

SAŽETAK

Ispitivanje odnosa emocionalne inteligencije i emocionalne kreativnosti

Dugo se smatralo da su emocije i kognicije međusobno isključivi procesi. Danas je uvriježeno mišljenje da se pojedinci razlikuju u vještinama kao što su identifikacija, ekspresija, upotreba i regulacija emocija, a shodno tome i u kreativnom korištenju emocija. Konstrukti kreativnosti, emocionalne kreativnosti, emocionalne inteligencije i aleksitimije od posebnog su interesa budući da se u podlozi sastoje i/ili kombiniraju kognitivne i/ili emocionalne procese.

Cilj ovog istraživanja bio je utvrditi prirodu odnosa emocionalne inteligencije, kreativnosti, emocionalne kreativnosti i aleksitimije međusobno, kao i sa samoregulacijom raspoloženja, i to s obzirom na različite varijable.

Na uzorku od 254 srednjoškolca (prosječne dobi 16,5 godina) primijenjeni su sljedeći upitnici i skale: Upitnik emocionalne kompetentnosti (Takšić, 2002), Inventar emocionalne kreativnosti (Averill, 1999), Torontska skala aleksitimije (Bagby, Parker i Taylor, 1994), Checklista pridjeva (Harrison i Gough, 1952), Upitnik samoregulacije raspoloženja (USR; Prizmić, 2000), Checklista kreativnih interesa (Griffin i McDermott, 1998) i Barron-Welsh skala crteža (Barron i Welsh, 1987).

Utvrđena je značajna, niska do srednja, povezanost konstrukata emocionalne inteligencije, emocionalne kreativnosti, kreativnosti, aleksitimije i samoregulacije raspoloženja. Nadalje, rezultati su pokazali da se učenici glazbene škole, za razliku od učenika gimnazija, percipiraju uspješnijima na dimenzijama emocionalne kreativnosti, manje aleksitimičnima, pokazuju veći interes za aktivnosti vezane uz izvedbenu kreativnost, te češće javno prezentiraju svoje uratke. S obzirom na dobivene niske do umjerene, ali značajne korelacije između dimenzija emocionalne inteligencije i emocionalne kreativnosti, radi se o djelomično preklapajućim konstruktima. U prilog tome ide i rezultat faktorske analize kojim se emocionalnu inteligenciju i emocionalnu kreativnost može svesti pod jedan latentni faktor višeg reda.

Ključne riječi: emocionalna inteligencija, kreativnost, emocionalna kreativnost, aleksitimija, samoregulacija raspoloženja

ABSTRACT

Examining the relationship between emotional intelligence and emotional creativity

It has been considered for a long time that emotions and cognitions were exclusive processes. Nowadays, modern view is that individuals differ in skills such as identification, expression, use and regulation of emotion, and consequently, in the creative use of emotions. Constructs of creativity, emotional creativity, emotional intelligence and alexithymia are of particular interest since they are composed and/or combined of cognitive and/or emotional processes.

The aim of this study was to determine the nature of emotional intelligence, creativity, emotional creativity and alexithymia among themselves, as well as with self-regulation of mood, and with respect to demographic variables.

In a sample of 254 students (average age was 16.5 years) were used following questionnaires and scales: Emotional Competence Questionnaire (Takšić, 2002), Emotional Creativity Inventory (Averill, 1999), Toronto Alexithymia Scale (Bagby, Parker and Taylor, 1994), Adjective Check List (Harrison and Gough, 1952), Self-regulation of Mood Questionnaire (Prizmić, 2000), Creative Activities and Interests Checklist (Griffin and McDermott, 1998) and Barron-Welsh Art Scale (Barron and Welsh, 1987).

The results showed significantly, low to moderate connection between the constructs of emotional intelligence, emotional creativity, creativity, alexithymia and self-regulation of mood. Furthermore, the results showed that students that attend music school, as opposed to high school students, perceived themselves more successful on the dimensions of emotional creativity, showed greater interest in activities related to performing creativity, more often publicly presented their work, and estimated themselves less on alexithymia scales. Based on the obtained low to moderate, but significant correlations between the dimensions of emotional intelligence and emotional creativity, it can be concluded they are partly overlapping constructs. In support of this result goes the factor analysis that shows that emotional intelligence and emotional creativity can be reduced under a higher order latent factor.

Key words: emotional intelligence, creativity, emotional creativity, alexithymia, self regulation of mood