



Emotional Intelligence: Employee attitudes as a Mediation Role between Creativity and Emotional Intelligence

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Abstract

In spite of the fact that recent research has shown that emotional intelligence plays a significant role in the creative process, not much work has been done so far to verify this theory. As a result, the purpose of this study was to investigate the impact of emotional intelligence on the creation of and the mediating role of employee attitudes at selected private enterprises in the Kurdistan area of Iraq. For the purpose of evaluating this study, a quantitative research methodology was utilized. There was a random sample procedure used, and there were a total of 100 questionnaires sent; however, only 87 questionnaires were returned. In this study, employee attitude served as both a mediator and a dependent variable, while social awareness, self-management, relationship management, and self-awareness were employed as independent variables to examine the relationship between emotional intelligence and creative output. According to the findings, emotional intelligence has a direct and indirect influence, both of which are considerable and favorable for creative output in private companies. Also, the study's results suggested that future research should look into staff commitment and how engaged employees are.

I. INTRODUCTION

It is generally agreed that creative ability is an essential component of human reproductive intelligence (Molero et al., 2022). Creative behaviors allow people to express the inner workings of their minds, providing insights into a variety of aspects of their deeper psychology, such as general intelligence and openness. Although creative behaviors are not always necessary for survival, they do allow people to express their inner workings (Yang et al., 2021). It seems that humor-related output has a particularly essential role to play in the relationships between the many different aspects of creativity (including both intimate and nonintimate relationships).

As a result of the widespread belief that creative thinking is essential in a variety of contexts, the study of creativity has attracted the attention of practitioners and academics in a diverse range of fields (Anwar & Shukur, 2015). Recent years have seen an uptick in the number of integrative efforts attempting to define and characterize the research domain of creativity (Khoshakhlagh et al., 2022). In terms

of definitions, several researchers have accepted Mumford's "new and useful" definition of creativity (Anwar, 2016). This definition says that a creative product is one that is both unique and useful or adaptable, and it was first proposed by Mumford (Anwar, 2016). Although the concept of creativity may be summed up in a few terms, the study of the factors that contribute to its development and the mechanisms that underlie it has led to a broader variety of conceptualizations. Expressions of the varied nature of creativity have been found in many forms, including those that use characteristics of personality, cognitive ability, cognitive styles, and motivation (Hameed & Anwar, 2018).

When conducting research on creativity, it is obvious that both cognitive and non-cognitive factors need to be taken into consideration. According to Ahangar et al. (2022), Sa'nchez-Ruiz (in press), Anwar, (2017), personality and emotional characteristics appear to play a crucial role in the latter variables. Faeq et al., (2020) Using the concept of trait emotional intelligence (also known as trait emotional self-efficacy), the major objective of this study is to investigate the connection that exists between creative thinking and

aspects of one's personality that are relevant to one's emotional life (Anwar & Shukur, 2015).

There has been a significant increase in the amount of research conducted on emotional intelligence (EI), with two distinct schools of thought: those that emphasize capability and are derived from the initial EI conceptualization (with an emphasis on the ability to reason) and those that emphasize EI as a trait that can be developed. Kornilova et al. (2021), self-report (trait) measures (which focus on behavioral dispositions and self-perceptions of one's ability to recognize and understand emotions). Validly about emotions and self-report (trait) measures (which focus on behavioral dispositions and self-perceptions of one's ability to recognize and understand emotions). Empirical research suggests that trait EI is more strongly related to but distinct from personality as measured by the Big Five (Faeq et al., 2021). Trait emotional intelligence (TEI) is more strongly related to but distinct from personality as measured by the Big Five (Hanif et al., 2022). Critics of ability measurements of EI point out both the fallacy that EI or competencies can be measured through self-report and the possibility of cheating on self-reported EI measures. The myth that EI or competencies can be measured by self-report (Faeq et al., 2021).

Similar criticisms of the measure were utilized in this research as well (Anwar & Shukur, 2015). Others contend that EI, and more specifically trait EI (Abdullah et al., 2017), is an individual difference construct that resides within the same space as personality (Anwar & Abd Zebari, 2015) and, as a result, accounts for very little criterion variance beyond that which is accounted for by fundamental personality dimensions (Alfonso-Benlliure et al., 2021). Faeq et al., (2022) investigate this further and find evidence to suggest that EI is a distinct construct. This is in part due to the fact that EI is influenced by a number of personality factors and "exists at the lower levels of the personality hierarchy." This dispels the myth that EI is simply a "rebranded" personality. Qahir et al., (2022) also investigate this further and find evidence to suggest that EI is a distinct construct.

