# The Influence of Emotional Intelligence and Creativity on Employee's Work Commitment and Performance

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**ABSTRACT:**
Emotional Intelligence (EI) refers how well an individual's handle herself or himself and others instead of their technical skills to solve the problem. Creativity makes the individual to think deeply and manage their emotions while applying new knowledge in their organization. A positive attitude toward training and working environment can develop the employee's emotional intelligence and creativity because training can change the employee's attitude, mind, and behavior to ensure they can think logically and creatively. Emotional Intelligence (EI) contains the traits of self-awareness, self-control/self-management, social awareness, and social skills. This study also examines an abstract issue such as an employee's commitment to training that determine whether the employees' are committed to the training that organized by organizations to develop their ability and carry out their responsibility to ensure they can improve the organization's quality. Three hundred employees' at private organizations in Malaysia are surveyed for this purpose. The results of this study reveal that emotional intelligence (self awareness, self control/self-management, social awareness, and social skills), and creativity are positively and significantly influences the employee's work commitment and performance in an organization.

**Keywords:** *Employee's work commitment, Performance, Emotional intelligence, Creativity*

## INTRODUCTION

Emotional intelligence (EI) and creativity are very important among employees in the organization because they have to think creatively and balance their emotions to solve the organizational problems. The employee's work commitment and performance become stumpy nowadays due to lack of creativity. Many of the organizations suffer these days because of a low employee morale and productivity, which has led to poor quality of products, services, and higher costs. Managers in most organizations have unlimited of self awareness and self management. As a result, they are very slow in giving feedback and they face difficulty in delegation of works in order to enhance their employee's work commitment as well as to improve their performance. Moreover, self assessment among managers and employees are very important and it requires the concern of all individuals' to be open-minded. The commitment is the cause-and-effect of relationships between employees' and the work environment. Self awareness through this exploration can be achieved by managers and employees because it will improve the projection of their skill set, while it can optimize the impact of their interactions, influence perception of their faith, and ultimately increase their job success (Morgan, 2011). According to Freshman and Rubino (2004), managers and leaders with

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emotional intelligence (EI) skills can boost the organization's productivity while increasing the organizational effectiveness. On the other hand, creative thinking can develop their ability to think and generate new ideas, to make changes in an organization which can influence their attitude to work hard and increase their commitment within the organization. According to Friel's work (2007), he indicated that confidence and managing one's self and performance correlates with better performance.

The creativity is a core component for employees to improve the organization's strategies and methods because a firm is competing for success in today's globally competitive environment; in consequence creativity refers to the ability to create something new which is useful for organization purposes. According to Random House (1981), the word "create" can be defined as "to evolve from one's own thought or imagination" to develop and generate new ideas in order to encourage the employees to show positive attitude in working environment. Many public sectors, private sector companies and agencies are organizing a work around work teams or project teams, which required the organizations to think about how to boost emotional intelligence, creativity and attitude at the team level to increase the employee's work commitment and performance in an organization.

By changing their attitudes that combine with skills and knowledge, it can intend for goals. Changes in negative behavior to positive behavior can bring positive results in term of professionally and personally. However, changing someone's attitude may not seem easy because everyone has their own character and behavior toward things, but positive attitude always enters in everyone's minds at the subconscious level. It also feeds positive thoughts, feelings, and helps us to develop more positive attitudes. Moreover, positive attitude can increase the employee's work commitment and performance.

According to Dubin et al. (1975), workers with a central life interest in work had a higher commitment to their organization compared to those with a different central life interest. In addition, managers and employees must have emotional intelligence, creativity and positive attitude toward organizations in order to achieve

goals; as a result employee's work commitment and performance will be developed naturally.

An empirical study indicated that emotional intelligence is a combination of emotional skills, social values and behaviors to think creatively and develop their ideas to achieve the organizational goals. Besides that, a positive attitude among employees can increase their work commitment while they can perform very well in their work. Creativity is an inborn attitude and it cannot be taught by anyone because emotional intelligence is the ability of individuals which is not natural, but they can be taught or achieved by employees and managers (Poor and Siadat, 2007).

The overall objective of this study is to examine the relationship between emotional intelligence (self-awareness, self management, social awareness and social skill) and employee's work commitment and performance. Specifically, this study aims to examine the relationship between creativity, employee's work commitment and performance.

## Problem Statement

Nowadays, the employee's emotional intelligence and creativity drop because of the lack of a training program that provided by top management. Their work commitment and performance are also not good. Moreover, the lack of motivation causes individual less confident to achieve beyond their and everyone else's expectations. Highly motivated employees continually raise their performance expectations for themselves, their team, and their organization.

Finding shows that the employee's commitment and performance drop because of the low emotional intelligence and creativity. In Donald Goleman's book (1998) – *Working with Emotional Intelligence,* there are some of the reasons why people disrupt with a lack of emotional intelligence. The research indicates that deficiency of emotional intelligence relates to career derailment. The low emotional intelligence scores are related to the problem with interpersonal relationships and the difficulty of changing or adapting. Most of the training programs are not tied to the employee's goal as they are often conducted in organizations, which are not related to the problem facing by the employees. The training program considered less curious to the

employee's rather than the activity itself because the organizations are only satisfied if the employees attend without knowing the importance of the training program. Employees' are attending a training to increase their emotional intelligence, creativity and attitude toward training and commitment.

Previous studies have been reported on training program, creativity, work commitment and performance to ensure the employee's awareness in working together in achieving the objectives and goals of the organization. However, lack of creativity also makes employees feel less confident and less motivated to share their ideas as well as to generate the ideas by using their ability because humans are not born as geniuses. The researcher stated that the employee's normally do not know about creativity and they are not familiar with creativity (Torrance's research, 1965) because human beings are not born with creative thinking, unless God creates a genius person. On the other hand, the research has been done very little in respect of the influence of emotional intelligence and creativity on work commitment and performance. Some researcher has been doing huge research on emotional intelligence that relating to other outcomes.

**Objective of Study**

The main objective for this study:
1. To examine the relationship between emotional intelligence (self-awareness, self management, social awareness and social skill) and employee's work commitment and performance.
2. To determine the relationship between creativity and the employee's work commitment and performance.

**Research Question**

This study addresses two research questions which are:
1. How can emotional intelligence increase the employee's work commitment and performance?
2. Can employee's creativity help them to improve work commitment and performance?

**Literature Review**

Over the past decades, there are many views and opinions about the influence of emotional intelligence and creativity of employee's work commitment and performance. Emotional intelligence and creativity are very important and they play major roles in the organization to streak and increase their work commitment and performance. Employee's has to improve their emotional intelligence skills and creativity to the work performed and ensures that they can develop a positive commitment in organizing. This literature review based on the relevant and previous study of the theoretical as well as research that focused on emotional intelligence, creativity, work commitment and performance to ensure that the study is significant and relevant.

