



Ankara Science University Graduate School of Studies  
Business Administration

**PARTICIPATIVE LEADERSHIP AND EMPLOYEE CREATIVITY:  
THE MEDIATING ROLE OF ORGANIZATIONAL IDENTIFICATION**

NASREDDEIN ALI FAHEIMA

Master's Thesis

Ankara, 2025



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MEDIATING ROLE OF ORGANIZATIONAL IDENTIFICATION

NASREDDEIN ALI FAHEIMA



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This study titled “Participative Leadership and Employee Creativity: The Mediating Role of Organizational Identification,” prepared by Nasreddin Ali Faheima has been found successful as a result of the defense exam held on 18.09.2025 and accepted as Master's Thesis by our jury.

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## **DEDICATION**

This work is dedicated to my father, whose wisdom, guidance, and unwavering support have been a beacon throughout my academic and personal journey. His encouragement continues to inspire every step I take.

To my mother, whose boundless love, nurturing spirit, and fervent prayers have uplifted me in ways beyond measure. Her happiness is a constant source of motivation and strength.

To my wife, whose steadfast partnership and resilience provide me with unwavering support. Her presence in my life enriches every challenge and triumph alike.

To my daughter, Kanz, whose innocent joy, curiosity, and boundless energy fill my world with meaning and purpose. She is a daily reminder of the beauty of life.

To my siblings, extended family, and dear friends, whose constant encouragement and belief in me have shaped my path. Their unwavering support has been a foundation upon which this achievement stands.

This work is a reflection of their love, guidance, and influence in my life.



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## ÖZET

FAHEIMA, NASREDDEIN ALI. Katılımcı Liderlik ve Çalışan Yaratıcılığı: Örgütsel Kimliğin Aracı Rolü, Yüksek Lisans Tezi, Ankara, 2024.

Bu çalışma, katılımcı liderlik ile çalışan yaratıcılığı arasındaki ilişkiyi değerlendirmeyi, aynı zamanda örgütsel kimliğin aracı rolüne odaklanmayı amaçlamıştır. Araştırma, Ekim-Kasım 2024 tarihleri arasında, Trablus, Libya'daki Sosyal Güvenlik Fonu'nda gerçekleştirilmiştir. Veriler, 200 çalışandan elektronik anketler aracılığıyla toplanmış olup, katılımcı liderlik, çalışan yaratıcılığı ve örgütsel kimlik üzerine demografik bilgiler ve geçerliliği kanıtlanmış anketler kullanılmıştır.

Sonuçlar, katılımcı liderlik ile hem örgütsel kimlik hem de çalışan yaratıcılığı arasında istatistiksel olarak anlamlı pozitif bir ilişki olduğunu göstermiştir. Örgütsel kimliğin, katılımcı liderlik ile yaratıcılık arasındaki ilişkide önemli bir aracı rol oynadığı bulunmuştur. Regresyon analizi, katılımcı liderliğin, örgütsel kimlik üzerinden doğrudan ve dolaylı olarak çalışan yaratıcılığı üzerinde anlamlı bir etkiye sahip olduğunu göstermiştir. Sonuçlar, katılımcı liderlik tarzının, çalışanların örgütle bağlarını güçlendirerek yaratıcılıklarını artırdığını göstermektedir. Bu bulgular, işyerinde yeniliği teşvik etmek için liderlik uygulamalarını iyileştirmeye yönelik değerli bilgiler sunmaktadır.

**Anahtar Kelimeler:** Katılımcı Liderlik, Çalışan Yaratıcılığı, Örgütsel Kimlik

## ABSTRACT

FAHEIMA, NASREDDEIN ALI. Participative Leadership and Employee Creativity: The Mediating Role of Organizational Identification, Master's Thesis, Ankara, 2024.

This study aimed to evaluate the relationship between participative leadership and employee creativity, focusing on the mediating role of organizational identity. The research was conducted at the Social Security Fund in Tripoli, Libya, from October to November 2024. Data were collected from 200 employees using electronic questionnaires, with demographic information and validated questionnaires assessing participative leadership, employee creativity, and organizational identity.

The results showed a statistically significant positive relationship between participative leadership and both organizational identity and employee creativity. Organizational identity was found to play a crucial mediating role in the relationship between participative leadership and creativity. Regression analysis demonstrated that participative leadership significantly influenced employee creativity, both directly and indirectly, through its impact on organizational identity. The results indicate that fostering a participative leadership style enhances employee creativity by strengthening their attachment to the organization. These findings provide valuable insights for improving leadership practices to foster innovation in the workplace.

**Keywords:** Participative Leadership, Employee Creativity, Organizational Identity

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|              |                                    |
|--------------|------------------------------------|
| <b>Chall</b> | : Challenges                       |
| <b>DEC</b>   | : Decision                         |
| <b>DECs</b>  | : Decisions                        |
| <b>E</b>     | : Employee                         |
| <b>EC</b>    | : Employee Creativity              |
| <b>EE</b>    | : Employee Engagement              |
| <b>Es</b>    | : Employees                        |
| <b>HLs</b>   | : Higher-levels                    |
| <b>JS</b>    | : Job Satisfaction                 |
| <b>KMO</b>   | : Kaiser-Meyer-Olkin               |
| <b>OI</b>    | : Organizational Identification    |
| <b>ORG</b>   | : Organization                     |
| <b>L</b>     | : Leadership                       |
| <b>LDRS</b>  | : Leaders                          |
| <b>LMX</b>   | : Leader-Member Exchange           |
| <b>PAL</b>   | : Positive Behavioral Intervention |
| <b>PL</b>    | : Participative Leadership         |
| <b>SET</b>   | : Social Exchange Theory           |
| <b>Sig.</b>  | : Significance                     |
| <b>SIP</b>   | : Social Information Processing    |
| <b>TEC</b>   | : technology                       |

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## **SECTION 1:**

### **INTRODUCTION**

Leadership (L) is the employment of employees (Es) to achieve the goals and objectives of organizations (ORGs). It serves a crucial role in securing and guiding participation. Es' emotional labor in reaching these aims and objectives is varied. The outcome of work-related forms (surface acting, deep acting, and natural emotional labor). Understanding the importance of emotions in the workplace is a crucial aspect in controlling them (Aslan, 2021).

L Democratic (participatory) leaders or managers carry out their activities without putting pressure on their subordinates. They are people who adopt its implementation. They concentrate all the power in their hands; they are not inclined to do this and prefer to make decisions (DECs) with the participation of their subordinates. In contrast to autocratic management (MGT), ORGs where managers experience high levels of job satisfaction (JS) typically report lower staff turnover and absenteeism, reflecting a more positive and sustainable workplace environment (Güney, 1997)

Participative leadership (PL) has become a key concept in organizational MGT, particularly given the increasingly complex challenges (Chall.) companies face in today's competitive business environment. This L style promotes a collaborative culture in which leaders actively encourage and include Es in decision-making. According to the philosophy underlying PL, when Es have the chance to contribute their thoughts and opinions, corporate DECs become more successful and more aligned with employee demands (Huang et al., 2006).

This approach contrasts with autocratic L, which is often top-down and less collaborative. Key Elements of PL: PL is based on the principles of openness and empowerment. The essence of this style is not only delegating DECs but also actively involving Es in DECs that affect them and the ORG. This differs from

hierarchical or directive L styles, where leaders primarily make DEC's without consulting their teams (Huang et al., 2021). Participative leaders (PL) engage in communication and allow opportunity for employee feedback before making final DEC's, establishing a feeling of ownership and alignment with business goals (Benoliel and Somech, 2014).

Peter Drucker was a prominent proponent of employee engagement (EE) in the DEC-making process, and his book "MGT by Objectives" emphasized the importance of fostering EE as part of effective L (Peek, 2025). This idea aligns with the growing focus on EE in modern ORGs, with companies like Volvo adopting participatory practices to foster innovation (Jing et al., 2017). This type of L can be observed across sectors and types of ORGs, from corporate R&D teams to school principals (Kahwaji, 2019; Al-Harthi, 2017).

Research indicates that PL has a profound impact on employee outcomes, such as creativity, JS, and team performance (Somech, 2006; Huang et al., 2010). By empowering Es, participative leaders promote access to safety, allowing for risk-taking and generating creative ideas without the risk of judgment. Providing safety, in turn, leads to greater innovation and creativity within the ORG (Chen, 2020).

Specifically, Simon Hong Chi's (2019) study found that PL is associated with JS with the mediator. Share this: These are the users who provide benefits and ensure a work environment that achieves a level of EE and use. PL and Organizational Identity (OI)

PL can be better understood by examining its impact on organizational identity. OI is the degree to which employees experience a feeling of belonging and alignment with the ORG's aims and values (Erinturk, 2020). When an ORG is closed, mobility, movement, and positive social behaviors, including creativity and cooperation, are essential (Van Knippenberg, 2000).

By creating an open and inclusive environment, PL enhances OI Employees who feel appreciated and listened to by their leaders are more likely to absorb the ORGs goals, which contributes not just to personal success but also to the development of a larger corporate identity (Kark et al., 2003). This leads to higher EE since individuals see the ORGs success or failure as their own. Furthermore, PL promotes mutual respect and generates a healthy psychological environment that encourages creativity and innovation among Es (Cho and George, 2001).

Indeed, participatory leaders develop a strong feeling of community and purpose. They provide Es a sense of belonging to a bigger entity, which boosts their emotional commitment to the organization's success (Gonzalez and Chakraborty, 2013). As a consequence, Es are more likely to contribute to the ORGs success, particularly when their personal beliefs are aligned with the purpose. While participatory learning has many advantages, its implementation is fraught with Chall. Studies, such as those conducted by Al-Harthi (2017), indicate barriers to the full implementation of participatory practices in some contexts, particularly educational settings. Time constraints, administrative burdens, and a lack of incentives are factors that may hinder the effective implementation of participatory L. Furthermore, some ORGs may face cultural or structural barriers that hinder collaborative decision-making—barriers that must be addressed to ensure the success of participatory L.

PL contributes to shaping ORG results by increasing employee productivity, efficiency, and performance. PLs build a culture in which employees may assume shared responsibility and align with business goals by providing an open, inclusive, and empowered work environment. This not only promotes individual development, but also increases the ORGs potential for innovation and success. However, the effective application of PL requires overcoming Chall. such as time pressure and ORG resistance. As ORGs adapt to changing locations and work networks, PL becomes available for achieving advanced achievements, fostering a more engaged, motivated, and innovative workforce (Gonzalez and Chakraborty, 2013; Al-Harthi, 2017; Kahwaji, 2019; Erinturk, 2020).

### **1.1. IMPORTANCE OF THE STUDY**

The relevance of this study's significance (Sig.) resides in the fact that it brings attention to the value of L that stimulates EE and creativity, particularly within the context of Libya's social security institutions in Tripoli. With the world of business evolving at such a quick pace, ORGs must be creative and efficient to survive. To increase RRG success, it is critical to understand the relationship (RSs) between L styles, employee creativity, and company identity. This is particularly true in important economic areas like social security.

L that encourages participation from all members of the team increases productivity, morale, and innovation. In order for social security companies to adapt and meet the changing demands, creativity is essential for addressing problems, improving processes, and inventing new services. Es' strong emotional connection to their workplace is influenced by OI, a critical mediator, which in turn leads to higher productivity and favorable results.

Better services that are both efficient and responsive can be achieved through encouraging a culture of identification and innovation within Tripoli's social security agencies. This, in turn, can enhance the quality of life for inhabitants. L techniques (TECs) should take local cultural and contextual variables into account, according to the report. This is because L and EE in Libya need to be adjusted to the country's distinct social, political, and economic context.

By delving into these connections, this study adds to what is already known about L, organizational behavior, and innovation, and it gives practical advice that businesses in Tripoli may use to succeed in today's cutthroat business climate.

### **1.2. AIM OF THE STUDY**

This study aims to reveal the RSs between PL and employee creativity (EC). Also, it consists of an introduction and four chapters. The study relied on clarifying the RSs between theories and variables. In the second part, under the title of methodology and analysis, the research model, its objective and importance, the hypotheses (H) and measures used, information about the sample, analysis, and

results are included. The results obtained are reviewed under the title of results and discussion in the relevant literature and theories. The evaluation was made taking into account. In the section of limitations and recommendations for the study, suggestions are presented to institutions, companies, and managers by including the limitations of the study.

### **1.3. PROCEDURAL CONCEPT OF THE STUDY**

This research employs a quantitative methodology, primarily through structured surveys designed to capture detailed data on customer satisfaction and perceived service quality in Libyan banks. The quantitative analysis will specifically focus on:

**Service Quality Dimensions:** Using the established SERVQUAL model, critical dimensions of service quality—including responsiveness, reliability, assurance, empathy, and tangibility will be systematically evaluated across both private and public banking institutions.

**Customer Satisfaction Indicators:** Factors such as trust, loyalty, perceived value, and overall customer satisfaction will be rigorously assessed to gauge differences between banking sectors.

Data will be collected from a representative sample of customers across both types of banks, enabling robust statistical comparisons. This approach facilitates hypothesis testing, allowing the research to examine correlations and influences between independent variables (bank type and contextual factors) and dependent variables (service quality and customer satisfaction).

## SECTION 2: LITERATURE REVIEW

The digital age has transformed the way businesses operate, creating new opportunities and challenges for ORGs striving to maintain their competitive edge. One of the most significant changes brought about by digitalization is the increased reliance on data-driven decision-making and increased EE in this process. As companies increasingly integrate advanced technologies, the need for leaders to leverage the diverse perspectives of their teams has become more critical than ever. This is particularly true in dynamic and competitive industries, where flexibility, innovation, and responsiveness are key factors for success. EE in decision-making is no longer simply a matter of improving employee satisfaction or maintaining high morale; it has become a key component of strengthening a company's strategic position and long-term sustainability (Zhang et al., 2021; Jia et al., 2021).

Research shows that ORGs that actively encourage EE not only benefit from a wider range of ideas and solutions, but also foster a culture of accountability and participation, which in turn increases EE and commitment. This collaborative decision-making process enhances the scientific validity and effectiveness of organizational DECIs by incorporating diverse perspectives and leveraging the collective intelligence of Es. Peter Drucker, a pioneer of modern MGT theory, emphasized that "encouraging employee participation" is one of the foundations of effective L. In his seminal book, "MGT by Objectives," Drucker emphasized the importance of integrating Es into the strategic planning process, which is crucial to driving innovation and achieving organizational goals. Drucker's emphasis on employee participation reflects a broader shift in MGT philosophy—from a top-down approach to a more collaborative and democratic L style (Peek, 2025).

In practice, companies like Volvo Cars have embraced this idea, promoting participatory decision-making in their research and development departments. By fostering a culture of open communication and diversity initiatives, Volvo fosters

innovation and enhances its competitive advantage (Jing et al., 2017). The company's leaders actively involve Es in the decision-making process and encourage them to contribute to the organization's technological innovations. This approach has enabled Volvo to maintain its L position in the automotive industry, particularly in the areas of sustainability and advanced technologies. Involving Es in decision-making plays a key role in increasing an organization's adaptability. In today's rapidly evolving business environment, companies must respond quickly to market changes, technological advances, and consumer demands. This is where employee feedback—often based on personal experience and technical expertise—comes in. By consulting with Es on key DECIs, leaders can make more informed DECIs that reflect the realities of the business and the market (Huang et al., 2010;Jing et al., 2017; Chang et al., 2021).

Moreover, in ORGs characterized by a culture of power differentials—where authority and decision-making are typically concentrated at the top—encouraging greater participation can have dire consequences. In such environments, Es may be reluctant to express their opinions or challenge MGT DECIs. However, leaders who actively foster an environment of trust and inclusivity can gradually break down these barriers. Encouraging subordinate participation not only improves the quality and accuracy of DECIs but also enhances trust and organizational cohesion (Huang et al., 2010).

By involving Es in decision-making, leaders signal that their contributions are valued and that they are trusted partners in shaping the organization's future. This sense of empowerment boosts morale and motivates Es to become more involved in the company's strategic goals. The digital age has increased the importance of data in decision-making processes. With the emergence of technologies such as big data, artificial intelligence, and machine learning, ORGs are increasingly able to make informed DECIs based on real-time data. While these technologies support decision-making by providing detailed information, they cannot replace the human element necessary for contextual judgment and creativity. This is where EE comes in Es possess a wealth of tacit knowledge—



knowledge that is often difficult to measure but essential for effective problem-solving and innovation. For example, a front-line employee might discover product issues that MGT overlooks, or come up with an innovative idea to streamline workflows, potentially saving the company time and money. This information is invaluable and can be incorporated into the company's decision-making process, supported by data collected through technology. As companies increasingly rely on data-driven strategies, the challenge for leaders is not only to integrate the insights generated by digital tools but also to integrate the human dimension into the decision-making process. This is where participatory L comes in, offering a way to combine the rationality of data with the creativity and expertise of Es (Huang et al., 2010; Jing et al., 2017; Chang et al., 2021).

Despite the clear benefits of EE, it's important to recognize that cultural and structural barriers persist in many ORGs, particularly in cultures with high power divergence. In such ORGs, leaders are typically viewed as the ultimate decision-makers, and subordinates may be reluctant to voice their opinions or challenge authority. Overcoming these barriers requires a shift in mindset. Leaders in cultures with high power divergence must create effective workspaces where Es feel safe and encouraged to participate in decision-making. This may include implementing mechanisms such as employee surveys, focus groups, or cross-functional teams where diverse opinions can be freely shared. Additionally, leaders must work to model the behaviors they want to see, such as actively seeking feedback and valuing employee contributions. The challenge, then, is to create an inclusive culture within ORGs that balances the need for effective decision-making with a commitment to EE. Leaders must demonstrate that their DEC's are not only based on data, but also on the insights and experiences of Es on the ground. In short, actively engaging Es in organizational decision-making has become a key strategy for companies seeking to maintain their competitive edge in the digital age. As ORGs continue to face complex Chall. and rapidly changing environments, the ability to adapt quickly and make informed DEC's will be key to their success. EE in decision-making not only enhances the scientific

validity and efficiency of these DEC's, but also contributes to a culture of trust, engagement, and innovation (Huang et al., 2010;Jing et al., 2017).

Leaders who successfully incorporate EE into DEC's-making processes are likely to witness increases in organizational performance, employee sustainability, and E happiness. However, in cultures with significant power disparities, this transformation necessitates wise L, a willingness to empower Es, and a commitment to creating a more inclusive and collaborative work environment. Through these initiatives, ORGs may tap into the full potential of their staff and lay a firm basis for future success (Huang et al., 2010;Jing et al., 2017; Chang et al., 2021;Peek, 2025).

## **2.1. PARTICIPATIVE LEADERSHIP**

PL has gained significant attention across ORGs due to its potential to enhance organizational performance and EE. This L style encourages E participation in DEC-making and fosters a collaborative environment where Es are consulted and empowered to contribute their ideas and expertise. As ORGs face increasing pressure to maintain competitiveness and adapt to dynamic markets, PL has become an essential tool for leaders to effectively address these Chall. The essence of PL lies in E openness and empowerment in the DEC-making process. In contrast to more authoritarian L styles, where decision-making is centralized, PL emphasizes shared DEC-making authority and active consultation with Es (Huang et al., 2021). This inclusive approach allows leaders to bring together diverse perspectives and insights, making DEC-making more democratic and responsive to the needs of the ORG and its workforce (Chan, 2019).

PL is not limited to any specific type of organization or industry; it can be applied to ORGs of any size, structure, or stage of development. What distinguishes PL from other L styles is the ongoing support for employee participation. Leaders who practice PL encourage Es to contribute to solving organizational problems and make joint DEC's that impact their work and the

future of the company. This partnership promotes a sense of responsibility and dedication among Es, matching their personal ambitions with the overall goals of the firm (Kahai et al., 1997).

Despite its growing popularity, studies of delegated L reveal some gaps and Chall.. Although PL is often compared to delegative L, its measurement remains relatively general, focusing primarily on observable behaviors and traits rather than delving into the psychological aspects that drive EE (Arnold et al., 2000).

The dearth of in-depth studies on the cognitive and emotional elements that drive engagement impedes a thorough understanding of the mechanisms behind PL and its efficacy in diverse organizational situations. Furthermore, as the workplace has evolved, the rise of information technology has impacted L practices, including PL. New technologies enable data-driven decision-making, which can sometimes limit the perceived need for EE. This shift raises questions about the continued relevance of PL in an era where automated systems and artificial intelligence play an increasingly pivotal role in organizational decision-making (Gouille, 2008). Some researchers argue that professional learning, although beneficial, may conflict with the increasing automation and reliance on technology in modern PL (Zhao et al., 2019).

