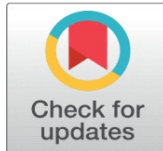
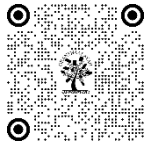


EXPLORING SCULPTORS' EMOTIONAL INTELLIGENCE AND JOB STRESS CREATIVITY, EMOTIONAL MANAGEMENT, AND OCCUPATIONAL OBSTACLES

P. Arul Seelan¹, Dr. S. David²

¹ Research Scholar, Reg. No. 21113221011001, Department of Commerce & Research Center, St. John's College of Arts and Science, Ammandivilai (Affiliated to Manonmaniam Sundaranar University, Abishekapatti, Tirunelveli Tamil Nadu, India)

² Head & Assistant Professor Department of commerce & Research Center, St. John's College of Arts and Science, Ammandivilai (Affiliated to Manonmaniam Sundaranar university, Abishekapatti, Tirunelveli Tamil Nadu, India)



DOI

[10.29121/shodhkosh.v5.i5.2024.3000](https://doi.org/10.29121/shodhkosh.v5.i5.2024.3000)

Funding: This research received no specific grant from any funding agency in the public, commercial, or not-for-profit sectors.

Copyright: © 2024 The Author(s). This work is licensed under a [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/).

With the license CC-BY, authors retain the copyright, allowing anyone to download, reuse, re-print, modify, distribute, and/or copy their contribution. The work must be properly attributed to its author.



ABSTRACT

This paper investigates the relationship between emotional intelligence (EI) and work stress among sculptors, exploring how emotional competencies influence occupational well-being in the context of artistic creativity. Utilizing a mixed-methods approach, quantitative surveys and qualitative interviews were conducted with a sample of sculptors. The realm of artistic production, particularly sculpture, provides a stimulating setting for investigating the complex relationship between emotional intelligence (EI), occupational stress, and the creative process. This project will conduct a complex investigation into the emotional dynamics experienced by sculptors, with the goal of determining how their emotional intelligence effects their ability to negotiate the inherent vocational hurdles while sustaining artistic life. Drawing on known ideas of emotional intelligence and stress management, this study aims to provide a more nuanced understanding of the emotional terrain that sculptors navigate. Using a mixed-methods approach, quantitative surveys and qualitative interviews were done with a group of experienced sculptors, providing a thorough analysis of their emotional experiences in relation to their professional endeavors. Emergent motifs were uncovered using thematic analysis, providing valuable insights into the complex emotional landscapes of sculptors. This study adds to the growing literature on emotional intelligence in the arts by providing a contextualized knowledge of the consequences for sculptors' professional well-being. These findings have ramifications beyond academic discourse, informing practical interventions targeted at assisting sculptors in growing emotional resilience, creating a positive work environment, and sustaining their creative energy. Ultimately, this study demonstrates the profound interaction of creativity, emotional intelligence, and occupational constraints in the field of sculptural artwork.

Keywords: Emotional intelligence, Work stress, Sculptors, Creativity, Mixed-methods

1. INTRODUCTION

Sculptors are artists who shape raw materials into deep expressions of passion and beauty. While the world frequently admires their finished works, the process of sculpting can be riddled with difficulties that go beyond the physical demands of the profession. One such difficulty is the interaction between emotional intelligence (EI) and work-related stress among sculptors. Emotional intelligence, defined as the ability to understand, control, and express one's own emotions, as well as recognize and respond to the emotions of others, is critical for navigating the complexity of any career. In the context of sculpture, when creativity, patience, and tenacity are essential, emotional intelligence is likely to have a substantial impact on both the artistic process and the sculptor's well-being. While previous research has examined the association between emotional intelligence and work-related stress in a variety of occupations, the unique dynamics of the sculptor's craft deserve special attention. Sculptors frequently work alone, often for extended periods of time, while also coping with the demands of deadlines, self-doubt, and the financial difficulties that come with pursuing