Emotions should manage and control by managers because it will influence our daily work while emotions make managers to handle their work effective. In the human body, emotions play a large part because it has positive and negative reflections that influence human activities. If we motivate people to become the best they can be, it is positive emotions but negative emotions can make people either to be slow or fast in their changes and developments. According to Fox and Zauderer (1987), positive behavior is expected and coupled with awareness because it is the first step in professional growth. Positive and negative emotions are working together to affect the thinking, adaptation, and changes (Howard, 2006). The soft skill training is getting a new respect as it had begun to change and it can be summed up in two words - emotional intelligence (Caudron, 1999). According to Howard (2006) stated that "*persons high in EI and experienced in the use of EI competencies are more likely to accurately perceive the reasons behind their own behavior and that of others, more adept at understanding social interaction and organizational politics, more successful at building and sustaining strong relationships, more effective leadership and performance, and more optimistic and resilient under pressure or stress. Their superior skill in apprehending and processing emotional information gives them a leg up . . . "*

An empirical study stated that emotional intelligence and creativity are core elements in the 21$^{st}$ century because it can sustain a competitive advantage as well as it is also a process of implementing an employee with specific skills or helping them to correct deficiencies in their commitment and

performance (Poh, 2001). Emotional intelligence and creativity also defined as development of skills, measurable specific objectives or purposes as well as we can observe changes in behaviors or attitudes (Wagonhurst, 2002). Research on emotional intelligence and creativity will influence the employee's work commitment and performance which has not generated much debate among previous academic researchers.

## Emotional Intelligence

Emotional Intelligence (EI) is the ability to beneficially deal with one's own emotions and those of others in problem solving and decision making. (Meyer and Salovey, 1993). Emotional intelligence plays major role to develop an individual's ability to solve problems. There are four components of emotional intelligence (EI) – self awareness, self-control/self-management, social awareness and social skills that should be considered by everyone to make sure they can manage their level of emotions while they can increase their work performance in an organization. According to Salovey and Mayer (1990), the key dimensions of the ability model of emotional intelligence are generally described as the ability to monitor one's own and others' feelings and emotions that distinguish between those emotional states, and to use this information effectively to guide one's thinking and action.

Passmore (2007) examined that emotional intelligence plays a role in the process of building the integrative coaching and improving work performance among employees. However, he states his view to share that well-being and self-regard are goals in themselves, besides with developing a "deepening sense of self-awareness and a stronger motivation to act". One of the key relevant points that essential to develop one of a self-awareness is how perceived by others and then use that information as a point of reference against how one perceives himself or herself. (Dearborn, 2002). This is a critical point that has to survive in order to develop a higher level of emotional intelligence (EI) and become an effective leader, manager and employees.

Besides that, there are further support that has been done by other researchers for emotional intelligence (EI) in the workplace through specific references such as EI and

transformational leaders (Barbuto and Burbach, 2006). According to Zuckerman et al. (1976), and Church (1997) found that "leader self-awareness lead to greater management performance and self-monitoring that positively related to self-awareness" (p. 55). Emotional Intelligence (EI) is an important point of an individual's to show his or her abilities to perform in the organization. As a result, the new researches have shown that managers who have emotional relationships with their staff definitely they are able to manage their emotions because they have a motivation skills that make them to attain the organizational goals and values (Forootan, 2007).

In additional, there are two approaches that define in emotional intelligence (EI). There are original and non-synthetic approaches or ability approach, included conventional approaches and combined or mixed approach as well. An original and a non-synthetic approaches are defined as the intellectual of individual in solving problems, while conventional approaches and combined or mixed approach is defined as the combination of the skills and other features such as motivation and ability in relationship with others and stress on mixed between them (Syarvchy et al., 2004).

An empirical study indicated that emotional intelligence can develop an individual's ability to manage their emotions and increase their body energy. According to Cooper and Sawaf (1997), Cherniss and Adler (2000) emotional intelligence is not just being pleasurable, giving positive expressions and controlling feelings, but it is also about managing, using, or influencing people. Moreover, emotional intelligence refers to the skill of recognizing or expressing emotions, understanding emotions, incorporating emotions in thought, and controlling positive and negative emotions in self and others (Matthews et al., 2002).

## Self Awareness

Self- awareness is the first step of managing our interactions with others or knowing what one feels. According to Goleman (1995), Garner and Associates (2009) self-awareness is being aware of our emotions, understanding the cause and reflecting on the patterns of the behavior which displays as a consequence of that emotion. On the other hand, self-awareness is the ability to

recognize and understand one's own moods, emotions, drives and their effects on others to work together with organizations to achieve the goals. The characteristics of self-awareness are self-confident, realistic self-assessment and a self-deprecating sense of humor. Self-awareness shows managers, leaders or workers are believed to be able to recognize a feeling while it happens to accurately perform self-assessment and have self-confidence.

Goleman's (1995) found that effective leaders are those who demonstrate self-awareness, and have high self-confidence as well as they are able to assess their strengths and weaknesses to achieve the organization's goals. It can be summarized that a high level of self-awareness that linked with emotional intelligence (EI) tends to encourage the leaders to demonstrate self-confidence, earn respect and trust from followers. According to Meisel (2004) self-awareness is the greatest interpreter of success in everything people do to achieve their purpose.

According to Goleman et al. (2002), self-awareness involves a deep understanding of one's emotions, as well as one's strengths and limitations and one's values and motives to work together and perform well in the organization. Individuals with high self-awareness are skilled at their self-monitoring and adapting in their behaviors that relate effectively with others (Shivers-Blackwell, 2006).

## Self-Management / Self-Control

According to Garner (2009) self-management is more resisting explosive or problematic behavior because it is putting your momentary needs on hold to pursue your larger and more important goals to success. It is the ability to control the worrying effects such as nervousness and annoyance, and to inhibit emotional impulsivity (Goleman, 1995). On the other hand, self-management or self-control highlights the qualities of self-regulations such as trustworthiness, integrity, conscientiousness, self-control, adaptability, innovativeness and taking responsibility for one's own actions. (Goleman, 1998).

A manager with emotional intelligence (EI) is expected to be able to keep troublesome emotions and impulses (self-control) while maintaining the standards of honesty and integrity (trustworthiness), take responsibility for one's performance (conscientiousness), and handle change (adaptability). They will be comfortable with novel ideas and approaches (innovation) to develop their creativity because emotional intelligence (EI) is the ability for individuals to generate new ideas to perform well in the organization. Effective leaders or managers do not let negative emotions (example; worry, anxiety, fear and anger) to encumber from getting things done effectively. (Shepherd, 2004).

## Social Awareness

Social awareness includes the competency of empathy which is examining the ability to read the nonverbal cues for negative emotions, mostly anger and fear, and to judge the trustworthiness of others. According to Garner (2009), social awareness explains understanding of other's feelings, and not experiencing them. On the other hand, social awareness in big organizations is sometimes neglected in the tension because of heavy workloads, time clashes, lack of social encounters between employees, and lack of suitable platforms that allow one to construct and convey one's identity. Social awareness is also defined as "a contextualized cognizance either of oneself or another person" (Sheldon, 1996).

