

Bhramor Saha (2026) *Creative and Performing Arts for Emotional Intelligence and Well Being*. *International Journal of Multidisciplinary Research & Reviews*, 5(1), 142-147.



**INTERNATIONAL JOURNAL OF
MULTIDISCIPLINARY RESEARCH & REVIEWS**

journal homepage: www.ijmrr.online/index.php/home

**CREATIVE AND PERFORMING ARTS FOR EMOTIONAL
INTELLIGENCE AND WELL BEING**

Bhramor Saha

Student of M.Ed Course, Baba Saheb Ambedkar Education University, Ballygunge Circular Road ,
kol-700019, West Bengal, India.

How to Cite the Article: Bhramor Saha (2026) *Creative and Performing Arts for Emotional Intelligence and Well Being*. *International Journal of Multidisciplinary Research & Reviews*, 5(1), 142-147.



<https://doi.org/10.56815/ijmrr.v5i1.2026.142-147>

<i>Keywords</i>	<i>Abstract</i>
<p><i>Website, Emotional Development, Mental Stress, Co- Curricular Activities, Social Relationship.</i></p>	<p>Healthy positive emotional development helps to establish individuals in society and in personal life and to form healthy social relationships. But healthy emotional development is possible in an individual's life only when he is free from mental stress. Co-curricular activities directly and indirectly help in the overall development of the individual. This helps the individual in reducing mental stress. Various subjects of art such as drama, drawing, physical exercise, dance, etc. The positive relationship between these two subjects has been discussed in the present article. Various books, websites, journals, etc. have been used to complete this discussion. This is a qualitative type of research</p>

1. INTRODUCTION

The use and practice of Creative and Performing Arts has increased tremendously in society today. Awareness about the use of co-curricular activities in schools and other educational institutions has increased among teachers, education administrators, and parents. As a result, the need for separate education for creative performing arts has increased among education administrators and parents. Creative Performing Arts Creative Performing Arts develops creativity in individuals, which always helps to develop a sense of interest, curiosity, and enthusiasm among students. Controlling emotions



[The work is licensed under a Creative Commons Attribution
Non Commercial 4.0 International License](https://creativecommons.org/licenses/by-nc/4.0/)

Bhramor Saha (2026) *Creative and Performing Arts for Emotional Intelligence and Well Being. International Journal of Multidisciplinary Research & Reviews*, 5(1), 142-147.

within an individual also helps in developing positive people, including healthy social development. A creative person is always engaged in self-development, which makes all other interrelated matters easier to complete. Therefore, the practice of this subject is a significant issue in the current education system. The use of Creative and Performing Arts helps individuals develop new and inspiring creative thinking beyond conventional thinking. By committing to this system of things, a person has the ability to easily embrace both success and failure, as a result of which failure and disappointment cannot easily come to him, overcoming all that negativity and expressing his artistic self. And its development means that as a result of practicing this subject, the ability of a person increases, so the amount of concentration also increases. Therefore, in this current technologically busy time, it is especially important for individuals to practice and develop creative performing arts.

2. STATEMENT OF THE STUDY

“CREATIVE AND PERFORMING ARTS FOR EMOTIONAL INTELLIGENCE AND WELL BEING”

Arts not only enhance a person's creativity, but also provide them with mental well-being and spiritual development. Therefore, the current problem has been discussed.

3. SIGNIFICANCE OF THE PROBLEM

Healthy intellectual development helps a person gain a good standing in society. It also gives him the gift of a healthy family life. This prosocial development only has its positive effects when its stress is low enough. Various aspects of pottery help a person to reduce this mental stress, so the current problem has been selected so that appropriate instructions can be obtained to reduce mental stress through the proper use of pottery.

4. LITERATURE REVIEW

Mayer and Salovey (2004) describe emotion as one of three or four sets of mental operations. Motivation, identified as the first set of mental processes, is activated as a response to physical drive such as hunger, thirst or sexual needs, which directs organism to satisfy its survival needs. They further proposed that emotions seemed to evolve among mammalian species to point to actual or perceived changes in the environment and to elicit responses to a changing environment, whereas cognition allows the organism to solve problems and learn from its environment and includes learning, memory, and problem solving, information processing that is conscious and flexible (Mayer & Salovey, 2004). The term emotional intelligence suggests the converging of emotion and cognition.

