

Creativity, Emotional Intelligence and Narcissism in Medical Practitioners and Educators.

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Abstract

Helping professions necessitate a certain extent of emotional intelligence and creativity which have previously been linked with narcissism. Our study aims to illustrate a comparison between medical practitioners and educators aged between 28-65 years, with respect to creativity, emotional intelligence and narcissism. The Kaufman's Domains of Creativity, Schutte's Emotional Intelligence and Narcissistic Personality Inventory have been used to measure the aforementioned variables. Independent samples t-test computed using SPSS software, revealed minor difference in creativity and non-significant difference in emotional intelligence and narcissism of medical practitioners and educators. Medical practitioners' emotional intelligence and narcissism ($p < 0.01$) showed strong positive correlation and educators' creativity positively correlated with emotional intelligence narcissism ($p < 0.01$ and $p < 0.01$, respectively) as per Pearson's r correlation on SPSS software.

Keywords: medical practitioners; educators; creativity; emotional intelligence; narcissism.

The study focuses on medical practitioners and teachers, categorized under helping professions, which by definition focus at providing services pertaining to health and education to the community (APA, 2020). Helping professions call for prosocial behaviour which in turn demands certain characteristics idiosyncratic of the professional at work. The duties of a helping professional are providing solutions to personal, physical, psychological or intellectual dilemmas and ultimately promoting growth in a holistic manner which indicates the existence of an altruistic motive. Nurturing is a critical aspect in these professions. A helping professional is also expected to be creative and an impressive problem solver so that he or she can cater to the needs of the community at hand. To identify and build strategies for providing the service requires prominent problem-solving skills and creativity. Such characteristics requires scholars to investigate into creativity in the context of helping professions and its detailed impact. Interaction between client and worker becomes an important aspect in providing service as helping professionals. Therefore, variables that affect interaction and communication are to be identified and worked upon accordingly. For effective communication, the worker in such occupations should be emotionally intelligent and empathetic enough, making emotional intelligence an important variable of study relevant to the helping professional population. A plethora of studies have been conducted on this dimension for effective assistance as a helping professional. To be a service provider in this sector of work, one should display dedication and commitment towards the group that they are working with. This may always not be the case, as nowadays, it is observed that there is an intention of accomplishment and status in these occupations. Previous studies have established the fact that there is a link with narcissism and self-reported prosocial behaviour. The possibility of these negative consequences of personal motives and intentions makes it more crucial to study the trait narcissism in helping professions.

In these professions, the entire personality of the worker comes into action, which can be assumed to be empathetic, client oriented, credible, responsible, sociable, creative, tolerant and flexible. Nonetheless, there's a high probability of negative consequences to appear in the form of aversive personality traits (Coprakova, 2020). The population of interest in this study are medical practitioners and educators of two age groups.

The qualities of a doctor have been investigated for a long time, revealing certain basic characteristics apart from medical competence and being ethical. These are interpersonal qualities for effective patient-doctor relationship and communication; organizational skills required within the hospital; openness to experience and new information for instance (Hoffbauer, Shcrank and Holzinger, 2018). A physician, hence may be said, is expected to have certain virtues that makes him optimum, effective, creative and dependable. Compassion has been found to be playing a pivotal role in a doctor's behaviour (Aramesh, 2017). Furthermore altruism (Feldman, 2017), humility (DuBois, et al., 2013; Jeffrey, 2020), and practical wisdom (Bain, 2018) are some of the idiosyncrasies expected from doctors. All these qualities can be observed in physicians with adequate emotional quotient.

