

Impact of Transformational Leadership on Employee Creativity: Moderated Mediation Model of Organizational Learning Culture and Support

Zahida Parveen ¹, Rab Nawaz Lodhi ^{*2}, and Sajeela Rabbani³

¹ Higher Education Department, Government of the Punjab, Lahore, Pakistan

² University of Central Punjab, Lahore, Pakistan

³ Faculty of Management Sciences, Riphah International University, Islamabad, Pakistan

Received: September 28, 2020; Accepted: December 10, 2020.

Abstract: This study investigated the effects of transformational leadership on employee creativity through the mediation of organizational learning culture and perceived organizational support. It further explored the moderating impact of psychological empowerment of employees and emotional intelligence of leaders between transformational leadership, organizations' learning culture, and perceived organizational support and outcomes. Data has been collected by a sample comprised of 350 teaching faculty members and heads of departments of 10 leading universities of Lahore, Pakistan through a structured questionnaire. Analyses have been done by partial least squares structural equation modeling (PLS-SEM) by using Smart PLS software. The study helps the leaders of educational institutes to understand how they can enhance the creativity of their subordinates as teaching faculty. This study contributes to the literature of creativity in higher education regarding the dependency of employee creativity on transformational leadership. The study also proves the mediation of organizational learning culture (OLC) and perceived organizational support (POS) between the relationship of TL (transformational leadership) and EC (employee creativity) and the moderation of psychological empowerment (PE) on the association of TL and EC.

Keywords: Transformational Leadership, Employee Creativity, Organizational Learning Culture, Perceived Organizational Support, Psychological Empowerment, Emotional Intelligence

JEL Classification Codes: M10, M14, O30, D91

^{*}Corresponding author: rabnawaz.lodhi@ucp.edu.pk

1 Introduction

In the modern world, competition is increasing day by day which pressures firms to come up with competitive products. To produce innovative products, firms need to encourage creativity in all of its units (Parjanen, 2012). It serves as the prerequisite of innovation and competition (Lu et al., 2019). Organizations and their leaders have to manage creativity to keep a competitive edge (A. Lee et al., 2020; Wen et al., 2017) and leadership remains a vital component of the organizational environment. It is also evident that different styles of leaders have different impacts on employee performance, organizational success, and level of creativity in subordinates (Rabbani et al., 2014). A leader's particular behavior is the style of the leader which the leader opts-in for work settings. Research on leadership has continuously identified three major and common leadership styles named transactional, transformational, and laissez-faire leadership (Voon et al., 2011). Employees are basic assets of an organization and a reasonable competitive advantage can't be accomplished without their genuine interest. It becomes significant to use appropriate leadership style and sufficient support by the organization to induce perception in employees of being a valuable and momentous resource of the firm.. Such movement by the leadership and organization will push workers to put more exertion into their jobs and spur creativity.

Employees depend on their leaders to get obvious direction on the most proficient methods to work. They attain support to improve their creativity level, especially in the case when the leader is transformational (Cheung & Wong, 2011a). Leaders have to comprehend their transformational method for directing creativity (Jaiswal & Dhar, 2015). Transformational leaders are considered as successful to cultivate organizational learning as well. Enhancing learning and creativity all through the organization will upgrade numerous new thoughts for enhancing its managements' quality. Individuals tend to be set out conveying their new thoughts (Imran et al., 2018; Sutanto, 2017). The connection between TL and organizational learning improves expert cooperation around issues related to leaders and organizations. This further promotes education and learning. The idea of "instructor as a learner" is a way to change and viability of an instructive establishment (Kurland & Hasson-Gilad, 2015). Leaders who make reason, develop trust, and support better; approaches for taking care of issues empower a procedure for learning to occur (Jogulu, 2011).

Transformational leadership also tends to help in changing an organization to a learning organization and experience natural difficulties. An organizational manager's style of leadership assumes an imperative part in creating organizational learning. It is vital for leaders and their supporters to ceaselessly learn and share their insight to achieve better execution (Mirkamali et al., 2011). Transformational leaders show considerations by listening mindfully and giving careful consideration to their adherents' requirements for accomplishment and development by going about as guides or mentors while urging them to progress by assigning them with more goal oriented tasks, to build up their maximum capacity (Avolio et al., 2004; Kark & Shamir, 2002). Organizations' learning culture influences exploitation and exploration in the association and consequently becomes a vital factor in enhancing singular creativity. Organizations are expected to enable supervisors, to build EC by planning to incorporate OLC to expand EC (Y. J. Lee et al., 2015).

Creativity is an extremely mind boggling wonder and sets off individual and logical elements that impact various domains. EI can be a noteworthy wellspring of EC (Rodrigues et al., 2019). People with EI apply their intellect and sentiments both to strap up their

aptitude to imagine and make something innovative and valuable. Employees with an abnormal state of EI have a higher ability to think of kind ways, evaluate various decisions, and turn out with unique contemplations in their work-life (Jafri et al., 2016; A. N. Lee & Nie, 2014). Leaders with high EI may be more ready to fuse emotional ideas and apply to persuade power instrument in the scenario (A. Y. Zhang et al., 2011). Inside the work environment; where support trade is advanced among associates and leaders, this can help individuals to build up a feeling of power, and along these lines result in a more elevated amount of engagement in the creative procedure (Carmeli et al., 2013).

