

# Application Of Resilience Practice On Creativity And Emotional Regulation In Education Setting: A Review Study

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## Abstract

The goal of this review paper is to present a holistic conceptualization by synthesising resilience practice on creativity and emotional regulation literature and introducing an integrative resilience practice to the educational context, with the goal of inducing creativity and assisting in the maintenance of emotional regulation. In order to achieve this, researchers thoroughly reviewed the literature on emotional regulation, creativity, and resilience. The results showed that little study has looked at the connection between resilience practice and improving creativity and emotional regulation. Although several recent studies have started to examine resilience's role in therapy, emotional regulation on resilience and creativity assessment on resilience, the relationship between resilience practice on creativity and emotional regulation has remained understudied. This study offers an integrative framework for creativity and emotional regulation that explains how resilience practice can be benefited in the context of education to produce resilience in students. As a results students have exhibited creativity, emotional regulation, and mental health. In this regard, researchers first go over resilience practice, creativity, and emotional regulation in this context. Next, researchers consider how resilience at the individual and institutional levels may link to some broader community outcomes (e.g., decreased dropout rate, absenteeism, and collective social capital). Researchers contend that this is one of the few early theoretical articles that has looked at possible linkages between resilience, creativity, and emotional regulation, three significant yet dispersed disciplines. This study makes potential recommendations for why to implement resilience in school.

**Keywords:** Creativity, Resilience, Emotional Regulation, Resilience practice and Education.

## Introduction

There is growing interest in the clinical benefits of resilience training. Research has shown that they are effective in a wide range of psychological conditions, such as depression and anxiety. Creativity assessment studies have revealed functional changes in a resilience trait and the need for curriculum implementation. This review studies on resilience practice and creativity correlates across different empirically derived models of research,

including emotional regulation, in this research paper. Researchers discuss the interplay of resilience practice on creativity and emotion regulation. From a phenomenological and cognitive standpoint, resilience might elicit a "creative emotion regulation" strategy. However, from a clinical standpoint, this construct has not been properly differentiated from other strategies and interventions within resilience. The researcher proposes resilience practice, creativity, and emotional regulation in this context. Finally, based on evidence of

resilience practice, researchers' open perspectives and dialogues about the importance of resilience practice in education, as it plays an important role in increasing creativity and emotion regulation. In this article, researchers will examine the relationship between resilience, creativity, and emotion regulation using a variety of psychological, clinical, and educational contexts. The goal of this review paper is to provide a comprehensive perspective that connects various empirical models such as resilience as a trait, resilience practice, creativity, and emotion regulation-related mechanisms. Researchers claim that this is one of the first review articles to investigate possible links between resilience, creativity, and emotional regulation, three important but disparate disciplines. Furthermore, researchers propose a preliminary framework for a better understanding of educational applications of emotion regulation and creativity changes as a result of resilience practice.

### **Resilient and Creativity**

Resilience is important to individual to bounce back and able to adjust, Data suggests that people are more prone to experiencing negative mental and psychological effects during stressful events (such as disasters, calamities, and disease outbreaks) when they lack adequate levels of resilience and coping skills (Duncan, 2020; Labrague et al., 2018). Additionally, proven to assist people in maintaining emotional equilibrium in the face of danger and stressful situations is support from peers, co-workers, family, and friends (Nowicki et al., 2020). In keeping with the mental health and psychological well-being of healthcare workers during disease outbreaks like the coronavirus pandemic, this review found a wealth of evidence supporting the importance and efficacy of coping mechanisms, psychological resilience, and social support (Leodoro J. Labrague 2021). Creativity is a crucial element of education (Liu and Chang, 2017) f, study by (Fan, M., Cai, W., & Jiang, L. 2021) contribute

to the growing body of knowledge on the connections between creativity and resilience for use in educational contexts and psychological services develop their gratitude, resilience, well-being, and creativity while also highlighting how crucial these traits are for providing effective counselling services in a unique way (Boshra A. Arnout et al., 2020). The latest research illustrates the moderator effect of trait resilience in the relationship between PTSS and creative thinking and finds that early adolescents with high trait resilience have a positive correlation between PTSS and creative thinking. The results found that post-traumatic growth in the cognitive process may manifest as increased creative thinking. (Li S., Wang Y., 2020). People who are more psychologically resilient are more creative than those who are less psychologically resilient (Xu, Y., et al., 2021). In the studies mentioned above, the researchers have seen the psychobiological changes brought on by resilience practice and creativity; as a result, resilience practice should be used in education settings.

