



# Nexus between Emotional Intelligence and Creativity: A Case of University of Peshawar

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The study aimed to explore the nexus between emotional intelligence administrative creativity at University of Peshawar, and to know the impact of gender variables, job title, and years of service. For accomplishment of research objective, a descriptive survey method was used with a sample of 106 administrators with administrative positions. The results of the study showed that there is a direct strong relationship between emotional intelligence and administrative creativity. The outcomes also indicated that there are no statistically significant differences for the axes of organizational intelligence and managerial creativity on the gender variable and the job title variable. In addition, there were differences for the variable years of service on the emotional intelligence axis on the areas of motivation and empathy, as well as the axis of administrative creativity. The study recommended activating training programs to develop emotional intelligence and to be available to all university employees, and to encourage workers to express their emotions and feelings during work.

**Keywords:** *Emotional Intelligence, Administrative Creativity, University of Peshawar*



## **Introduction**

There is diversity among management schools as a result of the diversity of its theories, including behavioral theories that shed light on the behavior of individuals and the impact of that behavior directly or indirectly on their performance. Emotional intelligence helps to resolve conflicts, when we can discern people's feelings and empathize with their point of view, it makes it easier to resolve conflicts or perhaps avoid them before they start, as it becomes easier to give people what they want if they understand what it is and know it without conflicts and disagreements (Shwa, 2015; Ullah et al., 2021).

Psychologists have succeeded in highlighting emotional intelligence as a concept of rare importance and that it is a basic indicator of success, which is able to develop a useful system within organizations where each individual can use it to train and develop himself to solve his own problems and the problems of others at work, as the use of emotional intelligence skills is the fast way to reach goals, achieve expectations, solve problems and find many ways to succeed, and the thing that the use of emotional intelligence capabilities achieves in addition to speed is the continuity in achieving and success goals and the feeling of pleasure in success, because the goals were achieved in a healthy environment and with emotional participation, communication and self and social awareness and thus become The newly discovered capabilities is the machine of change towards a successful bright future (Osman, 2009: Khan & Ullah, 2021).

Technical skills and cognitive intelligence contribute a prominent role in the triumph of the administrator at work. Emotional intelligence is also of paramount importance in achieving this, as it helps the manager to reach the highest levels of job performance in all aspects of work within the organization, and therefore the importance of emotional intelligence should be emphasized. Emotional intelligence also provides the leader with greater flexibility and susceptibility to the changes that occur within the surrounding environment. Also, the extent to which the individual enjoys the opposite behavior or confrontation "such as violence in the work environment" arises from the individual's lack of emotional control or impulse control, and the results related to stress arise from a poverty in social interaction in the individual causing stress, and therefore emotional intelligence should help Individuals in managing their own emotions, creating a positive environment, and thus reducing negative and confrontational behaviors.

Likewise, administrative creativity is considered one of the means of renewal and change. Change is only one of the manifestations of creativity that expresses it. Considering the developments surrounding us resulting from the information revolution and the technological explosion, and with the intensification of competition between companies, the diversification of the needs of individuals and the increase in their ambitions, it has created and created many



problems. Therefore, organizations must respond to these developments by making changes and modifications that go along with these developments. It is difficult to achieve this unless there are new ideas and modern methods that respond to these continuous changes, as they require creative skills (Shaqqura, 2012; Ullah & Hamdard, 2019).

From the above, it becomes clear the importance of studying the relationship between emotional and creative administrative intelligence in universities in particular, as universities are considered among the most important institutions capable of preparing creative and innovative generations capable of creating the future, and that workers in these institutions bear a great deal of responsibility in finding appropriate means to deal with The reality, which is becoming increasingly complex. Therefore, the current study came to cover a noticeable lack of knowledge of the relationship between emotional intelligence and administrative creativity at University of Peshawar.

Hence, the current study agreed with previous studies in dealing with an important topic, which is emotional intelligence and its relationship to administrative creativity, and it differed with many previous studies that it dealt with this topic to identify the degree of emotional intelligence and administrative creativity and the relationship between them at University of Peshawar, and the most important thing that characterized it. The current study compares previous studies that it seeks to identify the nature of the relationship between emotional intelligence and administrative creativity, to be a starting point for new research whose focus is on the results of this study to search in other topics related to emotional intelligence and managerial creativity.

### **Problem Statement**

University of Peshawar suffers from many administrative problems, and the lack of opportunity for workers to propose creative solutions to work problems. Hence, confronting these problems requires calibrating the prevailing traditional methods and adopting new methods based on creativity and innovation and attention to providing the appropriate environment for the creative approach to encourage it, and find people Innovators who are able to solve the various problems that universities suffer from and raise their administrative efficiency, by increasing the level of emotional intelligence to encourage creativity, in order to help exploit the creative abilities of workers, because the absence of emotional intelligence skills is negatively reflected in these workers, and emotional intelligence is an important element To succeed in all the various administrative processes that aim to advance the goals of the institution, as the administrative processes are affected by the emotional and emotional conditions of all employees, which will be reflected on their performance within the institution and their relationship with the external environment.



