

## The Mediating Effect of Self-Efficacy in the Relationship Between Organizational Climate and Creative Performance

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### Abstract

*The study aimed at examining the mediating effect of self-efficacy in the relationship between organizational climate and creative performance. The study employed a cross-sectional design to examine the phenomenon of creative performance among teachers in private secondary schools in central Uganda at one point in time. The study applied a quantitative approach to collect primary data with the aid of a self-administered questionnaire. The sample size was determined using Krejcie and Morgan's (1970) sampling table, where 217 teachers were sampled from a population of 543 teachers in a private secondary school located in Nakawa Division, Kampala District, Uganda. Data were analyzed using IBM SPSS statistical software version 23, and hypotheses were tested using Process Macro v3.2 (Model 4). The findings of the study indicate that self-efficacy mediates the relationship between organizational climate and creative performance. The study further found that there exists a significant positive relationship between organizational climate and self-efficacy; self-efficacy and creative performance; and organizational climate and creative performance. This study suggests that organizations that foster a positive organizational climate and self-efficacy are able to achieve creative performance. Given the cross-sectional design, the study's inferences cannot be relied on over time. Additionally, the results may limit the generalizability of the findings to other cultural contexts; thus, a longitudinal design is preferred to address the study's shortcomings.*

**Keywords:** Creative Performance, Organizational Climate, Self-Efficacy, Private Secondary Schools and School Teachers.

### Introduction

Creative performance is an important concept in this era, where ever-increasing competition has forced organizations to look for new ways to improve and sustain their performance. Creative performance enables organizations to gain and sustain a competitive edge using original and high-quality products and services. It also enables organizations to deal with the unpredictable challenges brought about by rapid environmental changes (Melnyk, Bititci, Platts, Tobias, & Andersen, 2014). To develop a sound business framework, organizations must promote creative behavior among their employees (Nieves, Quintana, & Osorio, 2014). Creative performance is indispensable for organizational success and survival and is helpful in aiding the discovery of more effective procedures, processes, products, and services. Creative performance, which

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involves employees' individual innovative behavior (IIB) and individual creativity (IC), is necessary among organizational employees (Mutonyi, Slatten, & Lien, 2020). Empirical evidence indicates that firms in the private and public sectors are concerned about creative performance because they enable organizations to survive in a turbulent and dynamic business environment (Miao, Newman, Schwarz, & Cooper, 2018). The absence of creative performance among employees cripples an organization's ability to cope with rapid changes in the environment and curtails its ability to gain and sustain a competitive edge (Potočnik & Anderson, 2012).

The current economic downturn being experienced all around the globe highlights the need for organizations to engage in innovative and creative practices that capitalize on their existing resources. Along these lines, organizations must continually adjust and manage their human resources to encourage adaptive and creative task performance and facilitate the creation and implementation of new, innovative processes, products, and services. Given this necessity, organizations must consider the climate for their human resources to ensure that all employees' creative actions are encouraged, fostered, and rewarded (Hirudayaraj & Mati, 2021). Extant literature on creative performance has examined the role of organizational climate in promoting individual creative performance, but limited studies have empirically examined the mediating role of self-efficacy in relation to organizational climate and creative performance (Khattak, Batool, & Haider, 2017; Slatten & Mehmetoglu, 2015). Additionally, available empirical studies have concentrated on examining the individual and organizational factors that promote creative performance, specifically individual innovative behavior, with limited focus on the mediation role of self-efficacy in the link between organizational climate and creative performance (Karimi, Malek, & Farani, 2022). Mutonyi *et al.* (2020) examined the role of organizational climate in employees' creative performance in the public sector and found that organizational climate plays an important role in employees' creative performance.

Empirical literature indicates that organizational climate is associated with creative performance (Tan, Lau, Kung, & Kailsan, 2019). Further, organizational climate is associated with self-efficacy (Phuc, Nguyen, Parveen, & Wang, 2020). They further indicated a link between self-efficacy and creative performance. Notwithstanding the extant literature, mixed findings still exist regarding the role of self-efficacy in promoting creative performance among teachers in private secondary schools, particularly in Central Uganda. While some scholars (Phuc *et al.*, 2020; Mittal and Dhar, 2015) have investigated self-efficacy as a mediator, other scholars (Su, Jiang, Lin, Xu, & Zheng, 2022) have investigated self-efficacy as a moderator. For example, Jaiswal & Dhar (2015) and Su, Jiang, Lin, Xu, and Zheng (2022) established that self-efficacy serves as a moderating mechanism in promoting employee creativity. Phuc *et al.* (2020) and Mittal and Dhar (2015) found that self-efficacy mediates the association between organizational climate and employees' creative performance. Walumbwa, Christensen-Salem, Hsu, and Misati (2018) established that the link between self-efficacy and creative performance is partially mediated by thriving at work. Mutonyi *et al.* (2020) established that individual creativity mediates the relationship between organizational climate and individual innovative behavior, adding to the contradictions in the extant literature. These inconclusive findings call for further studies to empirically verify the mediating role of self-efficacy in the link between organizational climate and creative performance, especially among secondary schoolteachers in developing countries such as Uganda. Thus, the existing empirical and theoretical gaps make

