

Received: 17 July 2024, Accepted: 28 August 2024

DOI: <https://doi.org/10.33282/rr.vx9i2.142>

The Effect of Emotional Quotient and Intelligence Quotient on Lecturer Performance Mediated by Creativity and Job Satisfaction

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Abstract

The factor determining organisational efficiency is the quality of its human resources. Therefore, employee performance has emerged as an essential concern for any organisation. Lecturers are the primary human resources within a University as they possess the central duties and responsibilities. The aptitudes possessed and the way lecturers build worthy associations with students suggestively affect how the campus environment is created and in turn impacts the future development of any University. Having a sample size of N=125, this study resolves to contribute to any university in terms of the intellectual level of their lecturers that encourage the level of their job satisfaction and performance. Each teacher ought to have and sustain adequate abilities; in terms of intellectual (Intelligence Quotient) and emotional management (Emotional Quotient) and creativity. The creativity of lecturers also plays an essential role in supporting their performance as teachers. In this study, further research will be steered concerning the impact of

the intelligence quotient and emotional quotient on lecturer performance mediated by creativity and job satisfaction of lecturers at universities in Islamabad, Pakistan. ‘

Keywords: Emotional Quotient, Intelligence Quotient, Creativity, Job Satisfaction, Job Performance

1. Introduction

The organization consists of various human resources with diverse educational and demographic backgrounds. Professional human resources having decent performance records develop their institutes progressively while achieving organizational goals (Winoto, 2020). Lecturers as teaching staff are certainly employed based upon careful consideration so that they are helpful for contributing towards higher education. The potential lecturer’s academic achievement is the primary factor considered while recruiting, yet the lecturer’s personality is also an indispensable element that cannot be ignored when choosing a specialized teaching staff. Intelligence Quotient (IQ) and Emotional Quotient (EQ) are the foundations for a lecturer to execute his/her tasks. A lecturer cannot be detached from the way he/she implements reasoning and problem-solving skills in teaching and in owning worthy intellectual aptitudes. Also, EQ has an indispensable function for lecturers in structuring relations with students and contemporaries. A virtuous emotional mechanism determines the way lecturers are able to construct a progressive acquaintance with their students, primarily. The intelligence quotient remains termed as the employee’s (in the current framework) capacity to discuss and resolve a difficulty through ‘logic’. Intelligence is the serious aspect taken into consideration while doing employee performance-evaluation (Schmidt and Hunter, 2000). Secondly, emotional intelligence also complements singular job presentation, empowering employees (in this case; lecturers) towards developing positive relations and creating favorable work-environments. This ability assists employees in improving their performance as it facilitates them to understand and manage their emotions for dealing effectually with environmental pressures (Gondal and Husain, 2013).

Makmur (2015) explained creativity as an individual feature, which involves themselves in processes while working in a creative work environment. Ikasari (2014) also seconded this by

suggesting that creativity is the capability to generate a new product or a provision of innovative ideas that can be applied during the resolution of problems. Hence, it is comprehensible that creativity is an individual's talent of conceiving somewhat new; both in ideas and object form, which stand dissimilar from what existed before (Maya Siti, 2013).

Subagja and Safrianto (2020) say that employees who are content with their jobs shall also have loyalty towards their employer-organization. This shall encourage them to demonstrate high-work participation and continuous performance enhancement. Several studies have associated higher EQ with improved job-performance, leadership effectiveness, and overall job satisfaction. Such a research framework provides the substance for investigating the influence of EQ upon various organizational outcomes (Batool, 2024). EQ is gradually being recognized as the key proficiency at the workplace. Employees with higher EQ are probable to manage workplace challenges, stress, and conflicts more successfully, hence, backing a positive work environment. Higher job satisfaction is also accompanied by lower-turnover rates. Considering the part of EQ in inducing employee-satisfaction provides insights into approaches for holding a talented workforce.