Teaching has always been considered as one of the most respected and noblest professions. The role of an educator or a teacher is unparalleled considering the impact this service has on building the future generations. The teacher's leadership (Öqvist Malmström 2017) and teaching quality (Burroughs et al., 2019) have been made apparent as the key determinants of surpassing quality education. The work of an educator brings in a strong sense of duty and responsibility towards his or her pupils. There is a status value attached to the position of teacher as the impact of this profession is by and large foundational by nature. The teacher contributes to the mental health of the pupils and thus the teacher's socio-personal, physical and psychological balance is of extreme importance. A well-balanced teacher or

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educator happens to guide his or her students with absolute efficiency. Therefore, it is inevitable that a teacher has an ideal image. Likewise, a teacher or an educator is known to be having certain traits typical of him or her. Teachers were voted to be ideal if they were motivating the students, as shown by a study where 67% students voted in favour of such a trait. In the same study, 28.7% of the students regarded being a 'good listener' as a typical trait of educators, as it allows pupils to place their queries (Jalal and Haider, 2018). Such definitions of a pedagogue make the assessment of emotional intelligence a vital proceeding prior to recruitment.

Clement and Rencewigg (2020), listed a few subsidiaries of the former feature- being informative, ability to provide novel information on recent trends related to subject, practical knowledge of the subject, class control, not being boastful, the ability to adopt different method teaching as per the topic and being meticulous. Consequently, creativity and problem solving is a pivotal cognitive system and should be assessed in educators for effective teaching. As much as positive attributes are taken into consideration for identifying an effective teacher, students had also disapproved of features that should not exist in an educator. Aggression and arrogance were chosen as some of the detrimental characteristics of teachers. These disconcerting characteristics of may result from innate narcissism. Narcissistic teacher craves for attention and admiration from his pupils which may result in students either feeling insufficient and depressed or them learning and implementing the same negative behaviour.

Creativity

Long after its origin in Greece, Guilford in 1957 gave a new turn to creativity in the field of psychology by defining creativity as divergent thinking, a process in creating something novel. Creativity is most certainly based on innovations, divergence in thinking, expansive ways to look at a problem and offer unconventional solutions. Creativity is also a continuous process that has its impact on practically all fields of work more or less.

The components of creativity include knowledge, intellectual ability, preferred thinking style, personality traits, motivation, and environment. Research has taken into account that creativity is the most positive and essential component in human experience for complete personal development. (Richards, 2007).

Investigation suggests that creativity is related to general cognitive abilities and control (Benedek, Jauk, et al., 2014) and recent evidence points towards the possibility of statistically significant relationships between creativity and emotional intelligence (Geher, Betancourt & Jewell, 2017).

Creativity can be defined as the ability or the power to create or to produce in the most pragmatic way. It is characterized by originality, expressiveness, and imagination. Creativity is seen to be required in

medical specialties and is particularly strongly required in the surgical fields. It is hence expected, that the desire to help one's patient with the process of creating solutions (and modernization) is one of the basic factors that brings the physician's creativity to action. Although the concept of creativity is still, in many ways, brought up heavily in connection to the arts, the physician's scientific approach may arise the desire to create like an artist. Especially for the surgeon, creativity is usually based on the identification of prerequisites, leading to hypothesis formulation and estimation of possible solutions and taking actions accordingly to eventually ending up with an invention (Gauderer, 2009)

Creativity is especially important for educators in strengthening the youth's mind as it is the primary goal of educators, contributing to the progress of a nation. Through awareness of one's own strength and self-esteem. It leads to optimal functioning through awareness of one's own strength and self-esteem (Zaki, 2016,). Maslow explained that creativity is the orientation inherent in all, but diminishes in maximum population due to inappropriate and rigid influence of education, upbringing and society (Maslow, 1943; 1968; 1971). Therefore, it may be suggested that the teacher's ability to cultivate effective classroom discourse depends on creative skill development. One of the newest studies in Israel have shown that general subject teachers rated themselves above average on perceived creativity measurements when compared to special educators (Kasirer and *Shnitzer-Meirovich*, 2021). At the same time several studies on the Indian teachers have revealed an overall lack of creative skills characterized by traditional creative teaching methods as well as insignificant encouragement of creative expression of students. In one such study, it was made apparent that teacher's creativity is confined in the bounds of teaching models and methods indicating the dearth of awareness of other components of creativity (Sharan, 2020).

