



EMOTIONAL AND COGNITIVE CREATIVITY AS CORRELATES OF STRESS RESISTANCE: AN EMPIRICAL STUDY

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Abstract. Academic stress is a persistent challenge for university students and may negatively affect psychological well-being, emotional stability, and academic functioning. The present study examined the relationships between emotional and cognitive creativity, stress resistance, and coping strategies among students of Kazakhstani universities.

The sample included 263 students from two universities in Astana, Kazakhstan. Emotional creativity was assessed using Averill's Emotional Creativity Inventory, cognitive creativity using Mednick's Remote Associates Test, perceived stress using the PSS-10, resilience using the CD-RISC, and coping behavior using the COPE-30. Data were analyzed using Spearman's correlation analysis, the Mann-Whitney U test, and Welch's ANOVA.

The findings demonstrated that emotional creativity was positively associated with stress resistance and adaptive coping strategies, including active coping, planning, and positive reframing. Cognitive creativity showed mostly maladaptive correlations. At the same time, gender differences were observed primarily in the emotional aspects of stress and coping, with female participants reporting higher perceived stress and emotional creativity scores.

Overall, the findings suggest that emotional creativity may function as an important personal coping resource in the context of academic stress. The results also indicate the potential value of emotionally oriented creative practices within university psychological support programs.

Key words: emotional creativity; cognitive creativity; stress resistance; coping strategies; academic stress; resilience; psychological adaptation.

Introduction

University students today face substantial cognitive and emotional demands related to the academic workload and adaptation to the university environment. The period of university study plays an important role in both personal and professional development. At the same time, modern higher education systems influenced by the Bologna Process require students to engage in more independent learning, continuous assessment, and flexible educational planning. As a result, students must adapt not only to academic requirements, but also to ongoing evaluation and uncertainty regarding future professional pathways.

The situation may be especially relevant for Master's students on the research and teaching track. In addition to regular coursework, they are often involved in research projects, teaching practice, and academic publication activities. These demands are also related to current changes in higher education, where greater emphasis is placed on independent learning, academic performance, and ongoing assessment. Prolonged exposure to such conditions may gradually undermine students' psychological well-being.

Traditional psychological approaches to developing stress resistance have predominantly focused on cognitive and behavioral patterns, such as time management and cognitive restructuring (Lazarus and Folkman, 1984). However, the internal architecture of personal coping potential encompasses more complex, integrative constructs. In recent decades, growing scholarly attention has been directed toward creativity as a personal resource for coping with stress. Emotional creativity, as conceptualized by Averill (1999), describes the individual's capacity for original, effective, and authentic emotional experience - a construct conceptually distinct from emotional intelligence, as it implies the generation of qualitatively new emotional experience rather than the regulation of existing affect. Xu and Wang (2022) demonstrated that creative potential strengthens psychological capital - self-efficacy, optimism, and resilience - which in turn ensures a more adaptive response to stressful demands. Furthermore, it was established (Kokorina & Sementsova, 2025) that it is precisely the emotional component of creativity, rather than cognitive flexibility, that more strongly determines the nature of coping behavior.

Despite the growing interest in the relationship between creativity and stress resistance, in our view, this issue remains insufficiently explored in the context of Kazakhstani students. Existing studies on student well-being in Kazakhstan have predominantly focused on behavioral and socio-demographic factors associated with stress resistance (Mambetalina et al., 2024), as well as on cognitive aspects of creative thinking among university students (Nagymzhanova et al., 2024), which is also highly significant. Emotional creativity, however, remains less represented in discussions of student coping and stress adaptation.

The object of the study comprised undergraduate and graduate students from two universities in Astana.

The subject of the study is the relationship between emotional and cognitive creativity, stress resistance, and coping strategies.

The present study aims to identify the nature of the relationships between emotional and cognitive creativity, stress tolerance, and coping strategies among Bachelor's and Master's students at Kazakhstani universities. In accordance with this aim, the following tasks are accomplished:

1. To empirically examine the relationship between emotional and cognitive creativity, stress resistance, and coping strategies among university students.
2. To compare the predictive roles of emotional and cognitive creativity in coping behavior.
3. To examine gender differences in emotional creativity, stress resistance, and coping behavior among university students.