the current study timely to empirically verify the mediating role of self-efficacy in the link between organizational climate and creative performance. This paper is organized as follows: It begins with the introduction, followed by a literature review and hypothesis development, research methodology, testing of hypotheses, interpretation of the findings, and discussion, and finally, conclusions, implications, and recommendations.

### **Theoretical Literature Review**

This study was guided by the Componential Theory of Creativity (Amabile, 2011) and Social Cognitive Theory (Bandura, 1986). The contextual theory of creativity posits that there are degrees of creativity in the work of any single individual, even within one domain, and is a comprehensive model of the social and psychological components necessary for an individual to produce creative work. It further assumes that the level of creativity that a person produces at any given point in time is a function of the creative components operating within and around that person. The implication of the theory is that creativity should be highest when an intrinsically motivated person with high domain expertise and skill in creative thinking works in an environment that is highly supportive of creativity. The theory is grounded in the definition of creativity as the production of ideas or outcomes that are both novel and appropriate for a goal. Under this theory, domain-relevant skills, creativity-relevant processes, intrinsic task motivation, and the social environment in which the individual works are necessary for any creative response. However, the theory has been criticized because the Consensual Assessment Technique of measuring the creativity of an organization or individual is subjective (Baer & McKool, 2009), making it difficult to assess the success of a particular approach to or empirical instance of managing creativity. Additionally, although Amabile (2011) emphasizes the importance of the combination and interaction of the elements of creativity, in practice, the most influential aspect of her work was mainly focused on intrinsic motivation.

The weaknesses of the Componential Theory of Creativity can partly be addressed by social Cognitive Theory (SCT) (Bandura, 1986), which posits that learning occurs in a social context with a dynamic and reciprocal interaction of the person, environment, and behavior. SCT emphasizes that social influences external and internal social reinforcement; SCT considers the unique way in which individuals acquire and maintain, while considering the social environment in which individuals perform the behavior, taking into account a person's past experiences. These past experiences influence reinforcements, expectations, and expectancies, all of which shape whether a person engages in a specific behavior and the reasons why a person engages in that behavior. The goal of SCT is to explain how people regulate their behavior through control and reinforcement to achieve goal-directed behavior that can be maintained over time. SCT suggests that self-efficacy, which describes the level of a person's confidence in his or her ability to successfully perform a behavior, is instrumental for creative performance. SCT has been criticized because it assumes that changes in the environment automatically lead to changes in the person, which may not always be true. Furthermore, SCT is loosely organized based solely on the dynamic interplay between person, behavior, and environment. Additionally, the theory heavily focuses on processes of learning and, in doing so, disregards biological and hormonal predispositions that may influence behaviors, regardless of past experience and expectations.

## **Empirical Review and Hypotheses development**

### ***Organizational climate and Self efficacy***

Organizational climate refers to the qualities and attributes that exist within an organization and can be induced by how an organization interacts with its members and surroundings (Turnispeed, 1988). According to Kutsyuruba, Klinger, and Hussain (2015), the environment or climate refers to the feelings and nature of students and teachers, as well as other school staff who work under the same origin. Social cognitive theory perceives self-efficacy as the belief in one's capabilities to organize and carry out a course of action that is mandatory to produce an outcome (Bandura, 1978). Self-efficacy beliefs influence ideas and emotions, enabling individuals to expend and sustain substantial effort in pursuing their goals. Additionally, self-efficacy beliefs guide individuals to exercise control over events that affect their lives (Bandura, 1986). Phuc *et al.* (2020) defined professor efficacy as "teachers' beliefs or conviction that they can influence how well students learn, even those who may be difficult or unmotivated." Studies have empirically shown that a supportive innovation climate motivates higher levels of creativity among employees (Wang *et al.*, 2013).

