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HACI BAYRAM VELİ ÜNİVERSİTESİ

**LİSANSÜSTÜ EĞİTİM ENSTİTÜSÜ**

**THE IMPACT OF TRANSFORMATIONAL LEADERSHIP ON  
EMPLOYEES CREATIVITY IN INDEPENDENT  
DIRECTORATE OF LOCAL GOVERNANCE**

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**Thesis Supervisor  
Dr. Öğr. Üyesi Seçil Mine TÜRK**

**MASTER OF SCIENCE  
INTERNATIONAL RELATIONS AND PUBLIC ADMINISTRATION**

**NOVEMBER 2019**



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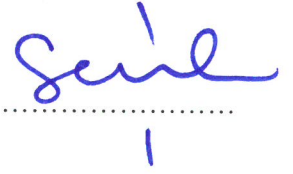
**NOVEMBER 2019**

Manoochehr MALIKZADA tarafından hazırlanan “*THE IMPACTS OF TRANSTRANSFORMATION LEADERSHIP ON EMPLOYEES CREATIVITY, IN INDEPENDENT DIRECTORATE OF LOCAL GOVERNANCE(IDLG)*” adlı tez çalışması aşağıdaki jüri tarafından OY BİRLİĞİ / ~~OY ÇOKLUĞU~~ ile Ankara Hacı Bayram Veli Üniversitesi Lisansüstü Eğitim Enstitüsü Amme İdaresi Anabilim Dalına bağlı Uluslararası İlişkiler ve Kamu Yönetimi (İNG.) Bilim Dalında **YÜKSEK LİSANS TEZİ** olarak kabul edilmiştir.

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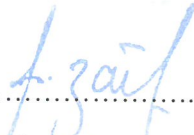
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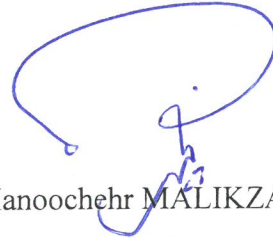


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## ACCURACY DECLARATION

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Manoochehr MALIKZADA

18.11.2019

Dönüşümlü Liderliğin, Bağımsız Yerel Yönetişim Müdürlüğünde, Çalışanların Yaratıcılığına Etkisi  
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ÖZET

Organizasyonlardaki çağdaş taleplerden biri yeni bilgi ve yenilikler yaratma ihtiyacıdır. Yaratıcılık gelişim süreçlerinin önemli parçasıdır. Bu araştırma , dönüşümcü liderlik Bağımsız Yerel Yönetim Müdürlüğünde çalışanların yaratıcılığını etkiler (BYYM) ve bu tür araştırmalar nadiren Afganistan hükümeti ve sivil toplum Organizasyonlarında yapılır. Bu yüzden bu araştırmanın amacı, dönüşümcü liderliğin BYYM deki çalışanın yaratıcılığına olan etkisini anlamaktır. Bu nedenle bu araştırma için şu soru çıkar; dönüşümsel liderlik BYYM'de çalışanların yaratıcılığını etkiliyor mu? Ek olarak bu çalışma dönüşümsel liderliğin hangi karakterlerinin vurgulandığını tanımayı amaçlamaktadır. Liderlerin yaratıcılık için personeli uyandırmak için nasıl tepki vermeleri gerektiğidir. Bu araştırma iki değişken içermektedir. Bağımsız değişken olarak dönüşümsel liderlik ve çalışanın yaratıcılığını bağımlı değişken olarak, Mevcut araştırma stratejilerine ilişkin literatüre katkı sağlayacaktır. Bu iddiaları öğrenmek için, Bu araştırmaya BYYM'nin yüksek, orta ve düşük yönetim seviyelerinde çalışan toplam 189 çalışmanı katılmıştır. Veri toplama bakımından, bir anket hazırlanmış ve çalışanlara dağıtılmıştır. Pearson testinden değişkenler arasındaki korelasyon ve değişkenlerin etkilerinin karşılaştırılması için regresyon testi kullanarak dönüşümsel liderliğin çalışanların yaratıcılığına etkilerini ampirik olarak değerlendirilmiştir. Anketi aldıktan sonra, Her bir sorunun cevabı analiz için SPSS programına girilmiştir. Bu araştırmanın yöntemi sayısal bir araştırmadır ve açıklayıcı ilişki araştırmasıdır. Sonuçlar, dönüşümsel liderlik ile çalışanın yaratıcılığı arasında olumlu bir etki olduğunu ortaya koydu. Bu araştırmanın pratik uygulamaları, dönüşümsel liderlerin takipçilerin yaratıcılığına destek olmalarıdır. Bu nedenle BYYM liderliği, süpervizörler, takım liderleri ve yöneticiler gibi insan kaynakları için eğitim ve çalıştaylar çalışmaları yoluyla dönüşümsel liderliği benimsemek ve yatırım yapmak için değerli olabilir.

Bilim Kodu : 111611

Anahtar Kelimeler : Dönüşümcü liderlik, çalışanın yaratıcılığı, ilham verici motivasyon, idealize edilmiş etki, bireysel düşünce, entelektüel uyarım ilham ve motivasyon, kişilik faktörleri ve bilişsel yaratıcılık faktörleri.

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ABSTRACT

One of the contemporary demands in organizations is the need of creating new knowledge and innovations. Creativity is essential parts of development processes. This research is, transformational leadership impacts the creativity of employee's at Independent Directorate of Local Governance (IDLG) and such researches are rarely done in Afghanistan governmental and non-governmental organization so the main purpose of this research is to understand the impact of transformational leadership on employees creativity at IDLG. Therefore the main question for this research rise up such as; does the transformational leadership impact the creativity of employees at IDLG? In addition, the study aims at recognizing what characters of transformational leadership are emphasized as well as how leaders should react to provoke the staff for creativity. This research includes two variables transformational leadership as independent variable and employee's creativity as dependent variable, which will contribute to the current literature on research strategies. To find out these claims, a total number of 189 of employees who were high, mid and low management levels of IDLG took part in this research. For the sake of data collection, a questionnaire was designed and then distributed to the employees. Correlation between variables from Pearson test and Regressions test for comparison of variables impacts for each other are used to empirically assess the impacts of transformational leadership on employees creativity. After obtaining the questionnaire, the answers for each question were entered to SPSS program for analysis. The method of this research is a quantitative research in nature, and a descriptive correlational research. The results revealed that there is a positive impact between transformational leadership and employee's creativity. Practical implications in this research is that the transformational leaders promote follower's creativity, so the IDLG leadership may find it valuable to adopt and invest on transformational leadership through training and workshops for its human resources such as supervisors, team leaders and directors.

Science Code 111611

Keywords: Transformational leadership, employee's creativity, idealized influence, inspirational motivation, intellectual stimulation, individual consideration, inspirational and, emotional, personality factors and cognitive factors of creativity.

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## LIST OF ABBREVIATIONS

GIRA	: Government of Islamic Republic of Afghanistan
IDLG	: Independent Directorate of Local Governance
IARCSC	: Independent Administrative Reforms and Civil Service Commission
PAR	: Public Administration Reform
NPP	: National Priority Program
SNG	: Sub-National Governance
CSL	: Civil Service Law
HRM	: Human Resource Management



## 1. INTRODUCTION

First chapter discusses the scope, problems, significance, research objectives, questions and hypothesis of the study and also it describes the conceptual framework of this study.

One of the significant factor to have a successful organization is the leadership. There is an assumption on underlying the study of leadership is that leader's affect organizational performance. It is not only the leaders but also board of directors, the highest level of executives in an organization, make the same assumption (DuBrin, Leadership Research Findings , Practice and Skills, 2008, p. 6). This assumption is very important in the era of sever contest, vigorous environments and many complicated challenges, changes in the technology and style of management, organizations and administrations, had to change and replace the ways of thinking and policies and update the system in order that staff faces and deals challenges on daily tasks (Taghrid S. Suifan Marwa Al-Janini, 2017, p. 284). In order to deal with this intense competition, the leaders and employees have to increase the level of creativity in the organizations. Creativity is known as the key figure and ability in 21 century for the organizations and recently it has appeared as the key elements for the organization success, sustainability and development and its ability to produce new ideas, methods and innovations (Taghrid S. Suifan Marwa Al-Janini, 2017, p. 284).

It is believed that the creativity is encouraged by the leadership styles in the organizations and the individual behavior of the leaders can affect the employee's abilities to find the applicable ways for the complicated challenges (Taghrid S. Suifan Marwa Al-Janini, 2017, p. 284).

Leadership can be seen as a situational factor that exerts a strong influence on creativity and, in particular, transformational leadership has been closely related to employees' creativity; transformational leaders may inspire subordinates to go beyond their abilities in providing a better way of completing their tasks and solving problems (Taghrid S. Suifan Marwa Al-Janini, 2017, p. 284).

The attitudes, personal qualities and skills of leaders in organizations stand out as a group of vitally important ingredients in innovation by the supervisors or first-line managers, middle managers or executive directors, the leaders of an enterprise can do a great deal to encourage creativity (Adair, 2007, p. 63).

In order to identify the link and impact between transformational leadership and creativity of the employees, a government entity in Afghanistan was selected as field of the

study. The focus of this study is to assess and analyze the impact of transformational leadership on employees creativity. The selected entity is known as the Independent Directorate of Local Governance (IDLG) and is responsible for managing the affairs of the local governance in Afghanistan. As additional background information on the entity - IDLG was established on 30<sup>th</sup> August 2007 with the purpose of strengthening good governance, provision of services, consolidating stability, accountability and transparency at the local level through establishing strong and capable sub national government administrations. IDLG is responsible for directing, managing and improving the affairs of Provincial Governor's Offices (PGOs), District Governor's Offices (DGOs), municipalities (except Kabul Municipality) and local councils; and ensuring public participation in the decision-making process (Sub-national Governance Policy, 2010, p. 78).

Although, IDLG since its establishment in 2007, has improved significantly and has been successful in different fields like urban reconstruction, social service delivery, economic growth, ensuring security, rule of law and developing institutional policy, procedures and systems, but when it comes to administrative reforms, many tangible problems can still be seen at the central and provincial levels.

### Problem Statement

After collapse of Taliban regime in 2001 a new phase opened for Afghanistan and by coming of international coalition, a new government took over and international aid organizations downhill into Afghanistan on the base of Bonn agreement in order to rebuild Afghanistan's administrative system. The government of Afghanistan has made efforts to tackle the problem and address them. Afghanistan administrative system was reformed in 2003 for a compliant, non-political, stable and transparent civil service administration within the framework of good governance that has the ability to effectively and efficiently use the public resources towards delivering basic services, increasing revenues and supporting the development of private sector for economic and social development of the country. The purpose of reform was also to ensure transparency and meritocracy in recruitment and administrative processes and procedures (IARCSC, Civil Service Reform-Strategic Plan, 2007, p. 16). There was some progress, but due to several challenges in the country, public organizations which IDLG is not immune from them, could not fully overcome challenges and obstacles it has been facing in implementing reforms. There are still many challenges which resulted to low provoke and temptations in the governmental employees for creativity, the challenges will be briefly discusses in this study.

The challenges which exist in IDLG and the researcher discusses in this study are as below:

- **Lack of transparency in the recruitment process:** By violating the civil service law, recruitment in the governmental organizations takes place on the basis of nepotism, personal relations and party membership rather than merit, without considering the qualifications, capabilities and eligibilities of the candidates which is led to low creativity and enthusiasm in the employees, IDLG is not also immune from this challenge.
- **Lack of Motivation:** Lack of motivation is another concern in IDLG for pacing the progress slowly, leaders or work supervisors are not care about a employees, If a employees effort a lot and has a good work skills he/she will not awarded but would be given more task to do. When employees are not recognized for their accomplishments or are only criticized for their shortcomings, they don't feel valued and work in a state of fear of making a mistake and this is a common problem among many employees.
- **Lack of Communication:** The leaders rarely discuss or chart a deliberate direction or strategy for the future with the subordinates and employees, and doesn't effectively communicate information, priorities, expectations or changes within the rest of the organization in a timely manner, or at all. As the model of administrative organizations are hierarchy in Afghanistan the operational staffs have no dare to meet with the leadership or leadership does not give them time to express themselves.
- **Lack of Capacity:** Staff has a low capacity and skills of work, when the recruitment takes place without considering relevant work experience and educational background and the performance appraisal is kept as artificial in the human resource management (HRM) of every organization, off curse there would be no motivation, staff will never encourage him or herself to enhance his or her capacity.
- **Lack of Culture of Work and Commitment:** Employee engagement and morale are low. Motivation and engagement are missing. Different divisions or departments do not trust other divisions or departments, as the all functions of HRM is not smooth therefore employees are not so committed to work and to the organizational mission and vision.
- **Multiplicity of pay scale:** Multiplicity in pay scales within the same organization created a sense of disappointment among the governmental staff lowering their morale. As a government entity, IDLG is also not immune to this situation. In the context of IDLG, the disparity in salary scale of the employees has had a negative impact on the creativity and

motivation of the government civil servants who are paid lesser salaries than those who are pay roll of the donor programs. The big gap in salaries of the staff has also drastically weakened the continuity of work in the organization and has resulted in lack of cooperation and coordination among staff at the IDLG.

- **Staff Turnover and replacement:** Frequent replacement of the staff is another challenge in IDLG. High turnover has led to the reduction in employee's creativity and motivation towards the execution of their tasks. Part of the government's mandate is to create jobs for the people and retain qualified individuals in the public sector but most of the requirement happens on the basis of political, ethical, and parties which led to low creativity in the organization.
- **Reward and Prize:** Moreover, there is no standard system, in practice and to recognize the skills full staff and reward them in order to institutionalize one main functions of HRM. Performance appraisal is aimed at helping and encouraging all the governmental staff to improve their performance, develop their ability and capacity, increase work satisfaction and utilize capacity in order to ensure organizational interest and assure the standard and quality service delivery to the citizens, but it is not always implemented effectively.
- **Corruption:** Corruption is another challenge that has affected the performance of IDLG's and its ability to effectively implement reforms and deliver quality services. These and other challenges have had a negative impact on institutionalizing of transformational leadership in the government entities and enhancing staff creativity. It is also an obstacle in motivation of the staff to improve their creativity. The immediate causes of corruption are government officials colluding to defraud the public interest and the cumbersome bureaucratic system that brings about a favorable environment for corruption to flourish.
- **Age Gaps:** Age differences among government civil servants is another problem. During a long era of war and instability in Afghanistan there was no HRM systems in the remote organizations and almost there was no official organizations. After the collapse of Taliban regime, Administrative reform programs were launched that attracted many young and educated Afghans and enticed them to join the government. This provided new blood to the public sector and brought in people to the key government positions who were familiar with the new administration system, modern technologies and international languages. But on the other hand, by entering the young citizens in the governmental organizations, the old staff who were not so up to date with the modern system felt

secluded and left behind and it resulted in hatred from old staff towards the new and young staff. This generation clash would often affect the working relations among staff and kept back government departments even IDLG from performing at their optimum.

- **Ethnic Problem:** one the big challenge in today's Afghanistan concerns is ethnic issues, it is almost infected the public organizations in Afghanistan. When conflict escalates without mediation, intense situations may arise between organization members. It's unfortunate, but organizational conflicts may cause violence among members, resulting in legal problems for members and possibly the organization.
- **Discrimination in Service Delivery:** The discrimination in the service delivery is an illness in some public government in Afghanistan. When staff is recruited on the basis of nationality and ethics, off course he or she will focuses more on his region and race in delivering public services. This sort of circumstances damages the organizations and make personalize it.
- **Institutional Duplication:** Building a solid organization takes hard work and a keen awareness of the organizational culture and environment that exists in it. Every organizations have its policy, strategy, rules and regulations in order to smoothly the employees run the organization task, but when the it is copied from modern and developed country, off course the operational level employees is not familiar with them and its leads to a slow down work and ambiguity.

It can be said that the present weakness in the leadership and management area, is a big challenge in Afghanistan, and has prevented the country from having good governance. Transparency, accountability, efficiency and effectiveness are not ensured, while corruption is rampant.

Afghanistan public organizations are supported and provided with new and modern office equipment and there is no problem which aroused of lack of equipment. According to the researcher's point of view; the above mentioned problems are the cause of weak leadership, which have kept IDLG from achieving its mandate to ensure good governance, provide standard services, and consolidate stability, accountability and transparency and have no new ideas and thoughts for a new model at the local level.

## Research Significance

Unfortunately, very few researches have been conducted by the researchers to find out the impact and relationship between transformational leadership style and creativity of employees in Afghanistan governmental administrations. After its compilation, this research makes an important contribution to IDLG's efforts of making improvements or having new thoughts in the area to practice for better change and staff performance. After the result, this work is shared with the managers and leaders at the IDLG, it will be a contribution to IDLG adopting the transformational leadership style. The implementation of the transformational leadership style by managers would lead the employees to increase their creativity, efficiency and effectiveness which would ultimately help IDLG as an organization, in achieving its mandate.