Furthermore, whereas the influence of EI on individual behaviors and performance has been the subject of a significant amount of investigation, the connection between EI and creativity has received comparatively less attention from researchers (Faeq et al., 2022). This is unfortunate for a variety of different reasons (Ncube & Ndlovu, 2022). Emotional intelligence (EI) and creative ability are both commonly cited in the annals of character qualities and virtues (Ram & Zhang, 2021). However, not a lot of research has been done to investigate the reasons why and the mechanisms behind how EI can help people be more creative. Anwar, (2017) formulation and later integrative models of EI only marginally addressed creative activity (Faeq et al., 2022). Anwar, (2016) advocated for a greater emphasis on practical knowledge and creative abilities (Moghadasi & Alibeigi, 2021). He argued that EQ enables people to manage their day-to-day lives more effectively and act creatively (Anwar & Surarchith, 2015), but research on the subject has been moving slowly. There is still a lot of confusion regarding the processes via which EI might encourage creativity, in particular (Faeq, 2022). In short, people prefer highly humorous individuals as social partners over those who are less amusing. The immediate function of such behavior is to elicit positive affect in others, so humor production has an emotional component to it (Hayat et al., 2022). As a result, humor production is conceptually linked to emotional intelligence, a broad set of psychological abilities centered on the cognition-emotion interface (Sadq et al., 2020). In general, previous research has failed to find a significant link between emotional intelligence and creative markers (Paek et al., 2022). Such past research has not included examined markers of humor production in this realm. We expect emotional intelligence to have a positive relationship with humor production, given how important emotional processing and expression are to all aspects of humor (Sadq et al., 2021). The current study looked at the impact of emotional intelligence on creativity at Private businesses, as well as the role of employee attitudes as a mediator (Anwar & Ghafoor, 2017).

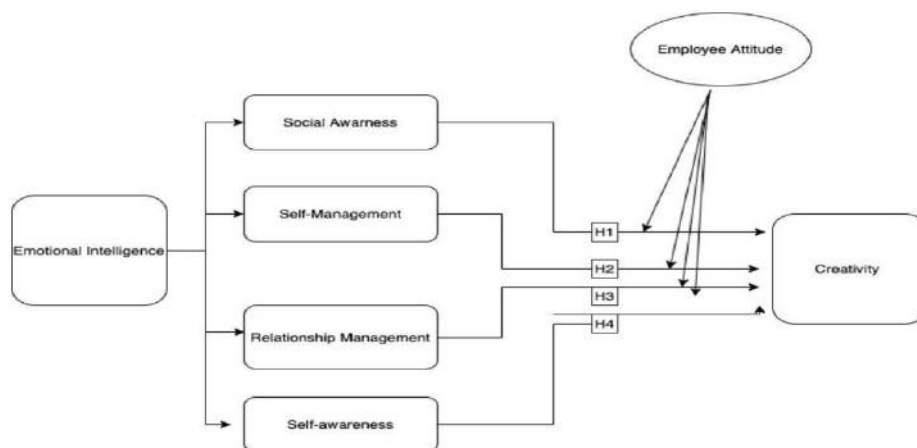


Fig.1: Research Model

Research Hypotheses:

H1a: Social awareness as emotional intelligence dimensions has a positive and significant influence on creativity at selected at Private businesses.

H1b: Employee attitudes mediates the role of social awareness as emotional intelligence dimensions with creativity at selected at Private businesses.

H2a: Self-management as emotional intelligence dimensions has a positive and significant influence on creativity at selected at Private businesses.

H2b: Employee attitudes mediates the role of self-management as emotional intelligence dimensions with creativity at selected at Private businesses.

H3a: Relationship management as emotional intelligence dimensions has a positive and significant influence on creativity at selected at Private businesses.

H3b: Employee attitudes mediates the role of relationship management as emotional intelligence dimensions with creativity at selected at Private businesses.

H4a: Self-awareness as emotional intelligence dimensions has a positive and significant influence on creativity at selected at Private businesses.

H4b: Employee attitudes mediates the role of self-management as emotional intelligence dimensions with creativity at selected at Private businesses.