Extant empirical studies notwithstanding, limited literature on innovation climate as a dimension of organisational climate has integrated organisational the role of innovative climate in promoting self efficacy (Wang *et al.*, 2013). Shah *et al.* (2022) found that organizational climate is a significant predictor and has a positive impact on the self-efficacy of secondary school teachers. Kwon (2018) investigated the effects of organizational climate on the self-efficacy of practitioners in continuing higher education in Korea and found a significant and positive correlation between autonomy and support, as well as between general self-efficacy and task-specific self-efficacy. Organizational climate has been found to have a significant impact on self-efficacy (Tobin, Muller, & Turner, 2006). Lee, Dedrick, and Smith (1991) indicate that a cooperative environment and reasonable autonomy in the classroom foster teachers' efficacy and satisfaction. Additionally, Chester and Beaudin (1996) addressed the question of whether certain school practices for newly hired urban schoolteachers changed teacher self-efficacy. They concluded that teacher self-efficacy beliefs are affected by age, prior experience, and school practices, such as collaboration across all staff.

Despite the increased empirical studies on organizational climate and self-efficacy, there is still a lack of consistency in the existing literature (Newman, Obschonka, Schwarz, Cohen, & Nielsen, 2019). For example, Zee and Koomen (2016) found that of the five dimensions of organizational (school) climate, namely principal leadership, student discipline, faculty collegiality, lack of obstacles to teaching, and faculty communication, only the lack of obstacles to teaching and faculty communication are predictors of teacher self-efficacy. Further, Kelm and McIntosh (2012) established that a healthy organizational climate comprising principal influence, institutional integrity, resource support, morale, academic emphasis, and consideration is conducive to the development of teachers' beliefs, which can influence teacher self-efficacy. However, the same study indicates that only teacher morale and institutional integrity are associated with general self-efficacy, which points to the need for further studies to empirically investigate this variation in existing studies. Thus, the research hypothesized in *H<sub>1</sub>* that *organizational climate influences self-efficacy*.

### ***Self-efficacy and creative performance***

Extant research indicates that individuals who believe that they have the competencies to succeed and the motivation to exploit their cognitive resources engage in creative behaviors (Luksyte & Spitzmueller, 2016). Self-efficacy influences employees' engagement in certain behaviors based on their degree of effort and persistence employed (Bandura, 1986). Self-efficacy is an individual's belief that they have the capability to bring about creative ideas. There is a specific type of self-efficacy related to creativity that serves both motivational and cognitive functions (Farmer & Tierney, 2017). Creative self-efficacy is expected to influence creative performance because it reflects an internal sustaining force that propels individuals to persevere in the face of challenges native to creative work (Tierney & Farmer, 2002). Creative self-efficacy provides the direction, intensity, and persistence of engagement in creative endeavors (Bandura, 1997), thus enhancing creative performance. Self-efficacy further provides individuals with the belief that they have the ability to gather relevant information; thus, they are more willing to invest cognitive resources in developing unique ideas and solutions (Farmer & Tierney, 2017;). Further, Farmer and Tierney, (2017) found that high self-efficacy positively affected creative performance, whereas low self-efficacy eroded it.

Extant literature further indicates that employees' beliefs in themselves had a direct positive relationship with their creative performance in terms of originality (Malik, Butt, & Choi, 2015). Additionally, researchers found self-efficacy to be a great driver of creative performance (Hirst, Knippenberg, Zhou, Quintane, & Zhu, 2015; Tierney & Farmer, 2002). However, there is limited information on when and how self-efficacy serves as a powerful driver of creative performance. Further, Loeb, Stempel, and Isaksson (2016) indicated that most research on self-efficacy in organizations has mainly focused on self-efficacy as an antecedent influencing performance in terms of task-oriented aspects. There is a need to carry out more research to have a clear understanding of when self-efficacy can be most beneficial in the attainment of creative performance (Walumbwa, Salem, & Misati, 2018). Whereas Bandura's (1986) social cognitive theory shows that self-efficacy directly impacts individuals' motivation and that "what people think, believe, and feel affects how they behave," Christensen-Salem, Walumbwa, Hsu, Misati, Babalola, and Kim (2021) indicate that "thriving at work" is a critical psychological mechanism through which creative self-efficacy is linked to creative performance. They added that thriving provides a broader mindset in which to combine new ideas and actively look for opportunities to learn new things that will help them develop. Consequently, research on the relationship between self-efficacy and creative performance remains inconclusive. Thus, the study hypothesized *in H<sub>2</sub> that self-efficacy influences creative performance*.

