UNIVERSITY OF EDUCATION, WINNEBA

EXAMINING THE IMPACT OF ORGANISATIONAL CULTURE ON EMPLOYEE CREATIVITY

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EXAMINING THE IMPACT OF ORGANISATIONAL CULTURE ON EMPLOYEE CREATIVITY

BY

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DECLARATION

Student's Declaration

I, **ANNOR MICHAEL DARKO** hereby declare that this research work is the result of my original research and that no part of it has been presented for another degree in this University or elsewhere.

Signature:……

Date:…….……..…….

SUPERVISORS' DECLARATION

I hereby, declare that the preparation and presentation of the work were supervised in accordance with the guidelines on supervision of the thesis laid down by the University of Education, Winneba.

Supervisor's Name: Mrs. Evelyn Twumasi

Signature:…….……..……

Date:…….……..

DEDICATION

I dedicate this study to Nana Opata-Ako Lydia Yirenkyi Bruce

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LIST OF ACRONYMS

OC	Organisational Culture
CVF	Competing Values Framework
CTIC	Componential Theory of Individual Creativity
HTMT	Heterotrait-monotrait ratio of correlations
AVE	Average Variance Extracted
CSV	Comma Delimited
VIF	Variance Inflation Factor

KEYWORDS

Clan

Adhocracy

Market

Hierarchy

Employee Creativity

Organisational Culture

ABSTRACT

The study examines the effect of organisational culture (clan, market, adhocracy, and hierarchy) on employee creativity. Four specific objectives guided the study. The study relied on the componential theory of individual creativity to establish the effect of organisational culture on employee creativity. The study adopted a quantitative research approach and the explanatory research design, which was justified by the positivist philosophical paradigm. The study was undertaken in public senior high schools in the Greater Accra Region. The simple random sampling technique was used as a sampling procedure to sample the survey's respondents. Based on the purpose of the study, 103 non-teaching staff were chosen to include in the study. The finding of the study proved that clan dimension has a positive and significant effect on employee creativity. Furthermore, the findings of the study confirmed that the market dimension has a positive and significant effect on employee creativity. Moreover, the findings of the study advanced that the hierarchy dimension accounts for a significant negative effect on employee creativity. Lastly, the findings of the study proved that the adhocracy dimension has a positive and significant effect on employee creativity. The study recommends that the management of public senior high schools adopt policies that foster a culture of collaboration, open communication, and a conducive environment and encourage innovative ideas and opinions.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Employee creativity in organisations is becoming increasingly important due to globalisation and its side effects, including the information and communication technology revolution and the speeded-up pace of the business revolution (Buchanan, Kelley, & Hatch 2016). Employees with creativity can successfully negotiate the Fourth Industrial Revolution's highly inventive environment. Gupta (2011) posits that the creative potential of individuals can be enhanced when they are situated inside a work environment that cultivates a positive organisational culture. Mullins (2010) defined organisational culture as the unique and fundamental shared assumptions advocated values, symbols, artefacts, and attitudes characterising an organisation. The concept of organisational culture encompasses a wide range of components, including norms and standards, rules and ethical codes, shared values, beliefs and assumptions, rituals, rites, ceremonies and celebrations, language and jargon, symbols, physical artefacts, heroes, stories and myths, physical environment, rewards and recognition, and power structures, among others.

Cameron and Quinn (2011) indicated that organisational culture is crucial for success in a dynamic environment. This is because organisational culture prompts a collective endeavour from individual employees (Kokt & Ramarumo, 2015). In addition, Urbancová (2012) posits that the organisational culture is pivotal in enhancing employees' work attitudes and governing interpersonal dynamics among staff members. Extensive research has been conducted on the subject of organisational culture, as evidenced by the works of Jung et al. (2007), Cameron (2009), Kokt and van der Merwe (2009), Naor, Linderman, and Schroeder (2010), Büschgens, Bausch, and Balkin

(2013), Valmohammadi and Roshanzamir (2015), Buchanan, Kelley, and Hatch (2016), and Chang, Liao, and Wu (2017). Previous scholarly investigations have examined the concept of organisational culture within the framework of competitive advantage (Bogdanowicz, 2014), total quality management (Zu, Robbins, & Fredendall, 2010), knowledge sharing (Ismail Al-Alawi, Yousif AlMarzooqi, & Fraidoon Mohammed, 2007; Howell & Annansingh, 2013), and innovation (Naranjo-Valencia, Jiménez-Jiménez, & Sanz-Valle, 2016; NaranjoValencia, Jimenez-Jimenez, & Sanz-Valle, 2017).

Creating a sense of belonging to the organisation due to strong employee bonds is vital for task motivation and is a crucial predictor of employee creativity (Amabile 2012). Hence, it is unsurprising that organisational culture has been recognised as a significant factor influencing employee creativity, as Ogbeibu et al. (2020) highlighted. In business, creativity is crucial since it sets distinct enterprises or organisations apart (Landry, 2017). Building creativity will improve organisational performance because creativity is a tool that depends on the user to provide the desired results (Song et al., 2019). Employees are considered a highly esteemed resource for any firm, particularly inside a department responsible for generating innovative concepts (Amabile and Pillemer, 2012). Therefore, it is imperative to establish measures that foster a sense of motivation and support among employees within their respective organisational cultures (Chang & Nadine, 2014).

The assertion is further corroborated by other research (Aguirre et al., 2009; Biswas & Varma, 2012; Björkman et al., 2013; Olalere & Adesoji, 2013), which have underscored the significance of a conducive organisational culture in fostering employee creativity. Employee creativity can be defined as the process by which employees generate

original and valuable ideas regarding usefulness. Previous research has proposed that organisational culture significantly impacts organisational creativity (Amabile et al., 1996; Jiang et al., 2012) or firm performance (Gong et al., 2013). Employee creativity pertains to the unique ability of individuals to generate original ideas, construct innovative frameworks based on current concepts, and propose fresh solutions (Amabile & Pillemer, 2012). Batovrina (2016) revealed that the importance of employee creativity as a fundamental driver of organisational performance cannot be overstated. The number of studies on employee creativity has significantly grown during the 1990s, covering many subjects that explore different approaches and viewpoints on the phenomena of creativity (Afsar, 2016; Hennessey & Amabile, 2010).

Similar to the concept of organisational culture, the topic of employee creativity has garnered significant scholarly interest and has been examined in motivational mechanisms (Amabile, 1997; Liu et al., 2016), human resources management (Jiang, Wang, & Zhao, 2016), and organisational culture (Gubta, 2011; Ogbeibu et al., 2018). Hence, it is not unexpected that employee creativity has been attributed to organisational culture, as Ogbeibu et al. (2020) highlighted. Prior studies have employed several theoretical frameworks in the examination of organisational culture. Several notable theoretical models in the field of organisational culture include Schein's Levels of Organisational Culture (2004), the Denison Organisational Culture Model developed by Denison and Spreitzer (1991), and the Competing Values Framework (CVF) proposed by Cameron and Quinn (2006). This study applies the componential theory to explain the effect of organisational culture on employee performance. The theory emphasises that employees inherently can generate moderately creative outputs, regardless of their field of expertise and the timeframe in which they operate. This theory emphasises that the organisational culture has a particular impact on the

frequency and extent of creative activities exhibited by employees (Amabile et al., 1996; Birdi et al., 2016). According to this theoretical lens, it is posited that there exists a positive relationship between the convergence of employees' talents and their intrinsic interests, passions, and aspirations, resulting in an augmentation of their unique creative capabilities.

1.2 Problem Statement

Organisational culture has long been identified as a major influencer of workplace outcomes, including employee creativity (Ghosh, 2015). Cultivating employee creativity is paramount to improve competitiveness and attain sustained success in today's ever-changing and dynamic global business landscape. It is increasingly important for businesses to understand the complex interactions between organisational culture and its effects on employee creativity in light of the growing pressure on them to respond to complex problems effectively (Hsu, 2016). At a worldwide level, organisations have recognised the need to establish a corporate culture that promotes and nurtures creativity among their employees (Kumar & Sharma, 2018). Numerous academic inquiries have explored the relationship between organisational culture and employee creativity (Ogbeibu, Senadjki, & Gaskin 2020; Tran,2020; Makumbe, 2021; Mikušová, Klabušayová, & Meier, 2023; Biswas & Varma, 2012; Björkman et al., 2013; Olalere & Adesoji, 2013; Jiang et al., 2012).

Some studies have established a positive relationship between Organisational culture and employee creativity, which has become a topic of increasing interest in academic research (Dong et al., 2016). On the contrary, some studies have documented the negative outcomes of neglecting the comprehensive evaluation of organisational culture that promotes employee creativity (Dong, 2002; Huston and Sakeab, 2006;

Peterson, 2005). This heightened attention can be attributed, in part, to the conflicting findings that have emerged regarding the impact of specific organisational cultures (Amiri et al., 2014; Gupta, 2011; Hogan & Coote, 2014; Mobarakeh, 2011; Yuan & Zhou, 2015). While previous studies have examined organisational culture and employee creativity (Amiri et al., 2014; Hsu, 2016), there is a lack of empirical research in senior high schools in Ghana.

Senior High schools are well-recognised as generators and disseminators of information (Kirby, Guerrero, & Urbano, 2011). As such, schools have implemented organisational culture to foster creativity in the educational environment. Despite the schools' implementation of the four dimensions of organisational culture and its emphasis on fostering employee creativity, a prevalent issue among the employees persists as individuals demonstrate a complete absence of creativity in their job performance (Makumbe, 2021). Additionally, these employees occasionally resist implementing new creative ideas proposed by their superiors. As a result, most employees prefer being successful rather than efficient in their work (Tran,2020). Most employees at senior high schools exhibit a higher degree of complacency towards their present accomplishments rather than actively engaging in creative efforts to capitalise on the available achievement and innovative initiatives fully. The observed inadequacy is ascribed to the cultural norms established by the schools or the support staff's perception of creativity in their professional responsibilities (Tran,2020; Ogbeibu, Senadjki, & Gaskin, 2020).

The relationship between organisational culture and employee creativity is a complex and ever-evolving field of research that holds substantial implications for the achievement of organisations, particularly in developing nations such as Ghana.

Although extant research may have addressed the relationship between organisational culture and employee creativity, it remains unclear because of mixed results from empirical studies (Gupta, 2011; Hemmatinezhad et al., 2012). There is a scarcity of comprehensive research examining the relationship between organisational culture and employee creativity in Ghana. Further research is required to modify and authenticate these models in the specific context of Ghana. The understanding of the effect of organisational culture on employee creativity in Ghana remains limited. This study aimed to examine the influence of organisational culture on employee creativity within the context of senior high schools in Ghana.

1.3 Research Objectives

The study examines the effect of organisational culture on employee creativity. Four specific objectives guide the study. They include;

1. To examine the effect of clan dimension on employee creativity.
2. To examine the effect of market dimension on employee creativity.
3. To examine the effect of adhocracy dimension on employee creativity.
4. To examine the effect of the hierarchy dimension on employee creativity.

1.4 Research Questions

1. What is the effect of clan dimension on employee creativity?
2. What is the effect of market dimension on employee creativity?
3. What is the effect of adhocracy dimension on employee creativity?
4. What is the effect of the hierarchy dimension on employee creativity?

1.5 Significance of the Study

The study's findings offer significant insights for policymakers, practitioners, academics, and other stakeholders. Policymakers can rely on the research findings to establish innovation ecosystems at either regional or national levels. This may encompass many activities to foster creative cooperation, facilitate skill development through resource provision, and incentivise organisations to prioritise creativity. Also, the findings derived from this study can potentially contribute valuable insights that can be utilised to shape and guide laws and legislation on workplace environments. Organisations can leverage the results to improve their people management practises. Similarly, the findings of this study have the potential to provide valuable guidance for practitioners in efficiently managing organisational culture, specifically by comprehending the influence of culture on employee attitudes toward creativity. The study offers valuable information that might inform leaders and managers in their efforts to cultivate a conducive organisational culture that fosters creativity. Lastly, the study's findings can be a foundation for academic scholars to explore and enhance theoretical frameworks on organisational culture and employee creativity. This can potentially improve the progression of knowledge in the management field and its associated disciplines. This study provides opportunities for future investigation into the intricate correlation between culture and creativity. This may result in better comprehending the processes that motivate inventive behaviour in organisations.

1.6 Scope of the Study

The study is carried out in a human resource and management context. The study examined the effect of organisational culture on employee creativity. This study exclusively focuses on public senior high schools in the Greater Accra Region.

1.7 Limitation

The study employed a quantitative research approach, utilising questionnaires as the primary instrument for data gathering. The chosen methodology disregarded the inclusion of qualitative comments due to the limitations imposed by structured surveys, which only allowed for closed-ended inquiries. Using close-ended Likert-type scale statements limited the amount and calibre of data obtained from the participants. Furthermore, the study encountered challenges in obtaining information due to the unavailability of certain respondents, as a comprehensive sample frame of employees in senior high schools was not readily accessible.

1.8 Organisation of the Study

The research comprises five chapters. The first chapter of the study focuses on the introduction, encompassing several components such as the background, statement of the problem, aims, hypotheses scope, the significance of the study, and its organisational structure. Chapter Two thoroughly examines pertinent scholarly works related to the research topic. The study offers both a theoretical and empirical framework for analysis. Chapter Three of the dissertation introduces the research methodology employed in this study. This chapter presents a comprehensive approach encompassing several components such as the research design, population selection, sample techniques, research instrument, data collection instrument, and data analysis. Furthermore, the sample and data parameter estimations were duly explained. Chapter Four of this study includes the results and discussion section, which entails analysing the findings and interpreting the data either produced or gathered. Chapter Five provides a comprehensive overview of the key findings, draws logical deductions based

on the results, and offers insightful recommendations for future actions. Additionally, the final chapter provides recommendations for future research.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter reviews relevant literature on the antecedent and outcome of electronic procurement adoption from the supplier's perspective. This section's literature review is divided into theoretical review, conceptual review, empirical review, and conceptual framework. The study derived topics in this chapter from the study's objectives.

