

**AKENTEN APPIAH-MENKA UNIVERSITY OF SKILLS TRAINING AND
ENTREPRENEURIAL DEVELOPMENT**

**LEADERSHIP STYLE AND EMPLOYEE CREATIVITY IN THE RURAL BANKING
INDUSTRY: CASE STUDY OF OTUASEKAN RURAL BANK**

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Organisational Behaviour)**

SEPTEMBER, 2023

DECLARATION

Student 'S Declaration

I Florence Addae, declare that this thesis, with the exception of quotations and references contained in published works which have all been identified and duly acknowledged, is entirely my own original work, and it has not been submitted, either in part or whole, for another degree elsewhere.

.....

FLORENCE ADDAE

.....

DATE

Supervisor's Declaration

I hereby declare that the preparation and presentation of this work was supervised in accordance with the guidelines for supervision of this thesis as laid down by the Akenten Appiah-Menka University of Skills Training and Entrepreneurial Development.

.....

MR. ANTHONY FREEMAN MENSAH

.....

DATE

DEDICATION

This research is dedicated to Mr. Frank Kwame Duffour, my dear Husband.

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ABSTRACT

Despite the enormous role of rural and community banks (RCBs) in the Ghanaian economy, the industry's performance over the past 20 years has been deemed below expectations. The RCBs still have high number of incompetent employees to effectively and creatively manage operations. This therefore emphasizes on the importance of understanding the extent of the influence of leadership styles on the creativity of RCB employees. However, existing studies in Ghana have largely focused on behavioural outcomes in the form of employee productivity, employee performance and innovativeness, with limited emphasis on employee creativity. This study therefore investigated the influence of leadership style on the creativity of employees of Otuasekan Rural Bank (ORB) in the Ashanti Region of Ghana. The explanatory study surveyed 170 employees of the ORB using structured questionnaire. Data in IBM SPSS Version 25 was imported in free format to LISREL 8.50 for confirmatory factor analysis (CFA). Developed hypotheses were tested through partial least squared structural equation (PLS-SEM) modeling. The results showed that a multiple of leadership styles are employed by the rural bank. However, the most dominant leadership style employed was autocratic leadership. The level of creativity of the employees in the rural bank was deemed moderate. Transformational and autocratic leadership styles positively and significantly influenced the creativity of employees. Evidently, transformational leadership style exerted the highest positive effect on the creativity of the employees. However, democratic and transactional leadership styles negatively and significantly influenced the creativity of employees of the rural bank. In conclusion, the prevailing multiple leadership styles of the rural bank exerted differing forms of influence on employee creativity.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

In a very dynamic, highly competitive, and knowledge driven business environment like the banking industry (Suifan & Al-Janini, The Relationship between Transformational Leadership and Employees' Creativity in the Jordanian Banking Sector, 2017), employees are increasingly becoming indispensable resource for survival and competitive advantage in the industry (Fu, et al., 2022). In order to meet the demands of the dynamic changes, and the ever increasing competition in the industry, banking institutions and their employees are required to be highly creative. Thus, employees whose level of creativity is aligned to the strategic goals of banking institutions becomes indispensable and vital to the performance of the banking institutions. This is so, since the performance of banking institutions is dependent on employee creativity (Ferreira, Coelho, & Moutinho, 2020). As an imperative asset of institutions, employee creativity is deemed as the basis for the failure or success of a company (Henker, Sonnentag, & Unger, 2015). Organisations are therefore required to develop a working environment that promotes employee creativity to remain competitive (Horng, Tsai, Yang, & Liu, 2016). Employee creativity leads to the development of novel ideas, which may translate into growth, success and survival of forms (Ibrahim, Isa, & Shahbudin, 2016; Ahmad, Ullah, AlDhaen, Han, & Scholz, 2022). In the banking industry, the outcomes of employee creativity are in the form of improved work process and products that emanates from new ideas and improved tasks (Anderson, Potocnik, & Zhou, 2014).

Nonetheless, the creativity of employees is dependent on the suitability of the working environment to promote and drive creativity, which consequently depends on the existing

leadership style (Fu, et al., 2022). Leadership of organisations have an important role of motivating employees to utilise their abilities to drive the success of the organization (Demir & Budur, 2019; Ali, Wang, & Johnson, 2020). Thus, the creative behaviour of employees can be stimulated through good leadership behaviour (Deichmann & Stam, 2015; Koseoglu, Liu, & Shalley, 2017). In the extant literature, leadership styles have been reported to influence numerous organizational behaviours (Graham, Ziegert, & Capitano, 2015; Olutoye & Asikhia, 2022). For instance, the studies of Lei et al. (2011) and Okafor & Afolabi (2021) reported that organizational behaviour is positively influenced by transformational leadership and negatively by transactional leadership. This evidently shows that the forms of behavioural outcomes in the working environment depends on the exhibited leadership behaviour. Thus, employee creative and innovative behaviours required in the rural banking environment to perform and compete depends on the exhibited leadership style of individual banks. Although, the leadership types exhibited in the banking environment to empower employees to be creative in order to promote higher performance vary from transformational, transactional, laissez-faire, autocratic, dominant, to democratic, studies seeking to understand the linkage between leadership styles and employee creative have largely focused and compared transformational and transaction leadership styles with limited emphasis on the other forms of leadership styles. This study therefore seeks to explain how the four dominant leadership styles in the rural banking industry influence employee creativity.

1.2 Problem Statement

Over the past three decades, the rural banking industry has witnessed a tremendous growth. The number of rural and community banks (RCBs) has grown from 50 in the 1980S to 147, according

to the report of the ARB Apex Bank PLC in 2022 (BFT Banking Survey, 2022). Despite the enormous role of RCBs in the Ghanaian economy, the industry's performance over the past 20 years has been deemed below expectations. This evident from the close down of 23 RCBs in 2007, and the identification of about 30 for closure during the banking crisis of 2016-17 in Ghana (Awo & Akotey, 2019). Bank of Ghana's (BoG) Head of Other Financial Institutions Supervision Department attributed the situation of the 30 RCBs to mismanagement and issues of low manpower quality (Akalaare, 2021). The information was that RCBs still have high number of incompetent employees to effectively and creatively manage operations (Akalaare, 2021). The situation that pertained in the rural banking environment in 2016-17 in Ghana was not surprising, since it has been emphasized that organisations with incompetent employees with limited creativity skills are doomed to fail (Musah & Adutwumwaa, 2021). This therefore emphasizes on the importance of understanding the extent of the influence of leadership styles on the creativity of RCB employees for both practical and scholarly purposes.

This study is deemed important due to a number of existing research gaps that need immediate scholarly attention. The existing studies investigating the effects of leadership styles in the banking industry in Ghana have largely focused on behavioural outcomes in the form of employee productivity (Olanrewaju, 2019), employee performance (Clinton & Ogbor, 2021; Magasi, 2021; Nyakundi, et al., 2021) and innovativeness (Chaar & Easa, 2021; Afolabi, Ogunbanjo, Awoniyi, & Aninkan, 2022), with limited emphasis on employee creativity. The studies also largely focused on the influence of transactional and transformational leadership behaviours (Graham, Ziegert, & Capitano, 2015; Olutoye & Asikhia, 2022), which invariably limits the examined leadership scope in the assessment of organizational behavioural outcomes. Also, although the RCB business

climate is characteristically different from the commercial banking environment, the existing studies on leadership and organizational behavioural outcomes have largely focused on the situation of commercial banks with limited emphasis on RCBs. This study therefore seeks to contribute to bridging these research gaps by investigating the influence of leadership style on employee creativity in the rural banking industry in Ghana by using Otuasekan Rural Bank (ORB) as a case study.

1.3 General Objective

This study generally seeks to investigate the role of leadership style in creative behaviour of employees of the Otuasekan Rrural Bank (ORB) in the Ashanti Region of Ghana.

1.4 Specific Objectives

This study specifically seeks to:

1. Examine the effect of transformational leadership styles on the creativity of ORB employees.
2. Examine the effect of transactional leadership styles on the creativity of ORB employees.
3. Examine the effect of laissez-faire leadership styles on the creativity of ORB employees.
4. Examine the effect of democratic leadership styles on the creativity of ORB employees.
5. Examine the effect of autocratic leadership styles on the creativity of ORB employees.

1.5 Research Questions

The main questions to be probed in this study are:

1. What is the effect of transformational leadership styles on the creativity of ORB employees?

2. What is the effect of transactional leadership styles on the creativity of ORB employees?
3. What is the effect of laissez-faire leadership styles on the creativity of ORB employees?
4. What is the effect of democratic leadership styles on the creativity of ORB employees?
5. What is the effect of autocratic leadership styles on the creativity of ORB employees?

1.6 Significance of the Study

This study will be immensely significant to numerous stakeholders in the banking industry, including managers of banking institutions, policy-makers, customers of rural banks, and academicians. Practically, this study would offer managers of banking institutions, particularly rural banks vital evidence on the most effective leadership style to employ to encourage and stimulate higher level of employee creativity in the banking environment. Policy-makers in the banking sector like the Bank of Ghana and the ARB APEX Bank can draw or rely on evidence from this study to develop appropriate leadership training programme for managers of rural banks in order to stimulate higher level of creativity within the rural banking industry in Ghana. any informed managerial and policy decisions based on evidences from this study would eventually be beneficial to customers of the rural banking industry.

Furthermore, evidence from this study would also contribute to the scholarly world by contributing to the limited studies on the linkage between leadership style and employee creativity in the rural banking industry in Ghana. This study will provide wider scope of the influence on leadership style on employee creativity by considering transactional, transformational, democratic and laissez-faire styles.

1.7 Scope of the Study

The main concepts that will be focused in this study are leadership style and employee creativity. This study will focus on the four dominant leadership styles in the banking industry in Ghana, including transactional, transformational, democratic and laissez-faire styles. Employee creativity will be measured using the seven-item scale from Zhou and George (2001) and Choi, Anderson, & Veillette (2009). In terms of purpose the design of the study will be explanatory, and based on timeframe, cross-sectional survey will be employed. Geographically, the study will survey about 200 employees of the Otuasekan Rural Bank in the Ashanti Region.

1.8 Limitations of the Study

Potentially, the researcher is likely to encounter some limitations in the survey process. The potential survey issues include respondent sampling issues, accuracy of response issues, and issues related to questionnaire administration. At the unit level, the most common respondent sampling issues are related to nonresponse error, coverage error and sampling errors. In terms of response accuracy issues, there is likelihood of the researcher encountering problems of measurement errors due to interviewers, nonresponse errors at the item level, and measurement error due to respondents. The potential questionnaire administration issues are mode effects and survey errors. With the focus on only the employees of Otuasekan Rural Bank, the generalizability of the findings to the entire rural banking industry is limited.

1.9 Organisation of the Study

This study is organized in five chapters. Chapter One introduces the study. The introductory part of the study emphasizes on the background to the study, the problem statement, research objectives and research questions, significance of the study, scope of the study and limitations. The Chapter Two reviewed theoretical, conceptual and empirical literatures related to the study. The Chapter Three elaborated on the methodology of the study. The methodological section emphasized on research design, research approach and philosophy, research population, sample size and sampling method, data collection method, data processing and analytical method. The Chapter Four emphasized on the presentation of data, analyses and discussion. The Chapter Five provides a summary of the key findings, conclusion, and the contributions of the study to theory, policy and practice.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter reviewed literatures related to the study. The literature review encompassed conceptual review, theoretical review and empirical review. The concepts reviewed included leadership, leadership style and employee creativity. The various leadership styles discussed included transformational, transactional, laissez-faire, democratic and autocratic leadership styles. The theory discussed was the componential theory of creativity. The empirical review emphasized on the linkage between the various leadership styles and employee creativity. The last part of the reviewed discussed the conceptual framework guiding the study.

2.1 Leadership

Although social scientists have studied leadership for most of the 20th century, there is no universally accepted definition (Bass, 1990; Xu & Wang, 2008; Jyoti & Bhau, 2015; Sofi & Devanadhen, 2015). Numerous scholars have examined this phenomena, and many have suggested that there is no conscious concept of what leadership is, no dominating paradigm for researching it, and little consensus on the most effective methods regarding its cultivation and usage (Vroom & Jago, 2007). Nonetheless, Ngodo (2008) recognised leadership as a type of direction that a person may offer to a group of people, which involves guiding them in a manner that will affect the conduct of another person or group. According to Ngodo (2008), leadership is a two-way social influence process in which superiors and subordinates influence one another to accomplish organizational objectives. According to Sun (2002), leadership is the process of persuading others to exert an effort on their own initiative and with passion in order to achieve the group's objectives in more coherent and cohesive manner. This process undertaken by leaders involves the application of leadership characteristics in the form of values, beliefs, character, ethics, skills and knowledge.

Leadership has also been described as involving critical management skills that enhances and motivates individual or a group towards the achievement of common goals. Subordinates or followers' development, their needs and capacity building are the primary focus of leadership (Klein et al., 2013). The growth of employees' morals, motivation, and value systems must be a priority for individuals or superiors in positions of leadership together with the improvement of their technical abilities (Ismail et al., 2009; Uchenwamgbe, 2013). In essence, this strategy could assist followers in achieving their objectives as they participate in organizational activities. Followers could be urged to be expressive and adaptable to new and better procedures as well as environmental changes (Khan et al., 2014).

