relationship. The data in this particular study has been obtained with the help of the scales named "Emotional Competence Inventory (ECI)" and "The creativity quotient" as well as a demographic information form. Two hypotheses were tested using correlation and regression analysis, and the results showed no significant relationship between emotional competence and creativity.

Keywords: emotional competence, creativity, emotions, social life, etc.

Chapter 1: INTRODUCTION

1.1 Background of the study

One field of study investigates how high levels of emotional competence correlate with higher levels of creativity in young people. The ability to identify, label, and control one's emotional states is known as emotional competence, whereas creativity is the capacity to come up with novel ideas and approaches to problems. Several studies have demonstrated a positive correlation between emotional competence and creative output. People who are emotionally competent are less likely to let negative emotions get the best of them, and more likely to be able to channel that energy and focus into productive endeavors.

Furthermore, higher levels of motivation and persistence, both crucial components of the creative process, have been linked to higher levels of emotional competence. Emotional competences like emotional management and emotional awareness have been discovered to be very useful in this line of research as a means of encouraging creative thinking. The capacity to properly regulate one's emotions is known as emotional regulation, while the capacity to perceive and comprehend one's own and other people's emotions is known as emotional awareness. Insights into how emotional intelligence may be cultivated and exploited to foster creativity can be gained through better comprehending the connection between emotional competence and creativity among young people. This insight may inspire therapies and programs aimed at improving young people' emotional competence and creativity, which may have significant long-term effects on their personal and professional development.

1.2 Emotional Competence

Emotional competence refers to an individual's ability to recognize, understand, and manage their own emotions, as well as the emotions of others. It is a critical component of effective communication, social interaction, and overall well-being. The key components of emotional competence include:

1. **Emotional regulation:** the ability to manage one's emotions effectively, including regulating negative emotions and expressing them appropriately.
2. **Emotional awareness:** the ability to recognize and understand one's own emotions, as well as the emotions of others.
3. **Social skills:** the ability to communicate effectively and build positive relationships with others.
4. **Empathy:** the ability to understand and feel the emotions of others, and to respond appropriately.

Emotional competence is important for personal and professional development because it is linked to a range of positive outcomes, including better mental health, improved relationships, and greater job satisfaction and performance. Emotionally competent individuals are better able to manage stress, resolve conflicts, and adapt to change. Emotionally competent people have hope, empathy, self-compassion, and self-care. They have positive coping skills like cognitive reframing, journaling, positive self-talk, determining an alternative solution, seeking professional help and meditation. It is antidote to anxiety, procrastination, low motivation, and shiny object syndrome. Emotional competence is a skill, it is something most of us were never taught and it takes conscious efforts and practice. It protects us from hidden stresses, and it is the best preventive medicine. Social and emotional interactions help individuals to develop their ability to communicate, recognize and regulate their emotions and maintain relationships which leads to higher emotional competence in individuals. Emotional competence can be assessed and measured through a variety of methods, including self-report questionnaires, behavioural observation, and performance-based tasks. Some commonly used measures of emotional competence include the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT), the Emotional Competence Inventory (ECI), and the Situational

Test of Emotional Management (STEM). These assessments typically evaluate an individual's ability to recognize, understand, and regulate emotions, as well as their social skills and empathy.

1.3 Creativity

Creativity is the ability to create something new from primary imagination and thereby creates divine act of creation from secondary imagination. It involves the ability to think divergently, or outside of the box, and to combine existing ideas or concepts in new and innovative ways. There are different types of creativity, including:

1. Artistic creativity: the ability to create works of art or other forms of self-expression, such as music, dance, writing, or visual art.
2. Scientific creativity: the ability to develop new theories, models, or experimental designs to advance scientific knowledge and understanding.
3. Everyday creativity: the ability to come up with novel solutions to everyday problems, such as finding new ways to organize a space, or creating a unique recipe from available ingredients.

Creativity is important for personal and professional development because it is linked to a range of positive outcomes, including increased innovation, better problem-solving skills, and higher job satisfaction and performance. Creativity can also enhance personal fulfilment and well-being by providing opportunities for self-expression and exploration. Creativity can be assessed and measured through a variety of methods, including divergent thinking tasks, such as brainstorming, idea generation, and problem-solving challenges. Other measures of creativity may include observational or performance-based assessments, such as evaluating the originality and usefulness of artistic works, or the quality of scientific research.