Moreover, social awareness also involves knowing who is 'around', what activities are occurring, who is talking to whom and what are the things that provide a view of one another in the daily work environments. The researcher proposes that social awareness is a very delicate aspect of our overall awareness, which can be accessed only 'indirectly' through a granular understanding of space, mediators, and human conduct the culture (Bodker and Christiansen, 2006).

It can only be felt and cannot be seen or measured in an accurate manner. The researchers conceptualize social awareness as a conscious feeling of belonging, relatedness, care, and provoked by the environment. According to Dourish and Bly (1992) social awareness may lead to informal interactions, impulsive connections, and the development of shared cultures because all of these aspects are

important for maintaining the working relationships which are denied to groups distributed across multiple sites.

## Social Skill / Relationship Management

Social skill or relationship management is the effectiveness of our relationship skills that hinges on our ability to standardize ourselves or influence the emotions of another person. According to Garner (2009) social skill is a specific skill that is influencing and persuading others, while managing and improving the performance of others, utilizing, managing the assorted strengths of a team and negotiation as well as conflict to handle the skills. In addition, social skills or interpersonal skills are referring to a person's proficiency in managing their relationship with others and building a network. On the other hand, it also involves the ability to meet each other's needs that relate to each other over time and exchanging the information about one's feelings, thoughts and ideas. The effectiveness in leading change, persuading others, building and leading teams are other qualities of social skills (Goleman, 1995).

As the essence of emotional intelligence (EI), social skills are related to leader who have the ability to influence the induce desirable responses in others through effective diplomacy to persuade; communicate or listen openly and send convincing messages; lead in order to inspire and guide the groups and individuals; build bonds which are looking after instrumental relationships; collaborate work with others towards a shared goal and cooperate to create group synergy in achieving goals.

According to Zaslow (2004) the ability of leaders and managers to manage social skills or interpersonal skills tends to motivate and inspire the followers or subordinates. The effective leaders and managers can deal with a diversity of people including personalities which are not emotionally stable, but able to develop networks and play the organizational politics.

The individuals use their friendliness in order to have people to do what they want. Social leaders are able to build an understanding easily by finding some types of common ground with everyone, and hence to establish a broad circle of connections (Goleman, 1995). As a result, the social individual is an effective persuader and

they are able to manage the teams effectively.

## Creativity

According to Young (1985) defines creativity as a skill that bring something new and valuable to the people to do more new things and break away from old styles. They do more than finding the alternatives to converge from the familiar patterns, and then they diverge on new solutions. They break the laws to modernize them and try to make hard decisions about what to include and what to eliminate. In other words, creativity makes people innovate. They aim to the newness so that it can consider several senses. Creativity exists with openness to new experiences which are related to the originality, courage, curiosity, imagination, and challenge. (McCrae, 1987).

Creativity is a term that's used in an organization to develop their goals but it is rarely defined. For instance, the managers might ask the employees to use their creativity in designing a project or an employees' might refer to a manager's unusual response by saying that is very creative. According to Plucker et al. (2004) explained an unclear definition which can lead to erroneous assumptions, misconceptions and misguided beliefs. For example, only certain people are creative with something that cannot be enhanced and so on. In other words, creativity involves a combination of a uniqueness and usefulness (Amabile 1996; Feist 1998; Sternbergy and Lubart 1999). Plucker and his colleagues (2004) analyzed "*creativity as an interaction between aptitude, process and environment by which an individual or group produces a perceptible product that is both novel and useful as defined within a social context.*

The key foundational building blocks for creativity are shared perspectives, knowledge, and experiences. The employees must understand that this is true to build up their creativity to influence their work commitment and performance. According to Maitland (1976), creativity is one of the most momentous to understand the aspects of human life. The creative process (Maitland, 1976; Costelloe, 2007) materializes as ideas, thoughts, images, colors, shapes, words, visions, fantasies, emotions or impressions of a person's consciousness.

However, creativity is also a fundamental

strength in developing a consciousness (Schwager, 2001) because it is strength that present from birth, a motivating energy that relates to the needs that maintain and recover the impulsiveness and freedom that necessary for the development as well as curative. A creative energy is articulated by the symbols and images from the unconscious.

Figure 1 shows a summary of characteristics. On the outer of the circle, it shows what creativity requires and in the inner shape shows what creativity is. According to Taylor (1988), he identified that creative experience can be seen as opposite to reproductive experience. Besides, creativity is the ability to see the possibilities of others that have not been noticed (Craft, 2005). The critical process involved in the generation of new ideas (Esquivel, 1995), and the possibility to make the connections are not common because it requires a cognitive and creative thinking skills, different thinking (Runco, 1990),

imagination (Craft, 2005) and evaluation to (Runco, 1990).

However, creativity also demands a set of personality traits that can be improved or adapted by the environment. Consequently, the environment needs to cultivate the creativity and boost up the intrinsic motivation. In addition, creativity is not limited to the arts because it can apparent in all ambitious of human knowledge. Gibson (2005) argues that it should not become an instrumental term to be filled with any kind of content and used in every kind of context.

According to Cox et al. (2004) examined the creativity of human beings as *"the biggest employment gains came in occupations that rely on people's skills and emotional intelligence and among jobs that require imagination and creativity over the past decade. Trying to protect existing jobs will prove vain because the trade and technology will transform the economy whether we like it or not."*
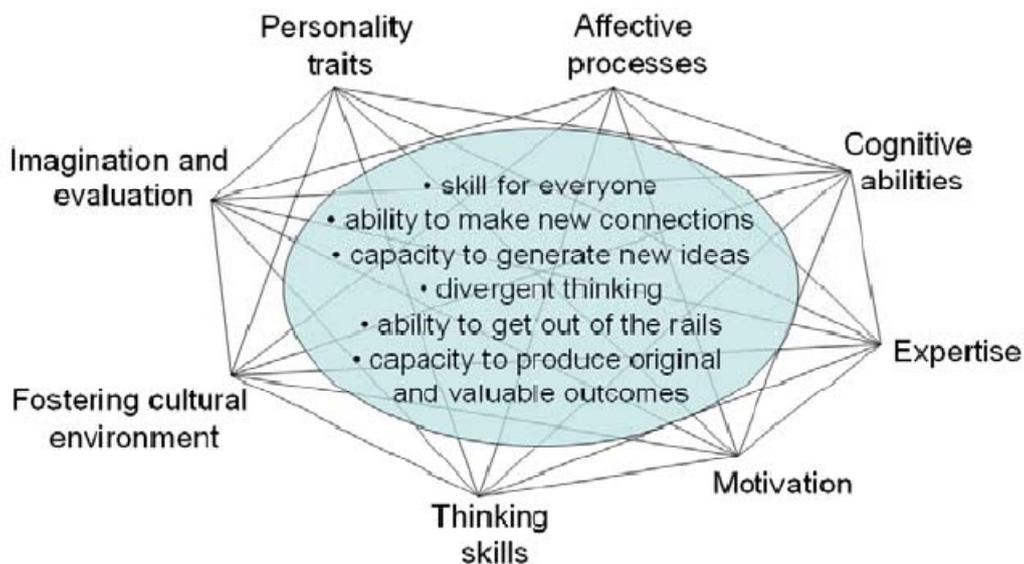


