

Predictors of effective job performance: An empirical examination through employee-related factors

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ABSTRACT

Purpose: This study investigates the effect of employee-related factors, that is, emotional intelligence, goal orientation, and learning orientation on employee performance using moderated mediation approach where proactive personality is moderator and creativity plays a mediator's role. The purpose of this study is to identify the mediating effect of creativity on performance with self-related factors in such a way that their relationship is being moderated by moderator. **Methodology:** For hypothesis testing, researcher used multiple source of data collection, where data were collected from a sample of 162 employees working in telecommunication sector of Pakistan. Statistical techniques such as conformity factor analysis, EFA and mediation, and moderation using AMOS software were performed to test proposed theoretical model. **Findings:** Results indicate that emotional intelligence, goal orientation, and learning orientation have significant effect on employee performance, whereas creativity mediates the relationship of emotional intelligence, goal orientation, and learning orientation with employee job performance, while proactive personality moderates the relationships between independent and mediating variables. **Implications:** The study implies that top management should assign higher priority to employee performance by focusing more on employee's level variables that are major contributor to their creativity. **Originality:** Till now, no researcher has reported such type of empirical study in Pakistani context. This study contributes to the present stock of knowledge and understanding of the subject by contextualizing the predictors of effective job performance in the Pakistani corporate sector.

Key words: Emotional intelligence, employee creativity, employee learning orientation, employees goal orientation, job performance, proactive personality

JEL Classification: Research Paper

INTRODUCTION

Employee, employer, and workforce dynamics have drastically changed due to ethnographic, demographic, socioeconomic, and number of other related or interrelated factors over a period of time (Halford et al., 2016). Nowadays, organizations have to work even harder than before to get competitive advantage over other

organizations (Won and Chelladurai, 2016) and to stay in market and remain competitive (Prime and Cater, 2016). Human resource considered as major and key competitive advantage for businesses worldwide (Sikora et al., 2016; Vivares-Vergara and Sarache-Castro, 2016) as collectively their performances combine together and make organizational performance as whole (Obeidat et al., 2016).

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Performance could have different definition with respect to different contexts (Myint and Aung, 2016). To the extent of most general and acceptable definition, we can say that it is defined as accomplishing task at hand subjective or/and objective, more efficiently and effectively as per defined rules and standards within control over emotion supported by ethical and professional boundaries (Myint and Aung, 2016). There are number of antecedents of employees job performance in organizations (Hsieh, 2016; Menges et al., 2017); some are constant some are dynamics (Davicik and Sharma, 2016; Wambua and Karanja, 2016) while many are related to industry standards and requirements. Number of studies conducted to determine different factors affecting performance of employees positively and negatively both (Bradler et al., 2016; Janssen and Yperen, 2004; Naranjo-Valencia and Jiménez-Jiménez, 2016) but few studies conducted in which creativity is taken as mediator to know expected change in performance of employees (de Stobbeleir and Ashford, 2011).

Relationship of job performance with personality-related variables, that is, emotional intelligence of employees (Altındağ and Köseadağ, 2015), goal orientation (Porath and Bateman, 2006), learning orientation (Calantone et al., 2002), and creativity (Zhang and Bartol, 2010b) has been scholarly proven.

Researchers claim a positive relationship between emotional intelligence and performance (Cote and Miners, 2006) and between goal orientation and employees performance (Janssen and Yperen, 2004). Further, although number of researchers concluded that creativity effects emotional intelligence, job performance and goal orientation positively, but still there is shortage of studies that examine the mediating effect of creativity between emotional intelligence along with goal orientation on employee performance (Moss and Ritossa, 2007). According to Gong, et al (2009) and Calantone et al. (2002) learning orientation (also considered as personality-related variable) positively effects individual creativity and performance. Although researchers like Baker and Sinkula (1999a) have studied the relationship between learning orientation and organization performance, yet there is shortage of empirical studies on impact of learning orientation on employee's performance. So focusing on the gape in literature, in current study, researcher is studying the creativity as mediator between learning orientation and employee job performance.

