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Personality Traits and Emotional Creativity Among Young Adults

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Abstract

The present study investigates the relationship between personality traits and emotional creativity among young adults, aiming to explore how stable personality characteristics influence the capacity for novel and adaptive emotional expression. The sample consisted of 150 young adults aged between 18 to 25 years, selected using stratified random sampling from various colleges and universities. To assess personality traits, the Maudsley Personality Inventory (MPI) was employed, which measures two primary dimensions: extraversion-introversion and neuroticism-stability. Emotional creativity was assessed using the Emotional Creativity Inventory (ECI) developed by Averill, which evaluates dimensions such as novelty, authenticity, effectiveness, and preparedness in emotional experiences and expressions.

The findings reveal significant correlations between specific personality traits and levels of emotional creativity. Notably, individuals scoring high on extraversion and moderate to low neuroticism demonstrated higher levels of emotional creativity, particularly in dimensions such as emotional authenticity and effectiveness. Conversely, individuals with high neuroticism scores tended to show lower emotional creativity, often struggling with emotional regulation and adaptive expression. Furthermore, gender differences were explored, and females were found to score higher on emotional creativity dimensions, suggesting a potential influence of socialization patterns and emotional expressivity norms. This study underscores the psychological interplay between enduring personality structures and the flexible, creative nature of emotional expression. The implications are particularly relevant for educational, clinical, and developmental interventions aimed at enhancing emotional intelligence and psychological well-being among young adults. Future research could further expand on these findings by incorporating longitudinal designs and cross-cultural comparisons.

Keywords: Maudsley Personality Disorder (MPI), Emotional Creativity Inventory (ECI), Personality Traits

1. INTRODUCTION

1.1 Introduction

Personality and creativity have long intrigued psychologists, educators, and researchers due to their significant impact on human behavior, emotional functioning, and overall adaptability in complex social environments. Within this domain, personality traits and emotional creativity stand as two critical constructs. While personality traits encompass stable patterns of thinking, feeling, and behaving

(McCrae & Costa, 1987), emotional creativity refers to an individual's capacity to experience and express original, authentic, and effective emotional responses (Averill, 1999).

The 21st century presents unique psychosocial challenges, especially for young adults transitioning from adolescence to independence. The pressures of academic performance, social identity formation, emotional regulation, and future uncertainty demand heightened psychological adaptability. Therefore, studying how personality traits influence emotional creativity in this age group is both timely and necessary. Understanding this relationship can inform practices in education, counseling, and mental health aimed at fostering emotional resilience, creativity, and interpersonal effectiveness.

Personality traits are enduring patterns of thoughts, feelings, and behaviors that distinguish individuals and influence their interactions with the environment (Eysenck & Eysenck, 1975). These traits not only shape how individuals perceive the world but also how they regulate and express their emotions. Emotional creativity, defined as the ability to experience and express emotions in original, effective, and authentic ways, is increasingly recognized as a vital component of psychological functioning and well-being (Averill, 1999). Young adulthood, typically ranging from 18 to 25 years, is a critical developmental period characterized by identity exploration, emotional maturation, and increased independence (Arnett, 2000). During this phase, personality traits become more stable, and emotional capacities expand, making it an ideal age group for exploring the dynamics between personality and emotional creativity. Understanding how specific traits such as extraversion, introversion, and neuroticism relate to emotional creativity can provide valuable insights into emotional development, mental health, and interpersonal relationships among young adults.

While previous studies have separately examined personality and emotional functioning, limited research has focused on their interrelationship in young adults. This study aims to bridge that gap by employing the Maudsley Personality Inventory (Eysenck, 1959) and the Emotional Creativity Inventory (Averill, 1999) to examine how core personality dimensions correlate with emotional creativity. By analyzing these associations, the study seeks to contribute to the understanding of emotional expressiveness and adaptive emotional functioning in the context of personality.

1.2 Definition of Key Concepts

Personality Traits: Personality traits are consistent patterns of thoughts, emotions, and behaviors that vary across individuals and remain relatively stable over time (McCrae & Costa, 1990). These traits influence how individuals perceive, interpret, and respond to their environment and social interactions. Emotional Creativity Inventory (ECI): The Emotional Creativity Inventory (ECI), developed by Averill (1999), is a psychometric tool designed to assess an individual's capacity for experiencing and expressing emotions in original, effective, and authentic ways. The ECI measures four key dimensions: novelty, effectiveness, authenticity, and preparedness in emotional responses. Maudsley Personality Inventory (MPI): The Maudsley Personality Inventory (MPI), created by Eysenck (1959), is a widely used psychological assessment that evaluates two primary personality dimensions: extraversion–introversion and neuroticism–stability. It provides insight into an individual's typical behavior patterns, emotional responses, and social tendencies.