Sternberg (1997) defines intelligence as a “necessity of mental ability for adaptation in, or shaping or selection of any environmental context, not just in any one particular environmental context” (p. 1033). This is similar to the definition proposed by Weschler in 1958 as the individual’s “global capacity to act purposely, to think rationally, and to deal effectively with his environment” (as cited in Mayer & Ciarrochi, 2006, p. 262). The term “intelligence” generally implies information gathering, processing the information gathered, and reasoning using information. In 1921, Terman



Bhramor Saha (2026) *Creative and Performing Arts for Emotional Intelligence and Well Being. International Journal of Multidisciplinary Research & Reviews, 5(1), 142-147.*

(as cited in Sternberg, 2000) described an intelligent individual as one who can perform abstract thinking. Traditionally, abstract thinking has been considered as a significant indicator of intelligence. Typically, intelligence is regarded as intellectual capacity for problem-solving, analysis, and abstract reasoning.

5. OBJECTIVES OF THE STUDY

1. Gain in-depth knowledge of the core content of Creative and Performing Arts.
2. To gain an understanding of how creative and Performing Arts help in the personal development of an individual.
3. Gain an understanding of how Creative and Performing Arts can help individuals reduce stress and become well-established in society.
4. To gain an understanding of how creative and Performing Arts are useful for healthy emotional development and healthy social living.

6. METHODOLOGY

The article is based on data collected from various journals, articles, books and websites. The methodology consists of a conceptual discussion on the highlights of the research ethics and the focus of this article is on the concepts of research ethics with the current educational research process.

TOOL

In this study books, various journals, articles and newspaper is prepared for collecting the required data.

DELIMITATION

- The current discussion only discusses creative and performing arts.
- Discussion on how to build a healthy character by controlling stress
- The current discussion only discusses the development of the prototype.

7. FINDINGS / DISCUSSION

OBJECTIVE 1: - Gain in-depth knowledge of the core content of Creative and Performing Arts.

Creative Performing Arts is a broader field where individuals use their intelligence, body, and voice to perform art in a variety of ways. Performing arts using a variety of subjects brings out creativity and emotion in people, which in turn facilitates social connections. A larger field of creative arts is the performing arts. In creative matters, various paintings, sculptures, literature, music are fundamentally created using the imagination and creativity of the human mind. Which plays a particularly important role in the entertainment and positive development of the human mind Performing Arts is an art form in which artists present or perform in front of an audience or listener, such as drama, music, and dance. It places more emphasis on performance.

OBJECTIVE 2: - To gain an understanding of how Creative and Performing Arts help in the personal development of an individual.



Bhramor Saha (2026) *Creative and Performing Arts for Emotional Intelligence and Well Being. International Journal of Multidisciplinary Research & Reviews*, 5(1), 142-147.

- Creative Performing Arts makes it possible to easily express emotions that cannot be expressed verbally, which reduces the person's mental stress.
- It helps in increasing concentration and mindfulness in a person, which in turn helps in eliminating anxiety and negative thoughts in a person.
- The topic of discussion is especially helpful in increasing self-esteem and confidence in a person because the topic has to be presented in front of many viewers and listeners, which in turn builds courage and confidence in him.
- When art is displayed in front of a large audience, it helps maintain the artist's mental balance and also increases brain function.
- These creative performing arts help in building connections between different individuals in society, helping to form co-social actions and making individuals good citizens.
- If a person has a mental illness, the topic under discussion helps in redirecting the focus from that aspect, thereby maintaining the mental balance of the sick person.
- The habit of repeatedly discussing a topic increases the inner vision within a person.
- This subject plays a special role in the promotion and development of education among individuals in society.
- It is possible to present complex social problems and their solutions to illiterate people very easily through the use of this subject.
- It also helps in maintaining unity among all individuals in society through issues such as celebrating Independence Day and presenting the national anthem.
- Through the subject under discussion, it is possible to develop latent abilities within the individual, resulting in the person's inherent abilities being revealed.

OBJECTIVE 3: - Gain an understanding of how Creative and Performing Arts can help individuals reduce stress and become well-established in society.

Creative Performing Arts provides a safe outlet for emotional expression, calms the brain, and helps increase mindfulness. This increase in mindfulness leads to an increase in the release of feel-good hormones like dopamine and creatinine, which in turn leads to social connections, reduced symptoms of anxiety and depression, and a sense of resilience and overall well-being. When people talk about art, they include various aspects of art to present a visual subject. Which helps to provide positive improvement in punishment through artful integration into everyday life. Through participation in the arts, individuals often participate in creative work without using words. Participation in the arts helps individuals experience social connections, which in turn increases social interaction and improves a person's mood. Art makes a person responsible and independent thinker, maintains a level of curiosity in a person's life and helps to improve the quality of life by bringing joy to his life. Being involved in the arts develops a sense of responsibility and self-confidence, which helps reduce anxiety, depression, and stress.