The research hypothesis suggests that emotional and cognitive creativity represent relatively independent psychological resources and may be associated with stress-adaptation indicators in different ways.

The theoretical and practical significance of the study lies in expanding empirical knowledge on creativity as a coping resource in the Kazakhstani educational context and informing the development of psychological support programs for university students.

The theoretical framework of the present study draws on the transactional model of stress and coping developed by Lazarus and Folkman (1984), which conceptualizes stress as the result of cognitive appraisal - the perceived ratio of threat to available personal resources. This model established the foundational distinction be-

tween problem-focused and emotion-focused coping strategies, yet it did not account for creativity as a distinct personal resource in the coping process.

Hobfoll's conservation of resources theory proposes that stress arises when personal resources are threatened or lost; successful coping initiates an upward spiral. Although this framework identifies personal characteristics as key coping resources, that specific role of creative potential remains unspecified within this model.

The concept of emotional creativity, introduced by Averill (1999), describes the individual's capacity for original, effective, and authentic emotional experience. Unlike emotional intelligence, which focuses on recognizing and regulating affect, emotional creativity implies the generation of qualitatively new emotional states. Averill's three-component model - preparedness, novelty, and effectiveness or authenticity - offers a more detailed perspective on the way individuals reinterpret stressful experiences and convert them into adaptive psychological resources. Even so, empirical evidence directly connecting emotional creativity with stress resilience remains fragmented.

Cognitive creativity, conceptualized by Mednick (1962), refers to an individual's ability to establish associative connections between concepts that are semantically distant from one another. In essence, it reflects a combined convergent-divergent mode of thinking that enables unconventional cognitive integration. Traditionally, this form of creativity has been examined mainly in the contexts of academic achievement and problem-solving performance. Forgeard and Stuckey (2012) argued that cognitive creativity by itself may have limited value for stress adaptation when emotional aspects of experience are not involved. Their findings imply that emotional and cognitive creativity rely on different psychological processes and contribute to adaptation in distinct ways.

In this study, overall stress resistance is conceptualized through the dynamic capacity for adaptive recovery and psychological resilience, operationally assessed via the Connor–Davidson Resilience Scale (CD-RISC; Connor & Davidson, 2003). Thus, resilience serves as the primary psychological mechanism underlying stress resistance in the analyzed student population. Within the framework proposed by Connor and Davidson (2003), resilience is viewed not as a fixed personality characteristic, but rather as a dynamic capacity that allows individuals to recover from adversity while maintaining stable psychological functioning under stressful conditions. This interpretation is consistent with Hobfoll's resource-oriented approach and positions resilience as one of the central indicators of personal coping potential. Connor and Davidson conceptualized resilience as a multidimensional construct that includes personal competence, tolerance for negative emotional experiences, openness to change, and spiritual influences. Although the model has been widely used in both educational and clinical contexts, its relationship with creativity has received comparatively limited empirical attention.

Graves et al. (2021) reported significant gender differences in perceived stress and coping behavior among university students. Female students tended to report higher levels of perceived stress and more frequently relied on emotion-focused coping strategies, including emotional and instrumental support seeking. These patterns suggest that gender may play a role in the emotional aspects of stress adaptation and could also be relevant for understanding emotional creativity as a potential coping resource.

Research examining the relationship between creativity and coping behavior has produced several notable findings. Xu and Wang (2022) reported that psychological capital (including self-efficacy, optimism, and resilience) mediated the relationship between creative potential and adaptive coping strategies among university students. Similarly, Kelly (2025) found that creativity, particularly in combination with hope, was associated with greater use of problem-focused coping strategies. This suggests that creatively oriented individuals are generally more inclined to confront stressors actively rather than avoid or suppress them.

Forgeard and Stuckey (2012) introduced the concept of "creative coping," describing artistic self-expression as a distinctive mechanism for processing negative affect and reconstructing meaning in the face of adversity. Kokorina and Sementsova (2025) further advanced this line of inquiry by demonstrating that the emotional, rather than cognitive, dimension of creativity more strongly predicts coping behavior under chronic stress. Collectively, these studies point to creativity — and emotional creativity in particular — as a meaningful personal resource for stress regulation. Taken together, these findings suggest that creativity may play an important role in stress adaptation processes among university students.