1.3 Theories

The Big Five Personality Traits (Five-Factor Model) Developed by Costa and McCrae (1992), the Big Five model categorizes personality into five broad traits: Openness to Experience, Conscientiousness, Extraversion, Agreeableness, and Neuroticism. This model is the most widely

accepted framework in personality psychology. Each trait exists on a continuum and influences behavior and emotional expression.

Eysenck's Three Factor Theory Hans Eysenck proposed that personality is based on three dimensions: Psychoticism, Extraversion, and Neuroticism (PEN model). This theory suggests a biological basis for personality and emphasizes the role of genetics and the nervous system in shaping behavior (Eysenck, 1967).

Cattell's 16 Personality Factors Raymond Cattell identified 16 personality traits through factor analysis. These traits offer a more detailed understanding of personality and provide insight into how individuals may express emotions and creativity (Cattell, 1973).

Averill's Emotional Creativity Theory James R. Averill (1999) conceptualized emotional creativity as a subset of creativity that involves originality in the experience and expression of emotions. According to Averill, emotional creativity consists of three components: (a) preparedness—a readiness to respond emotionally, (b) novelty—original emotional experiences, and (c) effectiveness/authenticity—emotionally effective and sincere responses. He emphasized that emotionally creative individuals are more flexible and adaptable in their emotional lives and often find novel ways to experience and express feelings (Averill, 1999).

Emotional Intelligence and Emotional Creativity Emotional creativity is often discussed alongside emotional intelligence, although they are distinct. While emotional intelligence (Salovey & Mayer, 1990) focuses on the ability to perceive, understand, and regulate emotions effectively, emotional creativity emphasizes the originality and depth of emotional experiences. Some researchers posit that emotional intelligence may enhance emotional creativity by providing the tools needed to channel emotions constructively.

Developmental Theories of Emotional Creativity Emotional creativity is also influenced by developmental and contextual factors. Csikszentmihalyi (1996) argued that creative expression is shaped by an interaction between the person, the domain (e.g., emotional arts), and the field (e.g., social/cultural influences). This systems model applies to emotional creativity in that the environment and individual traits co-shape how emotions are uniquely expressed.

1.4 Need for the Study

Understanding the interplay between personality traits and emotional creativity is crucial in today's dynamic and emotionally demanding environment, especially among young adults who are in a formative stage of psychological development. Emotional creativity is not only associated with emotional intelligence but also with adaptability, well-being, and interpersonal effectiveness (Averill, 1999). Young adults, often navigating transitions related to education, career, and relationships, can benefit from emotional creativity to manage stress, express emotions constructively, and maintain mental health. Moreover, personality traits serve as predictors of emotional regulation and social behavior (McCrae & Costa, 1990). Traits like extraversion and neuroticism have shown associations with how emotions are experienced and expressed (John & Srivastava, 1999). Despite the growing recognition of emotional intelligence and creativity in educational and psychological contexts, there remains a gap in research exploring how stable personality traits influence emotional creativity among young adults in particular. By addressing this gap, the current study contributes to a deeper understanding of emotional functioning and provides insights that may be useful for educators, counselors, and mental health professionals in fostering emotional development and resilience in young adults.

1.5 Relationship Between Personality Traits and Emotional Creativity

The interplay between personality and emotional creativity is a relatively underexplored domain. Young adulthood, characterized by identity exploration and emotional volatility, is a critical period for the development of self-regulation and expressive capabilities. Understanding how personality traits contribute to or inhibit emotional creativity can help tailor interventions aimed at promoting psychological well-being, resilience, and emotional intelligence (Ivcevic et al., 2007; Orkibi & Ram-Vlasov, 2019).

Furthermore, as emotional creativity has been linked to mental health and artistic expression, it is highly relevant in contemporary educational and psychological contexts. This research is especially useful for counseling psychologists, educators, and HR professionals working with young populations.

Personality traits play a significant role in shaping emotional processes, including how emotions are experienced, regulated, and expressed. Emotional creativity, which refers to the ability to generate novel, authentic, and effective emotional responses, is believed to be influenced by enduring personality characteristics (Averill, 1999). Individuals who are high in extraversion often display greater emotional expressiveness and social engagement, which may enhance their ability to produce emotionally creative responses (McCrae & Costa, 1987). Conversely, those with high levels of neuroticism may experience intense negative emotions and reduced emotional regulation, potentially hindering emotional creativity (John & Srivastava, 1999). Research suggests that emotionally creative individuals tend to be open to new experiences, self-reflective, and psychologically flexible—all qualities that intersect with personality dimensions such as openness to experience and emotional stability (Ivcevic et al., 2007). This indicates a complex, yet meaningful, relationship where personality traits provide a foundation upon which emotional creativity is expressed and developed. Understanding this relationship is essential, especially in young adults, as it can inform strategies to enhance emotional intelligence and adaptive emotional functioning.

