

**HIGH PERFORMANCE WORK SYSTEMS AND EMPLOYEE CREATIVITY IN
SELECTED SMALL-SCALE BUSINESSES IN BENIN CITY.**

Osemwegie Martin OSAHON-OSEMWOTA

MGS2104869

DEPARTMENT OF BUSINESS ADMINISTRATION

FACULTY OF MANAGEMENT SCIENCES

UNIVERSITY OF BENIN

BENIN CITY

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**BEING A PROJECT SUBMITTED TO THE DEPARTMENT OF BUSINESS
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FULFILLMENT OF THE REQUIREMENTS OF THE AWARD OF BACHELOR
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UNIVERSITY OF BENIN, BENIN CITY.**

NOVEMBER, 2025.

DECLARATION

I, Osemwegie Martin OSAHON-OSEMWOTA hereby declare that the research work is based on a study undertaken by me in the Department of Business Administration, Faculty of Management Sciences, University of Benin, Benin-City Edo state, under the supervision of **MR. N.F. UGIAGBE**. This project contains my original work and has not been presented for the award of a degree by any other person in the institution. All sources of Information cited in this work are acknowledged with reference to the respective authors.

Osemwegie Martin OSAHON-OSEMWOTA

DATE

CERTIFICATION

We, certify that **Osemwegie Martin OSAHON-OSEMWOTA** with the Matriculation number **MGS2104869** submitted this research work to the Department of Business Administration, Faculty of Management Sciences, University of Benin, Benin City.

MR. N. F. UGIAGBE
(Project Supervisor)

DATE

DR. S. A ADEKUNLE
(Project Coordinator)

DATE

DR. D.O. OGBEIDE
(Head of Department)

DATE

DEDICATION

This Project is dedicated to God the author and finisher of our faith and also to my parents Sir & Dame Osahon Osemwota and to my siblings.

ACKNOWLEDGMENT

I give thanks to the Almighty God, whose guidance has always placed me on the right path; without Him this project would not have become a reality.

My sincere gratitude goes to my project supervisor, Mr. N. F. Ugiagbe, for his invaluable support, cooperation and insightful suggestions that made the successful completion of this work possible. I also wish to thank the Head of Department, Dr. Ogbeide, for his exemplary leadership, and Dr. S. A. Adekunle and Dr. (Mrs.) M. E. Ehigie, the diligent project coordinators, along with all the lecturers in the Department of Administration.

I am deeply grateful to my loving and cherished parents, Sir & Dame Osahon Osemwota and my siblings, for their unwavering encouragement, financial support, love and prayers, which have been the foundation of my academic journey.

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ABSTRACT

This study investigates the relationship between High-Performance Work Systems (HPWS) and employee creativity in selected small-scale businesses in Benin City, Nigeria. Recognizing the crucial role of small and medium enterprises (SMEs) in economic development, the research explores how HR practices such as financial rewards, performance appraisal, training and development, and mentoring influence creative behavior among employees. The study is anchored on the Ability-Motivation-Opportunity (AMO) Theory and the Componential Theory of Creativity, supported by the Social Exchange Theory, Self-Determination Theory, Job Characteristics Model, and the Resource-Based View (RBV). A quantitative research design was employed, utilizing structured questionnaires administered to employees of small-scale businesses. The data were analyzed using descriptive statistics and linear regression via SPSS to determine the significance of relationships among the variables. The findings revealed that all dimensions of HPWS financial incentives, performance appraisal, training and development, and mentoring had a positive and significant impact on employee creativity. The study concludes that effective HR systems enhance employees' motivation, capability, and opportunity to innovate, thereby improving organizational performance and competitiveness. The research contributes to existing literature by providing empirical evidence from the Nigerian SME context and reinforcing the theoretical linkage between HPWS and creativity. It recommends that small-scale business owners adopt integrated HPWS practices that promote employee autonomy, continuous learning, fair reward systems, and supportive mentoring relationships to sustain creativity and innovation in a dynamic business environment.

Keywords: Employee Creativity, Financial Rewards, High-Performance Work Systems, SMEs, Training and Development.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The importance of small and medium enterprises (SMEs) in driving economic development, generating income, reducing poverty, and creating employment opportunities in developing countries such as Nigeria is widely acknowledged. In Nigeria, SMEs constitute 96% of businesses, employ 84% of the workforce, and contribute over 40% to the national GDP (ILO, PwC, SMEDAN/NBS, 2014).

However, the small-scale business sector faces numerous risks and challenges that have the potential to impede their growth and operations. It is a well-known fact that a significant number of small businesses in Nigeria fail before reaching their third year of operation Olubunmi Akinsanya Alo & Kareem Alidu Olatunji (2018).

Consequently, small-scale business owners have been compelled to adopt strategies and techniques to optimize their organizational resources, address external threats, and maximize profits in order to survive within the Nigerian business environment.

High-performance work systems (HPWS) enable organizations to develop their human capital and effectively utilize their workforce, leading to sustained competitive advantage for SMEs (Danford, Richardson, Stewart, Tailby, & Upchurch, 2004). Hence, the role of employees, the human capital, cannot be underestimated when addressing these challenges and striving to survive in a dynamic environment characterized by constant

change, development, and innovation within the sector. Small-scale business managers are consistently seeking ways to harness the latent potential of their employees, who undeniably serve as the driving force behind their organizations. In pursuit of this objective, organizations must continuously improve and develop strategies to remain relevant within an external environment fraught with uncertainties and threats.

These breakthrough strategies are formulated and unveiled by the organization's human capital, which possesses the creative abilities to identify and analyze business problems, as well as provide solutions to address organizational challenges. Nevertheless, the debate over the primary asset of a firm, whether financial resources or human capital, is no longer a contentious issue. The focus among organizations has shifted to more pressing questions such as "how can we leverage our human capital and unlock their creative potential for business success in the face of challenges, growth, and threats? What policies, structures, and HR-focused strategies should we adopt to enhance employee performance and their contribution to overall business performance?"

The workplace structure within small-scale enterprises should be one that supports specific performance outcomes and characteristics necessary for gaining a competitive advantage over other businesses, while also maximizing the talents of the human capital.

Creative employees are regarded as individuals who align their personal goals with the organization's objectives and are continually motivated by the various structures and policies implemented by the organization.

