
Personality Dispositional Characteristic and Employee Creativity: The role of Proactive Personality, Radical and Incremental Creativity via moderating effect of Self-Regulatory Promotion focus from Higher Education Institutes of Pakistan

Asma Shabbir¹, Dr. Bakhtiar Ali²

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ABSTRACT

The study intended to explore the effect of Personality Dispositional characteristic (i.e., Proactive Personality) on Employee Creativity (EC) based on the Theory of Creative actions and behavior and Regulatory focus theory. Micro-level Creativity has operationalized in terms of two forms of Creativity i.e., Radical Creativity (RC) and Incremental Creativity (IC). In addition, the moderating role of Self-Regulatory Promotion focus (SRP) is investigated in between Proactive Personality and Employee Creativity. Using Cross-sectional Survey methodology, we collected the data from 456 employees (i.e., faculty and higher-ups) from Higher Education Institutes of Pakistan. The results found that Proactive Personality (PP) is directly related with Employee Creativity (EC), and also the multi-dimensional forms of Creativity i.e., Radical and Incremental Creativity. We also demonstrate that the effect of PP and EC significantly influences robust wit Radical Creativity comparing to Incremental. However, the greater the employees entail their role in Self-Regulatory Promotion focus, the strongest the relationship between PP and EC. At the last, we deliberate the theoretical and practical implications and limitations supporting the research findings.

INTRODUCTION

It remains unquestionable that employee creativity (EC)—which is, the development and advancement of new thoughts into practices and hence implementation (e.g., Shalley, Zhou, &

1 PhD Scholar, Department of Management Sciences, Bahria Business School (asma.shabbir@ciit-attock.edu.pk)

2 Professor, Department of Management Sciences, Bahria Business School, (Bakhtiar.buic@bahria.edu.pk)

Oldham, 2004; Woodman, Sawyer, & Griffin, 1993)—is critical for organizational progress, performance and hereafter effectiveness (Gong, Zhou, & Chang, 2013). As the achievement of an organization specifically Higher Education Institutes (HEI's) largely contingent on its creativity competence, that ultimately enables them to be more malleable and further operational to familiarize to changes and hence adopt it (Lei, Leangkhamma, & Le, 2020; Yang, Nguyen, & Le, 2018). Creativity mainly happens in that contexts where an individual in an organizational setting can take along with unique ideas, and in this way individual dynamics are considered as prime bases of creativity (Shalley et al., 2004). The role of individuals in creativity usually highlight a query either individuals involved in creativity mechanism are actually creative or not? (Liu, Vriend, & Janssen, 2021). This unanswered assumption embarks the perspective of personality-creativity aspects that typically responded to how essentially creativity emerges at workplace.

Numerous studies have inspected the effects of personality dispositions, values, cognition, styles and abilities on creativity (Anderson, Potočnik, & Zhou, 2014; Gong, Cheung, Wang, & Huang, 2012). However, because a person might not be able to develop novelty in a work setting without being distinctiveness in terms of their personality dispositions (kim, 2019). Agreement is intensifying that employee proactivity exhibiting an individual's characteristics of self-initiated, future-oriented, change-imitative behavior – is essential for organizational efficiency (Li, Liang, & Crant, 2010). In the light of the incipient prominence of employee proactivity, scholars are dedicating substantial consideration towards proactive personality (PP), which is often well-elaborated as an individual's dispositional personality trait that form an environmental revolution (Bateman & Crant, 1993). Further to categorized Proactive personality (PP) as a considerable dynamics of employee initiatives, numerous practitioners and scholars remain anxious regarding the actual means to provoke and encourage employee proactivity (Parker & Collins, 2010; Akgunduz, Alkan, & Gök, 2018). While, investigations related to proactive personality as unique personality dispositional characteristics are getting less consideration (Tisu, Lupşa, Vîrgă, & Rusu, 2020 & Haynie, Flynn, & Mauldin, 2017). Not amazingly, existing research reports that a number of positive outcomes are associated with proactive personality in which employee creativity is widely studied in terms of diverse industry (Zhang, Li, & Guo, 2021; Kim, Hon, & Lee, 2010). However, keeping together the role of Personality disposition and employee creativity, the proactive and creativity mechanism still call to investigate further in terms of industry context such

as Higher Education Institutes in Pakistan (Farooq, Rehman, Bilal, Saleem, Hussain, & Zeeshan, 2020; Rahman, Batool, Akhtar & Ali, 2015).

The contemporary advancement in the field Creativity literature has already gain a major emphasis to identify the multi-dimensionality of creativity (Xu, Jiang & Walsh, 2016; Gilson & Madjar, 2011; Gilson, Lim, D'innocenzo, & Moye, 2012; Gilson & Madjar, 2011). In the past literature, Creativity researchers identified the urge to understand creativity beyond the uni-dimensional phenomenon. To comprehend the multi-dimensionality phenomena, creativity can be distinguished into two forms of creativity named as; radical and incremental creativity. However, these two different forms are conceptually varied from each other in terms of their definition and how it actually contributes towards employee creativity. Radical creativity challenges the higher risk propensity while incremental creativity relates to existing routine tasks towards indulging creativity (Madjar, Greenberg, & Chen, 2011; Gilson, & Madjar, 2011). Studies have been reported that how these two forms of creativity contribute to employee creativity (Mao, Quan, Li, & Xiao, 2021; Malik, Choi, & Butt, 2019), while further examinations of the type of creativity revealing to what degree an individual along with Proactive personality tends to involve ideas that can lead to revolutions (Waheed & Dastgeer, 2019; Smith & Webster, 2018). A comprehensive understanding of this tendency by enlightening the creativity practitioners of the areas where proactive personality could underwrite the most.

Furthermore, the personality disposition such as Proactive personality and creativity mechanism can strengthen through the motivational drive of Self-Regulatory Promotion focused (SRP). Such as, SRP emphasizes on how an individual go about trying to undertake their tasks and objectives at workplace in order to bring the desire type of behaviors at workplace. At any point in phase, individuals may take part in self-regulation with a promotion focus (Brockner, Higgins, & Low, 2004). The literature supports the examination of self-regulation with employee creativity (De Stobbeleir, Ashford, & Buyens, 2011), however Proactive personality has already been examined in self-concepts i.e., self-efficacy (Hou, Wu, & Liu, 2014) and self-management (Gerhardt, Ashenbaum, & Newman, 2009). While the mechanisms between proactivity and self-regulation is yet to explore further, specifically the unique moderating role of SRF could offer additional understanding in this drive.

Furthermore, the study also highlighted the significance of Creativity from Higher Education Institutes (HEI's) in Pakistan's context, where the necessity of employee creativity (EC) is precarious for Institutional success and competitiveness. Despite the immense need of understanding Creativity and Personality mechanisms in HEI's, still it is considered as most neglected area in terms of inadequacy of empirical studies specifically from HEI's context. In the literature, majority of studies have investigated Proactivity-Creativity mechanism from entrepreneurial perspective (Naz, Li, Zaman, & Rafiq 2020; Hussain, & Malik, 2018; Li, Naz, Dodor, Ashraf, & Akolgo, 2018). However, some evidences also signify the importance of Proactivity-Creativity mechanism from service industries (Farooq, Rehman, Bilal, Saleem, Hussain, & Zeeshan, 2020; Rahman, Batool, Akhtar, & Ali, 2015). Keeping together the need of creativity from services providers such as HEI's, the present study will cover the gap to examine the contextual view of Creativity from developing country like Pakistan. Individual Personality disposition, more specifically Proactive personality is an imperative ingredient to develop creativity at workplace. More specifically the emergence of creativity from Proactivity-Employee Creativity phenomenon, it has become more challenging for employees to be creative in terms of challenging work and satisfying necessities by Higher-ups. The utmost need of employee creative capabilities, became a challenge for HEI's management to identify the personal resource dynamics and build a perfect balance between creative abilities required for the job and an employee's personal resources (i.e., unique personality dispositions) with the anticipated form of creativity.

