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# IMPACT OF PERCEIVED LEARNING CLIMATE ON EMPLOYEE CREATIVITY; MODERATING ROLE OF POWER DISTANCE AND MEDIATING ROLE OF EMPLOYEE ENGAGEMENT

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**KEYWORDS:** Perceived Learning Climate, Creativity, Power Distance, Employee Engagement.

## INTRODUCTION

The current working environment is dominated by competitiveness, rapid innovation, and continuous change (Eldor & Harpaz, 2015). Therefore the focus for the organizations has shifted from emphasizing employees' proficiency to their ability to adapt to new organizational challenges (Griffin & Parker, 2007). The traditional perspective of the employee-organization relationship that requires employees to perform more to achieve maximum (Frese, 2008) with optimal use of resources has also been provoked by the current, quick paced work requirements with a constant shift in dynamics of work environment. (Masson, Royal, Agnew, & Fine, 2008).

The importance of measures taken by organizations to provide employees an environment where they can groom their skills has increased. Today employees mostly attain, polish and enhance their knowledge and skills by the experiences that have at their workplace. (Billett, 2006).This learning process is affected or has an impact by many organizational factors like leadership, structure of the organization, culture, systems and practices followed, incentives and rewards offered to employees etc (Victoria, 2009).Only those companies can maintain their worth where employees actively learn to adapt themselves to continuously changing work environment (Hall, 2002).

Literature supports that there is a strong association between organizational learning climate and innovation, as learning climate enhance the capacity of employees to think differently for their organization (Akgun, Keskin, Byrne, & Aren, 2007). Also it has been emphasized that the key factor to bring and manage innovation is only the climate that an organization provides to its employees (Khazanchi, Lewis, & Boyer, 2007). Specifically, it has been noticed that innovations in technical and administrative activities of organizations are an outcome of organizational learning culture (Skerlavaj, Hoon, & Lee, 2010).

With these advancements, the employee organization relationship has been reclassified in literature with the idea of employee engagement. Employee engagement is portrayed by high vitality and profound commitment (Bakker, Albrecht, & Leiter, 2011) (Gadot, Eldor, & Schohat., 2013).

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It is obvious from the fact that employees are allured scholars will try to work out on factors or resources that entice employees' engagement (Eldor & Harpaz, 2015). Keeping this in mind, this study will focus on the learning climate in the organizations as being resourceful to enhance employees' engagement. Learning climate in organizations is thought to be linked with increased significance of employees desiring to have continuous learning opportunities in their working environment and additionally developing trend of self-modeled career choices. (Baruch 2006)

It is evident from literature that learning climate is the base element in strengthening the position of organizations and on a parallel node progressively adds to the effectiveness of employees. (Marsick, 2009). Less has been studied about the link between learning climate in an organization and employee engagement. Especially in a context that employee engagement is an antecedent to high level of required extra role behaviors like proactivity, knowledge sharing, creativity, and adaptivity (Bakker & Xanthopoulou, 2013) (Demerouti & Cropanzano, 2010) (Rothbard, 2010). Analyzing the link between these variables can give companies an insight on how to perform with competitive distinction and retain good employees. (Griffin & Parker, 2007).

In this paper, we will study if employee engagement acts as a mediator between learning climate in the organization and one of the desired behaviors; creativity. Creativity, in organizational context refers employees coming up with new and worthy ideas ultimately enhancing the performance (Gong, Huang, & Frah, 2009). As impact of culture cannot be ignored in any organizational study, Power distance as a moderator is to be investigated in this relationship between learning climate and creativity. Literature supports that organizations where power distance is high, employees rely on directions and decisions from management and do not put an effort to bring solution to a problem that may occur.

Job demands and resources model (Dermerouti, Bakker, Nachreiner, & Schaufeli, 2001), the broaden-and-build theory (Fredrickson, 2001) (Fredrickson, 2003) the conservation-of-resources theory (Hobfoll 2002) and the social exchange theory (Blau, 1964) support our research topic and provide the base for this study. Social exchange theory (Homans, 1958) has significance in a variety of research studies. This theory explains how the society is integrated and how its factors are interpreted. It can thus help the researcher to predict a certain stimuli and further the interaction of response to these particular stimuli. Social exchange theory is a best source to analyze social behaviors of individuals regarding certain activities part of their behavior likewise presently research problem, that how the employees keep work-life balances in their lives? How some factors influence their work life activities? The behavior of individual can be analyzed by comparing reward and cost interaction.