It is important for IDLG to focus more on the transformational leadership style to enhance the capacity of the employees. Employees who are creative and have specialized skill will contribute in the success of an organization and it can be said that adopting the transformational leadership style in routine activities is significant in ensuring creativity in an organization.

## Research Objective

Main Objective:

- To understand the impact of Transformational leadership on Employees creativity in IDLG.

The leadership and management roles are very tangible and vital in social activities and in bringing fundamental changes. These roles are also important for organizations and playing them effectively can enhance creativity in the employees. Creativity is only the key for an organization to compete in a tough environment and keep alive.

The goal of this study is to explore the impacts of transformational leadership and employee's creativity of IDLG. Therefore, this thesis investigates the two phenomena and evaluates their impact. It also assesses whether the transformational leadership helps and encourages the staff through using four dimensions; inspirational motivations, individual consideration, idealized influence and intellectual stimulation. This thesis also analyzes whether transformational leadership style can increase the creativity of IDLG employee.



The reason behind choosing IDLG is that the writer of the thesis has a first-hand experience of working at that organization and besides having an insight into the situation of managers and employees at the organization, has also closely observed the situation of administrative reforms there. The objective of the study is to check whether the behavior and the transformational leadership style of the supervisors have had any impact on the creativity of the staff.

Sub Objectives:

- To understand the impact of idealized influence on cognitive components of creativity of employee's creativity at IDLG.
- To understand the impact of idealized influence on inspirational and emotional components of employee's creativity at IDLG.
- To understand the impact of idealized influence on personality factors of creativity of employee's creativity at IDLG.
- To understand the impact of inspirational motivation on cognitive components of creativity of employees creativity at IDLG.
- To understand the impact of inspirational motivation on inspirational and emotional components of employees creativity at IDLG.
- To understand the impact of inspirational motivation on personality factors of creativity of employees creativity at IDLG.
- To understand the impact of intellectual stimulation on cognitive components of creativity of employees creativity at IDLG.
- To understand the impact of intellectual stimulation on inspirational and emotional components of employees creativity at IDLG.
- To understand the impact of intellectual stimulation on personality factors of creativity of employees creativity at IDLG.
- To understand the impact of individual consideration on cognitive components of creativity of employees creativity at IDLG.
- To understand the impact of individual consideration on inspirational and emotional components of employees creativity at IDLG.

- To understand the impact of individual consideration on personality factors of creativity of employees creativity at IDLG.

### Research Questions

Main Question:

- Does the transformational leadership impact the creativity of employees at IDLG?

Sub Questions:

- Dose the idealized influence impact the cognitive components of creativity at IDLG?
- Dose the idealized influence impact the inspirational and emotional components at IDLG?
- Dose the idealized influence impact the personality factors of creativity at IDLG?
- Dose the inspirational motivation impact the cognitive components of creativity at IDLG?
- Dose the inspirational motivation impact the inspirational and emotional components at IDLG?
- Dose the inspirational motivation impact the personality factors of creativity at IDLG?
- Dose the intellectual stimulation impact the cognitive components of creativity at IDLG?
- Dose the intellectual stimulation impact the inspirational and emotional components at IDLG?
- Dose the intellectual stimulation impact the personality factors of creativity at IDLG?
- Dose the individual consideration impact the cognitive components of creativity at IDLG?
- Dose the individual consideration impact the inspirational and emotional components at IDLG?
- Dose the individual consideration impact the personality factors of creativity at IDLG?

### Research Hypothesis

Main Hypothesis:

- Transformational leadership impacts the employee's creativity at IDLG.

Sub-hypothesis

- Idealized Influence impacts the cognitive components of creativity of employees at IDLG.

- Idealized Influence impacts the inspirational and emotional components of creativity of employees at IDLG.
- Idealized Influence impacts the personality factors of employee's creativity at IDLG.
- Inspirational Motivation impacts the cognitive components of creativity of employees at IDLG.
- Inspirational Motivation impacts the inspirational and emotional components of creativity at IDLG's employee's creativity.
- Inspirational Motivation impacts the personality factors of employee's creativity at IDLG.
- Intellectual Stimulation impacts the cognitive components of creativity of employees at IDLG.
- Intellectual Stimulation impacts the inspirational and emotional components of creativity at IDLG's employee's creativity.
- Intellectual Stimulation impacts the personality factors of creativity of employees at IDLG.
- Individual Consideration impacts the cognitive components of creativity of employees at IDLG.
- Individual Consideration impacts the inspirational and emotional components of creativity at IDLG's employee's creativity.
- Individual Consideration impacts the personality factors of creativity of employees at IDLG.

To be able to prove these hypothesis, the correlations is used to find out the impacts of these independent variable and dependent variable of the research to see if impact is exists and identify the regression equation by the statistical analysis. A questionnaire has been developed for this research. The questionnaire comprises 28 questions divided into three parts. Questions in the first part is about the demographical information, second part asks about the participant's manager and supervisors while questions in the third part ask about the participants or employees themselves.

The questionnaire was distributed to 189 civil servants at IDLG. They were at different positions like general directors, directors, head of departments and employees from

the fourth, fifth, and sixth grades. They were from the different departments and were oriented on the questionnaire. The data gathered as result of the survey has been analyzed using the SPSS software.

### Research Variables

#### *Independent Variables*

In this research is transformational leaders, known as independent variable which has four dimensions, i.e. Idealized influence, Inspirational Motivation, Intellectual Stimulation, and Individual Consideration.

In the present paper, it investigates the impacts of transformational leadership and employee's creativity. This is an attempt to find out whether the transformational leadership style influence the employee's creativity at IDLG or not.

#### *Dependent Variable*

In this research the creativity of employees is known as dependent variable, It is chosen to see whether it increases by adopting the transformational leadership style or not. Below are the components of employee's creativity:

- Cognitive
- Inspirational and emotional
- Personality factors

The below conceptual model has been prepared to illustrates the impacts of various components of transformational leadership and staff creativity. The model is supposed to be appropriate for public organizations. To achieve the objective of this research, impacts of transformational leadership on employees creativity have been taken into account as operational variables to clarify the impacts of transformational leadership on employees creativity in IDLG.

There are two variables in the conceptual model:

- Transformational leadership is Independent Variable
- Employees creativity is Dependent Variable

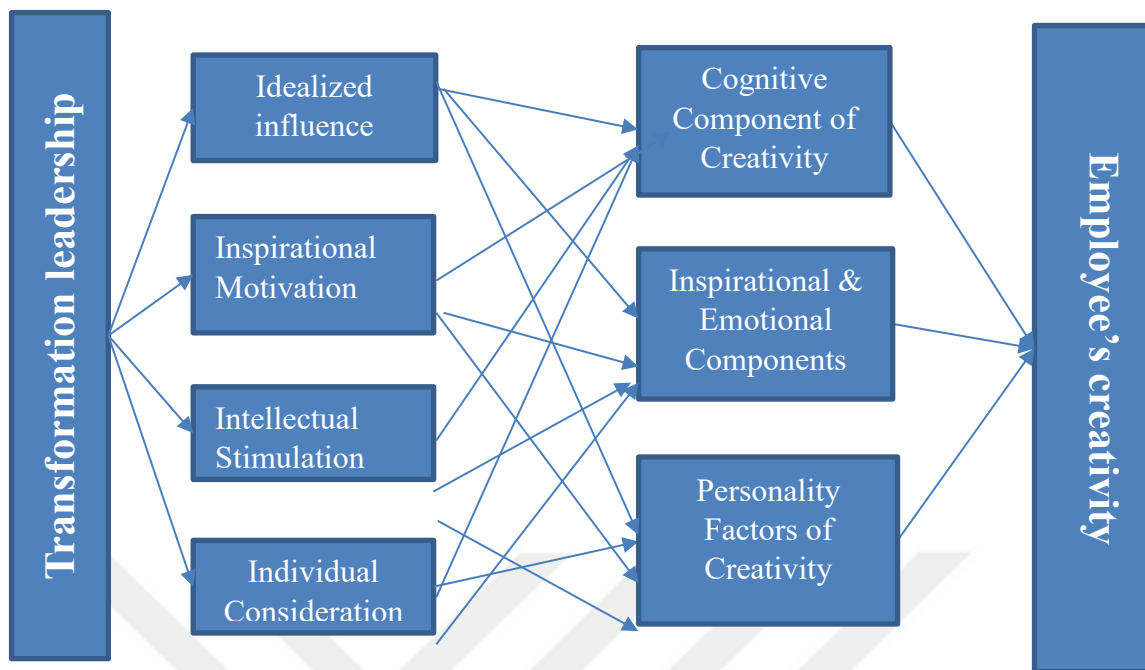


Figure 1.1. Conceptual Model

Models provide a conceptual or theoretical framework and can be a way of organizing the results of research and their presentation (PIRCE & NEWSTROM, 2000, p. 394). Conceptual model can be an important part of the theoretical view. However, theoretical views usually use a set of concepts. In this research, a conceptual model consists of two variables (independent and dependent). The independent variable is transformational leadership and consists of four components (idealized influence, inspirational motivation, intellectual stimulation and individual consideration), and the variable of the dependent is creativity, which consists of three components (cognitive, inspirational and emotional and personality).

The transformational leadership is the independent hypothesis which results in the creativity of the IDLG's employees by applying the sub-hypothesis which is 1inspirational motivation, idealized influence, individual consideration and intellectual to the work fields. Applying the sub-hypothesis, results would lead to an increase in the employee's creativity at IDLG.



## **2. LITERATURE REVIEW**

### **2.1. Introduction**

The second chapter is the body of study, which will define the leadership nature, concept, styles and also explains the theories of leadership, four components of transformational leadership, creativity hypothesis and sub hypothesis and IDLG.

### **2.2. Leadership Definition**

Leadership is a process by which a person influences others to accomplish an objective and directs the organization in a way that makes it more cohesive and coherent. Leadership is simply the exercise of authority in directing the work of others and when exercising authority, leadership consist of getting people to do something the leader wants them to do in pursuit of an organization's goals (Lemay, 2006, p. 246). Taoism suggests that leaders need to act such that others come to believe that their success is due to their own efforts and not that of the leaders. As Lao Tzu said: "A leader is best when people barely know he/she exists, not so good when people obey and acclaim him, worse when they despise him. But of a good leader, who talks little, When his/ her task is done, his aim fulfilled, they will all say, we did it ourselves" (PIRCE & NEWSTROM, 2000, p. 3).

Leadership is both a process and a property. The process of leadership is the use of no coercive influence to direct and coordinate the activities of the members of an organized group toward the accomplishment of group objectives. As a property, leadership is the set of qualities or characteristics attributed to those who are perceived to successfully employ such influence (Jago, 1982, p. 315).

Leadership is expressed or displayed through interaction between people and necessarily implies its complement, "followership." For one to influence, another must permit himself to be influenced. Moreover, leaders and followers must be at least loosely organized around some common or agreed upon purpose or mission, the achievement of which is perceived to depend in part on the leader-follower relationship (Jago, 1982, p. 316).

### **2.3. Factors of leaderships**

Four Factors of Leadership is as below (Big Dog, Little Dogs Performance Juxtaposition, 1997):

### **2.3.1. Leader**

You must have an honest understanding of who you are, what you know, and what you can do. Also, note that it is the followers, not the leader or someone else who determines if the leader is successful. If they do not trust or lack confidence in their leader, then they will be uninspired. To be successful you have to convince your followers, not yourself or your superiors, that you are worthy of being followed.

### **2.3.2. Followers**

Different people require different styles of leadership. For example, a new hire requires more supervision than an experienced employee does. A person who lacks motivation requires a different approach than one with a high degree of motivation. You must know your people. The fundamental starting point is having a good understanding of human nature, such as needs, emotions, and motivation. You must come to know your employees' be, know, and do attributes.

### **2.3.3. Communication**

You lead through two-way communication, much of it is nonverbal. For instance, when you “set the example,” that communicates to your people that you would not ask them to perform anything that you would not be willing to do. What and how you communicate either builds or harms the relationship between you and your employees.

### **2.3.4. Situation**

All situations are different. What you do in one situation will not always work in another. You must use your judgment to decide the best course of action and the leadership style needed for each situation. For example, you may need to confront an employee for inappropriate behavior, but if the confrontation is too late or too early, too harsh or too weak, then the results may prove ineffective.

Various forces will affect these four factors. Examples of forces are:

- Your relationship with your seniors.
- The skill of your followers.
- The informal leaders within your organization.
- How your organization is organized.



## **2.4. Types of leadership**

Types of Leadership There are many ways in which leadership can be categorized. Accordingly there are many types of leaders as given below:

### **2.4.1. Visionary Leader**

Visionary leader is the one who has a long-term perspective, who is externally oriented and has a broad interest in industry, economy, regulations, and politics. His/her tasks include forming a mission statement, vision and values. He/she is supposed to transform and structure the organization to ensure survival and growth. Example of visionary leader can be a director, senior executive, chair and head of school, senior partner etc.

### **2.4.2. Integration Leader**

Integration leader is the one who has medium-term perspective. He/she has an inside out orientation where his/her main focus is on his/her own organization. His/her main function is to develop organization's systems and processes, he/she reconciles conflicting interests. He/she develops and champions a strong culture. He/she ensures effective running of whole organization by using and innovating corporate knowledge and recruiting and retaining talent.

### **2.4.3. Fulfillment Leader**

Fulfillment leader is the one who has a short-term perspective. He/she is a knowledge expert who is result oriented and who has customer service thinking, he/she pleases the customer by delivering results on time. He/she makes continuous improvement by unlocking individual potential and optimum usage of resources.

### **2.4.4. Charismatic Leader**

Till now we have read about different types of leaders but some time it happens that we are awed by a leader and follow him/her blindly. The personal charm of the person influences us. These types of leaders are known as charismatic leaders. Mahatma Gandhi was also an example of charismatic leader. The charismatic leaders have the ability to carry out the masses. They have a great deal of emotional appeal. Swami Vivekanand was another charismatic leader. Some charismatic leaders are followers accept the leader unquestioningly, followers obey the leader willingly. Follower's beliefs are similar to the leader's beliefs. – Followers trust the correctness of the leader's belief.

#### **2.4.5. Transactional Leader**

Transactional leaders are the ones who take the initiative in offering some form of need satisfaction in return for something valued by the employees, such as pay promotion, improved job satisfaction or recognition. The leader sets clear goals, and is adept at understanding the needs of employees and selects appropriate, motivating rewards.

#### **2.4.6. Transformational Leaders**

Transformational leadership is the process of engaging the commitment of the employees in the context of the shared values and the shared vision. It is particularly relevant in the context of managing change. It involves relationship of mutual trust between the leaders and the followers.

### **2.5. Theories of Leadership**

Leadership occurs in all walks of life where group activity is involved (Vajiram & Ravi, 2006, p. 217). Furthermore clarification, explanation, thought and research are available in the contemporary literature. In this discussion it is concerned with different theories of leadership.

#### **2.5.1. Great-Man Theory**

Carlyle mentioned in his book “great man theory” that leaders are born and those can act and become a leader who can use his extraordinary potential but not all men can use it. He/she believes that great men are born, nor made of practices and later other philosopher supported his theory. He/she further extended that such men are complex in any kind of situation and always influence others and it would be difficult to read their mind and get to know their ideas. They are always event making with taking risk (Zakeer Ahmed Khan\_PhD Dr. Allah Nawaz, Irfanullah Khan\_PhD, 2016).

#### **2.5.2. Trait Theory**

The early theorists opined that born leaders were endowed with certain physical traits and personality characteristics which distinguished them from non-leaders. Trait theories ignored the assumptions about whether leadership traits were genetic or acquired. Jenkins identified two traits; emergent traits (those which are heavily dependent upon heredity) as height, intelligence, attractiveness, and self-confidence and effectiveness traits (based on experience or learning), including charisma, as fundamental component of leadership (Ekvall & Arvonen, 1991).

Max Weber termed charisma as “the greatest revolutionary force, capable of producing a completely new orientation through followers and complete personal devotion to leaders they perceived as endowed with almost magical supernatural, superhuman qualities and powers”. This initial focus on intellectual, physical and personality traits that distinguished non-leaders from leaders portended a research that maintained that only minor variances exist between followers and leaders (Burns, 2003). The failure in detecting the traits which every single effective leader had in common, resulted in development of trait theory, as an inaccessible component, falling into disfavor. In the late 1940s, scholars studied the traits of military and non-military leaders respectively and exposed the significance of certain traits developing at certain times (Zakeer Ahmed Khan\_PhD Dr. Allah Nawaz, Irfanullah Khan\_PhD, 2016).