2.1 Theoretical Review

The theoretical framework serves as the foundational structure that guides the study. It acts as a roadmap for creating and defending any research. The theoretical framework delineates the researcher's approach to the study, encompassing philosophical, epistemological, methodological, and analytical perspectives. According to Eisenhart (1991), the concept of a "theoretical framework" refers to a systematic framework that directs research endeavours by drawing upon a formal theory that is developed through the application of a well-established and logically consistent explanation of particular phenomena and their interconnections (p. 205). Several notable theoretical models in the field of organisational culture include Schein's Levels of Organisational Culture (2004), the Denison Organisational Culture Model developed by Denison and Spreitzer (1991), and the Competing Values Framework (CVF) proposed by Cameron and Quinn (2006). The present study utilised the componential theory of individual creativity to explain the effect of organisational culture on employee performance.

2.1.1 Componential Theory of Individual Creativity

Amabile (1997) proposed the componential theory of individual creativity (CTIC), which underscores the inherent propensity of employees to manifest creative

behaviours by their knowledge, creativity abilities, and task drive, encompassing both intrinsic and extrinsic factors. This theory emphasises that employees, regardless of their field and the timeframe, inherently possess the ability and potential to provide moderately creative outputs. This theory emphasises three primary dimensions: expertise, creativity skills, and task motivation. According to Birdi et al. (2016), expertise encompasses factual knowledge, specialised skills, and technical proficiency that may be utilised to effectively address a specific problem or carry out a designated activity. Creativity skills indicate the ability to engage in divergent thinking, which involves exploring and applying novel viewpoints and strategies to effectively address and resolve a given challenge (Kozbelt et al., 2010). Extrinsic motivation is the inclination to achieve predetermined objectives to obtain recognition, rewards, or constructive feedback (Amabile 1997). In contrast, intrinsic motivation is the inclination to engage in tasks driven by a profound internal interest (Ryan & Deci, 2000).

Additionally, the CTIC argues that organisational culture (OC) has the potential to impact the extent to which employee creativity can be fostered (Amabile et al., 1996). Despite the considerable attention that the CTIC has garnered over the years, there has been a consistent oversight of a significant weakness (Birdi et al., 2016). The CTIC discourse, as discussed by Amabile et al. (1996) and Amabile (1997), examines the relationship between organisational culture (OC) and employee creativity. It posits that OC can hinder or foster creativity. This phenomenon may have prompted firms and researchers to conclude that organisational culture enhances or hinders employee creativity (Hogan & Coote, 2014). The existing body of empirical research on the impact of particular organisational culture types on employee creativity is limited (Ogbeibu et al., 2020).

Further exploration of the impact of the adhocracy OC type on employee creativity may yield valuable insights for organisational leaders seeking to cultivate a workforce that embraces risk-taking and fosters creativity. Previous research has already highlighted the positive effects of adhocracy OC on employee creativity (Ogbeibu et al., 2020). Similarly, the distinct values oriented around family that are present in the OC clan, which have been suggested to have either a positive or detrimental effect on employee creativity as a result of the uniformity of creative ideas or unquestioning allegiance to leaders, have not been adequately considered by the CTIC (Fernandes & Polzer, 2015; Tang & Byrge, 2016).

The potential effects of leader ability on employee creativity in the adhocracy organisational culture (OC), characterised by enhanced autonomy and risk-taking, remain undetermined due to a lack of attention to the varied conceivable functions of leader ability. The extent to which different levels of leadership skill influence employee creativity within a clan or market organisational culture remains uncertain in existing studies (Ogbeibu et al., 2020). Similarly, due to the bureaucratic characteristics of leaders within the organisational hierarchy, there remains a significant lack of knowledge regarding the potential impact of employee creativity in situations where leaders possess either high or low levels of ability (Kelemen et al., 2020; Vugt & Rueden, 2020). The Componential Theory of Individual Creativity provides a thorough theoretical framework for comprehending the processes involved in the nurture and development of creativity. The theory offers valuable insights into promoting and supporting creativity in organisations.

2.2 Conceptual Review

Saunders, Lewis, and Thornhill (2007) revealed that a conceptual review brings together several related concepts to explain or predict a specific event or provide a more comprehensive view of the phenomenon of interest in a research problem. The conceptual review required for this study is necessary because the theories underpinning it do not directly contain or bring out the variables used to measure the study's objectives. This section will examine the theoretical constructs of organisational culture, market dimension, hierarchical dimension, clan dimension, and adhocracy and their effect on employee creativity.

2.2.1 Organisational Culture

Organisational culture (OC) refers to the collective elements that create the identity and character of an organisation, including shared values, beliefs, assumptions, norms, behaviours, symbols, rituals, and practices. Mullins (2010) defined organisational culture as a set of fundamental shared beliefs advocated values, symbols, objects, and attitudes characterising an organisation. Organisational culture is crucial in developing a cohesive environment that cultivates a shared sense of identity and direction among individuals inside a company. OC explains how the organisation's and its members' history, traditions, and experiences are manifested. The development of culture occurs gradually due to the complex interplay of individual experiences, leadership behaviours, social interactions, and external influences. Denison (2016) notes that starting in the early 1980s, there was a significant increase in scholarly interest in organisational culture.

Organisational culture plays a crucial role in establishing the boundaries of an organisation, hence establishing a clear differentiation between one organisation and

another (Robbins & Judge, 2013). An organisation's culture is a critical factor that elicits identification from internal and external stakeholders. Apple Inc. is a notable example of a company renowned for its innovation capabilities in the global high-tech industry. Furthermore, organisational culture serves to establish a distinct identity among members of an organisation while also fostering a strong sense of dedication and loyalty. This phenomenon is typically observed in organisations with robust organisational cultures. The concept of organisational is a significant factor in predicting a range of organisational factors, including but not limited to job satisfaction, employee performance, competitive advantage, and knowledge sharing. The present study has proven that organisational culture is a significant predictor of employee innovation, as evidenced by previous research conducted by Ogbeibu et al. (2018) and Makumbe (2022).

Organisational culture encompasses diverse values, norms, and traditions that impact the cognitive processes, behaviours, and actions of individuals occupying subordinate positions within a corporate entity (Alvesson & Sveningsson, 2015). Consequently, several scholars have developed tools for assessing organisational culture (Coelho et al., 2022; Ng'ang'a & Wesonga, 2012; Haffar et al., 2013). Wallach (1983) developed the initial instruments for assessing various types of culture, specifically focusing on three dimensions of organisational culture: innovation, bureaucracy, and supportiveness. Wallach (year) comprehensively categorised each kind based on their cognitive processes, observable actions, and underlying dispositions. Innovation is commonly perceived as encompassing creativity, task orientation, and risk-taking propensity (Nakata et al., 2018). Bureaucracy is commonly perceived as an organisational structure emphasising hierarchical arrangements and is characterised by a substantial presence of rules and procedures (Pennings, 2009). Supportiveness is

commonly seen as a characteristic of relationships that emphasises trust, collaboration and a strong orientation towards mutual benefit between employers and employees.

The achievement of employees in organisations is determined by their capacity to adapt their behaviour in response to the organisational culture, which significantly influences their levels of satisfaction and well-being (Tarba et al., 2019). The relationship between employee well-being and organisational culture is significant when the culture is deeply integrated and reliant on enhanced values and beliefs (Badi, 2019). The employee's satisfaction might be inferred based on their alignment with the organisational culture of their firm. Furthermore, the study conducted by Murawwi et al. (2014) posited that there exists a significant association between organisational culture and job satisfaction, which in turn has a positive impact on employees' performance. Numerous studies have demonstrated that a robust and favourable organisational culture can significantly impact performance enhancement, heightened personnel retention rates, and greater organisational adaptability (Braun et al., 2013; Long & Thean, 2011; Zahari & Shurbagi, 2012). Thus, the successful fusion of the values of the organisational culture and the employees' values has the potential to enhance employee creativity (Amabile & Pillemer, 2012; Kpakol et al., 2016).

2.2.2 Clan Dimension and Employee Creativity

The culture commonly called "clan" is distinguished by its internal orientation and a strong emphasis on adaptability (Cameron, 2008). According to Lindquist and Marcy (2016), in a clan/group cultural typology, the prevailing organisational orientation is centred around collaboration. Leadership qualities such as facilitation, mentorship, and team building are essential to succeed in this context (Hastings & Kane, 2018). The organisation is guided by ideals prioritising employees' growth and commitment

throughout the organisational processes. The development of staff skills and the cultivation of employee commitment can facilitate the achievement of an organisation's objectives (Ramlall, 2004). The presence of a strong commitment has the potential to catalyse the creative process. Moreover, the existing collaboration among team members fosters knowledge exchange, augmenting the creative process. The clan culture exhibits characteristics similar to those seen inside a familial or tribal structure, where cooperation, teamwork, and shared values are paramount (Gorzelany et al., 2021). Organisations characterised by a clan culture frequently emphasise employee development, fostering open communication, and promoting teamwork (Frey et al., 2016). They cultivate a feeling of inclusion and establish a robust interpersonal bond among staff members.

However, due to the solid internal orientation focus of clan OC, it presents difficulties in embracing values that promote the acquisition of creative ideas from the external environment (Cameron & Quinn, 1999; Gilson & Litchfield, 2017). Therefore, Naranjo-Valencia, Jimenez-Jimenez, and Sanz-Valle (2017) emphasised a negative relationship between clan culture and radical innovation. Additionally, they argued that radical innovation results from fostered employee creativity. Acar and Acar (2012) also provided evidence that individuals with internally oriented organisational cultures tend to have disadvantages in creativity compared to those with outwardly oriented organisational cultures. Similarly, a homogenous cluster may occur gradually due to a significant internal emphasis. This phenomenon can limit how individuals within an organisation understand, evaluate, and adopt innovative ideas from various viewpoints (Tang & Byrge, 2016).

The potential consequence of this phenomenon is the emergence of repetitive ideas inside homogeneous groups, leading to a dearth of novel ideas that can effectively challenge the existing organisational norms (Fernandes & Polzer, 2015). The potential consequences could be detrimental to employees' creative abilities, as suggested by Tang and Byrge (2016). Within the corporate culture framework, the clan dimension encompasses a conducive and collaborative environment that emphasises interpersonal relationships, employee development, and the establishment of shared values. While there are advantages to organisations adopting a clan culture, it is crucial to adequately address the challenges related to adaptation, inventiveness, and maintaining a healthy balance between a supportive work environment and performance expectations (Siyal et al., 2022; Chandrasekar, 2011).

2.2.3 Market Dimension and Employee Creativity

The market culture is one of the four distinct culture types recognised and categorised under the Competing Values Framework. The market culture is distinguished by an orientation towards external factors such as competition and outcomes and a notable emphasis on attaining well-defined goals and objectives (Aktas et al., 2011). Organisations characterised by a market culture frequently emphasise optimising operational processes, output levels, and competitive advantage (Yazici, 2009). This particular cultural orientation resembles a market-driven organisation whose primary objective is to achieve excellence in the marketplace and surpass competitors. In a market culture, the prevailing organisational orientation is characterised by a strong emphasis on competitiveness (Hartnell, Ou, & Kinicki 2011).

The organisation is motivated by maximising profitability, achieving a significant market share, and attaining its goals. Aggressive marketing and customer-centric

approaches are strategies employed to achieve organisational objectives (Tuominen et al., 2022). According to Ogbeibu, Senadjki, and Peng (2018), the inclination and primary emphasis on competitiveness and productivity within dimensions can hinder employees' autonomy from fostering creativity beyond normal tasks and targets, limiting their ability to pursue innovative advancements. Naranjo-Valencia et al. (2016) revealed that the absence of originality is emphasised in the market OC. The authors additionally emphasised that relying solely on market OC values may not be adequate for ensuring the long-term survival of organisations. Therefore, it is necessary to consider other external factors, such as creativity, in conjunction with market OC values.

The values promoted within a market-oriented culture typically catalyse employees to prioritise attaining stringent targets, adherence to deadlines, and completing tasks that contribute to organisational productivity (Lai & Lee, 2007). Therefore, due to a significant emphasis on enhancing organisational productivity, cultivating employee creativity may be insufficiently prioritised, resulting in a lack of support for initiatives to foster creativity and ultimately hindering the development of groundbreaking innovations (Sanz-Valle et al., 2011). To overcome such setbacks, managers must exhibit resilience and high expectations to succeed. According to Cameron and Quinn (2011), managers may define success as market penetration and share.

2.2.4 Hierarchy Dimension and Employee Creativity

The hierarchical structure of OC is widely recognised for its stringent regulations and rigorous oversight of staff conduct and operational procedures. One critical error often observed among high-level executives is using hierarchical organisational culture ideals to steer research and development (R&D) endeavours within their respective

firms (Singh et al., 2012). Acar and Acar (2012), as well as NaranjoValencia et al. (2017), posit that organisational culture (OC) hierarchy is commonly associated with bureaucratic values, which tends to hinder employee innovation. Scholarly literature suggests that top-level executives should exercise discretion in implementing stringent regulations according to the minimum threshold of acceptability (Mittal & Dhar, 2015). This limitation aims to facilitate the implementation of a versatile control system that operates within predefined frameworks of norms and procedures. Numerous studies have advocated that excessively imposing stringent restrictions and norms could stifle employees' creative abilities (Gupta & Singh, 2012; Wenxing et al., 2016).

According to Lindquist and Marcy (2016), in a hierarchical culture, the primary focus of business orientation is centred around control. Leadership qualities critical for success in such a culture include acting as a coordinator, monitor, and organiser. The key factors contributing to the success of this culture are punctuality, reliability, and standardisation. The organisation attains its aims by executing proficient processes that yield both efficiency and effectiveness (Hong et al., 2013). The imposition of significant control over individuals can potentially impede the expression of creativity. According to Ogbeibu et al. (2020), the hierarchical culture component is characterised by structure and formality. This results in predetermined work routines and stringent organisational regulations, significantly hindering employee creativity.