1.2 Statement of the Research Problem

In today's business landscape, creativity and innovation play pivotal roles in determining competitiveness, as organizations and economies thrive on these qualities. However, Nigeria faces a significant challenge in terms of low levels of creativity, innovation, and competitiveness, largely stemming from inadequate investment in human capital development (Dimnwobi, Ekesiobi & Mgbemena, 2016). The most successful businesses are those in which managers and employees actively and creatively contribute to decision-making and actions. HR professionals and managers acknowledge that employee creativity contributes substantially to organizational innovation and competitive advantage (Amabile, 1988). As a result, they continuously strive to inspire employee creativity through HR policy-making.

The relationship between high-performance work systems (HPWS) and employee creativity in the context of small-scale enterprises in Nigeria necessitates an investigation into the underlying mechanisms through which HPWS can influence employee creativity. The researcher believes that this study will extend the applicability of a previous research study conducted by Tang, Yu, Cooke, and Chen (2017), which explored the mediating role of perceived organizational support in the HPWS-employee creativity linkage, to another societal context specifically, Nigeria. This extension is necessary due to the unique environment in China, where the original research was conducted. The present study aims to analyze the impact of HPWS on employee creativity within small-scale enterprises operating in Benin City. Its objective is to contribute to the existing

knowledge on the linkages between HPWS and performance by focusing on the domain of employee creativity.

1.3 Research Questions

1. To what extent does the provision of financial rewards affect employee creativity?
2. To what extent does the implementation of performance appraisal systems affect employee creativity?
3. To what extent does training and development opportunities impact employee creativity?
4. To what extent does mentoring influence employee creativity?

1.4 Objective of the Study

The primary focus of this study is to explore the relationship between high-performance work systems (HPWS) and employee creativity within small-scale businesses in Benin City. Specifically, the study aims to achieve the following objectives:

1. Examine the relationship between financial rewards and employee creativity in small-scale businesses.
2. Assess the effects of performance appraisal on employee creativity in small-scale businesses.
3. Explore the impact of training and development initiatives on employee creativity in small-scale businesses.
4. Evaluate the relationship between mentoring and employee creativity in small-scale businesses.

1.5 Research Hypotheses

Based on the aforementioned objectives, the following null hypotheses have been formulated

1. H₁: There is no significant relationship between financial rewards and employee creativity in small-scale enterprises.
2. H₂: There is no significant relationship of performance appraisal on employee creativity in small-scale enterprises.
3. H₃: There is no significant relationship of training and development initiatives on employee creativity in small-scale enterprises.
4. H₄: There is no significant relationship between mentoring and employee creativity in small-scale enterprises.

1.6 Significance of the Study

This study, which focuses on the relationship between high-performance work systems and employee creativity in selected small-scale businesses in Benin City, holds significant importance for various groups in Nigeria:

Human resource managers and practitioners: The findings of this study will provide valuable insights for HR managers and practitioners on how to effectively harness employee creativity and implement appropriate HR policies in their organizations.

Budding entrepreneurs and small business owners: The research outcomes will offer valuable guidance to entrepreneurs and small business owners, enabling them to better manage their employees and leverage their creativity for business success.

Employee unions and associations: The study findings can be utilized by employee unions and associations in their negotiations with employers, advocating for the welfare and well-being of their members based on the importance of employee creativity.

General public and society: As the actions of organizations significantly impact the general public and society as a whole, the study's findings will shed light on the importance of fostering employee creativity, which can lead to positive outcomes for both organizations and society at large.

Contribution to existing literature: This study will contribute to the existing body of literature on high-performance work systems and employee creativity. It will serve as a valuable reference for research institutes, academia, and other student researchers, paving the way for further exploration of this topic.

1.7 Scope of the Study

The study will focus on examining the relationship between high-performance work systems, specifically financial rewards, performance appraisal, training and development, and mentoring, and employee creativity in small-scale business enterprises located in Benin City. The sample for the study will be drawn from employees working in small-scale businesses utilizing convenient sampling techniques to gather primary data. The research will encompass various small-scale businesses such as trade businesses, and hotels.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

Limited research has been conducted on the relationship between high-performance work systems (HPWS) and creativity. This chapter aims to review the existing literature on HPWS and employee creativity. To provide a comprehensive background for this research, relevant and related concepts and issues are explored through a thorough literature review.

2.2 Conceptual Framework

2.2.1 Concept Review of Employee Creativity

Employee creativity is an individual-level phenomenon that involves the generation of innovative ideas, the incorporation of existing knowledge and ideas, and the proposition of novel approaches to address challenges and create new solutions (Amabile & Pillemer, 2012; Ogbeibu, Senadjki, & LuenPeng, 2017). It primarily manifests in the transformation of products, as employees working in teams constantly acquire new knowledge and skills required by the organization to achieve timely goals (Amabile, 1988, 1996). According to Zhou and George (2001), creativity encompasses the introduction of new techniques by individuals or groups within an organization, with the aim of maximizing the potential of human labor and effectively attaining organizational goals in the context of innovation and globalization. Creative employees are characterized by their ability to generate novel ideas for their work and adapt their

working styles accordingly. It is important to note that employee creativity is influenced by factors such as the employee's expertise, creative thinking skills, and task motivation. Proactive individuals with a propensity for constructive change are highly valued for fostering employee creativity (Zhou and George, 2001).

Characteristics of Creative Employees

- Creative employees possess a heightened ability to comprehend and address organizational problems effectively.
- They demonstrate mental acuity and persistence, enabling them to remain focused on tasks for extended periods.
- Creative employees display proactivity in identifying and capitalizing on opportunities while adapting to the rapid changes in the business environment, including globalization and technological advancements (Evans, 1991).
- They are empowered and flexible, capable of completing assigned tasks and projects within teams (Runco, 2004).
- Employees with proactive personalities are particularly admired for their ability to initiate constructive change (Zhou and George, 2001).

Factors that Influence Employee Creativity

It is worth noting that creativity can be influenced by either the employee or the situation. An employee may possess significant potential but may choose to operate at a high or low level of engagement. Similarly, an employee may utilize their capabilities, skills, and knowledge to produce creative outcomes (Drazin, Glynn & Kazanjian, 1999). Some

researchers argue that employee creativity can be enhanced within organizations by empowering employees and providing feedback on their goal achievements, allowing them autonomy in determining how to accomplish those goals. This empowerment, when granted by top management, has the potential to augment employees' creativity (Dvir, Eden, Avolio, & Shamir, 2002; Jaussi & Dionne, 2003; Shin & Zhou, 2003).

