A Moderating Effect of Leadership between Culture and Creativity

Pratsanee Na Keeree[1], Piyatida Pianluprasidh[2], Khalid Abdul Wahid[3] and
Mihlayifani Nicholas Nyoni[4*]
[1,2,4*]School of Management, Sustainability and Entrepreneurship Research Center,
Mae Fah Luang University, Thailand
[3]School of Information Science, Universiti Teknologi MARA, Cawangan Kelantan, Malaysia
(Received: April 10, 2025; Revised: November 25, 2025; Accepted: December 3, 2025)

Abstract

The study seeks to establish the influence of organisational culture on creativity, as the development of employees' creativity depends greatly on a conducive organisational culture. Also, an investigation of the impact of the moderating effect of leadership organisational culture and creativity. Studies have shown that leadership has an impact on both creativity, and organisational culture. The purpose then is to show how that acts as a moderating between organisational culture and creativity. A cross-sectional sample was taken from the top 20 Thai institutions according to SCImago Institutions Ranking's innovation rankings for 2022. 250 employees from those universities received the questionnaires, and 183 of them responded. The research employed structural equation modelling using Smart Partial Least Squares (Smart PLS). According to the findings, both market culture and clan culture were moderated by participative leadership. The hierarchical culture, however, was not moderated by participative leadership. The research demonstrates that organisational culture is crucial for innovation and leadership, particularly participative leadership. The study was limited to Thai HEIs which in turns limits the outcomes to the information based on these institutions. Further study can be conducted on lower ranking institutions, as well as different societies to give a fuller picture. The study was also limited to across sectional quantitative study. Further study can be conducted using a longitudinal qualitative approach to gather more intrinsic detail on the subject. The study makes a substantial contribution to the body of literature by demonstrating a novel moderating effect that suggests participatory leadership may stimulate organisational innovation in HEIs. Prior to this study, the discovery was unknown. As a consequence, it will effectively close the gap in the research on organisational innovation by determining whether or not participatory leadership is possible in Thai HEIs.

Keywords: 1) Organisational Culture 2) Participative Leadership 3) Organisational Creativity

[1] Lecturer; E-mail: pratsanee.nak@mfu.ac.th
[2] Lecturer; E-mail: piyatida@mfu.ac.th
[3] Lecturer; E-mail: awkhalid@uitm.edu.my
[4*] Lecturer; E-mail: mihlayifani@gmail.com (Corresponding Author)

Introduction

According to Lamdaghri, et al. (2024, pp. 910-911), higher education institutions (HEIs) are comparable to other business sectors in that they operate in an environment that is uncertain and changing and is marked by governmental and ministerial policies, market demands, internationalisation, new technologies, and globalisation. To stay competitive and relevant, HEIs must adapt to these developments as well as those that are yet to come. The significant government resource commitment necessary prevents public HEIs from reacting swiftly to market changes. Public HEIs typically have a bureaucratic or hierarchical culture that is market-oriented and devoid of adhocracy. HEIs are composed of different people who interact on a regular. Innovation has resulted in a larger number of people lending and borrowing from each other, particularly the gen Z, (Purwania, Listijo and Santoso, 2025, pp. 44–56). Such innovations and creative methods, influence the general culture of doing things.

The study seeks to establish the influence of organisational culture on creativity, as the development of employees' creativity depends greatly on a conducive organisational culture. Also, an investigation of the impact of the moderating effect of leadership organisational culture and creativity. Studies have shown that leadership has an impact on both creativity, and organisational culture. The purpose then is to show how that acts as a moderating between organisational culture and creativity.

Organisations must adapt to the inescapable changes in their environment, innovative technology advancements, market structures, customers, suppliers, and rivals in the social and political spheres in the era of IR 4.0 (Wahid, et al., 2016, pp. 57-79). An efficient response to these demands affects not just the way people act and behave but also the social environment of the organisation, which is created to ensure an organization's longevity. Innovation and originality are essential to an organization's continued survival. All types of organisations, including commercial enterprises, governmental organisations, and institutions of higher education, adapt to these changes. Asserts that there are two factors that affect creativity, namely, individual and environmental factors that affect organisational creativity. Clan and hierarchical norms in public higher education institutions constitute a barrier to quick environmental change adaption. According to several research (Ramachandran, Chong and Ismail, 2011, pp. 615-634; Acar and Acar, 2012, pp. 683-692; Naranjo-Valencia, Jimenez-Jimenez and Sanz-Valle, 2017, pp. 407–417) bureaucracy has a negative impact on innovation. Ogbeiku, Senadjki and Gaskin (2018, pp. 334-346) contend that this discovery is still controversial. According to their research, hierarchical and clan cultures have a favourable effect on organisational innovation.