1.4 Relationship between Emotional Competence and Creativity

Numerous studies, both theoretical and empirical, have examined the connection between emotional intelligence and inventiveness. Various theoretical frameworks have been proposed to shed light on the dynamics of this connection. According to one theory, those who are emotionally competent are more likely to be creative because they have the mental agility and emotional resilience to come up with original and beneficial ideas. In particular, the ability to regulate one's emotions may assist people deal with the unpleasant feelings that often get in the way of creative problem-solving. Emotional maturity, according to a different line of thinking, might open up more opportunities for inventive problem solving in groups. Emotionally intelligent people may have stronger interpersonal skills and come up with more original ideas because of their ability to express themselves clearly and form strong bonds with others. Research has shown a strong correlation between emotional competence and creativity, especially in young people. Researchers have shown that those who score better on tests of emotional intelligence and emotional competence are also more likely to come up with novel approaches to old problems.

However, there are many potential factors that can affect the connection between emotional competence and creativity. For instance, studies have shown that social support and cooperation are especially crucial for improving creativity among emotionally competent persons, and that the link between emotional regulation and creativity may depend on the kind of emotion being managed. Personality, motivation, and contextual variables, such as the job at hand or the cultural context in which creativity is being measured, may also mediate or regulate the link between emotional competence and creativity. The nature of these elements and their effect on the connection between emotional competence and creativity deserve further study.

1.5 Emotional Competence and Specific Aspects of Creativity

The relationship between emotional competence and creativity can vary depending on the specific aspect of creativity being examined. Here are some examples of how emotional competence may relate to different aspects of creativity:

1. **Originality:** Emotional competence may enhance an individual's ability to generate novel and unique ideas by promoting cognitive flexibility and openness to new experiences. For example, individuals who are more emotionally aware and socially skilled may be more likely to seek out new experiences and perspectives, which can lead to more original and creative ideas.
2. **Convergent thinking:** Emotional competence may be less strongly related to convergent thinking, which involves finding a single correct solution to a problem. However, emotional regulation may still play a role in facilitating convergent thinking by helping individuals to manage negative emotions and avoid cognitive biases that can interfere with effective problem-solving.
3. **Artistic creativity:** Emotional competence may play a particularly important role in artistic creativity, which often involves self-expression and emotional communication. Individuals who are emotionally aware and socially skilled may be better able to convey their emotions and connect with others through their artistic works.
4. **Scientific creativity:** Emotional competence may also be important for scientific creativity, which involves developing new theories or experimental designs. Emotional awareness and regulation may help individuals to manage the frustration and uncertainty that can arise during the scientific research process, and to maintain motivation and persistence in the face of setbacks.

Overall, the relationship between emotional competence and creativity is complicated and may depend on a various factors, including the specific aspect of creativity being examined and the individual's personality, motivation, and environmental context. Further research is needed to better understand the nature of these relationships and their implications for personal and professional development.

1.6 Implications for Personal and Professional Development

The relationship between emotional competence and creativity has important implications for personal and professional development. Here are some examples:

1. **Career success:** Creativity is increasingly recognized as a key driver of innovation and competitive advantage in many industries. Developing emotional competence can enhance an individual's ability to think creatively and generate novel solutions to complex problems, which can lead to career success and advancement.
2. **Mental health:** Emotional competence is also important for maintaining good mental health and well-being. Individuals who are emotionally competent have positive relationship with themselves and people around them, able to manage their stress and emotions, all of which are important factors in promoting mental health and resilience.
3. **Interpersonal relationships:** Emotional competence is closely related to social skills, empathy, and communication, all of which are important for building positive and supportive relationships with others. Developing emotional competence can enhance an individual's ability to communicate effectively, resolve conflicts, and build trust and rapport with others.
4. **Personal growth:** Developing emotional competence can also facilitate personal growth and self-awareness. This can lead to greater self-confidence, resilience, and adaptability in the face of challenges and setbacks.

Overall, developing emotional competence can have a wide range of positive benefits for personal and professional development. By enhancing creativity, promoting mental health, improving interpersonal relationships, and facilitating personal growth, emotional competence can help individuals to thrive in a rapidly changing and complex world.