Emotional Intelligence

Salovey and Mayer (1990, p.189) described emotional intelligence as the ability to monitor one's own and others' feeling and emotions, to discriminate among them and to use this information to guide one's thinking and actions. The model presented by the former consists of four branches namely, Perception of Emotions (the ability to identify one's emotions accurately along with others' on the basis of various contextual cues), Using Emotions to Facilitate Thinking (the ability to use emotions and moods to support and guide intellectual processing), Understanding emotions (typically to comprehend and label the plethora of emotions), Managing Emotions (the capacity to scrutinize and alter own emotions for enculturing emotional and intellectual growth. Emotional Intelligence has also been discussed as a trait or a mix of traits itself. Petrides and Furnham (2000) identified different perspectives

towards emotional intelligence for the purpose of measuring emotional intelligence, subjectively, as the capacity to act effectively in various life situations. It has been shown that sincere emotional skills is partly associated to perception of one's "emotional effectiveness" (Van der Linden et al., 2017). Such emotional skills are very crucial and required in a medical practitioner intrinsically because of the crucial patient-doctor interpersonal communication. A physician should not only be able to perceive and comprehend the patient's mental situation when diagnosed with a condition but also discuss upon morbidity and critical scenarios. Such sensitive information can only be disclosed if the doctor is emotionally intelligent and has strong social skills. In one study it was established that the doctors rated their emotional intelligence lesser than what was measured from feedback by their patients, eventually making emotional intelligence as a core component in patient-doctor relationship (Waheed and Siddiqui, 2020).

Previous literature has explored teacher's emotional intelligence in various statistical associations with variables of personality, teaching attitudes, classroom performance and students' performance for example and the results have emphasised the importance of emotional intelligence in education (Petrides et al., 2018; MacCann et al., 2020; Naqvi et al., 2016). It is expected that to resolve any conflicts between educators and the pupil, the teacher is required to be emotionally capable, hence building an effective student-teacher relationship. A teacher therefore needs to develop emotionality in herself/himself before interacting with his or her pupils. An emotionally intelligent instructor will not only be self-aware but also demonstrate understanding and empathy towards learners, parents, peers, etc. Such teachers will also manage classrooms efficiently and deal with each students' issues individually according to its extent.

Narcissism

Narcissism, the term, has been given meaning to by Ellis in 1898, inspired from the Greek narrative of Narcissus getting romantically attached to his own reflection ultimately to transmute into a flower. He explained that narcissism directs at the sexual perversion where the 'self' is considered as prime sexual object. Freud (1914) justified narcissism as being completely absorbed in the self where all facets of thinking lead to complete sexual gratification from the whole self.

Jones (1951) discussed narcissism as a personality trait which is equivalent to "God complex". People high on this trait come off as very charming, crave for power and are standoffish because of the sense of superiority them. Horney (1939) differentiated self-esteem from narcissistic self-esteem by underpinning the realistic fundamental of 'self-esteem', indicating that narcissists view themselves too highly (as cited by Thomaes et al., 2016).

Narcissists happen to have a heightened and distorted self-image whose roots lie in vulnerable self-concept (Steiner et al., 2021). To deal with this vulnerability their ego drives them to diminish others and at the same time validate their sense of worth. Their dependence on society, for validation, interferes with their personal as well as professional life. The term narcissistic personality was brought into light by Walder (1925) where he characterized these individuals to be unempathetic, displaying condescending social behaviors based on superiority feelings and an obsession with self-respect. "Narcissistic mode of thought", as explained by Walder, is classified by conceptual thinking, overestimating own's intellect, and reasoning just for the sake of it. (Kostyanya, 2019). Grandiosity, entitlement, attractiveness, sense of being unique and extreme attention seeking are the essentials in a narcissistic personality disorder, as explained in the DSM-V

