DOES EMOTIONAL INTELLIGENCE INFLUENCE EMPLOYEE CREATIVITY? THE MODERATING ROLE OF JOB COMPLEXITY

(Undergraduate Thesis)

By

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BANDAR LAMPUNG
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2024

ABSTRACT

DOES EMOTIONAL INTELLIGENCE INFLUENCE EMPLOYEE CREATIVITY? THE MODERATING ROLE OF JOB COMPLEXITY

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This study examines the influence of emotional intelligence on employee creativity with the moderating role of job complexity. The research aims to understand the influence of emotional intelligence on employee creativity and the moderating role of job complexity. The study uses a causal research design and questionnaires to collect primary data from 206 full-time employees working in private and government organizations across Lampung Province. Confirmatory factor analysis supports the validity and reliability of the measurement model. Descriptive statistics and regression models are used to analyze data, and t-tests are used to evaluate hypotheses. The study's results support hypothesis 1, confirming that emotional intelligence positively influences employee creativity through effective emotion management, empathy, self-control, and collaboration. However, hypothesis 2 was rejected as job complexity did not moderate this relationship significantly, however, engaging in a complex job might limit creativity and have an adverse influence on positive emotions in the work setting. The findings suggest that companies can enhance emotional intelligence by involving training, fostering a supportive culture, and forming diverse teams. Boosting creativity in organizations can be accomplished by promoting collaboration, acknowledging innovation, and implementing efficient workload management strategies and problem-solving training.

ABSTRAK

APAKAH KECERDASAN EMOSIONAL MEMPENGARUHI KREATIVITAS KARYAWAN? PERAN MODERASI DARI KOMPLEKSITAS PEKERJAAN

Oleh

ACHMAD BINTANG HERIDA KASUMA

Penelitian ini menguji pengaruh kecerdasan emosional terhadap kreativitas karyawan dengan peran moderasi kompleksitas pekerjaan. Penelitian ini bertujuan untuk memahami pengaruh kecerdasan emosional terhadap kreativitas karyawan dan peran moderasi kompleksitas pekerjaan. Penelitian ini menggunakan desain penelitian kausal dan kuesioner untuk mengumpulkan data primer dari 206 karyawan tetap yang bekerja di organisasi swasta dan pemerintah di seluruh Provinsi Lampung. Confirmatory factor analysis mendukung uji validitas dan uji reliabilitas model pengukuran. Statistik deskriptif dan model regresi digunakan untuk menganalisis data, dan uji-t digunakan untuk mengevaluasi hipotesis. Hasil penelitian ini mendukung hipotesis 1, yang menyatakan bahwa kecerdasan emosional secara positif mempengaruhi kreativitas karyawan melalui manajemen emosi yang efektif, empati, pengendalian diri, dan kolaborasi. Namun, hipotesis 2 ditolak karena kompleksitas pekerjaan tidak memoderasi hubungan ini secara signifikan, karena terlibat dalam pekerjaan yang kompleks dapat membatasi kreativitas dan memiliki pengaruh yang buruk terhadap emosi positif dalam lingkungan kerja. Temuan ini menunjukkan bahwa perusahaan dapat meningkatkan kecerdasan emosional dengan melibatkan pelatihan, mengembangkan lingkungan kerja yang mendukung, dan membentuk tim yang beragam. Meningkatkan kreativitas dalam organisasi dapat dilakukan dengan mendorong kolaborasi, mengembangkan inovasi, dan menerapkan strategi manajemen beban kerja yang efisien dan pelatihan pemecahan masalah.

_____

Keywords: Kecerdasan Emosional, Kreativitas Karyawan, Kompleksitas Pekerjaan

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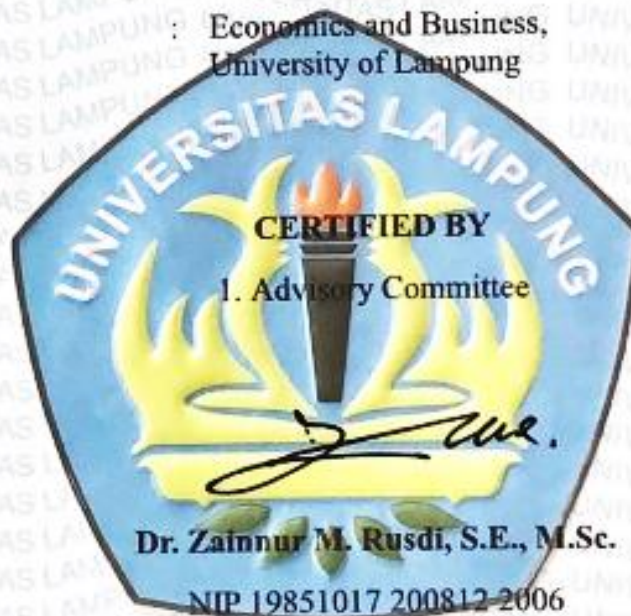
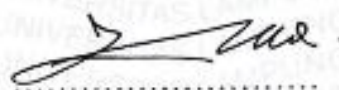**ACKNOWLEDGING**

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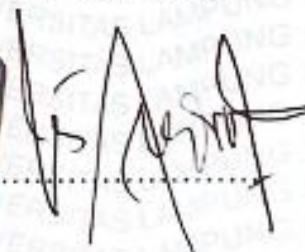NIP 19680708 200212 1003
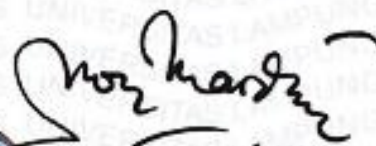
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Hereby declare that this research is the own work of the author and not a replication of others' work, except for referenced and cited parts in the bibliography. If further investigations reveal discrepancies in this study, the researcher bears complete responsibility.

Thus I make this statement so that it can be understood

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Achmad Bintang Herida Kasuma, commonly known as Abin, is the only child of Mr. Firda Rizal Kasuma and Mrs. Herni, S.Pd. The writer was born in Gedong Tataan, Pesawaran, on December 23, 2001.

The education journey began with the completion of Kindergarten (*Taman Kanak-Kanak*, TK) at Al-Kautsar in 2007, followed by Elementary School (*Sekolah Dasar*, SD) at SDS Al-Kautsar, Bandar Lampung in 2014. Continued to Junior High School (*Sekolah Lanjutan Pertama*, SMP) at SMP Negeri 8 Bandar Lampung in 2017, and eventually Senior High School (*Sekolah Menengah Atas*, SMA) at SMA Negeri 14 Bandar Lampung in 2020. In 2020, the writer was enrolled in the Management Department of the Faculty of Economics and Business at the University of Lampung through the international undergraduate program selection.

The author's educational journey has been influenced by his participation in international short courses, summer school and student exchange programs at Aoyama Gakuin University, Japan, University of Diponegoro, İstanbul Ticaret Üniversitesi, Türkiye, and the University of Management Technologies and Economics (UMTE), Saint-Petersburg, Russia. In addition, the author has numerous research articles that have been published internationally and has taken the lead in establishing various community service programs for micro, small, and medium enterprises (MSMEs).

Author academic experiences extend beyond the classroom walls. The author has been honored as the *Duta Baca Universitas Lampung 2023* and also currently serves as the leader of the *Komunitas Baca* University of Lampung 2023. The author's genuine passion for Graphic Design led to their appointment as the head of the publication and documentation department for numerous regional and national events. In addition, the author achieved the award of 1st Runner-up in the International Poster Design Competition that took place during the International X-Ray Invention Day on Radiology Festival 2022. Additionally secured the position of 2nd Runner-up in the Poster Design Competition held during the Economics Festival (ECOFEST) in 2021.

MOTTO

Ancora Imparo

"Yet, I am still learning"

(Leonardo Da Vinci)

Penakut tidak akan pernah memulai,

Pecundang tidak akan pernah menyelesaikan,

Pemenang tidak akan pernah berhenti.

(Abin)

"A ship is safe in the harbor, but that's not what ships are made for."

(J. A. Shedd.)

For my dearest parents, Ibu and Papi

This undergraduate thesis is dedicated to those special individuals whose constant presence, endless encouragement, and steadfast belief have been like sunshine on a cloudy day, guiding me through challenges and filling my journey with warmth and hope.

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Finally, the author recognizes that this undergraduate thesis is still far from perfect, but the author hopes that this undergraduate thesis can be beneficial to all of us.

Bandar Lampung, February 27, 2024

Achmad Bintang Herida Kasuma

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I.   INTRODUCTION

1.1 Background

Human Resources (HR) are the people who work within an organization. They possess thoughts, feelings, desires, skills, knowledge, motivation, and abilities to perform their jobs (Noe et al, 2017) These potentials significantly influence an organization's ability to achieve its goals. In an increasingly advanced world with rapidly developing technology, easily accessible information, and adequate resources, organizations will struggle to achieve their goals without quality HR. HR is an important asset and a critical factor in organizational success. Therefore, it is necessary to give proper attention and manage HR well. Although advanced technology and sufficient financial resources are essential, the people within the organization will work and run everything. This shows that organizations must have quality and effective HR in performing their tasks to achieve their goals. In other words, organizational success heavily depends on the ability and quality of HR.

