

INTEGRATION OF EMOTIONAL INTELLIGENCE AND CREATIVITY IN E-LEARNING ENVIRONMENT

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Abstract

This purpose of this study is to analyse the relationship of emotional intelligence and creativity on employees' work performance and commitment. Increasing of technological transformation, competition and globalization continues perhaps with increasing employees' work performance and commitment (Greven, 2008). According to Turner, Barling and Zacharatos (2012), at present employees have to be allied to their work physically, emotionally and mentally in order to deliver remarkable performance as educator. The critical issues are in private higher education institutions educators and managerial level of educators facing complexity, peculiarity and challenges of a transformation towards e-learning as to fulfill the Key Result Area that set by Ministry of Higher Education. Poor monitoring emotional intelligence and creativity may slow down the employees' performance (MacCann & Roberts, 2008). As a result, employees are not motivated to work hard, besides that they do not have the ability to manage their emotions. Managers fail to give feedbacks and stimulate employees. Additionally, they were also facing difficulties in handling responsibility to change in order to enhance their educator's work commitment and improve their performance. The results indicated that there is a positive relationship between emotional intelligence and educators work commitment ($r=0.349$, $p<0.01$). Educator can develop their emotional intelligence skills by being creative to expand their capability to think, to produce new ideas, to make changes in an organization which can influence their attitude at work and to increase their commitment through organization. This research fills the gap of literature and will contribute to academician and professional development organizers in empowering educators to support e-learning.

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

Introduction

Emotional intelligence and creativity are very important among employees in an organization because they have to manage their emotions and be creative in order to improve the performance and solve organizational problems (MacCann & Roberts, 2008). The critical issues are utilization and approach to e-learning facing difficulties and challenges due to lack

of interpersonal skills in urgency to transform education system. This is crucial to fulfill the Key Result Area that set by Ministry of Higher Education and closing the gap between the promises of technology enabled teaching and learning and the current reality experiencing within universities to reach success point.

Quality of e-learning in private higher education institutions was deeply linked to the role of educators' (Ridzuan, 2010). Diverse teaching environment learners able the educators' to adjust according to the changes of learners they encounter (Ridzuan, 2010). The Education Minister of Malaysia, Tan Sri Muhyiddin Yassin in a keynote address at the Asian Strategy and Learning Institute's (ASLI) on 16th Malaysian Education Summit that in spite of huge amount of private higher education institutions in Malaysia there is still severe deficiency of educators' that tangled in accessing ICT (Ridzuan, 2010). According to Hansenne, (2009) manager actions that cultivate followers' self-efficacy increase the level of followers' creativity. This shows that the major issues of skills and compatibility of educators' was very much lacking in adaptation of change to support in implementation of emerging trends of learning and teaching (Ridzuan, 2010).

Literature review

Emotional intelligence is a key factor for employees to develop themselves in managing their emotions to carry out job task in an institution (Malterer, 2008). The key element in emotional intelligence is the ability to manage emotions effectively (Malterer, 2008). The emotions that distinguish have the ability to respond emotionally to the matters that need attention (Malterer, 2008). According to Mikolajczak & Luminet, (2008) emotions is literally strong feeling of excitement or disturbance of the mind. Intelligence refers to the capacity validating reasons about the information (Mikolajczak & Luminet, 2008). Reasons that take emotions and intelligence into account referred to as emotional intelligence (MacCann & Roberts, 2008). Creativity is also involved in contributing towards achieving the organizational goals. According to Petrides (2009), creative can be enhancing by having targets and performance review on the creativity of subordinates achievement. According to Quoidbach and Hansenne, (2009) creativity is significantly related to employee perceptions of supervisory encouragement. Manager or supervisors value their employees' performance and confidence level in the work group by giving encouragement of creativity accordingly (Hansenne, 2009).

Employees' work commitment and performance play major role to produce high standard and quality in an organization (Rossen, 2008). Group aim and target commitment can forecast the group productivity and job satisfaction (Rossen, 2008). Work performance can increase if employees are really committed toward their work. Therefore, work performance is the result of talent, contribution and the environment of the work conditions. According to Ayub (2008) skills are capable to bring the change as it's consists of knowledge, ability and competencies. The degree of motivation is derived from the effort by employees to work towards to complete the task given and environment of work condition is the perspective of accommodation in nurturing the employees' performance (Ayub, 2008). This constructing the starting point to create pathways in Information Communication Technology in Malaysia (National Information Technology Council annual report, 2008).