Thus, the study investigates the uncovered link between Personality disposition (i.e., Proactive personality) and employee creativity from the two perspectives of creativity (i.e., radical and incremental creativity) by adding new insights in Personality-creativity literature. This relationship is built to support the theoretical background of Theory of individual Creative actions and behaviors (Ford, 1996) by investigating employee creativity from Personality dispositional perspectives. Furthermore, the moderating role of self-regulatory promotion focused is additionally examined to strengthen the linkage between Proactive personality and employee creativity.

Literature Review and Development of Hypothesis

Proactive Personality (PP) and Employee Creativity (EC)

An employee's Proactive personality (PP) is known as personality dispositional characteristics that exhibit a dispositional propensity towards an individual's initiative to achieve goals and objectives (Brown, Cober, Kane, Levy, & Shalhoop, 2006). These employees can actively scan several opportunities prevailing in environment through their desired actions to bring major change in organizational setting (Bateman & Crant, 1993; Parker, Williams, & Turner, 2006). The utmost significant characteristic of a proactive personality is to take all available future significances into consideration (Parker & Collins, 2010). PP is significant for positive outcomes, such as exceptional employee performance at work, and career achievement, and so forth (Fuller & Marler, 2009). Contrary to it, employee with Proactive personality may exhibit number of work related positive outcomes such as innovation (Seibert, Kraimer, & Crant, 2001) and Creativity (Akgunduz et al., 2018). Jiang and Gu, (2015) recommended that PP's employees are accountable to bring about change inside the organizational setting depending upon the expectations regarding available resources to attain organizational strategic objectives and improvements.

While, the conceptualization of creativity requires a degree of risk and challenges to build a novel idea's implementation (Shalley & Gilson, 2004). Various researchers have operationalized creativity from various context, however employee creativity is considered as an imperative factor which is crucial for organization and also the examination of creativity from individual views has nascent implications in higher education context (Jackson, 2006). As creativity requires a lot of numerous skills and competencies for its actually implementation at workplace. To identify the basic ingredients of employee creativity, various researchers have examined the role of personality in forming employee creativity (Zhou, Oldham, Chuang, & Hsu, 2021; Tse, To, & Chiu, 2018). However, among of all various Personality dispositions; Proactive personality (PP) is emerged as more challenging and demanding aspect of employee creativity (Kim, Hon, & Lee, 2010; Kim, Hon, & Crant, 2009) and also a contemporary phenomenon to explore further (Alikaj, Ning, & Wu, 2021).

Proactivity-Creativity mechanism has already been explored in literature along with diverse phenomenal settings. Specifically, from Pakistan's context, this relation has already examined in terms of diverse industry setup that provides a support to explore this occurrence from HEI's context by offering thought-provoking insights (Waheed & Dastgeer, 2019). Such as, HEI's employees with High-PP are likely to recognize different opportunities along with diverse

challenges to create a favorable organizational setting (Jiang & Gu, 2015; Fuller & Marler, 2009). While employees with Low-PP are likely to avoid risks and challenges and involved in routine tasks which is something not considered apart in creativity processes. Based on this, we hypothesize the following;

Hypothesis (H1): Proactive Personality (PP) is positively related with Employee Creativity (EC)

Proactive Personality (PP) and Radical Creativity (RC) and Incremental Creativity (IC)

Proactive Personality along with the unique characteristics of dispositional personality is expected to form a positive link with employee Creativity. Proactive personality is a fundamental ingredient that create creativity at workplace (Alikaj et al., 2021). Creativity is about bringing new ideas and solutions to the existing problems in an organization (Amabile, 1996; Shalley et al., 2004). While providing a unique idea is not enough for the emergence of desired change in an organization. Organizations can only get benefit from their novel ideas, when they would able to practically execute to achieve the advantage from the desired change. Creativity is related to generate novelty and uniqueness towards any product, services, procedures and practices (Shalley et al., 2004).

The contemporary advancement in the field creativity literature has already gain a major emphasis to identify the multi-dimensionality of creativity (Xu, Jiang & Walsh, 2016; Gilson & Madjar, 2011; Gilson et al., 2012). Creativity can be distinguished into two categories e.g., radical creativity and incremental creativity. Such as, radical creativity involves more risks and challenges and considered as highly uncertain and riskier, that's why it is known as more noticeable form of creativity (Sung, Rhee, Lee, & Choi, 2020). Radical creativity (RC) portrays significantly different ideas in terms of uniqueness from the status quo (Gilson & Madjar, 2011; Madjar, Greenberg, & Chen, 2011). On the other side the incremental form of creativity entails minor variation to the existing routine procedures and practices of the organization. It requires adjustments and little deviations in existing organizational routines. Based on the conceptual understanding these two forms of creativity portrays major differences in terms of uniqueness and novelty (Gilson & Madjar, 2011; Madjar et al., 2011), hence the engagement related to these two forms should result in diverse self-affirmation levels. This specify to attain unique multi-dimensionality of Creativity, an individual must exhibit distinct personality dispositions i.e., proactive personality. As this

personality trait portray the similar characteristic requirement for initiating creativity at workplace.

Such as, Proactive individuals are moderately unrestrained by situational powers, thus they can easily recognize opportunities, perform on them, display ingenuities, and persist until significant change happens (Crant, 2000). The fundamental distinguishing feature of proactive personality (PP) and behavior followed by an activist-approach comparing to passive-approach toward their work (Bateman & Crant, 1993). This personality trait is accompanying the feature of being accountable and felt obligation to bring productive change, and the degree to a person feels his/her personal duty to redefine their performance. PP employee tends to utilize extra efforts to advance their workplace settings, develop new procedures and methods, and eventually correct the wide-ranging problems (Fuller, Marler, & Hester, 2006). They are expected to capture every single opportunity happens in a settings and hence go beyond the routine job prospects (Thompson, 2005). All of these unique dispositional characteristics entails in PP, are considered as a strategic prerequisite for radical and incremental Creativity. As these multi-dimensionality of creativity forms entails several commonalities' such as opting challenges, risks, display a change in routine procedures, and also drastic changes to bring an entire change in an organization causing either slight (i.e., Incremental Creativity) or drastic change (i.e., radical creativity) in terms of creative idea generation and implementation. Such as, employees with PP tends to likely identify environmental opportunities through active scanning and hence brought a slight and drastic change for employee creativity emergence. The relationship between Proactivity- radical and incremental creativity has been examined in literature in different domains (Zhang, Li, & Guo, 2021; Waheed, & Dastgeer, 2019). This investigation clarifies and call the urge to examine PP as personality dispositional personality trait and their unique individualities interms of identifying the multi-dimensionality of creativity such as radical and incremental creativity. Thus based on this, we have hypothesized following assumptions;

Hypothesis (H2) a: *Proactive Personality (PP) is positively related with Employee Radical Creativity (RC).*

Hypothesis (H2) b: *Proactive Personality (PP) is positively related with Employee Incremental Creativity (IC).*