### ***Organizational climate and creative performance***

Tan *et al.* (2019) found that creativity-related activities such as IC and IIB improved overall self-rated creativity, which in turn improved organizational performance. The organizational climate is directly linked to employees' creative performance. Employees' creative performance is linked to IIB and IC (Mutonyi, Slåtten, & Lien, 2020). If employees perceive that the organization provides the resources and helps them need innovation, they tend to generate innovative behaviors (Park & Jo, 2018). Organizational climate greatly impacts creative performance, and it is a crucial element in determining its success (Burton, Lauriden, & Obel, 2004). According to Halim, Ahmad, Ramayah, and Hanifah (2014), certain characteristics of an organization's larger economic and competitive environment serve as catalysts for creativity and

facilitate creative performance. Additionally, Shalley, Gilson, and Blum (2009) observed that in order to achieve creative performance, it is necessary to understand the creative process, creative product, creative person, and creative situation, and how each of these is connected. Shalley and Gilson (2004) indicate that among the characteristics of organizational climate, the degree of autonomy that employees are granted determines how creatively they will perform their work. They added that autonomy is not only an issue of not restricting employees' exploration of possible alternatives in products or how to alter organizational processes, but it is also an issue of motivation. Autonomous employees have the freedom to shape their work, are more likely to take ownership of it, and have intrinsic motivation, which is an important component of creative performance. According to Černe, Hernaus, Dysvik & Škerlavaj, (2017), an organization's work environment, as perceived by its members, has been recognized as a powerful influence on employee attitudes and behavior; it is such an environment that influences creative performance. Previous research has highlighted the benefits of creative performance as a positive influence on overall organizational performance (Tierney & Farmer, 2011), but there is a scarcity of research examining the influence of employees' organizational climate on creative performance (Mutonyi, Sltten, & Lien, 2020). Thus, the study hypothesized in *H<sub>3</sub> that organizational climate influences creative performance.*

### ***The mediation effect of self-efficacy in the relationship between organizational climate and creative performance***

In social cognitive theory (Bandura, 1986), the self-regulation of motivation and performance attainment is governed by several self-regulatory mechanisms that operate together. One of the mechanisms that plays a central role in this regulatory process is based on people's beliefs about their personal efficacy. Perceived self-efficacy concerns people's beliefs about their capability to mobilize the motivation, cognitive resources, and courses of action needed to exercise control over events in their lives. There is a difference between possessing skills and being able to use them well and consistently in difficult circumstances. To be successful, one must not only possess the required skills, but also a resilient self-belief in one's capabilities to exercise control over events to accomplish the desired goals. Therefore, people with the same skills may perform poorly, adequately, or extraordinarily, depending on whether their self-efficacy beliefs enhance or impair their motivation and problem-solving efforts.

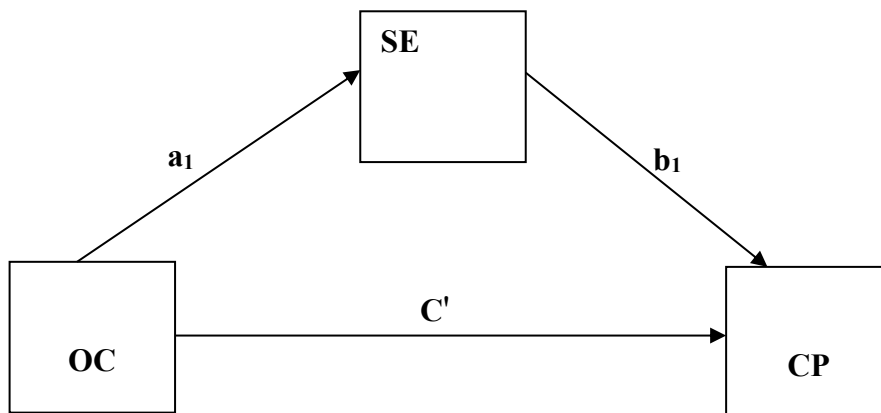
Although research has highlighted the significance of creative self-efficacy in creative performance (Farmer & Tierney, 2017), little attention has been paid to how and when creative self-efficacy translates into creative performance. Walumbwa *et al.* (2018) observed that although "building (creative self-efficacy) may be a particularly interesting angle for managerial actions targeted at increasing creative performance, the fostering of (creative self-efficacy) in and of itself may be a suboptimal strategy to boost creativity" without understanding the social context. Meta-analytic studies (*e.g.*, Ng & Feldman, 2012) have also shown that although self-efficacy relates to creative performance, the effect appears to vary across studies, which suggests that possible mediators and moderators are at play. Thus, there is a need to provide a better understanding of how and when creative self-efficacy relates to creative performance.