Statement of the Problem

There is an urgency to transform private higher education institutions in order to meet the needs of Ministry of Higher Education Institutions to compete globally in education (Ministry Higher Education Report, 2011). E-learning is identified as a necessity for educators to convert their responsibilities from instructor to facilitator or coach (Frye, 2002). Ministry higher education report, (2011) identified that educators need to contribute to the improvement of their human resources to support the changes in achieving vision 2020, especially in core areas such as education, training and managerial skills. The impact of change in education system besides skills and knowledge required by educator emotional intelligence also being an important element that should take into the daily operation of an organization.

According to Smith, (2008) internal problems that an organization faces can be solved by evolving the emotional intelligence of current employees and managers. Emotional intelligence is vital especially for managers as it helps the manager to manage change and motivate the team to achieve the institutional goals (Smith, 2008). Managers who having emotional intelligence capable to observe own behaviors and thinking capability to accomplish result (Quoidbach & Hansenne, 2009). A person may develop emotional intelligence through their life span and this can be improved through proper ways to manage and adapt the change (Jowati, 2011). The aim of this research is focusing on educators' perspective to close the gap in concepts and gap in practices that was identified.

Findings from Gena & Weibelzahl, 2007 showed that the employees' commitment and performance drop because of low emotional intelligence and creativity. Anantharaman, (2011) in his finding stated the problems with interpersonal relationships and the difficulty of adapting or changing were interrelated to scores of low emotional intelligence.

Objective of Study

1. To observe the relationship between emotional intelligence and educators' work commitment and work performance respectively.
2. To determine the moderating effect of leader-member exchange on the creativity and work commitment relationship.

Research Questions

1. Does emotional intelligence relates to educators' work commitment and work performance respectively?
2. What is the extend leader-member exchange moderates the relationship between emotional intelligence and work commitment.

Hypothesis

H1: Emotional intelligence positively relates to employees' work commitment.

H2: Emotional intelligence positively relates to employees' work performance.

H3: Leader-Member Exchange moderates the relationship between emotional intelligence and employees' work commitment.

H4: Leader-Member Exchange moderates the relationship between emotional intelligence and employees' work performance.

Methodology

The sampling was using quantitative research with probability sampling. Academic staffs in private higher education institutions in Kuala Lumpur which were using e-learning

or were having web based courses were selected in the sample. The sample of population for this research was the educators and managerial level educators at private higher education institutions. This study included educators with different level of employment such as supervisory position (senior lecturers, deans, senior coordinator and courses head) and subordinate are the educators consist of lecturer, tutors and teaching assistant at private higher education institutions. Data collection instrument is self-administered questionnaire. In this research ‘equal probability of selection design will be applied where each element in the population have the same probability of selection. Probability sampling that was included in this research was one stage cluster sampling.

Universities in Malaysia were shaped with executive arrange as for every stipulation of the Universities and University Colleges Act 1971 (Ministry of Higher Education annual report, 2011). There are 20 public universities and 49 private universities in Malaysia and 15 private universities and universities colleges in Kuala Lumpur. Kuala Lumpur is taken as a population focus of population in this study because it is the capital city of Malaysia and it has an international standard and high quality education, which is closely monitored by the Ministry of Education in Malaysia and a wide range of universities. As for this study, the private higher education institutions that contributing were institutions which incorporating e-learning in teaching and learning or institutions with web based courses. Based on criteria of selection, there were five private higher education institutions in Kuala Lumpur that were qualified to participate in this study. Based on Krejcie and Morgan’s (1970) table for determining sample size, for population of educators in higher education institution a sample size represent as in table 1.

Table 1: Academic staffs based on level of education in private higher education institution in Malaysia and sample size based on Krejcie and Morgan’s (1970) model.