II. LITERATURE REVIEW

Emotional Intelligence

Emotional intelligence is defined as the ability to solve problems by using one's thoughts, feelings, and intuition. This also includes the ability to influence others' thinking and actions based on one's own and others' emotions (Faeq,

2022). There are several emotional intelligence tests available, and these tests have been found to be positively associated with social satisfaction and a variety of other indicators of life success in general (Anwar, 2017). This pattern of findings suggests that emotional intelligence and the ability to handle various social situations are likely linked. In multiple domains, emotional intelligence has been found to predict outcomes such as successful leadership (Faeq et al., 2021). Our ability to understand the mental states of others is a key feature of emotional intelligence. This phenomenon is known as empathic accuracy, according to one study. It claims that this ability is critical in how humans interact with one another on a variety of levels (Terry & Lonto, 2021). According to the findings of this study, empathic accuracy is comprised of three levels of comprehension: empathic understanding, empathic expression, and empathic communication (Anwar & Climis, 2017). Each of these is necessary for accurately and positively navigating social situations (Sadq et al., 2020). These aspects of emotional intelligence have been linked to a variety of important life outcomes, as well as personality traits like openness to new experiences (Yang et al., 2022).

Emotional Intelligence (EI) is a construct that includes four specific competencies: (a) "the ability to accurately perceive, appraise, and express emotion; (b) the ability to access and/or generate feelings when they facilitate thought; (c) the ability to understand emotion and emotional knowledge; and (d) the ability to regulate emotions to promote emotional and intellectual growth" (Anwar & Louis, 2017). It's become a crucial component that companies strive to cultivate at work (Faraj et al., 2021). Evidence suggests that people's ability to understand and relate to others' emotions, as well as effectively handle them, can lead to more positive member interactions (Faraj et al., 2021). EI has been linked to positive social

interactions; on the other hand, less emotionally intelligent people are more likely to have poor interpersonal relationships, higher aggression, and higher drug and alcohol use (KM et al., 2021). Although this line of research suggests a link between emotional intelligence and positive social interactions with coworkers, little is known about why emotionally intelligent people are more likely to be generous. Generosity is a core human virtue, according to Direction (2022). "Notions of shared humanity, of the importance of friendship, of generosity and charitable acts, of giving others pleasure rather than pain (Faeq, 2022)," as Sukenti et al., (2021) put it, were acknowledged and admired in classical Athenian culture. Giving is a cornerstone of being a good person in both Confucianism and Judaism, where it appears in Pirkei Avot [Ethics of the Fathers] as a cornerstone of being a good person. Prosocial behavior includes acts of generosity. "Behavior that the actor expects to benefit the person or persons to whom it is directed," says the latter (Faeq & Ismael, 2022). Generosity (also known as favor exchange) is a key quality of kindness (Salminen et al., 2021), which entails assisting others who are unable to obtain resources or complete a task on their own. Favor exchange is an interaction in which resources are exchanged with the expectation of receiving equal resources in return. Favor exchange is defined as a "dyadic interaction in which giving and receiving resources is predicated on the expectation of equitable resources being provided directly in return" (Ivcevic, 2022). Status, service, love, money, information, and goods are among the six types of exchanges identified by Faeq & Ismael, (2022). These types of interactions, as well as how they are carried out, are crucial in the workplace. Favor exchanges and how they are carried out have a significant impact on how they are perceived and how they affect a person's social status. We believe that emotionally intelligent people are more likely to do more favors for their colleagues and to behave generously (Ismael, 2022).

Emotionally intelligent people use emotions in such a way that they gain a better understanding of their social surroundings, which allows them to know when and how to act generously. Individuals with a high level of EI, in particular (Altinay et al., 2021), can use their ability to appraise and recognize emotions in others (Ismael, 2022); they can sense others' emotions and anticipate their potential emotional responses. This enables them to recognize when a colleague requires assistance and respond appropriately. This is critical in organizational life because work is highly interdependent, and thus favors like helping behaviors become crucial in completing tasks more effectively. Furthermore (Shafait et al., 2021), because emotionally intelligent people are able to notice and respond to each other's needs, generosity is more likely to be reciprocated.

