

**Impact of Ethical Leadership on Creative Self Efficacy: Mediating  
Role of Ethical Orientation and Moderating Role of Supervisor  
Support for Creativity**

**A study on Higher Educational Sector in Pakistan**

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**(HUMAN RESOURCE MANAGEMENT)**



**DEPARTMENT OF MANAGEMENT SCIENCES  
CAPITAL UNIVERSITY OF SCIENCE AND TECHNOLOGY  
ISLAMABAD**

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**CERTIFICATE OF APPROVAL**

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This is to certify that Ms. Sijal Mehmood has incorporated all observations, suggestions and comments made by the external evaluators as well as the internal examiners and thesis supervisor. The title of his thesis is: Impact of Ethical Leadership on Creative Self Efficacy: Mediating Role of Ethical Orientation and Moderating Role of Supervisor Support for Creativity

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## **Declaration**

I hereby declare that this work contains no material that has been accepted for the award of any other degree or diploma in any university or other tertiary institution and, to the best of my knowledge and belief, contains no material previously published written by another person, except where due references has been made in the text.

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## **Acronyms**

**CSE** Creative Self Efficacy

**DV** Dependent Variable

**EL** Ethical Leadership

**EO** Ethical Orientation

**IV** Independent Variable

**SLT** Social Learning Theory

**SPSS** Statistical Package for Social Sciences

**SSC** Supervisor Support for Creativity

## **Abstract**

The current study examines the role of ethical leadership in determining creative self efficacy of academic staff, teaching at University level. Additionally mediating role of ethical orientation and moderating role of supervisor support for creativity are analyzed. Responses of 226 faculty members of 4 different universities in the vicinity of Islamabad and Rawalpindi are used. The result of this study found that there is a positive relationship between ethical leadership and creative self efficacy, ethical orientation mediates the relationship between ethical leadership and creative self efficacy and supervisor support for creativity does not moderate the relationship between ethical orientation and creative self efficacy. The implications of these findings are also discussed.

## **CHAPTER 1**

# ***INTRODUCTION***

## **1.1 Background**

In general, leaders are considered as a source of inspiration for their followers or role models. It is usual that leaders are copied by people around them. Due to this reason, through their behavior, personality and/or cognitive way leaders directly or indirectly influence their employees' or followers creativity, resulting in either encouraging or discouraging their employees or followers from bringing up creative thoughts and proposals (Mathisen, Einarsen & Mykletun, 2012).

Leadership is said to be one of the important factors in success of an organization according to past literature. Transformational leadership as compared to transactional leadership is more effective in triggering creative behavior and performance among employees is argued in literature. Although little experimental evidence has been found regarding transformational leadership (Shin & Zhou, 2003; Wu, Lee & Tsai, 2012), it is usually linked with increasing creativity of employees at work.

It is also found by previous studies that there are nearly 12 diverse leader constructs that affect employee's creativity at work though very less experimental support has been found (McMahon & Ford, 2013) which includes transformational leadership (Bass & Avolio, 1990), leader-member exchange (Scott & Bruce, 1994), empowering leadership (Zhang & Bartol, 2010), unconventional leader behavior (Jaussi & Dionne, 2003), benevolent leadership (Niu, Wang & Cheng, 2009), authentic leadership (Rego, Sousa & Marqueses, 2012), servant

leadership (Neubert, Kacmar, Carlson, Chonko & Roberts, 2008) and ethical leadership (Kim & Brymer, 2011). The above mentioned studies found consistent experimental support for a leadership-employee creativity relationship. Thus, it is clear from literature that leadership-employee creativity and innovation has impact.

Due to the recent hell of corporate scandal in world and government bailout of massive corruption in US has raised a great attention towards the importance of ethics in corporate world. The shocking financial irregularities in the world renowned companies (e.g., Enron, WorldCom, Tyco International, Arthur Andersen, health South Corp and Adelphia) bringing force the need of ethical leadership (Kalshoven, Den Hartog & De Hoogh, 2011; Mayer, Aquino, Greenbaum & Kuenzi, 2012). The extensive body of research has given credence to ethical leadership as an effective leadership style and highlights its importance to management literature (Brown, Travino & Hartman, 2003; Brown Travino & Harrison, 2005). Ethical leaders request to affect the behavior of followers primarily through their actions. Scholars have found that ethical leadership plays a significant role in enhancing followers work outcomes.

Ethical leadership defined by Brown et al. (2005) proposed that the behavior of ethical leaders through communication and support encourages the ethical behavior of followers. According to him the exhibition of suitable behavior through individual actions and interpersonal relationships, and the endorsement of such conduct to subordinates through two-way communication, support, and decision making is ethical leadership (Brown et al., 2005). Ethical leaders exchange ethical standards, set ethical behavioral models and then monitor and calculate

the ethical behavior of subordinates in order to convert the behavior (Brown & Treviño, 2006; Treviño et al., 2003).

Ethical leaders focus more on ethics, justice and equality, autonomy and concern for people such leadership style is expected to profound impact on creativity (Brown & Trevino, 2006; Yilmaz, 2010). Research has also provided the compelling evidence regarding the influence of ethical leaders on fostering and supporting follower creativity but the underlying mechanism by which ethical leadership affect creativity may need more attention a suggested by (Chughtai 2014; Ma, Chung, Ribbens & Zhou, 2013).

Employee self-efficacy is developed by the help of leaders coaching to employees to think deliberately about their own decisions. It is described by Zhu et al. (2004) that expansion and self-belief in followers' work-related skills are promoted by ethical leaders through caring behavior and people's orientation, assisting advanced levels of self efficacy through explicit or observational learning and influence. Followers' self-efficacy can be developed by ethical leaders through assisting emotional encouragement and enactive mastery. Followers' anxiety and stress is decreased about the outcome by ethical leaders by helping in concentrating on the methods as they perform their work-related tasks (Brown et al., 2005), due to it their self-efficacy is also enhanced (Walumbwa et al., 2011).

Researchers found through field study and laboratory experiments that employees with higher efficacy in their performance regarding creativity had leaders who are more involved in acts supporting creative behaviors (Tierney & Farmer, 2002; Redmond Mumford & Teach,



1993). Eden (1992) stated that the fundamental association in Pygmalion process is through supportive behaviors and authentic leadership, the leaders communicates their creative expectations for their employees (Brown, & Trevino, 2006). This study identifies the effect of ethical leadership on creative self efficacy.

Since last decade ethics and honesty have expected a rising amount of consideration in the leadership domain (Kalshoven, Den Hartog & De Hoogh, 2011). Corporate supervisor aspects of ethical leadership are stated as: care, trustworthiness, honesty and fairness. This means behavior that clearly reveals ethical conduct, just and righteous decisions lead to conveying the significance of ethics to followers, and disciplining one who reveals unethical behavior whereas rewarding fair and just conduct (Jordan, Brown, Treviño & Finkelstein, 2013). De Hoogh and Den Hartog (2008) acknowledged that ethical leaders make clear to employees the positive addition of their tasks to the unit work targets along with laying stress on moral ethics in their decision making. Individual ethical orientation influences the development of ethical behavior. Ethical orientation symbolizes fundamental orientations for example justice and integrity, utilitarianism, duty and responsibilities, cultural identification, and self-interest that one uses for ethical decision-making (Jones et al., 2003).

The Four dimensions of ethical orientation are relativism, justice, teleology and deontology. Justice orientated person is one who is being just in making ethical decisions and giving regard to beliefs such as integrity, rightness, fairness est. for making decisions (Aupperle, 2008).

Employees' acting in a just manner, and making professional decisions by taking in account all the consequences is very important for organization. Deontological or contractualist orientation shows acting in agreement and making ethical decisions according to the universal standards, set of laws, unwritten rules and individual duties and responsibilities (Buckley et al., 1998; Reinstein et al., 2006). Third dimension of ethical orientation is relativism which emphasizes that view of fair decisions and conducts may vary among individuals, families, societies, cultures and customs. A decision which is considered as ethical in any culture or society could be regarded as non-ethical in any other culture/society (Loo, 2002; Gupta, 2010). Teleological orientation is the fourth dimension of ethical orientation. In it, ethical decision is made regarding the benefit amount obtained as a result of the decision of individual and/or social. A decision is considered to be ethical according to this orientation if long-term self interest is increased by it, of an individual (Cruz et al., 2000; Beu and Buckley, 2001).

Professionals, academics and governing bodies have a general consensus that there is a need for more stress in business education on ethical behavior (e.g., Thomas, 2004). There is a difference of opinion regarding possibility of ethics coaching (e.g., Kerr & Smith, 1995) and also some experimental evidence contrary to this (McCarthy, 1997). The ethical disobediences of late illustrate top management (Madison, 2002). Do these measures have been prohibited by ethical teaching? Or are these measures attribute to comparatively stable and opposed to change individual differences?

To develop competencies regarding decision making that leads to ethical behavior high level of stress is on ethical instruction in business world that centered on the options that help to

do so. Situational influences have also been observed on these decisions (e.g., Haines & Leonard, 2007). There has been quite a little stress on personality traits and more particularly on stable personality characteristics. Stable personality characteristics would surely interrelate with situational factors to influence ethical behavior at a minimum. Indeed, the more constant individual concepts can temperate the usefulness of training and education of ethics.

