

## **The Influence of Emotional Intelligence and Creativity on Work Performance and Commitment**

**Kiran Kumar Thoti<sup>[a]</sup>**

### **Abstract**

The employment customs is stirring drastically on an ordinary basis as the organization and employees'. In increasing of technological transform, competition and globalization continues perhaps with increasing employees' work commitment and work performance. According to Turner, Barling and Zacharatos (2002), at present employees have to be allied to their work physically, emotionally and mentally in order to deliver stupendous performance. Lately many of organizations suffer because of low employee morality and productivity. As a result, operational costs increase and the quality of the outcome also affected. Poor emotional intelligence may slow down the employees' performance. As a result employees are not motivated to work hard, besides that they do not have the ability to manage their emotions. Managers who supposing to monitors and manages the staff in most organizations are very slow in giving feedbacks and stimulate employees. Addition to, they were also facing difficulty in designation of works in order to enhance their employees' work commitment and improve their performance. Employee can develop his or her emotional intelligence skills throughout their life. Employee and manager can improve their own emotional intelligence skills by learning the accurate methods to reduce stress. On the other hand, creativity can expand their capability to think, to produce new ideas, to make changes in organization which can influence their attitude to work hard and to increase their commitment through organization. The creativity of employees is very important to improve organizations if organizations are competing to achievement in today's globally aggressive milieu. Creative manager and employee can assist their companies to overcome rigid and traditional problem solving approaches. This study seeks to examine the relationship between emotional intelligence and creativity on employees' work commitment and work performance. This paper will contribute to the body of knowledge by filling the gap of the literature and will appear as a reference for those who help in the initiating process.

**Keywords:** Emotional intelligence, Creativity, Performance, Commitment, designation

<sup>[a]</sup>**Kiran Kumar Thoti B.E., MBA. (PhD)**

Research Scholar, ID No. A12E016F

Faculty of Entrepreneurship and Business

Universiti Malaysia Kelantan, Kelantan, Kota Bharu, Malaysia

Malaysia Mobile Number:- +60-0163425160+60-0163425160

Indian Mobile Number:- +91-9686261185+91-9686261185, +91-8088148371+91-8088148371

web:-<http://www.umk.edu.my/version2012/> & <http://dbims.in/collegefaculty.html>

## 1. BACKGROUND

These days, emotional intelligence and creativity are very important among employees in an organization because they have to manage their emotions and be creative in order to improve the performance and solve organizational problems. In the past decade only emotional intelligence received noteworthy attention as a concept but in the 1920s this concept was discussed thoroughly.

Emotional intelligence is a key factor for employees to develop themselves in managing their emotions with others to carry out their job task. The key element in emotional intelligence is the ability to manage emotions effectively. Once they can stable their emotions, they can contribute towards achieving the organizational goals. The emotions that we distinguish have the ability to carry a vast meaning. It helps us to determine matters that we pay attention and react to. Thus, it also helps us in responding emotionally to the matters that need our attention.

According to Izard (1980) emotions is literally strong feeling of any kind, an excitement or disturbance of the mind. Intelligence refers to the capacity to reason validly about the information. Reasoning that takes emotions and intelligence into account in what we have referred to as emotional intelligence. Furthermore, creativity is also involved in contributing towards achieving the organizational goals. So, workers should generate ideas and increase their enthusiasm to achieve goals. According to Shalley (1991, 1995), creative can be enhance by having creative targets and performance review on the creativity of subordinates or employees 'achievement. Once the employees can increase their creativity and emotional intelligence, they can develop their work commitment and performance to attain the organizational goals. According to Amabile and Gryskiewics (1989) creativity is significantly related to employee perceptions of supervisory encouragement. Here manager or supervisors value their employees' performance and confidence level in the work group by giving encouragement of creativity accordingly (Amabile et al 1996). According to Redmond (1993) manager actions that cultivate followers' self-efficacy increase the level of followers' creativity.

Furthermore employees' work commitment and performance play major role to produce high standard and quality in organization. Group aim and target commitment can forecast the group productivity and job satisfaction (Antoni, 2005). Here, work performance can increase if employees are really committed toward their work. Therefore, work performance is the result of combination of talent, contribution and the environment of the work conditions. According to J.Ayub (2008) skills are capable to bring the joy as it's consists of knowledge, ability and competencies. The degree of motivation is derived from the effort by employees to work towards to complete the task given and environment of work condition is the perspective of accommodation in nurturing the employees' performance.

## **2. STATEMENT OF THE PROBLEM**

In today's turbulent business development, organizations continuously face challenges. Beside that the impact it has on the skills and knowledge required by employees' makes emotion being an important element that should take into the daily operation of an organization. According to Nel and De Villiers (2004) internal problem that organization face such as earnings, absenteeism and burnout may be decreased. It can be completed by evolving the emotional intelligence of current employees and managers or by giving the particular roles to fill by selected person with higher emotionally intelligence. Emotional Intelligence is vital especially for managers as it helps the manager to motivate the team and bring to the success of the company's goals by being supervisor for the team. Managers who having emotional intelligence can easier observe own behaviors and the way of thinking to accomplish result (Caruso, Mayer and Solovey, 2002). A person may develop emotional intelligence through their life span and this can be improved through proper training (Coetzee et al, 2006).