In today's fast-paced and ever-changing business world context, companies face an increasingly formidable challenge, the relentless pressure to innovate continuously. Moreover, it maintains a leading position among competitors (Lu et al., 2020). As market dynamics shift and customer expectations evolve unprecedentedly, organizations must stay one step ahead, constantly pushing the boundaries of what is possible. To confront these multifaceted challenges head-on, forward-thinking companies have come to a profound realization. They understand that the key to their long-term success lies in their ability to adapt swiftly to changing circumstances and their capacity to foster and enhance

creativity within their workforce. Within the bustling corridors of these innovative organizations, the vibrant culture of creativity thrives.

Creativity has a significant value in today's business world. Employees are encouraged to think outside the box, challenge conventions, and unleash the full potential of their imagination. Such an environment becomes a breeding ground for fresh ideas, disruptive thinking, and groundbreaking solutions. Previous research has consistently revealed that the presence of employees with fresh creative ideas has a critical role in improving company performance and productivity, especially in the service industry sector (Elidemir et al., 2020; Jafri, 2020), telecom and banking (Oad & Niu, 2017), and agribusiness (Ureña-Espaillat et al., 2022). With constant innovation, companies can find new solutions to complex problems, create products and services that appeal to customers, and improve their operational efficiency. Therefore, companies strive to create an environment that stimulates and supports employee creativity.

Employee creativity is an essential factor in creating organizational innovation and progress. However, to optimize this creative potential, it is necessary to understand that the emotional aspect also plays a crucial role, a well-known emotional state that can boost creativity (Hennessey & Amabile, 2010). At the same time, creativity depends on more than the ability to think creatively. Dive into emotional intelligence as a notion, which is an essential component of individual development and effective performance at work. Emotional intelligence is understanding and handling emotions in ourselves and others (Salovey, 1990). It significantly influences creativity (Jafri, 2018; Xu et al., 2019). Emotional intelligence is critical in unleashing and harnessing creative potential by cultivating self-awareness, empathy, and adept emotional navigation and regulation. In an increasingly complex world of work, it is realized that while a person's intellectual ability (IQ) can help them get a job, emotional intelligence (EQ) is essential to keeping a job and achieving sustainable long-term career success (Goleman, 1995). By honing emotional intelligence, individuals can make sound decisions, adapt to dynamic environments, and foster harmonious relationships with colleagues and customers. This valuable trait catalyzes personal and professional growth, enabling individuals

to navigate the complexities of the modern work landscape with finesse and resilience.

When the idea of emotional intelligence was first thought of Salovey, (1990), it notably delineated this construct into four distinct dimensions. These dimensions encompass the adeptness in appraising and expressing one's emotions, the ability to recognize and understand the emotions of many others accurately, control your own emotions well, and use your emotions to help you make decisions and solve problems. Each dimension represents a unique facet contributing to an individual's emotional competence. By meticulously exploring these dimensions, researchers and practitioners gain a more profound and comprehensive understanding of how individuals perceive, navigate, and utilize emotions in diverse personal and interpersonal contexts. This nuanced comprehension of emotional intelligence holds paramount significance as it sheds light on how this trait may influence employee creativity. It provides valuable insights for fostering a creative and thriving workforce within organizational settings.

In recent years, research on emotional intelligence has gained increasing importance and attention. From an organizational standpoint, emotional intelligence can be crucial in various aspects that define how an organization functions and operates (Tu et al., 2020). Several studies have revealed the valuable contributions of emotional intelligence in different areas. For instance, individuals with high emotional intelligence tend to avoid psychosocial risks (Soto-Rubio et al., 2020) and show positive correlations with job satisfaction (Chitra, 2020), job performance (Alonazi, 2020), empowering leadership, psychological empowerment, and work engagement (Alotaibi et al., 2020). Also, research has shown that emotional intelligence and employee creativity go hand in hand in a good way. More emotionally intelligent people are far more likely to be creative in the workplace (Jafri, 2020). This finding is further supported by another study that observed a significant association between emotional intelligence and employee creativity with the mediating role of self-efficacy (Qahir, 2022). These collective research findings suggest that employees with heightened emotional intelligence are more inclined to generate novel ideas and infuse innovation into their daily and official endeavors. As a result, they contribute to enhancing the overall creative

capacity of the organization. Emphasizing emotional intelligence within an organization can improve employee creativity, ultimately benefiting the organization's performance and success.

Nonetheless, further exploration needs to be done on the relationship between emotional intelligence and employee creativity, especially in various organizational and cultural contexts. Scholars have emphasized exploring potential moderating factors that may influence the dynamic interplay between emotional intelligence and employee creativity. By delving deeper into these unexplored territories, we can uncover valuable insights that enhance our understanding of how emotional intelligence impacts creative expression in diverse work environments (Qahir, 2022; Xu et al., 2019). However, the research community needs to pay more attention to the significance of employee creativity, a crucial aspect within organizations. Likewise, Qahir, (2022) has explored the role of self-efficacy as a mediator between emotional intelligence and employee creativity. However, future researchers have an exciting opportunity to investigate the use of a moderating effect in this relationship. Researchers can better understand how these variables interact by addressing a moderating variable that might strengthen or weaken the link between emotional intelligence and employee creativity. This approach reveals valuable insights into how emotional intelligence influences creative behaviors. It is an essential and fascinating area for further exploration in understanding human potential and its impact on organizational success. This lack of research examining the potential moderating variable between emotional intelligence and employee creativity has prompted scholars to emphasize the necessity of investigating this connection (Kotsou et al., 2019).

Employees with creative ideas are highly tolerant of ambiguity and are attracted to complexity (Bormann, 2020), enabling them to bring transformative change and solve complex problems within their organizations (Madjar, 2005). Job complexity may impact the extent to which emotional intelligence relates to creativity. Considered the organizational environment as a moderating variable, explicitly focusing on the job employees undertake. By examining how the organizational context interacts with task characteristics, current research aims to gain valuable insights into how these factors collectively influence employee outcomes and

ultimately shape the organization's success (Jung et al., 2022). Job complexity refers to the intricacy, challenge, and variety associated with a particular job. It reflects the degree of difficulty, the required range of skills and knowledge, and the diverse tasks involved (Chae & Choi, 2018). Jobs with high complexity are more challenging, applying critical thinking, problem-solving, and advanced skills, while jobs with low complexity are more routine and repetitive. In Sung et al., (2017), it was explained that the job complexity variable had a favorable influence on the creativity of 143 respondents. The findings indicate that the greater the job complexity, the greater the creativity generated by the individuals performing it. Consequently, the amount of job complexity might encourage and facilitate the creation of new ideas and creativity in individuals. This study elucidates the crucial impact that job complexity plays in determining the level of creativity in the workplace.

The current study examined job complexity as a moderating variable in the connection between emotional intelligence and employee creativity. It is postulated that emotional intelligence interacts with job complexity to promote employee creativity. The assumption conforms to the principle of trait activation theory (TAT) Tett & Burnett, (2003), which presents the view that a person's behavior is influenced by the interaction between their traits and existing situational factors. In line with this theory, situational factors pertinent to an individual's traits can magnify or diminish the influence of those traits on behavior, offering intriguing possibilities for individuals to either conform to or deviate from their innate tendencies. This insight opens doors to a deeper understanding of how individuals navigate and respond to diverse circumstances, shedding light on the complex interplay between personality traits and their situations (Tett & Burnett, 2003). These situational factors can be personal, organizational, or psychological, influencing the manifestation of trait-related behaviors.

Expanding on this concept, the present study implies that job complexity may function as a situational-organizational factor that clarifies the association between emotional intelligence and employee creativity. Through using the concept of trait activation theory, job complexity strengthens the connection between emotional intelligence and creative work. More complex jobs may require individuals to

manage and regulate their emotions more effectively to solve complex problems, leading to a stronger relationship between emotional intelligence and creativity (Oldham & Cummings, 1996). In contrast, less complicated jobs may require less emotional regulation and may not have a strong relationship with emotional intelligence. Emotional intelligence is assumed to interact with job complexity support to produce employee creativity. More research needs to be done on the influences of the organizational environment, particularly emotional intelligence, on employee creativity and on the moderating role of job complexity.

The author is interested in conducting research that focuses on emotional intelligence and its impact on employee creativity, moderated by the job complexity variable, based on the background information and supporting data offered above.

