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ORGANIZATIONAL CULTURE AND EMOTIONAL INTELLIGENCE ON EMPLOYEE CREATIVITY

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ABSTRACT

As long as an organization continues to exist, development and change remain unavoidable. This study seeks to uncover how organizational culture and emotional intelligence affect employee creativity at Panca Sakti University in Bekasi. The research used a quantitative survey method, with the entire population consisting of all lecturers and educational staff at the university. A random sampling technique was applied to select participants. Data were collected through validated and reliable instruments measuring organizational culture, emotional intelligence, and employee creativity. The hypotheses were examined through multiple linear regression analysis. According to the results, organizational culture exerts a positive and meaningful effect on employee creativity. Likewise, emotional intelligence demonstrates a positive and meaningful effect. Furthermore, the combination of organizational culture and emotional intelligence produces a positive joint influence on employee creativity. These two variables together explained 83.2% of the variance in employee creativity. These findings confirm that cultivating a supportive organizational culture alongside developing employees' emotional competencies are essential strategies for fostering creativity in higher education institutions.

KEYWORDS: Organizational Culture, Emotional Intelligence, Employee Creativity, Higher Education, Human Resources.

1. INTRODUCTION

Organizational development and change are inevitable realities that every institution must navigate continuously. Universities, in particular, face mounting pressure to adapt to a rapidly evolving competitive landscape while maximizing the effectiveness and efficiency of their human resources. Human resources represent a central asset in achieving institutional goals, and in the context of growing global competition, universities must implement deliberate strategies to sustain their relevance and competitive position (Yusuf & Fajri, 2022). In developing countries, this problem stands out more sharply. Higher education institutions face the triple burden of limited funding, higher expectations from their students, and rapid technological transformation. Under these conditions, whether academic and non academic personnel can think creatively turns into a factor of institutional survival instead of being merely a nice to have quality (Br Damanik & Rizky, 2025; Budiadi, 2026; Indrati et al., 2026).

Among the internal factors shaping organizational performance, organizational culture has received considerable scholarly attention (Catherin et al., 2025). Organizational culture encompasses the shared values, beliefs, and behavioral norms that guide members of an organization across generations (Matsumoto, as cited in Yusuf and Fajri, 2022). According to Schein (as cited in Hasanah and Aima, 2018), a group develops organizational culture as it works through problems of adjusting to the outside environment and maintaining internal cohesion. When the resulting assumptions prove useful, the group teaches them to incoming members, presenting these beliefs as the legitimate way to perceive, think, and feel when facing such difficulties. Susanto (1997) similarly defines organizational culture as the values underpinning human resources' obligations and behaviors within the organization. Research has consistently shown that organizational culture shapes how individuals think and act when pursuing goals, both personal and professional (Hansen & Wernerfelt, 1989; Schein, 1990, as cited in Lok & Crawford, 2004). In the higher education context specifically, a culture that promotes openness, collaboration, and tolerance for experimentation has been linked to higher levels of creative engagement among both teaching and administrative staff (Makumbe, 2022).

Creativity, as a core driver of innovation and competitive advantage, has been studied from multiple angles. Amabile and Pratt (2016)

conceptualizes creativity as encompassing both intrinsic interest and performance-related dimensions that jointly influence creative output. Zimmerer and Scarborough (2002) defines creativity as the ability to develop new ideas and discover new approaches to problem-solving and opportunity recognition. Similarly, Hadiyati (2012) underscores the role of creative ability as a foundational resource for identifying success opportunities. In short, creativity refers to the cognitive capacity to produce relatively novel and useful outcomes, which only those with a genuinely creative disposition can translate into concrete achievements. Recent bibliometric analyses confirm that employee creativity and innovation have become among the most actively researched topics in organizational behavior and management science in the early twenty-first century, reflecting the centrality of creative capacity to sustained organizational performance (Panda & Swamy, 2025).