Nowadays, the employees' emotional intelligence and creativity decline because of the lack in training program that is provided by the management. Their work commitment and performance are also not good. Furthermore, the lack of motivation causes individual less confident to triumph beyond their capability and this decline everyone else's prospects. Findings show that the employees' commitment and performance drop because of low emotional intelligence and creativity. Goleman's book (1998) stated the problems with interpersonal relationships and the difficulty of adapting or changing were interrelated to scores of low emotional intelligence. If organization can offer emotional intelligence and creativity training program for employees and managers, they can alter their negative attitudes to positive attitudes and amplify their commitment towards work. So their job performance can also increase and they can perform very well in organizations.

Although there have been several studies reported on training program, creativity, work commitment and performance to build the employees' awareness in working together to accomplish the objectives and goals effectively and efficiently, the research has done very little impact in the respect of influencing emotional intelligence and creativity on work commitment and performance. Some researchers have done huge research in emotional intelligence relating to other aspects.

## **3. PURPOSE AND SIGNIFICANT OF THE STUDY**

This research was intended to examine the influence between emotional intelligence and creativity on employees' work commitment and performance. At present to the best knowledge of the researcher' there has not been one study that glanced at the influence between emotional intelligence and creativity on work commitment and work performance. Employees and manager think emotional intelligence and creativity can be learned easily by everybody. Actually their perception is wrong, it is because the working environment nowadays is very challenging and stressful those influence a workforce. There is no an easy job that can be done by everyone. The entire job needs a particular skill to be handling

accurately and on time. In this case employees and managers have to direct their emotions and stay aware every time to resolve certain difficulty in an organization.

The relationship between leader and member is an important element. Here Leader-Member Exchange becomes moderator to improve employees' work commitment and work performance. The result of this study should help managers and employees to resolve the importance of emotional intelligence and creativity activities. They can also determine whether the organizations are expended on Emotional Intelligence programs and the finding could better utilize whether it can increase employees' work commitment and performance. Thus, the researcher will examine whether the findings from the hypothesis still accepted when emotional intelligence and creativity are introduced as independent variables between employees' work commitment and performance and Leader-Member Exchange as a moderator.

### **3.1 Objectives of the Study**

The main objective for this study:-

1. To observe the relationship between emotional intelligence and employees' work commitment and work performance respectively.
2. To determine the relationship between creativity and employees' work commitment and work performance respectively.
3. To analyze the moderating effect of leader-member exchange on the emotional intelligence and work commitment relationship.
4. To examine the moderating effect of leader-member exchange on the emotional intelligence and work performance relationship.
5. To determine the moderating effect of leader-member exchange on the creativity and work commitment relationship.
6. To examine the moderating effect of leader-member exchange on the creativity and work performance relationship.

### **3.2 Research Questions**

This study addresses six research questions which are:-

1. Whether or not emotional intelligence positively relates to employees' work commitment and work performance respectively.
2. Whether or not creativity positively relates to employees' work commitment and performance respectively.
3. What is the extend leader-member exchange moderates the relationship between emotional intelligence and work commitment.
4. What is the extend leader-member exchange moderates the relationship between emotional intelligence and work performance.
5. What is the extend leader-member exchange moderates the relationship between creativity and work commitment.
6. What is the extend leader-member exchange moderates the relationship between creativity and work performance.

#### **4. DATA SOURCE AND SAMPLE**

The sample of population for this research is workforce and their administrators at private organizations. This study included all employees' with different level of employment such as supervisory position (senior manager, manager, senior executive, supervisor, section head and leaders) and subordinate at private organization. Around 400 respondents were selected to do the survey in taluks Chitradurga. The respondents referred to 100 supervisors and 300 subordinate. Each supervisor evaluated 3 subordinate. In total 600 questionnaires was distributed to Chitradurga's employees.

##### **4.1 Data Collection Procedure**

The type of data that used in this research would be primary data, which was gathered through email and by hand. The questionnaires were distributed to the selected private organization. Two sets of questionnaires were prepared for this research and were identified as Set A and Set B. Set A will be answered by Supervisor while Set B will be answered by subordinate. A specific running code was provided on top of each set of questionnaire to match the questionnaires' between supervisors and subordinates directly. The respondents were required to read each sentence very carefully and select the preferred option. Clearly instructed to the respondents in order to avoid confusion. Distributed the questionnaires' according to the date and time. Once questionnaire were completely filled up collected back and investigated the statistics by means of Statistical Package for Social Sciences (SPSS) version 16.

