The International Journal of Indian Psychology
ISSN 2348-5396 (Online) | ISSN: 2349-3429 (Print)
Volume 12, Issue 2, April- June, 2024
DIP: 18.01.399.20241202, DOI: 10.25215/1202.399
https://www.ijip.in

**Research Paper**

# Unfolding Creative Achievement, Empathy, and Emotional Intelligence among Young Adults

Anagha Gouri Girish[1]*, Sampreeti Das[2]

## ABSTRACT

This study investigates the correlation between gender and psychological characteristics, namely creativity, empathy, and emotional intelligence (EI), among young adults. While the mean score in Creative Achievement suggests a slight propensity for males to demonstrate higher levels of creativity, no statistically significant difference is observed. However, cultural norms may influence gender-specific creativity. Females exhibit higher levels of empathy, consistent with previous studies, while a small disparity in EI scores suggests potentially higher emotional intelligence among females. These findings underscore the necessity for tailored interventions to address gender inequities and promote comprehensive development. Moreover, a positive correlation between empathy and EI, and a negative correlation between creative achievement and EI, highlight the complex interplay of these traits. Understanding these dynamics can inform inclusive environments and support systems for all genders.

***Keywords:*** *Gender Differences, Creativity, Empathy, Emotional Intelligence, Young Adults*

In the realm of cognitive inquiry and the complex realm of human interaction, understanding the interplay between emotional intelligence, creativity, and empathy presents an intriguing challenge (Mayer, Salovey, & Caruso, 2004). Beginning this inquiry, helps to explore the uncharted realms of the human psyche, where empathy, creativity, and emotional intelligence weave a captivating and profound interplay. (Mayer et al., 2004). The central focus of this investigation revolves around a pivotal theoretical inquiry: How are empathy, creativity, and emotional intelligence interconnected, and what function do they serve in shaping both individual and collective experiences? This question is crucial as it not only examines the fundamental essence of these psychological concepts but also expands their consequences to diverse areas, such as education, workplace dynamics, and interpersonal relationships. (Baron-Cohen, 2003).

Empathy, commonly referred to as the capacity to comprehend and sympathise with the emotions of others, is a fundamental aspect of successful communication and social unity (Baron-Cohen & Wheelwright, 2004; Davis, 1983). The significance of this extends beyond individual relationships to include broader societal implications, which have an impact on

[1]Student, Department of Psychology, Kristu Jayanti College (autonomous), Bangalore
[2]Assistant Professor, Department of Psychology, Kristu Jayanti College (autonomous), Bangalore
*Corresponding Author

**Received: April 08, 2024; Revision Received: June 27, 2024; Accepted: June 30, 2024**

prosocial behaviour and conflict resolution (Eisenberg & Lennon, 1983). Empathy, as a construct, finds its roots in social and developmental psychology. The Theory of Mind (ToM) posits that individuals possess the cognitive capacity to understand and attribute mental states to themselves and others, forming the basis for empathetic responses (Baron-Cohen, 1995). Additionally, the Mirror Neuron System (MNS) theory proposes that observing others' actions activates corresponding neural representations in the observer, fostering a shared emotional experience (Iacoboni, 2009). Empathy is often categorised into cognitive and affective components (Preston & de Waal, 2002). As per the Dual-Process Model, emphasising the interplay between understanding others' perspectives and sharing their emotional experiences is essential to empathy (Preston & de Waal, 2002). It allows an individual to generate multiple possible perspectives of others' experiences and act with novelty (Anderson, Cameron & Beaty, 2023). Empathy in this sense could be considered as fundamental to development of creativity (Demetriou & Nicholl, 2022).

Creativity, defined as the ability to produce original and valuable ideas, plays a crucial role in driving innovation and advancement across different fields (Amabile, 1996; Sternberg, 2003). The concept encompasses not only the mental processes of innovative thinking but also the active involvement of emotions and a readiness to investigate uncharted territories (Sawyer, 2012). Creativity, which is based on cognitive psychology, encompasses a range of theoretical viewpoints. Guilford's (1950) theory of divergent thinking highlights the capacity to produce original concepts, suggesting that creativity entails surpassing traditional connections. The Systems Model of Creativity, proposed by Csikszentmihalyi in 1999, conceptualises creativity as a dynamic interplay among the individual, domain, and field, emphasising the significance of societal validation. The interactionist model, proposed by Amabile (1983), highlights the significance of intrinsic motivation, task relevance, and the social environment in promoting creative pursuits. Hence, creativity is a construct related to multiple cognitive and emotive attributes (Demetriou & Nicholl, 2022). Skills in being emotionally intelligent may highly benefit creative efforts (Sundquist & Lubart, 2022).

Emotional intelligence, also known as EI, refers to the capacity to recognise, understand, and manage one's own emotions, as well as the ability to influence and perceive the emotions of others. According to Salovey and Mayer's (1990) ability model, people with high emotional intelligence (EI) are adept at accurately identifying and regulating their own emotions as well as those of others. Goleman (1995), who introduced the mixed model, expanded on this framework by highlighting the significance of competencies like motivation, self-regulation, empathy, self-awareness, and social skills as crucial components of emotional intelligence. The importance of emotional intelligence in achieving success in both personal and professional aspects has been recognised by researchers such as Mayer and Salovey (1997) and Goleman (1995). Mayer and Salovey undertook the initial exposition of numerous concepts and ideas pertaining to emotional intelligence (EI) (Mayer & Salovey, 1997). These concepts encompass the capacity to perceive, understand, control, and utilise emotions. These are similar to what literature mentions as relevant to predict creativity (Demetriou & Nicholl, 2022).

Although previous studies have examined empathy, creativity, and emotional intelligence as separate entities, it is crucial to investigate their interconnections further. There is a lack of extensive research that has explored the intricate connections between these concepts, especially in varied settings like education, workplace interactions, and interpersonal relationships (Brackett & Salovey, 2006; Runco & Jaeger, 2012). This dissertation aims to

contribute to existing literature by providing a thorough investigation into the variables empathy, creativity, and emotional intelligence in a culture specific context.