There is a solid control of emotional intelligence variables upon employee job-satisfaction. This means that the employee having a higher-emotional quotient is better-off and more tangled in his/her work (Batool, 2024). Over the years, 'job satisfaction' has received worldwide acknowledgement in research and industry. The term denotes to the employee's emotional reaction to his occupation in terms of the extent to which it gratifies his/her desired outcome (Jorfi and Jorfi, 2011). Job satisfaction also discourses the degree to which a professional like his/her job (Fox and Spector, 1999) or it may be deliberated as the emotional attachment he/she has with his/her job (Meyer et al., 1993). Job satisfaction is a good pointer of how employees sense their jobs and is also a good analyst of work-behaviors like, absenteeism, turnover, and organizational citizenship.

Elias and George (2012) deliberated that job satisfaction partly mediates the link between personality traits and deviant work behaviours. They asserted that 'emotion' remains vital in place of inspiring and directing behaviour. Moreover, an employee wants more than an impartial high Intelligence Quotient (IQ) to remain content and prosperous in his profession.

Even though previous advocates of research on EQ disagree with each other's propositions, there exist good reasons for thinking that all their findings have foreseen those research facets that partially quantify central concepts behind emotional intelligence. The aptitude to separate emotions of own self from that of others aids personnel in performing improved job tasks. EQ has the prospect of improving job performance through assisting focus groups, such as classrooms and colleges. EQ remains predominantly significant in the service sector and other employments where personnel intermingle with clientele.

2. Literature Survey

2.1 Emotional Quotient

Emotional intelligence is a superficial aptitude for identifying, assessing, managing and controlling self-emotions and those of others (Abebe and Singh, 2023). High emotional intelligence is obliging in almost all professional fields, where each employee requires wisdom and problem-solving from the perspective of technical/social changes. Frye et al. (2006) said that emotional intelligence is the element of passionate, sentimental and social skills from 'intelligence' overall. EQ stays the individual's talent in recognizing and regulating emotions from the inside and can be utilized towards guiding one's contemplations and schedules (Mayer et al., 2008). EQ remains concentrated on classifying emotions as well, assessing other's moods, self-controlling, and visualizing other's moods, social communication and inter-mingling. Emotional Intelligence also refers to the employee's capability towards controlling, applying or carrying out emotions that can yield something worthy (Hutagalung, 2014). EQ intensely has an emotional impact upon an individual's life on the whole, beginning from family and professional life and interacting with his/her social environment (Nurita, 2012). Hence, emotional intelligence enjoys an indispensable part in every individual's professional and personal lives.

Rosete and Ciarrochi (2005) concluded that managers who recognize their feelings as well as those of their subordinates possess a better probability of accomplishing maximum results professions. The same is the scenario was lecturers and their students. A professional lecturer would always cater for the desires of his students concerning the course outcome, teaching methodology and the lecturer's class attitude. Diggins (2004) also proposed that the best managers ought to have emotional intelligence for making judgments based on self-

management, relationship-building and realizing how their actions can have an emotional impact on organizational peers. Thus, EQ is a major provider towards reaching organizational attainment as well.

2.2 Intelligence Quotient

Intelligent employees endure learning and possess better planning because of their inclination towards obtaining more payback than the employees with a lower intelligence quotient (Gondal and Husain, 2013). An intelligence quotient is, therefore, defined as the individual's capability to reason and to do problem-solving through logic (Tj et al., 2021). Schmidt and Hunter (2000) characterized intelligence as one of the critical aspects for employee performance evaluation. IQ is generally a phenomenon connecting the calculation of personal ability for observing, analyzing and interpreting any state. This capability fits to the in-born talent of the individual allowing him/her to contemplate, recognize, and examine the logical and hypothetical problems (Tj et al., 2021).

Studies exploring the connection between IQ and individual employee performance largely clarify that the employee's psychological aptitude is capable of commendably predicting subsequent performances. Schmidt and Hunter (2004) elucidated that intelligence may well envisage employee-performance in different professional domains. Therefore, IQ is important for forecasting employee-performance.