Furthermore, we have also hypothesized, though the past literature supports the relationship between PP and radical and incremental creativity. However, precisely the unique characteristics of Proactive Personality (PP) are further thoroughly linked with radical form of creativity (Waheed, & Dastgeer, 2019). Even though both forms of creativity i.e., incremental and radical creative consequences can be predictable as original, novel, useful idea generation outcomes. But, only radical form of creativity establishes creative ideas for identifying problem and hence providing with the desired solutions that encounter a supplementary measure of fluctuating the entire paradigm in which organizational problems initiated (i.e., a paradigm shifts). Radical creativity (RC) proposed creative ideas which are considerably different from the prevailing outline of routines and practices (Madjar et al., 2011). Thus, in order to emerge fundamental new ideas, individuals should be submissively, and be able to remain flexible to re-organize problems and to assimilate unrelated viewpoints (Dane, 2010; Mumford & Gustafson, 1988). In this way, employees with Proactive personality (PP) could offer their unique personality dispositions more significantly towards radical form of creativity along with higher magnitude as compared to incremental form of creativity. Therefore, we hypothesized the following;

Hypothesis (H2) c: The relationship between Proactive Personality (PP) and Radical Creativity (RC) will be significantly higher in magnitude than the relationship between Proactive Personality (PP) and Incremental Creativity (IC).

Employee Creativity and the two forms; Radical and Incremental Employee Creativity (EC)

Employee creativity (EC) is precarious for several organizations in terms of being flexible, efficaciously handling demand change, meeting competition, overcoming market trends, demands, and technological requirements (Gilson, Lim, D’Innocenzo, & Moye, 2012). Specified the scope where employee creativity has covered till now, several Creativity theorists have recommended that EC operationalized as a unitary construct, which basically off-putting our indulgent of Creativity phenomenon (Sternberg 1999). It must be comprehending in terms of its multi-dimensional characteristics. In this way, employee creativity should be categorized into various types for better consideration (Gilson et al. 2012). Such as, Mumford and Gustafson (1988) contended that creative upshots could be moreover an ongoing development in creativity process or an innovative break-through. In the similar context, Madjar et al. (2011) established a creativity model to advance the differentiation between multi-dimensionality of EC. Precisely, their

examination justifies two categories of creativity, namely; radical and incremental employee creativity, which is basically construct upon Theory of Creative and behavioral actions in competitively creative options (Ford 1996). Among two forms of Creativity, Radical creativity (RC) involves an overall paradigm shift or innovatory works, however incremental creativity (IC) includes adaptive or routine wise development works (Ekvall, 1997). Such as, these two forms can be labeled as ‘explore’ and ‘exploit’ (e.g., Dewar & Dutton, 1986; March, 1991; Nord & Tucker, 1987). Radical creativity (RC) is linked with exploration, where employee focused on identifying new opportunities beyond from existing practices and procedures (Benner & Tushman, 2003). While Incremental Creativity (IC) is linked with exploitation, where employees focused on existing process and procedures and meeting overall organizational needs.

In the literature, Creativity has well-defined as the invention of useful and novel ideas related to processes and procedures (Amabile, 1996), and also the conceptual work on creativity has recommended that the novel characteristic is predominantly significant and vital in creativity conceptualization. While understanding the creativity from multi-dimensional viewpoint, individuals encompassing radical and incremental forms of creativity may practice an information in different ways. Though, both forms contribute their unique role in forming employee creativity (Madjar et al. 2011). For example, several researchers may relate radical creativity with intense break-through, which is considered as most mutual type of creative contributions inclines to be novel and valuable (i.e., generating creative) ideas that reflect permanency and hence alter the current paradigm (Unsworth, 2001). While, Incremental creativity (IC) familiarizes only slight variations in existing contexts and hence made minor modification and adjustments to established the entire practices and products (Madjar et al., 2011). Henceforward, keeping together the actual conceptualization of employee creativity (Shalley et al., 2004) and also the multi-dimensionality of creativity phenomenon (Madjar et al., 2011), it is proposed that the two multidimensional creativity forms i.e., radical and incremental creativity are the unique categorization of employee creativity and hence employee creativity directly link with radical and incremental creativity such as, both forms of creativity helps an employee to generate creativity at workplace. Based on this, the study hypothesized the following;

Hypothesis (H3) a: Employee Creativity (EC) is positively related with Employee Radical Creativity (RC).

Hypothesis (H3) b: Employee Creativity (EC) is positively related with Employee Incremental Creativity (IC)

The Moderating Role of Self-Regulatory Promotion Focus

The concept of Self-Regulatory focus (SRF) is deep-grounded in Regulatory focus theory (Higgins, 1998; Higgins, Shah, & Friedman, 1997), which outlines how an individual participate in self-regulation, e.g., the manner that includes in which oneself getting into an alignment with one's own goals and standards. SRF emphasizes on how an individual go about trying to undertake their tasks and objectives at workplace in order to bring the desire type of behaviors at workplace. The theory of Self-regulation appeals the attention towards the motivational and strategic propensities of people induce in the process of trying to accomplish their objectives. The study emphasizes Self-regulated focus mainly from promotion focus perspective. This specify during the process of self-regulation, at any point in phase individuals may take part in self-regulation along with a promotion focus (Brockner, Higgins, & Low, 2004).

People having Promotion-focused, tends to absorb the motivational aspects related with advancement and growth and hence attempt to take along themselves into the configuration with their own ideal selves, in this manner by intensifying the salience of prospective benefits and gains to be accomplished (felt existence of positive consequences). Employees regulated by promotion focused, predominantly endeavoring to accomplish their "ideal self," such as their own aspirations and hopes. They tend to emphasis on likelihoods for progress and development, and attempt to exploit and maximize the positive results. Such as, employees with drive of promotion focused-concerns are more sensitive to their possible achievements and gains (Lee, Aaker, & Gardner, 2000). They are highly motivated to attain objectives by demonstrating belief of their own 'ideal self' (Henker, Sonnentag, & Unger, 2015), prefer to involve in committing the errors rather than omitting them by taking risk and displaying proactive behavior and wish not to omit any significant opportunity (Lieberman, Molden, Idson, & Higgins, 2001; Sacramento, Fay, & West, 2001).

The self-regulatory Promotion focus is a motivational situation which regulates and orders around the positive consequences such as growth and achievement, helping individuals to encounter their desires of progress and tend to use optimistic-approach strategies to attain organizational goals (Sacramento, Fay, West, 2013; Neubert, Kacmar, Carlson, Chonko, Roberts, 2008) and hence

achieve employee creativity (Geng, Li, Bi, Zheng & Yang, 2018; De Stobbeleir, Ashford, & Buyens, 2011; Wu, McMullen, Neubert, & Yi, 2008). Whereas, Proactive personality (PP) is an individual's inclination towards taking some vigorous actions and thus impact the external setting (Bateman & Crant, 1993). Individuals with high-PP are inclined towards finding new opportunities in identifying from compound external state and able to take more vigorous actions to change the external environmental settings. PP is known as significant personality antecedents of creativity in an organizational setup, since of an individual's propensity in facing the forthcoming and hence change. Proactive individuals have relatively constant inclination to take risks, challenges, and introduce revolution initiatives. Their distinct personality dispositions enable them to identify opportunities and cultivate a creative idea for finalizing tasks (Crant, 2020).