Leadership is crucial in determining the organisational creativity culture (Qu, Janssen and Shi, 2015, pp. 286-299; Tu, et al., 2018, pp. 551-565; Shafique, et al., 2020, pp. 114-133), as leaders have a significant impact on the workplace (Cai, et al., 2019, pp. 203-217). Employee creativity may flourish in particular under participatory leadership (Somech, 2006, pp. 132-

157). Several favourable employee outcomes, including job satisfaction (Chan, 2019, pp. 319-333), engagement (Busse and Regenberg, 2018, pp. 510-525) work performance (Huang, et al., 2010, pp. 122-143), and organisational tenure (Huang, et al., 2006, pp. 345-367), have been associated with participative leadership. Additionally, according to the authors of the current study, participative leadership may operate as a moderating factor for organisational innovation in public HIEs. The primary goal of this study is to ascertain whether participative leadership has a moderating impact on organisational innovation.

In addition to leadership being crucial in determining organisational creativity culture, transformational leadership has an overall positive impact on organisations. This is especially noted when there is effective communication, clear direction as well as support. With these in place a culture is fostered. Certain instances in the workplace, when a culture of organisational support is instilled to various tasks, job performance comes out to be a positive, for both parties involved. Innovative ways of doing different tasks, bring about less stress to everyone.

The research on organisational culture yielded conflicting results about the link between clan culture and organisational creativity. Clan culture has a favourable effect on organisational culture, according to research by (Ramachandran, Chong and Ismail, 2011, pp. 615-634; Acar and Acar, 2012, pp. 683-692; Naranjo-Valencia, Jimenez-Jimenez and Sanz-Valle, 2017, pp. 407–417). However, Ogbeiku, Senadjki and Gaskin (2018, pp. 334-346) discovered that clan culture had a favourable impact on organisational culture. Previous studies (Ramachandran, Chong and Ismail, 2011, pp. 615-634; Acar and Acar, 2012, pp. 683-692; Naranjo-Valencia, Jimenez-Jimenez and Sanz-Valle, 2017, pp. 407–417) have found conflicting results on hierarchical culture in addition to clan culture. Researchers Ramachandran, Chong and Ismail, (2011, pp. 615-634), and Naranjo-Valencia, Jimenez-Jimenez and Sanz-Valle (2017, pp. 407–417) discovered that organisational creativity has been favourably impacted by hierarchy culture. However, Ogbeiku et al.'s research revealed that hierarchy culture has a detrimental effect on organisational innovation (Ogbeiku, Senadjki and Gaskin, 2018, pp. 334-346). Prior research on participatory leadership concentrated on the mediating effect (Qu, Janssen and Shi, 2015, pp. 286-299; Cai, et al., 2019. pp. 203-217; Chan, 2019, pp. 319-333). According to the authors of the current study, participative leadership acts as a moderating force in companies with hierarchical or bureaucratic value systems. As a result, the following goals were set for this study 1) to investigate the relationship between adhocracy culture and organisational creativity, 2) to investigate the relationship between market culture and organisational creativity, 3) to investigate the relationship between clan culture and organisational creativity, 4) to investigate the relationship between hierarchy culture and organisational creativity and 5) to investigate the moderating effect of participative leadership.

Literature Review

Organisational Creativity (OC)

Both the terms "creativity" and "innovation" are frequently used interchangeably. The process of coming up with original ideas or solutions to a problem is emphasised in certain definitions of creativity. Creativity as the "production of ideas concerning products, practices, services, or procedures that are novel or original and potentially useful to the organisation." The componential theory of creativity postulates that creativity is influenced by four factors, three of which are internal to an individual which are skills, creativity-relevant processes, and task motivation. External factors make up another element which includes the social environment of the institution

Knowledge and experience in the field in which the problem-solver works, such as electrical engineering or product design, as well as technical abilities, intelligence, and talents are examples of domain-relevant skills. These abilities make up the foundational resources from which the person can draw to fuel their creative process. These cognitive processes include the capacity to break free of perceptual and performance "scripts", as well as the capacity to synthesise information using broad, flexible categories. Self-control and a willingness to accept ambiguity are examples of personality processes.

Other external elements may also operate as inhibitors or catalysts of intrinsic motivation and creativity. Numerous work environment factors, including norms of harsh criticism of new ideas, political issues within the organisation, a focus on the status quo, a conservative and low-risk attitude among top management, and excessive time pressure, have been found to inhibit creativity in organisational settings.