2.2.4 Adhocracy Dimension and Employee Creativity

In an organisational context characterised by an adhocracy/developmental culture, the predominant emphasis lies on fostering creativity, wherein leadership competencies such as innovation and entrepreneurial abilities are crucial for achieving viability and success (Hartnell, Ou, & Kinicki 2011). The organisation prioritises agility and

transformation as key areas of emphasis. In order to prevent being surpassed by circumstances, the organisation must adjust to the demands of the external environment promptly (Pantouvakis & Karakasnaki, 2018). The organisation's objectives are attained through implementing innovative strategies, adapting to change, and developing a well-defined vision. Adhocracy in organisational culture pertains to a workforce that embodies entrepreneurial and creative qualities (Shuaib & He, 2021). One aspect emphasised in this dimension of organisational culture is the pursuit of distinctive and innovative products and services (Heritage et al., 2014).

The current body of research has examined the correlation between organisational culture (OC) and employee creativity. However, the findings from empirical studies have been inconsistent, leading to a lack of clarity on this relationship (Gupta, 2011; Hemmatinezhad et al., 2012). According to the conceptual framework proposed by Cameron and Quinn (1999), the characteristics associated with adhocracy organisational culture may lead one to infer that it exhibits a strong propensity for fostering enhanced levels of creativity and innovation. Naranjo-Valencia et al. (2016) indicated that adhocracy organisational culture (OC) is characterised by actively pursuing new chances and providing employee autonomy to engage in measured risk-taking. Lau and Ngo (2004) have also highlighted that this organisational culture (OC) reflects employee engagement, collective accountability, and innovation. According to Naranjo-Valencia et al. (2016), it may be argued that an adhocracy organisational culture fosters and promotes employee creativity. Therefore, it may be necessary to provide robust endorsement for an adhocracy organisational culture to foster employee creativity (Gupta, 2011).

2.2.5 Employee Creativity

Ogbeibu, Senadjki, and Peng (2018) defined employee creativity as a cognitive process whereby employees generate innovative ideas about a product, service, or process. These ideas aim to address problems or enhance existing concepts, ultimately contributing value and novelty within a specific domain. This suggests that employee creativity occurs individually, encompassing inventive concepts to address organisational challenges. Employee creativity incorporates pre-existing information, experiences, and abilities in novel manners to tackle obstacles, capitalise on prospects, and enhance an organisation's expansion and competitive edge, constituting a dynamic and diverse phenomenon (Wang et al., 2018). This concept transcends novelty and uniqueness by implementing creative ideas to attain tangible results. Employee creativity manifests beyond artistic endeavours, encompassing various work-related activities like product development, problem-solving, customer interaction, and process optimization (Sasser, 2006).

Creativity is viewed as generating ideas or solutions that possess the qualities of novelty, usefulness, appropriateness, and suitability for the intended goal (Amabile, 1983; Runco & Jaeger, 2012). The existing body of knowledge on creativity posits that it necessitates the manifestation of originality, denoting the capacity to generate ideas that deviate from the ordinary or conventional and instead exhibit novelty or uniqueness (Sternberg, 2018). Existing scholarly research on employee creativity indicates a correlation between creativity and certain factors such as divergent thinking, motivation to provide original and practical outcomes, and an open-minded attitude (Anderson et al., 2014). According to Cooper et al. (2014), the latter option facilitates the precise evaluation of environmental requirements and fosters the development of creative thinking necessary for resolving everyday challenges. Individuals with high levels of

openness are often characterised by their innovative abilities, capacity to tolerate uncertainty, and willingness to consider and embrace novel ideas (Oriol et al., 2016; Kaufman, 2013). Creativity necessitates curiosity and imagination since they enable the acquisition of novel knowledge, the amalgamation of resources, and the formulation of inventive tactics to address unfulfilled market demands.

The prevailing consensus in the research suggests that employee creativity is predominantly regarded as an individual phenomenon subject to several elements, including personality traits and experiences (Gubta, 2011). Since creativity is inherently individualistic, it flourishes most effectively within an environment that fosters productivity. This assertion is substantiated by Amabile (1997), who believed that creative performances arise from the interplay between individuals with creative potential and the specific milieu in which they operate. This suggests that the presence of an unsupportive operational environment can impede the process of creative thought. Given that organisational culture is a significant element of the operational environment, it may be inferred that it significantly influences employees' creativity levels. This assertion is substantiated by previous scholarly investigations that validate the existence of a correlation between organisational culture and employee creativity (Gubta, 2011; Ogbeibu, Senadjki, & Gaskin, 2018).

Shin and Zhou (2007) expanded the scope of this term to encompass team collaboration within an organisational environment instead of focusing just on individual abilities. Cheung and Wong (2011) suggest that employee creativity manifests when individuals apply their expertise, critical thinking abilities, and prior experience to generate innovative ideas for decision-making, problem-solving, and efficiently completing assigned tasks. This study defines employee creativity as the cognitive process through

which employees generate original, valuable, and suitable ideas on products, services, processes, business and management practices, organisational models, and strategies. These ideas are aimed at resolving problems and achieving work-related goals. The proposed definition posits that employees demonstrate their creative abilities due to job demands and to achieve organisational goals. Consequently, this is anticipated to enhance job performance efficacy and bolster the general effectiveness of the organisation (Hon et al., 2013).

2.2.5 Organisational Creativity

The growing interest in organisational creativity among stakeholders is driven by the recognition that creativity in business organisations is a valuable resource generated via the contributions of individuals and groups (Awan et al., 2019). Creativity can be defined as the cognitive capacity to generate novel and original outputs, which serves as the fundamental catalyst and foundation for innovation (Serrano-Bedia et al., 2016). The capacity for individual innovation inside the workplace is a significant attribute that contributes to developing competitive advantage for organisations. Furthermore, individual innovation is fundamental for fostering high-performance levels within organisational contexts (Serrano-Bedia et al., 2016). The significance of creativity is in its ability to enhance organisational performance and facilitate prompt problem-solving in an environment characterised by constant connectivity and dynamism (Elsback & Hargadon, 2006; Serrano-Bedia et al., 2016). According to Soeardi et al. (2023), the industry is presently confronted with a swiftly evolving landscape.

Consequently, organisations must harness innovation to ensure survival within this progressively dynamic milieu. As globalisation advances, a growing demand for creative solutions is expanding rapidly in terms of number and quality. Large

multinational corporations and start-up ventures might benefit from expanding global flows, creating enhanced economic prospects for small and medium-sized firms (SMEs). According to Woodman et al. (1993), individuals play a significant role in this context. The significance of creativity in the business stems from its ability to serve as a distinguishing factor among various enterprises or organisations (Landry, 2019). The utilisation of creativity as a tool yields outcomes contingent upon the individuals who employ it, so fostering creativity will have advantageous effects on the performance of organisations (Song et al., 2019). According to Woodman et al. (1993), organisational creativity is the collaborative generation of novel and beneficial products, services, procedures, or processes within intricate social systems. The relationship between organisational creativity and performance necessitates thoroughly examining the factors contributing to organisational creativity, extending beyond individual employee creativity.

Additionally, it is crucial to explore the contextual conditions that moderate the extent to which organisational creativity impacts overall creative output (Woodman et al., 1993; de Vasconcellos et al., 2019). Creativity is vital in organisational change, process effectiveness, and the ability to thrive in competitive environments (Chun et al., 2014). A climate fostering creativity significantly enhances organisational performance across various dimensions, such as market share, sales volume, and the successful implementation of intricate work designs (Yström et al., 2015). The tangible outcomes of organisational creativity encompass organisational modifications, including enhancements derived from departing from established practises, as well as the introduction of novel activities within the corporation. The absence of creativity within organisations may result in their inability to effectively respond and adjust to internal and external developments (Choi & Lee, 2003).

2.2.6 Organisational Culture and Employee Creativity

The debates regarding the interplay between organisational culture and employee creativity remain unresolved. This observation suggests that employees who have fully assimilated their values into the organisational culture tend to gravitate towards forming homogeneous ideas and clusters. According to Hofstede (2015), organisational culture encompasses shared practises and beliefs that can be transmitted as values. According to Senbeto et al. (2022), the concept of organisational cultural values pertains to the underlying beliefs that influence certain norms and behaviours. In this context, values pertain to specific beliefs that may be seen as assumptions over time, manifesting in employees' behaviours and attitudes (Schein, 2010). According to Martins and Terblanche (2003), several components collectively form the corporate culture, such as routine philosophies, norms, behaviours, and values.

Values that foster employee creativity can frequently be observed through explicit interacting behaviours that have the potential to either enhance or hinder employee creativity. According to Martins and Terblanche (2003), employees who share similar values with the organisational culture are more likely to collaborate well on initiatives for innovation. According to Kyvik et al. (2012), fostering employee creativity is greatly facilitated when there is a successful alignment between employee values and the organisational culture. Varying values related to employee creativity result in distinct value systems across individuals, leading to differences from their coworkers (Amabile & Pillemer, 2012). One may claim that creativity may be influenced by the integration of values held by creative employees. This may also be considered regarding what has been sought or preferred. Hence, it can be posited that it may catalyse the persistent schism observed in the correlation between organisational culture and employee innovation.

The debate surrounding the potential relationship between organisational culture and employee creativity continues to be a subject of debate and disagreement within academic circles. According to Kaufman and Baer (2004), evidence indicates a negative correlation between organisational culture and employee creativity. Andleeb et al. (2019) suggest a substantial correlation exists between corporate culture and employee creativity, as shown by various other studies. The study by Mobarakeh & Ahmadpoor (2011) indicated a statistically significant correlation between organisational culture and employee creativity. Sadeghi & Razavi (2020) conducted a study that indicated a statistically insignificant correlation between organisational culture and employee creativity.

In contrast to the findings, Einsteine and Hwang (2007) proposed that there is a notable and favourable correlation between the characteristics of organisational culture and employee creativity. According to Anderson et al. (2014), it has been argued that organisational culture can also be considered a factor that influences the manifestation of creativity. Amiri et al. (2014) findings provide compelling evidence to support the notion that a noteworthy and favourable correlation exists between organisational culture and employee creativity. Similarly, a study by Gupta (2011) indicates that organisational cultures prioritising future orientation and innovation favour employee creativity. In addition, Zeb et al. (2020) research demonstrates organisational culture's noteworthy impact on employee creativity. The relationship between company culture and employee creativity is a complex and evolving topic increasingly recognised as a cross-national concern. Abdi et al. (2018) asserted that despite studies examining the correlation between organisational culture and employee creativity, the findings remain inconclusive due to the inconsistent outcomes shown in experimental research.

2.3 Empirical Review

2.3.1 Organisational Culture and Employee Creativity

Ogbeibu, Senadjki, and Gaskin (2020) conducted a study examining the relationship between organisational cultures and the impact of leader skills on employee creativity. This study examined the impact of leader competency and varied organisational cultures on employee creativity within manufacturing businesses. This study analyses the decline in employee creativity within the Nigerian manufacturing industry using the comprehensive competing values framework (CVF). Specifically, it focuses on the four organisational culture (OC) quadrants and explores the potential impact of different OCs and leader ability on enhancing employee creativity. The target demographic for this study comprises the workers working in the research and development (R&D) and information technology (IT) departments located at the headquarters of 21 industrial businesses. The sample included in this study comprised 439 responses obtained from participants within the Nigerian manufacturing industry. The study's findings revealed a positive relationship between leader skills, adhocracy organisational culture, and employee creativity. Market-oriented and clan-oriented cultures have been found to affect employee creativity negatively. Similarly, the leadership capacity mitigates the impact of adhocracy organisational culture on employee creativity while reinforcing market organisational culture's influence on employee creativity.

The study conducted by Tran (2020) examined the relationship between organisational culture, leadership behaviour, and work satisfaction within the context of Vietnam. This study aims to critically examine the impact of different forms of organisational culture on leadership conduct and job satisfaction. The philosophy of culture encompasses four distinct traits: clan, hierarchy, adhocracy, and market. A purposive questionnaire was utilised to gather survey responses from 294 employed individuals across various sector

organisations in Vietnam. The survey instrument comprised two primary sections. The initial section consists of demographic inquiries. The second component comprised three established scales for assessing organisational culture types, leadership conduct, and work satisfaction. Correlation and linear regression analysis were employed to examine the relationships between variables. The study demonstrated a negative correlation between Hierarchy culture and relationship-oriented leadership conduct. The adhocracy culture has been found to impact job satisfaction positively. The study found no significant relationship between clan and market cultures, leadership style, and work satisfaction.

In a study by Makumbe (2021), the impact of organisational culture on employee creativity in Zimbabwe was investigated. The study utilised a survey methodology to gather data from a representative sample of 195 participants. The data were subjected to analysis using the structural equation modelling technique. The findings indicated that employee creativity exhibited positive associations with group, developmental, and rational cultural typologies, whereas a negative relationship was observed between employee creativity and hierarchical culture. The findings of this study hold significance in enabling the formulation of suitable policies that can foster the establishment of a favourable organisational culture favourable to employee creativity inside the workplace. This research study makes a valuable contribution to organisational behaviour by providing empirical evidence that supports the association between organisational culture and employee creativity, specifically from the perspective of a developing country.

Mikušová, Klabušayová, and Meier (2023) conducted an assessment of the dimensions of organisational culture and their subsequent modifications in response to the

pandemic. A total of 453 valid responses were collected from a sample of teachers randomly selected from public secondary schools throughout all regions of the Czech Republic. Before the outbreak of the COVID-19 pandemic, an evaluation was conducted to determine the current and desired state. The study revealed a prevailing presence of hierarchy culture in the past. However, there has been a notable growth in the preference for adhocracy and market culture recently. However, it is essential to note that the hierarchy culture maintains its predominance.

In their study, Mbayong and Placide (2021) conducted an assessment of the impact of organisational culture on workforce creativity within the context of Cameroon. The research utilised primary data gathered by distributing self-administered questionnaires consisting of structured and unstructured questions and through interviews. A survey was conducted on 109 individuals representing four distinct work functions at the University of Bamenda: Secretariat personnel, Finance staff, Health unit workers, and Computer unit/Records staff. A total of one hundred questionnaires were collected, resulting in a response rate of 91.7%. The Likert scale was employed to quote the questions, and subsequently, the data was evaluated via the SPSS software. The study's findings revealed a statistically significant relationship between organisational culture and the level of creativity exhibited by support staff members at The University of Bamenda.

