Relationship between emotional intelligence and employee's creativity
North Khorasan PNU

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Abstract

This study has been done with the purposes of evaluation and comparison of male and female employees' emotional intelligence, and also the effect of emotional intelligence on the level of employees' creativity. The survey statistical community is composed of 150 university employees. From which 110 individual were selected according to the Morgan and Krejie table as a sample and emotional intelligence and creativity questionnaires were administered on them. The results of the questionnaire were analyzed using SPSS software in both descriptive and inferential level and Pearson's correlation coefficient was used to test hypotheses (Significance level : 0.01). The results are: With confirming the research hypothesis it was determined that; there is a relationship between emotional intelligence and job creativity of University employees and self-consciousness and self-management and social consciousness and association management. In other words, as the emotional intelligence scores increases, the rate of job creativity increases. It means that job creativity is positively related to emotional intelligence.

Keywords: emotional intelligence, creativity, employee

Introduction

Emotional intelligence is the latest evolution in understanding the relationship between reason and emotion and it is referred to as a trigger for a major revolution in the field of mental health improvement. In fact, the concept of emotional intelligence is a multifaceted area of social skills and social qualifications set which affect one's ability to identify, understand and manage emotions, solve problems and adaptation and effectively adapt individuals to their needs, the pressures and challenges of life (Bar-On, 2006).

Singer believes that the emotional intelligence is "intelligence of using emotion and feelings in guiding behavior, thoughts, effective communication with colleagues, supervisors, clients and using time in how to do the job for promotion of results (Wong and et al., 2003).

As it can be concluded from definitions above, emotional intelligence specifies the individual's ability to understand one and others, and respecting and valuing it. This intelligence is highly regulated by the environment, it means that it arises and grows in social situations (Bliss, 2002). Emotional intelligence is a way to accelerate innovation among individuals. Emotion plays an important role in facilitating creativity. Creativity is associated with imagination and vision and when someone interact with ideas, people and the environment, this interaction will lead to meaningful relationships and new results (Higgs and et al., 2006).

Einodvik and Johnson argue that in the past it was said to employees that leave your feelings out and then come the workplace. The staff also seems to have followed this vision but at the heart of their inherent characteristics, in the administrative environment; they were constantly involved in emotional issues by interacting with other humans (Sobhaninezhad and Youzbashi, 2008).
Emotional intelligence is one of the new concepts in the field of employees and administrators relations which measures the ability to recognize and control the emotions in themselves and others.

In his book, Golman, pay attention to the need for emotional intelligence in the workplace, the environment in which often the reason is focused rather than heart and emotion. He believes not only managers and heads of companies but anyone who works in the organization, needs emotional intelligence (Sobhaninezhad and Youzbashi, 2008). Robins in his study on 200 companies around the world showed that one third of staff performance differences are associated with cognitive and technical skills and two-thirds of them are associated with the employee's emotional abilities (Robbins, 2002).

Tracy indicated in his investigation that in environments in which there is empathy, compassion, and integrity of the employees, Creativity and innovation are seen more and the conflict and unwarranted criticism are seen less and supporting the staff will lead to organizational success (Tracy, 2006).

In a study which was conducted about emotional intelligence on 5400 males and 2300 females, it was determined that women gained more points than men in empathy and social responsibility while men showed higher self-esteem and more tolerance against stress than women. In other words, men and women are the same in emotional intelligence but each gender acts stronger in some areas (Aghayar and et al., 2007).

Rogers has done a survey on the relationship between performance and positive emotion at work. The researcher believes paying attention to the employees ' needs create a sense of belonging and commitment to the organization. This study showed that in the organizations in which the affective space is important, strong motivation and commitment of employees towards the organization is further (Rogers, 2005).

Bract Gustavo, during his study on students' society and organizations administrators have shown that emotional intelligence was significantly higher in women than men (Rashidinezhad, 2010).

Simmons researches that are related to gender and emotional intelligence show that in terms of overall emotional intelligence it seems that significant differences exist between men and women (Postin, 2009). Ability to understand, inference (Analysis) and applying Emotional skills is different in subjects and this forms the level of alertness and emotional intelligence which has a significant contribution to the individual's performance (Mayer, 1999).

Groves McEnrue and Shen (2008) conducted a study on 135 undergraduate students which revealed that 11 weeks of EI training, creates a significant differences between experimental group and control group in the components of emotional intelligence, such as understanding and expressing emotions, facilitating thought, the thrill, the excitement diagnosis and excitement management control(Groves and et al, 2008). On the other hand, the excitement and how to cope with it, is a part of the human personality and affects individual performance (Meroglu, 2007).

