RESEARCH ARTICLE

The Impact Of Creative Leadership In Promoting Positive Behaviour

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Abstract

This paper aims at explaining the level at which a creative leadership can support positive behaviours in learning institutions. In order to achieve the objectives of the research, the relationships between the relevant dimensions and variables, namely, creative leadership, were explored in terms of a descriptive-analytical method. The sample population was supplied with 150 questionnaires. The hypotheses were then tested with the help of SPSS after the collation and statistical analysis of the data collected and the consistency of the answers of the respondents to the items in the questionnaire. The results help to support the validity of the research hypotheses, and hence illustrate that creative leadership will improve development of positive behaviour, a culture of change and will encourage individuals to be creative- which will eventually provide returns to both the personal and organisational performance.

K E Y W O R D S

Creative Leadership, Positive Behavior, Educational Institution.

INTRODUCTION

The creative leadership is a modern paradigm that holds a significant role in the world of management as well as in educational institutions. It enables the process of motivating individuals to deliver the superior performance and establishes the workplace environment that is favorable to the innovation. Simultaneously, the positive behavior is inherently connected with stress coping ability and achievement of goals in an effective way. Empirical studies confirm that creative leadership has a direct role in evoking positive behavior through the increase of positive psychological capital, i.e., hope, optimism, psychological resilience and self-efficacy (Luthans et al., 2007, p. 68; Bass and Riggio, 2006, p. 53). Positive behaviour in the workplace is a central principle of the contemporary body of management research, which focuses on the development of positive psychological abilities of employees as a key source of organisational performance and

innovation. Many researchers have supported the fact that positive behaviour is one of the key preconditions of personal well-being and organisational effectiveness which raises motivation levels and enhances resilience to the challenges (Luthans, 2002: 698). This trend follows the positive psychology school headed by Seligman (1998: 5) which recommends the focus on human strengths and not only the correction of deficits. As such, scholars have described a model that has four fundamental dimensions of positive behaviour hope, optimism, psychological resilience, and self-efficacy. All these dimensions make up what Luthans, Youssef, and Avolio (2007: 68) refer to as positive psychological capital. Recent literature suggests that creative leadership is not all about ensuring that employees or teachers perform their daily tasks, but it also has a direct impact and a promotion of positive behaviour among individuals in the organisation. The

creative leaders provide an environment that is rich in experience and safe to enable people to experiment and learn through errors hence enabling them to build up positive psychological capital (Luthans et al., 2007: 68). As an example, an intellectual motivation and inspiration of the team by its creative leader lead to an increase in self-efficacy in individuals, more optimism in the face of challenges, and a sense of hope to attain the desired goals, which increases their psychological ability to endure stress (Bass and Riggio, 2006: 53; Snyder et al., 1991: 287). Therefore, one can assume that creative leadership plays a central role in engaging positive behaviour among people, be it in administrative or educational organizations.

Section 1: Research Methodology.

First: Research Problem

The modern day institutions are faced with growing problems that are occasioned by blistering technological, economic, and social changes. Such dynamics make the conventional leadership methods ineffective in keeping up. As a result, the research problem is brought out in an attempt to investigate the role of creative leadership as a contemporary strategy that can help institutions to increase positive behaviour, capability and innovation. To summarize, the current research issue can be stated in the following way:

(How does creative leadership affect positive behaviour promotion?

Second: Research Questions

In answering this question, the current paper aims at raising the following questions:

1. Positive behaviour of the research sample?

2. What is the degree of the creative leadership among the research sample?

3. Does creative leadership have an influence on the promotion of positive behaviour?

Third: Research Objectives

Since the research problem and its importance have been identified, the study objectives are as follows:

1. To determine the degree of positive behaviour in the sample of the research.

2. To determine the extent of creative leadership in the sample of the research.

3. To identify how creative leadership influences the promotion of positive behaviour.

Fourth: Hypothetical Research Model.

The suggested study design was worked out based on the model offered by the relationships identified by the problem of the research. The theoretical study design helps represent the character of the interactions of the variables that are being studied as shown in Figure(1).
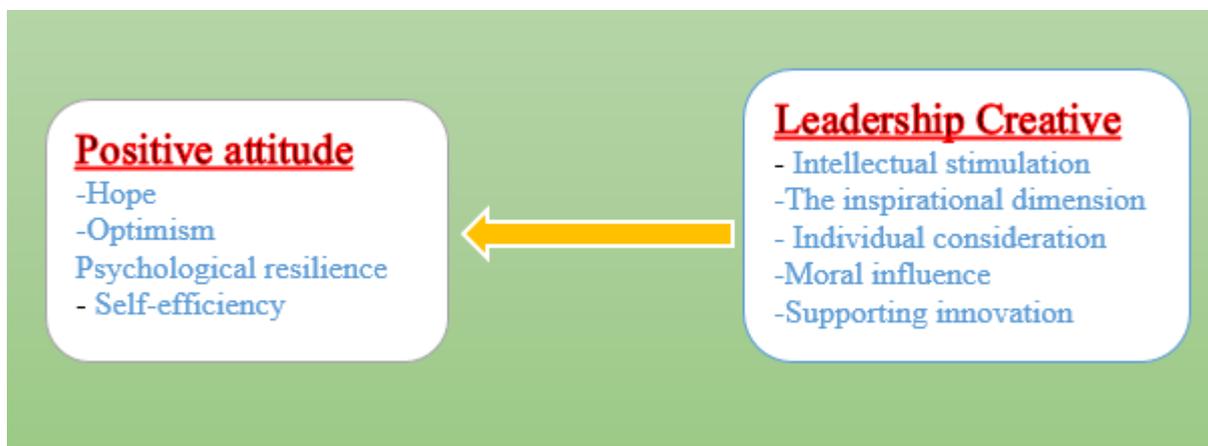