## LITERATURE REVIEW

### PERCEIVED LEARNING CLIMATE AND CREATIVITY

Climate in an organization refers to the perception of employees about what factors determine prospects for outcomes, possibilities, pre requisites and coordination in work environment (Parker et al., 2003). Contrary to culture, climate is a confined phenomenon that has organization specific impact at either individual or team level in organizations (Cooke & Rousseau, 1988). Climate of an organization may assessed by asking employees if they are free to discuss their ideas with their bosses or do you fear to

take risk in changing your working pattern. (Lapierre & Giroux, 2003).

Perceived learning climate refers to perceptions of the employees that organization encourages them or provides an atmosphere where they can come up with new ideas, learn and share information like new prospects for learning, discuss and review existing paradigms, be autonomous and authoritative towards the collective vision of organization, and a learning leadership (Marsick & Watkins, 2003). Given such an environment, employees feel empowered to strive for organization's long terms goals and assist in adapting to changing business environment (Pedler, Burgoyne &Boydell, 1997; Watkins & Marsick, 1997). This approach also helps organizations to retain quality employees. Encouraging them to put their best into a certain task will help them enhance their skills so the process of employees' skill and organizational development continues in parallel. (Ellinger & Cseh, 2007; Marsick, 2009).

Creativity has been defined as the production of new and useful ideas and fuels innovation in products, services, processes, and procedures in organizations (Zhou & Shalley, 2008). Creativity has been studied as a vital element for gaining competitive edge in organizations. (Gong, Huang, &Farh, 2009).

Creative employees are inclined to identify prospects for new products. They may uncover new uses for existing resources, or produce unique practicable work-related ideas. Also creative minds may be resourceful in putting new plans into action (Gumusluoglu, 2009). A learning orientation is particularly relevant in this regard, because it may be expected to relate to both skill acquisition and intrinsic motivation. Moreover, it may influence people's willingness to solicit and use feedback to improve their skills and creativity. Organizations that review their underlying assumptions on regular basis to do things differently are probably the ones to achieve sustainable competitive advantage (Jashapara, 2003). The psychological safety perspective proposes that employees are driven to bring something new when the interactive atmosphere is conducive for risky creative activities (Edmondson, 1999). As the risk factor is always there in businesses, it is often that creative ideas may not go that well due to uncertainty. Or it may happen that such ideas may face resistance and employees' presenting new ideas are labelled to be deviants from organizational norms (George & Zhou, 2007).

In literature there have been many theories that support the notion that learning climate in organizations has an influence on creative achievements. (Hunter, Bedell, & Mumford, 2007). For example, theory of intrinsic motivation was used by Amabile (Amabile& Conti, 1999) to develop a model in which he proposed creativity as an outcome of eight dimensions of climate. The eight dimensions discussed were: work group support, challenging work, organizational encouragement, supervisory encouragement, organizational impediments, freedom, workload pressure, and sufficient resources. Theory of team interactions was also used to develop a four dimension model that proposed creativity as a consequence of participative safety, support for innovation, Challenging objectives, and task orientation (Bain, Mann, & Merlo, 2001) (Westwood & Low, 2003). The dispositional model also extends its support to Learning climate as an antecedent to creativity. The nine dimensions focused in this model argues that creativity is a result of challenge and involvement, freedom, trust and openness, idea time, playfulness and humor, conflict, idea support, debate, and risk-taking.

In this study, we assume that an organizational learning culture leads to creativity and enhance knowledge of employees from several

perspectives. This is based on an approach that supports organizational learning opportunities in connection to organizational activities and how creativity can be augmented in organizations. (Skerlavaj, Stemberger, Skrinjar, & Dimovski 2007).

**HYPOTHESIS**: Perceived learning climate has a positive impact on creativity.

## MEDIATING ROLE OF EMPLOYEE ENGAGEMENT BETWEEN PERCEIVED LEARNING CLIMATE AND CREATIVITY

Employee engagement has been reviewed as "a positive attitude held by the employee towards the organization and its value". (Robinson, Perryman, and Hayday, 2004).Dernovsek (2008) defines employee engagement as a positive employees' emotional attachment and employees' commitment toward his job. It has also been defined as emotional and intellectual commitment to the organization (Richman, 2006). Frank et al., defined it as the amount of discretionary effort exhibited by employees in their jobs (Frank et al., 2004).