Mediation mechanism between ethical leadership and creative self efficacy is identified in this study as ethical orientation but there also present a moderator affecting this relationship. The moderator related to creative environment is identified. Creative workplaces are areas and spaces that support and promote people working creatively on their new ideas who are working creatively to perform efficiently (Martens, 2011). Creative work environment helps employees to learn their jobs in a better way. Their novel problem-solving skills work for the organizations overall (Gilson & Shalley, 2004). Creative, friendly and innovative organization's environment is a positive indicator of growth and success. Creativity at workplace helps teachers to achieve creative outcomes and results for students (Choi, 2002). Therefore, having a creative environment in workplace setting gives an integral factor for enhancing the organization's performance (Carmeli & Schaubroeck, 2007).

To achieve successful growth of employees there should be a supportive environment in the organization. When a creative environment is provided to the employees their motivation to work is increased in turn provides a positive perception of the organization's support for creativity to the employees' mind. Two conditions comprise of originality and purpose is important for creativity (Glover, 1980). It is essential to recognize different ways to make

organizations creative enough (Lapierre & Giroux, 2003) so that it stimulates and persuade creativity. As a result of creative environment outcomes of employees get better (Gumusluoglu & Ilsev, 2009).

Supervisor support is a belief and trust of employee to what extent supervisor appreciate and value his or her contribution that is necessary for having a good life in society. Encouragement and motivation is needed by supervisor and when he gives valuable consideration and respect to work of employee then employee exert efforts to identify new ideas to perform a task and exhibit creative behavior. Employees seek the supervisor support as kindness and favor from the supervisor and return it in efforts of achievement of goals in creative manner. Supervisors socially influence employees by impacting on employee creativity. In order to enhance employee creativity, supervisors are required giving clear directions, encouraging and supporting creativity (Shalley & Gilson, 2004). Open discussion and participation of employee by supervisor enhance confidence and self efficacy of employees at workplace which increase employee creativity at workplace (Tierney, Farmer, & Graen 1999). This study identified supervisor support for creativity as a possible moderator between ethical orientation and creative self efficacy link.

One of the major socio economic signs of the development of any country is education. It is undoubtedly the chief support of strong economy. Higher education is presented to the people with a viewpoint of preparing them through their proficiency to bring a better future. It can be safely said that in the era of knowledge economy a nation can be transformed into a developed nation if Higher Education is given due importance. It brings improvement and betterment not

only in individual development but its effects can be observed in the general advancement and upgrading of employment and earnings, successful parenting, civic participation, health, longevity and general awareness in all spheres of life (Dearden, 2000). Organizations face dynamic conditions, changing demands, rising competition and technological advancement in today's education world (Benn, Dunphy, & Griffiths, 2014; Cummings & Worley, 2014). To be successful in these highly turbulent conditions, organizations need creative employees for creativity in research papers even under pressure.

Quality of higher education for the development and progress of any country is the key factor. Just a few achievements made by the Higher Education Commission of Pakistan in the last decade increase in research output of Pakistani universities, improvement of quality standards for higher education sector, development of competent human resource, increase in fair access, advancement in academia-industry linkages and strengthening of universities' physical and technological infrastructure. There are total 179 Universities recognized by HEC in Pakistan among which 104 are Public and 75 are Private sector universities.

The major requirement of higher education institutions is Highly-qualified faculty for quality teaching and research and development. Higher education institutions of Pakistan have reduced the shortage of highly qualified faculty in the last ten years to a certain point but still require a further increase to come up to international standards. The central element of human resource development for the higher education institutions is faculty development. Therefore, during the year 2016 the focus of HEC kept on the production and appointment of the highly qualified faculty. HRD strategy of HEC is the production of highly qualified manpower for the

higher education institutions and R&D organizations of Pakistan so that they could play their academic and research roles with a final goal of socio-economic development of Pakistan. Due to the publication demands of HEC teachers feel pressure during research to publish papers which reduces their creative output. Creativity is an outcome of creative self efficacy. This report focuses on the creative self efficacy of university lectures and professors and the mechanism through which it develops.

## ***1.2 Research Gap***

This study is proposed to add to the prevailing literature in quite a few ways. First, our research fills the gap in knowledge relating the association between ethical leadership and creative self efficacy. In some previous researches moderating mechanism of creative self efficacy is used between ethical leadership-creativity and mediating mechanism in transformational leadership-creativity (Gong, Huang & Farh, 2009) link but the mediating mechanism between creative self efficacy and ethical leadership was not identified.

According to Brown and Trevino (2006) ethical leaders must share ethics and values with followers, make strong assessment based on high principles of ethical behavior, motivate followers to apply a vision, and desire to build a community based on social justice. This sharing of ethics develops ethical orientation in them. This study identified a mediator ethical orientation that helps employees to develop creative self efficacy effectively by learning through leaders according to Social Learning Theory. Thus SLT is used as the core theoretical focus and to spot out the mediating effect of ethical orientation as ethical leadership is the behavior that develops

ethical orientation in followers through observation and imitation. Our understanding of the manners by which ethical leadership affects creative self efficacy could be improved by the findings. Second, this research adds to the literature by examining the way ethical orientation improves followers' creative self efficacy through the moderating effect of the supervisor support for creativity as support in environment leads to personality development.

The current study is planned to check the relationship between ethical leadership and creative self efficacy through ethical orientation and the relationship between ethical orientation and creative self efficacy moderated by supervisor support for creativity. Finally, the study chooses a cross-sectional design and advance data analysis techniques to determine co-relation, which make us able to provide a vigorous and meaningful outcome.

### ***1.3 Problem Statement***

Research on ethical leadership and employee creativity is still in its initial levels. A few studies, in this regard, conducted (e.g. Ma et al., 2013, Chughtai, 2014) has empirically tested the impact of ethical leadership on employee creativity. However, the original route through which ethical leadership effects employee creativity is still unclear and should be further explored. One of the antecedents of creativity is creative self efficacy which is explored in this study.

A vast majority of early researcher has investigated the effect of ethical leadership on resulting outcome as a practice of social exchange or social learning (e.g., Brown and Trevino

2006; Brown et al. 2005; Ma et al., 2013). Current study is going to identify the mediating mechanism i.e. ethical orientation between ethical leadership and creative self efficacy. This study will also check the moderating effect of supervisor support for creativity among these relations.

Education sector needs to develop creative self efficacy as teachers are facing challenges to meet the requirement of HEC in publishing research papers. Altaf and Naqvi (2013) identified major challenges facing by employees due to lack of ability or efficacy to meet the requirement of creative tasks. As employees need ethical support from leader to build to show creative behavior (Gu et al., 2013), leadership in education sector must be supportive in building creative culture to meet requirements of global changes.

#### ***1.4 Research Questions***

On the basis of the above stated research gap and problem statement, the present study is designed to find answers of the given below questions:

***Question 1:*** What is the relationship between ethical leadership and creative self efficacy?

***Question 2:*** Does ethical orientation mediate the relationship between ethical leadership and creative self efficacy?

***Question 3:*** Does supervisor support for creativity moderate the relationship between ethical orientation and creative self efficacy?



## ***1.5 Research Objectives***

In general the objective of the study is to make and examine proposed model to explore the relationship of ethical leadership with creativity with mediating mechanism of ethical orientation and moderating effects of supervisor support for creativity. The planned relationship between the independent, mediating, dependent and moderating variables is given in the research model of this study.

Aim of the study is to find out the objectives which are as follows:

- i. To examine the relationship of ethical leadership and creative self efficacy.
- ii. To identify the role of ethical orientation as a mediating mechanism between ethical leadership and creative self efficacy.
- iii. To identify the moderating role of supervisor support for creativity between ethical orientation and creative self efficacy.

## ***1.6 Significance***

### **1.6.1 Theoretical significance:**

Research on ethical leadership and one of its outcome increased employee creativity is examined by few studies (e.g. Ma et al., 2013; Chughtai, 2014) but ethical leadership-creative self efficacy link is explored little. Therefore, formation of an integrated model by considering the mediator ethical orientation and outcome creative self efficacy will have a lot of importance in theoretical literature of ethical leadership and employee creative self efficacy. It will include a

new facet in the existing literature by providing enhanced understanding of ethical orientation as an underlying method through which ethical leadership impact employee creative self efficacy.

### **1.6.2. Practical Significance:**

In an underdeveloped country like Pakistan specifically for the development of education sector creativity is of utmost importance for high level of research. This study has practical significance for the leaders in such a way that they become aware that ethical behavior is needed for creativity in organization and how they can promote and encourage creativity by developing creative self efficacy in followers.

## ***1.7 Supporting Theories***

### **1.7.1 Social Cognitive Theory**

According to Bandura (2001) in SLT many external events in the social context affect self-efficacy. He defines self efficacy as a function of individual's cognitive processes and social behaviors. This theory suggests that there is a positive association between self efficacy and positive work related outcomes as well positive personality components. It also states that people who have high self efficacy do not avoid risk and develop creative self efficacy as they perceive challenges as opportunity.

### **1.7.2 Componential Theory of Creativity:**

The fundamental principle of Componential Theory of Creativity is that employees working conditions and social environment have a great effect on creativity by influencing components that add to creativity (Amabile, 1997). Recent research findings document that physical and social environment play a vital role toward creativity at work place. In past research although proper attention was not given to this phenomenon but employee required the supervisor support for creativity. Moreover, there are few studies that had examined enhancing of creativity by supervisor support. It is argued that supportive and encouraging behavior to support employee creativity by supervisor is necessary for innovative behavior at work.