Leadership has a direct cause-and-effect link with businesses' performance (Michael, 2010). Values, culture, openness to change, and employee motivation are all determined by leaders. They influence institutional tactics, including how they are carried out and how well they work. It should be emphasized that leaders are not limited to management and may be found at all levels of an institution. However, all effective leaders share a certain trait. Leaders exert influence on others around them to get the most out of the company's resources, particularly its most important and expensive human resources and cash. Only companies with the proper leadership style or styles in place at the moment can achieve and likely continue this achievement. As part of the process of shaping a group's or organization's objectives, motivating behavior toward the goals, and defining the culture of the group, leadership also entails the use of non-coercive influence (Northouse, 2009).

Notwithstanding the differences in the definitions, they all have at least three significant consequences. First and foremost, leadership is a process that some individuals engage in. It is a continuous process within a company. Second, it involves other individuals in the shape of subordinates or workers, who are impacted by the leader as a result of their willingness. Therefore, by enabling the leadership process, the subordinates solidify the leader's authority. Thirdly, the achievement of a goal and goals is the purpose of leadership. Although the provided definitions of leadership by scholars are seemingly variant, the concept of influence is seen as the common thread that runs through all the definitions. Therefore, leaders exert influence over followers in order to advance organizational and collective goals. It should be highlighted, nevertheless, that using the right leadership approach at the right moment may help a business succeed. It is evidence from the discussions that leadership concepts encompass the styles, traits and principles of different approaches to managing a team of employees. The concept leadership therefore defines the leadership style employed in overseeing or leading individuals or group or teams to drive a common goal.

2.2 Leadership Style

An organizational leadership style(s) go(es) a long way to influence the culture of the organization. This in turn directly or otherwise influences the performance of the organization (Klein et al., 2013; Haque et al., 2015). Leadership styles refer to the behavioral approach employed by leaders to influence, motivate, and direct their followers. It refers to a leader's methods, characteristics, and behaviors when directing, motivating, and managing teams or individuals in an organisation. A leader's style is shaped by a variety of factors, including personality, values, skills, and experiences, and can have a significant impact on the effectiveness of their leadership. It

defines how leaders develop their strategy, implement plans and respond to changes while managing stakeholders' expectations and their team's well-being. Leadership styles define how leaders strategize their relationships with their followers. Therefore, knowing the leadership style is vital to gaining followers' loyalty and increasing the leader's effectiveness.

Kurt Lewin, a German-American psychologist, is credited with defining the fundamental leadership styles in 1939. Schoolchildren were given an arts and crafts project to complete while Lewin and his researchers watched how they behaved and responded to various leadership styles. The goal was to ascertain the best business-related style to employ. The research of Lewin resulted in the categorisation of leadership styles into three, including: laissez-faire, autocratic, and democratic. More leadership philosophies have developed over time, and transformational leadership is frequently categorized alongside Lewin's three. The commonly leadership styles identified in the leadership literature in addition to Lewin's three are coach-style leadership, visionary leadership, pacesetter leadership, situational leadership, charismatic leadership, strategic leadership, bureaucratic, laissez-faire, servant, transformational, and transactional. Notwithstanding the many leadership styles used in business today, the five main ones largely emphasized and discussed in the leadership literature are transformational, transactional, laissez-faire, autocratic and democratic leadership styles.

2.2.1 Transformational Leadership

Transformational leadership is often identified as the single most effective style. This style was first described during the late 1970s and later expanded upon by researcher Bernard M. Bass (Bednall et al., 2018). Bass described transformational leadership style as the process whereby an

individual engages others and create a connection that enhances the level of motivation and morality in both the manager and subordinates (Burns, 1978). Bass (1985) further indicated that managers with transformational leadership behaviors influence subordinates through charismatic influence, communicating high expectations to followers and inspiring them to become committed to and a part of the shared vision in the organization, stimulating them to be creative and innovative, and providing a supportive climate, which in turn, leads followers' achievement beyond expectation. Based on this, Bass defined four main transformational leadership dimensions, including inspirational motivation, idealized influence, individual judgment, and intellectual stimulation (Avolio & Bass, 1995). Inspirational motivation is seen as traits that motivate and inspire leaders who provide energy to followers to serve the organization's vision. Leaders with emotional motivation give a sense of team spirit that leads them to the desired goals (Bass & Riggio, 2006). Ideal influence defines the situations where leaders are admired, respected, and trusted by those who follow them. This dimension emphasizes on charismatic behaviour that incites a sense of motivation in followers to achieve organizational goals (Bass et al., 2003). Transformational leaders are therefore perceived to provide a supportive workplace through inspiration, motivation, and individual consideration (Masood & Afsar, 2017).

Accordingly, by definition, managers displaying transformational leadership behaviors should facilitate employee creativity (Bass & Avolio, 1994; Shin & Zhou, 2003). In particular, because managers with transformational leadership behaviors tend to enhance employees' intrinsic motivation, help employees to acquire sufficient knowledge and skills to their task, and enable them to approach their problems with new and appropriate ways, they should lead employees to engage in creative behaviors whenever they need to (Suifan et al., 2018). In other words, when

asked or expected, employees under transformational leader may successfully display creative performance, which include responsive creativity and contributory creativity (Suifan et al., 2018).

However, since employees tend to perceive their transformational manager as an exceptional individual with extraordinary power and follow him or her as a role model (House, 1976), their behaviors and approaches may be limited and dependent on the leaders' behaviors and viewpoints. Indeed, past studies have shown that employees under transformational leaders have developed limited source of knowledge and skills, follow the leader's vision and value as "enthusiastic sheep" (Sims & Manz, 1996), and thus depend strongly on their leaders (Kark, Shamir, & Chen, 2003). Therefore, they may have difficulty in identifying and specifying organizational problems by themselves - which is crucial elements of both expected creativity and proactive creativity. Hence, transformational leadership should facilitate employees' responsive creativity and contributory creativity, but not expected creativity and proactive creativity.

2.2.2 Transactional Leadership

The transactional leadership style views the leader-follower relationship as a transaction. By accepting a position as a member of the group, the individual has agreed to obey the leader. In most situations, this involves the employer-employee relationship, and the transaction focuses on the follower completing required tasks in exchange for monetary compensation. Transactional leadership refers to the leadership model which focuses on the exchanges between managers and their employees (Burns, 1978). This type of leadership is characterized by the contingent reward, active management-by-exception, and passive management-by-exception (Bass & Avolio, 1994). Managers with transactive leadership behaviors tend to exchange things of values with employees

to advance their own as well as their employees' goals (Kuhnert, 1994). Research said that transactive leaders are effective because it is in the best interest of employees to do what the managers want (Kuhnert & Lewis, 1987).

While contingent reward may undermine employees' intrinsic motivation and autonomy (Deci & Ryan, 1987) which should hinder their creativity, it can also provide employees with externally driven motivation and ideas about what to achieve and how to do so (Eisenberger, Huntington, Hutchison, & Sowa, 1986; Eisenberger, Rhoades, & Cameron, 1999), which should facilitate their engagement in creative processes. This seemingly apparent puzzle, however, can be solved and understood when considering employee creativity is not a singular entity; while transactional leadership behaviors may not lead employees to engage in behaviors beyond expected and required levels, and thus may not facilitate contributory and proactive creativity, they may lead employees to exhibit great levels of responsive creativity because managers with transactive leadership behaviors clarify the problems prior to asking employees to perform creatively. It is also because employees under transactive leaders may develop clear understanding about which behaviors and approaches are expected and linked with rewards. Therefore, transactive leadership behaviors should enhance employees' responsive creativity, but not contributory creativity, expected creativity, and proactive creativity.

2.2.3 Laissez-Faire Leadership

Laissez faire is a French phrase which means "let it be" and it is also known as the "hands off style" (Nwokocha & Iheriohanma, 2015, p. 194). According to Gill (2014), it means leaving subordinates to complete tasks and jobs in the way they choose without adherence to any strict

policies or procedures. Bass (1985) describes the laissez faire leadership style as one in which the leader has no belief in his own ability to supervise. He further states that the leader has no clear set goals towards how they may work, does not help the group in making decisions and so leaves too much responsibility with subordinates. According to Puni et al. (2014), the laissez-faire leader avoids controlling his employees and so only relies on the few available employees who are loyal to get a task done.

It is argued that laissez faire leaders do not believe in employee development as they believe that employees can take care of themselves (Puni et al., 2014). This leadership style cannot be said to be operational in the banking sector or Non-Governmental Organizations which require that both the leader and subordinates have an input in the decision making process and completion of tasks to ensure the success of the organization. This is defined as a style of leadership where leaders refuse to make decisions, are not available when needed, and choose to take no responsibility for their lack of leadership ability. Laissez-faire leaders do not use their authority and avoid taking actions. It is considered a passive and ineffective form of leadership. This style favors the installation of a relaxed working atmosphere; it brings down morale and reduces efficiency of the group. With this type of leadership style, leaders attempt to pass the responsibility of decision making process to the group. The group is loosely structured as the leader has no confidence in his leadership ability. A laissez-faire leader may either not intervene in the work affairs of subordinates or may completely avoid responsibilities as a superior and is unlikely to put in effort to build a relationship with them. Laissez-faire style is associated with dissatisfaction, unproductiveness and ineffectiveness (Deluga, 1992). This however, is debatable. Decision making under this style of leadership is performed by whoever that is willing to accept it.

2.2.4 Autocratic Leadership

An autocratic leader is seen as the one who is very conscious of his position and has little trust or faith in the subordinates (Luftman, 2004). Autocratic leaders are classic and bossy in nature. Such leaders desire that their subordinates work according to what they dictate (Al Khajeh, 2018). Basically, autocratic leaders retain the decision-making rights with them (Obiwuru et al., 2011). An autocratic leader feels that remuneration advanced to employees for work done is a just reward and it is only the reward that can motivate an employee. This style of leadership is characterized by individual control over all decisions and little input from group members. A study conducted indicates that an autocratic/authoritarian leader is characterized as being arbitrary, controlling, power-oriented, coercive, legitimate, punitive and with a closed mind (Al Khajeh, 2018; Iqbal et al., 2015; Bass & Bass 2009). Such leaders stress loyalty and obedience and are defined as those who make decisions alone and demand strict adherence to rules. The decision-making process is centralized; autocratic leaders take full responsibility for decisions and control of their followers' performance. Praise and criticism of followers play a significant role in autocratic leadership. Autocratic leaders typically make choices based on their own ideas and judgments and rarely accept advice from followers. Autocratic leadership involves absolute, authoritarian control over a group. Other characteristics of autocratic leadership include: little or no input from group members, leaders make the decisions, group leaders dictate all the work methods and processes and group members are rarely trusted with decisions or important tasks.

Armstrong (2012) suggests that autocratic leadership may be useful in situations of emergency, in cases where homogenous work force is involved and where the leader is wise, just and has

considerable understanding of the followers. In such circumstances, special action may be needed to avert a potential mishap. Among some shortcomings of autocratic leadership is the inability of the subordinates to develop pride of accomplishment, denial of personal development or satisfaction from self-actualization, and it also antagonizes human beings and wipes the organization of lasting loyalty and co-operation. Indeed, the autocratic style is characterized by an “I tell” philosophy. That is, an autocratic leader tells staff members what to do. Even though this approach can give a business a clear direction, however, it may also lead managers to undervalue or ignore input from team members (Obiwuru et al., 2011). Nonetheless, an autocratic approach is appropriate in some situations. It is valuable when the business faces a crisis or when an urgent problem arises that requires an immediate response (Bhargavi & Yaseen, 2016). There is no shared vision and little motivation beyond coercion. Commitment, creativity and innovation are typically eliminated by autocratic leadership (Al Khajeh, 2018). In fact, most followers of autocratic leaders can be described as bidding their time, waiting for the inevitable failure this leadership produces and the removal of the leader that follows (Michael, 2010; Iqbal et al., 2015).

2.2.5 Democratic Leadership

Democratic leadership, also referred to as participative leadership, is a type of leadership style in which members of the group take a more participative role in the decision-making process. This style of leadership dwells on performance and people (Bhargavi & Yaseen, 2016; Puni et al., 2014). Democratic leadership style encourages employees to participate in the decision making process of the organization (Nwokocha & Iheriohanma, 2015). According to Puni et al. (2014), decision making in a democratic system is not centralized and high performance is recognized and rewarded. Nwokocha & Iheriohanma (2015) on the other hand suggest that there is potential for

poor decisions to be made by the subordinates as a result of the leader depending on the contributions made by the employees or subordinates. This can be said to have a negative impact on the organization and can also instigate turnover intention in employees. It is therefore expected that brainstorming of ideas and collective decisions are arrived at by all concerned.