Ogbeibu, Senadjki, and Peng (2018) assessed an integrated organisational culture and trustworthiness framework to foster employee creativity. This study examines the moderating role of trustworthiness in the association between organisational culture and employee creativity, seeking to enhance the conceptual comprehension of this relationship. This study is primarily theoretical and incorporates conceptual insights by

combining many theoretical and conceptual foundations. Specifically, it draws upon the competing values framework, the integrative model of organisational trust to understand trustworthiness, and the componential theory of individual creativity. The study's results demonstrated that trustworthiness significantly impacts how managers foster employee innovation. This study proposes that the characteristics of clan and adhocracy organisational culture have a positive effect on employee creativity. In contrast, market and hierarchy organisational culture negatively influence employee creativity. The fostering of employee creativity can be facilitated through the customisation of organisational cultures to enhance employees' capabilities.

2.4 Conceptual Framework and Hypothesis Development

Marshall and Rossman (2016) described a conceptual framework as the study's rationale. In addition, according to Kim et al. (2017), a conceptual framework enables a closer examination of the relationship between the study's variables, how participants are characterised, and how data collection instruments are chosen. In order to establish the relationship between the variables investigated in this study, a conceptual framework was designed. For this study, five variables were proposed: an independent and a dependent variable. Clan, market, adhocracy, and hierarchy cultures were considered independent variables for this study. Employee creativity was treated as the dependent variable. The variables' relationships are depicted in Figure 1.

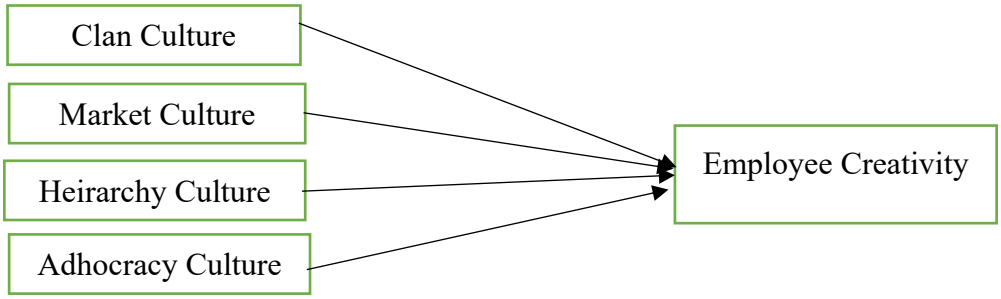

Figure 1: Conceptual Framework

The conceptual framework above depicts the relationship between the variables of the study. The hypothesis establishes the relationship between clan, market, hierarchy and adhocracy culture on employee creativity.

2.4.1 Clan Culture and Employee Creativity

In the context of an organisation, clan culture refers to a familial atmosphere distinguished by the presence of commonly held values, objectives, and standards. The employees are loyal to the organization and their fellow members (Shah et al., 2019). Additionally, there is a notable focus on teamwork, employee engagement, and the practice of organisational citizenship. The environment is typically characterised by a lack of hierarchy and a commitment to inclusivity to engage individuals at all levels of the organisation, including top leadership and lower ranks, in decision-making and problem-solving endeavours (Tang & Byrge, 2016). A clan culture within an organisation cultivates a strong sense of affiliation and enduring dedication among its members, hence serving as a potent source of motivation for personnel (Tran, 2020). Clan cultures prioritise establishing team cohesion and engagement in collective activities, thus fostering an environment suitable for brainstorming and collaborative creative endeavours. The organisation provides a conducive and secure environment for employees to express their thoughts without apprehension regarding mockery or retribution freely. Scholars such as Ogbeibu et al. (2020), Tran (2020), and Makumbe (2021) indicate that clan culture enhances employee creativity. ***Therefore, the study hypothesises that clan culture positively enhances employee creativity (H_1).***

2.4.2 Market Culture and Employee Creativity

The organisational culture of market orientation is distinguished by its emphasis on the external environment rather than internal matters. The principal objective is to engage

in actions and activities that facilitate the organization's ability to effectively compete and achieve its goals (Laukkanen et al., 2016). Within a market-oriented society, there is a prevalent focus on attaining results, accomplishments, and success. Hierarchies, well-defined roles, and internal and external competitive dynamics are prevalent characteristics. In a market-oriented culture, employees exhibit a strong drive toward achieving objectives, fostering a conducive environment for efficiently exploring new problem-solving techniques to attain these goals (Carvalho et al., 2019). Market cultures frequently employ mechanisms to distribute resources to departments or projects demonstrating high performance, fostering a conducive environment for generating innovative endeavours (Büschgens, Bausch & Balkin, 2013). An emphasis on customer satisfaction can catalyze employees to engage in creative thinking regarding enhancing products, services, and customer interactions (Wikhamn, 2019; Coelho, Augusto & Lages, 2011; Coelho & Augusto, 2010). ***Therefore, the study hypothesises that market culture positively enhances employee creativity(H_2).***

2.4.3 Hierarchy Culture and Employee Creativity

Hierarchy culture, alternatively referred to as bureaucratic culture, is distinguished by a well-organized setting in which behaviour is regulated by established rules, policies, and procedures (Tseng, 2011). This cultural orientation strongly emphasizes efficiency, stability, and adherence to established norms and practices. Organisations characterised by a robust hierarchical culture commonly have a discernible chain of command, wherein each employee is assigned a clearly defined role. NaranjoValencia et al. (2017) posit that organisational culture (OC) hierarchy is commonly associated with bureaucratic values, which hinder employee innovation. Numerous studies have advocated that excessively imposing stringent restrictions and norms could stifle

employees' creative abilities (Gupta & Singh, 2012; Wenxing, Pengcheng, Jianqiao, Po, & Jianghua, 2016). Although the hierarchical culture offers certain advantages such as stability, efficiency, and quality control, it tends to provide more difficulties than opportunities in promoting employee creativity. ***Therefore, the study hypothesises that hierarchy culture negatively affects employee creativity (H_3).***

2.4.4 Adhocracy Culture and Employee Creativity

The adhocracy culture is distinguished by its emphasis on flexibility, adaptability, and a strong commitment to innovation (Daher, 2016; Carvalho et al., 2018). This particular cultural phenomenon is frequently observed in dynamic settings characterised by the imperative to respond promptly to market shifts or business shifts. An adhocracy culture is typically characterised by diminished hierarchical structures, fostering an environment that promotes risk-taking, creative thinking, and exploring novel ideas among employees (Scaliza et al., 2022; Zeb et al., 2021). Extant literature has indicated that an adhocracy culture enhances employee creativity (Ogbeibu, Senadjki, & Gaskin, 2020; Tran, 2020; Makumbe, 2021; Mbayong & Placide, 2021). The adhocracy culture provides a conducive environment for fostering creativity and promoting innovation. ***Therefore, the study hypothesises that adhocracy positively enhances employee creativity (H_4).***

2.5 Chapter Summary

The chapter discussed the componential theory of individual creativity as the theory underpinning organisational culture and employee creativity. Critical concepts were reviewed and discussed per the objectives of the study. Also, the empirical review was carefully reviewed and discussed. Lastly, a conceptual framework was discussed.

CHAPTER THREE

RESEARCH METHOD

3.0 Introduction

This chapter presents the methods used to achieve the objectives of the study. The study discusses the research design, the data type and source, the methods and tools of analysis employed, the empirical specification of the model, the description of variables employed in the model and the estimation procedure used.

3.1 Research Paradigm

Paradigm is a term derived from the Greek meaning pattern, as indicated by Kivunja and Kuyini (2017), and has been explained comprehensively by many researchers or academicians. Hughes (2010) defined paradigm as a way of perceiving the world that supports a research topic and affects how the researcher thinks about the research topic at hand. It was also revealed by Kamal (2019) that a paradigm is a group of beliefs concerning how a particular issue or problem exists and a set of arrangements or steps to be followed to investigate the problem. This study is situated in the positivist philosophy. The positivist paradigm posits that relational laws are the basis of the objective knowledge sought by a researcher (Acquah, Zoogah & Kwesiga, 2013).

According to Pring (2000), the positivism research paradigm was proposed by a French philosopher, Auguste Comte. Although Auguste Comte proposed the positivist research paradigm, what he said about observation, experiment and cause-effect relationship are attributed to Francis Bacon. This is because Bacon earlier preached the concept of experiment, observation, and cause-effect relationship, which form the pillars of the positivism paradigm (Crotty, 1998). The positivist believes that scientific or natural sciences research methods can be applied to social sciences research. Therefore,

positivist social science duplicates the steps natural scientists follow to control and comprehend the natural world.

Also, the Positivist philosophy believes that knowledge is externally empirical and that the phenomenon is purely neutral and disconnected from the researchers being investigated.This ensures that the values and biases of the researcher do not affect the study, and thus, the validity of the instruments and reliability of the study's findings is assured (Eberhardt & Teal, 2011). Reliability in the positivist philosophy encompasses the extent to which the result from the study can be repeated and replicated in comparable settings. Once the assumptions of positivist research are met, positivist research can exhibit a high likelihood of reliability, enabling confident replication or repetition in similar settings.

3.2 Research Approach

The study used a quantitative analysis methodology focused on the scope of the study's purpose, basic goals/hypotheses and the scope of the primary data to be obtained and analysed. By default, the structures were measurable and subject to statistical manipulation. According to Creswell (2014), the quantitative approach describes phenomena by gathering numerical data evaluated using mathematically based techniques, particularly statistics. Quantitative approaches, typically using deductive reasoning, seek regularities in human life by splitting the social environment into empirical components called variables that can be numerically interpreted as frequencies or rates, whose correlations can be explored through statistical techniques with each other, and accessed through stimuli and systematic analysis implemented through researchers (Azungah, 2018).

Usually, this method starts with data collection based on a hypothesis or theory and is accompanied by descriptive or inferential statistics (Tashakkori & Teddlie, 2003). Quantitative methods are commonly characterised as deductive because statistical hypothesis test inferences lead to general inferences about population characteristics. Quantitative approaches are often defined as believing that, irrespective of human experience, a single "reality" exists (Tuli, 2010). The quantitative results are likely to be generalised to a whole or a sub-population because the larger randomly selected sample is used (Carr, 1994). Such drawbacks related to the approach to quantitative analysis are that quantitative research methods take snapshots of a phenomenon, not in-depth, and ignore the perspectives of test takers and testers as well as what they mean by something (Rahman, 2020).

3.3 Research Design

Each good researcher must choose a suitable research design that suits the nature of the study. In addressing the research issue, research design has been defined as a collection of guidelines and instructions to be followed (Potwarka, Snelgrove, Drewery, Bakhsh & Wood, 2019; Coy, 2019). Due to the nature of the scientific inquiry underpinning this research, the research used the explanatory study design. The main aim of explanatory research is to describe why phenomena arise and to forecast future events (Birru, Runhaar, Zaalberg, Lans & Mulder, 2019; Maxwell, 2012; Viotti & Kauppi, 2019). The decision to approach the analysis quantitatively is often motivated by the fact that the data is quantitative and almost always requires using a statistical test to assess the validity of the relationships (Spirtes, Glymour & Scheines, 2000).

3.4 Study Area

The study was conducted in the Greater Accra Region. The Greater Accra Region holds significant economic influence in Ghana, contributing greatly to the nation's Gross Domestic Product (GDP). The region's economy has a significant degree of diversification, encompassing various main industries such as education, banking, manufacturing, construction, tourism, and trade. Accra is the location for significant educational institutions and financial and commercial establishments. The Region accommodates a substantial quantity of senior high schools, encompassing both publicly and privately funded institutions. The educational institutions in the Greater Accra Region exhibit a substantially higher level of resource availability and infrastructure development than other regions. This disparity may be mainly attributed to the concentration of resources in the area. The Greater Accra was selected because most senior high schools are in the Region. The Region has a total population of 139 schools out of 662 public schools.

3.5 Population

Population is the whole community of persons, incidents or the target interest group the researcher wishes to examine, gain data and draw conclusions (Leedy & Ormrod, 2010). The population includes all the elements based on which references can be made (Zikmund, Babin, Carr & Griffin, 2013). The sample population consists of the entire community of individuals who are of interest to the researcher and who meet the requirements that the researcher is interested in testing or a selection of individuals with certain common features, as indicated by Saunders, Lewis and Thornhill (2007) and Taherdoost (2017). According to Saunders, Thornhill and Lewis (2009), population is the full set of cases from which a sample is drawn. The population of a study represents

the unit in which the study is being carried out (Tashakkori & Teddlie, 2003; Leedy & Omrod, 2010). The population of this research includes all non-teaching staff in senior high schools in the Ga West Municipality.

3.6 Sampling and Sampling Procedure

Ofori and Dampson (2011) and Sekaran and Bougie (2016) defined a sample as a subset of the population chosen to reflect the larger population for a study. Saunders et al. (2016) argue that using sample surveys instead of conducting a census is justified due to the challenges associated with achieving total coverage of a large population. This implies that sample surveys enable researchers to perform studies involving a substantial population efficiently. According to Sekaran and Bougie (2016), sampling can be divided into two primary designs: probability sampling and non-probability sampling. Probability sampling design enables every element of the population to have an equal chance of being selected. In contrast, the non-probability sampling design does not give each population element a known probability of selection. Furthermore, it is common practice in rigorous quantitative studies to employ probability sampling designs due to their capacity to select samples for research impartially and allow researchers to generalise the study results. On the other hand, qualitative investigations often employ non-probability sampling designs due to the inherent subjectivity in selecting the sampling unit for a study (Saunders et al., 2016). Based on the purpose of the study, 103 non-teaching staff in senior high schools in the Ga Wast Municipality were chosen to participate in the study.

3.7 Data Collection Instrument

A structured questionnaire was used as this study's main first-hand data collection instrument. Malhotra (2015) explains that questionnaires are an essential data collection

tool. Zikmund (2000) states that in terms of time and resources, standardised questionnaires are easier to administer, evaluate, and economical. By nature, causal studies are highly organised (Maxwell & Mittapalli, 2010), thus requiring structured primary data collection methods. The Questionnaire is a formalised collection of questions for respondents to collect knowledge (Singer & Couper, 2017; Malhotra & Birks, 2007). Young and Javalgi (2007) suggested that questionnaire surveys are probably the most commonly used data collection technique in research and can assess issues vital to business management and growth (Malhotra & Birks, 2007).