Finally, emotionally intelligent people are capable of developing and maintaining high-quality interpersonal relationships, which reinforces favor exchange engagement (Ivcevic et al., 2021). The term emotional intelligence (EI) has been used in psychology and schools from two perspectives: skill (Molero et al., 2022) and a mixed approach. We've all heard of creativity as the ability of some people to create unique and original items. We also believe that it is a faculty that everyone possesses to some degree, but that it can be developed through training and categorized as artistic, literary, scientific, and so on. Convergent thinking is the operation that entails the production of multiple responses or solutions to a single problem; divergent thinking is the operation that entails the production of multiple responses or solutions to a single problem. Yang et al., (2021) proposed four creativity characteristics or factors for divergent production: fluency, flexibility, originality, and elaboration. By assigning creativity a global skill nature, Anwar & Shukur, (2015) defined creativity as the process of discovering problems or gaps in information, forming ideas or hypotheses, testing, amending, and communicating the results. Emotional intelligence (EI) as a construct has recently received a lot of attention from academics and practitioners in the workplace (Khoshakhlagh et al., 2022). EI is viewed as a significant predictor of job success and a necessary component of successful job performance. Since the concept of EI became popular, researchers have been trying to figure out how it relates to a variety of organizationally important variables (Anwar, 2016). However, researchers have largely ignored employee creativity, which is one of the most important issues in organizations. Because there is a lack of research on the relationship between EI and creativity, some researchers have emphasized the need to investigate it. Given the paucity of research on the relationship between EI and employee creativity, it's critical to investigate the link between the two key variables (Faeq, 2022). As a result, the current study is a modest attempt to fill this research gap. Furthermore, existing EI research has primarily used a main effects approach in examining the EI– outcome relationship, and has not addressed various individual and contextual variables that can alleviate/aggravate various outcomes. Recent studies in the field of EI have shifted their focus away from direct effects and toward explanatory mechanisms (Hameed & Anwar, 2018). Intervening variables may mediate and moderate the relationship between EI and work outcomes, according to researchers. Researchers have pointed out that there is a need to explore that how EI can facilitate creativity. The proactive personality (PP) and organizational climate were used as explanatory mechanisms in this study to better understand the relationship between EI and employee creativity

(Ahangar et al., 2022). In the current study, it is assumed that PP and organizational climate moderate the impact of EI on employee creativity. As a result, the research is important from two perspectives (Anwar, 2017).

Creativity

A number of emotional characteristics are linked to creativity. Affective disorders are linked to creative achievement in the arts, for example. In samples of eminent artists, the prevalence of affective disorders ranges from 38 percent to 43 percent, compared to 2 percent to 8% in the general population. Several studies have suggested that the experience of strong positive emotions or mild manic states may be the primary cause of the link between affective disorders and creativity (Faeq et al., 2020). Positive or hypomanic moods increase awareness and improve thinking breadth and flexibility. People who are in a positive mood make more original word associations and perform better on creative ability tests than people who are in a negative or neutral mood. In addition, students who score higher on trait hypomania describe themselves as unique and creative, and they report participating in more artistic or fantasy activities (Anwar & Shukur, 2015). In a number of studies, the effects of personality traits on creativity have been shown to vary across domains. The most significant differences were discovered in two emotion-related traits. The first is emotional sensitivity, which is linked to the EI Emotionality trait (which includes facets like Emotion perception and Emotion expression). Artists have demonstrated greater sensitivity and emotional expressiveness, as well as a greater interest in internal mental life (Kornilova et al., 2021). Emotional instability is the second domain-dependent trait, and it is inversely related to the trait EI Self-control factor (which includes facets like Emotion regulation and Stress management). Artists are more impulsive, anxious, and unable to control their emotions than scientists, according to research (Faeq et al., 2021).

Employee creativity is one of the most pressing human resource issues facing businesses in the twenty-first century. Employees who can "think outside the box" can help the company gain a competitive advantage and deal with the complex challenges of today's fast-changing world. Understanding the dynamics of creativity in organizations has recently become a high priority in organizational behavior research and has piqued the interest of both academics and practitioners. The reason for the interest is that it has a significant impact on organizational effectiveness and survival, as well as on achieving competitive advantages (Hanif et al., 2022).

In literature, there are many different definitions of creativity. Some saw it as a set of personal characteristics, while others saw it as a process. Employee creativity,

according to Faeq et al., (2021), refers to individuals working together in a complex social system creating valuable, useful new products, services, ideas, procedures, or processes. Anwar & Shukur, (2015) found that creativity meets two criteria: novelty or originality, and potentially relevant for or useful to an organization. Employee creativity has been included as a variable because the employee is at the center of any creative process. Employees must be willing and capable of innovating in order to achieve a continuous flow of innovations. Employee creativity has been linked to both personal factors, as well as their interaction. Individual or person-specific factors—individual abilities (e.g., cognitive capabilities, expertise, relevant task knowledge, necessary technical skills) and willingness (e.g., motivated and satisfied)—have received a lot of attention from researchers in order to better understand employee creativity (Abdullah et al., 2017).