Methodology

The central research question of the present study is: to what extent do emotional and cognitive creativity predict stress resistance and coping behavior among university students?

Data collection was conducted using a mixed-methods procedure that combined online survey distribution through Google Forms with in-person administration among university students. All participants were informed in advance about the voluntary nature, anonymity, and confidentiality of participation. Participants included 263 students from two universities in Kazakhstan: L.N. Gumilyov Eurasian National University and the K. Bayseitova Kazakh National University of Arts. Among the participants, 189 were women, and 74 were men, with ages ranging from 17 to 54 years. The sample consisted of 263 participants with a mean age of 19.5 years. It should be noted that participants classified as belonging to the mature age group according to the WHO age classification were underrepresented in the sample.

Cognitive creativity was assessed using Mednick's Remote Associates Test (RAT) in the adaptation by Voronina, which measures verbal convergent-divergent thinking and the capacity to form associative links between semantically distant concepts. This instrument was selected due to its well-established psychometric properties and its ability to operationalize cognitive creativity independently of emotional processing. In the present sample, the instrument demonstrated acceptable internal consistency (Cronbach's $\alpha = .78$).

Emotional creativity was measured via Averill's Emotional Creativity Inventory (ECI), adapted into Russian by Andreeva, which evaluates individual capacities across three components: preparedness, novelty, and effectiveness/authenticity. The ECI was chosen as the main measure of emotional creativity because it reflects Averill's (1999) theoretical framework and has been successfully applied in Russian-language research contexts. In this study, the ECI showed high internal reliability ($\alpha = .87$). The simultaneous use of RAT and ECI allows for a comparative analysis of the cognitive and emotional dimensions of creativity as conceptually and empirically distinct constructs—a methodological approach that distinguishes the present study from prior research focusing on a single creativity dimension.

Perceived stress was evaluated using the 10-item Perceived Stress Scale (PSS-10) by Cohen et al. (1983), which captures the degree to which life situations are appraised as unpredictable and uncontrollable over the preceding four weeks. In the current sample, the PSS-10 exhibited solid internal consistency ($\alpha = .74$).

Individual psychological resilience was assessed through the Connor-Davidson Resilience Scale (CD-RISC), selected for its multidimensional operationalization of resilience as a dynamic personal resource. The CD-RISC demonstrated excellent internal reliability in this sample ($\alpha = .91$).

Coping strategies were surveyed using the COPE-30 inventory developed by Carver et al. (1989) and adapted by Rasskazova, which distinguishes between adaptive, emotion-focused, and maladaptive coping strategies across 15 subscales. The overall inventory showed high internal consistency in the present study ($\alpha = .82$).

Statistical data processing was performed in Jamovi using non-parametric criteria due to the non-normal distribution of several psychometric variables. Spearman's rank correlation coefficient was computed to evaluate the direction and statistical significance of relationships between the study variables. Group comparisons were conducted using the Mann-Whitney U test and Welch's one-way ANOVA with Tukey's post-hoc criterion. The significance level was set at $p < 0.05$.

Results and discussion

The descriptive analysis indicated that the participants generally experienced a moderate level of perceived stress alongside an average degree of psychological resilience. Overall, the obtained profile reflects a relatively stable pattern of adaptation to academic demands rather than pronounced psychological maladjustment. More detailed descriptive characteristics of the main study variables are presented in Table 1.

Table 1

Descriptive statistics for perceived stress, resilience, emotional creativity dimensions, and coping strategies

Variable	M	SD	Min	Max
Perceived stress (PSS-10)	23.2	7.95	0	40
Resilience (CD-RISC)	65.3	13.8	13	97
Emotional creativity (ECI total)	103	15.5	55	142
Preparedness	26.8	4.26	13	35
Novelty	45.9	9.95	17	70
Effectiveness	17.1	3.88	5	25
Authenticity	13.5	2.83	4	20
RAT uniqueness index	4.84	4.15	0	38
RAT productivity index	20.7	4.10	0	51
RAT originality	0.545	0.197	0	0.99

Note: Only statistically significant correlations ($p < 0.05$) are reported.