2.3 Creativity

Makmur (2015) suggested that creativity is associated with inventive people who embroil themselves within the creative progression and encourage the creative product-producing environment. Ikasari (2014) argues that creativity remains definite for constructing any new idea/product and applying it in problem-solving. Accordingly, it remains construed that creativity exists as the personal ability to create innovations; both tangible and intangible (like teaching methodologies) with entities that already are existent, making an altogether diverse unit, which is relatively dissimilar from what was prevailing before (Maya Siti, 2013), by stressing upon the ability interrelated to the human talent of combining, solving/answering problems and

replicating working competences. Creativity is a intellectual uniqueness that can give birth to exceptional disclosures (Afriyani, 2014). Moreover (Jufni et al., 2014) recommended that "*Creativity is a key of successful teaching that is oriented to the effectiveness of the learning process, the achievement of learning goals, and the optimal education.*"

2.4 Job Satisfaction

Job satisfaction is an employee behavioural segment that has developed extensive recognition academically and industrially as well (Abebe and Singh, 2023). It denotes an employee's emotional response to his/her job in terms of the extent it fulfills his/her preferred outcome (Jorfi and Jorfi, 2011). Job satisfaction essentially discusses the level at which an employee enjoys his/her job or carries emotional attachment to it (Spector, 1999). Job satisfaction is therefore, an employee over the duration of his job, as the factors satisfaction and dissatisfaction transform over time. Employees' attachment with their jobs concerning their fulfillment is a deliberate sentiment (Batool, 2024). Despite of the fact, whether employees feel comfortable with their job tasks, their affiliation with their professional occupation and employer organization is a natural reaction to the sound supervision, recognition and empowerment they receive at their workplace.

2.5 Job Performance

Earliest definitions of job performance describe it as a purpose of the employee's performance of his/her specific job tasks, comprising of standard job description. Job performance is affected by variables like interpersonal relations, absenteeism, withdrawal behaviours, substance abuse and other behaviours that tend to increase workplace hazards (Abebe and Singh, 2023). Individual employee's job performance is important for the overall organizational performance is deliberated as a central variable that research scholars often provide larger emphasis upon for investigating the various factors that regulate it (Jankingthong and Rurkkhum, 2012). There remains a positive link between employee adaptability and job performance (Sony et al., 2016).

Past research has specified that employees make a substantial contribution to improving organizational success through new products, services, and work processes (Osman-Gani et al.,

2013). In this context, both employee emotional and intelligence quotients are interrelated to their job satisfaction.

2.6 Emotional Quotient, Job Satisfaction and Job Performance

Employees with greater emotional intelligence are commonly believed to remain more satisfied in their jobs irrespective of the job nature and manager's attitude (Abebe and Singh, 2023). This is because employees with higher emotional intelligence are better off in devising policies for evading the negative effects of stress. But on the other hand, employees with lower emotional intelligence will fail to do so. High EQ enables employees to inspire the emotions of others in a group setting, augmenting their confidence and that of their colleagues (Cooper, 1997). Hence, an employee requires more than just a high Intelligence Quotient (IQ) to be contented and prosperous in his/her professional life. Research findings have indicated that academic intelligence and IQ scores only do not precisely forecast important professional outcomes, involvement of the EQ factor is necessary.

EQ also possesses the prospective of improving work-related performance through group tasks, even in organizational cultures that are typical in nature, like; classrooms and colleges (Daus & Ashkanasy, 2005, p. 441). Bono and Vey (2005) further elaborating say that emotional toil can be demanding for those employees, who lack empowerment. So, the employees who can control their emotions deal with this stress better.

2.7 Intelligence Quotient, Job Satisfaction and Job Performance

Past findings have proven that the Intelligence Quotient is a determiner of an employee's job performance and job satisfaction (Murtaza et al., 2020). Existing research outcomes regarding IQ's influence over employee's job satisfaction and performance is ought to assist corporate management for edging policy guidelines for recruitment & selection through having more cognizant decisions in terms of personality types and IQ of potential employees. Intelligence level is positively related to an employee's job satisfaction which results in the level of his/her job performance (Yucho Zhang, 2018).