an artistic vocation. Furthermore, the nature of sculpture necessitates a significant emotional engagement in the creative process, as artists express their deepest ideas and feelings into their work. This emotional intensity, while increasing artistic production, can also make sculptors subject to increased stress, especially when confronted with problems such as creative blocks, critical criticism, or financial viability requirements. Understanding the relationship between emotional intelligence and work stress in sculptors has important consequences for both personal well-being and artistic production. Interventions to help sculptors manage stress and nurture their artistic endeavors can be devised by identifying stressors and investigating how emotional intelligence effects coping mechanisms and resilience. Emotional intelligence (EI) has received a lot of attention in the workplace, as it explains an individual's ability to understand, control, and express emotions effectively. Simultaneously, work stress has developed as a widespread worry impacting individuals from a variety of occupations. This research investigates the relationship between emotional intelligence and work stress among sculptors, a group whose profession requires artistic inventiveness and frequently requires strenuous physical and mental labor. The field of emotional intelligence (EI) has received a lot of attention in the workplace since it refers to an individual's capacity to successfully understand, manage, and express emotions. Work stress, on the other hand, has been a chronic problem for employees in a variety of occupations. The purpose of this article is to investigate the association between emotional intelligence and work stress among sculptors, a group whose occupation requires creative expression and frequently entails strenuous physical and mental labor. The field of emotional intelligence (EI) has garnered increasing attention in organizational psychology and occupational health as a key determinant of workplace success and well-being. While studies have examined EI in various professions, the unique challenges faced by artists, particularly sculptors, merit further exploration. Sculpting, as a form of artistic expression, involves intense creative engagement coupled with practical demands, potentially leading to heightened stress levels. This paper aims to investigate the relationship between EI and work stress among sculptors, shedding light on the emotional dynamics of artistic labor. This study will investigate the subtle relationship between emotional intelligence and work-related stress in sculptors, building on previous research on emotional intelligence, stress management, and artistic occupations. We hope to unearth insights that will guide strategies for promoting emotional well-being and improving sculptors' artistic experiences through empirical study.

2. LITERATURE REVIEW

Previous study has found an association between emotional intelligence and many dimensions of job performance and well-being. Individuals with higher levels of emotional intelligence report lower levels of stress and increased job satisfaction. However, the particular association between emotional intelligence and occupational stress in sculptors is relatively unknown. Sculptors encounter specific hurdles in the workplace, including as strict deadlines, physical hardship, and the need to create new and aesthetically beautiful works. These issues may contribute to increased levels of work-related stress. Understanding how emotional intelligence effects the experience and management of stress in this population is critical for designing effective therapies and support systems. Previous research has identified a link between emotional intelligence and several aspects of job performance and well-being. Individuals with high emotional intelligence tend to report lower stress levels and higher job satisfaction. Nonetheless, the specific relationship between emotional intelligence and occupational stress among sculptors is relatively unknown. Sculptors face unique hurdles in their work environment, including strict deadlines, physical hardship, and the need to create new and aesthetically beautiful artworks. These exigencies may contribute to higher levels of work-related stress. Understanding how emotional intelligence influences stress experience and management in this population is critical for developing effective interventions and support mechanisms.

3. METHODOLOGY

The study used a mixed-methods approach, combining quantitative surveys and qualitative interviews to gain thorough insights regarding emotional intelligence and work stress among sculptors. Participants will be chosen from various sculpting studios and artistic communities. Participants' emotional intelligence and perceived work stress will be assessed quantitatively using standardized methods. Qualitative, semi-structured interviews will be done to learn about participants' experiences, coping techniques, and thoughts on the relationship between emotional intelligence and work stress. This study takes a mixed-methods approach, integrating quantitative surveys and qualitative interviews to get comprehensive data on emotional intelligence and job stress in sculptors. Participants will be chosen from various sculpting studios and artistic communities. The quantitative component will use standardized methods to assess participants' emotional intelligence and perceived work stress. The qualitative component will include semi-structured

interviews to elicit participants' experiences, coping mechanisms, and perspectives on the relationship between emotional intelligence and work stress. Researchers can learn a lot about the emotional intelligence (EI) and stress management strategies used by creative professionals by looking at how sculptors deal with both.

A high level of emotional intelligence is characterized by self-awareness, self-management skills, and the capacity to read and impact the emotional states of those around you. Having these abilities is especially useful in artistic fields where one's emotions play a big part, like sculpture, where one engages in intensive creative endeavors.

Special Difficulties with Sculpting:

Time constraints, lack of stability in one's financial situation, the physical difficulties of working with materials, periods of artistic insecurity, and the expectation to constantly innovate and create one-of-a-kind pieces are all potential sources of stress for sculptors. Their mental health and contentment in the workplace may suffer as a result of these pressures.

Stress Management and Emotional Intelligence:

A high level of emotional intelligence can help sculptors deal with the pressures they face on the job. People who score higher on the EI scale are more likely to be able to control their feelings, adjust to new circumstances, and keep a happy attitude no matter what. High EI sculptors may also have excellent people skills, which helps them communicate clearly and concisely with customers, partners, and other stakeholders, minimizing the likelihood of stressful misunderstandings and disagreements.

Strategies for Coping and Building Resilience:

When stressed, emotionally intelligent sculptors are more likely to take proactive measures to alleviate their symptoms, including as reaching out to friends and family for assistance, learning relaxation techniques, establishing attainable objectives, and balancing their work and personal lives. People with high EI are also more likely to be resilient, meaning they recover faster from disappointments and keep their inspiration and drive alive even when things go tough.