The concept of employee engagement has been derived from Commitment and Organizational Citizen Behaviour (OCB). It has certain similarities with the two concepts and overlapping features as well. (Rafferty, Maben, West, & Robinson, 2005).Macey and Schneider (2008) discussed task performance and organizational effectiveness as viable and likewise conclusions of employee engagement. These are indeed important outcomes. However Ryan and Deci (2000) studied those employees who are engaged in their jobs, also experience greater physical and psychological well-being than those who are not motivated or lack self-control mechanism. This ultimately leads to improved organizational procedures like increased presentism and lower health insurance cost.

An engaged employee keeps an eye on business affairs, and works collectively to improve not only his performance but inputs for benefit of the organization. Therefore, the organization must pay attention to develop and nurture engagement, which requires a two-way relationship between employer and employee." (Markos & Sridevi, 2010). I a nut shell, employee engagement is an dynamic and inspiring concept that brings out the manifestation of physical, affective, and cognitive resources in work. (Eldor & Harpaz, 2015)

In an organizational set up that encourages learning, it is likely that employees will experience engagement at work. Perceived organization support by the employees makes him perceive that organization values his contribution and is concerned about his development (Rhoades and Eisenberger, 2002). Job demand resources model argues that Job resources are vital to accomplish assigned tasks and provokes skills grooming (Demerouti, Bakker, Nachreiner, & Schaufeli, 2001).

Learning climate plays an important role as it is a resource to extrinsic and intrinsic motivation that aids in employee engagement and hence facilitates employee development (Crawford, LePine, & Rich, 2010; Halbesleben, 2010). Learning opportunities motivate the engaged employees to perform proactively, exhibit creativity, be adaptive and share knowledge with other employees. (Eldor & Harpaz, 2015).

This study lies on the assumption that employee engagement mediates the relationship between the perceived learning climate and creativity. We assume that developing employee engagement may be beneficial for organizations and also to employees in terms of personal grooming and career growth.

**HYPOTHESIS**: Employee Engagement will mediate the relationship between perceived learning climate and Creativity.

## MODERATING ROLE OF POWER DISTANCE BETWEEN PERCEIVED LEARNING CLIMATE AND CREATIVITY

Power distance reflects the extent to which power is equally or unequally distributed among members of a society (House, Hanges, Javidan, Dorfman, & Gupta, 2004). In high power distance cultures there is an acceptance of inequality in the social set up and control of the less powerful by the more powerful (Hofstede, 2001). Accordingly, the employees should exhibit conformity with their superiors and accept their authority. Low power distance reflects the value of Equality and the leaders encourage empowerment, and prepare employees to be autonomous and express their opinions and ideas (Morrison & Milliken, 2003). On the contrary, employees in high power distance are adapted to depend on their supervisors for guidance and decision making (House et al., 2004). Chain of command and communication in high power distance cultures is mostly from top to bottom (Javidan& House, 2001). Management in high power distance cultures is more controlling than informational while in low power distance cultures it is informational than controlling (George & Zhou, 2001).

Therefore, the employees do not socialize to think autonomously and come up with their own solutions to problems in high power distance culture. If asked for their opinion on how to solve a problem, employees are likely to refer to the existing rules and procedures set by their superiors, rather than proposing something new. The reason behind this factor is that deviation from set norms may be punishable so the employees ensure that their opinions should be aligned with existing norms and procedures of the organization. (Hofstede, 2001). Organizations with low power distance culture encourage employees to express their ideas freely and they do not fear for the punishment by their superiors if the idea is not aligned with organizational norms and procedure. (Eylon & Au, 1999).