Creative workers help the association in desired advancement; it winds up noticeably basic for associations to distinguish and see how the creative capability of their employees could be released (Gupta & Bajaj, 2017). This study is expected to additionally expand the current literature of creativity by presenting new relations that may impact an employee's creativity in the context of OLC. In past literature, different studies are available to explain the dependence of EC on TL by taking diverse factors mediating the connection between transformational leadership and employee creativity like task conflict, relationship conflict, and knowledge sharing and others (Cheung & Wong, 2011a; Henker et al., 2015; Mittal & Dhar, 2015; Qu et al., 2015; Rabbani et al., 2014). Hence this study aims to test the association of TL and EC with the mediation of POS and OLC. It also aims to test the moderation of a leader's EI and PE among the TL and EC relationship. The objectives of this study to overcome these slits are:

- To examine the impact of Transformational Leadership on Employee Creativity.
- To test the mediation of Perceived Organizational Support (POS) and Organizational Learning culture between the association of TL (Transformational Leadership) and EC (Employee Creativity).
- To ascertain the moderation of Emotional Intelligence on the link between Transformational Leadership and Employee Creativity.
- To test the moderation of Emotional Intelligence on the association of Perceived organizational support and Creativity.
- To check the moderating function of Emotional Intelligence on the association of Organizational Learning Culture and the Creativity of the employee.
- To examine the moderating role of Psychological Empowerment on the relationship between Transformational Leadership and Perceived Organizational Support.
- To assess the moderation of Psychological Empowerment (PE) on the connection of Transformational Leadership (TL) and Perceived Organizational Support.

2 Literature Review

2.1 Transformational Leadership and Employee Creativity

Transformational leaders are the ones who remain adherent to rise above their self-interests and have a significant and phenomenal impact on subordinates (Robbins et al., n.d.). TL is portrayed as a style by which leaders move disciples through vision with an assessment mission (Bai et al., 2012; Suifan et al., 2018). The transformational of leadership is emphatically connected with the creativity of the employee (Rabbani et al., 2014). It is an evident supporter of creativity by improving devotee and social recognizable effect on the follower (Henker et al., 2015; Qu et al., 2015). Creativity is the way toward producing novel or help-

ful thoughts. The employees may show creativity in different ways, including dealing with an issue or tolerating an open entryway and using it to develop additional organizational thought (Barringer & Ireland, 2015). Creativity has been exceptionally esteemed and extensively examined for a long time in various fields, for example, business and brain science, and is a critical capability for human resources (Ma & Jiang, 2018). EC is improved by TL through the group level systems of group conflict and mutual learning. TL oversees struggle, encourages information sharing, and upgrades remarkable creativity in a group setting (Bai et al., 2016; Gong et al., 2009).

H₁: Transformational leadership has a positive effect on employee creativity.

2.2 Transformational Leadership and Perceived Organizational Support

TL is observed to be identified with POS. POS is an employee's common perspective, about how much their leaders esteem their commitment and think about their prosperity (Eisenberger et al., 2002). Supervisors can assume a basic part in the work environment since they oversee employees, and set part desires and execution standards (Koseoglu et al., 2017). At the point when employees emphatically recognize their mentor with the organization, a transformational form of leadership is decidedly identified with sentiment being maintained and esteemed by the entire business. This carries significant results as far as an emotional connection to the organization is concerned and when the manager isn't distinguished to the organization, TL does not degree to POS (Stinglhamber et al., 2015). TL decidedly influences POS. At the point when workers feel immovably connected with their supervisors, they apt to be emotionally involved with organizations. Transformational leader utilizes POS strategically actuate creative considerations among his or her employees (Cheung & Wong, 2011a). Hence, after reviewing the existing literature, we propose that there is a positive relationship between TL and POS.

H₂: There is a positive association between transformational leadership and perceived organizational support.

2.3 Perceived Organizational Support and Employee Creativity

Employees depend on a transformational form of leadership to give obvious direction on the most proficient method to make great utilization of assignment for improving the creativity level (Cheung & Wong, 2011a). The more organizational support is provided to the employees, the more creativity, we get in the employees' performance (Akgunduz & Eryilmaz, 2018). POS improves a few measurements of EC in the organization (Suifan et al., 2018). Employees tend to be more creative when they comprehend the significance of the task assigned. They additionally exhibit essential performance when the leaders guide them for viable procedures for accomplishing creativity (X. Zhang & Bartol, 2010). Therefore, after scanning the past studies, we propose that there is a positive association between POS on EC and POS also serves an intervening role in the relationship between TL and EC.

H₃: There is a positive association between perceived organizational support and employee creativity.

H₄: Perceived organizational support mediates the association of transformational leadership and employee creativity.

2.4 Transformational Leadership and Organizational Learning Culture

TL gives the best outcomes when an association is encountering quick change and is a basic impetus behind psychological security and learning culture (Nemanich & Vera, 2009; Vera & Crossan, 2004). The present competition expects firms to transform themselves to be prepared (Joo & Shim, 2010). OLC gives many-fold perception of employees (Nemanich & Vera, 2009), and there are various dimensions of OLC like psychological safety, openness to diversity of opinions, and participation in decisions making. A culture in which people are associated with deciding future strategies, TL will likely brace people to interest in decision making by articulating a sensible key vision and motivation, particularly called as learning culture of participative decision making (Nemanich & Vera, 2009).

It is identified by previous efforts that there is a positive and significant impact of TL on organizational learning (Lam, 2002; Zagoršek et al., 2009). This style of leadership is useful for picking up regard and confidence from supporters and urges workers to commit additional efforts towards organizational development. Transformational leadership encourages OLC by motivating individuals's esteem and their vision (Shao et al., 2017). Hence, after reviewing existing researches, we propose that there is a positive relationship between TL and OLC.

H₅: Transformational Leadership has a positive association with an organizational learning culture.

2.5 Organizational Learning Culture and Employee Creativity

While outlining techniques, the supervisors can build EC by making organizational learning conditions because OLC enhances the EC (Yoon et al., 2010). Employee learning presentation will most likely overhaul EC after some time, since time is required for an employee to research, learn, and create (Gong et al., 2009). Hence, we propose that OLC positively affects the EC and OLC intervenes in the association of TL and EC.

H₆: Organizational learning culture has a positive effect on employee creativity.

H₇: Organizational learning culture intervenes in the association of transformational leadership and employee creativity.