Extant research indicates that the social and work contexts experienced by individuals may determine the influence of self-efficacy on creativity (Richter, Hirst, Van Knippenberg, & Baer, 2012). Additionally, researchers have yet to offer a sound theoretical explanation of the role that

employees' perceptions of their work environment play in shaping the impact of creative self-efficacy on creative performance (Farmer & Tierney, 2017). There is a dearth of research examining how self-efficacy mediates the relationship between organizational climate and creative performance (Farmer & Tierney, 2017). Thus, the research hypothesized in  $H_4$  that *self-efficacy mediates the link between organizational climate and creative performance*.

### Conceptual Model

The conceptual model shows the hypothesized relationships between the study variables. It is believed that Organizational Climate (OC) is directly linked to Creative Performance (CP) as indicated by  $C'$ . Additionally, Organizational Climate is related to Self-Efficacy (SE) as indicated by  $a_1$ . Self-efficacy is related to creative performance as shown in  $b_1$ . Furthermore, Self-Efficacy is considered a mediator in the relationship between Organizational Climate and creative performance, as shown by  $a_1$  and  $b_1$ . This is shown in Figure 1



Source: (McMurray, & Scott, 2013; Redmond, Mumford, & Teach, 1993)

Figure 1: Conceptual Model

### Research Methodology

This study employed a cross-sectional design to collect data at one point in time to examine the nature of creative performance in private secondary schools in central Uganda. This study applied a quantitative approach to collect primary data using a self-administered questionnaire. The sample size was determined using Krejcie and Morgan's (1970) sampling table, where 217 teachers were sampled from a population of 543 teachers in a private secondary school located in the Nakawa Division, Kampala District. While other areas such as primary schools could have been used for the study, private secondary school teachers were selected as the testing grounds for the study, given the evidence of low creative performance in private secondary schools.

### Sample characteristics

Descriptive statistics were established to determine the composition of respondents in terms of gender, age, academic qualification, and tenure. The percentage of respondents in terms of gender was 50% male and 50% female. This implies that private secondary schools in Uganda's central region provide equal employment opportunities to both males and females. In terms of age, the majority of respondents (55.9%) were aged between 26 and 35 years, followed by those aged between 36 and 46 (27.7%), those below 25 years (10%), and those aged between 46 and 55 years (6%). This implies that the majority of teachers were in their mid-careers. In terms of

academic qualification, most respondents (64.1%) had a bachelor’s degree, followed by those with diplomas (20.9%), post-graduate diplomas (8.6%), master’s degree holders (2.3%), and others (4.1%). This education level implies that majority of the teachers have the minimum level of education of a bachelor’s degree as set out by the Ministry Of Education and Sports. In terms of tenure, the majority of the respondents (60.9%) had spent between two and five years, followed by those who had spent less than one year (30%), those who had spent between 6 and 10 years (6.4%), and those above 20 years (2.7%). This implies that the teachers are relatively new in schools, further implying an unstable workforce. A summary of the demographic statistics is presented in Table 1.

**Table 1: Descriptive Statistics**

| <b>Demographic variables</b>  | <b>Frequency</b> | <b>Percent</b> |
|-------------------------------|------------------|----------------|
| <b>Gender</b>                 |                  |                |
| Male                          | 110              | 50.0           |
| Female                        | 110              | <b>50.0</b>    |
| <b>Total</b>                  | <b>220</b>       | <b>100</b>     |
| <b>Age</b>                    |                  |                |
| Below 25 years                | 22               | 10.0           |
| 26- 35 years                  | 123              | 55.9           |
| 36-45 years                   | 61               | 27.7           |
| 46-55 years                   | 12               | 5.5            |
| Above 55 years                | 2                | .9             |
| <b>Total</b>                  | <b>220</b>       | <b>100</b>     |
| <b>Academic qualification</b> |                  |                |
| Diploma                       | 46               | 20.9           |
| Bachelor’s degree             | 141              | 64.1           |
| Post graduate diploma         | 19               | 8.6            |
| Master’s degree               | 5                | 2.3            |
| Others specify                | 9                | 4.1            |
| <b>Total</b>                  | <b>220</b>       | <b>100</b>     |
| <b>Tenure</b>                 |                  |                |
| Below 1 year                  | 66               | 30.0           |
| 2-5 years                     | 134              | 60.9           |
| 6- 10 years                   | 14               | 6.4            |
| Above 20 years                | 6                | 2.7            |
| <b>Total</b>                  | <b>220</b>       | <b>100.0</b>   |

Source: Primary Data

The units of analysis for the study were teachers in the selected private schools in the Nakawa Division, Kampala District. This study used a convenient sampling technique to collect data from the respondents. The collected data were edited, sorted, classified, and tabulated using Statistical Package for Social Sciences (SPSS). Data analysis involved the use of descriptive statistics, correlations, and regression analysis to explain the relationship between study



variables, and hierarchical regression analysis to determine the extent to which organizational climate and self-efficacy can predict creative performance among teachers in private secondary schools in Nakawa Division, Kampala District. The study adhered to ethical principles, as the researchers obtained a letter of introduction from Makerere University Business School and permission from selected secondary schools in the Nakawa Division, Kampala District. Respondents' rights were protected, confidentiality was maintained, and they were free to participate in or withdraw from the study.