Emotional intelligence, employee goal orientation, and learning orientation all are variables related to personality, individual will, and self-motivation (VandeWalle et al.,

1999). Proactive personality is self-related variable and defined as individuals' ability to do constructive work and promote innovation and creativity as a result (Grant and Ashford, 2008). Thus, this study also going to examine how proactive personality moderates the impact of emotional intelligence, goal orientation, and learning orientation on employee creativity. Compiling everything in a nutshell the problem statement of this study is how emotional intelligence and goal and learning orientation improve employee performance while employee creativity is mediating the relationship in such a way employee proactive behavior improves the strength of relationship when high and reduce the strength between variables when it is low.

Summing up this study will contribute in number of ways to existing literature first, estimating how creativity mediates the impact of emotional intelligence, goal orientation, and learning orientation on employees' job performance using one model and indirect effect. Second, proactive personality moderates relationship between independent variables (emotional intelligence, goal orientation, and learning orientation) and mediator (creativity). Third, how this mediating moderating relationship affects the job performance of employees. Further, this study enriches proactive personality literature and its importance in business corporations and how it improves with severe need of nurturing and cherishing employee creativity at workplace to increase performance which eventually leads toward organizational performance collectively.

Hypothesis and Theory

To remain competitive and to grow constantly in constantly changing work environment, job performance is considered as key indicator for individuals and organizational success. Many researchers argue that performance is more related to personal or behavioral aspect of personality of individuals which affect the outcome specifically (Porath and Bateman, 2006) and personal, that is, behavioral aspect of performance should considered separately with other key factors behavioral aspects involve all activities and intentions use by individual to performance specific task at hand at workplace and performance is a form of behavior. Performance is an independent individual deliberation (Lee et al., 2004) which results in outcomes that are more of focus by business organizations and corporate world.

On the other hand, creativity which is more cognitive and rational prospective of personality (Kim et al., 2010) is been frequently used by many researchers since Barczak et.al., 2010; Farmer et al., 2003; Furnham, 2016; and Tierney and

Farmer, 2004, also have impact on employees' outcome and performance (Kim et al., 2009; Tierney and Farmer, 2002). Creativity got its place in the list of variables which performance of individuals and organizations as whole (Castro et al., 2012). Creative workforce development and maintenance are the key for organizations to succeed, solve problems, and overcoming difficulties (McAdam and McClelland, 2002a, 2002b) and organizations depend on creative people and environment which flourishes the interaction in which employees feel free to share their role in organizational success (Castro et al., 2012) which ultimately use to generate new ideas and products (McAdam and McClelland, 2002a) methods and strategies (Mayfield and Mayfield, 2008) and improved performance of individuals (Moss and Ritossa, 2007) and organization (Bharadwaj and Menon, 2000). One of the most emerging variable in academia and corporate world is emotional intelligence (Petrides, 2016). In the very beginning of emergence of this concept number of studies conducted on educational sector (Goleman, 1996; Penrose et al., 2007), then later on it's been proven by scholars that said variable actually impact employees (Castro et al., 2012)

A study of emotional intelligence was emerged in 1990 (Mayer et al., 1999; 1990; Mayer and Geher, 1996; Salovey and Sluyter, 1997) later on (Goleman and Griese, 1996; Goleman, 1995b, 1996) studied the concept deep rooted from psychological prospective at the end of past century. Later on, a study of emotional intelligence was extended toward corporation and business world (Mayer et al., 2000) apart from academics specifically (Aradilla-Herrero et al., 2014; Di Fabio and Kenny, 2012) as per mentioned studies it's been scholarly proven that emotional intelligence is important for almost every field of study whether theoretical or practical, where there are people, there is emotional intelligence. Researcher is going to use four dimensional model of emotional intelligence proposed by Davies et al., 1998, previously developed by Mayer et al., 1999, which endorsed the concept of Goleman, 1995a, who says that level success if a person after entering in workplace is depend more on emotional intelligence then on cognitive intelligence or IQ. Emotional intelligence dimensions proposed are self-emotion appraisal, others' emotion appraisal, use of emotion, and regulation of emotion also used by Bryant and Malone, 2015; Gozukara, 2016; Hur et al., 2011; and Myint and Aung, 2016. Organizations prefer to use emotional intelligence as it is associated with outcomes such as employee attitude, performance, behavior, occupational stress, organizational commitment job stress, and more (Kafetsios and Zampetakis, 2008; Wong and Law, 2002). As both variables are related to individuals ability, so it can be concluded and is scholarly proven that emotional

intelligence effect employee performance positively (Wong and Law, 2002). Thus, the following hypothesis can be form;

Hypothesis 1: Employee's creativity mediates the relationship between emotional intelligence and job performance.