Setting itself apart from prior research, this study introduces an intriguing twist by incorporating the moderating factor of job complexity to explore its impact on emotional intelligence and employee creativity. With this unique approach, the author presents an apt and captivating title for this study. Therefore, the author has chosen the following title for this study: **"Does Emotional Intelligence Influence Employee Creativity? The Moderating Role of Job Complexity."**

1.2 Problem Formulation

In modern organizations' complex and ever-changing landscape, employee creativity is a critical driver of innovation and long-term success. As organizations strive to maintain a competitive edge and adapt to evolving market dynamics, the role of emotional intelligence in fostering employee creativity has gained significant attention (Xu et al., 2019). Emotional intelligence comprises the capacity to recognize, comprehend, and regulate an individual's emotions. Salovey, (1990), is believed to influence how individuals navigate their thoughts and emotions, potentially impacting their creative expression at work. In contrast, job complexity has been recognized as a moderating variable that could influence the relationship between emotional intelligence and creativity (Bormann, 2020; Jung et al., 2022). Jobs with high complexity often demand intricate problem-solving,

critical thinking, and diverse skill sets, while jobs with lower complexity may involve more routine and repetitive tasks. As such, the interplay between emotional intelligence, job complexity, and employee creativity presents an intriguing and promising avenue for further exploration.

Despite the growing recognition of employee creativity significance, the intricate relationship between emotional intelligence, job complexity, and creativity still needs to be explored in the existing research literature. Although some research has previously studied the impact of emotional intelligence on creativity in various businesses (Jafri, 2018; Su et al., 2022) and the influence of job complexity on creative output (Sung et al., 2017), there is a lack of comprehensive research that delves into how these factors interact. Consequently, there needs to be more understanding of the specific mechanisms through which emotional intelligence may foster or hinder employee creativity, particularly in various job complexities. By bridging this knowledge gap, organizations can gain valuable insights into optimizing their workforce creative potential and developing targeted strategies to enhance employee creativity.

Based on the background problem that has been outlined above, the research problem in this study might be listed as follows::

1. Does emotional intelligence influence employee creativity?
2. Does job complexity moderate the influence of emotional intelligence on employee creativity?

1.3 Research Objectives

The objectives of this study include:

1. To understand the influence of emotional intelligence on employee creativity
2. To understand the influence of emotional intelligence on employee creativity moderated by job complexity

1.4 Research Benefits

1.4.1 For Academicians

It is expected that the results of this study will serve as a reference for similar studies and the development of human resource management literature for future research, particularly studies related to the variables of emotional intelligence, employee creativity, and job complexity in both government and private organizations.

1.4.2 For Author

This research aims to see how emotional intelligence and employee creativity are strongly associated, taking into account the moderating effect of job complexity. Investigating the relationship between emotional intelligence, job complexity, and employee creativity, this research aims to provide authors with valuable insights and empirical information to prove their viewpoints and contribute to the body of knowledge. This study findings will assist authors in creating well-grounded explanations, frameworks, and suggestions, thereby improving the quality and relevance of their academic publications.

1.4.3 For Organization

This study will provide insights for organizations looking to enhance employee creativity. By understanding the role of emotional intelligence and potential moderating variables, organizations can design interventions and programs that promote the development of emotional intelligence skills among employees and create conditions that foster creativity.

1.4.4 For Other Parties

By researching emotional intelligence influence on creative outputs and exploring the moderating effect of job complexity, this study intends to give policymakers, consultants, and professionals from numerous industries relevant insights. The findings of this study will contribute to more excellent knowledge of the elements that influence employees creativity and provide practical implications for promoting creativity and success in various organizational environments.

II. LITERATURE REVIEW, FRAMEWORK AND HYPOTHESIS

2.1 Emotional Intelligence

2.1.1 Emotional Intelligence Definition

In 1990, American psychologists Salovey and Mayer established the concept of emotional intelligence (EI). According to Salovey, (1990), Emotional intelligence is the ability to perceive, respond to, and exercise control over emotions despite a lack of thorough understanding. Additionally, emotional intelligence involves comprehending and effectively managing emotions, even if the perception of feelings may not be wholly accurate or experienced to their fullest extent.

The concept of Emotional Intelligence was popularized by Goleman, (1995) in "Emotional Intelligence: Why It Can Matter More Than IQ" books. According to Goleman, emotional intelligence encompasses two primary capabilities domains essential for effective functioning in both personal and social contexts:

a. Personal Skills Domain

a) Self-awareness

This requires an awareness and comprehension of one emotions, strengths, shortcomings, values, and motivations. People with a high degree of self-awareness are in tune with their emotions and can effectively judge when these emotions may affect their thinking and behaviors.

b) Self-regulation

This domain relates to the capacity to manage an individuals emotions, impulses, and reactions. Robust self-regulation enables individuals to manage stress, retain calm in challenging situations, and avoid engaging in hasty or inappropriate activities.

c) Motivation

Emotional intelligence also means being able to get yourself progressing and staying focused on long-term goals despite obstacles and setbacks. People with high motivation are driven to achieve their aspirations and are more likely to persevere in facing difficulties.

b. Social Skills Domain:

a) Empathy

Empathy is the capacity to comprehend and share others' feelings, needs, and points of view. Individuals with high empathy can put themselves in someone else shoes, showing genuine concern and consideration for others emotional experiences.

b) Adept social skills

This domain involves the ability to manage relationships and social interactions effectively. People with strong social skills excel in communication, conflict resolution, and building positive connections with others. They are skilled in fostering teamwork, resolving conflicts, and inspiring cooperation.

According to Bar-on, (2014), the bar-on emotional quotient inventory (EQ-i) is a paradigm that serves as the basis for measuring emotional-social intelligence. Emotional-social intelligence is a complex combination of social and emotional abilities that affects emotional recognition, interaction, and daily life management.

2.1.2 Emotional Intelligence Dimensions

In this study, the definition of emotional intelligence employed draws from the comprehensive framework proposed by (Cobb & Mayer, 2000). According to their conceptualization, emotional intelligence is a set of interrelated skills encompassing various aspects of emotional competence. These skills encompass the ability to perceive, evaluate, and express emotions accurately. Additionally, emotional intelligence entails the capacity to access and generate emotions in a manner that facilitates cognitive processes and enhances thinking abilities. Moreover, emotional intelligence involves the aptitude to comprehend emotions and deeply understand emotional knowledge. Lastly, individuals with high emotional intelligence can regulate their emotions to support emotional and intellectual development.
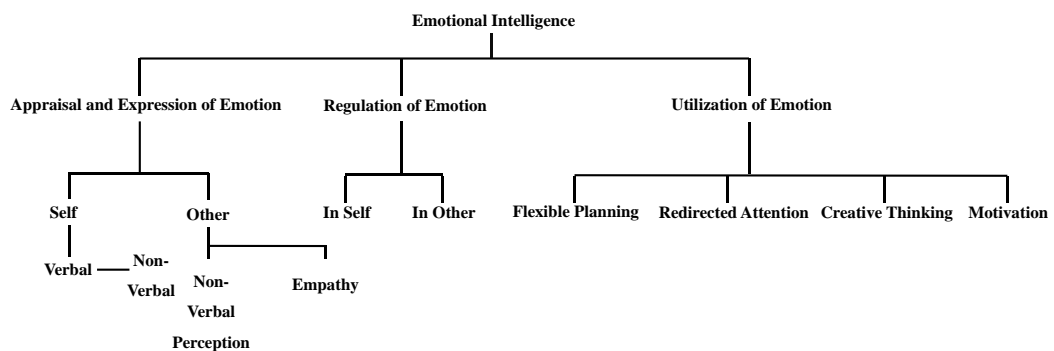
Source : (Cobb & Mayer, 2000)

Figure 2. 1 Conceptualization of Emotional Intelligence

According to Salovey, (1990), emotional intelligence was further delineated into four distinct dimensions. These dimensions include evaluating and expressing another's feelings, judging and acknowledging the feelings of others, regulatory oversight, and utilizing emotions. Each dimension represents a unique facet of emotional intelligence and contributes to an individuals overall emotional competence. By exploring these dimensions, researchers and practitioners gain a more comprehensive understanding of how individuals perceive, navigate, and utilize emotions in various contexts. Furthermore, Wong & Law, (2017) presented

a conceptualization of emotional intelligence influenced by the work of (Salovey, 1990). They delineated emotional intelligence into four distinct dimensions, which they describe as follows:

1. **Self-emotional appraisal (SEA)**

   Refers to a person's natural ability to understand and accept their deep emotions. Moreover, convey them naturally and authentically. Those who excel in this aspect possess an elevated level of emotional self-awareness, enabling them to discern and comprehend their emotions beyond the average person readily. They possess the ability to delve into their inner emotional landscape, determine the nuances of their feelings, and express them genuinely without inhibition.

2. **Others Emotional Appraisal (OEA)**

   Encompass the aptitude to discern and identify the emotions of those in our surroundings. Individuals with a heightened OEA possess a remarkable sensitivity to non-verbal signs, including mannerisms, facial gestures, and tone of voice, enabling them to perceive and grasp the emotional states of others. This heightened sensitivity empowers them to detect discomfort, emotional distress, or concealed emotions in their counterparts or discussion partners, fostering empathetic understanding and effective communication.