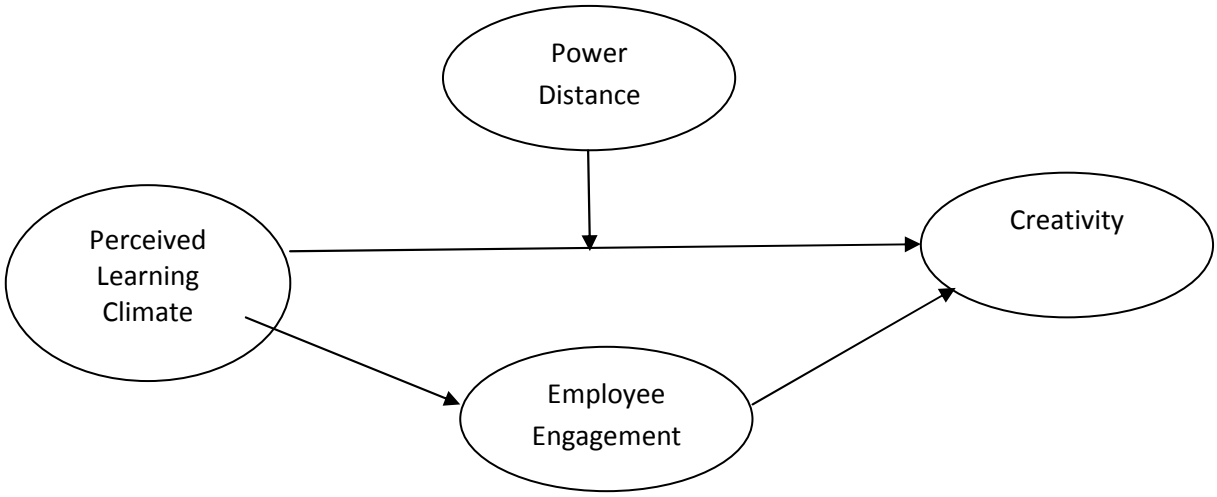
The desire to create something unique and distinct is apparently universal. Creativity seems as a positive element across cultures (Westwood & Low, 2003). The relationship between personal characteristic of being open to experiences and creativity was also studied and found to be universal (Heine & Buchtel, 2009). Now the question arises if creativity is appreciated universally, is it similar across cultures or differently cultures give different weightage to creativity.

Cultures where there is a collectivist approach and individuals adhere to conformity of social norms, uncertainty avoidance and high power distance, individuals are not proactive in coming up with new ideas and rather stick to the formal procedures. (Westwood & Low, 2003). In contrast, cultures that with orientation towards the values of individualism, low power distance, and low uncertainty avoidance encourages an environment that supports employees to express one's unique ideas and the explore new ways of doing things (Brewer & Chen, 2007).The studies available on cultural dimensions and creativity are few in numbers and finding from some of the studies vary from the theoretical predictions. For example, Japan is a highly collectivist culture country with high power distance but the number of patents for Japan have been maximum as per Thomson Science Innovation Indicator Country Ratings (2004) (in Brocklehurst, 2005). The few existing studies argue that high uncertainty avoidance, high power distance, and collectivism are negatively associated with inventive approach at national levels. On the other hand, low uncertainty

avoidance, low power distance, and high individualism is positively associated with creativity and also moderate levels of these cultural values can assist the implementation of innovations supported by higher management (Hofstede, 2001). In high power distance culture, employees adhere to the instructions of their boss and avoid freely expressing their ideas, and those in low power distance cultures, employees continue to express their unique ideas in the presence of their supervisors (Erez & Nouri, 2010).

**HYPOTHESIS:** Power distance moderates the relationship between learning climate in the organization and creativity. Employees in high power distance cultures will conform more to the organizational rules and regulations than individuals in low power distance cultures.




## METHODS

### SAMPLE AND PROCEDURE

Participants for this study were 100 employees working in the management of different Schools, Colleges and universities in Islamabad and Rawalpindi. Out of the 130 questionnaires distributed 110 were returned back. Out of those 20 were incompletely. So the total correct number of questionnaires received back was 100. All data were collected and during work time. Before completing the survey, employees were assured of confidentiality. The respondents were mainly working at lower and middle level management.

51% of the participants were female respondents and 49% were males. Maximum number of respondents (44%) had done Masters, 35% had done Bachelors and 21% had completed MS/M.Phil. Maximum number of respondents (45%) were in the early stage of their career (0-5 years) and out of these male respondents were more (29) in numbers than female respondents (16). 26% of the respondents had been in service for 6-10 years, 19% had been in service for 11-15 years, 9% had been working for 20 and more years and only 1% were working for 16-20 years. 41% respondents were aged between 26-33 years, 24% were between 18-25 years, 21% were between 34-41 years, 9% were aged 50 years and above and 5% were aged 42-49 years.