### **Emotional Regulation (ER) and Resilience**

Later in life, emotional-cognitive skills may be crucial in fostering both personal and societal functioning. Implementing an emotional-based intervention, for instance, increases the motivation of patients who are randomly assigned to the brief emotional intervention to reduce apathy in a sample of Alzheimer's patients (Domenico, D., et al., 2016). According to the Ability-Based ER model (Gainey, N., et al., 2017), emotional regulation is "primarily organised around dispositional abilities believed to facilitate healthy emotion regulation.". The authors do not, however, take performance metrics into account in their investigation of the contribution of ERA to perceived resilience after reviewing the literature on ERA and resilience. The study's hopeful findings suggest that emotion control skills may be a helpful aid in avoiding teenagers

from engaging in harmful, irrational behaviours, which is often believed to occur at this developmental time (Molinero, R.G., 2017). The results imply that college students with higher levels of emotional intelligence and resilience have lower levels of perceived stress. Therefore, raising students' emotional intelligence and resilience could shield them from feeling stressed out while they are in higher education (Lasarte, O.F., et al., 2018)

### **Resilience and creativity role in education**

The emphasizing of resilience and creative education requires effort, commitment, participation, and evaluation. Its worth, applicability, and acceptance cannot be limited to the utilitarian-reductionist logic of purpose and use for a thing or an idea, since this would limit and create tensions that would undermine the creative process. The findings point to a potential gap in our understanding of creativity as a fundamental building block for the growth of critical thinking and problem solving as well as a technique to dramatically increase learning. (Berg. J., Lobo. C., et al., 2020). Creativity requires higher-order thinking skills and is crucial for learning in all subject areas. Every field of study faces challenges that call for innovative ideas for potential fixes. In order for students to adapt to a constantly changing environment and become the creative scientists, artists, engineers, and entrepreneurs of the future, educators must help students learn and develop their creative potential. (Barry, D.M et.al, 2015). The development of useful community-based convergence education through art can support the development of a joyful school culture by cultivating creativity and resilience to the trauma of school violence (Kim, H., 2015). For effective policy creation and intervention implementation in educational contexts, it is crucial to comprehend the intervening processes via which team resilience might support undergraduate students' creativity. First, only a few empirical studies have been done to show how team resilience

aids teams in overcoming challenges during creative processes (Chapman et al., 2020). The study reported that if a group can do more innovative work, everyone on it might become more resilient (Chen et al., 2018). The argument that schools assistance will have a moderating effect on the association between teacher resilience and original teaching performance must therefore be supported. To put it another way, school support should benefit creative teaching methods. As a result, school support has a good impact on original teaching behaviour (Qian Deng., et al., 2020). This demonstrates how having resilience aids a person's and students' ability to cope and be creative. Henceforth, researchers have stressed the importance of resilience training in the field of learning, which will help to indirectly lower absenteeism and dropout rates.