Figure (1) Virtual search model

Fifth: Research Hypotheses

As stated in the hypothetical research table, to appropriately respond to the current research question, the research

hypotheses would be as follows:

Main Hypothesis: Creative leadership has a statistically significant positive behavior effect.

This gives rise to the following sub-hypotheses:

A. The positive behavior is statistically influenced by the intellectual motivation dimension.

B. The inspirational dimension has a statistically significant effect on positive behavior.

C. The positive behavior is statistically significantly influenced by the dimension of individual consideration.

D. The positive behavior under the ethical influence dimension has a statistically significant effect.

The statistical significance of the effect of the innovation support dimension on the positive behavior is high.

Part Two: Theoretical component of the study.

First: The Idea behind Creative Leadership.

Since the beginning of civilization, leadership development has been very important and it has been decisive in the performance of the organizations. The creative leadership is eminent in modern surroundings that dwell on creative vision and taking risks in a collaborative environment (Liu et al., 2024:24377). Considering the dynamic environment that organizations are exposed to in the modern day, one of the most distinctive features of a modern day leadership is the capacity to inspire employee creativity. Therefore, the issue of creative leadership is gaining momentum in the literature that attempts to provide the meaning of creative leadership in the literature, theoretically and empirically (Tierney, 2024:96). When leaders are effective in managing interactions within a team, they are important in ensuring that the team enjoys the benefits of having different perspectives. Leaders promote creativity when they stimulate information sharing, provide an atmosphere of psychological safety and trust in which members of the team feel safe in sharing ideas and solutions, are supportive of creativity, and promote interaction, cooperation, and participation. According to (Royston et al., 2022:372) and (Routledge, 2022:84), creative leadership plays a special role in the performance and achievement of good outcomes. This is the rationale behind the prosperity of organizations and their image that touches the hearts of employees on behalf of the organization and in a way that creates a feeling of belonging. Organizations may directly induce innovation by means of direct development of creative leaders; they may train leaders in creative problem-solving skills and other skills related to creative thinking, and stimulate the creation of a climate that allows the development of

creative leaders (Williamsetal, 2011:280). The originality, openness, sensitivity, flexibility, fluidity of ideas, imagination, tolerance of uncertainty, creative generalisation, and creative differentiation are assumed to be combined to form creativity (Vukadinovic, 2022:65).

Since the two concepts are some of the most discussed subjects in the realms of management and organisational behaviour, it is natural that a substantial amount of literature has come up that addresses both of these subjects. They are theoretically connected in a number of ways, which implies that the outcomes of leadership can be creative to the followers. This kind of relationship is referred to as creative leadership (Lemoine, 2021). Creative leadership has the potential of generating long-term human capital and as a role model to other members of the organisation. To compete in the global market, an organisation requires workers with high performance and thus must possess visionary leaders (Constantin and Florea, 2023:15). The creative leadership, under which other people lead to the achievement of creative outcomes, has different manifestations based on the context. There are three aspects of leadership that may be created due to contextual features (integrative, facilitative, and directive) (358 et al., 2024: Strobel). Other contexts on creative leadership include collaborative circumstances, which can be summarised as facilitating the creativity of workers, leading the attainment of the creative vision of the leader and incorporating various and varied creative inputs (Feuls et al., 2021:784). With the definition, Titrek et al. (2025) defined it as an imaginative and cognitively responsive response to tough opportunities and problems that disrupt the learning in any level. It involves seeing, considering things differently in a bid to better the opportunities. Creatative leaders also offer others the conditions, environment, and opportunity to be creative. Creative leadership is described as a calculated application of imagination to specify and navigate a group of individuals towards a fresh strategic objective and an alternate trajectory.