The questionnaires were issued to the respondents on a drop-and-pick basis and immediately. In order to answer a particular research issue, each section of the questionnaire was designed to suit the research problem better. The questionnaire contains close-ended questions. Closed-ended questions require respondents to choose from a given set of answers and require respondents to analyse each potential answer, regardless of the other option. Checklists use close-ended things such as a list of actions, attributes or other entities studied by the researcher, a Likert scale that is more useful when behavior, attitude or other interest phenomena need to be measured in a continuum, dichotomous questions and multiple-choice questions (Leedy & Ormrod, 2010).

McColl and Anderson (2005) argue that using questionnaires rather than interviews has distinct benefits. When standardised questions are used for key data collection, data analysis is made simpler and straightforward. In addition, an easy-to-use questionnaire eliminates the calculation error and the study participant's propensity for nonresponse error (Singer & Couper, 2017; Mutepfa & Tapera, 2018). Section A of the questionnaire measured the respondents' demographic data. Section B of the instrument measured

organisational culture (clan, adhocracy, market, and hierarchy) and section C measured employee creativity.

A 7-point Likert scale was used to measure the attitude and opinion of the respondents on the items that measured the constructs considered in this study. The items used to measure the constructs were adapted from the literature review. The items used to measure organisational culture were adapted from Mikuˇsova, Klabusayova´ and Meier (2023); Ogbeibu, Senadjiki, and Gaskin (2020); Suppiah and Sandhu (2011); Kalliath, Bluedorn, and Gillespie (1999); Quinn and Spreitzer (1991). Also, the items used to measure employee creativity were adapted from Ogbeibu, Senadjiki and Gaskin (2020); Semedo and Coelho (2015); ***Zhou and George (2001).***

3.8 Reliability and Validity

The validity and reliability of the study were considered to ensure the consistency and content validity of the instrument. When it comes to validity, Cook and Reichardt (1979) define it as the best available estimation of the truthfulness of a given inference. Reliability is defined as the ability of an instrument to provide accurate and consistent results over a period of time in the same situation and with the same people (Yilmaz, 2013). The instrument's consistency is an essential consideration in the evaluation of reliability. The most widely used internal consistency metric is Cronbach's alpha. Cronbach's alpha is the most reliable method for determining the reliability of the questionnaire. Cronbach's alpha must be greater than 0.7 to ensure the reliability of the research instrument (Bujang *et al*., 2018). The composite reliability criterion is used to assess the reliability of the construct. The composite reliability must be at least 0.7. (Hair *et al*. 2017). Also, the outer loadings of an indicator must be greater than 0.7 for it to be reliable (Hair *et al*., 2012).

The composite reliability and convergent validity help decide whether an item with an outer loading between 0.4 and 0.7 should be kept (Hair *et al*., 2017). The average variance extracted (AVE) must be greater than 0.5 to ensure convergent validity (Hair *et al*. 2017). The construct's discriminant validity was examined using the Fornell-Lacker and the heterotrait-monotrait ratio of correlations (HTMT). The square root of AVE must be higher than the correlation between the reflective construct and all other Fornell-Lacker constructs (Henseler *et al*., 2015; Voorhees *et al*., 2016). Similarly, the HTMT values shouldn't be higher than 0.90 to prove discriminant validity. (Henseler *et al*., 2015). Almanasreh (2019) argues that if the measurements in the questionnaire fully represent the instrument's content, an instrument has content validity. ***The researcher pretested the instrument to ensure the questionnaire was free from spelling mistakes, poor phrasing, and confusing questions. It is widely accepted that questionnaires do not appear independently; instead, they are developed, shaped, and modified to ensure validity.*** To demonstrate face validity, all items of the constructs were adapted from prior literature, and the questionnaire was presented to the project supervisor and other experts in human resource management for vetting, correction, and approval.

3.9 Data Collection Procedures

An arrangement was made with the Department of Management Sciences to draft an introductory letter furnished to the schools to seek their general consent to include their institution as a participant in this study. Such approval was solicited after the principal researcher had taken the time to explain the study's rationale in full detail. Upon the organisation inclusion request being granted, a formal introduction was initiated between the principal researcher, research field assistants, and the designated respondents authorised to participate in the study. The principal once again sought the

respondents' consent and assured them that under no circumstance would this academic study personalise their identity to a response or substantial contributions. The language used throughout was English. Respondents were guided in completing the questionnaire and instructed to respond well to the questions as much as possible. The principal researcher and his field assistants negotiated a favourable schedule for the data collection instrument administration and subsequent collection since the "drop-and-pick" survey approach was most used. The study data collection instrument was officially self-administered from 21st July to 21st August 2023. To ensure a total response rate to the study, the principal researcher and his field assistants graced the data collection period with an additional one (1) week ending 31st August, 2023. Collected questionnaires were packaged and subsequently sent back for data cleaning and analysis.

3.10 Data Processing and Analysis

Data preparation was in two stages. Firstly, the raw data collected through the questionnaire were edited, coded, and converted into the actual variables of interest. Each was checked carefully for incompleteness and inconsistencies upon receipt of the questionnaires. All received questionnaires were considered valid for data analysis after screening. All the variables were assigned codes to facilitate the computation of the data input. Once entered into the Statistical Package for Social Sciences (SPSS version 26), the data were carefully screened to minimise data entry errors. Frequencies for each variable were checked to detect the out-of-range values. Cavana, Delahaye, and Sekaran (2001) point out three goals related to a research study in data analysis: getting a feel for the data, testing the data's goodness, and testing the hypotheses developed in the research.

The feel for the data gave a vague indication of how good the scales were and how well the data were coded and entered. Next, processed data were analysed using SMART PLS 4.0. The prepared data file was then converted into "comma-delimited" format "CSV" before the final file was imported into the SMART PLS application for the model configuration (Browne, O'Reilly, Hutchinson & Krdzavac, 2019; Kumar & Kumar, Baradiya, 2019; Lew, Lau & Leow, 2019). The SMART PLS application is well noted for modelling in business-oriented studies (Hair, Black, Babin, & Anderson, 2018), particularly for estimating hypothesised models (Ringle, Wende, & Becker, 2015; Ahrholdt, Gudergan, & Ringle, 2019) as well as for handling complex predictive-models (Sarstedt, & Cheah, 2019). It is robust (Cepeda-Carrion, Cegarra-Navarro, & Cillo, 2019) and a typical inferential statistical tool (Ringle, Wende, & Becker, 2015).

Among variance-based statistical processing tools, PLS-SEM's path modelling is the most developed, as it is embedded with the capacity to model both composite and second-order constructs (Schamberger, Schberth, Henseler & Dijkstra, 2018), prediction-oriented PLS-SEM analyses (Shiau et al., 2019) and test of robustness (Hair et al., 2021). The set-up of the PLS tool for the formulation of the model was as follows. Consistent PLS Algorithm and Consistent Bootstrapping were dully marshalled for the analysis with 5000 maximum iterations. The study was predictive-oriented (Nikitina, Paidi & Furuoka, 2019).

Casewise deletion was configured for missing values (Ringle, Wende & Becker, 2015), although the data had no missing values. A 95% confidence interval with a corresponding 5% significance level was set for the reflective model. The 1-tailed test hypotheses were formulated because of the non-directional nature of the specific objectives. The evaluation of the models began with the measurement model and then

the structural model because PLS-SEM validates measurement models first before structural models are evaluated (Hair, Risher, Sarstedt & Ringle, 2019; Tabet, Lambie, Jahani & Rasoolimanesh, 2020; Fami, Aramyan, Sijtsema & Alambaigi, 2019). Cronbach's Alpha (≥0.7) and Composite Reliability (≥0.7) were also computed. Cronbach Alpha and composite reliability are the most common measurements used for internal consistency (Ringle, Wende & Becker, 2015). Cronbach's alpha evaluates the reliability of the items in terms of the unidimensionality of a set of scale items. Mainly, it measures the extent to which all the variables in the scale are positively related to each other (Nunnally, 1978). Cronbach's Alpha value for all the items exceeded the minimum 0.7 cut-off point (Hair et al., 2017).

Composite reliability is considered a preferred alternative to Cronbach's Alpha to test convergent validity in the reflective model because Cronbach's Alpha may overestimate or underestimate scale reliability (Henseler, Ringle & Sarstedt, 2012). However, it is argued that even though the composite reliability values are very high, this may signal some design problems. However, the indicators represented the desired constructs, correlated highly, and were considered acceptable (Kante et al., 2018). Both Cronbach's alpha and composite reliability refer to sum scores, not composite scores (Henseler, 2018). Convergent validity was measured with the Average Variance Extracted [AVE]. Convergent validity measures the level of correlation of multiple indicators of the same construct that agree (Ab-Hamid, Sami & Sidek, 2017). AVE values must be or exceed 0.5 before adequately measuring convergent validity (Ringle, Wende & Becker, 2015). Discriminant validity was assessed with a Heterotrait-Monotrait ratio (Which should be less than 0.9 or 1). Discriminant validity represents the uniqueness and distinctiveness of each construct relative to other constructs in the model (Afum, Sun & Kusi, 2019).

Heterotrait-Monotrait [HTMT] represents the geometric mean of the heterotrait-monotrait method correlation divided by the average of the monotrait-heterotrait method (Henseler, Ringle & Sarsstedt, 2015) and best measures discriminant validity in the reflective model than Fornell-Larcker Criterion and Factor Loadings (Ringle, Wende & Becker, 2015). In a well-fitted model, the HTMT ratio should be below 0.9 in reflective constructs to accurately measure discriminant validity (Henseler, Ringle & Sarsstedt, 2015; Ringle, Wende & Becker, 2015). Common method bias was measured with the Collinearity Statistics (VIF ≤5). Since reflective models are prone to biases and errors (Afum, Sun & Kuis, 2019), it became necessary to examine the test of collinearity statistics and report the same (Hair, Sarstedt, Matthews, & Ringle, 2016). This was measured with the VIF value, as its usage in this context has been confirmed in reflective models in structural modelling (Kock, 2015). The VIF is also used to measure common method bias (Afum, Sun & Kusi, 2019). Generally, it is acknowledged that when collinearity statistics are above the 5 threshold, it implies that, typically, the model is prone to be affected by common method bias. On the other hand, when the VIF is less than 5, such reflective models are deemed without common method bias (Afum, Sun & Kusi, 2019).

However, Kock (2015) further argued that VIF needs to score 3.3 or lower to avoid multicollinearity problems (Kock & Lynn, 2012; Hair, Sarstedt, Ringle, & Mena, 2012) in situations where algorithms incorporate measurement error, especially for factor-based PLS-SEM algorithms. The structural model was evaluated as follows. Factors loadings for all significant indicators were measured accordingly, given cognisance of top-values and t-statistics (Ringle, Wende & Becker, 2015). Factors loadings are considered item reliability coefficients for the reflective model (Henseler, Rimgle & Sarstedt, 2012). The factor loadings are single regression results with a particular

indicator in the measurement model as an independent variable (Hair, Sarstedt, Matthews, & Ringle, 2016).

Measurement loadings are standardised path weights connecting the factors to the indicator variables and range from 0 to 1. Loadings should be significant (Garson, 2013). By convention, for a well-fitting reflective model, path loadings should be above 0.70 (Henseler, Ringle & Sarstedt, 2012). The larger the loadings, the more robust and reliable the measurement model. Path-coefficientsPath coefficients (unstandardised beta) were used to assess the contributions of the predictors (Both direct and indirect) to the variance in the dependent variable (Schberth, Henseler & Dijkstra, 2018). Effect size (f2) was used to quantify the contributions of the predictors to the changes in the dependent variable (Ahrholdt, Gudergan, & Ringle, 2019; Ringle et al., 2020). Effect size values above 0.35, 0.15, and 0.02 can be regarded as strong, moderate and weak (Cohen, 1988). The R-square assessed is regarded as the most common effect size measure in path models (Garson, 2016). Tentative cut-off points have been recommended (Garson, 2016; Hock & Ringle, 2006). Results above 0.67 are described as being “substantial”, those above 0.33 are “moderate”, and those above 0.19 are “weak”. The findings were presented in Tables and Figures for easy understanding and reporting.

3.11 Ethical Consideration

The study considered and treated some critical ethical issues in social science research because social science research is tainted with numerous ethical confrontations that must be handled professionally (Green, 2019; Wax, 2019). To summarise, the researchers sought formal permission from the school authorities for this exercise. The study's benefits and purpose were fully explained to all stakeholders, particularly

participants. Again, informed verbal consent of participants was sought, and no respondents were coerced into participating in the study. Where respondents had issues responding to some of the items, active steps were taken to resolve such misunderstandings. Confidentiality, privacy and unanimity were carefully treated by designing a complete structured questionnaire. No data manipulation was done during the study's data processing and analysis stage. The findings were duly reported as generated.

3.12 Chapter Summary

This section has provided information regarding the methodological approaches employed to obtain the primary data, how data were processed and analysed given cognisance to the statistical tools and specific research objectives, as well as how findings of the study were summarised and presented for easy interpretation and understanding.

CHAPTER FOUR

DATA ANALYSIS AND DISCUSSION

4.0 Introduction

This chapter reports on the research findings derived from the study per the methods described in the previous chapter. The chapter addresses the demographic characteristics of the respondents, as well as the model specification of the study's constructs, followed by an analysis of the survey's findings of the measurement model and structural models following the statistical techniques adopted.

4.1 Demographic Characteristics of Respondents

The demographic characteristics of the respondents were descriptively measured with frequency and percentage (%) because these statistical tools are appropriate for measuring categorical and ordinal data (Fisher & Marshall, 2009; George & Mallery, 2016). The analysis evaluated the demographic profiles of the gathered data from the respondents. Table 1 presents the demographic characteristics of the survey's respondents.