Organisational Culture

Values and ideas held by employees inside an enterprise are referred to as the organisational culture. It refers to presumptions that aid in issue understanding and that all tasks are completed correctly. The competing values framework introduced by Cameron and Quinn (2006, p.35) has divided the organisational culture into four distinguished quadrants, namely clan, adhocracy, market, and hierarchy (refer to Figure 1.)

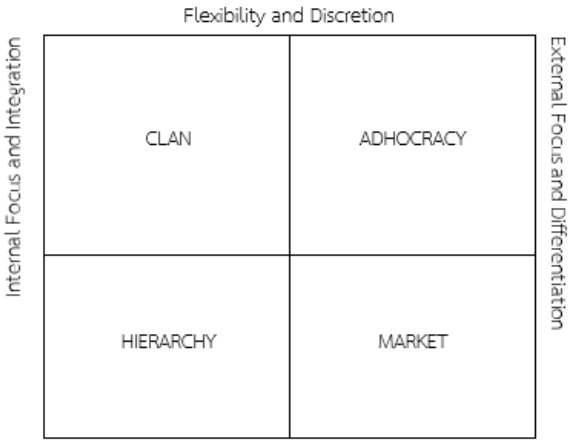

Figure 1 The competing values framework (Cameron and Quinn, 2006, p.35)

Adhocracy culture (AC) in organisations places an emphasis on flexibility while also paying close attention to the external environment, which is distinguished by success-oriented acknowledgment. These groups must continually examine what the needs of the future are in order to exist. Their main focus is on creating new goods and services and planning for the future. Fostering innovation, entrepreneurship, and other "cutting edge" activity is management's main responsibility. It was presumptively believed that innovation and adaptability produce new resources and financial success. The importance of developing a future vision, structured anarchy, and controlled imagination was therefore highlighted. Producing innovative goods and services and fast adjusting to new opportunities are significant challenges for these firms.

According to Amalina and Syaebani (2025, p.296), an adhocracy culture (AC) encourages employees to explore new opportunities and take measured risks. Furthermore, as noted by Lau and Ngo (2004, pp. 685–703), this type of organisational culture reflects worker engagement, shared accountability, and inventiveness. Thus, the following hypothesis has been posited: **H1: Adhocracy Culture (AC) has positively influenced organisational creativity (OC).**

Competitiveness and productivity—two fundamental aspects of a market culture (MC)—rely heavily on the importance of creativity and innovation. Further highlighting the market culture's mechanical orientation, Naranjo-Valencia, Jimenez-Jimenez and Sanz-Valle (2017, pp. 407–417) pointed out that it discourages employees from acting innovatively. In light of this, the following theory is put forth: **H2: Market Culture (MC) has negatively influenced organisational creativity.**

Clan culture (CC) resembles a family-style organisation. An organisation is marked by a strong internal focus, a high degree of flexibility and discretion, goals that are highly shared by organisation members, and high degrees of cohesiveness in the framework of competing values. These organisations resemble extended families more than they do commercial enterprises. Clan-type businesses were characterised by a sense of "we-ness," togetherness, participation, and shared values and goals.

The finding was supported by Acar and Acar (2012, pp. 683-692), who reported that an organisational culture that emphasises internal focus compared to external focus proves disadvantaged in creativity. The following hypothesis was recommended based on the previous findings (Cameron and Quinn, 2006, pp. 41-43; Gilson and Litchfield, 2017, pp. 80-85; Naranjo-Valencia, Jimenez-Jimenez and Sanz-Valle, 2017, pp. 407–417; Acar and Acar, 2012, pp. 683-692) as; **H3: Clan Culture (CC) has negatively influenced organisational creativity (OC).**

Rule-based, meritocratic, hierarchical, separate-ownership, impersonal, and accountable bureaucracy is what Weber initially referred to as when he first discussed hierarchy culture (HC) in 1997. According to Cameron and Quinn (2006, p. 37), bureaucracy includes these seven characteristics. In order to produce output that was dependable, streamlined, and

predictable, these traits were adopted by organisations. In general, the hierarchy culture (HC) is characterised by its stringent regulations and close oversight of staff behaviour and work procedures. Public higher education institutions (HEIs) use hierarchy culture (HC) values to motivate R&D initiatives. The conclusion of studies (Acar and Acar, 2012, pp. 683-692; Naranjo-Valencia, Jimenez-Jimenez and Sanz-Valle, 2017, pp. 407–417) is that the hierarchy culture (HC) is known for its bureaucratic values, which are typically unsupportive of organisational creativity. According to research the unjustified deployment of severe laws and rules may stifle organisational creativity, the following hypothesis was suggested; **H4: Hierarchy Culture (HC) has negatively influenced organisational creativity.**

Moderating Effect of Participative Leadership

Participatory leadership (PL) actively incorporates followers in decision-making and problem-solving so that they feel motivated, supported, and accountable for making innovative contributions. Participatory leaders acknowledge that they do not have all the answers and encourage followers to debate, evaluate, and propose original solutions to problems that arise.