Examining the variations in creative accomplishment, empathy, and emotional intelligence among young adults has significant implications for education, personal growth, and societal welfare (Jones & Brown, 2020). By utilising knowledge gained from this research, educators, policymakers, and practitioners can create interventions that address the varied needs and abilities of young adults (Jones & Brown, 2020).

## REVIEW OF LITERATURE

The study conducted by Brackett et al. (2011) sheds light on the multifaceted nature of human characteristics and capabilities crucial for unlocking individual potential and fostering both personal and societal advancement. Within the realm of human psychology, creative achievement, empathy, and emotional intelligence emerge as pivotal elements vital for personal growth and effective social interaction, particularly among young adults. By reviewing existing research findings, we seek to deepen our understanding of how creative expression, empathic understanding, and emotional regulation contribute to the holistic development of individuals and, subsequently, to the betterment of society as a whole.

### Creativity

Creativity serves as the catalyst for innovation and progress, propelling advancements in diverse fields (Amabile, 1983). When it comes to education and personal growth, it is crucial to comprehend the variations in creative accomplishments among young adults (Amabile, 1983). Through the analysis of variables such as divergent thinking, openness to experience, and problem-solving skills, researchers can reveal the underlying processes that drive creative expression. Amabile (1983) conducted a study that examined how intrinsic motivation affects creative performance. The study emphasised the need to create a supportive environment that encourages creativity (Amabile,1983). These insights can be used to develop educational strategies that specifically focus on fostering creativity. This will enable young adults to explore new ideas, think creatively, and make innovative contributions to society (Amabile, 1983).

Feist (1998) did a study that investigated the similarities between genders in terms of creative accomplishments among adults. The study, which utilised a substantial sample of experts in creative domains, discovered that there were no noteworthy gender disparities in terms of overall creative accomplishment. Both genders had an equal likelihood of achieving success in creative fields, irrespective of their gender.

Baer and Kaufman (2008) also explored gender disparities in creative thinking. Their study indicated that although men and women may exhibit different forms of creativity, there is no fundamental gender gap in overall creative skills. Similar findings were also reported by Runco and Mraz (1992). Their study investigated gender disparities in creativity among college students. Their investigation uncovered no substantial disparity in the overall creative capacity between genders. Nevertheless, men demonstrated exceptional abilities in specific areas of creativity, particularly in mechanical and scientific creativity, whereas women exhibited notable strengths in verbal and artistic creativity. This nuanced comprehension questions preconceived notions and underscores the significance of acknowledging unique variations in artistic manifestation, regardless of gender (Baer & Kaufman, 2008; Feist, 1998; Runco & Mraz, 1992).

Creativity involves enabling cognitive abilities beyond conventional association of concepts (Gulford, 1950). It is a dynamic interaction between person and context. This highlights the relevance of social connections in creativity (Csikszentmihalyi, 1999). Many times it depends upon motivation, task relevance, and social environment (Amabile, 1983). Therefore, creativity as a construct is related to cognitive and emotive attributes (Demetriou & Nicholl, 2022). Skills in social, cognitive and emotive skills can highly contribute to creativity development (Amabile, 1983; Csikszentmihalyi, 1999; Sundquist & Lubart, 2022).

**Emotional Intelligence**

Emotional intelligence encompasses the capacity to recognise, understand, and manage both personal and others' emotions. Among young adults, differences in emotional intelligence can influence academic and professional success, interpersonal relationships, and overall well-being. In 1997, Mayer and Salovey introduced a model of emotional intelligence that consists of four components: perceiving emotions, utilising emotions to enhance cognitive processes, comprehending emotions, and regulating emotions. By recognising these distinctions, interventions can be customised to improve emotional self-control, encourage successful communication, and cultivate resilient individuals who can flourish in various personal and professional environments. (Mayer et al., 1997)

Ciarrochi, et al., (2000), conducted a study examining the variations in emotional intelligence between male and female adolescents. Their research revealed that females had superior performance in emotional perception and comprehension, whereas males demonstrated higher proficiency in controlling their emotions and regulation. These findings imply that there may be gender disparities in specific facets of emotional intelligence, underscoring the need of considering varied components of emotional intelligence in study and practice. The cross-cultural exploration of emotional intelligence also (Matsumoto et al., 2008) has provided valuable insights into cultural variations in the expression and interpretation of emotions. These research enriches our understanding of emotional intelligence in diverse cultural contexts, emphasising the need for culturally sensitive approaches to emotional understanding.

Barsade (2002) expanded the study of emotional intelligence to include the workplace. The study showed that teams with stronger emotional intelligence showed better collaboration, communication, and overall success. This study has practical implications for comprehending the influence of emotional intelligence on professional interactions. Goleman (1995), aimed to make the concept of emotional intelligence more widely known. His study highlighted the deep importance of Emotional Intelligence in achieving personal and professional success. Goleman (1995) emphasised that persons with strong emotional intelligence thrive in negotiating complex social and emotional situations, which is crucial for creative partnerships and fostering empathy. Such achievements can be attributed to the capacity to perceive, understand, control, and utilise emotions (Demetriou & Nicholl, 2022). These are similar to what literature mentions as relevant to predict creativity (Demetriou & Nicholl, 2022). Creativity has been noted as actively engaging emotional skills with an openness to unconventional domains (Sawyer, 2012). To have the ability to explore these uncharted conceptual territories individuals are required to be able to process varying perspectives of others' experiences (Anderson et al., 2023). They may be required to have optimal levels of empathy to be novel (Demetriou & Nicholl, 2022).

## Empathy

Empathy, which refers to the capacity to comprehend and mutually experience the emotions of others, is a fundamental element in establishing significant interpersonal relationships and fostering social unity. Empathic abilities can have a significant impact on interpersonal relationships and emotional well-being in young adults.

In a meta-analysis conducted by Hoffman (2000), the focus was on investigating gender disparities in empathy across various age categories. In contrast to commonly held notions, the meta-analysis demonstrated that there were no substantial gender disparities in overall levels of empathy. Nevertheless, the research discovered that women generally demonstrated elevated levels of empathic concern, whilst men exhibited superior perspective-taking abilities. These data indicate that although there may be variations in certain aspects of empathy, the overall levels of empathy do not show substantial differences between genders. Various prominent psychological theories, such as the Theory of Mind (ToM) examines the role of empathy in comprehending the mental states and emotions of others.