Creativity and Emotional Intelligence

Creativity has been important to determine in the past because it is so subjective. However, the idea of creativity has been studied a lot and can be linked to other things in people's personalities. For example, a study on humor and creativity found that people who liked both positive and negative humor did better than people who only liked one or the other kind of humor. Previous research on creativity has also found that different aspects of emotional intelligence (e.g., emotional facilitation) may be linked to signs of creativity, as well (Alfonso-Benlliure et al., 2021). The relationship between emotional intelligence and indicators of creativity, on the other hand, isn't clear from the wider body of research. It turns out that emotional intelligence isn't linked to markers of emotional creativity, which is the ability to be creative when expressing emotions. A part of this study looked at emotional creativity by having people describe how they would deal with different emotional situations and having their responses judged for signs of creativity. They also found that emotional intelligence was not linked to behavioral creativity (based on tasks such as writing a Haiku that was rated for fluidity and other markers of quality). The goal of this study is to add to the research that shows how markers of emotional intelligence and creativity are linked in the real world. This type of study looks at how well people can read the emotions in other people's faces, which is done by taking a test called "reading the mind in the eyes" (Faeq et al., 2022). This test is very well-tested and has been used for a long time to measure how good you are at figuring out what people are feeling from their faces. Because knowing how others feel is so important, it may be that people who are very creative are good at this kind of job. Intelligence and creativity both have mental abilities, but the mental

operations that go into these abilities are different. Intelligence is the ability to solve problems that require analytical thinking in response to well-defined tasks. Creative ability refers to originality and fluency of ideas on tasks that aren't set in stone. People who do different kinds of mental operations have different kinds of test responses. People who give high-quality answers on an intelligence test have one or a small group of answers that meet a certain standard of correctness or goodness. This is an example: One subtest on the WAIS looks for similarities between objects that people know. For example, an orange and a banana are both fruits. The test manual has a small number of answers that are correct. For example, both an orange and a banana are fruits, and both are fruits. On the other hand, high-quality answers to tests of creative ability include a lot of ideas that are also unique. If you look at Qahir et al., (2022) for example, they have a subtest like the Similarities on the WAIS. One item asks how are milk and meat alike. Most people think milk and meat come from animals. An original and high-creativity answer would be that they have been checked by the government. Theoretical models have tried to explain how intelligence and creativity work together. These include thinking of creativity as a subset of intelligence, thinking of creativity and intelligence as related or partially overlapping, and thinking of creativity and intelligence as separate or separate constructs (Faeq et al., 2022). There is some support for each of the proposed theoretical models. People who support each model, however, have different definitions of what creativity is. When ratings of real-life professional achievement are used to measure creativity, over the whole range of creativity and intelligence, the correlation between the two is about .40, which supports the idea that some of the constructs overlap (Ncube & Ndlovu, 2022).

Ram & Zhang, (2021) stated that this correlation is caused by a social structure that makes it easier for people to show their creativity in jobs that require a lot of education (e.g., in science). When performance tests are used to measure creativity, the correlation between the two is much lower, which supports the idea that the two are separate things. As an example, there were 388 correlations looked at (Anwar, 2017, 2015).

The correlation between intelligence and creative ability ranged from .06 to 0.21 in this study, which looked at 388 correlations. Intelligence and creativity have also been looked at in terms of how people act when they are creative. Only a small amount of intelligence is linked to a person's ability to be creative, with are from .05 to .30. Even though creative artists and scientists have more intelligence than the average person, above a certain level, intelligence doesn't play a big role in how well they do. Tests of creativity are better at predicting what people will do in the real world,

with correlations ranging from .22 to .53, than they are at predicting what people will do. Employee creativity is one of the most important factors in a company's success, especially in the modern business world (Faeq et al., 2022). Studies on EI and creativity aren't very many. According to the researcher, there were only a few studies that looked at how the two concepts in the study were linked to each other. People who say that EI does help employees be more creative think that EI helps people be able to separate emotions and make good decisions about how to think and act. Emotions help people think, which helps them think about different ways of looking at a problem, which leads to new ideas. People who took the Swinburne University Emotional Intelligence Test also had a better chance of being creative at work (Anwar, 2016). However, this relationship isn't the same in all of the studies that looked at it. Some researchers said that there is no connection between EI and creativity. Divergent thinking and creative personality are two indicators of creativity in a study by Moghadasi & Alibeigi, (2021) that looked at the relationship between the EI and creativity in Spanish university students. They found that the ability EI had little to do with either of these indicators of creativity. Thus, there is a contradiction in the literature about how the two variables are linked. People who did this research (Anwar & Surarchith, 2015) said that EI and creativity are linked. We agreed with them. We agreed with them because we thought that employees' EI skills could affect their creativity. As part of the ability model, one of the parts of EI is the use of emotion that helps people with cognitive activities like reasoning, decision-making, problem-solving, and creativity (Faeq, 2022).