### **1.7.3 Social Learning Theory**

According to Yukl (2002) Leadership consist influence and control. It is suggested by social learning perspective of ethical leadership that leaders through modeling influence followers' ethical conduct. The word modeling includes the series of psychological matching procedures which include observational learning as well as imitation and identification. Bandura (1986) suggest that through examining others' behavior and its outcomes anything that can be learned by vicarious experience if it is learned through direct experience. This process of virtual learning appears specifically vital when the target prevailing in organizations regarding behavior is ethical conduct. Role modeling helps employees to gain knowledge regarding behavior whatever is expected, punished and rewarded.

#### **1.7.4 Overarching Theory**

Social Learning Theory seems quite appropriate to clarify the antecedents and outcomes of ethical leadership (Bandura, 1977, 1986). Leaders which are considered as ethical by their followers must be striking and reliable role models for their followers according to this theory. SLT assists to elucidate why and how ethical leaders persuade their followers. According to Social Learning Theory (Bandura, 1977, 1986), individuals learn by concentrating and imitating the manners, attitudes, principles and behaviors of striking and reliable models. A large no. of individuals looks at other individuals for assistance and guidance of ethics (Kohlberg, 1969; Treviño, 1986). Expected sources of assistance are Ethical leaders because their charisma and reliability as role models draw concentration to their modeled behavior (Brown et al., 2005).

## ***CHAPTER 2***

### ***LITERATURE REVIEW***

#### **2.1 Creative Self-Efficacy:**

Self efficacy which is a component of psychological capital is defined as strong faith to thrive in any given assignment that one possesses on his/her abilities (Caza et al., 2009). It is defined by Luthans (2002) as the confidence an individual owns to achieve any assigned task by utilizing all of his/her mental abilities and motivation. Confidence also has diverse effect on job results. It can also cause negative outcomes also in the case of over confidence i-e when its level is higher than required (Twenge & Champbell, 2008).

Confidence helps in coping with stress and confusions (Abbas & Raja, 2011; Pajares, 1996) and it is also a strong contributor of positive and constructive organizational behavior (Luthans, Avolio & Youssef, 2007). Positive attitudes developed by treatment with stress also enhance creative behavior (Dyne, Graham & Dienesch, 1994; Eisenhardt & Graebner, 2007). The individuals who have low self efficacy often do not work creatively due to experience of negative stress at workplace.

Employees apply more efforts to achieve challenging duty after developing confidence (Pajares, 1996). They think ahead of routine work of job (Van Dyne, Graham & Dienesch, 1994,

Dyne, Jehn & Cummings, 2002). Those who have higher levels of confidence create mastery by accepting the complex assigned work as challenge and do not evade risk (Van- Yperen & Janssen, 2002; Tierney & Farmer, 2004). Those Individuals are more creative and motivated who have high self efficacy as compared to ineffective individuals (Amabile, 1996; Tierney & Farmer, 2002, Gumusluoglu & Ilsev, 2009).

Research also proposes a high level of confidence (Barron & Harrington, 1981; Petkus, 1996); is an attribute of highly successful creators and is named as “invincible self-efficacy” (p. 73) by Bandura (1997). In fact, earlier studies have found creative self-efficacy to be connected to both creativity work involvement (Carmeli & Schaubroeck, 2007) and creative performance (Choi, 2004; Tierney & Farmer, 2002, 2004; Jaussi et al., 2007; Shin & Zhou, 2007; Gong et al., 2009) in employees. From both theoretical and experiential support it is suggested that beliefs of creative efficacy development leads to events of creative performance.

Self-efficacy compels performance and behavioral functioning is proved by the substantive area of experimental and longitudinal research (Bandura & Locke, 2003). Bandura (1997) stated that in exploring relations in actual task settings between self-efficacy and performance outcomes, it is serious to study them as they may operate in close sequential proximity or concurrently to each other. He emphasized that close timing among efficacy and measuring of performance will cause a more accurate estimation of the accurate consequences of self-efficacy beliefs of an individual. Immediate prior self-efficacy has larger effects on performance than does earlier self-efficacy is an idea supported by Empirical studies (Shea & Howell, 2000).

Overall four techniques for enhancing self-efficacy are identified by Bandura (1986): verbal influence, enactive mastery or ones accomplishments, explicit experience or modeling and emotional or physiological stimulation. Ethical leadership affects all of these methods by social learning (Walumbwa et al., 2011). Individuals learn sensationally about behavior through direct modeling and verbal point of view as per SLT. Ethical leaders help employees enhancing confident in their skills and build up their patterns of motivation and behavior by showing support and encouragement to them (Walumbwa et al., 2011).

An efficacy, which is creativity-focused, must be favorable to creativity because it can compensate hurdles intrinsic to creative engagement. Research by Stevens & Gist (1997) results that self-efficacy can assist a mastery target orientation acceptance (Elliott & Dweck, 1988), adding to the use of knowledge gaining strategies of metacognition or self-regulation associated to creative activity (Nickerson, 1999). Recent studies also found linkage of creative self-efficacy and mastery target orientations (Beghetto, 2006, 2007). Furthermore, domain-specific efficacy views can direct to afterwards experience of job-related flow (Csikszentmihalyi, 1996), a strong position that is strongly attached to creative notion formation (Csikszentmihalyi & LeFevre, 1989).

Creative self-efficacy is the belief that one has on his ability to produce creative outcomes and results (Tierney & Farmer, 2002). The claim that creative self-efficacy is linked to creative performance is supported conceptually and empirically by earlier studies in the area of creative self-efficacy. Schack (1989) concluded in one of the initial study that creative self-

efficacy was a major analyst of students' beginning of self-dealing projects. Likely, it is verified that a positive relationship is presented between creative self-efficacy of undergraduate students and instructors' assessment of their creative performance (Choi, 2004). Additionally, Choi instigate that creative self-efficacy totally mediated the effects of individual and contextual variables which are personality, ability, and motivation (individual) and social influences from peers and leaders (contextual). According to above finding it is stated that creative self-efficacy is significant in explaining specific individual and situational variables relationship to creative performance. By considering two divisions i.e. a manufacturing and operation samples of employees found that creative self-efficacy is a good predictor of supervisors' ratings of employee creativity (Tierney & Farmer, 2002). A relationship like it was also found in a research including a R&D unit of a chemical corporation (Tierney & Farmer, 2004). In conclusion, creative self-efficacy is a significant predecessor of creative effort and performance as results from both a school setting and a work setting shows.

## **2.2 Ethical Leadership:**

For last few years a greater degree of awareness in the leadership field has received by ethics and integrity (Kalshoven, Den Hartog & De Hoogh, 2011). In corporate supervisors, the ethical leadership aspects are care, credibility, fairness and honesty i.e. Actions that clearly reveals ethical manner, as well as just and moral decisions, in that way sharing the significance of ethics to ones who follows, rewarding and penalizing positive ethical behavior and unethical behavior respectively (Jordan, Brown, Treviño & Finkelstein, 2013). Through ethical leader's actions, behavior of their followers is affected. The ethical behavior of subordinates is converted



by ethical leaders by conveying ethical principles, setting ethical behavioral role model and regulating the ethical behavior (Brown & Treviño, 2006; Treviño et al., 2003).

Ethical leaders more probably build a psychologically secure setting for employees to have a flourishing enactive mastery experience when they give more importance to care of their employees and wish about their well performance (Walumbwa & Schaubroeck, 2009). It results in improved employee self-efficacy. Individuals who are well confident more probably begin deed, chase it, and maintain perseverance (Stajkovic, 2006). Walumbwa et al., (2011) stated that employees high in self-efficacy are successful performers than others. In fact, many researchers' findings have encouraged, in diverse organizational environments, the impact of self-efficacy on employee creativity (e.g. Gong, Huang, & Farh, 2009; Zhou, 2003). Ethical leaders serve as role models by being proactive in making new ideas (Tu & Lu, 2012). By the help of role modeling, followers enhance their skills to fulfill their assigned works, improve their awareness by learning and gaining latest skills and achieve their prospective (Walumbwa et al., 2011).

How ethical leadership increase employee creativity? Such a question suggests that a mediator must account for this relationship. As it is explained in this study that employee creative self-efficacy is above mentioned mediating variable, this research is based on view that when employees have higher level of creative self-efficacy they likely to be more creative ([Tierney & Farmer, 2002, 2004](#)) and that high employee self-efficacy is a consequence of ethical leadership. Thus we proposed the following hypothesis:

**Hypothesis 1: Ethical leadership is positively and significantly related with creative self efficacy.**

### **2.3 Ethical Orientation:**

To identify an individual's ethical orientation Forsyth (1980) developed the Ethics Position Questionnaire (EPQ). It is illustrated as a continuum with relativism and idealism at either ends. Relativism explains an individual's interest and consideration for a set of universal rules/regulation and standard. Focal point of Idealism is human welfare. Business decision-making like managing earnings is affected by individual's ethical orientation (relativism vs. idealism). Highly idealistic individuals should choose not to administer income as they avoid such outcomes that could cause harm to others (Forsyth, 1982) and as more unethical the earnings management actions are. The circumstances are considered prior, on the contrary, to the possible harm a decision may cause by individuals who inclined to be more relativistic. They also inclined to judge earnings management actions, as a group, more ethically than do the idealists and also inclined to judge decisions leniently (Elias, 2002).