<i>Items</i>	<i>Total population</i>
<i>Estimated total population of 1731 educators’ in PHEI in Kuala Lumpur</i>	
<i>Required sample size, N</i>	<i>306</i>
<i>Confidence level</i>	<i>95%</i>
<i>Margin of Error</i>	<i>5%</i>

Two sets of questionnaires were prepared for this research and were identified as Set A and Set B. These questionnaires were adapted by Emotional Intelligence Nurturing (EIN) questionnaire by Liden and Maslyn (1998). Set A was answered by managerial level educators while set B was answered by the subordinate which were the educators. A specific running code was provided on top of each set of questionnaire to match the questionnaires' between managerial level educators and educators directly. Set A consist of 3 sections which were section A includes 3 questions related to creativity, section B includes 4 questions related to employees' work performance, section C includes 12 questions relate to Leader-Member Exchange. This set was given to managerial level educators. Set B were also consist of 3 sections which were section A included 35 questions relate to emotional intelligence, section B included 24 questions related to employees' work commitment, section C included 12 questions related to Leader-Member Exchange. This set of question was answered by subordinate which were the educators.

Educators' work commitments and work performances are recognized as dependent variable in this research. Employees' work commitments were acknowledged as a primary dependent variable in this research. These variables were measured using Commitment Scale Items from Allen and Meyer (1990). These variables consist of 24 items which covered Affective Commitment, Continuance Commitment and Normative Commitment. Educators work performances were the second dependent variable for this study. This variable was measured using four items which were worker employment performance, supervisor-rated member of staff work performance. Leader-Member Exchange (LMX) is the moderator for this study. LMX was considered using 12 point scale by Liden and Maslyn (1998). These variables were evaluated in two ways which were managerial level educators' evaluated subordinate educators and subordinate educators evaluated managerial level educators. This variable consists of 12 items in each set of questionnaire which covered four dimensions such as affect, loyalty, contribution and professional respect.

Pilot Study

Researcher used convenience sampling in the pilot study. The convenience sampling used allows the researcher to obtain basic data and trends regarding this study. Even though, this sampling would not be ideal to test the entire population but give an overview for a pilot test. The focus groups for the convenience sampling were among 20 managerial level educators and 20 educators of the private universities that were using e-learning. The purpose

of this pilot study was to observe educators' views, ideas and outlooks towards the instrument developed. Response of the instrument and conversation were used as guidelines to rewrite the questionnaire. After re-testing the second draft of the questionnaire, ambiguities in the instructions to respondents were identified and corrections made. The validity of the questionnaire was ascertained by showing the draft questionnaire to a panel of experts which mainly leading by the experts in e-learning and emotional intelligence. This pilot study reliability evaluation was lead with Cronbach's coefficient alpha reliability analysis. The present researcher did not carried out the factor analysis due to the small sample size. While recommended by Nunnally (1978) in the initial point of the research reliability in the variety of 0.8 to 0.9 is adequate.

Table 2: Summary results of Cronbach's Alpha

	<i>Construct</i>	<i>No. of items</i>	<i>Cronbach's Alpha</i>
1	<i>Emotional Intelligence</i>	35	0.8222
2	<i>Creativity</i>	3	0.8001
3	<i>Work Performance</i>	4	0.8005
4.	<i>Work Commitment</i>	24	0.8212

The results of the pilot test were identified ambiguities in the questionnaire items. Problems concerning the instructions given for completing the questionnaire were also resolved. Several important improvement have been done in response to the feedback from the pilot test which includes sentence organization and preference of terms, correction of spelling error, the length of the questions was shortened and restructured the positive and negatively worded statement. A final version of questionnaire was then prepared from consideration of the entire commentary, opinion and implication.

Data Analysis

Data was distributed to 100 managerial level educators and 200 educators. The sample of managerial level educators consisted of 42% male and 58% female. Managerial level educators consist of 43% of deans, 13% of head of department and 44% of course coordinators. Major percentages of managerial level educators were 48% from the age of 41

to 50 years old, followed by 30% from age 31 to 40 year, 17% from age 51 to 60 years and 5% from age 22 to 30 years. Among the respondents from the managerial level educators 47% were PhD holder, 32% were master's degree holder and 21% were bachelor degree level. Most of the managerial level educators who respondent were having working experience of 15-20 years which were 62%, 10-14years were 27% and more than 20years were 11%.