Having done all the above discussion, the current scholar aims to investigate a large framework involving all the above constructs, as never been tested before. The reason behind choosing ‘lecturers’ as the respondents of this research is due to the fact that teachers being employees of the particular educational institute are in direct and constant contact with their clients, i.e. the students. Thus, the nature of a lecturer’s job allows a researcher to assess the correct outcomes of a framework involving the human mind’s emotional and intelligent dimensions.

3. Research Hypotheses

H1: Emotional Quotient has a significant effect on Lecturer Performance

H2: Intelligence Quotient has a significant effect on Lecturer Performance

H3: Lecturer Creativity mediates the relationship between Emotional Quotient and Lecturer Performance

H4: Lecturer Creativity mediates the relationship between Intelligence Quotient and Lecturer Performance

H5: Lecturer Job Satisfaction mediates the relation between Emotional Quotient and Lecturer Performance

H6: Lecturer Job Satisfaction mediates the relation between Intelligence Quotient and Lecturer Performance

4. Theoretical Framework

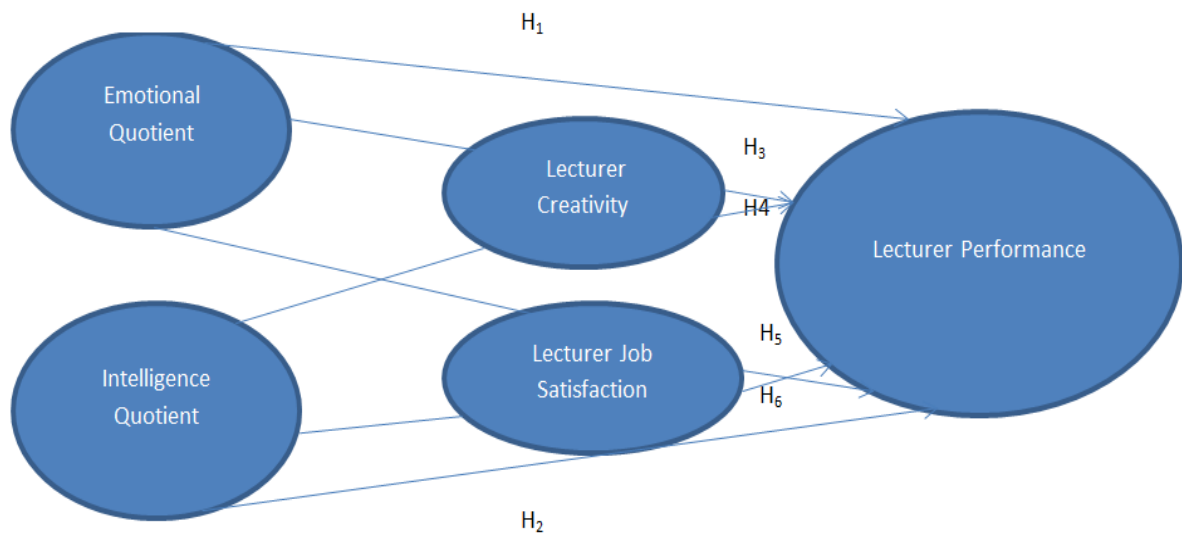


Figure: 1.1: Theoretical Framework

5. Research Scales

The scale developed by Wong and Law (2002), having sixteen items, was used to measure EI. The Vineland Social Maturity Scale (VSMS) was used to quantify the IQ level of each lecturer. The VSMS Test, as a measure of IQ, calculates the social quotient that remains comparable to IQ for all practical resolutions (Manjunatha et al., 2024). For evaluating job satisfaction, the scale proposed by Macdonald and MacIntyre (1997) with ten items was used. For measuring job performance, the scale suggested by Koopmans (2015) having 18 items was used.

6. Methodology and Data Collection

Non-probability sampling technique was used for the current study. The target sample was 'lecturers' working in four reputable universities in Islamabad. A total of 200 questionnaires were distributed to the respondents (50 in each university), out of which 125 filled the

questionnaire properly. Structural Equation Modeling (SEM) was used for data analysis using Smart-PLS tools.