Analyzing the motivations behind self-determination is a key aspect of understanding it. According to self-determination theory (Gagne & Deci, 2005), individuals have two types of motivation: control motivation and intrinsic motivation. Control motivation encompasses behaviors driven by external pressures, while intrinsic motivations stem from personal values, goals, and desires. Leaders who practice self-determination may face both internal and external pressures to make DECIs that align with the needs of the organization and employee preferences. In practice, self-determined leaders often experience a combination of both. On the one hand, external market pressures and organizational demands may lead them to make more controlled DECIs that prioritize efficiency and risk avoidance. On the other hand, a leader's personal

values and beliefs, such as the importance of employee empowerment, may lead them to engage in more participatory behaviors that promote autonomy and collaboration. Understanding this balance of motivations can help develop self-determination theory and its practical applications. The role of organizational identity in project MGT is one area requiring further research. Research has shown that organizational identity strengthens Es' sense of belonging to the organization, which increases their engagement and fosters behaviors aligned with its goals (Odwardi et al., 2019).

Social identity theory suggests that when Es strongly identify with their organization, they are more likely to internalize its values and take responsibility for its goals (McEachan et al., 2011). Therefore, examining the impact of organizational identity on the RSs between organizational identity and performance can provide valuable insights into how organizational identity strengthens a sense of belonging and increases EE. Actively engaging Es in decision-making by leaders fosters a sense of shared responsibility, which increases the likelihood that Es will feel emotionally connected to the organization. This emotional connection motivates Es to contribute more creatively and proactively to the organization's success. This is consistent with the broader concept of organizational citizenship behavior (OCB), which states that Es go beyond their duties to support the success of the organization (Van Dick & Schuh, 2010).

The theory of planning behavior (Ajzen, 1991) provides another useful framework for understanding the dynamics of dynamic planning. Thus, an individual's control is contingent on their intentions, which are shaped by their self-esteem and perceived behaviors. In a professional planning team, individuals who demonstrate positive attitudes toward employee participation and receive support from subordinates and other Es in implementing planning are more likely to succeed in team planning. Furthermore, when individuals perceive employee participation as beneficial to their members' goals and performance, they are more likely to be attracted to those who make significant contributions. This is

particularly important as ORGs undergo cultural changes toward flatter structures and more participatory systems (Somech, 2010; Lythreatis et al., 2019).

Thus, effective planning intentions are influenced by both internal factors (attitudes, beliefs, and values) and external factors (organizational support and employee expectations). Despite the many benefits, learning is crucial for addressing certain Chall.. One of the most important factors is the diversity of participation in the event. As Halíšek (2016) notes, Es involved in innovation processes can lead to prolonged contacts, ambiguity, and even pressure on subordinates. Team decision-making can lead to rapid communication within the group, which can make it difficult for the organization to adapt to changing market or regulatory conditions.

Furthermore, professional learning requires a higher level of trust between the sexes. All parties must be engaged in the process, and team members must feel safe expressing their opinions without fear of retaliation. Ambiguity can arise among Es when they lack confidence in the innovation process, which can lead to arguments or conflict. Therefore, although PL can be highly effective, it must be sensitive to several of these potential types (Benoliel & Sumich, 2010; Halíšek, 2016).

In summary, shared L has been identified as a valuable L style that can stimulate organizational creativity, maximize EE, and improve decision-making. However, existing research suggests a number of potential benefits, particularly in understanding the psychological factors that influence shared L and the contexts that support or hinder its implementation. Future researchers should explore their perspectives on the RSs between shared L and its outcomes, as well as examine the boundary requirements and mechanisms that contribute to shared L effectiveness. This provides a more comprehensive framework for understanding how shared L works effectively and how it can be applied to support organizational success (Benoliel & Sumich, 2010; Halíšek, 2016; Lythreatis et al., 2019).

### **2.1.1. Participatory Management Theories**

There are several theories of participative MGT of leaders and their impact on subordinates, including social exchange theory (SET), conservation of resources theory, social cognition theory, and social information processing (SIP) theory (Wang et al., 2022).

#### **- Social Exchange Theory**

RSs between leaders and subordinates, particularly their attitudes and behaviors at work, have long been a central focus of organizational behavior research. One of the most influential research models for understanding this RS is SET (Miao et al., 2014).

By examining the dynamics of these interactions from a social exchange perspective, we can understand why PL can promote improved organizational performance and EE. SET, at its simplest, suggests that RSs between leaders (LDRS) and subordinates are based on reciprocal interactions, where each party contributes something of value to the other and expects benefits in return. According to this theory, Es who receive positive treatment from their supervisors, such as respect, decision-making support, and access to information sources, are more likely to reciprocate positive attitudes and behaviors (Blau, 1964).

The concept of leader-member exchange (LMX) within L and management theory (MGT) assumes that positive, reciprocal RSs (Xiang and Long, 2013). It gives them ample room to express their opinions and influence board members whose work they influence. This behavior signals interest and support, fostering a social exchange dynamic in which employees feel reciprocated by increasing commitment, effort, and loyalty to the ORG (Miao et al., 2014).

Reciprocity is a fundamental principle of SET and plays a pivotal role in the PL process. When LDRS demonstrate trust and respect by involving their subordinates in decision-making, they send a positive signal of appreciation, which Es are likely to interpret as prosocial empathy. Es, in turn, feel an internal duty to repay this kindness by improving their performance, providing more support, and participating more proactively in tasks and collaborating with colleagues (Othman et al., 2021).

In practice, this means that PL leads to a virtuous cycle of positive interactions within an organization. When LDRS provide their Es with autonomy, information, and respect, Es, motivated by reciprocity, tend to improve their performance. They also develop a stronger sense of organizational commitment and JS, which ultimately contributes to improved organizational performance (Osman et al., 2021). The reciprocal nature of SET helps explain the ability of PL to improve employee performance and JS (Osman et al., 2021)

Research by Wang et al. (2022) supports these ideas, showing that Es who work under PL tend to achieve better performance, professional development, and motivation to help their colleagues. These behaviors stem largely from a positive social RSs between leader and subordinate. Feeling valued for their contributions creates a positive emotional bond that motivates Es to take initiative and contribute beyond their core job duties. This dynamic is particularly effective in fostering a collaborative work culture that prioritizes teamwork, knowledge sharing, and collaborative problem solving.

E development—the state in which Es feel psychologically healthy, engaged, and empowered in fulfilling their responsibilities—is an important outcome of PL. LDRS who practice PL typically create an environment that allows Es to feel psychologically empowered. This sense of empowerment is linked to the autonomy and respect Es receive from their participation in decision-making processes (Osman et al., 2021).

As part of this dynamic, PL can also improve organizational citizenship behaviors (OCBs). These are voluntary actions Es take to support the organization, even if they are not directly related to their job responsibilities. Es who feel supported and appreciated are more likely to engage in OCBs (Osman et al., 2021). Despite the benefits of SET, it also highlights some Chall. related to personal learning, particularly the uncertainty inherent in exchange RSs. Not all Es may respond to gestures of support from a leader in the same way. Some Es may feel uncomfortable with increased autonomy or may not reciprocate (Xiang and Long, 2013; Miao et al., 2014)

In short, SET provides a compelling explanation for the effectiveness of PL in shaping positive workplace behaviors and attitudes. By fostering reciprocal RSs with subordinates, in which trust, respect, and support are exchanged in exchange for greater effort and loyalty (Usman et al., 2021; Wang et al., 2022) However, to fully realize the potential of SET, LDRS must recognize the potential Chall. and uncertainties in these RSs. They must ensure that the exchange remains balanced and that Es feel ready to participate in decision-making without feeling overwhelmed (Usman et al., 2021; Wang et al., 2022)

### **- Conservation of Resources Theory**

The field of study known as Social Information Processing (SIP) deals with the impact that the working environment has on the actions and results of individuals in the workplace. (Gao et al., 2021; Zhang et al., 2011).

In turn, LDRS are an important source of information that Es can access, and the beliefs that Es hold will be collectively shaped by the information that they receive from their LDRS. In other words, from the point of view of SIP, repeated observations of the leader's style can provide Es with the opportunity to construct participative decision-making behaviors that the leader values and encourages on their part (Odoardi et al., 2019). In addition, research conducted on this theory has disclosed that participatory decision-making not only provides Es with



information regarding the occurrence of behaviors, but it also makes it easier for Es to change their attitudes toward their work (Somech, 2010).

It is a fact that scientists have that a number of individuals may work on a special evaluation of the information that may work to encourage effective participation in the decision-making process, and thus, they may carry out a process through which a special effect is increased or decreased within the workplace. Therefore, scientists have given it a special effect and it must be taken into account, in addition to noting that the process of cultural values may differ greatly according to the individual and their cultural values (Zhang et al., 2011).

More specifically, an individual may gain a very significant influence in the workplace through the leader, as some LDRS may have a high ability to integrate with Es and then participatory MGT through their Es at various levels, due to its great importance in the cultures of societies, where the authority of the individual varies through culture. It is also not difficult for LDRS to notice that the messages and orders of participatory MGT issued by them, which may often be instructions issued from the social structure among the members of the group, also aims to ensure a special consensus within the group's Es about a special process through which work procedures are carried out accurately in a specific and specific work environment, and thus works to build behaviors that become effective and supported in the ORG and all its parts (Odoardi et al., 2019).

### **- The Consequences of PL**

The consequences of PL are far-reaching, impacting both individual Es and the organization as a whole. The positive impact of PL on individual Es is Sig., contributing to various aspects of their JS and psychological well-being (Somech, 2010; Miao et al., 2014).

Research consistently shows that Es who practice PL achieve higher levels (HLs) of organizational commitment and JS (Somech, 2010; Miao et al., 2014).

Voicing behavior, which refers to Es' willingness to express their opinions and offer suggestions or feedback, is another area where PL has a positive impact (Fatima et al., 2017).

By creating an environment where Es feel comfortable expressing themselves, PL encourages the open exchange of ideas (Osman et al., 2021). Furthermore, Es who participate in decision-making are more likely to improve their work-life balance because their LDRS may be more aware of their needs and more willing to be flexible in their work style. Open-mindedness also creates a space where creative thinking thrives, as Es know their ideas will be considered and valued, not dismissed (Sumich, 2010).

The effects of participatory L are not limited to individual Es but extend to the entire organization. It demonstrates the overall quality of work within an organization. Furthermore, increased employee participation in PL leads to higher productivity. Motivated and engaged Es are more capable of accomplishing their tasks, which translates into better organizational performance. This high level of participation also translates into higher-quality customer service, better teamwork, and faster problem resolution. PL is a key driver of organizational innovation (Yan, 2011).

Furthermore, PL fosters a learning-oriented culture that encourages Es to experiment and take informed risks. This culture of experimentation can lead to breakthroughs and improvements that enhance long-term success. By actively engaging Es in the innovation process, ORGs become more resilient and flexible in the face of Chall. (Sumich, 2010; Yan, 2011).

The results of PL have a profound impact on both individual Es and the organization as a whole. At the individual level, PL enhances engagement, JS, mental health, creativity, and employee voice. These positive outcomes create a motivated and engaged workforce, which is likely to contribute to the organization's success. At the organizational level, PL stimulates productivity,

innovation, and improved decision-making, positioning ORGs for growth in a competitive (Sumich, 2010; Yan, 2011).

### **-The Consequences of PL**

The results of participatory L can be divided into two main levels: the individual level and the organizational level. Each level reflects distinct and interconnected outcomes that contribute to the overall success and dynamism of an organization. These outcomes not only improve Es' work experiences but also positively impact organizational performance, supporting both employee well-being and business growth. At the individual level, PL has been shown to significantly influence several key factors related to employee attitudes, behaviors, and overall well-being. These factors are critical to building a more engaged, satisfied, and productive workforce (Miao et al., 2014).

PL enhances organizational commitment because Es feel more valued and connected to the organization when they are involved in decision-making processes. When LDRS encourage participation, Es feel responsible for their work and the direction of the organization. This engagement translates into greater loyalty, greater motivation, and a stronger connection to the organization's goals (Miao et al., 2014).

Es who perceive that their LDRS are genuinely interested in their contributions are more likely to stay with the company and engage in their roles. Voice-over behavior refers to an employee's willingness to express their ideas, concerns, or suggestions in the workplace, particularly regarding work-related issues. PL has a profound effect in encouraging proactive communication among Es. When Es feel their contributions are valued, they are more likely to express their opinions and provide constructive feedback (Sumich, 2010).

This open communication creates a collaborative atmosphere that allows for resolving problems before they escalate and for ideas to be shared to improve

workflow. Encouraging freedom of expression also fosters a sense of psychological safety, a key component of PL. Es feel safe offering their suggestions without fear of rejection or criticism. This fosters a positive organizational climate that prioritizes continuous improvement. PL contributes to the psychological health and overall well-being of Es. Research has shown that L styles that involve Es in decision-making reduce stress and burnout. When Es feel actively involved in guiding their work, they are more likely to achieve HLS of JS and lower levels of anxiety (Fatima et al., 2017).

Furthermore, the sense of ownership inherent in PL helps Es feel more in control of their tasks and responsibilities, reducing the sense of powerlessness that can arise with more authoritarian L styles. PL has a significant impact on fostering creativity and innovation among Es. When Es are encouraged to share their ideas and actively participate in decision-making, they feel more motivated to think outside the box and come up with new solutions to organizational Chall.. This leads to greater creativity because Es believe their suggestions will be valued and can yield tangible results (Osman et al., 2021).

Furthermore, by empowering Es to collaborate in creative processes, learning increases the diversity of ideas, which translates into a wider range of innovative solutions. As a result, Es become more involved in the organization's innovation activities, which can lead to breakthroughs in products, services, or processes. At the organizational level, implementing participatory L has far-reaching benefits that positively impact an organization's performance, productivity, and competitive advantage. The collaborative and inclusive approach of PL lays the foundation for a more dynamic and agile organization. One of the most significant organizational benefits of participatory L is its impact on overall performance. By involving Es in the decision-making process, PL helps ensure that DEC's are more informed and even well-received. Because Es have a stake in DEC's that affect their work, they are more likely to participate in them. Organizational efficiency, streamlined processes, and improved overall quality of work output (Kahai et al., 2004).

PL fosters a culture that prioritizes innovation and adaptability, two key factors for success in today's fast-paced and competitive marketplace. By encouraging Es to participate in decision-making, they contribute to the creation of new ideas and processes that help the organization keep pace with industry trends and respond to market shifts. This innovative climate is critical in industries where competitiveness requires continuous development and adaptation. PL enables ORGs to tap into the collective intelligence of their Es, resulting in a more flexible, creative, and problem-oriented workforce. Es' perception of the value of their ideas increases the likelihood that they will engage in innovative thinking that drives the organization forward (Yan, 2011).

PL is also associated with the development of a positive organizational culture. When LDRS encourage Es to share their ideas and contribute to decision-making, they cultivate a culture of trust, respect, and collaboration. This inclusive culture not only improves morale but also increases EE, which can translate into Hlsof productivity and performance across the organization. A culture that encourages engagement also leads to increased employee retention, as Es are more likely to stay in an environment where they feel valued and cared for. This organizational culture fosters a sense of belonging, which leads to more effective collaboration and teamwork (Somech, 2010; Fatima et al., 2017; Usman et al., 2021)

The consequences of PL are profound, impacting both individual Es and the organization as a whole. At the individual level, professional development positively impacts organizational commitment, expressive behavior, mental health, and creativity, leading to a more satisfied, engaged, and productive workforce. At the organizational level, professional development fosters enhanced performance, innovation, and a positive organizational culture, positioning the organization for success in a competitive and rapidly evolving environment. Given the increasing focus on collaboration, employee well-being, and innovation in today's workplace, collaborative L is proving to be a critical L

style for sustainable success. By embracing collaborative L, ORGs can build a culture that supports both individual growth and organizational achievement, contributing to long-term prosperity and resilience (Kahai et al., 2004; Yan, 2011).

### **- Individual-Level Outcomes**

The RSs between PL and employee outcomes—particularly with regard to psychological states, attitudes, behaviors, and overall organizational performance—is a topic of growing academic interest. Research shows that PL can bring about tangible positive changes, particularly in empowering Es and creating a work environment that fosters psychological well-being, organizational commitment, and innovation. However, as with any L style, it also presents Chall. and potential risks if overused or mismanaged. Research consistently demonstrates that psychological empowerment—a key effect of PL—helps Es feel more in control of their work (Benollet & Somech, 2014).

However, it is important to remember that this empowerment can have both positive and negative effects. While many Es thrive in such environments, the increased responsibility and professional Chall. associated with PL can cause significant stress for others. Es may experience stress or role ambiguity, especially if they feel unprepared for the decision-making responsibilities they face (Benollet and Somech, 2014). This highlights the importance of balancing involvement with appropriate support and clear boundaries to avoid potentially negative psychological consequences. In the context of organizational commitment, commitment and trust often lead to increased organizational commitment among Es (Miao et al., 2014).

However, trust—another key component of effective L—does not always directly improve as a result of commitment and trust. While PL increases employee trust in LDRS by promoting transparency and open communication, it does not necessarily lead to increased trust in the organization as a whole. Es may remain skeptical of organizational practices or policies, especially if they

perceive a gap between MGT's commitment and broader organizational DEC's (Miao et al., 2014). Therefore, while participative MGT enhances leader-follower trust, it is essential that ORGs work to build this trust through consistent, fair, and transparent practices at all levels.

Behavioral changes resulting from participative MGT are another important area of impact. One of the most significant effects observed by Sagnac (2016) and others is the enhancement of change-oriented organizational citizenship behaviors (OCB). By involving Es in decision-making, participative LDRS help motivate them to engage in behaviors beyond their role, such as helping, collaborating, and proactively solving problems (Osman et al., 2021).

Furthermore, PL creates a climate conducive to employee innovation and encourages Es to express their ideas and concerns. Researchers have observed that PL helps ORGs build a culture of innovation by giving Es the autonomy to share creative solutions and challenge the status quo (Xiang & Long, 2013).

Es feel more comfortable proposing innovative ideas, knowing their contributions will be valued, which ultimately drives innovation and adaptability within the organization. At the organizational level, the impact of PL is evident in improving employee performance and developing their competencies. By empowering Es to participate, PL tends to produce more innovative solutions, contributing to the overall competitiveness of ORGs (Fatima et al., 2017).

Es are motivated to think innovatively when they feel their ideas are respected and can directly influence organizational strategies (Somech, 2010). This participative approach encourages creative risk-taking and out-of-the-box thinking, which are essential for ORGs that must adapt to rapidly changing market conditions (Somech, 2010; Xiang & Long, 2013).

In summary, the impact of PL is multifaceted and encompasses several key dimensions of E and organizational good success. On the psychological front, PL

generally improves JS, mental health, and engagement, although it can also lead to stress in Es overwhelmed by additional responsibilities. On the attitudinal front, PL strengthens organizational commitment and trust in LDRS, although it does not always foster trust in the organization as a whole. Behaviorally, PL strengthens organizational citizenship and increases innovation, as Es feel more motivated to contribute and take initiative (Somech, 2010; Xiang & Long, 2013).

Finally, the results of PL are characterized by significant improvements in employee performance and the development of key competencies, particularly creativity. By encouraging Es to actively engage in decision-making processes, PL creates an environment in which both individual Es and the organization can thrive, making it an effective L style conducive to long-term success. However, for PL to be effective, it must be carefully balanced to avoid overburdening Es and to ensure that the L approach is balanced and aligned with the organisation's goals (Xiang & Long, 2013).

#### **- Organizational-Level Outcomes**

PL is gaining importance as a vital MGT strategy for contemporary ORGs, particularly given its potential to support organizational success and employee development at the individual level. As a new L approach, PBL is praised for its ability to foster collaboration, innovation, and engagement within ORGs. Researchers in this field generally agree that PBL has a stimulating effect on organizational performance and innovation, and suggest that its adoption can provide significant long-term benefits for ORGs across various sectors (Kahai et al., 2004; Yan, 2011).

However, despite its proven benefits, PBL also presents Chall., and its impact is often subtle, requiring careful application to avoid potential pitfalls. By emphasizing employee participation in decision-making processes, PBL can significantly improve the performance of both individuals and ORGs. As Kahai et al. (2004) and Yan (2011) note, PL encourages Es to share their insights, which often leads to increased creativity, improved decision-making, and overall



organizational performance. When Es feel valued and empowered, they are more likely to innovate, take initiative, and collaborate effectively with colleagues. This culture of participation not only improves productivity but also creates an inclusive environment that fosters employee morale and engagement.

In the education sector, Somech (2010) demonstrated that PL significantly impacts higher education institutions, improving organizational performance by involving faculty and staff in decision-making processes. This finding highlights the widespread application of PL and demonstrates its positive impact in a variety of institutional settings, from academic institutions to businesses. Participative decision-making fosters a sense of ownership among Es, motivates them to increase their contribution to achieving organizational goals, and facilitates the development of a positive organizational culture.