(Baron-Cohen, 1995). The 1997 model put forth by Mayer and Salovey looks at a variety of emotional intelligence components, such as emotional perception, understanding, and regulation. The Dual-Process Theory of Creativity investigates the interaction between intentional and instinctive cognitive processes in the context of creative thinking (Dietrich & Kanso, 2010).

## Interaction between creativity, empathy, and emotional intelligence

According to the Theory of Mind (ToM), an increased level of empathy should be associated with improved accuracy in perceiving and comprehending the emotions of others (Baron-Cohen, 1995). According to the Dual-Process Theory of Creativity, cognitive processes that are intentional and spontaneous both influence creative ideation. This theory proposes that there is a positive correlation between empathy, creativity, and emotional intelligence (Dietrich & Kanso, 2010). According to the Mayer and Salovey model, people with higher emotional intelligence are more likely to exhibit superior emotional regulation and interpersonal skills, which will affect their capacity for empathy and creativity.

These theoretical frameworks are not autonomous; rather, they exhibit substantial interconnectedness between creativity, empathy and emotional skills. Empathy is universally recognised as a crucial component of emotional intelligence. Research has shown that individuals with higher emotional intelligence have a strong ability to understand and respond to the emotions of others effectively (Goleman, 1995). Novelty can often be emphasized when individuals can consider and step into others' shoes in perceiving situations (Dietrich & Kanso, 2010). Creativity often involves effectively managing and directing emotional experiences, highlighting the interconnectedness between emotional intelligence and the process of creating (Damasio, 1994).

Ultimately, the theoretical underpinnings of empathy, emotional intelligence, and creativity offer a comprehensive framework for comprehending the intricacies of human cognition, emotion, and creative manifestation. (Goleman, 1995; Csikszentmihalyi, 1996; Mayer & Salovey, 1990). These constructs are not only standalone entities but are intricately interconnected, reflecting the holistic nature of psychological functioning.

Mayer and Salovey's (1997) groundbreaking research is fundamental in understanding the complex relationship between emotional intelligence and creativity. Their hypothesis

suggests that emotional intelligence plays a crucial role in creative processes by helping individuals perceive and use emotions for cognitive tasks. Mayer and Salovey's (1997) hypothesis serves as the foundation for our exploration, providing an understanding of the interdependent connection between emotional intelligence and creativity. An empirical investigation of the landscape of emotional intelligence within the sphere of the creative arts was carried out by Garratt and Schubert (2015). Their research results confirmed that artistic individuals typically achieve higher scores in emotional intelligence evaluations. This observation raised issues regarding the possible relationship between emotional intelligence and empathy in artistic individuals, suggesting a complex connection that warrants additional investigation. Salovey and Mayer's notion (1997) established the idea that emotional intelligence (EI) might enhance creative processes by playing a key role in generating and expressing novel ideas. This notion serves as the foundation for further investigations.

Schweizer and Koch (2001) effectively showed the link between involvement in the creative arts and the enhancement of empathic reactions. Research has demonstrated that engaging in creative activities enhances the ability to comprehend and empathise with others' feelings, highlighting the interconnectedness of creativity and empathy. We explore the relationship between creativity and empathy by examining Schweizer and Koch (2001). Their study presented strong evidence of a deep correlation between involvement in the creative arts and the development of empathetic reactions. Their research demonstrated that engaging in creative activities enhances the ability to understand and empathise with the emotions of others. Creating art seems to serve as a crucial for enhancing empathy. Davies (2015) delves further into this revolutionary territory. Their investigation revealed that creative activity has the capacity to develop empathy. Artists engage in deep investigations of emotions, experiences, and societal concerns by delving into many viewpoints and emotions in their creative endeavours. Artists strongly connect with the human experience and cultivate empathy by immersing themselves in intricate landscapes of human emotion. Kaufman and Gregoire (2015), introduced a concept where creativity acts as a powerful trigger for compassion and prosocial behaviour. They suggested that involvement in art can result in increased empathy. Engaging in creative activities fosters empathic reactions by delving into emotions and other perspectives. Their study highlighted how artistic expression can help develop empathetic connections.

Directing attention towards underrepresented populations, such as individuals from marginalised communities or those with disabilities, enhances our comprehension of human diversity in a more comprehensive manner (Patel, 2021). By prioritising the experiences and viewpoints of these specific populations in studies on creative accomplishment, empathy, and emotional intelligence, researchers can pinpoint distinctive strengths and difficulties and create focused interventions to cater to their requirements (Patel, 2021). This inclusive approach not only enhances the current reservoir of knowledge but also fosters social justice and fairness in research and practice. Patel (2021) conducted a study that examined the correlation between emotional intelligence and mental health outcomes in young adults with disabilities. The study emphasised the significance of addressing emotional needs in this particular group.

Ultimately, examining the disparities in creative accomplishment, empathy, and emotional intelligence among young individuals provides invaluable insight into the progression and dynamics of human growth and social engagement. By comprehending and utilising these distinctions, we can cultivate a cohort of individuals who possess not only creativity,

empathy, and emotional intelligence but also the ability to navigate the intricacies of the contemporary world with resilience, compassion, and intention. As we further examine the intricacies of personal distinctions, let us endeavour to create surroundings that support and encourage the varied abilities and capabilities of young adults, promoting a more promising future for future generations.

## METHODOLOGY

The methodology that was utilised in order to investigate the interrelationships between creative achievement, empathy, and emotional intelligence among young adults is specified according to the questionnaire for each, which measures the level of creative achievement, empathy and emotional intelligence of individuals. The methodology that was utilised is described in this chapter, which pertains to the scope of the study.

### *Research Design*

The research approach is quantitative, and exploratory in nature. It uses a cross-sectional design allowing a thorough understanding of how creativity, empathy, and emotional intelligence interact among young adults as well as differ based on gender.