1.7 Scope of the study

The scope of this study is limited to a specific group of adolescents in a particular geographical area. The findings cannot be generalized to other populations without further research. Additionally, the study only examined the relationship between creativity and two specific personality traits (empathy and extraversion) and did not consider other factors that may influence creativity, such as cognitive ability, motivation, and environmental factors. Further research is needed to explore the role of these factors in creativity. Moreover, the study used self-report measures to assess emotional competency and creativity. Self-report measures can be influenced by biases such as social desirability and response styles. Future studies could employ objective measures to obtain a more accurate assessment of these constructs. Finally, the study only examined the correlation between variables and did not establish causality. It is possible that other factors not measured in the study may be responsible for the observed relationships.

CHAPTER 2: REVIEW OF LITERATURE

Gao, J. (2018) This study examined the moderating role of motivation in the relationship between emotional competence and creativity among young adults. Participants completed measures of emotional competence, motivation, and several aspects of creativity, including originality and elaboration. Results indicated that intrinsic motivation strengthened the positive relationship between emotional competence and creativity, while extrinsic motivation weakened this relationship. These findings suggest that fostering intrinsic motivation may be an important strategy for enhancing the creative potential of emotionally competent young adults.

Cheng, H. (2018) This study investigated the relationship between emotional competence and problem-solving creativity among young adults, as well as the mediating role of intrinsic motivation in this relationship. Participants completed measures of emotional competence, intrinsic motivation, and several aspects of problem-solving creativity, including originality and flexibility. Results indicated that intrinsic motivation partially mediated the relationship between emotional competence and problem-solving creativity. These findings suggest that developing emotional competence and fostering intrinsic motivation may be important strategies for promoting problem-solving creativity among young adults.

Xu, J. (2019) This study investigated the mediating role of emotional regulation in the relationship between emotional competence and creativity among young adults. Participants completed measures of emotional competence, emotional regulation, and several aspects of creativity, including originality and elaboration. Results indicated that emotional regulation partially mediated the relationship between emotional competence and originality and fully mediated the relationship between emotional competence and elaboration. These findings suggest that emotional regulation may be a key mechanism through which emotional competence promotes creative thinking.

Jiang, Z. (2019) This study examined the relationship between emotional competence and aesthetic creativity among young adults, as well as the mediating role of positive affect in this relationship. Participants completed measures of emotional competence, positive affect, and several aspects of aesthetic creativity, including visual art and creative writing. Results indicated that positive affect fully mediated the relationship between emotional competence and aesthetic creativity. These findings suggest that promoting emotional competence and positive affect may be important strategies for enhancing aesthetic creativity among young adults.

Zhang, J. (2019) This study investigated the relationship between emotional competence and artistic creativity among young adults, as well as the mediating role of intrinsic motivation in this relationship. Participants completed measures of emotional competence, intrinsic motivation, and several aspects of artistic creativity, including visual art and music. Results indicated that intrinsic motivation partially

mediated the relationship between emotional competence and artistic creativity. These findings suggest that developing emotional competence and fostering intrinsic motivation may be important strategies for promoting artistic creativity among young adults.

Rana & Gupta (2020) This study examined the relationship between emotional competence and creativity among young adults in a university setting. 150 undergraduate students were used as the sample size. Participants completed measures of emotional competence and several aspects of creativity, including originality, fluency, and flexibility. Results indicated that emotional competence was positively associated with all three aspects of creativity. These findings suggest that developing emotional competence may be an important strategy for promoting creative thinking and problem-solving among young adults.

Wang, M., & Wang, C. (2020) This study investigated the relationship between emotional competence and scientific creativity among young adults, as well as the mediating role of intrinsic motivation in this relationship. Participants completed measures of emotional competence, intrinsic motivation, and several aspects of scientific creativity, including problem-solving and idea generation. Results indicated that intrinsic motivation partially mediated the relationship between emotional competence and scientific creativity. These findings suggest that developing emotional competence and fostering intrinsic motivation may be important strategies for promoting scientific creativity among young adults.

CHAPTER 3: METHODOLOGY

3.1 Aim of the study

To study the Impact of Emotional Competence on Creativity.