The democratic leadership sounds good in theory but it is often bogged down in its slow decision making process and the results which could seem workable would always require a lot of time and effort (Nwokocha & Iheriohanma, 2015). The democratic leader allows for decision making to be shared by the leader and the group. Criticisms and praises are objectively given and a feeling of responsibility is developed within the group. Kotter (1995) argued that this form of leadership is claimed to be earliest amongst all other leadership style. The leader discusses with subordinates before he issues general or broad orders from which subordinates feel free to act on (Bhargavi & Yaseen, 2016). The superior allows the subordinates opportunity to use their initiative and make contributions. The leaders also offer support to the subordinates in accomplishing task. Characteristics of democratic leadership include: the fact that group members are encouraged to share ideas and opinions, even though the leader retains the final say over decisions, members of the group feel more engaged in the process and creativity is encouraged and rewarded. Democratic leadership yields a lot of benefits. Subordinates are encouraged to share their thoughts; it can lead to better ideas and more creative solutions to problems (Sadia & Aman, 2018). Employees also feel more involved and committed to projects, making them more likely to care about the end results. It is perceived that democratic leadership style leads to higher productivity among group members.

There are however some downsides of democratic leadership. In situations where roles are unclear or time is of the essence, democratic leadership can lead to communication failures and uncompleted projects. In some cases, group members may not have the necessary knowledge or expertise to make quality contributions to the decision-making process. Democratic leadership works best in situations where group members are skilled and eager to share their knowledge. It is also important to have plenty of time to allow people to contribute, develop a plan and then vote on the best course of action.

2.3 Employee Creativity

Based on the definition of Amabile (1995), creativity is the production of novel and useful ideas. Thus, employee creativity is an employee activity or activity that brings about something new, idea, or idea and is applied in an organization (Amabile & Pratt, 2016). According to Hirst, Dick and Knippenberg (2009), creativity focuses on developing and adopting new ideas that have not yet acquired knowledge, strategy, and coordination. Employees can demonstrate creativity by generating new information, advancing technology, or improving processes that lead to inventions (Parr, Hunter, & Ligon, 2013; Xu et al., 2022). Certain scholars have given “process” oriented descriptions of creativity, concentrating on the steps of individual creative creation, despite the fact that most academics have observed that the usual approach in the literature presupposes an “outcome”-oriented definition of creativity (Amabile, 1995; Sternberg & Lubart, 1991). Creativity was also described as a worker's innovative thinking, know-how, and talents built on their familiarity and credentials. The creativity of employees alludes to the creation, advancement and execution of novel and helpful thoughts regarding work practices, organizational services, or strategies (Chae, Lee, Hwang, & Park, 2015; Zhou, Oldham, Chuang, & Hsu, 2022). According to

Kim and Shin (2019), organizational support, challenges and workload pressure are all key elements that demand the application of creative talent and employees' creativity. Therefore, creativity is created by people in a complex social system that focuses on developing valued and novel products, services and new concepts (Woodman, Sawyer, & Griffin, 1993). In general, the most common definition of creativity is the act of generating new ideas, inventions, promotions, valuable products, services and useful concepts.

It was reported in the literature that creativity occurs through the generation of new thoughts to increase performance, efficiency and efficacy (Gong, Huang, & Farh, 2009). Worker creativity demands a great level of mental endeavor; as a result, employees must be stimulated to demonstrate strong performance in order to create breakthroughs. Employee creativity serves as a raw ingredient for an organization's growth (Lukes & Stephan, 2017). It is a component of innovation that involves the progression of creative ideas into action (Oldham & Cummings, 1996). Undoubtedly, firms that promote employee creativity to transform ideas into innovative goods and services have a competitive advantage in the marketplace (Kremer, Villamor, & Aguinis, 2019). In addition to that, innovative personnel can exchange helpful and novel ideas to make essential product and service changes (Shalley, Gilson, & Blum, 2000). Employee creativity has nowadays become a differential competitive advantage that is required for the growth of an organization (Lukes & Stephan, 2017). Thus, corporate leaders should encourage creative and inventive work and offer support for employee innovation at workplace (Khalili, 2013).

2.4 Theoretical Underpinning

This study is underpinned by the componential theory of creativity. The componential theory of creativity is a comprehensive model of the social and psychological components necessary for an individual to produce creative work (Amabile, 2012). The theory was propounded by Teresa Amabile in 1983. The theory largely describes the creative process and the various influences on the process and its outcomes. Teresa Amabile emphasized that creative responses emerge from four components, of which three are characterized by an individual in the form of relevant skills, creativity-relevant processes, and intrinsic task motivation. The fourth component, which is defined outside the influence of the individual is the social environment in which the individual is working. In the context of leadership studies, the leader in the working environment significantly exerts and defines the nature of the working environment through exhibited leadership style or behaviour, which invariably influences the various individual domain-relevant skills, creativity-relevant skills, and task motivations. Thus, the extent to which individual creativity-relevant skills is manifested in the working environment is largely dependent on the leadership skills of superiors in the workplace. Thus, the componential theory of creativity of Amabile clearly emphasizes that employee creativity, which is individual domain-skill is significantly dependent on the leadership style employed within the working environment. With this understanding, the componential theory of creativity of Amabile is employed to explain the form of relationship between leadership styles and employee creativity in the rural banking industry in Ghana.

2.5 Leadership Style and Employee Creativity

The existing empirical literature on the linkage between leadership style and employee creativity have been reviewed from global, African and Ghanaian context. Globally, several studies have established significant linkage between leadership style and employee creativity (Akbar, Sadegh,

& Chehrazi, 2015; Khattak, Batool, & Haider, 2017; Ucar, Alpkan, & Elci, 2021; Setiawan, Eliyana, Suryani, & Pratama, 2021). The study of Akbar, et al. (2015) that involved 244 employees of Ahwaz Shahid Chamran University in Iran reported that both transformational and transactional leadership styles have direct and significant effect on employee creativity. In the survey of 400 managers from commercial banking sector of Pakistan, Khattak, et al. (2017) reported that transformational leadership style was positively and significantly related with employee creativity, while transactional leadership style was negatively related with employee creativity. In a survey in Turkey that involved 478 participants, Ucar, et al. (2021) reported that servant and transformational leadership were positively related to employee creative behavior, and that these effects increased if moderated by authentic leadership. In the survey of 125 employees of properties company in Indonesia, Setiawan, et al. (2021) reported that both transformational and transactional leadership styles have no significant effect on the creativity of employees. In the survey of 346 people employed in the service sector in the United Arab Emirates, Khassawneh, et al. (2022) reported that leadership styles have the potential to boost the level of creativity of employees. In a survey of 242 employees and 57 managers employed in Chinese publicly listed companies, Chen, et al. (2022) reported that servant leadership style positively and significantly enhances employee creativity through employees creative process engagement behaviors. In a study of Shafi, et al. (2020) that involved 164 supervisor-employee dyads of 31 Pakistani software firms, it was revealed that transformational leadership style dimensions in the form of intellectual stimulation, idealized influence, and inspirational motivation have a great influence on employee creativity. The survey of Hanaysha, et al. (2022) that involved 213 staff from public universities in the United Arab Emirates reported ethical and servant leadership styles have positively and significant effect on employee creativity. In the survey of professional employees and their

supervisors, from 260 Chinese enterprises, Ma and Jiang (2018) reported that although transformational leadership has no significant effect on employee creativity, transactional leadership has positive and significant effect on followers' creativity.

In African context, a limited number of studies have also established significant linkage between leadership styles and employee creativity (Odunlami, Awosusi, & Awolusi, 2017; Gabriel, 2021). In a survey in Nigeria that involved 211 employees of six randomly selected aluminum manufacturing companies in Rivers State, Gabriel (2021) reported that transformational leadership style positively and significantly influence employee creativity. In another study in Nigeria that involved 500 employees of private universities in the Ogun State, Odunlami, et al. (2017) reported direct and positive effect of transformational leadership style on employee creativity.

In Ghana, the many studies on leadership style have emphasized on employee performance and job satisfaction as the main outcome variables with limited emphasis on employee creativity. Thus, only few studies were identified in the database to have studied the linkage between leadership styles and employee creativity in Ghana. In the survey of 250 employees from four innovative sectors in Ghana, Zhen and Atiga (2020) indicated that leadership styles were positively and significantly associated with creative work behaviour and performance. In Ghana, the survey of Gyamerah, et al. (2022) that involved 344 subordinates and 132 leaders/supervisors were collected from 32 SMEs in the manufacturing industry of Ghana reported that while authoritarian leadership has a negative relationship with creativity, benevolent leadership impacts positively on both creativity and intention to stay.

2.5.1 Transformational Leadership and Employee Creativity

Transformational leaders share knowledge, foster new ideas, and support employees' creative thinking (Jyoti & Dev, 2015). Leaders also support employees to overcome their fear of risk and revolutionize everyday ways of working, leading to a high level of creativity. Research by Yunus & Anuar (2012) indicates that transformational leaders encourage employees to take new approaches to accomplishing their tasks. Several studies in the extant literature therefore report strong positive and significant association between transformational leadership behaviour and employee creativity (Khattak, Batool, & Haider, 2017; Nasir, et al., 2022). The survey of Herrmann, and Felfe (2014) emphasized that transformational leadership enhances employee creativity, and the creativity emanating from transformational leadership is relatively higher than transactional leadership. In the survey of 365 workers from Shahid Sadoughi University of Medical Sciences conducted in 2014 in Iran, Ranjbar, et al. (2019) reported positive and significant effect of transformational leadership style on employee creativity. In the study 66 Sitaro Regency Secretarial employees, Bogar (2018) reported that transformational leadership has positive and significant effect on employee creativity. The study of Naqvi, et al. (2017) that involved 325 bank employees and their supervisors reported that transformational leadership style effects employees' innovative behaviour through employees' creativity. In the survey of 400 managers from commercial banking sector of Pakistan, Khattak, et al. (2017) reported that transformational leadership style was positively and significantly related with employee creativity. In the survey 300 Jordanian banking sector employees, Suifan and Al-Janini (2017) reported positive and significant relationship between transformational leadership style and employee creativity. The study of Suifan and Al-Janini (2017) emphasized that transformational leadership dimensions in the form of idealized influence and individualized consideration significantly enhanced employee

creativity. In the survey of Ngo, et al. (2022) that involved 290 pairs of leaders and employees at universities in Ho Chi Minh City in Vietnam, it was reported that transformational leadership dimensions like individual consideration, intellectual stimulation, inspirational motivation and idealized influence all positively and significantly influenced employee creativity. In the survey of 424 SME employees in Pakistan, Nasir, et al. (2022) reported that employee creativity is enhanced through transformational leadership. In support of the findings of the reviewed studies, Jyoti and Dev (2015), transformational leaders are the basic agents to support creativity and innovativeness among workers. Transformational leadership supports employee creativity through expertise improvement and knowledge sharing between groups (Ngo, Le, & Doan, 2022). Hence, transformational supervision is a predecessor for improving employee creativity. Based on the discussions and the reviewed extant literature, this study hypothesizes that:

H₁: Transformational leadership positively and significantly affect employee creativity

2.5.2 Transactional Leadership and Employee Creativity

In the extant literature, the reported effect of transactional leadership style on employee creativity is highly inconsistent. Whiles many previous studies reported positively and significant influence of transactional leadership on employee creativity (Gao, Qu, Shi, & Lu, 2012; Naqvi, Ullah, & Javed, 2017; Sanda & Arthur, 2017), many studies also reported negative influence of transactional leadership style on employee creativity (Khattak, Batool, & Haider, 2017; Bogar, 2018). In the study of 128 teams, including 333 employees and their supervisors who came from Chinese Academy of Sciences in China, Gao, et al. (2012) reported that transactional leadership enhances employee creativity through increased employee satisfaction. The study of Naqvi, et al. (2017) that involved 325 bank employees and their supervisors reported that transactional leadership style

positively influence employees' innovative behaviour directly. The study of Sanda and Arthur (2017) that involved 335 employees in five mining firms also reported positive and significant effect of transactional leadership on employee creativity. In the survey of professional employees and their supervisors, from 260 Chinese enterprises, Ma and Jiang (2018) reported positive and significant effect of transactional leadership on followers' creativity.

