

## Impact of Emotional Intelligence, System Quality and Service Quality on Employee Creativity in Insurance Company of Tehran Stock in 2011-2012

Ali Sabet Salmanipour\*

Azad Ilam University, Ilam, Iran

Shahram Mami

Azad Ilam University, Ilam, Iran

### ABSTRACT

Management of emotional intelligence by the team members will help in developing interpersonal skills like creativity of the team members so, the companies need to develop employee's and managers emotional intelligence skills to work effectively. This paper has been considered the relation between emotional intelligence, system quality and service quality and also creativity very first time. The target population in this paper includes managers and employees of insurance companies of Tehran stock, Iran. The sample size was calculated and the number of the population to be assessed and interview was 155 employees and managers. Out of this, 155 were selected through simple random sampling method. The manager and employee creativity was collected for one year that is 2011-2012. The creativity appraisal is in the format of 360 degree appraisal. The information system success model developed by DeLone and McLean and emotional intelligence model developed by Bar-On have been used in this paper. The managers show lower level of information system success and emotional intelligence in key areas of insurance requirement. Also, the employees show a lower level of information system success and emotional intelligence on the job, which would have greater impact on the creativity on job; the employees are to be enlightened about the importance of information system success and emotional intelligence for higher creativity on the job. In consequence, the managers and employees have to take higher level roles and responsibility in the insurance companies.

**Keywords: Emotional Intelligence; Creativity; Information System; System Quality and Service Quality.**

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\* Correspond author: ali0447@gmail.com

## 1- INTRODUCTION

In this complex scenario organization both public and private sector have to manage change in an effective way. Emotional Intelligence plays an important role in helping the managers and employees to cope with this dynamic change in the business environment. Dalip (2001) mentioned that application of emotional intelligence supports the managers and employees to recognize and understand emotions and using emotional intelligence to manage oneself and his/her relationship with others. The application of emotional intelligence in the organization includes the areas like personnel selection, development of employees, teams and the organization. The organizations must coach their employees in developing their interpersonal skills and coach them to perform effectively on the job with other employees in the organization. (Bar-On et al, 2007). Employees need to enhance their emotional intelligence skills, apart from technical skills, which in turn will enhance their productivity on the job. Management of emotional intelligence by the team members will help in developing interpersonal skills of the team members. Organization's to be successful, need to develop employee's emotional intelligence skills to work effectively in the organization(Wall, 2008). On the other hand, in this paper, information system success is a vital source for creativity of managers and employees in organizations.

## 2- REVIEW OF LITERATURE

In the past fifteen years, much has been written about emotional intelligence and its role in the workplace. The experts in the field of emotional intelligence have offered definitions and models to understand the concept of emotional intelligence and its impact on employee and manager's life and work (Neal et al, 2000). The theory of emotional intelligence is developed and conceptualized into three models ability model, traits model and mixed model. According to Mayer and Salovey(1990) emotional intelligence is the ability to accurately identify and understand one's own emotional reactions and those of others. It also involves the ability to regulate one's emotions to use them to make good decisions and to act effectively. Further, Bar-On and Parker (2000) defined emotional intelligence as being concerned with effectively understanding oneself and others, relating well to people and adapting to and coping with the immediate surroundings to be more successful in dealing with environmental demands. Goleman(1995) defined