### **Research Objective**

- 1 - Identifying the degree of emotional intelligence and managerial creativity at University of Peshawar.
- 2 - To reveal the existence of a relationship between the dimensions of emotional intelligence as a whole and administrative creativity at University of Peshawar.
- 3 - Identifying the impact of each of the variables of gender, job title, and years of service on the reality of emotional intelligence and administrative creativity at University of Peshawar.

Significance of the study: The significance of the study stems from the following:

**Theoretical:** This study works on the cognitive development of new management terms such as emotional intelligence and administrative creativity so that it addresses all the different topics of the study axes in order to be able to study them and understand their theoretical side.

**Scientific:** Providing administrative leaders, decision-makers, and university workers with information, recommendations and suggestions derived from field research on the importance of possessing emotional intelligence skills, which may contribute to the development of administrative creativity, and also works to develop the university's performance through studying emotional intelligence in its various dimensions as it is a response to a new trend. It has recently begun to grow in the field of organizational behavior research and human resource management. Emotional intelligence is responsible for managing the emotions, feelings and emotions of the individual and his relationship with society as a whole.

### **Research Methodology**

This study is considered a descriptive study. It aims to identify the reality of emotional intelligence and its relationship to administrative creativity at University of Peshawar.

Study population and sample: The study sample consisted of (106) employees with administrative positions, i.e. (70%) of the study population at University of Peshawar, in the first semester of the academic year 2020/2021. Table (1) shows the characteristics of individuals.

**Table (1): Characteristics of the study sample members**

Variable	variable Level	Repetition		Variable	Variable Level	etition	centage
<b>Gender</b>	Male	86	81.1	<b>Number of years of service</b>	less than 5 years	14	13.2
	Female	20	18.9		5-10 years	20	18.9
	Total	106	100%		10 - 15 years	24	22.6
<b>Job Title</b>	Dean	14	13.2		More than 15 years	48	45.3
	Assistant Dean	15	14.2		Total	106	% 100
	Administrator	26	24.5				
	Head of Academic/Administrative Department	51	48.1				
	Total	106	100%				

**Study tool:** The researchers built the study tool by referring to the educational literature, and to previous studies related to the subject of the study, especially the study of Hamad (2016) and Al-Sawalhi (2016). As for the second part, it has two axes. The first axis is organizational intelligence and it has five domains, namely the domain of self-awareness, self-regulation, motivation, empathy, and social skills. The second axis is administrative creativity.

**Validity and reliability of the study tool:** The researchers confirmed the validity of the study tool by presenting it to a group of arbitrators, whose number is six arbitrators with competence, experience, and efficiency, and they are members of the teaching staff in the faculties of educational sciences in Pakistani Universities, and they hold the rank of assistant professor and associate professor. The arbitrators said that the tool is honest after some paragraphs were deleted, and others were modified, and the questionnaire in its initial form consisted of (56

paragraphs, and in its final form it consisted of (50) paragraphs, where six paragraphs were deleted based on the agreement of more than 70% of the arbitrators on Questionnaire paragraphs. With regard to reliability, the researcher made sure of the reliability of the tool by calculating Cronbach's alpha coefficient, and Table (2) illustrates this.

**Table (2): Cronbach's alpha coefficient for the paragraphs of the resolution**

Axis	Number	Topic	Items Number	Cronbach's alpha coefficient
<b>emotional intelligence</b>	1	<b>self-awareness</b>	6	0.72
	2	<b>self-regulation</b>	6	0.71
	3	<b>motivation</b>	6	0.85
	4	<b>sympathy</b>	6	0.83
	5	<b>social skills</b>	6	0.85
		<b>Administrative Creativity (Total Degree)</b>	30	0.92
<b>administration creativity</b>	20	<b>Total Degree</b>	20	0.92

It is clear from Table (2) that the Cronbach's alpha coefficient of the questionnaire domains on the emotional intelligence domain ranged between (0.71-0.85), and the reliability value of the total score for the emotional intelligence axis was (0.92), while the administrative creativity axis obtained a reliability coefficient for the total degree (0.92) and these were considered A high value is a function of the tool's reliability.