Although the positive effects of PL are well documented, it also comes with Chall.. Negative consequences, such as delayed decision-making and role ambiguity, can occur, particularly in ORGs where a culture of participation is not well-established or where Es are not adequately prepared to assume the responsibilities entailed in decision-making (Peng et al., 2021).

These negative effects can sometimes hinder the effectiveness of PL if not managed properly. Furthermore, some researchers have highlighted the complexity of the impact of PL. Li et al. (2018) compared participatory L to directive L and found that while PL has a positive impact on organizational creativity, it can also reduce its effectiveness if not balanced properly. In some cases, the shared decision-making process can lead to lengthy discussions and delays, slowing down decision implementation. Furthermore, the difficulty of integrating multiple perspectives into DEC's can sometimes lead to conflict or confusion in the absence of a robust framework for managing different perspectives.

Therefore, although PL enhances creativity and innovation, it is not a panacea for all organizational Chall.. Its success depends largely on the context, including the organization's culture, the LDRShip's ability to lead participatory processes, and the willingness of Es to participate. Without the right conditions, PL can lead to undesirable outcomes that undermine organizational effectiveness (Kim & Schachter, 2015; Peng et al., 2021).

Recent studies have also focused on the mediating influences and interactive mechanisms that influence the RSs between PL and organizational outcomes. Kahai et al. (2004) and Yan (2011) emphasize that various factors, such as team dynamics, organizational culture, and employee characteristics, influence the effectiveness of PL. For example, in ORGs with a highly collaborative culture, PL is likely to lead to better performance. However, in environments with established hierarchical structures, PL may encounter resistance, leading to less positive outcomes.

Furthermore, the interaction between PL and other organizational factors can enhance or diminish its overall impact. For example, Es' perceptions of their roles, their level of trust in L, and the clarity of the decision-making process. All of these factors can influence the extent to which PL positively impacts an organization. Kim and Schachter's (2015) study highlights the importance of considering these interacting factors, as these factors can enhance or limit the positive effects of PL. A growing body of research highlights the individual impacts of PL, particularly how it impacts employee behavior, psychological well-being, and JS. The empowerment that accompanies PL can lead to increased organizational commitment and a sense of responsibility for business results. Es feel more invested in the organization's success when they have a say in DECIs, leading to increased motivation, commitment, and job performance (Kim & Schachter, 2015).

Furthermore, PL is linked to psychological well-being because it creates a work environment where Es feel respected and valued. The increased autonomy

and decision-making power provided by professional development can reduce job stress and increase JS, especially for Es who prefer a more collaborative and inclusive work culture. However, the impact of professional development on Es may vary depending on individual employee characteristics. For example, Es with a need for greater autonomy or control may respond more positively to professional development, while those who prefer more structured environments may find the process stressful or confusing. This highlights the importance of tailoring L approaches to Es' specific needs and preferences to maximize the benefits of professional development (Kim & Schachter, 2015).

In conclusion, PL is an effective tool for improving individual and organizational performance, fostering innovation, and supporting EE. However, its effectiveness is context-dependent and requires careful MGT to avoid potential pitfalls such as decision delays and role ambiguity. Understanding the influencing factors and interactive effects of professional development is critical to realizing its full potential. As ORGs continue to evolve and adopt more collaborative and inclusive MGT approaches, PL will remain a critical area of research with implications for L theory, practice, and organizational development. The challenge for LDRS is to strike a balance between empowering Es and ensuring effective decision-making, creating a sustainable and dynamic organizational environment that fosters long-term success (Kim & Schachter, 2015).

### **2.1.2. PL and Other Leadership Styles**

A review of recent research suggests that some academics often discuss PL together with empowering L and directive L; however, these three types of L are only mentioned, and there is no in-depth analysis of their similarities and differences (Lonati, 2020; Zhou et al., 2020). Therefore, in order to highlight the distinct research value of PL, we analyzed the similarities and differences between PL, empowering L, and directive L to varying degrees. Below, we compare these three types of L in terms of key characteristics, behavioral

approaches, and behavioral motivations. The results of this analysis are presented in Table 1.

*Table 1: Participative leadership and other leadership styles (Wang et al., 2022)*

| <b>Leadership styles</b> | <b>Key characteristics</b>                                                                                                       | <b>Behavioral approaches</b>                                           |
|--------------------------|----------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------|
| Directive L              | A process by which the work of subordinates is organized by providing clear instructions and then expectations.                  | Clarify policies, and then clarify all rules and procedures.           |
| Empowering L             | LDRS's approach is directly related to so-called power-sharing and related matters such as delegation.                           | Special procedures for the exercise of authority by the administration |
| PL                       | Carry out a process through which Es are highly encouraged to participate in the DEC-making process at the organizational level. | Providing a great deal of appreciation and effective information       |

### **2.1.3. Directive Leadership**

Directive L is often considered a L style that places a strong emphasis on clarity and control. This L style involves LDRS issuing clear instructions, setting specific expectations, and defining rules and procedures for Es to follow. The leader's role in this context is largely authoritarian, using their authority to issue commands that guide subordinates' actions (Lee et al., 2018; Lunati, 2020).

This approach emphasizes a command-and-obedience RSs, where the leader is the source of authority, and Es are expected to follow clear instructions to achieve organizational goals. Directive L is particularly effective in environments that demand standardized procedures and high efficiency. In such environments, Es are less involved in decision-making and more focused on carrying out tasks according to instructions. By reducing ambiguity and providing a structured framework, directive LDRS ensure that Es understand what is expected of them and can focus their efforts on accomplishing specific tasks (Lorenkova et al., 2013).

A hallmark of directive L is one-way communication. The leader typically communicates directly with subordinates, explaining what needs to be done and how to achieve it. This style helps maintain control over processes and ensures Es work in a standardized and predictable manner, which is critical to operational effectiveness. However, this style can also create a rigid work environment where Es may feel little empowerment or involvement in decision-making, potentially limiting their sense of responsibility for their work. In ORGs where directive L predominates, Es often follow instructions exactly, and work procedures tend to be more standardized. This can foster a sense of responsibility and adherence to established guidelines. However, this emphasis on control can inadvertently stifle creativity and innovation, as Es are less likely to come up with new ideas or think outside the box (Lee et al., 2018).

PL, on the other hand, encourages a more collaborative and inclusive approach. Rather than imposing specific procedures on Es, participative LDRS actively involve their subordinates in decision-making processes. This L style is characterized by autonomy, openness, and a strong emphasis on employee participation. LDRS who adopt this style pay attention to employee feedback, value their ideas, and create an environment that encourages all team members to share their perspectives (Lam et al., 2015).

PL effectively fosters a collaborative atmosphere in which Es go beyond simply following orders and become part of the decision-making process. This creates a sense of responsibility and agency because Es feel valued for their contributions. As a result, they are often more motivated to contribute to the organization's success by offering innovative solutions and ideas. While directive L can stifle creativity by emphasizing task participation, PL encourages Es to think critically, solve problems creatively, and propose new ideas. The personal interactions between the leader and subordinates in PL foster an open exchange of ideas, which stimulates innovation. LDRS who adopt this style typically act as facilitators rather than controllers, providing Es with the resources and autonomy needed to develop and implement new solutions. PL has proven more effective

at fostering creative thinking than directive L. The reason lies at the core of each approach. While directive L focuses on task completion and adherence to procedural guidelines, PL fosters innovation. In PL, Es feel more confident in experimenting, making suggestions, and thinking outside the box, knowing that their ideas will be accepted and appreciated by the leader (Wang et al., 2022).

Creativity thrives in environments that foster freedom, collaboration, and autonomy—essential elements of PL. When Es have the opportunity to participate in decision-making, they feel more engaged and committed to the outcomes, leading to more creative and innovative solutions. Conversely, directive L can create a more restrictive work environment (Lee et al., 2018; Wang et al., 2022).

ES may be reluctant to put forward new ideas for fear of overstepping boundaries or deviating from established procedures. While directive L plays a vital role in ensuring organizational efficiency, structure, and compliance, it can fail in environments where creativity, innovation, and EE are critical. PL, on the other hand, creates a more dynamic and collaborative work environment that fosters creative problem-solving and innovation, essential for long-term success in industries that thrive on new ideas and adaptability. In short, directive L provides structure and control, which are essential in contexts that demand standardization and efficiency, but it can hinder creativity and employee initiative. By contrast, PL fosters a collaborative atmosphere, fosters innovative thinking and employee empowerment, making it more effective at fostering creativity. Therefore, LDRS should consider their organizational goals, the industry context, and the need for efficiency or innovation when choosing between these L styles (Lorenkova et al., 2013; Lee et al., 2018; Wang et al., 2022).

### **- Empowering L**

Both empowering and PL involve the delegation of authority, but each has its own purpose, framework, and impact on organizational dynamics. Understanding

these differences and similarities sheds light on how LDRS can adapt their approach to meet organizational needs and optimally motivate Es. Empowering L is based on the situational empowerment perspective, which emphasizes the importance of LDRS sharing authority with subordinates. This sharing goes beyond decision-making authority to include the delegation of personal authority and job responsibilities. Therefore, empowering L involves granting Es autonomy in controlling how they approach their work, make DEC's, and organize their tasks (Amundsen and Martinsen, 2014).

From a psychological empowerment perspective, this L style aims to alleviate feelings of disempowerment by increasing employee motivation and self-determination. Supportive LDRS focus on enhancing Es' self-confidence and intrinsic motivation, enabling them to take ownership of their work and feel more engaged in their tasks. This often leads to H's of JS, engagement, and productivity, as Es have the power to make DEC's within their roles and feel more in control of their contributions to the organization. However, there are risks associated with supportive L. If LDRS delegate too much authority without sufficient oversight, Es may perceive this as a lack of commitment or direction from L. This can lead to feelings of ambiguity or uncertainty about goals and expectations, which can undermine L effectiveness and employee morale. A balance between supporting Es and providing appropriate support and guidance is critical to the success of this L style (Amundsen and Martinsen, 2014).

PL, on the other hand, focuses primarily on shared decision-making. In this style, LDRS delegate decision-making authority to their subordinates, allowing Es to express their opinions, provide input, and actively participate in DEC's that affect their work (Chu et al., 2020). While empowering L delegates authority over work tasks, PL focuses more on collective decision-making, where the leader and Es collaborate to make key organizational DEC's. Participative LDRS retain ultimate authority over DEC's but ensure that subordinates are involved in the process and their opinions are heard. This approach fosters a spirit of collaboration and inclusion, where Es feel valued and have a say in the direction

of the organization. Importantly, PL doesn't necessarily require autonomy in performing tasks; rather, it focuses on involving Es in work-related decision-making, leading to HLS of engagement, motivation, and commitment. One of the most important benefits of PL is that it empowers LDRS to take ownership of their responsibilities while simultaneously empowering Es to influence organizational DECIs. This reduces the risk of Es perceiving L as too permissive or intrusive, a common pitfall of empowering L styles when not carefully managed (Chu et al., 2020).

PL focuses on shared decision-making, where Es have a say in the organization's strategic or operational DECIs, fostering collaboration and inclusiveness. On the other hand, empowering L focuses more on giving Es autonomy over how they perform tasks and organize their work, enabling personal accountability and self-motivation. Delegation of Authority: In PL, the leader typically delegates decision-making authority, allowing Es to influence key outcomes. In empowering L, LDRS delegate both authority and responsibility for task completion, giving Es the freedom to determine how tasks are accomplished, increasing their intrinsic motivation in the employee's psychological experience (Amundsen and Martinsen, 2014; Chu et al., 2020).

Empowering L is directly related to psychological empowerment. PL enhances self-efficacy, confidence, and motivation, making Es feel more competent and enthusiastic about their roles. However, PL tends to focus on creating a sense of ownership and participation in the decision-making process, which can lead to increased organizational commitment and satisfaction, but may not necessarily have the same profound psychological impact in terms of intrinsic motivation.

Potential Downsides of Each L Style: Risks of Empowering L. The Chall. of empowering L include the potential for a lack of direction. When LDRS delegate broad authority, Es may feel unsupported or uncertain about their responsibilities. Empowered Es may need significant guidance and feedback, and without



sufficient L involvement, performance may suffer. This is especially true if the organization's goals or missions require close coordination and clear guidelines.

While PL generally avoids the risks of a lack of L involvement, one potential drawback is that the decision-making process can become time-consuming. Involving multiple Es in decision-making can slow down processes and, if not managed well, can lead to conflict or indecision. Furthermore, if LDRS don't balance the level of authority granted, Es may feel their contributions are undervalued or frustrated by the lack of final decision-making authority (Zou et al., 2020).

Empowering and PL share a focus on delegation, but they serve different purposes in empowering Es. Empowering L seeks to enhance intrinsic motivation by increasing Es' sense of autonomy and self-control, while PL focuses on collaborative decision-making and inclusiveness, without necessarily delegating control over how tasks are performed. In practice, these two L styles are not mutually exclusive; in fact, they can often complement each other. LDRS who balance empowerment and participatory decision-making can create environments that encourage innovation, motivation, and performance, while ensuring that Es feel empowered and included in the organizational decision-making process. By understanding the different advantages and Chall. of each approach, LDRS can tailor their approach to align with the organization's goals, employee needs, and the specific context in which they operate (Tang et al., 2012; Chu et al., 2020; Zou et al., 2020).

#### **2.1.4. Participatory Leadership and Its Introductions**

In today's dynamic global economic landscape, ORGs are constantly confronted with changes in the external market that impose both objective and subjective demands on their operations. These external forces—from shifts in consumer preferences and technological advancements to economic downturns and regulatory changes—often place tremendous pressure on organizational

LDRS to make strategic DEC. However, this rapidly changing environment makes it difficult for LDRS to navigate the complexities of the decision-making process effectively and efficiently, especially when they attempt to do so in isolation. Research suggests that the traditional model of independent decision-making by LDRS is becoming less effective as issues become more complex and interconnected (Li et al., 2018; Zhao et al., 2019).

In response to these Chall., many ORGs have begun adopting L models that involve more collaborative decision-making processes, recognizing that external pressures require diverse perspectives, multifaceted strategies, and timely action. One L style that has emerged in response to these market demands is PL. This L model emphasizes shared decision-making, empowering Es at all organizational levels to contribute their knowledge and insights to solving complex and evolving problems. PL has proven particularly effective in dealing with the uncertainties and Chall. arising from market changes, harnessing the collective intelligence of the organization to adapt to these shifts (Li et al., 2018; Zhao et al., 2019).

PL operates through two main mechanisms: mediators and facilitators. Both mechanisms play a key role in how LDRS interact with their subordinates and incorporate their input into decision-making processes. These are the channels through which employee participation is encouraged and regulated in the decision-making process. PL provides clear communication, a sense of transparency, and inclusivity, fostering an environment where subordinates feel comfortable expressing their ideas and opinions. By facilitating open dialogue and collaborative problem-solving, LDRS gain access to a wide range of diverse perspectives and innovative solutions to the Chall. posed by external changes. Empathy and active listening are essential aspects of the mediation process. LDRS who practice participatory L often possess a high level of emotional intelligence, which helps them understand the concerns and aspirations of their team members. This facilitates more meaningful and actionable feedback, ensuring the L team is better prepared to address complex Chall..

These are the organizational structures and processes that support the implementation of participatory L. These include collaborative teams, decision-making forums, and feedback loops that enable Es to engage with L in structured and effective ways. Facilitators also include creating a work culture that fosters trust, autonomy, and psychological safety, enabling Es to feel confident contributing their ideas without fear of judgment.\* An example of a facilitator is regular brainstorming sessions, where cross-functional teams come together to discuss market trends, customer insights, or operational Chall.. These structured sessions not only enable knowledge sharing but also encourage creativity and innovation, which are vital for responding to external changes quickly and effectively (Li et al., 2018; Zhao et al., 2019).

PL has far-reaching consequences for both individual Es and the organization as a whole. Below are the key outcomes that emerge when implementing PL in response to changing external market demands. PL fosters a sense of shared ownership of the organization's direction. By empowering Es to participate in decision-making, ORGs can operate with greater flexibility and agility, responding to external market shifts with speed and cohesion. Es are more likely to feel personally invested in implementing change, which contributes to faster adaptation in volatile environments (Wang et al., 2022).

When Es are encouraged to contribute their ideas and have a voice in decision-making, ORGs are experiencing a surge in creative thinking and innovative solutions. PL creates an environment that fosters collaboration and idea sharing, leading to more diverse solutions to address external Chall.. This is particularly important in sectors where innovation is key to maintaining competitiveness, such as technology, marketing, and research and development (Wang et al., 2022).

One of the direct benefits of PL is its positive impact on employee motivation. When Es feel their opinions are valued and their voices are heard,

they are more likely to demonstrate higher JS and organizational commitment. This can lead to lower employee turnover rates and increased employee retention, which is critical in sectors where skilled talent is scarce or in high demand. PL fosters trust between LDRS and Es. By involving subordinates in decision-making, LDRS demonstrate confidence in their team's expertise and wisdom. This not only strengthens interpersonal RSs within the ORG, but also enhances overall organizational cohesion. Trust is crucial when dealing with external fluctuations, as it enables teams to collaborate more effectively, especially during times of crisis or change (Zhao et al., 2019).

Despite the many benefits of PL, it also has potential drawbacks, particularly when decision-making becomes too decentralized. In some cases, involving too many Es in the decision-making process can lead to decision paralysis, where conflicting views slow down the process or cause hesitation. Furthermore, groupthink or conflict can arise when diverse perspectives lead to disagreement. Therefore, effective L must ensure that participatory processes are structured and directed to avoid these pitfalls (Zhao et al., 2019).

The changing demands of the external market require ORGs to be more adaptive, innovative, and responsive than ever before. Participatory L offers an effective solution by facilitating collective decision-making, enhancing EE, and enhancing organizational resilience. However, the success of this L style depends on its implementation and whether the mediation and facilitation mechanisms are properly structured to align with the organization's objectives. When applied effectively, participatory L can be an effective tool for addressing external Chall., driving innovation, and improving overall organizational performance in an increasingly complex business environment. By incorporating employee feedback, empowering Es to act autonomously, and fostering collaboration, ORGs can better align their strategic DECs with dynamic market needs, while strengthening employee commitment and fostering long-term success (Li et al., 2018; Zhao et al., 2019).

### **2.1.5. The Antecedents of Participative Leadership**

The antecedents of PL have the potential to offer constructive direction for the development of this research on L. At the moment, the antecedents of PL can be broken down into two categories: those that are present at the individual level and those that are present at the organizational level. Many of the studies that have been conducted on antecedents have concentrated on the individual level, including individual experience, assessment models, and differences between LDRS and members (Somech, 2002; Li et al., 2018).

The presence of these factors encourages LDRS to demonstrate MGT behaviors that are more participatory. On the other hand, when there is a greater organizational control over participative behaviors, individuals in L positions are more likely to emphasize the Sig. of employee participation in the decision-making process of the organization. As a demonstration, the size of the organization and the culture of the organization both have a significant impact on the participative MGT behaviors of LDRS (Wang et al., 2022).

#### **- Individual-Level Antecedents**

The implementation of participative MGT is influenced by a variety of personal factors, particularly a leader's experience, personality, and self-awareness. These factors play a critical role in determining how likely and effective LDRS are to adopt and maintain a PL style. Numerous theoretical models and research studies have provided insights into how these individual traits influence L behavior, specifically the adoption of participative MGT. Leader experience is one of the most discussed individual factors in the context of participative MGT. According to Somech (2002), experienced LDRS are more likely to adopt participative MGT practices. This is primarily because seasoned LDRS have likely gained extensive experience in dealing with various organizational dynamics and Chall., making them more open to collaborative decision-making and aware of the value of involving subordinates in the decision-

making process. Experienced LDRS tend to be comfortable with delegation, trust their teams, and encourage shared decision-making—all essential traits of PL. Their accumulated knowledge often helps them understand the broader implications of decision-making, leading to a greater appreciation for EE and empowerment.

Personality traits are another key factor influencing the adoption of participative MGT. In particular, organizational model theory offers insights into how individual personality tendencies shape L behavior. As described by Wang et al. (2022), this theory suggests two distinct approaches to L influenced by individual differences: the assessment model and the action model. **Assessment Model:** LDRS who favor the assessment model are more likely to develop a PL style. These LDRS tend to focus on achieving the best possible solution through careful evaluation and multiple stakeholder input. They value feedback, collaboration, and group decision-making to arrive at more informed and inclusive outcomes. These LDRS are typically self-organizing, seeking optimal solutions through collective intelligence and collaborative processes.

**The Movement Model:** On the other hand, LDRS who align more with the movement model focus on status change—moving quickly from one point to another. They are more likely to adopt a directive L style, where speed and decisiveness are prioritized over extensive consultation or consensus building. This model emphasizes efficiency and rapid task execution, making it less suitable for the collaborative and reflective nature of PL. These personality tendencies provide valuable insights into how different LDRS approach decision-making and team engagement. LDRS who are more flexible, evaluative, and self-organizing by nature tend toward participative MGT practices, while those who focus on rapid change and achieving specific results may prefer a more directive approach (Black, 2020; Wang et al., 2022).