Creative leaders formulate an organisational vision and work at resolving problems fast. They educate themselves to convert good ideas into innovative solutions, which lead to the trust and respect of the decision-makers (Sohmen, 2015:10). Mainemilis et al. (2015:484) assumed that creative leadership is the art of making organisations that stand in the new and sustainable values and provided conditions that could make what was not possible in the present. This definition implies

that, creative leadership means leading others towards the realization of creative outcomes. There are three alternative aspects of creative leadership: creativity facilitation: employees should be guided to ensure the actualisation of the creative vision of the leader, and the various creative efforts should be combined.

Creative Leadership Characteristics.

1 – Vision for the Future

Creative leader is characterized by the fact that he is able to develop a vision of how the future would be, beyond the present reality. The vision is an inspiration and motivational tool to the employees as it guides them in their effort towards being innovative and attaining excellence (Farhan et al., 2024:4). The creative leader does not just think of the now, but he is smart in planning how to tackle challenges ahead. They are capable of developing a creative vision that directs the efforts and provides the team with a common goal that generates innovation (Jung et al., 2011:528-530).

2.1 Applying the Creative Vision.

A creative leader does not just sit back and come up with ideas or to influence others to share his or her ideas. It goes as far as directing these thoughts to real execution. They also translate the vision into practical plans and strive to make the best use of the resources to make the innovation successful (Mainemelis et al., 2015:410).

3 - Incorporating Diverse Creative bids.

The characteristic of a creative leader is connected with the capacity to collect a variety of ideas and diverse ideas of the team members and develop them into combined solutions. The position demands that the individual be able to handle intellectual diversity and also have the capacity to capitalize on divergent opinions to ensure that the difference can be used to the benefit of the group (Mainemelis et al., 2015:419).

4 - Computed Risk-Taking and Tolerance to Failure.

The capacity to take risks and make calculated decisions and make the team take risks without the fear of failure. The creative leader recognizes that his/her innovation needs some risks and thus is ready to fail and sees it as a learning process (Tierney and Farmer, 2004:420-422; Koziol, 2020).

5 – Creative Thinking

One of the key qualities of a creative leader is creative thinking. They find it difficult in an unconventional manner and

explore the solutions that are beyond the conventional ones. In addition, the leader has the capacity to formulate unlikely associations to come up with alternatives that are new (Koziol, 2020).

6 – Successful Communication and Motivation.

The creative leader puts across ideas in a clear manner, he/she listens, and creates an open-discussion culture. The creative leader attempts to make his vision visible to everyone in the team and makes sure that all of them are involved in goal setting, thereby facilitating good interaction and faith in new initiatives (Amabile and Khaire, 2008:102). They also motivate employees to be a part of the creative process by both the psychological and moral inspirations (Isaksen and Akkermans, 2011:165-168).

7 - Nurturing an Innovative Culture.

The creative leader is aware that creativity needs a conducive psychological atmosphere where the staff members feel free to present their ideas without the fear of being mocked or punished. Hence, they strive to create an organisational culture that endorses experimentation and personal and team initiative (Mainemelis et al., 2015:419).

8 – Adaptability and Flexibility.

The innovative leader is typified by the fact that they can adjust to the fast transformations in the workplace. They endeavor to change their strategies and approaches to adapt to changing development. Such flexibility will allow them to address crises and turn them into growth and innovation opportunities (Koziol, 2020:10).

The traits of an Innovative Leader.

1 – Opening up to Diversity

The leader allows various points of view and input both in and out of the organisation, promotes cross-level teamwork and is not the only thinker. He inspires (Amabile and Khaire, 2008:10).

2 – Specialized Expertise

To be able to gain knowledge and help others, the creative leader should have a solid knowledge of his profession, and have skill in technical and scientific knowledge concerning creativity (Mumford et al., 2002:710).

3 – Supportive Behaviour and a Conducive Work Environment.

This involves availing of resources, encouragement,

recognition, feedback, risk and experimenting, and communicating the vision. All these actions of the leader have a direct impact on the extent of creativity of the team (Byrne et al., 2009:259-262).

The Creative Leadership and its role in Employee Innovation.

Designing an Environment that Facilitates Thinking out of the Box.

A creative leader creates an environment where the employees feel free to explore and develop new ideas without fear of being punished due to such efforts. Such a solution will foster a psychologically safe environment that consequently encourages employees to present innovative solutions (Nguyen et al., 2022: 840).

Constant Assistance and encouragement.

Creative leadership provides employees with the resources needed to turn the ideas into practical applications in form of time, information, and training. A successful creative leader does not just promote the concept of innovation but assists in the realistic development of a idea into a product or a service (Neeraj and Rajib, 2016: 369).

3- Nurturing Trust and Empowerment.

A creative leader builds trust and empowerment by allowing employees to make more decisions. This empowerment will boost dedication and work-driven fulfillment, thus maintaining innovative projects started by employees (Majang, 2020: 226).

4- Simply Good Communication and Intellectual Openness.

An effective creative leader creates free communication networks and makes the employees feel that their ideas are actually listened to. This intellectual diversity leads to more ideas flowing (Salehnia et al., 2022: 70).