3. **Regulation of Emotion (ROE)**

   It revolves around an individual emotional regulation and professionalism in response to external stimuli. It involves modulating emotional responses and averting excessive emotional imbalances or exaggerated reactions. Those with proficient ROE skills excel in recognizing and comprehending their emotional triggers, effectively managing stress, and attaining emotional equilibrium. By maintaining emotional stability, individuals can respond to challenges and stressful situations with control and adaptability, leading to improved psychological well-being and optimal recovery.

4. **Use of Emotion (UOE)**

   It encompasses harnessing emotional intelligence to propel constructive activities and enhance personal performance through prudent emotional management. Individuals with heightened UOE skills can effectively channel their emotions, motivate themselves, set goals, devise strategies for goal achievement, and foster healthy interpersonal relationships. They harness the power of their emotions to inspire personal growth, make well-informed decisions, and promote positive connections with others.

2.1.3 Factors that Influence Emotional Intelligence

According to Goleman, (1995), emotional intelligence comprises five interrelated factors. These factors include :

1. **Self-Awareness**

   The aptitude to recognize and comprehend one personal sentiments over time is crucial for self-understanding and emotional control, playing a crucial role in self-understanding and emotional regulation. Self-aware individuals are more likely to make informed personal decisions and exhibit improved behavioral patterns, leading to enhanced interpersonal relationships and receptiveness to novel ideas and learning from past mistakes.

2. **Self-Regulation**

   Means being able to control and change how you act and respond based on self-awareness. Proficient emotional self-regulators demonstrate psychological stability, a reduced inclination towards impulsive actions that harm social relationships, and effective stress management without adverse consequences for themselves or others.

3. **Motivation**

It encompasses the drive to achieve goals, learn from prior experiences, and enhance the overall quality of life. Individuals with positive emotional regulation and self-motivation are generally more productive, attain higher performance levels, and exhibit resolute determination in pursuing their objectives. Individuals with solid motivation within emotional intelligence possess a deep-seated passion and desire to excel. They are intrinsically motivated, finding fulfillment and satisfaction in striving towards their goals rather than relying solely on external rewards or validation.

4. **Empathy**

Denotes the capability to empathize with others, comprehend their perspectives, and communicate effectively. This empathetic capacity facilitates assistance in challenging situations, fosters a sense of altruism, and nurtures harmonious interpersonal relations. Individuals adept in empathy often excel as effective communicators, successful leaders in teams or organizations, and professionals in clinical psychology or counseling.

5. **Social Skills**

Relies on the adept management of others emotions within appropriate social contexts. Those with strong social skills excel in creating a congenial and stable environment, promoting synergy among team members or participants. Consequently, teamwork, group work, classwork, or study groups become more manageable due to these individuals effective coordination and collaboration.

These five factors illustrate that emotional intelligence is a fusion of the capacity of an individual to comprehend their own and others emotions and their skill in effectively managing and regulating them. Therefore, emotional intelligence is essential in both personal and professional spheres, contributing to an individual's success.

2.1.4 The Influence of Emotional Intelligence

An organization serves as a professional setting where interpersonal interactions among individuals play a crucial role. These interactions primarily revolve around job-related responsibilities, such as attending to customers, receiving directives from superiors, collaborating, and coordinating efforts with colleagues. Employees with high emotional intelligence demonstrate a remarkable ability to effectively regulate their emotions when confronted with various workplace situations, exhibiting excellent proficiency in interpersonal interactions.

Consequently, such individuals contribute to developing enhanced and more fruitful interpersonal relationships within the organizational context. This, in turn, leads to an overall improvement in individual and team effectiveness. Recognizing the significance of this aspect, organizations must evaluate the emotional intelligence competencies of their workforce. By doing so, they can unlock the full potential of their employees within the workplace and facilitate the achievement of collective objectives with greater efficiency.

Emotional Intelligence has gained substantial attention and has become a subject of extensive management, education, and psychology research. In recent years, many people have been interested in the correlation between emotional intelligence and creativity, which has been examined in studies conducted by (Jafri, 2018; Tu et al., 2020). These studies assist in understanding the favorable association between emotional intelligence and creativity, highlighting the capacity of emotional intelligence to encourage inventive thinking and proficient problem-solving skills.

Furthermore, empirical findings consistently demonstrate the favorable impact of emotional intelligence on work performance across various professional fields. Research by Silva & Coelho, (2019) has established a robust connection between emotional intelligence and enhanced work performance, demonstrating that persons with stronger emotional intelligence exhibit greater competence and effectiveness in their respective job roles. This association extends beyond individual productivity, as studies by Alonazi, (2020) reveal a positive correlation between emotional intelligence and job satisfaction. Employees with elevated levels of

emotional intelligence tend to experience heightened job satisfaction, fostering increased motivation, engagement, and overall well-being.

Moreover, research conducted by Alotaibi et al., (2020) has shed light on the influence of emotional intelligence on organizational dynamics. Specifically, emotional intelligence has been found to positively impact empowering leadership, psychological empowerment, and work engagement. Leaders possessing high levels of emotional intelligence demonstrate an enhanced capacity to establish supportive and motivating work environments, promoting a sense of accomplishment and involvement in company goals and responsibilities among employees.

Comprehending the significant role of emotional intelligence in shaping various organizational elements, it becomes evident that nurturing and harnessing emotional intelligence can significantly contribute to an organization's overall success and effectiveness. By recognizing the significance of emotional intelligence and its implications for creativity, work performance, job satisfaction, and organizational dynamics, researchers and practitioners can devise strategies and interventions to cultivate emotional intelligence within the workplace. This, in turn, can facilitate the development of a positive work environment, improved employee well-being, and, ultimately, the attainment of organizational objectives with greater efficiency and effectiveness.

2.2 Employee Creativity

Employee creativity is crucial for achieving organizational success, as it drives the generation of new ideas and the resolution of problems. Amabile, (1988) influential theory, delineates three essential elements: domain-specific talents, creativity-oriented processes, and task motivation. This approach has been crucial in directing research and clarifying the complex factors contributing to creative performance in professional environments. The findings highlights the need to nurture internal drive and create circumstances that support creativity. This theory provides significant guidance for firms encouraging innovation and staying competitive.

2.2.1 Employee Creativity Definition

Creativity can be interpreted as the ability to generate ideas or solutions to new and valuable problems. It is not limited to idea generation or problem-solving alone but also encompasses the practical and beneficial outcomes resulting from those ideas or solutions. According to Oldham & Cummings, (1996), employee creativity involves the development of practical products and ideas, along with innovative concepts and processes that act as essential inputs for driving innovation. These original contributions from individuals serve as the fundamental elements from which future advancements can be nurtured and developed. Additionally, T. M. Amabile, (1985) emphasizes that creativity involves two essential aspects, generating ideas or solving problems and the tangible results of those creative endeavors. This creative process typically starts with the observation stage, followed by collecting information and formulating thought-provoking questions that encourage the brain to think outside the box and imagine something that has never existed. The definitions provided by experts collectively highlight the profound importance of creativity in problem-solving, idea generation, and the creation of valuable outcomes. They underscore that employee creativity drives organizational innovation and fosters continuous progress and growth.

In other words, creativity is an ability to find new ways to answer challenges or positively contribute to the environment around us, both personally and professionally. This is necessary in human life because every individual must have their tasks or responsibilities, and innovations are needed to achieve the desired goals effectively and efficiently.

2.2.3 Employee Creativity Components

The componential framework of creativity consists of three main elements that are essential factors in producing creative responses and works (T. Amabile, 1988; Kotsou et al., 2019). These three elements are presented as highly essential components for generating innovative and original outcomes.

As per this framework, domain-relevant skills are the foundation for performance in a specific domain. This necessitates factual knowledge, technical capabilities, and special abilities of the given topic. In contrast, creativity-relevant skills include cognitive style, the application of heuristics to uncover novel cognitive pathways, and working style. In conclusion, task motivation comprises aspects that influence an individual's approach to a specific activity.