### **2.5.3. Contingency Theories (Situational)**

Contingency theory endorses on the situation and conditions of followers, it is believed that leader shall be stuck with the change in situation and quality. It should set itself with the dynamic and behavior of the organization and market. It is not the leader who changes but the conditions and situation of the followers and environment mostly changes and emphasize more on group work. (Zakeer Ahmed Khan\_PhD Dr. Allah Nawaz, Irfanullah Khan\_PhD, 2016).

### **2.5.4. Style and Behavior Theory**

The style and Behavior theory focuses more the effectiveness of the leader’s skill which enable him or her to prove himself as leaders and perform particularly. This theory believes that every style of leadership has its own usage and effectiveness, one type of leadership can not act in every ways. Feidler & House (1994) offered two other style of leadership which were concerning the effectiveness and they also supported more participatory style of leadership that the employees shall be participated in the decision making (Zakeer Ahmed Khan\_PhD Dr. Allah Nawaz, Irfanullah Khan\_PhD, 2016).

### **2.5.5. Process Leadership Theory**

Additional leadership theories with a process focus include servant leadership, leaving organizations, principal centered leadership and charismatic leadership, with others emerging every year. Greenleaf introduced servant leadership in the early 1970s. A resurgence of the discussion of servant leadership was noted in the early 1990s. Servant leaders were encouraged to be focused to the anxieties of the followers and the leader should

sympathize with them take-care of and nurture them. The leadership was imparted on a person who was by nature a servant. The servant leader focuses on the needs of the follower and helps them to become more autonomous freer and knowledgeable. The servant leader is also more concerned with the have-nots and recognizes them as equal (Greenleaf, 1996). The leaders in leading organizations are to be the steward (servant) of the vision of the organization and not a servant of the people within the organization. Leaders in learning organizations clarify and nurture the vision and consider it to be greater than one-self. The leader aligns themselves or their vision with others in the organization or community at large.

These process leadership theories and others that have emerged often suggest that the work of leaders is to contribute to the well-being of others with a focus on some form of social responsibility. There appears to be a clear evolution in the study of leadership. Leadership theory has moved from birth traits and rights to acquired traits and styles to situational and relationship types of leadership to the function of groups and group processes and currently to the interaction of the group members with an emphasis on personal and organizational function of groups and group processes and currently to the interaction of the group members with an emphasis on personal and organizational moral improvement (Zakeer Ahmed Khan\_PhD Dr. Allah Nawaz, Irfanullah Khan\_PhD, 2016).

#### **2.5.6. Transactional Theory**

This theory of leadership focus more on the rewarding and also encouraging employees and staff. The transitional theory has it won influence on the employees and followers as always. This style of leadership maintain a bilateral relation between the followers and leaders (Shamir, House, & Arthur, 1993, p. 17).

#### **2.5.7. Transformational Theory**

Transformational leadership is different from other theories in process of operating, it involves and align the follower in the activities related to the organizational and social functions. This theory create a sense of trust and increase inspiration and moral issue among both, followers and leaders, it focuses more on common benefits, values and objectives with the followers (Shamir, House, & Arthur, 1993).

This theory considers the values, believes and common objectives as the base of interaction with the followers and employees, this is kind of style helps and encourages the implementers in succeeding the goals and objectives. This theory also induces the followers to set in mind the long term and fundamental needs because the leaders left open the

environment for the employees and for asking any kind of requirements for implementations of work and solving the problems (PIRCE & NEWSTROM, 2000, p. 394).

## **2.6. Transformational Leadership**

The theory of transformational was lunched by Bass on 1985 and later it has become very famous concept. Yet there are many definitions have been given by the scholars and thinkers but the more popular is quoted below.

“Transformational leaders encourage employees to go beyond what they have already expected by inspiring them to raise their capabilities and develop innovative problem-solving skills (Taghrif S. Suifan Marwa Al-Janini, 2017, p. 285)”.

Transformational leadership focuses on what the leader accomplishes rather than on the leader’s personal characteristics and his or her relationship with group members. As mentioned previously, the transformational leader helps bring about major, positive changes by moving group members beyond their self-interests and toward the good of the group, organization, or society (DuBrin, Leadership Research Findings , Practice and Skills, 2008, p. 83).

(Bass B. M., 1985, p. 191) Model of transformational leadership has been embraced by scholars and practitioners alike as one way in which organizations can encourage employees to perform beyond expectations. In contrast transformational leaders motivate followers to achieve performance beyond expectation by transforming follower’s attitudes, beliefs, and values as opposed to simply gaining compliance.

The terms refers to leaders who strive to change an agency’s culture and goals, it also emphasizes that an organization reflects the leader’s ability to develop a values based vision for it and convert that vision into reality and sustain it over time (Lemay, 2006, p. 256). Transformational leadership is a process that encourages public servants as leaders, and citizen–consumers as followers, to evaluate their values and assumptions and together reach a transformative judgment in a given social context (Vigoda-Gadot, 2002, p. 146). It focusses more on the individual capacity and abilities to develop and show an extraordinary performance in the work area in the organization in order to make their organizations to reach and succeed the mission and vision which is determined (Rao, 2014, p. 150). The transformational leadership style involved and pays attention more for the long term requirements and needs than with the opportunities, challenges and difficulties which

faces in the short term and see the internal and external phenomena which affect the organization in a holistic ways (Taghrid S. Suifan Marwa Al-Janini, 2017, p. 285).

According to Burns (1978), transformational leaders are those who can affect their followers by increasing conventional goals and helping them to boost their self-confidence at work (Mittal, Transformational leadership and employee creativity, 2015). It also focuses and accentuate the importance confidence, faithfulness, esteem, and morality. It can be said that more it is a charismatic model and make the followers and staff to inspire by the leaders and affects by the leaders behavior model (Taghrid S. Suifan Marwa Al-Janini, 2017, p. 285).

## **2.7. Importance of Transformational Leadership**

The importance of leadership is commonly judged in terms of its impact on the effectiveness of an entity that is led. The ultimate measure of effectiveness for leaders, according to Bill George, is the ability to sustain superior results over an extended period of time. However, leadership is a more widely pervasive phenomenon than this. Its primary significance, according to some scholars, is not economic, rather it is its importance in stemming the loss of meaning associated with modernity. For example the moral collapse of firms. Richard Hackman also believes that the leadership role is best seen not in terms of its economic impact but in terms of its shaping of the organizational context, such as goals, membership, incentives and culture.

## **2.8. Characteristics of Transformational Leadership**

The transformational are able to improve the ethics, inspiration, and performance of staff, motivate to change and adopt new idea with strength objective and they can create a good environment for the new thought and idea for creativity and innovation in the organizations.

Some characteristic of the transformational leaders are mentioned below:

### **2.8.1. Keep Ego In The Cheek**

Ego easily take place when you are in a good and high position. It is very necessary for the transformational leaders to control their egos and never prefer it then the benefits of the group and organization. By keep ego in the check, transformational leaders would be able to bring the organization ahead then their own benefit and interest and also it proves the highest execution and performance of the followers or staff.

### **2.8.2. Self-Management**

Transformational leaders have ultimate ability and skills and they are always motivated internally and they use their ability to motivate and direct others and organization the way of value and interest of organization. They are approved themselves for the followers on the basis of their love and fiction for the followers and organization. They have a very good skill of management, managing themselves programs and others programs and people trust them.

### **2.8.3. Capability Of Adopting Right Risk**

The capacity to analyze the challenges and problems and skills to adopt the best variant is one of their priority which distinguish them from other leadership style. They believe in their inner abilities and consider all other views and comments in decision making. Transformational leaders always cooperates the team and makes decision in accordance to the situation. Mostly make the tough decision to expedite the growth and development of the organization.

### **2.8.4. Making Tough Decisions**

To be leader it is not only to act, you must make difficult decisions. Transformational leaders do on afraid of difficult situation and do not scape of making tough decision, they always welcome the challenges and difficulties and also consider the values, objectives, goals, vision and mission of the organization while making decision.

### **2.8.5. Shares Participative Organizational Consciousness**

Transformational leaders involve all the employee in the organizational task by updating and informing them from organizational situation and decisions, this cooperative characteristic increases the feeling and sense of employees more for the work and they get motivated, employees always think of them as key factor of organization.

### **2.8.6. Inspirational**

Transformational leaders as they are full of motivation, they also inspire and motivate others in order to increase the opportunities in the organization. To inspire others they create a friendly relation with employee, beside officially rewarding and acknowledging employees, they also dedicate time to listen to the staff problems and finds solution for them.

### **2.8.7. Entertain New Ideas**

Transformational leaders believe that the success of organization is depends on its team work. They encourages new ideas and thoughts for the growth of the organization, they put lot of labor to gather all the ideas and then make decision.

### **2.8.8. Adopting And Updating**

They keep the team ready to accept and adopt the changes in order to control the market condition. They update constantly the system and adopt new ideas in order to respond the needs cover business in the market.

### **2.8.9. Proactive**

Transformational leaders are prepared to take action against any unforeseen circumstances. They always see the problems as an opportunity for the growth of organization.

### **2.8.10. Lead With Vision**

Transformational leaders always design the plan, vision and mission as SMART, they more focus on the realistic and achievability of the vision, they communicate accurately the plans with the subordinates and followers.

## **2.9. Parameters Affecting The Transformational Leadership Style**

- Emotional intelligence (excitement)
- Outsourcing
- Welling to gain experience
- Intelligence
- Anger
- Organizational Culture
- Environment

## **2.10. Transformational Leadership Components**

Transformational leaders do more with colleagues and followers than set up simple exchanges or agreements. They behave in ways to achieve superior results by employing one or more of the four core components of transformational leadership described later. To some



extent, the components of transformational leadership have evolved as refinements have been made in both the conceptualization and measurement of transformational leadership. Conceptually, leadership is charismatic, and followers seek to identify with the leader and emulate him or her. The leadership inspires followers with challenge and persuasion, providing both meaning and understanding. The leadership is intellectually stimulating, expanding the followers' use of their abilities. Finally, the leadership is individually considerate, providing the follower with support, mentoring, and coaching (Bernard M. Bass; Ronald E. Riggio, 2006, p. 5). Transformational leaders provoke the followers and staff to practice the ultimate range of their abilities and skill in order to get the best result, which was not expected (Limsila & Ogunlana, 2008, p. 50). Bass identified a number of sub dimensions of transformational leadership including charisma (which was later renamed idealized influence), inspirational motivation, intellectual stimulation, and individualized consideration.

### **2.10.1. Idealized Influence**

Transformational leaders behave in ways that allow them to serve as role models for their followers. The leaders are admired, respected, and trusted. Followers identify with the leaders and want to emulate them; leaders are endowed by their followers as having extraordinary capabilities, persistence, and determination. Thus, there are two aspects to idealized influence;

“According to Cheung and Wong (2011) idealized influence can encourage follower's creativity by challenging and energizing them to seek new approaches in their jobs (Taghrif S. Suifan Marwa Al-Janini, 2017, p. 285)”.

The leader's behaviors and the elements that are attributed to the leader by followers and other associates. In addition, leaders who have a great deal of idealized influence are willing to take risks and are consistent rather than arbitrary. They can be counted on to do the right thing, demonstrating high standards of ethical and moral conduct (Bernard M. Bass; Ronald E. Riggio, 2006, p. 6).

### **2.10.2. Inspirational Motivation**

Transformational leaders behave in ways that motivate and inspire those around them by providing meaning and challenge to their followers' work team spirit is aroused. Enthusiasm and optimism are displayed. Leaders get followers involved in envisioning attractive future states; they create clearly communicated expectations that followers want

to meet and also demonstrate commitment to goals and the shared vision (Bernard M. Bass; Ronald E. Riggio, 2006, p. 6).

According to Herrmann and Felfe (2013), inspirational motivation stimulates followers to perceive the new task as a challenge, build trust in their ability to create successful solutions, and to think creatively about different problems that they face in their workplace (Taghrid S. Suifan Marwa Al-Janini, 2017, p. 285).

Inspirational Motivation is the degree to which the leader articulates a vision that is appealing and inspiring to followers. Leaders with inspirational motivation challenge followers with high standards, communicate optimism about future goals, and provide meaning for the task at hand. Followers need to have a strong sense of purpose if they are to be motivated to act. Purpose and meaning provide the energy that drives a group forward. The visionary aspects of leadership are supported by communication skills that make the vision understandable, precise, powerful and engaging. The followers are willing to invest more effort in their tasks, they are encouraged and optimistic about the future and believe in their abilities.

### **2.10.3. Intellectual Stimulation**

Intellectual Stimulation is the degree to which the leader challenges assumptions, takes risks and solicits followers' ideas. Leaders with this style stimulate and encourage creativity in their followers. They nurture and develop people who think independently.

“Intellectual stimulation refers to the leaders’ ability to motivate his followers to take their own decisions and to rethink traditional practices in a creative way (Taghrid S. Suifan Marwa Al-Janini, 2017, p. 285)”.

For such a leader, learning is a value and unexpected situations are seen as opportunities to learn. The followers ask questions, think deeply about things and figure out better ways to execute their tasks.

### **2.10.4. Individual Consideration**

Individualized Consideration is the degree to which the leader attends to each follower's needs, acts as a mentor or coach to the follower and listens to the follower's concerns and needs. The leader gives empathy and support, keeps communication open and places challenges before the followers. This also encompasses the need for respect and celebrates the individual contribution that each follower can make to the team. The followers have a will and aspirations for self-development and have intrinsic motivation for their tasks.

## **2.11. Models of the Transformational Leadership Style**

Transformational leaders encourage subordinates to put in extra effort and to go beyond what they (subordinates) expected before (Burns, 1978). The subordinates of transformational leaders feel trust, admiration, loyalty, and respect toward leaders and are motivated to perform extra-role behaviors (Bass B. M., 1985, p. 191).

Transformational leaders achieve the greatest performance from subordinates since they are able to inspire their subordinates to enhance their capacity for success and enhance subordinates problem solving skills (Bass, 1985). This leadership style has also been found to lead to higher levels of organizational commitment and is associated with business unit performance (Barling, Weber, & Kelloway, 1996). The leadership factors used to measure transformational, transactional and laissez-faire leadership style in this study are from the Multifactor Leadership Questionnaire (MLQ) developed by (Avolio & Bass, 2004) based on the theory of transformational leadership.

### **2.11.1. Transformational Leadership Style in Organizations**

Studies show that the parameters such as: emotional intelligence, extroversion, acceptance of experience, intelligence, nervousness, organizational culture, and transformational leadership environment are influential and there is a significant relationship between them and the leadership style, as well as the transformational leadership style and the effective parameters on it are educable and providing the necessary training and proper planning can provide the ground for the development and development of a transformational leadership style. The subject of leadership is one of the most important issues in the field of organizational behavioral science, which has long been practiced since the early humans. Over the past 100 years, when systemic ideas about organizations were formed, the subject of the organization's leadership was also significant (Paikar, 2013, p. 13).

The study by Bučiūnienė and Škudienė (2008) has investigated the relationship between employees' organizational commitment dimensions and leadership styles and found positive correlations between a transformational leadership style and affective and normative employee commitments whereas a laissez-faire leadership style was found to be negatively associated with employees' affective commitment. Davenport (2010) also measured the relationship between leadership style and organizational commitment as moderated by follower's locus of control and reported that suggests that separately leader style and locus of control are important drivers of organizational commitment.

## **2.12. Management and Leadership Differences**

According to (Bennis & Nanus, 1985) leadership is one of the most observed and least understood phenomena on earth.

The concept of leadership is wider to management, in fact management is a sort of leadership which emphasizes on achieving the organizational goals, and therefore the main differentiation between these two concepts is based on the word of organization. The organizational leadership takes place when someone endeavors to influence on others without considering wither personal goals, or partners favor or organizational interest. In fact leadership is achieving the goals by help of individuals and means (Haghighi & Colleagues, 2001, p. 125).

Typically the distinction between leadership and management will be described as follows:

**Leadership:** Leadership is an influence relationship among leaders and followers who intend real changes that reflect their shared purpose (Rost, 1993, p 102).

**Management:** Attainment of organizational goals in an effective and efficient manner through planning, organizing, staffing, directing and controlling organizational resource (Daudi, 1999).

## **2.13. How Transformation Takes Place**

Leaders often encounter the need to transform organizations from low performance to acceptable performance or from acceptable performance to high performance. At other times, a leader is expected to move a firm from a crisis mode to high ground. To accomplish these lofty purposes, the transformational leader attempts to overhaul the organizational culture or subculture. His or her task can be immense as the process of organizational change (DuBrin, Leadership Research Findings , Practice and Skills, 2008, p. 84).

## **2.14. Creativity**

Creativity is a mental process that is seen by a specific individual at a given time, a process that results in a new work, whether an idea or something new and different. New and different production can be verbal or non-verbal, objective or subjective. Creativity make capable the leaders to extract the insight of issues in order to create more favorable and chance for the team work in the organization (DurBin, J. Andrew, 2008).