This kind of unique distinctiveness enables a person to involve in creativity emergence (i.e., employee creativity), however this link may strengthen the relationship by adding a motivational drive i.e., self-regulatory Promotion focus strengthen. Such as, PP individuals are vigorously seeking the opportunities and bring the desired change in an organization, hence the role of self-regulatory promotion focused add a person's likelihoods for progress and development, and attempt to exploit and maximize the positive results. Employees with high drive of promotion focused along with Proactive personality are more concerned about the possible achievements and gains (Srikanth, Jomon, 2020; Rodrigues, Rebelo, 2013; Lee, Aaker, & Gardner, 2000). They are highly motivated to attain objectives by demonstrating belief of their own 'ideal self' (Henker, Sonnentag, & Unger, 2015). Previous literature has shown the direct link of Self-regulatory promotion focus with employee Creativity (EC) (Geng, Li, Bi, Zheng & Yang, 2018; De Stobbeleir, Ashford, & Buyens, 2011) and also the examination of Self-regulatory promotion focuses with employee Proactive Personality (PP) (Yang & Zhou, 2021). However, literature yet to examine the missing moderating link of Self-regulatory promotion focus along with PP and

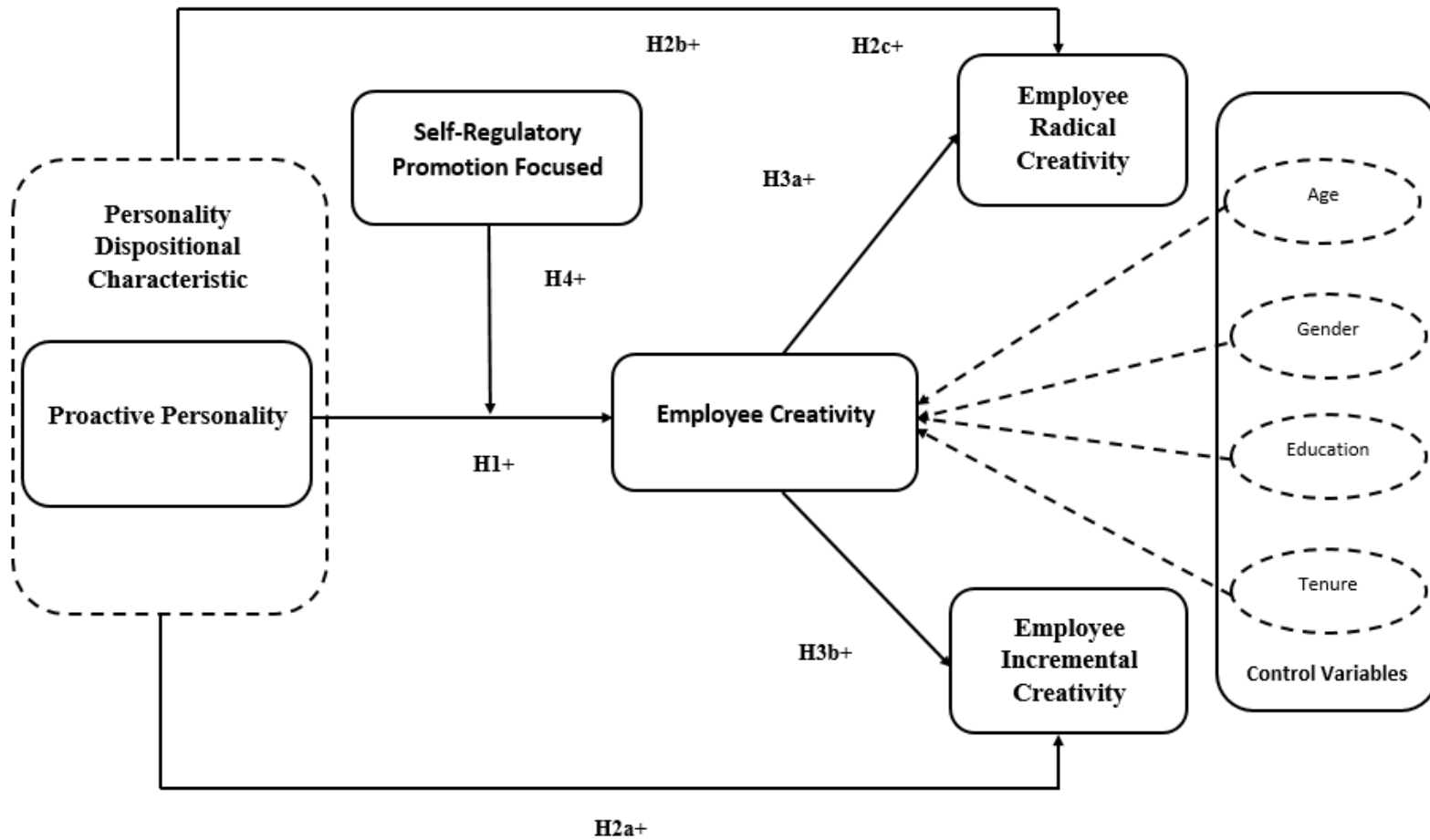


Figure 1. Conceptual Framework

EC. Therefore, we propose that the relationship between Proactive personality dispositional trait and employee creativity is moderated by Self-regulatory promotion focus. Based on this, the study hypothesized the following;

***Hypothesis (H4):** Self-Regulatory promotion focus (SRP) moderates the positive relationship between Proactive Personality (PP) and Employee Creativity (EC).*

Conceptual Framework

The research framework of the study theoretical grounded upon Theory of Individual Creative action and Behavior (Ford, 1996). We have operationalized Proactive Personality (PP) as a personality dispositional characteristics and examined its influence on Employee Creativity (EC). Further, we have examined creativity from multi-dimensional aspects of Creativity i.e., Radical Creativity (RC) and Incremental Creativity (IC). Additionally, we have inspected the moderating role of Self-regulatory promotion focus (SRP) in between Proactive Personality (PP) as a personality dispositional characteristics and Employee Creativity (EC). The framework of the study is presented above;

RESEARCH METHODOLOGY

Research Design and Participants

To test the proposed research hypothesis based on Research question, we have targeted the Education Industry of Pakistan. As the drift of identifying Creativity mechanism and its effective implementation is critical for organizational success and development. The purpose of this study is to examine employee creativity based upon Personality dispositional trait i.e., Proactive Personality (PP) and the multi-dimensionality of creativity. We have collected the data from Higher Education Institutes (HEI's) of Pakistan and more specifically we targeted HEI's employees, as they play an important role in emergence of creativity based upon their unique personality dispositions and also the creative drives to enable creativity at workplace We have targeted only public and private universities of twin cities i.e., Islamabad and Rawalpindi. Among of all, total population of 9567 number of employees (i.e., faculty and HEI's officials) working in HEI's from total targeted 15 universities (i.e., as per Higher Education Commission HEC record) from twin city. Well-structured questionnaire was prepared along with seeking the response on

several constructs such as Proactive Personality (PP), Employee Creativity (EC), Self-regulatory promotion focus (SRP), Radical Creativity (RC) and Incremental Creativity (IC). Questionnaires were randomly distributed to the universities employees after seeking formal approval from higher-ups. The overall structure of questionnaires contains the demographical details such as age, gender, education, tenure, while the other part of the questionnaire contains all the items seeking employee's response designed for each specific construct.