Emotional intelligence now stands alongside organizational culture as a crucial capability that supports creative output from employees. Those with strong skills and emotional awareness are better able to understand and control their personal emotions, demonstrate empathy for peers, and transform emotional energy into constructive action within their daily responsibilities. This, in turn, facilitates stronger interpersonal dynamics and broader understanding within the organization Goleman (1998). Five key dimensions form the foundation of emotional intelligence according to Goleman (as cited in Supriyadi, 2021) are self awareness, self management, drive, empathy or social awareness, and handling interpersonal interactions. These dimensions collectively equip individuals not only to regulate their internal states but also to create the relational conditions under which new ideas can be safely proposed, tested, and developed (Sivanthinathan et al., 2023). A growing body of reputable research confirms that emotional intelligence, particularly dimensions such as self-control, empathy, and sociability, significantly predicts creative performance and innovative behavior (Jalifi et al., 2025; Khalili, 2016; Sivanthinathan et al., 2023). Furthermore, self-efficacy has been identified as a mediating mechanism through which emotional intelligence enhances creativity, especially in knowledge-intensive environments (dos Santos et al., 2025; Laskk & Shepherd, 2017). Beyond individual-level effects, the emotional tone set by leaders with high emotional intelligence has been shown to diffuse through teams, shaping a collective affective climate that is

more conducive to risk-taking and idea generation (Ahmad et al., 2023; Khalili, 2016).

The intersection of organizational culture and emotional intelligence as joint predictors of employee creativity remains underexplored, particularly within the Indonesian higher education context. While studies in manufacturing, healthcare, and technology sectors have examined these variables separately, integrated empirical evidence from educational institutions in Southeast Asia remains sparse, leaving a meaningful gap in the literature that the present study seeks to address. This study therefore seeks to answer three specific questions. The first question asks whether organizational culture plays a significant role in shaping employee creativity. The second examines if emotional intelligence significantly shapes employee creativity. The third explores whether the combination of organizational culture and emotional intelligence has a significant collective impact on employee creativity.

2. RESEARCH METHODOLOGY

This study used a quantitative design based on a survey method. All teaching staff and non teaching employees at Panca Sakti University, Bekasi, constituted the study population. Random sampling served as the sampling method, chosen to preserve representativeness across the sample. Data were collected using three instruments: an organizational culture scale, an emotional intelligence scale, and an employee creativity scale, each constructed in the form of attitude scale items. Before the instruments were administered, validity and reliability testing was conducted. All instruments were confirmed to be valid and reliable prior to use. To explore the connections between the independent variables, namely organizational culture and emotional intelligence, and the dependent variable of employee creativity, the researchers performed data analysis through multiple linear regression. This included both partial testing using the t test and simultaneous testing using the F test. The coefficient of determination (R^2) was also calculated to assess the proportion of variance explained by the model. This analytical approach is consistent with methodological conventions in the field, where regression-based and structural equation modeling techniques are widely used to test the hypothesized relationships between cultural, emotional, and creative variables in organizational research (Aghimien & Aigbavboa, 2024).

3. RESULTS

3.1. Descriptive Statistics

Descriptive analysis revealed the following data profiles: employee creativity (mean = 52.63, standard deviation = 6.12), organizational culture (mean = 41.23, standard deviation = 3.07), and emotional intelligence (mean = 53.21, standard deviation = 4.81). The relatively moderate mean scores for organizational culture suggest that the institutional culture at Panca Sakti University, while functional, may have room for development toward more innovation-oriented and participative norms, a direction that the literature associates with stronger creative outcomes (Zeraatkar et al., 2020).

3.2. Multiple Linear Regression and Hypothesis Testing

The regression analysis yielded the following equation:

$$\hat{Y} = 0.621 + 0.281X_1 + 0.451X_2$$

where \hat{Y} represents employee creativity, X_1 represents organizational culture, and X_2 represents emotional intelligence. The constant $b_0 = 0.621$, the regression coefficient for organizational culture $b_1 = 0.281$, and the regression coefficient for emotional intelligence $b_2 = 0.451$.