Importance of Employee Creativity to the Organization

Employee creativity is crucial for the survival and competitive advantage of organizations (George & Zhou, 2002; Oldham & Cummings, 1996; Zhou, 1998), as it leads to business innovation. Business innovation, in turn, significantly impacts job effectiveness and satisfaction among employees (Gilson, 2008). A company's reputation serves as a vital benchmark for assessing its value and measuring its performance. By empowering employees to achieve better performance, enhancing customer satisfaction, and utilizing the organization's knowledge, skills, and abilities to their fullest potential, a company can elevate its overall performance (Kotha *et al.*, 2001). Contemporary research emphasizes that capabilities are more valuable than surplus resources (O'Cass and Sok, 2012).

2.2.2 Concept of High-Performance Work System

HPWS emphasizes employee involvement and fosters an organizational culture based on commitment rather than control. High-performance organizations prioritize excellence and expect employees to be highly skilled, well-qualified, and actively engaged in improving the organization. Combs, Liu, Hall, and Ketchen (2006) define high-

performance work systems as the collective processes, practices, and policies implemented by employers to enable employees to reach their full potential. Examples of such systems include employee participation and flexible working arrangements, which directly influence work methods and job design. HPWS can be characterized by a combination of employee security, selective hiring, high-performance-based compensation, commitment-based training, reduced status barriers, decentralized decision-making, and access to information (Caldwell & Floyd, 2014). Appelbaum, Bailey, Berg, and Kalleberg (2000) describe HPWS practices as flexible, high-commitment, high-involvement, high-performance, or innovative HR work systems.

The value of HPWS cannot be overstated, as strategic human resource management (SHRM) research suggests that it enables firms to become more effective and gain a competitive advantage (Bowen and Ostroff, 2004). HPWS promotes employee competence, motivation, and commitment (Datta, Guthrie & Wright, 2005).

The origins of HPWS can be traced back to research on SHRM, where scholars have examined the impact of a set of HR practices on organizational outcomes. These studies have demonstrated that the whole is greater than the sum of its parts when it comes to HR practices. While some argue that this set of HR practices is universal and can be applied in any organization, others contend that its implementation depends on the specific situational context. Nevertheless, there is a consensus among academics and practitioners that a well-designed system of management practices provides a competitive advantage to organizations by virtue of its uniqueness.

2.2.2.1 Dimension of HPWS

Financial Rewards

Financial rewards encompass various forms, including productivity-linked wage rewards, pay and allowances, profit sharing, co-partnership/stock options, bonuses, and retirement benefits. They play a crucial role in motivating desired employee behaviors. For instance, if small and medium-sized enterprises (SMEs) align employees' performance with their contributions to business breakthroughs and innovations, and provide financial rewards such as pay without work, bonuses, and retirement benefits, it would motivate individuals and teams to generate new ideas and explore innovative approaches to tasks. Argote, McEvily & Reagans (2003) affirmed that financial rewards should be provided to employees for their risk-taking attitude, creativity, innovativeness, and problem-solving ability.

Notably, companies implementing high-performance work systems (HPWS) often offer above-market compensation to employees based on their competencies and performance (Pfeffer, 1998). Performance-based compensation not only helps SMEs attract a highly competent workforce for innovation but also motivates employee behaviors. Barrett and Mayson's study (2007) argued that competitive compensation enables enterprises to attract and motivate human capital, leading to improved enterprise performance. Additionally, recognition and pay raises are commonly utilized as reward systems in SMEs.

One common cause of employee underperformance in the SME sector is inadequate salary scales, as employees often compare their remuneration with peers in similar positions and industries. In situations where two employees perform similar work with similar responsibilities but one receives better compensation, those at a disadvantage may seek better opportunities elsewhere or intentionally reduce their output. It is not uncommon to observe that organizations offering lower salaries experience decreased productivity. This underscores the importance of financial rewards as a key factor in job satisfaction and organizational performance.

Performance Appraisal

Performance appraisal is a periodic evaluation process, occurring annually, monthly, or quarterly, that assesses employees' performance and productivity levels against predetermined objectives for a specific period. The significance of performance appraisals lies in their ability to foster individual development, enhance organizational performance, and contribute to business planning. Typically, line managers evaluate their respective staff members, while directors undergo appraisal by the CEO, who, in turn, receives appraisal from the chairman or company owners, depending on the organization's size and structure. The objective of performance appraisal methods varies across companies and industries. Two primary approaches exist: traditional and modern. Traditional methods employ appraisal templates, rankings, checklists, and critical incidents, primarily focusing on goal attainment and work outcomes. Modern methods, on the other hand, concentrate on personal attributes such as creativity, integrity, goal

orientation, and leadership qualities, aiming for a more objective evaluation. Notably, universally adopted modern performance appraisal methods encompass management by objectives (MBO), 360-degree feedback, assessment center method, behaviorally anchored rating scale (BARS), psychological appraisals, and human-resource (cost) accounting method.

Training and Development

Training entails the development of both newly hired and existing employees, serving as a practical practice that enhances their knowledge, skills, and abilities. It encompasses formal training that shapes employee behavior, nurtures new expertise and knowledge, and equips employees with the necessary skills to navigate and compete in a dynamic business environment. Recognizing the invaluable role of training and development within organizations, it is essential to emphasize that it contributes to the development of unique human capital that cannot be easily replicated by competitors. Consequently, it enhances the competitiveness and performance of small and medium-sized enterprises (SMEs) in Nigeria. Furthermore, training fosters the strengthening of employees' knowledge and abilities while creating a challenging work environment that enables individuals to showcase their creativity effectively. A comprehensive training system in the workplace encompasses management skill training, leadership strength training, work skill training, and enterprise culture training. By investing in training, employees' capabilities, including their creative abilities, are significantly improved. According to

Rampur (2010), employees tend to prefer companies that offer higher compensation packages and increased investment in their development.

Mentoring

Mentoring refers to a system of employee training that promotes career development through a mutual knowledge-sharing relationship between a more senior or experienced staff member (mentor) and a junior staff member (mentee). It offers career support, facilitates the transfer of knowledge, and helps inculcate organizational culture. Mentoring can take two forms: formal and informal. Informal mentoring occurs spontaneously between senior and junior employees, while formal mentoring involves a structured program within the organization. Recent research suggests that mentoring alone is insufficient and that sponsorship is increasingly becoming necessary, particularly for advancing women in the workforce. Sponsors not only invest time in their mentees but also leverage their power and influence to benefit their mentees. It is important to note that mentoring primarily focuses on the attitude development of management-level employees and is typically carried out by staff within the organization. Mentoring can be categorized into three types: traditional one-on-one mentoring, distance mentoring, and group mentoring.

