



Emotional Creativity for University Instructor

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Emotional Creativity for University Instructor

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ABSTRACT

The current research aims to identify the Emotional Creativity among university teachers, and to achieve the objectives of the research, the two researchers chose the research sample from the university teachers, amounting to (322) using the random stratified method with proportional distribution, and the research tool consisted of the Averill scale, 1999) of Emotional Creativity, which was adopted by the researchers, as it consists of (30) items distributed in four dimensions, namely (readiness, novelty, effectiveness, originality), and it was applied to an exploratory sample and extracting its psychometric properties from validity and reliability, and the research results concluded that the current research sample enjoys Emotional Creativity.

In light of this, the researchers came up with a set of proposals and recommendations, including: Conducting studies to identify the relationship between Emotional Creativity and other variables such as (psychological prosperity, moral vigilance, caring thinking).

Keywords: Emotional Creativity, University Teachers

Chapter 1 / Introduction into the Research

first ; The Problem of the Research:

A study (Oriol, 2016) indicated that individuals who show weakness in Emotional Creativity have little academic motivation and suffer from high expectation of failure (Omar and Zidan, 2014:4)

Studies have also shown that the low degree of Emotional Creativity leads to psychological and social mismatch. In contrast, its high degree increases social and emotional growth, considering that Emotional Creativity is one of the variables of positive psychology that affect the emotional and social system of the individual. (Al-Buhairi, 2012: 367)

Osborn (1963) argues that Creativity is not a purely mental process but, on the contrary, is governed from beginning to end by the emotions of the innovator, that is, it is more like a specific energy gaining strength from two main sources: the emotions of the innovator and his will (Al-Tamimi, 2011 : 39).

Also, the success of the human personality in life does not depend on cognitive intelligence only, but there has become an important and effective effect of multiple other intelligences, which is no less valuable than emotional intelligence, as emotional intelligence has become a significant contribution to the success of the individual at various levels, as emotional intelligence is the first considerations of the concept of Emotional Creativity, which depends on the emotional features of the individual before anything else, such as enthusiasm and perseverance (Manchur, 2002 :11).

From the above, the problem of research can be solved by asking the question: Do university teachers have Emotional Creativity?

Second: significance of the research:

Innovative processes can be learned by recognizing thoughts or feelings such as thinking and emotion and encouraging the individual to de-centerize. (Issa, 2018 :268), as Emotional Creativity has been interpreted as a means of venting and relieving the tension that individuals encounter, and in an old idea of (Aristotle), a natural person can learn to master emotion by responding to emotions in a new way (Averill, 2005:140)

An individual who has the ability to deal with his emotions in an innovative way can handle and interpret the situations facing him from multiple angles. Emotional Creativity also contributes to facing the conflicts, pressures and challenges that confront him in his daily life, but it also contributes to increasing his level of psychological toughness, and contributes to reaching a degree of adaptation and compatibility with different situations. Emotional Creativity also leads the individual to be aware of his emotions, which contributes to avoiding him to enter into emotional problems that cause him to feel unhappy. (Averill, 2005:101)

Emotional Creativity contributes to facing the conflicts and challenges faced by the individual in his daily life as well as helps him to achieve a level of adaptability to different situations, and Emotional Creativities make individuals aware of their feelings, which helps to avoid falling into problems (Al-Qallaf, Fathi, 2012: 94)

The results of a study (Zareie, 2014) also confirm that Emotional Creativity helps to increase the effectiveness of ego and academic motivation; as well as helping to increase decision-making skills (Al-Najjar, Hosni Zakaria, 2014 :102)

The work on employing Emotional Creativity in the university classroom is one of the most important things that universities must strive to achieve in order to contribute to the development of the educational process. The subject of Emotional Creativity has become an important topic of scientific research in a large number of countries of the world (Ibrahim and Sayeh, 2010:104), as the university professor represents the basis on which the university's functions are based, and the university's specifications are not only a measure of its success or failure, but also a measure of the success or failure of the university in achieving its functions, including preserving it and transferring its heritage and ideas to future generations, and the university professor, as the person responsible for implementing the university's functions and achieving its goals, is its main pillar. The university's functions of teaching, scientific research, community service and others depend on its achievement on the university professor. (Mansouri, Mustafa, 2013:6)

Therefore, university teachers should be provided with the basic theoretical knowledge of the importance of Emotional Creativity to train them in their work. The use of their practical experience and collective discussion increases their knowledge and skills in providing assistance to their students to solve their psychological and behavioral problems that they are exposed to and different ages and groups, because these problems sometimes may be the result of the individual's lack of understanding of himself and lack of awareness and awareness of the current moment. (Abdullah, Muhammad Qasim, 2012:419)

Third : Research Objective

The current research objectives are to:

Know the level of Emotional Creativity among university teachers.