In contrast, low-quality exchanges, where there is less trust and communication, may hinder the leader's willingness to involve Es in decision-

making. LDRS who perceive their RSs with subordinates as transactional may prefer a more directive approach, focusing on giving clear instructions rather than engaging in collaboration. The quality of the leader-member RSs thus plays a key role in the effectiveness of PL (Black, 2020)

Chen and Tjosvold (2006) also emphasize the importance of cooperation in building high-quality leader-member exchanges. LDRS who foster a cooperative environment, as opposed to a competitive or individualistic one, are more likely to support participative MGT. Such environments encourage collaboration and mutual support, leading to increased participation and a more democratic L style.

In addition to individual personality traits and self-awareness, cross-cultural factors also play a significant role in the adoption of participative MGT. The dynamics of cooperation, trust, and power distance vary significantly across cultures, affecting how PL is perceived and implemented. Cultures that emphasize collectivism, trust, and equality tend to be more conducive to PL, as subordinates are more likely to feel comfortable offering input and taking on shared decision-making responsibilities (Chen and Tjosvold, 2006; Black, 2020; Wang et al., 2022).

In contrast, in cultures that value hierarchical RSs and centralized authority, LDRS may be less inclined to delegate decision-making authority, opting for a more directive approach. The ability to overcome these cultural barriers and establish high-quality leader-member exchanges can help LDRS foster a participative MGT style, even in traditionally hierarchical or individualistic settings.

The findings underscore the importance of fostering a culture of cooperation, mutual trust, and empowerment to facilitate the successful implementation of participative MGT, especially in ORGs facing complex Chall. and requiring adaptability in their L approach. As LDRS become more attuned to their individual characteristics and the needs of their teams, they can better

navigate the demands of PL and create environments that promote innovation, engagement, and organizational success (Black, 2020; Wang et al., 2022).

### - **Organizational-Level Antecedents**

The adoption and effectiveness of participatory L are determined not only by L style or individual personal traits, but also by broader organizational and cultural factors. A deeper understanding of these influences highlights how historical contexts, societal structures, and cultural environments shape L approaches, including the way decision-making is distributed within an organization. Historical shifts in societal organization and group dynamics have significantly influenced the emergence of various L styles, including participatory L. In early small-scale societies, such as nomadic tribes or hunter-gatherer societies, L often revolved around participatory decision-making. These societies were, by their very nature, small and tightly knit, meaning that LDRS often required input and cooperation from others to ensure group cohesion and survival. In these contexts, DEC were often made collectively, with LDRS relying on the collective wisdom of the group (Wang et al., 2022)

However, as societies transitioned from nomadic hunter-gatherer groups to agrarian societies, group size expanded, bringing with it greater organizational complexity. As populations and role specialization increased, hierarchical L structures became more entrenched. Participatory decision-making became increasingly impractical, and directive L emerged to meet the demands of growing societies. As social complexity increased, it became more difficult for LDRS to involve all members in decision-making processes, leading to a shift toward more top-down L styles (Lonati, 2020).

In the agrarian societies, L evolved to manage larger groups, enforce discipline, and control the distribution of resources, reducing the scope for shared decision-making. Thus, more directive forms of L often replaced earlier forms of



participatory L, as LDRS sought to exercise authority to maintain control over their growing communities (Lonati, 2020).

As research has shown, personal factors as experiences and self-awareness continue to shape L styles in the modern era (Wang et al., 2022). These factors determine how LDRS perceive their role within an organization. For example, LDRS with more experience tend to feel more comfortable delegating authority, which is inherently aligned with participative MGT styles. This is particularly true for LDRS who have developed a sense of self-awareness and trust in their team members. A leader's cognitive and emotional intelligence are essential in determining when to engage subordinates and when to maintain control (Somech, 2002; Black, 2020).

Meanwhile, personality traits, including a leader's preference for autonomy and control, play a pivotal role in determining whether a leader adopts a directive or participative style. LDRS with a higher need for control may prefer directive styles that give them greater authority over the decision-making process, while those with greater trust in their teams and greater openness to feedback tend to foster a shared decision-making environment (Somech, 2002; Black, 2020; Wang et al., 2022)

As Huang et al. (2011) point out, for PL to succeed, the organizational culture must be conducive to participative practices. In ORGs with a strong tradition of top-down control and entrenched hierarchical RSs, PL may struggle to take root. In contrast, ORGs that emphasize collaboration, employee autonomy, and mutual respect are more likely to successfully implement participative practices.

For participatory L to be effective, it is essential that the organization values employee participation and contributions to decision-making. An environment where participatory L thrives. When LDRS and Es share a common goal of collaboration and empowerment, participatory L becomes not just a L style, but a

core organizational norm that enhances productivity, creativity, and employee satisfaction. Implicit L Theory (ILT), as studied by Bullough and Dee (2015), offers an important perspective on how cultural identity and social environment influence L effectiveness. ILT suggests that LDRS are often evaluated based on culturally specific prototypes of what it means to be a "leader" in a given society. These prototypes are influenced by cultural expectations, which define the characteristics and behaviors considered desirable in LDRS.

Cultural identity plays an important role in shaping LDRS' approaches to participatory MGT. In societies that value individualism and autonomy, participatory L is often considered a strength, fostering innovation and employee empowerment. However, in cultures that prioritize collectivism and hierarchical authority, participatory practices may be perceived as undermining the leader's authority and may be met with resistance. The alignment between an LDRS style and the implicit L expectations within a given culture significantly influences the success of PL. In cultures where participatory DEC-making is valued, LDRS who embrace this style are more likely to gain the trust and commitment of their subordinates. Conversely, in more authoritarian cultures, the implementation of participatory MGT may face significant obstacles, including employee reluctance or LDR rejection (Huang et al., 2011)

#### **2.1.6. Mechanisms of Participative Leadership**

SET is fundamental to understanding how RSs within ORGs develop based on mutual benefit and reciprocity. In the context of PL, SET suggests that when LDRS involve Es in decision-making processes, they create a work environment based on trust and reciprocity, which fosters positive exchanges between LDRS and subordinates. By giving Es a voice, PL strengthens social bonds in the workplace, making them feel valued and respected. This process promotes workplace thriving—a positive state of well-being at work that includes engagement, satisfaction, and commitment. Furthermore, Es who feel empowered support each other in achieving shared goals. This mutual helping

behavior is crucial for building a collaborative and supportive organizational culture where Es feel a sense of collective responsibility, leading to greater team cohesion and improved performance (Osman et al., 2021).

Conservation of Resources Theory posits that individuals are motivated to maintain and protect their resources. Under PL, Es may experience an increase in the amount of work they are assigned. However, this additional burden can be mitigated by the enhanced psychological resources provided by the L style. PL helps Es feel more empowered, which improves their self-esteem and sense of self-worth within the organization. This, in turn, leads to increased motivation and stronger commitment to organizational goals. While Es may initially feel overwhelmed by their increased responsibilities, the long-term effect of increased self-esteem helps reduce stress and burnout, ultimately promoting better performance and a more positive work environment (Peng et al., 2021).

According to social cognitive theory, L behaviors that foster a sense of self-efficacy—the belief in one's ability to perform tasks and overcome Chall.—have a profound impact on employee motivation and performance. PL aligns with this theory in that it increases Es' self-efficacy by engaging them in decision-making, problem-solving, and goal-setting processes. When Es perceive themselves as active contributors to organizational outcomes, they gain confidence in their skills and abilities. Furthermore, PL fosters psychological safety—a sense of security and comfort in taking risks and expressing ideas without fear of negative consequences. When Es feel more secure in their roles and more competent in their abilities, they are more likely to innovate, take L initiative, and contribute to the organization's success. This combination of enhanced self-efficacy and psychological safety creates a dynamic environment that supports creative problem-solving and high-performance behavior, stimulating innovation within the organization (Zhou et al., 2020).

SIP theory emphasizes the role of social cues and information exchange in shaping attitudes and behaviors in organizational settings. According to SIPT, Es

process information from their environment—such as their LDRS' behaviors, workplace norms, and cultural expectations—which influences how they interact with L practices. In the case of PL, the way Es interpret and respond to a L style. These values vary depending on cultural values and societal norms. For example, in collectivist cultures, Es may be more inclined to embrace PL because it aligns with values of group harmony, cooperation, and mutual support. In contrast, Es in individualist cultures may value autonomy and personal accomplishment, making them more resistant to joint decision-making. Therefore, PL may be more or less effective depending on the cultural context in which it is applied. LDRS must be attuned to the social information they convey and adapt their L style to the cultural dynamics of their team (Chang et al., 2011).

Implicit Leadership Theory (ILT) suggests that Es' perceptions of L are shaped by cultural paradigms, or mental models of what effective L looks like. These implicit beliefs about L can significantly influence how Es respond to different L styles. PL, with its emphasis on collaboration, empowerment, and shared decision-making, may be viewed more positively by Es who adhere to the L archetypes of collaborative, humble, and inclusive. The effectiveness of PL depends on how well LDRS' information-sharing behaviors align with these expectations. For example, LDRS who actively share information, provide transparency in decision-making, and contribute employee input are more likely to foster an environment in which PL positively impacts organizational performance. When Es perceive a leader's genuine commitment to information sharing, they are more likely to engage fully in the participatory process, leading to increased productivity and innovation (Lam et al., 2015).

Different social science theories offer unique perspectives on how PL influences employee behaviors and organizational outcomes. SET highlights the importance of trust and reciprocity in fostering positive employee behaviors, while conservation of resources theory shows how PL enhances self-esteem, despite a potential increase in workload. Social cognitive theory emphasizes the role of self-efficacy and psychological safety in stimulating innovation, and SIP theory

demonstrates the importance of cultural values in shaping employee responses to participatory practices. Finally, implicit L theory reveals how leader behaviors and information sharing can enhance the RSs between participatory L and organizational performance. Integrating these theories, it becomes clear that the effects of participatory L are multifaceted and dependent on a variety of personal, organizational, and cultural factors. LDRS who understand and apply these theoretical insights are better able to leverage participatory L as a tool to enhance EE, innovation, and organizational success (Lam et al., 2015).

## **2.2. EMPLOYEE CREATIVITY**

In the current business landscape, especially in service sectors such as hospitality and tourism, EC has become one of the most important drivers of organizational success. As ORGs face increasingly volatile and unstable business environments, fostering a culture of creativity is not just a luxury, but a necessity. Creative Es who are able to generate innovative ideas for products, processes, and services are essential to an organization's ability to adapt, compete, and thrive in the marketplace. According to researchers such as Gupta and Bajaj (2017), creativity is no longer just a "nice-to-have" trait, but rather a core capability for ORGs operating in dynamic environments. In the context of hospitality and tourism, EC is of paramount importance given the sector's direct interaction with customers. Creative Es can deliver unique and tailored experiences, enhancing customer satisfaction and giving them a competitive advantage (Yi et al., 2020). Creativity enables companies to innovate, ensuring their flexibility and ability to respond to the demands of ever-changing global markets (Hu et al., 2024).

Research has identified several factors that influence EC in the workplace. These factors can be broadly categorized as individual, organizational, psychological, work-related, and L-related. Understanding these elements helps ORGs identify ways to foster a creative environment that encourages innovation.\*  
Proactive Personality and Emotional Intelligence: Es with a proactive personality are more likely to take the initiative in creative problem-solving, while those with

high emotional intelligence tend to manage stress and interpersonal RSs more effectively, both of which support creative behavior (Akgendoz et al., 2018).

These characteristics are particularly valuable in the hospitality and tourism sectors, where one-on-one interactions with customers are critical. Support and Organizational Climate\*\*: For creativity to flourish, the organizational environment must be conducive to risk-taking and experimentation. Managers play a pivotal role in creating an environment where Es feel supported, free to make mistakes, and encouraged to take creative risks. An organization that fosters a positive climate, including high job autonomy and low role conflict, will be more likely to exhibit creative behaviors (Honn, 2012; Pavec and Ko, 2022).

HR Practices: ORGs that implement high-performance HR practices, such as performance-based rewards and diversity MGT, tend to see Hs of creativity. This is due to Es feeling valued for their contributions and a work environment that supports continuous development and innovation (Horing et al., 2016).

Intrinsic Motivation: Intrinsic motivation, the internal drive to engage in creative tasks for the satisfaction and enjoyment it brings, is the most researched psychological factor. Es who are intrinsically motivated are more likely to think outside the box and find innovative solutions to problems. This is consistent with the idea that creativity thrives when Es feel ownership of their ideas and work (Horing et al., 2016).

Psychological Safety: Es who feel psychologically safe, knowing that their ideas will be valued rather than rejected or ridiculed, are more likely to express themselves creatively. The absence of psychological anxiety and stress is crucial to fostering a mindset conducive to creative thinking (Sigala & Chalketti, 2015).

Workplace Support and Conflict: The level of support among colleagues significantly influences creativity. Positive and collaborative RSs foster creative problem-solving and encourage the exchange of ideas (Ersoy, 2023). Conversely,

workplace stress, role ambiguity, and task conflicts are known to hinder creativity (Honn, 2011).

Therefore, managers in the hospitality sector should work to reduce conflict and promote collaborative efforts to foster creativity within their teams. Transformational and Empowering : Research has repeatedly shown that LDRS' behavior plays a significant role in influencing EC. Transformational, empowering, and visionary LDRS create an environment that fosters creative expression by inspiring Es and providing. Promoting autonomy and fostering a culture of trust and support (Horing et al., 2016).

Conversely, LDRS who withhold information or adopt overly authoritarian L styles can stifle creativity and demotivate Es. Leader-member exchange (LMX): The quality of RSs between LDRS and subordinates also influences creativity. High-quality LMX RSs, characterized by mutual respect and trust, foster creative behaviors. LDRS who engage in inclusive L and value employee input tend to see HLsof creativity in their teams (Siacho et al., 2021).

The hospitality and tourism sector is particularly reliant on creativity, as Es are often challenged to deliver personalized and exceptional customer experiences. In this environment, creativity is not limited to creating new products or services but also includes finding innovative ways to meet customer expectations, solve operational problems, and improve service delivery. As Pavec and Koo (2022) point out, the COVID-19 pandemic has highlighted the need for creativity in adapting to unexpected changes and disruptions, underscoring the importance of fostering a creative workforce.

In conclusion, studies provide strong evidence that fostering creativity among Es is not just about selecting creative individuals, but also about creating the right conditions that encourage creativity to flourish. By focusing on key factors such as intrinsic motivation, organizational climate, L style, and workplace support, ORGs can create an environment that nurtures creative thinking and innovative

behaviors. In sectors such as hospitality and tourism, where customer engagement is integral to success, creativity becomes a key component of delivering exceptional service and gaining a competitive advantage in the marketplace. Ultimately, ORGs that invest in understanding and supporting the factors that influence EC will be better able to respond to changing market demands, stimulate innovation, and achieve long-term success (Ersoy, 2023; Gupta and Bajaj, 2017; Dul and Ceylan, 2010).

### **2.2.1. Determinants of Employee Creativity**

In today's rapidly changing and competitive business environment, ORGs are increasingly convinced that EC is not just a luxury, but a necessity for long-term success and sustainable growth. The modern business environment is characterized by uncertainty, turbulence, and constant change, making creativity a key resource for innovation, adaptation, and ultimately, competitive advantage (Sial et al., 2021; Hughes et al., 2018).

EC research has long been dominated by a focus on broader concepts such as organizational innovation. However, with the dawn of the 21st century, EC has emerged as a key area of interest in organizational studies, particularly as companies recognize its direct contribution to organizational success (Wang et al., 2022). Creative Es generate innovative ideas that contribute to the formulation of new products, process improvements, and overall organizational performance. At its core, creativity is the core of innovation, driving growth and competitive advantage (Al-Kassar et al., 2022; Liu et al., 2020).

Creativity is increasingly viewed as a key driver of innovation within ORGs. When Es are able to think outside the box and come up with innovative solutions, they play a pivotal role in helping their companies adapt to market changes, solve complex problems, and create new business opportunities. Therefore, the ability to foster a creative workforce is critical, especially in sectors where innovation is a direct source of competitive advantage. As ORGs increasingly focus on



creativity, they are investing in developing environments that encourage the free exchange of ideas, problem-solving, and creative thinking (Liu et al., 2020).

The link between EC and organizational success is particularly evident in dynamic sectors where flexibility, adaptability, and innovation are key factors for staying ahead of the competition. As Wang et al. (2022) point out, the ability to harness creativity leads to organizational growth, higher performance, and the ability to exploit business opportunities. With the right conditions and support, Es can contribute to the innovation cycle that fuels long-term competitiveness.

Research has identified a range of factors that can enhance or inhibit EC. These factors can be categorized as internal (individual and organizational) and external.

As Liu et al. (2016) point out, motivation plays a crucial role in fostering creativity. Es who are intrinsically motivated—driven by personal satisfaction and enjoyment of problem-solving—are more likely to generate innovative ideas. In contrast, extrinsic rewards (such as financial incentives) can stimulate or hinder creativity, depending on the context. Personal Identities and Roles: Creativity can also be influenced by an employee's sense of identity and understanding of their creative role within the organization. Research by Fisher et al. (2019) emphasizes how an individual's self-concept and belief in their creative abilities influence their willingness to contribute innovative ideas. Es who perceive themselves as creative individuals are more likely to engage in creative behaviors.

Work Contexts: The work environment is another important determinant of creativity. Factors such as work autonomy, organizational culture, and peer support play important roles in fostering creativity (Abu & Siya, 2017). When Es feel they are in an environment that values innovation and allows for risk-taking and experimentation, their creativity is more likely to flourish. Work-Life Balance: Work-life balance also influences creativity. Studies have shown that Es who are able to effectively manage their family and work responsibilities, with support from both domains, achieve H<sub>1</sub>sof creativity (Tang et al., 2017).

**External Factors:** External factors—such as the influence of family, friends, or even societal expectations—play a significant role in shaping EC. For example, social support from loved ones can influence an employee's ability to manage stress and be more creative at work. While previous studies provide valuable insights into the internal and external determinants of creativity, there remains a gap in understanding how these factors interact with each other. It enhances EC (Abu and Siya, 2017; Tang et al., 2017; Fisher et al., 2019). Anderson et al. (2014) point out that despite efforts to identify individual factors such as motivation, identity, and work context, there is a need to examine these factors simultaneously and explore their combined impact on creativity.

For example, Amabile's (1988) complex theory of creativity emphasizes the importance of both individual intrinsic motivation and organizational support in fostering creativity. However, as Amabile and Pratt (2016) later point out, this model largely ignores external factors beyond the organizational context—such as the influence of family or societal factors—on creativity. This gap has been addressed in more recent studies that have included these external influences, helping to provide a more comprehensive view of the factors influencing EC.

In addition to internal organizational factors, a growing body of research has begun to explore the role of the external environment in shaping EC. Factors such as cultural norms, economic conditions, and technological developments have profound effects on creativity and innovation (Serafinelli & Tabellini, 2021). For example, cultural values and norms influence how creativity is perceived and encouraged in a given context, with some cultures fostering creativity more than others (Paletz, 2022; Parveen et al., 2015).

Political and economic shifts also impact creativity in ORGs, particularly when external forces such as policy changes or market trends force companies to innovate in response to new Chall.. Technological developments also present both opportunities and Chall. for creative Es, offering new tools and platforms for

innovation but also requiring constant adaptation to maintain competitiveness (Serafinelli & Tabellini, 2021).

In conclusion, the link between EC and organizational success is undeniable. As research indicates, creativity is essential for innovation, growth, and competitiveness in today's volatile business world. To foster creativity, ORGs must be aware of the various internal and external factors that influence it, from individual characteristics and work environments to external cultural, social, and economic conditions. To maximize EC, ORGs should adopt a holistic approach—one that not only fosters intrinsic motivation and provides appropriate institutional support, but also considers the influence of external factors such as family, societal values, and technological trends. By creating an environment that encourages and supports creative thinking, ORGs can maintain their resilience, innovation, and competitiveness in the face of constant change and uncertainty (Paletz, 2022; Parveen et al., 2015; Testad et al., 2013).

#### **- Organizational Drive For Innovation**

Work motivation is defined as the collection of internal and external forces that initiate work-related behavior and determine its form, direction, intensity, and duration. This is in reference to the role that organizational motivation plays as a mediator in the process of innovation (Fischer et al., 2019; Tan et al., 2019).