### **2.14.1. Creativity Definition**

Creativity is the characteristic of a person to generate new ideas, alternatives, solutions, and possibilities in a unique and different way.

Creativity is the ability to conceive something unpredictable, original and unique. It must be expressive, exciting and imaginative. It is the mirror of how beautifully a person can think in any given circumstance.

It is not genetic but can be developed if someone keeps on learning and comprehending things with a rare and exclusive perception. Creativity is a brainstorming and mind-boggling activity in which a person has to think beyond his/her imagination for bringing something worthwhile. It is an activity of unveiling something which was previously hidden.

### **2.14.2. Creativity Definition from the Organizational perspectives**

Creativity means offering new concept and idea for better and develop the quantities and qualitative activities in the organization. Like improving in efficiency, increasing productivity and service delivery, induce in consumption, an effective and new methods of service delivery and productivity (Kazimi, 2008, p. 3).

Therefore the meaning of the creativity in organizational perspective is precisely as below:

- Producing new ideas
- Discovering new concepts
- Finding new ways to solve the problems

### **2.15. Importance of Creativity**

Creativity is such an important aspect of the leader's role in the modern organization that the development of creative problem-solving skills (DuBrin, Leadership Research Findings , Practice and Skills, 2008, p. 55). The survival of organizations depends on their rebuilding. Reconstruction of organizations is done by coordinating the goals with the state of the day reforming and improving the methods of achieving these goals. Without rebuilding, the organization can not last long. For example, a company should provide a product and service that is needed by customers, as consumers need to change over time and be provided with good prices and quality at the right time with the product or service they

require. If the company does not adapt to these changes and needs, then it may not be possible to achieve its goals while bearing a huge cost.

Creativity is essential for survival. Over time, non-creative organizations disappear from the scene, and although such an organization may be successful in an operation that is involved in a certain period of its life, it will eventually have to shut down or change the system. The major impact of environmental changes on the business and industrial sector will avoid the need for change. This change may be in the product, service, technology, business structure or elsewhere. What has become more evident today in organizations, the need to anticipate ways to meet the needs those are possible (Rezayan, 2012, p. 115).

### **2.16. Characteristics of Creativity**

1. Creativity is not specified to specific people, and all people have this ability. Though its level varies from person to person. In fact, creativity is not a real thing. Rather, it is one of the characteristics and abilities of humanity, and we use it even occasionally without knowing creativity.
2. Creativity is an acquired and learnable skill. Individuals with any level of creativity are able to master their level of creativity.
3. Creativity is not limited to specific affairs and activities. Some people find creativity unique to artistic activities. Some also consider it to be specific to high-level activities and exploration. If the use of creativity is very extensive, you can use it in the small and small business of everyday life, for a very complex scientific and global application (Hussainzada & Colleagues, 2010).

### **2.17. Components of Creativity**

In general, the components of creativity are divided into three categories: cognitive, motivational, and personality.

#### **2.17.1. Cognitive Components Of Creativity**

This means that creativity is a phenomenon that deals with the great processes of mind such as intelligence, memory perception, and analysis. The goal of the cognitive component of cognitive elements is to create creative thinking. The most important components of cognitive creativity are:

- a. Competition: It means the fluidity of the mind with the mind. According to Torince (1974) competition is capable of generating multiple ideas and ideas. Because fluid makes it possible for a person to generate many ideas and ideas.
- b. Flexibility: Flexibility means diversity and variety of mind. This ability to compete is closely related. Flexibility makes the thoughts produced different varieties.
- c. Initiative: An initiative means unique thought.
- d. Expansion: means paying attention to detail and detail.
- e. Combination: The concept of this word is the ability to capture experiences, phenomena, events that are separated link together.

### **2.17.2. Components of Inspirational and Emotional Creativity**

The link between the cognitive elements and the personality of creativity is an emotional and inspirational component. This component has an effective and powerful role in creativity. In fact, the motivating factors lead to the movement and the dynamics of creativity. And in order to track and motivate the innovative ideas of the motivating force that can be called the motivational factor.

Factors of emotional and inspiration of creativity are as follows

- a. Motivation: Motivation is the internal factor that causes the person to move toward the subject or object.
- b. Emotion: It is a humane and kindly feeling of people about their favorite subject. The emotion may include feelings of belonging or loving.

### **2.17.3. Personality Components of Creativity**

Adequate identification of creativity does not focus solely on cognitive or motivating elements or components. But simultaneously contains elements of personality. Personality is known as a dynamic and stable set of individual characteristics (cognitive, motivational, and behavioral). The personality features of creativity are as follows:

- a. Confidence: Self-confidence is ability which causes one's focus. It will be held or, in other words, self-esteem leads to greater self-assimilation of one's self.
- b. Independent will: Generally, creativity will not be realized without strong will. And independent will show themselves in different forms. The creative person in the field of thought and behavior is usually independent of others.

- c. Acceptance of danger: The result of an independent will and self-confidence, acceptance or acceptance of danger.
- d. Acceptance of experience: The phenomenon of experience in creativity has a wide range of experiences of friendship, behaviors, thoughts and incidents. In this way, sometimes the creative person experiences strange thoughts in his mind and imagination (Zare & Frozunda, 2008, p. 5).

### **2.18. Creativity Approaches**

In a division for creativity, four approaches are taken into consideration:

1. Psychological Approach: From this perspective, creativity depends on psychological factors, especially the level of intelligence and individual talent. Based on this, it is recommended that the field be developed to foster the creativity of people with intelligence.
2. Social Approach: This view of creativity has been considered by many as a group that, on the basis of creativity, should emphasize the provision of group factors.
3. Organizational Approach: In this view, creativity is influenced by organizational level variables. Hence, it emphasizes the provision of suitable organizational variables for creativity.
4. Systematic Approach: In this regard, creativity in the organization is influenced by several factors that one can investigate its emergence and its occurrence by providing individual, group and organizational factors. In a comprehensive classification, it can be said that there are four general factors in the organization and management literature and research, which are: individual factors, environmental factors, group factors, organizational factors, which will be taken into consideration (Afghan, 2015, p. 25).

### **2.19. Effective Factors on Creativity**

Factors influencing creativity can be placed in the form of a general classification (individual and environmental factors) and a detailed classification (individual, group, and organizational factors).

1. Individual Factors: Investigations over the years on creative people show common causes of surprise. The most important variables on the individual level affecting creativity include empowerment, personality traits, stylistics, intelligence and challenge.



- a. **Ability:** Capacity consists of three elements of intelligence, knowledge and skill. Every person's intelligence, inherent, etc. is acquired. But knowledge and skills are acquired and can be learned through experience and learning.
  - b. **Personality Characteristics:** Individual creativity is based on his personality traits. Some scholars have found that the existence of some personality traits in people is more creative than others. One of the most important attributes of a highly creative person is the strong impression of self-development, perseverance, endurance, risk taking, independence, need for success and self-confidence.
  - c. **Cognitive Style:** Cognitive style is a person's preferred method for collecting, processing and evaluating information. In more explicit terms, stylistic cognition refers to individual differences in the way of understanding, thinking, solving problems, and connecting people together. All of these definitions indicate that anyone can look at the information in their environment and how they have interpreted this information.
  - d. **Challenges:** One of the most important factors in distinguishing very creative people from less creative people is to accept the challenging activity of these individuals. That is, it's almost equal to the person's ability and challenge. A wiki of the most important things to stimulate creativity requires establishing a fit between the ability and the challenge.
2. **Environmental Factors:** Some economists present a social theory of creativity based on an ecological perspective in biology. According to them, the creativity of individual and personal products is not a matter of the environment, but the creativity of an Eco system. As they are linked in an eco-system of living organisms. In ICO, the creativity system also involves all members or aspects of the environment, rather than creativity.
  3. **Group Factors:** The groups are the place to meet different needs of individuals and organizations. Based on one of the basic theories about creativity, one of the most important functions of the group is creative activities. On this basis, the most important group variables influencing creativity can be called group size, group diversity, group cohesion, and group communication system.
  4. **Organizational Factors:** In this section, the most important organizational variables affecting creativity include leadership style, organizational structure, reward system, business and resources (Afghan, 2015, p. 28).

## **2.20. Elements of Creativity**

Creativity consists of several elements. Three elements of the main implementation of creativity are intended:

1. **Skills related to territory or subject:** The skills of the realm are our knowledge and understanding of the subject, the truths of the principles and the ideas and implications of that subject
2. **Creativity skills:** If a person has the highest level of skill but does not have the skills of creativity, he/she will never be able to do something creative. Creativity skills will break down the templates and subject skills in a new way.

## **2.21. Characteristics of Creativity Obstacles**

Creative people are, people who provide innovative and logical solutions to the problem, recognizing the qualities of creative people is important because they can be better known in this way. The most important characteristics of these people are:

1. **Motivation to Promote:** Creative people are not at ease and do not take off from task. They are very motivated to do things and they tend to be better at any moment than they are.
2. **Plenty of Curiosity:** A man has instincts like hunger, thirst, and sexuality. An instinct to behavior that is seen in all types of a constant type. The creative people have a very high curiosity. As they tend to always experience multiple responses.
3. **Order and Arrangement:** People have good creativity, because they are doing very regular and regular work because they grow in the order of creativity. And in every space that disorder governs, there will not be an opportunity for new answers.
4. **Self-Confidence:** Creative people are those who believe in and are confident in their abilities.
5. **More Motivation, Perseverance and Effort, Power to influence on others** (Zare & Frozunda, 2008, p. 6).

## **2.22. Creativity's Obstacle**

There are some obstacles in the way of creativity, here we briefly mention only the main obstacles:

- Lack of confidence.

- Fear of belief and failure.
- The desire for harmony and
- Mental decentralization (Aazar & Colleagues, 2015, p. 65).

### **2.23. Individual Creativity**

The ways and methods of creating creativity, as follows:

Mental mobility: This technique was introduced by Alex Asborn in 1953. Mental mobility is generally an educational way to stimulate creative thinking.

1. The hypothetical group process: This attitude has in fact been developed, this method moderates the barriers of the tools of the group. This idea provides ideas.
2. Alignment: This method is to stimulate creative thinking among individuals. The method believes creativity originates from the reorganization of relationships between seemingly unrelated thoughts. So they ask the group to comment.
3. Creative Group Decision Making: The creative team's decision is timely. There is no clear or agreed approach to solving the problem. Means reaching a decision, the purpose of the decision making, the creative decision group (Bromand, 2008, p. 306).

### **2.24. Organizational Creativity**

Just as people use their creativity talents to achieve results, they have different abilities. Organizations are also different in using their members' talents to produce products and processes. Managers need to get familiar with the creativity of organizations (Bromand, 2008, p. 306).

### **2.25. Creating Suitable ways of Organizational Creativity**

Creativity is cultivated in a prone atmosphere. It is difficult to accept such environments for many managers, where the discovery of new theories and new ways of doing cardio vascularity is difficult. They may not be comfortable with the continuation of the change process, which is essential for creativity (Bromand, 2008, p. 306).

### **2.26. Five Stages of Creative thinking**

- 1- Opportunity of finding challenges: someone get to know that there is an opportunity is exist or a problem shall be solved.

- 2- Immersion: A person focuses more on the difficulties and so much involve in it. He/she gather relevant information or finding alternatives without purifying or filtering them.
- 3- Incubation: The individual keeps the faced data or seeing data in mind till he/she does not start working on the problem seriously, and his sub-conscious mind will be involved on that. When the data has been fully gathered or mind got all the information then start preparation to work on it in a good manner.
- 4- Insight: Sometime the challenges forces the person to unexpectedly think about solution and it sub-consciously in the mind, even it is not a proper place.
- 5- Substantiation and application: Substantiation process include collecting supportive document and evidence to prove by using logic and experimented new idea (DuBrin, Leadership Research Findings , Practice and Skills, 2008, p. 323).

### **2.27. Creativity and Innovations Differences**

Creativity and innovation are mostly unknowingly being used interchangeably, meantime there is different between them. Creativity is to create an individual idea to communicate in an abnormal method among other ideas meanwhile the innovation is a process of implementation and usage of an idea and turning that into an effective product (Moghimi, 2012, p. 129).

The following are the major key differences between Creativity and Innovation:

1. The quality of thinking new ideas and putting them into reality is creativity. The act of executing the creative ideas into practice is innovation.
2. Creativity is an imaginative process as opposed to innovation is a productive process.
3. Creativity can never be measured, but Innovation can be measured.
4. Creativity is related to the generation of ideas which are new and unique. Conversely, Innovation is related to introduce something better into the market.
5. Creativity does not require money. On the other hand, innovation requires money.
6. There is no risk involved in creativity, whereas the risk is always attached to innovation.
7. Creativity has a critical impact on a creating new thing but innovation only give some idea on creating things.
8. Creative people are flexible and they prefer the complex task and they severely defend their ideas and concepts (Bromand, 2008).

9. Finally creativity is generating a new idea but innovation is practicing and taken action the generated idea (Alvani, 2012, p. 31).

### **2.28. Creativity and Planning Relationship**

The creativity is not only sufficient in management but the ideas should be taken into action therefore it is necessary to consider the new thinking and ideas in managing the managerial programs. Creativity deals with establishing and finding new thinking and innovation for practicing. Each successful planning needs many practical ideas (Rezeyan, 2012, p. 115).

### **2.29. Employees Creativity**

Creativity means an ability and skill to create new thoughts and constructive results to problems (Swati Mittal, Rajib Lochan Dhar., 2015). The ability to produce a creative outcome requires the determination to face organizational and environmental challenges (Bandura, 1986), (Mittal, Transformational leadership and employee creativity, 2015, p. 5). In considerations in the changes in the technologies and globalization the thought of creativity has become the most dominant issue in the organization to have the control of global markets, as the human beings becoming more fashionable, the models do not sustain for long time and it is changing time to time. Many managers believes to stay competitive in the market, their staff shall be capacitated and updated technically and theatrically and stuck in the work and provide the opportunities and inspire them for new products and new ideas (Taghrif S. Suifan Marwa Al-Janini, 2017, p. 285).

There are different definitions about the creativity, it is defined as individual behavior and characteristics and some other explain it as the routs and maps of designing and developing new thought and effective concept which enhance the productivity, effectiveness and efficiency of the companies (Gong, Huang, & Frah, 2009, p. 765).

Creativity requires purpose, imagination, curiosity, and courage, bringing back a childlike nature of wonder and awe. While problem solving, becoming overly reliant on critical thinking skills thwarts curiosity and imagination. Problem solving is a mind-set of fixing or making something go away. Creativity is the mind-set of creation or bringing something new into existence (Hacker, Stephen; Roberts, Tammy, 2004, p. 73) .

The researcher admit and verification shows that as much is the range of experience and innovating idea is high the creativity will be more (Cekmecelioglu & Gonsel, 2013, p. 264). Therefore, according to (Martins & Terblanche, 2003, p. 64), there

are other features which make it achievable: psychological empowerment and grant prize.

Psychological empowerment is manifested in four dimensions: Meaning, competence, self-determination, and impact. Specifically, meaning is concerned with one's feeling that his or her job is important and meaningful; competence refers to self-efficacy, believe in one's ability to do the job; self-determination indicates to the autonomy in initiating one's work activities; and impact is one's influence on the job (Spreitzer, 1995, p. 1442).

Psychological empowerment is highly affects the staff productivity sense and empowerment importantly impacts the staff readiness to involve her or himself in innovative stage. Particularly when the staff feel and get to know the importance of their job requirements, they inspire to work harder and find out the intra and extra problems and the alternative solutions for them (Zhang & Bartol, 2010, p. 107).

Prize and rewards, while staffs are encouraged by giving them bones and inducement they willingly try to perform more creatively (Chen, Clara Xiaoling; Willliason, Michael G.; Zhou, Flora H., 2012, p. 1885). Employees' creativity is a factor for organizational success and the staffs utilize and practice their skills and capability, plowshare their experiences and dedicate time to find best solutions for the challenges when they been prized and rewarded by the leaders (Markova & Ford, 2011, p. 813). When the employees are rewarded and recompense, it will not be only for doing best practice or not doing any mistakes and also mean creating a feeling of ownership in employees to take risk and go for the new productivity and ideas (Martins & Terblanche, 2003, p. 74). Prize and rewards can be increasing in the salary of staff and giving them an appreciation letter, any organization need to develop a standard reward system and the granting reward should be on the basis of achievement and performance to provoke staff for devoting and exercising more for creativity (Markova & Ford, 2011, p. 832).

### **2.30. Transformational Leadership and Employees Creativity**

Many researchers have taken the transformational leadership and employee's creativity because of its vital importance links between the organizational prosperity and survival and most come to the result that there is a positive impact (Taghrid S. Suifan Marwa Al-Janini, 2017, p. 286).