**Figure 1: Creativity and its requirements**

Source: Anusca Ferrari, Romina Cachia and Yves Punie, (2009)

## Employee's Work Commitment

Previously, the researchers have generated the employee's work commitment in HRM inscribes (Beer et al., 1985; Sisson, 1994; Guest, 1995, 1998; Legge, 1995; Tyson, 1995; Wood, 1995; Beardwell and Holden, 1997; Bratton and Gold, 1999). According to O'Reilly and Chatman 1986, there is a lot of definition that confuses everyone about the concept of commitment, however by referring Webster's dictionary (1992) commitment as "the state of intellectual and emotional adherence to some political, social or religious theory or action or practice; something which engages one to do something; a continuing obligation".

According to Naquin and Holton (2002) there are few empirical studies that link to the motivation in neither learning contexts with personality nor explaining dispositional influences on the employee motivation to improve their work through learning. Employee's work commitment has acknowledged a great attention and become an important issue in training motivation (Noe, 1986; Tannenbaum et al., 1991; Facteau et al., 1995), while it may be used to visualize the employees' performances, absenteeism and other behaviors (Dordevic, 2004) to develop their emotional intelligence and creativity on work commitment and performance.

According to Morrow (1993), Morrow and Wirth (1989) employee's work commitment is a well-designed of personal characteristics such as dispositional qualities and presents a component design of work commitment that includes work ethics, career commitment, organizational commitment either affective or continuance commitment, and job involvement. Therefore, employees with strong work commitment can continue their employment with the organization because they can and want to do so (Ghazi et al., 2004), hence the employer needs to help their employees to value their involvement and commitment to the organization.

Besides that, employee's work commitment has been found to be positively and significantly related to training (Martin and O'Laughlin, 1984; Sharma, 1989; Mathieu, 1991) that can develop the workers' emotional intelligence and creativity. According to Dordevic (2004) employee's work commitment has two basic dimensions: (1) characterize the employee's relationship with the organization, and (2)

implication of the decision to continue or stop the membership in the organization. However, there are three dimensions of employee's work commitment (Allen and Meyer, 1990, 1996):

### (a) Affective Commitment

Affective commitment is an employee's emotional attachment, identification and enrollment to organize, while employee's can achieve their organizational goals with high expectations (O'Reilly and Chatman, 1986; Allen and Meyer, 1990). Empirical studies stated that employees who have high emotional intelligence and creativity will be committed to their organizations successfully because the organization believed that they can achieve the organizational goals. They wish to maintain their organizational membership because they want to. There are two factors that influence the level of affective commitment (Allen and Meyer, 1990), which is divided into two groups: (1) individual is the first level that includes personality, values orientation, educational background and age; and (2) organization is the second level that includes employees' job goals and functions which are clearly defined by management support.

### (b) Continuance Commitment

Continuance commitment should have into everyone's spirit because they need to contribute their commitment to the work every day and every time. High level of continuing commitment to organization can make an employee's to perform well while they can be committed to achieve their organizational goals successfully because they need to do so. According to Mayer and Schoorman (1998) indicated that two factors may lead into investments that accumulated in the organization, for example some of the employees make financial investments and some of them make non-financial investments. Financial investments build up by joining the organization but non-financial investments are more to gain the role of status within the organization. On the other hand, the lack of alternatives was observed by employees whom are outside of the organization. The higher costs of living in the organizations can develop a stronger sense of continuing commitment to the organization.

### (c) Normative Commitment

According to Allen and Meyer (1990), Mathieu and Zajac (1990) normative commitment is the feeling of obligation that continue with the organization because the employees will think it is morally right to do so for the organization to achieve the goals and familial or cultural pressures as internalization of normative pressures (Hackett et al., 1994) was influenced by the level of education and age. Positive and negative aspects were included in the commitment level because it is important for both employees and the organization as well (Meyer and Allen, 1990). The affective commitment, continuance commitment and normative commitment were interconnected and it will be reflected the nature of each individual's level commitment to the organization. Moreover, it is a concept for employee's to commit to the organization to improve and achieve a high level of commitment as well as an employee's expect the organization to give a hand and committed to them. Empirical studies stated that normative commitment is a level of an individual accepts to sustain their objectives, internalizes as well as to outlook an employee's role based on the organizational values and goals (Jans, 1989). Based on the previous study, the researchers stated that employees are committed to the organization due to three reasons (Mowday et al., 1982; Jans, 1989; Hunt and Morgan, 1994). The three reasons are as below:

(1) They internalize the goals and values of the organization

(2) They are willing to exploit the effort in the achievement of the organizational goals.

(3) They have a strong longing to stay in the organization.

### Employee's Work Performance

According to Karia (1999), Karia and Ahmad (2000), Acton and Golden (2002), training assists the updating of skills and leads to increase the commitment, well – being, and the sense of belonging, therefore directly strengthening the organization's competitiveness to make sure the employee can perform well in the organization. Employee's work performance can be developed by attending training which can increase their skills, ability and knowledge to work. Top management must offer a workplace with effective performance, feedback and opportunities for participation to earn an employee's commitment so that employees who are committed to work are less likely to leave for another job and they will perform at higher levels (Stup, 2006). Higher performance of culture in organization can be achieved if the employee's commitment and contribution toward work management make the first move with following behavior such as (1) establishing clear work roles and performance standards; (2) able to communicate openly and honestly by making healthy criticisms that contribute more to productivity and productions; (3) sharing the knowledge should be demonstrated through organizations; (4) creating flexible work environment; (5) encouraging teamwork and self – managed team culture; (6) giving training to employees in order to improve their skills, ability and knowledge at performance level; (7) providing supportive, motivate and trusting work environment to members for efficient performance; and (8) keep simple performance orientation and open to employees for confirmation and clarification (Kumar, 2006).

Human resource practices are always influencing the various aspects of organizational performance, such as turnover, productivity, and corporate financial performance. (Huselid, 1995). However, few researchers are considering about an important index of organizational performance that perceived market performance and productivity performance (Delaney and Huselid, 1996; Lai and Cheng, 2005). Moreover, the real organizational performance outcomes are rated by management. Management will take consideration on the employee's performance, employees' innovation and employment relations (Guest et al., 2004). As a result, management will ensure that employees can be committed to work, working environment while employees can develop their relationship between managers to generate their creativity and innovation in organizations. Empirical studies determined the effects of human resource practices by using financial performance, efficiency, employee turnover, and productivity, as well as employee relations in the organization to increase an employee's work performance (Huselid, 1995; Delery and Doty, 1996; Ahmad and Schroeder, 2003).