7. Results and Discussion

The first step comprises testing the validity and reliability of the variables of this framework.

Table 1. Validity and Reliability Test

Variable	Cronbach' Alpha	Composite Reliability	Average Variance Extracted
Emotional Quotient	0.803	0.743	0.603
Intelligence Quotient	0.776	0.783	0.655
Lecturer Creativity	0.806	0.815	0.678
Lecturer Job Satisfaction	0.800	0.853	0.690
Lecturer Job Performance	0.856	0.824	0.642

Table 1 shows that all variables in the research model; emotional quotient, intelligence quotient, lecturer creativity, lecturer job satisfaction and lecturer job performance, have Cronbach alpha values above 0.70. The average variance extracted (AVE) for each construct has values above 0.50 and the composite reliability values are above 0.70 for each variable. Thus, it is established that all variables in this research model are valid and reliable and further tests can be conducted.

Table 2. R-Squares

Variable	R-Square
Lecturer Creativity	0.487
Lecturer Job Satisfaction	0.457
Lecturer Job Performance	0.781

The R-Square values in Table 2 show the contribution of the influence of the mediating variables (Lecturer Creativity and Job Satisfaction) upon the dependent variable (Lecturer Job Performance). This means that the value of R-square measures the interceding feature of the current research model. The results obtained are the capacity of the intelligence quotient, emotional quotient, creativity and job satisfaction variables in clarifying job performance. By centring on the R-Square results gained, it can be determined that the mediating control in this research model is reasonably strong.

Table 3. Hypotheses Test Results

Variable	Coef.	P-Value
EQ-JP	0.107	0.001
IQ-JP	0.258	0.031
EQ-LC	0.377	0.012
IQ-LC	0.356	0.014
EQ-JS	0.302	0.109
IQ-JS	0.352	0.122

*Note: ***Coefficient is significant at a p-value < 0.001. EQ= Emotional Quotient, IQ= Intelligence Quotient, LC= Lecturer Creativity, JP= Job Performance, JS= Job Satisfaction
 Source: AMOS output, 2022*

The results above for the ‘emotional quotient’ and lecturer ‘job performance’ linkage depict; that the emotional quotient possesses a substantial affirmative outcome (0.107) upon the dependent variable; the lecturer’s job performance. This proves that ‘emotional management’ stands as a necessary dynamic having a progressive control over the resulting performance. ‘Emotions’ refer to the lecturer’s while developing worthy connections with his/her students and co-workers. Emotional management by the lecturer makes the work environment as well as the dual associations more progressive. These findings for the EQ-Performance hypothesis are reliable with the preceding research involving the same variables that described that the employees that tend to apprehend their feelings and those of their colleagues ensure greater possibilities of attaining professional success (Rosete and Ciarrochi, 2005). The capability to regulate emotions contributes largely towards teaching (Ruiz, 2024). Sutton et al. (2019,) emphasized that those lecturers who remain skillful enough at regulating their emotions during

inspiring situations, convey higher levels of performance effectiveness. It is because emotional intelligence aids lecturers in remaining composed, taking rational decisions and sustaining positive connections with their students. EQ similarly impacts the quality of lecturer-student relationship that in turn improves the lecturer's job performance (Roorda et al., 2017). These constructive associations form a beneficial learning environment, leading towards increased lecturer-performance as a teacher.

Results in Table 3 also display that IQ has a substantial positive influence (0.258) upon lecturer performance, therefore, exemplifying that higher the IQ controlled by a lecturer, superior shall be his/her performance as a teacher at the university level. Thus, these results are regular to those of the previous ones (Hunter and Hunter, 1984; Tj et al., 2021), clarifying that 'intelligence' is a trait that essentially predicts an employee's performance. Lecturers employed have worthy academic qualifications and mandatory teaching experience. Yet, according to the justification by Schmidt and Hunter (2000), the characteristic of 'intelligence' is one of the furthestmost important features while evaluating the lecturer's performance. It is because (as per Gondal and Husain (2013)) academic intelligence foresees individual performance because if employees have sound knowledge of their specialized qualifications and link it with professional obligations, their performance shall be enhanced. The same holds true for lecturers as well.