## MEASURES

### PERCEIVED LEARNING CLIMATE

For this study, the shorter version of the Dimensions of Learning questionnaire (DLOQ) by Watkins & Marsick (1998) with 21 items was considered most appropriate because of its preferable psychometric properties, as well as

its ease of completion. The dimensions were measured on a 5-point Likert scale (1-strongly disagree, 6-Strongly agree). Cronbach's Alpha for the variable is 0.718.

## CREATIVITY

To measure creativity we used a 6 item scale developed by Scott, S.G. (1994). Sample items include 'My organization allows employees to try to solve the same problems in different ways' and 'My organization expects employees to deal with problems in different ways'. Cronbach's Alpha for the variable is 0.855

## EMPLOYEE ENGAGEMENT

A 12 item scale developed by Harter, J.K. (2002) was used to measure Employee Engagement. Sample Items include 'My supervisor, or someone at work, seems to care about me as a person' and 'There is someone at work who encourages my development'. Cronbach's Alpha for the variable is 0.898.

## POWER DISTANCE

A six item scale as used by Farh et al., (2007) was used to measure Power distance. Sample items included 'Managers should seldom ask for the opinion of employees' and 'Managers should avoid off the job social contacts with employees'. Cronbach's Alpha for the variable is 0.908.

## DATA ANALYSIS

Correlation Analysis, table 1, it shows that the correlation coefficient (r) equals 0.241, as it is closer to 0, this means that there is a weak relationship between Perceived Learning Climate and Creativity. This means that changes in Perceived Learning Climate are not correlated with changes in Creativity. There is a positive correlation between the two variables. As the sig value is (0.016) is less than .05, we can conclude that there is a statistically significant correlation between Perceived Learning climate in organizations and Creativity.

**Table 1.Intercorrelations among All Variables**

| | Creativity | Employee Engagement | Learning Climate | Power Distance |
|---|---|---|---|---|
| Creativity | 1 | | | |
| Employee Engagement | 0.181 | 1 | | |
| Learning Climate | .241* | 0.178 | 1 | |
| Power Distance | -0.016 | 0.175 | 0.029 | 1 |

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

**Table 2.1.Regression Analysis**

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate | Change Statistics | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | R Square Change | F Change | df1 | df2 | Sig. F Change |
| 1 | .241[a] | 0.058 | 0.048 | 0.86832 | 0.058 | 6.031 | 1 | 98 | 0.016 |

a. Predictors: (Constant), Learning Climate

Table 2.1 represents R square Value. It explains how much variation in Creativity can be explained by Perceived Learning climate. Here only 5.8% variation is explained, which is very less.

**Table 2.2**

| Model | | Sum of Squares | df | Mean Square | F | Sig. |
|---|---|---|---|---|---|---|
| 1 | Regression | 4.547 | 1 | 4.547 | 6.031 | .016[a] |
| | Residual | 73.889 | 98 | .754 | | |
| | Total | 78.436 | 99 | | | |

a. Predictors: (Constant), Learning Climate

b. Dependent Variable: Creativity

Table 2.2 indicates that the statistical significance is 0.016 which is less than 0.05. We conclude that the overall regression model statistically significantly predicts the Creativity variable or it is a good fit for data.

**Table 2.3**

| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|---|---|---|---|---|---|---|
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | 1.743 | .705 | | 2.473 | .015 |
| | Learning Climate | .534 | .218 | .241 | 2.456 | .016 |

a. Dependent Variable: Creativity

Table 2.3 shows that the coefficient for perceived learning climate (2.473) is significantly different from 0 because its p value is 0.016 which is less than 0.05.

## MODERATING EFFECT OF POWER DISTANCE

Table 3.1, "R Square Change", shows the increase in variation explained by the addition of the interaction term .We can see that the change in Rsquare is reported as .039, which is a proportion. More usually, this measure is reported as a percentage so we can say that the change in R is 3.9% which is the percentage increase in the variation explained by the addition of the interaction term. We can also see that this increase is statistically not significant ($p > .05$), a result we obtain from the "Sig. F Change" We can conclude that Power Distance does not moderate the relationship between Perceived Learning Climate and Creativity.