2.2.2.2 Benefits of High-Performance Work System:

There are several benefits associated with the implementation of high-performance work systems (HPWS) in organizations. These benefits include:

1. Development and utilization of human capital: HPWS enable organizations to effectively develop and utilize the knowledge and expertise of their employees, leading to sustained competitive advantage. By promoting employee involvement and knowledge sharing, organizations can tap into the valuable resources embedded within their workforce (Danford, Richardson & Upchurch, 2005).
2. Improved employee motivation and productivity: HPWS practices such as staffing, training and development, performance appraisals, and financial rewards contribute to enhancing employee motivation, passion, and willingness to work. These practices improve overall productivity, leading to higher performance in small and medium-sized enterprises (SMEs) (Collins and Clark, 2003; Drummond and Stone, 2007).
3. Positive organizational outcomes: Empirical studies have shown that HPWS are associated with desirable outcomes such as better job performance, creativity, and innovation, increased organizational citizenship behavior, higher levels of organizational commitment and job satisfaction, improved organizational performance, and lower employee turnover rates (Costantini *et al.*, 2017; Kehoe and Wright, 2013; Korff, Biemann & Voelpel, 2017; Sun, Aryee & Law, 2007).

2.2.2.3 Characteristics of High-Performance Work System

High-performance work systems are characterized by the following features:

1. Linking selection and promotion decisions to validated competency models: HPWS aligns the firm's selection and promotion decisions with established competency models, ensuring that employees possess the skills and qualifications necessary to support organizational strategies.
2. Supporting skills development strategies: HPWS provides timely and effective support for the development of skills required to implement organizational strategies.
3. Compensation and performance management policies: HPWS implements compensation and performance management policies that attract, retain, and motivate high-performance employees.

2.2.2.4 Components of High-Performance Work System

High-performance work systems encompass a set of complementary work practices. Sung and Ashton (2005) identified three broad areas that comprise the components of HPWS:

1. High employee involvement work practices: This includes self-directed teams, quality circles, and sharing access to company information.
2. Human resource practices: This involves sophisticated recruitment processes, performance appraisals, mentoring, and work redesign.

3. Reward and commitment practices: This encompasses various financial rewards, family-friendly policies, job rotation, and flexible hours.

Additionally, HPWS can be viewed as a hybrid of job infrastructure, training programs to enhance employee skills, information sharing and worker involvement mechanisms, and compensation and promotion opportunities. The combination of these components produces a positive impact on the organization and its workforce.

2.2.2.5 Impacts of High-Performance Work System:

Several studies have demonstrated the positive impacts of high-performance work systems. Here are a few examples:

1. Sung and Ashton (2005): A survey of 294 UK companies found that the adoption of high-performance work practices was positively linked to organizational performance. Companies that implemented a greater number of practices as bundled systems had higher levels of employee involvement, effective training provision, staff management, and career opportunities.
2. Combs *et al.* (2006): A meta-analysis of 92 studies revealed a positive relationship between high-performance HR practices and organizational performance. Three sets of influential HR practices were identified: increasing skills, empowering employees, and improving motivation. HPWS also improved the internal social structure within organizations, facilitating communication and cooperation among employees.

3. Erickson (2007): Research conducted in 196 small businesses showed a strong positive relationship between workforce alignment (matching employee attributes with strategic goals) and sales growth when adaptation was high. This indicates that HPWS contribute to aligning the workforce with organizational strategies and adapting to changing circumstances.

2.3 Theoretical Review

2.3.1 AMO Theory

The theoretical framework utilized in this study is the AMO framework, initially proposed by Bailey (1993), which emphasizes the interplay of three key elements in enhancing employee performance: individual ability (A), motivation (M), and the opportunity to participate (O). This framework has gained significant acceptance in the field of Human Resource Management (HRM) due to its comprehensive and well-structured nature, providing valuable insights into the relationship between HRM practices and performance.

According to the AMO theory, achieving discretionary effort from employees requires the presence of three crucial components. Firstly, employees must possess the necessary skills and capabilities to perform their tasks effectively. Secondly, they should be motivated appropriately, ensuring a sense of purpose and dedication towards their work. Lastly, employers must create an environment that fosters opportunities for employees to actively participate and contribute (Appelbaum *et al.*, 2000).

Building upon this model and drawing from the concept of high-performance work systems (HPWS), Appelbaum, Bailey, Berg, and Kalleberg (2000) further developed the AMO framework. It is widely supported that individuals perform at their best when they possess the requisite abilities, are adequately motivated, and are provided with a work environment that facilitates active participation (Boselie, 2010; Boxall & Purcell, 2003; Choi, 2014; Marín-García, Miralles, Garcia-Sabater & Perello-Marin, 2011; Marín-García, 2013; Raidén, Dainty & Neale, 2006).

Ability-enhancing HRM practices refer to the strategic utilization of recruitment and selection processes, as well as training and development initiatives, with the aim of augmenting employees' capabilities to effectively perform their roles and accomplish specific organizational objectives (Guerci, Radaelli, Siletti & Cirella, 2015). Similarly, Bello-Pintado (2015) describes ability-enhancing HRM practices as those that enhance employees' abilities to meet organizational goals through the recruitment of new talent and investments in training programs. Jiang, Lepak, Han, Hong, Kim & Winkler (2012) further elucidate that ability-enhancing HRM practices encompass activities such as recruitment, selection, training, and development, which collectively influence employees' competencies. Thus, these practices are instrumental in increasing employees' abilities and competencies, ultimately driving organizational success (Guerci *et al.*, 2015; Gardner, Wright & Moynihan, 2011).

Recruitment and selection practices are crucial components of ability-enhancing HRM practices, as they facilitate the identification and acquisition of potential employees

who possess the requisite skills and competencies aligned with specific job requirements. These practices serve to attract and select individuals with higher levels of relevant knowledge and skills, thereby cultivating a highly skilled workforce within the organization. Additionally, training and development practices play a vital role in enhancing employees' knowledge and skills by providing them with the necessary resources and learning opportunities to effectively carry out their job responsibilities. Effective implementation of recruitment, selection, training, and development practices not only assists organizations in securing and retaining competent employees but also contributes to reducing turnover rates and enhancing overall employee morale, as supported by previous studies (Subramony, 2009).