A combination of decisions that individuals make in organizations is explained by studies using the EPQ (Greenfield, Norman, & Wier, 2008). Barnett et al. (1998) and Davis et al. (2001) used the EPQ in business perspectives and the results from each study, also similar to previous research in other fields, leads to support of EPQ relevancy to business environment. For example, Shaub et al. (1993) explore that more relativistic auditors identify ethical issues in an auditing scenario less likely than idealistic auditors. Budgetary slack creation behavior is explained by an individual's ethical position, known chance and other incentives (Douglas and Wier, 2000). Douglas et al.'s (2001) results propose that in intense (low) moral circumstances for CPAs, ethical orientation is highly (modestly) correlated to ethical judgments. Chinese managers

validated the efficacy of the EPQ cross-culturally in few studies (e.g. Douglas & Wier, 2005; Redfern & Crawford, 2004).

Regarding business practices the business field is divided into two ideologies i-e ethical and unethical business practices. Such differences are made by the executives in the corporations by their decisions or actions. Executives' ethical orientation is vital for ethical practices in the business but it also have a relationship with ethical leadership as ethical leadership involves ethical decision making (Winston, 2007). Ethical leadership is a process of ethical decision making and ethical orientation helps in ethical decision making thus ethical leadership develop ethical orientation in employees that leads high level of confidence i-e self efficacy in them. This self efficacy is creative in nature when ethical leadership exists as we have discussed earlier. Based on above discussion following hypothesis is formed:

**Hypothesis 2: Ethical orientation mediates the relationship between ethical leadership and creative self efficacy**

#### **2.4 Supervisory Support for Creativity:**

Creativity is defined as the conception of ideas that are achieved by divergent thinking and by breaking the chains of limited mindset. If organizations want to gain competitive advantage over their competitors this element is important. Thus, creativity is a valuable resource and holds great importance it should be surely supported and promoted whenever possible (Runco, 2004). Creative hunger is only fulfilled when supported and nourished.

Quite a number of ways are discussed in the past literature for creating a creative environment by converting it. For this purpose researchers focused on managers who have significant and imperative role in the development of organization. Managers are also capable of beliefs, values and assumptions that inspire employees (Myers, 1982). Through Development of new products, organizations gain competitive advantage and get ahead of competitors (Ragatz, Hanfield & Scannell, 1997). Thus, they have to produce creative ideas (Isaksen & Lauer, 2002) to satisfy customer's changing needs faster than others (Im, Montoyo & Workman 2013) to gain competitive environment.

According to Kim, Min, Cha (1999) organization must encourage innovation and creativity. This helps to be successful in competitive and rapidly growing business environment (Sarrin & McDermott, 2003). Employees' performance gets better (Chen, et. al, 2013) and creative when they experience support from environment at workplace (Ishaque, Iqbal, Zafar & Tufail, 2014). Creativity is a process of using novel ideas to create different and efficient products and it is used for both producing new products or improving existing ones (Amabile, Conti, Coon, Lazenby & Herron, 1996). Amabile (1988) also described creativity as one's personal feature of creative thinking. Thus, conditions for employees must be take care by employees to improve creativity (Amabile, 1988).

As literature has discussed numerous times that creativity is a process of generating new and unique ideas (Ishaque et al., 2014) whereas innovation is implementation of those ideas (Ragatz et al., 1997). It is essential for organization to establish a climate in organization

(Amabile, 1996) that promotes and encourages creativity at workplace (Isaken et al., 2002). It can be achieved by promoting supportive behavior within an organization (Roffe, 1999). Creativity can be boosted up or flattened down (Cantor, Morrow & Montabon, 2012) depending on supervisor's support for it. Supportive supervision is normally aware of their employee's feelings and shares his concerns (Chen & Huang, 2007), provide positive feedback and assist their employees (Cummings & Oldham, 1997). Supportive supervision helps employees grow (Shalley & Gilson, 2004), improve and ultimately contribute to better outcomes (Kark & Carmeli, 2009).

Support for creativity by supervisor and coworkers is considered to be a significant factor (Islam, Doshi, Mahtab, & Ariffin Ahmed, 2009) for creating new products (Edmondson, 2002) and "go ahead" of organization's competition; (Jarvinen & Poikela, 2001). With a creative environment at workplace, supervisor encourages employees to explore the problem (Sarin & Mcdermott, 2003) and to figure out a creative idea (Moorman & Miner, 1997) to select a best possible solution (Shalley & Gilson, 2004).

It is primary for organizations to make a climate that supports their employees to act creatively (Isaksen & Lauer, 2002). One efficient way is to promote supportive behavior within an organization (Amabile et al., 1996; Cantor, Morrow, & Montabon, 2012; Chen & Huang, 2007; Roffe, 1999). Cummings and Oldham (1997) indicated the significance of supervisors' behavior to promote a creative climate. They demonstrated supportive supervisors as those who try to be aware of their employees' feelings, inspire them to share their concerns, provide positive and informative feedback, and help their employees to develop their skills. These

actions support employees' perceptions of a supportive climate at work, assisting them to deliberate, improve, and finally add to more creative outcomes (Kark & Carmeli, 2009; Shalley & Gilson, 2004).

Support for creativity refers to the limit to which employees are encouraged by supervisors and coworkers to produce creative ideas. Support for creativity from supervisors and coworkers encourage employees and assist them so that they might be fully motivated not only to find solutions to problems (Tierney & Farmer, 2004) but also help employee to think out of the box for more efficient strategies (Scott, 1994). According to Ford (1996) supporting creativity in the organization also shows that their employees' creative ideas and activities are appreciated and valued by the organization. It is shown in previous studies that support for creativity positively associated with employees' creativity (Shalley & Gilson, 2004). It is suggested that when employees recognize that their supervisor support their creative ideas, they start believing that there is an expectation of creative products from them ultimately their overall performance increases (Tierney & Farmer, 2004). The organization culture is also responsible for supporting or impeding the employees' creativity. Studies shows that organic organization having decentralized decision making especially in dynamic environment support and enable organizational creativity (Angle, 1989). On the other hand, Kimberly (1981) contradicts that a centralized organization provides more stability and discipline for the employees to focus upon their creative ideas.

Supervisor support is defined as employees' belief regarding the level of supervisors concern about their well-being and worth of their inputs. To use better efforts and own assets in

innovative work, employees need motivation. When supervisors show their individual deliberation toward followers it results in recognition of affection and expression from them. Likewise, employees who recognize support from their supervisors often help supervisors to reach their stated goals as they feel obliged to pay back supervisors' favors or sympathy (Rhoades & Eisenberger, 2002). Jung et al. (2003) pointed out that there is a positive link of leadership with support for innovation and employee-perceived empowerment. Creativity and innovation is a region where supervisors through their authority on the situation of employees work can have a strong effect on employee creativity (Shalley & Gilson, 2004). Supervisor is required to promote, encourage and support creativity in order for innovative behavior to occur (Shalley & Gilson, 2004).

Janssen (2005) found support that when employees perceived that their efforts were honestly rewarded by their supervisor they respond in more innovative way to advanced levels of job requirements. Oldham and Cummings (1996) found that a work environment that promoted creativity is created by supportive, non-controlling supervisors. Improved employee creativity is a result of open interactions with supervisors and the acknowledgment of encouragement and support (Tierney, Farmer, & Graen 1999). Thus, employees will respond with more innovative behavior who perceives a fair balance between supervisor's incentives comparative to their work efforts.

According to Shanock & Eisenberger's (2006) findings, there is a positive relation between supervisory support and organizational performance. Previous research has argued that team members perform more creatively when they experience a supportive climate in their

workplace (Chen, Farh, Campbell-Bush, Wu, & Wu, 2013; Isaksen & Lauer, 2002; Ishaque, Iqbal, Zafar, & Tufail, 2014).

The degree to which a supervisor offers gratitude, value, and supportive behavior to his or her subordinates, such as providing creativity-relevant feedback and information regarding creativity is considered as supervisor support for creativity (Madjar, Oldham, & Pratt, 2002). Support for creativity considers the degree to which both supervisors and coworkers support employees to produce and filter creative thoughts (Madjar, Oldham, & Pratt, 2002). These studies, beside several others (see Shalley et al., 2004), recommend that supervisors' and coworkers' support might help to moderate the impacts of situational conditions on creativity.