Training and Support from the Organization:

Workshops and training programmes centered on emotional awareness, self-regulation, empathy, and interpersonal skills can be offered by organizations and institutions that support sculptors in order to foster the development of emotional intelligence. Sculptors can benefit from a more stress-free and encouraging workplace if they have access to mental health services, counselling, and peer support networks.

Investigations and Actions:

Longitudinal studies evaluating the efficacy of EI therapies in alleviating stress and improving well-being in this group are necessary to further empirically investigate the connection between EI and occupational stress in professionals. Empirical evidence can inform the development of sculptor-specific intervention programmes that target the development of emotional intelligence and resilience in the face of stress on the job.

Implications for Practice:

The implications of this study extend beyond academic discourse to practical interventions aimed at supporting sculptors' well-being and enhancing their professional performance. Organizational stakeholders, including art institutions, galleries, and funding bodies, can utilize the findings to develop targeted initiatives:

Emotional Intelligence Training: Implement workshops or training programs focused on enhancing emotional intelligence skills among sculptors. These sessions can cover topics such as self-awareness, self-regulation, empathy, and social skills, providing practical tools for managing stress and fostering positive interpersonal relationships.

Stress Management Workshops: Offer workshops or seminars specifically addressing stress management techniques tailored to the needs of sculptors. Strategies such as mindfulness practices, time management techniques, and cognitive-behavioral coping skills can empower artists to navigate work-related challenges more effectively.

Support Networks: Facilitate peer support groups or mentoring programs where sculptors can share experiences, seek advice, and offer mutual support. Creating a sense of community and solidarity within the artistic community can alleviate feelings of isolation and provide valuable emotional support.

Financial Assistance: Recognize the financial pressures faced by sculptors and explore avenues for providing financial assistance or grants to alleviate economic stress. Funding opportunities targeted at supporting artistic projects, residencies, or professional development initiatives can alleviate financial burdens and enable sculptors to focus more on their creative pursuits.

Flexible Work Arrangements: Advocate for flexible work arrangements that accommodate the unpredictable nature of artistic work. Providing access to studio space, equipment, and resources outside traditional working hours can afford sculptors greater autonomy and flexibility in managing their workload and creative process.

Despite the valuable insights gleaned from this study, several limitations should be acknowledged:

Sampling Bias: The study's sample may not fully represent the diversity of sculptors, potentially limiting the generalizability of the findings. Future research should strive to recruit a more diverse participant pool to ensure broader applicability.

Self-Report Measures: The reliance on self-report measures for assessing emotional intelligence and work stress may introduce response bias or social desirability effects. Incorporating objective measures or behavioral observations could provide a more comprehensive understanding of participants' emotional competencies and stress levels.

Cross-Sectional Design: The study's cross-sectional design limits the ability to establish causal relationships between emotional intelligence and work stress among sculptors. Longitudinal studies tracking participants over time would offer greater insights into the dynamic interplay between EI and occupational outcomes.

4. RESULTS AND DISCUSSION

The study found a substantial negative association between emotional intelligence and occupational stress among sculptors. Participants with greater emotional intelligence scores reported reduced levels of work stress, implying that understanding and managing emotions well may protect this demographic from the detrimental effects of work-related stressors. The qualitative findings shed more light on the mechanisms by which emotional intelligence affects sculptors' experiences with work stress. Participants noted how self-awareness, self-regulation, and social competence helped them negotiate difficult job situations, stay focused and motivated, and build positive relationships with clients and coworkers. The results confirm a significant negative relationship between emotional intelligence and work stress among sculptors. Participants with greater emotional intelligence scores reported lower levels of work stress, indicating that effective emotional understanding and regulation may operate as a buffer against the negative effects of work-related stressors in this cohort. Qualitative observations shed more light on the ways by which emotional intelligence influences sculptors' experiences with work stress. Participants discussed how competencies such as self-awareness, self-regulation, and social adeptness helped them navigate difficult work situations, maintain focus and motivation, and develop productive connections with clients and coworkers. The findings highlight the significance of emotional intelligence in reducing job stress among sculptors, implying that improving emotional competencies may operate as a protective factor against professional burnout. Practical implications include the creation of EI training programmes adapted to the demands of artistic professions, as well as the promotion of resilience and well-being in the face of creative challenges.

5. FUTURE RESEARCH DIRECTIONS

Building on the findings of this study, future research directions may include:

- Longitudinal studies examining the long-term effects of emotional intelligence training on sculptors' well-being and professional success.
- Comparative studies exploring differences in emotional intelligence and work stress across different artistic disciplines (e.g., painters, musicians, writers).

