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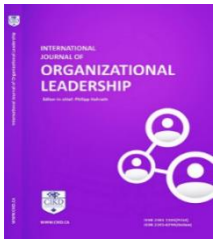

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The Impact of Emotional Intelligence and Organizational Identification on Creativity Performance

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ABSTRACT

In this study, the interaction between emotional intelligence, organizational identification, and creativity performance was examined. In addition, it was aimed to make recommendations depending on the results regarding the impact of emotional intelligence and organizational identification on creativity performance. It was designed as an empirical study, and the data on emotional intelligence, organizational identification, and creativity performance perceptions were gathered from 1136 employees working at 37 tea factories in Türkiye by questionnaire. The data were analyzed by performing reliability, validity, correlation, and regression tests with SPSS 25, and the results are given in tables. The results showed that emotional intelligence-overall, emotional recognition, and emotional facilitation significantly impact organizational identification and creativity performance. It was also revealed that emotional intelligence overall, emotional recognition, emotional facilitation, and emotional regulation significantly impact creativity performance. This study hopes to provide practical management knowledge to organizations to improve their creativity performance by enhancing their employees' emotional intelligence and organizational identification. This study explored the factors that affect creativity performance in terms of both emotional intelligence and organizational identification. It fills an important gap by providing greater clarity with regard to creativity performance. In addition, the study has value from the perspective of results from a big public enterprise.

Factors affecting creative performance, one of the most important factors for businesses to gain competitive advantage, have gained great importance in recent years (Ali et al., 2020; Farida & Setiawan, 2022; Yesuf et al., 2023). Especially in the Industry 4.0 period and the transition to the Industry 5.0 period, the importance of creative performance has increased

even more (Güğerçin & Güğerçin, 2021; Grabowska et al., 2022; Raja Santhi & Muthuswamy, 2023; Xu, 2023). Emotional intelligence is the competence of a person's act in a constructive and positive manner appropriate to the perceived situation by interpreting the emotions of his and others (Salovey & Mayer, 1990). At the same time, emotional intelligence is the ability of individuals to motivate themselves to struggle without giving up in the face of problems encountered and to act by thinking and empathizing based on their impulses. In parallel with the emotional intelligence level of individuals, generosity behavior improves their vitality, and their vitality improves their creative behavior (Carmeli et al., 2014). According to Jordan et al. (2009), individuals' capacity to understand other people's feelings and react to those feelings effectively support the positive influence of the organization's members. Emotional intelligence, which involves a positive attitude towards work and positively affects job satisfaction, also reduces employee turnover (Peláez-Fernández et al., 2021). Providing emotional intelligence services for older people through artificial intelligence and the Internet of Things has been identified as a current need and researched (Liang et al., 2019). Organizational identification is another important factor in creativity. Organizational identification improves commitment (Köse & Pehlivanoğlu, 2020; El-Kassar et al., 2017) and helps employees during turbulent times experienced by organizations (Larson & Pepper, 2003, p. 528). Especially due to the COVID-19 pandemic, healthcare professionals' self-sacrificing work and identification with their organizations have created an experience in this regard. In addition, efforts by organizations to maintain employment and workplace activities through remote or rotational work practices without laying off staff have drawn more attention to organizational identification (Ashforth, 2020). Organizational identification impacts employees' behavior in favor of the organization by making use of valuable friendships with them; at the same time, it impacts organizational behavior and organizational life. Organizational identification increases the employee's job performance and contribution to the organization, transforming the relationship between the employee and the organization and creating a complete integration between them (Cornwell et al., 2018). Organizational identification also positively affects the integration of employees in organizational activities. If the employees of an organization see it as different in terms of their perceived organizational identity or their evaluations and find it attractive, they tend to change their behavior to identify with the organization (Dutton et al., 1994; Nguyen & Sidorova, 2020; Ranganathan, 2021). In this respect, it is thought that emotional intelligence and organizational identification will be the basis for employees to increase their creative performance in order to be more beneficial to their organizations.