However, in the study 66 Sitaro Regency Secretarial employees, Bogar (2018) reported that transactional leadership has negative effect on employee creativity. In the survey of 400 managers from commercial banking sector of Pakistan, Khattak, et al. (2017) reported that transactional leadership style was negatively related with employee creativity. The scholars that report negative influence of transactional leadership style on employee creativity emphasize that such leadership discourages risk-taking, emphasizes on efficiency, and limitedly encourage personal initiative and creativity. Based on the discussions, this study therefore hypothesizes that:

H₂: Transactional leadership negatively and significantly influence employee creativity

2.5.3 Laissez-Faire Leadership and Employee Creativity

Laissez-faire leadership, also known as delegative leadership, is a type of leadership style in which leaders are hands-off and allow group members to make decisions on their own (Chaudhry & Javed, 2012). Laissez-faire leaders have the attitude of trusting their employees. This leadership style can be particularly effective in environments where creativity and innovation are crucial to success. It encourages personal growth, innovation and creativity, as the leadership style is characterized by hands-off approach from leaders and practically hands-on for employees (Cherry, 2022). The delegation of decision-making powers to employees creates good learning

opportunities (Chaudhry & Javed, 2012), that could eventually foster creativity (Goldberg, 1992). Thus, the survey of 312 employees in Pakistan, Iqbal, et al. (2021) reported that laissez-faire leadership enhances employee creativity. Based on discussions and the extant literature, this study hypothesizes that:

H₃: Laissez-faire leadership positively and significantly affects employee creativity

2.5.4 Democratic Leadership and Employee Creativity

Democratic leadership style, or participative management, actively involves employees in the decision-making process of the organisation. Democratic leadership encourages collaboration, participation, and feedback from members of a team, and recognizes the ideas and opinions all members. Democratic leaders delegate tasks and authority to team members, and provide guidance and support when needed. With the higher level of involvement in decision making process and greater engagement of employees in creative activities, the creativity attitude and behaviour of employees is enhanced through democratic leadership (Georgiades, 2015; Ali, Li, & Qiu, 2022). Previous studies therefore emphasize that the increased level of employee engagement in the workplace through democratic leadership style promotes higher level of employee creativity (Inam, et al., 2021; Gonlepa, Dilawar, & Amosun, 2022). Thus, the study of Derecskei (2016) that involved 600 Hungarian employees reported that democratic leadership style enhances employee creativity. Based on the discussions on the linkages between democratic leadership style, work engagement and employee creativity, this study hypothesizes that:

H₄: Democratic leadership positively and significantly affect employee creativity

2.5.5 Autocratic Leadership and Employee Creativity

There is increasing controversy and argument regarding the linkage between autocratic leadership style and employee creativity in the workplace (Guo, Babalola, Schutter, Garba, & Omale A. Riisla, 2018). Whereas several studies emphasize and report positive linkage between authoritarian leadership style and employee creativity (Yi, 2022; Zhao H. , Su, Zhang, & Zhong, 2022), many also report negative relationship (Gu, Wang, Liu, Song, & He, 2018; Decoster, Babalola, Schutter, & Guo, 2018; Wang, Wu, He, & Gu, 2022). In the phase of the controversy, the positive effects of autocratic leadership on creativity is under-explained, with most research perceiving autocratic leadership style as the “dark” side of leadership (Aryee, Chen, Sun, & Debrah, 2007). Accordingly, many scholars believe that autocratic leadership is harmful to subordinates’ creativity and have proposed a simple negative linear relationship between the two (Gu, Wang, Liu, Song, & He, 2018; Decoster, Babalola, Schutter, & Guo, 2018; Wang, Wu, He, & Gu, 2022). Employee creativity is perceived to be minimized by autocratic leadership behaviour through employee silence (Decoster, Babalola, Schutter, & Guo, 2018). Nonetheless, studies in Asia-Pacific, Latin America and the Middle-East are recognized in the extant literature to report positive linkage between autocratic leadership style and employee creativity (Yi, 2022; Zhao H. , Su, Zhang, & Zhong, 2022). The study of Gu et al. (2020) for instance reported a positive effect of autocratic leadership on employee creativity in the face of high level of benevolence and discipline. The study of Zhang et al. (2021) that involved 286 leader–employee dyads in Chinese companies also reported positive effect of autocratic leadership on employee creativity. The study of Zhao et al. (2022) also asserted that autocratic leadership has the potency to stimulate higher level of employee creativity. It is argued that autocratic leadership treated as a dimension of paternalistic leadership could be emphasized as an effort to aid and guide the staff to yield higher outcome (Leung, Chen, Zhou, & Lim, 2014). Others argued that such controlling behavior can be considered a stress-induced agent

that can trigger a stimulation (Aryee, Chen, Sun, & Debrah, 2007; Gu, Hempel, & Yu, 2020; Chen, Liu, Tang, & Hogan, 2021), especially the employees' sense of competence (Zhao H. , Su, Zhang, & Zhong, 2022) since individuals tend to overcome stress to satisfy their basic psychology needs (Cranmer, Brann, & Weber, 2018). Based on the fact that most studies that report positive effect of autocratic leadership on employee creativity focused on Asian-Pacific, Latin-American and Middle-East companies, whereas those in the other parts of the world like Africa report contrary results, with the setting of this study in Africa, it is more appropriate for this study to hypothesize that:

H₅: Autocratic leadership negatively influences employee creativity

2.6 Conceptual Framework of the Study

The componential theory of creativity emphasizes that the creative response of individual employees is dependent on four elements (Amabile, 2012). The first dimensions are individual characteristics in the form of domain-relevant skills, creativity-relevant processes, and intrinsic task motivation. Nonetheless, the development of these individual creativity characteristics is hugely dependent on the work environment. It is evident that the characterized working environment is dependent on the leadership behaviour or style exhibited by superiors at the workplace. In the extant literature the main leadership styles reported to exert great influence on the creative behaviour of employees include transformational, transactional, laissez-faire, autocratic and democratic leadership styles. Evidence from the many empirical studies indicate that these different leadership styles exert different forms of influence on employee creativity. The discussed linkages between leadership and creativity, and the developed hypotheses are shown in Figure 2.1.

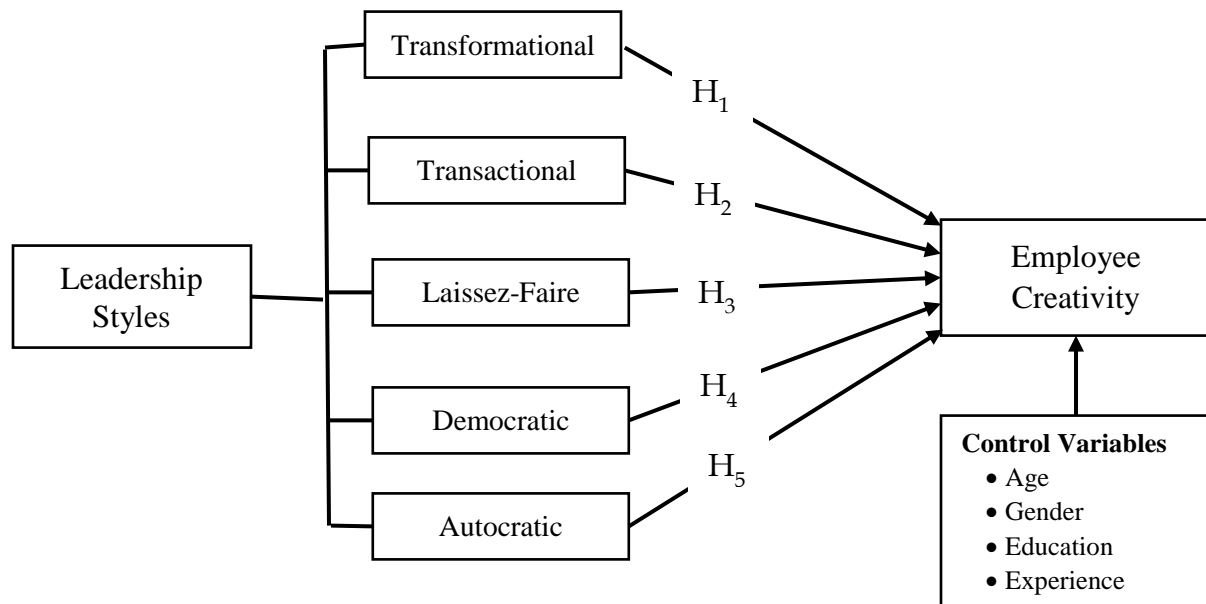


Figure 2.1: Conceptual Framework of the Study

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter elaborated on the methodology of the research. The methodological areas discussed included the chosen research design, the research philosophy, the research approach, the population of the research, the calculated sample size, and sampling method. The chapter further discussed the designed data collection instrument and measurement of the constructs. Data processing and analysis, ethical issues and the profile of the study organization have also discussed in this chapter.

3.1 Research Design

The design of a research emphasizes on the overall strategy employed by a researcher to integrate the various components of a study in a logical and coherent manner (Edmonds & Kennedy, 2017). It is therefore the blueprint of any scientific research, which emphasizes on the methodologies and methods employed in the study (Taherdoost, Different Types of Data Analysis; Data Analysis Methods and Techniques in Research Projects Authors, 2020). Research designs are largely categorized based on purpose of research and time-scope (Yazdani, Shirvani, & Heidarpoor, 2021). On the basis of the purpose of research, the designs of research are categorized primarily into exploratory, descriptive, and explanatory (Ranganathan & Aggarwal, 2018). Exploratory designs are foundational research performed in grey topical area that is not clearly defined (Mindrila, 2017). Exploratory designs therefore largely focus on examining new concepts and phenomenon (Casula, Rangarajan, & Shields, 2021). Without investigating cause-effect,

descriptive design studies describe the phenomenon of a study (Shields, Rangarajan, & Casula, 2019). Descriptive studies normally follow after the foundation or groundwork is provided by exploratory studies. Explanatory design is largely utilised to test developed hypotheses based on an existing theory (Loeb, et al., 2017). It largely focuses on examining and explaining the cause and effect of a phenomenon (Sileyew, 2019). With this study primarily seeking to examine effect of leadership style in the creative behaviour of employees of the Otuasekan Rural Bank (ORB) in the Ashanti Region of Ghana, the explanatory design is deemed appropriate for this study.

In addition to the categorization of research designs based on purpose, research design can also be categorized into cross-sectional and longitudinal, based on the timeframe of the research (Caruana, Roman, Hernández-Sánchez, & Solli, 2015). Without the consideration of the influence of external factors, cross-sectional studies largely focus on changes in a population at a definite or single period of time (Wright, et al., 2022). A typical example of cross-sectional study is survey. On the other hand, longitudinal studies observe changes in a population over long time period (Bourg, 2020), and the changes are observed based on the influence of external factors (Butler, et al., 2022). With this study seeking to observe the role of leadership style in the creative behaviour of employees of the ORB in just a single time period, the cross-sectional design is deemed appropriate. With the dependence of the study on designed structured questionnaire instrument, the survey strategy was also deemed suitable, which implies that this study employed a cross-sectional survey design, on the basis of timeframe. In the nutshell, the overall research design employed for this study is the explanatory cross-sectional survey design.

3.2 Research Philosophy

The philosophy of research emphasizes on the source, nature and knowledge development (Bajpai, 2011). It emphasizes on the researchers' beliefs about the approach to utilise in the collection, analysis and usage of data in the process of investigating a research problem (Yulianto, 2021). It therefore defines the system of assumptions and beliefs about knowledge development. The various paradigms of philosophies held by researchers are defined by the ontological, epistemological and axiological assumptions and beliefs of researchers (Suprpto, 2021). The ontological phase of research defines the assumptions and beliefs about what is termed as knowledge. In the nutshell, it defines the nature of reality. The polar ends of ontological beliefs of researchers is objectivism and interpretivism or constructivism (Unwakoly, 2022). The objectivist perceives the existence of a single reality or truth whereas the constructivist perceives in the existence of several truths based on the subjective opinion of researchers (Siswono, Masriyah, Fiangga, & Kohar, 2021). Based on the objectivist ontological perception, the universe is external to any study phenomena or circumstance, having a single objective reality regardless of the researcher's perspective or beliefs (Handema, Lungu, Chabala, & Shikaputo, 2023), and hence maintains that social reality has an existence that is independent of social actors (Ganesha & Aithal, 2022). However, the perception of the constructivist is that the existing truth and meaning are not separate, but rather subjective truths are developed based on the beliefs of the researcher imposed on the existing object (Gemma, 2018). This study utilizes and relies on the objectivist perception of the existence of an objective truth, as the current study is largely underpinned on the componential theory of creativity, which perceives the creative response of employees to be

dependent on the relevant skills of the individual, the task intrinsic motivation of the individual, and the individuals' creativity-relevant process, as well as the existing social environment.

Epistemology, which emphasizes on knowledge study, focuses on what is generally perceived as acceptable or valid knowledge (Hayati & Dalimunthe, 2022). In every discipline of study, what is generally termed as acceptable knowledge therefore defines epistemology (Rohisfi, Prayitno, & Karneli, 2021). The competing epistemological thoughts in research are the interpretive (phenomenological or normative) and realism or positive epistemologies (Chakravartty, 2023) The positivist epistemologist often seeks to test the exact existing causal effect by building from generalized theory (Jasnain, Mardianti, Sari, Wardarita, & Utami, 2022). With the perception that the existence of the social world is independent of external influence, the positivist assume that the existing phenomenon should be measured based on objective measures deemed as valid and reliable (Sapkota & Paudyal, 2021). In the context of the positivist, the researcher is required to identify relationships between variables, operationalize concepts, develop and test hypotheses based existing theory (Ganesha & Aithal, 2022). In contrast, the interpretivist epistemologist perceive that the understanding of social reality is based on the experiences and the exposure of the individual to the social reality (Unwakoly, 2022). With this study underpinned by the componential theory of creativity, which formed the base for the development and testing of hypotheses on the relationship between leadership styles and employee creativity, the positivist epistemology is believed to be the perfect-fit. In the nutshell, this study is underpinned by the positivist assumptions and beliefs of the existence of single truth, which is separated from the subjective opinion of researchers.