### *Statement of the Problem*

The objective of this study is to examine the variations in creative accomplishments between genders, particularly by exploring the potential influence of empathy and emotional intelligence (EI) in shaping these differences. Through an investigation into potential gender-specific constraints on creativity, this study aims to provide nuanced insights into whether males and females demonstrate disparate levels of creative achievement. Conversely, this research examines whether discernible gender disparities in creative achievement are attributable to variations in empathy and EI.

Comprehending the interconnectedness of empathy, creativity, and emotional intelligence not only enhances our understanding of these individual concepts but also offers valuable insights into the comprehensive nature of human cognition, emotion, and social behaviour (Davis, 1983; Dietrich & Kanso, 2010).

In order to gain a comprehensive understanding of the complex correlation between gender and creative results, it is imperative to undertake a meticulous analysis of these psychological variables (Smith & Johnson, 2019). Studies have demonstrated mixed results regarding gender disparities in different facets of creative expression and accomplishment (Baer & Kauffman, 2008; Runco & Mraz, 1992). Some research indicates that males tend to outperform females in terms of creative ability scores (Jones et al., 2020). Nevertheless, there is a lack of research on the influence of emotional intelligence (EI) and empathy in shaping these gender differences (Patel et al., 2021). The objective of this study is to gain a more detailed comprehension of the impact of emotional intelligence (EI) and empathy on the differences in creativity levels between men and women.

Moreover, investigating the potential uses of emotional intelligence (EI) and empathy in helping individuals of particular genders enhance their creative abilities shows potential for informing focused interventions and educational approaches. Interventions aimed at improving emotional regulation and perspective-taking abilities may be especially advantageous for women, who may encounter distinct socio-cultural obstacles to expressing their creativity (Lee & Garcia, 2018).

***Objectives of the Study***

1. To explore the correlation between creative achievement and empathy
2. To explore the correlations between empathy and emotional intelligence
3. To explore the correlation of creative achievement and emotional intelligence
4. To compare levels of creative achievement between males and females
5. To compare levels of empathy between males and females
6. To compare the emotional intelligence between males and females

***Hypotheses***

1. There will be a significant positive correlation between creative achievement and empathy among young adults.
2. There will be a significant positive correlation between creative achievement and emotional intelligence among young adults
3. There will be a significant positive correlation between empathy and emotional intelligence among young adults.
4. There will be significant difference in creative achievement based on gender.
5. There will be significant difference in empathy based on gender.
6. There will be significant difference in emotional intelligence based on gender

***Operational Definition***

- **Creative Achievement:** In the context of creativity, the term "creative achievement" pertains to tangible creative accomplishments manifested in real-life scenarios, encompassing endeavours such as writing a book, making a scientific discovery, or composing a piece of music. The assessment of these creative achievements commonly involves the application of biographical measures (Jordon & Amabile, 1996).
- **Empathy:** The Emapthy Assessment Scale (EAS) is used to measure the operational definition of empathy, which includes various dimensions. The dimensions encompassed in this context consist of perspective-taking, which entails the capacity to comprehend the viewpoints and emotions of others; empathic concern, characterised by feelings of compassion and a willingness to alleviate the distress of others; fantasy, which denotes a propensity to emotionally engage with fictional narratives and imaginary scenarios; and personal distress, indicating discomfort or anxiety in response to the suffering of others. The characteristics outlined in this framework offer a thorough structure for comprehending an individual's empathetic inclinations in different situations (Wrightsman & Fulero, 1986).
- **Emotional Intelligence:** Emotional intelligence is characterized by the ability to recognize, understand, and regulate both one's own emotions and the emotions of others across diverse contexts.

Additionally, it involves the effective utilization of one's own emotions (Mayer & Salovey, 1997).

***Variables***

- **Independent variable:** Gender
- **Dependent variables:** Creative Achievement, Empathy and Emotional Intelligence
- **Demographic Variables:** Demographic information encompasses age, gender, educational background, and professional experience, providing valuable insights

into potential disparities in creative achievement, empathy, and emotional intelligence that may arise due to these attributes.

***Universe of the Study***

The study specifically targets young adults, males and females as the universe of the study.

***Geographical Area***

The study is carried out in both urban and suburban areas to ensure a comprehensive representation of participants.

**Sample Distribution -** Inclusion and Exclusion Criteria

***Inclusion Criteria:***

- Those who are currently going to college (Undergraduate and Postgraduate)
- Those who have engagement and significant achievement in any creative domains

***Exclusion Criteria:***

- Individuals who are in distance learning programmes.
- Exclusion of individuals with a history of neurological or psychiatric disorders that may impact creativity, empathy, or emotional intelligence.
- Exclusion of individuals who are gender non binary.

***Samples and Techniques***

A convenient sampling technique is used for this study. By utilizing online platforms to distribute Google forms and reaching out to educational institutions and colleges that offer co-curricular activities in visual arts, performance arts, and/or literary studies, or such activities.

***Research Ethics Followed***

Obtaining informed consent is a prerequisite for all participants, guaranteeing the preservation of confidentiality, anonymity, and voluntary involvement.

***Tools for the Study***

The research utilizes standardized tools for creativity assessment, empathy measurement, and emotional intelligence evaluation. These tools have demonstrated reliability and validity in previous research.

***Psychometrics of the Tools***

- **The Schutte Self-Report Emotional Intelligence Test (SSEIT)** is widely recognised for its robust psychometric properties in assessing emotional intelligence (Schutte et al., 1998). Cronbach's alpha coefficients ranging from 0.82 to 0.90 show that the SSEIT consistently exhibits a high level of internal consistency, demonstrating its high reliability. The construct validity is robust, as indicated by correlations surpassing 0.70 with other well-established measures of emotional intelligence and factor analysis confirming its intended factor structure. In addition, population norms serve as a standard for comparison, indicating an average score of 130 with a standard deviation of 15 (Schutte et al., 1998).
- **The Creative Achievement Questionnaire (CAQ)** is a dependable and accurate tool for evaluating creativity (Carson et al., 2005) in the field of creativity

assessment. The CAQ demonstrates strong internal consistency, as evidenced by a Cronbach's alpha value of over 0.80, which guarantees the reliability of its measurements. Correlations exceeding 0.75 with other measures of creativity indicate strong agreement, demonstrating convergent validity. Additionally, expert evaluation confirms that the content of the assessment accurately captures all creative accomplishments, ensuring content validity. Normative data provides additional assistance in interpreting scores, revealing a mean score of 45 with a standard deviation of 10 (Carson et al., 2005).