Creative performance is shaped by the capacity to view problems from a different standpoint and to produce new solutions to old problems (Wang & Netemeyer, 2004, p. 806). Creativity is affected by the personalities of individuals and the physical environment in which they live/work (Amabile et al., 1996). According to Ceylan et al. (2008), the dominance of cool colors (e.g., blue and green) in the working environment increases creativity. Ceylan et al. (2008) also found that even the furniture of the environment and the objects used affect the creativity of employees. Similarly, it was determined that the light in the environment affects creative performance according to its color and brightness (Knez, 1995). Creative performance increases when individuals work in harmony and passion in autonomous working conditions where they can also apply their personal goals and interests

(Liu et al., 2011, p. 297; Amabile & Pratt, 2016, p. 172). Individuals who want to improve themselves in terms of talent, knowledge, and skills need to make a great effort to increase their performance in continuous learning and creativity with their interior motivation (Shalley et al., 2009, p. 491). Also, creativity is a personality trait involving generating and developing an idea and creative behavior (Amabile et al., 1996, p. 1154-1155). Creativity performance is the main factor for surviving and obtaining a sustainable competitive advantage in organizations. Managers should consider emotional intelligence and organizational identification important and must try to enhance creativity performance to improve them.

Many studies were conducted on different samples regarding the factors that affect and increase creative performance, which is very important in increasing the competitive advantages of organizations. Also, some studies investigated the correlation or interaction between emotional intelligence, organizational identification, and creativity performance. The present study intended to examine the impact of organizational identification and emotional intelligence on creative performance integratively. Although there are some studies in this field (Keller et al., 2017; Zehir et al., 2019), and also, there have been some studies on the impact of emotional intelligence on creativity (Jafri et al., 2016; Lassk & Shepherd, 2013; Tsai & Lee, 2014; Zhou & George, 2003). However, these variables should be investigated in the skill-based working sector. It is important to contribute to such an important issue with a study conducted in a different from the previously surveyed sector. Therefore, to improve the information on this field, additional research should be conducted to examine potential combinations that may impact creativity performance. In an era dominated by Industry 4.0 and artificial intelligence, one of the most important factors is creative performance which is the primary variable of this study. Therefore, this study will contribute to the literature by filling the gap in this area and help practitioners broaden their viewpoint of employee emotions and behaviors.

Theoretical background

Emotional Intelligence

The term emotional intelligence was first used in the literature by Payne (1985). Payne (1985) argued that emotional intelligence involves emotional presentation using the mind, creatively relating to feelings of fear, pain, and desire. Salovey and Mayer (1990, p. 189) defined emotional intelligence as “the subset of social intelligence that involves the ability to monitor one's own and others’ feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions”. According to Vasudevan (2013) emotional intelligence is the individual’s degree of successful management of their and others’ thoughts and emotions, instead of their technical skills, to cope with a problem. Furthermore, emotional intelligence is one’s competence and skill to manage others’ emotions by analyzing their reflected emotions and attitudes. Therefore, psychological well-being is a significant factor in exhibiting high emotional/social intelligence. To cope with challenges and obstacles, improve their skills, and have a broader perspective, emotionally intelligent employees have the edge over others (Trivellas et al., 2013, p. 707). According to Mayer and Salovey (1997), emotional intelligence consists of four dimensions: recognition, understanding, facilitation, and regulation. However, Lee and Kwak (2012) combined emotional recognition and emotional understanding into one dimension. Emotional

recognition/understanding refers to analyzing mood upon observing appearance and aurally nonverbal signs (Bänziger, 2014). Emotion facilitation is the ability to use feelings to improve decision-making and thinking (Parke et al., 2015). Emotional facilitation is also knowing how to include and exclude emotions in attitudes, behavior, and decisions (Mayer et al., 2008, p. 512). Emotional regulation is the process by which individuals regulate their emotions by influencing the state of their emotions, the timing of their formation, and the way they are experienced and expressed (Gross, 1998, p. 275).