1 **DOMAIN-RELEVANT SKILLS**	2 **CREATIVITY-RELEVANT SKILLS**	3 **TASK MOTIVATION**
INCLUDES : a) Knowledge About The Domain b) Technical Skill Required c) Special Domain-Relevant "Talent" **DEPENDS ON :** a) Innate Cognitive Abilities b) Innate Perceptual and Motor Skills c) Formal and Informal Education	**INCLUDES :** a) Appropiate Cognitive Style b) Implicit/Explicit Knowledge of Heuristics for Generating Novel Ideas c) Conducive Work Style **DEPENDS ON :** a) Training b) Experience in Idea Generation c) Personlity Characteristic	**INCLUDES :** a) Attitudes Toward The Task b) Perception of Own Motivation for Understanding The Task **DEPENDS ON :** a) Initial Level of Intrinsic Motivation Toward The Task b) Presence/Absence of Salient Extrinsic Constrainsts c) Individual Ability to Cognitively Minimize Extrinsic Constraints

Source: (T. Amabile, 1988) book Creativity in Context

Figure 2. 2 Components of Creative Performance.

a) **Domain-Relevant Skills**

   Domain-relevant skills involve an individual's repertoire of potential responses, synthesizing and evaluating them against existing knowledge. These skills are a network of cognitive pathways that enable problem-solving and task completion. The more extensive the array, the more options for generating fresh insights and innovative ideas.

b) **Creativity-Relevant Skills**

   Creativity-relevant skills, such as thinking styles, heuristics, and work styles, are essential for generating outstanding creative outcomes. These abilities are crucial for producing creative work outcomes, even with expertise and motivation. When effectively employed, these skills surpass previous results and are perceived as more original and innovative.

c) **Task Motivation**

The componential model of creativity consists of two components: an individual's baseline orientation towards the job (trait) and their assessment of motives for undertaking goals in a specific instance (state). Individuals develop a baseline attitude by evaluating how well an activity corresponds with their interests and preferences. Extrinsic constraints, which can influence task performance, can lead to decreased intrinsic motivation, ultimately lowering creativity levels. The intrinsic motivation principle states that individuals demonstrate high levels of creativity through interest, enjoyment, satisfaction, and inherent challenges associated with work rather than relying on external motivators. Creative production is not effortless, and freedom from external pressure enhances creativity, while freedom from internal discipline hinders it. Disciplined effort skills relevant to creative production do not differ significantly from an intrinsic orientation toward specific tasks' achievement level.

2.2.3 Factors that Influence Employee Creativity

Research conducted by Zhou & Shalley, (2003) proposed that the elements impacting employee creativity can be categorized into two primary factors:

a) **Personal Factor**

The Personal Factor revolves around the individual employees unique combination of personality traits, knowledge, and thinking style, which directly influence their creativity. Their willingness to take on challenges and embrace uncertainty can significantly affect their ability to think creatively. Moreover, their knowledge of their work domain plays a crucial role in generating new and innovative ideas. Whether they think in conventional ways or explore beyond established boundaries also impacts their creative abilities (Zhou & Shalley, 2003).

b) Contextual Factor

Previous research (Zhou & Shalley, 2003) identified various contextual factors potentially affecting employee creativity. Organizational encouragement, positive supervisor motivation, work group support, adequate resources, rigorous assignments, and autonomy create a stimulating environment that nurtures employee creativity. However, barriers like organizational impediments and high workload pressure can restrict creativity flow. Organizations must provide ample support, resources, and autonomy to foster creativity, allowing employees to thrive creatively and contribute to their success through novel ideas and solutions.

According to Woodman et al., (1993), dispositional factors or inherent individual traits such as personality, personal interests, talents, or special abilities can influence creativity in an organizational context. Additionally, situational factors such as a supportive or unsupportive work environment can also affect an individual's level of creativity. However, the interactionist perspective emphasizes that both types of factors interact to determine the extent of an individual's ability to create something new and innovative in their workplace. In this regard, personal characteristics may be the starting point for someones creative process. However, with the support of their work environment, their creative performance will reach its full potential. In other words, a fit between personal characteristics and the tasks and work environment enhances their creative performance.

Research by Woodman et al., (1993) also stated that several individual, social, and organizational variables that interact to foster or restrict creativity influence the creative performance of companies. The need for a comprehensive examination of social and contextual factors affecting creativity at all levels was underlined. Specifically, various essential attributes, such as cognitive abilities or style, personality traits, intrinsic desire, and knowledge, were discussed as the primary determinants of a person's capacity for innovation. Norms existing within work groups, employee solidarity, and problem-solving approaches can also be supportive factors in achieving creative success. Furthermore, organizational culture, workplace conditions, availability of resources, reward systems, strategic

management practices, and structural forms, including digital technology, have also been found to play a significant role.

According to Bormann, (2020), research indicates that daily time pressure can influence the creativity of employees, particularly in neurotic individuals (who tend to be anxious, worried, or easily stressed). The research findings indicate that in neurotic individuals who experience minimal variation or change in daily time pressure, daily time pressure is positively associated with an increase in their creativity. Therefore, the main conclusion is that in neurotic individuals with minimal temporal variation, daily time pressure can enhance their creativity. Research conducted by Perry-Smith & Shalley, (2003) shows that the importance of other people in generating creative ideas is essential in increasing employee creativity. To enhance individual creativity, it is recommended to have diverse social relations and interactions with people from different groups. Positions at the periphery of the network, having many friends outside of close friends, are associated with greater insight and breakthroughs. To increase creativity, one should engage in new activities or communities, meeting people from different backgrounds.

2.2.4 The Influence of Employee Creativity

Extensive research conducted in various sectors has consistently revealed the significant impact of creative individuals on company performance and productivity. In the service industry sector, for example, the presence of employees with fresh creative ideas has been found to enhance customer satisfaction, differentiate the company from competitors, and drive business growth (Elidemir et al., 2020). Similarly, in sectors such as telecom and banking, creativity is crucial in developing cutting-edge technologies, devising innovative marketing strategies, and creating customer-centric solutions (Oad & Niu, 2017). Even in agribusiness, where innovation may not seem as apparent, creative thinking can lead to advancements in farming techniques, sustainable practices, and the development of new agricultural products (Ureña-Espaillat et al., 2022).

Companies can unlock numerous benefits by fostering a culture that encourages and rewarding creativity. Constant innovation enables organizations to find new and practical solutions to complex problems, adapt to changing market demands, and stay ahead of the competition. Creative employees bring fresh perspectives and ideas to the table, challenging the status quo and stimulating growth and improvement within the organization. Moreover, companies prioritizing creativity are better equipped to anticipate market trends, identify new business opportunities, and develop products and services that meet customers' evolving needs and preferences.

2.3 Job Complexity

Oldham and Cummings, (1980) emphasize that job complexity is a crucial contextual component that affects employee creativity. They propose that the type of employment and motivation are the main factors that drive creative output. They contend that job complexity has the greatest and most direct impact on employee creativity among numerous aspects in the work environment. According to their research, those who have difficult jobs show greater levels of intrinsic drive, which is beneficial for promoting creativity, compared to those who have routine or easy jobs. Furthermore, job complexity are proposed to support employees in accomplishing their work-related goals.

2.3.1 Job Complexity Definition

The current study expected that linked with emotional intelligence would be associated with employee creativity. Dean & Snell, (1991), which employ three items to assess job complexity. The items are designed to measure the extent to which a job requires complex thinking, problem-solving abilities, and specialized technical knowledge. This aids in the objective assessment of the complexity of a task based on the level of mentality, problem-solving ability, and technical knowledge required. By examining job complexity through the lens of the job

complexity model, researchers have gained valuable insights into how specific job attributes can impact employee performance and creativity. This leads to a deeper understanding of the factors contributing to a fulfilling and enriching work experience.

As described by Wood et al., (1987), job complexity refers to the level of intricacy and difficulty associated with work assignments that necessitate strategic thinking and skillful manipulation of an employee's effort, persistence, and attention. In essence, it entails undertaking objectives that demand higher cognitive and problem-solving abilities, making the tasks more challenging and demanding. To address such complexity, employees typically employ three fundamental approaches:

a) **Employee Effort**

This approach involves harnessing their capabilities, skills, and intuition to solve problems and tackle complex tasks effectively. Employees invest significant mental and physical effort to comprehend the intricacies of the task and generate optimal solutions. The commitment to apply their expertise and knowledge demonstrates their dedication to meeting the demands of the complex assignment.

b) **Employee Persistence**

When confronted with complex challenges, persistence becomes a crucial attribute that distinguishes exceptional performers. This quality reflects an employees unwavering determination and perseverance in facing difficulties. Organizations value persistence as it indicates an Individual's adaptability and dynamic response to time-sensitive tasks, allocating resources appropriately. However, while persistence is commendable, balancing it with practical time management skills is essential, as excessive absorption in a task may lead to neglecting other priorities.

c) **Employee Attention**

Employee attention refers to employees concentration and vigilance in the workplace. In today's fast-paced and information-rich world, employers increasingly seek individuals who can quickly grasp and interpret tasks upon initial exposure. This capacity to comprehend and react efficiently contributes to streamlined processes and timely execution. Moreover, attention to detail ensures that critical elements are noticed, reducing the likelihood of errors and facilitating high-quality outputs.

By understanding and managing task complexity effectively, employees can navigate through intricate assignments with excellent proficiency, improving organizational performance and productivity. Furthermore, cultivating a work culture that acknowledges and supports employees efforts in handling complex tasks can enhance their motivation and sense of accomplishment, ultimately contributing to a more prosperous and innovative workforce.