Cooperation, persuasion, and sensitivity to social settings are all examples of social qualities. Personal qualities include being intelligent, imaginative, self-assured, flexible, and knowledgeable about group tasks. Their willingness to delegate authority to followers and exhibit cooperative behaviour is swiftly established. Leaders who encourage participation also frequently have a knack for persuasion. By weighing the pros and cons of each person's contribution, they are masters at gently steering the group to a choice. Participative leaders are conscious of the diversity of personalities, abilities, skills, and goals among their followers. With the use of this quality, the leader may assess the operational environment and the followers they have in order to create a strategy that will allow them to capitalise on the differences and advance the organisation.

Being shrewd in the context of participatory leadership (PL) refers to one's capacity to deftly analyse the data offered by followers and come to conclusions about how it pertains to the larger organisational context. Once a plan of action has been chosen, creativity refers to the leader's capacity to make decisions. Leaders must therefore be prepared to make the necessary adjustments in order to take into account new information as it becomes available.

There is limited current studies on participatory leadership and radical creativity. The findings showed that there is an intrinsic need for a collaboration with organisational creativity in order to have meaningful results. Participatory leadership enhances organisational creativity, according to a study by Chen, et al. (2020, pp. 741-759) in southwest China. Therefore, it is believed that participative leadership will moderate the relationship between organisational creativity (OC) and market culture (MC), clan culture (CC), hierarchy culture (HC), and MC. Consequently, in light of the discussion, the following hypotheses were put forth:

H5: Participative leadership (PL) moderates the relationship between clan culture (CC) and organisational creativity (OC).

H6: Participative leadership (PL) moderates the relationship between market culture (MC) and organisational creativity (OC).

H7: Participative leadership (PL) moderate the relationship between hierarchy culture (HC) and organisational creativity (OC).

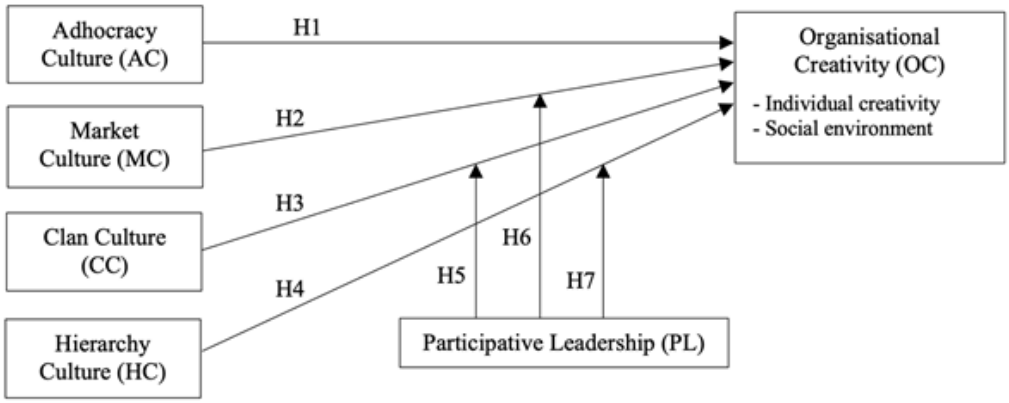

Figure 2 Theoretical framework

Methodology

Following deontological philosophical assumptions for dealing with ethical issues is an ideal approach. Such considerations include the affirmations that there was no harm intended or extended to the participants in the completion of the questionnaire even if it benefits the research. The research used all possible measures to guarantee the confidentiality, anonymity, and privacy of data and the respondents involved.