## Results and Discussions

**Table (3): Correlation Matrix: Emotional intelligence and the administrative creativity at University of Peshawar**

<b>administration creativity</b>	<b>correlation</b>	<b>Statistical</b>
<b>emotional intelligence</b>	<b>coefficient t</b>	<b>significance</b>
<b>self-awareness</b>	<b>0.51*</b>	<b>0</b>
<b>self-regulation</b>	<b>0.50*</b>	<b>0</b>
<b>Motivation</b>	<b>0.55*</b>	<b>0</b>
<b>Sympathy</b>	<b>0.56*</b>	<b>0</b>
<b>Social skills</b>	<b>0.60*</b>	<b>0</b>
<b>Administrative Creativity (Total Degree)</b>	<b>0.71*</b>	<b>0</b>

The results of Table (3) indicate that there is a moderate direct relationship between the paragraphs of the domains of (emotional intelligence) and the axis of (administrative creativity) on the domain of self- awareness of (0.51 \*) at the significance level (0.00). The domain of self-regulation is (0.50\*) at the significance level (0.00), the motivation domain is (0.55\*) at the significance level (0.00), the empathy domain is (0.56\*) at the significance level (0.00), and the social skills domain is (0.60\*) at the significance level. The significance (0.00) also indicates that there is a strong direct relationship between the domains of (emotional intelligence) and its total degree and the domain of (administrative creativity) by (0.71 \*), meaning that emotional intelligence works strongly and effectively on developing managerial creativity. The researchers attribute the reason for this to the fact that administrative creativity requires personal traits and high thinking skills that are available only in administrative leaders who have emotional intelligence from quick wit, flexibility in actions according to the situation, taking into account human situations, successful communication and the ability to influence and persuade colleagues and subordinates. It provides creative administrative leaders with emotional intelligence skills, which contributes to improving the style, quality and quality of administrative and educational services provided to the community, thus helping to reserve a higher value and position among universities. The results of this study agreed with the results of the study (Al-Sawahi, 2016) and the Kaur study (Kaur, 2014), which confirmed the existence of a strong positive relationship between emotional intelligence and managerial creativity.

**Table (4): Descriptive Statistics: reality of emotional intelligence and administrative creativity at University of Peshawar**

Rank	emotional intelligence	Average	standard deviation	Percentage	Level
3	Motivation	<b>4.4</b>	<b>0.5</b>	<b>88</b>	very High
1	Self-awareness	<b>4.36</b>	<b>0.4</b>	<b>87.2</b>	very High
5	social skills	<b>4.27</b>	<b>0.51</b>	<b>85.4</b>	very High
4	Sympathy	<b>4.17</b>	<b>0.53</b>	<b>83.4</b>	very High
2	self-regulation	<b>3.71</b>	<b>0.54</b>	<b>74.2</b>	High
	<b>The overall tool for the Emotional Intelligence axis</b>	4.19	4.12	83.3	very High
	<b>The overall tool for e administrative creativity axis</b>	<b>4.25</b>	<b>0.63</b>	<b>0.85</b>	very High

**Table No. (5): Results of the t-test of the independent samples of emotional intelligence due to the gender variable**

emotional intelligence			Average	standard deviation	T value	indication
	Gender	Number				
self-awareness	male	86	4.36	0.4	<b>-0.004</b>	<b>0.68</b>
	Female	20	4.36	0.39		
self-regulation	male	86	3.77	0.53	2.16	0.96
	Female	20	3.48	0.53		
Motivation	male	86	4.39	0.52	-0.14	0.09
	Female	20	4.41	0.38		
Sympathy	male	86	4.17	0.54	-0.09	0.39
	Female	20	4.18	0.55		
social skills	male	86	4.27	0.58	0.13	0.35
	Female	20	4.25	0.42		
Total Degree	male	86	4.19	0.39	0.56	0.82
	Female	20	4.14	0.34		

\*Statistically significant at the significance level ( $\alpha = 0.05$ )

It is clear from Table (5) that there are no statistically significant differences at the significance level ( $= 0.05\alpha$ ) of the emotional intelligence reality degree due to the gender variable on the total degree and its domains, where the significance level for them were respectively (0.68, 0.96, 0.09, 0.39, 0.35). , 0.82), a level of significance greater than (0.05), and the researchers attribute this to the fact that the members of the research sample have similar visions about emotional intelligence regardless of gender, whether male or female, and this means that the gender variable does not affect emotional intelligence



at University of Peshawar . The results of this study agreed with Al-Sawalhi's study (2016), which confirmed the lack of influence of gender on emotional intelligence, and differed with Khalil's study (2017), which confirmed the existence of differences in favor of males on the gender variable.

**Recommendations:** According to the results of the current study, a set of recommendations can be made, which are as follows:

1. Activate training programs to develop emotional intelligence and be available to all university employees.
2. Encouraging workers to express their emotions and feelings during work.
3. Granting more tasks and powers to employees and encouraging them to achieve professional achievements.
4. Providing workers with practical experiences by taking advantage of their problems.
5. Develop employees' capabilities to assume responsibility and work honesty.
6. Providing an opportunity for social and emotional interaction and communication for employees.
7. Holding more seminars, scientific conferences and workshops on the subject of emotional intelligence.



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