Proactive people are self-motivated, they usually does not need external stimuli to get their work done. They use to generate opportunity, act as per requirement, take corrective measures, and continue till the work is done as per their expectations and do corrective measures if required (Choi, 2007; Nito, 2005) while people having opposite personality do exactly the opposite of it (Erkutlu and Chafra, 2012).

Individual with high proactive personality tends to achieve their desired result by doing new and creative means and by understanding themselves and others at workplace better (Chang et al., 2016) than people who do not possess much of this personality type. Number of studies shows that proactive personality affects both emotional intelligence and creativity positively.

Hypothesis 2: Proactive personality moderates the relationship between emotional intelligence and creativity such that when proactive personality is high, relationship is more positive.

Collectively combining both mediating moderating hypothesis (Edwards and Lambert, 2007) and as per above-mentioned discussion framework formed in which creativity mediates the relationship of emotional intelligence and job performance while proactive personality moderates the relationship of emotional intelligence and creativity. Employees having high emotional intelligence with high proactive personality can recognize, understand theirs and others' emotions, and act accordingly and are tend to be more motivated to achieve and accomplish their tasks and goals. That is why they are more likely to be innovative and skillful to get work done using their proactive personality and emotional intelligence and are more creative and efficient, and therefore, their performance is high as compare to people having low emotional intelligence and low proactive personality.

Hypothesis 3: The relationship between emotional intelligence and employees performance is indirect and mediated by creativity which is conditional on proactive personality in such a way that relationship strengthen and more positive if proactive personality are high.

Goal setting has positive and direct impact on individual satisfaction and organizational commitment (Locke and Latham, 1990). Goal orientation is related to individual will to achieve certain milestone, Whittington et al., (2004), argued that challenging goal will eventually improve performance and is positively associated with it. Goal difficulty triggers the challenge in individual personality and stimulates the ones need of accomplishment task (Whittington et al., 2004) for which creativity and innovation are required apart from traditional way of doing things which eventually increase performance.

Hypothesis 4: Employee's creativity mediates the relationship between goal orientation and job performance.

Learning orientation is related to how individual mindset and motivated to learn some sort of skill, competence, craft, or knowledge (VandeWalle et al., 1999). As per social cognitive theory, "individuals acquire knowledge and skills through enactive mastery experience (i.e. direct experience of attaining a task or skill) and mastery modeling (i.e. observational learning from proficient models such as leaders)." Internal as well as external factors situational and personal factors affect acquisition of skill and knowledge. Individual with high learning orientation seeks challenge and try to do new and different things which stimulate there need to learn and challenge themselves.

Learning orientations is self-motivation and when individual is motivated, he used to think for innovative or creativity (as per discussed above) to get that motivation fulfill as per studies which enhance the performance for sure. The following hypothesis can be made by above discussion.

Hypothesis 5: Employee's creativity mediates the relationship between learning orientation and job performance.

Organizations work literally really hard to keep their employees motivated (Nifadkar et al., 2012), there are different sources of motivation, one major source is self-motivation (Lunenburg, 2011) which says "Self-motivation refers to being results oriented and pursuing goals beyond what is required" (Lunenburg, 2011). Learning orientation and goal orientation both are self-related variables (Bauer et al., 2016) one focusses on learning and skills achievement mindset (Li and Shieh, 2016) while later one focusses on task and goals achievement (Hirst et al., 2009) and both have impact on employees' performance (Gong et al., 2009). Employees who have proactive personality tend to be more toward learning and trying to achieve their set goals

as compare to ones who do not possess this personality feature and tend to be more creative and innovative

Hypothesis 6: Proactive personality moderates the relationship between learning orientation and employees' creativity.