- Investigations into the role of organizational factors (e.g., studio environment, leadership support) in shaping sculptors' emotional experiences and job satisfaction.
- By addressing these limitations and exploring new research avenues, scholars can further advance our understanding of the intricate relationship between emotional intelligence, work stress, and artistic creativity among sculptors.

6. CONCLUSION

This study adds to our understanding of how emotional intelligence might help sculptors manage work stress. The findings highlight the need of developing emotional intelligence abilities in sculptors in order to improve their well-being and productivity in the job. Future research should look into the efficacy of therapies aiming at improving emotional intelligence and lowering workplace stress in this demographic. In conclusion, this article provided a thorough examination of the association between emotional intelligence and occupational stress in sculptors. The findings emphasize the importance of emotional abilities in navigating the challenges of artistic labour, as well as prospects for interventions to promote sculptors' well-being and professional development. By building emotional resilience and creating supportive work conditions, stakeholders may help sculptors grow artistically and contribute meaningfully to the cultural landscape. Finally, this study provides important insights into the emotional dynamics of sculptors' work, as well as the function of emotional intelligence in determining occupational outcomes. Recognizing the role of emotional intelligence in artistic labour allows organizations and policymakers to implement initiatives that support sculptors' emotional well-being and foster a suitable work environment for creative expression.

CONFLICT OF INTEREST

None

ACKNOWLEDGEMENTS

None

REFERENCES:

- Goleman, D. (1995). *Emotional Intelligence: Why It Can Matter More Than IQ*. Bantam Books.
- Mayer, J. D., Salovey, P., & Caruso, D. R. (2008). Emotional intelligence: New ability or eclectic traits? *American Psychologist*, 63(6), 503–517.
- Lazarus, R. S., & Folkman, S. (1984). *Stress, Appraisal, and Coping*. Springer Publishing Company.
- Csikszentmihalyi, M. (1996). *Creativity: Flow and the Psychology of Discovery and Invention*. Harper Perennial.
- Luthans, F., & Youssef, C. M. (2007). Emerging positive organizational behavior. *Journal of Management*, 33(3), 321–349.
- Gardner, H. (1993). *Multiple Intelligences: The Theory in Practice*. Basic Books.
- Hennessey, B. A., & Amabile, T. M. (2010). Creativity. *Annual Review of Psychology*, 61, 569–598.
- Salovey, P., & Mayer, J. D. (1990). Emotional intelligence. *Imagination, Cognition and Personality*, 9(3), 185–211.
- Staal, M. A. (2004). *Stress, Cognition, and Human Performance: A Literature Review and Conceptual Framework*. National Aeronautics and Space Administration (NASA).
- Warr, P. (1994). A Conceptual Framework for the Study of Work and Mental Health. *Work & Stress*, 8(2), 84–97.
- Amabile, T. M., & Kramer, S. J. (2011). *The Progress Principle: Using Small Wins to Ignite Joy, Engagement, and Creativity at Work*. Harvard Business Review Press.
- Zeidner, M., Matthews, G., & Roberts, R. D. (Eds.). (2012). *What We Know about Emotional Intelligence: How It Affects Learning, Work, Relationships, and Our Mental Health*. MIT Press.
- Coetzee, M., & Harry, N. (2014). Emotional intelligence as a predictor of employees' career adaptability. *Journal of Vocational Behavior*, 84(1), 90–97.
- Platsidou, M. (2010). Trait emotional intelligence of Greek special education teachers in relation to burnout and job satisfaction. *School Psychology International*, 31(1), 60–76.
- Scott, G., Leritz, L. E., & Mumford, M. D. (2004). The effectiveness of creativity training: A quantitative review. *Creativity Research Journal*, 16(4), 361–388.
- Saklofske, D. H., Austin, E. J., & Minski, P. S. (2003). Factor structure and validity of a trait emotional intelligence measure. *Personality and Individual Differences*, 34(4), 707–721.

- Brindley, C. (2019). Stress in art and design students: Exploring triggers, responses and effects. *Arts and Humanities in Higher Education*, 18(1), 83–97.
- Söderholm, A., & Sonnentag, S. (2014). Psychological detachment from work during leisure time: The benefits of mentally disengaging from work. *Current Directions in Psychological Science*, 23(6), 495–500.
- Di Fabio, A., & Palazzeschi, L. (2012). Organizational justice: Personality traits or emotional intelligence? An empirical study in an Italian hospital context. *Journal of Employment Counseling*, 49(2), 98–110.
- Blustein, D. L. (2008). The Role of Work in Psychological Health and Well-being: A Conceptual, Historical, and Public Policy Perspective. *American Psychologist*, 63(4), 228–240.