emotional intelligence as a capacity for recognizing our own and others feeling for motivating our self and for managing our emotions, both within ourselves and in our relationship. The above definitions indicate that, for manager and employee to perform effectively on the job emotional intelligence abilities are required by the manager and employee. The managers and employees who have the ability to manage their emotions in an effective way are more successful on the job (Hughes et.al, 2005). Models of emotional intelligence have been developed on three aspects that is, ability, traits and combination of ability and traits called as mixed model of emotional intelligence. Ability model of emotional intelligence described emotional intelligence as the "ability to monitor one's own and others' feelings and emotions, to discriminate among them, and to use the information to guide one's thinking and actions. Traits model of emotional intelligence viewed emotional intelligence and included non-cognitive competencies such as self-esteem, self-actualization, general mood, and general well-being. As would be expected, measures based on trait approaches to emotional intelligence do not correlate highly with measures of intelligence. However, they strongly correlate with personality measures, leading researchers to refer to this approach as emotional intelligence as personality (Goleman et.al, 2005). Mixed Model of emotional intelligence is a combination of ability model and traits model of emotional intelligence. The mixed model denotes the idea that emotional intelligence assesses aspects of personality and cognitive intelligence in addition to the emotional intelligence(Schutle and Murphy, 2006).

Wechsler (1940) viewed intelligence as an effect rather than a cause and believed that assessments of general intelligence is not sufficient but also non-intellectual factors, such as personality, influence the development of an individual's intelligence. Gardner(1983) developed social intelligence and referred to two types of personal intelligences interpersonal and intrapersonal. Payne (1986) coined the term, emotional intelligence, in a doctoral dissertation. This qualitative study proposed that one can overcome deficiencies in emotional functioning and regulation by showing strength in the face of fear or desire. Bar-On (2000) developed the term "EQ" ("Emotional Quotient") and described his approach to assess emotional and social competence. He created the Emotional Quotient Inventory (EQ-i), which is the first test of emotional intelligence. Psychologists Mayer and

Salovey(1990) published their article, “Emotional Intelligence,” in the journal *Imagination, Cognition and Personality*. Goleman(1995) brought emotional intelligence to the mainstream. He reviewed the work of Mayer and Salovey (1990) and developed his own model of emotional intelligence.

Bar-On’s model of emotional intelligence focuses on non-cognitive personality traits (Newsome et.al, 2000). According to Bar-On (2000) the conceptual development of his model is based on the findings from studies conducted around the world in 17 years, and for that he claims that it has empirical evidence for its construct validity. Even though Bar-On (2000) claims that the EQ-i was developed to measure an individual’s emotional and social intelligence, not personality traits or cognitive capacity. Bar-On’s theory of emotional intelligence consists of key components of effective emotional and social function that lead to psychological well-being. It contains five composite components and fifteen subscales. The five components include:

- 1) Intrapersonal is defined as emotional self-awareness, self-regard, assertiveness, self-actualization, and independence. These individuals are in “touch with their feeling, and feel positive about what they are doing in their lives. They’re also able to express their feeling, and they are independent, strong, and confident in conveying their ideas and beliefs”.
- 2) Interpersonal is defined as empathy, interpersonal relationships, and social responsibility. These individuals have “good social skills; they understand, interact, and relate well with others. These people function well in positions that require interacting with others and teamwork”.
- 3) Adaptability is defined as the flexibility, problem solving, and reality testing of an individual. These individuals are “flexible, realistic, effective in understanding problematic situations, and competent at arriving at adequate solutions. These individuals find good ways of dealing with everyday difficulties”.
- 4) Stress Management is defined as stress tolerance and impulse control. These people are usually “calm, rarely impulsive, and work well under pressure. They can handle tasks that are stressful or anxiety provoking or that involves an element of danger”.
- 5) General Mood is defined as the happiness and optimism exhibited by an individual. These individuals usually

express “cheerful, positive, hopeful, and optimistic attitudes. They know how to enjoys life and create an uplifting and positive atmosphere in the workplace” (Bar-On, 2004, p. 44; Bar-On & Parker, 2000; Matthews et.al, 2002, p.15).