III. METHODOLOGY

Research Design

Research design is a significant approach that supports and guides to gather information and analyzing stage. Moreover, it proposes the plan and the form of research that requires the type of information to be collected, its basis and its method of collection. In addition, it explains and indicates the type of information to be used to dissect the research, as well as the type of exploration strategies that the researcher will use to inspect the relationship or effect of the factors. In addition, it is stated that this method involves introducing and delimiting the result and the survey result that are considered reliable. In addition, it is an arranged for realization diagram that governs as a link between research questions and use. The exploration settings examine the measured values for the driving test, the exchange of time for the information range and how the information will be collected. It is about explaining and

looking at an experimental evidence system that will be used to investigate the speculations created by the researcher and to find the correct answer to the investigations created by the specialist. In this research, the reasons why the researcher used the quantitative approach; it uses factual data as an effective instrument and less effort and assets. In addition, another explanation that the analyst applied this strategy to the quantitative technique is the best way to handle the meter and the inspection between factors.

Sample Size and Sampling Method

The sample is intended to be a part and the attributes, the researcher therefore resorts to a sample study of society that can be used to study all the units of the SMEs the researcher used in this study two types of samples: Simple random sample. A random sampling method was applied, 100 questionnaires distributed but only 87 questionnaires were received. The sample represents 29% of the total study population, and a random drawing was made to ensure that

all elements of the sample at Private businesses have the same chance.

Data collection

As noted in the previous section, the study implemented a quantitative method using a questionnaire to examine the current study. A questionnaire is a set of many questions to use to gather knowledge about specific research. The study be asked to the participants based on their perspective and adopted a questionnaire from various academic articles. prior knowledge of the Private businesses.

IV. RESULTS

Measuring first research hypothesis (H1a)

Direct influence of social awareness as emotional intelligence dimensions has a positive and significant influence on creativity at selected at Private businesses.

Table 1: Reliability analysis (H1a)

Variables	Reliability statistics	
	Cronbach Alpha	N of items
Social Awareness	.791	9
creativity	.756	7
Employee attitude	.789	7

This method is often applied reliability analysis to measure each variable used to measure direct influence of social awareness as emotional intelligence dimensions has a positive and significant influence on creativity at selected at Private businesses. The result revealed that the value of Cronbach alpha for social awareness as independent variable was .791 for nine items this indicated that all items used to measure social awareness as dimension of

emotional intelligence were reliable, the value of Cronbach alpha for creativity as dependent variable was .756 for seven items this indicated that all items used to creativity were reliable, and the value of Cronbach alpha for employee attitude as mediator variable was .789 for seven items this indicated that all items used to measure employee attitude were reliable.

Table 2: Regression Analysis between social awareness and emotional intelligence

Coefficients						
Model	Unstandardized Coefficients			Standardized Coefficients	t	Sig.
	B	Std. Error	Beta			
1	(Constant)	1.515	.236		6.415	.000
	Social Awareness	.582	.058	.470	9.949	.000
a. Dependent Variable: creativity						

Table (2), shows the results of a simple regression analysis, value of Beta. 470 and B values are. 582, these showed that which was used to measure the direct relationship between there is a strong relationship between social awareness and social awareness and creativity. The results showed the creativity.

Measuring first research hypothesis (H1)

Indirect influence of employee attitudes as a mediator role between social awareness as emotional intelligence dimensions and creativity at selected at Private businesses.

Table 3: Sobel test to measure (H1B)

Input:		Test statistic:	Std. Error:	p-value:
a	.582	Sobel test: 2.37370032	0.04732105	0.01761084
b	.193	Aroian test: 2.36265046	0.04754237	0.01814477
s _a	.058	Goodman test: 2.38490667	0.0470987	0.01708345
s _b	.079	Reset all	Calculate	

The Sobel test is basically a specialized t test that provides a method to determine whether the reduction in the effect of the independent variable, after including the mediator in the model, is a significant reduction and therefore whether the mediation effect is statistically significant. The Sobel test is used to determine whether a variable carries (or mediates) the effect of an independent variable to the dependent variable—the outcome of interest. A significant test statistic offers evidence that an independent variable has an indirect effect. As we can see in the above table, the P-value to measure the relationship between social awareness and employee attitudes is .0.176 and the P-value

to measure the relationship between employee attitude and creativity is .0018 this indicated that both P-value are greater than 0.05 this concluded that employee attitudes have a significant role in mediating social awareness as emotional intelligence dimensions and creativity at selected at Private businesses.