3.3 Research Approach

The collection of procedures and plans utilised by researchers in deciding the overall research process. The researchers' choice of data collection methods and analytical tools is largely dependent on the selected research approach. Research approaches have generally been categorized into quantitative, qualitative and mixed method approaches (Creswell, 2015; Creswell & Creswell, 2018). Creswell and Creswell (2018) argued that quantitative and qualitative research approaches should not be viewed as polar opposites, but rather a representation of varying ends of continuum. Studies typically lean either more qualitatively or quantitatively, or vice versa. In the middle of the continuum of quantitative and qualitative research approaches is mixed method. The distinction between the three main research approaches is based on the philosophical assumptions and beliefs of researchers. Quantitative research, deemed deductive is built on the grounds of existing theories, whereas qualitative studies (deemed inductive) focus on developing theories (Hassan, 2022). The mixed method, also described as abductive approach integrates the characteristics of both qualitative (inductive) and quantitative (deductive) approaches (Taherdoost, 2022). With this research described as objectivist in ontology and positivist in epistemology, the quantitative or deductive research approach is deemed appropriate, as the study grounded in the componential theory of creativity, with the primary aim of testing hypotheses developed between the constructs of leadership styles and employee creativity.

3.4 Research Population

The group of interest of research whom findings are required to be applied defines research population (Shukla, 2020). In the context of this study, the research population constitute all employees of the nine branches of the Otuasekan Rural Bank Limited in the Ashanti Region of Ghana. Characteristically, the population of the research was heterogeneous in terms of branch and finite. Based on the 2021 annual report of ORBL, the defined research population accessible to the researcher was 296 employees of the nine branches of ORBL (Otuasekan Rural Bank Limited (ORBL), 2022). The distribution of the research population by the nine branches of ORBL is shown in Table 3.1.

Table 3.1: Distribution of Research Population by Branches of ORBL

Branch	Staff Size
Kofiase	36
Mampong	32
Ejura	34
Abofour	28
Nkenkaasu	38
Maakro	32
Sepe	28
Dr. Mensah	36
Suame	32
Total	296

Source: Annual Report of ORBL (2022)

3.5 Sample Size Calculation

Based on the finite accessible population of 296 employees of the Otuasekan Rural Bank Limited, the calculated minimum efficient sample size for this study was 170 employees. The minimum efficient sample size of 170 was obtained through the formula of Yamane Taro, which requires known target or accessible population and margin of error or precision (Yamane, 1967). The

calculation process shown in equation (I) therefore utilised a margin of error of 0.05 or 5%, which implies a precision of 95 percent.

$$n = \frac{N}{1 + N(e)^2} = \frac{296}{1 + 296(0.05)^2} = \frac{296}{1.74} = 170 \text{ Employees (I)}$$

n = Sample Size

N = Target population

e = Margin of error or precision

$$s = \frac{XS}{P} \dots\dots\dots \text{Stage (II)}$$

s = Sub-sample size for each branch

X = Sub-population of each branch

S = Total sample size for the Study

P = Total population of the study

With the homogeneous nature of the research population, the Krecjie and Morgan (1970) formula was further utilised to deduce or calculate the efficient minimum sub-sample sizes of each branch of the bank. The Krecjie and Morgan formula requires knowing the sub populations or population of each branch, the total sample size of the study, and the total population of the study, as provided in equation (II) (Krejcie & Morgan, 1970). These requirements aid in the identification of the strength of each branch of the bank within the total population of the bank. In Table 3.2, the Krecjie and Morgan formula has been utilised to calculate the sub-sample sizes of the nine branches of the rural bank.

Table 3.2: Sample Size distribution by Branches of ORBL

Branch	Staff Size	XS/P	Sample Size
Kofiase	36	36(170)/296	21
Mampong	32	32(170)/296	18
Ejura	34	34(170)/296	20
Abofour	28	28(170)/296	16
Nkenkaasu	38	38(170)/296	22
Maakro	32	32(170)/296	18
Sepe	28	28(170)/296	16
Dr. Mensah	36	36(170)/296	21
Suame	32	32(170)/296	18
Total	296	296(170)/296	170

3.6 Sampling Method

Although all the units or employees work with Otuasekan Rural Bank Limited, the employees work with different branches of the bank. In order to ensure the inclusion of sample units from all branches of the rural bank, the multistage stratified sampling method was used in sampling employees for the study. In the first stage, sampling units or employees were stratified based on the branches of the employees. In the second stage, sampling units or employees within the same branch were further stratified based on the department of work. The inclusion of sample units from all the different departments of each branch was necessary since individual employees are largely organized and led at the departmental level. In the final stage, sampling units within the same departments were sampled through simple random by balloting procedure since sample units are deemed homogeneous at this stage. The balloting process involved the representation of individual sample units within each department by pseudonyms and shuffled in a bowl. The required sample size from each department was subsequently selected randomly without replacement.

3.7 Data Collection Method

This study employed quantitative data collection methods. The study employed a survey instrument in the form of a structured questionnaire designed using validated scales. This section therefore described the designed questionnaire and the measurement of the constructs.

3.7.1 Questionnaire Design

This study employed a survey strategy that was carried out using a designed structured questionnaire. The questionnaire was designed in three main sections, with each section measuring a particular construct and sub-constructs. The first part of the questionnaire, Section A utilised 34-items in measuring leadership styles. The 34 items were utilised in measuring five leadership styles, including transformational, transactional, laissez-faire, democratic and autocratic. Transformational leadership was measured with 12-items that emphasized on idealized influence, inspirational motivation, intellectual stimulation, and individual consideration. Transactional leadership was measured using 6-items. Transactional leadership emphasized on contingency reward and management by exception. Laissez-faire was measured using 6-items that emphasized on freedom, barriers to leadership, communication, expression of views, and staying out of way. Autocratic leadership was measured using 5-items that emphasized on assessment, policies, orders and procedures, rewards or punishment, and refuse to explain. Also, democratic leadership style was measured using 5-items that focused on advice, decision making, shared, consultation and involvement. The leadership style items were measured on a 7-Point Likert-Scale of 0 (Never) to 6 (Every Time).

The second part of the questionnaire, Section B measured the creativity of employees using 13-items. The items utilized emphasized on achievement of goals, new and practical ideas to improve

performance, searching out new technologies and process, new ways to increase quality, good source of creative ideas, risk-taking, championing ideas to others, exhibition of creativity, developing adequate plans and schedules, new and innovative ideas, coming up with new and innovative ideas, coming up with creative solutions to problems, fresh approach to problems and suggesting new ways of performing work. The measurement items of employee creativity were measured on 7-Point Likert-Scale of Strongly Disagree (1) to Strongly Agree (7). The last part of the questionnaire, Section C focused on the personal data of the respondent. The focal areas of the personal data were education, years of work in the rural bank, gender of respondent, age group of the respondent, respondents' position in the rural bank and years in the position.

3.7.2 Construct Measurement

The study utilised two main constructs, including leadership style and employee creativity. These constructs were measured using validated measurement scales. The Multifactor Leadership Questionnaire (MLQ) short version of Bass and Avolio (1995) with 24-items was adapted in the measurement of three sub-scales of leadership, including transactional, transformational and laissez-faire leadership styles. Democratic leadership style was measured using the 5-items of participative decision-making questionnaire (Arnold, Arad, Rhoades, & Drasgow, 2000), and 5-items of the autocratic leader behavior scale was also adapted for measuring autocratic leadership style (De Hoogh, et al., 2004). The leadership style items were measured on a 7-Point Likert-Scale of 0 (Never) to 6 (Every Time). Employee creativity as a construct was measured using the 13-items of the Employee Creativity Scale (ECS-13) of Shaikh (2022). The employee creativity items were measured on 7-Point Likert-Scale of Strongly Disagree (1) to Strongly Agree (7).

3.8 Data Processing and Analysis

In the process of transforming the raw data into usable information, the administered questionnaires were checked for errors and inconsistencies. Questionnaires with too many missing responses were excluded from the final analytical data. Consequently, the questionnaire items were coded and inputted into Microsoft Excel Version 16. Data in Microsoft Excel was exported to IBM SPSS Statistics Software 25. Descriptive statistical analysis was initially carried out to identify in improperly inputted codes. Data in SPSS was taking through dimensional reduction through exploratory factor analysis (EFA). The cleaned data in SPSS format was subsequently imported to LISREL Version 8.50 for the validation of the measurement items through Confirmatory Factor Analysis (CFA). The developed hypotheses were tested through Partial Least Squared (PLS-SEM) Structural Equation Modelling.

3.9 Ethical Consideration

Survey ethics encompasses a set of ethical procedures that are intended to guide all survey researchers (Gilman, 2008). In order to establish the trust of the rural bank and the sampled employees, the researcher initially sought the consent of the authorities of the rural bank, and consequently, the consent of the sampled employees. The respondent were all assured of privacy, anonymity and confidentiality. The recruitment and participation of each individual respondent was voluntary. Potential risks and benefits of the research were disclosed to all respondent.

3.10 Profile of Otuasekan Rural Bank Limited

Otuasekan Rural Bank Limited was established on May 18, 1988 in accordance with the Companies Code 1963 (Act 179), and it is headquartered in Kofiase, in the Ashanti Region of

Ghana (Otuasekan Rural Bank Limited, 2022). It was issued with the certificate to commence business on May 24, 1988. In addition to the Head Office, the Bank has nine (9) branches which are Kofiase Branch, Sepe Branch, Ejura Branch, Mampong Branch, Maakro Branch, Suame Branch, Abofour Branch, Dr. Mensah Branch, and Nkenkaasu Branch. The shareholders of the rural bank as at 30th June, 2019 was 10,046 shareholders, as well as 9,295,560 ordinary shares. The total customer base of the bank as at 30th June, 2019 was 121,540 (Otuasekan Rural Bank Limited, 2022). The vision of the rural bank is the provision of distinguished service and exceptional customer satisfaction in banking and finance. The mission of the rural bank is to engage in the ordinary business of banking and finance through effective and efficient mobilization of Savings to support viable economic ventures in its catchment area with the view to promoting economic growth to improve upon the living standards of its clients and the people in the community it operates (Otuasekan Rural Bank Limited (ORBL), 2022).

CHAPTER FOUR

RESULTS OF THE STUDY

4.0 Introduction

The Chapter analyses the data of the study, and consequently, discusses the findings. The results were presented using both descriptive and inferential statistical approaches. The descriptive statistical method emphasized on the socio-demographic characteristics of the respondent, the leadership style of the rural bank, and the level of creativity of employees. The inferential statistical methods were in three-folds, confirmatory factor analysis, correlational analysis and multivariate regression analysis.

4.1 Socio-Demographic Characteristics

Notwithstanding the difficulty in getting the targeted employees to respond to the questionnaire during the questionnaire administration process, the total target of sample size of 170 was attained. The researcher replaced all respondent that declined participation, and increased the time-scope to be able to retried all the responded questionnaires. Consequently, in this section of the study, the personal characteristics of the respondent surveyed have been described. The variables discussed included the highest educational level of the respondent, gender, age, their current position in the rural bank, years in the current position, and the years worked in the rural bank.

Table 4.1: Socio-Demographic Characteristics of Respondent

Variables	Category	Frequency	Percent
Education	SHS/A 'level/O' level	23	13.3
	Diploma/HND	11	6.7
	First Degree	79	46.7

	Second Degree	51	30.0
	PhD	6	3.3
Total		170	100
Gender			
	Male	96	56.7
	Female	74	43.3
Total		170	100
Age			
	20-29	34	20.0
	30-39	51	30.0
	40-49	57	33.3
	50+	28	16.7
Total		170	100
Position			
	Senior	68	40.0
	Junior	79	46.7
	Others	23	13.3
Total		170	100
		<i>Min</i>	<i>Max</i>
		<i>Mean</i>	<i>SD</i>
	Years worked in the rural bank	2	19
	Years in the current position	6.23	3.66
		1	10
		3.10	1.81

Source: Field Survey (2023)

In terms of age distribution of the respondent, Table 4.1 shows that 20.0% were between 20 to 29 years, 30.0% were between 30 to 39 years, 33.3% were between 40 to 49 years, and 16.7% were 50 years or more. It is therefore evident that about 50% of the respondent were within the youth age category of Ghana, and hence, economic active. The majority (76.7%) of the respondent were highly educated with first degree or second degree. In addition to the high level of education of the respondent, the respondent have on the average worked with the rural bank for about 6 years, and hence, properly positioned to understand the leadership style that characterizes their departments or units of work, and the institution as a whole.

In terms of gender distribution, the majority (56.7%) of the respondent were males, whilst 43.3% were females. There therefore not much difference in the gender representation of respondent in this study. Whereas 40.0% of the respondent were senior staff, 46.7% were junior staff. On the average, these respondent have been their current position for about 3 years.

4.2 Leadership Style of the Bank

The leadership style employed in the rural bank was examined through the short-version of the 24-items of the Multifactor Leadership Questionnaire (MLQ). The items were measured on 7-point likert-scale of ‘never-0’ to ‘every time-6’. The leadership constructs evaluated in this section included, transformational, transactional, laissez-faire, democratic and autocratic leadership styles. The descriptive statistic results are presented in Table 4.2 through mean and standard deviation.