##### **4.2 Instrument**

In this research feedback forms applied to assemble data. Questionnaire is a study instrument consisting of a sequence of subject matter and extra time in support of the rationale congregation information as of respondents. Questionnaires are in addition piercingly restricted via the verity with the purpose of respondents being obliged to be competent to interpret the questions and retort to them. Supplementary to facilitate questionnaires do not entail as a great deal endeavor commencing the questioner while verbal or telephone surveys, and regularly have homogeneous responds that construct it uncomplicated toward accumulating the data.

In this study the questionnaire was distributed by hand to the respondent which was selected randomly. This questionnaire was divided to two sets called Set A and Set B, whereby Set A will be answer by the person in supervisory position and Set B will be answer by the subordinate.

The structure of the questionnaire was divided into four sections. For Set A (the supervisory questionnaire), Section A includes 3 questions related to creativity, Section B includes 4 questions related to employees' work performance, Section C include 12 questions relate to Leader-Member Exchange based on supervisor point of view and Section D was

about demography of the respondents. Set B (the subordinate questionnaire) similar to Set A (the supervisory questionnaire), whereby Section A included 35 questions relate to emotional intelligence, Section B included 24 questions related to employees' work commitment, Section C included 12 questions related to Leader-Member Exchange based on subordinate point of view and Section D was about demography of the respondents.

## **5. PILOT STUDY**

A pilot study was conducted using a relevant sample of 20 supervisors and 20 subordinates before deciding on the suitable tool to be utilize in this study. By conducting a pilot study, the structure of the survey instrument would be checked based on its validity and reliability to get the valid results. The pilot study is performed by distributing the questionnaires to selected employees' that was in supervisory position and subordinate to answer the questions. Convenience sampling was used to conduct the interview session. During the session, respondents were seated together with us. We had rectified the problems in wording of questionnaire and also responded to questions and we also checked on the ease of completion.

The respondents were required to answer the questions and give some reviews by going through their understanding of the necessities of the questions. Particularly the consistency for assortment in earlier period techniques is interior reliability of the scales by means of Cronbach's Alpha trustworthiness coefficients. Reliability expected ranged from 0.6 to 0.9 are generally considered necessary for research purposes (Nunally, 1978), so, the reliability coefficient is above 0.70.

The pilot test also rectified few difficulties like questionnaire at ease, thoughtful of matter and time in use. Hardly any accurate sentences were renowned and amended. About 20 minutes were taken by each respondent to complete their questionnaire. If any confusion arises on the sentences in the questionnaire, changes or amendments were made based on feedback from pilot respondents to generate the final version of the questionnaire.

## **6. RESEARCH DESIGN: VARIABLE MEASUREMENTS AND QUESTIONNAIRE DESIGN**

### **6.1 Independent Variable**

The independent variable is measured based on emotional intelligence and creativity. Being those main constructs in measuring the employees' work commitments and work performances were identified as dependent variables in the study.

Emotional Intelligence was identified as the first independent variables for this study. Schutte et. al.(1998) Emotional Intelligence scales was used to measure Emotional Intelligence. Social Desirability measured was also used in this survey and it is taken from Crown and Marlowe (1960). The function of Social Desirability questions was as a control variable, which only used in the hierarchal regression analysis. Schutte et. al.(1998)

Emotional Intelligence scales consists of 33 items. For this study purposes, after the pilot study, 28 items were used to measure this variable. This is because when conducting pilot study respondents do not understand the particular questions properly and they feel difficult to understand and answer the question. A sample item used is "I know when to speak about my personal problems to others". Crown and Marlowe (1960) Social Desirability scales consist of 7 items. A sample item used is "I have never intensely disliked anyone". The final version of the questionnaires consists of 35 items. The replies to these matters were deliberated resting on a 5 - position of Likert scale from 1 = "never" to 5 = "always".

Creativity was identified as the second independent variable for this research. If employees' do not practice creativity in their work they cannot improve their work performances and work commitments. I modified the three-item Employee Creativity Measure of Oldham and Cummings (1996) for this research. This variable consists of 3 matters; model point is such since "This person's effort is imaginative". Responses to these matters were deliberate on top of a 5 - point Likert scale from 1 = "never" to 5 = "always".

### **6.2 Dependent Variable**

Staffs' work commitments and work performances are recognized as the dependent variable in the research. Employees' work commitments were acknowledged as a primary dependent variable on behalf of this research. This variable was measured using Commitment Scale Items from Allen and Meyer (1990). This variable consists of 24 items which covered Affective Commitment, Continuance Commitment and Normative Commitment. Sample items to measure employees' work commitment were such at the same time as "I would subsist extremely contented to expend the respite of my profession among this association". The responses to these items are considered happening a seven-point Likert-type scale from 1 = "strongly disagree" to 7 = "strongly agree".

Employees' work performances were the second dependent variable for this study. This variable was measured using four-items merely worker employment performance, supervisor-rated member of staff work performance (Farh and Cheng, 1997). The word "job or profession" was modified to "work" to suit the research. This variables consists of 4 items, such as "This individual composes momentous assistance to the generally accomplishment of our work component". The reaction to these substance are calculated scheduled a seven-point Likert-type scale beginning 1 = "strongly disagree" to 7 = "strongly agree".