**Measurement of variables**

The variables used in the study included creative performance, organizational climate, and self-efficacy, which were measured using instruments used by previous scholars. *Creative performance* was measured using Redmond, Mumford, and Teach (1993) on a 5-point scale. The response options were from more unlike me to "1" to more like me to "5". *The organizational climate* was measured using a 5-point Likert-type scale ranging from strongly disagree (1) to strongly agree (5). McMurray and Scott (2013) developed a tool to measure organizational climate. Self-efficacy was measured using a 5-point Likert type scale ranging from more than me to (1) to more like me to (5). *Self-efficacy* was measured using a tool developed by Redmond, Mumford, and Teach (1993).

**Validity and Reliability**

This study adopted research instruments whose items have been validated by previous scholars. Nonetheless, the questionnaire items were revisited and others were dropped to ensure their accuracy and correctness in relation to the study context. The reliability of the questionnaire items was tested using Cronbach's alpha coefficient test (1950), and all the coefficients were above 0.7, as shown in Table 2.

**Table 2: Reliability Results**

| Variable               | Number of Items | Cronbach Alpha Coefficient ( $\alpha$ ) |
|------------------------|-----------------|---|
| Organizational Climate | 21              | 0.767                                   |
| Creative performance   | 12              | 0.945                                   |
| Self-Efficacy          | 12              | 0.844                                   |

Source: Primary Data

**Results**

**Correlation statistics**

Table 3 presents the mean, standard deviation and correlations. Organizational Climate had the highest mean of 3.770 and standard deviation of 0.546, followed by self-efficacy with a mean of 3.640 and standard deviation of 1.871, and creative performance with a mean of 3.505 and standard deviation of 0.664. The mean of approximately six (4) for all the variables and their constructs point to "Agree" on the scale of the instrument. This implies that the scale was reliable. Correlation analysis was conducted to establish the relationship between the study variables. The correlation results indicated a significant positive relationship between organizational climate and self-efficacy ( $r = 0.148$ ;  $p \leq .01$ ). These results support Hypothesis **H<sub>1</sub>**. The results further revealed that a significant positive relationship exists between self-

efficacy and creative performance ( $r = 0.349$ ;  $p \leq .001$ ). This finding supports **H<sub>2</sub>**. Additionally, the results revealed a significant positive relationship between organizational climate and creative performance ( $r = 0.485$ ;  $p \leq .001$ ). These results support **H<sub>3</sub>**.

**Table 3 Correlations**

|                        | Mean  | SD    | 1      | 2      | 3     |
|------------------------|-------|-------|--------|--------|-------|
| Organizational climate | 3.770 | .546  | 1.000  |        |       |
| Self-efficacy          | 3.640 | 1.871 | .148*  | 1.000  |       |
| Creative Performance   | 3.505 | .664  | .485** | .349** | 1.000 |

Source: Primary Data

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

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

### **Hypotheses Testing**

Prior to testing the hypotheses, the study examined the underlying assumptions of multiple regression analysis, that is, linearity, homoscedasticity, independence of errors, normality, and independence of independent variables, and all of these assumptions were satisfied. Thereafter, the study tested the hypothesis that self-efficacy mediates the relationship between organizational climate and creative performance. The mediation hypothesis was tested using the procedures developed by MacKinnon *et al.* (2012); MacKinnon and Fairchild (2009); and MacKinnon, Fairchild, and Fritz (2007), which provide guidelines on how to arrive at the direct, mediation, and total effects after fulfilling the following conditions:

The first condition required testing for the association between organizational climate (X) and self-efficacy (M), which form part of our **H<sub>1</sub>** as represented by **a<sub>1</sub>** part of the conceptual model and expressed in the mathematical model:  $M = a_1X + \epsilon$ . It is imperative to note that for mediation to occur **H<sub>1</sub>** must be significant. This condition was met because there was a significant association between organizational climate and self-efficacy ( $\beta = .522$ ,  $p < .001$ ). Thus, **H<sub>1</sub> was supported**.

