



THE MEDIATING ROLE OF INTRINSIC MOTIVATION BETWEEN TRANSFORMATIONAL LEADERSHIP AND CREATIVITY

Abdul Majeed^{1*}, Dr. Sabarani B. Ghazali²

¹Ph.D. Scholar, University Utara Malaysia (Lecturer at Government Science College Quetta)

²Senior Lecturer, University Utara Malaysia.

*Corresponding Author email: majeedknn@gmail.com.

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ABSTRACT

The current article is a literature review on the mediating role of intrinsic motivation between transformational leadership and creativity. However, past studies conducted on the role of intrinsic motivation as a mediator between transformational leaders and creativity has produced mixed results. Moreover, the lack and significance of creativity in education have been highlighted. Conclusion and future research are written at the end.

1. BACKGROUND OF THE STUDY

Different researchers, educators, and curriculum reformers claim creativity to be an important human attribute. A plethora of studies asserted the importance of creativity in education and the 21st-century world of competition [1-5]. In this respect, various researchers assert that creativity among students needs to be fostered from an early age, right from the school level [2, 6-8]. Teachers play a significant part as guides, mentors and role models in cultivating students' creativity in the classroom. However, it is a matter of fact that the effectiveness of teachers' teaching is influenced by the way the teachers understand the idea of creativity and particularly their states of mind towards creative children [8-10].

Furthermore, the needs of the students can be met suitably, provided teachers can precisely identify any students who have potentially higher levels of creativity [11]. A researcher state that seminal paper on creativity grabbed the attention of various researchers to opine on the importance of creativity specifically define, measure and improve creativity in education [5,12,13]. Studies have also, emphasized that the development of creativity among students is of much importance in the 21st century at the individual level and society at large since students are the upcoming builders of a nation [14,15]. Therefore, the need for the communication of ideas to the students in the globalized and progressive knowledge-based society was stated in a study [16]. Wherein, there is a need for a renewed way of thinking, global viewpoint and to gain the ability to familiarize with new things since flexibility and imagination are both equally important for thinking [4, 14]. Furthermore, studies on the relationship between creativity and education deal currently to the issue of required variations to the educational establishment to meet the conditions of learning and teaching, specifically in the competitive world of the 21st century [17-20]. Educators, in views of a research paper, are faced with the possibility that there is a need to change educational provision fundamentally [19]. Likewise, it has been suggested by some media theorists that institutions particularly education will undergo collapse and no longer achieve its desired goals in case there is a failure in restructuring the institutions in

response to the electronic age which is based on creative social and cultural movements [17, 21].

2. PROBLEM STATEMENT

Creativity is the required skill in the 21st century [22, 23]. However, the lack of creativity among students found the problem as it may inhibit the development of creativity and innovation in society at large since innovation needs the component of creativity. The cost of the loss of creativity is important for education as it prepares students for a workforce and this workforce now demands creativity [24, 25]. By disregarding the improvement of critical thinking, liberty of thought and comprehension, creativity is hindered.

Researchers found intrinsic motivation having a significant relationship with creativity [26-33]. Furthermore, several studies established that intrinsic motivation is positively related and moderately related [34-36]. One of the past research revealed the importance of intrinsic motivation for teachers' creativity [37]. While, some studies opined that intrinsic motivation is vaguely associated and not associated with creativity [38-40]. Another study also asserted that intrinsic motivation alone has no noteworthy relationship with creativity in absence operational executive practices at the workplace [41]. A researcher argued that studies on the relationship between intrinsic motivation and creativity are mostly laboratory-based and influenced ones, therefore they might have produced the desired findings [38]. In the presence of inconsistent findings, there seems to be a gap in the literature with respect to the association between intrinsic motivation and creativity this study is, therefore, conducted to fill the gap. Keeping in view the problem of the study, the following objectives will be achieved:

2.1 Intrinsic Motivation and Creativity

Conventionally, motivation is of two types extrinsic and intrinsic and research authenticated the significance of intrinsic motivation for creativity [26-30]. Additionally, some other researches focused on the

significance of intrinsic motivation for creativity in the workplace [31-33]. One more study established that intrinsic motivation motivates employees to work more properly, support co-workers and carry out innovation [34]. Thus, intrinsic motivation can be a possible predictor of the teacher creativity in education. The same finding was established which stated that there is a constructive and medium-level association between intrinsic motivation and creativity [36]. Analysis of the relation of intrinsic motivation to creativity, though, has produced unclear findings [39]. However, the greatest findings regarding creativity appeared to happen where the individuals were motivated intrinsically, also the creative tasks were pleasantly stimulating and sustaining. Likewise, indicated in numerous more empirical research works that an intrinsic motivation is additionally a vital constituent of the creativity [28].