In today's world, transformational leadership and creativity style are the two pillars of the organizations in order to have a successful organization these two shall be exist. Creativity turned to an important part of organizational life, because the speed change globalization, has changed the way organizations operate so that organizations and their

managers are forced to find new ways to adapt to global change. Therefore, all organizations need new ideas and thoughts to survive. New ideas and thoughts, like the spirit of the organization, are blown away and saved from finesse. In such a situation, new ideas and new ways must be gained to maintain the organization's relationship with customers, not lose market share, satisfy customers' needs and tastes, and gain a proper share of the world market (Bolanowski, 2008).

Therefore creativity and innovation is now also recognized as a new competitive field for product development organizations and engineers and product designers are expected to be highly creative, innovative and generative of ideas that will achieve this requires opportunistic leaders in organizations (Kudrowitz, 2010). Now a day's world market is also full of complexities and varieties that have challenged organizations in the field of growth and excellence and have faced managers with many challenges, as planners, and leaders of humanity. In our society this problem is more pronounced due to specific problems and limitations. Our current industry reflects the low capacity of organizations to deal with organizational problems. Meanwhile, the role of transformational leadership style and creativity are considered as two important factors affecting productivity and effectiveness. Resources and product variations are effective and encourage pragmatism (Mustafa Said, Behzad and Murtazawi, 2011).

### **2.31. Independent Directorate of Local Governance (IDLG)**

The Independent Directorate of Local Governance (IDLG) is the main central government entity in Afghanistan responsible for sub-national governance. IDLG was established on 30 August 2007 pursuant to a decree by the President of the Government of Islamic Republic of Afghanistan (GIRA). IDLG was created with the mandate of transferring civilian responsibilities of the Ministry of Interior to an Independent entity. Furthermore, in accordance with the Presidential decree, the responsibility of supporting for managing the affairs of Provincial Governor's Offices (PGOs), District Governor's Offices (DGOs), Provincial Councils (PC) and municipalities (except Kabul Municipality). IDLG is established for the purpose of strengthening good governance, provision of services, consolidating stability, accountability and transparency in local levels through strong and capable sub national government administrations.

IDLG has been established with the objective of a positive change in the people's life through provision of good governance in the sub-national level. The mandate of this

office is provision of good sub-national governance and consolidating peace and stability and putting efforts in a balanced development and economic growth in the country. For the first time in the history of Afghanistan, IDLG has convened sub national administration's policy with the cooperation of relevant ministries and entities which was approved by the cabinet of the government of Islamic Republic of Afghanistan in 2018.

Upon successful implementation of its strategic plan, IDLG has ratified a comprehensive document named national priority program on sub national governance. IDLG has developed the mentioned program for the purpose of strengthening sub national governance with the cooperation of relevant entities and agreement of the international partners. National priority program (NPP) on sub national governance has four major components each of which has secondary sections and numerous criteria. This plan was approved in 2011 by the government of the Islamic Republic of Afghanistan and international partners as the only credible and comprehensive document for sub national governance activities for a period of four years (2011-2015). All sub national governance activities and international community commitments have been designed in accordance with this program and IDLG is leading the implementation of this program (Sub-National Governance Policy, 2010).

### **2.32. The organizational chart of IDLG**

The organizational chart of the IDLG is; General Director "#1" who leads and controls the IDLG and local governance over the Afghanistan.

Deputy Ministers "#3" for policy, admin and finance and municipalities affairs work under the direct supervision and guide of general director “general director is a senior political position”.

General Directors and directors of the units "#21" works under the direct supervision of deputy ministers and direct and indirect supervision of general director. The directors and general directors lead and supervise the subordinates like head of the departments and managers.

Total staff of IDLG is 7093



Location	Senior political Position	Political	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Total
Central	1	3	3	18	90	136	83	40	88	68	530
Provincial	0	34	34	520	582	806	1689	769	1533	595	6563
Total Number	1	37	37	538	672	942	1772	809	1621	663	7093

Table 2.1. IDLG Statistics

Source: Organizational Structure of IDLG, 2017.

Political positions:

Central level: 4

General Director: 1 (senior political position)

Deputy Ministers: 3 (political positions)

Provincial level: 34

34 Provincial Governors = 34 (Political Positions)

Elected Positions: 485, Provincial representative

Center: 33

Provinces: 452

Mayors:

Center = 0

Provinces = 33 (Grade 2)

District Governors = 385 (Grade 2)

District Mayors = 246 (3 & 4)



### **3. RESEARCH METHODOLOGY**

#### **3.1. Introduction**

The previews section defined the theories of thesis, this chapter focuses and elaborate about methodology and type of research, sample designing, sample size, population of the research, tools for data collection, questionnaire validity and reliability tools of collecting data 'questionnaire' validity and reliability too to analyze data.

#### **3.2. Research type**

Four types of research is classified; correlational, explanatory, exploratory and descriptive. Descriptive method describes the problems systematically, it also systematically focuses on a condition, program or gathering knowledge in terms of reality of the society which is happening. Correlation method focuses to recognize and determine the existed link among two or more phenomena. Explanatory defines that how and why a relationship between two or more phenomena are exist. Exploratory explains or indicates the era and location of a research and indicates the feasibility of conducting on specific study (Kumar, 2011.p:31)

This study is a correlation, which is to find the impact of two variables; independent and dependent or if there is any relation exists to put the regression by the statistical analysis.

Its objective is to find if transformational leadership impacts employee's creativity at the Independent Directorate of Local Governance, Kabul. To determine the impacts of variables, first the relationship between them shall be recognized

#### **3.3. Research Population**

The research population in this study is called to a number of people who deal with the common characteristics which the investigation conduct on them, Research population shall be done the way that consider and study all the units from the location and time perspectives. (Paikar, 2013) The case of my study covers 189 IDLG's civil servant staff who are permanent staff.

The civil service system in Afghanistan contains of six grades from one to six, and the seventh grade is servant's staff, who only provide and facilitate services to other grades. This research population is the perception of employees, working in IDLG from grade one to grade six. In consideration to SCL of Afghanistan civil servant, every position has its own criteria and condition on the recruitment procedures.

Below are the duration of work experience for recruitment or hired as civil service:

- Grade one: four years relevant work experience.
- Grade two: three years relevant work experience.
- Grade three: two years relevant work experience.
- Grade four: one year relevant work experience.
- Grade five: no work experiences needed for bachelors, if bachelorette.
- Grade six: no work experiences even for bachelorette (Civil service law, 2008)

According the Afghanistan human resource classification there are two kind of staff: permanent and temporary staff.

Based on number three of article three the civil servant law, permanent staff defined: A person who is recruited permanently according to the law in governmental office for service delivery, number four of article three of civil servant law defined the contracted civil servant staff as a person who is recruited Temporary for doing vocational and service duties in the governmental department (Civil Service Law, 2005).

This research Population is 370 permanent civil servant staff who are working between Grades one to six IDLG's staff from different level of civil servants. But in order to make faster the data collection and save time the researcher used the sample size formula which has given 189 staff. I may distribute the questionnaire to 189 staff from IDLG at grade.

#### **3.4. Research Sampling Design**

Sampling is concerned with the selection of a subset of individuals within a social statistic to estimate characteristics of the whole population. Two advantages of sampling are that the cost is lower and data collection is faster than measuring the entire population.

The sample size of this research was 189 civil servant staff who are working from grade one to grade six, which was specified by 370 civil servant staff from sixteen central directorates of IDLG, by using the Cochran's Sample Size Formula with respect to 95% of confidence.

In this research, the "proportionate stratified sampling" method used to determine the sample size for each directorate. This method gives specific and non-zero chance selection for each element of research population. Based on this method there are subgroups of the same proportions that exist in the research population as representative of research in the sample of research (Shahabi, 2009).

.Grade of Positions	Research population	Research sample size
Grades one	3	2
Grades two	18	9
Grades three	90	46
Grades four	136	70
Grades five	83	42
Grades six	40	20
Total	370	189

Table 3.1. Research Sampling Design

Source: Prepared by author.

### 3.5. Tools for Collecting the Data

According to the requirements of the research objective, both secondary and primary data have been collected and used. The secondary data have been gathered from books, governmental publication, articles, and websites for extract descriptive and narrative information. For primary data, questionnaires have been used as a tool. The questionnaire distributed to IDLG's permanent civil servant staff.

Generally, the questionnaire designed by three parts:

- Part one belong to demographical information. In this part, respondents were asked regarding age, gender, education, work experience and their position in the organization.
- Part two included the independent variable (Transformational Leadership). For each characteristics four questions are considered. The transformational leadership and the module of this questionnaire is tested by Bass et al. (2003).
- Part three indicated dependent variable (Employee's Creativity). the questionnaire is divided into seven variables and the employees will be asked about the supervisors functions, behave, working style, method and characteristics and also mention about their own self incentives and provoke.

NO.	of variable	Number of questions	Total
1	Idealized Influence	1,2,3,4	4
2	Inspirational Motivation	5,6,7,8	4
3	Intellectual Stimulation	10,11,12	4
4	Individual Consideration	14,15,16	4
5	Cognitive Components of Creativity	1,2,3,4	4
6	Inspirational and Emotional Components of Creativity	5,6,7,8	4
7	Personality factors of Creativity	9,10,11,12	4

Table 3.2. List of Variables

Source: Prepared by author.

### 3.6. Data Analyzing Instruments

For primary data analyze which collected through questionnaires, the Statistical Package for the Social Sciences (SPSS) program has been used as statistical techniques. In this research, the descriptive statistics such as frequencies and cross tabulation as well as Pearson correlation coefficient and regression analysis have been used.

To find the link between transformational leadership and employees creativity , there are 28 questions and variables measured using a 5 point Likert scale rating between the strongly disagree =1 and strongly agree =5; regression model was also conducted to test the research hypothesis using SPSS.

### 3.7. Reliability and Validity of Questionnaire

The reliability means, do the selected instruments for analyzing of the data has measured exactly the data or not? To see the tools used for measurement, at what range has the repeatability? If it repeats several time the same analyze will it give the same result? Reliability specify the level of internal consistency and stability in parts of the concept. (Carmines and Zeller, 1979.P: 16). The Cronbach's alpha is useful for measuring the reliability. The Cronbach's alpha is correct for internal consistency measurements of an indicator and it is used for questionnaires that have various options (Likert scale), to find out this research reliability the Scale of measurement used. According to Hinton 2004, if the alpha coefficient is greater than 0.7, the questionnaire reliability is acceptable. Alpha coefficient is fluctuated between 0 and 1 if the value of this coefficient is closer to (1) that means more alignment between the items of an indicator (Habibpore, 2009: 366).

To test the reliability of this research questionnaire 32 questionnaires have been entered in SPSS, Cronbach alpha and resulted 0.859 for the variables of the Transformational Leadership which is consist of 16 questions and output of the Employee's Creativity variable is 0.813 which is consist of 12 questions.

The variables reliability Cornbrash's alpha obtained as below:

Transformational Leadership:

*Case Processing Summary*

		N	%
Cases	Valid	32	100.0
	Excluded <sup>a</sup>	0	.0
	Total	32	100.0

a. List wise deletion based on all variables in the procedure.

Table 3.3. Transformational leadership reliability statistic

Reliability Statistics	
Cornbrash's Alpha	N of Items
.859	16

Employee's Creativity:

*Case Processing Summary*

		N	%
Cases	Valid	32	100.0
	Excluded <sup>a</sup>	0	.0
	Total	32	100.0

a. List wise deletion based on all variables in the procedure.

Table 3.4. Reliability of creativity of employees

Reliability Statistics	
Cornbrash's Alpha	N of Items
.813	12

Based on obtained variables Cornbrash's alpha coefficient, it shows greater number than 0.7, therefore the reliability of this questionnaire is acceptable.

The purpose of testing the questionnaire is to see either the questionnaire exactly measures the indicator or not? In this research the employees will be asked about the

supervisors functions, behave, working syle, method and characterstics and also mention about their own self incentives and provoke. The transformational leadership and the module of this questionnaire is tested by Bass et al. (2003).





## 4. DATA ANALYZE AND RESEARCH FINDINGS

### 4.1. Introduction

In this chapter, according to research findings and data analysis, it examines the impacts of transformational leadership and employee creativity and incorporate the analyzed tables and charts into this chapter and reflect the results.

### 4.2. Data Analysis Method

There are several methods for analyzing information. In this research, SPSS is used to analyze data. At first, the answers of the research questions are entered in the SPSS software and the demographic data are obtained. Their charts and tables through the Excel program prepared, and the statistics of the correlation coefficients of each component with the obtained function dependent variable measured, charts and tables for each component are arranged. And the last it is need to mention the information about each correlation of the independent variable and the dependent measured variable components, by using below graph and the research forms.

### 4.3. Demographic Descriptive Statistics

The results of demographic question that are presented in the questionnaire in a person's profile are shown in the below tables:

Age					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18-30	111	58.7	58.7	58.7
	31-42	48	25.4	25.4	84.1
	43-54	23	12.2	12.2	96.3
	55-65	7	3.7	3.7	100.0
	Total	189	100.0	100.0	

Table 4.1. Frequency of participant's age

Source: research findings 2017

According to table 4-1 the total number of population study is 189, 111 respondents are between the age of; 18-30, 48 respondents are between the age of; 31-42, 23 respondents are between the age of; 43-54, and 7 respondents are between the age of; 55-65.

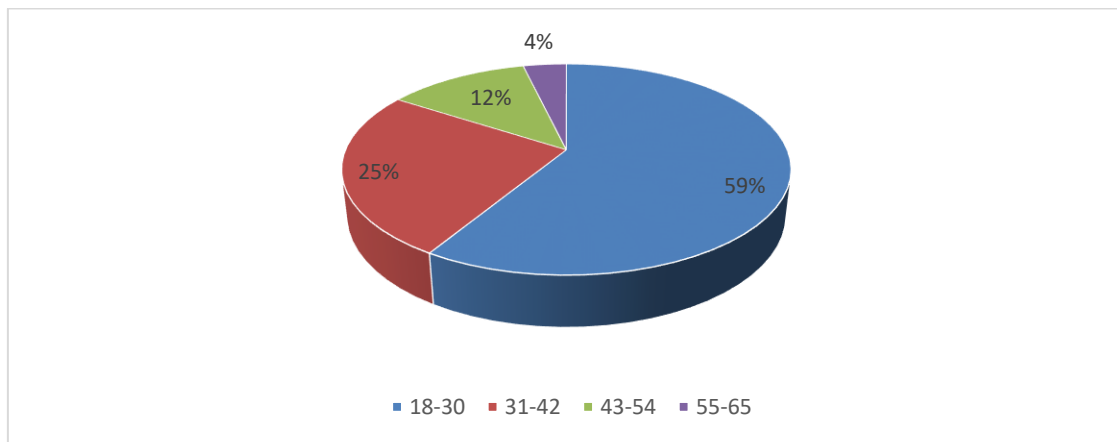


Figure 4.1. Frequency of age,

Sources: Field research findings (sample size 189)

According to figure 4-1 the total number of population study is 189 = 100%, 59% of respondents are between the ages of; 18-30, 25% of respondents are between the ages of; 31-42, 12% of the respondents are between the ages of; 43-54, and 4% respondents are between the ages of; 55-65.

Education					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Baccalaureate	48	25.4	25.4	25.4
	Bachelor	116	61.4	61.4	86.8
	Master	22	11.6	11.6	98.4
	PHD	3	1.6	1.6	100.0
	Total	189	100.0	100.0	

Table 4.2. Frequency of participants education

Sources: Field research findings (sample size 189)

According to table 4-2 the total number of population study is 189 respondents. 48 participants are baccalaureate, 116 participants are bachelor, 22 participants are master and 3 participants are PHD degree.