1.6 Examples of the Impact of Personality Traits on Emotional Creativity

The influence of personality traits on emotional creativity can be illustrated through the trait of openness to experience, which reflects imagination, curiosity, and a willingness to explore new emotional and intellectual experiences. Individuals high in openness are more likely to engage in deep emotional reflection and generate original emotional expressions, contributing positively to emotional creativity (Ivcevic et al., 2007). For instance, a highly open individual may cope with heartbreak not by retreating into sadness alone, but by channeling their emotions into expressive art, journaling, or creating music—demonstrating authenticity and innovation in emotional expression. Similarly, extraverted individuals tend to be socially expressive and energetic, which often leads to a broader emotional vocabulary and more dynamic emotional experiences (McCrae & Costa, 1987). This social engagement provides them with opportunities to explore and express emotions creatively in group settings. In contrast, individuals high in neuroticism, who often experience heightened emotional instability and anxiety, may struggle to use emotions constructively, thus limiting their emotional creativity (Averill, 1999).

1.7 Emperical Evidence

Multiple empirical studies have supported the relationship between personality traits and emotional creativity. For example, a study by Zhang & Zhang (2022) found that emotional creativity predicted psychological well-being and was mediated by cognitive flexibility among university students. Similarly, Soroa et al. (2015) demonstrated that emotional education programs targeting emotional creativity led to improved emotional regulation and interpersonal skills in adolescents.

Feist's (1998) meta-analysis found that openness to experience was consistently associated with both cognitive and emotional forms of creativity. Ivcevic et al. (2007) further demonstrated that emotional creativity and emotional intelligence are related but distinct constructs, each influenced by personality dispositions.

These findings highlight that specific personality traits can act as either facilitators or inhibitors of emotional creativity, depending on how they influence cognitive-emotional processing.

The focus on young adults (aged 18–25) is justified by the significant neuropsychological, emotional, and social development that occurs during this life stage. It is a period marked by identity exploration, increased autonomy, and emotional challenges (Arnett, 2000). Personality traits become more stable during early adulthood, yet individuals still undergo experiences that can shape emotional expression and creativity.

Furthermore, young adults are often engaged in education or early careers, where emotional creativity can influence performance, relationship management, and coping mechanisms. Hence, this demographic is ideal for studying the impact of personality on emotional functioning.

1.8 Summary

This chapter introduced the fundamental concepts related to the study, including the definitions of inventories used and personality development. It also highlighted the significance of investigating the interplay between these factors. The next chapter presents a detailed review of the existing literature on this topic.

2. REVIEW OF LITERATURE

This chapter presents a comprehensive review of relevant literature on the impact of personality traits and emotional creativity among young adults. The review includes studies that have examined the psychological, neurological, and behavioral aspects of personality traits and emotional creativity. The chapter further explores the mechanisms underlying these associations and highlights gaps in existing research.

Bakker, A. B. et al (2010) Recently, it has been proposed that a General Factor of Personality (GFP) occupies the top of the hierarchical personality structure. We present a meta-analysis (K = 212, total N = 144,117) on the intercorrelations among the Big Five personality factors (Openness, Conscientiousness, Extraversion, Agreeableness, and Neuroticism) to test for the existence of a GFP. In addition, we report a multi-method validity study testing the relationship between the GFP and supervisor-rated job performance. The meta-analysis provided supporting evidence for the two meta-factors Stability and Plasticity (or α and β, respectively) and a GFP at the highest hierarchal level. The validity study indicated that the GFP has a substantive component as it is related to supervisor-rated job performance.

Further, Kaufman et al. (2010) explored the intersection of personality traits, creativity, and affect. Their research found that openness to experience and extraversion were significantly correlated with engagement in emotionally expressive and creative activities, including those in artistic domains. These findings reinforce the idea that emotional creativity is closely tied to specific personality configurations.

Allemand et al. (2011) Cross-sectional age differences in the Big Five personality traits were investigated using two large datasets from Britian and Germany, the British Household Panel Study (BHPS; N ≥ 14,039) and the German Socio-Economic Panel Study (GSEOP; N ≥ 20,852). Participants ranged in age from 16 to the mid 80s and completed a 15-item version of the Big Five Inventory (e.g.,

John & Srivastava, 1999) in either 2005 or 2006. The observed age trends were generally consistent across both datasets. Extraversion and Openness were negatively associated with age whereas Agreeableness was positively associated with age. Average levels of Conscientiousness were highest for participants in middle age. The one exception was that Neuroticism was slightly negatively associated with age in the BHPS and slightly positively associated with age in the GSEOP. Neither gender nor education level were consistent moderators of age differences in the Big Five.

Hopwood et al. (2011) This longitudinal study tracked personality trait stability and change over a decade and found that while personality remains stable, specific life events and contexts (e.g., job loss, relationships) do contribute to subtle but meaningful changes.