Table 1: Demographic Characteristics of Respondents

Variable	Options	Frequency (N)	Percentage (%)
Gender	Male	59	57.3
	Female	44	42.7
Total		103	100
Educational Background	Diploma/HND	14	13.6
	First Degree	55	53.4
	Master's Degree	25	24.3

	Ph.D	9	8.7
Total		103	100
Years of Experience	Less than 1 year	6	5.8
	1-5 years	47	45.6
	6-10 years	31	30.1
	Above 10 years	19	18.5
Total		103	100

Source: Field Survey (2023)

The result presented in Table 1 indicates that most of the teachers in the senior high schools are male 59(57.3%) compared to females 44(42.7%). The findings show that the public senior high schools in the Greater Accra Region are male-dominated compared to the female. Similarly, the educational background of the respondents is presented in Table 1. The study findings reveal that most of the respondents have a first degree 55(53.4%), followed by master's degree holders 25(24.3). Only 9(8.7%) of the respondents hold a Ph.D degree. The responses indicate that all the respondents are educated and can respond appropriately to the questionnaire without supervision. Lastly, the working experience of the respondents was analysed and presented in Table 1. The study's findings indicate that most of the respondents have worked for 1-5 years in their respective institutions representing 47(45.6%), followed by 6-10 years representing 31(30.1%). Only 6 respondents, representing 5.8% have less than 1 year of experience. The findings proved that most of the respondents have worked for more than 2 years and can provide accurate responses to the questionnaire.

4.2 Model Specification

To begin analysis in PLS-SEM, the model must be specified. This is accomplished in two steps: first, by defining the measurement model, and second, by defining the structural model (Hair, Sarstedt, Matthews, & Ringle, 2016). The measurement model depicts the link between constructs and their associated indicators or measurements, while the structural model depicts the hypothesised relationships between constructs (Hair, Risher, Sarstedt, & Ringle, 2019). The survey vividly specified the measurement and structural models in the proceeding sections in light of the above discovery.

4.3 Structural Model Specification

This study's structural model has four exogenous and one endogenous construct. The study's exogenous constructs include clan, adhocracy, market and hierarchy culture. This survey's endogenous concept is employee creativity. The study's exogenous variables (clan, adhocracy, market and hierarchy culture) and endogenous variables (employee creativity) are represented by blue circles (see Figure 2). Based on deductions deduced from this survey's theoretical underpinnings, the study empirically tests the survey's hypotheses using SmartPLS 4. Figure 2 below presents the study's specified structural model.

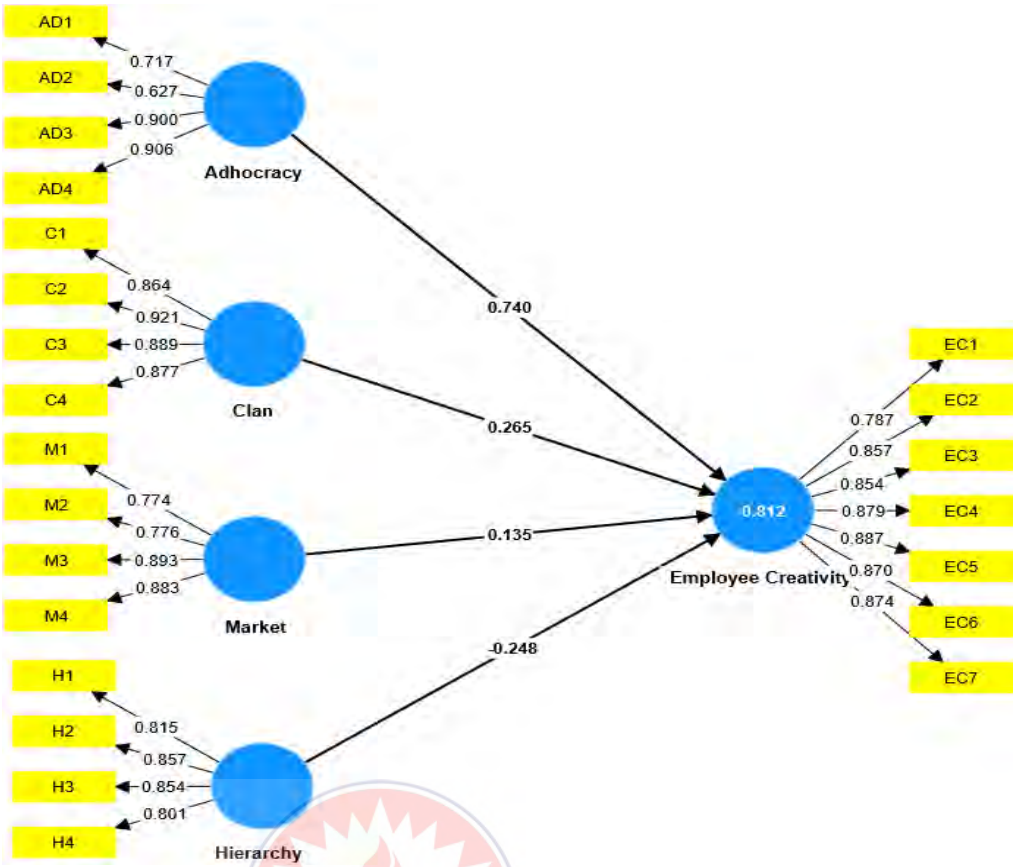

Figure 2: First Model

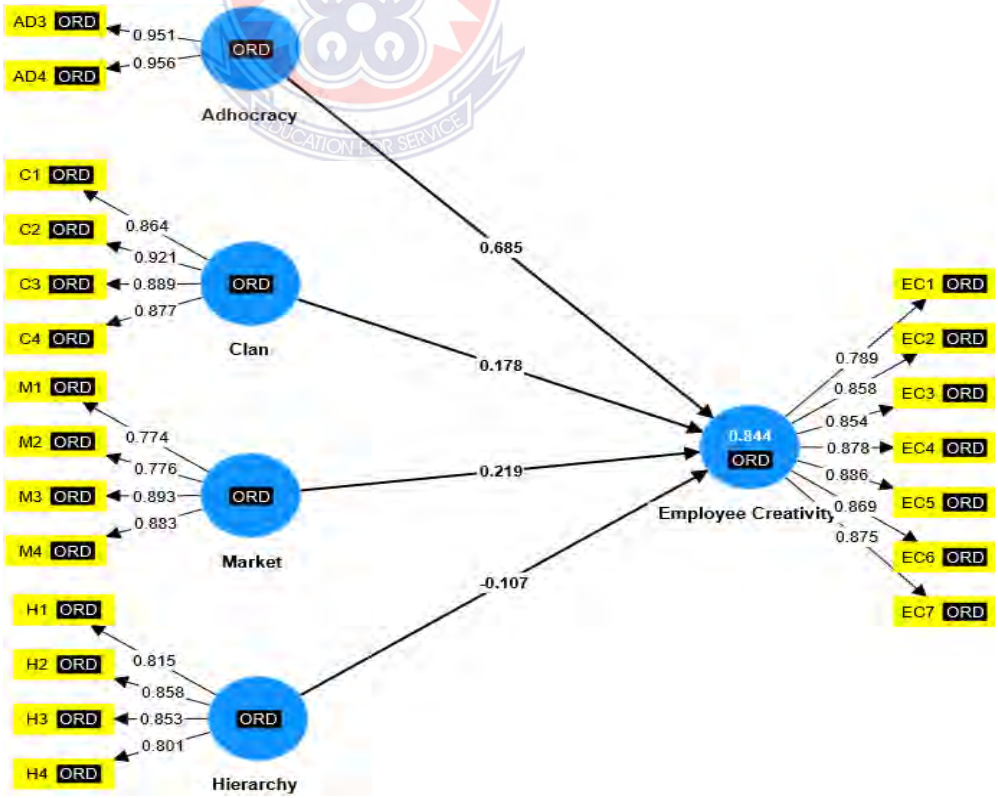

Figure 3: Final Model

4.4 Measurement Model Assessment

Hair et al. (2016) indicate that the assessment of the measurement model of a reflective PLS model is a statistical procedure performed to assess the statistical credence of the survey's measurement model before further structural analysis can be undertaken. A study's measurement model should have satisfactory internal consistency reliability, convergent validity, and discriminant validity by attaining statistical credence. Hence, this process is undertaken in a systematic order via SmartPLS 4. Cronbach's alpha and composite reliability are used to measure internal consistency. By employing the factor loadings (indicators) and the Average Variance Extracted (AVE), convergent validity is evaluated (Hair et al., 2016). According to Henseler, Ringle and Sarstdt (2015), the Fornell-Larcker criterion, cross-loadings and Heterotrait-Monotrait Ratio criterion are the three statistical tools for assessing discriminant validity. However, for this study, the Heterotrait-Monotrait Ratio criterion was overly relied on to evaluate discriminant validity among the study's constructs.

The HTMT criteria are the criterion for measuring discriminant validity since they reflect the upper limit of discriminant validity (Henseler et al., 2015; Hair et al., 2016). Thus, the HTMT represents the most robust means of assessing discriminant validity other than the Fornell-Larcker and cross-loadings criterion, which are also used to determine the discriminant validity of survey constructs. After having specified the survey's model in both structural and measurement terms, the next section seeks to assess the internal consistency reliability of the study's construct.

4.5 Internal Consistency Reliability Assessment

According to Hair et al. (2016), there is satisfactory internal consistency among a study's construct (measurement model, as a matter of fact) when such constructs have

composite reliability and Cronbach Alpha score above the minimum acceptability threshold of 0.700. Also, Henseler et al. (2015) opined that the composite is deemed the most robust or upper bound assessment for internal consistency reliability in assessing the measurement model for internal consistency reliability. The Cronbach alpha is the lowest bound assessor of internal consistency reliability. Thus, the constructs' internal consistency reliability is presented in Table 2.

Table 2: Internal Consistency Reliability Results

	Cronbach's alpha	Composite reliability
Adhocracy	0.901	0.953
Clan	0.911	0.937
Employee Creativity	0.941	0.952
Hierarchy	0.852	0.9
Market	0.852	0.901

Source: Field Survey (2023)

The Cronbach's Alpha value (Table 2) showed that the internal consistency was suitable. The Cronbach Alpha value for all the items surpassed the minimal 0.700 cut-off point, observed closely (Hair, Hult, Ringle & Sarstedt, 2016). Considering the Cronbach Alpha acceptability threshold, this survey's constructs per results in Table 2 are suitable and acceptable for further statistical analysis (Hair et al., 2016). Furthermore, the result in Table 2 of the Internal Consistency Reliability also evidenced that all five constructs of interest per this survey attained a composite reliability value above the 0.700 threshold for composite reliability acceptability, as advanced by Hair et al. (2016). In other words, Afum, Sun and Kusi (2019) postulated that when a construct's composite reliability is above 0.700, such construct is deemed reliable for

further statistical analysis. Thus, based on the results of Table 2 of the survey, the study indicates that its constructs are reliable since all-composite reliability scores are above 0.7.

Having concluded this section by assessing the internal consistency reliability of the study's constructs, the next section shall focus on evaluating the Convergent validity of the study's constructs and their respective indicators.

4.6 Convergent Validity Assessment

Convergent validity can only be established if two essential requirements are met: indicator loadings and the average variance retrieved from the data (AVE). Based on their contribution to content validity, Hair et al. (2019) recommend maintaining indications with an outer loading of 0.700 or more, while those with an outer loading of less than 0.700 should be eliminated. According to the authors, indications should be evaluated for deletion as long as the composite reliability and AVE values fall below the specified minimum value (Hair et al., 2016). Building on the argument to guarantee the measurement credence of the study's measurement model, Table 3 presents the convergent validity assessment considering the outer loadings, T-Values, Variance inflation factor (VIF) and Average Variance Extracted (AVE).

Table 3: Convergent Validity

Construct/Items	Indicator Loadings	T-Values	AVE	VIF
Adhocracy			0.909	
AD3	0.951	86.857		3.038
AD4	0.956	101.674		3.038
Clan			0.789	

C1	0.864	25.009		2.58
C2	0.921	59.380		3.708
C3	0.889	36.549		2.865
C4	0.877	29.267		2.611
Employee Creativity			0.738	
EC1	0.789	17.503		2.428
EC2	0.858	30.623		3.359
EC3	0.854	26.610		2.859
EC4	0.878	37.060		3.506
EC5	0.886	37.753		3.654
EC6	0.869	38.213		3.536
EC7	0.875	37.080		3.298
Hierarchy			0.692	
H1	0.815	19.595		2.016
H2	0.858	34.366		2.502
H3	0.853	30.513		2.296
H4	0.801	21.853		1.78
Market			0.695	
M1	0.774	16.995		1.711
M2	0.776	22.963		1.609
M3	0.893	36.903		2.765
M4	0.883	30.289		2.654

Source: Field Survey (2023)

Table 3 presents computed Convergent validities significantly expressed in terms of Average Variance Extracted (AVE) to attain statistical credence for the survey's measurement model results. The survey's respective constructs' convergent validities were critically assessed upon being calculated. Furthermore, hinging on the various indicator loading to determine the convergent validity of the different study constructs, all indicators assumed indicator loadings above 0.700 AD1 and AD2. Thus, all these indicators with loadings below 0.7 were eliminated to improve the construct's reliability. Also, the T-Values and Variance inflation factor was computed. The findings presented in Table 3 indicate that all the reported indicators had a T-Value greater than 1.96, and all the outer VIFs were less than 3.3. The result presented in Table 3 suggests that there is no issue of convergent validity for the survey's constructs' indicators, as all the study's constructs assumed an AVE score above 0.500.

Having statistically affirmed that the study's constructs' indicators have convergent validity after each construct attaining an Average Variance Extracted score above 0.500, the study subsequently assesses the discriminant validity of the construct.

4.7 Discriminant Validity Assessment

Hair et al. (2016) posit that discriminant validity indicates how constructs are empirically and distinct from the other constructs in a given model. Discriminant validity can be determined using three different criteria the cross-loadings, the Fornell-Larcker criteria, and the HTMT ratio assessment (Henseler, 2017). The cross-loading criteria require that an indicator's loading on the construct it is measuring be higher than any of its cross-loadings (Hair et al., 2019). In other words, an indicator should load more heavily on the construct it measures than any other construct in the model. Cross-loadings are believed to be the lower limit of discriminant validity (Henseler et

al., 2015). Though the survey did not rely on a cross-loading criterion to assess discriminant validity among study constructs, the survey presents its results in the appendix section of this survey.