Medical practitioners in many instances have been described as arrogant, untrustworthy and self-absorbed with a covetous intent, estimated to be arising from their skills and perceived social status. In one such study physicians had rated themselves higher on narcissism in all three traits of the 'dark triad' (Bucknall et al., 2015). Leon and his colleagues (2018) introduced the term "disruptive physicians" who were identified as having an inflated and distorted self-image in addition to haughtiness which would compromise the functioning of the medical organization. These professionals tend to manipulate people with a severe lack of empathy. This narcissism in the physicians, emerging from friable self-esteem, gives way to aggression and defensive acts.

Studies on narcissism in teachers or educators have clarified that when an educator is narcissistic, they act defensive and have a demeaning attitude towards their students. Their classroom behaviour is complete with egoistic attitude towards the students with discrimination against those who do not fall into their set of criteria of their ideal student image. Such teachers prefer students within their comfort zone and set expectations. Not only is their teaching objective, but also, in lack of empathy required for essential student teacher relationship establishment. When one study explored narcissism in prospective and secondary level teachers, it was evident that teachers rating high as well as moderate on trait narcissism had poor socio-personal adjustment and majority of the sample fell in the moderate range of narcissism. (Mol, 2020). In another a Slovakian study, narcissism was found to be an insignificant dark triad trait in teachers (Copakova, 2020)

Narcissism is known to pathological (Ansell et al., 2015; Ellison et al., 2013, Dashineau et al., 2019), nonetheless, psychoanalysts had recognized certain limited amounts of narcissism to be necessary in self-preservation and in roles of headship (Freud, 1914,1918; Federn, 1928). This emphasises upon the

notion of ‘healthy narcissism’ required in helping professions to deal with the society’s needs. Kernberg (1975) and Heinz Kohut (1978) were the first to elaborate theories on healthy narcissism. Although Kernberg (1975) spoke on normal narcissism being an essential form of ‘self-love’, Kohut (1978) defended that healthy narcissism is manifested through humour, empathy and forms of creative expression. In helping professions like teaching and healthcare the individual holding power has to influence their juniors’ behaviour and guide them in the process whereas doctors also need to be empathetic enough for patient and family. Healthy narcissism is hence observed to be a motivator in taking up helping professions.

Associations between creativity and emotional intelligence has been studied earlier where positive correlations have been discovered between self-reported creativity and emotional intelligence (Tu et al., 2018) and that certain elements of emotional intelligence have predicted creativity (Geher et al., 2017). In studies of teacher population, creative abilities have shown positive correlation with emotional intelligence (Duman et al., 2014).

Studies have shown that creativity and narcissism have direct correlations (Martinsen et al., 2019) and self-estimated creativity also showed high positive correlation with narcissism (Wassenberg et al., 2016). Narcissists also pretend to be the good person by opting positive creative options (Kapoor, 2015).

Trait emotional intelligence has been found to be positively related to grandiose and vulnerable narcissism (Szabo et al., 2017; Zajenkowski et al., 2018) and that, these grandiose narcissists have a tendency to emotionally manipulate when they score high on trait emotional intelligence (Casale et al., 2019). In one study insignificant association was proven between trait emotional intelligence and narcissism (Miao et al., 2018)

Method

The purpose of this non-experimental quantitative research is to assess the levels of creativity, emotional intelligence (EI) and narcissism in medical practitioners and educators in the age range of 28-65 years. The study further aims to identify if there exists any significant relationship(s) between creativity, emotional intelligence and narcissism in medical professionals and educators, respectively.

- **Study Group 1-** Medical Practitioners aged between 28-65 years
- **Study Group 2-** Educators aged between 28-65 years.

Objectives

1. To assess the level of creativity, emotional intelligence and narcissism of medical practitioners.
2. To assess the level of creativity, emotional intelligence and narcissism of educators.
3. To assess the correlation between creativity, emotional intelligence and narcissism among medical practitioners and educators.