5- Role Modeling

Innovative behaviours, which include the ability of a leader to present new ideas or to make a wise decision to take calculated risks, act as an example to employees, and they in turn adopt these behaviours in their everyday work related practices (Juyumay J & Torres, 2023: 45).

6 -Intrinsic Motivation and Individual Creativity.

Intrinsic motivation cannot be supported without creative leadership. Employees who feel that their job is important and their creative skills are appreciated will be more willing to work

towards constant innovation (Nguyen et al., 2022: 638).

The Creative Leadership in Education.

Creative leadership in education is seen as one of the pillars of development of schools and institutions. This is because of its abilities to prepare educational leaders to meet the pace of change and the escalating challenges of the 21 st -century education. Education has not only gone beyond the consideration of passing knowledge but also involves the development of critical and creative thinking ability. Therefore, the leaders should be able to have a new vision and the ability to motivate teachers and learners (Robinson, 2011: 3).

Evidence in literature proves that the role of a creative educational leader is not just limited to the functions of administration but can also be expanded to facilitate the provision of an environment that encourages innovation, exchange of ideas, and incorporation of modern educational practices that support the students and the teachers (Beghetto, 2007: 107). Further, the basis of creative leadership in academics is a cluster of dimensions, which includes intellectual stimulation, inspirations, individual consideration, ethical influence, and the promotion of innovation. These dimensions have been empirically confirmed in the high performance of the teacher and the high level of creativity among students (Bass and Riggio, 2006: 53). Creative leadership thus is a creative and reflective reaction towards the possibilities and the challenges that hinder learning at every level. It requires a lateral thinking, helping to stimulate new thinking, and developing conditions that can help other people become creative (Stoll & Temperley, 2009: 72).

Creative Leadership Dimensions.

A discussion of the aspects of creative leadership offers a critical point of entry into learning how a leader can become a change agent and guide an organization towards achieving the current needs. The key dimensions are outlined below.

Intellectual Stimulation: The leader awakens people to think and be creative and encourage them to view the problems in different ways and to pursue unorthodox solutions (Bass and Riggio 2006: 53). The focus on the intellectual stimulation ensures that employees are not tied to the routine and this encourages them to produce new ideas in the organizations (Eisenbeiss et al., 2008: 143).

Inspirational Dimension: This dimension is reflected in the

ability of the leader to introduce a sense of enthusiasm and explain a strong vision which mobilize the team in the spirit of challenge and innovation (Avolio and Bass 2004: 95). Inspiration enhances commitment, team innovativeness where employees are motivated to come up with creative ideas that are capable of being translated into visible innovations (Gumusluoglu and Ilsev 2009: 464).

Individual Consideration: The leader considers every person, mentors and acknowledges personal differences, and as such, creates a risk-free atmosphere to explore new ideas (Bass and Riggio 2006: 54; Tierney et al., 1999: 592). This kind of attention to the individual cultivates not only the creative ability but also the incentive to be creative in an enabling leader-subordinate relationship.

4- Ethical Influence

Northouse (2019: 191) argues that a leader is a role model because, by adopting ethical values and principles, he or she builds trust and encourages the employees to take creative risks and avoid fear. The perfect influence is based on the belief of the employees in their leader as a paradigm, and the belief produced by an inspiring leader enables the implementation of new ideas (Piccolo and Colquitt 2006: 331).

5- Supporting Innovation

This dimension entails that the leader would promote innovative projects, provide resources, and tolerate errors as part of the innovation process (Shalley & Gilson 2004: 36). Amabile et al. (2004: 147) state that innovation support is a condition that leads to thriving of organizational creativity and that the supply of ideas and resources by the leader increases the likelihood of successful innovation in the institution.

Second: The Thesis of Positive Behavior.

Organizational citizenship behavior is also known as positive behavior which can be defined as behaviors that are positive to another. It usually is demonstrated in normal life activities like charitable giving, serving the community, cooperation at workplace and engaging in research or medical studies. Leaders that exude altruism to their employees foster good social behavior amongst and between individual team members. Besides, these beneficial social practices foster and encourage collaboration within the organization (Vieweg, 2018: 4). Such conduct includes aiding and assisting peers at work, protection of the organizations interests, giving advice as well as promotion of the organisation. Such are voluntary

measure of effectiveness in an organization yet they are not enforced. This implies that neither the social conduct nor citizenship is prescribed by formal control nor is associated with any form of objective compensation. Employees are involved in citizenship behavior because it is not an order; they do it at their own will. Instead, it is an informal process that workers in the organization exhibit (Velickovska, 2017: 41). The concept emphasizes on individual action leading to organizational objectives which make it possible to achieve. It is not an activity that one is officially tasked with, but the performance of this behavior can be helpful to the organization. Personal behavior therefore plays a role towards not only attainment of organizational goals but also provision of a collaborative environment. These other behaviors, including personal initiatives, taking extra responsibilities voluntarily do not exclude variations in individual abilities. The notion presents a kind of personal self-growth that influences the accomplishment of organizational objectives (Prakoso, 2022: 179-180).