Organizational Identification

Since the concept of organizational identification means determining an attitude and behaviour integrated with the group or organization and the continuity of this behaviour, these concepts are confused (Albert et al., 2000, p. 14). Since the concept of organizational identification does not have a generally accepted meaning or definition, these differences reflect creativity (Albert et al., 2000, p. 15). Organizational identification emerges from morals, values, and beliefs that reflect the organization. Organizational identification is derived from organizational identity and develops as a process (Larson & Pepper, 2003, p. 531). Organizational identification is a subcategory of social identification. Social identification is the perception of being together with people in a community and belonging to that community (Ashforth & Mael, 1989, p. 21-22; Loi et al., 2014; Nguyen & Sidorova, 2020). Dutton et al. (1994, p. 239) defined organizational identification as “the degree to which a member defines him- or herself by the same attributes that he or she believes define the organization”. Organization members, who identify with the organization, accept organizational goals as their own individual goals and become more loyal and compatible with the organization (Dutton et al., 1994). Organizational identification includes membership, loyalty, and similarity (Miller et al., 2000). Membership refers to employees' sense of belonging and solidarity, a strong commitment to an organization, perception of emotional attraction, being proud of being a member of the organization, or giving the name of the organization as a reference. Loyalty means being honest with the organization and striving enthusiastically to help it achieve its goals. Similarity describes perceived similarity in terms of shared goals, values, and characteristics (Miller et al., 2000, p. 629).

Creativity Performance

Amabile and Pratt (2016, p. 158-160) defined creativity as “the production of novel and useful ideas by an individual or small group of individuals working together”. In addition to the definition of creativity, ‘generation of insights’ and ‘problem solutions’ were added to Amabile's definition of creative performance (De Dreu et al., 2012). Creativity performance is the "high level of capability in an idea or solution applied to solve a problem in an imaginative way resulting in effective action” (Torres-Coronas, 2008). Fluency, originality, and flexibility are commonly accepted effective factors in creativity performance (Torrance, 1966). At the same time, some factors such as technical skills, expertise, talent, and knowledge in the task domain enhance creativity performance. According to Tang (2017, p. 20), creative performance is important for society and business life in a competitive environment and is the main element for improving humanity. Furthermore, Tang (2017, p. 23) claimed that the brain is open to information, its superior flexibility enables instantaneous

change, and the brain has a synaptic network system searching for novelty and useful things and solving problems when aroused. In this way, the quality and number of ideas in terms of innovation and usefulness reveal creative performance. On the other hand, information technologies have developed unprecedentedly over the past decade. By taking advantage of new media and virtuality provided by information technologies, creativity performance is increased through collective minds (Torres-Coronas, 2008, p. 573) and well-managed virtual R&D studies (Kratzer et al., 2005, p. 16).

Hypothesis Development

Emotional Intelligence and Organizational Identification

According to Bar-On (2006, p. 19), who explains the concept of emotional intelligence by focusing on effective performance and real-life results, a person's ability to cope with pressures and daily demands constitutes emotional intelligence. It also includes all non-cognitive features that help individuals succeed in their work or relationships with others (Yılmaz, 2018, p. 75). Few studies concluded that emotional intelligence positively affects creativity (Darvishmotevali et al., 2018; Jafri et al., 2016; Parke et al., 2015; Tsai & Lee, 2014). Organizational identification increases economic efficiency and productivity and makes employees feel happier emotionally (Mael & Ashfort, 2001). Emotional intelligence is the ability to understand the emotions of others, relate to them, and manage one's own emotions toward them (Bar-on, 2006, p. 19). Prati et al. (2009) found that managers with high emotional intelligence use relational coordination as a strategic instrument to develop a strong organizational identity in their subordinates. Keller et al. (2017) surveyed 155 logistics managers working at various centers of firms, and they revealed that emotional intelligence and organizational identity affected managers' ability to improve the marketing performance of organizations. Another study (Doan et al., 2020) conducted with 325 project managers in Vietnam showed that emotional intelligence contributed to a project's success as the mediating factor. In addition, Zehir et al. (2019) determined that organizational identification has a mediating role in the relationship between emotional intelligence and organizational performance. On the other hand, a study including 150 call center employees in Erzincan in Türkiye concluded that overall emotional intelligence does not impact organizational identification (Yılmaz, 2018, p. 82). Studies presented above found that there was a significant relationship or effect mediately between emotional intelligence has influence on organizational identification. This study aims to determine whether exactly emotional intelligence influences organizational identification. In other words, one of this study's central aims is to examine emotional intelligence's impact more fully on organizational identification, especially given the various results of the few existing studies. Based on previous study results, the following hypotheses were developed.