Measuring second research hypothesis (H2a)

Direct influence of Self-management as emotional intelligence dimensions has a positive and significant influence on creativity at selected at Private businesses.

Table 4: Reliability analysis (H2)

Reliability statistics		
Variables	Cronbach Alpha	N of items
Self-management	.765	6
Creativity	.746	7
Employee Attitude	.789	7

The study applied reliability analysis to measure each variable used to measure direct influence of Self-management as emotional intelligence dimensions has a positive and significant influence on creativity at selected at Private businesses. The result revealed that the value of Cronbach alpha for Self-management as independent variable was .765 for six items this indicated that all items used to measure Self-management as dimension of

emotional intelligence were reliable, the value of Cronbach alpha for creativity as dependent variable was .746 for seven items this indicated that all items used to creativity were reliable, and the value of Cronbach alpha for employee attitude as mediator variable was .789 for seven items this indicated that all items used to measure employee attitude were reliable.

Table 5: Regression Analysis between Self-management and emotional intelligence

Coefficients					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	3.403	.120		28.278	.000
Self-management	.124	.030	.217	4.155	.000
a. Dependent Variable: creativity					

Table (5) shows the results of the simple regression analysis used to measure the ratio of Self-management to creativity. The results showed that the value of Beta. 217, and the value of is. 124 showed these that there is a strong link between the Self-management and creativity.

Measuring second research hypothesis (H2b)

Indirect influence of employee attitudes as a mediator role between Self-management as emotional intelligence dimensions and creativity at selected at Private businesses.

Table 6: Sobel test to measure (H2B)

Input:	Test statistic:	Std. Error:	p-value:
a .124	Sobel test: 3.95619687	0.0226925	0.00007615
b .724	Aroian test: 3.94652119	0.02274814	0.00007929
s _a .030	Goodman test: 3.96594408	0.02263673	0.00007311
s _b .053	Reset all	Calculate	

The Sobel test is basically a specialized t test that provides a method to determine whether the reduction in the effect of the independent variable, after including the mediator in the model, is a significant reduction and therefore whether the mediation effect is statistically significant. The Sobel test is used to determine whether a variable carries (or mediates) the effect of an independent variable to the dependent variable—the outcome of interest. A significant test statistic offers evidence that an independent variable

has an indirect effect. As we can see in the above table, the P-value to measure the relationship between self-management and employee attitudes is .00076 and the P-value to measure the relationship between employee attitude and creativity is .00073 this indicated that both P-value are greater than 0.05 this concluded that employee attitudes have a significant role in mediating self-management as emotional intelligence dimensions and creativity at selected at Private businesses.

Measuring third research hypothesis (H3a)

Direct influence of Relationship management as emotional intelligence dimensions has a positive and

significant influence on creativity at selected at Private businesses.

Table 7: Reliability analysis (H3a)

Reliability statistics		
Variables	Cronbach Alpha	N of items
Relationship Management	.743	7
Creativity	.756	7
Employee Attitudes	.789	7

The study applied reliability analysis to measure each management as emotional intelligence dimensions has a variable used to measure direct influence of relationship positive and significant influence on creativity at selected at Private businesses. The result revealed that the value of Cronbach alpha for relationship management as independent variable was .743 for seven items this indicated that all items used to measure relationship management as dimension of emotional intelligence were reliable, the value.756 for seven items this indicated that all items used to creativity were reliable, and the value of Cronbach alpha for employee attitude as mediator variable was .789 for seven items this indicated that all items used to measure employee attitude were reliable of Cronbach alpha for creativity as dependent variable was

Table 8: Regression Analysis between relationship management and emotional intelligence

		Coefficients				
	Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.216	.192		16.740	.000
	Relationship management	.159	.048	.175	3.329	.001
a. Dependent Variable: Creativity						

Table (8), shows the results of a simple regression analysis, the value of Beta. 159 and B values are. 175, these showed which was used to measure the direct relationship between that there is a strong relationship between relationship management and creativity. The results showed management and creativity.

Measuring third research hypothesis (H3b)

Indirect influence of employee attitudes mediates the role of relationship management as emotional intelligence dimensions with creativity at selected at Private businesses.