**Conceptual Framework**

Independent variable                    Dependent variable
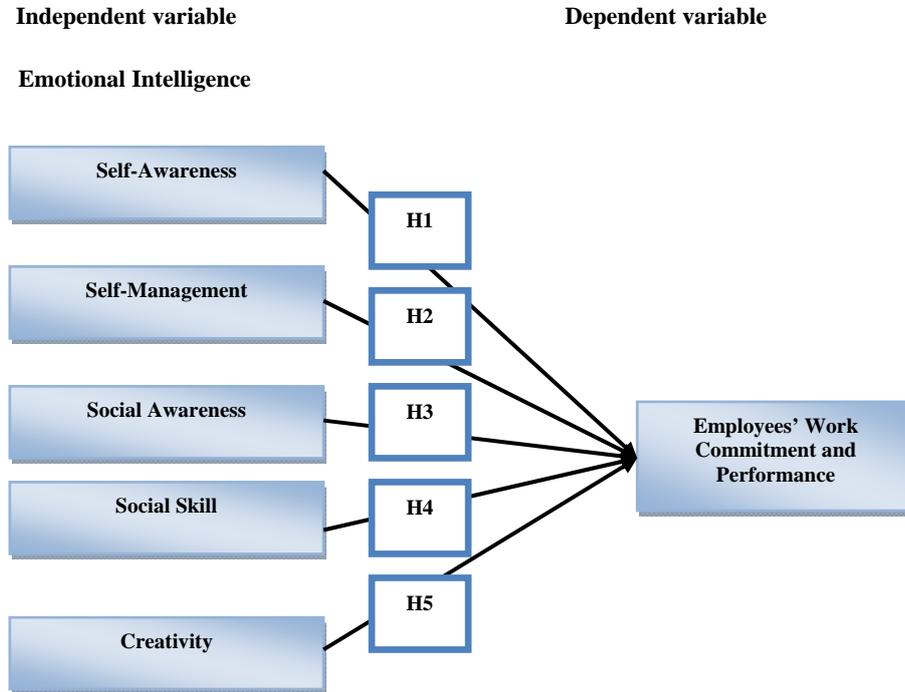
Emotional Intelligence



**Figure 2: Conceptual framework**

A conceptual framework is proposed for this research based on the previous academic reviews, which encourages a systematic analysis of training by exploring its influence to the emotional intelligence, creativity and employee's work commitment and performance. The framework demonstrates the influence of emotional intelligence and creativity on employee's work commitment and performance. In previous research, most researchers mentioned that self awareness, self management or self control, social awareness, social skill and employees' attitude are the factors that have a connection with an employee's work commitment and performance (figure 2).

According to Cherniss et al. (2006), defined emotional intelligence (EI) as resting on a solid scientific foundation of five dimensions of characteristics such as self-awareness, self-regulation, motivation, empathy, and social skills. Empathy and motivation are components of social awareness. Eicher (2003) and Capsambelis (2006) followed the same trend

and found that emotional intelligence (EI) can expect one's success because it reflects how a person applies the knowledge.

From the conceptual framework, we can conclude that the results show a direct and significant relation between emotional intelligence (self awareness, self management, social awareness and social skill), and creativity to the employee's work commitment and performance. The employee's intelligence and creativity will be increased if their performance can be improved. According to Poon Teng Fatt (2002) organizations and individuals have been interested to gain a competitive advantage and recognize the needs, in order to balance the emotional and logical aspects.

The evidence from the literature shows that individuals with higher emotional intelligence (EI) has happier, more fruitful lives and seem to do well at work (Tischler et al., 2002). The impact of emotional intelligence (EI) on work success or organizational success was defined by development in an organization that is clearly

demonstrated by an excellent review of emotional intelligence study (Dulewicz and Higgs, 2000). According to Abraham (1999) emotional intelligence of an individual would not hold the organization responsible in case of every frustration they encounter. Employees are predictable to identify, handle and utilize their emotions to eradicate the barriers in the way of choosing and advancing their career prospect in a better way (Carmeli, 2003).

Moreover, emotional intelligence (EI) is positively related to work performance (Goleman, 1998, 2001; Abraham, 1999). Work attitude contains job satisfaction, job involvement, organizational commitment and career commitment to make sure the employees can increase their positive attitudes toward career, while to achieve the organizational goals. Creativity is an important aspect of any organization's innovation because it shows an employees' ability to generate new ideas to develop the organization's vision and mission.

Creativity is defined as the generation of ideas, and innovation in the implementation of these ideas (Amabile et al., 1996; Politis, 2005). In order for employee to be creative, it is necessary for the organization to provide a supportive process and environment (Eyton, 1996; Goldsmith, 1996; Amabile, 1998; Politis, 2005). Guzzo and Noonan (1994) found that an organization's human resource (HR) practices influence the employee's commitment in organizing and organizational performance. Employees' attitude and commitment play major role in training motivation because they are not new (see Noe, 1986; Tannenbaum et al., 1991; Facteau et al., 1995). On the other hand, positive attitudes can influence employee's work commitment and performance because positive attitudes can make people to be creative and responsible. Employee's work performance is related to the willingness and openness to try and achieve new aspects of the job that in turn and bring positive attitudes to increase the individual's productivity (Sinha, 2004).

## Hypotheses
Based on the preceding sections, this study proposes to test five hypotheses, which are as follows:
H1: Self-awareness positively influences employee's work commitment and performance.

According to Boyatzis (1982) an accurate self-awareness was the trait of better performance. Employee's work commitment and performance can be increased if they can identify their strengths and weaknesses (self-awareness). Individuals who are accurate with their self-awareness will be aware of their competences which mainly include self confidence, self assessment and emotion handling.

Based on Kelley's study in1998, self-awareness was the capability that found in almost every "star performer" in a study of several hundred knowledge workers. The level of self-confidence was a stronger predictor of commitment and performance than the level of skills. According to Holahan and Sears (1995) in a sixth year of study there are more than one thousand high-IQ of men and women were followed from early childhood to retirement, but those who overcome the self-confidence during their early years were most successful in their careers. They can perform well in their work; even the organizational goals can also be achieved. On the basis of the above views from previous study, it is safely assumed that self awareness is positively influencing the commitment and performance of employees.

H2: Self-management positively influences employee's work commitment and performance.

Self-management or self-control helps employees to manage their one's own values, impulses, resources and disciplines. It is an ongoing development which can directly influence the performance of employees. According to Rahim and Psenicka (2002) mentioned that facing with job stress is a strong sense of control over one's own beliefs that promote to manage our anger and depression at work place which acts as a strong tool for better performance.