2.6 Moderating Role of Emotional Intelligence

EI is an individual's capacity to assess feelings and emotions in the self as well as other people. It comprehends the importance of these emotions, and direct one's emotions (Asrar-ul Haq et al., 2017; Robbins et al., n.d.). EI is an arrangement of cognitive capacities, which depends on the idea of emotions and intelligence both coordinated and interlaced. EI and EC were found more related and wound up more grounded in a circumstance where the individual has a solid propensity of being proactive (Jafri et al., 2016; X. Zhang & Bartol, 2010). The way, leaders deal with their feelings and their employee's feelings are verifiably connected to the creativity of the employees (Castro et al., 2012). High EI is also strongly linked to the creative performance of the employees in the workplace (Darvishmotevali et al., 2018; A. N. Lee & Nie, 2014). A leader's EI positively affects the employee's ability to be more creative and facilitates a constructive psychological environment which additionally enhances employee creativity (Gupta & Bajaj, 2017).

Individuals who have high EI regularize their feelings by helping other people. Showing generosity makes them feel dynamic and they can exhibit more creativity accordingly.

Encountering positive feelings activates the intellectual arsenal, such that individuals' scholarly and emotional resources are improved. This consequently elevates employees to take part in seeking out and investigation (Carmeli et al., 2013; Sánchez-Ruiz et al., 2011; Zhou, 2003). So, we propose that a leader's EI may strengthen the association of POS and EC, OLC and EC, and TL and EC positively or negatively.

H₈: A leader's emotional intelligence moderates the association of perceived organizational support and employee creativity.

H₉: The leader's emotional intelligence moderates the association of organizational learning culture and employee creativity.

H₁₀: A leader's emotional intelligence moderates the association of transformational leadership and employee creativity.

2.7 Psychological Empowerment and Perceived Organizational Support

Employees tend to participate more effectively if they are rewarded (Baird & Wang, 2010). PE is an inclination for subordinates to give self-sufficiency on their regarded work by reducing through the qualities of the workplace (Erdogan & Bauer, 2009). Leadership empowerment is characterized as a degree up to which managers articulate trust in their workers' capacities, accentuate the importance of their workers' work performance, including their workers in basic leadership, and lessen or evacuate practical imperatives on their workers (X. Zhang & Bartol, 2010). PE consists of four dimensions as meaningful work, competence, autonomy, and impact. The kindness and PE of a leader maybe, to some extent, upgrade POS help and job execution (Chan, 2017). So, we propose that the moderation of PE may exist in the relationship between TL and POS.

H₁₁: Psychological empowerment moderates the association of transformational leadership and perceived organizational support.

2.8 Moderating role of Psychological Empowerment

It is probable that more the workers see an institution giving continuous knowledge openings, empowerment, supportive involvement, and key leadership, the more likely they will be sensitively bonded to the organization (Joo & Shim, 2010). The factors of PE have the capability of predicting organizational learning respectively. It means that by focusing on psychological empowerment, it can be anticipated that the learning environment in the organization to be improved (Safari et al., 2011). Hence, after reviewing the past literature, we propose that the PE may strengthen the association of TL and OLC. The higher the psychological empowerment and advancement center, the more prominent will be the capacity to improve EC. There is a positive and significant effect of PE on EC (Tung, 2016). PE establishes the procedures that connect leadership to creativity. PE assumes an essential job to improve creativity in the employees of the association (Sun et al., 2012). Managers with an enabled outlook can show change-arranged authority practices in connections with subordinates. Employees contribute all the more legitimately in the creative decision-making process when a more grounded connection was found between remunerations and empowered conduct (Baird & Wang, 2010). Thus it is expected that PE has the potential to moderate between TL and OLC.

H₁₂: Psychological empowerment moderates the association of transformational leadership and organizational learning culture.

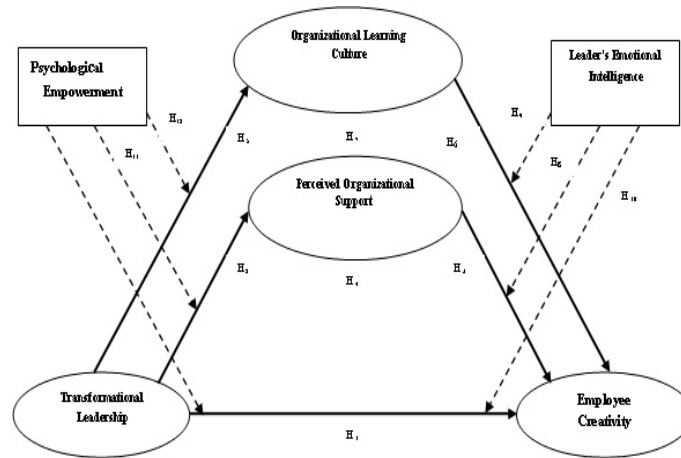


Figure 1: Conceptual Framework of the Study

H_{13} : Psychological empowerment moderates the association of transformational leadership and employee creativity. The figure depicts the mediated moderated relationship between the constructs. TL is an independent variable and EC is a dependent variable. There are two mediating variables i.e. Perceived Organizational Support and Organizational Learning Culture. Psychological Empowerment and Emotional Intelligence are the moderating variables.

3 Methodology

3.1 Sample and Procedure

The quantitative data was collected for this study through a survey questionnaire from the teaching faculty of the top 10 universities of Lahore. The target population of this study was higher educational institutions of Lahore, Pakistan. Data were collected from the selected sample of the teaching faculty of these educational institutions. The target population of this study was estimated to be 6127 faculty members. A total set of 600 questionnaires had been distributed and 350 were returned in a complete form. This sample size was calculated from the online sample size calculator by taking a 95% confidence level and 5% margin of error. So, the data has been collected from 350 teachers included in the study with a response rate of 58%.