These kinds of behaviours as they are manifested in an organisation are what specialised literature refers to as positive behaviour. It manifests itself in various forms, such as loyalty, organisational compliance, volunteering and altruistic assistance. Positive behaviour is the self-will act of a person, which is neither indirectly nor explicitly appreciated by the organisational reward system. It remains a question of choice because it is not determined by the obligations that are described in the job description (Magdalena, 2014: 739). Positive behaviour improves performance in the organisation. Such behaviour by an employee in a literal sense makes him or her a citizen of the organisation. This concept may be understood as an employee doing something outside of the call of the duty and doing something that is not in the job description (Kernodle and Noble, 2013: 235). Positive behaviour is also defined as discretionary, extra-role or behaviour which is not rewarded or punished by the organisation but together as a whole, it helps the organisation to become efficient and effective (Schnake and 284 Dumler, 2003:284). Newman et al. (2016: 2) described positive behaviour as additional, voluntary behaviour done by an employee that can lead to the successful performance of the organisation.

The Significance of Positive Social Behaviour Study.

The significance of positive social behaviour as an area of research is that it can help to determine how people evaluate

the generosity of individuals who participate in charitable giving, or prosocial behaviour. That is, there is need to find out the truth concerning the motivation by individuals to engage in altruistic activities at their own cost. On the other hand, what are the reputational effects of doing good? On the surface, the answer is simple, people compliment altruism and generosity, and give people respect, gratitude, trust, and status as a reward on those who make sacrifices to assist other people. However, the more careful look can tell that the response to good acts is not also positive. The person who performs good is looked at with suspicion and in some cases, is seen as boasting, lying or hypocritical. When do people get complimented on doing good, and when do they get demonized (Berman and Silver, 2022, p.102)? It is important that in most groups and organisations people work with, the members take time and energy to collaborate and build relationships as well as act as citizenship: which is seen to be beneficiary of the group or the organisation. These positive social behaviours produce a positive and effective working environment which can further increase performance in a broad area of domain. Empirical research on prosocial behaviour within groups and organisations associates organisational citizenship and cooperation to good job attitude, high performance and low unproductive work behaviour (De Cremer, 2009, p. 887). According to Thielmann (2020, 30–31), other prosocial behaviours, including generosity, cooperation, and reciprocity, facilitate the operation of the dyadic, group, and societal relationships. Overall, prosocial behaviours entail all those that benefit others, and positivism in human beings has gained a significant amount of interest in the domains of scientific studies, including biology, economics, sociology, and psychology.

The reasons to study Positive Social Behaviour in the Workplace.

Ayca Bulbul (2014: 47) says that positive social behaviours in organisations are a subject of organisational literature, and organisational citizenship behaviours precede as one of the classic incidences of helping others or a wish to cooperate. The following benefits are the most significant in this respect in order to engage positive organisational social behaviours at a larger scale and to examine the social structure of work as a precondition of the latter behaviours:

• Greater productivity (assisting and collaborating with other employees to achieve a deadline)

• Hiring and keeping skilled workers (through a friendly and accommodative working atmosphere and a feeling of belongingness)

• Next is social capital (sharing of knowledge and competence is enhanced by enhanced interaction and stronger networks)

This results in a decreased level of employee turnover and absenteeism, which will translate to increased productivity, competitive edge, and consumer satisfaction in the workplace, reduced operating costs (Monyei et al., 2022:5).

Cultivating Good Social Behaviour.

Individuals tend to do things that are not only expensive to them, but also ones that serve others. A hundred of experiments and field-researches prove that a considerable percentage of individuals practice altruistic or reciprocal behaviours. However, such behaviours can be interim and occasional. To illustrate, reward punishment incentives should not be used to encourage good social behaviour because it will lead to the decrease of the total contribution of individuals (Benabou and Tirole, 2006:1). The focus is often made on strengthening positive social behaviour among people, such as applying learning styles, virtual media to develop positive behaviour, cooperation strategies, problem-solving, critical thinking, technology, concern with the personal welfare, and incorporation of religious values (Kadafi et al., 2021: 230231). According to Kartner et al. (2010: 906), the engagement of individuals in good social activities facilitates such behaviour. According to some studies, people would show more positive social behaviour when such behaviour is needed and promoted by the environment. According to Simpson and Willer (2015: 48-52), rules and punishments are not always effective; however, they frequently contribute effectively in terms of encouraging cooperation and positive social behaviour against groups. Moreover, organisational regulations are more efficient where there is centralisation of responsibility, but they can also negate group collaboration by compromising on the good social values or even cultural understanding of what is ethical or socially acceptable. Positive social behaviour has far reaching impacts. Xiaoping et al. (2019:1) note that the impact of positive social behaviour is extremely broad, and both the individual and organisational levels can be discussed.