The research has a quantitative focus. A questionnaire was used to collect the data for this investigation on the top 20 Thai universities according to the Scimago Institutions Ranking for innovation in 2022 used as the unit of analysis. The researchers calculated G* power to determine the research sampling. G* Power states that the sample size for this investigation should not be lesser than 109 participants. The random sample technique was employed in this investigation as the sampling method. 250 participants were sampled for the purpose of the study. The random sample technique was employed in this investigation as the sampling method. The data were analysed using SmartPLS version 4.0 in order to meet the study's goals

Data Collection

The collected data underwent the validation process before hypothesis testing. Two types of validation were analysed, which are convergent validity by looking at the values of loading (≥ 0.5), composite reliability (≥ 0.7), and average variance extracted (AVE) (≥ 0.5). After all the values passed the process of convergent validity, discriminant validity was tested by assessing the value of the heterotrait-monotrait ratio of correlations (HTMT). The correlation values should not exceed 0.90

Analysis and Findings

The data were obtained from a single source, which might contribute to the common

method bias. Common method bias brought on by the data gathering procedure may have produced questionable research results (Ngah, et al., 2021, p. 7). To ensure that the data were free of the issue of common method bias, the research used full-collinearity testing. According to Hair, et al. (2017, pp. 442–458), the ideal variance inflation factor (VIF) is 5. The results show that there was no common method variance in the research.

The research employed structural equation modelling using Smart Partial Least Squares (Smart PLS). recommendation that the measurement model be constructed prior to the structural model. The measurement model cannot be developed unless the inquiry is reliable in both directions. Convergent validity will be proven if the loading value and AVE are all more than or equal to 5 and composite reliability is more than or equal to 0.7 (Gloria, 2025, p.9). The OC was calculated using the reflective-reflective mode of higher-order construct type II. Because the items for the individual and social OC constructs were different, the research used a two-stage approach to analyse the results of the higher-order construct. All items had loading values higher than 0.5, although some were eliminated due to cross-loading issues. All linked values satisfy the threshold values established by the literature, proving the study's convergent validity.

The research used the HTMT ratio analysis suggested by Franky and Sarstedt in 2019 for the discriminant validity. If every HTMT ratio value is less than or equal to 0.9, the discriminant validity is established. The

HTMT's maximum value, 0.9, is still within the permitted range. As a result, the research verified that the study's discriminant validity. The outcome of the HTMT analysis is shown in Table 4.

Table 4 Discriminant validity: HTMT ratio

Construct	AC	CC	HC	Ind	MC	PL	Social
AC							
CC	0.847						
HC	0.733	0.842					
Ind	0.829	0.9	0.885				
MC	0.867	0.89	0.877	0.877			
PL	0.804	0.81	0.75	0.888	0.77		
Social	0.696	0.813	0.741	0.867	0.753	0.742	

Note: AC - Adhocracy culture/ CC – Clan culture/ HC – Hierarchy culture/ MC – Market culture/ PL – Participative leadership/Ind – Individual creativity/Social – Social creativity

The Variance Inflation Factor (VIF) and Heterotrait–Monotrait Ratio (HTMT) were used to assess the validity of the data. VIF values, all below the recommended cutoff, confirm that there is no issue of multicollinearity among predictor variables, ensuring the regression estimates are not biased. Meanwhile, HTMT ratios below the accepted threshold demon-

strate that the constructs are empirically distinct, thereby establishing discriminant validity. Together, these tests strengthen the reliability and validity of the study's measurement model Since the Smart PLS assumes that the data are not normally distributed, bootstrapping analysis using the 5,000 resampling approach will be used for the hypothesis testing. If the confidence interval bias adjusted has no zero between the lower level (LL) and upper level (UL), the study's hypothesis will be deemed to be supported Ngah, et al., 2021, p. 8). The summary of the hypothesis testing analysis is shown in Table 5. It is critical to make sure the data is free of the multi-collinearity problem before doing hypothesis testing. If the VIF value is less than 5 (Hair, et al., 2017, pp. 442–458; Gloria, 2025, p. 9), the data are not affected by the multi-collinearity problem. The outcome of the VIF values is shown in Table 5. The fact that none of the VIF values were more than 5 indicates that the study's multi-collinearity problem was not a major one.

The use of VIF and HTMT provided a comprehensive check on model validity. VIF values confirmed that multicollinearity was not a concern, supporting the integrity of the regression estimates. HTMT ratios demonstrated satisfactory discriminant validity, affirming that each construct captured a unique aspect of the model.