**Table 3.1.Moderation**

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate | Change Statistics | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | R Square Change | F Change | df1 | df2 | Sig. F Change |
| 1 | .241[a] | .058 | .048 | .86832 | .058 | 6.031 | 1 | 98 | .016 |
| 2 | .242[b] | .058 | .039 | .87254 | .001 | .053 | 1 | 97 | .818 |

a. Predictors: (Constant), Learning Climate

b. Predictors: (Constant), Learning Climate, LCPD

| Anova[a] | | | | | | |
|---|---|---|---|---|---|---|
| Model | | Sum of Squares | df | Mean Square | F | Sig. |
| 1 | Regression | 4.547 | 1 | 4.547 | 6.031 | .016[b] |
| | Residual | 73.889 | 98 | .754 | | |
| | Total | 78.436 | 99 | | | |
| 2 | Regression | 4.587 | 2 | 2.294 | 3.013 | .054[c] |
| | Residual | 73.849 | 97 | .761 | | |
| | Total | 78.436 | 99 | | | |

a. Dependent Variable: Creativity

b. Predictors: (Constant), Learning Climate

c. Predictors: (Constant), Learning Climate, LCPD_

| Co Efficients[a] | | | | | | |
|---|---|---|---|---|---|---|
| **Model** | | **Unstandardized Coefficients** | | **Standardized Coefficients** | **t** | **Sig.** |
| | | **B** | **Std. Error** | **Beta** | | |
| 1 | (Constant) | 1.743 | .705 | | 2.473 | .015 |
| | Learning Climate | .534 | .218 | .241 | 2.456 | .016 |
| 2 | (Constant) | 1.738 | .709 | | 2.452 | .016 |
| | Learning Climate | .554 | .235 | .250 | 2.360 | .020 |
| | LCPD_ | -.007 | .030 | -.024 | -.230 | .818 |

a. Dependent Variable: Creativity

## MEDIATING EFFECTS OF EMPLOYEE ENGAGEMENT

According to Baron and Kenny (1986), three conditions must be met to establish mediation. First, the independent variable(s) (the Perceived Learning Climate) must be related to the mediator (Employee engagement). Table 4.1 shows that Perceived Learning climate explains 3.2 % of the variance in Employee Engagement. Table 3.2 shows that the relationship between Perceived Learning climate and Employee Engagement is not significant (F = 3.213, p = .076).Sig value is greater than 0.05. So the first condition is not met. Second, the mediator (Employee an agreement) must be related to the dependent variable(s) (Creativity). Table 4.3 shows that Employee Engagement only explains 3.3% variance in Creativity. Table 4.4 shows that the relationship between Employee Engagement and Creativity is not significant (F= 3.334, P=.071) Sig value is greater than 0.05. So the Second condition is also not met.

Third, a significant relationship between the independent variable(s) Perceived Learning Climate) and a dependent variable(s) (Creativity) will be reduced (partial mediation) or no longer be significant (full mediation) when controlling for the mediator (employee engagement). Table 4.5 shows that the beta for Employee engagement is significant when controlling for the effects of MV. Thus the final condition is also not met. We therefore conclude that Employee Engagement does not mediate the relationship between Perceived Learning climate and Creativity.

**Table 4.1**

| **Model** | **R** | **R Square** | **Adjusted R Square** | **Std. Error of the Estimate** | **Change Statistics** | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | **R Square Change** | **F Change** | **df1** | **df2** | **Sig. F Change** |
| 1 | .178[a] | .032 | .022 | .68811 | .032 | 3.213 | 1 | 98 | .076 |

a. Predictors: (Constant), Learning Climate

**Table 4.2**

| **Model** | | **Sum of Squares** | **df** | **Mean Square** | **F** | **Sig.** |
|---|---|---|---|---|---|---|
| 1 | Regression | 1.521 | 1 | 1.521 | 3.213 | .076[b] |
| | Residual | 46.402 | 98 | .473 | | |
| | Total | 47.924 | 99 | | | |