For data collection, we used the survey method by analyzing the quantitative data collected at one point of time. Because of COVID-19 circumstances, and due to institutes closure, we have first managed an online survey methodology via Email on 1087 HEI's employees. The survey measures their PP, EC, SRP, RC, IC and demographics measures. Among the selected number of employees considered for online survey, we have received only 103 responses, who responded and completed the sent survey having response rate of 9.47%. However, due to minimum response rate via opting online survey methodology, in the second phase upon universities operations, we have distributed the questionnaires personally to the respondents and collected back after completions. Based on random sampling, the total 667 questionnaires were distributed to employees in-hand, and among of this 387 respondents answered and completed the survey. Out of which, 24 questionnaires were incomplete and invalid, while 10 respondents have not returned the survey, so we dropped them from the actual sample size. Finally, the study investigated the sample size of 456, having response rate of 68.36%. The overall response rate presenting a good figure in terms of responses.

The overall demographical details represent that 62% employees were male, while 48% were female. Out of age, 43.3% employees were found above 40 years, 59.1% employees were holding master's degree. The tenure of 41% employees was above 5 to 10 years.

Research Measures

The measurement items of PP, EC, SRP, RC, IC were adopted from earlier existing scales found in the literature. This adoption represents the surety of reliability and content validity of these latent variables. However, we have institute a slight modification in the phrasing of items just to fit them from cultural context. Overall, all items were measured on 7-point Likert-type scales, that ranging from strongly disagreeing = (1) to strongly agree = (7). The detail of the measures items is given below;

Employee Creativity

A 13-items instruments assessing Employee Creativity (EC) developed by Zhou & George, (2001). This scale is used to measure employee's perceptions related to their level of creativity at workplace. One of the sample items of Employee Creativity (EC) is "I use to proposes new means to upsurge quality at workplace". The Cronbach alpha was reported for EC was ($\alpha = 0.91$).

Proactive Personality

A 17-items instruments assessing Proactive Personality (PP) developed by Bateman, & Crant, (1993). This scale is used to measure employee's perceptions related to Proactive personality as a distinct personality disposition. One of the sample items of PP is "If I consider an idea, no hindrance will stop me from making it occur. The Cronbach alpha was reported for PP was ($\alpha = 0.89$).

Self-regulatory Promotion Focus

A 09-items instruments assessing developed by Neubert, Kacmar, Carlson, Chonko & Roberts, (2008). This scale is used to measure employee's perceptions related to Self-Regulatory Promotion Focus. One of the sample items of Self-Regulatory Promotion Focus is "For me, a chance to nurture is an imperative factor for me when considering for a job". The Cronbach alpha was reported for Self-Regulatory Promotion Focus was ($\alpha = 0.75$).

Radical Creativity

A 04-items instruments assessing developed by Gilson, Lim, D'Innocenzo, & Moye, (2012). This scale is used to measure employee's perceptions related to radical creativity. One of the sample items of Radical Creativity (RC) is "To what degree would you portray them as being departures from what is currently done or offered". The Cronbach alpha was reported for Radical Creativity (RC) was ($\alpha = 0.83$).

Incremental Creativity

A 03-items instruments assessing developed by Gilson, Lim, D'Innocenzo, & Moye, (2012). This scale is used to measure employee's perceptions related to Incremental creativity. One of the sample items of Incremental Creativity (IC) is "To what degree would you illustrate yourself as

being the extensions build on what is currently completed or what is currently being presented". The Cronbach alpha was reported for Radical Creativity (RC) was ($\alpha = 0.79$).

Control Variables

We took gender, age, education, and tenure as demographical control variables in this study. We have taken education and job tenure as control variables, as the earlier studies by Tierney & Farmer, (2002, 2004) reflected them as indispensable constituents of creativity and also they effect the level of employee creativity. Further, the earlier research has also examined and found gender affecting employee level of creativity (Baer & Kaufman, 2008), therefore, we have controlled gender. Previous research has also confirmed that the frequency of multi-dimensionality of creativity varies significantly over the age (Jones & Weinberg, 2011; Lehman, 1960), we therefore controlled for age (in years) as well.

FINDINGS & DISCUSSION

4.1 Data Analysis Methods

For analysis of overall data, we used statistical software named as; Analysis of Moment Structures (AMOS) version 22 to measure the confirmation and validation of measurement model. Further, we used SPSS for descriptive statistics. Further elaboration of analysis of data is given below;

4.2 Descriptive Statistics

We used SPSS for the analysis of descriptive statistics and examined the variable's correlations, values of Average Variance Extracted (AVE) and their roots. The detailed results are given in table 1. The correlation results demonstrate the significant correlations between Proactive Personality (PP) and employee creativity (EC) (R-value = 0.67**; $p < 0.01$), Radical Creativity (RC) and Employee Creativity (EC) (R-value = 0.79**; $p < 0.01$); Radical Creativity (RC) and Proactive Personality (PP) (R-value = 0.72**; $p < 0.01$); Incremental Creativity (IC) and Proactive Personality (PP) (R-value = 0.62**; $p < 0.01$). The relationship between Incremental Creativity (IC) and Employee Creativity (EC) (R-value = 0.61**; $p < 0.01$); and Incremental Creativity (IC) and Radical Creativity (RC) (R-value = 0.65**; $p < 0.01$). The relationship between Self – Regulatory Promotion focus (SRP) and Proactive Personality (PP) (R-value = 0.83**; $p < 0.01$);

and the Self –Regulatory Promotion focus (SRP) and Employee Creativity (EC) (R-value = 0.73**; $p < 0.01$).

All of these mean values shows the significant positive relationship between each of the given variables. For the mean values, the highest mean value is reported for Employee Creativity (EC) (M=4.98, SD=0.98), while the lowest mean value reported for Incremental Creativity (IC) (M=3.50, SD=0.52). Table 1 also depicts the value of AVE, ranging from 0.57 to 0.87. These AVE values shown the Convergent Validity (CV), signifying greater than 0.50, recommended by Fornell & Larcker, (1981). For assessing the discriminant validity (DV), these values are ranging from 0.71 to 0.89 and are greater than the inter correlations (Hair, 2011).

Measurement Model

To assess the measurement model, the study established an overall model based on our five key study variables. The α -coefficients, t-values, standardized-factor loadings, and composite reliability (CR) are given in Table 2. The Alpha-coefficients (α) for all calculated variables are ranging from 0.75 to 0.91, while the criteria for the acceptance of α -reliability is greater than 0.70 (Nunnally & Bernstein, 2010; Shabbir, Malik & Janjua, 2017; Shabbir, Malik & Malik, 2016).

The overall standardized-factor loadings for all 46-items are ranging from 0.81 to 0.89. These values also offer the evidences of convergent validity (CV) and also the threshold value for CV is greater than the value of 0.50 (Hair, 2010). The t-values for all 46-items are higher than the threshold point of 1.96, viewing the importance of studied model. Similarly, the Composite reliability (CR) is above 0.6 ranging from 0.84–0.92, this threshold is suggested by Bagozzi & Yi, (1988).