Analysis of the first hypothesis yielded $t_1 = 3.424$ ($df = 6, p = 0.001$). Since the p value was less than 0.05, H_0 was rejected. The interpretation is straightforward: organizational culture significantly and positively affects how creative employees can be. Results for the second hypothesis included $t_2 = 3.012$ ($df = 6, p = 0.013$). Given that the p value fell below the 0.05 significance level, H_0 was rejected once more. Therefore, emotional intelligence is shown to have a positive and meaningful effect on employee creativity. For the simultaneous test, $F = 132.85$ ($df = 3, 201; p\text{-value} = 0.000 < 0.05$) was obtained, indicating that organizational culture and emotional intelligence jointly and significantly influence employee creativity. The coefficient of determination $R^2 = 0.832$ demonstrates that 83.2% of the variance in employee creativity is explained by organizational culture and emotional intelligence together.

4. DISCUSSION

4.1. The Influence of Organizational Culture on Employee Creativity

This result, showing a positive relationship between organizational culture and employee creativity, aligns well with many existing studies and theoretical frameworks. Matsumoto (as cited in

Yusuf & Fajri, 2022) argues that organizational culture, as a set of shared values and beliefs communicated across generations, shapes how individuals think and act in pursuit of their goals. Amabile and Pratt (2016) further posits that creativity is influenced not only by intrinsic interest but also by performance-related aspects of the work environment, many of which are shaped by cultural norms. Recent peer-reviewed studies reinforce this relationship. Makumbe (2022) discovered that among Zimbabwean university faculty, organizational culture and employee creativity share a meaningful positive association. This academic setting mirrors the higher education context of the present study. Zeraatkar et al. (2020) similarly demonstrated that organizational culture directly influences creativity and innovation processes in organizational settings. More broadly, clan, adhocracy, and innovative cultures have been consistently linked to higher employee creativity by promoting trust, openness, and tolerance for risk, while hierarchical cultures tend to inhibit creative expression (Abdul-Kareem & Onifade, 2025). Hon and Leung (2011) in the Chinese hospitality industry showed that organizational culture moderates the link between employee motivation and creativity. This discovery underscores the role of culture as something beyond a direct predictor. It functions as an overarching contextual setting within which additional creativity enhancing processes operate. The positive regression coefficient in the present study ($b_1 = 0.281$) aligns with these findings, suggesting that a more supportive organizational culture at Panca Sakti University is associated with greater creative output among its lecturers and educational staff. It is noteworthy that even a relatively modest coefficient of this magnitude carries meaningful practical significance in an educational institution, where the cumulative creative contributions of staff across teaching, curriculum development, and administrative innovation collectively determine institutional quality and adaptability.

4.2. The Influence of Emotional Intelligence on Employee Creativity

The result showing a positive impact of emotional intelligence on employee creativity aligns just as well with existing theoretical models and recent studies. According to Goleman (1998) emotional intelligence means handling one's emotional life intelligently, preserving emotional balance, and expressing feelings in proper ways using abilities such as self awareness, self motivation, empathy, and social skill.

People who possess high emotional intelligence usually show more social awareness and flexibility, and both traits help foster creative thought (Dazeva & Tarmidi, 2013). Khalili (2016), analyzed evidence across multiple national settings and found that how emotionally intelligent leaders are directly relates to how creatively and innovatively their employees perform and behave. Sivanthinathan et al. (2023) further found that emotional intelligence positively influences employee well-being, creativity, and engagement, particularly during conditions of organizational stress. This finding is especially relevant for university staff, who routinely navigate the emotional demands of student interaction, curriculum pressure, and institutional accountability, making emotional regulation and social competence not merely desirable but functionally necessary for sustained creative output. A systematic review by Jalifi et al. (2025) confirmed the positive relationship between emotional intelligence and creativity in adults, while also identifying self-efficacy as a key mediating pathway through which emotional intelligence exerts its influence on creative outcomes. Additionally, Jafri et al. (2016) found that proactive personality moderates the emotional intelligence-creativity relationship, suggesting that the effect of emotional intelligence on creativity is amplified when employees also display initiative-taking dispositions, a combination that may be particularly relevant in the dynamic environment of a growing private university. The regression coefficient for emotional intelligence ($b_2 = 0.451$) was higher than that for organizational culture ($b_1 = 0.281$), suggesting that emotional intelligence may be the stronger proximal predictor of creativity in this context. This is in line with findings by dos Santos et al. (2025), who showed that emotional intelligence has a particularly robust effect on creativity in knowledge-intensive organizational settings, such as universities. From a practical standpoint, this implies that targeted emotional intelligence development programs, whether embedded in professional development curricula or integrated into leadership training, may yield relatively rapid and measurable improvements in staff creativity.