For the investigation, seven different hypotheses were created. The direct influence is the focus of four hypotheses, while the moderated hypotheses are the focus of the remaining four. First, the direct influence of competing values (AC, CC, HC, and MC) on OC was studied. The R2 for this study was 0.748, meaning that the AC, CC, HC, and MC explained 74.8% of the variation in OC. The complete set of analytical findings for the hypothesis testing are shown in Table 5. H1 proposed that AC and OC are positively correlated. The results, however, do not indicate any connection between AC and OC (β = 0.075, p = 0.122). H1 was therefore not supported meaning that Adhocracy culture (AC) does not positively influence organisational creativity (OC). This can be attributed to fact that organisations are structured. In their structures there is minimal effort or room for flexibility and awareness of the external environment. That rigid structure has overlapping impact on relationships such as adhocracy culture and organisational creativity. After that, as predicted, the investigation discovered a positive relationship between MC and OC (β = 0.112, p = 0.05), thus not supporting H2 meaning that Market culture has negatively influenced organisational creativity. A large factor is the balance between productivity and remaining competitive at the same time. Productivity is greatly emphasised across all sectors and hence the support of the hypotheses. The study showed that β = 0.254 and p = 0.001 for the third hypothesis between CC and OC. So, it was established that they had no good connection. H3 was thus not supported meaning that clan culture (CC) has not negatively influenced organisational creativity (OC). The research discovered an association between the variables that was favourable for the final direct hypothesis, HC and OC (β = 0.220, p 0.001). H4 was thus supported.

There were only two hypotheses that were supported for the moderating effect. When PL is low (β = -0.153, p 0.05), the association between (PL* CC→OC) in H5 will be greater, confirming H5. But for H6, PL modifies the association between MC and OC (PL*MC→OC, β= 0.135, p 0.05). The results therefore supported the hypothesis that when PL is high, the link between MC and OC would be greater. H6 was thus supported. PL was unable to moderate the association between HC and OC in the case of the final moderation effect (PL*HC→OC) with the results of β = 0.035 and p = 0.319. H7 was thus unsupported. Additionally, all of the supported hypotheses were able to have a minor impact size, who classified effect sizes as tiny (0.02), medium (0.15), and high (0.35). Despite this, of all the study's minor impact sizes, CC has the largest (0.08).

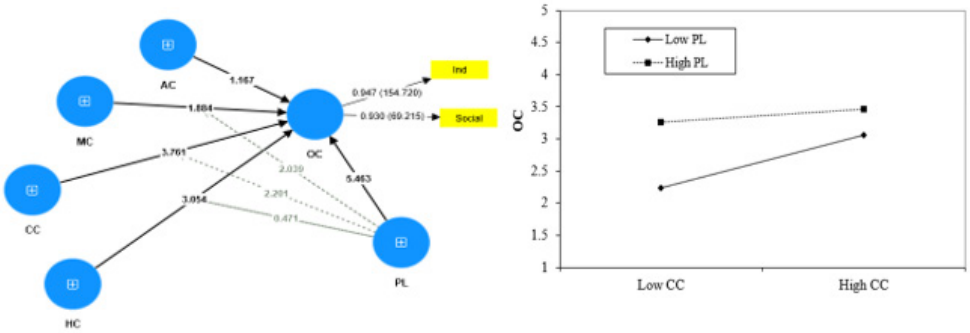

Figure 3 Structural model

The method was chosen due to the blindfolding procedure's inability to actualize the prediction potential (Ngah, et al., 2021, p. 10). By comparing PLS Root Mean Square Error (RMSE) and Linear Modelling (LM) RMSE errors, the authors asserted that the PLS-predict had a higher predictive potential. When differences between PLS and LM for all items are negative, the model has high predictive power; when the majority of items have negative outcomes, it has moderate power; and predictive power is not confirmed for all items with a positive value. Not all items with positive values show evidence of predictive capacity. The outcome of the PLS prediction is shown in Table 2, which demonstrates the model's potent predictive abilities.

Table 2 PLS predict

	Q^2predict	PLS-SEM_RMSE	LM_RMSE	PLS SEM-RMSE - LM RMSE
Ind	0.746	0.507	0.546	-0.039
Social	0.568	0.663	0.700	-0.037

Discussion

Both theoretically and practically, the research provided here advances our understanding of creativity and leadership. The research examines how, under participatory leadership, corporate culture may impact organisational innovation. The study discovered that participative leadership served as a moderator between organisational culture and organisational innovation. As a consequence, creative thinking and organisational culture depend on participatory leadership. b

The following are some reasons why the study is significant. In order to validate its influence on organisational outcomes, further research is required since the findings of the current studies on organisational culture are inconsistent. According to the research, organisational creativity is moderated by participatory leadership. Second, at public universities, participative leadership is anticipated to strike a balance between organisational culture and organisational creativity. The third question the research aims to address is whether or not companies need participatory leadership to foster innovation.

The association between participatory leadership and organisational innovation is favourable and substantial. This result demonstrates how participatory leadership directly influences organisational creativity. The discovery fosters and promotes the use of innovative strategies and ideas to outperform rival businesses. The staff's motivation and empowerment might be raised in an indirect way.