On the other hand, population of subordinate which consisted of educators were 39.3% male and 60.7% female. Subordinate populations consist of 63 % of lecturer, 24% of tutor and 13% of teaching assistants. 51.8% of the subordinates were from the age of 22 to 30 years old, followed by 33.9% from age 31 to 40 year, 11.6% of them from age 41 to 50 years and 2.7% from age below 21 years. Among the respondents from the managerial level educators 4% were PhD holder, 62% were master's degree holder and 34% were bachelor degree holder. Table 3 shows the summary of descriptive statistics for the variables

Table 3: Summary of Descriptive Statistics for main variables

	N	Minimum	Maximum	Mean	Std. Deviation
Creativity	300	2.00	4.67	3.327	0.42754
Work Performance	300	3.25	6.25	4.655	0.57080
Emotional Intelligence	300	2.04	4.71	3.545	0.46104
Work Commitment	300	3.08	5.67	4.283	0.42635
Leader-Member Exchange – Supervisor	200	2.58	4.67	3.561	0.39771
Leader-Member Exchange - Subordinate	100	1.75	5.00	3.619	0.54241

The assumption of normality is a prerequisite for many inferential statistical techniques (Coaked and Steed, 2010). In statistics, normality test were used to determine whether a dataset was well modeled by a normal distribution. Table 4 showed that the Skewness and Kurtosis value for the variables were within the range (-2 to 2) (Chua, 2008). From the finding, data distribution for the sample was normally distributed.

Table 4: Assessing normality for the main variables

	Skewness		Kurtosis	
	Statistic	Std. Error	Statistic	Std. Error
Creativity	0.622	0.141	-0.148	0.281
Work Performance	0.363	0.141	-0.238	0.281
Emotional Intelligence	0.351	0.141	0.103	0.281
Work Commitment	0.603	0.141	0.912	0.281
Leader Member Exchange – Supervisor	-0.035	0.141	0.193	0.281
Leader Member Exchange - Subordinate	0.118	0.141	0.817	0.281

In this research the total variance explained for creativity, work performance, Leader-member exchange-Supervisor and Leader-member exchange-Subordinate were 72.19%, 74.54%, 38.92% and 51.93% respectively. Each variable was explained at one stage. For emotional intelligence from 35 items, only 24 items were retained after the factor analysis and 11 items was sorted based on cross loading. For educators' work commitment from 24 items, only 16 items were retained after the factor analysis and 8 items were sorted based on cross loading. Table 5 showed the result of Bivariate correlations analysis between the main variables - emotional intelligence, creativity, work commitment and work performance as well. Bivariate correlation, measures the linear affiliation linking two variables. It measures the vigor of their association, which can vary beginning absolute rate to 1 (Rao, 2009).

Table 5: The result of bivariate Pearson correlation analysis

		Emotional Intelligence	Creativity	Work Commitment	Work Performance
Emotional Intelligence	Pearson Correlation	1			
	Sig. (1-tailed)				
	N	300			
Creativity	Pearson Correlation	0.066	1		
	Sig. (1-tailed)	0.128			
	N	300	300		
Work Commitment	Pearson Correlation	.349**	0.039	1	
	Sig. (1-tailed)	0	0.249		
	N	300	300	300	
Work Performance	Pearson Correlation	0.067	.403**	.133*	1
	Sig. (1-tailed)	0.122	0	0.01	
	N	300	300	300	300

*. $P < 0.05$.

As showed in Table 5, the results indicated that there were a significant positive relationship between emotional intelligence and work commitment ($r=0.349$, $p<0.01$), thus H1 was accepted. However, emotional intelligence did not have significant correlation with work performance ($r=0.067$, $p>0.05$), thus H2 was rejected. Results also indicated that creativity did not have positive relationship with work commitment ($r=0.039$, $p>0.05$). There was significant positive relationship between creativity and work performance ($r=0.403$, $p<0.01$)

Among the three types of multiple regression, hierarchical multiple regression were used in this study. Hierarchical multiple regression is a statistical method of exploring the relationship among and testing hypothesis about the dependent variables (work commitment and work performance) and a number of independent variables (emotional intelligence and

creativity). It also examines the moderating effect of the moderator (Leader-Member Exchange).