Table 1. Descriptive and Correlation Analysis

S.no	Descriptive Statistics					Correlation								
	Factor	Mean	SD	AVE	DV	1	2	3	4	5	6	7	8	9
1	Age	32.76	10.87	-		-								
2	Gender	1.56	0.65	-		0.23	-							
3	Education	2.76	0.34	-		-0.043	0.01	-						
4	Tenure	5.87	0.76	-		0.65**	0.18*	0.17**						
5	Proactive Personality (PP)	4.65	0.65	0.72	0.81	0.09	0.06	0.23*	0.19**	(0.89)				
6	Employee Creativity (EC)	4.98	0.98	0.63	0.71	0.01	0.23	0.45*	0.02*	0.67**	(0.91)			
7	Radical Creativity (RC)	3.89	0.67	0.65	0.83	0.03	-0.04	0.01*	0.21*	0.72**	0.79**	(0.83)		
8	Incremental Creativity (IC)	3.50	0.52	0.87	0.79	0.12*	0.07*	-0.05	0.05*	0.62	0.61**	0.65**	(0.79)	
9	Self-Regulatory Promotion Focus (SRP)	4.01	0.59	0.59	0.89	-0.10	-0.03	0.03*	0.09*	0.83**	0.73**	0.69**	0.54**	(0.75)

Note: n=456

*Significance at = * p < 0.05; ** p < 0.01; *** p < 0.001*

Bracket bold values show Cronbach Alpha Scores

Measured Variables: Proactive personality (PP), Employee Creativity (EC), Self-regulatory Promotion focused (SRP), Radical creativity (RC) and incremental creativity (IC)

Control Demographical Variables: Gender, age, education, tenure

Table 2. Results of Overall Measurement Model for Confirmatory Factor Analysis (CFA)

Variables	No. of items	α coefficient	Factor loadings	t-value	CR
1. Proactive Personality (PP)	17	0.89	0.84	12.65 (***)	0.92
2. Self –Regulatory Promotion Focused (SRP)	09	0.75	0.81	09.78 (***)	0.84
3. Employee Creativity (EC)	13	0.91	0.80	8.65 (***)	0.85
4. Radical Creativity (RC)	04	0.83	0.85	6.98 (***)	0.87
5. Incremental Creativity (IC)	03	0.79	0.89	5.32 (***)	0.91

Note: n=456

*Significance at = * p < 0.05; ** p < 0.01; *** p < 0.001*

Measured Variables: Proactive personality (PP), Employee Creativity (EC), Self-regulatory Promotion focused (SRP), Radical creativity (RC) and incremental creativity (IC)

Model Fitness: “($\chi^2 = 318.13$, $\chi^2/df = 1.52$, $CFI = 0.95$, $IFI = 0.93$, $TLI = 0.94$, $RMSEA = 0.06$ and $SRMR = 0.03$).”

Confirmatory Factor Analyses and Common Method Variance Considerations

Quantified the measurement of Proactive personality (PP), Employee Creativity (EC), Self-regulatory Promotion focused (SRP), Radical creativity (RC) and incremental creativity (IC), was responded by one single informant (i.e., employees from HEI’s). This lead to happen common method variance (CMV) and may possibly present the bias perceived relationships in between study constructs used in this study (Podsakoff, MacKenzie, Lee, & Podsakoff, 2003).

Table 3. Results of Confirmatory Factor Analysis (CFA)

Models		χ^2	df	χ^2 /df	$\Delta\chi^2$ (Δ df)	CFI	IFI	TLI	RMSEA	SRMR
Baseline Model		318.1	24	1.5	-	0.9	0.9	0.9	0.06	0.03
		3	5	2		5	8	4		
Mode	Five-Factor Model	603.6	26	1.8	294.76	0.8	0.9	0.8	0.05	0.07
I 1	(PP, SRP, EC, RC, IC)	6	5	7	(7)**	9	1	2		
Mode	Four-Factor Model	587.1	24	1.7	254.88(6)*	0.8	0.9	0.9	0.04	0.02
I 2	(PP+SRP, EC, RC, IC)	1	4	6	*	7	4	3		
Mode	Three-Factor Model	665.0	23	2.9	233.81(6)*	0.9	0.9	0.9	0.06	0.05
I 3	(PP+SRP+EC, RC, IC)	1	5	9	*	7	6	6		
Mode	Two-Factor Model	785.9	26	3.2	265.76(5)*	0.9	0.9	0.9	0.01	0.04
I 4	(PP+SRP+EC+RC, IC)	9	7	8	*	8	9	5		
Mode	One-Factor Model	978.6	32	3.9	621.87(5)*	0.8	0.7	0.9	0.03	0.06
I 5	(PP+SRP+EC+RC+IC)	4	5	8	*	3	8	6		

Note: $n=456$

Significance at = * $p < 0.05$; ** $p < 0.01$; *** $p < 0.001$

Measured Variables: Proactive personality (PP), Employee Creativity (EC), Self-regulatory Promotion focused (SRP), Radical creativity (RC) and incremental creativity (IC)

Control Demographical Variables: Gender, age, education, tenure

Model Fitness: “($\chi^2 = 318.13$, $\chi^2/df = 1.52$, $CFI = 0.95$, $IFI = 0.93$, $TLI = 0.94$, $RMSEA = 0.06$ and $SRMR = 0.03$).”

In order to test the possible biasing influences, we have inspected Confirmatory Factor analyses (CFAs) via the un-measured latent factor method (Williams & McGonagle, 2016). Succeeding the suggested analysis of comprehensive strategy, we initially assessed the measurement model to examine the discriminant and convergent validity for our central study variables (See table 2 and 3). The cut-off values for these indices ($\chi^2/df < 3$; CFI, IFI and TLI > 0.90 ; RMSEA < 0.06 and SRMR < 0.08 , recommended by Hu & Bentler, (1999) and West, Taylor, & Wu, (2012). The overall results of model fitness show that our intended five-factor structural model attained fairly good fit i.e., “($\chi^2 = 318.13$, $\chi^2/df = 1.52$, $CFI = 0.95$, $IFI = 0.93$, $TLI = 0.94$, $RMSEA = 0.06$ and $SRMR = 0.03$).” and hence delivered a considerably superior fit than a series of alternative models. (See table 3 for results of confirmatory Factor Analysis).

Hypothesis Testing

We have used Structural Equation Modeling (SEM), for examining and testing the proposed hypotheses ranging from 1 to 3, The detail results are given in table 4. For testing the hypotheses (H1), demonstrating the relationship between PP and EC, the results shown that PP significantly influences on EC (Beta $\beta = 0.39$; $t = 9.59$; $p < 0.01$), providing supports for H1. Similarly, for testing the hypotheses (H2a), demonstrating the relationship among PP and IC, the results shown that PP significantly influences on IC (Beta $\beta = 0.44$; $t = 8.32$; $p < 0.01$), providing supports for H2a (See table 4 for further details)

Table 4. Results of Hypothesis Testing

Hypotheses	Path	β	S.E	CR	99% CI	Sig	Decision
H1	PP→EC	0.39	0.042	9.63	[0.342, 0.431]	<0.01 (**)	Accepted
H2a	PP →IC	0.44	0.054	9.43	[0.2342, 0.354]	<0.01 (**)	Accepted
H2b	PP →RC	0.51	0.067	9.54	[0.2431- 0.399]	<0.01 (**)	Accepted
H2c	RC →IC	0.49	0.087	11.76	[0.123- 0.324]	<0.01 (**)	Accepted
H3a	EC →RC	0.29	0.053	10.54	[0.2463- 0.459]	<0.01 (**)	Accepted
H3b	EC → IC	0.15	0.021	7.85	[0.355- 0.499]	<0.01 (**)	Accepted
H4	PP → SRP →EC	0.35	0.032	7.93	[0.123- 0.341]	<0.01 (**)	Accepted (Without moderation)

Note: n=456

*Significance at = * $p < 0.05$; ** $p < 0.01$; *** $p < 0.001$*

Measured Variables: IV=Proactive personality (PP), DV=Employee Creativity (EC), Radical creativity (RC) and incremental creativity (IC), Moderating variable=Self-regulatory Promotion focused (SRP)

For testing the hypotheses (H2b), demonstrating the relationship between PP and RC, the results shown that PP significantly influences on RC (Beta $\beta = 0.51$; $t = 9.01$; $p < 0.01$), providing supports for H2b. For hypotheses (H2c), demonstrating the relationship between RC and IC, the results shown that RC significantly influences on IC (Beta $\beta = 0.49$; $t = 9.91$; $p < 0.01$) providing supports for H2c. In account for hypotheses (H3a), demonstrating the relationship between EC and RC, the results shown that EC significantly influences on RC (Beta $\beta = 0.29$; $t = 8.53$; $p < 0.01$), providing supports for H3a. While for hypotheses (H3b), demonstrating the relationship between EC and IC,

the results shown that EC significantly influences on IC (Beta $\beta = 0.15$; $t = 7.86$; $p < 0.01$), providing supports for H3b.