De M. et al (2012) This study conducted a meta-analysis of genome-wide association studies (GWAS) involving over 17,000 individuals to identify genetic variants associated with the Big Five personality traits. While no single nucleotide polymorphisms (SNPs) reached genome-wide significance, the findings suggest that personality traits are influenced by many genetic variants of small effect.

Golemac et al. (2012) This paper focused on cultural differences in emotional creativity and showed that culture plays a vital role in shaping how emotions are experienced and expressed creatively. The study emphasized the importance of considering sociocultural context in emotional creativity assessments.

Hirsh, Kang & Bodenhausen (2012) This experimental study showed that personality traits influence workplace behavior, particularly how conscientiousness and agreeableness predict cooperation and ethical behavior in organizational settings.

Tackett et al. (2013) This study examined the developmental trajectory of personality traits from adolescence to early adulthood, finding that traits become more stable and predictive of behavior with age. Individual differences in adolescent personality are related to a variety of long-term health outcomes. While previous studies have demonstrated sex differences and non-linear changes in personality development, these results remain equivocal. The current study utilized longitudinal data (n = 831) from the National Consortium on Alcohol and Neurodevelopment in Adolescence (NCANDA). Participants (ages 12–21 at baseline) completed the Ten-Item Personality Inventory and self-reported past year alcohol and marijuana use at up to 7 yearly visits. Generalized Additive Mixed-Effects Models (GAMMs) and Linear Mixed-Effects (LME) models examined sex differences in the development of personality and the association between substance use and personality.

Damian et al. (2015) This study investigated the interplay of family background and individual differences, such as personality traits and intelligence (measured in a large U.S. representative sample of high school students; N = 81,000) in predicting educational attainment, annual income, and occupational prestige 11 years later. Specifically, we tested whether individual differences followed 1 of 3 patterns in relation to parental socioeconomic status (SES) when predicting attained status: (a) the independent effects hypothesis (i.e., individual differences predict attainments independent of parental SES level), (b) the resource substitution hypothesis (i.e., individual differences are stronger predictors of attainments at lower levels of parental SES), and (c) the Matthew effect hypothesis (i.e., “the rich get richer”; individual differences are stronger predictors of attainments at higher levels of parental SES). We found that personality traits and intelligence in adolescence predicted later attained status above and beyond parental SES. A standard deviation increase in individual differences translated to up to 8 additional months of education, $4,233 annually, and more prestigious occupations.

Fedman G. et al (2015) This meta-analysis synthesized findings from 60 studies to examine the

relationships between the Big Five personality traits and Schwartz's personal values. The results indicated that while there are meaningful associations—such as between Openness and self-direction—the constructs of personality traits and personal values remain distinct.

Fischer R. et al (2015) This meta-analysis examined the relationships between the Big Five personality traits and Schwartz's basic human values across 14 countries. The study found consistent patterns, such as a positive correlation between Openness to Experience and self-direction values, highlighting the motivational underpinnings of personality traits.

Soroa et al. (2015) This research examined the role of emotional creativity in emotional education programs among adolescents. The study found that training focused on enhancing emotional creativity significantly improved emotional regulation skills.

Lama M. et al (2017) This study aimed to investigate the type of personalities that students had and the relationship between personality type with future anxiety and students' achievement. The sample of the study consisted of 304 students from Tafila Technical University and Al-Hussien Bin Talal University. The researchers used the big five scale which was developed by Costa and McCrae (1992) and adapted by Al-Ansari (1997). The results indicated that the most popular personality trait was conscientiousness and the least one was neuroticism. There was a statistically significant difference in agreeableness personality attributed to gender in favor of female students. Future anxiety level was mid and it was negatively correlated with the extraversion, openness to experience, agreeableness, and conscientiousness and positively correlated with neuroticism. Finally, the result indicated that differences involving achievement were statistically significant in favor of female students, and there was not a statistically significant difference in means of future anxiety attributed to gender.

Soto & John (2017) This study updated the Big Five Inventory (BFI-2), refining how the Big Five traits are measured and introducing more nuanced facets within each domain. The updated inventory improved reliability and applicability across different cultures and age groups.

Orkibi & Ram-Vlasov (2019) This study explored emotional creativity in arts students and found that higher emotional creativity was associated with greater psychological resilience and self-esteem. It supported the idea that emotionally creative individuals cope better with challenges in performance-based environments.

Stricter J. et al (2019) Analyzing 72 samples (N = 21,573), this meta-analysis explored how different dimensions of perfectionism relate to the Big Five traits. Perfectionistic concerns were positively associated with Neuroticism and negatively with Agreeableness and Conscientiousness, while perfectionistic strivings showed positive correlations with Conscientiousness and Openness.