3.2 Measurement Scales

The 5 points Likert scale was used to test all the variables of the study. Anchors for the responses correspond to 1 for Strongly Disagree to 5 for Agree. The instrument or questionnaire of transformational leadership has been taken from the initial research of [Kirkbride \(2006\)](#) contains 11 items. These items have been further tested in the various previous researches ([Li et al., 2015](#); [Megheirkouni, 2017](#); [Mirkamali et al., 2011](#); [Suifan et al., 2018](#)). Employee creativity scale was developed in the research of [Zhou & George \(2001\)](#).

and further tested by Özaralli (2015) with 13 items. Emotional intelligence was an adopted instrument of 16 items from the past literature (Law et al., 2004) further tested by enough studies (Carmeli et al., 2013; Darvishmotevali et al., 2018; Jafri et al., 2016; Tsai & Lee, 2014). Perceived organizational support has been tested by the instrument developed by Rhoades & Eisenberger (2002) with 8 items. The instrument for PE was initially designed by Spreitzer (1995). This instrument was further tested in many studies (A. N. Lee & Nie, 2014; Safari et al., 2011; X. Zhang & Bartol, 2010). The instrument consisted of 12 items to test the PE in this research OLC is tested by using 9 items instrument used by Nemanich & Vera (2009).

4 Analyses and Results

The findings showed that 67.4% of respondents were males and 32.6% of respondents were females. The findings showed that 37.5% of respondents were highly qualified as above 16 years of education, 62% have 16 years of education and 0.50% were below 16 years of education. The standard deviation for gender was 0.469, for education was 0.494, and for age 0.736. PLS (SEM) technique was applied to check the dependency of different variables statistically. Multivariate regression and correlation of different variables were performed. Smart PLS software for PLS (SEM) was initially designed by Ringle et al. (2012). The present research is purely based on reflective measurement models (Coltman et al., 2008).

4.1 Convergent Validity and Outer Loadings

Convergent validity value is assessed by outer loading values, inner values, and average variance extracted (AVE) criteria given by Fornell and Larcker (1981). The reliability of the indicator is measured with the help of outer loadings. Table 1 shows that the indicator is valid for what we want to positively measure. In the past literature, it is mentioned that the significance and acceptability level of the outer loading values is at 0.5, and 0.7 is an ideal value (Chin et al., 1998; Hair Jr et al., 2016; Ringle et al., 2012).

Table 1: Factor Loadings, Reliability, and Convergent Validity

	Factor Loadings	Cronbach's Alpha	Composite Reliability	Average Variance Extracted (AVE)
EC1	0.725	0.865	0.892	0.52
EC11	0.637			
EC12	0.604			
EC2	0.745			
EC3	0.684			
EC4	0.735			
EC5	0.619			
EC7	0.643			
EC8	0.652			
EC9	0.667			
EI	0.859	0.844	0.896	0.682
EI2	0.825			
EI3	0.842			
EI4	0.777			
OLC1	0.793	0.778	0.858	0.602
OLC2	0.779			
OLC3	0.832			
OLC4	0.694			
PE	0.854	0.84	0.903	0.757
PE2	0.879			
PE3	0.877			
POS1	0.813	0.841	0.883	0.558
POS2	0.75			
POS4	0.688			
POS5	0.719			
POS7	0.74			
POS8	0.766			
TL1	0.803	0.785	0.861	0.609
TL2	0.795			
TL3	0.691			
TL4	0.825			

4.2 Discriminant Validity

Discriminant validity shows the pointers of latent constructs (variables) are not at all like and distinct from one another (Urbach et al., 2010). In PLS; cross-loadings and Fornell and Larcker criteria is used for it as shown in table 2 (Fornell & Larcker, 1981). The diagonal values of the table show the average value extracted of each variable. The comparison of diagonal values with the values of other values depicts that the AVE of the variable is greater value with that particular variable as compared to the AVE with other variables.

Table 2: Discriminant Validity

	EC	EI	OLC	POS	PE	TL
EC	0.673					
EI	0.696	0.826				
OLC	0.639	0.804	0.776			
POS	0.425	0.354	0.458	0.747		
PE	0.328	0.393	0.483	0.598	0.87	
TL	0.383	0.375	0.451	0.601	0.541	0.78

4.3 PLS Structural Model and Mediation

In PLS SEM Structural Model, the coefficient values of different relational paths of the model describe the strength or dependency of one latent variable on another latent variable. The coefficient value of different paths more than 0.30, it shows the effect of one variable on another variable (Sarstedt et al., 2014). By performing bootstrapping in the SmartPLS, the importance of coefficient value could be realized (Hair Jr et al., 2016).

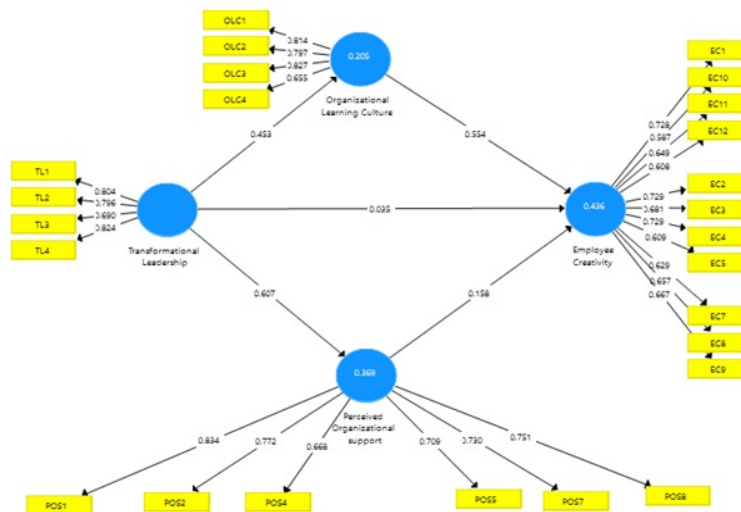


Figure 2: Mediation Relationship

Figure 2 depicts the direct and indirect relationships between different latent variables by linking the variables with an arrow. At the first, to check the impact of TL on EC, the path coefficient value is 0.035 which shows that the direct relationship of these two does not exist. It means there might be full mediation of mediating variables. The next is the relation between TL and POS. The path coefficient value between TL and POS is 0.607. It shows that there is a positive relationship between TL and POS, in other words TL impacts 60.7% on POS. The path coefficient value between POS and EC is 0.158, which shows a