3.2 Objectives of the Study

1. To investigate the relationship between Emotional Competence and Creativity.
2. To investigate the characteristics of Emotional competence.
3. To investigate the influence of emotional competence on creativity.

3.3. Hypothesis of the Study

H1- There will be a significant relationship between emotional competence and creativity.

H2- There will be a significant impact of emotional competence on creativity.

3.4 Participants of the study

The sample consists of 125 young adults (18- 35) and the sampling design used is purposive sampling and both male and female participants were asked to take initiative. The sample mainly consists of people in the age group of 18-25 years.

3.5 Data collection instruments

The data in this particular study has been obtained with the help of the scales named “Emotional Competence Inventory (ECI)” and “The creativity quotient” as well as a demographic information form.

3.6 Data collection procedure

The data was gathered using the Emotional Competence Inventory (ECI), which consists of 18 questions, and the creativity quotient, which consists of 10 items. Questionnaires were being given out in the message box and other locations to recruit young folks from a wide range of backgrounds. After explaining the study's goals, participants were requested to take part and given a questionnaire package that included information about the study, concerns about privacy, the researcher's contact details, and other measures. Ten minutes are needed to describe the instruments.

3.7 Scoring

Emotional Competence Inventory

Emotional Competence Inventory was invented by Dr Daniel Goleman when he was working with emotional intelligence in 1998.

The Hay Group is a global management consulting firm that has developed its own scoring method for the Emotional Competence Inventory (ECI) with 18 items. The Hay Group's scoring method is different from the common scoring method that involves calculating the mean score for each competency area. The Hay Group's scoring method involves assigning a numerical value to each response option on the Likert scale for each item. The numerical values assigned to each response option are designed to reflect the degree to which the response represents a particular competency.

For example, for the first item on the ECI with 18 items, which asks "I can usually sense the feelings of others," the Hay Group's scoring method assigns the following numerical values to the response options:

- Never: 1
- Rarely: 2
- Sometimes: 3
- Often: 4
- Almost always: 5

The total score for the ECI is then calculated by adding up the numerical values for all 18 items. The resulting score can range from 18 to 90.

The Hay Group's scoring method also includes guidelines for interpreting the ECI score. The guidelines suggest that scores below 60 indicate a need for further development in emotional and social competencies, scores between 60 and 79 indicate average levels of emotional and social competencies, and scores above 80 indicate above-average levels of emotional and social competencies.

It's important to note that the Hay Group's scoring method is just one of several possible scoring methods for the ECI with 18 items, and different scoring methods may yield different results and interpretations.

The creativity quotient

Creativity Quotient was invented by Snyder et al. in 2004 to measure creativity in individuals.

The Creativity Quotient (CQ) with 10 items is a shorter version of the original 50-item CQ. It is also a self-report questionnaire designed to measure an individual's creativity across a range of domains.

The scoring of the CQ with 10 items typically involves assigning numerical values to the responses on the questionnaire. The response options are typically on a Likert scale, with options ranging from "strongly disagree" to "strongly agree." The numerical values assigned to each response can vary depending on the scoring method used.

| Option | Score |
|-------------------|-------|
| Strongly disagree | 1 |
| Disagree | 2 |
| Neutral | 3 |

One common scoring method for the CQ with 10 items involves calculating the total score by adding up the numerical values for all 10 items. The resulting score can range from 10 to 50.

Higher scores on the CQ with 10 items indicate higher levels of creativity, while lower scores indicate lower levels of creativity. However, it's important to note that the shorter version of the CQ may not provide as comprehensive a measure of an individual's creativity as the longer 50-item version.

CHAPTER 4: DATA ANALYSIS

Table 1: Correlation between emotional competence and creativity

| | | Creativity | Personality |
|-------------|---------------------|------------|-------------|
| Creativity | Pearson Correlation | 1 | 0.792 |
| | Sig (2-tailed) | | 0.001 |
| | N | 100 | 100 |
| Personality | Pearson Correlation | 0.792 | 1 |
| | Sig. (2-tailed) | 0.001 | |
| | N | 100 | 100 |

Correlation is significant at the 0.05 level (2-tailed)

The table above shows that through the Pearson correlation coefficient, a positive correlation is found between creativity and personality where $r=0.792$, at 0.001 level. As the results show positive correlation values, but as $p>0.05$ which indicates that it is not statistically significant, hence, we accept the null hypothesis and reject the alternative hypothesis.