2.3.2 Job Complexity Dimension

According to Hackman & Oldham, (1980), the dimensions of job complexity are :

a) **Skill variety**

This dimension pertains to the extent to which work encompasses diverse tasks that require employees to utilise a range of talents and competencies. Occupations that include a wide range of skills provide employees with the chance to utilise various abilities and expertise in their jobs, resulting in more interesting and stimulating work.

b) **Task identity**

This dimension assesses the extent to which a job allows employees to finish a distinct and identifiable piece of work. Tasks that have a clear and visible result provide employees a feeling of accomplishment in employment where the task's importance is recognised.

c) Task significance

The task significance component assesses the impact of a job on the lives or work of others, whether it be within the immediate firm or the external environment. Jobs with high task significance provide employees with a strong sense of purpose and relevance to their contributions.

d) Autonomy

Autonomy is the level of freedom, self-reliance, and decision-making power given to employees to organise their work and establish the necessary procedures. Occupations characterised by great autonomy provide employees the ability to exercise discretion and exert control over their work procedures.

e) Feedback

This dimension evaluates the degree to which the job provides employees with prompt and clear feedback on their performance effectiveness. Jobs that provide frequent feedback to workers enable them to better understand their task execution, leading to higher levels of motivation and improved performance.

The use of the five dimension of job complexity is a useful method for finding positions that could be improved through redesign. Job complexity holds immense importance within the field of human resources. The framework provides a systematic structure that HR managers may utilize to create and implement job designs with the goal of enhancing employee engagement, performance, and satisfaction. Job complexity is a fundamental aspect for HR practitioners. It allows them to enhance organizational procedures and create a work environment that promotes employee creativity.

2.3.3 The Influence of Job Complexity

Prior studies have provided empirical support for these arguments. For instance, Jung et al., (2022) Substantial research indicates that the favorable link between paradoxical leadership and creative self-efficacy is strengthened with increasing job complexity. This data confirms the moderating role of task complexity in this association. Based on a survey conducted among 250 individual employees currently employed in the corporate sector of Pakistan, the findings of Naizm et al., (2020) support the conclusion that the relationship between intrinsic motivation and employee creativity is positively moderated by task complexity. In their study, Li et al., (2015) Provided empirical evidence by utilizing an interactional method that shed light on the moderating impact of job complexity and offered a much more sophisticated view of relationships between perceived leader regulatory-focused modeling and employee innovation. Incorporating job complexity as a refined measure of job characteristics was conceptually valuable for investigating the relationship between regulatory-focused leader modeling and employee creativity.

Utilizing insights from the Trait Activation Theory (TAT) introduced by Tett & Burnett, (2003), the contention is made that job complexity can serve as a catalyst, activating an employees emotional intelligence to foster their creative behavior. In a broader sense, it is posited that the association between emotional intelligence and employee creativity can be influenced in either a facilitative or inhibitory manner, contingent upon the level of job complexity assigned to employees. This dynamic relationship between emotional intelligence, job complexity, and creative output adds an intriguing dimension to our understanding of how individual characteristics and contextual factors influence employee creativity in the workplace.

2.4 Previous Research

Previous research serves as a reference or a source of information used in this study. This previous research is derived from international studies :

Table 2. 1 Previous Research

No	Authors	Research Title	Findings
1.	Qahir (2022)	The Mediating Role of Self-Efficacy Between Emotional Intelligence and Employee Creativity	Employee creativity is positively and significantly impacted by emotional intelligence. The study also found that self-efficacy mediated the correlation between EI and employee creativity.
2.	Jafri (2020)	Moderating Role of Job Autonomy and Supervisor Support in Trait Emotional Intelligence and Employee Creativity Relationship	A strong and favorable correlation exists between emotional intelligence traits and employee creativity. In addition, the study discovered that job autonomy and supervisor support moderate the link between trait EI and employee creativity.
3.	Su *et al.,* (2022)	The relationship between teachers emotional intelligence and teaching for creativity: The mediating role of working engagement	There is a linkage between teachers emotional intelligence and their ability to promote students creativity. Teachers with a higher EI are more likely to engage in creative teaching methods and encourage students' ingenuity.
4.	Chae *et al.,* (2018)	Contextualizing the effects of job complexity on creativity and task performance: Extending job design theory with social and contextual contingencies.	Job complexity positively impacts employee creativity, with complex jobs offering decision-making flexibility and high-level skills. This relationship is stronger when employees have high growth need strength (GNS) and receive supervisor support for creativity (SSC).
5.	Shao et al.*,* (2019)	Creativity under workload pressure and integrative complexity: The double-edged sword of paradoxical leadership	Research shows that employees integrative complexity and paradoxical leader behavior can promote creativity, while job autonomy and perceived creative requirements influence intrinsic motivation.

Table 2. 1 Previous Research *(Continued)*

No	Authors	Research Title	Findings
6.	Noureen et al., (2021)	Relationship between Work Autonomy and Work Place Creativity as Moderated by Task Complexity at University Level	The study found a significant relationship between task complexity and workplace creativity, with high task complexity influencing work autonomy and creativity, while low complexity had a lesser effect.
7.	Le et al., (2022)	Influences of innovative climate and Autonomy on Employee Creativity: The moderating effects of psychological capital and job complexity	The hypotheses about these moderating effects were rejected. This suggests that job complexity may not directly moderate the relationship between innovation climate, autonomy, and employee creativity, indicating the need for further research to explore these relationships.
8.	Sdiq (2021)	The Influence of Emotional Intelligence on Creativity, The Mediating Role of Employee Attitudes: Analysis of Mellat Holding in Kurdistan	Research indicates a contradiction in the literature regarding the link between EI and creativity. Emotional intelligence skills can affect creativity, and further investigation is needed to understand the relationship between EI and creativity.
9.	Jung et al., (2022)	Paradoxical Leadership and Involvement in Creative Task via Creative Self-Efficacy: A Moderated Mediation Role of Task Complexity	The task complexity moderates the connection between paradoxical leadership and innovative self-efficacy. This implies that employees are more driven to engage in creative tasks and develop new ideas when they perceive that task to be challenging.
10.	Md. Sahidur Rahman et al., (2020)	How does Emotional Intelligence Relate to Transformational Leadership, Creativity, and Job Performance?	Emotional Intelligence (EI) significantly correlates with creativity, enhancing adaptability, ethicalness, and conscientiousness in job performance and adapting to fast-changing environments.

There is a need for more research because some studies have indicated that job complexity may not directly moderate this association (Le et al., 2022), but other studies have found that job complexity significantly modifies employee creativity

(Chae et al., 2018; Jung et al., 2022), the findings of previous research have been inconsistent. For the above-mentioned justification, the study's goal is to comprehend how emotional intelligence influence employee creativity wth job complexity as a moderating variable.