Table 6: Hierarchical Regression Analyses Evaluating Predictors of Work Commitment (Organization Attractiveness)

Measures	<i>R</i>	<i>R</i> ²	ΔR^2	ΔF	<i>Sig.</i> ΔF	<i>df</i>	β	<i>Sig</i>
Without Moderator	0.343	0.118	0.118	7.841	P<0.001	5, 294		
Creativity							0.124	P< .05
Emotional Intelligence								
Positive Thinking							-0.146	P< .05
Behavioral Management							0.204	P< .05
Personal Pattern of Behaviour							0.131	P< .05
Diplomatic Behaviour							0.172	P< .05
With Control Variable	0.401	0.161	0.043	15.031	P<0.001	1, 293		
Social Desirability							0.275	P< .001
With Moderator	0.553	0.305	0.145	15.002	P<0.001	5, 288		
Creativity with LMX SUP							-0.063	
Emotional Intelligence								
Positive Thinking With LMXSUB							0.135	
Behavioral Management with LMXSUB							-0.406	
Personal Pattern of Behaviour with LMXSUB							0.042	
Diplomatic Behaviour with LMXSUB							0.872	P< .05

**p*<0.05.

In table 6 the result of step one indicated that the variance accounted for (R^2) with the first five predictors equaled 0.118 which were significantly ($F(5, 294) = 7.841, P < 0.001$). The changes in variance accounted for social desirables (ΔR^2) was 0.043, which were statistically significant decrease in variance ($\Delta F(1, 293) = 15.031, P < 0.001$). Continuously emotional intelligence and creativity variable with moderator were in regression equation analysis. The changes in variance accounted for (ΔR^2) were equaled 0.145, which were statistically increase in variance ($\Delta F(5, 288) = 12.002, P < 0.001$). The entire characteristic without moderator is significant.

Table 7: Hierarchical Regression Analyses Evaluating Predictors of Work Commitment (Job Commitment)

Measures	R	R ²	ΔR^2	ΔF	Sig. ΔF	Df	B	Sig
Without Moderator	0.099	0.010	0.010	0.583		5, 294		
Creativity							-0.052	
Emotional Intelligence								
Positive Thinking							0.000	
Behavioral Management							0.076	
Personal Pattern of Behaviour							-0.022	
Diplomatic Behaviour							0.036	
With Control Variable	0.101	0.010	0.000	0.110		1, 293		
Social Desirability							0.026	
With Moderator	0.286	0.082	0.071	4.480	P=0.001	5, 288		
Creativity with LMX SUP							-0.007	
Emotional Intelligence								
Positive Thinking With LMXSUB							0.575	
Behavioral Management with LMXSUB							-1.286	P < .05
Personal Pattern of Behaviour with LMXSUB							0.968	
Diplomatic Behaviour with LMXSUB							0.268	

Based on Table 7 two the results of step one indicated that the variance accounted for (R^2) equaled to 0.01 which were not significant ($\Delta F(5, 294) = 0.583, P > 0.713$). Next social desirable were entered into the regression equation. The changes in variance accounted for (ΔR^2) was 0, which was statistically not significant in variance accounted for over the step

one ($\Delta F (1, 293) = 0.11, P > 0.741$). In step three, variables with moderator were entered into regression equation. The changes in variance accounted for (ΔR^2) were equaled to 0.071, which was significantly significant increase in variance accounted for over the step two model ($\Delta F (5, 288) = 4.48, P < 0.001$). From the result all the character was not significant except one character under emotional intelligence, which was behavioral management.

Table 8: Hierarchical Regression Analyses Evaluating Predictors of Work Commitments

Measures	R	R ²	ΔR^2	ΔF	Sig. ΔF	Df	β	Sig
Without Moderator	0.424	0.180	0.180	12.895	P<0.001	5, 294		
Creativity							-0.063	
Emotional Intelligence								
Positive Thinking							0.465	P< 0.001
Behavioral Management							-0.012	
Personal Pattern of Behaviour							-0.016	
Diplomatic Behaviour							-0.113	
With Control Variable	0.450	0.203	0.023	8.404	P<0.05	1, 293		
Social Desirability							0.200	P< 0.05
With Moderator	0.480	0.230	0.028	2.075		5, 288		
Creativity with LMX SUP							-0.036	
Emotional Intelligence								
Positive Thinking With LMXSUB							1.213	P< .05
Behavioral Management with LMXSUB							-0.610	
Personal Pattern of Behaviour with LMXSUB							0.616	
Diplomatic Behaviour with LMXSUB							-0.986	P< .05