Motivation-enhancing HRM practices entail the strategic application of contingent rewards and performance management techniques to stimulate employees' motivation to perform at a higher level (Guerci *et al.*, 2015). Bello-Pintado (2015) defines motivation-enhancing HRM practices as those that foster increased employee motivation and exertion of extra effort through the provision of rewards and effective performance management. Theoretical perspectives suggest that these practices exert a positive influence on employee motivation and effort. In essence, motivation-enhancing HRM practices encompass initiatives such as contingent rewards (e.g., performance-based pay, piece-rate systems, profit-sharing schemes) and performance management. By aligning fair and rewarding compensation structures with employee performance, organizations motivate their employees to invest greater effort in their work. For example, an

organization may enhance employee commitment to ethical behavior by offering various financial rewards as rewards. Furthermore, performance management practices provide employees with performance standards and constructive feedback, thereby motivating them to achieve higher levels of performance. For instance, an organization may establish ethical performance standards to guide employees in understanding their expected conduct, resulting in improved ethical outcomes.

Opportunity-enhancing HRM practices involve the implementation of employee involvement initiatives that aim to increase employees' opportunities for engagement within the organization (Guerci *et al.*, 2015). As described by Bello-Pintado (2015), these practices delegate decision-making authority and responsibility from higher-level hierarchies to lower-level hierarchies through the sharing of information.

Furthermore, Jiang *et al.* (2012) describe opportunity-enhancing HRM practices as those that provide employees with opportunities to utilize their abilities and motivation through effective job design. In essence, opportunity-enhancing HRM practices increase employees' chances to contribute towards the achievement of organizational goals. For example, involving employees in decision-making processes related to ethical issues allows them to offer valuable suggestions for improving the organization's ethics program. This approach not only boosts organizational morale by demonstrating trust and appreciation for employee contributions but also facilitates organizational growth by harnessing the existing employees' insights to address ethical challenges.

The AMO model has undergone refinement and advancement through subsequent studies. Some authors argue that the influence of AMO on performance is more complex than initially anticipated, as it depends not only on the presence of a specific set of HRM practices (HRM content) but also on employees' subjective perceptions of these practices (Boxall & Macky, 2009; Ehrnrooth & Björkman, 2012; Lepak, Liao, Chung & Harden, 2006; Wright & Nishii, 2007). It is essential to distinguish between intended HRM practices, actual implementation, and perceived HRM practices (Vermeeren, 2010). Furthermore, some scholars suggest that the employee-based perspective adopted by the AMO model can be better understood from a managerial standpoint. This viewpoint emphasizes the significance of managerial capabilities in implementing HR practices (A), their motivation to enable such practices (M), and the organizational support necessary for implementing the required changes (O) (Bainbridge, 2015; Ozcelik & Uyargil, 2015).

Moreover, the diverse range of HR practices and performance measures utilized across various studies makes it challenging to draw definitive conclusions regarding the critical factors influencing performance. The selection of HR practices often relies more on intuition about their potential impact on performance rather than substantial empirical evidence (Wood, Burrige, Rudloff, Green & Nolte, 2015). Consequently, the mechanisms that link HR practice bundles to organizational outcomes remain unclear (Jiang, Lepak, Hu, Baer, Jia & Baer, 2012; Renwick, Redman & Maguire, 2013; Vermeeren, 2010).

2.3.2 Componential Theory of Creativity

The componential theory of creativity, originally proposed by Teresa Amabile in 1983 as the "componential model of creativity," provides a comprehensive understanding of the creative process and the factors that influence it. Over the years, the theory has undergone numerous reviews and criticisms, leading to further refinements. The theory operates on two fundamental assumptions. First, it recognizes a continuum of creativity, ranging from every day, ordinary levels to exceptional, historically significant achievements in various fields such as art, science, and invention. Second, it acknowledges that individuals exhibit different degrees of creativity within a given domain. The level of creativity displayed by a person at any given time is determined by the interplay of various creativity components operating within and around them.

According to the componential theory of creativity, three key components within the individual, along with an external component, contribute to the creative process. These components include domain-relevant skills (expertise in the relevant domain), creativity-relevant processes (cognitive and personality processes that facilitate novel thinking), task motivation (intrinsic motivation driven by interest, enjoyment, or personal challenge), and the social environment in which the individual operates. Optimal creativity occurs when an intrinsically motivated individual with high domain expertise and creative thinking skills works in an environment that supports and fosters creativity.

In 1988, Amabile extended the original theory to encompass creativity and innovation within organizational contexts. The core model of individual creativity

remained unchanged, but it was acknowledged that the same four components influence the creativity of teams working closely together. Furthermore, an additional set of components was proposed for innovation. The expanded theory suggests that innovation is influenced by resources in the task domain (comparable to domain-relevant skills at the individual level), innovation management skills (comparable to creativity-relevant processes), and motivation to innovate (comparable to individual task motivation). These components represent the work environment's impact on individuals and teams in the context of innovation.

In 2008, Amabile and Jennifer Mueller introduced a further modification to the theory based on new empirical evidence highlighting the significant impact of affective states on individual creativity. This modification acknowledges that affect, which can be influenced by the work environment, in turn, influences creativity-relevant processes.

Overall, the componential theory of creativity provides a comprehensive framework for understanding the multifaceted nature of creativity, encompassing individual and environmental factors that shape creative outcomes.

The componential theory of creativity encompasses several key concepts that have practical implications for managers and organizations. These concepts are as follows:

Managers' reliance on tools and techniques: Many managers have utilized tools and techniques derived from the componential theory to foster creativity and innovation

within their organizations. These approaches aim to enhance the creativity components within individuals and teams.

1. Domain-relevant skills: This component refers to the knowledge, expertise, technical skills, intelligence, and talent that individuals possess in a specific domain. These skills are crucial for problem-solving and creative output within that particular domain.
2. Creativity-relevant processes: These processes involve cognitive styles, personality characteristics, and work styles that facilitate independent thinking, risk-taking, novel perspectives, and idea generation. They encompass traits and skills that contribute to creative thinking and problem-solving.
3. Intrinsic motivation principle: The theory emphasizes that individuals are most creative when they are primarily motivated by intrinsic factors such as interest, enjoyment, satisfaction, and the challenge of the work itself. External motivators have less impact on creativity compared to intrinsic motivation.
4. Social environment's impact: The social environment plays a significant role in stimulating creativity. Factors such as a sense of positive challenge, collaborative and diverse work teams, freedom in work execution, supportive supervisors encouraging new ideas, and other aspects of the organizational context can foster creativity.
5. Influence on intra-individual components: While intrinsic motivation is the component most directly influenced by the work environment, it is important to

recognize that the work environment also affects domain-relevant skills and creativity-relevant processes. The organizational context can shape and enhance these components.