The Fornell-Larcker criteria, the second criterion for determining discriminant validity in reflective measurement models, states that "the square root of the AVE of each construct in the model should be greater than the construct's correlation with every other construct in the model" (Hair et al., 2016). The HTMT criteria are the last but the most robust criterion for measuring discriminant validity since they reflect the upper limit of discriminant validity (Henseler et al., 2015; Hair et al., 2016). Ideally, for a construct's discriminant validity to be deemed satisfactory, its' Heterotrait-Monotrait value should be below 0.85 (Kline, 2011) and 0.9 (Gold, Malhotra & Segars, 2001; Henseler et al., 2015). However, when the Heterotrait-Monotrait value is still above 0.9 but closer to 0.9 than it is closer to 1.0, the Heterotrait-Monotrait score is marginally acceptable for further statistical analysis (Benitez, Henseler, Castillo & Schuberth, 2020; Gaskin, Godfrey & Vance, 2018; Henseler, 2017). With the overriding statistical merits of the HTMT ratio of being a more contemporary and robust measure of discriminant validity than both the Fornell-Larcker and cross-loading criterion as a result of representing the upper bound criterion for assessing the discriminant validity of constructs, the study deems it prudent to employ the use of the Heterotrait-Monotrait Ratio criteria to determine the discriminant validity of the study's constructs in Table 4.

Table 4: Discriminant Validity

	Adhocracy	Clan	Employee Creativity	Hierarchy	Market
Adhocracy					
Clan	0.802				
Employee Creativity	0.764	0.813			
Hierarchy	0.564	0.593	0.537		
Market	0.705	0.702	0.747	0.861	

Source: Field Survey (2023)

Critical assessment of the discriminant validity results, as depicted in Table 4, evidenced that there is no problem with discriminant validity as none of the survey's constructs' discriminant validity score per the Heterotrait-Monotrait Ratio criterion is above 0.950 (Benitez, Henseler, Castillo & Schuberth, 2020; Gaskin, Godfrey & Vance, 2018; Henseler, 2017). Thus, the survey advances that the discriminant validity of the survey's constructs is satisfactory and valid for further statistical analysis. Finally, the findings of the measurement model reveal that the requirements of PLS-SEM are supported in terms of internal consistency reliability, convergent validity, and discriminant validity. In the next section, the study shall assess the structural model.

4.8 Structural Model Assessment

After establishing the measurement model's reliability (internal consistency) and validity (convergent and discriminant), the next step is to evaluate the structural model's

fitness in predicting the predicted interaction between exogenous and endogenous constructs. Hair et al. (2016) advocate a systematic strategy for analysing structural model findings in PLS-SEM when investigating the structural model's prediction abilities and the correlations between components. This method begins with an examination of the structural model for collinearity issues, followed by an assessment of the significance and relevance of the structural model relationships, followed by an analysis of the coefficient of determination (R2), an evaluation of the F2 effect size, and an assessment of the predictive relevance (Q2) effect size. Consequently, for clarity and consistency, the discussion of findings is organised following the process mentioned above. The study commences the structural model assessment by considering the evaluation of collinearity among the study's data. This assessment was necessary to assess whether there exists any form of collinearity in the study's data.

4.9 Collinearity Assessment

According to Hair et al. (2016), tolerance values below 0.200 (or a Variance Inflation Factor value of more than 5) should be viewed as crucial levels of collinearity in the construct itself. It is important to note that evidence of this critical level of collinearity indicates significant multicollinearity among predictor variables, which makes it challenging to estimate functional and robust PLS-SEM models. The survey's constructs' measures of collinearity statistics are presented in Table 5.

Table 5: Collinearity Statistics

	VIF
Adhocracy -> Employee Creativity	2.336
Clan -> Employee Creativity	2.379
Hierarchy -> Employee Creativity	2.203
Market -> Employee Creativity	2.778

Source: Field Survey (2023)

Per the results in Table 5, it is observed that there were no issues of collinearity among the survey's constructs. This stance was taken as the VIF values recorded, as shown in Table 5, showcase that none of the constructs used for the study recorded a VIF value above 3.3, which is deemed the minimum acceptable score/value for no collinearity issues or biases (Hair et al., 2016).

Having ruled that the study has no collinearity issue after VIF scores have been critically assessed, the following section proceeds as the coefficient of determination of the study's endogenous construct.

4.10 Coefficient of Determination (R2)

PLS-SEM uses structural models to predict the link between latent constructs. The model's R2 value is the most often used metric for evaluating the predictive ability of a structural model. The R Square value represents the variation experienced in the exogenous construct explained by the variations evident in the exogenous constructs. The predictive power of exogenous construct(s) on endogenous construct runs from 0 to 1, with higher values indicating more predictive power. According to Hair et al. (2016) and Yuliansyah and Razimi (2015), the smallest permissible coefficient of

determination is 10%. Table 6 presents the coefficient of determination for the study's endogenous construct and the mediating variable (sustainable performance and sustainability culture).

Table 6: Coefficient of Determination

	R-square	R-square adjusted
Employee Creativity	0.844	0.840

Source: Field Survey (2023)

Table 6 presents the coefficient of determination results for this survey. The findings revealed that clan, adhocracy, market and hierarchy jointly explain 84.4% variation in employee creativity among the public senior high schools in the Greater Accra Region of Ghana. Having objectively assessed the coefficient of determination in this section, the next section evaluates the model's predictive relevance (Q2).

4.11 Predictive Relevance (Q2) Assessment

The Q2 statistic is used in PLS-SEM to measure the predictive relevance of a structural model. Q2 values greater than 0 imply that the exogenous constructions have predictive importance for the endogenous construct, according to Hair et al. (2016; 2019). A blindfolding approach with an omission distance of 7 was used to estimate the cross-validated redundancy values from the structural and measurement model scores. For the endogenous construct in the model, these cross-validated redundancy values indicate the Q2 (predictive relevance) values. Table 7 presents the Q2 values of the model.

Table 7: Predictive Relevance

	Q^2predict	RMSE	MAE
Employee Creativity	0.829	0.421	0.304

Source: Field Survey (2023)

Results from Table 7 indicate that clan, adhocracy, market and hierarchy have predictive relevance on employee creativity. The study's Predictive relevance indicated that the Q2 score is above zero (0), signifying the presence of predictive relevance from the exogenous constructs. After this section, the study proceeds to evaluate the effect sizes of each structural path, objectively assessing the predictive relevance (Q2) of the model's model.

4.12 Effect Size (F2) Assessment

It is necessary to include the F2 effect size when determining the contribution of each exogenous construct to the R2 value of the endogenous construct. F2 (Cohen, 1992) may be calculated to assess the effect of each exogenous latent variable on the model's endogenous variable. Also, the importance of the significant impact that can be achieved by evaluating their effect size F2 is to be quantified (Henseler, 2017). To be deemed a strong, moderate, or mild impact size, the F2 should attain a value of at least 0.350, 0.150, or 0.020, respectively (Cohen, 1988). Table 8 presents the effect sizes (F2) of the various structural paths observed in this study.

Table 8: Effect Size

	Employee Creativity
Adhocracy	1.289
Clan	0.085
Hierarchy	0.033
Market	0.111

Source: Field Survey (2023)

As presented in Table 8, the survey results show that the F2 statistics of the respective study's exogenous construct are directed to the endogenous variable via structural path analysis. As shown in Table 8, the results showcase the distinctive effect size of the survey's variables of interest. The result from Table 8 points out that adhocracy has a strong effect size (F2=1.289), followed by market culture, which demonstrated a moderate effect size (F2=0.111). Lastly, Clan and Hierarchy revealed a mild effect size on employee creativity with F2=0.085 and F2=0.033, respectively. After assessing the various effect sizes (F2) of the model's structural paths, the study subsequently proceeded to the size and significance of the Structural Model Path Coefficients.

4.13 Specific Direct Effect Model Path Coefficient

The individual research hypothesis was examined after determining whether or not the measurement model satisfies the PLS-SEM criteria. The hypotheses were examined by looking at the direction and strength of the relationship using the path coefficient. The significance level was determined using t-statistics produced from 5000 consistent bootstraps, a 2-tailed test suggested by Hair *et al.* (2019). According to Hair *et al.* (2019), the t-statistics must be greater than 1.96, and the p-values must be lower than 0.05 for the hypothesis to be statistically significant. Table 9 presents the findings

obtained from applying the PLS-SEM test to the three hypotheses in light of the research objectives.

Table 9: Direct Relationship

	β	T stat	P values	Decision
Clan -> Employee Creativity	0.178	2.49	0.013	Accept
Market -> Employee Creativity	0.219	3.106	0.002	Accept
Hierarchy -> Employee Creativity	-0.107	2.065	0.039	Accept
Adhocracy -> Employee Creativity	0.685	9.994	0.000	Accept

Source: Field Survey (2023)

The results presented in Table 9 indicate that clan culture significantly contributes to the positive variance observed in employee creativity (β =0.178; t-stat=2.49; p=0.013; p<0.050). More practically, a unit increase in clan culture in public schools will enhance employee creativity by 17.8%. On the other hand, a unit decrease in clan culture will also warrant a 17.8% reduction in the employee's creativity in public senior high schools. The findings conclude that clan culture is a positive and statistical predictor of employee creativity. The study's findings corroborate the first hypothesis that clan culture positively and significantly affects employee creativity. Hypothesis one of the study was supported.

Moreover, the results in Table 9 advanced that market culture significantly contributes to the positive enhancement of employee creativity in the public senior high schools in the Greater Accra Region of Ghana (β =0.219; t-stat=3.106; p=0.002; p<0.050). Thus, a unit increase in market culture will enhance employee creativity by 21.9%, and a reduction in market culture will lead to a decrease in employee creativity by 21.9%.

Hence, market culture, per this survey could be a reliable tool to improve employee creativity in the public senior high schools in the Greater Accra Region. The study's findings corroborate the second hypothesis that market culture positively and significantly affects employee creativity. Hypothesis two of the study was supported.

Furthermore, the relationship between hierarchy and employee creativity was analysed, and the result is presented in Table 9. The study's findings proved that hierarchy has a negative but significant effect on employee creativity (β=-0.107, t-stat=2.065; p=0.039; p<0.050). The findings indicate that a unit increase in hierarchy culture will reduce the effect of employee creativity by 10.7%. However, employee creativity in public senior high schools will increase by 10.7% when hierarchy decreases. The study's findings indicate an inverse relationship between hierarchy and employee creativity. The study's findings align with the third hypothesis that hierarchy culture negatively and significantly affects employee creativity. Hypothesis three of the study was supported.

Lastly, per the result exhibited in Table 9 of this survey, it is evident that Adhocracy is a significant positive predictor of employee creativity (β =0.685; t-stat=9.994; p=0.000; p<0.050). Thus, it could be inferred that a unit increase in adhocracy will enhance employee creativity in public senior high schools by 68.5%. Likewise, a unit decrease in adhocracy will amount to a 68.5% reduction in employee creativity. Thus, the survey advances that adhocracy culture can positively and significantly enhance employee creativity in the public senior high school in the Greater Accra Region. The study's findings align with the fourth hypothesis that adhocracy culture positively and significantly affects employee creativity. Hypothesis four of the study was supported.

4.14 Discussion of Findings

4.14.1 Clan Culture and Employee Creativity

The study examined the effect of clan culture on employee creativity. The study's findings proved that clan culture has a positive and significant effect on employee creativity. The findings indicate that when an organisation adopts a clan culture, it positively influences the creative capacities and behaviours exhibited by its employees. In essence, individuals employed within such a setting exhibit a higher propensity to produce novel concepts, resolutions, and inventive methodologies in response to obstacles. The presence of a clan culture, commonly characterised by a familial ambience within an organisation, has been found to exert a significant and positive impact on employee creativity. The findings of the study align with the study of Ogbeibu et al. (2020); Makumbe (2021); and Ogbeibu et al. (2018). Ogbeibu et al. (2018) indicate that clan cultures prioritise promoting transparent communication and fostering a collaborative environment among organisational members. Studies have repeatedly demonstrated that an environment where employees feel at ease expressing their thoughts and opinions, devoid of apprehension regarding criticism or negative consequences, positively influences their inclination towards engaging in creative thinking. Similarly, Makumbe (2021) indicate that clan cultures frequently develop an environment that promotes trust and psychological safety among organisational members. When employees have a high level of trust towards their colleagues and superiors, it tends to foster an environment where individuals are more inclined to engage in risk-taking behaviour and explore novel ideas. Empirical evidence repeatedly demonstrates that clan cultures, characterised by trust, open communication, autonomy, learning, and employee engagement, foster an atmosphere that promotes employee creativity.

4.14.2 Market Culture and Employee Creativity

The study examined the effect of market culture on employee creativity. The study's findings proved that market culture has a positive and significant effect on employee creativity. The study's findings imply that when an institution adopts a market-oriented culture, it positively influences employees' capacity for creative thinking, hence cultivating an atmosphere conducive to the generation of fresh ideas, solutions, and innovations. The market culture is distinguished by attributes such as a competitive nature, a focus on customer satisfaction, a mindset focused towards achieving results, and a robust determination to surpass rival entities. Within this context, the positive and significant effect of market culture indicates that schools or institutions that allocate importance to these principles and conduct foster a milieu in which personnel are incentivized to engage in innovative thinking to fulfil market requirements and maintain a competitive edge. The finding of the study corroborates with the works of Makumbe (2021); Ogbeibu et al. (2018), Ogbeibu et al. (2020); Mikušová et al. (2023), Mbayong and Placide (2021), Lee and Lee (2007). The authors indicate that a market-oriented culture's positive and significant effect on employee creativity emphasises the significance of harmonising organisational values and behaviours with market dynamics. Institutions that cultivate a market-oriented culture are more inclined to possess a staff that exhibits creativity, enabling them to effectively respond to dynamic market conditions and attain a competitive advantage through innovation.