This study aims to evaluate and compare the emotional intelligence of male and female staffs and also study the effect of emotional intelligence, on the level of employees' creativity.

**Material and Methods**

According to research issue, this study was designed to investigate the relationship between emotional intelligences and creativity of PNU North Khorasan. With regard to the issue, the total statistical population consists of all the PNU North Khorasan staff, which is about 150 individuals. Based on the population number, according to Morgan and Krejcie table, 110 individuals were selected as the sample size.

**Information is collected under the following two steps:**

In the literature and the theoretical framework the library method is used and the documents will be associated with emotional intelligence, creativity, innovation and job creativity, as well as different theories on emotional intelligence and its influencing factors. And to test hypotheses and to collect statistical information directly from the statistical population, a researcher made questionnaire according to the Baran and staff creativity test, is used which was designed anonymously to assure the respondents that information will be confidential and to prevents the unrealistic responses.

Validity of questionnaire has been determined using nominal validity method and utilization of elite in this area of research and the necessary amendments.

Reliability of Emotional intelligence questionnaire: This questionnaire has 90 questions. The questionnaire is the first cross-cultural assessment of emotional intelligence. This test was performed in three steps in Iran and after doing some changes to the original questionnaire, deleting or changing some of the questions and
rearranging the questions in each scale, the questionnaire of 117 questions was reduced to 90 items. The content and face validity of the questionnaire was confirmed by experts.
In the present study, cronbach's alpha was 0.94.
For analyzing the data collected we use one dimensional tables using matrix table and response redundancy percent according to \( p_j = \frac{f_j}{n} \times 100 \). To test their hypothesis regarding the relation between them, Pearson's correlation coefficient was used. Furthermore, all of these calculations were performed by SPSS software.

Results

In this research besides conclusion of descriptive statistics in various tables and Presentation of it with many charts to analyze the necessary conclusions and statistics regarding the significance of relationships between research variables Pearson correlation coefficient is used.

Table 1: Distribution of redundancy in terms of the mean and standard deviation of respondents' Creativity and Emotional Intelligence

<table>
<thead>
<tr>
<th>Scale</th>
<th>mean</th>
<th>standard deviation (SD)</th>
<th>minimum</th>
<th>maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-Conscious</td>
<td>10.34</td>
<td>2.118</td>
<td>4</td>
<td>17</td>
</tr>
<tr>
<td>Self-management</td>
<td>10.78</td>
<td>1.869</td>
<td>6</td>
<td>17</td>
</tr>
<tr>
<td>Social Awareness</td>
<td>10.87</td>
<td>2.383</td>
<td>5</td>
<td>17</td>
</tr>
<tr>
<td>Relationship Management</td>
<td>11.32</td>
<td>2.051</td>
<td>6</td>
<td>17</td>
</tr>
<tr>
<td>Emotional Intelligence</td>
<td>43.31</td>
<td>5.95</td>
<td>31</td>
<td>66</td>
</tr>
<tr>
<td>Creativity</td>
<td>19.43</td>
<td>3.782</td>
<td>11</td>
<td>26</td>
</tr>
</tbody>
</table>

Data gathered from field studies indicated that; Respondents' mean scores of job creativity was 19.43 and the mean scores of emotional intelligence is 43.31 and among component of emotional intelligence, self-awareness with 10.34 was the minimum score and relationship management with 11.32 was the highest score.

There is a relationship between emotional intelligence and creativity of staffs.

Table 2: The frequency distribution based on the correlation between emotional intelligence and job creativity

<table>
<thead>
<tr>
<th>emotional intelligence</th>
<th>Pearson Correlation</th>
<th>Significance level</th>
<th>number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job creativity</td>
<td>0.566(**)</td>
<td>0.01</td>
<td>110</td>
</tr>
</tbody>
</table>

According to the calculations and the results of the tests. The hypothesis indicates that; The Pearson correlation coefficient \( Pr = 566/0 \) between emotional intelligence and job creativity in the level of 0.01 is significant. This result gives that there is a high correlation between these two variables. So it can be said that there is a relationship between the level of emotional intelligence and job creativity of the staffs. In other words, the higher emotional intelligence scores are the higher the rate of job creativity will be. It means that job creativity is positively related to emotional intelligence.
There is a significant relationship between having self-consciousness and creativity.