4.3. The Simultaneous Influence of Organizational Culture and Emotional Intelligence on Employee Creativity

The joint impact of organizational culture and emotional intelligence on employee creativity ($R^2 = 0.832$, $F = 132.85$, $p < 0.05$) verifies that together, these two variables offer a highly effective means of

explaining creative behavior among employees working in a university setting. This finding is consistent with broader theoretical integration found in recent literature. Budiadi (2026) highlights, in a literature review of Scopus-indexed studies, that organizational culture and emotional intelligence jointly shape employee engagement and creative capacity in the digital era. Ahmad et al. (2023) found that the combination of empowering leadership, organizational culture of self-esteem, and emotional intelligence significantly enhances creativity, suggesting that cultural and emotional factors interact synergistically rather than independently. This synergistic effect can be understood theoretically through the lens of person-environment fit: when employees whose emotional competencies are well-developed find themselves embedded in a culture that also values openness and collaboration, the alignment between individual capacity and environmental support creates conditions that are especially favorable to creative behavior (Jafri et al., 2016; Khalili, 2016; Putrapandowo & Meilani, 2025). Conversely, high emotional intelligence in an unsupportive or rigidly hierarchical culture may not fully translate into creative output, just as a permissive and innovative culture may fail to generate creativity among employees who lack the emotional resources to engage with ambiguity and interpersonal risk (Abdul-Kareem & Onifade, 2025; Zeraatkar et al., 2020). The high explained variance (83.2%) in the present study is noteworthy and reflects the strong predictive value of the model within the studied institution, though it should also be interpreted with caution given the sample size and the cross-sectional design. Future studies employing larger multi-institutional samples and longitudinal measurement would be valuable for confirming whether the magnitude of this combined effect is stable across different types of higher education institutions and cultural contexts in Indonesia and the broader Southeast Asian region (Panda & Swamy, 2025).

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5. CONCLUSION

The findings and accompanying discussion allow us to draw the following conclusions. Firstly, a positive and significant relationship exists between organizational culture and employee creativity at Panca Sakti University, Bekasi. Secondly, the same kind of positive and significant relationship exists between emotional intelligence and employee creativity. Thirdly, the combination of organizational culture and emotional intelligence has a jointly positive and significant impact on employee creativity, and together these two factors account for 83.2% of the variation in creative results. The stronger regression coefficient for emotional intelligence relative to organizational culture suggests that individual-level emotional competencies may play a more proximal role in driving creativity, while organizational culture provides the broader enabling context within which those competencies are activated. These findings have practical implications for university leadership and human resource development. Investing in a supportive, innovative organizational culture and systematically developing employees' emotional competencies are recommended as complementary strategies for fostering creativity in higher education institutions. Specifically, institutional leaders may consider introducing structured emotional intelligence training as part of faculty and staff development programs, alongside efforts to assess and strengthen organizational culture through participative leadership and transparent communication practices. Researchers in the future ought to adopt longitudinal approaches, work with larger and more varied participant groups drawn from several institutions, and explore whether psychological safety and knowledge sharing serve as mediating factors in the links between culture and creativity as well as between emotional intelligence and creativity.

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