positive relationship exists between the POS and EC but up to some extent. In other words, the positive change in POS will show a 15.8% positive change in EC. The path coefficient value between the relationship of TL and OLC is 0.453 which shows a positive relationship between TL and OLC. It further depicts that if we increase TL by 100%, it will increase the OLC by 45.3%. Next is the path coefficient value of OLC and EC. The coefficient value is 0.554, which shows a 100% positive change in OLC will change EC by 55.4%. Bootstrap results show that the T value is >1.96 and P-value is < 0.05 for the acceptance or rejection of the hypothesis. Both these values are valid for our mediation model as shown in table 3.

Table 3: Specific Indirect Effects

		Original Sample (O)	Sample Mean (M)	T Statis- tics	P Values	Hypothesis	Supported
TL	->	0.251	0.251	7.54	0	H7	YES
OLC	->						
EC							
TL	->	0.096	0.098	2.45	0.015	H4	YES
POS	->						
EC							

4.4 Moderation

The criteria for moderation is the same as a path coefficient value more than 0.30 show that the moderation exist. The sign of path coefficient value positive or negative, depict whether moderation strengthens the relationship or weaken the relationship of latent variables (Hair Jr et al., 2014). The following figure shows the moderating effect of a leader's EI and PE.

For the moderating effect of Leaders' EI on the relationship between TL and EC, the path coefficient value is -0.055, it means negative moderation exists. It shows EI weaken the relationship between TL and EC by 5.5%. Next is the moderating effect of the Leader's emotional intelligence on the relationship of POS and EC, the path coefficient value is -0.114, it means negative moderation exists. It shows EI weakens the relationship between POS and EC by 11.4%. Further from the path analysis, the moderation of EI on the relationship between OLC and EC is checked. The path coefficient value is -0.024, it means negative moderation exists between OLC and EC. It depicts that EI weakens the relationship between OLC and EC by 2.4%. Subsequently, the path coefficient value of moderation of PE on the relationship between TL and EC is 0.111. It means PE strengthens the relationship between TL and EC by 11.1%. The path coefficient value of moderation of psychological empowerment on the relationship between TL and OLC is 0.048. It means PE strengthens the relationship between TL and EC by 4.8%. The next is the moderation of psychological empowerment on the relationship between TL and POS. The path coefficient value is -0.021. It means psychological empowerment weakens the relationship between TL and POS by 2.1%.

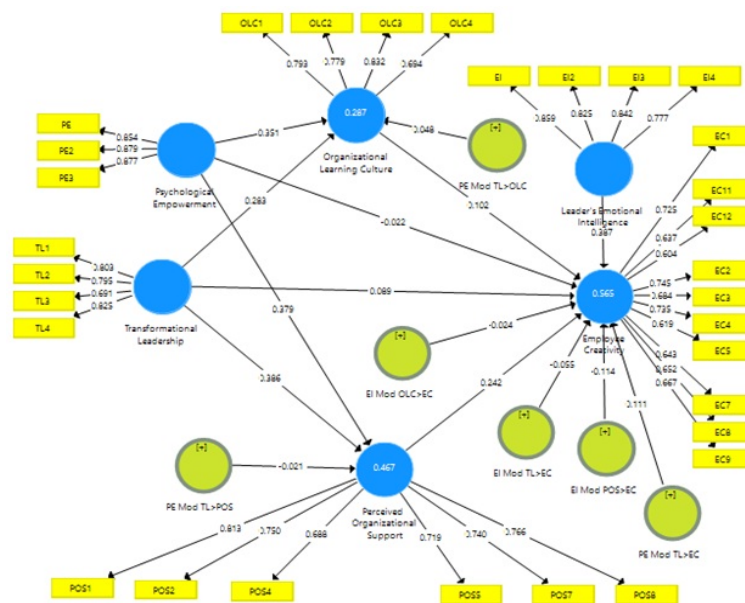


Figure 3: Moderation

5 Discussion and Conclusion

The present research examines the effect of TL on EC in the context of POS. The results of the study do not support this hypothesis. It shows the opposite results as compared to previous researches (Qu et al., 2015; Rabbani et al., 2014). A reason is in this study the mediation of OLC and POS is supported i.e. full mediation. The indirect relation between TL and EC is accepted but the direct relation is not proved. Past literature also supports the results of the current study that there is a positive association between TL and POS (Cheung & Wong, 2011a; Stinglhamber et al., 2015). The positive effect of POS on EC is also explored by this study and realized same outcomes as studies of Cheung & Wong (2011b), Suifan et al. (2018), Akgunduz & Eryilmaz (2018) and X. Zhang & Bartol (2010). Unluckily, the mediation of POS has not been tested before in the higher education sector. So, the current study shows the consistent results of mediation of POS as to the past literature available between TL and EC (Akgunduz & Eryilmaz, 2018; Cheung & Wong, 2011a; Stinglhamber et al., 2015; Suifan et al., 2018; X. Zhang & Bartol, 2010). The relationship between TL and OLC has been tested via H5. This hypothesis is also accepted in the results of the current study. The past literature also supports the results of the current study i.e. TL has a positive impact on OLC (Lam, 2002; Shao et al., 2013, 2017; Vera & Crossan, 2004). However, the effect of OLC on EC could not be established through this study.