Hypothesis 7: Proactive personality moderates the relationship between goal orientation and employee's creativity.

Using Edwards and Lambert (2007) moderated mediating model and as per above-mentioned discussion for the 4th and 5th hypothesis researcher comes to the conclusion that creativity mediates the relationship of learning orientation and goal orientation (independent variables) with job performance (dependent variable), while proactive personality moderates the relationship of independent variables (learning orientation and goal orientation) with mediating variable (creativity). Employees having high learning orientation with high proactive personality tend to be more active in learning new skills and more prone toward accepting change by doing this are more likely to be innovative and perform well as compare to others who do not possesses these traits. That's the reason they are likely to perform well as per organizational requirements.

Hypothesis 8: The relationship between learning orientation and employees performance is indirect and mediated by creativity and is conditional to proactive personality in such a way that relationship strength increases and becomes more positive when proactive personality is high.

Again as per the 6th and 7th hypothesis and using model formed by Edwards and Lambert, (2007), Here study combines the moderator and mediator in same equation and come to the point that employees having proactive personality have an impact on their goal orientation which leads them toward achieving goals set by themselves as this is personality related variable so as per above-mentioned discussion, it is clear that high goal orientation makes employee motivated and wants to achieve certain limits for which they try separate ways than traditional working style and move toward creativity to achieve the task in optimistic and most promising way and ultimately their performance increases to higher level due to their inmate personality trait of achievement. As per discussion, the following hypotheses are formed.

Hypothesis 9: The indirect relationship between goal orientation and job performance through creativity is conditional on proactive personality such that this indirect

relationship is more positive when employee having high proactive personality.

Based on the above hypotheses, Figure 1 shows the conceptual framework of the study.

METHODOLOGY

Sample and Procedure

Data for this study were collected from software, technology, and product development related departments of Pakistan Telecom sector. Companies have been established in country for more than 7-8 years in country and usually launch new technology and products to gain competitive advantage within market and to remain sustainable in future. Zong, Jazz, and Telenor companies were selected to get responses. All participants are professionals and are selected randomly on the basis of availability and ease for them to provide their insight. Questionnaire was distributed with a note explaining the requirement and nature of research and to ensure them about the secrecy of their opinion. All respondents completed their resected questionnaire in work time and to ensure secrecy, it was requested to them to send questionnaire back to us only, whether it is through email or post in sealed envelope.

Two hundred number of questionnaires were distributed through internet and post out of which 81% as the response rate, that is, 162 responses. Out of which 58.6% were male and 41.4% were female. About 14.2% had 14 years of education, 63% got 16 years of education while 22.8% have 18 years or above level of education.

Measures

Seven-item Likert scale was used to measure the responses of all main variables. English language was used to conduct survey.

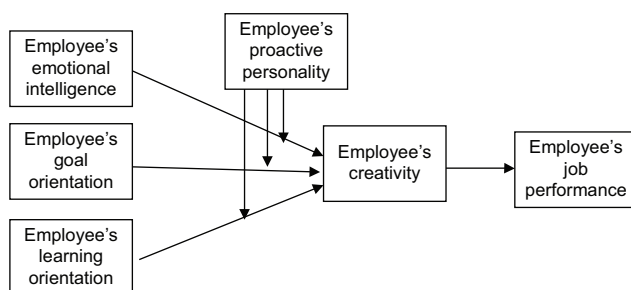


Figure 1: Theoretical framework

Emotional intelligence

Questionnaire used for study was adopted by Law et al., 2004, who used WLEIS by Wong and Law, 2002. Questionnaire consists of 16 items with equal distribution of 4 items each for self-emotion appraisal, other emotion appraisal, use of emotion, and regulation of emotion which is highly significant. Sample items were "I really understand what I feel."

Goal orientation

An adopted questionnaire by Janssen and Yperen, (2004) is used for the study that consist of 13 items developed by VandeWalle et al. (1999), originally. Sample items were "I prefer to work on projects where I can prove my ability to others." Cronbach α for this measurement scale was 0.716 which is highly significant.

Learning orientation

Seventeen items scale questionnaire used for study was adopted by Calantone et al., 2002, commitment to learning, shared vision, open-mindedness, and intraorganizational knowledge sharing were subdivisions which is highly significant. Sample items were "There is a commonality of purpose in my organization."