Xin et al (2022) The purpose of this study was to examine the role of personality traits on academic performance. Furthermore, this study also aims at exploring the effects of virtual experience (mediator) and emotional intelligence (moderator) between personality traits and academic performance of the students. The findings imply that personality traits are the strong predictors of better academic performance. However, several personality traits do not have a positive impact on the academic performance. The study further suggests that students who have emotional abilities and virtual experience are more likely to perform well in their academics. The population of this research consists of students in various colleges and universities in developing regions. Thus, the sample consists of bachelor's and master's students. Existing scales are adopted with minor changes to make it more suitable and understandable within the study context. A total of 319 questionnaires were distributed. Among these 365 questionnaires, 234 questionnaires were received and further used for the purpose of

data analysis. This shows an encouraging response from the targeted sample. Education and productivity of the students are influenced by their personality as well as their emotional intelligence abilities. The findings imply that being extrovert is a strong predictor of student achievement and should be prioritized in intervention strategies. This personality feature is responsible for performance in addition to virtual learning experience. Despite its low overall relative value, agreeableness is a significant driver of student achievement. Along with ability and aptitude assessments, personality evaluations might be utilized as a secondary screening tool to identify adolescents at risk of underperformance and academic performance failure. Therefore, learning emotional skills would be beneficial to cope the modern challenges of the competitive educational environment. Virtual experience and being emotionally sound can help students to learn quickly and to be more adaptive into the new world of digitalization. The conclusions of the current study have significant consequences for educators and policymakers. They must accept that boosting emotional intelligence levels through teaching or training is a significant objective of contemporary education. The emotional intelligence abilities of the students related to culture may be shown in a variety of ways, from expectations toward students to interpersonal interactions with students, and from teaching techniques to evaluation methods.

Zhang & Zhang (2022) This recent study analyzed the relationship between emotional creativity, cognitive flexibility, and mental health among college students. Results indicated that emotional creativity positively predicted emotional well-being and adaptive coping, mediated by cognitive flexibility.

2.2 Research Gaps

Although existing literature highlights the significance of personality traits in shaping emotional creativity, several gaps remain that warrant further exploration. First, much of the current research has focused on general adult populations, with limited emphasis on young adults (ages 18–25)—a group that undergoes significant emotional and personality development. Investigating this demographic can offer unique insights into how emotional creativity evolves during a transitional life stage. Secondly, most studies have predominantly employed cross-sectional designs, making it difficult to establish causal relationships between personality traits and emotional creativity. Longitudinal studies are needed to examine how these variables interact and influence each other over time. Additionally, cultural context is often underexplored; personality and emotional expression are influenced by socio-cultural factors, and more cross-cultural or comparative studies could reveal culturally specific patterns. Another gap lies in the limited diversity of personality models and emotional creativity measures. While the Five-Factor Model is widely used, integrating other frameworks (e.g., HEXACO or Myers-Briggs) and qualitative assessments may provide a more nuanced understanding of the dynamics involved. Furthermore, emotional creativity has primarily been examined in academic or clinical contexts. Future research could extend this to practical domains, such as education, workplace adaptability, or social media behavior, to explore how emotional creativity affects performance, well-being, and interpersonal relations in real-life settings.

3. METHODOLOGY

3.1 Aim

To study the relationship between personality traits and emotional creativity among young adults.

3.2 Objectives

To measure relationship between personality trait (Neuroticism) and dimensions (Novelty, Preparedness,

Authenticity and Effectiveness) of emotional creativity among young adults.
To measure the relationship between personality trait (Extraversion) and dimensions (Novelty, Preparedness, Authenticity and Effectiveness) of emotional creativity among young adults.

3.3 Hypotheses

H1. There will be significant relationship between personality traits (Neuroticism) and emotional creativity (Novelty) among young adults.
H2. There will be significant relationship between personality traits (Neuroticism) and emotional creativity (Preparedness) among young adults.
H3. There will be significant relationship between personality traits (Neuroticism) and emotional creativity (Authenticity) among young adults.
H4. There will be significant relationship between personality traits (Neuroticism) and emotional creativity (Effectiveness) among young adults.
H5. There will be significant relationship between personality traits (Extraversion) and emotional creativity (Novelty) among young adults.
H6. There will be significant relationship between personality traits (Extraversion) and emotional creativity (Preparedness) among young adults.
H7. There will be significant relationship between personality traits (Extraversion) and emotional creativity (Authenticity) among young adults.
H8. There will be significant relationship between personality traits (Extraversion) and emotional creativity (Effectiveness) among young adults.

3.4 Variables

Independent Variable: Personality Traits
Dependednt Variable: Emotional Creativity

3.5 Sample Design

A sample of 150 young adults (ages 18-25yrs) was undertaken from universities and social settings. Participants completed a survey measuring personality traits and emotional creativity.