Bhramor Saha (2026) *Creative and Performing Arts for Emotional Intelligence and Well Being. International Journal of Multidisciplinary Research & Reviews, 5(1), 142-147.*

OBJECTIVE 4: - To gain an understanding of how creative and Performing Arts are useful for healthy emotional development and healthy social living.

Creative Performing Arts brings out creativity in individuals, this generosity acts as a catalyst in an individual's life that encourages development across various dimensions of life. Creativity expands a person's horizons, allowing them to solve life's problems in new ways. This creativity increases the adaptability of the individual, enabling the individual to respond flexibly to unexpected situations. The subject matter awakens the tendency for self-expression and self-discovery in the individual. As a result, the person can understand themselves deeply and become aware of their own feelings or emotions. You can express yourself by understanding the situation. Through the practice of art, a sense of achievement is awakened in the person with a tendency to do new things, as a result of which he feels personal motivation to acquire new skills, By presenting art to the public, an individual's effective communication skills, clarity, understanding, and tendency to engage in constructive interactions increase. Individuals become aware of the emotions of others and, through social interaction, develop a positive sense of empathy and compassion, which is particularly important for leading a healthy social life.

8. LIMITATION

- Other aspects of pottery were not discussed in the current discussion.
- Other aspects of human character, such as attention and personality, are not discussed here.
- In the current discussion, issues such as social, mental, spiritual development, etc. are not discussed here.

9. CONCLUSION

Creativity may sometimes make a person suspicious, self-centered, and selfish, because this self-centeredness is what leads to the development of various creative ideas within him. Therefore, educational administrators should widely increase the practice of this subject in educational institutions so that the complete personality development of students is achieved. Students need to be encouraged in the creative performing arts so that they are always ready to overcome all obstacles related to this. Teachers should create an environment where every student can express their own interests in the educational institution and take conscious initiatives in co-curricular subjects. Educational institutions should organize various programs with individuals who are very successful in the field of Creative Performing Arts. Educational administrators should be on the lookout for established personalities to share their experiences and life struggles with students. Parents, teachers, administrators, and others in society must be especially aware of the benefits and positive fulfillment that students can gain from practicing the subject under discussion.

10. AUTHOR(S) CONTRIBUTION

The writers affirm that they have no connections to, or engagement with, any group or body that provides financial or non-financial assistance for the topics or resources covered in this manuscript.



Bhramor Saha (2026) *Creative and Performing Arts for Emotional Intelligence and Well Being. International Journal of Multidisciplinary Research & Reviews, 5(1), 142-147.*

11. CONFLICTS OF INTEREST

The authors declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

12. PLAGIARISM POLICY

All authors declare that any kind of violation of plagiarism, copyright and ethical matters will take care by all authors. Journal and editors are not liable for aforesaid matters.

13. SOURCES OF FUNDING

The authors received no financial aid to support for the research.

REFERENCES

- [1] Ajna, Y., & Susman, J. (2006). Understanding comorbidity with depression and anxiety disorders. *JAOA, 106(5)*. Retrieved from <http://www.jaoa.org>
- [2] Alexander, L., Larosa, J., & James, W. (2009). *New dimensions in women's health*. Canada: Jones and Bartlett Learning.
- [3] Bell, D., Foster, S., & Mash, E. (2005). *Handbook of behavioral and emotional problems in girls*. New York, NY US: Kluwer Academic/Plenum Publishers. doi:10.1007/b107822.
- [4] Connor, B. & Slear, S. (n.d.). Emotional intelligence and anxiety, emotional intelligence and resiliency. *International Journal of Learning, 16(1)*, 249-260.
- [5] Dulcan, M., & Wiener, J. (2006). *Essentials of child and adolescent psychiatry*. Arlington, VA US: American Psychiatric Publishing, Inc. Retrieved from PsycINFO database.
- [6] Goleman, D. (1995). *Emotional intelligence*. New York: Bantam Books.
- [7] Goleman, D. (1998). *Working with emotional intelligence*. London: Bloomsbury Publishing.
- [8] Mayer, J. (2004). What Are the Advantages of a More Focused Approach to EI? Retrieved from http://www.unh.edu/emotional_intelligence.
- [9] Mayer, J. D., Perkins, D. M., Caruso, D. R., & Salovey, P. (2001). Emotional intelligence and giftedness. *Roeper Review, 23(3)*, 131- 137. doi:10.1080/02783190109554084
- [10] Serrat, O. (2009). Understanding and developing emotional intelligence. *Knowledge Solutions*. Retrieved from <http://www.adb.org/documents> Medicine. 2004; 158:760-765.