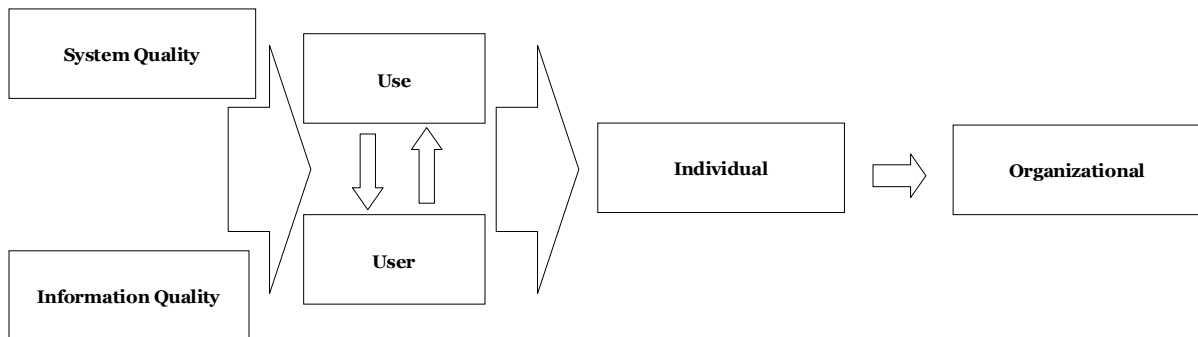
Emotional intelligence plays an important role in the workplace. Research studies during the past 25 years about factors that contribute to success in workplace have resulted in identifying factors that are related to workplace intelligence. These studies used quantified data on performance from myriad organizations and industries and have contributed to the knowledge base in EQ (Lynn, 2002). Emotions contain vital information that helps managers and employees “to be better at what we do” (Wolfe and Caruso, 2004, p.3). Analyses of studies of about 500 organizations worldwide, reviewed by Goleman (1998) “point to the paramount place of emotional intelligence in excellence on the job—in virtually any job”. He points out that those with the highest EQ measure rise to the top in the organizations and become leaders. Another important finding from these studies is about star employees. Star employees possess more EQ than other employees. Interestingly, EQ mattered twice as much as technical and analytic skill for them. Different jobs call for different types of EQ. For example, success in sales requires the empathic ability to identify the mood of the customer and the interpersonal skill to decide when to pitch a product and when to keep quiet. By comparison, success in painting or professional tennis requires a more individual form of self-discipline and motivation. Thus EQ affects just about everything you do at work (Goleman, 1998) “Even when you work in a solitary setting, how well you work has a lot to do with how well you discipline and motivate yourself”.

Studies of gender differences in acquiring EQ have found interesting results. Goleman (1998) says that “men and women seem equally able to increase their emotional intelligence” (p. 285). In a study by Murray(1998) 4,500 men and 3,200 women were assessed for their EQ. He found that women scored higher than men on empathy and social responsibility while men outdid women on stress tolerance and self-confidence. He concluded that women and men are equally intelligent emotionally, but they are strong in different areas. Another consideration in EQ acquisition has been age. Studies show that, “maturity remains an advantage; it may be slightly harder to ‘teach young dogs new tricks,’” says Goleman (1998, p. 285). Also, several hundred adults and adolescents

were compared in their study. Mayer and Salovy (1990) found that EQ increases with age with a peak occurring in the forties. EQ in the workplace can mean many things. For example, Cherniss (2005) refers to a school set-up as an example. Here, the students' workplace intelligence is one of the considerations. Teaching EQ-related skills to students will improve their quality of life both at present and in the future. On the other hand, schools are also workplaces for teachers. Success in teaching students depends "on the skill and sensitivity of the teacher who delivers it in the classroom, and supports it and reinforces it" (p. 2). However, these skills have much to do with the EQ of the teachers which, in turn, is influenced by the climate of the school, which is influenced by the EQ of the principal. Similar levels of interaction relating to EQ can be identified in other organizations as well.