Individual Level

1. Good work attitudes and social behaviour. Positive social behaviours are useful in enhancing job satisfaction and

organisational commitment among employees in terms of their work attitudes.

2. Job performance and positive social behaviour. Workers who portray good social conduct in the organisation are not only capable of creating good working conditions to other workers, but also are able to enhance their work performance.

Organisational Level

Besides the individual level consequences, positive social behaviours enhance organisational innovation, employee turnover and enhance organisational effectiveness.

1. Organisational Innovation and Positive Social Behaviour. Favourable social behaviour contributes greatly to creativity in the team and innovation in organisations. Organisational citizenship behaviour can efficiently facilitate shared learning and innovation, through attraction of talent and opening up resources as well as creation of coordination. Moreover, inter-organisational citizenship behaviour is also involved in organisational innovation.

2. Employee Turnover and Positive Social Behaviour. Many other studies have also proven that positive social behaviour can help in minimizing employee turnover and is a key way through which organisations retain the best employees. To illustrate, the more organisational citizenship behaviour the employee has, the more productive, efficient and satisfied with the organisation customers are, and on the other hand, it lowers costs and employee turnover.

3. Positive Organisational Effectiveness and Social Behaviour. The ultimate outcome of positive behaviour is the enhanced organisational performance. Positive social behaviour is not only helpful in improving the performance of organisations but also plays a big role in determining the overall effectiveness of the organisation.

Positive Behaviour Dimensions.

1. Hope

Hope is the power to have clear objectives and map directions to reach them, and the drive to pull through. Highly ambitious employees are more robust and innovative in addressing the problem (Snyder et al., 1991: 287). Luthans et al. (2007: 68) view hope as a positive anticipation of future with respect to goals and one of the four fundamental dimensions of positive psychological capital.

2. Optimism

Optimism is a manifestation of hope of good things to come and the explanation of negative events as a temporary situation that will be surmounted. Employees with optimistic thinking work more and better. Learned optimism and how it helps people cope with stress was defined (Seligman' 1998: 5). According to Luthans (2002: 698), optimism enhances positive behaviour and organisational flexibility.

3. Psychological Resilience

This can be defined as crisis recovering, stress adjustment, and the negative experiences changing into learning situations (Masten 2001: 228). According to Luthans et al. (2007: -75), resilience was the capacity to manage change in response to challenges and an essential part of positive behaviour particularly in volatile work environments.

4. Self-Efficacy

The originator of the self-efficacy theory, Bandura (1997: 3) clarified that it is the confidence of an individual in his/her capacity to complete challenging tasks and meet the goals successfully. This observation has been verified by Stajkovic and Luthans (1998: 66) who affirmed the direct relationship between advanced self-efficacy and positive performance and creativity in the workplace, and the ability of advanced self-efficacy to mediate behavioural and motivation control.

Third Section: Research Data Statistical Analysis.

First: Preliminary Results Analysis and Research Variable Description and Diagnosis.

Primary Review of the Results and Characterization and diagnosis of the Research Variables.

This part is aimed at the presentation, description, and diagnosis of the gathered data, i.e., the preliminary analysis of the results that will be utilized to find answers to the hypotheses of the study. This discussion is based on pre-prepared questionnaires designed to fulfil this purpose and mainly to determine the opinions and responses of the research sample of the research population. The study variables which are creative leadership and positive behaviour are also analysed. To this end, the researcher used a widely utilized statistical tool, the five-ranked Likert scale, which was spread to use five weights, the lowest of them. Strongly disagree is the response field (weight 1) and strongly agree is the response field (weight 5). Between them are the three weights (4, 3, 2) that show the response fields (disagree, neutral, and agree). The arithmetic mean, standard deviation

and percentage which were the statistical indicators were then analysed. The hypothetical mean value was taken as (3) i.e. any dimension where arithmetic mean is lower than (3) signifies low level of agreement among the respondents and any other value is acceptable.

1. Sample Opinions Analysis of the Independent Variable: Creative Leadership.

In this section, the author provides the views and reactions of the research sample on the independent study variable (creative leadership) on the basis of the statistical indicators (used to analyse the preliminary results) (arithmetic mean, standard deviation, and percentage). Table (1) presents the outcomes of each item of the dimensions of the variable (creative leadership).

Table (1) descriptive analysis of the variable of creative leadership.

Percentage	Standard Deviation	Arithmetic Mean	Ceiling	Minimum	Dimensions
0.82	0.65	4.12	5.0	1.0	Intellectual Stimulation
0.81	0.70	4.05	5.0	1.0	Inspiration
0.84	0.60	4.20	5.0	1.0	Individual Consideration
0.80	0.68	4.00	5.0	1.0	Ethical Impact
0.83	0.62	4.15	5.0	1.0	Supporting Innovation
.082	.065	4.10			Total Creative Leadership

Data: The researcher created this data using SPSS version 22.