3.6 Tools Used

Maudsley Personality Inventory: The Maudsley Personality Inventory (MPI) is a psychometric tool developed by Hans J. Eysenck in the 1950s to measure two major dimensions of personality: Extraversion–Introversion and Neuroticism–Stability (Eysenck, 1959). These two traits were considered fundamental in Eysenck's biologically based theory of personality, and the MPI was one of the earliest standardized instruments to quantify them. The MPI consists of 48 dichotomous items (Yes/No format), divided into: 24 items measuring Extraversion (E)- assessing traits like sociability, assertiveness, liveliness, and outgoing behavior. 24 items measuring Neuroticism (N)- assessing emotional instability, anxiety, moodiness, and irritability. The MPI has been widely used in psychological research and clinical assessments due to its simplicity and reliability. It serves as a precursor to later tools like the Eysenck Personality Inventory (EPI) and the Eysenck Personality Questionnaire (EPQ). In the context of emotional creativity, the MPI helps identify personality tendencies that may influence how individuals process and express emotions—particularly the stability of emotional responses (Neuroticism) and the expressiveness or sociability (Extraversion) that may encourage emotionally creative behaviors.
Emotional Creativity Inventory: The Emotional Creativity Inventory (ECI), developed by James R.
Averill (1999), is a standardized tool designed to assess an individual's capacity to experience and express emotions in novel, authentic, and effective ways. Emotional creativity (EC) is viewed as a

distinct form of creativity that involves emotional originality and appropriateness, often contributing to adaptive functioning, problem-solving, and interpersonal relationships. The ECI is grounded in the theoretical framework that emotions are not merely reactive but can be intentionally constructed and creatively utilized. The inventory comprises 30 items, rated on a Likert-type scale, typically from 1 (strongly disagree) to 5 (strongly agree). These items are grouped into four core dimensions of emotional creativity: Preparedness-The tendency to reflect on and engage with emotional experiences. Novelty – The ability to experience and express emotions in original ways. Effectiveness – The appropriateness and functional impact of emotional expression. Authenticity – The sincerity and personal truthfulness in emotional expression. The ECI has demonstrated good reliability and validity, with internal consistency coefficients reported above 0.80 in various studies (Averill, 1999). It has been effectively used in diverse contexts, including education, clinical psychology, and personality research.

3.7 Procedure

The study a quantitative, cross-sectional survey design to examine the relationship between personality traits and emotional creativity among young adults. Participants were recruited through simple random sampling using online platforms and offline networks. After obtaining informed consent, participants were provided with a structured questionnaire comprising four key sections: demographic information, Maudsley Personality Inventory (MPI) to assess extraversion and neuroticism and Emotional Creativity Inventory (ECI) to evaluate novelty, preparedness, authenticity and effectiveness. The total time to complete the survey was approximately 15–20 minutes. All data were collected anonymously and stored securely. The scores obtained were statistically analyzed using product-moment correlation coefficient.

4. ANALYSIS OF RESULTS

4.1 Data Analysis and Interpretation

The aim is to study the relationship between personality traits and emotional creativity among young adults. The study consisted of 150 young adults comprising around the age of 18-25yrs. Descriptive statistics and Pearson's product-moment correlation were used to analyze the data and test the hypotheses.

4.1.1 Descriptive Statistics

The means and standard deviations for the variables are presented in Table 1.

Table 1: Means and Standard Deviations for Personality Trait (Neuroticism) and Emotional Creativity Dimensions (N = 150)

Variable	Mean	Standard Deviation (SD)
Neuroticism	18	3.43
Novelty	26.12	3.78
Preparedness	26.32s	4.13
Authenticity	23.65	4.23
Effectiveness	22.16	3.93

Table 2: Means and Standard Deviation for Personality Trait (Extraversion) and Emotional Creativity Dimensions (N=150)

Variable	Mean	Standard Deviation (SD)
Extraversion	15.92	2.56
Novelty	25.05	4.37
Preparedness	25.85	4.52
Authenticity	24.42	3.60
Effectiveness	23.32	4.03

Table 3: Correlation Between Personality Trait (Neuroticism) and Emotional Creativity Dimension (Novelty) among neurotic young adults.

Variable	Mean	r	P-value
Neuroticism	18	-	-
Novelty	26.12	0.37	Sig***

As presented in Table 3, a moderate positive correlation was found between neuroticism and novelty ($r = 0.37$, $p < .01$). This indicates that individuals with higher levels of neuroticism tend to score significantly higher on the novelty dimension of emotional creativity, suggesting a potential link between emotional sensitivity or instability and original emotional expression.

Table 4: Correlation Between Personality Trait (Neuroticism) and Emotional Creativity Dimension (Preparedness) among neurotic young adults.

Variable	Mean	r	P-value
Neuroticism	18	-	-
Preparedness	26.32	0.48	Sig***

As presented in Table 4, a moderate positive correlation was found between neuroticism and novelty ($r = 0.48$, $p < .01$). This indicates that individuals with higher levels of neuroticism tend to exhibit higher levels of emotional preparedness.

Table 5: Correlation Between Personality Trait (Neuroticism) and Emotional Creativity Dimension (Authenticity) among neurotic young adults.