Fourth : Research limitations

The current research is limited to university teachers with a degree (PhD , Masters) and for both sexes (males , females) and for specializations (scientific , humanitarian) and for the academic year 2022-2023

V. Terminology

Emotional Creativity: identified by both

1. April (Averill, 1999)

The willingness of the individual to understand the emotional situations he is going through, to learn from previous emotional experiences of himself or others, his ability to experience unfamiliar emotions, and the skill to express them with validity, effectiveness and dexterity. (332: Averill, 1999)

Mayer and Salovey (Mayer & Salovey, 1997)

A pattern of cognitive abilities and personality traits associated with authenticity and appropriate for emotional experience (Mayer & Salovey, 1997: 4)

3. Al-Buhairi(2012)

The willingness of the individual to express emotions and feelings in a unique, flexible and effective manner that reflects the values, rules and emotional and social experiences, and helps him to deal with life situations and emotional and societal problems effectively (Al-Buhairi, 2012:374)

Theoretical definition

The researchers adopted Avril's definition (Averill, 1999) because they adopted his theory and the scale prepared by him.

Procedural Definition:

The total score obtained by the respondent through his response to the items of the Emotional Creativity Scale prepared for this purpose

Chapter II /A theoretical framework and previous studies

The Concept of Creativity

Emotional Creativity is the result of harmony between the cognitive side represented by Creativity and the emotional side represented by emotions and feelings. It refers to a reciprocal interactive relationship between the feelings and thinking of the individual. Through this relationship between the innovative mental side and the emotional side and the interaction between them, Emotional Creativity appears and crystallizes, which is expressed in various behavioral forms, including: the perception of self-emotions, their management, and the perception of the emotions of others (AL-Adly & Naser, 2017: 855)

(Long, 2002) also believes that the concept of Emotional Creativity is a characteristic that helps the individual to perform his psychological, mental and emotional functions in an integrated system, but (Thomas, 2004) put an amendment to that, pointing out that Emotional Creativity is only a result of the balance between the mind and emotion, and it has a characteristic in the personality that helps the individual to perform his psychological, cognitive, and emotional functions. (Averill, 2005: 143)

Emotional Creativity also refers to the possibility of feeling new feelings and expressing them in a way that promotes personal growth as well as development in relationships with others, which drives the person to achieve more achievements, which are determined at the lowest level by the ability of the individual to employ his emotions as they exist in society effectively, and at the intermediate level, the ability to modify the standards of emotion to meet the needs of the individual and society, and at the highest level by the ability to modify emotions, and put them in a new form by changing the beliefs and social standards that constitute emotion. (Averill, 2005: 143)

Emotional Creativity is one of the basic mechanisms that help individuals manage and control their emotions and turn them into creativity and Creativity. The concept of Emotional Creativity has been developed to include the innovative expression of emotions (233 :Fuchs et al, 2007)

Theories that dealt with the concept of Emotional Creativity:

First: The Human Theory

Proponents of this theory, most notably (Maslow, Rogers), believe that all individuals are capable of Creativity, and that the achievement of this Creativity depends on the social environment with which the individual coexists. If the environment is free from the pressures that control the individual and control him by keeping up with others, he will achieve a high level of Emotional Creativity, through which he will achieve himself and will enjoy excellent psychological health. From this standpoint, individual differences in Emotional Creativity are only differences in degree, not in type. This theory states that the emotionally or cognitively innovative individual is that person who is able to achieve himself. (Abdi, 2017: 27)

The Social Constructivist Theory of 1991 (Averill Theory)

American psychologist James Averill (1991) presented a modern concept, the concept of emotional creativity, which has received wide attention in Western academia. Averill developed his theory when counting the emotions experienced by individuals in their daily lives are social syndromes, as well as expressing a short-term readiness to respond in special ways. There are individual differences in Creativity in the emotional field, as in the mental or artistic fields. Acquiring Creativity requires individuals years of readiness, whether in science or art.