'Lecturer's creativity'; in terms of his/her teaching methodologies and ways of communicating with students and colleagues, supports lecturer performance. The results in Table 3 show that 'lecturer creativity' mediates the relation concerning emotional quotient and lecturer performance and the one concerning IQ and lecturer performance. This shows that the lecturers, who possess decent emotional control and intelligence, convey their knowledge to their students through creative ways impacting their overall performance as a teacher. The achievement of lecturers in increasing their teaching methodology resides in their unique approaches during the knowledge transfer process. The more the teaching-style creativity of the lecturer shall be the interest-level of students apparent in form of their attentiveness during lectures and their motivation towards learning. Thus, encouraging feedback from students, which shows the level of absorption they obligate in a particular subject, as a result impacts the lecturer-performance positively (Van Horn et al., 2018).

Table 3 also specifies mediation in the causative link between EQ and IQ and job performance. Hence, the framework establishes that emotional measures and intelligence quotient have a momentous control upon job satisfaction. Thus, it is proven that EQ and IQ improve job satisfaction on the way towards enhancing the lecturer's job performance (Latif et al., 2017). Self-Emotion regulation and mental intelligence stay as the abilities of any employee, which benefits him/her in overpowering the work-related stress. Especially for university lecturers, self-emotional control supports them to recognize the context and variables that are triggering stress and ultimately normalize the environment to tranquil themselves down (Abebe et al., 2023).

8. Conclusion

Lecturers remain the prime human resources in any University holding various tasks/duties. Through their capabilities controlled and the way lecturers craft associations with their pupils, it meaningfully affects the campus environment, impacting the future expansion of the University. Lecturers ought to ensure satisfactory aptitudes, in terms of emotional management (Emotional Quotient), intellectualism (Intelligent Quotient) and creative teaching, which shall furthermore satisfy them with their job tasks and enable them to increase their overall performance as teachers at the professional academic level. This research investigated the impact of EQ and IQ intelligent quotient upon lecturer's job performance mediated by lecturer creativity and lecturer job satisfaction. Previously, the mediation effect of both creativity and job satisfaction together upon EQ+IQ – job performance linkage has not been tested before. Therefore, this research was aimed at knowing the influence of these two mediators simultaneously upon the mentioned direct relation.

The results prove that the emotional quotient has a significant positive effect on lecturer performance and that the higher the IQ intelligence possessed by a lecturer, the better his/her job performance. The lecturer's creativity in terms of his teaching methodologies and communication skills and the level of job satisfaction, all have an essential part in shaping up the overall job performance. These results, therefore, emphasize the standing of emotional

intelligence, interpersonal skills and intelligence in nurturing positive associations and building a compassionate learning environment. Regarding job enabling their pupils rate learning highly and necessitate the implementation of alternative plans in the classroom, which in turn earns them the students' attentiveness, thus, making them satisfied with all they have and the way they have taught.

9. Limitations and Future Research

As this research was conducted in one region (North) only, it is probable that the results cannot be realistic elsewhere in Pakistan. The primary focus was on academic staff at private higher education institutions that ensure a more encouraging working environment than other teachers who are open to stricter and stressful conditions (as in the public sector), these findings cannot be indiscriminate as the variables of creativity and job satisfaction will not be tested the same way in a centralized structure. Therefore, more research remains required to understand this framework better between these constructs. The survey's outcomes might be exaggerated by respondents' prejudice. Extreme perspectives tend to misrepresent survey consequences. It is perplexing to categorize and eradicate such cases. Accordingly, the assumptions might not correctly imitate certain issues. Also, current research used a cross-sectional approach, which made the assessing of the causal linkage difficult. Hence, future researchers should take these into account.

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