a. Dependent Variable: Employee Engagement

b. Predictors: (Constant), Learning Climate

**Table 4.3**

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate | Change Statistics | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | R Square Change | F Change | df1 | df2 | Sig. F Change |
| 1 | .181[a] | 0.033 | 0.023 | 0.87979 | 0.033 | 3.334 | 1 | 98 | 0.071 |
| 2 | .279[b] | 0.078 | 0.059 | 0.86356 | 0.045 | 4.72 | 1 | 97 | 0.032 |

a. Predictors: (Constant), Employee Engagement

b. Predictors: (Constant), Employee Engagement, Learning Climate

**Table 4.4**

| Model | | Sum of Squares | df | Mean Square | F | Sig. |
|---|---|---|---|---|---|---|
| 1 | Regression | 2.581 | 1 | 2.581 | 3.334 | .071[b] |
| | Residual | 75.856 | 98 | .774 | | |
| | Total | 78.436 | 99 | | | |
| 2 | Regression | 6.101 | 2 | 3.050 | 4.090 | .020[c] |
| | Residual | 72.336 | 97 | .746 | | |
| | Total | 78.436 | 99 | | | |

a. Dependent Variable: Creativity

b. Predictors: (Constant), Employee Engagement

c. Predictors: (Constant), Employee Engagement, Learning Climate

**Table 4.5**

| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|---|---|---|---|---|---|---|
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | 2.690 | .432 | | 6.232 | .000 |
| | Employee Engagement | .232 | .127 | .181 | 1.826 | .071 |
| 2 | (Constant) | 1.317 | .761 | | 1.730 | .087 |
| | Employee Engagement | .183 | .127 | .143 | 1.443 | .152 |
| | Learning Climate | .478 | .220 | .215 | 2.173 | .032 |

a. Dependent Variable: Creativity

## DISCUSSION

The present article contributes to the knowledge on the relationship between Perceived learning climate and creativity by developing a conceptual framework. Second we introduced impact of cultural dimension, power distance as a moderator between Perceived Learning Climate and creativity proposing that cultural values influence the Learning behavior and Creativity of employees. Also we introduced Employee engagement as a mediator between the relationships, proposing that employees are engaged because of the learning environment and as a consequence leads to Creativity in employees. Less has been studied about Impact of cultural values on Creativity.

First, consistent with previous studies, we found a positive association between perceived learning climate and creativity. Organizations that review their underlying assumptions on regular basis to do things differently are probably the ones to achieve sustainable competitive advantage (Jashapara, 2003).Only those companies can maintain their worth where employees actively learn to adapt themselves to continuously changing work environment (Hall, 2002).

However, contrary to our initial expectations, the moderating role of power distance was not significantly related in this relationship. It is possible that in Pakistani context, which is collectivist in nature, higher power distance is an element that enhances the Creativity in employees given the Learning climate. As discussed earlier the case of Japan, being a collectivist culture, has the largest number of patents.(Thomson Science Innovation Indicator Country Ratings (2004) (in Brocklehurst, 2005). In addition, the mediating role of Employee engagement was also not significantly related in this relationship. It is possible that in Pakistani context, learning is not designed or oriented not with a perspective to engage them in their roles. From our perspective, employee engagement seems to bridge the gap between objectives of organizations and employees because it represents the combination of well-being and motivation in employees. By providing a key to fulfilling these two needs, employee engagement broadens our view of the meaning of the employee-organization relationship.

## CONCLUSION

Finding of current research describes that perceived learning climate plays significant role in endorsing creativity among administrative staff of Schools and Colleges. Schools and colleges may increase the level of creativity by utilizing the concept of perceived learning climate in all their systems and procedures. Moreover, organizational efficiency and productivity will be increased. In future researches, impact of important variables like perceived supervisor support, employee engagement can be checked for improvement of administration procedures in schools and colleges. However, more conceptual and empirical work is necessary if researchers are to fully understand how perceived learning climate is created and exploited in organizations.

However the important question that future researchers should work for is what aspects of learning climate may be focused on. Managers can make a decision about how much time and resources they will utilize for this. They can take actions to encourage participation in decision making and to avoid overly close supervision. Actions of this sort may well prove valuable in encouraging creativity (Amabile, Hadley, & Kramer, 2002).

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