According to Averill, Emotional Creativity has four main touchstones:

- 1- **Emotional readiness:** Reflects an individual's understanding of one's own emotions and those of others and their desire to discover them in their own contexts.
- 2- **Novelty is the extent to which the expression of one's emotions** varies from the common way of expressing the same emotions in society and generating new changes characteristic of the individual. This is the most important test of Creativity.
- 3- **Effectiveness** is the extent to which the individual's unique emotional expressions are appropriate for the situations in which they are issued, or the benefit that the individual or group achieves from these emotional expressions.
- 4- **Authenticity** means sincere emotional expressions that are consistent with the experiences and values of the individual and free from the artificiality that lacks credibility in expression. (Averill, 1999: 335)

Previous studies on the concept of Emotional Creativity

First: Abdul Ghani (2015)

The structural differentiation of Emotional Creativity and emotional intelligence and their relationship to the five major factors of personality

The study aimed to reveal the structural differentiation of both Emotional Creativity and emotional intelligence and their relationship to the five major factors of personality, and the research sample consisted of (212) students from the University of Qassim, applied to them the list of Emotional Creativity (1999, Averill). The research resulted in many results, the most important of which is the differentiation of the general structure of both Emotional Creativity and emotional intelligence. The results of the affirmative factor analysis showed that both concepts represent a distinct set of capabilities. The results also showed that there is no effect of specialization in both Emotional Creativity and emotional intelligence. The results of the multiple regression analysis showed the difference in the relative contributions of the five major factors of personality in predicting Emotional Creativity and its different dimensions, as well as in predicting emotional intelligence and its different dimensions. The results showed that the factor of openness to experience is the most contributing to

the prediction of Emotional Creativity, while the factors of openness to experience and extroversion were the most contributing to the prediction of emotional intelligence.

Second: Mustafa and Al-Mutairi (2021)

Emotional Creativity and its relationship to the quality of life among Qassim University students. The study aimed to reveal the relationship between Emotional Creativity and the quality of academic life and to reveal the significance of the differences in each of them, which are attributed to the literary scientific specialization (and the first, seventh, and interaction between them) and finally to identify the extent to which Emotional Creativity contributes to predicting the quality of academic life. In order to achieve the objectives of the study, the Averill Emotional Creativity Scale was applied to a core sample of 478 female students from Qassim University, using the descriptive approach. The study resulted in the following results: The absence of any statistically significant effect of the two variables of specialization and academic level and the interaction between them in all dimensions of Emotional Creativity and its overall degree. The results of the multiple regression analysis resulted in a difference in the relative contributions of the dimensions of Emotional Creativity in predicting the dimensions of the quality of academic life. The total degree of Emotional Creativity contributed to the prediction of the overall degree of the quality of academic life.

Chapter III/Search Procedures

Methodology

The research methodology is determined in the light of the title, the problem to be studied and the objectives set. Accordingly, the descriptive approach was adopted to suit the research problem and objectives. The aim of adopting this type of descriptive studies is to reach a deep understanding of the studied phenomenon. (David and Abdul Rahman, 1990 : 178)

Second: the research community

The research community is defined as all variables that share one or more attributes on which the study is conducted, such as being individuals or objects (Al-Mahmoudi, 2019 : 158).

The current research community is determined by the teaching staff of the University of Babylon for the academic year (2022-2023), and their number is (1982) by (1555) from the humanitarian specialization and (427) from the scientific specialization, including (1193) males, (789) females, (1327) masters and (655) doctorates, distributed over (20) faculties, and as shown in the table below:

Table 1

No.	Faculty	Specialization						Grand Total
		Master's degree			PhD			
		Males	Females	Mug	Males	Females	Total	
1	Management and Economics	22	6	28	15	14	29	57
2	Physical Education and Sports Science	55	13	68	13	3	16	84
3	Education for Pure Science	31	17	48	9	24	33	81
4	Nursing	9	11	20	9	11	20	40
5	Pharmacy	18	18	36	10	11	21	57
6	Medicine	94	71	165	6	11	17	182
7	Hammurabi Medicine	21	18	39	2	1	3	42
8	Science	51	45	96	32	54	86	182
9	Science for Girls	50	31	81	15	40	55	136
10	fine arts	78	49	127	33	23	56	183
11	Engineering	122	33	155	51	31	82	237
12	Engineering / Musayyib	16	2	18	12	3	15	33
13	IT.	36	15	51	10	15	25	76
14	Dentistry	24	12	36	15	26	41	77
15	Materials Science	38	12	50	17	21	38	88
Total		665	353	1018	249	288	537	1555
Humanitarian Specialization								
16	Literature	30	14	44	13	6	19	63
17	Basic Education	49	29	78	26	20	46	124
18	Education for Human Sciences	70	34	104	13	17	30	134
19	Islamic Sciences	31	2	33	8	5	13	46

20	Law	33	17	50	6	4	10	60
Total		213	96	309	66	52	118	427
Grand total of society								1982

Third/Research Sample

They are part of the original community units and are withdrawn in an appropriate systematic manner (Harris, 2003: 45).

Since the variables to be studied in the current research are divided into layers, each of which expresses a class of levels of the variable in question, so the researchers resorted to choosing a random sample with a proportional distribution, and the researchers adopted the Thompson equation to extract the sample size and the result of the equation was that the sample is (322).

Fourth/Research Tool

After reviewing the foreign literature and studies that dealt with the concept of Emotional Creativity, the researchers obtained a scale prepared by Avril (Averill, 1999)

1. Description of the scale in its initial form:

The scale consists of (30) items distributed in four areas, namely (readiness) and consists of (7) items, and (novelty) and consists of (14) items, and (effectiveness), which consists of (5) items, and (originality) and consists of (4) items, and five alternatives to estimate responses to the scores of the scale items, which are (apply to me completely, apply to me often, apply to me sometimes, apply to me rarely, never apply to me) take the items that are in the direction of the concept (5, 4, 3, 2, 1), while the items that are in the opposite direction of the concept are grades (1, 2, 3, 4, 5) respectively, and therefore the lowest degree of the scale of Emotional Creativity in the initial form and the highest degree of it ranges between (30-150) degrees

Validity of the items of the Emotional Creativity Scale

To verify the validity of the items of the Emotional Creativity Scale in its initial form, which consists of (30) items presented to a group of (30) arbitrators to indicate the validity of the items to measure what they have prepared to measure and modify what they deem appropriate and the suitability of alternatives, and to analyze the opinions of the arbitrators, the Kai box has been adopted for good conformity and percentage. Each item is considered valid when the value of the Kai square calculated is statistically significant at the level of significance (0.05) and the degree of freedom (1). As a result of this procedure, no item of the scale has been deleted

Experience validity of instructions and items :

In order to conduct an experiment with the validity of the instructions and items of the scale, the scale was applied to the sample itself. After conducting the experiment, it became clear that the scale was valid and understandable to the sample, whether it was for items, alternatives or answer instructions. The time taken to answer the scale ranged between (5 - 7) minutes and the average time spent (6.5) minutes.

Statistical analysis of the items of the Emotional Creativity Scale:

A. Discriminatory power using the two peripheral groups: -

The researchers extracted the discriminating force of the measure of Emotional Creativity by applying it to the statistical analysis sample. It was found that all the items are distinctive, as the calculated value (T) was greater than the table value (T) of (1,96) at the level of significance (0.05) and the degree of freedom (172)

B. Internal Consistency Style

The internal consistency of the EIS vertebrae was verified by:

- The relationship of the item score to the overall score of the scale and the degree of the field to which it belongs
- The degree of the field is related to other fields and to the total degree of the scale

Virtual validity : This type of validity is one of the indicators of the validity of the content and indicates the relevance of the test items to the variable to be measured. (Zahraa Assed Jammal, 2022: 136)

This kind of validity was achieved by presenting the Emotional Creativity Scale to a group of arbitrators in the educational and psychological sciences and psychometrics.