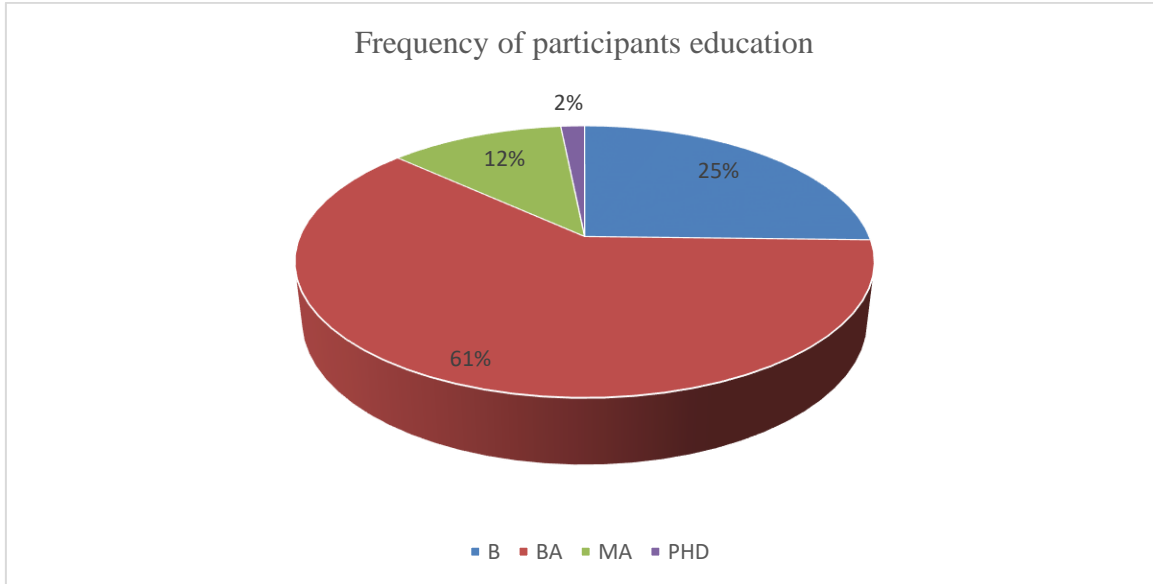


Figure 4.2. Frequency of education,

Sources: Field research findings (sample size 189)

According to figure 4-2 the total number of population study is 189 = 100% respondents. 25% participants are baccalaureate, 61% participants are bachelor, 12% participants are master and 2% participants are PHD degree.

Gender					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	MALE	166	87.8	87.8	87.8
	FEMALE	23	12.2	12.2	100.0
Total		189	100.0	100.0	

Table 4.3. Frequency of participants gender

Sources: Field research findings (sample size 189)

According to table 4-3 the total number of population study is 189 respondents. 166 participants are male which the percentage is 88% and 23 participants are female which the percentage is 12%.

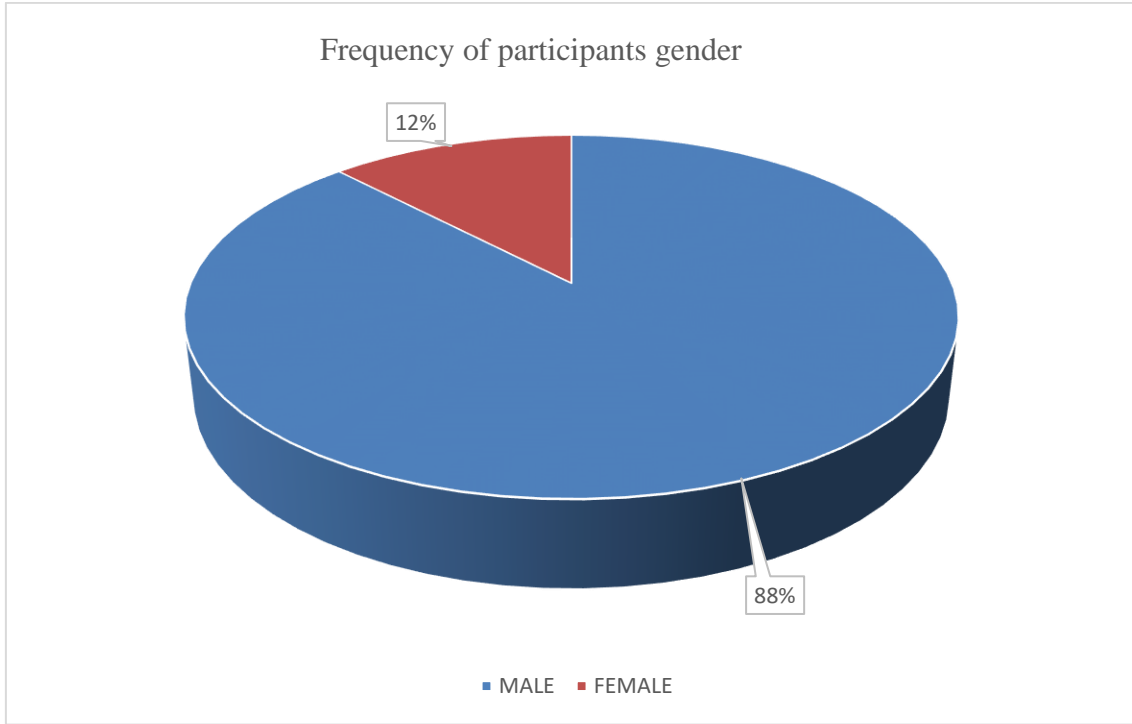


Figure 4.3. Frequency of gender ,

Resources: Field research findings (sample size 189)

According to figure 4-3 the total number of population study is 189 = 100% respondents. 88% participants are male and 12% participants are female shows in the figure.

Work Experience (WE)					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-5	88	46.6	46.6	46.6
	6-10	43	22.8	22.8	69.3
	11-15	30	15.9	15.9	85.2
	16-More	28	14.8	14.8	100.0
	Total	189	100.0	100.0	

Table 4.4. Frequency of participants work experience

Sources: Field research findings (sample size 189)

According to table 4-4 the total number of population study is 189, 88 respondents WEs are between the 1-5 years, 43 respondents WE are between the 6-10 years, 30 respondents WEs are between the 11-15 years, 28 respondents WE are more than 16 years.

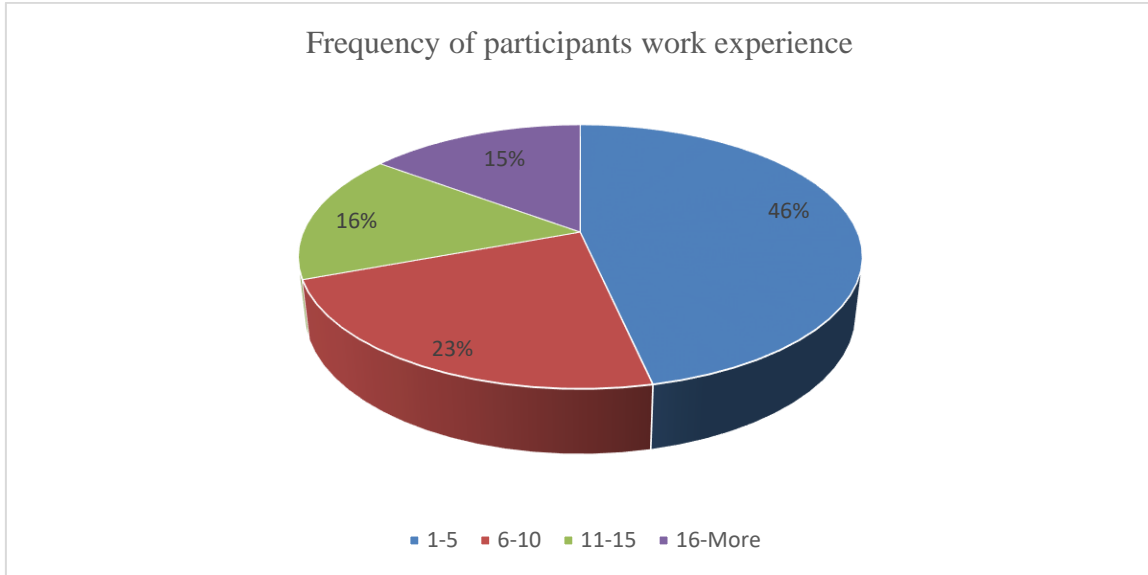


Figure 4.4. Frequency of work experiences,

Sources: Field research findings (sample size 189).

According to figure 4-4 the total number of population study is 189 = 100%, 46% respondents WEs are between the 1-5 years, 23% respondents WE are between the 6-10 years, 16% respondents WEs are between the 11-15 years, 15% respondents WE are more than 16 years.

Position					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	2	1.1	1.1	1.1
	2	9	4.8	4.8	5.8
	3	46	24.3	24.3	30.2
	4	70	37.0	37.0	67.2
	5	42	22.2	22.2	89.4
	6	20	10.6	10.6	100.0
	<b>Total</b>	<b>189</b>	<b>100.0</b>	<b>100.0</b>	

Table 4.5. Frequency of participant's position.

Sources: Field research findings (sample size 189).

According to table 4-5 the total number of population study is 189 respondents and the positions are categorized into six. 2 participants are working at the position 1, 9 participants are working at the position 2, 46 participants are working at the position 3, 70

participants are working at the position 4, 42 participants are working at the position 5, 20 participants are working at the position 6.

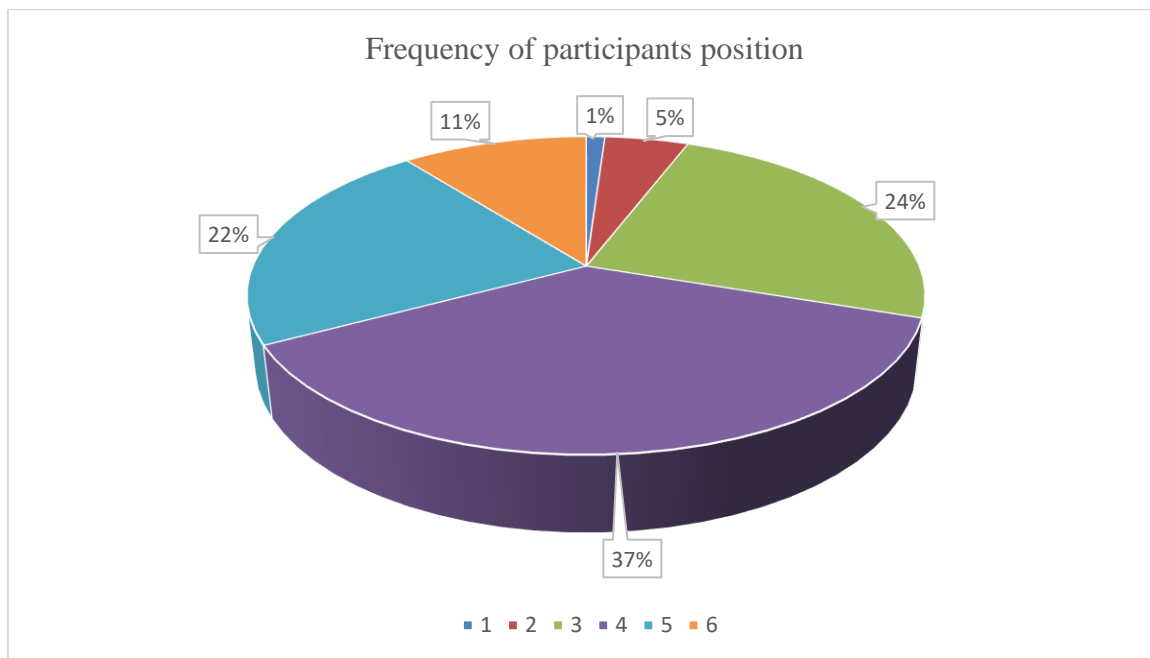


Figure 4.5 Frequency of position.

Sources: Field research findings (sample size 189).

According to figure 4-5 the total number of population study is 189 = 100% respondents and the positions are categorized into six. 1% of participant is working at the position 1, 5% of participants are working at the position 2, 24% of participants are working at the position 3, 37% of participants are working at the position 4, 22% of participants are working at the position 5, 11% of participants are working at the position 6.

#### 4.4. Person Correlation Analysis Related to Research Hypotheses

The research title is: The impacts of Transformational Leadership on Employees Creativity in Independent Directorate of Local Governance (IDLG) to find out the impact of transformational leadership on employees creativity at IDLG which is a governmental organization in Afghanistan.

The coefficient of Pearson Correlation is always between -1 and 1, the coefficient of Pearson Correlation between 0 and 1 means the positive relationship between variables. If the coefficient is close to 1 that means the relationship is strong between variable. On the other hand, by increasing one item of independent variable, the dependent variable also goes

up. The coefficient between 20% until 35% indicates weak Correlation between variables while the significant maybe exist. Coefficient between 35% until 65% indicates medium Correlation between variables, coefficient between 65% until 85% indicate strong Correlation between variables. Finally, the coefficient higher than 85% indicates the very strong Correlation between variables. The test of significance indicates the option of hypothesis direction, that means the coefficient which has (\*) star, means that the significance is lower than .01 and the (\*\*\*) stars means the coefficient significance is lower than .05 in which the tested hypothesis by having 95% confidence and 5% coefficient Error (Habibpore, 2009: 452-453).

#### 4.5. Analysis of the Data Related to Research Hypothesis

By considering the result of tools finding, in this section the researcher tended to find out the impact of transformational leadership on employees creativity at Independent Directorate of Local Governance, Kabul, Afghanistan.

##### 4.5.1. Pearson Correlation Coefficient Related To The First Variable (Idealized Influence And Three Dependent Variables As Below).

The Pearson correlation coefficient between adherence to idealized influence and cognitive components of creativity and the two dependent variables of employee's creativity is analyzed below:

##### 4.5.1.1. First sub-hypothesis

According to the result of finding tools, the idealized influence has its impact on cognitive components of creativity at IDLG.

##### Correlations

		Idealized Influence	Cognitive Components of Creativity
Idealized Influence	Pearson Correlation	1	.585**
	Sig. (2-tailed)		.000
	N	189	189
Cognitive Components of Creativity	Pearson Correlation	.585**	1
	Sig. (2-tailed)	.000	
	N	189	189

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

Table 4.6. Correlation between: (idealized influence and cognitive components of creativity)

Table 4-6. Indicates that the coefficient of Pearson Correlation is 0.585, and the significant is .000

In consideration to the result of calculation, it is claimed that, there is a relationship between idealized influenced and cognitive components of creativity and idealized impacts on creativity. Also the significant is 0.01, so the null hypothesis is rejected, and the alternative hypothesis is approved by 99% of coefficient confidence.

Co-efficients<sup>a</sup>

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	2.055	.231		8.901	.000
Idealized Influence	.549	.056	.585	9.867	.000

b. Dependent Variable: Cognitive Components of Creativity

Table 4.7. Regression between: (idealized influence and cognitive components of creativity)

The table 4.7 indicates the coefficient of idealized influence (independent variable) is 0.549, and the sig is <0.05 which indicates that the employee’s creativity is related to idealized influence and cognitive components of creativity. Each 1- unit change in idealized influences (Independent variable), cognitive components of creativity (Dependent variable) will changes by 0.549 units. The coefficient for idealized influences is statistically significant because its p-value of 0.000 is less than 0.05 (Alpha Level).

The R-value of the regression analysis represents the simple correlation. The R is .585, which indicates a medium degree of correlation. The R<sup>2</sup> value indicates how much of the total variation in the idealized influence (as the dependent variable) is that can be explained by the creativity of the employees (as the independent variable). The R<sup>2</sup> indicates to show how much the value of the dependent variable could be explained by the independent variable. The coefficient of R Square is always between the value of (0) and (1) however the value of R square is closed to (1) that means which independent variable could explain the large variance of the dependent variable (Habibpore, 2009: 483).

**4.5.1.2. Second sub-hypothesis:**



According to the result of finding tools, the idealized influence has its impact on inspirational and emotional components of creativity at IDLG.

Correlations

		Idealized Influence	Inspirational and Emotional Components
Idealized Influence	Pearson Correlation	1	.635**
	Sig. (2-tailed)		.000
	N	189	189
Inspirational and Emotional Components	Pearson Correlation	.635**	1
	Sig. (2-tailed)	.000	
	N	189	189

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

Table 4.8. Indicates that the coefficient of Pearson Correlation is 0.635, and the significant is .000

Table of 4.8. Inconsideration to the result of calculation, it is claimed that, there is a relationship between idealized influenced and inspirational and emotional components and idealized influence impacts the inspirational emotional.

Also the significant is 0.01, so the null hypothesis is rejected, and the alternative hypothesis is approved by 99% of coefficient confidence

Model Summary.

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	.635 <sup>a</sup>	.403	.400	.52297	.403	126.457	1	187	.000

a. Predictors: (Constant), Idealized Influence

Table 4.9. Model summary

Co-efficients<sup>a</sup>

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.958	.204		9.581	.000
	Idealized Influence	.554	.049	.635	11.245	.000

a. Dependent Variable: Inspirational and Emotional Components

Table 4.10. Regression between (idealized influence and inspirational and emotional components).

Table 4-10 indicates the coefficient of idealized influence (independent variable) is 0.554, and the sig is <0.05 which indicates that the employee’s creativity is related to idealized influence and inspirational and emotional components. Each 1- unit change in idealized influences (Independent variable), inspirational and emotional components (Dependent variable) will change by 0.554 units. The coefficient for idealized influences is statistically significant because its p-value of 0.000 is less than 0.05 (Alpha Level).

**4.5.1.3. Third hypothesis**

Descriptive Statistics

	Mean	Std. Deviation	N
Idealized Influence	4.0754	.77395	189
Personality Factors Of Creativity	4.0106	.71637	189

Table 4.11. Descriptive Statistic between (idealized influence and personality factors of creativity).