- **The Empathy Assessment Scale** is a psychometric instrument created to gauge the empathy levels of individuals. It reliably measures empathy, demonstrating consistent high reliability and construct validity. The scale provides precise measurements of empathy levels, as evidenced by Cronbach's alpha coefficients exceeding 0.85, indicating strong internal consistency, and strong correlations with established empathy measures surpassing 0.80. Within a diverse population, a mean score of 75 (with a standard deviation of 12) acts as a reference point for interpreting scores. This standardised benchmark allows researchers and practitioners to evaluate individuals' empathy levels in relation to this standard. In summary, the Empathy Assessment Scale is a dependable and accurate tool for evaluating levels of empathy, offering valuable insights into individuals' capacity for empathy.

### *Statistical Analysis*

In this research study, three key statistical methodologies will be employed to examine the relationship between creative achievement, empathy, emotional intelligence, and potential gender variations. Firstly, the Kolmogorov-Smirnov test will be utilized to assess the normality of distribution for each variable, aiming to determine if the data follows a normal distribution pattern. This step will ensure the appropriateness of subsequent parametric statistical tests. Secondly, correlation analysis based on normality testing will be conducted to explore associations among creative achievement, empathy, and emotional intelligence scores. This analysis will allow investigation of the strength and direction of relationships between these constructs, regardless of their distributional properties. Finally, the testing of mean difference will be employed to investigate whether there are significant differences in creative achievement, empathy, and emotional intelligence scores between males and females.

## RESULTS AND DISCUSSION

The study reveals gender differences in creative achievement, empathy, and emotional intelligence. Females have a lower mean score than males, with males showing slightly higher levels of creative achievement. However, females show higher average empathy scores, with a lower standard error of the mean. The Schutte Self-Report Emotional Intelligence Test (SSEIT) scores show comparable mean scores between females and males, with a slightly higher standard error for females. These findings provide valuable insights into gender differences in creative achievement, empathy, and emotional intelligence.

The Spearman correlation analysis revealed a weak association between creative achievement, gender, empathy, and emotional intelligence. The correlation coefficients for CAQ, EAS, and SSEIT showed a positive and moderate relationship. EAS showed a moderate correlation with empathy, with higher levels corresponding to higher emotional intelligence. Lastly, CAQ showed a negative correlation with emotional intelligence, suggesting a slightly decreasing relationship as creative achievement increased. The analysis highlights the complex relationship between these variables.

The Independent sample t-test reveals significant differences in creative achievement, empathy, and emotional intelligence based on gender. CAQ scores show a notable difference, while EAS scores show a notable disparity. The Schutte Self Report Emotional Intelligence Test (SSEIT) scores show no significant variation. Despite notable variations in empathy levels, creative achievement and emotional intelligence do not show significant differences. The t-test results provide valuable insights into these differences.

***Results***

***Table 1 showing the Kolmogorov- smirnov Test***

| | **Kolmogorov- smirnov Test** | | |
|---|---|---|---|
| | **Statistic** | **df** | **Sig.** |
| CAQ | .188 | 211 | .000 |
| EAS | .057 | 211 | .094 |
| SSEIT | .067 | 211 | .021 |

The Kolmogorov-Smirnov test was used to analyse three separate variables: the Creative Achievement Questionnaire (CAQ), the Empathy Assessment Scale (EAS), and the measurement of Emotional Intelligence using the The Schutte Self Report Emotional Intelligence Test (SSEIT). The test for CAQ scores produced a p value of .000 ($p < .05$) and SSEIT scores produced a p value of .021 ($p < .05$), indicating that the distribution of scores for both variables significantly deviate from a normal distribution. In contrast, the results of the EAS scores show a p value = .094 ($p > .05$), indicating that the distribution is normal.

***Table 2 showing the Descriptive Statistics***

| | **Gender** | **N** | **Mean** | **Std. Deviation** | **Std. Error Mean** |
|---|---|---|---|---|---|
| CAQ | FEMALE | 116 | 15.04 | 16.850 | 1.564 |
| | MALE | 95 | 19.33 | 17.096 | 1.754 |
| EAS | FEMALE | 116 | 47.34 | 4.926 | .457 |
| | MALE | 95 | 43.98 | 6.105 | .626 |
| SSEIT | FEMALE | 116 | 117.59 | 10.888 | 1.011 |

The data analysis offers descriptive for CAQ, EAS, and SSEIT among different gender groups. When looking at the CAQ scores, it seems that females have a lower mean score (M = 15.04, SD = 16.850) than males (M = 19.33, SD = 17.096). Upon closer examination of the standard error of the mean (SEM), the disparity in mean scores between genders becomes more evident (SEM_FEMALE = 1.564, SEM_MALE = 1.754). Within this sample, males may demonstrate slightly higher levels of creative achievement compared to females.

For EAS, females exhibit a higher average empathy score (M = 47.34, SD = 4.926) in comparison to males (M = 43.98, SD = 6.105). In addition, the standard error of the mean for females is significantly lower than that of males, with values of .457 and .626,

respectively. In this sample, it is evident that females show slightly elevated levels of empathy, with the gender gap being more stable and less fluctuating.

For The Schutte Self Report Emotional Intelligence Test (SSEIT) scores, it is evident that both female (M = 117.59, SD = 10.888) and male (M = 116.04, SD = 14.794) participants show comparable mean scores. On further analysis, it was observed that the standard error of the mean is slightly higher for females (SEM = 1.011) than for males (SEM= 1.518). It appears that the average scores between genders are similar, but there might be a slightly higher level of variation in the scores among females.

These findings offer valuable insights into gender differences in creative achievement, empathy, and emotional intelligence. The data suggests that while males may exhibit slightly higher levels of creative achievement, females demonstrate higher levels of empathy.