It was proposed by Amabile and Pratt (2016) to refine and investigate organizational innovation, which encompasses different aspects such as MGT practices, organizational resources, and organizational motivation for innovation. According to the authors, the fundamental orientation of an organization toward creativity is the motivation that exists at the organizational level. In addition, reviews on creativity, such as the one written by Lukes and Stephan (2017), have suggested that a wide range of tools and approaches be utilized in order to investigate the creative behavior of Es. In spite of this, there is a dearth of empirical research that can be used to investigate the impact that both intrinsic

and extrinsic motivation have on the creative output of workers (Fischer et al., 2019).

Within the realm of work-related factors that have an effect on EC, the factor that has been the focus of the majority of research is the support that is provided by coworkers. According to Hon (2011), Es in the hospitality industry have the ability to share their knowledge and experience with one another when they are confronted with Chall.. Furthermore, they have the ability to contribute to the generation of new ideas through their supportive approach. The other side of the coin is that there was a negative correlation between EC and factors such as role ambiguity, role conflict, rudeness in the workplace, and stress directed toward obstacles (Hon, 2012).

### **2.2.2. Family Work Enrichment Theory and Resource Spillover**

A process of family–work enrichment was presented by Greenhouse et al. (2006) in their work that provided an overview of empirical studies on the positive connection that exists between the roles that an employee plays in their home and at work. The enrichment process is a representation of the "transfer of positive experiences" from the family to the workplace. In their description of the process from the point of view of resources, Chan et al. (2020) claimed that good experiences must first develop into an employee's personal resources, which then extend across the boundary between the employee's family life and their professional life. Personal resources, as contrast to contextual resources, are resources that are unique to an individual and can therefore bridge the gap between work and family life (Hobfoll, 2002).

In addition to the material resources, these resources also encompass the intangible resources, such as mental and emotional resources (Tang et al., 2017). The majority of the indicators that are now available for family–work enrichment are able to capture the transfer of human resources such as knowledge, positive

feelings, and motivation, for example (Carlson et al., 2019; Chan et al., 2020; Hanson et al., 2006; Lin et al., 2021).

In addition, past studies have demonstrated that Es' personal resources, such as their capacity to come up with solutions to problems and their level of energy, are improved when they participate in activities that involve their families. These activities include taking care of the house and receiving sufficient amounts of sleep (Hobfoll, 2002; Lin et al., 2021).

### **2.2.3. The Relationship between Work Environment Determinants and Employee Creativity**

It has been stated by Houghton and Dooley (2015) that in order for businesses to foster organizational innovation and encourage the creative thinking of their Es, they should endeavor to increase incentives and remove barriers. The creative output of workers is affected by a variety of different circumstances. Suifan et al. (2018), for instance, explained that increased access to work resources can lead to increased creativity.

Koseoglu et al. (2017) asserted that in order for managers to practice good L, they must be creative. Furthermore, they stated that the creativity of managers can have an effect on how their team members perceive themselves and their own creative abilities (Koseoglu et al., 2017). It is necessary for L to actively encourage, support, and foster innovation in order to make it possible (Shally et al. (2004).

When it comes to the assistance of teams, the bulk of projects in today's knowledge-intensive businesses are carried out by groups of experts that work together to be productive and innovative when introducing new goods, services, procedures, or ways of conducting business (Amabile et al., 2004). As a result, managers ought to take into consideration the ways in which Es' peers influence their inventiveness (Li et al., 2020).

According to McLean (2005), those who are able to consistently demonstrate high levels of creativity are frequently deserving of autonomy and independence. Furthermore, Al-Harbi et al. (2019) explained that the development of an organizational environment may be a better approach to encouraging individual creativity. This is due to the fact that followers may be required to invest a considerable amount of time and effort in order to develop their intellectual capabilities, knowledge, and creative thinking skills. It is believed that LDRS should act as role models, inspire creative work behavior, provide inspirational motivation, and encourage and guide followers in order for followers to achieve the organization's common vision and goals. This is in reference to the competencies of innovation MGT (Bednall et al., 2018; Suifan et al., 2018).

Not only that, but it has also been noticed that in order to drive people to engage in innovative work behavior, the organizational environment needs to incorporate particular characteristics such as the cohesion of the team, the support of the supervisor, and the autonomy of the Es (Sönmez & Yıldırım, 2019). It is possible that the tailored attention and support that LDRS provide for the needs and requirements of their followers will have a bigger impact on the following's participation in creative pursuits. These LDRS persistently challenge and question the beliefs and assumptions held by their followers, which in turn stimulates the intellectual thinking of their followers and ultimately inspires them to engage in the production and implementation of ideas. Those who hold these L positions are adept at connecting the vision of the organization to their own personal objectives, motivating their followers, and inspiring them (Bednall et al., 2018).

Therefore, they are expected to be able to encourage Es by relating their future to the direction of the organization and encouraging them to engage in employee creative behaviors by developing a strong feeling of shared vision and belonging to the firm. This is because innovation MGT LDRS are supposed to be able to motivate Es (Afsar & Umrani, 2020).

When it comes to the aspects of organizational motivation for innovation, this encompasses both the encouragement of the organization and the absence of any impediments inside the organization. Several examples of organizational encouragement for creativity were presented by Amabile and Pratt (2016). These examples include having clear organizational goals, placing a high value on innovation, and providing support for taking reasonable risks and exploring new territory. A vision that is both clear and compelling must be developed and communicated to the members of a team in order to bring them together, direct their efforts, and encourage them to continue their creative aspirations (Gordon et al., 2017).

In addition, shared purpose and accountability, as well as dedication to the accomplishment of team and organizational goals, are great factors that contribute to the development of creativity and innovation within a team (Tang, 2019). There are many different ways in which the creative process can be risky, including risks related to motivation, emotions, cognitive processes, and finances. It is a task that is fraught with unpredictability and discomfort. Leaving one's comfort zone, going against the grain, disregarding social standards, and being willing to fail are all necessary steps in the process of developing something new (Tang, 2019).

Persons individuals who are able to feel at ease, trustworthy, and supported by persons in their immediate environment are more willing to test their limits. The likelihood of members of a team working together, communicating with one another, and sharing ideas in organizational settings is increased when those members feel a deep connection to one another and a sense of belonging to the team (Hülshager et al., 2009).

As a result, it is of the utmost importance for members of a team to establish an environment that is characterized by mutual respect and trust (Lam et al., 2021). Additionally, it is essential for members of the team to establish a work

environment that is both inviting and collaborative, allowing them to communicate with one another, provide encouragement to one another, and work together to find solutions to problems (Tiwana and MacLean, 2005).

#### **2.2.4. Empowering Employee Creativity**

Creative thinking on the part of Es is essential to the expansion of businesses, and it is primarily dependent on the dynamics of the team. Teams, on the other hand, typically fail to encourage individuals to share their unique information, particularly knowledge that has the potential to produce conflict among team members. This is because conflict frequently occurs within the setting of a professional team (Bai et al., 2016).

Organization of Es into smaller groups is one of the most common HR strategies, and it is done with the intention of fostering employee innovation. Within the context of groups, individuals have the opportunity to share their dispersed knowledge in order to strengthen their creative capabilities, which in turn assists their firm in developing distinctive products and services (Wang and Noe, 2010).

It should come as no surprise that the exchange of information among Es is essential for the creativity and innovation of a firm (Carmeli et al., 2013, Gilson et al., 2013, Wang and Noe, 2010). The placement of Es into groups, on the other hand, does not necessarily result in effective knowledge sharing and creativity inside the employee organization. Contradictions within the team could be one of the primary factors. In the context of a team, conflict is frequently unavoidable and, in some cases, can be a significant factor in determining the efficiency of the team (Hempel et al., 2009).

In spite of the fact that conflict is often considered to be unfavorable and ought to be avoided, there are certain kinds of conflict that can be advantageous



to ORGs. Task conflict, also known as cognitive conflict, and interpersonal conflict, sometimes known as affective conflict, are the two types of team conflict that are generally recognized. The stimulation of the flow of information, the exploration of varied and even conflicting perspectives, as well as the reevaluation of the status quo and the scrutiny of the work at hand are all ways in which task conflict can help to the knowledge sharing and creativity of Es (De Dreu & West, 2001).

According to De Dreu and West (2006). In contrast to conflict involving tasks, conflict involving RSs frequently results in negative psychological emotions, such as stress, irritation, wrath, and fear, which frequently have a detrimental impact on the creativity of Es (De Dreu, 2006). At the same time, the two types of conflict frequently coexist within the same team. This is due to the fact that conflict over tasks frequently results in conflict over RSs when individuals hold opposing views and perspectives. As a result, it is somewhat challenging to differentiate between the distinct effects that these two types of conflict have on the exchange of information and performance (Simons & Peterson, 2000). Therefore, it is important to give careful consideration to the importance of understanding and controlling the processes and consequences of various types of team conflict within the framework of a team (Bai et al., 2016).

### **2.3. ORGANIZATIONAL IDENTIFICATION**

The feeling of being one with the organization is what is meant to be understood when referring to the concept of OI . The Es are under the impression that their own success or failure is directly proportional to the success or failure of the organization. The Es are under the impression that they will continue to exist so long as their ORGs continue to exist. As a result, workers concentrate not only on their own personal pursuits but also on activities that will be of use to the firm as a whole. Due to the fact that they have developed a psychological link with their company, workers who have acquired OI are more likely to remain with the organization even in extreme circumstances, such as a crisis. When Es are in an environment where they feel committed to the business,

they will have the ability to behave in a more secure manner, and they will also have a more favorable image of the organization in which they are employed (Kalmaz, 2018).

As a component in the process of developing their own self-identity, individuals who have a strong OI view the existence of the organization as a factor. Additionally, persons who have a strong OI experience a sense of pride within themselves for being part of the company for which they work. As a result, OI is more of a profound psychological phenomena than it is a seemingly superficial one. It is more likely that individuals will acquire a strong OI when they begin to believe that the values of their company are aligned with their own, personal values (Ng, 2015).

There are two significant variables that contribute to the effectiveness of businesses, and those are the Es' identification with the organization and their dedication to the organization. As a result of this, managers ought to use strategies and incentives in order to boost employee identification and commitment within firms. The term "OI" refers to the circumstance in which the values and objectives of the organization and those of the individual coincide in such a way that the individual successfully integrates with the organization and perceives himself or herself as a member of the organization. Individuals have the tendency to view the success or failure of the organization as a reflection of their own personal achievements or failures. One of the most significant roles that the organization plays is in the process of the individual defining themselves. It is important to note that OI is a psychological and cognitive construct, and that it is not the same thing as organizational commitment. Within the context of organizational commitment, the interests of both the individual and the organization are taken into consideration (Köse and Pehlivanoğlu, 2020).

Despite the fact that organizational commitment refers to the acceptance of the organization's values and principles, appropriation is more prevalent than acceptance in the context of organizational identity. At the same time as it is a

kind of thought and understanding, commitment is also an emotional form of expression that may be found in any setting where there is a sense of community. To be dedicated to someone or to an organization is the state of being dedicated to that person or organization. It is possible to describe commitment as a process that binds an individual to a certain action or set of RSs. For an organization to attain long-term success, it is necessary for them to fulfill specific prerequisites. At this time, it is of the utmost importance to hire people who are capable of performing their jobs, to reduce the likelihood of Es leaving the organization by ensuring that they are satisfied with their jobs, and to develop organizational commitment. The degree to which an employee's aims and values align with those of the business is the single most critical predictor of the employee's level of commitment to the organization. One cannot reasonably expect an employee to demonstrate devotion to an organization if that person does not share the organization's overarching goals and values (Köse and Pehlivanoglu, 2020).

One definition of OI is the capacity of an employee to have a sense of belonging to the organization that he or she is a member of and to identify with the organization that they are a part of (Kerse & Karabey, 2017). Following the decade of the 1970s, the idea of organizational identity began to make its way into the body of academic writing. Between the years 1970 and the present day, numerous definitions of this notion have been established, and it has started to receive greater attention. The concept of OI can be described in a variety of different ways, as indicated by the existing body of literature. A good illustration of this would be how the process of an employee's self-evaluation is expressed through company identity (Riketta, 2005).

In addition to the sensory process that an employee goes through in relation to the organization or institution at which they work. This evaluation method, in general, is an evaluation that takes into consideration all parts of the organization or institution that the employee is a member of to determine their performance (Çakınberk et al., 2011). Finally, according to Van Dick (2004), OI is the fact that the employee incorporates this behavioral evaluation process in addition to the

sensory and cognitive process that the employee feels toward the organization of which he is a member. This is the definition of OI.

A concept that is associated with the degree to which an employee feels a sense of belonging to a company is known as OI. This phenomenon takes place when an individual perceives the objectives of the business as being similar to their own. Es can be motivated to perform extracurricular activities and demonstrate beneficial behaviors in the workplace through the use of OI, which is a successful method (Xu et. al., 2019).

According to Xu et al. (2019) Affective commitment, JS, extracurricular performance, and absenteeism are some of the attitudes and behaviors that have been found to be favorably influenced by organizational identity, as indicated by studies that have been published in the academic academic literature (Klimchak et. al., 2019; Blader et. al., 2017).

### **2.3.1. Implications for The Identity of The Organization**

#### **- Individual Effects**

Staff turnover is reduced, group conflicts are reduced, staff harmony is increased, motivation, engagement, and JS are increased, and this is all due to a positive corporate identity (Erentürk, 2020). According to the findings of previous research conducted by Wegge et al. (2006) it was found that Es who had high levels of OI had less health problems than those who had low levels of identification. Additionally, it was discovered that OI had a favorable impact on good attitudes about work, cooperative conduct, efficiency, productivity, and orientation toward the goals of the organization.

According to the findings of the research carried out by Bamber and Iyer (2002), it was discovered that Es who engaged in high levels of OI reported a lower level of professional organizational conflict. Additionally, it was discovered

that Es who had high degrees of OI had stronger connections with their coworkers, MGT, and supervisors with whom they worked.

Numerous individual factors are influenced by organizational identity, including but not limited to the following: intention to quit, perception of the leader, JS, health complaints, burnout, alienation, cooperative behaviors, positive responses to work, productivity, creativity, organizational goal orientation, conflict, communication, and individual compliance with the organization (Polat, 2009).

### **- Organizational Effects**

The following is a presentation of the research that was found in the existing literature as well as the findings that were acquired from these investigations. According to the findings of the study that Dick and Wagner (2002) carried out, it was discovered that Es who have a high degree of OI have a high level of affective commitment, a low intention to quit, and a low turnover rate within the organization. According to the findings of the research conducted by Knippenberg et al. (2007), it was discovered that one's organizational identity has a negative impact on absenteeism in the workplace. According to the findings of the research conducted by Tyler and Blader (2001), there is a favorable correlation between identification and cooperative behaviors. Dick et al. (2002) discovered that there is a positive connection between the identity of an organization and the climate of that company.

## **2.4. THE RELATHIONSHIP AMONG THE VARIABLES**

Companies are acutely aware of the fact that their ability to compete successfully is contingent on their creative ability, which may be defined as "the production of novel and useful ideas by individuals or teams working together." (Amabile, 2012). In order for people to be creative, it is necessary that L assistance be provided (Tu et al., 2018; Qu et al., 2015).

L based on participation has the potential to be very beneficial to EC due to the fact that executives consult with Es before making choices on the firm (Somech, 2006). It has been established that participatory L is associated (Busse and Regenber, 2018) performance on the job (Huang et al., 2010) for the duration of the organization (Huang et al., 2006). Furthermore, we believe that a L style that emphasizes employee participation will be very conducive to the creative output of workers (Chen et al., 2020). The emphasis is insufficient due to the fact that the creativity of Es serves as the foundation for more extensive organizational innovation (Amabile and Pratt, 2016; Zhou, 2003).

It was demonstrated by Fatima et al. (2017) that the link is mediated by the dedication of Es to change. On the other hand, Tung and Yu (2016) shown, through the utilization of a parallel mediation model, that participative and supportive L styles have a positive correlation with creativity. This correlation is partially mediated by the focus on employee advancement.

#### **2.4.1. RSs Between Participative Leadership and Employee Creativity**

The Es feel encouraged, supported, and accountable for making creative contributions to problem-solving processes by LDRS who are participatory (Fatima et al., 2017). To investigate how PL encourages exploratory innovations, Chang et al. (2019) employed a distal mediation model. We depart from their work in this regard. An alternative approach that we take is to argue, on the basis of social information processes theory, that PL is linked to participation in the creative process (that is, when Es engage in procedures or activities that are related to creativity (Reiter-Palmon and Illies, 2004). There are three ways in which PL can encourage participation in the creative thinking process. First, LDRS who encourage participation focus more on consultation rather than direction (Huang et al., 2006).

PL, on the other hand, is criticized for being a slow and time-consuming kind of L since it requires the participation of all members of the group in the decision-

making process (Lythreatis et al., 2017). Before arriving at final answers, engaged LDRS encourage their staff to communicate with one another in order to share knowledge, recognize issues, locate opportunities for improvement, generate creative ideas, and suggest alternatives that are pertinent (Miao et al., 2014). Learning about and appreciating the creative thought processes and activities of other people can be accomplished through the exchange of information (Chen et al., 2020).

PL has been widely documented as a major antecedent for creativity among Es because of its emphasis on participation and collaboration within organizational decision-making. For example, when participative LDRS mobilize Es to solve problems or decide on matters regarding the organization, they send out powerful social signals that foster trust and freedom, psychological safety, and other necessary conditions that permit creativity (Fatima et al. 2017; Reiter-Palmon & Ellis, 2004).

Es feel valuable and engaged in the creative process further encouraged by the expectations from that style of L as it makes them accountable for bringing original ideas to life, which would increase engagement in the creative process—defined as extent individual engage in creativity-related cognitive activities such as problem identification, information encoding, and idea generation (Reiter-Palmon & Ellis, 2004).

Based on SIP theory, one of the most widely accepted communication theories, PL influences EC by shaping how individuals interpret their work environment. Specifically, participative LDRS' behavior provides informational cues that encourage Es to think divergently, challenge established practices, and proactively engage in finding innovative solutions (Sumner and Ramirez, 2017).

Unlike Zhang et al. (2019), who used a distal mediation model to explain the RSs between PL and exploratory innovation, this study adopts a more realistic perspective by focusing on the mediating role of creative process participation.

In several interrelated aspects, this concept has been used in PL. For example, participative LDRS prefer to consult rather than control their subordinates by directing orders (Huang et al., 2006). Instead of unilateral imposition of restrictions, the LDRS encourage Es' contributions through their input and legitimizing their contributions (Busse & Regenberg, 2018). This inclusion is making a joint sense of ownership, emboldening Es to participate actively through Interactive exchanges with both their LDRS and peers . Such participative LDRS promote critical thinking and constructive dissent, urging Es to question the accepted order and identify opportunities for innovation (Lam et al., 2015).

Thirdly, even as PL is charged for being slow and time-consuming because of the group DEC's process (Lythreath et al., 2017), the same process is what leads to high engagement. The correlation between employee participation in these DEC's and the use of cognitive resources to search for information, evaluate alternatives, and create innovative solutions for complex problems indicates that those DEC's were not just poor substitutes for efficiency. There is then potential for the collaborative process to form the fertile ground for innovation, yet not at the expense of efficiency (Reiter-Palmon & Illies, 2004).

Finally, PL communicates both information and interaction, thereby creating very dynamic feedback loops that co-construct ideas and develop creative thought, before moving into their last stages of possible alternatives and, finally, solutions (Miao et al., 2014).

#### **2.4.2. Relationship Between Participative Leadership and Organizational Identification**

LDRS who adopt a participative style engage Es in meaningful ways, invite them to participate in decision-making processes, encourage feedback, and value their contributions. These behaviors signal the importance of their



contributions, enhancing their Sig. within the organizational context (Kark et al., 2003). Individuals use cues from their social environment—particularly those from LDRS—to interpret their roles and shape their attitudes. PL is therefore a key source of social information, shaping Es' beliefs about their role and place within the organization. When Es consistently receive signals that they are trusted, consulted.

#### **2.4.3. Relationship Between Organizational Identification and Employee Creativity**

A major factor in business success stands creativity, particularly in the creative industries needing a constant stream of innovation to stay competitive. These dynamic arenas are today less and less able to cultivate new ideas and solutions except through the agency of workers (Hui et al., 2020). In this regard, millennials are becoming all the more central to the construction site of creativity due to their ready acceptance of such experiences, confident approach to Chall., and the furtherance of innovation. In contrast to their predecessors, millennials are perceived to be tech-savvy and display their creativity through digital platforms or collaboration with others (Yulianti & Cici, 2021; Lee, 2021).

Millennial Es are extremely adaptable, broad-minded, and innovative; therefore, they are some of the greatest assets in a workplace where creativity is the main driver of performance (Anser et al., 2022). These Es would work not only for money but to work for a sense of purpose and self-actualization, increasing their creative potential. In fact, there is some research to indicate that those ORGs that are effective at managing creativity can enhance performance via innovation, streamlining processes, and the achievement of continuous improvement (Hon & Lui, 2016).