### Correlations

		Idealized Influence	Personality Factors Of Creativity
Idealized Influence	Pearson Correlation	1	.557**
	Sig. (2-tailed)		.000
	N	189	189
Personality Factors Of Creativity	Pearson Correlation	.557**	1
	Sig. (2-tailed)	.000	
	N	189	189

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

Table 4.12. Correlation between (idealized influence and personality factors of creativity).

Table 4-12. Indicates that the coefficient of Pearson Correlation is 0.557, and the significant is .000

Inconsideration to the result of calculation, it is claimed that, there is a relationship between idealized influenced and personality factors of creativity and idealized influence impacts the personality factors.

Also the significant is 0.01, so the null hypothesis is rejected, and the alternative hypothesis is approved by 99% of coefficient confidence.

### Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df 1	df2	Sig. F Change
1	.557 <sup>a</sup>	.310	.306	.59664	.310	84.021	1	187	.000

a. Predictors: (Constant), Idealized Influence

Table 4.13. Model summary

### Co-efficients<sup>a</sup>

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.910	.233		8.191	.000
	Idealized Influence	.515	.056	.557	9.166	.000

a. Dependent Variable: Personality Factors of Creativity

Table 4.14. Regression between (idealized influence and personality factors of creativity)

Table 4-14. Indicates the coefficient of idealized influence (independent variable) is 0.515, and the sig is <0.05 which indicates that the employee's creativity is related to idealized influence and personality factors of creativity. Each 1- unit change in idealized influences (Independent variable), personality factors of creativity (Dependent variable) will changes by 0.515 units. The coefficient for idealized influences is statistically significant because its p-value of 0.000 is less than 0.05 (Alpha Level).

**4.5.2. Pearson Correlation Coefficient Related to the Second Variable (Inspirational Motivation and Three Dependent Variables as Bellows).**

The Pearson correlation coefficient between adherence to inspirational motivation and three dependent variables of employee's creativity is analyzed below:

**4.5.2.1. Fourth hypothesis:**

Descriptive Statistics

	Mean	Std. Deviation	N
Inspirational Motivation	3.9484	.82895	189
Cognitive Components of Creativity	4.2923	.72626	189

Table 4.15. Descriptive Statistic between: (inspiration motivation and cognitive components of creativity)

Correlations

		Inspirational Motivation	Cognitive Components of Creativity
Inspirational Motivation	Pearson Correlation	1	.451**
	Sig. (2-tailed)		.000
	N	189	189
Cognitive Components of Creativity	Pearson Correlation	.451**	1
	Sig. (2-tailed)	.000	
	N	189	189

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

Table 4.16. Correlation between: (inspiration motivation and cognitive components of creativity)

Table 4-16 indicates that the coefficient of Pearson Correlation is 0.451, and the significant is .000

Inconsideration to the result of calculation, it is claimed that, there is moderate positive relationship between idealized influenced and personality factors of creativity and idealized influence impacts the personality factors.

Also the significant is 0.01, so the null hypothesis is rejected, and the alternative hypothesis is approved by 99% of coefficient confidence

Model Summary

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	.585 <sup>a</sup>	.342	.339	.59052	.342	97.365	1	187	.000

c. Predictors: (Constant), Idealized Influence

Table 4.17. Model summary.

Co-efficients<sup>a</sup>

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.055	.231		8.901	.000
	Idealized Influence	.549	.056	.585	9.867	.000

a. Dependent Variable: Cognitive Components of Creativity

Table 4.18. Regression between: (inspiration motivation and cognitive components of creativity).

Table 4-18 indicates the coefficient of inspirational motivation (independent variable) is 0.549, and the sig is <0.05 which indicates that the employee's creativity is related to inspirational motivation and cognitive components of creativity. Each 1- unit change in inspirational motivation (Independent variable), cognitive components of creativity (Dependent variable) will change by 0.549 units. The coefficient for idealized influences is statistically significant because its p-value of 0.000 is less than 0.05 (Alpha Level).

#### 4.5.2.2. Fifth hypothesis

##### Descriptive Statistics

	Mean	Std. Deviation	N
Inspirational Motivation	3.9484	.82895	189
Inspirational and Emotional Components	4.2169	.67529	189

Table 4.19. Descriptive statistic: (inspiration motivation on inspirational and emotional components).

##### Correlations

		Inspirational Motivation	Inspirational and Emotional Components
Inspirational Motivation	Pearson Correlation	1	.541**
	Sig. (2-tailed)		.000
	N	189	189
Inspirational and Emotional Components	Pearson Correlation	.541**	1
	Sig. (2-tailed)	.000	
	N	189	189

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

Table 4.20. Correlation between: (inspiration motivation on inspirational and emotional components).

Table 4.20 indicates that the coefficient of Pearson Correlation is 0.541, and the significant is .000

Table 4.20 In consideration to the result of calculation, it is claimed that, there is a relationship between inspirational motivation and inspirational and emotional components and inspirational motivation impacts the inspirational and emotional.

Also the significant is 0.01, so the null hypothesis is rejected, and the alternative hypothesis is approved by 99% of coefficient confidence.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. Change
1	.635 <sup>a</sup>	.403	.400	.52297	.403	126.457	1	187	.000

a. Predictors: (Constant), Idealized Influence

Table 4.21. Model summary.

Co-efficients<sup>a</sup>

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.958	.204		9.581	.000
	Inspirational Motivation	.554	.049	.635	11.245	.000

a. Dependent Variable: Inspirational and Emotional Components

Table 4.22. Regression between: (inspiration motivation on inspirational and emotional components).

The table 4-22. Indicates the coefficient of inspirational motivation (independent variable) is 0.554, and the sig is <0.05 which indicates that the employee’s creativity is related to inspirational motivation and inspirational and emotional components. Each 1- unit change in (Independent variable), inspirational and emotional components (Dependent variable) will change by 0.554 units. The coefficient for inspirational motivation is statistically significant because its p-value of 0.000 is less than 0.05 (Alpha Level).

**4.5.2.3. Sixth hypothesis**

Descriptive Statistics

	Mean	Std. Deviation	N
Inspirational Motivation	3.9484	.82895	189
Personality Factors Of Creativity	4.0106	.71637	189

Table 4.23. Descriptive summary: (inspirational motivation and personality factors of creativity)

Correlations

		Inspirational Motivation	Personality Factors Of Creativity
Inspirational Motivation	Pearson Correlation	1	.403**
	Sig. (2-tailed)		.000
	N	189	189
Personality Factors Of Creativity	Pearson Correlation	.403**	1
	Sig. (2-tailed)	.000	
	N	189	189

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

Table 4.24. Correlation between: (inspirational motivation and personality factors of creativity)

Table 4.24. Indicates that the coefficient of Pearson Correlation is 0.403, and the significant is .000

In consideration to the result of calculation, it is claimed that, there is medium relationship between inspirational motivation and personality factors of creativity.

Also the significant is 0.01, so the null hypothesis is rejected, and the alternative hypothesis is approved by 99% of coefficient confidence.

Model Summary

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	.557 <sup>a</sup>	.310	.306	.59664	.310	84.021	1	187	.000

b. Predictors: (Constant), Idealized Influence

Table 4.25. Model summary

Co-efficients<sup>a</sup>

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.910	.233		8.191	.000
	Idealized Influence	.515	.056	.557	9.166	.000

a. Dependent Variable: Personality Factors Of Creativity

Table 4.26. Regression between: (inspirational motivation and personality factors of creativity)



Table 4.26 indicates the coefficient of inspirational motivation (independent variable) is 0.515, and the sig is <0.05 which indicates that the employee's creativity is related to inspirational motivation and personality factors of creativity. Each 1- unit change in inspirational motivation (Independent variable), personality factors of creativity (Dependent variable) will change by 0.515 units. The coefficient for inspirational motivation is statistically significant because its p-value of 0.000 is less than 0.05 (Alpha Level).

**4.5.3. Pearson correlation coefficient related to the third variable (intellectual stimulation and three dependent variables as bellows).**

The Pearson correlation coefficient between intellectual stimulation and the three dependent variables of employee's creativity is presented as below.

**4.5.3.1. Seventh hypothesis**

Descriptive Statistics

	Mean	Std. Deviation	N
Intellectual Stimulation	3.7341	.82175	189
Cognitive Components of Creativity	4.2923	.72626	189

Table 4.27. Descriptive statistic.

Correlations

		Intellectual Stimulation	Cognitive Components of Creativity
Intellectual Stimulation	Pearson Correlation	1	.459**
	Sig. (2-tailed)		.000
	N	189	189
Cognitive Components of Creativity	Pearson Correlation	.459**	1
	Sig. (2-tailed)	.000	
	N	189	189

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

Table 4.28. Correlation between intellectual stimulation and cognitive components of creativity.

Table 4-28 indicates that the coefficient of Pearson Correlation is 0.459, and the significant is .000

In consideration to the result of calculation, it is claimed that, there is moderate positive relationship between intellectual stimulation and cognitive components of creativity.

Also the significant is 0.01, so the null hypothesis is rejected, and the alternative hypothesis is approved by 99% of coefficient confidence

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. Change
1	.459 <sup>a</sup>	.211	.206	.64695	.211	49.919	1	187	.000

a. Predictors: (Constant), Intellectual Stimulation

Table 4.29. Model summary.

Co-efficients<sup>a</sup>

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.777	.220		12.653	.000
	Intellectual Stimulation	.406	.057	.459	7.065	.000

a. Dependent Variable: Cognitive Components of Creativity

Table 4.30. Regression between intellectual stimulation and cognitive components of creativity

Table 4-30 indicates the coefficient of intellectual stimulation (independent variable) is 0.406, and the sig is <0.05 which indicates that the employee’s creativity is related to intellectual stimulation and cognitive components of creativity. Each 1- unit change in intellectual stimulation (Independent variable), cognitive components of creativity (Dependent variable) will change by 0.406 units. The coefficient for intellectual stimulation is statistically significant because its p-value of 0.000 is less than 0.05 (Alpha Level).

#### 4.5.3.2. Eight hypothesis

##### Descriptive Statistics

	Mean	Std. Deviation	N
Intellectual Stimulation	3.7341	.82175	189
Inspirational and Emotional Components	4.2169	.67529	189

Table 4.31. Descriptive summary.

##### Correlations

	Intellectual Stimulation	Inspirational and Emotional Components
Intellectual Stimulation Pearson Correlation	1	.548**
Sig. (2-tailed)		.000
N	189	189
Inspirational and Emotional Components Pearson Correlation	.548**	1
Sig. (2-tailed)	.000	
N	189	189

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

Table 4.32. Correlation between intellectual stimulation and inspirational and emotional components.

Table 4-32 indicates that the coefficient of Pearson Correlation is 0.548, and the significant is .000

Inconsideration to the result of calculation, it is claimed that, there is strongly positive relationship between intellectual stimulation and inspirational and emotional components.

Also the significant is 0.01, so the null hypothesis is rejected, and the alternative hypothesis is approved by 99% of coefficient confidence

##### Model Summary

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	.548 <sup>a</sup>	.301	.297	.56619	.301	80.432	1	187	.000

a. Predictors: (Constant), Intellectual Stimulation

Table 4.33. Model summary.

Co-efficients<sup>a</sup>

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	2.534	.192		13.191	.000
Intellectual Stimulation	.451	.050	.548	8.968	.000

a. Dependent Variable: Inspirational and Emotional Components.

Table 4.34. Regression between correlation between intellectual stimulation and inspirational and emotional components.

Table 4-34 indicates the coefficient of intellectual stimulation (independent variable) is 0.451, and the sig is <0.05 which indicates that the employee's creativity is related to intellectual stimulation and inspirational and emotional components. Each 1- unit change in intellectual stimulation (Independent variable), inspirational and emotional components (Dependent variable) will change by 0.451 units. The coefficient for intellectual stimulation is statistically significant because its p-value of 0.000 is less than 0.05 (Alpha Level).

#### 4.5.3.3. Ninth hypothesis

Descriptive Statistics

	Mean	Std. Deviation	N
Intellectual Stimulation	3.7341	.82175	189
Personality Factors Of Creativity	4.0106	.71637	189

Table 4. 35. Descriptive summary.

Correlations

		Intellectual Stimulation	Personality Factors Of Creativity
Intellectual Stimulation	Pearson Correlation	1	.524**
	Sig. (2-tailed)		.000
	N	189	189
Personality Factors Of Creativity	Pearson Correlation	.524**	1
	Sig. (2-tailed)	.000	
	N	189	189

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

Table 4.36. Correlation between intellectual stimulation and personality factors of creativity.

Table 4.36. Indicates that the coefficient of Pearson Correlation is 0.524, and the significant is .000

Inconsideration to the result of calculation, it is claimed that, there is strongly positive relationship between intellectual stimulation and personality factors of creativity. Also the significant is 0.01, so the null hypothesis is rejected, and the alternative hypothesis is approved by 99% of coefficient confidence

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df 1	df2	Sig. F Change
1	.524 <sup>a</sup>	.274	.270	.61186	.274	70.704	1	187	.000

a. Predictors: (Constant), Intellectual Stimulation.

Table 4.37. Model summary.

Co-efficients<sup>a</sup>

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.305	.208		11.105	.000
	Intellectual Stimulation	.457	.054	.524	8.409	.000

a. Dependent Variable: Personality Factors Of Creativity.

Table 4.38 Regression between intellectual stimulation and personality factors of creativity.

Table 4-39. Indicates the coefficient of intellectual stimulation (independent variable) is 0.457, and the sig is <0.05 which indicates that the employee's creativity is related to intellectual stimulation and personality factors of creativity. Each 1- unit change in intellectual stimulation (Independent variable), personality factors of creativity (Dependent variable) will change by 0.457 units. The coefficient for intellectual stimulation is statistically significant because its p-value of 0.000 is less than 0.05 (Alpha Level).

**4.5.4. Pearson correlation coefficient related to the fourth variable (Individual Consideration and three dependent variables).**

The Pearson correlation coefficient between individual consideration and the three dependent variables of public employee's creativity is presented as below:

**4.5.4.1. Tenth hypothesis**

Descriptive Statistics

	Mean	Std. Deviation	N
Individual Consideration	3.6905	.89700	189
Cognitive Components of Creativity	4.2923	.72626	189

Table 4.39. Descriptive summary.

Correlations

		Individual Consideration	Cognitive Components of Creativity
Individual Consideration	Pearson Correlation	1	.461**
	Sig. (2-tailed)		.000
	N	189	189
Cognitive Components of Creativity	Pearson Correlation	.461**	1
	Sig. (2-tailed)	.000	
	N	189	189

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

Table 4.40. Correlation between individual consideration and cognitive components of creativity.

Table 4-40 indicates that the coefficient of Pearson Correlation is 0.461, and the significant is .000

Inconsideration to the result of calculation, it is claimed that, there is moderate positive relationship between individual considerations and cognitive components of creativity. Also

the significant is 0.01, so the null hypothesis is rejected, and the alternative hypothesis is approved by 99% of coefficient confidence.

Model Summary

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	.461 <sup>a</sup>	.213	.208	.64616	.213	50.502	1	187	.000

a. Predictors: (Constant), Individual Consideration

Table 4.41. Model summary.

Co-efficients<sup>a</sup>

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.914	.200		14.609	.000
	Individual Consideration	.373	.053	.461	7.106	.000

a. Dependent Variable: Cognitive Components of Creativity

Table 4.42. Regression between individual consideration and cognitive components of creativity.

Table 4.42 indicates the coefficient of individual consideration (independent variable) is 0.373, and the sig is <0.05 which indicates that the employee’s creativity is related to individual consideration and cognitive components of creativity. Each 1- unit change in individual consideration (Independent variable), cognitive components of creativity (Dependent variable) will change by 0.373 units. The coefficient for individual consideration is statistically significant because its p-value of 0.000 is less than 0.05 (Alpha Level).

**4.5.4.2. Eleventh hypothesis**

Descriptive Statistics

	Mean	Std. Deviation	N
Individual Consideration	3.6905	.89700	189
Inspirational and Emotional Components	4.2169	.67529	189

Table 4.43. Descriptive statistic.

Correlations

		Individual Consideration	Inspirational and Emotional Components
Individual Consideration	Pearson Correlation	1	.535**
	Sig. (2-tailed)		.000
	N	189	189
Inspirational and Emotional Components	Pearson Correlation	.535**	1
	Sig. (2-tailed)	.000	
	N	189	189

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

Table 4.44. Correlation between individual consideration and inspirational and emotional components.

Table 4-44. Indicates that the coefficient of Pearson Correlation is 0.535, and the significant is .000

In consideration to the result of calculation, it is claimed that, there is a relationship between individual consideration and inspirational and emotional components and individual consideration impacts the inspirational and emotional components. Also the significant is 0.01, so the null hypothesis is rejected, and the alternative hypothesis is approved by 99% of coefficient confidence.