H1: Emotional intelligence has a positive and significant impact on employees' organizational identification.
H1a: Emotional recognition has a positive and significant impact on employees' organizational identification.
H1b: Emotional regulation has a positive and significant impact on employees' organizational identification.

H1c: Emotional facilitation has a positive and significant impact on employees' organizational identification.

Organizational Identification and Creativity Performance

Organizational identification is the employees' sense of integration with the organization that emerges as a result of their assessment in response to the question "what kind of organization is this?" for the organization in which the individual works (Riantoputra, 2010, p. 32). The interaction between employees' organizational identity, image, sense of who they are, and their representation is associated with organizational action and individual motivation. At the same time, identification is considered a driver of competitive advantage. A study conducted in Pakistan (Abdullah et al., 2017) found a significant and positive relationship between organizational identification and creative performance. Hirst et al. (2009) performed a study with 115 matched pairs of employees and leaders. Their results showed an indirect relationship between team identity and creative performance through creative effort. Moreover, a study (Liu et al., 2021) was conducted with 173 pairs of leaders/employees in China, and the results showed that employee creativity was positively related to organizational identification. At the same time, the results revealed that organizational identification moderated the relationship between job non-routinization and creativity. In research conducted by Kesen (2016) in 25 textile companies, the analysis of the data obtained through a questionnaire from 177 employees indicated that organizational identification positively affects individual creativity. As can be seen, previous studies mostly investigated a different or indirect effect of organizational identification or its effect and relationship on a different variable. There are a few studies on organizational identification and creative performance. For this reason, it is important to determine the impact of organizational identification on creativity performance directly and exactly. Thus, in the present study, the following hypothesis was constructed to test whether organizational identification has an impact on creativity performance.

H2: Employees' organizational identification has a positive and significant impact on creativity performance.

Emotional Intelligence and Creativity Performance

The creative personality of employees and the order in the work environment the support provided to them at and outside of work (Madjar et al., 2002), and their performance in their work and attitudes (Wang & Netemeyer, 2004) have an impact on their creative performance. Carmeli et al. (2014) investigated the relationship between emotional intelligence and creativity, and they determined that emotionally intelligent persons show generosity, and generosity leads to vigor, which enhances creative behavior. Researchers performed studies in Malaysia (Vasudevan, 2013), in Bhutan (Jafri et al., 2016), and with students at two universities in Jordan (Alzoubi et al., 2021). Their research results found a positive relationship between emotional intelligence and employee creativity. In addition, previous studies in hospitality industries in Northern Cyprus (Darvishmotevali et al., 2018), in different industries in Portugal (Silva & Coelho, 2019), and with tourism sector employees in Taiwan (Tsai & Lee, 2014) revealed that emotional intelligence has a positive impact on creativity.

Khalili (2016) performed a study with 1102 leaders in various industries except for tea production in three countries, i.e., Australia, Iran, and Malaysia, and concluded that emotional intelligence has a positive impact on employees' creative performance. For it to be accepted as a more certain fact that emotional intelligence has an effect on creative performance, it should be investigated in different sectors and social cultures. This study was conducted in the tea production sector in Türkiye. In the current study, the following hypotheses were proposed to determine whether emotional intelligence overall and its subdimensions have a significant impact on creativity performance.

H3: Employees' emotional intelligence has a positive and significant impact on creativity performance.

H3a: Employees' emotional recognition has a positive and significant impact on creativity performance.