In conclusion, it is important to acknowledge some limitations of the componential theory, particularly when applied to organizations. The theory primarily focuses on internal factors within an organization and does not account for external environmental forces such as consumer preferences and economic fluctuations.

Additionally, it does not extensively consider the influence of the physical environment on creativity, although recent research suggests a measurable but weaker impact compared to the social-organizational environment. These limitations highlight areas where the theory could be further developed to provide a more comprehensive understanding of creativity in organizational contexts.

2.3.3 Social Exchange Theory

The Social Exchange Theory, propounded by Blau (1964), emphasizes that relationships between individuals and organizations are based on the norm of reciprocity. According to this theory, when employees perceive that their organization values and supports them through fair treatment, development opportunities, and recognition, they feel obligated to reciprocate with positive behaviours that benefit the organization. Such reciprocal behaviours may include higher commitment, organizational citizenship behaviours, and innovative performance.

Applied to this study, the Social Exchange Theory suggests that HPWS practices act as social signals of employer support and trust. When small-scale business owners invest in HR systems that enhance employee welfare such as skill development, fair appraisal, and rewards employees reciprocate by demonstrating higher creativity and innovation in their jobs. Therefore, this theory reinforces the psychological mechanism through which HPWS foster creative behaviour among employees.

2.3.4 Self-Determination Theory (SDT)

The Self-Determination Theory, developed by Deci and Ryan (1985; 2000), focuses on human motivation and the conditions that foster intrinsic motivation and psychological well-being. The theory posits that individuals have three basic psychological needs: autonomy, competence, and relatedness that must be satisfied for them to be intrinsically motivated. When these needs are met, employees engage more deeply in their work, show initiative, and demonstrate higher levels of creativity.

In the context of this study, HPWS can be seen as systems that satisfy these psychological needs. For instance, participative decision-making and empowerment practices promote autonomy; training and skill development enhance competence; and teamwork and open communication foster relatedness. Consequently, employees in small-scale businesses are more intrinsically motivated and willing to generate creative ideas that improve organizational performance. Self-Determination Theory thus strengthens the understanding of why HPWS motivate employees toward creativity.

2.3.5 Job Characteristics Model

The Job Characteristics Model (JCM), proposed by Hackman and Oldham (1976), argues that job design influences employee motivation, satisfaction, and performance. The model identifies five core job characteristics: skill variety, task identity, task significance, autonomy, and feedback that lead to three critical psychological states: experienced meaningfulness, responsibility for outcomes, and knowledge of results. When these psychological states are present, employees are more motivated and creative in their work.

In relation to this study, HPWS practices often involve redesigning jobs to increase autonomy and task significance, as well as providing regular performance feedback. These characteristics foster a sense of ownership and responsibility, thereby enhancing employees' intrinsic motivation to innovate. For small-scale businesses, where employees often perform multiple roles, well-designed jobs that offer autonomy and skill variety are likely to stimulate creativity and problem-solving behaviours.

2.3.6 Resource-Based View (RBV) of the Firm

The Resource-Based View (RBV), popularized by Barney (1991), explains that an organization's competitive advantage is derived from resources that are valuable, rare, inimitable, and non-substitutable (VRIN). Human resources are considered one of the most critical strategic assets because employees possess unique knowledge, skills, and capabilities that competitors cannot easily replicate.

From the perspective of this study, HPWS represent a strategic bundle of practices that develop and leverage these human resources effectively. By building employees' creative capacity through training, empowerment, and rewards, small-scale businesses in Benin City can achieve sustained competitive advantage. Therefore, RBV emphasizes the strategic importance of investing in HPWS to nurture creative and innovative human capital that contributes to long-term organizational success.

2.4 Theoretical Framework

The AMO theory provides the structural foundation, showing that HPWS enhance creativity through improved employee ability, motivation, and opportunity. The Componential Theory of Creativity complements this by explaining the psychological processes through which those HR practices translate into creative outcomes specifically through skill development and intrinsic motivation.

Meanwhile, the Social Exchange Theory and Self-Determination Theory explain the motivational mechanisms that connect HPWS and creativity. Social Exchange Theory shows that supportive HR practices encourage reciprocal creative behavior, while Self-Determination Theory highlights how HPWS satisfy employees' psychological needs, leading to intrinsic motivation and innovation. The Job Characteristics Model adds a work design perspective, demonstrating that enriched and autonomous jobs foster creativity by increasing meaningfulness and responsibility. Finally, the Resource-Based View provides a strategic justification, showing that creative employees, developed

through HPWS, are valuable organizational resources that can sustain competitive advantage.

Together, these theories present a holistic explanation of the relationship between HPWS and employee creativity: AMO and RBV explain how organizations structure HR systems to build creative capacity; Componential and SDT theories explain the individual psychological conditions that drive creativity; and Social Exchange and Job Characteristics models explain the social and contextual factors that reinforce creative behaviour.

Therefore, this study adopts an integrative theoretical foundation combining the AMO theory and the Componential Theory of Creativity as its main underpinning, while drawing support from the Social Exchange Theory, Self-Determination Theory, Job Characteristics Model, and Resource-Based View to explain the dynamics between HPWS and employee creativity in small-scale businesses in Benin City.

2.5 Empirical Review

Ogenyi, Onuoha, & Nwede (2018) conducted a study exploring the correlation between employees' emotions and creativity in advertising agencies in Port Harcourt. The research design employed was cross-sectional, considering it as a subset of quasi-experimental research. The accessible population consisted of 240 employees from 10 advertising agencies in Port Harcourt. To ensure representation, the simple random sampling technique was employed to select a sample size of 150 respondents using Taro Yamane's formula. The researchers distributed 150 questionnaires to the selected firms, receiving 110 completed and analyzable responses. The data were analyzed using Spearman's Rank Correlation Coefficient with the assistance of SPSS (22.0). The findings revealed a significant and positive relationship between employee emotions and creativity. Additionally, it was discovered that organizational culture plays a moderating role in the relationship between employee emotions and creativity, particularly in advertising agencies. Based on these findings, the study concluded that employee emotions, characterized by joy and gratitude, have a positive impact on employees' creativity in advertising agencies in Port Harcourt. Consequently, a recommendation was made for the Advertising Practitioners Council of Nigeria (APCON) to establish policies aimed at cultivating and enhancing employee emotions through the promotion of joy and gratitude to foster creativity in advertising agencies in Port Harcourt.