One of the factors that constantly needs research in the field of information systems (IS) is the success of information systems. In the recent two decades, the success of information system has been widely elaborated. Systems and technologies are being vastly

improved and developed. Consideration on their efficiency and assessment of their success has been constantly debated by researchers, scholars and practitioners all through the years. One of the most widely mentioned models in measuring IS success is the Debone and McLean model (1992). Creating IS efficiency and a comprehensive taxonomy for the influential factors in IS success are the basic objectives of the original model (see figure (1)). The significant factors in IS success are information quality, use, system quality, user satisfaction, individual impact and organizational impact. The quality of the system performance is termed as system quality, whereas the quality of information system output is termed as information quality. Use is referred to how the system is used. The user as the use of outputs of the information satisfaction refers to the users overall approval disapproval of the information system. The effects of the output of IS systems on individual users' behavior is referred to as individual impact. The organizational impact refers to the effects of the systems output on the organization.



**Figure 1: DeLone and McLean's (1992) Model of IS success**

Organizational impact in 2003, focusing on the e-commerce context, DeLone and McLean re-examined the original IS success model and updated it. In the updated version, the strengths and weaknesses of the original version were pointed out and were updated (DeLone and McLean, 2003). To simplify the model, customer impact, societal impact as well as inter-organizational and the

industry impact are grouped together as "net benefit". In addition, the reach of e-commerce strengthened the significance of service as a vital aspect of IS success. As a result, the model included the service quality as well. The use factor was further segregated into two components: include intention to use and use. The amended version is shown in figure (2).

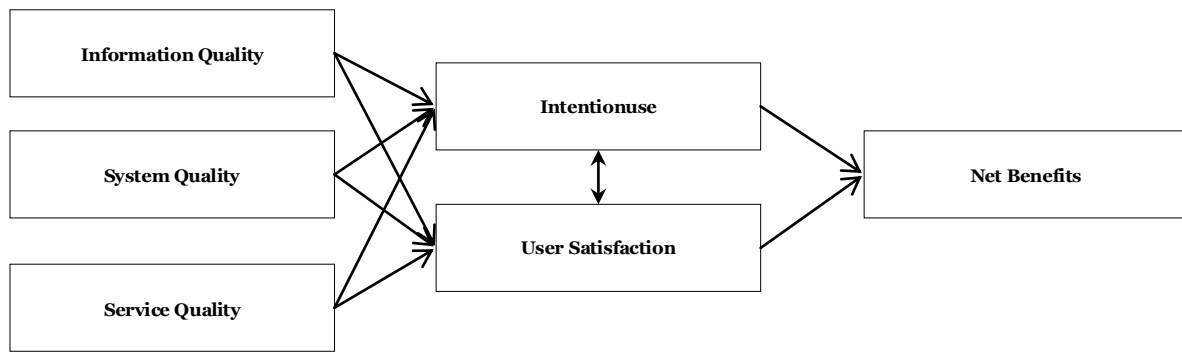


Figure 2: DeLone and McLean (2003) Updated Model focusing on the e-commerce context

### 3- THE METHODOLOGY AND MODEL

The target population in this paper includes managers and employees of insurance companies of Tehran stock, Iran. The data collection for the research was undertaken from both primary and secondary sources. Primary data was collected by survey method using structured questionnaire on information system success and emotional intelligence and secondary data was collected from various journals, magazines, newspapers and websites like Human Resource Management International Digest, Human Capital, and HR.com. The sample size was calculated and the number of the population to be assessed and interview was 155 employees and managers. Out of this, 155 were selected through simple random sampling method using random table. The manager and employee creativity was collected for one year that is 2011-2012. The creativity appraisal is in the format of 360 degree appraisal. The score range on the scale of 1 to 5, where in 1 indicates low and 5 indicates high. Employees and managers are rated on this scale on their level of creativity. The manager and employee's creativity was rated by self, to executives and directors of the organization. Emotional intelligence and information system success scale was developed after studying various factors on the model. This questionnaire was pre-tested by the researcher by administrating it to a sample of 15 scholars to check its construct validity. The construct validity was tested using Cronbach's alpha test. The result of the test showed that some of the questions had Cronbach coefficient alpha less than 0.70 and those questions were removed from the questionnaire. The data was processed by applying descriptive statistics, t- test and correlation. Descriptive statistics was applied understand the level of managers and employees creativity and level of information system success and

emotional intelligence among managers and employees. Kendall's coefficient of concordance was applied to understand the comparison between variables.