### **6.3 Moderating Variable**

Leader-Member Exchange (LMX) is the moderator in this study. LMX was considered via 12 point scale by Liden and Maslyn (1998). These variables were evaluated in two ways such as supervisor evaluated subordinate and subordinate evaluated supervisors. This variable consists of 12 items in each set of questionnaire which covered four dimensions such as affect, loyalty, contribution and professional respect. Sample item to measure subordinate are as such "I like my subordinate very much as a person". Sample item to measure supervisor are as such "My administrator subsist the type of individual that would reminiscent of to enclose as a pal". The responses to both sets of items subsist deliberated on a five-point Likert-type scale as of 1 = "strongly disagree" to 5 = "strongly agree".

#### **6.4 Data Analysis Techniques**

Statistical Package Social Sciences (SPSS) Version 14.0 will be exercised to verify the reliability and validity of the measures on central of tendency and the dispersion of the data which were tested and hypothesis developed for this study were also be tested. (Bryman, A. and Cramer, D., 1997). Before keyed in statistical program, the data was first coded in alphabetical and numerical order. The data were then screened and checked for mistakes and missing values. The technique selected to analyze the results of this study were based on the research objectives. Descriptive statistics, normality analysis, factor analysis, reliability analysis, and regression analysis methods were used in analyzing the data for this study.

### **7. OVERVIEW OF DATA COLLECTION AND PROFILE OF THE RESPONDENTS**

Data was distributed to 100 supervisors and 300 subordinates. Each supervisor evaluates 3 subordinates. In total 300 questionnaires were collected from supervisor and 300 questionnaires were collected from subordinate. It was through remarkable endeavor, tough effort and additional economic rate that this reply ratio was attained.

#### **7.1 Supervisor**

Table 4.1 imparted the outline of the manager. The sample consisted of 42% male and 58% female. The major percentages (48 percent) of the supervisors were from the age of 41 to 50 years old. Followed by 30 percent from age 31 to 40 year, 17 percent from age 51 to 60 years and 5 percent from age 22 to 30 years. Among the respondents, 21 percent were Molakalmur, 36 percent are Challakere, and 43 percent were Chitradurga people. 100 percent of the supervisors possessed the tertiary level qualifications (2 percent diploma, 60 percent bachelor degree, 23 percent postgraduate and 15 percent professional certificate). Additional descriptive statistics of the group of supervisors were given in Appendix 2: Descriptive Statistics- Respondents Profile.

Table 4.1: Summary of Descriptive Statistics of the Supervisors' Profile (N=100) Number		Percentage
Total of questionnaire distributed		100
Supervisor' responding in the research		100
Valid survey cases	100	100%
Gender		
Male	42	42.00%
Female	58	58.00%
Age		
22 - 30 years	5	5.00%
31 - 40 years	30	30.00%
41 - 50 years	48	48.00%
51 - 60 years	17	17.00%
Above60 years		
Ethnics Group		
Molakalmur	21	21.00%
Challakere	36	36.00%
Chitradurga	43	43.00%
Marital Status		
Single	22	22.00%
Divorced	5	5.00%
Married With Kids	53	53.00%
Married Without Kids	20	20.00%
Highest Level of Education		
Diploma	2	2.00%
Bachelor Degree	60	60.00%
Post Graduate	23	23.00%
Professional Certificate	15	15.00%
Monthly Income		
RM1,501 - RM3,000	1	1.00%
RM3,001 - RM5,000	18	18.00%
RM5,001 - RM7,000	44	44.00%
RM7,001 - RM9,000	32	32.00%
RM9,001 & Above	5	5.00%

## 7.2 Subordinate

Table 4.2 presented the profile of the subordinate. The sample consisted of 39.3% male and 60.7% female. The major percentage (51.8 percent) of the subordinates was from the age of 22 to 30 years old. Followed by 33.9 percent from age 31 to 40 year, 11.6 percent from age 41 to 50 years and 2.7 percent from age below 21 years. Among the respondents, 23.2 percent were Molakalmurs, 33.9 percent were Challakere, and 42.9 percent were Chitradurga people. 100 percent of the subordinates possessed the tertiary level qualifications (3.6 percent diploma, 58.0 percent bachelor degree, 26.8 percent postgraduate and 11.6 percent professional certificate). Additional descriptive statistics of the group of subordinates were given in Appendix 2: Descriptive Statistics- Respondents Profile.