The results of this study show the insignificant positive of OLC on the EC relationship. There are many studies available in which the positive and direct relationship between OLC and EC has been tested, and the findings show a positive impact of OLC on EC (Gong et al., 2009; Hahn et al., 2015; Yoon et al., 2010). OLC has been proved to be an intervening aspect between TL and EC. So, the current study shows the consistent results of mediation

of OLC as to the past literature illuminated (Gong et al., 2009; Hahn et al., 2015; Vera & Crossan, 2004). Leader's EI moderates the association of POS-EC and OLC-EC relationship could not be established by this study and hypothesis 8 and 9 were rejected by the data. Unlike studies of Carmeli et al. (2013); Darvishmotevali et al. (2018) and Bhatnagar (2008), this outcome contributes to not consider the role of EI of the leader for these outcomes. Similarly, PE could not prove to be a moderator of the TL-POS association. This may be because there is already a strong link between TL and POS, thus PE can serve better moderator of other studies. Chan (2017) established the effect of PE on POS directly, unlike his study we couldn't realize the same outcome. This is also the case with the moderation of PE which could not be realized by this data on TL-OLC association.

This result was inconsistent with the notion provided by Joo & Shim (2010) and Safari et al. (2011). Besides these unexpected outcomes, we realized that PE moderates the TL-EC relationship. This is because, on an individual level, leaders have a greater margin to influence employees by instituting empowerment like PE. This upshot is consistent with Tung (2016), X. Zhang & Bartol (2010), and Özaralli (2015), who assumed moderation of PE for several organizational constructs. With the help of this research, the leaders like heads of department, heads of the institutions may learn "how to create creativity in the workplace" and how they can get innovative and creative ideas from the teaching faculty. With the teacher's work ending up increasingly mind-boggling and requesting, teacher's PE unavoidably becomes progressively pivotal to teacher's ideal working in the work environment, especially to stay roused and focused on their professional roles. There is a basic requirement for educators to give more regard for build up teacher's PE in both pre-service promotions in service improvement programs, especially in upgrading teacher's sense of importance, fitness, independence, and effect. At the point when teachers feel enabled in their workplaces and from the work they do, they would be bound to feel satisfied with their activity and feel submitted towards their association and profession.

5.1 Limitations and Future Research

This study tested the direct and indirect relation of transformational leadership and EC through the mediation of POS and OLC. The study presents valuable and fruitful results in the field of research in the education sector but still has some shortcomings. The data has been collected only from the higher education sector with a limited sample size. Cross-sectional data collection method was used in which data has been collected in a single attempt. The results of the study cannot be applied to every type of organization because the responses have been taken from the higher education sector. Future research might address multilevel factors situations in which, there is a need for teams to be creative. To make results more generalize, it is suggested to do more in-depth research on comparative results of the higher education sector and the school education sector.

References

- Akgunduz, Y., & Eryilmaz, G. (2018). Does turnover intention mediate the effects of job insecurity and co-worker support on social loafing? *International Journal of Hospitality Management*, 68, 41–49.

- Asrar-ul Haq, M., Anwar, S., & Hassan, M. (2017). Impact of emotional intelligence on teacher's performance in higher education institutions of Pakistan. *Future Business Journal*, 3(2), 87–97.
- Avolio, B. J., Zhu, W., Koh, W., & Bhatia, P. (2004). Transformational leadership and organizational commitment: Mediating role of psychological empowerment and moderating role of structural distance. *Journal of Organizational Behavior: The International Journal of Industrial, Occupational and Organizational Psychology and Behavior*, 25(8), 951–968.
- Bai, Y., Li, P. P., & Xi, Y. (2012). The distinctive effects of dual-level leadership behaviors on employees' trust in leadership: An empirical study from China. *Asia Pacific Journal of Management*, 29(2), 213–237.
- Bai, Y., Lin, L., & Li, P. P. (2016). How to enable employee creativity in a team context: A cross-level mediating process of transformational leadership. *Journal of Business Research*, 69(9), 3240–3250.
- Baird, K., & Wang, H. (2010). Employee empowerment: Extent of adoption and influential factors. *Personnel Review*, 39(5), 574–599.
- Barringer, B. R., & Ireland, D. (2015). *Entrepreneurship, global edition*. Pearson Education UK.
- Bhatnagar, J. (2008). Managing capabilities for talent engagement and pipeline development. *Industrial and commercial training*, 40(1), 19–28.
- Carmeli, A., Gelbard, R., & Reiter-Palmon, R. (2013). Leadership, creative problem-solving capacity, and creative performance: The importance of knowledge sharing. *Human Resource Management*, 52(1), 95–121.
- Castro, F., Gomes, J., & de Sousa, F. C. (2012). Do intelligent leaders make a difference? the effect of a leader's emotional intelligence on followers' creativity. *Creativity and Innovation Management*, 21(2), 171–182.
- Chan, S. C. (2017). Benevolent leadership, perceived supervisory support, and subordinates' performance. *Leadership & Organization Development Journal*, 38(7), 897–911.
- Cheung, M. F., & Wong, C.-S. (2011a). Transformational leadership, leader support, and employee creativity. *Leadership & Organization Development Journal*, 32(7), 656–672.
- Cheung, M. F., & Wong, C.-S. (2011b). Transformational leadership, leader support, and employee creativity. *Leadership & Organization Development Journal*, 32(7), 656–672.
- Chin, W. W., et al. (1998). The partial least squares approach to structural equation modeling. *Modern methods for business research*, 295(2), 295–336.
- Coltman, T., Devinney, T. M., Midgley, D. F., & Venaik, S. (2008). Formative versus reflective measurement models: Two applications of formative measurement. *Journal of Business Research*, 61(12), 1250–1262.
- Darvishmotevali, M., Altinay, L., & De Vita, G. (2018). Emotional intelligence and creative performance: Looking through the lens of environmental uncertainty and cultural intelligence. *International Journal of Hospitality Management*, 73, 44–54.