Proactive personality

Shorter version of Bateman and Crant, (1993), used by Seibert et al., (1999) and Trifeletti et al., (2009), which consist of 10 items which is highly significant. Sample items were "If I see something I don't like, I fix it."

Creativity

Questionnaire consists of 4 items which was adopted by Gozukara, 2016, to use in the study. Sample items were "I suggest new and better ways to achieve goal or objectives" which is highly significant.

Job performance

Performance measured using 4 items scale adopted from Smit et al., (2016), which is highly significant. Sample items were "Were you feeling hardworking?"

Control variable

We have also use demographical factors such as gender, age, and education for analysis as many previous researches show that these demographic factors are associated with performance (Brackett et al., 2006) and creativity, for example, Zhang and Bartol, (2010a), of individuals. Gender was coded 1 for male and 2 for female. Age was divided into

brackets (i.e., 1 = 21-30, 2 = 31-40, 3 = 41-50, and 4 = 51 and above) while education (1 = 14 years, 2 = 16 years, and 3 = 18 years of above) was also used as control variable.

Statistical Analysis

Data were analyzed using SPSS 21 and AMOS of same version. First of all data screening took place by eliminating incomplete or biased responses then Cronbach was calculated to test scales reliability which was 0.853, good and satisfactory. EFA was performed using SPSS giving KMO value 0.78 which shows that sample was adequate for a study with Bartlett's test of sphericity which is highly significant at .000. The correlation values among variables were measured using SPSS software, further, the reliability of variables was measured using Cronbach alpha reliability statistical test [Table 1].

Conformity factor analysis was performed before testing the relationship between constructs (by putting independent variables [emotional intelligence, goal orientation, and learning orientation], dependent [employee performance], and mediating variables [creativity] in measurement model) to check the validity of constructs, $\chi^2/d.f.$, RMSEA, IFI, TLI, CFI, and goodness of fit indices (GFI) were employed to test the fit at $P < 0.01$. Please see the results/values of said GFI in Table 2 where all values are satisfactory and within the range of acceptable limits. GFI indicate that the measurement model is strong enough and ready for structural model test and subsequently for hypotheses testing.

After measurement model testing, the next stage is structural model testing, where the theoretical model of the study is statistically tested. Figure 2 depicts the standardized

beta weights of all theorized relationships between independent and dependent variables. Here, all direct and indirect relations are statically tested, the same model is subsequently being used for the hypotheses testing.

Hypothesis Testing

To test hypothesis, we start with mediation first which predicts that employee's creativity mediates the relationship of emotional intelligence with job performance, goal orientation with job performance, and learning orientation with job performance. As per H_1 which says that creativity mediates the relationship between emotional intelligence and performance statistical indices shows that $\beta = 0.497$, $P < 0.001$ when no mediation takes place, while $\beta = 0.282$, $P < 0.05$ when creativity mediated the relationship additionally bootstrapping showed that there is a significant (again $P < 0.001$) partial mediation between independent and dependent variable using creativity as mediator. While testing H_4 , it's been observed that $\beta = 0.219$, $P < 0.05$ when direct relationship was tested between goal orientation and performance whereas $\beta = 0.185$, $P < 0.05$ when mediator introduced, although both values were highly significant and there should be some kind of mediation between said variables as per Baron and Kenny's (2012) approach but bootstrapping showed a non-significant value $P < 0.229$ that implied no mediation possible using creativity between goal orientation and performance. Now, as per H_5 that is creativity mediates the relationship of learning orientation and performance. Again, we took values $\beta = 0.382$, $P < 0.001$ when there is no mediator present while putting the effect of mediator between the relationship calculated values is $\beta = 0.152$, $P < 0.05$. This time bootstrapping showed significance of relationship at $P < 0.001$. Table 3 contains the direct and

Table 1: Correlations among variables

Variables	Cronbach	Emotional intelligence	Goal orientation	Learning orientation	Creativity	Performance	Performance
Emotional intelligence	0.88						
Goal orientation	0.71	0.092	(0.825)				
Learning orientation	0.82	0.538**	0.120*	(0.896)			
Creativity	0.79	0.550**	0.130*	0.568**	(0.832)		
Performance	0.82	0.722**	0.309**	0.679**	0.888**	(0.867)	
Proactive personality	0.77	0.723**	0.144*	0.712**	0.809**	0.857**	(0.899)

Notes: Cronbach's α is in parenthesis at intersecting point of variable. **Correlation is significant at the 0.01 level. *Correlation is significant at the 0.05 level

indirect effects (beta weights) among independent and dependent variables.