Table 4.2: Summary of Descriptive Statistics of the Subordinate' Profile (N=300) Number		Percentage
Total of questionnaire distributed		300
Subordinate' responding in the research		300
Valid survey cases	300	100%
Gender		
Male	120	40.00%
Female	180	60.00%
Age		
Below 21	8	2.67%
22 - 30 years	170	56.70%
31 - 40 years	91	30.30%
41 - 50 years	30	10.00%
51 - 60 years	1	0.30%
Ethnics Group		
Molakalmur	138	46.00%
Challakere	72	24.00%
Chitradurga	90	30.00%
Marital Status		
Single	146	48.70%
Divorced	11	3.70%
Married With Kids	110	36.70%
Married Without Kids	33	11.00%
Highest Level of Education		
Secondary/High School	37	12.30%
Certificate	20	6.70%
Diploma	87	29.00%
Bachelor Degree	128	42.70%
Post Graduate	15	5.00%
Professional Certificate	13	4.30%
Monthly Income		
Below RM1,500	35	11.70%
RM1,501 - RM3,000	167	55.70%
RM3,001 - RM5,000	69	23.00%
RM5,001 - RM7,000	25	8.30%
RM7,001 - RM9,000	4	1.30%

## 8. ANALYSIS OF MEASURE

### 8.1 Descriptive Analysis

The descriptive statistics in Table 4.3 displayed the mean and standard deviation of the variables: Creativity, Work Performance, Emotional Intelligence, Work Commitment, Leader-Member Exchange - Supervisor and Leader - Member Exchange – Subordinate (refer the Appendix 3: Descriptive Statistics and Scale Items - Variables).

Table 4.3: Summary of Descriptive Statistics for main variable N		Minimum		Maximum		Mean		Std. Deviation	
Creativity	300	2.00	4.67	3.327	4	0.4275			
Work Performance	300	3.25	6.25	4.655	0	0.5708			
Emotional Intelligence	300	2.04	4.71	3.545	4	0.4610			
Work Commitment	300	3.08	5.67	4.283	5	0.4263			
Leader-Member Exchange - Supervisor	300	2.58	4.67	3.561	1	0.3977			
Leader-Member Exchange - Subordinate	300	1.75	5.00	3.619	1	0.5424			
Valid N				300					

### 8.2 Factor Analysis

Factor analysis is a method utilized to condense the superior quantity of variables to a slighter rigid of essential aspects so as to digest the crucial information enclosed in the variables. In this research the total variance explained for creativity, work performance, Leader-member exchange-Supervisor and Leader-member exchange-Subordinate were 72.195 percent, 74.546 percent, 38.921 percent and 51.933 percent respectively. Each variable was explained at one stage. For emotional intelligence from 28 items, only 17 items were retained after the factor analysis and 11 items was filtered based on cross loading. Four factors accounted for 54.049 percent of the total variance explained.

For employees' work commitment from 24 items, only 16 items were retained after the factor analysis and 8 items were filtered based on cross loading. Three factors accounted for 39.321 percent of the total variance explained.

### 8.3 Hypothesis Testing

The responses obtained from 100 Supervisor and 300 Subordinates were analyzed through correlation analysis and hierarchical multiple regression in order to test Hypotheses 1 to 8.

### 8.4 Hierarchical Multiple Regression

Among the three types of multiple regression, hierarchical multiple regression were used in this study. Hierarchical multiple regression is a statistical method of exploring the relationship among and testing hypothesis about the dependent variables (work commitment and work performance) and a number of independent variables (emotional intelligence and creativity) or predictor. It also examines the moderating effect of the moderator (Leader-Member Exchange). Hierarchical multiple regression was used in this study because its observation falls hierarchically. More predictors can be added at each steps of the process in order to determine how well a dependent variable would be affected by other variable or moderator after the previous variables have been controlled.

**Model 1:-** The result of step one indicated that the variance accounted for ( $R^2$ ) with the first five predictors equaled 0.118 which were significantly different from zero ( $F(5, 294) = 7.841, P < 0.001$ ). Next, social desirables were entered into the regression equation. The changes in variance accounted for ( $\Delta R^2$ ) was 0.043, which were statistically significant decrease in variance accounted for over the step one model ( $\Delta F(1, 293) = 15.031, P < 0.001$ ). In step three, emotional intelligence and creativity variable with moderator were entered in to regression equation. The changes in variance accounted for ( $\Delta R^2$ ) were equaled 0.145, which were statistically increase in variance accounted for over the step two model ( $\Delta F(5, 288) = 12.002, P < 0.001$ ). The entire characteristic without moderator is significant. Other characters with moderator all were not significant except diplomatic behavior.

**Model 2:-** in model two the results of step one indicated that the variance accounted for ( $R^2$ ) equaled to 0.01 which were not significant ( $\Delta F(5, 294) = 0.583, P > 0.713$ ). Next social desirable were entered into the regression equation. The changes in variance accounted for ( $\Delta R^2$ ) was 0, which was statistically not significant in variance accounted for over the step one ( $\Delta F(1, 293) = 0.11, P > 0.741$ ). In step three, variables with moderator were entered into regression equation. The changes in variance accounted for ( $\Delta R^2$ ) were equaled to 0.071, which was significantly significant increase in variance accounted for over the step two model ( $\Delta F(5, 288) = 4.48, P < 0.001$ ). From the result all the character was not significant except one character under emotional intelligence, which was Behavioral management.