Furthermore, intrinsically motivated individuals invest more prominent exertion, as they possess a high state of premium, robust interest and a wish to learn. Also, intrinsic motivation was found to produce positive liking, psychological elasticity, openness to take risk and perseverance, promoting the advancement of creativity [35]. First, emotion theorists have recommended that intrinsic motivation generates constructive influence, which stimulates creativity by growing the volume of subjective data accessible, broadening the scope of consideration accessible for acclimatizing different thoughts and advancing intellectual flexibility for defining examples and relations between thoughts [42]. It can be inferred from the plethora of studies that intrinsic motivation has a significant relationship with creativity.

On the contrary, a group researcher established that "research has yielded mixed and often confusing results about whether intrinsic motivation enhances creativity" [38]. As, further asserted that "Most of the research on creativity and intrinsic motivation has involved laboratory experiments with children and college students developing artistic products, in which it is possible to manipulate intrinsic motivation and obtain independent expert ratings of creative outcomes". Being a socially stranded phenomenon, organizational creation might be properly inspected in context. Past research has also revealed that intrinsic motivation, is significance for teachers' creativity [37].

While, some researcher specified that an elucidate understanding of present relations between intrinsic motivation and creativity proposes more pertinent and actual administration practices, instead of merely connecting the administration of creativity with intrinsic motivation. A study conducted stated that support for creativity significantly moderated the relationship between openness to, while intrinsic motivation should be investigated as a mediating variable in future studies. So, this study will try to fill the gap in the literature keeping in view the inconsistent findings.

2.2 Transformational Leadership, Intrinsic Motivation, and Creativity

Studies on the leadership have found that leaders engage their workers, this prompted to additional intrinsic motivation and creative course administration in return, these variables were certainly associated with creativity. In fact, inspirational leaders may motivate their workers to stay dedicated to and become a part of the common dream in the organization. Furthermore, transformational leaders who show individual thought give a supportive atmosphere to their followers and they listen precisely to the followers' needs and enhance the followers' motivation so that they can focus on doing their tasks in a better way [26]. Moreover, leaders having intellectual stimulation motivate followers' eagerness in achieving their work creatively and efficiently. Research conducted on Korean students established that the mediating character of intrinsic motivation between transformational leadership and creativity [43]. Also, stated by another study that the teaching methodologies that teachers use to build up the information can expand students' dispositions towards knowledge and persuade them to do the tasks [43]. While, another study attended diverse findings which expressed that setting "performance" goals by transformational leaders might undermine creativity as they debilitated intrinsic motivation [44].

Again, there is another study which emphasized that transformational leaders are likewise ready to propel their followers intrinsically. Furthermore, intellectual stimulation urges the followers to fulfill exceptional things, create inclinations for testing and demanding tasks, which themselves result in more creative exercises. Some more findings of the mediation research showed that intrinsic motivation might not be the essential instrument through which leadership could influence followers' creativity [45]. In addition, the three studies of the mediation impact of intrinsic motivation on the association between transformational leadership and employee creativity generated varied findings in their researches for example fully mediated not mediated significantly partially

mediated in their research.

A study established that intrinsic motivation mediated the relation between cognitive diversity and team's creativity. Thus, there still exists a need to study intrinsic motivation as a mediator between transformational leadership and creativity. The same way, there is by all accounts a gap in the literature because the findings of the past studies were not steady.

3. CONCLUSION AND RECOMMENDATION FOR FUTURE RESEARCH

Reviewing the previous literature, a positive, weak or no mediating role of intrinsic motivation between transformational leadership and creativity has been noted. Keeping in view this inconsistent nature of past studies about the mediating role of intrinsic motivation between creativity and transformational leadership, this article suggests further studies in developing countries which may further explore the mediating role of intrinsic motivation between transformational leadership, creativity.

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