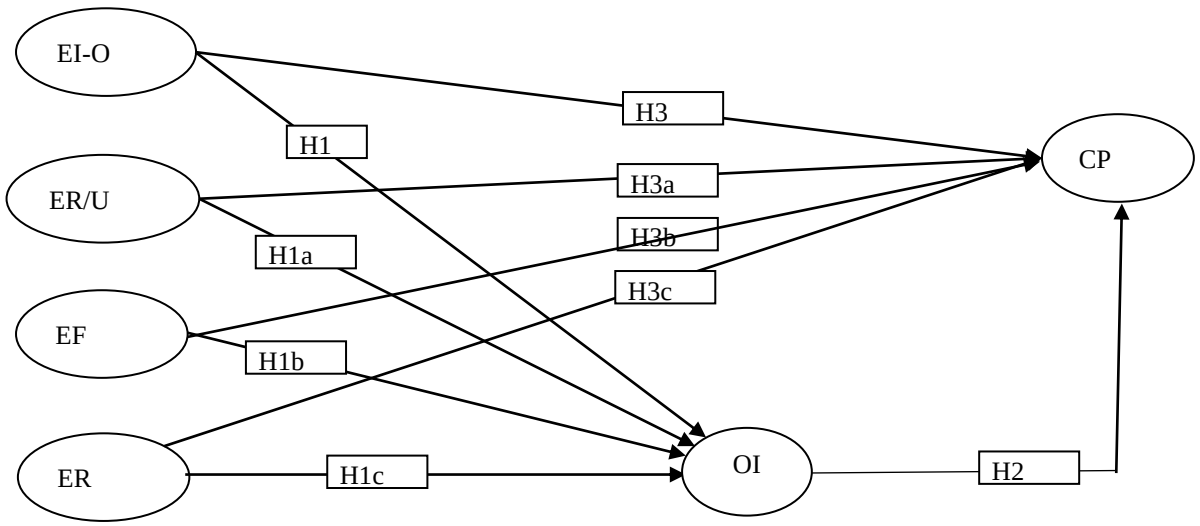
H3b: Employees' emotional regulation has a positive and significant impact on creativity performance.

H3c: Employees' emotional facilitation has a positive and significant impact on creativity performance.

The research model created based on hypotheses is shown in Figure 1.

Figure 1

Research Model



Note. EI-O: Emotional intelligent-overall, ER/U: Emotional recognition/Understanding, EF: Emotional facilitation, ER: Emotional regulation, OI: Organizational identification, CP: Creativity performance.

Method

Sample and Data Collection

The sample of the research consists of General Directorate of Tea Enterprises (ÇAYKUR) employees. ÇAYKUR is a state-owned enterprise, and it was founded in 1983. ÇAYKUR's turnover is 700 million dollars, and it produces about 142,000 tons of dry tea per year at its 47 factories located in Artvin, Rize, and Trabzon in Türkiye. ÇAYKUR packs the teas, produces them in 2 packaging factories, and sells them. In total, 9272 employees have different statuses (permanent staff = 818 and seasonal workers = 8454) and positions (manager, vice manager, engineer, tea expert, bureau personnel, and workers) at the ÇAYKUR factories and its headquarters (ÇAYKUR, 25.12.2021). Data were gathered via a structured questionnaire

during the working period from May 2021 to May 2022. The scales were translated into Turkish by an expert English translator. After the questionnaire forms were approved by the Artvin Coruh University Ethics Committee, necessary permissions were obtained from the factory managers for the distribution of the questionnaire. Random sampling was used, and 35 tea factories run by ÇAYKUR in Artvin, Rize, and Trabzon were visited. Then 2500 questionnaire forms were distributed to the employees of these factories for the research. In total, 1136 responses were received, with a 45.4% participation rate. Data on the demographics of the participants showed that 72.2% of them were male (N = 820), most of the participants were aged 36-55 (*M* = 41.2), and most of the employees had worked there for 6-25 years (*M* = 13.6). The employees' monthly salary range was between 4500 TL and 21000 TL, and 75.8% received a salary of 4500-10000 TL (M = 9410.80). Regarding position, 66.3% were workers (N = 754), 12.8% were technical staff (i.e., engineer, technician, and mechanist) (N = 145), 13.3% were foremen and masters (N = 151), and 7.6% were managers (N = 86).

Measurements

The first part of the questionnaire consisted of questions to collect information on demographic characteristics. The age, gender, tenure, salary, and positions of the participants were asked. The study used three scales to measure the participants' perceptions of organizational identification, creative performance, and emotional intelligence. All items of the scales were measured by 5-point Likert-type scoring ranging from 1 (strongly disagree) to 5 (strongly agree).