Table 4.2: Leadership Styles Employed by the Bank

Leadership Styles	Mean	SD
Transformational Leadership Style	3.87	1.5
Idealized Influence	3.71	2.3
My supervisor makes others feel good to be around him / her	3.10	2.8
I have complete faith in my supervisor	3.97	2.0
I am proud to be associated with my supervisor	4.07	1.6
Inspirational Motivation	4.33	1.8
My supervisor expresses in a few simple words what we could and should do	4.53	1.2
My supervisor provides appealing images about what we can do	4.30	1.5
My supervisor helps me find meaning in my work	4.17	1.6
Intellectual Simulation	3.81	1.6
My supervisor enables others to think about old problems in new ways	3.93	1.6
My supervisor provides others with new ways of looking at puzzling things	3.70	1.8
My supervisor gets others to rethink ideas that they had never questioned before.	3.80	1.6
Individual Consideration	3.61	1.5
My supervisor helps others develop themselves	3.83	2.1
My supervisor lets others know how he /she thinks we are doing	3.57	1.8
My supervisor gives personal attention to others who seem rejected	3.43	2.0
Transactional Leadership Style	3.76	1.2
Contingent Reward	3.62	1.7
My supervisor tells others what to do if they want to be rewarded for their work	3.70	1.9
My supervisor provides recognition/rewards when others reach their goals.	3.50	1.6
My supervisor calls attention to what others can get for what they accomplish	3.67	1.5

Management By Exception	3.89	1.4
My supervisor is always satisfied when others meet agreed-upon standards	3.50	1.9
As long as things are working, my supervisor do not try to change anything	3.87	1.7
My supervisor tells us the standards we have to know to carry out our work	4.30	1.6
Laissez Faire Leadership Style	4.15	1.2
In complex situations, my leaders allow me to solve my problems on my own ways	4.63	1.6
My supervisor stays out of the way as I do my work	4.33	1.5
As a rule, my supervisor allows me to appraise my own work.	4.13	1.7
My supervisor gives me complete freedom to solve problems on my own	4.00	2.1
In most situations I prefer little input from my supervisor	4.00	2.1
In general, my supervisor feels it's best to leave subordinates alone	3.80	2.0
Democratic Leadership Style	4.16	1.3
My leaders only offer advice to subordinates rather dictating	5.30	1.9
Decisions are made in this bank through an inclusive approach	3.23	1.8
The leadership of this bank practice and promote the behaviour of sharing	3.57	1.7
The views of all individuals are taking into consideration in this bank	4.33	1.9
In this bank, all subordinates are consulted in the decision making process	4.37	1.5
Autocratic Leadership Style	4.97	1.1
Individuals in this bank are assessed without their involvement	4.83	1.8
The policies of this bank are designed with little involvement of employees	5.03	1.8
The orders and procedures of this bank promote dictatorial leadership	4.97	1.9
Decisions of reward and punishment are taken without subordinates' involvement	4.90	1.9
Decisions made in this bank are often not explained to employees	5.13	1.7

Scale: [0 = Never, 1= Rarely, 2= Occasionally, 3= Sometimes, 4= Frequently, 5= Usually, 6= Every Time]

Source: Field Survey (2023)

Table 4.2 shows that mixture of leadership styles are employed in the rural banking institution. Transformational leadership style was frequently used by the institution ($\mu=3.87$, $\sigma=1.5$). The transformational leadership style was largely characterized by inspirational motivation in the form of limited usage of words in giving instructions, provision of new ways of looking at puzzling ideas, and supporting subordinates to identify the appropriate direction to take during work ($\mu=4.33$, $\sigma=1.8$). In addition to the provision of inspiration to subordinates, the supervisors of the institution also provide intellectual simulation ($\mu=3.81$, $\sigma=1.6$). The provided intellectual simulation from the supervisors was frequently in the form of enabling subordinates to resolve old problems in new ways, provision of subordinates with new ways of looking at puzzling things, and provide opportunities for subordinates to rethink about ideas never questioned before. The leadership also frequently exert some form of idealized influence and consideration for individual

employees. Based on the idealized influence of leadership, subordinates feel good around leaders, and have complete faith in leadership. With regards to individual considerations, leadership frequently appraises subordinates individually, offer personal attention to all subordinates feeling neglected, and help in their personal development and growth.

Table 4.2 shows that transactional leadership style was also utilized by some leaders in the rural banking institution ($\mu=3.76$, $\sigma=1.5$). The transactional leadership was frequently characterized by management by exception ($\mu=3.89$, $\sigma=1.4$), which was in the form of supervisor showing satisfaction with subordinates who meet agreed standards, sticking with methods and procedures as long as things are working, and avail standards subordinates are required to adhere during work. Besides management by exception, the transactional leadership exhibited in leaders in the institution was also characterized contingent reward. Thus, some leadership of the institution rewarded subordinates based on satisfaction with their output.

Table 4.2 further shows that some leaders in the rural banking institution also led through the laissez-faire leadership style ($\mu=4.15$, $\sigma=1.2$). The laissez-faire leadership exhibited by the leaders was in the form of allowing subordinates to solve problems using their own approach, staying out of the ways subordinates do their work, allowing subordinates to appraise their work, offering complete freedom to subordinates to solve their problems, and generally allow subordinates to work independently.

Beside the discussed varying forms of leadership styles utilized by the leaders, democratic leadership approach is also frequently employed in the rural banking institution ($\mu=4.16$, $\sigma=1.3$). The exhibited democratic leadership style in the banking institution was in the form of offering

advice rather than dictating to subordinates, promoting the behavior of sharing, and frequently consulting and taking into consideration the ideas of all subordinates in the decision-making process.

Notwithstanding the various leadership styles and behaviour that characterized the rural banking institution, the leadership style usually employed by the rural banking institution was the autocratic leadership style ($\mu=4.97$, $\sigma=1.1$). The autocratic leadership style that characterized the rural banking institution was in the form of assessment without subordinates' involvement, design of policies with limited involvement of subordinates, and also taking reward and punishment decisions without the involvement of subordinates.

The evidence from the existing literature indicates that most firms rarely rely on a single defined leadership style (Akbar, et al., 2015; Khattak, et al., 2017; Ucar, et al., 2021; Setiawan, et al., 2021; Hanaysha, et al., 2022). For instance, in the study of Hanaysha, et al. (2022), it was evident that two leadership styles in the form of ethical and servant were in existence in public universities. Similarly, the study of Ucar, et al. (2021) also reported servant, authentic leadership and transformational leadership. Differing leadership styles often exist in many organisations due to existence of several leaders leading different units or departments. These leaders are often different in personality, perception, and experiences, and hence, the application of different leadership styles.

4.3 Level of Employee Creativity

The creativity of employees in the rural bank was examined through the 13-items of the Employee Creativity Scale (ECS-13) of Shaikh (2022). The items were measured on 7-point likert-scale of

‘Strongly Disagree-1’ to ‘Strongly Agree-6’. The descriptive statistic results are presented in Table 4.3 through mean and standard deviation.

Table 4.3: Creativity of Employees of the Bank

Measurement Items	Mean	SD
I suggest new ways to achieve goals or objectives	4.97	2.2
I come up with new and practical ideas to improve performance	4.70	2.1
I search out new technologies, processes, techniques, and/or product ideas	5.17	1.5
I suggest new ways to increase quality	4.73	1.7
I am a good source of creative ideas	4.80	1.6
I am not afraid to take risks	4.53	1.9
I promote and champion ideas to others	4.80	2.2
I exhibit creativity on the job when given the opportunity to	4.43	1.7
I develop adequate plans and schedules for the implementation of new ideas	5.13	1.8
I often have new and innovative ideas	4.93	1.6
I come up with creative solutions to problems	4.80	1.6
I often have a fresh approach to problems	4.60	1.7
I suggest new ways of performing work tasks	5.13	1.9
Overall Mean	4.82	1.1

Scale: [1=Strongly Disagree, 2=Disagree, 3=Moderately Disagree, 4=Neither Agree or Disagree, 5=Moderately Agree, 6=Agree, 7=Strongly Agree]

Source: Field Survey (2023)

Table 4.3 shows that the respondent moderately agreed to exhibit creativity in the working environment ($\mu=4.82$, $\sigma=1.1$). The respondent moderately agreed to suggest new ways and ideas to achieve goals or objectives, come up with new and practical ideas to enhance performance, suggest modern processes and technologies, suggest new ways to enhance quality, promote new ideas, and contribute to the development and implementation of efficient new ideas. The employees serve as good source of creative ideas and not afraid to take risks, suggest new ways of performing work tasks and solving problems. The moderate level of employee creativity in the rural banking industry has been emphasized by the Bank of Ghana in their assessment of the performance of rural banks in Ghana (Musah & Adutwumwaa, 2021). The information was that RCBs still have high number of incompetent employees to effectively and creatively manage

operations (Akalaare, 2021). Thus, the situation that pertained in the rural banking environment in 2016-17 in Ghana was not surprising, since it has been emphasized that organisations with incompetent employees with limited creativity skills are doomed to fail (Musah & Adutwumwaa, 2021)

4.4 Confirmatory Factor Analysis

The measurement scale process began with an exploration of the scales through exploratory factor analysis (EFA) that involved principal component analysis as the extraction method and varimax with Kaiser Normalisation as the rotation method. From the rotated 10 components or factors, 38 measurement items were retained for confirmation. The retained items were redesigned in IBM SPSS Statistics Version 25 for further validation. The data in SPSS format was imported in free format to LISREL Version 8.50 for the confirmation process through confirmatory factor analysis (CFA). The final CFA confirmed model, the factor loadings of the confirmed items, t-values, composite reliability (CR), average variance extracted (AVE), and the associated Cronbach Alphas are presented in Table 4.4. In the CFA process, 31 measurements out of the total 38 items from the EFA were confirmed.

Table 4.4: Measurement Scales Validation and Reliability Test

Measurement Items		Loadings (t-value)
Transformational (CR=.891, AVE=.714, CA=.911)		
II1	My supervisor makes others feel good to be around him / her	.806(7.88)
II2	I have complete faith in my supervisor	.881(9.45)
II3	I am proud to be associated with my supervisor	.840(8.74)
IM2	My supervisor provides appealing images about what we can do	.878(9.32)
IM3	My supervisor helps me find meaning in my work	.871(9.03)
IS1	My supervisor enables others to think about old problems in new ways	.871(9.03)
IS2	My supervisor provides others with new ways of looking at puzzling things	.771(7.54)
IC1	My supervisor helps others develop themselves	.770(7.43)
IC2	My supervisor lets others know how he /she thinks we are doing	.862(8.82)

IC3	My supervisor gives personal attention to others who seem rejected Transactional (CR=.889, AVE=.718, CA=.907)	.911(Fixed)
CR1	supervisor tells others what to do if they want to be rewarded for their work	.857(8.78)
CR2	My supervisor provides recognition/rewards when others reach their goals.	.897(9.93)
ME1	My supervisor is always satisfied when others meet agreed-upon standards	.932(Fixed)
ME2	As long as things are working, my supervisor do not try to change anything Laissez-Faire (CR=.878, AVE=.702, CA=.901)	.889(9.52)
LF3	As a rule, my supervisor allows me to appraise my own work.	.749(7.45)
LF4	My supervisor gives me complete freedom to solve problems on my own	.894(9.91)
LF5	In most situations I prefer little input from my supervisor	.941(Fixed)
LF6	In general, my supervisor feels it's best to leave subordinates alone Democratic (CR=.899, AVE=.744, CA=.945)	.879(9.13)
DE2	Decisions are made in this bank through an inclusive approach	.773(7.58)
DE3	The leadership of this bank practice and promote the behaviour of sharing	.918(10.12)
DE4	The views of all individuals are taking into consideration in this bank	.915(Fixed)
DE5	In this bank, all subordinates are consulted in the decision making process Autocratic (CR=.896, AVE=.763, CA=.921)	.845(8.79)
AU1	Individuals in this bank are assessed without their involvement	.812(8.32)
AU2	The policies of this bank are designed with little involvement of employees	.836(8.41)
AU3	The orders and procedures of this bank promote dictatorial leadership	.930(Fixed)
AU4	Decisions of reward & punishment are taken without subordinates' involvement	.850(8.56)
AU5	Decisions made in this bank are often not explained to employees Employee Creativity (CR=.813, AVE=.701, CA=.886)	.751(7.55)
EC1	I suggest new ways to achieve goals or objectives	.843(9.32)
EC2	I come up with new and practical ideas to improve performance	.885(Fixed)
EC3	I search out new technologies, processes, techniques, and/or product ideas	.725(8.79)
EC4	I suggest new ways to increase quality	.847(9.33)
$\chi=132$, df=82, $\chi/df=1.61$, RMSEA=0.043, NNFI=0.99, CFI=0.99, GFI=0.96, SRMR=0.031		

Note: GFI (Goodness-of-Fit Index); NNFI (Non-normed Fit Index); CFI (Comparative Fit Index); RMSEA (root-mean-square error of approximation); SRMR (standard root-mean-square residual).

