

## **PSYCHOLOGICAL CORRELATES FOR SUSTAINABILITY**

**Dr. H. Sylaja\***

**Akhil S.S.\*\***

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### **ABSTRACT**

This study try to establish emotional intelligence, social intelligence and creativity as mental sustainability and examines relationship between emotional intelligence, social intelligence and creativity among young adults with high education. The problem of the study is stated as “Psychological correlates for sustainability .The sample size was determined by purposive sampling method (n=100). In this study three standard questionnaires of emotional intelligence, social intelligence and creativity respectively were used. The findings indicated that there was a significant moderate and negative correlation between emotional intelligence and social intelligence, no significant correlation between emotional intelligence and creativity, and significant moderate positive correlation between social intelligence and creativity of the participants.

**Key words: Creativity, Emotional intelligence, Social intelligence, Young adult students, sustainability**

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**\* Professor and Head, Department of Psychology, Sree Sankaracharya University of Sanskrit, Kalady, India.**

**\*\* M.Phil student, Department of Psychology, Sree Sankaracharya University of Sanskrit, Kalady, India**

## INTRODUCTION

Sustainability is the ability to meet our present needs without compromising future generations to meet their own needs (Brundtland Commission 1987), and it has three components: environmental conservation, social responsibility, and economic development.

To become a socially responsible citizen is a hazardous task. Everybody in this world has to face so much of difficult situations in their daily life while trying to satisfy their drives, needs and motives. In attempting to fulfill their goals, one experiences obstacles and interferences. It creates problems which needs serious attention and deliberate efforts. In order to solve the problems, one has to set himself to think, reason, and proceed systematically. Only academic intelligence could not help on this venture and there is something other than traditional intelligence which would make the individual fully equipped.

Both emotional and social intelligence are related to interpersonal team process which consists of conflict management, motivation and confidence building. Therefore, every group member should learn how to cooperate with the other members by encouraging each other, understanding and concern their group, accept the comment from others people, try to learn how to control emotions in work places. The role of creativity is also crucial in such situations. To be a successful individual is not easy, except one should have cognitive intelligence, he will also have to develop his emotional intelligence, social intelligence and creativity as well .Ones life satisfaction depends on their ability to control their emotions, deal effectively with others and his ability to be creative himself.

‘Emotional Intelligence’. Intelligence involves not just a single ability, its multiple abilities, categorized as cognitive and non-cognitive intelligence that measures persons’ performance in more than one domain. Non-Cognitive intelligence addresses the personal, emotional, social and survival dimensions of intelligence which are often more important for daily functioning than mare cognitive aspects of intelligence (Bar-On 1997). This concept of non-cognitive intelligence is the foundation upon which the term ‘emotional intelligence’ is coined.

Emotional intelligence refers to an ability to separate healthy from unhealthy feelings and how to turn negative feeling into positive. It is the individual's ability to view the situation objectively and thus to understand ourselves and other people. It is demonstrated by tolerance, empathy and compassion for others; the ability to verbalize feelings accurately and with integrity and the resilience to bounce back from emotional upsets.

Social intelligence is the ability to get along well with others and to get them to cooperate with self. It includes an awareness of situations and the social dynamics that govern them and knowledge of interaction styles and strategies that can help a person achieve his or her objectives in dealing with others. It also involves a certain amount of self-insight and a consciousness of one's own perceptions and reaction patterns.

Although research on human abilities is more than 100 years old (Spearman, 1904), Research on social intelligence started only a few years after Spearman (1904) introduced academic intelligence (Thorndike, 1920). Thus, social intelligence was one of the first candidates for a new intelligence construct to complement traditional human ability concepts. In a series of several researchers, Landy (2005, 2006) was the last to outline the history of social intelligence. Landy (2006) referred to research on SI as a long, frustrating, and fruitless search, presently ending up in its "replacement with the more modern term emotional intelligence". Today, emotional intelligence represents a younger candidate for a new ability construct. It was introduced by Salovey and Mayer in 1990. Subsequent attempts to establish emotional intelligence as a new intelligence construct were faced with still ongoing controversial discussions and its utility is still questioned today (Weber & Westmeyer, 2001; Zeidner, Matthews, & Roberts, 2001; Landy, 2006; Ashkanasy & Daus, 2005; Mayer, Salovey, & Caruso, 2001).

Creativity is a multidimensional ability which is complex universal human attribute manifested by the cognitive empirical process and is differentially distributed among different people. Creative thinking is the kind of thinking that leads to new insights, novel approaches, fresh perspectives, and whole new ways of understanding and conceiving of things. Social environment like family, school, community and culture also influence creativity.