Organizational Identification. Organizational identification was measured with a 12-item scale developed by Miller et al. (2000). The scale was analyzed using a single factor with items like 'I am proud to be an employee of this enterprise'.

Creativity Performance. To measure creativity performance, the scale developed by Wang and Netemeyer (2004) was used. The scale consists of 6 items, for example, 'I have fresh perspectives on old problems'.

Emotional Intelligence. The current study measured emotional intelligence using a 'trait emotional intelligence scale developed by Lee and Kwak (2012). This scale covered 20 items and three dimensions of 'emotional recognition/understanding', 'emotional regulation', and 'emotional facilitation'. Moreover, every dimension included items such as 'I can label emotions of self and others', 'I try to forget bad things quickly', and 'I can control my feelings well'.

Reliability and Validity

Cronbach's alpha coefficient was used to test the reliability of the measurements obtained with the scales used in the research. Cronbach's alpha values indicate the internal consistency and reliability level of scale. As a result of the reliability test, it was determined that Cronbach's alpha (α) values of all the scales ranged from .80 to .95 (Field, 2009). It was determined that the Cronbach Alpha (α) values of the scales were as follows; organizational identification (.95), emotional intelligence overall (.94), emotional intelligence sub-dimensions; "emotional recognition/understanding" (.87), "emotional facilitation" (.80) and "emotional regulation" (.91). The Cronbach's alpha value of creative performance, which is

another scale of the research, was .88. Cronbach's alpha values showed that the scales were highly reliable. Exploratory factor analysis was conducted to examine the factor structure of the dataset and construct validity. Within the scope of exploratory factor analysis, Bartlett's sphericity test, Kaiser-Meyer-Olkin (KMO) measure of sample adequacy, variance values, and individual factor loads of scale items were determined. Firstly, the adequacy of the data for factor analysis was tested, Bartlett's sphericity test (BST) was found to be statistically significant, and this result showed that the sample size was sufficient. In this case, factor analysis was started. It was determined that the variance ratio, which shows how much the sub-dimensions obtained as a result of the exploratory factor analysis represent all the variables in the data set, was also sufficient. The lowest individual factor load among the scale items was found to be .57. Factor loadings of the items of each scale were presented as the interval from the lowest to the highest. The exploratory factor analysis results showed that validation was confirmed, and the values are presented in Table 1.

Table 1

Reliability and Factor Analyses Results

Reliability		OI	EI-O	ER/U	EF	ER	CP
Item Number		12	20	6	6	8	6
Cronbach's Alpha (α)		.95	.94	.87	.80	.91	.88
EFA Results		OI	EI-O	ER/U	EF	ER	CP
Factor loadings interval		.67–.87	.57–.75	.63–.83	.64–.79	.73–.81	.63–.85
KMO		.95	.95	.86	.85	.93	.87
BST	χ^2	11753.47	12841.32	3294.58	1947.54	5196.40	3790.96
	df	66	190	15	15	28	15
	p	.000	.000	.000	.000	.000	.000
% Variances		66.59	47.75	61.72	51.79	62.59	64.78

Note. OI: Organizational identification, EI-O: Emotional intelligent-overall, ER: Emotional recognition, EF: Emotional facilitation, EG: Emotional regulation, CP: Creativity performance; BST: Bartlett's Sphericity test

Results

Correlation

Correlation analysis was performed to determine inter-correlations among the variables, and the variables' mean, standard deviation, and inter-correlation values are presented in Table 2. The correlation test results revealed significant and positive relationships between all the variables. A positive and significant relationship was found between organizational identification and emotional intelligence overall (r = .39; p < .01) and between organizational identification and creativity performance (r = .32, p < .01). In addition, creativity performance was related to emotional intelligence overall, emotional recognition/understanding, emotional facilitation, and emotional regulation significantly and positively (r = .62, r = .60, r = .57, r = .52, p < .01, respectively). The highest correlation was determined between emotional intelligence overall and its subdimensions, emotional regulation, emotional facilitation, and emotional recognition/understanding, significantly and positively (r = .92, r = .90, r = .85, p < .01, respectively).