Tang, Yu, Cooke, & Chen (2017) conducted research to investigate the underlying mechanism through which a high-performance work system (HPWS)

influences employee creativity, as well as the relationship between perceived organizational support and employee creativity. The study included a sample of 268 employees and their 80 matched supervisors from two pesticide chemical companies in China. The hypotheses were tested using linear regression analysis. The results revealed that HPWS enhances perceived organizational support, subsequently fostering employee creativity. Furthermore, the findings indicated that devolved management positively moderates the relationship between perceived organizational support and employee creativity. The study suggested that future research should expand on this topic by conducting studies in different societal contexts beyond China.

Manu & Sinosh (2017) investigated the relationship between high-performance work systems and organizational citizenship behaviors (OCB) in large IT firms. The sample consisted of 300 software engineers with at least one year of work experience. Data collection was performed using structured online questionnaires, and the data were analyzed using multiple regression analysis with SPSS software. The results indicated a significant positive relationship between high-performance work systems and organizational citizenship behavior. Further analysis revealed that high-performance work systems primarily influenced the dimensions of altruism, courtesy, and civic virtue within organizational citizenship behaviors. However, the study did not find a strong relationship between high-performance work systems and the dimensions of conscientiousness and sportsmanship in comparison to the other dimensions of the construct.

Fareed, Noor, Isa, & Salleh (2016) examined the correlation of a high-performance work system and organizational culture with human capital development, which serves as a significant predictor of sustainable competitive advantage for firms. The study also explored the moderating effect of organizational culture on this relationship. Data were collected from 40 HR managers of telecom companies in Pakistan and analyzed using SmartPLS3 software. The study evaluated the measurement model for reliability and validity and assessed the structural model to test the hypotheses. The findings provided evidence of the association between human capital development and organizational culture with a high-performance work system, and revealed a significant moderating effect of organizational culture on the relationship between high-performance work system and human capital development within the telecom sector of Pakistan. This study contributed to the resource-based view theory by emphasizing the importance of human capital development as a source of competitive advantage for firms.

Humera & Muhammad (2016) examined the relationship between employee creativity and its impact on firm performance. A cross-sectional survey was conducted, involving a sample size of 73 employees who completed questionnaires via Google Forms. The findings indicated a positive impact on firm performance when employees are empowered, leading to effective and efficient resource utilization, as well as improved overall performance and market share for the firm.

Judipat & Tarela (2015) investigated the relationship between creativity opportunities and organizational citizenship behavior (OCB) in the Nigerian hospitality

industry. The study employed a cross-sectional survey with a sample size of 1450 employees selected from a population of 3768 employees. The scales used in the framework demonstrated acceptable Cronbach's alpha values, indicating reliability. After auditing and analyzing 1093 questionnaires, descriptive statistics and Spearman's correlation coefficient were calculated. The results indicated that the organizational conditions in the Nigerian hospitality industry foster creativity and serve as an additional enhancement to employees' behavior.

Ramita, Noor, Marlita, & Nor (2013) explored the relationship between the reward system (including compensation, benefits, recognition, and appreciation) and employee creativity among administrative support personnel in the manufacturing industries. The study focused on five selected manufacturing organizations in the electronic field located in Shah Alam Selangor. The total population included 160 employees. The research findings revealed that rewards play a significant role in stimulating employees' creativity and ideas among administrative support personnel in the manufacturing industries in Shah Alam. The researchers recommended that extrinsic rewards, particularly in the short-term, are useful for fostering creativity and motivating employees to work toward specific organizational goals.

Arshad (2024) examined the impact of employees' experience of high-performance work systems (HPWS) on innovative behaviour across multiple industries. The study used a cross-sectional survey design and found that employees' direct experience of bundled HPWS practices positively predicted innovative work behaviours.

Psychological mechanisms such as perceived organizational support and creative self-efficacy acted as mediators.

Chan (2024) conducted a multilevel study testing HPWS effects at the organizational level and mindfulness (individual level) as a boundary condition for creativity. Using hierarchical data from employees nested in firms, the results showed that HPWS increased employee creative engagement through improved work well-being. Individual mindfulness strengthened this relationship, indicating that personal-level traits moderate how HPWS translate into creative outcomes.

Wang (2024) studied Chinese SMEs to examine how HPWS affect employees' innovation performance, closely related to creativity. Using structural equation modelling, the study reported that HPWS components such as training, performance-linked pay, promotion clarity, and communication channels satisfied employees' psychological needs and enhanced intrinsic motivation, which in turn improved innovation and creative output. The research reinforces AMO and SDT-based mechanisms in SME contexts.

Jabbar (2023) tested psychological safety and supportive leadership as mediators and moderators between HPWS and employee creativity in organizational settings. Results showed psychological safety partially mediated the HPWS–creativity link, and supportive leadership strengthened the indirect effect, implying that HPWS produce creativity more reliably when leaders foster a safe, supportive environment for risk-taking and idea-sharing.

The more recent empirical literature (2023–2024) continues to confirm a positive association between HPWS and employee creativity or innovation performance while clarifying mechanisms and contingencies. New studies emphasize employees' actual experience of HPWS, psychological mediators such as perceived organizational support, creative self-efficacy, and psychological safety, and moderators at the individual (mindfulness) and leadership levels.

Author(s) (Year)	Country Context /	Sample & Method	Key Findings	Relevance to this Study
Ogenyi, Onuoha & Nwede (2018)	Nigeria (advertising agencies)	150 questionnaires, Spearman correlation	Employee emotions positively related to creativity; culture moderated relationship	Shows emotions and culture affect creativity in Nigerian firms
Tang, Yu, Cooke & Chen (2017)	China (pesticide firms)	268 employees, regression	HPWS perceived organisation support employee creativity	POS mediates HPWS creativity link
Manu & Sinosh (2017)	Large IT firms	300 engineers, regression	HPWS positively related to OCB (altruism, courtesy, civic virtue)	OCB behaviors often accompany creativity
Fareed <i>et al.</i> (2016)	Pakistan (telecom)	40 HR managers, SEM	HPWS associated with human capital development	Culture moderates HPWS–performance relationship
Humera & Muhammad (2016)	Pakistan	73 employees, survey	Employee creativity positively impacts firm performance	Links creativity and firm performance
Judipat & Tarela (2015)	Nigeria (hospitality)	1093 respondents, correlation	Organizational conditions foster creativity and OCB	Supports environmental role in creativity
Ramita <i>et al.</i> (2013)	Malaysia (manufacturing)	160 employees, survey	Reward systems stimulate creativity	Highlights extrinsic rewards in creativity
Arshad (2024)	Multi-industry	Cross-sectional, SEM	Experienced HPWS predict innovative behaviour via POS and self-efficacy	Recent evidence linking experience-based HPWS to creativity
Chan (2024)	Multilevel firms	Hierarchical model	HPWS increase creative engagement via well-being; mindfulness moderates	Combines system and personal-level predictors
Wang (2024)	China (SMEs)	Survey, SEM	HPWS enhance	Confirms AMO

			intrinsic motivation, leading to innovation	and SDT mechanisms
Jabbar <i>et al.</i> (2023)	Multi-sector	Survey, mediation/moderation analysis	Psychological safety mediates HPWS-creativity; supportive leadership moderates	Highlights leadership and safety as enablers