Table 3: The frequency distribution in terms of correlation between self-consciousness and job creativity

<table>
<thead>
<tr>
<th>self-consciousness</th>
<th>Job creativity</th>
<th>Pearson Correlation</th>
<th>Significance level</th>
<th>number</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>0.392(*)</td>
<td>0.01</td>
<td>110</td>
</tr>
</tbody>
</table>

According to the calculations and the results of the tests the hypothesis indicates that; The Pearson correlation coefficient $Pr=0.392$ between self-consciousness and job creativity at the level of 0.01 is significant. This result implies that there is a high correlation between these two variables. So it can be said that there is a relationship between having self-awareness and job creativity. In other words the higher self-awareness of emotional intelligence is, the higher scores of job creativity will be. That means job creativity is positively associated with self-awareness.

There is a significant relationship between the level of self-management and creativity.

Table 4: The frequency distribution in terms of self-management and job creativity

<table>
<thead>
<tr>
<th>Self-Management</th>
<th>Job creativity</th>
<th>Pearson Correlation</th>
<th>Significance level</th>
<th>number</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>0.381(**)</td>
<td>0.01</td>
<td>110</td>
</tr>
</tbody>
</table>

According to the calculations and the results of the tests the hypothesis indicates that; The Pearson correlation coefficient $Pr=0.381$ between self-management and job creativity in the 0.01 is significant. This result implies that there is a high correlation between these two variables. Thus it can be said that there is a relationship between self-management and job creativity. In other words, the higher self-management scores are the higher the rate of job creativity will be. It means that is a positive relationship between self-management and job creativity.

There is a significant relationship between the social knowledge and creativity.

Table 5: Frequency distribution of knowledge in terms of social-consciousness cohesion and job creativity

<table>
<thead>
<tr>
<th>social-consciousness</th>
<th>Job creativity</th>
<th>Pearson Correlation</th>
<th>Significance level</th>
<th>number</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>0.597(**)</td>
<td>0.01</td>
<td>110</td>
</tr>
</tbody>
</table>

According to the calculations and the results of the tests the hypothesis indicates that; The Pearson correlation coefficient $Pr=0.597$ between self-consciousness and job creativity in the 0.01 is significant. This result implies that there is a high correlation between these two variables. Thus it can be said that there is a relationship between self-consciousness and job creativity. In other words, the higher self-consciousness scores are the higher the rate of job creativity will be. It means that is a positive relationship between self-consciousness and job creativity.
Table 6: Frequency distribution in terms of relation-management cohesion and job creativity

<table>
<thead>
<tr>
<th>relation-management</th>
<th>Pearson Correlation</th>
<th>Significance level</th>
<th>number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job creativity</td>
<td>0.481(**)</td>
<td>0.01</td>
<td>110</td>
</tr>
</tbody>
</table>

According to the calculations and the results of the tests the hypothesis indicates that; The Pearson correlation coefficient Pr= 0.481 between relation-management and job creativity in the level of 0.01 is significant. This result implies that there is a high correlation between these two variables. Thus it can be said that there is a relationship between relation-management and job creativity. In other words, the higher the relation-management scores are the higher the rate of job creativity will be. It means that there is a positive relationship between relation-management and job creativity.

**Discussion and Conclusion**

From study and survey of this social issue in statistical population of employees of North Khorasan PNU and also with regards to research hypothesis the following results were gained:

First hypothesis: there is a significant relationship between emotional intelligence and creativity of staffs. The higher emotional intelligence scores are the higher the rate of job creativity will be. It means that job creativity is positively related to emotional intelligence. This result is consistent with Mokhtari Pur & Siadat research (2007) in which he emphasizes that emotional intelligence has an effect on job creativity and individual creativity.

Second hypothesis: there is a significant relationship between having self-consciousness and creativity. The higher self-awareness of emotional intelligence is, the higher scores of job creativity will be. That means job creativity is positively associated with self-awareness.

This finding is consistent with Sobhaninezhad and Youzbashi (2008) and Kevin & Penelope (2003) who indicate relationship between having self-consciousness and creativity of staffs.

Third hypothesis: there is a significant relationship between self-management and creativity. In other words, the higher relation-management scores are the higher the rate of job creativity will be. It means that is a positive relationship between relation-management and job creativity. This finding is consistent with Higgs& Henry (2006) research.

Fourth hypothesis: there is a relationship between social consciousness and job creativity. The higher social consciousness scores are the higher the rate of job creativity will be. It means that is a positive relationship between social consciousness and job creativity. This finding is consistent with Mokhtari Pur and Siadat(2007) who believe that social consciousness and its species have an important role in staff job creativity.

Fifth hypothesis: There is a relationship between relation-management and job creativity. In other words, the higher relation-management scores are the higher the rate of job creativity will be. It means that is a positive relationship between relation-management and job creativity. This finding is consistent with researches of Goleman (2000) in which they point out to job creativity and its effectiveness in managing human relations with others.

**References**