- Eisenberger, R., Stinglhamber, F., Vandenberghe, C., Sucharski, I. L., & Rhoades, L. (2002). Perceived supervisor support: contributions to perceived organizational support and employee retention. *Journal of applied psychology*, 87(3), 565–573.
- Erdogan, B., & Bauer, T. N. (2009). Perceived overqualification and its outcomes: The moderating role of empowerment. *Journal of applied psychology*, 94(2), 557–565.
- Fornell, C., & Larcker, D. F. (1981). *Structural equation models with unobservable variables and measurement error: Algebra and statistics*. Sage Publications Sage CA: Los Angeles, CA.
- Gong, Y., Huang, J.-C., & Farh, J.-L. (2009). Employee learning orientation, transformational leadership, and employee creativity: The mediating role of employee creative self-efficacy. *Academy of management Journal*, 52(4), 765–778.
- Gupta, R., & Bajaj, B. (2017). The relationship between leader's emotional intelligence and employee creativity: A conceptual framework of mechanism. *Procedia computer science*, 122, 471–477.
- Hahn, M. H., Lee, K. C., & Lee, D. S. (2015). Network structure, organizational learning culture, and employee creativity in system integration companies: The mediating effects of exploitation and exploration. *Computers in Human Behavior*, 42, 167–175.
- Hair Jr, J. F., Hult, G. T. M., Ringle, C., & Sarstedt, M. (2016). *A primer on partial least squares structural equation modeling (pls-sem)*. Sage publications.
- Hair Jr, J. F., Sarstedt, M., Hopkins, L., & Kuppelwieser, V. G. (2014). Partial least squares structural equation modeling (pls-sem). *European business review*, 26(2), 106–121.
- Henker, N., Sonnentag, S., & Unger, D. (2015). Transformational leadership and employee creativity: the mediating role of promotion focus and creative process engagement. *Journal of Business and Psychology*, 30(2), 235–247.
- Imran, M. K., Ilyas, M., Aslam, U., & Fatima, T. (2018). Knowledge processes and firm performance: the mediating effect of employee creativity. *Journal of Organizational Change Management*, 31(3), 512–531.
- Jafri, M. H., Dem, C., & Choden, S. (2016). Emotional intelligence and employee creativity: Moderating role of proactive personality and organizational climate. *Business Perspectives and Research*, 4(1), 54–66.
- Jaiswal, N. K., & Dhar, R. L. (2015). Transformational leadership, innovation climate, creative self-efficacy and employee creativity: A multilevel study. *International Journal of Hospitality Management*, 51, 30–41.
- Jogulu, U. (2011). Leadership that promotes organizational learning: Both sides of the coin. *Development and Learning in Organizations: An International Journal*, 25(4), 11–14.
- Joo, B.-K., & Shim, J. H. (2010). Psychological empowerment and organizational commitment: the moderating effect of organizational learning culture. *Human resource development international*, 13(4), 425–441.

- Kark, R., & Shamir, B. (2002). The dual effect of transformational leadership: Priming relational and collective selves and further effects on followers. *Transformational and charismatic leadership: The road ahead*, 2(2), 67–91.
- Kirkbride, P. (2006). Developing transformational leaders: the full range leadership model in action. *Industrial and commercial training*, 33(1), 23–32.
- Koseoglu, G., Liu, Y., & Shalley, C. E. (2017). Working with creative leaders: Exploring the relationship between supervisors' and subordinates' creativity. *The Leadership Quarterly*, 28(6), 798–811.
- Kurland, H., & Hasson-Gilad, D. R. (2015). Organizational learning and extra effort: The mediating effect of job satisfaction. *Teaching and teacher education*, 49, 56–67.
- Lam, Y. J. (2002). Defining the effects of transformational leadership on organisational learning: A cross-cultural comparison. *School Leadership & Management*, 22(4), 439–452.
- Law, K. S., Wong, C.-S., & Song, L. J. (2004). The construct and criterion validity of emotional intelligence and its potential utility for management studies. *Journal of applied Psychology*, 89(3), 483.
- Lee, A., Legood, A., Hughes, D., Tian, A. W., Newman, A., & Knight, C. (2020). Leadership, creativity and innovation: A meta-analytic review. *European Journal of Work and Organizational Psychology*, 29(1), 1–35.
- Lee, A. N., & Nie, Y. (2014). Understanding teacher empowerment: Teachers' perceptions of principal's and immediate supervisor's empowering behaviours, psychological empowerment and work-related outcomes. *Teaching and Teacher Education*, 41, 67–79.
- Lee, Y. J., Kim, S. H., & Lee, T. (2015). Effects of job characteristics, organizational culture on job satisfaction and turnover intention in public institution nurses. *Journal of Korean Academy of Nursing Administration*, 21(4), 354–365.
- Li, C., Zhao, H., & Begley, T. M. (2015). Transformational leadership dimensions and employee creativity in china: A cross-level analysis. *Journal of business research*, 68(6), 1149–1156.
- Lu, S., Bartol, K. M., Venkataramani, V., Zheng, X., & Liu, X. (2019). Pitching novel ideas to the boss: The interactive effects of employees' idea enactment and influence tactics on creativity assessment and implementation. *Academy of Management Journal*, 62(2), 579–606.
- Ma, X., & Jiang, W. (2018). Transformational leadership, transactional leadership, and employee creativity in entrepreneurial firms. *The Journal of Applied Behavioral Science*, 54(3), 302–324.
- Megheirkouni, M. (2017). Leadership styles and organizational learning in uk for-profit and non-profit sports organizations. *International Journal of Organizational Analysis*, 25(4), 596–612.
- Mirkamali, S. M., Thani, F. N., & Alami, F. (2011). Examining the role of transformational leadership and job satisfaction in the organizational learning of an automotive manufacturing company. *Procedia-Social and Behavioral Sciences*, 29, 139–148.