According to the literature (Sternberg, Kaufman and Pretz, 2004, pp. 455-473) leadership is primarily focused on creativity. Successful, pragmatic, and creative intellect are necessary for participatory leadership. (Sternberg, Kaufman and Pretz, 2004, pp. 455-473) claim that effective intelligence relies on using one's advantages to succeed. The capacity to customise an environment to one's needs is a sign of practical intelligence. On the other side, creative intelligence is the capacity to win others on to your unconventional ideas. Forging forward in a difficult environment requires creative thinking. In fact, participatory leaders may take advantage of emerging chances in their surroundings to flourish.

Conclusion

Numerous theoretical and practical contributions are made by this work. It makes a substantial contribution to the body of literature by demonstrating a novel moderating effect that suggests participatory leadership may stimulate organisational innovation in HEIs. Prior to this study, the discovery was unknown. As a consequence, it will effectively close the gap in the research on organisational innovation by determining whether or not participatory leadership is possible in Thai HEIs.

In practical contribution, the Thai government and other public sector organisations engaged in policymaking in Thailand may benefit from this research. The findings will have a big impact on government planning to achieve the nation's goal of keeping up with the Sustainable Development Goals (SDG), which is to ensure inclusive and equitable quality education and promote opportunities for lifelong learning for everyone by 2030. This study also

offers a broad overview of the changes currently occurring in the higher education landscape, particularly in Thai HEIs, and makes pertinent recommendations for academic and non-academic staff on how to contribute to organisational creativity by improving their participative leadership within the organisation.

Nowadays creativity is the lifeline of every organisation, and participative leadership ensures that all stakeholders are in the right space to produce cutting edge products, services and educational goals. The outcomes of the study will have an impact on businesses across the region, and not only in Thailand. The impact of bridging the gaps of creativity by allowing ideas from all levels of staff to reach the top management and then see to it that the new ideas are implemented. Meaningful creativity comes with improvement in operations in the industries. Creativity is imperative in the educational spaces as HEIs are where great minds are groomed. Hence HEIs across the region may be able to utilise the relationship of participative leadership, organisational culture and creativity to stimulate new ideas and remain relevant.

Recommendations

The study recommends that further research to be focused on a wider pool of participants for a more conclusive finding. This means that the primary focus was the top universities in Thailand and therefore further research may be conducted in lower-level universities as well as remote universities. The effect sizes were all small, reducing the really strong nature of the results and the possibility of widespread practical application. Secondly it is recommended that a qualitative approach be incorporated in further studies. This will allow more intrinsic information to be collected, for finer analysis. This is because the study primarily focused on a quantitative approach and yielded good results. The study recommends a closer look at the relationships that were not supported, these include where participative leadership (PL) moderate the relationship between hierarchy culture (HC) and organisational creativity (OC). The study does not entirely examine Adhocracy Culture and Organizational Creativity, even though Adhocracy Culture is an independent variable which is recommended for further study. One limitation of the study posits that the sample focused on top universities in Thailand, which therefore meant the findings may not be generalizable to all organizations. Future research may need to include a larger pool of respondents from various institutions as well. This would further help generalize the findings for all organisations. Additionally, future research directions will need to consider using qualitative research methods to gather more in-depth and intrinsic data or expanding the study to include universities or organizations with lower rankings.

Bibliography

Acar, Z. A. and Acar, P. (2012). The effects of organizational culture and innovativeness on business performance in healthcare industry. **Procedia-Social and Behavioral Sciences,** 58, 683-692.

Amalina, F. and Syaebani, M. I. (2025). The Effect of Transformational Leadership and Adhocracy Organizational Culture on Organizational Commitment with Work Engagement as A Mediating Variable in Digital Start-Up Employees. **Almana Jurnal Manajemen Dan Bisnis,** 9(2), 296–306.

Busse, R. and Regenberg, S. (2018). Revisiting the "authoritarian versus participative" leadership style legacy: a new model of the impact of leadership inclusiveness on employee engagement, **Journal Leadership Organizational Studies,** 26(4), 510-525.

Cai, W., Lysova, E. I., Khapova, S. N. and Bossink, B. A. G. (2019). Does entrepreneurial leadership foster creativity among employees and teams? The mediating role of creative efficacy beliefs. **Journal of Business and Psychology,** 34(2), 203-217.

Cameron, K. S. and Quinn, R. E. (2006). **Diagnosing and Changing Organizational Culture: Diagnosing and Changing Organizational Culture: Based on the Competing Values Framework.** San Francisco: Jossey-Bass.