Within the structure of emotional creativity, the strongest results were observed in the dimension associated with novelty of emotional experience. By contrast, indicators related to authenticity and effectiveness of emotional expression appeared noticeably lower.

This tendency may suggest that students are more capable of internally generating original emotional experiences than openly expressing or behaviorally translating them in everyday interactions.

The analysis of coping strategies demonstrated a clear predominance of problem-focused forms of coping. Planning, active coping, and seeking instrumental support emerged as the most frequently reported strategies, whereas avoidant and less adaptive responses remained comparatively weak. Taken together, these findings point toward a generally active and self-regulatory approach to dealing with academic stressors.

The correlational analysis revealed a stable positive relationship between emotional creativity and psychological stress resistance, thereby supporting the research assumption (see Table 2).

Table 2

Spearman correlations between emotional creativity, resilience, and coping strategies

Variable	Correlation ρ	p-value	Interpretation
Concentration on emotions and active expression	0.37	< 0.001	Adaptive
Active coping	0.30	< 0.001	Adaptive
Positive reframing	0.29	< 0.001	Adaptive
Stress resistance (CD-RISC)	0.27	< 0.001	Adaptive
Emotional social support seeking	0.19	0.001	Adaptive
Instrumental support seeking	0.19	0.002	Adaptive
Restraint	0.18	0.003	Adaptive
Acceptance	0.15	0.012	Adaptive
Planning	0.15	0.015	Adaptive
Humor	0.14	0.025	Adaptive

Emotional creativity was also consistently associated with a number of adaptive coping patterns, particularly those oriented toward active engagement with stressful situations rather than avoidance.

The strongest relationships were observed for emotional concentration and the active expression of emotions. Considering the previously identified predominance of the Novelty dimension, this tendency may reflect not maladaptive rumination, but rather a conscious and creative processing of emotional experience.

In addition, emotional creativity demonstrated positive associations with several problem-focused coping strategies, including active coping, planning, and positive reframing.

Positive relationships were also identified between emotional creativity and both emotional and instrumental support seeking. This finding suggests that emotionally creative individuals are not only more active in managing stress independently, but are also more willing to rely on interpersonal and social resources when facing academic difficulties.

In contrast to emotional creativity, cognitive creativity demonstrated noticeably weaker associations with adaptive coping patterns (see Table 3). The observed correlations were mainly associated with behavioral and mental disengagement. Overall, the results suggest that divergent thinking alone may not always serve as an effective psychological resource for coping with stress.

Table 3

Correlations between cognitive creativity, coping strategies, and resilience indicators

Variable	RAT index	Correlation ρ	p-value
Stress resistance opposition	Uniqueness	-0.13	0.035
All other variables	Uniqueness/ Productivity/ Originality	ns	-

A particularly noteworthy finding of the present study is the weak and partially negative association between cognitive creativity (as measured by the RAT) and adaptive coping strategies. While traditional assumptions link creative problem-solving to better psychological adjustment, our empirical data suggest that high cognitive creativity does not automatically translate into effective emotional and behavioral coping mechanisms.

This unexpected pattern can be theoretically explained through the concept of ‘over-analysability’ and rumination. Individuals with high verbal convergent-divergent flexibility may engage in excessive cognitive processing of stressful situations, generating multiple potential scenarios and abstract solutions rather than implementing direct, practical action. Furthermore, as noted in previous stress-coping literature, high cognitive creativity without equivalent emotional regulation (such as emotional creativity or resilience) can lead to intellectualizing stress rather than managing it. Consequently, cognitive creativity functions as an independent structural construct that requires distinct emotional buffers to facilitate adaptive coping responses in university settings.

The comparative analysis showed several gender-related differences, most of which concerned emotional aspects of stress and coping behavior (see Table 4). Female participants reported higher levels of perceived stress and emotional tension than male participants. Women also obtained higher scores on overall emotional creativity, including the subscales of preparedness, novelty, and authenticity.