The table (1) provides a summary of the descriptive statistical indicators of the dimensions of the independent variable (creative leadership). These indicators give enough information to know the level of response obtained, the statistical indicator (arithmetic mean) and on the level of deviation of values of the statistical indicator (arithmetic mean) to that of the value of the statistical indicator (standard deviation). The percentage used in the ranking of the dimensions of the above variable is also contained in the table.

The findings indicate a high response rate as the arithmetic mean was much higher than the hypothetic mean and reached 4.10 and the standard deviation of 0.65 and the relative importance of 0.82. At the sub-dimension level, the results were as given:

1- The aspect (intellectual motivation) ranked as the third highest in the dimensions. The arithmetic mean was higher than the hypothetical one as it took the value of 4.12 and the standard deviation was 0.65 and the percentage stood at 0.82. On the level of the sub-items measured after diagnosing, the results were as follows: The arithmetic means were greater than the hypothetical mean of all the items.

2- The (Inspiration) dimension was the fourth dimension and the arithmetic mean was 4.05 that is greater than the hypothetical mean with the standard deviation of 0.70 and a percentage of 0.81. Arithmetic means in the dimension were greater than the hypothetical mean of all items, at the level of the sub-items upon which the dimension was measured following diagnosis.

3- At the dimension of (Individual Consideration) level, there was higher arithmetic mean of 4.20 than the hypothetical mean with standard deviation of 0.60 and percentage of 0.84. It was the most preferred dimension. In the level of the sub-item in which the dimension was measured at the post-diagnostic time, the arithmetic means of all the items were greater than the hypothetical mean.

4- In terms of the (Ethical Influence) dimension, it was ranked in the fifth and the final position among the dimensions. It had higher arithmetic mean than the hypothetical mean because it has a value of 4.00 and a standard deviation of 0.60. The standard deviation was 0.68 and the percentage was 0.80. The arithmetic means were higher than the hypothetical mean of the items at the level of the sub-items where the dimension was measured after diagnosis.

5- The dimension (Supporting Innovation) was second in the

dimensions but with arithmetic mean of 4.15, a higher mean than the hypothetical mean, the standard deviation of0.62 and percentage of0.83. The hypothetical mean was less than the arithmetic mean of the items at the level of the sub-items on

which the dimension was measured following diagnosis.

6- The sample is analyzed in relation to the opinion on the dependent variable Crises and Positive Behavior.

Table (2) Descriptive Analysis of Positive Behavior Variable.

Percentage	Standard Deviation	Arithmetic Mean	Ceiling	Minimum	Dimensions
0.83	0.62	4.15	5.0	1.0	Hope
0.82	0.65	4.10	5.0	1.0	Optimism
0.81	0.68	4.05	5.0	1.0	Psychological Resilience
0.82	0.60	4.12	5.0	1.0	Self-Efficacy
0.82	0.64	4.11			Total Positive Behavior

Source: Prepared by the researcher using SPSS version 22.

This section gives the views and feedbacks of the research sample on the dependent variable (positive behavior), as per the statistical measures used to interpret the initial findings that were arithmetic mean, standard deviation, and percentage. Table (2) shows the results in regards to every item in the dimensions of the variable (positive behavior), and the demonstrated rates at the level of dimension and further at the overall level of the variable.

The table (2) provides the summary of descriptive statistical indicators of the dimensions of the dependent variable (positive behavior), where descriptive statistical indicators are used to give an adequate indication of the level of response obtained. Particularly, the statistical measure (arithmetic mean) and the degree of variability of the values concerning their arithmetic mean are used, based on the statistical measure (standard deviation). Furthermore, the percentage that is used to rank the dimensions of the aforementioned variable is provided. One can see that the response obtained was acceptable because the arithmetic mean was greater than the hypothetical mean and gave an outcome of a mean of 4.11, a standard deviation of 0.64, and a relative importance of 0.82. On the level of the sub-dimensions, the findings were as follows:

1 - under the dimension (hope), arithmetic mean was 4.15, this is higher than the hypothetical mean and the standard deviation was 0.62 and percentage was 0.83 and ranked first among the other dimensions. At the level of the sub- items on

which the dimension was measured following diagnosis, the arithmetic means of the dimension were... The mean was higher than the hypothetical mean in all items.

2– The Optimism dimension was the second dimension with a mean of 4.10, which is more than the hypothetical mean, a standard deviation of 0.65 and a percentage of 0.82. The means at the level of the sub items measured by the dimension following diagnosis were greater than the hypothetical mean of all items.

3-The Psychological Resilience dimension was at the bottom of the rest of the dimensions and its mean is 4.05 which is higher than the hypothetical mean, standard deviation of 0.68 and percentage 0.81. At the stage of measuring the dimension at the time of diagnosis, the means were greater than the hypothetical mean of the items.