Results of Moderation Analysis

To test the hypotheses 4 indicating the moderating effect of Self-regulatory promotion focus (SRP) in between Proactive Personality (PP) and Employee Creativity (EC), we used Hierarchical Multiple Regression analysis. The framework displaying the moderation layout is given in figure 2. To test the moderating results, we undergone with two models of different outputs representing the results of regression analysis. Such as, table 5 depicts the summary containing of 2 models, specifically 1 and 2. Model 1 depicts the effect of Proactive personality (PP) and Self-Regulatory Promotion focus (SRP) together on Employee Creativity (EC). However, model 2 actually representing the moderating results by showing the impact of familiarizing a third independent variable (IV) in the initial model, this third variable is acquired by multiplying the standardized totals of PP and SRP. Meanwhile, this second model (M2) has shown to be substantial also demonstrating a considerable change in the value of its altered R2 (substantial F-change); henceforward it can be supposed that the interface term meaningfully developed the overall model fit.

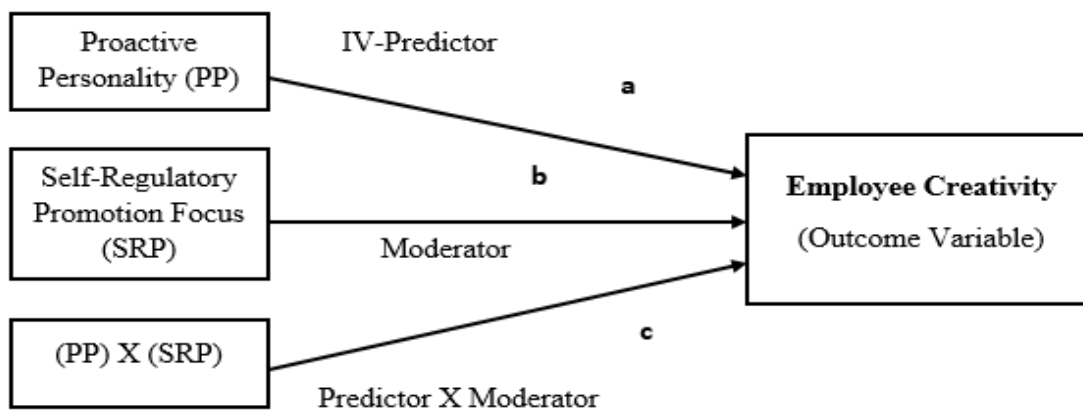


Figure 2. The conceptual framework of checking moderating effect of Self-Regulatory Promotion focus (SRP)

This shows that Self-Regulatory Promotion focus (SRP) act as a moderator in the relationship between Proactive Personality (PP) and Employee Creativity (EC) (See table 5)

Table 5. Model summary depicting Moderating effect of Self-Regulatory Promotion focus (SRP) on the relationship of Proactive Personality (PP) and employee Creativity (EC)

Model	R	R-Square	Adjusted R-Square	Std. error of the estimate	Df1	Df2	Sig. F change
1	0.743	0.543	0.534	0.65	2	243	0.00
2	0.798	0.599	0.587	0.68	1	234	0.014

Notes: n=456

*Significance at = * p < 0.05; ** p < 0.01; *** p < 0.001*

Model 1: Predictors: (Constant), SRP and PP

Model 2: Predictors: (constant), SRP, PP, Moderator

Measured Variables: IV=Proactive personality (PP), DV=Employee Creativity (EC), Radical creativity (RC) and incremental creativity (IC), Moderating variable=Self-regulatory Promotion focused (SRP)

While the further results of moderation analysis are given in table 6 depicting the standardized and unstandardized coefficients. This provide the detailed information related to moderation mechanism. Such as, we initially concerned to extract the information of coefficient of the interaction term and also its significance. The results of coefficients are significant. This provide the categorical evidence related to moderation effect. The positive signs of these measures indicates that by increasing the moderating effect of Self-Regulatory Promotion focus (SRP), the relationship of Predictor i.e., Proactive Personality (PP) and criterion Employee Creativity (EC) becomes stronger. This means that an individual having more self-regulation in promotion focus, the more the dispositional personality characteristics such as PP will impact on Employee Creativity (EC). Also, it can be seen that SRP is not related to EC (t-value-1.435, sig=0.145). As the coefficient of SRP are not significant, which specifies that there is a full-moderation and not mock. Thus, we conclude and provide support for Hypotheses (H4) by supporting that SRP positively moderated the relationship between PP and EC (See table 6).

Table 6. Unstandardized and Standardized Regression Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t-Value	Sig
		B	Std. Error	Beta		
Model 1	(Constant)	3.543	0.045	-	0.000	1.000
	PP	0.643	0.012	0.714	15.763	0.000
	SRP	0.032	0.014	0.075	1.435	0.145

Model 2	(Constant)	3.234	0.042		0.000	1.000
	PP	0.253	0.452	-	0.793	0.432
	SRP	0.521	0.183	0.274	2.643	0.005
	Moderator	1.131	0.421	0.521	2.543	0.016
				1.234		

Notes: n=456

*Significance at = * $p < 0.05$; ** $p < 0.01$; *** $p < 0.001$*

Model 1: Predictors: (Constant), SRP and PP

Model 2: Predictors: (constant), SRP, PP, Moderator

Measured Variables: IV=Proactive personality (PP), DV=Employee Creativity (EC), Radical creativity (RC) and incremental creativity (IC), Moderating variable=Self-regulatory Promotion focused (SRP)

CONCLUSION AND DISCUSSION

The key emphasis of the current study was to inspect the effect of Proactive Personality (PP) as distinct Personality dispositional characteristics on Employee Creativity (EC). Employee Creativity (EC) was further operationalized and examined in terms of two multi-dimensional constructs i.e., Radical Creativity (RC) and incremental Creativity (IC). Moreover, we examined the moderating role of Self-Regulatory Promotion focus (SRP) in relationship between Proactive Personality (PP) and Employee Creativity (EC). The findings of the study provide support for an overall hypothesized model and hence made contributions in the Personality Dispositions-Creativity Literature.