Emotional intelligence is a set of competencies, which direct and control one's feelings towards work and creativity at work. These set of competencies are the ability of the individual to control and manage his or her moods and impulses on the job. The Knowing one's emotions and feelings as they occur, and tuning one's self to the changed situation, requires the emotional competency, emotional maturity and emotional sensitivity that are demanded on the job. In a work situation, performance of the employees depends on working with group of people with different ideas, suggestions, and opinions. Effective use of emotional intelligence gives better team harmony (Ashforth and Humphrey,1995). Managers, in particular, need high emotional intelligence, because they represent the organization to the customers, they interact with the highest number of people within and outside the organization and they set the tone for employee morale. Managers with high emotional intelligence are able to understand their employee's needs and provide them with constructive feedback. Success in sales requires emotional intelligence ability to understand the customer and provide service to customers (Murray, 1998). Emotional intelligence in the organization supports in identification of employees emotional intelligence level and its impact on employee creativity on the job. This would act as an indicator for promotion of employees in the organization. The present study addresses such an educational area and attempts to find out how far the organization would be able to identify emotional intelligence of the manager and employee's and relates it

to their creativity on the job. Hence the study is conducted to measure the information system success and emotional intelligence level among the employees and compare with their creativity. The objectives of the study are as follows:

- 1) To understand the level of creativity of the managers and employees.
- 2) To understand the level of emotional intelligence of the managers and employees.
- 3) To study the impact of emotional intelligence on the level of creativity and their creativity.
- 4) To study the impact of system quality (use and user) on the level of creativity.
- 5) To study the impact of information quality (use and user) on the level of creativity.

The present study is confined to measure information system success and emotional intelligence among the managers and employees and compare the creativity level

of the employees in the study organization. The study only considers managers and employees working in all the branches of the organization. Emotional intelligence represents a set of competencies that perceive, understand and regulate emotions in ourselves and in others. These information system success and emotional competencies are learned capabilities based on skills that lead to employee creativity. The information system success model developed by DeLone and McLean and emotional intelligence model developed by Bar-On is applied to understand the information system success and emotional intelligence of the employees at the study organization. According to Bar-On, emotional intelligence as shown in Table (1) can be organized into five dimensions. Each dimension consists of a set of emotional competencies that people must possess to fulfill that dimensions of emotional intelligence. The dimensions are as under:

Table 1: The dimensions of emotional intelligence

<b>Intrapersonal</b>	<b>Interpersonal</b>	<b>Adaptability</b>	<b>Stress Management</b>	<b>General Mood</b>
Self-awareness	Empathy	Flexibility	Stress tolerance	Happiness
Self-regard	Social responsibility	Problem solving	Impulse control	Optimism
Assertiveness	Interpersonal relationships	Reality testing		
Self-actualization				
Independence				

The present study model which is shown in figure (3) on emotional intelligence has been linked and correlated with creativity of managers and supervisors (McShane, 2008). Emotional intelligence correlates with job success of managers. Sosik and Megerian, (1999) found managers high on emotional intelligence outperformed when measured by organizational creativity data. Study conducted by Lam and Kirby (2002) have shown positive correlation between emotional intelligence and

creativity in job. Cavallo and Brienza (2002) conducted the study and assessed the leadership behavior of 358 leaders at Johnson and Johnson Corporation, at locations across the globe. The study found the best performers were those high in emotional intelligence as rated by their supervisors, peers, and employees in the Emotional Quotient Inventory (EQ-i), a 360-degree feedback instrument based upon Bar-On's model of Emotional intelligence competencies.