2.5 Theoretical Framework

The descriptions outlined in the literature review regarding emotional intelligence, employee creativity, and job complexity can be summarized in the following theoretical framework:

```
                    ┌─────────────────────────────┐
                    │    Job Complexity (Z)       │
                    │                             │
                    │    (Dean & Snell, 1991)     │
                    └─────────────────────────────┘
                                   │
                                  (H2)
                                   │
┌──────────────────────────┐      ▼        ┌──────────────────────────┐
│ Emotional Intelligence(X)│               │                          │
│  • Self-emotion appraisal│               │  Employee Creativity (Y) │
│  • Others' emotion       │──────────────▶│                          │
│    appraisal             │     (H1)      │   (Bormann, 2020)        │
│  • Use of emotion        │               │                          │
│  • Regulation of emotion │               └──────────────────────────┘
│ (Wong & Law, 2017)       │
└──────────────────────────┘
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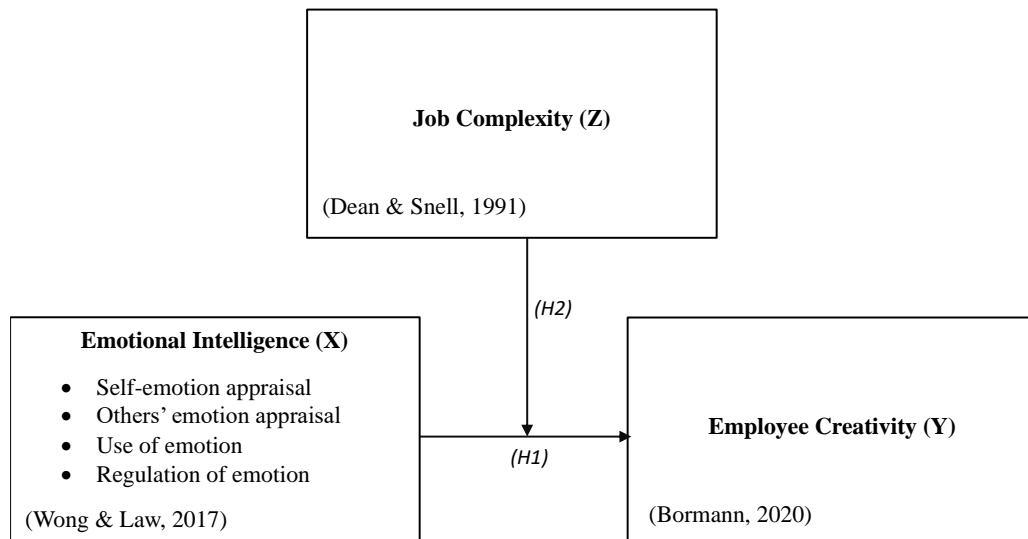**Figure 2. 3 Theoretical Framework**

The theoretical framework integrates multidimensional constructs of Emotional Intelligence by (Wong & Law, 2017). Additionally, unidimensional measures such as the "Daily Creativity (within-person) scale" by Bormann, (2020) and the "Job Complexity Question Indicator" by Dean & Snell, (1991) are employed to assess specific aspects of creativity and job complexity.

2.6 Hypotheses Development

2.6.1 The Influence of Emotional Intelligence on Employee Creativity

According to previous research, individuals with high emotional intelligence are associated with better creativity. In the study that has been published by (Qahir, 2022; Silva & Coelho, 2019; Su et al., 2022) relationship between emotional intelligence to employee creativity has been evidenced. Employees with higher emotional intelligence tend to demonstrate greater creativity and contribute more innovative ideas (Jafri, 2020). Emotional Intelligence can affect employee creativity through several mechanisms (Salovey, 1990). Employees with high emotional intelligence have a better understanding of their emotions, enabling them to recognize their feelings and moods and identify creative situations and stress-related challenges. Empathy enables employees to understand others perspectives, fostering collaborative problem-solving and innovative ideas. Self-regulation and self-regulation are crucial for creativity, as they help maintain concentration and focus on tasks. Social skills, such as teamwork and positive interaction, foster collaboration and encourage constructive exchange of views, fostering creativity in diverse teams.

Higher emotional intelligence is associated with self-development and relationship management, resilience in the face of adversity, and the capacity to enjoy life despite challenges. This fosters a state of mind that is conducive to original thought and ideation. Furthermore, those with strong emotional intelligence are better equipped to handle setbacks, make sound judgments, and keep their spirits up, all of which contribute to enhanced employee creativity. Employee who have developed their emotional intelligence are better able to work together, form meaningful relationships, and capitalize on the positive effects of their emotions at work. This can help people become more adaptable in their roles and make significant contributions to the creativity of their organization. Therefore,

H1: *Emotional intelligence positively and significantly influences employee creativity.*

2.6.2 Moderating Role of Job Complexity in The Influence of Emotional Intelligence on Employee Creativity

Job complexity can affect the role of emotional intelligence and employee creativity. Prior research by Chae & Choi, (2018) indicates that job complexity may impact the relationship between emotional intelligence and creativity outcomes. This relationship is also underscored by Oldham & Cummings, (1996), who highlight the significance of job complexity in affecting employee creativity.

Job complexity has been found as a significant factor influencing employee creativity. Jobs with higher complexity often demand effective emotion management for solving intricate problems. Positive emotions, such as being in a good mood or feeling inspired, can significantly enhance creativity (Hennessey & Amabile, 2010). Furthermore, individuals with creative ideas are drawn to complex and ambiguous situations, allowing them to bring transformative change to their organizations (Bormann, 2020).

Empirical findings demonstrate that the association between emotional intelligence and employee creativity is moderated by job complexity. The argument conforms to the principle of trait activation theory (Tett & Burnett, 2003), suggesting that the interaction between traits and situational factors influences individual behavior. Situational factors can either amplify or diminish the influence of traits on behavior.

Extending previous research, specifically, it is plausible that job complexity moderates the relationship between emotional intelligence and employee creativity. As job complexity increases, employees encounter more intricate situations demanding creative problem-solving. Emotional intelligence becomes essential in managing emotions, understanding perspectives, and adapting to complex work environments. Therefore,

H2: *Job complexity moderates the influence of emotional intelligence on employee creativity*

III. RESEARCH METHOD

3.1 Research Design

This study employs a causal research design. Causal studies investigate the cause-effect relationships between variables to establish whether one variable is responsible for inducing changes in another. These studies are crucial in identifying factors contributing to specific problems or phenomena. By analyzing data and employing rigorous research methodologies, researchers can gain valuable insights into the underlying mechanisms and direction of influence between variables (Sekaran & Bougie,2016).

3.2 Scope and Object of Research

The object of this study is full-time employees who work at least five days a week on a regular schedule, have at least a bachelor's, and have worked for at least a year in private and government organizations in Lampung Province. This research aims to investigate the influence of emotional intelligence on employee creativity, considering the moderating factor of job complexity.

3.3 Source of Data

3.3.1 Primary Data

Primary data collection methods involve gathering data from original, firsthand sources tailored to a study purpose, involving new research, and acquiring information not previously recorded. Researchers use primary data collection for accurate, relevant information (Sekaran & Bougie,2016). The primary data in this study are the results obtained from distributing questionnaires to the predetermined sample.

3.4 Data Collecting Method

3.4.1 Literature Review

A systematic and comprehensive procedure that entails identifying relevant published and unpublished materials from secondary data sources such as journals, e-books, etc about the subject of interest, followed by a thorough evaluation of these materials in connection with the research problem, and finally, documenting and summarizing the findings from this review (Sekaran & Bougie,2016).

3.4.2 Questionnaire

A questionnaire is a preplanned and structured set of written questions designed in advance and presented to the respondents, who then provide their answers, typically choosing from predefined options or closely specified alternatives. This method allows researchers to collect standardized data from participants, facilitating the process of data analysis and comparison. By using questionnaires, researchers can efficiently gather information from a large number of respondents, ensuring

consistency in the data collected and enabling valuable insights into various aspects of the research topic.

The study measured emotional intelligence using the WLEIS self-report scale (Wong & Law, 2017) adopted from Salovey, (1990), which includes dimensions such as self-emotion appraisal, other-emotion appraisal, use of emotion, and regulation of emotion. Employee creativity was assessed using a 4-item Daily Creativity scale (Bormann, 2020) adapted from (Zhou & George, 2001). Job complexity was evaluated using the "Job Complexity Question Indicator" by Dean & Snell, (1991), which assesses technical knowledge and task complexity in a work environment. These adaptations ensured alignment with daily perspectives and job complexity.

The Likert scale is applied as the measurement scale in this research questionnaire. According to Sekaran & Bougie, (2016), the Likert scale is designed to assess respondents agreement level or disagreement with given statements. Using the Likert scale, researchers can gauge the strength of respondents opinions and attitudes toward the various items being measured. The Likert scale is an interval scale that employs five anchors :

Table 3. 1 Likert Scale Measurement

No	Criteria	Answer	Score
1.	Strongly Agree	SS	5
2.	Agree	A	4
3.	Neither Agree nor Disagree	N	3
4.	Disagree	D	2
5.	Strongly Disagree	SD	1

Source : Sekaran and Bougie, (2016).

3.5 Population and Sample

Population refers to the complete set of individuals, events, or objects that are the subject of interest for the researcher and form the target of investigation in a particular study Sekaran & Bougie, (2016). The study's population comprises employees who work for private or government organizations in Lampung Province. A sample is a subset of a larger population, with sample size determining the number of individuals or items included in the study (Sekaran & Bougie,2016). This research uses non-probability sampling, selecting items from a population without precise probability, allowing for generalization and application to the entire population. However, the findings cannot be reliably extended or generalized to the entire population (Sekaran & Bougie, 2016).

The sampling approach utilized in this study is purposive sampling. Purposive sampling is a non-probability method for selecting individuals for specific information segments (Sekaran & Bougie, 2016). The sample criteria utilized in this research consist of full-time employees who work at least five days a week on a regular schedule, have at least a bachelor's degree in a field related to cognitive development and creative problem-solving, and have worked for at least a year (tenure). Various demographic factors, including education and experience, have been shown by researchers to influence employee creativity (T. Amabile, 1988; Gong et al., 2009). Previous research has demonstrated that five days is an appropriate period for capturing day-to-day changes in work-related creativity (Binnewies & Wörnlein, 2011). Full-time work offers diverse tasks and challenges, promoting personal and emotional growth. Education levels contribute to cognitive growth through complex schemas, diverse experiences, and knowledge, fostering creativity and problem-solving (Farmer, 2017).

The sample size in this study was determined using the instructions provided by (Hair et al., 2018). The number of participants in the sample should be adjusted according to the number of indicator questions included in the questionnaire, following the assumption of having between n x 5 to n x 10 observed variables.

There are 23 questions in this study, determining the amount of study samples required.

Number of Samples = 5 x variable of indicators

= 5 x 23 variable of indicators

= 115 samples