On the other hand, managers and executives utilize their personal needs and values in the service of the company's goals which enable them to become a star performer (Boyatzis, 1982) in the organization. Adaptability is one of the significant competencies in self-management. So, employees keep on managing themselves to achieve the organizational goals based on their achievements and self-enrichment

as well. They manage their self to make sure they can perform well in the organization, while they can reduce intention turnover among employees. On the basis of the above views from previous study, it is safely assumed that self-management or self-control is positively influencing the commitment and performance of employees.

H3: Social awareness positively influences employee's work commitment and performance.

Social awareness defines that individual's should know what is socially acceptable for him or her in the society and how he or she should act in that manner. Therefore, social awareness of an individual puts him or her in the other's position and then proceeds for certain suitable action. For instance, the manager of product development team uses the ability to read others' needs to boost innovation (Spencer and Spencer, 1993) that eventually gives them a better performance.

On the other hand, empathy is an essential tool to measure social awareness (Goleman, 1998) to avoid insufficient performance from empathy competence that allows us to handle increasingly diverse of work force (Steele, 1997). According to Boyatzis (1982), social awareness allows reading situations objectively, without any personal biases and distortions which distinguish employees' performance from average ones. On the basis of the above views from previous study, it is safely assumed that social awareness positively influences commitment and performance of employees.

H4: Social skill positively influences employee's work commitment and performance.

Social skill is very important among manager and employee because it can show their identity as a leader in the organization. Social skill shows their communication skills. According to Goleman (1998), more people prefer to deal with those managers and executives who possess strong communication competency for relationship management. Relationship management or social skill can be improved by conflict management competence. An effective leadership helps to maintain their relations at work place and guide the performance of others by holding them in charge.

Based on Bachman (1988) managers expand out the energy by showing emotions which are infectious and more positive, cooperative and helpful cultural triumphs that represents high performance. Social skill or relationship management can make the subordinates work more effectively and they can perform better. The manager's capability in catalyzing changes and gives much effect (House et al., 1988). On the basis of the above views from previous study, it is safely assumed that social skill or relationship management positively influences commitment and performance of employees.

H5: Creativity positively influences employee's work commitment and performance.

Creativity is an individual's ability to think creatively in the organization. Employees have to generate new ideas to make sure they can create new things in the organization and achieve goals. According to Amabile (1996), Anderson and King (1993), Mumford and Gustafson (1988) creativity differs from innovation because innovation refers to the implementation of the ideas of the individual, group, or organizational level. Individual creativity is to be a function of personality factors, such as cognitive style and ability, relevant task domain expertise, motivation, social and contextual influences (e.g., Woodman et al., 1993).

The study found that creativity goals can effectively enhance creative performance (Shalley, 1991, 1995). Based on Carson (1993), individuals who were assigned a creativity goal performed more creative than those who are not assigned a creative goal. On the other hand, if goals for creativity are not established but there are goals assigned for other aspects of performance, such as production quantity, creative performance has been found to be less likely to occur (Shalley, 1991). On the basis of the above views from previous study, it is safely assumed that creativity positively influences commitment and performance of employees.

## RESEARCH METHOD
### Research Design

Emotional intelligence components such as self awareness, self management, social awareness, social skill, and creativity are categorized as independent variables. Therefore, employee's work commitment and performance are categorized as the dependent variable for this study. The independent variable is measured based on five major dimensions which is developed by previous researchers, such as self awareness, self management, social awareness, social skill (emotional intelligence), and creativity being those main constructs in measuring the employee's work commitment and performance are identified as dependent variables in the study. The responses to these items will measure on a 5 – point Likert scale from 1 = "strongly disagree" to 5 = "strongly agree**.** Followed by, employee's work commitment and performance are identified as the dependent variable in the study. The responses to these items are measured on a scale from 1 = "strongly disagree" to 5 = "strongly agree". The questionnaire is the instrument forms of data collection used in this study, where the distribution will do by hand which is selected randomly. The recipients will be asked to read each statement carefully in seven parts of the questionnaire and indicate their agreement or disagreement with the statements using a 5 – point Likert's scales: Section A of the questionnaire represents respondents' emotional intelligence (self awareness, self management, social awareness and social skill); Section B represents respondents' responses towards general creativity issues; Section C represents employees' attitudes toward training; Section D represents measurement about employee's work commitment and performance to indicate whether it reaches its objectives and organizational goals and Section E represents employee's commitment towards training. In addition, the questionnaire also seeks information about the respondents' profile (Section F) in the last part of the questionnaire. The objectives of this study will be recognized through collection of data by conducting interviews, discussion, questionnaire surveys and through literature review. The data collected will be analyzed and it will be followed by some comments and recommendation.

Eventually, the conclusion will be drawn to complete this study. The target population for this study is people at private organization. This study includes all employees with different level of designation (senior manager, manager, senior executive, junior executive, supervisor, head section and leader) at private organization. Around 300 respondents were selected to do the survey in Klang Valley area. The selected organizations are Stats-chip Pac, Lafarge, Nestle and others. The respondents refer to 200 male and 100 female. 300 questionnaires will be distributed to Malaysian employees. The quantitative study will be used in this study because the quantitative analysis results provide the support for anticipated directions of the associations between independent and dependent variables. By using IBM SPSS Version 20.0 for Windows software programs, the central of tendency and the dispersion of the data will be checked; the reliability and validity of the measures will be tested; and the hypotheses developed for this study will also be tested. (Bryman and Cramer, 1997). The data analyses techniques that used in this study are descriptive statistics, reliability analysis, correlation analysis, simple regression analysis and multiple simultaneous regression analysis. In the next chapter, the results of the data analysis will be tested according to the hypotheses that are generated to discuss and find the solution to the research questions constructed for the purpose of this study.

The profile of the respondents is shown in table 1. The samples consisted of 66.7 percent of males and 33.3 percent of females. The major percentage (45 percent) of the supervisors was from the age of 41 to 50 years old. Followed by, 44 percent from ages 51 to 60 years, 10.1 percent from ages 31 to 40 years and 1 percent from ages 22 to 30 years old. The majority of the respondents are males (66.7%), from the Malay ethnic group (36.7%), 35.3 percent were Chinese, 18.0 percent were Indian, and 10.0 percent were others. One hundred percent of the supervisors possessed tertiary level qualifications. The highest was a degree / professional level which consisted 93.3 percent in 6 to 10 years experience (51.7 percent), and the monthly income was RM 5,001 to RM 7,000 (50 percent). Followed by, diploma and postgraduate

were 10 percent with less than 2 years experience (6.7 percent), and the monthly income was RM 1,501 to RM 3,000 (0.3 percent).