Table 4

Gender differences in stress, emotional creativity, and coping strategies

Variable	Women M (SD)	Men M (SD)	p-value
Perceived stress	24.3 (7.89)	20.2 (7.38)	< 0.001
Emotional creativity (ECI total)	104.9 (15.5)	99.1 (15.3)	0.004
Novelty (ECI)	46.6 (10.1)	44.0 (9.39)	0.036

Emotional support seeking	6.20 (1.75)	5.24 (1.89)	< 0.001
Instrumental support seeking	6.44 (1.35)	5.85 (1.49)	0.003
Humor	5.14 (1.74)	5.68 (1.84)	0.025

These findings may reflect a greater openness to emotional experience among female participants. On the one hand, this could contribute to stronger stress perception; on the other, it may also be associated with a more flexible and differentiated way of processing emotions. From this perspective, emotional creativity may influence not the intensity of stress itself, but the way stressful experiences are understood and emotionally processed.

Some differences were also found in coping preferences. Female participants more often reported seeking emotional and instrumental support, as well as greater emotional focus during stressful situations. Male participants showed slightly higher use of humor and suppression of competing activities. Taken together, these differences appear to reflect variations in coping style rather than differences in overall adaptive capacity.

No statistically significant gender differences were identified for resilience or cognitive creativity indicators. This suggests that the observed distinctions are related primarily to the emotional processing of stress rather than to basic stress resistance or associative thinking abilities.

Taken together, the findings indicate that gender differences within the present sample are manifested less in the outcome of coping and more in the psychological pathways through which stressful experiences are managed and interpreted.

The obtained findings suggest that emotional creativity may be associated not with maladaptive rumination, but with a conscious and creative processing of emotional experience. Such an interpretation corresponds with Averill's (1999) understanding of emotional creativity as a generative psychological capacity connected with the production of original emotional meanings and responses. Students with higher emotional creativity tended to remain more engaged in stressful situations. Also, they were more likely to interpret challenging experiences in a constructive manner also appeared more open to seeking support from others during stressful academic situations, suggesting a greater readiness to use available social resources rather than cope in isolation.

These findings generally correspond with earlier studies by Xu and Wang (2022), who similarly linked creative potential with resilience-related coping capacities and self-efficacy.

At the same time, emotional and cognitive creativity demonstrated noticeably different relationships with coping behavior. Emotional creativity was more often associated with active and constructive coping responses, while the associations involving cognitive creativity were generally weaker and less consistent.

A comparable tendency was described by Forgeard and Stuckey (2012), who noted that cognitive creative ability alone may not be sufficient for effective stress adaptation in the absence of emotional processing mechanisms. The obtained findings also support more recent observations reported by Kokorina (2025), emphasizing that the emotional dimension of creativity may play a more substantial role in coping behavior than cognitive divergent productivity itself.

Taken together, these results suggest a relative functional independence between emotional and cognitive creativity within the context of stress adaptation.

An especially noteworthy finding concerns students from creative specialties. Despite demonstrating elevated emotional creativity, they did not report significantly lower stress levels overall. This may indicate that the protective role is associated less with the academic environment itself and more with the individual ability to emotionally process and reinterpret stressful experiences. In other words, exposure to a creative educational context does not automatically guarantee higher resistance.

The results help clarify the different roles that emotional and cognitive creativity may play in coping with stress. The results support the idea that emotional creativity may function as an internal adaptive resource that expands the range of available responses to stress. In contrast, cognitive creativity alone appears to provide considerably weaker support in the context of stress adaptation.

From a practical perspective, these findings highlight the importance of incorporating emotionally oriented creative practices into university psychological support programs, particularly for students exposed to chronically high academic stress.

The identified structures of stress management and emotional regulation align closely with recent international empirical research among university populations. Specifically, our observations regarding the primary role of emotional processing over raw cognitive flexibility reflect recent global findings (e.g., Liu et al., 2023; Freire et al., 2020), which emphasize that affective regulation resources are stronger determinants of adaptive coping than general cognitive problem-solving. Furthermore, the cross-regional convergence between our Kazakhstani cohort and international student data (e.g., Serrano et al., 2022) indicates that while institutional contexts vary, the underlying psychological pathways linking emotional creativity, stress perception, and coping preferences represent robust, globally observable patterns.