Table 2

Means, Standard Deviation, and Correlation Results

Variables	*M*	*SD*	OI	EI-O	ER/U	EF	ER	CP
OI	3.31	1.10	1					
EI-O	3.79	0.73	.39**	1				
ER/U	3.83	0.80	.27**	.85**	1			
EF	3.76	0.78	.37**	.90**	.69**	1		
ER	3.79	0.84	.39**	.92**	.65**	.77**	1	
CP	3.81	0.86	.32**	.62**	.60**	.57**	.52**	1

Note. *Correlation is significant at the 0.05 level (2-tailed; **Correlation is significant at the 0.01 level (2-tailed). OI: Organizational identification, EI-O: Emotional intelligent-overall, ER/U: Emotional recognition/Understanding, EF: Emotional facilitation, ER: Emotional regulation, CP: Creativity performance.

Regression Analysis

Regression analysis was conducted to test the hypotheses of the study. The results indicated that emotional intelligence-overall (H1: β = .39, p = .001) and its subdimensions, emotional recognition/understanding (H1a: β = .27, p = .001), emotional facilitation (H1b: β = .37, p = .001), and emotional regulation (H1c: β = .39, p = .001) have a significant and positive impact on organizational identification. Organizational identification has a significant and positive impact on creativity performance (H2: β = .32, p = .001). These results supported the H1, H1a, H1b, H1c, and H2 hypotheses. In addition, emotional intelligence overall (H3: β = .62, p = .001) and its subdimensions, emotional recognition/understandings (H3a: β = .36, p = .002), emotional regulation (H3b: β = .25, p = .002), and emotional facilitation (H3c: β = .08, p = .02) have a significant and positive impact on creativity performance. Hence, the H3, H3a, H3b, and H3c hypotheses are also accepted. Emotional intelligence overall explains 15.6% of the variance in organizational identification (R^2 = .15, p = .001) and sub-dimensions of emotional intelligence; 7.6% of organizational identification was explained by emotional recognition/understanding, 14.2% of emotion regulation, and 15.7% of emotional facilitation. At the same time, emotional intelligence overall explains 38.9% of creativity performance (R^2 = .38, p = .001). In addition, the subdimensions of emotional intelligence, namely emotional recognition/understanding, facilitation, and regulation, explained 41.1% of creativity performance (R^2 = .41, p = .001). The regression results are shown in Table 3.

Table 3

Regression Results

Hypotheses				β	t	R^2	ΔR^2	F	p	Accepted/ Rejected
H1	EI-O	→	OI	.39	14.45	.15	.15	208.81	.000	Accepted
H1a	ER/U	→	OI	.27	9.65	.07	.07	93.15	.000	Accepted
H1b	EF	→	OI	.37	13.68	.14	.14	187.35	.000	Accepted
H1c	ER	→	OI	.39	14.50	.15	.15	210.50	.000	Accepted
H2	OI	→	CP	.32	11.57	.10	.10	133.92	.000	Accepted
H3	EI-O	→	CP	.62	26.86	.38	.38	721.87	.000	Accepted
H3a	ER/U	→	CP	.36	11.19				.000	Accepted
H3b	EF	→	CP	.25	6.40	.41	.41	263.83	.000	Accepted
H3c	ER	→	CP	.08	2.35				.019	Accepted

Note. OI: Organizational identification, EI-O: Emotional intelligent-overall, ER/U: Emotional recognition, EF: Emotional facilitation, ER: Emotional regulation, CP: Creativity performance.

Discussion and Conclusion

The current study was conducted to determine whether emotional intelligence impacts organizational identification and creative performance and the impact of emotional intelligence and its subdimensions on creative performance. The results supported the hypotheses developed to examine the interaction among those variables. The results indicated that emotional intelligence and organizational identification are significant factors for creativity performance, which is very important for strategic human resources and competitive advantage of organizations in the Industry 4.0 era. The analysis of the study was conducted from three perspectives.