Hypotheses

1. There is no significant difference between medical practitioners and educators with respect to creativity.
2. There is no significant difference between medical practitioners and educators with respect to emotional intelligence.
3. There is no significant difference between medical practitioners and educators with respect to narcissism.
4. There is no significant relationship between creativity and emotional intelligence of medical practitioners.
5. There is no significant relationship between the creativity and narcissism of medical practitioners.
6. There is no significant relationship between emotional intelligence and narcissism of medical practitioners.
7. There is no significant relationship between creativity and emotional intelligence of educators.
8. There is no significant relationship between the creativity and narcissism of educators.
9. No significant relationship exists between educators’ narcissism and emotional intelligence.

Purposive sampling technique has been followed in generating the sample. Data collection was conducted online through Google Forms as well as on-site in questionnaire format. Collected data was scored, tabulated and analysed using SPSS v.16.0 software.

Tools

In this research the following tools were utilized to assess creativity, emotional intelligence and narcissism in the sample of medical practitioners and educators.

Schutte’s Self-Report Emotional Intelligence Scale (1998)

The Self Report Emotional Intelligence Scale is a 33-item self-report inventory that gives an assessment of trait emotional intelligence where respondents rate accordingly on a five- point Likert type scale. Scores range from 33 to 165, with higher scores representing better developed emotional intelligence. The internal consistency, measured through Cronbach’s alpha, for the complete scale was found to be 0.90 (Schutte et al., 1998) during pilot investigation. The internal consistency of the subscales Perception of Emotion; Managing Own Emotions; Managing Others’ Emotions; and Utilisation of Emotion was computed to be 0.80, 0.78, 0.66 and 0.55, respectively (Ciarrochi et al., 2002). A two-week test-retest reliability revealed 0.78 for total scale scores (Schutte et al., 1998) disclosing the test to be valid and reliable for use.

Kaufman Domains of Creativity Scale (2012)

The Kaufman’s Domains of Creativity (KDOCS) a self-report questionnaire consisting of 50 items, has been used to assess creativity of the sample where the respondents have to report their level of creative potential for certain activities as described by each of the statements. The internal consistency reliability of the full scale has been found to be sufficient as per the value of 0.86 Cronbach’s alpha co-efficient. Test-

retest reliability scores of the entire scale and the subscales Scholarly, Self/Everyday, Performance, Artistic and Mechanic/Scientific, was computed to reveal 0.84, 0.77, 0.81, 0.87, 0.78, and 0.77 respectively, suggesting adequate internal validity.

Narcissistic Personality Inventory (1984)

The construct validity was found to be adequate for the seven scales at $p < 0.001$ (Raskin & Terry, 1988). The scale comprises of bilateral statements, one of them indicating narcissistic actions and the respondent has to choose the statements subjectively. Higher scores on the scale direct at higher subclinical narcissism. Test-retest reliability co-efficient for the full scale has been assessed to be 0.81 alpha, pointing at strong internal consistency of the scale (Rosario & White, 2005). The Cronbach's alpha score of 0.84 confirms the Reliability of NPI-40 as seen in a study assessing nonclinical narcissism (Nguyen & Shaw, 2020).

Results

the K-DOCS. The S.D. for creativity of medical practitioners and educators of the sample was found to be 33.23 and 21.58 respectively. Although the t-scores stand for no significant difference, medical practitioners have scored slightly higher than educators on the dimension of perceived creativity. Hypothesis 1 is therefore accepted.

The mean scores for trait emotional intelligence are 123.83 and 123.50 for medical practitioners and educators, respectively. Standard deviations of the scores of the two groups are found to be 12.27 and 17.93 respectively for medical practitioners and educators. T-scores suggest no significant difference between the two groups on the variable of emotional intelligence, hence hypothesis 2 is accepted.