Creativity is typically used to refer to the act of producing new idea, approaches or actions. Creativity is the process of producing something that is both original and worthwhile (Csikszentmihalyi, 1990; Lubart&Mouchiroud, 2003; Runco, 1997; Sternberg &Lubart, 1996). The something could take many forms. It might be a theory, a dance, a chemical, a process, or procedure, a story, a symphony, or almost anything else. Creative individuals show creative productivity. They produce inventions, insightful discoveries, artistic works, revolutionary paradigms, or other products that are both original and worthwhile. Development of creative thinking continues throughout adulthood and supports a model with several elementary processes which are influenced by the broader context of adults' cognitive system (Lubart& Sternberg, 1998).

A young adult is generally a person in the age range of 20 to 40, although definitions and opinions vary, the young adult stage in human development precedes middle adulthood (Erikson, 1950).Erikson (1950) has argued that it is only in the young adulthood that what he calls the 'ideological mind' of adolescence gives way to that 'ethical sense' which is the mark of the adult.

### **Hypothesis**

1. There will be significant relationship in Emotional Intelligence Social Intelligence and creativity of young adult students in higher education..

### **METHOD**

This study is empirical study and the statistical sample includes young adult PG and post PG students studying in major universities of Kerala (University of Kerala, Sree Sankaracharya University of Sanskrit and Calicut University). Subjects were selected as statistical sample through purposive sampling. Emotional Intelligence Scale (Jayaraj& Raj, S, S., 1998), Social Intelligence Scale (Chadha & Ganesan, U., 1986), and A New Test of Creativity (Pal, R., 1986) were administered to them individually and were asked not to vomit any item. Although data were collected from 140 participants, only 100 were found to be complete and hence used for the analysis. The collected response was scored according to the scoring procedures provided for each tool. The data collected were analyzed using statistical technique of Pearson correlation method.

## RESULTS

The findings of the empirical study are as shown in the following tables.

*Table 1 Coefficient of correlation obtained between emotional intelligence and social intelligence (N=100)*

Serial number	Variables	R
1	Emotional intelligence and Social intelligence	-.367**

\*\* Significant at the 0.01 level

*Table 2*

*Coefficient of correlation obtained between emotional intelligence and creativity (N=100)*

Serial number	Variables	r
1	Emotional intelligence and Creativity	-.044

*Table 3*

*Coefficient of correlation obtained between social intelligence and creativity (N=100)*

Serial number	Variables	r
1	Social intelligence and creativity	.307**

\*\* Significant at the 0.01 level

## DISCUSSION AND CONCLUSION

The coefficient of correlation obtained between emotional intelligence and social intelligence shows that there is significant and moderate correlation between the two variables. The correlation is negative in direction indicating inverse relationship between them as when emotional intelligence increases, the social intelligence tends to decrease accordingly. This may be because of the irregular blending of individual and group activities in the academic curriculum that would have simultaneously increased the development of both Emotional Intelligence and Social Intelligence of the individuals.

The coefficient of correlation obtained between emotional intelligence and creativity shows that there is no significant correlation between emotional intelligence and creativity of the participants. This may be because the formal education system of Kerala lacks the areas which would develop both emotional intelligence and creativity simultaneously. Education has been stuck as only class room teachings, not as the overall development of the individual.

The coefficient of correlation obtained between social intelligence and creativity shows that there is significant and moderate correlation between the two variables. The correlation is positive in direction indicating direct relationship between them as when social intelligence increases, the creativity tends to increase accordingly. This may be because the interpersonal communications and peer group influences of the individuals have helped them to think in a diverse nature and thus develop better creativity.

From the results, it can be concluded that the variables in the present study (emotional intelligence, social intelligence, and creativity) not interrelated. The emotional intelligence and social intelligence are interrelated and the correlation is negative in direction indicating inverse relationship between them as when emotional intelligence increases, the social intelligence tends to decrease accordingly. The coefficient of correlation obtained between emotional intelligence and creativity shows that there is no significant correlation between emotional intelligence and creativity of the participants. Social intelligence and creativity are interrelated and that there is significant and moderate positive correlation indicating direct relationship between them as when social intelligence increases, the creativity tends to increase accordingly.

The results of the present study point out some general aspects in which immediate attention to be given. Although the participants of the study are students with higher education ie, who possess high academic intelligence, their social intelligence emotional intelligence and creativity correlation were not all positive. As a result of globalization, liberalization and privatization change occurs in the socio-economic system like tough competition, nuclear family system, busy work schedules etc., which results in declining values in society, stress, creating crises in emotional, moral and ethical aspects that affect the normal life of people. Academic or cognitive intelligence is not sufficient for the social sustainability and to become successful in life or to be a responsible citizen, but what we needed is social intelligence, emotional intelligence and creativity. For this, one should have to develop these traits which will help him a lot to be a responsible citizen.

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