**Model 3:-** the result of step one indicated that the variance accounted for ( $R^2$ ) with the predictor equaled to 0.18 which was significant ( $\Delta F(5, 294) = 12.895, P < 0.001$ ). Next social desirability was entered in to the regression equation. The change in variance accounted for ( $\Delta R^2$ ) was 0.023, which was statistically significant decrease in variance accounted for over the step one model ( $\Delta F(1, 293) = 8.404, P < 0.05$ ). In step three, variables with moderator were entered to the regression equation. The changes in variance accounted for ( $\Delta R^2$ ) were equaled to 0.028, which were slightly increase in variance accounted for over the step two model ( $\Delta F(5, 288) = 2.075, P > 0.069$ ). Overall for this table one characters' under emotional intelligence without moderator this were Behavioral management was significant. Beside

those, two characters under emotional intelligence with moderator was significant, this was Positive thinking and Diplomatic behavior.

According Model 1 to Model 3, leader-member exchanged does not restrain the connection of creativity as well as work commitment. Nevertheless, leader-member exchange was a little reasonable the bond of emotional intelligence and work commitment. Thus, the result support H5, means Leader-Member Exchange moderates the relationship between emotional intelligence and work commitment. At the same time the result did not support H7 which means the result indicated that there was no moderating effect between creativity and work commitment.

## **9. RECAPITULATION OF THE STUDY FINDINGS AND DISCUSSION**

This investigation the influence of emotional intelligence and creativity on employees' work commitment and employees' work performance. Specifically, the first objective of the research was to analyze the correlation linking emotional intelligence and employees' work commitment and work performance respectively. Second objective was to determine the correlation linking creativity and employees' work commitment and work performance respectively. Third objective was to analyze the moderating consequence of leader-member exchange on the emotional intelligence and work commitment correlation. Fourth objective was to examine the moderating outcome of leader-member exchange on the emotional intelligence and work performance link. Fifth objective was to determine the moderating consequence of leader-member exchange on the creativity and work commitment relationship. The final research objective was to examine the moderating outcome of leader-member exchange on the creativity and work performance relationship.

Revisiting the study's objectives, this study was undertaken to seek the answer of six research questions (i) whether or not emotional intelligence positively relates to employees' work commitment and work performance respectively (ii) whether or not creativity positively relates to employees' work commitment and performance respectively (iii) to what extend leader-member exchange regulate the relationship between emotional intelligence and work commitment (iv) to what expand leader-member exchange moderate the association between emotional intelligence and work performance (v) to what extend leader-member exchange moderate the bond between creativity and work commitment (vi) to what extend leader-member exchange moderate the relationship between creativity and work performance.

Responding to the first research question, this study found with a positive relationship between emotional intelligence and employees' work commitment ( $r=0.349$ ,  $p<0.01$ ). Consistent with previous research, there was a positive correlation between emotional intelligence and work commitment. To explain, suggested that the workforce by means of excessive emotional intelligence will have more commitment to the organization, in order to have employees with high work commitment, it was necessary to improve their emotional intelligence.

The results also indicated emotional intelligence did not have significant correlation with employees' work performance ( $r=.0.67$ ,  $p>0.05$ ). To support the results, The emotional

intelligence by means of itself will not assurance shrilled proceeds otherwise improved functioning of the association but the ways people work together, coupled with technological proficiency plus the capability to structure a tough set of connections to be able to enhance and assist squad navigate historical the foreseeable restricted access and consequently momentum up the moment it acquired to attain the organizational improved performance and objectives. In contrast to that, there were also previous study that indicated that there was a strong affiliation concerning emotional intelligence and employees' work performance. According to Yu Chi Wu (2011), in their study the results showed the positive relationship involving emotional intelligence and employees' work performance this substantiate findings in preceding scrutinize through Western samples (e.g., Higgs, 2004). Consequently, engaging with extremely emotional intelligence workforce may perhaps encompass a constructive impact taking place in an organizational accomplishment.

With regards to second research question, this study found that creativity did not have positive relationship with employees' work commitment ( $r=0.039$ ,  $p>0.05$ ). This results could be because the work commitment more to the working environment and relationship among the staff and not really creative. There were also researches that strongly agree that there was positive relationship between creativity and employees' work commitment. Creativity was hindered stipulate the worker required in constant awareness and psychological affection to the organization.

This study was also found that the significant positive association flanked by creativity and employees' work performance ( $r=0.403$ ,  $p<0.01$ ). Preface proof recommend so as creative boost employees' work performance. In favor of paradigm, Oldham and Cummings (1996) description a significant, positive correlation among creativity and work performance.