The mean scores on trait narcissism are 12.20 and 13.13 for medical practitioners and educators respectively with standard deviations of 6.72 and 6.62 respectively. The scores indicate negligible difference between the traits among medical practitioners and

Table 1- Mean, SD and t-scores

Variable	Sample	N	Mean	Standard deviation	T-score
Creativity	Medical practitioners	30	170.13	33.23	1.41
	Educators	30	158.67	29.58	1.41
Emotional Intelligence	Medical practitioners	30	123.83	12.27	0.084
	EDUCATORS	30	123.50	17.93	0.084
Narcissism	Medical practitioners	30	12.20	6.72	0.542
	Educators	30	13.13	6.62	0.542

TABLE 2.1 CORRELATION MATRIX OF MEDICAL PRACTITIONERS

	Creativity	Emotional intelligence	Narcissism
Creativity	1	0.197 P=0.297	0.334 P= 0.072
Emotional intelligence	0.197 P=0.297	1	0.627** P=.000
Narcissism	0.334 P= 0.072		1

Table 2.2 correlation matrix of educators

	Creativity	Emotional intelligence	Narcissism
Creativity	1	0.498** P=0.005	0.487** P=0.006
Emotional intelligence	0.498** P=0.005	1	0.294 0.115
Narcissism	0.294 0.115		1

Above tables show scores of medical practitioners and educators of West Bengal, India on creativity, emotional intelligence and narcissism. Table 1 shows mean, standard deviations and t-scores of perceived creativity, emotional intelligence and narcissism of both medical practitioners and educators. The computation was done by summing up all the scores for the 30 medical practitioners and 30 educators. Scores reveal that the mean creativity for medical practitioners are 170.13 and 158.67 for educators, indicating that sample falls in the average range on

educators. Thus, Hypothesis 3 is accepted. Zero-order correlations, as assessed by the Pearson r, from table 2.1 reveal that there is no significant relationship existing between the variables of creativity and emotional intelligence as well as creativity and narcissism, allowing us to accept hypothesis 4 and 5. There is however, a highly significant positive correlation between trait EI and narcissism in the group of medical practitioners in the study ($r=0.627^{**}$), hence hypothesis 6 is nullified.

For the sample of educators, Pearson r zero-order correlations have exhibited positive significant correlation between the variables of creativity and emotional intelligence ($r=0.498^*$) as well as a strong positive correlation between creativity and narcissism ($r=.487^{**}$). Hence hypothesis 7 and 8 are nullified. However, no such statistical relationship has been found between emotional intelligence and narcissism in educators, hence Hypothesis 9 is accepted.

Discussion

The results in the current study have been both contradictory and in line with the body of literature review presented here. Creativity as assessed by the Kaufman's domains of creativity gives a measure on perceived creativity on an array of daily life activities including artistic, technical and mechanical tasks. In our study, it is observed that medical practitioners have scored higher on this perceived creativity as compared to educators. This difference may be attributed to the need of quick problem solving and divergent thinking in the medical professional. In a medical organization high, appropriate and prompt functioning is required at every level of the organization. To attend and perceive to every stimulus calling for immediate response a medical practitioner has to be alert and aware. After gaining clarity on the situation the physician must respond to the threat as immediately and accurately as possible, which requires adequate creative problem solving in contrast to that of an educator. An educator needs to promote creativity among students as well as perform an effective classroom discourse. Yet, the scope for creative thinking is limited for an educator as they have to follow the rigid curriculum and there is a lack of space for out of the box thinking and experimentation. However, a medical practitioner needs to think of innovative ways to cater to different patients/ clients with varied needs and also actively look for new research on creating innovative treatment procedures and medical developments. Hence, it can be noted that sufficient creative ability is therefore vital for both the professions, but not in equivalence to the immediate call of an emergency room in the hospital that needs to be attended by the medical professional. Both medical practitioners and educators have scored moderate on perceived creativity which confirms the findings of previous studies where helping professionals have scored well on creative abilities. It is expected of teachers to have high perception of creativity to identify and recognize students' potential and optimization of abilities. Hence it is essential that teacher training in India should put specific emphasis upon creative development that would enhance teaching- learning process.