## RESULTS

**Table 1: Supervisors' and Subordinate profile**

| | Number | | Percentage | |
|---|---|---|---|---|
| | **Supervisor** | **Subordinate** | **Supervisor** | **Subordinate** |
| Gender | | | | |
| Male | 200 | 110 | 66.7% | 36.7 % |
| Female | 100 | 190 | 33.3% | 63.3 % |
| Group of Ethnics | | | | |
| Malay | 110 | 135 | 36.7% | 45.0% |
| Chinese | 106 | 75 | 33.3% | 25.0% |
| Indian | 54 | 80 | 18.0% | 26.7% |
| Others | 30 | 10 | 10.0% | 3.3% |
| Marital Status | | | | |
| Single | 135 | 130 | 45.0% | 43.3% |
| Married | 155 | 140 | 51.7% | 46.7% |
| Divorced/Separate | 10 | 30 | 3.3% | 10.0% |
| Education Level | | | | |
| Degree/Professional certificate | 280 | 150 | 93.3% | 50.0% |
| Diploma/A-Level | 10 | 20 | 3.3% | 6.7% |
| Post Graduate | 10 | 130 | 3.3% | 43.3% |
| Age | | | | |
| 22 – 30 years | 3 | 8 | 1.0% | 2.7% |
| 31 – 40 years | 30 | 30 | 10.1% | 10.0% |
| 41 – 50 years | 135 | 150 | 45.0% | 50.0% |
| 51 – 60 years | 132 | 112 | 44.0% | 37.3% |
| Years of experience in a current organization | | | | |
| Less than 2 years | 20 | 2 | 6.7% | 0.6% |
| 2 – 5 years | 95 | 80 | 31.7% | 26.7% |
| 6 – 10 years | 155 | 160 | 51.7% | 53.3% |
| More than 10 years | 30 | 58 | 10.0% | 19.3% |
| Monthly Income (RM) | | | | |
| 1,501 – 3,000 | 1 | 1 | 0.3% | 0.3% |
| 3,001 – 5,000 | 20 | 45 | 6.7% | 15.0% |
| 5,001 – 7,000 | 150 | 160 | 50.0% | 53.3% |
| 7,001 – 8,000 | 100 | 45 | 33.3% | 15.0% |
| 9,001 & above | 29 | 49 | 9.7% | 16.3% |

The supervisors' profile shows that respondents are highly from the age of 41 to 50 years old that are well experienced in the current organization around 6 to 10 years. They are sincerely committed in the work and they have a high dedication to achieve their organizational goals. The samples of subordinates consisted of 36.7 percent of males and 63.3 percent of females. The major percentage (50 percent) of the subordinates was from ages 41 to 50 years old with higher education in degree/professional certificate. The subordinates are also committed in their current organization for 6 to 10 years to illustrate that they are having higher experience in the organization. Followed by, 37.3 percent from ages 51 to 60 years old with postgraduate education. Among the subordinates, 45 percent were Malays, Indians were 26.7 percent, 25 percent were Chinese and others were 3.3 percent. On the other hand, 100 percent of the subordinates possessed tertiary level qualification with the higher experience in the current organization.

As to fulfill the purpose of this study, the reliability test was conducted for all measurements. The alpha values of all variables are well above 0.80, which is considered a good indicator of internal consistency. The alpha value for work commitment and work performance were .85 and .88; self awareness and self management were .91 and .95, respectively; social awareness and social skill were .93 and .89; creativity was .80. In other words, the acceptable level of coefficient was 0.70 (Nunally, 1978 & Heir et al, 2006). As shown in table 2, the alpha coefficients for the variables were more than 0.70. This research indicated that the variables in this study were reliable and acceptable.

**Table 2: Reliability of variables**

| Variables | Number of items | Reliability (Cronbach alpha) |
|---|---|---|
| Work Commitment | 7 | 0.85 |
| Work Performance | 7 | 0.88 |
| Self Awareness | 7 | 0.91 |
| Self Management | 7 | 0.95 |
| Social Awareness | 7 | 0.93 |
| Social Skill | 7 | 0.89 |
| Creativity | 9 | 0.80 |

N=300

**Table 3: Correlations matrix of variables**

| Variables | (1) | (2) | (3) | (4) | (5) |
|---|---|---|---|---|---|
| (1) Self Awareness | | | | | |
| (2) Self Management | 0.65** | | | | |
| (3) Social Awareness | 0.69** | 0.70** | | | |
| (4) Social Skill | 0.68** | 0.74** | 0.68** | | |
| (5) Creativity | 0.65** | 0.68** | 0.69** | 0.72** | |
| (6) Work commitment and Work Performance | **0.60**** | **0.62**** | **0.69**** | **0.64**** | **0.68**** |

$**p < .00$;  n=300

Table 3 showed the results of correlation matrix analysis between main variables – self awareness, self management, social awareness, social skill, creativity, work commitment and performance. Based on the result, the stronger the relationship, more rapidly the value is toward 1. On the other hand, the relationship can either be positive or negative; in a positive relationship if one value amplifies, the other value boots among it. While in the negative affiliation, where one value rises, the additional one diminishes. The results show that all the independent variables are correlated with the dependent variable, employee's work commitment and performance. However, social awareness seems to have the strongest correlation, with correlation coefficient values of 0.69, respectively.

However, creativity is also higher correlated with value of 0.68 that positively correlated with an employee's work commitment and performance. Nevertheless, the correlation results suggest employee's work commitment and performance are correlated with self awareness, self management, social awareness and creativity. The results indicated that there is a significant positive relationship between self awareness and work commitment and performance (r=0. 60, p<0.00), thus H1 is accepted. Followed by other variables (self management, social awareness, and social skill) which are correlated between work commitment and performance, thus H2, H3, and H4 are accepted. Results also indicated that creativity has a positive relationship with work commitment and performance (r=0. 68, p<0.00), thus H5 is accepted. An empirical study indicates that this study should concern by employees to increase their awareness at work. They should develop their emotional intelligence and creativity to achieve their goals. In other words, the relationship between managers and subordinates will be well-trained in the organization.

From table 4, there are significant results of the simple regression analysis. Employee's creativity positively influences work commitment and performance, which explained 60% of the variation in work commitment and performance, with a B value of 0.700 and 0.790. Emotional Intelligence only explained 40% of the variation in work commitment and performance with a B value of 0.323 and 0.348. The results indicated a significant relationship between emotional intelligence and creativity on the employee's work commitment and performance. In other words, emotional intelligence plays a major role to develop employee's awareness to make sure they can develop a better relationship among staff in the organization; at the same time they should have a good attitude and commitment at work to increase their work performance. KPI for employees are to appraise their performance and it is very important to evaluate their commitment and awareness to the work.