It is necessary to learn how to create an organizations' environment that helps to reproduce and encourage creativity. If employees perceive that their jobs are meaningful and important on the basis of helpful feedback from supervisors, the employees will increase creative activities (Yi, Hu, Plucker, & McWilliams, 2013). Due to the above supervisor support-creativity link and creative self efficacy as antecedent of creative performance we can propose the following hypothesis:

**Hypothesis 3: Supervisor support for creativity moderates the relationship between ethical orientation and creative self efficacy such that it will be stronger when supervisor support for creativity is high rather than low**



**Table 2.1**

***Summary of Hypotheses***

---

<b>Hypotheses</b>	<b>Statements</b>
H1:	Ethical leadership is positively and significantly related with creative self efficacy.
H2 :	Ethical orientation mediates the relationship between ethical leadership and creative self efficacy
H3:	Supervisor support for creativity moderates the relationship between ethical orientation and creative self efficacy such that it will be stronger when supervisor support for creativity is high rather than low

---

2.5 Research Model

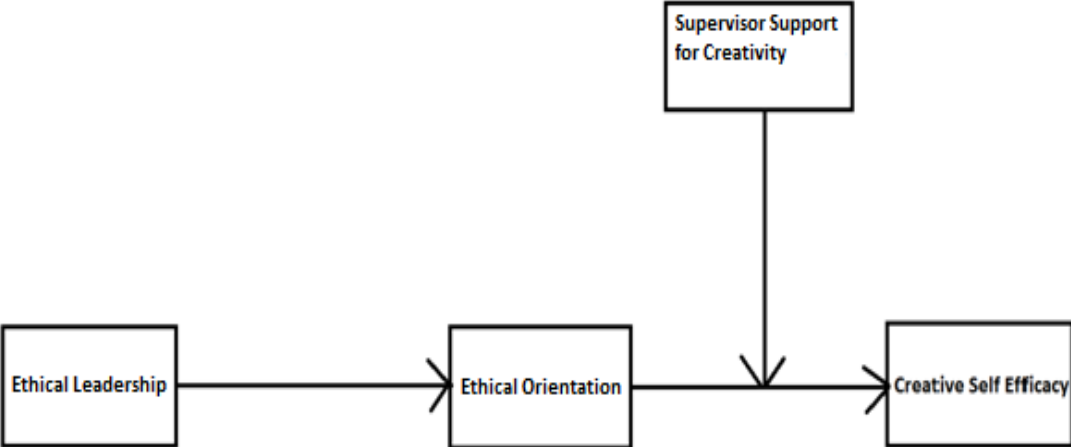


Fig. 1. Hypothesized model of the study.

## CHAPTER 3

### ***RESEARCH METHODOLOGY***

The chapter explains the design of research, population and sampling technique and methods.

#### **3.1 Research Design:**

Rubin, (1987, p. 85) defines research design as a basic strategy to test the theory. The major objective is to plan and structure the research study in a way that increases its validity (Mouton & Marais, 1996). It is a comprehensive process for managing the research process and its relevant aspects. For data collection and analysis, the circumstances are arranged in a way that it relates with research purpose and practical economy. The research design includes type of study, study setting, time horizon/study design and unit of analysis.

##### **3.1.1 Nature of Study:**

In this study the impact of ethical leadership on creative self efficacy with mediating role of ethical orientation and moderating role of supervisor support for creativity is measured on the responses provided by respondents about these variables so this study is co relational in nature. The study is also causal in nature as effect of IV on DV is studied.

This study is quantitative in nature due to survey method. Survey technique gives liberty to response regarding own convenience of respondents thus ease results. Same survey questions are phrased for all respondents in closely similar manner which removes bias interviewer part due to variation in delivery of respondents. Pre- specified survey questionnaires\instruments are used for data collection.

### **3.1.2 Study Setting:**

It is a field study as the respondents (Education sector academic staff) have filled the survey questionnaire in the work setting where they are contacted by researcher. Thus, no false environment has been created for carrying out this survey. The questionnaires were got filled by the academic staff of different universities located in twin cities of Rawalpindi and Islamabad during working hours in their natural work environment and settings. The Universities include Quaid-i-Azam University, Islamabad, Capital University of Science and Technology, Islamabad, Pir Mehr Ali Shah Arid Agriculture, University Rawalpindi, and University of Lahore, Islamabad Campus.

### **3.1.3 Time Horizon:**

The research study can be cross sectional or longitudinal as per time horizon. In cross sectional study, data collection is at one point of time while in longitudinal study researchers collect the data in different phases for carrying out tests and attainment of results. The data has been collected within two months (Dec, 2016 to Jan, 2017). Cross sectional study is conducted

because of the nature of research questions and short period of time as there is no frequent changes in creative self efficacy within short period of time.

#### **3.1.4 Unit of Analysis:**

In empirical research an important part is entity which is being analyzed called unit of analysis. Each member in an organization is called unit and one element of the population is called unit of analysis. The selection of unit of analysis relies upon the span, purpose and nature of research. The unit of analysis can be an individual, groups, organizations or cultures. In Micro level research, the unit of analysis is individual and at broader level it focuses on groups. The Macro level research is based on social structure, social procedures and their interconnections and the focus is on organization. The Meso level research lies between individuals and structure. It is difficult to get data from organizations, so individual employees who were working in different universities in two cities of Pakistan were the unit of analysis in this study.

#### **3.2 Population and Sample:**

The population of research study is academic staff working in Education sector of Pakistan. Education sector can be divided into Universities, Colleges, High schools and Primary schools. Universities can be divided into public and private that can further divided into large and small. There is a large no. of academic staff working in Universities of Pakistan. These employees are geographically distributed in different regions of Pakistan. Due to impossibility of studying all the population so sampling is done to find the solution of this problem.

A population of research is characterized as the group of individuals or items that possesses characteristics of similar nature (Castillo, 2009). The population of the current study was the faculty of universities in two cities of Pakistan (Rawalpindi and Islamabad). The universities of these twin cities are either chartered by government of Pakistan or government of Punjab. There are 25 Public sector universities and 24 Private sector universities chartered by government of Pakistan. Whereas 27 Public sector universities and 24 private sector universities chartered by government of Punjab as per HEC list of recognized universities and institutions. One university from each of this sector is chosen which make 4 universities in total. Quaid-i-Azam University, Islamabad and Pir Mehr Ali Shah Arid Agriculture, University Rawalpindi from public sector and Capital University of Science and Technology, Islamabad and University of Lahore, Islamabad Campus from private sector are chosen.

300 questionnaires were distributed among these universities in total. 240 questionnaires were returned from these campuses. 226 out of these questionnaires were found complete in all respect. Thus, the overall response rate remains 75.3 percent.

### **3.3 Sampling Technique**

The key purpose of sampling is to choose representative group of elements which will truly disclose the characteristics present in population. A due care is needed while sample selection because the results are generalized to entire population just based on the sampling outcomes. Normally sampling techniques are divided into probability and non probability

sampling. Each element of population has an equal chance to become a member of sample as per probability sampling whereas in non probability sampling contrary to it no probabilities are allocated to elements of population.

Public and private both sector universities of Islamabad/Rawalpindi are taken in study. Faculty members who are teaching at MS and PhD level and are involved in research activities are selected. It is a convenience method of sampling. Convenience sampling is a technique of non-probability sampling where respondents are chose on the basis of convenience and ease of access.

### **3.3.1 Sample Characteristics**

These are the respondents demographics included in survey. The table 3.1 reflects the characteristics of the study population.

**Table 3.1**

<i>Respondents Demographics Characteristics</i>	Frequency	Percentage	Cumulative Percentage
<b>Gender</b>			
Male	176	77.9	77.9
Female	50	22.1	100
<b>Age</b>			
18 years to 25 years	56	24.8	24.8
26 years to 33 years	115	50.9	75.7
34 years to 41 years	34	15.0	90.7
42 years to 49 years	15	6.6	97.3
> 50 years	6	2.7	100
<b>Qualification</b>			
BS	43	19	19
MS	126	55.8	74.8
Ph.D	57	25.2	100
<b>Experience</b>			
1 year to 5 years	128	56.6	56.6
6 years to 10 years	47	20.8	77.4
11 years to 15 years	26	11.5	88.9
16 years to 20 years	16	7.1	96
> 21 years	9	4	100



It has been reported from gender wise frequency analysis of the data that 77.9 % of the sample comprises of male employees of universities while 22.1% respondent were female which is comparatively low. Hence the majority of the respondents were male in this data. As per the frequency of age 115 person of the sample i.e 50.9% belongs to the age group of 26 years to 33 years while in the age bracket of 18 years to 25 years there were 56 respondents that becomes 24.8%. In the age brackets of 34 years to 41 years the number of respondents was 34 which are 15% of the total sample. Whereas 15 respondents were from the age group of 42 years to 49 years i.e 6.6% and 6 respondents belongs to the age bracket which is greater than 50 i.e 2.7% which is the lowest one.

Another demographic aspect catered in this study is the qualification of the respondents and indicates that a total of 126 respondents that work out to be 55.8% are of MS qualification which is the highest percentage in qualification frequency then PhD qualification which is 57 respondents i-e 25.2% and then BS which is 43 i-e 19%.

The survey also collects data about the work experience of the respondents. Here 56.6 percentages has been observed as respondents with 1 year to 5 years of work experience. There are 47 of the respondents who have work experience of 6 years to 10 years i.e. 20.8% .However in other experience categories 26 respondents (11.5%) are found in 11 years to 15 years of work experience, 16 respondents has worked for the period which falls in 16 years to 20 years of total work experience. While 7 of the respondents, that make 4% of the total sample size are having work experience >21 years.

### **3.4 Instrumentation**

#### **3.4.1 Creative self efficacy**

Creative self efficacy was reported by the employees, using 3-items scale developed by (Tierney, & Farmer, 2002). Item include “I feel that I am good at generating novel ideas.” The scale used for measurement was ‘Likert’ scale which was ranging from 1 (strongly disagree) to 5 (strongly agree).

The cronbach's alpha value reported from that study are manufacturing,  $\alpha = .83$ ; operations,  $\alpha = .87$

#### **3.4.2 Ethical Leadership**

EL was reported by the employees, using 10-items (ELS) scale developed by (Brown et al., 2005). Item examples are “My leader listens to what employees have to say.” and “My leader can be trusted.” The scale used for measurement was ‘Likert’ scale which was ranging from 1 (strongly disagree) to 5 (strongly agree).