- Mittal, S., & Dhar, R. L. (2015). Transformational leadership and employee creativity. *Management Decision*, 53(5), 896–910.
- Nemanich, L. A., & Vera, D. (2009). Transformational leadership and ambidexterity in the context of an acquisition. *The Leadership Quarterly*, 20(1), 19–33.
- Özaralli, N. (2015). Linking empowering leader to creativity: the moderating role of psychological (felt) empowerment. *Procedia-Social and Behavioral Sciences*, 181, 366–376.
- Parjanen, S. (2012). Experiencing creativity in the organization: From individual creativity to collective creativity. *Interdisciplinary Journal of Information, Knowledge & Management*, 7, 109–128.
- Qu, R., Janssen, O., & Shi, K. (2015). Transformational leadership and follower creativity: The mediating role of follower relational identification and the moderating role of leader creativity expectations. *The Leadership Quarterly*, 26(2), 286–299.
- Rabbani, S., Imran, R., & Kamal, N. (2014). Leadership and creativity: does organizational culture matter. *Journal of Basic and Applied Scientific Research*, 4(6), 50–56.
- Rhoades, L., & Eisenberger, R. (2002). Perceived organizational support: a review of the literature. *Journal of applied psychology*, 87(4), 698.
- Ringle, C. M., Sarstedt, M., & Straub, D. W. (2012). Editor's comments: A critical look at the use of pls-sem in "mis quarterly". *MIS quarterly*, 36(1), iii–xiv.
- Robbins, S. P., Judge, T. A., & Vohra, N. (n.d.). *Organizational behaviour by pearson 18e*. Pearson Education India.
- Rodrigues, A. P., Jorge, F. E., Pires, C. A., & António, P. (2019). The contribution of emotional intelligence and spirituality in understanding creativity and entrepreneurial intention of higher education students. *Education+ Training*, 61(7/8), 870–894.
- Safari, K., Haghighi, A. S., Rastegar, A., & Jamshidi, A. (2011). The relationship between psychological empowerment and organizational learning. *Procedia-Social and Behavioral Sciences*, 30, 1147–1152.
- Sánchez-Ruiz, M. J., Hernández-Torrano, D., Pérez-González, J. C., Batey, M., & Petrides, K. (2011). The relationship between trait emotional intelligence and creativity across subject domains. *Motivation and Emotion*, 35(4), 461–473.
- Sarstedt, M., Ringle, C. M., Smith, D., Reams, R., & Hair Jr, J. F. (2014). Partial least squares structural equation modeling (pls-sem): A useful tool for family business researchers. *Journal of Family Business Strategy*, 5(1), 105–115.
- Shao, Z., Feng, Y., & Hu, Q. (2013). *The impact mechanism of transformational leadership style on exploitative and exploratory learning of ERP systems*. Supply Chain Management Conference Papers, Posters and Proceedings. 12.
- Shao, Z., Feng, Y., & Hu, Q. (2017). Impact of top management leadership styles on erp assimilation and the role of organizational learning. *Information & Management*, 54(7), 902–919.

- Spreitzer, G. M. (1995). Psychological empowerment in the workplace: Dimensions, measurement, and validation. *Academy of management Journal*, 38(5), 1442–1465.
- Stinglhamber, F., Marique, G., Caesens, G., Hanin, D., & De Zanet, F. (2015). The influence of transformational leadership on followers' affective commitment. *Career Development International*, 20(6), 583–603.
- Suifan, T. S., Abdallah, A. B., & Al Janini, M. (2018). The impact of transformational leadership on employees' creativity. *Management Research Review*, 40(1), 113–132.
- Sun, L.-Y., Zhang, Z., Qi, J., & Chen, Z. X. (2012). Empowerment and creativity: A cross-level investigation. *The Leadership Quarterly*, 23(1), 55–65.
- Sutanto, E. M. (2017). The influence of organizational learning capability and organizational creativity on organizational innovation of universities in east java, indonesia. *Asia Pacific Management Review*, 22(3), 128–135.
- Tsai, C.-T., & Lee, Y.-J. (2014). Emotional intelligence and employee creativity in travel agencies. *Current Issues in Tourism*, 17(10), 862–871.
- Tung, F.-C. (2016). Does transformational, ambidextrous, transactional leadership promote employee creativity? mediating effects of empowerment and promotion focus. *International Journal of Manpower*, 37(8), 1250–1263.
- Urbach, N., Ahlemann, F., et al. (2010). Structural equation modeling in information systems research using partial least squares. *Journal of Information technology theory and application*, 11(2), 5–40.
- Vera, D., & Crossan, M. (2004). Strategic leadership and organizational learning. *Academy of management review*, 29(2), 222–240.
- Voon, M. L., Lo, M. C., Ngui, K. S., & Ayob, N. B. (2011). The influence of leadership styles on employees' job satisfaction in public sector organizations in malaysia. *International Journal of Business, Management and Social Sciences*, 2(1), 24–32.
- Wen, L., Zhou, M., & Lu, Q. (2017). The influence of leader's creativity on employees' and team creativity. *Nankai Business Review International*, 8(1), 22–38.
- Yoon, S. W., Song, J. H., Lim, D. H., & Joo, B.-K. (2010). Structural determinants of team performance: The mutual influences of learning culture, creativity, and knowledge. *Human Resource Development International*, 13(3), 249–264.
- Zagoršek, H., Dimovski, V., & Škerlavaj, M. (2009). Transactional and transformational leadership impacts on organizational learning. *Journal for East European Management Studies*, 144–165.
- Zhang, A. Y., Tsui, A. S., & Wang, D. X. (2011). Leadership behaviors and group creativity in chinese organizations: The role of group processes. *The Leadership Quarterly*, 22(5), 851–862.
- Zhang, X., & Bartol, K. M. (2010). Linking empowering leadership and employee creativity: The influence of psychological empowerment, intrinsic motivation, and creative process engagement. *Academy of management journal*, 53(1), 107–128.

- Zhou, J. (2003). When the presence of creative coworkers is related to creativity: role of supervisor close monitoring, developmental feedback, and creative personality. *Journal of applied psychology, 88*(3), 413–422.
- Zhou, J., & George, J. M. (2001). When job dissatisfaction leads to creativity: Encouraging the expression of voice. *Academy of Management journal, 44*(4), 682–696.