Table 9: Sobel test to measure (H3B)

Input:		Test statistic:	Std. Error:	p-value:
a	.159	Sobel test: 3.23377054	0.0278786	0.00122168
b	.567	Aroian test: 3.22687139	0.02793821	0.00125152
s _a	.048	Goodman test: 3.24071412	0.02781887	0.00119231
s _b	.038	Reset all	Calculate	

The Sobel test is basically a specialized t test that provides a method to determine whether the reduction in the effect of the independent variable, after including the mediator in the model, is a significant reduction and therefore whether the mediation effect is statistically significant. The Sobel test is used to determine whether a variable carries (or mediates) the effect of an independent variable to the dependent variable—the outcome of interest. A significant test statistic offers evidence that an independent variable has an indirect effect. As we can see in the above table, the P-value to measure the relationship between relationship management and employee attitudes is .0012 and the P-

value to measure the relationship between employee attitude and creativity is .011 this indicated that both P-value are greater than 0.05 this concluded that employee attitudes have a significant role in mediating relationship management as emotional intelligence dimensions and creativity at selected at Private businesses.

Measuring fourth research hypothesis (H14a)

Direct influence of self-awareness as emotional intelligence dimensions has a positive and significant influence on creativity at selected at Private businesses.

Table 10: Reliability analysis (H4a)

Reliability statistics		
Variables	Cronbach Alpha	N of items
Self-Awareness	.765	6
Creativity	.756	7
Employee Attitude	.789	7

The study applied reliability analysis to measure each variable used to measure direct influence of self-awareness as emotional intelligence dimensions has a positive and significant influence on creativity at selected at Private businesses. The result revealed that the value of Cronbach alpha for self-awareness as independent variable was .765 for six items this indicated that all items used to measure

self-awareness as dimension of emotional intelligence were reliable, the value of Cronbach alpha for creativity as dependent variable was .756 for seven items this indicated that all items used to creativity were reliable, and the value of Cronbach alpha for employee attitude as mediator variable was .789 for seven items this indicated that all items used to measure employee attitude were reliable.

Table 11: Regression Analysis between self- awareness and emotional intelligence

Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.403	.120		28.278	.000
	self- awareness	.124	.030	.217	4.155	.000
a. Dependent Variable: emotional intelligence						

Table (11), shows the results of a simple regression analysis, which was used to measure the direct relationship between self- awareness and creativity. The results showed the value of Beta. 124 and B values are. 217, these showed that there is a strong relationship between self- awareness and creativity.

Measuring fourth research hypothesis (H4b)

Indirect influence of employee attitudes mediates the role of self-awareness as emotional intelligence dimensions with creativity at selected at Private businesses.

Table 12: Sobel test to measure (H4B)

Input:		Test statistic:	Std. Error:	p-value:
a	.124	Sobel test: 3.82555269	0.02226815	0.00013048
b	.687	Aroian test: 3.80960004	0.0223614	0.00013919
s _a	.030	Goodman test: 3.84170744	0.02217452	0.00012218
s _b	.068	Reset all	Calculate	

The Sobel test is basically a specialized t test that provides a method to determine whether the reduction in the effect of the independent variable, after including the mediator in the model, is a significant reduction and therefore whether the mediation effect is statistically significant. The Sobel test is used to determine whether a variable carries (or

mediates) the effect of an independent variable to the dependent variable—the outcome of interest. A significant test statistic offers evidence that an independent variable has an indirect effect. As we can see in the above table, the P-value to measure the relationship between self-awareness and employee attitudes is .00013 and the P-value to

measure the relationship between employee attitude and creativity is 0.0012 this indicated that both P-value are greater than 0.05 this concluded that employee attitudes have a significant role in mediating self-awareness as emotional intelligence dimensions and creativity at selected at Private businesses.

V. CONCLUSION

In organizational settings, employee attitudes are prevalent as work become more and more interdependent. People who are high on EI and concretize this by helping others through generous behaviors will feel vigorous and are likely to display a higher level of creativity. As shown in research on favour exchange, member–member exchange is a more common occurrence than leader– member exchange. Within the workplace where favour exchange is promoted among peers and leaders, this can help members to develop a sense of vigor, and thus result in a higher level of engagement in the creative process. These qualities may create higher quality relationships between members within organizational settings. Our study provides insights into how Emotional Intelligence and creativity are mediated by employee attitudes. The findings revealed that emotional intelligence have direct and indirect significant and positive influence on creativity in selected SMEs. Furthermore, the study suggested to include employee engagement and employee commitment as future studies.

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