The cronbach's alpha value was 0.95 of original scale.

### **3.4.3 Ethical Orientation**

The Ethics Position Questionnaire (EPQ) which is used for measurement of one's ethical orientation was originally developed by Forsyth (1980). Scale has two dimensions idealism and relativism. Item examples from both dimensions are "One should never psychologically or physically harm another person." and "There are no ethical principles that are so important that they should be a part of any code of ethics." The scale used for measurement was 'Likert' scale which was ranging from 1 (strongly disagree) to 5 (strongly agree).

The cronbach's alpha values were 0.80 and 0.73 for idealism and relativism respectively.

### **3.4.4 Supervisors Support for Creativity**

A six-item instrument was used to measure the supervisory support for creativity construct, based on work of Zhang and Bartol (2010). They adapted their instrument from Scott and Bruce (1994) for their study. The item example is "My manager will publicly recognise those who are creative". The scale used for measurement was 'Likert' scale which was ranging from 1 (strongly disagree) to 5 (strongly agree).

The Cronbach's alpha on this scale was .89

### **3.4.5 Control Variables**

Demographic variables are assessed because a number of studies have found that certain demographic categories such as gender, age, qualification and organizational experience influence the DV. Qualification is controlled in this study due to its effects on DV.

### **3.5 Data Analysis Tools & Techniques**

For analysis of data collected through questionnaires, the SPSS (version 20.0) software is used. The data has gone through tests in order to find out the reliability, descriptive statistics, correlation, regression, mediation and moderation. Correlation analysis helps in evaluation of connection between independent variable and the dependent variable. The degree to which independent variable causes change in dependent variable is examined by Regression analysis. To calculate the internal reliability of the scales Cronbach's alpha was calculated. Baron and Kenny (1986) method is used to test mediation and moderation.

### **3.6 *Reliability of Scales***

Internal reliability of a scale means that all items should measure the same thing so that they correlate with each other. Hence they must generate consistent results when managed with several numbers of items. Through reliability analysis Cronbach's alpha of all variables are found. Cronbach's alpha shows the consistency and reliability of the scale used for measurement.

Its value should be greater than 0.7 (Nunnally & Bernstein, 1994). The Value of Cronbach Alpha ranges from 0 to 1 and higher values depict greater reliability of the scale and lower values show lower reliability of the scale. In Table 3.2 the reliability of scales of each variable is given.

**Table 3.2**

***Scale Reliabilities***

<b>Variable</b>	<b>Cronbach's Alpha</b>	<b>No. of Items</b>
Ethical Leadership	0.90	10
Ethical Orientation	0.91	20
Supervisor Support for creativity	0.88	6
Creative Self Efficacy	0.79	3

The Table 3.2 gives detail of Cronbach Alpha coefficient used to collect data for this study. This table presents the internal consistency of scales and shows that all variables have Alpha which is considered reliable. The highest Alpha value is seen for the ethical orientation scale which is 0.91.

***3.7 Descriptive Statistics***

These statistics provides the concise summary of standardized values of the variables. This analysis reflects the size of sample, minimum and maximum values, mean and standard deviation values. The first column of In Table 3.3 the first column shows the details of study variables, second column shows the number of respondents, third and fourth show minimum and

maximum values of data reported by the respondents whereas fifth and sixth columns show the mean and standard deviation of data.

**Table 3.3**

*Descriptive Statistics*

	N	Minimum	Maximum	Mean	Std. Deviation
Ethical Leadership	226	1.20	5.00	3.55	.73903
Ethical Orientation	226	1.50	5.00	3.34	.58932
Supervisor Support for Creativity	226	1.00	5.00	3.52	.81989
Creative Self Efficacy	226	1.00	5.00	3.92	.70586

In Table 3.3 the descriptive statistics of the variables under study are mentioned. The data has been taken as whole values instead of fraction. The mean value for ethical leadership is 3.55 with standard deviation of 0.73903. Ethical orientation has mean value of 3.34 & standard deviation of 0.58932. Supervisor support for creativity is observed to have mean value of 3.52 with standard deviation of 0.81989. Creative self efficacy studied in this research investigation indicates the mean value 3.92 & standard deviation of 0.70586.

## CHAPTER 4

### *RESULTS*

This study focuses on finding the impact of ethical leadership on creative self efficacy through the mediating mechanism of ethical orientation and the moderating role of supervisor support for creativity. This chapter shows the relationships of study variables through correlation and regression analysis of the data.

#### **4.1 Control Variables**

Gender, age, qualification and experience affect employee creative self efficacy. Therefore, the demographics had been included in the study. To check whether these demographics variables influence creative self efficacy in this study, we ran one way ANOVA. Result of one way ANOVA for demographic variables is presented below in Table 4.1.

**Table 4.1**

*One way ANOVA for Control variables*

Control Variables	F	Sig.
Gender	0.565	.453
Age	1.169	.326
Qualification	3.324	.011
Experience	0.466	.760

Regression Analysis in the above table shows insignificant relationship of gender ( $f=0.565$ ,  $p>0.05$ ), age ( $f=1.169$ ,  $p>0.05$ ) and experience ( $f=0.466$ ,  $p>0.05$ ) with creative self efficacy. While qualification shows significant relationship with the dependant variable i.e. Creative self efficacy ( $f=3.324$ ,  $p<0.05$ ).

## **4.2 Correlation Analysis**

In order to check the relationship between two variables and to indicate either the two variables are moving in similar or opposing direction correlation analysis is used. The difference between regression and correlation is that in regression we measure the causal linkages for the variables under examination. Positive values denote the degree to which value enhancement of either of the variables differ with one other while zero correlation is not included.

The correlation analysis is a widely used coefficient for assessing correlation among relationships. Correlation coefficient is examined through Pearson correction analysis. Reliance between two quantities is commonly calculated through this technique. The range of correlation values is from -1.00 to +1.00. In which +1.00 values represent positive correlation. However, 0 values of correlation means there exists no correlation among the variables.



**Table 4.2*****Correlations***

	1	2	3	4	5
1. Qualification	1				
2. Ethical Leadership	-.066	1			
3. Supervisor Support for Creativity	-.063	.763**	1		
4. Creative Self Efficacy	.054	.171*	.260**	1	
5. Ethical Orientation	-.056	.226**	.258**	.256**	1

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

\* . Correlation is significant at the 0.05 level (2-tailed).

As per the results of table 4.2, the correlation among different variables under study is shown. Qualification has insignificant and negative relationship with Ethical leadership ( $r = -.066$ ,  $p > 0.05$ ), insignificant and negative relationship with supervisor support for creativity ( $r = -.063$ ,  $p > 0.05$ ), insignificant and positive relation with Creative self efficacy ( $r = .054$ ,  $p > .05$ ), insignificant and negative relationship with Ethical orientation ( $r = -.056$ ,  $p > .05$ ).

The results in table 4.2 also indicates that Ethical leadership has a positive and significant relationship with creative self efficacy ( $r = .171$ ,  $p < 0.05$ ), positive and significant relationship with Supervisor support for creativity ( $r = .763$ ,  $p < 0.01$ ) and positive and significant relationship with Ethical orientation ( $r = .226$ ,  $p < 0.01$ ). Creative self efficacy has positive and significant relationship with Supervisor support for creativity ( $r = .260$ ,  $p < 0.01$ ) and positive and significant relationship with Ethical orientation ( $r = .317$ ,  $p < 0.01$ ). Supervisor support for creativity is observed to have positive and significant relationship with ethical orientation ( $r = .258$ ,  $p < 0.05$ ).

### ***4.3 Linear Regression Analysis***

Regression analysis for prediction and calculation of the relationship among variables is widely used. The regression analysis reveals the judgment and forecast about Y from the values of X. On the other hand, correlation analysis shows how strong is the relationship between X and Y variables. The regression analysis is used to measure the dependence of one variable on the other variable. If linear regression is found among two variables Regression line help to explain it well.

**Table 4.3**

*Linear Regression analysis for determinants of Creative self efficacy*

Predictor	Dependent Variable: Creative Self Efficacy		
	B	R <sup>2</sup>	ΔR
Main Effect: Ethical leadership			
Step 1			
Control Variable		.03	
Step 2			
Ethical leadership	.17**	.03	.02

---

Predictor	Dependent Variable: Ethical Orientation		
	B	R <sup>2</sup>	ΔR
Main Effect: Ethical leadership			
Step 1			
Control Variable		.03	
Step 2			
Ethical leadership	.19***	.05	.04

---

Predictor	Dependent Variable: Creative Self Efficacy		
	B	R <sup>2</sup>	ΔR
Main Effect: Ethical Orientation			
Step 1			
Control Variable		.03	
Step 2			
Ethical Orientation	.28***	.07	.06

\*\*\*  $P < 0.001$ , \*\*  $P < 0.01$ , \*  $P < 0.05$   $n = 226$ ; control variable is qualification

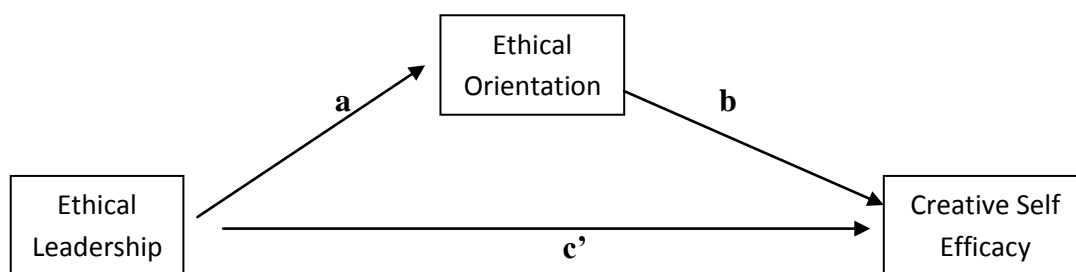
### **H1: Ethical leadership is positively and significantly related with creative self efficacy.**

Table 4.3 reflects that ethical leadership is positively and significantly related with creative self efficacy ( $B = .17$ ,  $t = 2.65$ ,  $p < .01$ ), accepting the first hypothesis. It means that ethical leadership increases 17% creative self efficacy. P value indicates the significant level of t values which provides strong grounds to accept the hypothesis.