The second condition to test for mediation necessitated the examination of the association between self-efficacy (M) and creative performance (Y). This was **H<sub>2</sub>** of the study represented by **b<sub>1</sub>** part of the conceptual model as shown in the mathematical model:  $Y = b_0 + C + b_1M + \epsilon$ . It is important to note that **b<sub>1</sub>** was significant for mediation. This condition was satisfied as there was a significant association between self-efficacy and creative performance ( $\beta = .091$ ,  $p < .001$ ). Hence, **H<sub>2</sub> was supported**.

There was need to test for the association between organizational climate (X) and creative performance (Y) as shown in mathematical model:  $Y = C_0 + C + b_1M + C'X + \epsilon$ . Much as this is not a necessary condition for mediation to occur. This formed hypothesis **H<sub>3</sub>** of the study, which was also satisfied, as there was a significant association between organizational climate and creative performance ( $\beta = .402$ ,  $p < .001$ ), providing support for **H<sub>3</sub>**. Finally, this study tested the mediating effect of self-efficacy on the relationship between organizational climate and creative performance, which was the overall objective of the study. The mediation result was computed using the multiplication rule with the aid of the formula  $M = a_1 \times b_1$  ( $M = .522 \times .091 = .047$ ) with the Total Effect calculated by total effect ( $TE = a_1 \times b_1 + C' = .522 \times .091 +$

**402 = .449.** The mediation model accounted for 32.9% of the variance in creative performance [ $\beta = .449, p < .001, R^2 = .329, F(4, 215) = 26.305, p < .001$ ]. Hence, **H<sub>4</sub> was supported.**

**Table 4: Mediation results**

| Variables          | Model 1<br>(SE)                                       |      | Model 2<br>(CP)                       |      | Model 3<br>(Total Effect) |      |
|--------------------|---|------|---------------------------------------|------|---------------------------|------|
|                    | B   | p-v  | B                                     | p-v  | $\beta$                   | p-v  |
| Constant           | .295  | .745 | 1.075                                 | .000 | 1.102                     | .000 |
| Age                | .161  | .424 | .182                                  | .002 | .197                      | .002 |
| AC                 | .561  | .000 | -.022                                 | .640 | .029                      | .543 |
| Experience         | -.079   | .629 | .113                                  | .020 | .106                      | .037 |
| OC                 | <b><math>a_1 = .522</math></b>                        | .034 | <b><math>C' = .402</math></b>         | .000 | <b>.449</b>               | .000 |
| SE                 | -   | -    | <b><math>b_1 = .091</math></b>        | .000 |                           |      |
| R                  | .324  |      | .622                                  |      | .573                      |      |
| R <sup>2</sup>     | .105  |      | .387                                  |      | .329                      |      |
| MSE                | 3.192   |      | .277                                  |      | .302                      |      |
| F                  | 6.292***  |      | 27.022***                             |      | 26.305***                 |      |
| <b>Mediation =</b> | <b><math>a_1 \times b_1 = .522 \times .091</math></b> |      | <b><math>= .047, SE = .075</math></b> |      | <b>CI = .024, .265</b>    |      |

Source: Primary Data

**Note:** \*\*\* $p < .001$ , CP = Creative Performance, SE = Self-Efficacy, OC = Organizational Climate.

### Discussion

The researchers in this section discuss the findings of the study in line with the research hypotheses and theoretical underpinnings.

#### *Organizational climate and self-efficacy*

The correlation results revealed a significant positive relationship between organizational climate and self-efficacy. Thus, an increase in autonomy, cohesion, trust, and support results in an increase in self-efficacy among employees. This finding is in agreement with Lee *et al.* (1991), who established a link between the school environment and teacher self-efficacy. They suggested that a cooperative environment and reasonable autonomy in the classroom fostered teachers' efficacy and satisfaction. Further, the study finding is in line with Chester and Beaudin (1996), who in the study that was aimed at addressing the question of whether certain school practices for newly hired urban school teachers changed teacher self-efficacy established that teacher self-efficacy beliefs are impacted by age, prior experience, and school practices such as collaboration across all staff. Further, the current study's findings are supplemented by Phuc *et al.* (2020), who defined professor efficacy as "teachers' beliefs or conviction that they can influence how well students learn, even those who may be difficult or unmotivated".

#### *Self-efficacy and creative performance*

The results revealed that a significant positive relationship exists between self-efficacy and creative performance. This finding implies that when employees' confidence and determination levels increase, there is a corresponding increase in creative performance in terms of originality and quality. This finding is in agreement with Luksyte and Spitzmueller (2016), who asserted

that individuals who believe that they have the competencies to succeed and the motivation to exploit their cognitive resources engage in creative behavior. Additionally, the current study's findings conform to Farmer and Tierney's (2017) findings, where they established that creative self-efficacy is expected to influence creative performance because it reflects an internal, sustaining force that propels individuals to persevere in the face of the challenges native to creative work. The findings further resonate with Bandura (1997) and Farmer and Tierney (2017), who posit that self-efficacy provides individuals with the belief that they have the ability to gather relevant information; thus, they are more willing to invest cognitive resources in developing unique ideas and solutions (Farmer & Tierney, 2017).