According to these calculations, the total minimum sample size in this research is 115, which represents employees, which is not known precisely.

3.6 Research Variable – Conceptual Definition

Three types of variables were used in this study: emotional intelligence as an independent variable, employee creativity as a dependent variable, and job complexity as a moderator variable. The operational variables in the study are measured using the dimensions listed below:

Table 3. 2 Operational Definition and Measurement of Variables

Variables	Variable Definition	Dimension	Scale
Emotional Intelligence (X)	Emotional skills involve accurately perceiving, evaluating, and articulating emotions, harnessing them for thinking, understanding, and managing them for intellectual growth. (Salovey and Mayer, 1990)	(Multidimensional) • Self-emotion appraisal • Others emotional appraisal • Use of emotion • Regulation of emotion (Wong & Law, 2017)	Likert. Interval scale using five points *Strongly Disagree*, *Disagree*, *Neither Disagree nor Agree*, *Agree*, and *Strongly Agree* to measure opinions on a statement. (Sekaran & Bougie,2016).

Table 3. 3 Operational Definition and Measurement of Variables *(Continued)*

Variables	Variable Definition	Dimension	Scale
Employee Creativity (Y)	Creativity involves generating original, valuable ideas and solutions to problems, encompassing both the process and the outcome. (Amabile *et al*, 2005).	(Unidimensional) "Daily Creativity (within-person) scale" (Bormann, 2020)	
Job Complexity (Z)	Job complexity involves a job's complexity and diverse tasks and responsibilities, requiring employees to engage in cognitive processes and handle diverse demands. (Chae & Choi, 2018).	(Unidimensional) Job Complexity Question Indicator" (Dean & Snell, 1991)	

Source: The data attachment has been processed, (2023)

3.7 Research Instrument Validation

3.7.1 Validity Test

In testing validity, this research uses confirmatory factor analysis (CFA) to determine the degree to which observed variables effectively represent the underlying constructs (Hair et al., 2018). Confirmatory factor analysis empirically tests hypotheses about how measured items reflect psychological, sociological, or business factors. It validates measurement theory by establishing relationships between variables and theoretical constructs, confirming and validating the measurement model structure in research projects (Hair et al., 2018).

3.7.2 Reliability Test

The reliability of a measurement refers to its ability to produce consistent and unbiased results, ensuring stability and consistency across time and different items within the instrument. In other words, it indicates how well the measurement accurately assesses the concept and assesses the overall quality of the measure (Sekaran & Bougie, 2016). The reliability test is conducted using the SPSS program and Cronbach's alpha measurement technique using this equation:

$$R_{ii} = \frac{k}{k = 1} 1 - \frac{\Sigma \sigma^2}{\sigma t^2}$$

Notes :

R_{ii} = Instrument Reliability

k = Amount of Question

$\Sigma \sigma^2$ = Amount Question Variant

σt^2 = Total Variant

A Cronbach's alpha score greater than 0.6 is regarded as reliable, signifying that the measure captures the construct consistently. Conversely, if Cronbach's alpha is less than 0.6, the measure is deemed untrustworthy and may not assess the desired idea consistently.

3.7.3 Normality Test

The purpose of the normality test is to ascertain the normality or non-normality of a data distribution. The normality test assesses the similarity between our data and a normally distributed dataset with the same mean and standard deviation as our data.

a) The justification behind how decisions are made for the normality test is as follows: If the significance value of the Kolmogorov-Smirnov test is greater than 0.05, then it can be concluded that the data follows a normal distribution.

b) The statistical significance of the Kolmogorov-Smirnov Sig. being less than 0.05 indicates that the data does not follow a normal distribution.

3.8 Data Analysis Method

Data collection methods refer to the various approaches or techniques used by researchers to gather data directly from sources specifically tailored to serve the purpose of their study. These methods are a crucial component of the research design as they provide the means to obtain the necessary information for the research inquiry (Sekaran & Bougie,2016). Researchers employ several methods to collect data, and the following are the ways they utilize to acquire the required information

3.8.1 Descriptive Statistic

According to Sekaran & Bougie, (2016), descriptive statistics are numerical measures that summarize and describe the essential features of a dataset. They include statistics such as frequencies, which show how often each unique value occurs. The mean provides a central measure of the data and the standard deviation represents the distribution of data points around the mean. These statistics offer a clear and concise overview of the data, helping researchers and analysts understand the dataset distribution, patterns, and characteristics without the need for complex calculations. Descriptive statistics are widely used in various fields to provide insights and make data more manageable for further analysis or presentation.

3.8.2 Quantitative Analysis

This research utilized two regression models, namely Simple Linear Regression and Moderating Regression Analysis (MRA), to perform the calculation and data analysis techniques. Simple linear regression relies on the causal relationship of one variable, whereas multiple regression analysis (MRA) is employed to examine and assess the influence of emotional intelligence on employee creativity and the moderating role of job complexity. In this research, the equation is written in the following form:

$$Y = \beta_1 X$$

$$Y = \beta_1 X + \beta_2 M + \beta_3 XM$$

Notes :

Y = Employee creativity

X = Emotional Intelligence

M = Job Complexity

$\beta_{1,2,3}$ = The regression coefficients of each independent variable**.**

3.9. Hypothesis Testing

This research uses the t-test for hypothesis testing (partial). The t-test is a statistical test determining whether a statistically significant variation exists between two samples for a single dependent variable. It is advantageous when working with small sample quantities. It allows researchers to compare the means of two groups or levels of a treatment variable to evaluate whether the observed difference is statistically significant (Hair et al., 2018). The independent variable is considered to have a significant effect if the sig < a (0.05).

The testing is performed with a confidence level of 95% based on the following conditions:

a. If the t-value is above the critical t-value (at = 0.05), the null hypothesis (Ho) is rejected, and the alternative hypothesis (Ha) is approved since it has a significant effect.

b. If the t-value is less than the critical t-value (at = 0.05), the null hypothesis (Ho) is approved, and the alternative hypothesis (Ha) is denied, as t has no statistically significant effect.

V. CONCLUSIONS AND RECOMMENDATION

5.1 Conclusion

This study, which incorporates extensive research and scholarly discourse, examines the influence of emotional intelligence on employee creativity, with the moderating role of job complexity. The findings suggest that the study both supports and rejects the initial hypothesis:

1. The influence of emotional intelligence on employee creativity is positive and significant. The research supporting the hypothesis proposed in this study. The data demonstrates that employees who possess a high level of emotional intelligence possess the ability to effectively comprehend and manage their own emotions, accurately recognize complex situations, and cultivate a sense of empathy. Additionally, it facilitates the development of self-regulation and social skills, thereby fostering collaboration and innovation. This cognitive ability is associated with personal growth, interpersonal skills, adaptability, and the ability to find fulfillment in life even in the face of obstacles. Additionally, it augments one's capacity to effectively navigate obstacles, exercise prudent decision-making, and uphold a favorable mindset, thereby fostering heightened flexibility and ingenuity.

2. Job complexity does not moderate the influence of emotional intelligence on employee creativity. The research does not support the hypothesis proposed in this study. The evidence suggests that as jobs become complex, there is a tendency for employee's creative outputs to stagnate, irrespective

3. of their emotional intelligence levels. The presence of a high level of emotional intelligence in individuals can often impede their ability to generate innovative ideas due to the complex nature of the job they faceFurthermore, in instances where employees are faced with exceptionally complex jobs that exceed their level of expertise or familiarity, it is plausible to suggest that this not only hampers their creative potential but also diminishes their capacity to experience positive emotions within the work environment.

5.2 Recommendation

1. Adopting a comprehensive strategy for fostering emotional intelligence within an organization can establish a strong basis for improving employee creativity. Companies can cultivate an environment that values emotional awareness by implementing training programs that specifically target the development of emotional intelligence, promoting open communication, and acknowledging its importance as a crucial soft skill. Research has shown a significant and positive influence of emotional intelligence on employee creativity. By integrating assessments of emotional intelligence into evaluations, prioritizing work-life balance, and advocating for diverse teams, the bond between individuals and organizations is strengthened. Consistently monitoring levels of emotional intelligence enables ongoing improvement, thereby maximizing its positive influence on employee creativity.

2. Building upon the proven positive and significant influence of emotional intelligence on employee creativity, organizations can refine their strategies to foster a more creative work environment. Establishing cooperative initiatives that prioritize the development of emotional intelligence among teams becomes instrumental in enhancing creative output. Platforms for idea exchange should incorporate elements that not only stimulate innovative thinking but also nurture and leverage emotional intelligence. Recognizing and showcasing employees as models of creativity could now emphasize the integration of

emotional intelligence as a core trait. Mentor-mentee programs should be tailored to include guidance on enhancing emotional intelligence, amplifying the sharing and application of creative knowledge within the organization

3. Although the hypothesis test did not yield evidence supporting the notion that job complexity significantly moderates the influence of emotional intelligence on employee creativity, organizations can still take proactive measures to address complexity. Assessing the fundamental elements and functional procedures is crucial to reducing obstacles that arise from complex jobs. Possible solutions may involve implementing workload management strategies, incorporating supportive technological tools, and implementing training programs to enhance problem-solving skills. While job complexity may not directly influence the influence of emotional intelligence on creativity, skillful management of complexity promotes a work environment that supports and maintains high levels of creativity and productivity in demanding situations.

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