Construct validity

The construction validity index was verified through a number of indicators by analyzing the items through the discriminating force, the correlation of the item scores with the overall score of the scale, the correlation of the item score with the field score, and the correlation of the field score with other fields and with the total

Reliability

The two researchers followed the following methods to find the reliability coefficient of the scale:

Method of retesting

This method shows the reliability of the results when the test is applied to a sample of individuals more than once over a specified period of time. The scale was applied and then reapplied to the same reliability sample for the same period. The reliability of the scale was (0.83). This reliability is appropriate if compared to the standard set by the literature on psychometric measurement

Alpha Cronbach coefficient

The coefficient of internal consistency was extracted using the Alpha Cronbach equation, as the consistency coefficient extracted in this way gives us a good estimate of reliability in most situations. All the forms of the examiners were tested on the statistical analysis sample, which is (322) forms, then the Alpha equation was used, and the Alpha reliability coefficient of the scale was (0.84), and the scale is internally consistent because this is. The equation reflects the consistency of the scale items internally

Statistical means

To process the data collected for the purpose of achieving the objectives of the current research, the researchers used the Statistical Portfolio of Social Sciences (SPSS) and the Excel program using the following statistical means:

1. **Chi-Square:** To verify the apparent validity of the current search metric
2. **One Sample T Test:** To know the significance of the difference between the arithmetic average and the hypothetical average of the scores of the sample members on the research scale.
3. **Cronbach 's alpha equation:** To extract the reliability of the search scale.

Chapter IV/Research findings, conclusions, recommendations and proposals

For the purpose of identifying Emotional Creativity, the scale was applied to the research sample of 322, and it was found that the arithmetic mean of the scores reached (102,61) degrees and with a standard deviation of (11,637) degrees, while the hypothetical average of the scale reached (90) degrees, and in order to identify the significance of the difference, the T-test was used for one sample (One Sample T Test), as the calculated T-value reached (19,44), which is greater than the table value of (1,96) at the significance level (0.05) and the degree of freedom (321), which indicates that the research sample has a good degree of instantaneous intentional awareness, and the following table shows that :

Table 2

Level of Significance	T-test		Hypothetical mean (Maths.)	Standard Deviation	Arithmetic mean	Degree of freedom	SAMP LE
	tabular	Calculated					
Significant	1,96	7:44	90	11,637	102,61	321	322

This result can be explained in the light of the socio-structural theory developed by April (1999) and adopted in this research that the university teachers have an Emotional Creativity. This was the result of the scientific and cultural development of the university teacher, which was evident through the performance of various tasks and forms of social interaction, whether with his teaching colleagues or with his students with situations of joy and pleasure or situations of anger and sadness. Through their scientific potential and their high culture, they developed a deep understanding of their emotions and emotions and the ability to express their authentic emotions and emotions in a unique way. At the same time, they felt With the emotions and feelings of others and sympathize with them, and their abilities to refine their emotions and emotions, and modify them through their emotional responses acquired in new and unusual situations in an effective manner, improve their emotions in line with their personal standards as well as social standards and therefore can be expressed within this level described as appropriate or original, they are able to make several transformations of their emotions when they go through a new emotional experience and change their thoughts, beliefs and feelings to suit the new situation, as understanding of special emotions and the emotions of others and the ability to express emotions in a distinctive way with novelty and originality, generating new distinctive emotional changes, and adapting the unique emotional expressions issued by the professor to the situations in which they are issued, and the extent of the benefit achieved from this, as they are sometimes a means to solve the problems that the

professor encounters, such as correcting the error (anger), in addition to sincere emotional expressions that are consistent with his experiences and values, which enhanced their innovative emotionality greater than their counterparts (Averill, 2004:231)

FINDINGS

In the light of the results obtained through the analysis and discussion of the data, it was concluded that:

- 1-The innovative emotional variable is a cognitive and emotional component that contributes to the formation of good positive behaviors in dealing with different situations.
- 2- Emotional Creativity can be predicted through immediate intentional awareness because it affects Emotional Creativity

Recommendations

Based on the findings of the current research, the researchers recommend the following:

Designing educational programs by educational guides that develop Emotional Creativity among school students in general because of its great role in achieving successes in life

Proposals

In light of the results of the research and to complement the current research, the researchers submit the following proposals:

1. Conducting studies that include non-research data for other segments, such as mentors
2. Conducting studies to identify the relationship between Emotional Creativity and other variables such as (psychological prosperity, moral vigilance, attentive thinking) .

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