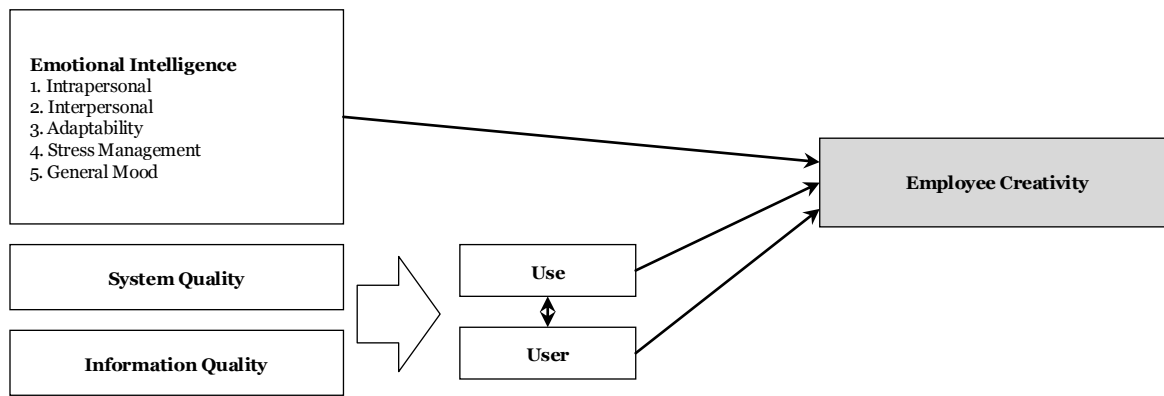


Figure 3: The Conceptual Model

From the above studies, it can be observed that many of the researchers have argued information system success and emotional intelligence is an important aspect for improving creativity. Therefore, we can formulate the following hypothesis:

- H1: There is significant relationship between emotional intelligence and creativity.
  - \* H1a: There is significant relationship between intrapersonal and creativity.
  - \* H1b: There is significant relationship between interpersonal and creativity.
  - \* H1c: There is significant relationship between adaptability and creativity.
  - \* H1d: There is significant relationship between stress management and creativity.
  - \* H1e: There is significant relationship between general Mood and creativity.
- H2: There is significant relationship between system quality and use.
- H3: There is significant relationship between system quality and user.
- H4: There is significant relationship between information quality and use.
- H5: There is significant relationship between information quality and user.
- H6: There is significant relationship between use and user.
- H7: There is significant relationship between use and creativity.
- H8: There is significant relationship between user and creativity.

#### 4- THE FINDINGS

##### I. Level of employee creativity of manager and employee

The creativity level of managers and employees is depicted in the table (2 and 3). The level of creativity is assessed on the scale of 1 to 5, and where in 1 is equal to low and 5 is equal to high. The average level of mean score and standard deviation is indicated at 3.243 and 0.4463. The mean and standard deviation score of employees are 3.465 and 0.4632. Table (4) shows the overall creativity of the employee in the organization is low, therefore creativity appraisal mean score of 3.546 is indicated which falls under the lower end of the scale.

Table 2:Managers average level of creativity

Average creativity score	N	Mean	Std. Deviation
	77	3.243	0.4463
Valid N (list wise)	77	-	-

Source: Field survey

Table 3: Employees average level of creativity

	N	Mean	Std. Deviation
Average creativity score	78	3.465	0.4632
Valid N (list wise)	78	-	-

Source: Field survey

Table 4: Overall creativity of the managers and employees

Designation	N	Mean	Std. Deviation	Std. Error
Manager	78	2.371	0.4152	0.0523
Employee	77	2.563	0.4839	0.0615
Total	155	3.546	0.44955	0.29225

Source: Field survey

**II. Relationship between emotional intelligence and creativity**

Kendal’s coefficient between independent variable (emotional intelligence) and dependent variable (creativity) is equal to 76% and there is significantly positive correlation between two variables considering the fact that a rate of 0.999 is significant (see Table (5)).