One thing that ought to be emphasized is that innovation is not merely about idea generation, but furthermore carries implementation power; therefore, ORGs must create environments that reward creativity and support creative activities

(Liu et al., 2016). In particular, it is millennium Es that are elemental checkpoints upon which innovation objectives and competitive advantages lean (Asif et al., 2019). Empirical studies highlight that engaging Es into creative behaviors is necessary across all industries, but this becomes especially critical for those sectors that rely on intellectual property and novel solutions (Inam et al., 2021; Islam & Asad, 2021).

At the crux of creativity enhancement lies OI, which can be defined as the psychological attachment that Es feel toward their organization. Es who identify with their organization perceive its values and goals as their own. These Es feel more motivated to engage in acts of creativity and innovation (Liu & Wang, 2021). This phenomenon creates an environment where Es feel at home and can poise themselves along with their organizational goals; this increases the level of their commitment, and it encourages Es to actively participate in problem-solving and initiating improvements (Zappalà et al., 2019).

There are two important dimensions of OI, namely, emotional belonging and cognitive recognition of one's role in the organization (Lee et al., 2015). Es with a sense of belonging to their organization are much more likely to align their behaviors with organizational goals, and this includes behavior related to creativity. Thus, creating a sense of OI for millennials is very important and beneficial, not only for engagement but also in building an encouraging environment for innovation and learning itself (Indriyani et al., 2022).

## **2.5. PARTICIPATORY LEADERSHIP AND EMPLOYEE CREATIVITY: THE MEDIATING ROLE OF ORGANIZATIONAL IDENTIFICATION**

In modern ORGs, where innovation and change are essential factors for survival, L-style is a key factor in determining employee behavior. PL refers to an L style characterized by shared DEC-making, collaborative communication, and mutual respect. This style is generally valued for its ability to stimulate EC. Employee participation, autonomy, and inclusion are critical in PL, creating a safe

psychological climate for Es to express and support their new ideas and engage in creativity (Ali et al., 2022; Yang and Huang et al., 2019).

Promoting critical thinking, dialogue, and problem-solving are key roles of PL. By consulting with Es, seeking their opinions on ORG matters, and building confidence in their abilities, LDRS cultivate a sense of ownership and participation (Fatima et al., 2017; Buss and Regenberg, 2018). These processes foster EE in the creative process, as they strive to find innovative ways to solve problems and improve their work. Es' cognitive engagement in creativity is also emotionally and affectively engaged, as they feel a strong commitment to the success of their ideas and job outcomes (Reiter-Palmon & Ellis, 2004).

However, the RSs between PL and creativity is not directly mediated; rather, it is largely mediated by organizational belonging (OI). Organizational belonging can be defined as the extent to which Es are psychologically connected to and feel a sense of belonging to an organization. This occurs when Es perceive a congruence between their individual values and those of the organization, which shapes their self-concept through their membership in the organizational group (Mael & Ashforth, 1992; Ashforth et al., 2008).

Participative LDRS foster organizational belonging by creating an environment where individual contributions are valued and Es are considered integral members of the organization. When Es feel valued and involved in decision-making processes, they are more likely to internalize the organization's goals and values and adopt them as their own (Lee et al., 2015). This identification develops emotional foundations for attachment, helps reduce psychological distance, and encourages Es to engage in behaviors beyond the minimum requirements of their jobs—creative behavior that benefits the ORG (Zappala et al., 2019; Liu & Wang, 2021).

Moreover, as outlined in social identity theory (Tajfel & Turner, 2004), part of their self-esteem and identity stems from the social groups to which they already

belong. In the workplace, the stronger Es identify with their ORG, the more likely they are to behave in the interests of the organization. This translates into motivation, well-being, and a willingness to innovate. This is how organizational connectedness acts as a psychological mechanism for translating the inclusive behaviors of participative LDRS into creative contributions by Es (van Dijk, 2005; Dutton et al., 1994).

Recent empirical evidence has supported this theoretical framework. Indriyani, et al. (2022); Tanriverdi et al., (2022), based on a study of organizational behavior in higher education, found that organizational connectedness significantly influences the impact of leader-member exchange (LMX) on performance in situations characterized by high-quality interaction and relational trust. Although the concepts of leader-member exchange and PL differ, they share the commonality of analyzing individual RSs, building trust, and mutual participation, which in turn facilitates the formation of organizational connectedness.

#### – **Support for Study Hypotheses**

In a rapidly accumulating body of research, PL has been credited with increasing creativity in Es. This type of L includes subordinates in decision-making processes. By doing so, it creates an empowering work environment that encourages new ideas (Somech, 2006). PL, by gathering suggestions from Es and recognizing their contributions to change, create a psychologically safe and intrinsically motivated environment—two significant factors that have proven to be a critical driving force of creativity (Zhang et al., 2011). Furthermore, Fatima et al. (2017) documented PL as providing an atmosphere of encouragement and autonomy that engenders risk-taking and idea-generation, two quintessential practices of creative behavior. In sum, existing studies have provided a strong empirical basis for a positive association between PL and EC.

Over the last decade, PL has Sig. highlighted the OI of Es—the degree to which they view themselves in terms of membership within an organization (Mael

& Ashforth, 1992). When LDRS invite Es into decision-making and recognize their contribution, they create a participative environment that provides inclusion, trust, and a sense of shared purpose. Within this participative culture, the emotional and relational ties of the Es to the ORG are further enhanced (Van Dick et al., 2004). Huang et al. (2010) mention that PL yields a perception of organizational support, which in turn enhances OI. Es who feel esteemed and respected by their LDRS integrate easily the organizational values and become aligned with the ORG goal.

OI heightens the psychological factor considered the most critical to EC. Those Es who highly identify with their organization tend to be more motivated to contribute toward the success of the organization, even by engaging in creative and innovative behavior (Liu et al., 2011). Such identification provides a grounding of ownership and accountability in the minds of individual Es, goading them towards endeavors beyond routine work and towards developing new solutions (Carmeli et al., 2007). In addition, Van Knippenberg (2000) suggests that intense OI increases collaboration, sharing knowledge, and discretionary efforts; all three mechanisms clearly favor creative output.

In organizational behavior, a larger volume of studies has indicated that OI mediates the RSs between PL and EC. PL creates an environment of inclusion and value, which in turn foster's Es' identification with the organization. This identification, in turn, stimulates Es toward creative behaviors beneficial to the organization (Loi et al., 2014). Empirical evidence from studies (Miao et al., 2014; Ratih et al., 2022) has demonstrated that OI is a psychological bridge whereby L behaviors translate positively into creative and innovative outcomes. In other words, it enhances intrinsic motivation, commitment, and risk-taking behaviors- all of which are crucial for creativity.

#### – **Study hypotheses**

- H1: PL is positively related to EC.
- H2: PL is positively related to organizational identification (OI)

- H3: OI is positively related to EC
- H4: OI mediates the RSs between PL and EC.

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## **SECTION 3: MATERIALS AND METHODS**

### **3.1. TYPE OF STUDY**

This cross-sectional descriptive study conducted at the Social Security Fund in Libya aimed to assess the RSs between participatory LDRShip and employee creativity. This research was conducted to explore how L style within an ORG affects employee creativity. Given the pivotal role creativity plays in organizational success, particularly in public sector organizations such as the Social Security Fund, understanding this RSs could have significant implications for improving individual and organizational performance.

The Social Security Fund in Libya, as a public sector organization, operates in a highly regulated environment with clearly defined roles and regulations. However, like most organizations today, it faces the need for innovation and creativity to meet evolving Chall. and deliver better services to the public. The study was designed to assess whether PL, a L style that encourages employee participation in decision-making processes, can stimulate employee creativity. In environments like SSF, where traditional L styles can sometimes dominate, this study is particularly important because it explores the potential for more collaborative and democratic L practices to foster a culture of innovation. This methodology is particularly useful in organizations like the Social Innovation Fund, where it is essential to assess employee perceptions of L and the impact of these perceptions on organizational behavior.

### **3.2. POPULATION AND SAMPLE**

#### **- Population of study**

The study was conducted at the Social Security Fund, Tripoli branch, Libya, and data will be collected from Es working at this company during the period from October 20, 2024, to November 20, 2024.

#### **-Sample size**

The total number of Es in the company under study was 416 during the data collection period. To ensure statistical Sig. and representativeness of the study results for the entire population, the sample size was carefully determined using a 95% confidence level and a 50% response rate. This method is commonly used in survey-based research to achieve a balanced level of precision while minimizing the risk of bias in the results.

Given the calculated sample size of 200 Es, a random sampling method was used to select participants, ensuring equal opportunities for selection for all Es in the company. This approach aims to minimize the possibility of selection bias and maximize the generalizability of the results. By selecting 200 Es, the study aimed to achieve a balance between statistical reliability and feasibility in data collection, while ensuring that the sample adequately represents employee diversity in terms of demographic factors, job functions, and ORG levels.

To ensure the study sample aligned with the research objectives, inclusion criteria were clearly defined. Only Es between the ages of 20 and 60 were eligible to participate. This age group was selected to reflect the core working age group within the organization and to capture the views of Es likely to be actively involved in the organizational environment. Additionally, this age group includes both younger Es who may have innovative ideas and more experienced Es who possess a wealth of institutional knowledge.

Es who agreed to participate were included in the study, with the assurance that their participation was voluntary. Consent was obtained through informed consent forms detailing the purpose of the study, the voluntary nature of participation, and the confidentiality of responses. This was done to ensure participants were fully aware of the research objectives and their rights, promoting an ethical and transparent approach to data collection.

However, Es who declined to participate in the study were excluded from the sample. This exclusion was necessary to respect individuals' autonomy and avoid



bias that could arise from the inclusion of unwilling participants. Furthermore, non-participants or those who did not submit completed questionnaires were not considered in the final data analysis. This is standard practice in survey-based research, where the response rate is critical to the validity and reliability of the study's findings.

The selection of a sample size of 200 Es was based on both statistical calculations and operational considerations. A 95% confidence level indicates that if the survey were repeated multiple times, 95% of the sample's results would fall within a specified margin of error. The 50% response rate assumption is conservative and allows for maximum diversity, ensuring that the diversity of opinions or perspectives that may exist within the sample is not underestimated.

By targeting Es within the 20-60 age group, the study aimed to capture a sample of the perspectives of individuals at different stages of their careers. Es within this age group represent a mix of experience and new perspectives, both of which are valuable for understanding how skills influence creativity at different career stages. For example, younger Es may bring new and innovative ideas, while older Es may bring greater institutional knowledge and a long-term perspective on organizational practices.

It is important to consider demographic diversity within the sample regarding EC and PL. Es of different age groups, with varying levels of experience, are expected to have different understandings of L and creativity. Involving Es of different ages allows for a deeper understanding of how L can be adapted to the needs of different generations, and how creative potential may vary with age, length of service, and experience within the ORG.

In addition, future studies could explore how other demographic factors, such as gender, educational background, or the nature of work, interact with the effects of PL on employee creativity. This could provide a more accurate understanding

of how different employee segments respond to L styles and their contribution to ORG innovation.

*Table 2: Sample size calculation for statistical analysis*

| <b>Input Parameters</b>               | <b>Value</b> |
|---------------------------------------|--------------|
| Tail(s)                               | Two          |
| Effect size (d)                       | 0.42         |
| Alpha error probability ( $\alpha$ )  | 0.05         |
| Power (1 - $\beta$ error probability) | 0.95         |
| <b>Allocation ratio (N2/N1)</b>       | 1            |
| <b>Output Parameters:</b>             |              |
| Output Parameters                     | Value        |
| Noncentrality parameter ( $\delta$ )  | 2.50         |
| Critical t                            | 1.45         |
| Degrees of freedom (df)               | 198          |
| Sample size group 1                   | 100          |
| Sample size group 2                   | 100          |
| Total sample size                     | 200          |
| Actual power                          | 0.95         |

In Table 2, the statistical analysis uses a two-tailed test, a common approach in H testing, where the critical region for rejecting the null hypothesis is divided between the two tails of the sample distribution. This type of test is appropriate for situations where deviations in either direction from the null hypothesis (i.e., positive and negative effects) are of interest. By setting up the test in this way, the study was designed to detect differences regardless of the direction of the RSs between the variables, ensuring a comprehensive analysis.

An effect size of 0.42 was used for the analysis, which falls within the range of a medium effect size according to conventional benchmarks (Cohen, 1988). Effect size is a measure of the magnitude of the difference between groups, regardless of sample size, and provides a standardized way to understand the practical significance of a result. A value of 0.42 indicates a medium association between the two variables under study (most likely participative L and employee creativity) and indicates that the study is powerful enough to detect meaningful RSs without being overly sensitive to small, insignificant differences. This medium

effect size achieves balance, ensuring that results are neither too small to be meaningful nor too large to be unrealistic.

The alpha level, set at 0.05, refers to the threshold for statistical significance, or the probability of making a Type I error (i.e., rejecting a true null hypothesis). In other words, there is a 5% chance of incorrectly concluding that there is a RSs between PL and EC when in fact there is no RSs. This is the traditional threshold commonly used in most social science studies, balancing the risk of false positives and false negatives. An alpha level of 0.05 provides a criterion for interpreting results, with a p-value less than 0.05 indicating statistical significance, while a p-value greater than 0.05 leads to the null hypothesis not being rejected.

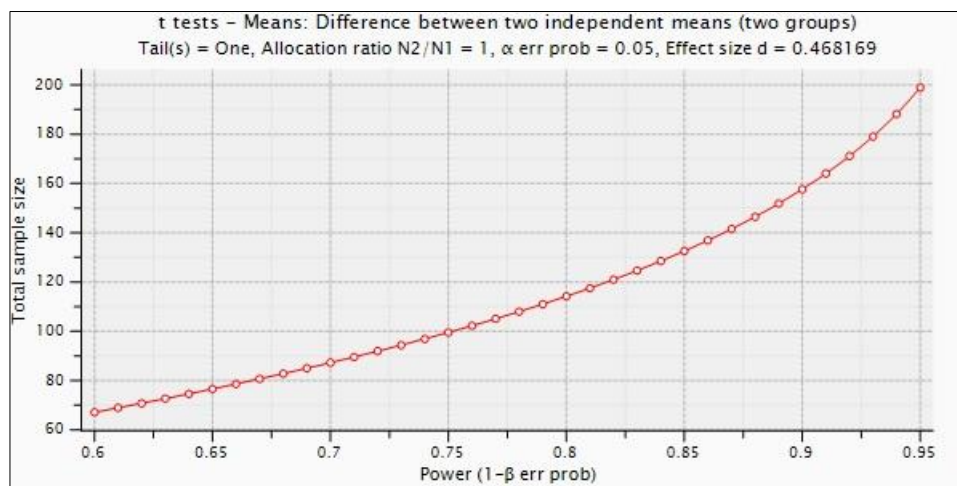
The required power for this study was set at 0.95, meaning there is a 95% probability of detecting an effect (if one exists) and only a 5% probability of making a Type II error (i.e., not rejecting a false null hypothesis). This power level exceeds the standard threshold of 0.80 commonly used in many statistical studies, indicating that the study is well-designed to identify significant effects with high confidence. A power level of 0.95 reduces the risk of missing meaningful effects and ensures that the study has sufficient sensitivity to detect RSs between the variables of interest (in this case, PL and EC).

The total sample size required for the study is 200 participants, with 100 participants compared in each of the two groups. The allocation ratio was set at 1, meaning that each group had an equal number of participants. This balanced design ensures that the two groups are equivalent and reduces the potential for bias in the results. A balanced design is beneficial because it provides greater power to detect differences between groups, making the results more reliable and generalizable. By ensuring equal numbers of participants in each group, the study reduces the risk of confounding variables related to group size, allowing for a more accurate assessment of the effects of participative L on employee creativity.

**Effect Size Considerations:** By choosing a medium effect size (0.42), the study strikes a balance between detecting realistic and meaningful effects and avoiding overestimating the strength of the relationship. This is particularly useful in applied research contexts, such as understanding L styles and employee creativity in the Libyan context, where large or exaggerated effects are less likely. Choosing a medium effect size also means the study has a good chance of identifying significant differences while avoiding the need for an excessively large sample size.

**Alpha and Type I Error:** An alpha level of 0.05 ensures that the study maintains a reasonable standard for statistical significance. It also avoids the risk of reporting false positives, which could undermine the validity of the study's conclusions. However, this also means that researchers are willing to accept a 5% chance of falsely claiming a significant RSs when it may not exist, a common trade-off in social science research. The required power of 0.95 is particularly strong, ensuring that the study is unlikely to miss any real effects of participants.

Figure 1: G- Power Analysis



## - Standards for inclusion of samples

Data were collected from social security Es who agreed to participate in the online study using Google Forms, with a 50% response and who were between

the ages of 20 to 60 years old, males and females, high school diploma graduates and above, with less than 1 year of experience.

### **3.3. DATA COLLECTION TOOLS**

#### **3.3.1. Demographic Data**

Demographic data were used to determine the demographic characteristics of Es in the study company in Libya, such as age, gender, education level, and experience (Appendix 1).

#### **3.2.2. Participative Leadership Questionnaire**

The PL Questionnaire Arabic version (Nassani et al., 2024) contains 3 items, and a 5-point Likert scale was used for all study items, ranging from 1 (strongly disagree) to 5 (strongly agree). The Cronbach's alpha value was 0.82. (Appendix 1).

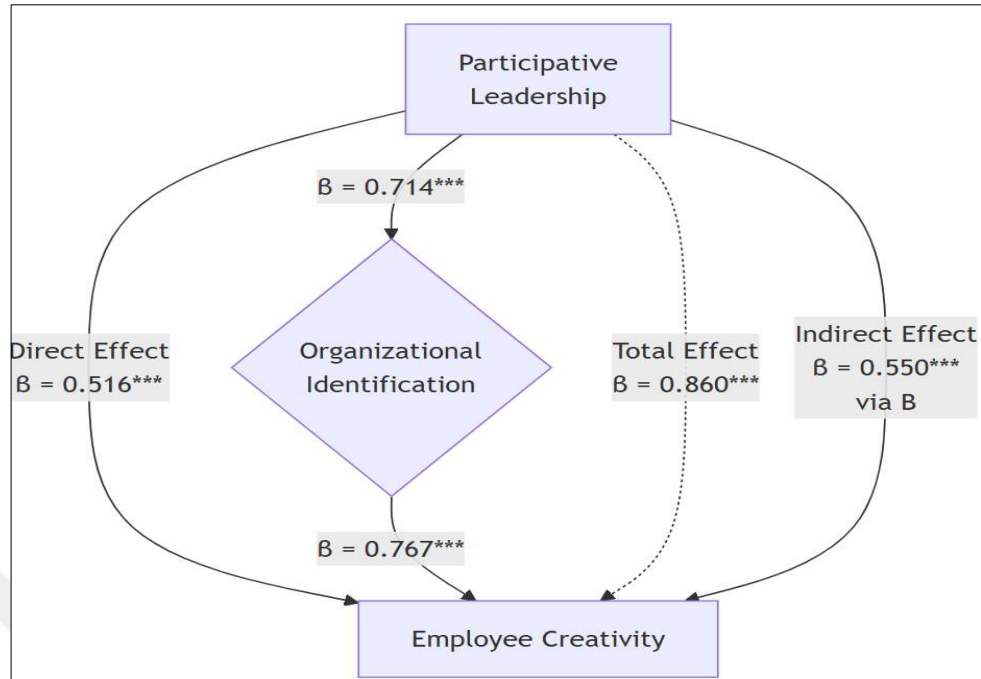
#### **3.2.3. Employee Creativity Questionnaire**

EC Questionnaire Arabic version (Khassawneh et al., 2022) to measure EC, which measures that Es who actively seek out new technological solutions, operational improvements, and/or new product concepts are examples of a desirable trait. Consisting of 4 items, the scale measures Es' willingness to share their knowledge and creativity on a five-point scale (i.e., from 1 to 5: strongly disagree to strongly agree). Cronbach's alpha is 0.74 (Appendix 1).

#### **3.2.4. Organizational Identity Scale**

The OI scale contains 6 items and was developed by Mael and Ashforth (1992). The language used in the 6 items was improved. Item 7 was a modified version of the graphic scale developed by Shamir and Kirk (2004). Developed by (Moksness, 2014).contains 7 items. A 5-point Likert scale was used for all study items, ranging from 1 (strongly disagree) to 5 (strongly agree). Internal consistency was determined by obtaining an alpha coefficient for the OID scale,  $\alpha = .88$ . (Appendix 1).

Figure 2: Research Model



### 3.4. DATA EVALUATION

Data will be analyzing the data from the research using the IBM SPSS Statistics 26.0 software package (SPSS Inc., Chicago, Illinois, USA). We will express descriptive values as numbers, percentages, mean, standard deviation, minimum, and maximum. The level of statistical Sig. will be  $p < 0.05$ .