#### **4.4 Mediation Analysis**

Mediation analysis is checked by SPSS as given in the paper of Barron and Kenny (1986). The mediator should have relationship with both predictor & criterion in model. The conditions given below should be fulfilled to check mediation.

- ✓ Predictor must be related to mediator
- ✓ Mediator to criterion
- ✓ Predictor to criterion



**Fig. 4.1 Mediated Regression Analyses**

In fig. 4.1 predictor is ethical leadership, criterion is creative self efficacy and mediator is ethical orientation. As per Table 4.3, all three conditions are fulfilled, which indicates that we can run mediation.

**Table 4.4**

*Mediated role of ethical orientation between Ethical leadership and Creative self efficacy*

Predictor	Dependent variable: Creative Self Efficacy		
	B	R <sup>2</sup>	ΔR
Step 1			
Control Variables		.03	
Step 2			
Ethical orientation	.12	.08	.07
Step 3			
Ethical Leadership	.17**	.03	.02

\*\*\*  $P < 0.001$ , \*\*  $P < 0.01$ , \*  $P < 0.05$   $n = 226$ ; control variable is qualification  
; Mediating variable is ethical orientation

**H 2: Ethical orientation mediates the relationship between ethical leadership and creative self efficacy.**

The results of the analysis indicate the relationship between ethical leadership and creative self efficacy and mediating role of ethical orientation. The results shows that the relationship between ethical leadership and creative self efficacy in presence of mediator (Ethical orientation); the value of  $\beta=.17$ ,  $p<0.05$  whereas in absence of mediator (Ethical orientation) this value decreases as  $\beta=.12$ ,  $p>0.05$ . It means that the impact of mediating variable is full not partial. After running the mediation there is a change in the value of  $\beta$ . It means that ethical

orientation fully mediates the relationship. Thus the hypothesis that the ethical orientation mediates the relationship between ethical leadership and creative self efficacy is accepted.

#### 4.5 Moderated Regression Analysis

For checking moderation effect, centering of independent variables are done first and then multiplying of the centered variables in order to calculate interaction term. Then regression analysis is run to check for main and interaction effects, which may show the moderation.

**Table 4.5**

*Regression analysis for moderating role of supervisor support for creativity between ethical orientation and creative self efficacy*

Predictor	Dependent Variable: Creative Self Efficacy		
	B	R <sup>2</sup>	Δr
Step 1 Control Variables		0.03	
Step 2 Ethical Orientation	.28***	.070	.06
Step 3 ethical orientation × supervisor support for creativity	-.06	.11	.10

\*\*\*  $P < 0.001$ , \*\*  $P < 0.01$ , \*  $P < 0.05$   $n = 226$ ; control variable is qualification; Moderated variable is supervisor support for creativity

**H3: Supervisor support for creativity moderates the relationship between ethical orientation and creative self efficacy such that it will be stronger when supervisor support for creativity is high rather than low.**

Table 4.5 shows the relationship between ethical orientation and creative self efficacy with moderating impact of supervisor support for creativity. The results shows that  $\beta = -.06$ ,  $p > 0.05$ . It means that presence of supervisor support for creativity does not moderate the association between ethical orientation and creative self efficacy.

**Table 4.6**

**Summary of Accepted/ Rejected Hypothesis**

<b>Hypothesis</b>	<b>Statements</b>	<b>P Values</b>	<b>Results</b>
H1:	Ethical leadership is positively and significantly related with creative self efficacy.	$P < 0.05$	Accepted
H2 :	Ethical orientation mediates the relationship between ethical leadership and creative self efficacy	$P < 0.001$	Accepted
H3:	Supervisor support for creativity does not moderate the relationship between ethical orientation and creative self efficacy	$P > 0.05$	Rejected



## CHAPTER 5

### DISCUSSION AND CONCLUSION

#### ***5.1 Discussion***

This study was meant to investigate the positive link between ethical leadership and creative self efficacy and especially the process through which ethical leadership impact on creative self efficacy. The effect of supervisor support for creativity with the interaction of ethical orientation on creative self efficacy was also proposed. It was found through empirical evidence that all the proposed relationships of theoretical model in the study were supported except effect of supervisor support for creativity.

**H1: Ethical leadership is positively and significantly related with Creative self efficacy.**

The results of this study affirmed that ethical leadership is positively and significantly related with creative self efficacy. These findings suggest that creative self efficacy is increased with the increasing level of ethical leadership. The finding backed the positive association of ethical leadership with creative performance (Tierney and Farmer, 2002) as creative performance is outcome of creative self efficacy. So this study built up the significance of ethical leadership in the organizations for increasing creative self efficacy.

## **H2: Ethical orientation mediates the relationship between Ethical leadership and Creative self efficacy.**

The current study also identified the mechanism through which ethical leadership affects creative self efficacy. Ethical orientation was proposed as the mediating mechanism between the association of ethical leadership and creative self efficacy. This mediating mechanism was supported through empirical evidence of the data. It is found that ethical leadership positively and significantly cause ethical orientation. Literature recommends that development of organizational norms is an important function of the behavior of leaders in the organizations (Robinson & Bennett, 1997; Porath & Pearson, 2010; Bennett et al., 2005). If a leader exhibit ethical behavior at workplace, positive ethical orientation is more likely among his followers. Brown et al., (2005) contended that ethical leaders show normatively proper behavior through individual activity and being a good example, followers respond his conduct. In line with these arguments it is argued that ethical leadership is more appropriate to develop the ethical orientation of a particular group or organization. It is also found that ethical orientation increases creative self efficacy. In this way it is empirically established that ethical leadership through the mechanism of ethical orientation increases creative self efficacy.

**H3: Supervisor support for creativity moderates the relationship between ethical orientation and creative self efficacy such that it will be stronger when supervisor support for creativity is high rather than low.**

The results have not proved the buffering role of supervisor support for creativity between ethical orientation and creative self efficacy. This might be due to few reasons which are proved from literature.

Teaching is an individual job as well as research and publication. Supervisor support could not play a significant role in individual jobs. Creativity is a result of individual ideas in research and publication if there is no group work. According to previous research in team work, team members perform more creatively (Chen, Farh, Campbell-Bush, Wu, & Wu, 2013; Isaksen & Lauer, 2002; Ishaque, Iqbal, Zafar, & Tufail, 2014) when they experience a supportive climate in their workplace.

Although considerable support for the projected relations between supportive and controlling leadership styles and creativity are provided by many earlier studies (e.g., Amabile & Conti, 1999; Amabile et al., 1996, 2004; Amabile & Grysiewicz, 1989; Andrews & Farris, 1967; Madjar et al., 2002; Oldham & Cummings, 1996; Shalley & Gilson, 2004; Tierney & Farmer, 2002, 2004; Zhou & George, 2003) still a small number of studies are not able to prove significant relations between supervisory support and employee creativity (e.g., George & Zhou, 2001; Zhou, 2003). Relations between supervisors' controlling behavior and R&D scientists' creative production is found negative (Stahl and Koser, 1978). George and Zhou (2001) and

Zhou (2003) also showed that on the part of supervisors, controlling behavior (i.e., close monitoring) was related to employee creativity negatively.

Some studies (Goncalo & Staw, 2006; Harzing & Hofstede, 1996; Jaquish & Ripple, 1984; Niu, Zhang, & Yang, 2007) found that cultural values of collectivism and high power distance restrain creativity. In previous studies, power distance negatively affects creativity (Taras, Kirkman, & Steel, 2010). Cross-cultural research has shown that in Asian cultures, authority persons (parents and teachers) tend to provide negative feedback to children and students, highlighting weaknesses rather than strengths (Heine, Lehman, Markus, & Kitayama, 1999). In contrast, in Western cultures, feedback tends to be positive, emphasizing strengths. In cultures having high power distance, working under supervisor restrain creativity rather than promoting it (Nouri et al., 2015). Pakistan is a high power distance society thus supervisor support does not promote creativity.

## ***5.2 Implications of Study***

The findings of this study have made two very important theoretical contributions in the expanding body of literature. Firstly, it provides an empirical support for the positive relationship between ethical leadership and creative self efficacy. Secondly, this study identified a mediating mechanism between the relationship of ethical leadership and creative self efficacy. Ethical orientation proves a useful mediating mechanism between this positive association of ethical leadership and creative self efficacy. So this study bridges the literature gap by identifying a mechanism between ethical leadership and creative self efficacy. Walumbwa et al., (2011)

suggested that the actions of organizational leaders influence the employees' behavior. So we recommend that the development of ethical behavior or ethical leadership would also transform the ethical behavior or orientation into the employees of such organizations.