Chan, S. C. (2019). Participative leadership and job satisfaction: the mediating role of work engagement and the moderating role of fun experienced at work. **Leadership & Organization Development Journal,** 40(3), 319-333.

Chen, L., Wadei, K. A., Bai, S. and Liu, J. (2020). Participative leadership and employee creativity: a sequential mediation model of psychological safety and creative process engagement. **Leadership & Organization Development Journal,** 41(6), 741-759.

Gilson, L. L. and Litchfield, R. C. (2017). Idea collections: a link between creativity and innovation. **Innovations,** 19(1), 80–85.

Gloria, J. V. (2025). Green innovation as a mediator of green transformational Leadership, green supply chain management on green perceived organizational support toward sustainable competitive advantage in sustainable firms in the Philippines. **Discover Sustainability,** 6, 1180.

Hair, J., Hollingsworth, C. L., Randolph, A. B. and Chong, A. Y. L. (2017). An updated and expanded assessment of PLS-SEM in information systems research. **Industrial Management and Data Systems,** 117(3), 442–458.

Huang, X., Iun, J., Liu, A. and Gong, Y. (2010). Does participative leadership enhance work performance by inducing empowerment or trust? The differential effects on managerial and non-managerial subordinates. **Journal of Organizational Behavior,** 31(1), 122-143.

Huang, X., Shi, K., Zhang, Z. and Cheung, Y. L. (2006). The impact of participative leadership behavior on psychological empowerment and organizational commitment in Chinese state- owned enterprises: the moderating role of organizational tenure. Asia Pacific **Journal of Management,** 23, 345-367.

Lau, C. M., and Ngo, H. Y. (2004). The HR system, organizational culture, and product innovation. **International Business Review,** 13(6), 685–703.

Lamdaghri, N., Belaid, Y. N., and Von Korflesch, H. (2024). The Internationalization of Higher Education: A description of Morocco's current situation. **African Scientific Journal,** 3(26), 910–911.

Naranjo-Valencia, J. C., Jimenez-Jimenez, D. and Sanz-Valle, R. (2017). Organizational culture and radical innovation: does innovative behavior mediate this relationship?. **Creativity and Innovation Management,** 26(4), 407–417.

Ngah, A. H., Anuar, M. M., Rozar, N. N., Ariza-Montes, A., Araya-Castillo, L., Kim, J. J. and Han, H. (2021). Online sellers' reuse behaviour for third-party logistics services: An innovative model development and e-commerce. **Sustainability,** 13(14), 7679.

Ogbeiku, S., Senadjki, A. and Gaskin, J. (2018). The moderating effect of benevolence on the impact of organisational culture on employee creativity. **Journal of Business Research,** 90, 334-346.

Purwania, T., Listijo, H. and Santoso, R. B. (2025). Generational differences in repeat borrowing attitudes: A study of Millennials and Generation Z in peer-to-peer lending. **Global Business & Finance Review,** 30(2), 44–56.

Qu, R., Janssen, O. and Shi, K. (2015). Transformational leadership and follower creativity? The mediating role of follower relational identification and the moderating role of leader creativity expectations. **The Leadership Quarterly,** 26(2), 286-299.

Ramachandran, S. D., Chong, S. C. and Ismail, H. (2011). Organisational culture: an exploratory study comparing faculties' perspectives within public and private universities in Malaysia. **The International Journal of Educational Management,** 25(6), 615-634.

Shafique, I., Ahmad, B. and Kalyar, M. N. (2020). How ethical leadership influences creativity and organizational innovation Examining the underlying mechanisms. **European Journal of Innovation Management**, 23(1), 114-133.

Somech, A. (2006). The effects of leadership style and team process on performance and innovation in functionally heterogeneous teams. **Journal of Management,** 32(1), 132-157.

Sternberg, R. J., Kaufman, J. C. and Pretz, J. E. (2002). **The creativity conundrum: A propulsion model of kinds of creative contributions.** New York: Psychology Press.

Sternberg, R. J., Kaufman, J. C. and Pretz, J. E. (2004). A propulsion model of creative leadership. **The Leadership Quarterly,** 14(4-5), 455-473.

Tu, Y., Lu, X., Choi, J. N. and Guo, W. (2018). Ethical leadership and team - level creativity: mediation of psychological safety climate and moderation of supervisor support for creativity. **Journal of Business Ethics,** 159, 551-565.

Wahid, K. A., Numprasertchai, H., Sudharatna, Y. and Laohavichien, T. (2016). Assessing perceived knowledge creation: The role of organizational knowledge and market environment. International **Journal of Management, Knowledge and Learning,** 5(1), 57-79.