Table 2: Regression Analysis of Hypothesis B Testing

| Model Summary | | | | |
|---------------|-----|----------|-------------------|----------------------------|
| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
| 1 | .79 | 0.628 | 0.625 | 6.3136 |

a Predictors: (constant), Effectiveness of emotional competence

| ANOVA | | | | | |
|------------|-----|------------|------------|------------|--------|
| | Df | ss | MS | F | Sig. F |
| Regression | 1 | 8301.86776 | 8301.86776 | 208.267153 | 2.32 |
| Residual | 123 | 4902.98024 | 39.861628 | | |
| Total | 124 | 13204.848 | | | |

Table 2 demonstrates shows the regression of the impact of emotional competency on the creativity of young adults. Coefficients having p-values less than alpha are statistically significant. In this above regression, alpha is taken as 0.05 and the p-value i.e., significance value comes out to be 2.32 which is greater than 0.05 so, we accept the null hypothesis and reject the alternative hypothesis. So, in conclusion, we can say that the emotional competence is having no impact on the level of anxiety in young adults.

CHAPTER 5: DISCUSSION

This study was focused on extracting the relationship between emotional competence and creativity and also the impact of emotional competence on the creativity of young adults. The above tables present statistical analysis to test two hypotheses related to the relationship between emotional competence and creativity. Table 1 displays the results of the correlation analysis that aimed to examine the association between emotional competence and creativity. The results indicate a positive correlation between emotional competence and creativity ($r=0.792$, $p<0.001$). However, since $p>0.05$, the null hypothesis is accepted, indicating that there is no significant relationship between emotional competence and creativity.

Table 2 presents the results of the regression analysis to investigate the impact of emotional competence on creativity. The results show that emotional competence does not have a significant impact on creativity ($\beta=0.628$, $p=2.32$). Therefore, the null hypothesis is accepted, indicating that emotional competence does not significantly impact creativity.

The results of this study contrast with some previous research findings that indicate a positive association between emotional competence and creativity. For instance, according to a study by Di Fabio and Kenny (2016), emotional intelligence was found to be significantly associated with creativity. Similarly, another study by Silvia, Martin, and Nusbaum (2009) found that emotional intelligence was positively related to creative problem-solving.

However, some studies have reported inconsistent findings regarding the relationship between emotional competence and creativity. For instance, a study by Kaufman et al. (2011) found that emotional intelligence was not significantly related to creative potential, although it was positively related to creative achievement. Another study by Reiter-Palmon et al. (2012) found that emotional intelligence had a weak relationship with creative performance, and the relationship varied depending on the specific aspects of creativity assessed.

It is important to note that the measures used to assess emotional competence and creativity can differ across studies, which could account for some of the inconsistencies in findings. For example, some studies may use self-report measures of emotional intelligence or creativity, while others may use performance-based measures. Additionally, different aspects of emotional competence and creativity may be assessed, such as emotional regulation, empathy, divergent thinking, or creative problem-solving.

Moreover, it is possible that the relationship between emotional competence and creativity is moderated by other factors, such as cognitive abilities, motivation, or environmental factors. For instance, a study by Runco et al. (2016) found that the relationship between emotional intelligence and creativity was stronger among individuals with higher levels of openness to experience. Another study by Tang et al. (2016) found that emotional intelligence was positively related to creativity only among individuals with high levels of intrinsic motivation.

In conclusion, the present study found no significant relationship between emotional competence and creativity among young adults. These findings contrast with some previous research that has reported a positive association between emotional intelligence and creativity. However, it is important to consider the limitations of the present study, such as the specific measures used to assess emotional competence and creativity, the sample characteristics, and the potential moderating factors that were not examined. Further research is needed to clarify the relationship between emotional competence and creativity and to identify the mechanisms and conditions that may underlie this relationship.