This sets up that when the conduct of leader is moral, more ethically engaged exchange relationship between a leader and his followers will occur. Thus, we need to develop ethical leadership in our organizations in order to develop strong ethical orientation and then eventual increase in creative self efficacy.

In rapidly changing environment creativity is only mean of survival. Leadership can play significant role in order to foster creativity among employees by providing appropriate context and support for creativity. To conclude it is suggested from our study and previous studies (e.g) that among various leadership style ethical leadership style is effective one for the purpose of promoting creativity among employees and organization. So focus should be on this style of leadership in order to survive or remain competitive in today fast paced world. Leadership development programmes for supervisors should implement in organizations as it could help them to understand the significance of high-quality relationships with subordinates and assist them to build these kinds of relationships in order to foster creativity.

### **5.3 Limitations**

This study offered some useful theoretical as well as practical implications but yet this study has some limitations. The first limitation of the study is small size sample. The second limitation of the study is that data is collected at one point of time due to time and resources

constraints. So it is logical to consider that some of the situational factors at the time of data collection may bias the responses.

The third limitation of the study is that data is collected from one source only from employees (faculty members) which may cause the problem associated with common method bias (Podsakoff, MacKenzie, Lee, & Podsakoff, 2003). The fourth limitation of the study is the use of common method technique of survey questionnaire for collection of data.

The fifth limitation of the study is that population of the study is focused on the Higher Education Institutions/ Universities. This results in non-applicability of results to other industries and organizations thus limiting its scope. The sixth limitation of the study is that it is conducted only in 4 universities situated in twin cities of Rawalpindi and Islamabad.

The seventh limitation of the study is that only one mediator ethical orientation is used in explaining the relationship between ethical leadership and creative self efficacy. The eighth limitation of the study is that the variable supervisor support for creativity is used as moderator. Finally, lack of awareness about the research or absent of research culture is also a limitation as it leads to serious issues in collecting employee's responses.

#### **5.4 Future Directions**

The limitations can be addressed in future empirical research. Firstly, future studies should be conducted with larger sample size in order to generalize the findings of this study as only 226 respondents are included in the study. Secondly, in future, data should be collected in different

time lags. Thirdly, future studies should be conducted with supervisor-provided creativity ratings (e.g., [Oldham & Cummings, 1996](#); [Tierney et al., 1999](#)), and additional techniques (for instance, consensual assessment). Moreover, multiple judges (e.g., coworkers, other supervisors, and self) evaluation of employee's creativity in order to find out inter-rater reliability can also be conducted in future. In-depth analysis could be found by the help of interviews of faculty members.

Fourthly, this study has been conducted in education sector while future studies should be conducted in other sectors like information technology, advertising, architecture, media and fashion design where the job of employee is much creative in nature. Fifthly, conducting studies in future in majority of the universities in all over Pakistan may provide generalize and variable results. Sixthly, further studies could be conducted using intrinsic motivation or trust that help to explain this relationship. Finally, In future support for creativity could be used as moderator, as coworker support is included in it as peer support is also a necessary component for creative self efficacy.

## **5.5 Conclusions**

The aim of present study is multiple. First is to examine the effect of ethical leadership on creative self efficacy in education sector of Pakistan. Second purpose was to examine the mediating role of ethical orientation in relationship between ethical leadership and creative self efficacy. Third purpose is to examine the moderating role of supervisor support for creativity in relationship between ethical orientation and creative self efficacy. This study empirically

establishes that ethical leadership increases the creative self efficacy through mediating mechanism of ethical orientation. This study fills the gap in literature by exploring the mechanism which was previously missing in the literature. The current examination answers that how ethical leadership causes ethical orientation which leads to increase in creative self efficacy. It also examined that supervisor support for creativity does not moderate the relationship between ethical orientation and creative self efficacy.



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## **APPENDIX**

### **QUESTIONNAIRE**

Dear Respondent,

I am MS Research Scholar at Capital University of Science & Technology, Islamabad. I am collecting data for my Research Thesis. Title: **Impact of Ethical Leadership on Creative Self Efficacy: Mediating Role of Ethical Orientation and Moderating Role of Supervisor Support for Creativity.**

It will take your 10-15 minutes to answer the questions by providing the valuable information. I assure you that data will be strictly kept confidential and will only be used for academic purposes. To ensure anonymity, you are not supposed to write your name or name of organization anywhere in the questionnaire.

Thanks a lot for your help and support!

MS (HRM) Research Scholar

Faculty of Management and Social Sciences

Capital University of Science & Technology, Islamabad

**Section: 1** The following statements concern your practical views **about your supervisor/boss** within the organization. For each item of the statements below, please indicate one choice by ticking the appropriate number.

Sr. No.	Items	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1.	My supervisor conducts his/her personal life in an ethical manner.	1	2	3	4	5
2.	My supervisor defines success not just by results but also the way that they are obtained.	1	2	3	4	5
3.	My supervisor listens to what employees have to say.	1	2	3	4	5
4.	My supervisor disciplines employees who violate ethical standards.	1	2	3	4	5
5.	My supervisor makes fair and balanced decisions.	1	2	3	4	5
6.	My supervisor can be trusted.	1	2	3	4	5
7.	My supervisor discusses business ethics or values with employee.	1	2	3	4	5
8.	My supervisor sets an example of how to do things the right way in terms of ethics.	1	2	3	4	5
9.	My supervisor has the best interest of employees in mind.	1	2	3	4	5
10.	My supervisor when making decisions asks “what is the right thing to do?”	1	2	3	4	5

**Section: 2** The following statements concern your practical views **about your supervisor/boss** within the organization. For each item of the statements below, please indicate one choice by ticking the appropriate number.

Sr. No.	Items	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1	My supervisor encourages and emphasizes or reinforces creativity by employees.	1	2	3	4	5
2	My supervisor respects employees’ ability to function creatively.	1	2	3	4	5
3	My supervisor allows employees to try to solve the same problems in different ways.	1	2	3	4	5
4	My supervisor expects employees to deal with problems in different ways.	1	2	3	4	5
5	My supervisor will reward employees who are creative in doing their job.	1	2	3	4	5
6	My supervisor will publicly recognize those who are creative.	1	2	3	4	5

**Section: 3** The following statements concern your views **about yourself** within the organization. For each item of the statements below, please indicate one choice by ticking the appropriate number:

Sr. No.	Items	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1.	I have confidence in my ability to solve problems creatively.	1	2	3	4	5
2.	I feel that I am good at generating novel ideas.	1	2	3	4	5
3.	I have a knack for further developing the ideas of others.	1	2	3	4	5

**Section: 4** The following statements concern your views **about yourself** within the organization. For each item of the statements below, please indicate one choice by ticking the appropriate number:

Sr. No	Items	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1	People should make certain that their actions never intentionally harm another even to a small degree.	1	2	3	4	5
2	Risks to another should never be tolerated, irrespective of how small the risks might be.	1	2	3	4	5
3	The existence of potential harm to others is always wrong, irrespective of the benefits to be gained.	1	2	3	4	5
4	One should never psychologically or physically harm another person.	1	2	3	4	5
5	One should not perform an action which might in any way threaten the dignity and welfare of another individual.	1	2	3	4	5
6	If an action could harm an innocent other, then it should not be done.	1	2	3	4	5
7	Deciding whether or not to perform an act by balancing the positive consequences of the act against the negative consequences of the act is immoral.	1	2	3	4	5
8	The dignity and welfare of the people should be the most important concern in any society.	1	2	3	4	5
9	It is never necessary to sacrifice the welfare of others.	1	2	3	4	5
10	Moral behaviors are actions that closely match ideals of the most "perfect" action.	1	2	3	4	5
11.	There are no ethical principles that are so important that they should be a part of any code of ethics.	1	2	3	4	5
12.	What is ethical varies from one situation and society to another.	1	2	3	4	5
13.	Moral standards should be seen as being individualistic; what one person considers being moral may be judged to be immoral by another person.	1	2	3	4	5
14.	Different types of morality cannot be compared as to "rightness."	1	2	3	4	5

15.	Questions of what is ethical for everyone can never be resolved since what is moral or immoral is up to the individual.	1	2	3	4	5
16.	Moral standards are simply personal rules that indicate how a person should behave, and are not being applied in making judgments of others.	1	2	3	4	5
17.	Ethical considerations in interpersonal relations are so complex that individuals should be allowed to formulate their own individual codes.	1	2	3	4	5
18.	Rigidly codifying an ethical position that prevents certain types of actions could stand in the way of better human relations and adjustment.	1	2	3	4	5
19.	No rule concerning lying can be formulated; whether a lie is permissible or not permissible totally depends upon the situation.	1	2	3	4	5
20.	Whether a lie is judged to be moral or immoral depends upon the circumstances surrounding the action.	1	2	3	4	5

**Section: 5:** Demographics of Respondents:

Gender	1	2
	Male	Female

Age	1	2	3	4	5
	18 - 25	26 – 33	34 - 41	42 – 49	50 and above

1	2	3	Qualification
BS	MS	PhD	

Experience	1	2	3	4	5
	1 – 5	6 – 10	11 – 15	16 – 20	21 & above