### 3.5. ETHICAL CONSIDERATIONS

Ethical approval was obtained from the Social Security Fund, Tripoli Branch, No. T/1-8-10349 dated 09/23/2024 (Appendix 2). Confidentiality or anonymity was ensured by not obtaining the identity of the student. All students participating in the study were informed that the results of this questionnaire would be used for scientific research purposes only, and their verbal consent to participate in the research was obtained according to the system followed in Libya for participation in scientific research, which is mostly done through the verbal consent of the participants. Students were informed that they have the right to refuse to participate.

## SECTION 4: FINDINGS

### 4.1. DATA ANALYSIS

The collected data were analyzed using IBM software. Frequency analysis, mean comparison tests, and correlation analysis were used during the statistical analysis. In addition, normality tests were used to determine the statistical tests used and to ensure that the data conformed to a normal distribution. To test the RSs between the H, the linear regression test and the Barley-Kenny method were used.

R analysis was used to express the correlation between sub-dimensions, while the Kolmogorov-Smirnov test was used to determine the normal distribution between variables. Simple linear regression analysis was also used. The initial analyses were descriptive regarding the demographic characteristics of the participants. In the descriptive analysis, qualitative types of descriptive percentages (%) and frequencies (n) were presented together.

Thus, these two values could be presented and combined. Summary statistics were calculated for each score obtained by the researcher on the sub-dimensions of the scale. A 5% margin of error was observed when reviewing the statistical analysis results.

### 4.2. DESCRIPTIVE ANALYSIS

*Table 3: Distribution of study participants according to demographic data*

|     |                  | "Frequency" | "Percent" |
|-----|------------------|-------------|-----------|
| Age | 20- 25 years old | 19          | 9.5       |
|     | 26-35 years old  | 47          | 23.5      |
|     | 36-45 years old  | 54          | 27.0      |
|     | 46-55 years old  | 60          | 30.0      |

|                 |                      |     |      |
|-----------------|----------------------|-----|------|
|                 | 56 -60 years old     | 20  | 10.0 |
| Gender          | Male                 | 116 | 58.0 |
|                 | Female               | 84  | 42.0 |
| Education level | High school diploma  | 16  | 8.0  |
|                 | Three-year diploma   | 30  | 15.0 |
|                 | Undergraduate degree | 111 | 55.5 |
|                 | Postgraduate degree  | 43  | 21.5 |
| Experience      | Less than 1 year     | 14  | 7.0  |
|                 | 1–5 years            | 32  | 16.0 |
|                 | 6–10 years           | 154 | 77.0 |

Table 3. describes the participants. The highest proportion of respondents by age was those aged 46 to 55, constituting 30.0% of the total sample. This large proportion of the workforce underscores the importance of understanding how different age groups perceive or contribute to collaborative L and EC. The largest proportion within the gender group was male, accounting for 58.0%. This leaves a gender imbalance within the sample, with male Es representing the largest proportion. Most participants had a university degree, constituting 55.5% of the total. This may be related to a sample that provides insight into how highly educated Es interact with collaborative L and how these Es can contribute to inspiring creativity within the organization. Most participants, representing 77.0% of the sample, had between 6 and 10 years of experience. This group certainly includes Es at an advanced stage of their careers, and their habits are expected to provide a deeper understanding of how experience interacts with L styles and contributes to creativity.



### 4.3. KMO AND BARTLETT'S TEST

The results of a KMO test and a Bartlett test of sphericity, two tests, are shown in Table 4, which ascertains the merit of the data with regard to factor analysis, generally speaking. The two tests are quite useful to assess the data structure for an exploratory factor analysis (EFA), which, in turn, is very much responsible for uncovering the hidden factors that might influence the RSs between PL, EC, and organizational identity in the study.

Table 4: Validity of scales

| KMO and Bartlett's Test                          |                      |         |
|--------------------------------------------------|----------------------|---------|
| Kaiser-Meyer-Olkin Measure of Sampling Adequacy. |                      | .726    |
| "Bartlett's Test of Sphericity"                  | "Approx. Chi-Square" | 445.680 |
|                                                  | "df"                 | 3       |
|                                                  | "Sig."               | .000    |

As stated in Table 4, the KMO was 0.726, which is moderate and generally indicates that the sample size was adequate for factor analysis. if value between 0.7 and 0.8 is acceptable according to Kaiser guidelines; therefore, the variable data would have relatively good validity for factor analysis, which in turn may contribute to illuminating a pattern of influences that explain how organizational fit mediates the effect of PL on EC.

### 4.4. RELIABILITY ANALYSIS

Table 5: Cronbach's alpha factor for items on participative leadership, employee creativity, and organizational identity

| Item-Total Statistics |                              |                                  |                                    |                                    |
|-----------------------|------------------------------|----------------------------------|------------------------------------|------------------------------------|
|                       | "Scale Mean if Item Deleted" | "Scale Variance if Item Deleted" | "Corrected Item-Total Correlation" | "Cronbach's Alpha if Item Deleted" |
| PL                    | 37.5200                      | 98.181                           | .820                               | .831                               |
| EC                    | 33.9700                      | 81.074                           | .857                               | .746                               |
| OI                    | 23.9700                      | 53.778                           | .770                               | .912                               |

In Table 5, the item total statistics indicate that all three components, namely PL, EC, and organizational identity, have shown good internal consistency and

reliability. The corrected item--total correlations for all the component areas were found to be strong (greater than 0.7), suggesting that each component is closely associated with its scale. The overall Cronbach's alpha values further justify that the scales would still prove to be reliable with the deletion of some components, the highest alpha value of 0.912 being established by organizational identity. This, therefore, endorses the validity of measurement tools considered in the study and the reliability of the research framework.

#### 4.5. NORMALITY TESTING

*Table 6: Descriptive statistics and normal distribution*

| Statistics               |         |         |         |
|--------------------------|---------|---------|---------|
|                          | PL      | EC      | OI      |
| "Mean"                   | 10.2100 | 13.7600 | 23.7600 |
| "Std. Deviation"         | 3.36937 | 4.23106 | 6.28489 |
| "Skewness"               | -.756   | -.612   | -.521   |
| "Std. Error of Skewness" | .172    | .172    | .172    |
| "Kurtosis"               | -.502   | -.804   | -.521   |
| "Std. Error of Kurtosis" | .342    | .342    | .342    |
| "Minimum"                | 3.00    | 4.00    | 7.00    |
| "Maximum"                | 15.00   | 20.00   | 35.00   |

In Table 6, the average score for PL was 10.2100, indicating an average level of PL. The EC was 13.7600, indicating that participants, on average, perceive creativity in the workplace to be slightly above the midpoint of the scale. The average score for organizational belonging was 23.7600, reflecting an overall high level of organizational belonging among respondents. The skewness and kurtosis values for all variables fall between +2 and -2, indicating that the data follow a normal distribution (George and Mallery, 2010).

The figure displays three Normal Q-Q Plots, each representing a different variable. Each plot has 'Observed Value' on the x-axis and 'Expected Normal' on the y-axis. A diagonal line represents the expected normal distribution. Data points are plotted as small circles.

- PL (Participative leadership):** The x-axis ranges from 2.5 to 15.0, and the y-axis ranges from -3 to 2. The data points closely follow the diagonal line.
- EC (Employee Creativity):** The x-axis ranges from 0 to 25, and the y-axis ranges from -3 to 2. The data points closely follow the diagonal line.
- OI (Organizational Identification):** The x-axis ranges from 0 to 40, and the y-axis ranges from -3 to 3. The data points closely follow the diagonal line.

In Table 7. The statistical findings of the regression analysis tend to support Hypothesis 1, suggesting some positive RSs with varying degrees of PL and creativity among Es. Unstandardized coefficient value with a very strong positive RSs of 1.080 and a standardized Beta of 0.860 reflects the Sig. imparted to the RSs. In the actual situation, though, it is the  $R^2$  value of 0.740, the F-statistic being very high indicates that the model fits very well. Based on these findings, Hypothesis 1 is accepted, thereby accentuating the role played by PL in fostering creativity among Es.

Table 8: Relationship between participative leadership and OI

| H                                               | “Model”    | “Unstandardize<br>d Coefficients” |               | “Standardize<br>d Coefficients” | “t”        | “Sig<br>” | “95,0%<br>Confidence<br>Interval for B” |                      | Result |
|-------------------------------------------------|------------|-----------------------------------|---------------|---------------------------------|------------|-----------|-----------------------------------------|----------------------|--------|
|                                                 |            | B                                 | Std.<br>Error | Beta                            |            |           | “Lower<br>Bound<br>”                    | “Upper<br>Bound<br>” |        |
| H2: PL<br>is<br>positivel<br>y related<br>to OI | (Constant) | 10.17<br>0                        | .998          |                                 | 10.18<br>8 | .000      | 8.201                                   | 12.139               | Accept |
|                                                 | PL         | 1.331                             | .093          | .714                            | 14.33<br>3 | .000      | 1.148                                   | 1.514                |        |
| R <sup>2</sup> = .509 F= 205.425 p=.000         |            |                                   |               |                                 |            |           |                                         |                      |        |
| a. Dependent Variable: OI                       |            |                                   |               |                                 |            |           |                                         |                      |        |

In Table 8, the second hypothesis found strong support through regression analysis, which states that PL is positively related to organizational identity. The unstandardized correlation coefficient was 1.331 and the beta coefficient was 0.714, confirming a large and significant effect of PL on organizational affiliation. The characteristic regression model showed that PL could explain approximately 50.9% of the variance in affiliation, given its importance in creating a sense of connection among Es to the organization. The F statistics, along with the p-value, indicate the appropriateness and Sig. of the model. Therefore, the second hypothesis is accepted, supporting the argument that PL increases employee affiliation, derived from this study entitled "PL and EC: The Mediating Role of Organizational Belonging."

The advantages of the regression analysis support the second hypothesis, which is that PL is positively related to organizational identity. The unstandardized correlation coefficient of 1.331 and the standardized beta of 0.714 demonstrate

substantial and significant effects of PL on OI. Approximately 50.9% of this variance in OI is attributed to PL,

"connectedness" between Es and the organization. The F statistics and p values confirm the statistical Sig. and fit of the model. Therefore, Hypothesis 2 is accepted, supporting the claim that PL increases employee identification with the ORG

Table 9: Relationship between OI and employee creativity

| H                                       | “Model”    | “Unstandardized Coefficients” |              | “Standardized Coefficients” | “t”    | “Sig” | 95,0% Confidence Interval for B |             | Result |
|-----------------------------------------|------------|-------------------------------|--------------|-----------------------------|--------|-------|---------------------------------|-------------|--------|
|                                         |            | “B”                           | “Std. Error” | “Beta”                      |        |       | Lower Bound                     | Upper Bound |        |
| H3: OI is positively related to EC      | (Constant) | 10.170                        | .998         |                             | 10.188 | .000  | 8.201                           | 12.139      | Accept |
|                                         | PL         | 1.331                         | .093         | .714                        | 14.333 | .000  | 1.148                           | 1.514       |        |
| R <sup>2</sup> = .588 F= 282.478 p=.000 |            |                               |              |                             |        |       |                                 |             |        |
| a. Dependent Variable: OI               |            |                               |              |                             |        |       |                                 |             |        |

In Table 9. The regression analysis led to supporting Hypothesis 3, which confirmed that the greater the OI, the greater the creativity among Es. There is a Sig. positive effect of OI on EC, as indicated by the unstandardized coefficient of 1.331 and the standardized Beta of 0.714.

Table 10: The mediating role of organizational identity with study variables

| Items                                   | Statistical Measure           | Beta Value     | R <sup>2</sup> | p                  | Notes                                                                                               |
|-----------------------------------------|-------------------------------|----------------|----------------|--------------------|-----------------------------------------------------------------------------------------------------|
| PL → OI                                 | Direct Effect                 | 0.714          | 0.509          | < 0.001            | Strong significant effect of PL on OI.                                                              |
| OI → EC                                 | Direct Effect                 | 0.767          | 0.588          | < 0.001            | Strong effect of OI on EC.                                                                          |
| PL → EC                                 | Direct Effect                 | 0.860          | 0.740          | < 0.001            | Very strong direct effect of PL on EC.                                                              |
| PL → EC (with OI as a Mediator)         | Direct Effect after Mediation | 0.516          | 0.742          | < 0.001            | The direct effect reduces after including the mediator (OI).                                        |
| PL → EC via OI                          | Indirect Effect               | 0.550          | -              | [CI: 0.361, 0.735] | Significant indirect effect via the mediator (confidence interval excludes zero).                   |
| Bootstrapping Check for Indirect Effect | Confidence Interval (CI)      | [0.361, 0.735] | -              | -                  | The indirect effect is statistically significant, as the confidence interval does not include zero. |

In Table 10. The path analytical results lend strong support to the mediating influence of organizational fit in the PL-EC pair. The PL style has an appreciable influence on the levels of organizational fit and EC. Organizational fit, in this case, acts as a major mediator that enhances the RSs between PL and EC. The indirect effect is significant (via organizational fit), and the direct effect of PL on EC is also quite strong, yet only slightly restrained by the inclusion of organizational fit. Hence, this analysis shows that PL acts as a strong catalyst to creativity, both directly and via the enhancement of alignment of Es with the organization.

#### H4: OI mediates the RSs between PL and EC

The analysis confirms the hypothesis; PL has a strong direct effect on EC ( $\beta = 0.860$ ,  $p < 0.001$ ), and it has a statistically significant direct effect on OI ( $\beta = 0.714$ ,  $p < 0.001$ ). In turn, OI significantly predicts EC ( $\beta = 0.767$ ,  $p < 0.001$ ), indicating its crucial role as a mediating variable between PL and EC.

Table 11: Summary of hypotheses and results

| Hypothesis                                                       | $\beta$ | p           | Result                            |
|------------------------------------------------------------------|---------|-------------|-----------------------------------|
| H1: PL is positively related to EC                               | 0.860   | $p < 0.001$ | Accepted                          |
| H2: PL is positively related to OI                               | 0.714   | $p < 0.001$ | Accepted                          |
| H3: OI is positively related to EC                               | 0.767   | $p < 0.001$ | Accepted                          |
| H4: OI mediates the RSs between PL and EC                        | 0.550   | $p < 0.001$ | Accepted                          |
| H5: PL directly influences EC after considering OI as a mediator | 0.516   | $p < 0.001$ | Accepted (with partial mediation) |

This table summarizes the results of the hypothesis testing in the study, focusing on the RSs between PL, OI, and EC. The H consistently show positive RSs, with PL having a strong, positive effect on both OI and EC.

- H1 supports the direct RSs between PL and EC, showing a high standardized coefficient.
- H2 confirms that PL also strongly influences OI, which then ties into the creative output of Es.
- H3 demonstrates that Es with higher OI are more creative, further supporting the Sig. of this factor.
- H4 highlights the mediating role of OI, emphasizing that the effect of PL on EC is partially mediated by how much Es identify with the organization.
- H5 shows that while the direct effect of PL on creativity is reduced when OI is considered as a mediator, the RSs remains significant.

In conclusion, OI plays a key role in translating PL into enhanced EC. This reinforces the importance of fostering a strong sense of belonging and identification within the organization as a pathway to driving innovation and creativity in the workforce.

## **SECTION 5:**

### **RESULT AND DISCUSSION**

In our study, several important previous studies have examined the RSs between participatory L, EE, and organizational creativity. Delving deeper into these topics can enhance our understanding of the mechanisms that drive EC and engagement in modern organizational environments.

As noted in previous research (Khasawneh and Mohammed, 2022b), ensuring that leaders have the opportunity to support subordinates in participatory L can significantly improve employee performance. This is attributed to enhanced competency development through training and regular feedback mechanisms, where LDRS actively engage their teams in decision-making processes. These participatory L behaviors enable Es to gain insights into their performance and build competencies that contribute to their overall work efficiency.

Additionally, professional development enables LDRS to assign specific roles and provide peer recognition, which improves colleagues' performance (Mohammed et al., 2021; Curtis and Herman, 2021). This is because Es feel more responsible and valued when their roles are clearly defined and are valued by their colleagues. This structured L approach ensures Es feel empowered and valued, leading to greater engagement.

Structured professional development practices—such as clear role assignments and feedback loops—help Es realize their potential and feel more confident in their contributions, which enhances their creativity and performance. LDRS who demonstrate a genuine interest in their subordinates' development create an environment where creative ideas are not only encouraged but actively pursued. The findings of this study also confirm research that emphasizes the role of organizational belonging in fostering EC. As Lee et al. (2025) asserted, Es who identify strongly with their organizations are more likely to demonstrate H1sof creativity.



This finding is further supported by studies by Burke et al. (2020), Sonnentag et al. (2019), and Wu and Chen (2018), who found that the stronger the sense of belonging to the organization, the more likely Es were to demonstrate creativity. This supports the prevailing notion that work engagement is closely related to creativity—when Es are emotionally involved in their organizations, they are more likely to take the initiative and contribute innovative ideas. This is consistent with the notion that creativity is not merely an individual trait, but rather the result of a strong emotional bond between an employee and their workplace.

The findings are also consistent with SET, which posits that Es engage in a reciprocal exchange with their organizations. When Es feel a strong organizational identity, they are more likely to invest their efforts in creative behaviors and work engagement. This reciprocal RSs suggests that the more Es feel valued and connected to their organizations, the more motivated they are to contribute positively, which enhances organizational performance and sustainability (Chang et al., 2018a, b).

One of the most important findings of this study is that EE significantly contributes to fostering creativity. When Es are more engaged, they are more likely to generate innovative ideas and actively participate in problem-solving. This is consistent with Shook et al. (2017), who argued that engagement at work can be a powerful predictor of creativity. Engaged Es tend to demonstrate greater JS, HLsof motivation, and a more proactive attitude toward their work, all of which contribute to higher creativity.

The RSs between engagement and creativity is also influenced by how LDRS interact with their Es. Participative L, in particular, is known to foster an environment of openness, trust. Collaboration. LDRS who involve their Es in decision-making processes and seek feedback create a culture where Es feel empowered to take risks and offer new ideas. This sense of empowerment is directly linked to engagement, which facilitates creativity. The findings of this

study have important practical implications for organizational LDRS and managers. For LDRS to harness the power of EC and engagement, they must focus on creating a work environment where Es feel a deep sense of belonging and empowerment. Here are some key strategies organizations can adopt:

**Strengthening organizational identity:** Create a strong organizational culture where Es feel they are an integral part of the organization. This can be achieved by aligning organizational goals with personal values, providing regular opportunities for social interaction, and presenting a clear organizational vision to which all Es can adhere.

**Encouraging participatory L:** Encourage LDRS to adopt participatory behaviors that empower Es to take on more responsibility and contribute their ideas. When Es are actively involved in decision-making processes, they are more likely to feel ownership and responsibility for their work, which fuels both engagement and creativity.

**Support EE:** Organizations should prioritize activities that foster EE, such as recognition programs, professional growth opportunities, and a work environment that encourages collaboration and communication. Engaged Es are more likely to contribute to the organization's success by offering creative solutions to problems and embracing innovation.

**Provide Development Opportunities:** Invest in training and feedback programs that help Es grow professionally and develop their competencies. Regular feedback helps Es understand their strengths and areas for improvement, while training programs enhance their ability to contribute creatively to achieving organizational goals. By focusing on these strategies, organizations can build a positive feedback loop, where participative L, organizational belonging, and EE collaborate to foster a culture of creativity and innovation. This culture not only enhances individual performance but also contributes to organizational success in an increasingly competitive workplace.

This study underscores the importance of participative L in fostering EC by fostering organizational belonging. When Es feel emotionally connected to their organizations and are given the autonomy to contribute their ideas, they are more likely to engage in creative behaviors. This, in turn, benefits the organization by stimulating innovation and improving overall performance.

The findings highlight the reciprocity between Es and their organizations, reinforcing the notion that work belonging and creativity are interconnected. LDRS who support these processes through participatory L and foster a strong organizational identity can create an environment where creativity thrives, ensuring the organization's long-term sustainability and competitive advantage.

Future research could build on these findings by exploring the impact of other L styles or organizational contexts, as well as further investigating the underlying psychological mechanisms that stimulate creativity and engagement in diverse settings.

## **SECTION 6:**

### **CONCLUSION & RECOMMENDATIONS**

#### **6.1. CONCLUSION**

This study examines the RSs between PL and EC, particularly by focusing on the so-called mediating role of ORG affiliation. Conducted within the Social Security Fund in Tripoli, Libya, the study provides a unique opportunity to examine these dynamics within the Libyan public sector, highlighting the potential mechanisms through which L styles can influence creativity and innovation in the government L environment.

Es in such environments feel more autonomous, which is crucial for creativity. Autonomy provides the freedom to experiment with ideas, challenge the status quo, and propose solutions that may not be possible in more directive L environments. When LDRS adopt a participatory approach, they not only engage Es in day-to-day decision-making but also encourage a mindset that goes beyond routine tasks and embraces new and innovative thinking. This empowers Es to think critically, experiment.