Table 5: Kendal’s Coefficient of Emotional Intelligence and creativity

	Emotional Intelligence	Creativity
Correlation Coefficient	1.000	0.769(**)
Sig. (2-tailed)	-	0.006
N	150	150

\*\* Correlation is significant at the 0.01 level (2-tailed).

**III. Relationship between intrapersonal and creativity**

There is a significant relationship between the intrapersonal of emotional intelligence and creativity. The correlation coefficient is 0.71 out a significant level of 0.999, thus, the first hypothesis has been validated (see Table (6)).

Table 6: Kendal’s Coefficient of Intrapersonal and creativity

	Intrapersonal	Creativity
Correlation Coefficient	1.000	0.716(**)
Sig. (2-tailed)	-	0.004
N	150	150

\*\* Correlation is significant at the 0.01 level (2-tailed).

**IV. Relationship between interpersonal and creativity**

There is a significant relationship between the intrapersonal of emotional intelligence and creativity. The correlation coefficient is 0.79 out a significant level of 0.999, thus, the first hypothesis has been validated (see Table (7)).

Table 7: Kendal’s Coefficient between Interpersonal and creativity

	Interpersonal	Creativity
Correlation Coefficient	1.000	0.795(**)
Sig. (2-tailed)	-	0.000
N	150	150

\*\* Correlation is significant at the 0.01 level (2-tailed).

**V. Relationship between adaptability and creativity**

There is a significant relationship between the adaptability of emotional intelligence and creativity. The correlation coefficient is 0.65 out a significant level of 0.999, thus, the first hypothesis has been validated (see Table (8)).

Table 8: Kendal’s Coefficient of Adaptability and Creativity

	Interpersonal	Creativity
Correlation Coefficient	1.000	0.653(**)
Sig. (2-tailed)	-	0.628
N	150	150

\*\* Correlation is significant at the 0.01 level (2-tailed).

**VI. Relationship between stress management and creativity**

There is a significant relationship between the stress management of emotional intelligence and creativity. The correlation coefficient is 0.68 out a significant level of 0.999, thus, the first hypothesis has been validated (see Table (9)).

Table 9: Kendal’s Coefficient of Stress Management and creativity

	Stress Management	Creativity
Correlation Coefficient	1.000	0.686(**)
Sig. (2-tailed)	-	0.012
N	150	150

\*\* Correlation is significant at the 0.01 level (2-tailed).

**VII. Relationship between general mood and creativity**

There is a significant relationship between the general mood of emotional intelligence and creativity. The correlation coefficient is 0.80 out a significant level of 0.999. The first hypothesis has been validated (see Table (10)).

Table 10: Kendal’s Coefficient of General Mood and creativity

	General Mood	Creativity
Correlation Coefficient	1.000	0.809(**)
Sig. (2-tailed)	-	0.018
N	150	150

\*\* Correlation is significant at the 0.01 level (2-tailed).



**VIII. Relationship between system quality and use**

There is a significant relationship between the system quality and use. The correlation coefficient is 0.73 out a significant level of 0.999, thus, the first hypothesis has been validated (see Table (11)).

Table 11: Kendal’s Coefficient of System Quality and Use

	System Quality	Use
Correlation Coefficient	1.000	0.739(**)
Sig. (2-tailed)	-	0.021
N	150	150

\*\* Correlation is significant at the 0.01 level (2-tailed).

**IX. Relationship between system quality and user**

There is a significant relationship between the system quality and user. The correlation coefficient is 0.76 out a significant level of 0.999, thus, the first hypothesis has been validated (see Table (12)).

Table 12: Kendal’s Coefficient of System Quality and User

	System Quality	User
Correlation Coefficient	1.000	0.760(**)
Sig. (2-tailed)	-	0.000
N	150	150

\*\* Correlation is significant at the 0.01 level (2-tailed).