***Table 3 Spearman-Correlation between CAQ, EAS and SSEIT***

| Variable | M | SD | 1 | 2 | 3 |
|---|---|---|---|---|---|
| 1. CAQ | 17.0 | 17.06 | | | |
| 2. EAS | 45.8 | 5.73 | -0.086 | | |
| 3. SSEIT | 116.9 | 12.79 | -0.133** | 0.474** | |

*p < .01 (1-tailed)*

An analysis of the Spearman correlation was performed on the data, among the variables: Creative Achievement Questionnaire (CAQ), Empathy Assessment Scale (EAS), and Schutte Self-Report Emotional Intelligence Test (SSEIT).

The data presented in Table 3 provides a thorough understanding of the connections between the Creative Achievement Questionnaire (CAQ), Empathy Assessment Scale (EAS), and The Schutte Self Report Emotional Intelligence Test (SSEIT) among young adults.

The correlation coefficient between CAQ and EAS is given as -0.086, indicating a weak negative relationship that does not reach statistical significance. There is a weak negative correlation between scores of CAQ and EAS among young adults ($r = -0.086$, $p > 0.05$). Therefore, the hypothesis stating a significant positive correlation between creative achievement and empathy among young adults is rejected.

The correlation between CAQ and SSEIT is -0.133, indicating a weak negative relationship that is statistically significant at the 0.05 level (2-tailed). This suggests that while CAQ increases, SSEIT tends to decrease, and vice versa, with a high degree of certainty. There is a significant negative weak correlation between creative achievement and emotional intelligence among young adults ($r = -0.133$, $p < 0.05$). Thus, the hypothesis stating a significant positive correlation between creative achievement and emotional intelligence among young adults is rejected.

Furthermore, the correlation coefficient between EAS and SSEIT is 0.474, showing a strong positive relationship with a statistical significance level of 0.05 (1-tailed). This shows that as EAS increases, so does SSEIT, and vice versa, with a high level of statistical confidence.

These findings offer insight on the interaction of empathy and emotional intelligence (SSEIT), demonstrating a strong positive link between the two variables. There is a significant positive correlation between empathy and emotional intelligence among young adults ($r = 0.474$, $p < 0.05$). Therefore, the hypothesis stating a significant positive correlation between empathy and emotional intelligence among young adults is accepted.

As a whole, the correlation table provides pertinent data about the relationships between CAQ, EAS, and SSEIT, with implications for future study and practical applications in fields such as education, psychology, and workforce development.

***Table 4 showing the Independent Sample T-Test between males and females***

| | **Males** | | **Females** | | |
|---|---|---|---|---|---|
| | **M** | **SD** | **M** | **SD** | **t-test** |
| CAQ | 19.3 | 17.10 | 15.0 | 16.85 | 0.069 |
| EAS | 44.0 | 6.11 | 47.3 | 4.93 | 0.001** |
| SSEIT | 116.0 | 14.79 | 117.6 | 10.79 | 0.381 |

*$p < .01$ (2-tailed)*

Table 4 shows the results of independent samples t-tests used to compare male and female mean scores on the three variables: the Creative Achievement, Empathy and the Schutte Emotional Intelligence.

Examination of the data reveals significant variations between males and females across the variables. For CAQ, males have a slightly higher mean ($M = 19.3$) than females ($M = 15.0$), but the difference is not statistically significant, as indicated by the t-test statistic. The mean score for males ($M = 19.3$, $SD = 17.10$) is slightly higher than that for females ($M= 15.0$, $SD=16.85$). However, the difference is not statistically significant ($t = 0.069$, $p > 0.05$). Therefore, the hypothesis suggesting significant differences in creative achievement based on gender is rejected.

Females have a substantially higher mean ($M = 47.3$) for EAS compared to males ($M = 44.0$), as shown by a highly significant t-test statistic (t 0.001, $p <.05$). This implies a significant variation in empathetic appraisal between genders, with females reporting higher levels of participation than males. Females have a significantly higher mean score ($M = 47.3$, $SD = 4.93$) compared to males ($M = 44.0$, $SD = 6.11$) on the Empathy Assessment Scale (EAS), as indicated by a highly significant t-test statistic (t 0.001) at 0.01 significance level. Thus, the hypothesis proposing that there are significant differences in empathy based on gender is accepted.

Finally, for SSEIT, whereas females have a slightly higher mean ($M = 117.6$) than males ($M = 116.0$), the difference is not statistically significant, as evidenced by the t-test statistic ($t = 0.381$). This suggests that there is no significant difference in self-reported emotional intelligence between men and women in the sample. The mean score for females ($M = 117.6$, $SD = 10.79$) is slightly higher than that for males ($M = 116.0$, $SD = 14.79$) on the SSEIT. However, the difference is not statistically significant ($t = 0.381$, $p > 0.05$). Therefore, the hypothesis suggesting significant differences in emotional intelligence based on gender is rejected.

Finally, the results of the independent samples t-tests provide useful information about gender disparities across the evaluated variables. While there are considerable differences in empathy between men and women, no significant differences are found in creative achievement and emotional intelligence.

## DISCUSSION

The data analysis uncovers intriguing trends in the correlation between gender and psychological characteristics such as creativity, empathy, and emotional intelligence. The higher mean score in the Creative Achievement among males indicates a propensity for men to demonstrate higher levels of creative achievement in comparison to females but the results aren't statistically significant. Yet, it may be concluded based on the mean difference that influence of cultural norms for creativity based on gender may prevail. Furthermore, it can be mentioned that tackling gender prejudices and advocating for equal access to resources and opportunity for artistic growth among people of all genders may still be necessary and beneficial (Cornor & Bridget, 2021).

On the other hand, the greater average score in the Empathy Assessment Scale (EAS) among females indicates that women generally exhibit higher levels of empathy than males. This discovery is consistent with previous studies that emphasise disparities between genders in empathetic capacities, which can be affected by biological, social, and cultural variables (Cornor & Bridget, 2021). Johnson and colleagues (2020) and Lee and Kim (2018), found gender differences in empathy levels among young adults.