4.14.3 Hierarchy Culture and Employee Creativity

The study examined the effect of hierarchy culture on employee creativity. The findings of the study proved that hierarchy culture has a negative and significant effect on employee creativity. The prevalence of a hierarchical culture inside an organisation has

been found to have a negative effect on employees' capacity for creative thinking, hence constraining their potential to produce novel ideas and solutions. The hierarchy culture is distinguished by its attributes, including a rigid hierarchical structure, centralised decision-making processes, rigorous adherence to established norms and procedures, and a primary emphasis on maintaining stability and control. The findings of the study align with the works of Tran (2020); Makumbe (2021); Ogbeibu et al. (2018), Ogbeibu et al. (2020); Mikušová et al. (2023). Tran (2020) revealed that in a hierarchical organisational culture, individuals may experience a disincentive to engage in innovative thinking or question the prevailing hierarchical structure. This phenomenon can lead to stifling individuals' creative capacities, as they frequently exhibit reluctance in suggesting novel concepts that diverge from existing norms or in challenging people of authority. Similarly, Makumbe (2021) and Ogbeibu et al. (2020) indicate that hierarchical cultures frequently entail intricate bureaucratic procedures that have the potential to impede the pace of decision-making and hinder innovation. Employees may encounter difficulties navigating the bureaucratic obstacles, resulting in irritation and a decline in their creative vitality. Mikušová et al. (2023) proved that a hierarchical environment impedes employees' creativity, restricts their liberty, and fosters an atmosphere that discourages risk-taking and innovation.

4.14.4Adhocracy Culture and Employee Creativity

The study examined the effect of an adhocracy culture on employee creativity. The findings of the study proved that an adhocracy culture has a positive and significant effect on employee creativity. The results imply that the adoption of an adhocracy culture inside an organisation has a positive impact on the creative capacities and behaviours of its employees, fostering an environment that stimulates innovative

thinking and the generation of fresh ideas and solutions. The study's findings align with the study of Tran (2020), who revealed that Adhocracy cultures grant employees the autonomy to engage in experimentation and trial new methodologies. The presence of this flexibility fosters innovation since it enables employees to engage in the exploration of unorthodox ideas and approaches, notwithstanding the potential risks involved. Similarly, the findings align with the works of Makumbe (2021) and Mbayong and Placide (2021), who indicate that within an organisational culture characterised by adhocracy, there is a prevalent emphasis on fostering an innovative attitude among employees. This entails actively encouraging individuals to question and challenge existing norms and conventions while actively seeking opportunities for ongoing enhancements and refinements. This perspective cultivates an environment that promotes ongoing education, flexibility, and innovative approaches to resolving challenges. Ogbeibu et al. (2020) confirmed that institutions that advocate for adhocracy cultures are inclined to possess a workforce that flourishes in dynamic and uncertain situations, continually producing inventive solutions that foster creativity and adaptability.

4.15 Chapter Summary

The chapter commenced by discussing the demographic characteristics of the survey respondents. Furthermore, this chapter focused its analysis based on the specific research objectives and hypotheses set for the survey. From a statistical viewpoint, in terms of the direct effects hypotheses of the study, the survey concluded that clan, market and adhocracy had a positive and significant effect on employee creativity. Also, the findings proved that hierarchy had a negative but significant effect on employee creativity. Lastly, the findings of the study were discussed.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter of the study presents the summary of the study. The core objective of this study was to examine the effect of organisational culture on employee creativity. This chapter summarises the findings, conclusions, recommendations, and suggestions for further research by concluding this study. The recommendations based on significant results are provided for stakeholders such as the management of the public senior high schools in Ghana.

5.1 Summary

By the nature of the survey, the study sought to assess the effects organisational culture (clan, market, adhocracy and hierarchy) on employee creativity. The study tested four (4) hypotheses to accomplish the survey's prime objective. The study's specific research objectives systematically guided the undertaking of the literature review. The literature review was sectionalised based on the theoretical framework/ conceptual review, empirical review, and conceptual framework. Congruent to the study's objectives, a theory-based review of relevant literature was systematically undertaken. The componential theory of individual creativity theory was used to underpin the relationship between organisational culture and employee creativity. They helped visualise the empirical nexus among the study's variables of interest (organisational culture and employee creativity).

The study adopted a quantitative research approach, which was justified by the positivist philosophical paradigm anchoring the survey. By the research approach endorsed by the study, an explanatory research design was employed to explain the

relationship between the study's variable (organisational culture and employee creativity). The study was undertaken in public senior high schools in the Greater Accra Region. The simple random sampling technique was used as a sampling procedure to sample the survey's respondents. The study sampled one hundred and three (103) public senior high schools out of one hundred and thirty-nine (139). A total of one hundred and three (103) responses were obtained and processed for further analysis.

Data for the study were collected using empirically-based measurement scales, which have satisfactory validities and reliabilities. A closed-ended data collection instrument was used to collate primary data from the study's respondents. The study adopted the Statistical Package for Social Science (version 26) to process collated study data and further analyse the processed data with Partial Least Square-Structural Equation Modelling (PLS-SEM). Analysis such as descriptive statistics and the Partial Least Square model (measurement and structural models) were used as analytical procedures to arrive at an objective conclusion of the study's specific and core objectives. The survey's four (4) hypotheses were tested considering model outputs extracted from the Partial Least Square-Structural Equation Modelling (version 4.0.9) analysis. The following distinctive findings were observed after statistical credence for the study's data was sought and satisfactorily established;

5.2 Summary Key Findings

The first objective examines the effect of clan dimension on employee creativity. Statistical credence for the study's measurement model was assessed and deemed satisfactory before further structural interactions were investigated. Based on the statistical results attained after other structural interactions, it was evident that clan dimension positively affects employee creativity. In terms of the effect size of clan

dimension on the model, clan dimension commanded a weak effect size on employee creativity. Furthermore, the second objective examines the effect of market dimension on employee creativity. The survey's result advanced that the market dimension has a positive and significant effect on employee creativity. In terms of the effect size of the market dimension on the model, the market dimension commanded a moderate effect size on employee creativity.

Moreover, the third objective examines the effect of the adhocracy dimension on employee creativity. Upon attaining satisfactory quality criteria credence on preliminary tests such as Cronbach Alpha, Composite Reliability, Heterotrait-Monotrait tests, Average Variance Extracted, R-square and Adjusted R-Square, it was statistically observed that adhocracy dimension negatively and significantly affects employee creativity. The adhocracy dimension accounted for a strong effect size on employee creativity. Lastly, the fourth objective examines the effect of the hierarchy dimension on employee creativity. The findings of the survey advanced that the hierarchy dimension significantly accounts for a positive influence on employee creativity. In terms of the effect size of the hierarchy dimension recorded a weak effect size on employee creativity.

5.3 Conclusion

Congruent to the critical findings achieved in this survey, the study, therefore, makes the following objective conclusions;

Based on the study's findings of hypothesis 1, the survey concludes that clan dimension have a positive and significant effect on employee creativity. Furthermore, the findings of the study's hypothesis 2 confirmed that the market dimension has a positive and

significant effect on employee creativity in public senior high schools. Moreover, findings of the survey's hypothesis 3 advanced that the hierarchy dimension accounts for a significant negative effect on employee creativity. Lastly, the findings of the survey's hypothesis 4 proved that the adhocracy dimension has a positive and significant effect on employee creativity.

5.4 Recommendations

Based on the findings of the study, the following recommendations are offered for their immediate implementation by the management of the Public Senior High Schools;

In order to harness the beneficial impact of organisational culture on employee creativity, organisations should adopt policies that foster a culture of collaboration and open communication among their employees. This may encompass the establishment of cross-functional teams, the implementation of regular brainstorming sessions, and the utilisation of technological platforms to enable the exchange of knowledge. Managers must exemplify the clan culture through their active engagement in collaborative endeavours, display of receptiveness towards novel concepts, and establishment of themselves as exemplars of innovative conduct. The activities of individuals should align with the organization's dedication to fostering innovation.

Additionally, school administration must cultivate a conducive climate that promotes a sense of safety among employees, thereby encouraging them to express their innovative ideas and opinions freely. Managers must engage in active listening, demonstrate empathy, and avoid excessively critical or dismissive reactions when employees articulate nontraditional ideas. One such approach is the implementation of policies aimed at acknowledging and incentivizing innovative contributions made by employees

within the organisational context characterised by a clan culture. This may encompass formal acknowledgement initiatives, monetary rewards, career advancements, or alternative stimuli aimed at inspiring and reinforcing innovative conduct.

Furthermore, Managers ought to exemplify the market culture through their ability to remain conscious of market dynamics, fostering an environment that encourages staff to acquire market insights, and exhibiting an entrepreneurial spirit. Individuals proactively pursue avenues for personal and professional development and actively engage in innovative practice. Management must foster a customer-centric mindset among staff. Finally, management must establish policies that promote and enable cross-functional collaboration. Promote cross-functional collaboration by fostering interdepartmental teamwork among diverse teams, encompassing departments such as marketing, sales, and product development, to collectively engage in projects that necessitate a broad spectrum of talents and viewpoints.

Additionally, management must foster an environment that promotes open and transparent communication throughout the organisation. It is imperative for managers to proactively solicit input from employees across all hierarchical levels and demonstrate openness towards their ideas, thoughts, and concerns. Establishing structured platforms for employees to express their viewpoints without apprehension of negative consequences is vital. It is recommended that educational institutions consider implementing a decentralised or flatter organisational framework, wherein the delegation of decision-making power is dispersed among multiple hierarchical levels. The implementation of a strategy that empowers individuals to exercise decision-making authority within their respective domains of expertise can effectively mitigate bureaucratic tendencies and foster an environment conducive to creativity. In order to

promote collaboration among different departments, it is imperative to establish cross-functional teams that can effectively collaborate on various projects. This approach facilitates the dismantling of organisational barriers. It fosters an inclusive environment where employees possessing a wide range of talents and perspectives are motivated to actively participate in many facets of the enterprise by sharing their thoughts.

Lastly, management must formulate policies that foster the adoption of agile work practices and project management approaches. Agile methodologies, such as Scrum or Kanban, have the potential to facilitate employee empowerment by fostering collaboration, enabling adaptability in response to dynamic conditions, and promoting experimentation with innovative solutions. In addition, organisations must adopt and enforce policies that facilitate the implementation of flexible work arrangements, encompassing remote work alternatives and flexible scheduling. This affords individuals the opportunity to select the work environment and schedule that optimally nurtures their creativity and productivity. It is imperative for the authorities to actively promote the establishment of cross-functional teams that encompass individuals with a wide range of abilities and various backgrounds. Policies ought to effectively promote interdepartmental collaboration and foster a culture of cooperation among employees, stimulating their collective engagement in innovative endeavours.

5.5 Suggestions for Future Studies

The study offers recommendations based on the limitations identified within the investigation. The research was carried out in public senior high schools in Ghana, thereby enabling future researchers to undertake comparative studies between public senior high schools in Ghana and private schools or institutions in other countries. The present comparative analysis aims to offer valuable insights into the distinct cultural

elements that exert an influence on creativity across the public education system in Ghana. Furthermore, additional research might be conducted to examine the impact of school leadership on the development of organisational culture and its subsequent effects on staff creativity.

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APPENDIX: QUESTIONNAIRE

UNIVERSITY OF EDUCATION, WINNEBA

SCHOOL OF BUSINESS

DEPARTMENT OF MANAGEMENT SCIENCES

Dear respondent,

This study aims to examine the effect of orgnaisational culture on employee creativity. I would be very grateful if you could fill out the following questionnaire for the study. No identity will be disclosed, and the information will be used purely academically.

SECTION A: Demographic information about respondents

Kindly tick in the box [√] the best answer to complete this section

1. Gender: Male [ ] Female [ ]
2. Educational level: Diploma [ ] First Degree [ ] Second Degree [ ] Ph.D [ ]
3. Years of experience: Less than 1 year [ ] 1-5 years [ ] 6-10 years [ ] Above 10 years [ ]

SECTION B: Organisational Culture

The following statements measure organisational culture. Please indicate the extent to which you agree to each statement by ticking [√] **only one** of each item; ***Strongly Disagree (1), Disagree (2), Somewhat disagree (3), Either agree or disagree (4), Somewhat agree (5), Agree (6) and Strongly Agree (7)***

Adhocracy	**1**	**2**	**3**	**4**	**5**	**6**	**7**
Trying new things and prospecting for opportunities are valued by the company.							
The dynamic nature of the company makes people eager to take risks.							

The company's passion for innovation and development is what keeps us together.

The company emphasises acquiring new resources, thereby prospecting opportunities.

Clan

The company defines success based on the development of human resources.

Teamwork and collaboration are characteristics of the company.

The company is a personal place, and it is like an extended family.

What holds the company together is loyalty and mutual trust.

Hierarchy

What people do is often governed by formal procedures.

The management style of the company is characterised by job security.

The company is regarded as having well-coordinated operations.

What holds us together are policies that sustain the company's smooth running.

Market							
The company is focused on results, so getting the job done is a significant concern.							
What holds us together is the emphasis on the achievement of goals.							
The company focuses on winning in the marketplace by providing quality service.							
The company is characterised by hard-driving ambition.							

SECTION C: Employee Creativity

The following statements measure project outcomes. Please indicate the extent to which you agree to each statement by ticking [√] **only one** of each item; ***Strongly Disagree (1), Disagree (2), Somewhat disagree (3), Either agree or disagree (4), Somewhat agree (5), Agree (6) and Strongly Agree (7)***

Employee Creativity	**1**	**2**	**3**	**4**	**5**	**6**	**7**
I enjoy brainstorming sessions to generate creative solutions.							
I like to explore "out-of-the-box" approaches to problems.							
I am good at identifying the root causes of complex problems.							

I can generate multiple solutions to problems before deciding on the best course of action.
I am open to experimenting with different approaches to see what works best.
I actively seek feedback on my ideas to refine and improve them.
I actively seek feedback on my ideas to refine and improve them.

Thank you for being so cooperative