Table 8 indicated that the variance accounted for (R^2) with the predictor equaled to 0.18 which was significant ($\Delta F (5, 294) = 12.895, P < 0.001$). Social desirability was entered in to the regression equation. The change in variance accounted for (ΔR^2) was 0.023, which was statistically significant decrease ($\Delta F (1, 293) = 8.404, P < 0.05$). Thus, null hypothesis H3 was accepted. The changes in variance accounted for (ΔR^2) were equaled to 0.028, which were slightly increase in variance ($\Delta F (5, 288) = 2.075, P > 0.069$). Overall for this table one characters' under emotional intelligence without moderator this were behavioral management

was significant. Beside those, two characters under emotional intelligence with moderator were significant. According to the analysis, leader-member exchanged does not restrain the connection of creativity as well as work commitment. Nevertheless, leader-member exchange was a little reasonable the connection of emotional intelligence and work commitment. Thus, the result support Leader-Member Exchange moderates the relationship between emotional intelligence and work commitment. At the same time the result did not support that there was no moderating effect between creativity and work commitment.

Table 9: Hierarchical Regression Analyses Evaluating Predictors of Work Performance

Measures	R	R ²	ΔR ²	ΔF	Sig. ΔF	Df	B	Sig
Without Moderator	0.412	0.170	0.170	12.024	P<0.001	5, 294		
Creativity							0.411	P<0.001
Emotional Intelligence								
Positive Thinking							0.003	
Behavioral Management							-0.036	
Personal Pattern of Behaviour							0.005	
Diplomatic Behaviour							0.091	
With Control Variable	0.414	0.171	0.002	0.582		1, 293	0.054	
Social Desirability								
With Moderator	0.471	0.221	0.050	3.700	P<0.05	5, 288		
Creativity with LMX SUP							0.256	P< .05
Emotional Intelligence								
Positive Thinking With LMXSUB							-0.522	
Behavioral Management with LMXSUB							-0.401	
Personal Pattern of Behaviour with LMXSUB							0.679	
Diplomatic Behaviour with LMXSUB							0.540	

In Table 9 the result indicated that variance accounted for (R²) equaled to 0.17 which was significant (ΔF (5, 294) = 12.024, P<0.001). The changes in variance for social desirability was accounted for (ΔR²) was 0.002, which was statistically significant decrease in variance (ΔF (1, 293) = 0.582, P>0.446). Thus the null hypothesis H4 is failed to accept. The changes in variance accounted for (ΔR²) was equaled 0.05, which was statistically increased

in variance ($\Delta F(5, 288) = 3.7, P < 0.05$). Based on the table creativity was significant to work performance. While all emotional intelligence character was not significant.

According to leader-member exchange, it did not have a reasonable relationship with emotional intelligence and work performance. However, leader-member exchange moderates the liaison of creativity as well as work performance. In consequence, the outcome did not hold up, means at hand was no moderating consequence edged by emotional intelligence and work performance. At the same time the result supports the results indicating that there was a strong moderating effect between creativity and work performance.

Findings and Discussion

This research investigated the influence of emotional intelligence and creativity on employees' work commitment and employees' work performance. Responding to the first research question, this study found with a positive relationship between emotional intelligence and employees' work commitment ($r = 0.349, p < 0.01$). Consistent with previous research, there was a positive correlation between emotional intelligence and work commitment. To explain, Sarboland, (2012) suggested that the workforce by means of excessive emotional intelligence will have more commitment to the organization, in order to have employees with high work commitment, it was necessary to improve their emotional intelligence.

The results also indicated emotional intelligence did not have significant correlation with educators' work performance ($r = 0.67, p > 0.05$). According to Rahim and Malik (2010), emotional intelligence by means of itself will not assure shilled proceeds otherwise improved functioning of the association but the ways people work together, coupled with technological proficiency plus the capability to structure a tough set of connections to be able to enhance and assist squad navigate historical the foreseeable restricted access and consequently momentum up the moment it acquired to attain the organizational improved performance and objectives. In contrast to that, there were also findings from Rao, (2009) indicated that there was a strong affiliation concerning emotional intelligence and employees' work performance. According to Yu Chi Wu (2011), there were positive relationships involving emotional intelligence and educators' work performance. However, this substantiates findings in prior analyses through Western samples (Higgs, 2004). This study also found that creativity did not have a positive relationship with educators' work commitment

($r=0.039$, $p>0.05$). These results could be because work commitment related more to the working environment and relationship among the educators. There were also researches that strongly agree that there were positive relationship between creativity and employees' work commitment. Cekmecelioglu and Gunduz (2006), found that the creativity positively influences employees' work commitment. Creativity was hindered stipulate the worker required in constant awareness and psychological affection to the organization. This study was also found that the significant positive association lined by creativity and employees' work performance($r=0.403$, $p<0.01$).