Variable	Mean	r	P-value
Neuroticism	18	-	-
Authenticity	23.65	0.46	Sig***

As presented in Table 5, a moderate positive correlation was found between neuroticism and novelty ($r = 0.46$, $p < .01$). This indicates that individuals with higher levels of neuroticism tend to exhibit greater authenticity in their emotional expressions. This finding suggests that despite their emotional instability, neurotic individuals may possess a heightened tendency to express emotions in ways that are deeply personal and genuine.

Table 6: Correlation Between Personality Trait (Neuroticism) and Emotional Creativity Dimension (Effectiveness) among neurotic young adults.

Variable	Mean	r	P-value
Neuroticism	18	-	-
Effectiveness	22.16	0.34	Sig***

As presented in Table 6, a moderate positive correlation was found between neuroticism and novelty ($r = 0.34$, $p < .01$). This indicates that individuals with higher levels of neuroticism reported significantly greater perceived effectiveness in emotional expression. This finding suggests that emotional intensity often associated with neuroticism may, in some individuals, contribute to emotionally impactful or effective expression.

Table 7: Correlation Between Personality Trait (Extraversion) and Emotional Creativity Dimension (Novelty) among extrovert young adults.

Variable	Mean	r	P-value
Extraversion	15.92	-	-
Novelty	25.05	0.18	Not Sig***

As shown in table 7, the correlation analysis revealed a weak positive relationship between Extraversion and the Novelty dimension of emotional creativity ($r = 0.18$); however, this relationship was not statistically significant ($p > .05$). This suggests that while individuals with higher extraversion scores may tend to show slightly more emotional novelty, the association is not strong enough to be considered reliable within this sample.

Table 8: Correlation Between Personality Trait (Extraversion) and Emotional Creativity Dimension (Preparedness) among extrovert young adults.

Variable	Mean	r	P-value
Extraversion	15.92	-	-
Preparedness	25.85	0.21	Sig***

As shown in table 8, the correlation analysis was conducted to examine the relationship between extraversion and the preparedness dimension of emotional creativity. The results indicated a significant positive correlation ($r = .21$, $p < .05$), suggesting that individuals who are more extraverted tend to demonstrate greater emotional preparedness. This finding aligns with existing literature that links extraversion with higher emotional expressiveness and awareness.

Table 9: Correlation Between Personality Trait (Extraversion) and Emotional Creativity Dimension (Authenticity) among extrovert young adults.

Variable	Mean	r	P-value
Extraversion	15.92	-	-
Authenticity	24.42	0.12	Not Sig***

Table 9 presents the correlation between extraversion and authenticity. The results indicate a weak positive correlation ($r = 0.12$) between extraversion and the authenticity component of emotional creativity. However, the relationship was not statistically significant ($p > .05$), suggesting that levels of extraversion did not meaningfully predict authenticity in emotional expression among the young adults.

Table 10: Correlation Between Personality Trait (Extraversion) and Emotional Creativity Dimension (Effectiveness) among extrovert young adults.

Variable	Mean	r	P-value
Extraversion	15.92	-	-
Effectiveness	23.32	0.13	Not Sig***

As shown in table 10, the correlation was conducted to assess the relationship between extraversion and the effectiveness dimension of emotional creativity. The results revealed a positive but weak and non-significant correlation between the two variables, r = 0.13, p > .05. This indicates that extraversion is not significantly associated with the effectiveness of emotional expression in this sample of young adults.

5. DISCUSSION

The present study aimed to explore the relationship between two major personality traits—Extraversion and Neuroticism—and the four dimensions of Emotional Creativity: Effectiveness, Authenticity, Preparedness, and Novelty among young adults aged 18–25yrs. The findings revealed varied relationships, some of which aligned with prior literature while others diverged, shedding light on the complex interplay between personality and emotional expression.

The results indicated a significant positive correlation between Extraversion and Preparedness (r = 0.21, p < .05), suggesting that extraverted individuals tend to be more emotionally ready and aware in handling affective experiences. This is consistent with the work of Ivcevic, Brackett, and Mayer (2007), who found that extraverted individuals often possess greater emotional responsiveness and are more attuned to social-emotional cues, contributing to a higher sense of emotional readiness.

However, Extraversion showed non-significant positive correlations with Effectiveness (r = 0.13), Authenticity (r = 0.12), and Novelty (r = 0.18), indicating that although extraverted individuals may exhibit some tendency toward these dimensions of emotional creativity, the associations were not strong enough to reach statistical significance.

These results partially diverge from Feist's (1998) meta-analysis, which found extraversion to be positively linked with creative outputs, including emotional expressiveness. A possible explanation lies in the multidimensionality of emotional creativity; while extraverts are expressive, their emotional experiences may not necessarily be unique (Novelty), authentic, or perceived as effective. Additionally, cultural context may mediate this relationship—as collectivistic cultures may value emotional restraint, reducing the overt impact of extraversion on creativity-related traits (Golemac, Ivcevic, & Brackett, 2012).