Proactive personality converted into categorical variable from continuous variable to check its moderating effect on independent and mediating variables linkage as per [Aguinis et al., \(2005\)](#), after performing model fit. Mediation was performed using proactive low and high category at different level of relationships in model as discussed by [Nito, \(2005\)](#), also mentioned by [Preacher et al., \(2007\)](#), while [Edwards and Lambert, \(2007\)](#), used this approach in which moderation could be occur at any level of relationship in the model (X --> Y --> Z) or direct (X --> Z). Group moderation was performed on overall model.

The relationship between emotional intelligence and creativity was significant and positive before moderation was introduced as shown in model diagram before. As per H₂ categorical moderator (proactive personality) was added, statistical values show when there is low proactiveness at $\beta = 0.252$ but when there are high proactiveness values moved up at $\beta = 0.379$, both values are at significance level of $P < 0.05$. The hypothesized relationship that learning orientation's has positive impact on creativity and this relationship is moderated by proactive personality, is proven by indices which show $\beta = 0.054$ at $P < 0.05$ when there is low proactive personality but value is still positive and increased to $\beta = 0.295$ at significance level of $P < 0.05$ when there is high proactive personality. As H₆ said that goal orientation relationship with creativity moderates by proactive personality. As discussed above in mediation that there is no mediation present between goal orientation and performance using creativity so this moderation was also found non-significant.

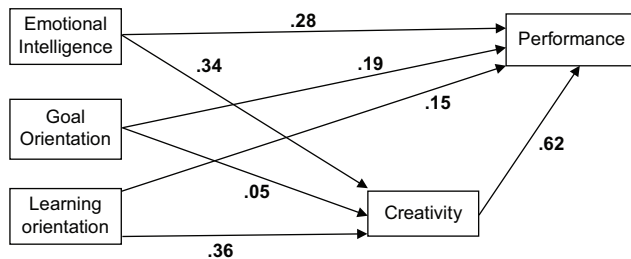


Figure 2: Research model (standardized estimates)

Table 2: Model fit indices						
	CMIN/DF	GFI	CFI	RMSEA	IFI	TLI
Proposed model indices	2	0.89	0.95	0.042	0.95	0.93

In addition, it has been observed that relationship between creativity (moderator) and performance (dependent variable) was also moderated by proactive personality and values depict that $\beta = 0.133$ at $P < 0.05$ when there is low proactive personality while value was still significant at $P < 0.05$ and positive when proactive personality is high with weights of $\beta = 0.279$.

Stats show that as per H3 that relationship between emotional intelligence and employees performance is indirect and mediated by creativity is conditional on proactive personality, when tested indices show that $\beta = 0.165$ at $P < 0.001$ level of significance when proactiveness is low while $\beta = 0.279$ at significance level of $P < 0.001$.

The relationship between learning orientation and employees performance is indirect and mediated by creativity as discussed in H8 and is conditional to proactive personality in such a way that relationship strength calculated was $\beta = 0.155$ at $P < 0.05$ and become more positive when proactive personality is high with $\beta = 0.174$ at $P < 0.05$ [Table 4].

H₉ indicated that relationship between goal orientation and job performance through creativity is conditional on proactive personality such that this indirect relationship is more positive when employee having high proactive

Table 3: Mediation effects

Relationship	Total effect	Direct with mediation
Creativity mediates emotional intelligence and performance	0.497**	0.282***
Creativity mediates goal orientation and performance	0.219**	0.185**
Creativity mediates learning orientation and performance	0.382***	0.152**

Table 4: Moderation effects

Relationships	Proactive low	Proactive high
Emotional intelligence --> creativity	0.252**	0.379**
Learning orientation --> creativity	0.054**	0.295**
Creativity ---> performance	0.133**	0.369**
Emotional intelligence --> performance	0.165***	0.279***
Learning orientation --> performance	0.155**	0.174**

Notes: *** $P < 0.01$; ** $P < 0.05$; and * $P < 0$

personality was not found to be significant so no further calculated.

