

The Role of Self-Regulation and Assessment Feedback on Creative Performance

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Abstract : The emotions and cognitions that underpin creative performance have been of interest for decades if not centuries, however, research evidence has still not conclusively offered reliable predictors of creativity. It is unclear whether stressors are detrimental to creative thinking, or whether some stress imposes necessary constraints to facilitate the creative process. The present research aims to examine the role of individual differences in self-regulation in influencing the links between emotions, cognitions, and creativity. Self-regulation is the capacity to disengage from moods that inhibit goal progress, and cope with failure, focus on impending intentions, and enhance the intrinsic appeal of tasks. Therefore, it is anticipated that individuals with an intuitive ability in self-regulation are able to harness their emotions and cognitions, to perform well on a creative task. In contrast, individuals with a deficiency in self-regulation will experience difficulty in such a task. Furthermore, stress in the form of positive and negative assessment feedback in the context of education will be manipulated to explore the interactive effects of environmental and individual difference factors on creative performance. The results will provide insight into the underlying factors associated with emotions and creativity, and inform future research in individual differences in cognition and emotion, and environmental triggers of creativity.

Keywords : creativity, feedback, self-regulation, stress

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