When evaluating the scope and application of these findings, several contextual parameters of the study design should be considered.

First, regarding sample composition, the female-to-male ratio (189 women vs. 74 men) accurately reflects the authentic demographic distribution of students enrolled in humanities and social science programs in Kazakhstani higher education. To account for these unequal subgroup sizes and prevent distribution distortions, non-parametric analysis (specifically, the Mann-Whitney U test) was intentionally selected. While this approach ensures mathematical validity for detected differences, the absolute size of the male subsample ($n = 74$) inherently provides lower statistical power compared to the female group. Consequently, non-significant outcomes—such as the absence of gender disparities in resilience or associative thinking—should be interpreted as contextual baseline trends rather than definitive evidence of identity, as subtle effect sizes may require larger sub-samples to reach significance.

Second, data collection was conducted via validated self-report instruments. While standardized self-reports remain the primary method for assessing subjective states like perceived stress and emotional processing, they can be subject to response framing or social desirability. To minimize these influences, strict anonymity protocols were implemented during administration. Future research directions may nevertheless build upon these foundations by incorporating multi-method approaches, including behavioral indicators or longitudinal tracking, to further substantiate these psychological pathways.

Conclusion

The obtained findings generally supported the proposed hypothesis and indicated that emotional and cognitive creativity are related to coping processes in different ways. Emotional creativity demonstrated stable associations with stress resistance and adaptive coping strategies, whereas cognitive creativity showed weaker and more selective relationships with coping behavior. The findings make it possible to draw several important conclusions.

First, emotional creativity emerged as a statistically significant positive predictor of stress resistance ($\rho = 0.268$, $p < 0.001$). In addition, it was closely associated with adaptive and problem-oriented coping strategies, particularly active coping, positive reframing, and planning. These results not only support Averill's (1999) theoretical assumptions, but also broaden the empirical conclusions of Xu and Wang (2022) by confirming their relevance within the Kazakhstani higher education context.

Second, emotional and cognitive creativity demonstrated different relationships with coping behavior. While emotional creativity showed stable associations with adaptive coping patterns, cognitive creativity revealed weaker and more selective connections, suggesting that cognitive divergent thinking alone may provide limited support in the regulation of stressful experiences.

Third, several gender-related differences were identified in the emotional aspects of stress experience and coping behavior. Female participants reported higher levels of perceived stress and emotional creativity, along with a greater tendency to seek emotional and instrumental social support. At the same time, resistance and cognitive creativity indicators did not differ significantly between male and female participants. This suggests that the observed gender differences were related mainly to emotional aspects of stress experience and coping behavior rather than to overall adaptive capacity.

The results also point to important differences between emotional and cognitive creativity in the context of stress coping. Emotional creativity showed more stable associations with stress resistance and adaptive coping strategies, whereas the role of cognitive creativity appeared less pronounced. The results also suggest that emotionally focused creative practices may be useful in university psychological support programs, particularly for students experiencing elevated academic stress.

Several limitations should nevertheless be acknowledged. The cross-sectional design does not allow for causal interpretation of the identified relationships, and the gender distribution within the sample remained uneven. Further research could examine these processes using longitudinal designs and explore the effects of interventions aimed at developing emotional creativity in educational settings.

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Authors' contributions

Ganiyeva G. — supervision of the study, organization of data collection, participant recruitment, and critical revision of the manuscript.

Makhmetova A. — data screening and cleaning, statistical analysis, interpretation of results, and preparation of manuscript content.

Uteuova A. — facilitation of large-scale participant recruitment through distribution of the online survey among student cohorts.

Abenova S. — assistance with participant recruitment and data collection in an offline format.

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Эмоционалды және когнитивтік креативтілік стресс төзімділігінің корреляттары ретінде: эмпирикалық зерттеу

Аңдатпа. Академиялық стресс университет студенттері арасында кең таралған психологиялық мәселелердің бірі болып табылады және эмоционалдық жағдайға, психологиялық әл-ауқатқа және оқу қызметіне теріс әсер етуі мүмкін. Бұл зерттеу қазақстандық жоғары оқу орындары студенттеріндегі эмоционалдық және когнитивтік креативтіліктің стресске төзімділік және копинг-стратегиялармен байланысын зерттеуге арналған.