Also, this study involved the participation of both supervisors and subordinates due to the need of measuring performance of subordinates, it was also a success as the performance was rated by their immediate supervisors and not through their self-report, which can avoid the problem of social desirability bias (Thomas, E.R & Phua, F.T.T., 2005). Leader-Member Exchange as a moderator basically played an important roles in connecting emotional intelligence with work commitment, as well as creativity with work performance, which was not researched by previous literatures. According to Truckenbrodt (2000) because LMX was absolutely interrelated by means of income (Ferris, 1985), hold up for improvement (Scott and Bruce, 1994), work performance (Wayne, Shore, and Liden, 1997), and productivity (Graen, Novak, and Sommerkamp, 1982), it was imperated in support of organizations to commence reliable developmental agendas in categorize to accomplish business achievement.

According to Fred C. Lunenburg (2010) the essential initiative following the leader-member exchange (LMX) theory was with the aim of leaders' structure two grouping, an in-group and an out-group, of supporters. Members of groups were prearranged larger tasks, extra rewards, as well as extra concentration. The manager permits these members a number of autonomy in their responsibilities. They will only perform when they were surrounded by the leader's internal sphere exchange of ideas. In difference, out-group members were external the leader's interior loop, obtained with a reduction of concentration and smaller

quantity rewards, and are handled through proper regulations along with guidelines. While a consequences, in-group members have advanced efficiency, job dedication, inspiration, plus connect in further nationality behaviors than out-group members. Consequently, leaders ought to extend high-quality interaction by means of numerous subordinates were also feasible. Their in-group must be as huge as their out-group.

To answer the third research question, this study found that Leader-Member Exchange does slightly moderate the connection between emotional intelligence (Diplomatic behavior, Behavioral management and Positive thinking) and employee's work commitment. This means, Leader-Member Exchange makes the connection between emotional intelligence and employees' work commitment slightly stronger. There could be the other factors that strongly moderate this relationship.

With regards to the forth research questions, this study found with the aim of Leader-Member Exchange did not moderates the relationship between emotional intelligence and employees' work performance. Although with that, there were plenty of consequences along with literature reviews viewing there were constructive correlation between the emotional intelligence and work performance. It was correct as other possible factors moderating this relationship such as belief among subordinates and supervisors, pressure management etc. (Ping, 2010). Therefore, other moderator may able to explain the relationship between emotional intelligence and work performance.

In the direction of responding the fifth research question, this study found that leader-member exchange did not restrain the link between creativity and employees' work commitment. While the results showed there was no positive relationship between creativity and employees' work commitment, the further results also showed there was no moderating effect between creativity and employees' work commitment. Therefore it was better to replicate the test to see if there was any moderating effect in this relationship.

The final answer was with regards to sixth research questions, this study found that leader-member exchange robustly moderates the relationship between creativity and employees' work performance. This result elaborated to the manager that by giving an opportunity to employee to appear with creative ideas to improve their work performance. This research was successfully completed because the participants will be able to answer the entire hypothesis.

## 10. Conclusion

This research showed that emotional intelligence and creativity influence employees' work commitment and employees' performance. The results of the data analyses were discussed in this chapter thoroughly in order to see the connection between independent variables (emotional intelligence and creativity) and dependent variable (employees' work commitment and employees' work performance) and also to examine the moderating outcome of the moderating variables (Leader-Member Exchange).

By the end of the discussion of the outcomes, this research came out with the overall conclusion for the study, which can be used for better understanding of this topic. In addition, recommendations were proposed in this study for consideration in future research, by looking the concept of emotional intelligence and creativity to develop and improved employees' work commitment and employees' work performance.