Model Summary

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	.535 <sup>a</sup>	.286	.283	.57198	.286	75.041	1	187	.000

a. Predictors: (Constant), Individual Consideration

Table 4.45. Model summary.



Co-efficients<sup>a</sup>

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	2.730	.177		15.460	.000
Individual Consideration	.403	.047	.535	8.663	.000

a. Dependent Variable: Inspirational and Emotional Components.

Table 4.46. Regression between individual consideration and inspirational and emotional components.

Table 4-46 indicates the coefficient of individual consideration (independent variable) is 0.403, and the sig is <0.05 which indicates that the employee’s creativity is related to individual consideration and inspirational and emotional components. Each 1- unit change in individual consideration (Independent variable), inspirational and emotional components (Dependent variable) will change by 0.403 units. The coefficient for individual consideration is statistically significant because its p-value of 0.000 is less than 0.05 (Alpha Level).

**4.5.4.3. Twelfth hypothesis**

Correlations

		Individual Consideration	Personality Factors Of Creativity
Individual Consideration	Pearson Correlation	1	.503**
	Sig. (2-tailed)		.000
	N	189	189
Personality Factors Of Creativity	Pearson Correlation	.503**	1
	Sig. (2-tailed)	.000	
	N	189	189

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

Table 4.47. Correlation between individual consideration and personality factors of creativity.

Model Summary

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	.503 <sup>a</sup>	.253	.249	.62066	.253	63.452	1	187	.000

a. Predictors: (Constant), Individual Consideration

Table 4.48. Model summary.

Co-efficients<sup>a</sup>

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.527	.192		13.187	.000
	Individual Consideration	.402	.050	.503	7.966	.000

a. Dependent Variable: Personality Factors Of Creativity.

Table 4.49. Regression between individual consideration and personality factors of creativity.

Table 4-49 indicates the coefficient of individual consideration (independent variable) is 0.402, and the sig is <0.05 which indicates that the employee’s creativity is related to individual consideration and personality factors of creativity. Each 1- unit change in individual consideration (Independent variable), personality factors of creativity (Dependent variable) will change by 0.402 units. The coefficient for individual consideration is statistically significant because its p-value of 0.000 is less than 0.05 (Alpha Level).

## 5. CONCLUSION AND RECOMMENDATIONS

### Introduction

In this chapter, in consideration of the previous chapter which the data is analyzed now will draw conclusions about the result, which is been analyzed and discuss the challenges and limitations of this research.

### Conclusion based on hypotheses

As stated, the transformational leadership style will be able to bring changes in employee's attitudes and perceptions as well as creativity of employees, using the characteristics of such as idealized influence, inspirational motivation, intellectual stimulation, and individual considerations. And would enhance the necessary capabilities in order to succeed to goals of the organization.

Transformational leadership and creativity of the staff have been discussed in this research, first, this study looked at the concepts of transformational leadership and creativity of employees, and then it discussed the impacts between these two issues in a conceptual framework and transformational leadership as an independent variable with four components (idealized influenced, inspirational motivation, intellectual stimulations and individual consideration). Conceptualized, hypotheses have been tested to measure the relationship of each of the components.

In this research there is a main hypothesis and four sub-hypotheses. It is based on the fact that the impacts between transformational leadership and employee creativity is positive.

### First hypothesis conclusion (Idealized influence)

- The result of this research indicates, that there is a relationship and positive medium impact the idealized influence has on the cognitive components of creativity. As the idealized influence increases there will be a change in cognitive components of creativity. The correlation between these two variables is relatively lower than the correlation coefficients of other variables in this research.
- The result of this research indicates, that there is a relationship and positive medium impact the idealized influence has on the inspirational and emotional component. As the idealized influence increases there will be a change in inspirational and emotional

component. The correlation between these two variables is relatively medium than the correlation coefficients of other variables in this research.

- The result of this research indicates, that there is a relationship and positive medium impact the idealized influence has on the personality factors of creativity. As the idealized influence increases there will be a change in personality factors of creativity. The correlation between these two variables is relatively lower than the correlation coefficients of other variables in this research.

#### Second hypothesis conclusion (Inspirational motivation)

- The result of this research indicates, that there is a relationship and positive medium impact the inspirational motivation has on the cognitive components of creativity. As the inspirational motivation increases there will be a change in cognitive components of creativity. The correlation between these two variables is relatively medium than the correlation coefficients of other variables in this research.
- The result of this research indicates, that there is a relationship and positive medium impact the inspirational motivation has on the inspirational and emotional components of creativity. As the inspirational motivation increases there will be a change in inspirational and emotion
- al components of creativity. The correlation between these two variables is relatively medium than the correlation coefficients of other variables in this research.
- The result of this research indicates, that there is a relationship and positive medium impact the inspirational motivation has on the personality factors of creativity. As the inspirational motivation increases there will be a change in personality factors of creativity. The correlation between these two variables is relatively lower than the correlation coefficients of other variables in this research.

#### Third hypothesis conclusion (Intellectual stimulation)

- The result of this research indicates, that there is a relationship and positive low impact the intellectual stimulation has on the cognitive components of creativity. As the intellectual stimulation increases there will be a change in cognitive components of creativity. The correlation between these two variables is relatively lower than the correlation coefficients of other variables in this research.

- The result of this research indicates, that there is a relationship and positive low impact the intellectual stimulation has on the inspirational and emotional component of creativity. As the intellectual stimulation increases there will be a change inspirational and emotional component of creativity. The correlation between these two variables is relatively lower than the correlation coefficients of other variables in this research.
- The result of this research indicates, that there is a relationship and positive low impact the intellectual stimulation has on the personality factors of creativity. As the intellectual stimulation increases there will be a change in personality factors of creativity. The correlation between these two variables is relatively lower than the correlation coefficients of other variables in this research.

#### Fourth hypothesis conclusion (Individual consideration)

- The result of this research indicates, that there is a relationship and positive low impact the individual consideration has on the cognitive components of creativity. As the individual consideration increases there will be a change in cognitive components of creativity. The correlation between these two variables is relatively lower than the correlation coefficients of other variables in this research.
- The result of this research indicates, that there is a relationship and positive low impact the individual consideration has on the inspirational and emotional components of creativity. As the individual consideration increases there will be a change in inspirational and emotional components of creativity. The correlation between these two variables is relatively lower than the correlation coefficients of other variables in this research.
- The result of this research indicates, that there is a relationship and positive low impact the individual consideration has on the personality factors of creativity. As the individual consideration increases there will be a change in personality factors of creativity. The correlation between these two variables is relatively lower than the correlation coefficients of other variables in this research.

#### Conclusion based on the main hypothesis (Transformational leadership)

In this hypothesis, transformational leadership and its components are ‘idealized influence, inspirational motivation, intellectual stimulation and individual consideration’

impacts on employees creativity and its dimensions. Inconsideration to obtained result there is a relationship, medium, positive and direct correlation is exist between these two variables.

#### Comparing the overall result of this research with other researches

Therefore, the results of the correlation between the variables studied in this research have shown that with regard to the positive correlation coefficient, the direct impact transformational leadership and its components with the creativity of the employees of existence And the meaningful level of variables is smaller than  $\alpha = 1\%$  it can be said that the more organizational leaderships follow the transformational style, the employees show more creativity from themselves.

If we would compare the research results of other researchers who have been researching in this regard with the result of this study, we will find that the past research was conducted as an external background entitled "The Impact on Transformational Leadership Style and Staff Creativity" in the government agencies, have come to the conclusion that there is a direct impact on transformational leadership style and the creativity of employees, which increases the creativity of staff by increasing the transformational leadership style. The results of those researches are similar to the present study.

And so if we compare the other researches that have been done to identify the impact on transformational leadership style and creativity in insurance companies, we conclude that the past scholar has transformed the relationship of transformational leadership with creativity is measured by a larger sample, but in the present research, the impact on transformational leadership and creativity is relatively less in relation to the statistical community and the results of previous research show that there is a meaningful relationship between transformational leadership and creativity. Results of this study indicates that the average scores of organizational commitment are those employees who use their transformational leadership style are more than the average of the organizational commitment scores of staff members who use the leadership style.

And as if we would compare the results of another research which is part of the internal history and the title (the impact of transformational leadership style and the motivation of employees of government departments), we would compare that with the results of this study. We may conclude that transformational leadership is very much in favor of the motivation of government office staff.

And another research conducted at the University of Wests, ("The Relationship between Transformational Leadership and Organizational Culture"), which in this study measures the relationship between transformational leadership and organizational culture and its dimensions. Transformational leadership with three dimensions of culture (Organizational culture, supportive culture, innovation culture) has a meaningful relationship but with a dimension of (bureaucratic culture) has no meaningful relationship.

### Suggestion and limitations

Suggestions to the Researchers:

- In consideration to the importance of this title I would like to suggest to the future researchers to conduct their research on Transformational leadership impacts on the relationship between the leaders and followers and also impact on the creativity of employees at non-governmental organizations in Afghanistan.
- The interview shall be conduct with participants along to the questionnaire in gathering the information.

Suggestions to the organization (IDLG):

- In consideration to the Transformational Leadership characteristics, IDLG could conduct a process of recognizing the transformational leaders through finding tools and by supporting and inspiring them IDLG provides the grounds of creativity for managers to achieve good governance.
- Launching best award program every month for the best new concept and idea in the field of governance in order to find the skillful employee and value them. It can inspire and motivate the employees to move on and think of creating new ideas and thoughts.
- IDLG could conduct training, workshops and seminars to enhance and develop the individual capacity and skills of its staff to increase the productivity and generating new ideas.
- Transformational leadership strength the bilateral understanding, relationship between the supervisors and staff and insures the trust between them, such relationship between the leaders and followers leads to more creativity and qualitative service delivery, transparency in the process and decreases the level of administrative corruption.

- Strengthening the spirit of collectivism rather than individualizing through the creation of teams of work by adoption of transformational leadership style and the provide opportunities for close cooperation and participation of members of the teams.
- IDLG can make a good environment by adopting transformational leadership in order to create a sense of oneness that everybody feel his or her involvement in the power and process.
- Reform the appraisal system and reward the successful, qualified and eligible staff, reward increases in the level of creativity also support the new ideas and thoughts.

Limitations:

- Lack of pre-knowledge about the transformational leadership in IDLG.
- Lack of resources on the thesis topic especially English version of book and similar thesis topic almost was not access able in Afghanistan.



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## QUESTIONNAIRE

Thank you for taking the time to participate in this questionnaire!

As part of my MA research thesis at the Hacı Bayram Veli University, Ankara, I am conducting a survey that evaluates the impacts of transformational leadership on employees creativity, the case of study is Independent Directorate of Local Governance, Kabul.

This questionnaire was developed for an investigation about the impacts of transformational leadership on employees creativity, it is designed to find out the outcomes of the transformational leadership on employees creativity in Independent Directorate of Local Governance of Afghanistan. The collected responses will be analyzed and used in a masters of public administration. None of the data will be shared with others, the questionnaire is completely blind. This questionnaire consists of three sections, (28) questions and (2) pages. The first section is about respondents demographical information, section validates your manager and supervisor eligibility, abilities and characteristics based on current state of mind. The third section explains about your abilities, capabilities and characteristics.

Your participation will be greatly appreciated and your responses are important for the student to gain a better understanding of daily challenges the administration encounters.

Thank you for participating and feel free to ask any question!

Email Add: manoo.malik2017@mail.com

Phone No: 0700,727,700.

Please write or tick (√) the appropriate response to each of the statements.

### Respondent's Details:

<b>1. Age</b>	18 – 30 <input type="checkbox"/>	31 – 42 <input type="checkbox"/>	43 – 54 <input type="checkbox"/>	55 – 65 <input type="checkbox"/>			
<b>2. Education</b>	H/S Graduate <input type="checkbox"/>	Bachelor <input type="checkbox"/>	Master <input type="checkbox"/>	PhD <input type="checkbox"/>			
<b>3. Gender</b>	Male <input type="checkbox"/>	Female <input type="checkbox"/>					
<b>4. Years of work experience in government Departments</b>	1 – 5 <input type="checkbox"/>	6 – 10 <input type="checkbox"/>	11 – 15 <input type="checkbox"/>	16-more <input type="checkbox"/>			
<b>6. Position in the current Department</b>	Please write down here your position: ----- -----						
	<b>Grade:</b>	1: <input type="checkbox"/>	2: <input type="checkbox"/>	3: <input type="checkbox"/>	4: <input type="checkbox"/>	5: <input type="checkbox"/>	6: <input type="checkbox"/>

## First Section

		Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)				
Transformational Leadership	Char acter	Q.NO:	My Manager			(5)	(4)	(3)	(2)	(1)
	Idealized Influence	1	Speaks about having a strong sense for the administration goals.							
		2	Wants me to examine problems from different angles for solving.							
		3	Emphasizes the importance of having a sense of cooperative about implementing the mission.							
		4	Takes the ethical consequence of the decisions into account.							
	Inspirational Motivation	1	Able to motivate by articulating effectively the importance of what organizational members are doing.							
		2	He/she speaks seriously with motivation about the work which shall be done.							
		3	Provides inspiring strategic and organizational goals.							
		4	Encourages that the determined goals will be achievable.							
	Intellectual Stimulation	1	Offers new prospective to employees on how to complete their tasks.							
		2	Ignores his personal interest for the well of group.							
		3	Subordinates respect him cause of his behave with them.							
		4	He/she considers everyone's views and suggestions in deciding to solve a problem.							
	Individual Consideration	1	Dedicates time for staff guidance and training.							
		2	Improves others motivation for success.							
		3	Focuses on eliminating errors, complaints and failures.							
		4	Delegates the authority to decide about what and how to be done.							

Second Section										
Strongly Agree (5)		Agree (4)		Neutral (3)		Disagree (2)		Strongly Disagree (1)		
Employee's Creativity	Characteristics	Q. No:	Self-Statement			(5)	(4)	(3)	(2)	(1)
	Cognitive Components of Creativity	1	Believe in consensus building before taking decision.							
		2	Always have a lot of confidence of following the correct procedures in solving a specific administrative problem.							
		3	Feel that hierarchy system is better to solve administrative problems.							
		4	When a specific method does not work on a problem, I may would be able to adopt a new method.							
	Inspirational and Emotional Components of Creativity	1	Would welcome the task and responsibilities which deals with collecting information.							
		2	I often struggle to solve issues and problems in my office.							
		3	Feel that my successfulness in the administration is the result of my hardworking.							
		4	Will not feel bored if I concentrate on the issue for hours in the office.							
	Personality factors of Creativity	1	I voluntarily accept to do the complex task in my organization.							
		2	I can offer solutions for the problems relevant to my responsibilities.							
		3	I focus on achievements and outcomes rather than following the rules and procedures.							
		4	Unexpected failure and successes would be affective in my creativity.							

# Manoochehr Malikzada

## Researcher Curricula Vita

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### Personal Profile

**Full Name** : Manoochehr Malikzada  
**Place of Birth** : Takhar Province, Afghanistan  
**Nationality** : Afghan  
**Present Add** : 15 District, Qasaba, Kabul, Afgh.  
**Cell phone** : 0093-700727700, 0093-795760799  
**Email** : [manoo.malik2017@gmail.com](mailto:manoo.malik2017@gmail.com)



### Education

**2015-2016** M.A Public Administration (Master) - (Governmental Scholarship)  
**2006-2010** Haci Bayram Veli Üniversitesi, ANKARA.  
**1993-2005** B.A Political Science (Bachelor)  
University of Delhi, New Delhi, INDIA.  
High School (Baccalaureate)  
Abo Usman Taloqani high school, Taloqan city.

### Key Skills

- Sound theoretical understanding of HR concepts and principles with a broad knowledge of best practices, techniques and processes.
- Strong communication skills and leadership skills with the ability to persuade, influence and adapt communication style to different situations and individuals.
- Effective problem solving abilities; priorities and manage heavy work flow without direct supervision.

### Languages

English	Dari	Pashto	Turkey	Hindi
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### Work Experience

Date	Title	Organ..	Position
Apr, 2014 till the date	Capacity & Institutional Development	IDLG	Director
Sep, 2011- Apr.2014	Capacity Development	IDLG	Head of Department
June, 2010 Sep, 2011	Admin, Finance & Project Manager	NPCC	Project Manager

June, 2009 April, 2010	Business Development Officer	IC-India	Officer
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**Awards:**

- Presidential office of Afghanistan
- First Vice Presidency of Afghanistan.
- Resalat Parliamentary Group.
- KSA Warsaw Poland, Strategic Communication in Public Administration, Certificate.
- ENA Paris. National Institute of Administration.
- Afghanistan Independent Human Rights Commission.
- RAMJAS College, University of Delhi, INDIA.