DISCUSSION

This study formulated and tested moderated mediation model of employee performance in which proactive personality treated as moderator and creativity as mediating variables. Using sample of 162 respondents, it has been concluded that proactive personality mediates the relationship of emotional intelligence with creativity and learning orientation with creativity. This is also proved that creativity acts as mediator between emotional intelligence and performance, as it mediated the relationship of learning orientation and performance. Hypothesis related to goal orientation was found non-significant for mediator so further estimation was not authentic perform under this study design. In addition, proactive personality also found to be mediated the relationship between creativity and performance which was not proposed in hypothesis.

Theoretical Implications

The current study contributes in several ways to the literature. First, further investigation on moderated mediation model using proactivity and creativity with other individual-related factors (Nito, 2005). Researcher theoretically hypothesizes and then proved empirically that creativity actually mediates the relationship of emotional intelligence with performance and learning orientation of employees with their performance too. Emotional intelligence associated with change in organization (Weymes, 2002) and the current study established direct relationship of emotional intelligence with employee creativity. The study also proved that motivational job-related factors like proactive personality strengthen the relationship between emotional intelligence and creativity of an employee that results in more productive outcomes.

Second, learning orientation which is also self-related motivational factor of employees is found to be positively associated with creativity of employees and when moderated by proactive personality again effect positive effect found and impact on performance is still positive and significant. This study contributes to the learning orientation literate by showing direct relationship with creativity and motivational job-related variables, it has also been contributed that individually learning orientation may effect creativity but with proactive personality, this affects more signifies and impacts increase with other unstated factors considered constant.

Third, goal orientation is directly associated with performance which has been proven emphasized by the current study (Porath and Bateman, 2006) and effect of mediator has also been found.

Fourth, study also contributes to the literature of creativity by empirically testing that proactive personality moderated the relationship of creativity and performance (Kim et al., 2010) by approximately 36% increase when there is high proactiveness practice by employee.

Fifth, addition to mediated relationship through creativity study shows that proactive personality directly moderates the relationship of emotional intelligence with performance (Law et al., 2008) and learning orientation with performance (Baker and Sinkula, 1999b) by almost increase from approximately 16.5% and 15.5% to 27.9% and 17.4%.

Practical Implications

In terms of practical practices, emotional intelligence and performance are two essential and important factors associated change in organizational and innovative performance same does goal and learning orientations. Proactive personality (Porath and Bateman, 2006) and creativity (Mafakheri et al., 2016) are two pretty critical and emerging yet stable traits related to employees. Organizations nowadays require more diverse, creative, and proactive personality approached employees to remain stable and competitive that's why they have to focus on these traits and our finding backing up with organizational development and change with feedback. Organizations should create climate and environment which is supportive for creativity and proactiveness and accept initiation and ideas generation from every hierarchical level to channel efforts and performance in positive and right direction. Meanwhile, managers and supervisors especially pay attention to employees' creative and innovative needs with enhancement in learning and goal orientation by supporting and encouraging them to get sustainable and long-term benefits.

Limitations and Directions for Future Research

The study encounters several limitations too. First, although we design framework based on theory, literature, and discussion. Future researched must design framework before literature study to be less biased and more logical and practical.

Second, responses for this study were collected from three organizations which might affect the generalizability as

responses from same department might not be more accurate or biased due to position and level. It is recommended to get responses from different departments within organization and choose more than 1 industry to work with in this way comparison between industries can also estimate.

Third, though our study focuses on individual related factors, to add more knowledge and practicality purpose future researches should collect data on collective or team-related factors within organizations such as team proactive approach, team performance, and/or team creativity rather than individual or self-related personality variables.

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CONFLICTS OF INTEREST

This is to bring to your kind consideration that this research work has no conflicts of interest.

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