Зерттеуге Қазақстанның екі университетінен 263 студент қатысты. Эмоционалдық креативтілікті бағалау үшін Дж. Эвериллдің Emotional Creativity Inventory әдістемесі, когнитивтік креативтілікті анықтау үшін С. Медниктің Remote Associates Test (RAT) тесті, қабылданатын стрессті бағалау үшін PSS-10 шкаласы, стресс тұрақтылығын бағалау үшін CD-RISC, ал копинг-стратегияларды зерттеу үшін COPE-30 сауалнамасы қолданылды. Деректерді өңдеу барысында Спирменнің корреляциялық талдауы, Манн-Уитни критерийі және Welch ANOVA бірфакторлы дисперсиялық талдауы пайдаланылды.

Зерттеу нәтижелері эмоционалдық креативтіліктің стресс тұрақтылығымен және белсенді копинг, позитивті қайта бағалау мен жоспарлау сияқты адаптивті копинг-стратегиялармен оң байланыста екенін көрсетті. Когнитивтік креативтілік копинг-мінез-құлықпен көбінесе әлсіз селективті корреляциялар байқатты. Сонымен қатар, гендерлік айырмашылықтар негізінен стресс пен копингтің эмоционалдық аспектілерінде байқалды: әйелдер қабылданатын стресс деңгейі мен эмоционалдық креативтілік бойынша жоғары көрсеткіштер көрсетті.

Жалпы алғанда, зерттеу нәтижелері эмоционалдық креативтілікті академиялық стресс жағдайындағы маңызды тұлғалық копинг-ресурс ретінде қарастыруға мүмкіндік береді. Зерттеудің практикалық маңыздылығы эмоционалдық бағытталған шығармашылық тәжірибелерді университеттердің психологиялық қолдау бағдарламаларына енгізу мүмкіндігімен байланысты.

Түйін сөздер: эмоционалды креативтілік; когнитивтік креативтілік; стресске төзімділік; копинг-стратегиялар; академиялық стресс; резильенттілік; психологиялық бейімделу.

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Эмоциональная и когнитивная креативность как корреляты стрессоустойчивости: эмпирическое исследование

Аннотация. Академический стресс остается одной из наиболее распространенных психологических проблем среди обучающихся университетов и может оказывать негативное влияние на эмоциональное состояние, психологическое благополучие и учебную деятельность. Настоящее исследование посвящено изучению взаимосвязи эмоциональной и когнитивной креативности со стрессоустойчивостью и копинг-стратегиями у студентов казахстанских вузов.

В исследовании приняли участие 263 студента двух университетов города Астана, Казахстан. Для оценки эмоциональной креативности использовался опросник Emotional Creativity Inventory Дж. Эверилла, когнитивной креативности – тест отдалённых ассоциаций С. Медника (RAT), воспринимаемого стресса – шкала PSS-10, резилентности – CD-RISC, копинг-поведения – COPE-30. Обработка данных проводилась с использованием корреляционного анализа Спирмена, критерия Манна-Уитни и Welch ANOVA. Результаты показали, что эмоциональная креативность положительно связана со стрессоустойчивостью и адаптивными копинг-стратегиями, включая активное совладание, планирование и позитивную переоценку. Когнитивная креативность продемонстрировала в основном дезадаптивные корреляции. Наряду с этим, выявлены гендерные различия преимущественно в эмоциональных аспектах стресса и совладания: женщины демонстрировали более высокий уровень воспринимаемого стресса и эмоциональной креативности.

В целом результаты исследования позволяют рассматривать эмоциональную креативность как важный личностный ресурс совладания с академическим стрессом. Практическая значимость работы связана с возможностью внедрения эмоционально-ориентированных творческих практик в программы психологической поддержки студентов вузов.

Ключевые слова: эмоциональная креативность; когнитивная креативность; стрессоустойчивость; копинг-стратегии; академический стресс; резилентность, психологическая адаптация.

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