**X. Relationship between information quality and use**

There is a significant relationship between the information quality and use. The correlation coefficient is 0.81 out a significant level of 0.999, thus, the first hypothesis has been validated (see Table (13)).

Table 13: Kendal’s Coefficient of Information Quality and Use

	Information Quality	Use
Correlation Coefficient	1.000	0.819(**)
Sig. (2-tailed)	-	0.054
N	150	150

\*\* Correlation is significant at the 0.01 level (2-tailed).

**XI. Relationship between information quality and user**

There is a significant relationship between the information quality and user. The correlation coefficient is 0.79 out a significant level of 0.999, thus, the first hypothesis has been validated (see Table (14)).

Table 14: Kendal’s Coefficient of System Quality and Use

	Information Quality	User
Correlation Coefficient	1.000	0.790(**)
Sig. (2-tailed)	-	0.078
N	150	150

\*\* Correlation is significant at the 0.01 level (2-tailed).

**XII. Relationship between use and creativity**

There is a significant relationship between use and creativity. The correlation coefficient is 0.83 out a significant level of 0.999, thus, the first hypothesis has been validated (see Table (15)).

Table 15: Kendal’s Coefficient of Use and Creativity

	Use	Creativity
Correlation Coefficient	1.000	0.839(**)
Sig. (2-tailed)	-	0.018
N	150	150

\*\* Correlation is significant at the 0.01 level (2-tailed).

**XIII. Relationship between user and creativity**

There is a significant relationship between user and creativity. The correlation coefficient is 0.80 out a significant level of 0.999, thus, the first hypothesis has been validated (see Table (16)).

Table 16: Kendal’s Coefficient of User and Creativity

	User	Creativity
Correlation Coefficient	1.000	0.809(**)
Sig. (2-tailed)	-	0.018
N	150	150

\*\* Correlation is significant at the 0.01 level (2-tailed).

#### XIV. Relationship between use and user

There is a significant relationship between use and user. The correlation coefficient is 0.85 out a significant level of 0.999, thus, the first hypothesis has been validated.

Table 17: Kendal's Coefficient of Use and User

	Use	User
Correlation Coefficient	1.000	0.859(**)
Sig. (2-tailed)	-	0.000
N	150	150

\*\* Correlation is significant at the 0.01 level (2-tailed).

#### 5- SUMMARY AND CONCLUSIONS

The managers show lower level of creativity in the insurance companies. The insurance companies have to take measures to upgrade their technical and soft skills to enhance their creativity on the job. The managers show lower level of information system success and emotional intelligence in key areas of insurance requirement. The insurance companies have to arrange for a training program on how to develop information system success and emotional intelligence and apply it on the job for higher managerial skills. The employees show a lower level of information system success and emotional intelligence on the job, which would have greater impact on the creativity on job; the employees are to be enlightened about the importance of information system success and emotional intelligence for higher creativity on the job. The managers and employees have to take higher level roles and responsibility in the insurance companies in the future and for this they have to develop

their skills in the area of intrapersonal, interpersonal, adaptability, stress management, general mood, and also system quality and information quality. The insurance companies at the time of employee selection must adapt administering information system success and emotional intelligence test for selecting right person for the right job and this would enhance the performance of the managers on the job and the insurance companies. The present study has produced some important results that have implications for both research and practice. The study on managers and employees information system success and emotional intelligence and their ability to perform effectively on the job is identified as they are not able to manage their information system success and emotional intelligence, which has a direct impact on their job. Further, the level of information system success and emotional intelligence and creativity level of the managers and employees is moderate to low; these skills are to be developed for achieving higher employee productivity and to enhance the image of the insurance companies. A particularly interesting finding of the present study was that low information system success and emotional intelligence of managers and employees had an impact on their level of performance and specially creativity on the job. This has implications for management, suggesting that the insurance companies could be profitable by identifying the level of information system success and emotional intelligence of managers and employees and apply interventions that are focused on the developing information system success and emotional intelligence among the employees in the insurance companies.

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