As discussed earlier, emotional intelligence has been accepted to be of foundational significance in helping professions. Nurture and care are unreasonable without adequate emotional capacities and empathy. The present study reveals adequate trait emotional

intelligence of medical practitioners and educators in West Bengal. These scores make it evident that the sample is effective at dealing competently with patients and students in their respective fields. Having adequate Emotional intelligence indicates that both medical professional and educators have adequate self- awareness and can manage their own emotion which in turn enhances their social awareness and relationship management. Thus, they are capable of crisis management in any situation and can cope with stressful situations efficiently. They are good at emotional expressions and emotional management which helps to empathize with others and engage in effective communication with others. This also refers to adequate emotional management of others and hence it helps in providing service and generate more involvement, productivity and better performance from others which could enhance the recovery of patients and also amplify performance of students.

Literature on Narcissism has disclosed varying effects and views on the topic. In the current study, medical practitioners and educators have scored moderate on the NPI-40 which explains that they possess a recognizable amount of narcissism. The trait has been seen mostly as a part of the "dark triad" or psychopathology. Findings have made it apparent that the present sample portrays considerable arrogance and grandiose beliefs about the self. It may arise from their social status and the ability to influence the society with their skills. The awareness of the power that they hold, owing to their profession, inflates their self-esteem. It is to be noted that this level of narcissistic traits does not interfere with their functioning on the professional and personal front. Instead, there is a chance that they gain confidence in dealing with critical situations, especially in case of physicians. Educators are also required to deal with controversial classroom situations, conflicting students and guardians' expectations. To manage these professional demands, an educator should be able to efficiently respond to these ego threats and preserve their 'self'. These demands are permissible with controlled narcissistic manifestation.

On analyzing correlation values, the medical practitioners from the sample exhibit positive correlations between emotional intelligence and narcissism. Forgoing research has confirmed links between trait emotional intelligence and grandiose narcissism or dark triad narcissism. Perhaps, this finding is due the dark side of physicians' emotional intelligence. As emotional intelligence increases it enhances the ability to understand and regulate others' emotions hence it leads to feelings of grandiosity and high self-esteem which brings about a feeling of narcissism. This inflated sense of self-esteem demands excessive need for admiration and recognition which tends to diminish scope for empathy. The positive correlation hence suggests that with increasing emotional intelligence of medical practitioners, there will be a tendency to manipulate

other's emotions and feelings instead of empathizing. Such tendencies can be problematic at the cost of healthcare as patient-doctor relationship shall be heavily compromised along with conflicts with colleagues. This calls for attention to assessment of personality traits and emotional intelligence of physicians before being a professional.

Correlational analysis of educator's creativity, emotional intelligence and narcissism have demonstrated positive association between creativity and emotional intelligence making it apparent that creative perception necessitates intrapersonal emotional intelligence. In other words, with increasing ability to understand emotions, perception of creativity shall be more developed and sophisticated, which in fact promotes competence as an educator. Similar correlation has been found between creativity and narcissism of educators, indicating a possibility of creative self-belief to give way to confidence and magnified perception of the self. Or even narcissism may aggravate, creative potential within educators. The causation has not been established for any of the correlations found in the study and this may be undertaken as potential hypotheses for future research.

Limitations&implications

A larger sample size could suffice more generalizability from the findings. Other professionals could be included for more in-depth analysis of the profiles.

The present research highlights traits of narcissism, which if increases will interfere with their interpersonal and intrapersonal functioning. Assistance can be provided to both the groups on techniques to regulate their emotions and enhance creative expression for stable emotional dynamics and well-being.

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