Firstly, the results revealed that emotional intelligence-overall, emotional recognition, emotional facilitation, and emotional regulation impact organizational identification, supporting hypotheses H1, H1a, H1b, and H1c. This result supports the theoretical arguments in the literature (Prati et al., 2009; Zehir et al., 2019) and previous empirical findings. However, the results of our study did not support the findings published by Yılmaz (2018, p. 82). As reported in previous studies, organizational identification is an element like a glue

(Pratt, 1998, p. 177) or a cohesion builder or a root construct (Ashforth et al., 2008) holding the organization together. Furthermore, organizational identification is influenced by employees' emotional intelligence and the subdimensions of emotional recognition, emotional facilitation, and emotional regulation. Based on these findings, it can be inferred that emotional intelligence is a main component between the organization and employees to improve the organizational identification of employees by enhancing recognition, facilitation, and regulation emotionally. In this situation, organizations should pay attention to ensuring employees' integrity with the organization and implement organizational identification policies by developing emotional intelligence. Thus, organizations can get more support from their employees.

Another finding in the study showed that organizational identification positively impacts creativity performance, as expressed in the second hypothesis (H2). As with the results of previous studies (Abdullah et al., 2017; Kesen, 2016; Liu et al., 2021), this result is consistent with the findings in theory with a similar context as creative performance (Abdullah et al., 2017), individual creativity (Kesen, 2016), employee creativity (Liu et al., 2021). Abdullah et al. (2017) examined the relationship between these two variables, even though the variables investigated in their study (organizational identification and creative performance) were the same or very close to those in our study. Abdullah et al. (2017) found a direct relationship between organizational identification and creative performance. In the present study, unlike in both previous studies, the effect of organizational identification on creativity performance was examined and determined to have a positive effect. As can be understood from the results, to increase creativity performance, which is of strategic importance for organizations, and to reflect it in work, managers must do the necessary work to ensure organizational identification.

Finally, the test results of the hypotheses related to emotional intelligence and creativity performance (H3, H3a, H3b, and H3c) indicated that emotional intelligence and its subdimensions, emotional recognition, emotional facilitation, and emotional regulation, have a positive impact on creativity performance, and they motivate and facilitate them to exhibit creativity performance. Previous studies (Alzoubi et al., 2021; Carmeli et al., 2014; Jafri et al., 2016; Vasudevan, 2013) examined the relationship between emotional intelligence and creativity. Moreover, other studies found that emotional intelligence positively impacts employee creativity (Silva & Coelho, 2019; Tsai & Lee, 2014) and creative performance (Darvishmotevali et al., 2018; Khalili, 2016). The current study agreed with the previous studies. Nevertheless, as noted above, although many studies have investigated the link between emotional intelligence and creativity performance in various sectors, previous research has neglected the tea production sector. Accordingly, our study bridges a gap in the literature by presenting empirical evidence from tea factories. Based on the results, this study made some recommendations to practitioners. State-owned enterprises must be as competitive as private organizations. Organizations and their employees need to improve their performance regarding creativity to get as sustainable a competitive advantage as possible. Hence, organizations should consider the employees’ emotional intelligence and organizational identification to achieve high creativity performance. For this, to develop organizational identification, organizations should show that they care about their employees' values and beliefs, understand them, and make them feel special. At the same time, employees

should be trained to successfully manage their emotional expressions according to the situation.

The present study had some limitations. The first was that the data used in the analysis were gathered only from those working in tea factories. The author suggested collecting data from a larger sample and different sectors, even from different countries, to generalize the results of the study. The second limitation is that all of these factories are public enterprises. Staff selection and their dismissal in public enterprises are not as liberal as in private enterprises. The third limitation was that the research questionnaire was administered to all factory workers, regardless of whether their job was sensitive to creativity. In future research, it is recommended to survey employees who do jobs where creativity can be exhibited more.

Declarations

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Disclosure Statement
No potential conflict of interest was reported by the authors.

Ethics Approval
The authors assert that all procedures contributing to this work comply with the ethical standards of the relevant national and institutional committees on human experimentation and with the Helsinki Declaration of 1975, as revised in 2008.

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