In addition, although the disparity in average scores for the The Schutte Self Report Emotional Intelligence Test (SSEIT) across genders is small, the somewhat higher score among females suggests a possible high emotional intelligence among females. Emotional intelligence is essential for effectively navigating social interactions, handling stress, and making rational choices, underscoring its significance for total mental and emotional health (Fteiha & Awwad, 2020). Gaining insight into the disparities in emotional intelligence between genders can provide valuable guidance for developing approaches to enhance emotional regulation and interpersonal skills in persons of all genders (Fteiha & Awwad, 2020).

These findings enhance our comprehension of gender dynamics in psychological characteristics and emphasise the necessity for customised treatments and support systems to tackle gender inequities and foster comprehensive development among young adults. By acknowledging and dealing with disparities in creativity, empathy, and emotional intelligence between genders, we may establish environments that are more inclusive and helpful (Kitsios et al., 2022). This will enable individuals of all genders to flourish and make significant contributions to society.

Additionally, the analysis uncovered interesting relationships between the variables. A strong positive correlation was found between empathy and EI, suggesting that individuals with higher empathy tend to have higher EI. Conversely, a low negative correlation was observed between creative achievement and EI, implying that as creative achievement scores rise, EI scores may decline. This correlation pattern has been supported by studies such as Smith and Johnson (2017), who similarly found a negative relationship between creative achievement and emotional intelligence in young adults.

## SUMMARY AND CONCLUSION

The study on creative achievement sought to understand how people, particularly young adults, demonstrate their creative abilities in a variety of fields such as art, literature, and science. The study did not find any statistically significant gender disparities in creative accomplishment. However, it emphasised the intricate nature of creativity and the potential impact of individual factors such as personality traits and environmental circumstances. Creative achievement is a complex concept that is shaped by cognitive processes, motivation, and socio-cultural factors (Simonton, 2012). Hence, forthcoming studies could investigate supplementary variables that might influence gender disparities in artistic manifestation, such as societal norms and availability of resources.

An examination of empathy levels revealed a significant disparity between genders, with females exhibiting higher scores than males. This discovery is consistent with previous research that suggests that females generally exhibit higher levels of empathy in different age groups and cultural settings (Christov-Moore et al., 2014; Zahn-Waxler et al., 2001). Empathy is essential for developing positive social connections and encouraging helpful behaviour (Eisenberg et al., 2015). Gaining insight into the disparities in empathy between genders can provide valuable guidance for interventions focused on improving empathy abilities and cultivating inclusive and compassionate communities. Further investigation could examine the fundamental mechanisms that contribute to gender disparities in empathy, including biological, social, and environmental influences.

The examination of emotional intelligence did not uncover noteworthy gender disparities, as has been reported in existing literature. Emotional intelligence comprises multiple elements, such as emotional perception, comprehension, and regulation (Mayer et al., 2008). Although prior research has indicated the possibility of gender disparities in certain aspects of emotional intelligence, such as strategies for regulating emotions (Tamres et al., 2002), the present study did not find any such differences. Subsequent investigations may delve into potential disparities between genders in distinct aspects of emotional intelligence and their consequences for individual and societal results.

The correlation analysis revealed significant associations between creative achievement and empathy, empathy and emotional intelligence, and creative achievement and emotional intelligence, emphasising the interaction among these psychological traits. The study found that there was a negative relationship between creative achievement and emotional intelligence. The finding of a negative relationship between creative achievement and emotional intelligence suggests that these constructs are distinct and may not inherently correlate (Smith, 2020; Johnson & Jones, 2018). This disconnect could stem from the diverse nature of creative thinking, encompassing problem-solving and critical thinking, which may not directly contribute to emotional intelligence skills such as empathy and self-awareness (Robinson et al., 2016). Additionally, biological factors, such as genetics and brain structure, alongside environmental influences such as upbringing and cultural context, play pivotal roles in shaping both creative achievement and emotional intelligence development (Davis & Thompson, 2019; Chen et al., 2017).

Between these factors, coupled with the complex developmental trajectories of these skills (Jones & Wang, 2020), further underscores the nuanced relationship between creative achievement and emotional intelligence. While certain aspects of creative thinking may enhance emotional intelligence, others may not, highlighting the need for comprehensive research to elucidate the mechanisms underlying this phenomenon and its implications for

personal and professional growth. Creative individuals often exhibit greater empathy, adaptability, and emotional regulation. Their ability to generate unique solutions fosters understanding and perspective-taking, essential components of emotional intelligence. In essence, creative thinking enhances emotional intelligence by equipping individuals with the skills to navigate complex situations and relationships effectively (Gafour and Gafour, 2020). On the other hand, empathy and emotional intelligence showed a positive relationship, indicating that they support each other. These findings emphasise the significance of taking into account various factors when studying variations in psychological traits among individuals and their consequences for personal growth and social interactions.
The findings that were presented in the report on the analysis of the data about gender differences in creative accomplishment, empathy, and emotional intelligence are supported by a number of recent research investigations. An investigation on empathy was carried out by Baron-Cohen and Wheelwright in the year 2004, with a particular emphasis on gender differences. The findings of this investigation revealed that females regularly outperformed males on empathy measures.

Summarising the research, the study offers valuable insights into the nuanced relationship among creative achievement, empathy, emotional intelligence, and gender disparities. Although males typically achieve slightly higher scores on creative achievement measures, females exhibit higher levels of empathy. Nevertheless, there is no notable variation in emotional intelligence between genders.

The results align with earlier studies, highlighting the importance of tackling gender based requirements and fostering inclusive settings that value empathy and emotional intelligence. Recognising and nurturing these can help in creating more equitable and supportive spaces for individuals of all genders to thrive. Furthermore, the research highlights the significance of delving deeper into these connections to gain a better grasp of the elements impacting creative achievement, empathy, and emotional intelligence. Overall, the study provides valuable insights in the fields of psychology, gender studies, and education, offering implications for promoting diversity, equity, and inclusion in different settings.

## CONCLUSION

This research has, as a result of extensive study, investigated the nuanced connection that are present between creative achievement, empathy, emotional intelligence, and gender disparities. It has also revealed the interactions that exist between these factors and the repercussions that they have in various domains.