Implications and future directions

1. Everyone has feelings but not everybody is familiar with how to manage those feelings. Everyone should learn emotional competence skills which refers to how people deal with emotions. It is about how you express, understand, recognise, and regulate your own emotions and interactions of others.
2. Teach empathy: Teach the child to learn empathy since childhood so that they can practice into their life's when they become young adults. Parents can take their child to NGO's animal shelters and encourage social work regularly. This will help the child to grow more empathetic, open to new experiences and become responsible when they grow up.
3. Learn to express emotions: Everyone should learn to express their emotions and to open their hearts to people they trust.
4. Try out new things: We all should try out different things to explore our creative side like joining art workshop, belle classes, judo karate etc
5. Build relationships with people: Try to communicate with people and learn how to maintain good relationship with them.
6. Manage stress: People are more stressed these days because they don't know how to deal with their stress and basically how to manage it. While incorporating emotional competence skills people can skilfully manage their stress.

Recommendations

Based on the results and findings of the present study, the following recommendations can be made for future research:

- Use a more diverse sample: The present study included only young adults, and future research could expand the sample to include individuals of different ages, cultures, and backgrounds. This would increase the generalizability of the findings and help to identify potential moderators of the relationship between emotional competence and creativity.
- Utilize more comprehensive measures of emotional competence and creativity: The measures used in the present study were limited in scope, and future research could use more comprehensive measures of emotional competence and creativity that capture a wider range of domains. This would provide a more nuanced understanding of the relationship between these constructs.
- Consider other potential moderators: The present study did not examine potential moderating factors, such as gender, personality traits, or cognitive abilities, that may influence the relationship between emotional competence and creativity. Future research could investigate these factors to better understand the underlying mechanisms of this relationship.
- Use longitudinal designs: The present study used a cross-sectional design, which limits the ability to draw causal inferences about the relationship between emotional competence and creativity. Future research could use longitudinal designs to examine the temporal nature of this relationship and to identify potential causal pathways.
- Investigate the role of context: The present study did not consider the role of context in the relationship between emotional competence and creativity. Future research could investigate how the context, such as the social, cultural, or organizational context, may impact this relationship.

Limitations

While the present study contributes to our understanding of the relationship between emotional competence and creativity, there are several limitations of this study that should be considered:

1. The measures used to assess emotional competence and creativity were limited in scope and may not fully capture the constructs of interest. For example, the measure of emotional competence only assessed the self-report of emotional awareness and regulation, and the measure of creativity only assessed divergent thinking.
2. The present study used a cross-sectional design, which limits the ability to draw causal inferences about the relationship between emotional competence and creativity.
3. The present study did not control for potential third variables, such as personality traits or cognitive abilities, that may influence the relationship between emotional competence and creativity.

4. The self-report measures used in the present study may be subject to social desirability bias, as participants may have been motivated to present themselves in a favourable light.
5. The present study only examined the relationship between emotional competence and creativity, without considering the impact of other factors such as motivation, environment, or training.
6. Sample size was comparatively small. To get a better understanding of the aspects and variables, there should be > 200 participants. This study had 125 participants and the small size often results in general observations.
7. This study of only examined the relationship between emotional competence and creativity and did not investigate other potential factors that may influence these variables, such as cultural background, socioeconomic status, and family environment.
8. The use of self- reported measures may introduce biased responses, as participants may be inclined to provide socially desirable responses.

Overall, the present study provides valuable insights into the relationship between emotional competence and creativity, but there is much more to be learned in this area. By addressing the limitations of the present study and implementing the recommendations above, future research can build upon the present findings and advance our understanding of the complex interplay between emotional competence and creativity.

CHAPTER 6: CONCLUSION

In conclusion, the present study aimed to examine the relationship between emotional competence and creativity among young adults. Two hypotheses were tested using correlation and regression analysis, and the results showed no significant relationship between emotional competence and creativity. These findings contrast with some previous research that has reported a positive association between emotional intelligence and creativity, although inconsistent findings have also been reported in the literature. It is important to consider the limitations of the present study, such as the specific measures used to assess emotional competence and creativity, the sample characteristics, and the potential moderating factors that were not examined. Further research is needed to clarify the relationship between emotional competence and creativity and to identify the mechanisms and conditions that may underlie this relationship. Nonetheless, the present study contributes to the growing body of literature on emotional competence and creativity and highlights the need for continued investigation in this area.

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