Leader-Member Exchange (LMX) as a moderator basically played an important roles in connecting emotional intelligence with work commitment, as well as creativity with work performance. According to Mutalib & Mahmuddin, (2010) LMX was absolutely interrelated by means of income (Ferris, 1985), hold up for improvement (Scott and Bruce, 1994), work performance (Wayne, Shore, and Liden, 1997), and productivity (Graen, Novak, and Sommerkamp, 1982). Members of groups were prearranged larger tasks, extra rewards, as well as extra concentration. The manager level educators permit the educators' number of autonomy in responsibilities. In this study found that Leader-Member Exchange has moderate connection between emotional intelligence (diplomatic behavior, behavioral management and positive thinking) and educators' work commitment. This means, Leader-Member Exchange (LMX) makes the connection between emotional intelligence and educators' work commitment slightly stronger. This study also found that with the aim of Leader-Member Exchange there were moderate relationship between emotional intelligence and educators' work performance. This study found that leader-member exchange did not restrain the link between creativity and educators' work commitment. While the results showed that there was no positive relationship between creativity and educators' work commitment, the further results also showed there was no moderating effect between creativity and educators' work commitment. Therefore this study found that LMX strongly moderates the relationship between creativity and employees' work performance. This result explained to the manager level educators that by giving an opportunity to educators to appear with creative ideas to improve their work performance in e-learning environment.

In the perspective of educators an organization should invest sufficient resources in training educators' emotional intelligence and creativity. Based on the finding emotional intelligence was significantly related to employees' work commitment and creativity was

significantly related to educators' work performance. Institutions which have implemented emotional intelligence and creativity development programs and strived to enhance emotional intelligence and creativity competencies of human resource have witnessed sustainable change in educators using e-learning (Ridzuan, 2010). Management should give an opportunity toward constructing a good communication between managerial level educators and subordinate level educators. Smooth communications between these two levels were very important in creating harmonious e-learning working environment.

Private higher education management should provide an environment which was encouraged the positive relationship between leader and member of the organization to stimulate emotional intelligence among the educators. Management should ensure that educators can implement their creative ideas through group activities such as team building. Besides that educators should be rewarded for their creative ideas and tolerance for mistakes needed to be considered so that an educator feels confident to take risk.

There were two academic implications resulting from this study. Firstly, the research provides evidence to facilitate there was a constructive relationship involving emotional intelligence and employees' work commitment and also creativity and employees' work performance. Based on the result there was no relationship between creativity and employees' work commitment and also emotional intelligence and employees' work performance. This study contributed to the literature to analyze the relationship between emotional intelligence, creativity, employees' work commitment and employees' work performance. The findings from this research highlighted the function of Leader-Member Exchange in moderating the relationship between emotional intelligence and educators' work commitment and moderating the relationship between creativity and educators' work performance.

Conclusion

This study contributes to the body of knowledge of organizational behaviour in facilitating e-learning technologies in institutions of private higher education with a theoretical model that has introduced a new construct that is relevant to the complex and rich environment of e-learning. This study confirmed the significance of educators' emotional intelligence and creativity in order to be more committed to their work and improved their work performance.

This provided an opportunity for private higher education institutions to determine the successful pathways of managing change in the perspective of behaviour by knowing the factors that may influence emotional intelligence and creativity. In addition, recommendations were proposed in this study for consideration in future research, by looking the concept of emotional intelligence and creativity to develop and improved educators' work commitment and educators' work performance.

Recommendation for Further Research

From the findings of this study, some common problems were found among employee and below were some recommendations: (i) employees needed to expose their innovation in general and thinking skills especially when they incorporated into the advance and challenging technology and working environment. (ii) continuous assessment and development should be carried out from time to time through observation and appraisal for the employees in all level. (iii) training or creativity competition should be arranged for all employees to make sure they participated and developed their self-enrichment. (iv) employees needed to participate in any events that organized in the organization in order to have a better understanding with their superior.

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