4– The last dimension was the Moral Influence dimension that had a mean of 4.12 which was greater than the hypothetical mean. The percentage reached 0.82. The arithmetic means of all the items were higher than the hypothetical mean at the level of the sub- items where the dimension was measured following diagnosis.

Second: Examining the Impact Hypotheses.

In this section, testing the main hypothesis associated with the investigation of the relationships of impacts between the two research variables: creative leadership (independent variable) and positive behavior (dependent variable) and the

sub-hypotheses will be answered as follows:

Testing the Sub-Hypotheses: The hypotheses of this study were to find out the statistically significant influence of the creative leadership (intellectual motivation, inspiration, moral influence, individual consideration and innovation support). We will calculate the percentage of creative leadership dimensions using (R 2) that indicates the level of explanation of dimensions of the independent variable over the dependent variable. The degree to which the positive behaviour increases with a one unit upsurge in creative leadership is going to be identified with the assistance of the regression coefficient (Beta). The importance of them will be tested by the significance level of the impact coefficient, as well as calculated (f) value, and compared with the tabulated coefficient of determination. The results of the test will be as follows: Figure (3) presents the following:

Table (3) Experimenting the effects of the dimensions of creative leadership on positive behavior.

		Positive Behavior				Dependent Variable
Result	**Moral e Level**		**Coefficient Of Determination** R^2	**Value t**	**Impact Factor** β	**Creative Leadership**
Hypothesis Accepted	0.000			3.90	0.28	Intellectual stimulation
Hypothesis Accepted	0.003			3.00	0.22	Inspiration
Hypothesis Accepted	0.005	31.20	0.62	2.85	0.20	Individual consideratio n
Hypothesis Accepted	0.013			2.50	0.18	Ethical influence
Hypothesis Accepted	0.001			3.50	0.25	Supporting innovation

Source: Prepared by the researcher using SPSS version 22.

R 2 = 0.62- This illustrates that the dimensions of creative leadership explain 62 per cent of the positive behavior variance.

F = 31.20, p< 0.001 -The regression equation is statistically significant.

1- First Sub-Hypothesis: The study had a research hypothesis that intellectual stimulation existed. Based on the findings that were reported in Figure (3), the multiple-regression analysis showed that intellectual stimulation is an important predictor of positive behaviour with a standardized coefficient of 0.28. As a result, a one unit change in intellectual stimulation is associated with a 0.28 positive behaviour change. The difference is statistically significant (p=0.000) and this is comfortably less than the standard 0.05 point, therefore the hypothesis is accepted when it comes to this study.

2 2 nd Sub hypothese: The study hypothesised that inspiration and positive behaviour have a positive relationship. As shown in Figure 3, a positive behaviour is predicted by inspiration and the coefficient is 0.22. Therefore, positive behaviour is increased by a unit increment in inspiration by 0.22. Its outcome is statistically significant (p = 0.003), and therefore supports the hypothesis.

3 -Third Sub -Hypothesis: The study had a positive relationship between the individual consideration and positive behaviour. Results of the regression in Figure (3) are that individual consideration has a positive effect on positive behaviour which

increases it by 0.20 with each unit increase. This is statistically significant (p = 0.005) hence, it proves the hypothesis.

4th Sub-Hypothesis: The study assumed a positive correlation between moral influence and individualism. As indicated in Figure (3) moral influence increases positive behaviour by 0.18 per unit increase. The result is found to be statistically significant (p = 0.013) and the hypothesis is proven.

5-Fifth Sub-Hypothesis: The study was based on the hypothesis that there is a positive correlation between promoting innovation and facilitating it. According to Figure(3) the positive behaviour is enhanced by 0.25 as a unit increase in support to innovation. This correlation is statistically significant (p = 0.001) and, hence, the hypothesis is not rejected.

Taken together, the findings indicate that each and every dimension of creative leadership leads to a large-scale contribution towards the promotion of positive behaviour where intellectual stimulation and support of innovativeness have been found to be the strongest predictors.

Fourth part: Conclusions and Recommendations.

CONCLUSIONS

The following conclusions are made in the course of the current research:

1. The empirical data has proved that the concept of creative leadership is an effective determiner of good behaviors among the workers in the analyzed directorate.

2. All of the creative leadership dimensions demonstrate a positive relationship with positive behaviour.

3. The most effective predictors are intellectual stimulation and encouragement of innovation.

4. The creative oriented leadership describes a significant percentage of the variation in positive behaviour, thus becoming central to the growth of positive psychological capital in individuals.

RECOMMENDATIONS

Resting on these conclusions, it is proposed to make the following recommendations:

1. Participate in extensive training programmes amongst employees of the directorate that will help foster creative leadership skills among the managers.

2. Support innovative and initiative culture by offering a flexible and supportive working environment.

3. Integrate the art of leadership within organisational policies to advance long term positives at work place.

4. Carry out future field research to evaluate the reality of the effects of such practices in different sectors.

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