Source: Field Survey (2023)

The convergent validity of the retained measures is initially confirmed by the significant and positive factor loadings (Boso, Story, & Cadogan, 2013). Further confirmation of the convergent validity of the measurement items on their latent variables or constructs was provided by the average variance extracted, which were all above the threshold of 0.5 (Fu, Wen, & Wang, 2022). The internal consistency of the measurement items was also recognized to be good, since the composite reliability of all measured constructs were above the threshold of 0.7 (Cheung, Cooper-Thomas, Lau, & Wang, 2023). Good reliability was denoted by Hair et al. (2009) as CR values of 0.7 or greater, which suggests that less than 30 percent of the variance of the latent variables are attributed to total error variance (Cheung, Cooper-Thomas, Lau, & Wang, 2023).

4.4.1 Discriminant Validity

The discriminant validity of the measurement scales was confirmed through the Fornell-Larcker criterion. In the measurement of discriminant validity of models in CFA, the most widely employed technique is the Fornell-Larcker criterion. Based on this criterion, for discriminant validity to be confirmed the square root of the average variance extracted by constructs or latent variables are required to be greater than their respective correlation with the other constructs in the model (Fornell & Larcker, 1981). In Table 4.5, the square root of the average variance extracted of the various constructs of the study are presented in the diagonal, while the off-diagonal values are the correlations of the constructs with the other constructs in the model.

Table 4.5: Fornel-Lacker Criterion

Constructs	1	2	3	4	5	6
1 Transformational	0.845					
2 Transactional	.256	0.847				
3 Laissez Faire	.252	-.067	0.838			
4 Democratic	-.060	.264	-.117	0.863		
5 Autocratic	.254	.424*	.144	.555**	0.873	
6 Employee Creativity	.274**	-.210**	.237**	-.259**	.215**	0.837

Source: Field Survey (2023)

It is evident from Table 4.5 that the square root of the AVEs of all the constructs are greater than their associated correlations with the other constructs, and hence, fulfilling the criterion needed to confirm discriminant validity. This therefore implies that discriminant validity of the constructs of the estimated model in this study are confirmed.

4.5 Correlational Analysis

This section of the study presents and analyses the correlation between the main constructs of the study. The inter-construct correlation largely focused on the linkage between the various forms of leadership styles and employee creativity. The inter-construct correlation was analyzed through Spearman’s correlation. The rho’s and the associated significant levels are presented in Table 4.6.

Table 4.6: Inter-Construct Correlation

Constructs	1	2	3	4	5	6
1 Transformational	1					
2 Transactional	.256	1				
3 Laissez Faire	.252	-.067	1			
4 Democratic	-.060	.264	-.117	1		
5 Autocratic	.254	.424*	.144	.555**	1	
6 Employee Creativity	.274**	-.210**	.237**	-.259**	.215**	1

Note: *&** signifies that Correlation is significant at the 0.05 & 0.01 levels respectively (2-tailed).

Table 4.6 shows that transformational leadership style correlated positively and significantly with employee creativity ($r=.271$, $P<.01$). This suggests that any form of significant improvement in transformational leadership style is associated with improvement in the creativity of employees in the rural bank. This finding is supported previous studies that reported positive and significant effect of transformational leadership style on employee creativity (Khattak, et al., 2017; Nasir, et al., 2022). Transformational leaders share knowledge, foster new ideas, and support employees’ creative thinking (Jyoti & Dev, 2015). Transformational leaders also support employees to overcome their fear of risk and revolutionize everyday ways of working, leading to a high level of creativity.

Similarly, laissez-faire leadership style correlated positively and significantly with employee creativity ($r=.237$, $P<.01$). This suggests that any form of significant improvement in the laissez-faire leadership style is associated with improvement in the creativity of employees in the rural

bank. This finding is supported by the study of Iqbal, et al. (2021) in Pakistan that reported that laissez-faire leadership enhances employee creativity. Laissez-faire leaders have the attitude of trusting their employees. This leadership style can be particularly effective in environments where creativity and innovation are crucial to success. It encourages personal growth, innovation and creativity, as the leadership style is characterized by hands-off approach from leaders and practically hands-on for employees (Cherry, 2022). Also, the autocratic leadership style employed by the institution correlated positively and significantly with employee creativity ($r=.215$, $P<.01$). This suggests that any form of significant improvement in the autocratic leadership style is associated with improvement in the creativity of employees in the rural bank. This finding is supported by several studies in the Asia-Pacific, Latin America and Middle-East that reported positive linkage between autocratic leadership style and employee creativity (Yi, 2022; Zhao H. , Su, Zhang, & Zhong, 2022).

However, transactional leadership style correlated negatively and significantly with employee creativity ($r=-.210$, $P<.01$). This suggests that any form of significant increase in the usage of transactional leadership style is associated with decrease in the creativity of employees in the rural bank. This finding is consistent with several studies that have reported negative effect of transactional leadership styles on employee creativity many studies also reported negative influence of transactional leadership style on employee creativity (Khattak, Batool, & Haider, 2017; Bogar, 2018). Transactional leadership style is perceived to discourages risk-taking, emphasizes on efficiency, and limitedly encourage personal initiative and creativity (Khattak et al., 2017). Similarly, democratic leadership style correlated negatively and significantly with employee creativity ($r=-.259$, $P<.01$). This suggests that any form of significant increase in the

usage of democratic leadership style is associated with decrease in the creativity of employees in the rural bank. This finding was inconsistent with previous studies that reported positive and significant effect of democratic leadership on employee creativity (Inam, et al., 2021; Gonlepa, et al., 2022).

4.6 Multivariate Hierarchical Regression Analysis

The main hypotheses of the study were tested through multivariate regression analysis. In the hierarchical multivariate regression, two models were estimated. The summary statistics of the estimated models are presented in Table 4.7. The first model tested the effect of the personal characteristics of the respondent on creativity. The model summary of Table 4.7 shows that the personal characteristics of the employees explained about 17 percent of the variations in their level of creativity in the workplace, as indicated by the R-Squared value of 0.171 of the estimated model 1. However, F-statistics of model 1 was not statistically significant, which implies that the personal characteristics of the employees did not sufficiently explain the variations in the creativity of the employees.

Table 4.7: Model Summary of the Hierarchical Multivariate Regression

Model	R	ΔR^2	Adj. R^2	SE of the Est.	Change Statistics				D-W	
					ΔR^2	ΔF	df1	df2		Sig. ΔF
1	.414 ^a	.171	.039	1.498	.171	1.290	4	25	.300	1.875
2	.653 ^b	.426	.168	1.393	.255	6.780	5	20	.000	1.919

a. Predictors: (Constant), Position, Education , Gender, Age

b. Predictors: (Constant), Position, Education , Gender, Age, Democratic, Transformational, Transactional, Laissez Faire, Autocratic

c. Dependent Variable: Employee Creativity

Source: Field Survey (2023)

The model 2 estimated the effect of the personal characteristics of the employees and the leadership styles experienced on their level of creativity. The leadership style experienced by the employees

explained about 26 percent of the variations in the creativity of the employees of the rural bank, as indicated by the change in R-squared value of 0.225. The F-statistics of model 2 shows that the leadership constructs significantly explained the level of creativity of the employees in the work environment. This finding is supported by several studies in the extant literature that have reported significant impact of leadership style on employee creativity in the banking industry (Akbar, Sadegh, & Chehrazi, 2015; Khattak, Batool, & Haider, 2017; Ucar, Alpkar, & Elci, 2021; Setiawan, Eliyana, Suryani, & Pratama, 2021).

Table 4.8: OLS Hierarchical Multivariate Regression

Model		Unstandardized		Standardized	t	Sig.	Collinearity Statistics	
		B	SE	Beta			Tolerance	VIF
1	(Constant)	6.504	1.528		4.257	.000		
	Education	-.281	.280	-.190	-1.001	.326	.921	1.085
	Gender	-1.163	.634	-.384	-1.834	.079	.758	1.319
	Age	.089	.320	.059	.280	.782	.744	1.344
	Position	.396	.492	.179	.804	.429	.669	1.495
2	(Constant)	3.914	2.162		1.810	.085		
	Education	-.203	.286	-.137	-.709	.486	.765	1.307
	Gender	-1.015	.616	-.335	-1.646	.115	.694	1.441
	Age	.211	.325	.139	.650	.523	.625	1.600
	Position	.325	.463	.147	.703	.490	.653	1.532
	Laissez-Faire	.086	.185	.096	.465	.647	.678	1.475
	Democratic	-.497	.238	-.480	-2.093	.049	.546	1.833
	Autocratic	.463	.217	.478	2.130	.048	.456	2.194
	Transformational	.564	.231	.561	2.446	.022	.717	1.394
	Transactional	-.518	.230	-.500	-2.254	.034	.706	1.417

a. Dependent Variable: Employee Creativity

Source: Field Survey (2023)

The regression results of both standardized and unstandardized coefficients, t-values, and collinearity statistics are presented in Table 4.8. The tolerance values were below the threshold of 1, and their associated variance inflation factors were also below the threshold of 10, indicating the absence of multicollinearity in the estimated models. The Durbin-Watson (D-W) values of the estimated models were also approximately 2, which suggests that there is autocorrelation in the estimated models.

Model 2 of Table 4.8 shows that democratic leadership was negatively and significantly associated with the creativity of the employees of the rural banking institution ($\beta=-.480$, $P<.05$). Thus, any significant unit increase in the level of usage of democratic leadership in the rural banking institution is associated with 0.480-units decrease in the creativity of employees. Similarly, the transactional leadership experienced by employees was negatively and significantly associated with the creativity of the employees of the rural banking institution ($\beta=-.500$, $P<.05$). Thus, any significant unit increase in the level of usage of transactional leadership in the rural banking institution is associated with 0.500-units decrease in the creativity of employees.

On the other hand, model 2 of Table 4.8 shows that the transformational leadership experienced by employees was positively and significantly associated with the creativity of the employees of the rural banking institution ($\beta=.561$, $P<.05$). Thus, any significant unit increase in the level of usage of transformational leadership in the rural banking institution is associated with 0.561-units increase in the creativity of employees. Similarly, the autocratic leadership experienced by employees was positively and significantly associated with the creativity of the employees of the rural banking institution ($\beta=.476$, $P<.05$). Thus, any significant unit increase in the level of usage of autocratic leadership in the rural banking institution is associated with 0.478-units increase in the creativity of employees.

4.7 Discussions

4.7.1 Effect of Transformational Leadership Style on Employee Creativity

This finding supports the hypothesized (H_1) positive and significant influence of transformational leadership style on employee creativity. This finding is supported previous studies that reported positive and significant effect of transformational leadership style on employee creativity (Khattak, et al., 2017; Nasir, et al., 2022). The study of Jvoti and Dev (2015) emphasized that transformational leaders are the basic agents to support creativity and innovativeness among workers. Transformational leadership supports employee creativity through expertise improvement and knowledge sharing between groups (Ngo, Le, & Doan, 2022). Transformational leaders share knowledge, foster new ideas, and support employees' creative thinking (Jyoti & Dev, 2015). Transformational leaders also support employees to overcome their fear of risk and revolutionize everyday ways of working, leading to a high level of creativity.

4.7.2 Effect of Transactional Leadership Style on Employee Creativity

This finding supports the hypothesis (H_2) that transactional leadership negatively and significantly influence employee creativity. This finding is consistent with several studies that have reported negative effect of transactional leadership styles on employee creativity many studies also reported negative influence of transactional leadership style on employee creativity (Khattak, Batool, & Haider, 2017; Bogar, 2018). The scholars that report negative influence of transactional leadership style on employee creativity emphasize that such leadership discourages risk-taking, emphasizes on efficiency, and limitedly encourage personal initiative and creativity.

4.7.3 Effect of Laissez-Faire Leadership Style on Employee Creativity

The laissez-faire leadership style employed by the rural bank had no significant effect on the creativity of employees. Although delegative leadership in the form of laissez-faire is reported to stimulate higher level of creativity, the positive influence on creativity is largely dependent on the attitude and behaviour of employees in the workplace. In a situation where the employees misuse the trust delegated to them by their leaders, the perceived creativity associated with such leadership style might not necessarily be achieved. The finding of this study therefore contradicts the existing literature that reported positive and significant effect of laissez-faire leadership style on employee creativity (Chaudhry & Javed, 2012; Iqbal, et al., 2021).

4.7.4 Effect of Democratic Leadership Style on Employee Creativity

This finding of the failed to support the hypothesis (H₄) that democratic leadership positively and significantly affect employee creativity. This finding was therefore inconsistent with previous studies that reported positive and significant effect of democratic leadership on employee creativity (Inam, et al., 2021; Gonlepa, et al., 2022). Largely, democratic leadership requires the involvement of employees in the decision-making process, a process that could delay decision-making. Delays in decision-making can inhibit the expected outcomes of the decisions, since decisions are based on specific situations, and hence, delays could be detrimental with situational change.