The present study adds distinctive contributions in Personality-Creativity literature, by investigating Personality Dispositional trait along with operationalization of Proactive Personality (Tisu, et al., 2020 & Haynie et al., 2017). The findings propose that Proactive Personality (PP) is significantly considered as distinct personality dispositions. As it serves as a unique personality characteristic which offer distinct disposition in human's personality. We have examined the role of Proactive Personality (PP) on Employee Creativity (EC). Results shown a significant relationship between PP and EC. The findings also provide consistent investigation with previous literature (Zhang, Li, & Guo, 2021; Kim, Hon, & Lee, 2010).

Further, the concept of Creativity has operationalized along with its multi-dimensional forms such as Radical Creativity (RC) and Incremental Creativity (IC) (Gilson et al. 2012). We have investigated the proposition that Employee Creativity is formed and based on the unique combination of two forms i.e., Radical Creativity (RC) and Incremental Creativity (IC). The results offer that EC is significantly shaped along with Radical Creativity (RC) and Incremental Creativity (IC). These results provide constant similar results with the preceding studies (Gilson et al. 2012; Majdar et al., 2011). However, based on the different features among these two forms of Creativity

i.e., Radical Creativity (RC) constituting high degree of exploration, risks and challenges offers a robust significant role in forming employee Creativity (EC) at workplace. Thus, justifying one of the research questions of this study, the findings validates that, though both forms of EC offers their exclusive role clarification in forming Employee Creativity, however Radical creativity (RC) contributes significantly stronger impact on Employee Creativity (EC) as compared to Incremental Creativity (IC). These findings are also providing supports with earlier studies (Waheed, & Dastgeer, 2019; Malik, Choi, & Butt, 2019; Gilson et al. 2012; Majdar et al., 2011).

Moreover, the operationalization of Employee Creativity has investigated along with Dispositional personality facet (i.e., Proactive Personality). As employees with PP are characterized in terms of initiator, activist, being accountable and responsible, opportunities identifier and risker taker (Fuller et al., 2006; Thompson, 2005). One of the inquiry of the current investigation to uncover the gap pertain in the literature, is to evaluate the role of Proactive Personality (PP) along with multi-dimensional view of Employee creativity (EC) i.e., Radical Creativity (RC) and Incremental Creativity (IC). As the earlier studies have examined the role of PP on Employee creativity (Alikaj et al., 2021), however to the best of researcher's knowledge very few studies have investigated the role of PP with multi-dimensional view of Creativity specifically from HEI's context. The results signify that PP contribute a significantly positive role on the both forms of EC i.e., Radical Creativity (RC) and Incremental Creativity. However, due to the distinct trait characterization of PP and Radical Creativity towards exploration, the study found the relationship between PP and RC has meaningfully greater in extent as compared to relationship between PP and IC, also provides consistency with Waheed & Dastgeer, (2019).

Another investigation of the study is to evaluate the role of potential moderator i.e., Self-regulatory Promotion focus (SRP) in between PP and EC. The study found that Self-Regulatory Promotion focus (SRP) has positively moderates the positive relationship between PP and EC. Such that, employee having greater sense of achievement, accomplishment, and moving towards gains built a strongest desire to indulge in Employee Creativity along with Personality dispositions of Proactive personality (PP). To some extent, the findings offers uniformity with Gottschling, Hahn, Maas, & Spinath, (2016) and Aspinwall & Taylor, (1997). Further, the study covers higher education Institutes (HEI's) as a contextual ground to examine Personality-Creativity mechanism. In such a way, the views of HEI's context from emerging economy like Pakistan offers a momentous role in Personality and Creativity Literature.

Theoretical Implications

Drawing upon Ford's Theory of Individual Creative actions and behaviors (1996), the current contributes originality in literature, by offering unique examination of personality disposition's (i.e., Proactive personality) and Employee creativity (EC). The individual-level analysis of Creativity added a substantial role in micro-level analysis of creativity by specifically focusing on employee creativity. Since, exploring the multi-dimensional view of creativity, the study will add in Micro-Level Creativity literature by offering a significant contribution of confirming employee creativity along with two forms i.e., Radical Creativity (RC) and Incremental Creativity (IC). However, the study offers its implications in Personality literature, by examining the multi-dimensional view of creativity from personality dispositions such as Proactive Personality.

Last but not the least, drawing upon the self-regulation theory perspective (Higgins, 1998; Higgins, Shah, & Friedman, 1997), the study added the distinct input in Self-regulatory theory by inspecting the moderating role of Self-Regulatory Promotion focus (SRP) in among Proactive Personality (PP) and Employee Creativity (EC). This examination filled the gap in the literature by examining the perspective of Self-regulation along with Proactive personality, thus offering novel views in the self-regulatory theory. Finally, the investigation of Contextual viewpoint such as inspecting Higher Education Institutes (HEI's) from employee's perspective, the study will offer distinct addition from the context of emerging economies like Pakistan's to recognize the Personality-Creativity mechanism based upon Ford's (1996) Theory of Creative actions and behaviors.

Practical Implications

Employee creativity (EC) has already considered a serious prerequisite for the success and development of Institutes inside the creative industry i.e., Higher Education's Institutes (HEI's). Thus, the study highlighted the significance of Creativity from HEI's in Pakistan's context, where the necessity of EC is precarious for Institutional success and competitiveness. Despite the immense need of understanding Creativity and Personality mechanisms in HEI's, still it is considered as most neglected area in terms of inadequacy of empirical studies specifically from HEI's context. In the literature, majority of studies have investigated Proactivity-Creativity mechanism from entrepreneurial perspective (Naz et al., 2020; Hussain, & Malik, 2018; Li et al., 2018). From managerial opinions, the current study offers significant practical implications for HEI's higher ups, to make creativity as an indispensable part of their jobs such as introducing creativity at routine-based tasks. Further, it offers practical implications for Human Resource (HR) Managers, to advance the hiring and selections criteria's considerably focusing towards creative abilities of employees. Such as, considering the urge for creativity, the creativity-related jobs must

retain distinct personality dispositions such as proactive personality as significant part of their personal resources. As these employees serves a momentous role in identifying several opportunities a heading towards idea generation of exploration i.e., radical creativity and idea exploitation i.e., incremental creativity. Further, HR managers should recommend the upgraded techniques of executing their work-routines towards enhancement of creativity and creative potentials (Seibert et al., 2001; Li et al., 2018).

Developing the creative abilities of existing employees, it became mandatory for HR leaders to emphasis on the soft skills of their employees, that ultimately figure out creativity and as well as multi-dimensionality of Creativity such as radical and incremental creativity (IC). It must be obligatory for managers/ executives to design the job requirements of an employee based on creativity-related and specifically for radical creativity, as this form of creativity entails high level of potency, engagement and commitment, in order to developed a major break-through. Additionally, considering the importance of 'Self' in Personality-creativity mechanism, it is mandatory for HEI's to encourage the employees involved in self-regulations and also design several strategies that helps the employee to develop and form their interests towards self-regulations.

Limitations and Future Research

The present study is based on numerous limitations which serves as future outcomes for new researchers. Firstly, the study has only examined the role of Proactive personality as personality dispositional characteristics, however further studies could inspect Big-five personality model along with creativity. As these personality traits could offer different contributions in terms of existing model taken in this study. Secondly, we investigated employee creativity from employee's perspective only, however future research could add supervisor's viewpoint towards micro-level investigations. Thirdly, the concept of Self-regulation has operationalized in terms of highlighting only one dimensions such as Promotion focused, however another aspect of Self-regulation i.e., prevention focus could be investigated along with the role of Incremental creativity. Fourthly, we have investigated the Personality-Creativity mechanism from HEI's context, while the same model could apply in different context along with different settings.

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