Interestingly, all correlations between Neuroticism and Emotional Creativity dimensions were significant and positive, with Preparedness (r = 0.48), Authenticity (r = 0.46), Novelty (r = 0.37), and Effectiveness (r = 0.34) all showing moderate to strong relationships.

These findings suggest that individuals high in Neuroticism—often characterized by emotional sensitivity and intensity—are also likely to demonstrate greater emotional creativity, especially in the form of emotional insight, original emotional experiences, and emotionally expressive authenticity. These results align with Averill's (1999) concept of emotional creativity, which posits that individuals who experience emotions more intensely or uniquely are often more creative emotionally.

Furthermore, emotional intensity, a core feature of neuroticism, may serve as a rich source of creative expression. Ivcevic and Brackett (2011) argue that emotional depth and variance often contribute to novel emotional representations, especially in literature, music, or interpersonal settings.

Nonetheless, the positive correlation between neuroticism and effectiveness may appear counterintuitive, as emotional instability is typically seen as a hindrance to effective emotional management (Costa & McCrae, 1992). However, in emotionally expressive individuals, even negative emotions can be channeled productively—through journaling, art, or performance—which may explain this relationship in the current sample.

The hypotheses proposed in the present study examined the relationship between personality traits—Neuroticism and Extraversion—and various dimensions of emotional creativity. Based on the findings, H1, H2, H3, and H4 were accepted, as Neuroticism showed statistically significant positive correlations with Novelty, Preparedness, Authenticity, and Effectiveness, respectively. These results support the notion that emotionally intense individuals, characterized by higher levels of Neuroticism, tend to demonstrate greater emotional creativity across multiple domains. Among the hypotheses involving Extraversion, H6 was accepted, as a significant positive correlation was found between Extraversion and Preparedness, indicating that extraverted individuals may be more emotionally ready and expressive. However, H5, H7, and H8 were rejected, as the relationships between Extraversion and Novelty, Authenticity, and Effectiveness were not statistically significant. These findings suggest that while Extraversion may enhance emotional readiness, it may not directly contribute to the depth, authenticity, or innovation in emotional expression among young adults.

6. SUMMARY AND CONCLUSION

The objective of the study

To measure the relationship between personality trait Neuroticism and the dimensions (Novelty, Preparedness, Authenticity, and Effectiveness) of Emotional Creativity among young adults.

To measure the relationship between personality trait Extraversion and the dimensions (Novelty, Preparedness, Authenticity, and Effectiveness) of Emotional Creativity among young adults.

Hypotheses

H1. There will be significant relationship between personality traits (Neuroticism) and emotional creativity (Novelty) among young adults.

H2. There will be significant relationship between personality traits (Neuroticism) and emotional creativity (Preparedness) among young adults.

H3. There will be significant relationship between personality traits (Neuroticism) and emotional creativity (Authenticity) among young adults.

H4. There will be significant relationship between personality traits (Neuroticism) and emotional creativity (Effectiveness) among young adults.

H5. There will be significant relationship between personality traits (Extraversion) and emotional creativity (Novelty) among young adults.

H6. There will be significant relationship between personality traits (Extraversion) and emotional creativity (Preparedness) among young adults.

H7. There will be significant relationship between personality traits (Extraversion) and emotional creativity (Authenticity) among young adults.

H8. There will be significant relationship between personality traits (Extraversion) and emotional creativity (Effectiveness) among young adults.

Findings

Neuroticism showed significant positive correlations with all four dimensions of Emotional Creativity: Novelty (H1 accepted), Preparedness (H2 accepted), Authenticity (H3 accepted) and Effectiveness (H4 accepted).

Extraversion showed a significant positive correlation only with Preparedness (H6 accepted)

No significant relationships were found between Extraversion and dimensions of emotional creativity: Novelty (H5 rejected), Authenticity (H7 rejected) and Effectiveness (H8 rejected).

Limitations of the study

The study utilized a self-report method, which may have introduced bias due to social desirability or inaccurate self-assessment. The sample size (N = 150) was limited to young adults aged 18–25yrs, reducing generalizability across other age groups or populations. Only two personality traits (Extraversion and Neuroticism) were examined, excluding other relevant traits like Openness to Experience or Agreeableness. The cross-sectional design limits the ability to infer causality.

Future Recommendations

Future research should include a larger and more diverse sample to improve generalizability. Consideration of additional personality dimensions such as Openness, Conscientiousness, and Agreeableness could provide a more comprehensive understanding. Longitudinal or experimental designs may help establish causal relationships between personality traits and emotional creativity. Mixed-method approaches, including interviews or observations, could add depth to the understanding of emotional creativity beyond quantitative metrics. Cross-cultural comparisons could highlight how cultural norms influence the expression of personality traits and emotional creativity.

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