In environments where Es feel valued and respected, intrinsic motivation increases, increasing their likelihood of generating creative ideas. Therefore, OI plays a pivotal role in ORG seeking to foster creativity, problem-solving. One of the distinctive contributions of this study is its exploration of OI as a mediator between OI and EC. OI refers to the extent to which Es align their personal values with those of the organization and perceive themselves as part of the ORG community. This study found that OI has a significant positive effect on OI, which in turn impacts EC.

There is a high level of consensus among ES regarding participatory L, confirming their satisfaction with the existing L style. This reflects their satisfaction and stability with this style, given its positive and effective role in enhancing the work environment and achieving sustainability in human resources. Based on the

coefficient of variation, the areas of L were ranked in order of importance, starting with delegation of authority and then participation in DEC-making.

Respondents' assessment of ORG balance reflects a good level of consensus among ES regarding the existence of a balanced work environment. This indicates that the majority of ES feel that management provides them with a sense of stability and balance.

There is a good consensus among social security employees, as a result of genuine concern for ES provision of a safe and supportive work environment that supports their well-being and enables them to balance their professional and personal lives.

## **6.2. LIMITATIONS OF THE STUDY**

While the study provides valuable insights into the RSs between PL, OI, and EC, it is important to acknowledge its limitations. One limitation is the cross-sectional design, which prevents the establishment of causal RSs. Although the study demonstrates Sig. associations between the variables, it cannot conclusively determine whether PL leads to increased creativity or whether Es who are more creative are simply more likely to perceive their LDRS as participative.

The social, cultural, and economic factors that influence ORG behavior in Libya may differ from those in other countries or regions, potentially affecting the outcomes. Future research could address this limitation by conducting similar studies in different ORG.

Finally, the study focused primarily on the roles of PL and OI. Future research could explore other factors, such as ORG climate, individual personality traits, and external environmental factors, that might influence the RSs between L and creativity.

This study is particularly valuable for managers and LDRS in any organization, especially in contexts such as the Libyan public sector, where government institutions often struggle to foster creativity and innovation. The study suggests that simply adopting a PL style is not enough; ORG LDRS must also focus on fostering a sense of belonging and commitment to the ORG. By doing so, they can enhance the positive effects of PL on creativity, thereby improving organizational performance.

The findings of this study have important practical implications for managers and organizational LDRS. For ORGs seeking to foster creativity, simply adopting a participatory L style may not be sufficient. LDRS must also invest in strengthening organizational identity to foster their Es' creativity. This can be achieved through strategies such as:

- Transparent communication: LDRS should be open and clear about the organization's values, goals, and mission, allowing Es to see how their personal contributions align with the ORGS success.

- Shared values and goals: LDRS can encourage Es to view their work as part of a larger purpose by aligning the ORGS goals with their personal aspirations and values.

- A culture of inclusion: A culture that promotes collaboration, inclusion, and mutual respect can strengthen organizational identity, making Es feel integral to the ORGS success.

By fostering both PL and OI, LDRS can create a synergistic effect in which Es feel valued and motivated to contribute creative ideas that move the ORG forward.

This study contributes to the existing literature on L, creativity, and organizational behavior in several ways. It expands on social identity theory by demonstrating that organizational belonging not only influences JS and organizational commitment but also plays a key role in fostering creative behaviors. The study emphasizes the importance of considering both internal and external factors when studying EC, providing a more holistic view of the mechanisms that drive creativity within organizations.

Furthermore, the study expands on previous studies on participatory L by highlighting the mediating role of organizational belonging, which has not been well explored previously. It also opens new avenues for future research to explore how other L styles, organizational factors, or individual characteristics interact with organizational belonging to influence creativity.

In conclusion, this study provides valuable insights into the mechanisms linking PL to EC, with organizational belonging playing a key mediating role. LDRS who engage their Es, foster a strong sense of organizational belonging, and create an environment conducive to creativity are more likely to achieve positive outcomes in terms of Es innovation and organizational success.

For organizations seeking to foster a culture of creativity and innovation, this study emphasizes the importance of adopting participatory L styles and prioritizing the development of organizational identity. Through this, organizations can empower Es to contribute their ideas, engage more deeply in their work, and drive continuous improvement and innovation.

This research emphasizes the synergy between L styles and organizational culture, and suggests that by enhancing both, LDRS can create an effective environment that encourages creativity and enhances organizational performance.

### 6.3. RECOMMENDATIONS

Based on the findings of this study, several recommendations are put forward to improve the understanding and practical application of PL and OI to enhance creativity within organizations. These suggestions aim to guide organizational LDRS toward creating environments conducive to creativity and innovation, while providing directions for future academic research.

Given the Sig. positive impact of PL on EC, it is essential that organizations encourage and train LDRS to adopt PL approaches. The participatory approach focuses on Es participation in DEC-making, open communication, also, Es ideas are valued. To ensure effective implementation of L practices, the following actions are recommended:

**L Training Programs:** Develop comprehensive training programs for LDRS to enhance their L skills. Es participation. This training will enable LDRS to create environments where Es feel heard and valued.

**Regular Team Meetings:** Organize team meetings that encourage idea sharing, collaboration, and open discussion. LDRS should organize these meetings in ways that actively engage all Es, ensuring that diverse perspectives are considered. Regular interactions will foster an inclusive culture and stimulate creative thinking.

**Delegation of Decision-Making Authority:** Empower Es at all organizational levels through the delegation of decision-making authority.

**Develop a shared organizational vision:** LDRS should regularly communicate with Es about a clear organizational vision that aligns with their aspirations. Consistently communicating this vision helps Es feel part of a meaningful entity, which stimulates creativity.



Establishing innovation centers: ORGS should consider establishing innovation centers or creativity labs where Es can collaborate. These spaces should be designed to promote freedom of thought and eliminate the fear of failure, allowing Es to take risks and experiment.

Professional Development Opportunities: Offer workshops, seminars, and training courses focused on creative thinking, problem-solving TECs, and innovative practices. By equipping Es with the tools and methodologies necessary for creative thinking, organizations can foster a more innovative workforce. Additionally, giving Es the freedom to explore new ideas can help keep their creativity alive and thriving.

Recognition and Reward Systems: Implementing recognition programs that celebrate creative achievements, both formally and informally. Recognizing and rewarding Es who come up with innovative ideas or solve problems in creative ways helps create a culture that values creativity. This can be through awards, public recognition, or providing career advancement opportunities based on creative contributions.

By encouraging creativity in a supportive way, ORGS can ensure that Es feel empowered to innovate and contribute valuable ideas, which can lead to long-term success.

While participative L is beneficial for fostering creativity, it is important to recognize that creativity is influenced by multiple factors, including organizational culture, work environment, and individual characteristics. Therefore, organizations should adopt a comprehensive L approach that not only focuses on participative L but also incorporates other L styles to meet the diverse needs of Es.

Balance L Styles: In addition to participative L, consider incorporating transformational leadership (TL) practices, which inspire and motivate Es to go

beyond their usual tasks and embrace change and growth. Transformational leaders create a visionary environment that encourages Es to think outside the box and engage in innovative practices.

Flexibility in L: Leaders must be trained to adapt their L style to the specific needs of different situations. By balancing PL, TL, and other L behaviors, LDRS can create a dynamic environment that supports both individual creativity and team collaboration, ensuring the long-term success of creative initiatives.

Adopting a more dynamic, supportive, and flexible L approach will allow organizations to meet the diverse needs of Es while fostering creativity and innovation at all levels.

While this study has contributed to understanding the RSs between L styles and creativity, there are several avenues for further research:

Examine additional mediators and facilitators: Future research could examine other potential mediators and facilitators that may influence the RSs between L and creativity. For example, factors such as personality traits, intrinsic motivation, or cognitive diversity may influence how Es respond to different L styles.

Longitudinal and experimental designs: To better understand the long-term effects of participative L on CE, longitudinal studies could be conducted. These studies would provide insights into how participative L affects creativity over time, providing a clearer picture of its sustained impact.

The Impact of External Factors: Future studies could explore how external market conditions, such as the economic climate or technological developments, influence the effectiveness of participatory L in fostering creativity. Additionally, industry-specific factors can shape how L practices contribute to creativity in different sectors, such as technology, healthcare, and education.

Cultural Context and Organizational Diversity: Expanding research to include diverse organizational and cultural contexts would provide a more comprehensive understanding of how participatory L, managerial organization, and creativity interact across different industries, regions, and organizational environments. Cross-cultural studies could reveal how different cultural values influence the effectiveness of participatory L and how creativity is fostered in organizations.

By expanding research in these directions, researchers can deepen their understanding of how L styles influence creativity, providing valuable insights for both theory and practice.

The recommendations presented in this study are intended to guide practitioners in fostering creativity and researchers in expanding the scope of creativity studies. By fostering participatory L, enhancing OI, and encouraging creativity.

The need to promote participatory leadership behaviors among the administrative leadership in social security in Libya by developing a media plan to disseminate knowledge and culture related to participatory leadership through holding seminars and conferences, and devoting greater attention to its application.

Work to consolidate and strengthen the concepts of participatory leadership by improving teamwork and employee participation in management in a manner that is appropriate to their work capabilities.

Provide training and educational opportunities for administrative leadership to enhance their leadership skills, improve their effectiveness in applying the principles of participatory leadership, and familiarize themselves with its intellectual and philosophical implications.

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## APPENDIX 1 – ORIGINALITY REPORT



T.C.  
ANKARA BİLİM ÜNİVERSİTESİ  
LİSANSÜSTÜ EĞİTİM ENSTİTÜSÜ

|                 |              |
|-----------------|--------------|
| Doküman No      | ABU-LEE-0012 |
| Yayın Tarihi    | 00.00.2025   |
| Revizyon Tarihi |              |
| Revizyon No     |              |

### MASTER'S THESIS ORIGINALITY REPORT

ANKARA SCIENCE UNIVERSITY  
GRADUATE EDUCATION INSTITUTE  
BUSINESS ADMINISTRATION DEPARTMENT

Date: 10/10/2025

Thesis Title : **PARTICIPATIVE LEADERSHIP AND EMPLOYEE CREATIVITY: THE MEDIATING ROLE OF ORGANIZATIONAL IDENTIFICATION**

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I respectfully submit this for approval.

Date and Signature

Name Surname: NASREDDEIN ALI FAHEIMA

Student No: 225021006

Department: BUSINESS ADMINISTRATION

Program:

### ADVISOR APPROVAL

APPROVED.

Prof. Dr. Cem Harun MEYDAN

## APPENDIX 2 – ETHICS COMMITTEE PERMISSION

**فرع طرابلس**



**صندوق الضمان الاجتماعي**  
**Social Security Fund**

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التاريخ: 20/ربيع الأول/1446  
2024/09/23  
10:02:39 am

ط/1-18-10349  
الإشاري:

**السادة / جامعة انقرة بيلم بالساحة التركية**

**بعد التحية ..**

بناء على .. الطلب الذي تقدم به السيد/ نصر الدين علي فحيمة ، الطالب بالدراسات العليا (ماجستير) تخصص إدارة أعمال رقم قيد (225021006) المتضمن رغبته في إجراء مشروع البحث بمؤسستنا صندوق الضمان الاجتماعي/ فرع طرابلس .

**عليه .. نفيديكم بأنه لا مانع لدينا من إجراء مشروع البحث العلمي بصندوق الضمان الاجتماعي/ فرع طرابلس .**

**والسـ عليكم ملام**

**الظاهر سليمان قدوشة**  
**مدير فرع صندوق الضمان الاجتماعي طرابلس**



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T.C.  
ANKARA BİLİM ÜNİVERSİTESİ  
Etik Kurul Başkanlığı

Sayı: 2025/31

2./1./2025

Konu: Etik Kurul Onayı

Sayın Nasreddein Ali Faheima;

“Participative Leadership and Employee Creativity: The Mediating Role of Organizational Identification” isimli çalışmanız için Ankara Bilim Üniversitesi Etik Kuruluna yaptığınız başvuru 2./1./2025 tarihinde icra edilen etik kurul toplantısında görüşülmüş ve çalışmanın yürütülmesinin Ankara Bilim Üniversitesi Bilimsel Araştırmalar ve Yayın Etiği Yönetmeliği’ne uygun olduğuna oy birliği ile karar verilmiştir.

Prof. Dr. Yavuz Demir  
Rektör / Etik Kurulu Başkanı

## APPENDIX 3 – QUESTIONNAIRE

### Questionnaire

This questionnaire is a part of a scientific study. We invite you to participate in a research entitled "Participative leadership and employee creativity: The mediating role of organizational identification"

Participation in this study is completely voluntary. Your response to the research will be interpreted as your consent to participate in the research. Personal information obtained from these forms will be kept strictly confidential and will be used for research purposes only.

Nasreddin Ali Faheima

#### Section 1: Demographic data

|                    |                                                                                                                                                                                              |
|--------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Age             |                                                                                                                                                                                              |
| 2. gender?         | <input type="checkbox"/> Male<br><input type="checkbox"/> Female                                                                                                                             |
| 3. Education level | <input type="checkbox"/> High school diploma<br><input type="checkbox"/> Three-year diploma<br><input type="checkbox"/> Undergraduate degree<br><input type="checkbox"/> Postgraduate degree |
| 4. Experience      | <input type="checkbox"/> Less than 1 year<br><input type="checkbox"/> 1–5 years<br><input type="checkbox"/> 6–10 years<br><input type="checkbox"/> More than 10 years                        |

#### Section 2: Participative leadership

|                                                                                                       |                                                                                                                                                                                                    |
|-------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. I participated in the implementation of the changes that have been proposed and that are occurring | <input type="checkbox"/> Strongly disagree<br><input type="checkbox"/> Disagree<br><input type="checkbox"/> Uncertain<br><input type="checkbox"/> Agree<br><input type="checkbox"/> Strongly Agree |
| 2. I have exerted control over the changes that have been proposed and that are occurring             | <input type="checkbox"/> Strongly disagree<br><input type="checkbox"/> Disagree<br><input type="checkbox"/> Uncertain<br><input type="checkbox"/> Agree<br><input type="checkbox"/> Strongly Agree |
| 3. I have given input for the decisions being made about the future of the organization               | <input type="checkbox"/> Strongly disagree<br><input type="checkbox"/> Disagree<br><input type="checkbox"/> Uncertain<br><input type="checkbox"/> Agree<br><input type="checkbox"/> Strongly Agree |

#### Section 3: Employee Creativity

|                                                                                |                                                                                                                                                                                                    |
|--------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. I often come up with new ideas to improve our work processes.               | <input type="checkbox"/> Strongly disagree<br><input type="checkbox"/> Disagree<br><input type="checkbox"/> Uncertain<br><input type="checkbox"/> Agree<br><input type="checkbox"/> Strongly Agree |
| 2. My workplace environment fosters creativity and innovation.                 | <input type="checkbox"/> Strongly disagree<br><input type="checkbox"/> Disagree<br><input type="checkbox"/> Uncertain<br><input type="checkbox"/> Agree<br><input type="checkbox"/> Strongly Agree |
| 3. I feel encouraged to propose creative solutions to work-related challenges. | <input type="checkbox"/> Strongly disagree<br><input type="checkbox"/> Disagree<br><input type="checkbox"/> Uncertain<br><input type="checkbox"/> Agree<br><input type="checkbox"/> Strongly Agree |
| 4. My leader supports the implementation of innovative ideas I propose.        | <input type="checkbox"/> Strongly disagree<br><input type="checkbox"/> Disagree<br><input type="checkbox"/> Uncertain<br><input type="checkbox"/> Agree<br><input type="checkbox"/> Strongly Agree |



## Section 4: Organizational Identification questionnaire

|                                                                                               |                                                                                                                                                                                                    |
|-----------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. I usually say "we" rather than "they" when I talk about this company.                      | <input type="checkbox"/> Strongly disagree<br><input type="checkbox"/> Disagree<br><input type="checkbox"/> Uncertain<br><input type="checkbox"/> Agree<br><input type="checkbox"/> Strongly Agree |
| 2. This company's successes are my successes.                                                 | <input type="checkbox"/> Strongly disagree<br><input type="checkbox"/> Disagree<br><input type="checkbox"/> Uncertain<br><input type="checkbox"/> Agree<br><input type="checkbox"/> Strongly Agree |
| 3. I am very interested in what others think about this company.                              | <input type="checkbox"/> Strongly disagree<br><input type="checkbox"/> Disagree<br><input type="checkbox"/> Uncertain<br><input type="checkbox"/> Agree<br><input type="checkbox"/> Strongly Agree |
| 4. It feels like a personal compliment if someone praises this company.                       | <input type="checkbox"/> Strongly disagree<br><input type="checkbox"/> Disagree<br><input type="checkbox"/> Uncertain<br><input type="checkbox"/> Agree<br><input type="checkbox"/> Strongly Agree |
| 5. I feel embarrassed if a story in the media criticizes this company.                        | <input type="checkbox"/> Strongly disagree<br><input type="checkbox"/> Disagree<br><input type="checkbox"/> Uncertain<br><input type="checkbox"/> Agree<br><input type="checkbox"/> Strongly Agree |
| 6. I feel insulted if other people criticize this company.                                    | <input type="checkbox"/> Strongly disagree<br><input type="checkbox"/> Disagree<br><input type="checkbox"/> Uncertain<br><input type="checkbox"/> Agree<br><input type="checkbox"/> Strongly Agree |
| 7. Graphic item/ select the image that represents the strength of identification with company | <input type="checkbox"/> Strongly disagree<br><input type="checkbox"/> Disagree<br><input type="checkbox"/> Uncertain<br><input type="checkbox"/> Agree<br><input type="checkbox"/> Strongly Agree |

### استبيان يحتي

هذا الاستبيان جزء من دراسة علمية. ندعوك للمشاركة في بحث بعنوان: \*\*\*"القيادة التشاركية والإبداع الوظيفي: الدور الوسيط للهوية التنظيمية،"المشاركة في هذه الدراسة طوعية بالكامل. سيُفسر ردك على الاستبيان على أنه موافقة منك على المشاركة في البحث. المعلومات الشخصية التي يتم الحصول عليها سيتم الاحتفاظ بها بسرية تامة ولن تُستخدم إلا للأغراض البحثية فقط.

\*\*نصر الدين علي

العمر: .....

الجنس

\* ذكر

\* أنثى

المستوى التعليمي:

\* شهادة ثانوية عامة

\* دبلوم 3 سنوات

\* درجة البكالوريوس

\* درجة الدراسات العليا

الخبرة:

\* أقل من سنة واحدة

1-5 سنوات

6-10 سنوات

أكثر من 10 سنوات

## القسم الثاني: القيادة التشاركية

| البيان                                                                 | موافق بشدة | موافق | محايد | غير موافق | غير موافق بشدة |
|------------------------------------------------------------------------|------------|-------|-------|-----------|----------------|
| أشارك في تنفيذ التغييرات التي يتم اقتراحها والتي تحدث                  |            |       |       |           |                |
| أملك قدرًا من التحكم في التغييرات التي يتم اقتراحها والتي تحدث         |            |       |       |           |                |
| أقدم مقترحاتي فيما يتعلق بالقرارات التي يتم اتخاذها حول مستقبل المنظمة |            |       |       |           |                |
| <b>القسم الثالث: الإبداع الوظيفي</b>                                   |            |       |       |           |                |
| عالبًا ما أبادر باقتراح أفكار جديدة لتحسين عمليات العمل لدينا.         |            |       |       |           |                |
| بيئة عملي تشجع على الإبداع والابتكار                                   |            |       |       |           |                |
| أشعر بأنني مُشجّع لطرح حلول إبداعية للتحديات المتعلقة بالعمل.          |            |       |       |           |                |
| يُدعم قيادي تنفيذ الأفكار المبتكرة التي أقرحها.                        |            |       |       |           |                |
| <b>القسم الرابع: استبيان الهوية التنظيمية</b>                          |            |       |       |           |                |
| عادة ما أقول "نحن" بدلاً من "هم" عندما أتحدث عن هذه الشركة             |            |       |       |           |                |
| نجاحات هذه الشركة هي نجاحاتي الشخصية.                                  |            |       |       |           |                |
| أنا مهتم جدًا بما يعتقده الآخرون عن هذه الشركة                         |            |       |       |           |                |
| أشعر بأنها مجاملة شخصية لي عندما يمدح أحد هذه الشركة                   |            |       |       |           |                |
| أشعر بالإحراج إذا انتقدت قصة في وسائل الإعلام هذه الشركة               |            |       |       |           |                |
| أشعر بالإهانة إذا انتقد الآخرون هذه الشركة                             |            |       |       |           |                |
| اختر الصورة التي تمثل قوة ارتباطك بالشركة                              |            |       |       |           |                |