### ***Organizational climate and creative performance***

The results indicate a significant positive relationship between organizational climate and creative performance, implying that as organizational climate constructs such as autonomy, cohesion, trust, and support increase, creative performance in terms of originality and quality increases by the same proportionate percentage. This study's findings concur with those of previous studies, which established that organizational climate greatly impacts creative performance and is a crucial element in determining its success (Amabile, 1988). Additionally, Halim *et al.* (2014) posited that certain characteristics of an organization's larger economic and competitive environment serve as catalysts for creativity and facilitate creative performance, further supporting our findings. Further, the current study's findings resonate with Shalley and Gilson (2004), who indicate that the degree of autonomy granted to employees determines how employees will creatively perform their work duties. They added that autonomous employees have the freedom to shape their work, are more likely to take ownership of it, and will result in intrinsic motivation, which is an important component of creative performance.

## **Conclusion, Implications and Recommendations**

### ***Conclusion***

This study aimed to examine the mediation effect of self-efficacy on the relationship between organizational climate and creative performance. Creative performance has been defined as the development of new and practical solutions for organizational processes, procedures, products, and services (Madjar, Greenberg, & Chen, 2011). Bandura (1977) described self-efficacy as people's beliefs about their capacities to produce designated levels of performance and exercise influence over events that affect their lives. The findings of this study indicate that self-efficacy mediates the relationship between organizational climate and creative performance. The study further found that there is a significant positive relationship between organizational climate and self-efficacy, self-efficacy and creative performance, and organizational climate and creative performance. A major lesson from this study is that, to achieve creative performance in terms of originality of ideas and quality of products or services, organizations need to foster a conducive organizational climate in terms of autonomy, cohesion, trust, and support. This translates into the development of a sense of confidence and determination among employees, eventually resulting in creative performance. Therefore, this study affirms that employee confidence and determination are conduits through which the link between organizational climate and creative performance exists. It is important to note that the study further affirmed the three conditions of mediation by testing the procedures to arrive at direct, mediation, and total effects. MacKinnon, Cheong, and Pirlott (2012); MacKinnon and Fairchild (2009); MacKinnon, Fairchild, and Fritz (2007): The procedure required testing for the association between organizational climate and

self-efficacy, self-efficacy and creative performance, and organizational climate and creative performance, all of which were confirmed to be significant.

### **Implications**

This study suggests that organizations that foster a positive organizational climate and self-efficacy as avenues are able to achieve creative performance. Some ways to achieve creative performance through organizational climate and self-efficacy include giving autonomy to employees, encouraging trust and cohesion among employees, and providing support to employees. Furthermore, organizations can instill confidence and determination among employees to achieve originality in ideas and quality in products or services. The findings of this study can help private secondary school management and proprietors achieve creative performance. The findings suggest that by allowing teachers to make decisions that affect how they teach, schedule their own work activities, and organize their work as they see fit, private secondary schools will achieve originality in ideas and quality products or services. Additionally, by creating a relaxed place to work and encouraging a lot of teamwork among fellow teachers, originality of ideas and quality services or products can be achieved.

This study contributes to the creative performance discourse in the private secondary school field. Our study confirmed that organizational climate and self-efficacy are significant predictors of creative performance. This study further confirmed that self-efficacy mediates the link between organizational climate and creative performance. This affirmation suggests that organizations that create an environment where teachers count on their superiors to keep the things they tell them confidential and trust their supervisors achieve originality of ideas and quality of products or services. Furthermore, because of the relevance of creative performance, leaders of private secondary schools should create and implement policies and practices that foster a positive organizational climate and self-efficacy, for example, by avoiding penalizing teachers who engage in new methods of teaching, rewarding any novel ideas or methods from teachers, making teachers accountable for their actions, and building confidence among teachers.

### **Recommendations**

The study draws on the following recommendations due to some shortcomings that need to be considered in future research studies. First, considering the private secondary schools in Kampala, future researchers should reduplicate the study in different study contexts to find the variability in results. The study had a cross-sectional design, and inferences regarding causality among the variables could not be drawn. Third, the results may limit the generalizability of our findings to other cultural and professional backgrounds. The researchers recommend that, in the future, a study based on a longitudinal design, probably in a different setting, should be undertaken to address the study's shortcomings.

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