**Table 4: Simple regression analysis of the variables**

| Model | Adjusted R² | F | B | t-value | Sig. |
|---|---|---|---|---|---|
| 1<br>(Emotional Intelligence and Work Commitment) | 0.116 | 20.30 | 0.348 | 6.383 | 0.00 |
| 2<br>Emotional Intelligence and Work Performance) | 0.222 | 20.31 | 0.323 | 5.334 | 0.00 |
| 3<br>(Creativity and Work Commitment | 0.282 | 18.86 | 0.790 | 0.301 | 0.00 |
| 4<br>(Creativity and Work Performance) | 0.126 | 16.67 | 0.700 | 0.300 | 0.00 |

n=300

From table 5, the results show the multiple regression analysis, with all the independent variables (self awareness, self management, social awareness, social skill and creativity) and the dependent variable (employee's work commitment and performance). This analysis was conducted to predict the percentage of dependent variable, where independent variables were entered simultaneously. Sixty-seven percent (67%) of the overall variance (employee's work commitment and performance) was explained by the independent variables (self awareness, self management, social awareness, social skill and creativity). Self Awareness (B = 0.42, $t$ = 6.18), self management (B = 0.47, $t$ = 7.42), social awareness (B = 0.42, $t$ = 4.61), social skill (B = 0.21, $t$ = 1.06), and creativity (B = 0.48, t= 7.50) were significantly and positively influence an employee's work commitment and performance. All independent variables showed significant results towards the dependent variable.

**Table 5: Multiple regression analysis**

| Overall Model | | | |
|---|---|---|---|
| **Variables** | **B** | **t-value** | **Sig.** |
| (Constant) | 30.19 | 2.00 | 0.00 |
| Self Awareness | 0.42 | 6.18 | 0.00 |
| Self Management | 0.47 | 7.42 | 0.00 |
| Social Awareness | 0.42 | 4.61 | 0.00 |
| Social Skill | 0.21 | 1.06 | 0.00 |
| Creativity | 0.48 | 7.50 | 0.00 |
| Adjusted R² | | 0.67 | |
| F – Value | | 164.74 | |
| Significant | | 0.00 | |

n=300

## CONCLUSION

**Table 6: Results of hypotheses**

| Hypothesis | Findings |
|---|---|
| H1: Self Awareness positively influences employee's work commitment and performance. | Supported |
| H2: Self Management positively influences employee's work commitment and performance. | Supported |
| H3: Social Awareness positively influences employee's work commitment and performance. | Supported |
| H4: Social Skill positively influences employee's work commitment and performance. | Supported |
| H5: Creativity positively influences employee's work commitment and performance. | Supported |

The outcomes of this study suggest that self awareness, self management, social awareness, social skill, and creativity influence employee's work commitment and performance. This study sheds positive light towards increasing employee's awareness, commitment and performance of the work (table 6). This is a step to identify the types of training and development programs needed to ensure creativity is installed on the employees and concerns more importantly; it is demonstrated in the way of the employees performing their tasks. Basically, training is very important to increase the employees' emotional intelligence, creativity and attitude toward work commitment and performance. The success of an organization makes employees to think creatively and generate new ideas. They can develop their creativity to achieve the organizational goals. On the other hand, employee's positive attitude can also make them committed to the work. In addition, employee's work performance increases because of employees positive attitudes that encourage them to give commitment to the work. As a result, employees' attitude is positively related to the work commitment and performance. There is many opinions and suggestion about the influence of emotional intelligence and creativity of employee's work commitment and performance. Employees' emotional intelligence and creativity can help them to increase their level of thinking and learning in organizations. However, the impact of emotional intelligence (EI) on work success or organizational success can be defined by development in the organization. Employees' attitude and commitment are very important to encourage the employees to learn and perform very well in the work. The employer-employees affection can improve the organization in a higher level while employees' commitment to work becomes visible in promoting and maintaining the workers' positive behaviors. Psychologists generally agree that a person's intelligence accounts only determine for 10% to 25% of all the factors that is necessary for success. Nevertheless, emotional intelligence (EI) is the level of ability to understand other people, what motivates them and how to work cooperatively with others. EI cannot be overvalued. In order to achieve this, managers must possess similar levels in addition to recognize emotions in others; those who are equipped to handle situations and relationships will have these levels. This enables them to be more committed to their work. In this study, the results showed that there was a positive influences association between all the independent variables (self awareness, self management, social awareness, social skill, and creativity) and dependent variables (employee's work commitment and performance). As a result of this study, employees are most likely to have a better understanding in knowing the importance of emotional intelligence, and creativity in order to be more committed to their work and to further improve their work performance in an organization. On the other hand, the employees should know and should be aware of the fact while working; they have to know to control their emotions as well as they should know to be creative in developing their ideas to achieve their organizational goals. At the end of this study, employees have a better understanding about emotional intelligence; how do they control their emotions while working; how do they improve their creativity and attitude on their tasks; how do they achieve their organizational goals.

## Managerial Implication

Managerial implications were extracted from the results of this study. First and foremost, an organization should invest sufficiency resources in creating awareness of the importance of employee's emotional intelligence and creativity. Employee's attitude is very important to show either they are really committed or not on their work. On the other hand, employees should show their positive attitude toward training. Based on my results, emotional intelligence is significantly related to the employee's work commitment, creativity and the employee's work performance, respectively.

In addition, it is also related to improving supervisor and subordinate relationship in organizations. In other words, management should give an opportunity to build a corporate culture such as open two-way communication that occurs at all levels. It may encourage a good communication between superiors and subordinates. Smooth communication and diplomacy between these two levels play a very important role in creating a harmonious working

climate. However an organizational encouragement and support are very important to increase the emotional intelligence level while to improve work commitment as well. This will give a positive effect to employees for long term services. On the other hand, the management should ensure that the employees could implement their creative ideas through group activities such as team building etc. Besides that, employees should be rewarded for their creative ideas and management could have a high tolerance for employee mistake so that the employees feel confident to take risks.

At the end of this study, the management and HRD should ensure that emotional intelligence tests and creativity tests should give to the interviewers during the selection and recruitment process. This can be done in the forms of questionnaire, problem solving and real life problem solving as a part of the staff selection process. This would be an advantage to the management or HRD to identify the right candidates who would most probably perform better at work and have a high work commitment. In other words, it will change the overall culture of the organization to be more innovative, motivated and committed.

### Recommendations for Future Research

As a result of this study, managers, subordinate, leaders and top management are likely to have a better understanding in knowing the importance of emotional intelligence and creativity of the employee's work commitment and performance. Future research should further explore the same independent variables and its effect on trainer's performance on another field. Another future research could look at the effects of creativity on public sectors. In addition, recommendations are proposed in this study for future research, by looking in depth the concept of training that influences employee's work commitment and performance that helps in HRM theory and also the organization to develop their emotional intelligence and creativity. Since training has a strong influence on the employee's work commitment and performance, it is important to emphasize and apply training as a part of organizational agendas in achieving organizational goals. The new study should be able to see the perspectives of training from different approach of different people that reflect on the employee's work commitment and performance. Apart from that, it is recommended to develop a study that not only includes employees but also includes the perspectives from organizations and human resources departments (HRD).

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