## 11. REFERENCES

- 1) Allen, N.J. and Meyer, J.P. (1990), "The measurement and antecedents of affective, continuance and normative commitment to the organization," *Journal of Occupational Psychology*, Vol. 63, pp. 1 – 18.
- 2) Amabile, T. M. (1966 & 1996). *Creativity in context*. Boulder: West view Press.
- 3) Amabile, T.M. (1983). *The Social Psychology of Creativity*, Springer-Verlag, New York, NY.
- 4) Amabile, T.M. (1988). "A model of creativity and innovation in organizations". In Staw, B.M. and Cummings, L.L. (Eds), *Research in Organisational Behaviour*, Vol.10, JAI Press, Greenwich, CT, pp.123-67.
- 5) Amabile, T. M., & Gryskiewicz, S. S. 1987. *Creativity in the R&D laboratory*. Technical report number 30, Center for Creative Leadership, Greensboro, NC.
- 6) Amabile, T. M. & Gryskiewicz, S. S. (1989). *The creative environment scales: Work environment inventory*. *Creativity Research Journal*. 2. 231- 253.
- 7) Amabile, T.M. (1997), "Motivating creativity in organizations: on doing what you love and loving what you do", *California Management Review*, Vol. 40, pp. 39-58.
- 8) Ashkanasy, N.M. and Daus, C.S. (2005), "Rumors of the death of emotional intelligence in organizational behavior are vastly exaggerated", *Journal of Organizational Behavior*, Vol. 26, pp. 441-52.
- 9) Bass, B. M., & Avolio, B. J. 1990. *The implications of transactional and transformational leadership for individual, team, and organizational development*.
- 10) Bryman, A. and Cramer, D. (1997), *Quantitative data analysis with SPSS for Windows*, London, UK: Routledge, p. 257.
- 11) Bar-On, R. (2006). *The Bar-On model of emotional-social intelligence (ESI)*. Retrieved July 8, 2007, from [www.eiconsortium.org](http://www.eiconsortium.org).
- 12) Bar-On, R. (1997), *The Emotional Intelligence Inventory (EQ-I): Technical Manual*, Multi-Health Systems, Toronto.
- 13) David R. Caruso, John D. Mayer & Peter Salovey (2002). *Relation of an Ability Measure of Emotional Intelligence to Personality*. *Journal Of Personality Assessment*, 79(2), 306 - 320.
- 14) Chamorro-Premuzic, T. 2006. *Creativity versus conscientiousness: Which is a better predictor of student performance?* *Applied Cognitive Psychology*, 20: 521–531.
- 15) Cherniss, C. and Adler, M. (2000). *Promoting Emotional Intelligence in Organizations: Make Training in Emotional Intelligence Effective*. American Society of Training and Development, Washington, DC.
- 16) Cooper. R.K. and Sawaf, A. (1997). *Executive EQ: Emotional Intelligence in Leadership and Organizations*. Grosette/Putname, New York, NY.
- 17) Cronbach, L. J. & Meahl, P. E. 1955. *Construct validity in psychological tests*. *Psychological Bulletin*, Vol. 52: 281-302.
- 18) Crowne, D. P., & Marlowe, D. (1960) - *A new scale of social desirability independent of psychopathology*.
- 19) Dienesch, R. M., & Liden, R. C. (1986). *Leader-member exchange model of leadership: A critique and further development*. *Academy of Management Review*, 11, 618–634.
- 20) Dordevic, B. (2004), "Employee commitment in times of radical organizational

- 44) changes," *Economics and Organization*, Vol. 2, No. 2, pp. 111 – 117.
- 45) Farh, J. L., & Cheng, B. S. 1997. Modesty bias in self-ratings in Taiwan: Impact of item wording, modesty value, and self-esteem. *Chinese Journal of Psychology*, 39: 103–118.
- 46) Gerstner, C. R., & Day, D. V. (1997). Meta-analytic review of leader-member exchange theory: Correlates and construct issues. *Journal of Applied Psychology*, 82, 827–844.
- 47) Goleman, D. (1995). *Emotional Intelligence: Why It Can Matter More than IQ*, Bantam Book New York, NY.
- 48) Goleman, D. (1998). *Working with Emotional Intelligence*, Bantam Books New York, NY.
- 49) Garner, S., and Associates (2009). *Emotional Intelligence in the Workplace, A Guide for Managers: Advises and Resources*, available at: <http://www.shonagarner.co.uk/corporate/four-areas-of-emotional-intelligence.php#socialawareness>, accessed November 2, 2009.
- 50) Graen, G.B. and Cashman, J.F. (1975), "A role-making model of leadership in formal organizations: a developmental approach", in Hunt, J.G. and Larson, L.L. (Eds), *Leadership Frontiers*, Kent State University Press, Kent, OH, pp. 143-65.
- 51) Graen, G. B., & Uhl-Bien, M. (1995). Development of leader-member exchange (LMX) theory of leadership over 25 years: Applying a multi-level multi-domain perspective. *Leadership Quarterly*, 6, 219–247.
- 52) Graen, G.B. and Scandura, T.A. (1986), "Toward psychology of dyadic organizing", in Cummings, S.B.M. and Cummings, L.L. (Eds), *Research in Organizational Behavior*, Vol. 9, JAI Press, Greenwich, CT, pp. 175-208.
- 53) Graen, G.B. and Uhl-Bien, M. (1995), "Relationship-based approach to leadership: development of leader-member exchange (LMX) theory of leadership over 25 years: applying a multi-level multi-domain perspective", *Leadership Quarterly*, Vol. 6 No. 2, pp. 219-47.
- 54) Green, S.G., Anderson, S.E. and Shivers, S.L. (1996), "Demographic and organizational influences on leader-member exchange and related work attitudes", *Organizational Behavior and Human Decision Processes*, Vol. 66 No. 2, pp. 203-14.
- 55) Gruber and Davis (1988) *Inching our way up Mount Olympus: the evolving-systems approach to creative thinking*. In R. J. Sternberg (Eds.), *The nature of creativity: Contemporary psychological perspectives* (pp. 243-270). New York: Cambridge University Press.
- 56) Hackett, R.D., Bycio, P. and Hausdorf, P.A. (1994), "Further assessments of Meyer and Allen's (1991) Three component model of organizational commitment," *Journal of Applied Psychology*, Vol. 79, No. 1, pp. 15 – 23.