4.7.5 Effect of Autocratic Leadership Style on Employee Creativity

This finding contradicted the hypothesized (H₅) negative and significant influence autocratic leadership style on employee creativity. However, this finding is supported by several studies in the Asia-Pacific, Latin America and Middle-East that reported positive linkage between autocratic

leadership style and employee creativity (Yi, 2022; Zhao H. , Su, Zhang, & Zhong, 2022). The study of Gu et al. (2020) for instance reported a positive effect of autocratic leadership on employee creativity in the face of high level of benevolence and discipline. The study of Zhao et al. (2022) also asserted that autocratic leadership has the potency to stimulate higher level of employee creativity. It is argued that autocratic leadership treated as a dimension of paternalistic leadership could be emphasized as an effort to aid and guide the staff to yield higher outcome (Leung, Chen, Zhou, & Lim, 2014).

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The chapter focused on the summary of key findings of the study, the drawn conclusion, implications of the findings to practice and theory, recommendations, and suggested areas for further studies.

5.2 Summary of Findings

The defined specific objectives of this study are three. In this section of the study, the main findings of the study have been summarized in subheadings to meet these research objectives.

5.2.1 Effect of transformational leadership styles on the creativity of ORB employees

Transformational leadership style has positive and significant effect on the creativity of the employee of ORB. This implies that higher level of practice of transformational leadership style is associated with increasing level of ORB employee creativity. Evidently, transformational leadership style exerted the highest positive effect on the creativity of the employees. However

5.2.2 Effect of transactional leadership styles on the creativity of ORB employees

Transactional leadership style has negative and significant effect on the creativity of the employee of ORB. This implies that higher level of practice of transactional leadership style is associated with decreasing level of ORB employee creativity. The highest negative effect on employee creativity was also exerted by the transactional leadership style.

5.2.3 Effect of laissez-faire leadership styles on the creativity of ORB employees

Laissez-faire leadership style had no significant effect on the creativity of ORB employees. This implies that any change in the practice of laissez-faire leadership styles exerts no significant change in the creativity of employees of the bank.

5.2.4 Effect of democratic leadership styles on the creativity of ORB employees.

Democratic leadership style has negative and significant effect on the creativity of the employee of ORB. This implies that higher level of practice of democratic leadership style is associated with decreasing level of ORB employee creativity.

5.2.5 Effect of autocratic leadership styles on the creativity of ORB employees.

Autocratic leadership style has positive and significant effect on the creativity of the employee of ORB. This implies that higher level of practice of autocratic leadership style is associated with increasing level of ORB employee creativity.

5.3 Conclusion

The leadership style of the rural bank is not explicitly defined, with different leaders of the different units of the bank employing different forms of leadership styles. Notwithstanding the dominance of the autocratic leadership style, leadership in the rural bank is also characterized by transformational, transactional, laissez-faire, and democratic leadership styles. These prevailing leadership styles have carved employees of the rural bank into moderate creative workers. However, exerted influence of these leadership styles on employee creativity was varying and significantly different. Whilst leadership style in the rural bank characterized as transformational and autocratic promoted higher level of creativity in employees, transactional and democratic styles were seemingly an employee creativity inhibiting leadership styles. In conclusion, the prevailing multiple leadership styles of the rural bank exerted differing forms of influence on employee creativity.

5.4 Implications to Practice and Theory

Evidently, the rural bank does not have any defined style guiding leadership behaviour. Leadership style is defined by individual leaders within the organizational setting. Nonetheless, all the practiced leadership styles do not equally stimulate employee creativity. With about 26 percent of the variation in the creativity of employees attributed to leadership style experienced by employees, it is imperative that leaders employ the right style of leading in order to stimulate higher level of creativity. With leadership style linked to employee creativity, the usage of the wrong leadership in a particularly period in a particular institution could be counterproductive, and even inhibit employee creativity. In the current working environment of the rural bank, it is evident that both transactional and democratic leadership styles are counterproductive, and hence, should be limitedly utilized. Rather, leadership of the organization can rely more on autocratic and transformational leadership styles, that seems to be employee creativity promoters. This implies that practitioners should occasionally assess the relevance of the practiced leadership style, and its importance to departmental and organizational goals.

Theoretically, Amabile's componential theory of creativity emphasizes that creativity of employees is not only defined by the individual-relevant skills, creativity-relevant processes, and intrinsic task motivation, but also dependent on the prevailing social environment in which the individual is working (Amabile, 2012). Nonetheless, the efficiency of the prevailing leadership style in the work setting has enormous implication for the social environment, and consequently, employee creativity. The evidence from this study indicates that both transactional and democratic leadership styles were unable to create good social environment favourable for higher employee creativity. It can be inferred that favourable social environment was rather created through transformational and autocratic leadership styles, which consequently stimulate higher level of

employee creativity in the working environment. The findings of this study therefore provides adequate support the componential theory of creativity, which emphasizes the importance of the social environment to the creativity of employees.

5.5 Recommendations

The key findings and the drawn conclusions have implications for practice, and hence, several measures have been recommended to enhance employee creativity in the rural banking working environment.

5.5.1 Institute Recruitment Policy Capable of Bringing in the Right Leaders

With some leadership styles inhibiting employee creativity, it is important to efficiently define the leadership requirements of rural banking institutions in the recruitment and selection policy. The Human Resource Departments of rural banks need to design a recruitment and selection policy capable of bringing to the organizations leaders with the relevant and needed leadership characteristics to promote employee creativity. With the evidence from this study showing that both autocratic and transformational leadership styles promote employee creativity in the working environment, it important for the HR recruitment and selection policy to emphasize on leaders with these leadership characteristics.

5.5.2 Workshop and Training on Transformational and Autocratic Leadership

It was evident from the study that the most important leadership styles to the creativity of employees in the rural bank were transformational and autocratic, since both styles positively and significantly influenced employee creativity. It would therefore be important that the leaders of

the rural banks understand these leadership style and their application in the working environment. In order to achieve this, rural banking institutions could periodically organize workshops and training programmes on transformational and autocratic leadership for leaders.

5.5.3 Avoid the Practice of Laissez-Faire Leadership in the Rural Banking Environment

With laissez-faire exerting no significant effect on the creativity of employees, it can be concluded that the working environment and the behavior of the employees of the rural banking institution does not support the practice of such leadership style. This study therefore recommends that rural banking institutions in Ghana avoids the practice of the laissez-faire leadership style.

5.6. Suggested Areas for Further Studies

This study largely focused on the direct effect of leadership styles on employee creativity, without any emphasis on potential boundary conditions and mediating factors. It is therefore suggested that future studies evaluate potential boundary conditions and mediators in the direct linkage between leadership styles and employee creativity. This study was also a single-case, a study approach that could limit the generalizability of the findings to entire rural banking industry. It is therefore recommended that future studies employ a multiple-case approach by surveying several rural banks in Ghana.

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APPENDIX A

QUESTIONNAIRE

CONSENT

The current research seeks to investigate the *Influence of Leadership Style On Employee Creativity*. Your participation in the study is voluntary, and can be withdrawn at any point in time. All your responses will be treated with utmost confidentiality; thus do not indicate anything on the questionnaire (e.g., name or address) that might disclose your identity. There are no right or wrong answers. The study's results are primarily for academic purpose.

I have read and understood the survey purpose and desire on my own free will to participate in this study. Please tick either yes or no. Yes No

SECTION A: LEADERSHIP STYLES

Please indicate the level at which you agree with the under-listed statements by choosing from the 7-point Likert Scale ranging between 0 (Never) and 6 (Every Time). The Full Scale: [0 = Never, 1= Rarely, 2= Occasionally, 3= Sometimes, 4= Frequently, 5= Usually, 6= Every Time]

	Measurement Items	0	1	2	3	4	5	6
	TRANSFORMATIONAL LEADERSHIP							
	Idealized Influence (II)							
II1	My supervisor makes others feel good to be around him / her	0	1	2	3	4	5	6
II2	I have complete faith in my supervisor	0	1	2	3	4	5	6
II3	I am proud to be associated with my supervisor	0	1	2	3	4	5	6
	Inspirational Motivation (IM)							
IM1	My supervisor expresses in a few simple words what we could and should do	0	1	2	3	4	5	6
IM2	My supervisor provides appealing images about what we can do	0	1	2	3	4	5	6
IM3	My supervisor helps me find meaning in my work	0	1	2	3	4	5	6
	Intellectual Simulation (IS)							
IS1	My supervisor enables others to think about old problems in new ways	0	1	2	3	4	5	6
IS2	My supervisor provides others with new ways of looking at puzzling things	0	1	2	3	4	5	6
IS3	My supervisor gets others to rethink ideas that they had never questioned before.	0	1	2	3	4	5	6
	Individual Consideration (IC)							
IC1	My supervisor helps others develop themselves	0	1	2	3	4	5	6
IC2	My supervisor lets others know how he /she thinks we are doing	0	1	2	3	4	5	6
IC3	My supervisor gives personal attention to others who seem rejected	0	1	2	3	4	5	6
	TRANSACTIONAL LEADERSHIP							
	Contingent Reward (CR)							
CR1	My supervisor tells others what to do if they want to be rewarded for their work	0	1	2	3	4	5	6
CR2	My supervisor provides recognition/rewards when others reach their goals.	0	1	2	3	4	5	6
CR3	My supervisor calls attention to what others can get for what they accomplish	0	1	2	3	4	5	6
	Management by exception (ME)							
ME1	My supervisor is always satisfied when others meet agreed-upon standards	0	1	2	3	4	5	6
ME2	As long as things are working, my supervisor do not try to change anything	0	1	2	3	4	5	6
ME3	My supervisor tells us the standards we have to know to carry out our work	0	1	2	3	4	5	6
	LAISSZ FAIRE LEADERSHIP (LF)							
LF1	In complex situations, my leaders allow me to solve my problems on my own ways	0	1	2	3	4	5	6
LF2	My supervisor stays out of the way as I do my work	0	1	2	3	4	5	6
LF3	As a rule, my supervisor allows me to appraise my own work.	0	1	2	3	4	5	6
LF4	My supervisor gives me complete freedom to solve problems on my own	0	1	2	3	4	5	6
LF5	In most situations I prefer little input from my supervisor	0	1	2	3	4	5	6
LF6	In general, my supervisor feels it's best to leave subordinates alone	0	1	2	3	4	5	6
	DEMOCRATIC LEADERSHIP (DE)							
DE1	My leaders only offer advice to subordinates rather dictating	1	2	3	4	5	6	7
DE2	Decisions are made in this bank through an inclusive approach	1	2	3	4	5	6	7
DE3	The leadership of this bank practice and promote the behaviour of sharing	1	2	3	4	5	6	7
DE4	The views of all individuals are taking into consideration in this bank	1	2	3	4	5	6	7
DE5	In this bank, all subordinates are consulted in the decision making process	1	2	3	4	5	6	7
	AUTOCRATIC LEADERSHIP (AU)							
AU1	Individuals in this bank are assessed without their involvement	1	2	3	4	5	6	7
AU2	The policies of this bank are designed with little involvement of employees	1	2	3	4	5	6	7
AU3	The orders and procedures of this bank promote dictatorial leadership	1	2	3	4	5	6	7
AU4	Decisions of reward and punishment are taken without subordinates' involvement	1	2	3	4	5	6	7
AU5	Decisions made in this bank are often not explained to employees	1	2	3	4	5	6	7

SECTION B: EMPLOYEE CREATIVITY

Please indicate your level of agreement to the under-listed statements by choosing from the Likert-scale of Strongly Disagree (1) to Strongly Agree (7). The Full Scale: [1=Strongly Disagree, 2=Disagree, 3=Moderately Disagree, 4=Neither Agree or Disagree, 5=Moderately Agree, 6=Agree, 7=Strongly Agree]

	Measurement Items	1	2	3	4	5	6	7
1	I suggest new ways to achieve goals or objectives	1	2	3	4	5	6	7
2	I come up with new and practical ideas to improve performance	1	2	3	4	5	6	7
3	I search out new technologies, processes, techniques, and/or product ideas	1	2	3	4	5	6	7
4	I suggest new ways to increase quality	1	2	3	4	5	6	7
5	I am a good source of creative ideas	1	2	3	4	5	6	7
6	I am not afraid to take risks	1	2	3	4	5	6	7
7	I promote and champion ideas to others	1	2	3	4	5	6	7
8	I exhibit creativity on the job when given the opportunity to	1	2	3	4	5	6	7
9	I develop adequate plans and schedules for the implementation of new ideas	1	2	3	4	5	6	7
10	I often have new and innovative ideas	1	2	3	4	5	6	7
11	I come up with creative solutions to problems	1	2	3	4	5	6	7
12	I often have a fresh approach to problems	1	2	3	4	5	6	7
13	I suggest new ways of performing work tasks	1	2	3	4	5	6	7

SECTION C: PERSONAL DATA

>> Please, what is your education level?

- Up to SHS/A 'level/O' level
- Up to Diploma/HND
- Up to 1st Degree
- Up to 2nd Degree
- Up to PhD

>> How long have you worked in this rural bank? About _____ years

>> What is your gender?

- Male
- Female

>> What is your age group?

- 20 to 29
- 30 to 39
- 40 to 49
- 50 or more

>> What is your position in the rural bank?

- Senior - Staff
- Junior-Staff
- Others

>> How long (in years) have you held this current position? About _____ years

END OF THE SURVEY, THANK YOU ONCE AGAIN FOR YOUR PARTICIPATION IN THIS SURVEY