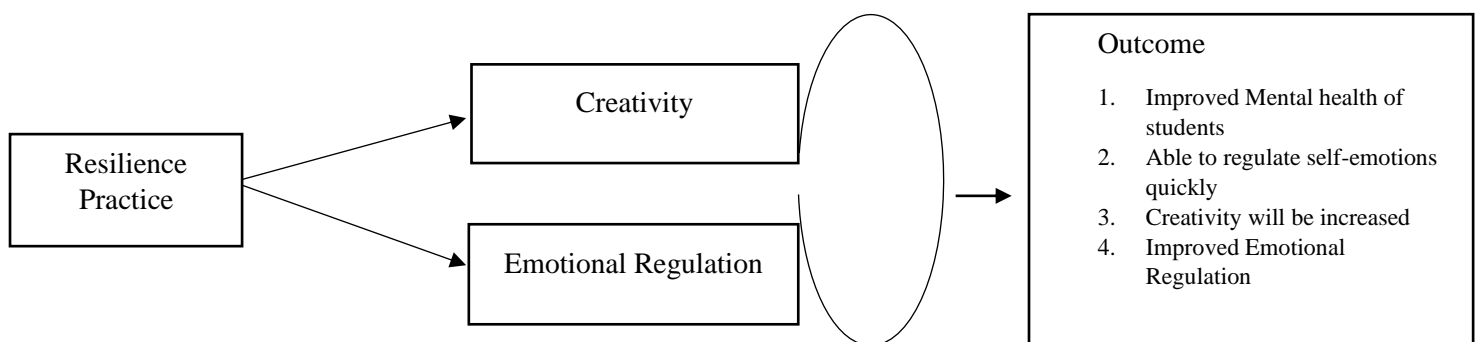
### **Emotional regulation in Education**

The study reported that over the course of a six-week math course. The data is 87 hours of videotaped educational sessions. The challenges that arise during collaborative learning were first identified in the analysis. Second, the related emotion regulation strategies were categorised and co- and socially shared emotion regulation that was activated in the face of challenges was tracked. The findings demonstrate how the collaborative groups controlled their emotions, demonstrating how various types of challenges could cause group-level emotion regulation to become active. The outcomes also showed that the group members used four distinct types of emotion regulation strategies. (Järvenoja, H., et al., 2019). An empirical study demonstrated a self-determined behavioural pattern characterised by excellent marks in academic performance, self-efficacy, and emotional control. Self-efficacy also played a significant mediating role in the relationship between student academic performance and emotional regulation (Supervía, P.U., & Robres, A. Q., 2021). ER is an important indicator of how resilient adolescents will be (José M. Mestre 2017). First, pre- and post-test

findings showed substantial differences with a 20.1 percent improvement in the three dimensions of intrapersonal emotional attention following the completion of a series of in-class world views exercises (emotional attention, clarity of feeling, and emotional repair). In contrast to the pre-test, where there were no significant differences between the boys and girls, the post-test findings for girls showed substantial changes—an 8.1 percent difference

(Cañabate, D., et al., 2020). The importance of emotional regulation in the context of education has been extensively studied, but researchers have found that there are very few studies on resilience practices in emotional regulation.

### Conceptual Framework of how Resilience practice improves Creativity and Emotional Regulation



### Results

Resilience is closely related to children's as well as adolescents' mental health, induces creativity, and helps in the mechanism of emotional regulation. Hence, resilience practice should be given more attention in educational practice, research, and prevention initiatives. It is critical to consider in educational contexts that students develop academic pressure, which may indirectly stop dropout rate and absenteeism in order to identify targets for early and preventive interventions.

### Conclusion

Contemplative and affective sciences have attracted a lot of attention in recent years. Using various theoretical and empirically derived models, researchers have demonstrated how resilience is related to emotion control and creativity in this article. The review paper investigated a key mechanism underlying the positive effects of resilience activities on emotion regulation, creative changes, and their application in educational contexts.

This study also demonstrated how resilience practice in the classroom also gave teenagers charm training so that they could eventually develop into imaginative and self-controlled adults. By encouraging creativity and emotional control, these developments reduced school violence and helped to create a positive school climate.

### Suggestions for Further Research

The current study sheds light on a number of new areas that will be explored by subsequent researchers. If the following aspects were investigated, it would help to broaden the scope of the current study.

- There is a need to investigate the impact of other factors such as critical thinking in the education sector via resilience practice.
- Further research may highlight the value of resilience training in the field of neuroscience. How the practise of resilience alters the nervous system's structure, functions, or connections to

change its activity in response to internal or external stimuli.

### Conflict of Interest

The writers say they have no conflicting agendas.

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