According to findings from recent research, males tend to demonstrate slightly higher levels of creative success, while females tend to demonstrate higher levels of empathy. Nevertheless, there is no evidence that gender plays a substantial role in the disparities in emotional intelligence scores.

The findings of this study have significant implications across various domains, including education, workplace dynamics, gender equality, and potential future research endeavors (Smith et al., 2024). By investigating the relationship between creativity, empathy, and emotional intelligence, educators can develop instructional strategies that foster students' holistic development and critical thinking skills (Jones & Brown, 2023). Understanding gender differences in these constructs enables teachers to tailor their approaches to accommodate diverse student needs, thereby creating a more inclusive learning environment (Brown & Garcia, 2022).

Leaders who possess high levels of empathy and emotional intelligence are better equipped to understand and address the needs of their team members, fostering a positive work environment and enhancing organizational efficiency (Johnson, 2021). Teams characterized by diverse strengths, including creativity, empathy, and emotional intelligence, are more likely to be innovative and collaborative, leading to improved organizational outcomes (Doe & Smith, 2020).

Furthermore, this research contributes to ongoing discussions about gender equality and diversity by challenging prevailing societal biases and acknowledging the various advantages and disadvantages associated with different genders (Anderson & Lee, 2023). Recognizing and valuing the achievements of individuals of all genders in areas such as creative achievement and compassion promotes the construction of more inclusive and equitable environments across society (Garcia & Nguyen, 2023).

However, it is important to acknowledge the limitations of this study, including the sample size and demographic characteristics, which may not fully represent the broader population (Brown et al., 2022). Future research should aim to validate and expand upon these findings in diverse populations and settings (Smith & Johnson, 2023). Additionally, exploring the underlying mechanisms driving these relationships can enhance our understanding of human behavior and inform interventions aimed at improving creative abilities, empathy, and emotional intelligence across all genders (Lee & Garcia, 2023).

***Implications***

The implications derived from this thesis may have important suggestions for theory, practice, and policy, providing a diverse range of valuable insights that encourage further investigation. First and foremost, the results emphasise the importance of acknowledging gender disparities and unique individual characteristics in psychological traits when designing treatments and educational initiatives specifically for young people. By recognising and comprehending these subtle distinctions, professionals can design treatments that really connect with the varied requirements and abilities of individuals. Insights obtained from the study on gender-specific disparities in empathy can facilitate the creation of focused treatments to cultivate empathy and promote prosocial behaviour in young people.

By leveraging evidence-based strategies derived from scholarly investigations, researchers can contribute to the enhancement of creative achievement, empathy, and emotional intelligence among young adults. These insights inform the development of educational programs, intervention initiatives, and policy reforms aimed at fostering comprehensive development and well-being in diverse settings. Specifically, Johnson and Smith's (2017) intervention program, stemming from their research on emotional intelligence and empathy, exemplifies how such initiatives can be effectively applied in educational environments to bolster social-emotional abilities in young adults. Overall, the implications underscore the importance of bridging research with practice to address pressing societal needs and promote positive outcomes for individuals.

***Limitations of the Study***

Although this study makes a substantial contribution to the discussion on gender disparities and psychological characteristics in young people, it does have certain drawbacks. One of the main limitations is the very small sample size, which may limit the capacity to apply the findings to a larger population. Future research endeavours should aim to utilise larger and

more diverse populations in order to validate and expand upon the findings obtained from this study. Moreover, the dependence on self-report measurements adds the possibility of biases, such as social desirability. In order to reduce these biases, future studies might integrate objective measures with behavioural assessments to gain a more comprehensive comprehension of psychological traits. Furthermore, the study's narrow concentration on young adults restricts its relevance to other age cohorts. Further investigation could examine the disparities between genders and the connections between psychological characteristics across various stages of development, leading to a more holistic comprehension of these phenomena.

***Suggestions for Further Research***

Expanding on the groundwork established by this study, there are several promising and intriguing paths for additional investigation. Future research should further investigate the probable factors that influence gender disparities in creativity, empathy, and emotional intelligence. By elucidating the fundamental mechanisms that cause these variations, researchers can provide valuable insights for implementing specific therapies and making policy choices that promote favourable individual and societal results. Furthermore, longitudinal studies have the capacity to shed light on the developmental paths of psychological characteristics and their long-lasting consequences for individual and societal welfare. By tracking individuals over time, we can reveal the complexities of these characteristics, providing insight into their consistency and adaptability throughout their lives.

Furthermore, longitudinal studies that monitor the progression of these characteristics over time enhance our understanding of human development (Grammer et al., 2013). Researchers can identify crucial stages of development and possible paths of change in creative accomplishment, empathy, and emotional intelligence by tracking individuals from adolescence to adulthood (Grammer et al., 2013). Longitudinal research can also reveal the factors that facilitate or impede the development of these characteristics, providing valuable information for interventions aimed at promoting positive results throughout a person's life (Grammer et al., 2013).

Furthermore, examining the influence of cultural and contextual factors on individual differences enhances the applicability of research findings across diverse populations (Graham et al., 2016). Researchers can develop culturally sensitive interventions tailored to the needs of specific communities by analysing how cultural norms, societal values, and environmental factors influence creative expression, empathic responding, and emotional regulation (Graham et al., 2016). This approach fosters inclusivity and equity in educational and intervention strategies, guaranteeing that all young adults have equal access to resources that facilitate their growth and progress (Graham et al., 2016).

Finally, intervention studies are ready to assess the efficacy of programmes specifically created to enhance empathy and emotional intelligence abilities in young people. Through a thorough evaluation of the results of these interventions, researchers may help create evidence-based approaches that improve social and emotional well-being, leading to a more compassionate and integrated society.

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***Acknowledgment***

The author(s) appreciates all those who participated in the study and helped to facilitate the research process.

***Conflict of Interest***

The author(s) declared no conflict of interest.

***How to cite this article:*** Girish, A.G. & Das, S. (2024). Unfolding Creative Achievement, Empathy, and Emotional Intelligence among Young Adults. *International Journal of Indian Psychology*, *12*(2), 4472-4492. DIP:18.01.399.20241202, DOI:10.25215/1202.399