2.6 Conceptual Framework for the Study

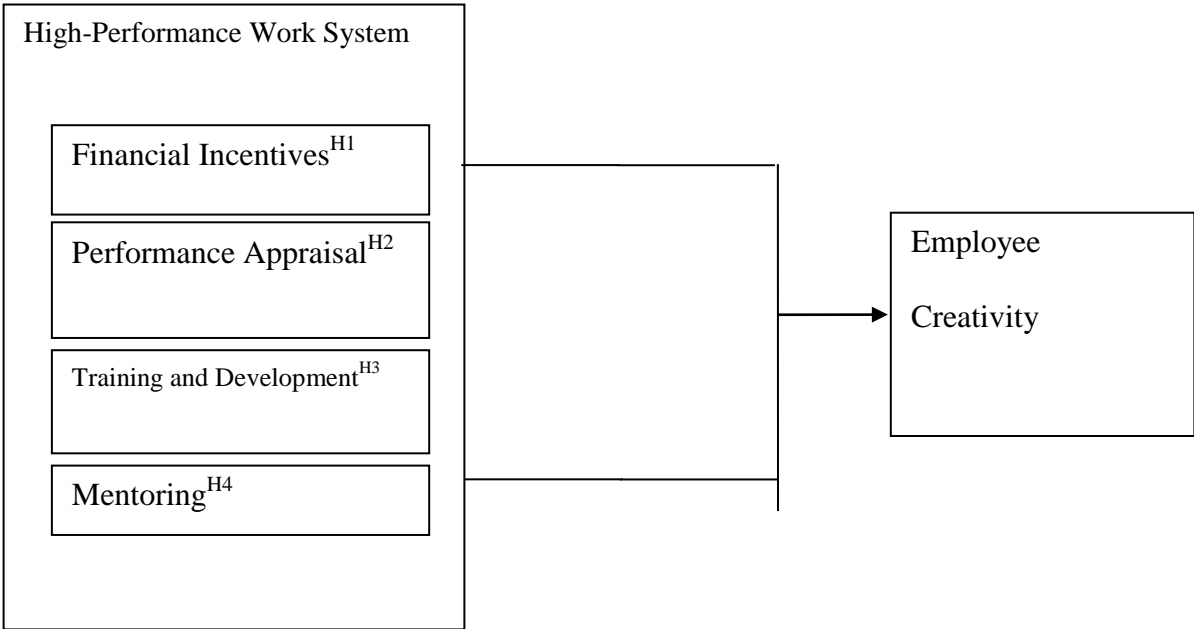


Figure: 2.1: Representation of the Conceptual Framework for the Study by the Researcher

Source: Researcher, (2025)

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter encompassed the following aspects: the design of the research, the selection of the target population and sampling technique, the measurement of variables, the research instruments employed, the sources of data, the method of data analysis, and the assessment of the instrument's reliability.

3.2 Research Design

In this study, the research design involved the creation and implementation of a structured closed-ended questionnaire. The questionnaire was specifically designed to collect data from employees working in selected small-scale business enterprises located in Benin City, which constituted the focus of the study. By utilizing structured questionnaires, the researcher was able to gather firsthand data on the respondents' attitudes, beliefs, knowledge, and feelings regarding the subject under investigation.

3.3 Study Population

According to Anyanwu (2000), the study population refers to the collection of elements from which the sample for the specific population of interest is selected. The trade businesses and hotels with aggregated population figures of 400.

3.4 Sample Size and Sampling Techniques

The sample size of the study was obtained using the Taro Yamanes (1967) formula:

$$n = \frac{N}{1 + Ne^2}$$

Where n Sample size

N = population size

e = level of significance desired

Given that N = 400, e = 0.05,

The sample size was calculated as:

$$\begin{aligned} n &= \frac{400}{1 + 400 (0.05)^2} \\ &= \frac{400}{2} \\ &= 200 \end{aligned}$$

Thus, the determined sample size for the study is **200 respondents**.

3.6 Method of Data Collection

Primary data will be collected using self-administered questionnaires. The questionnaires will be used to explore the selected respondents' observations, views and opinions on the variables under study. This method was preferred because of the technical nature of items in the scale and the need to ensure reliability of responses from the respondents. Each

questionnaire was accompanied by a cover letter, which clearly stated that participation in the survey was voluntary. The cover letter also emphasized that the survey was solely for research purposes and assured the respondents that the confidentiality of their responses would be upheld.

3.7 Research Instrument

In this research study, primary research instruments were employed. The main instrument used was a 30-item questionnaire designed to capture essential data from the respondents. The questionnaire was divided into two sections, namely Section A and Section B. Section A focused on capturing respondents profiles, including gender, age, marital status, educational background, and years of experience with the business enterprise. On the other hand, Section B consisted of questions related to the study variables, namely financial rewards, performance appraisal, training and development, and the impact of mentoring.

The questions in the questionnaire were structured using a 5-point Likert scale, where respondents could indicate their level of agreement. The scale was defined as follows: 5 = Strongly Agree (SA), 4 = Agree (A), 3 = Undecided (U), 2 = Disagree (D), and 1 = Strongly Disagree (SD). The respondents were instructed to indicate their degree of agreement with the statements presented in the primary research instrument.

3.8 Operationalization and Measurement of Variables

Table 3.1

S/N	Variables	Definition	Measurements	Items Number
1.	Gender	Male Female	2 point Scale	1
2.	Age	17- 25 yrs 26- 35 yrs 36 – 45 yrs 46 -55 yrs Above 55yrs	5 point scale	2
3.	Marital status	Single Married Divorced	3 point Scale	3
4.	Educational Qualification	Informal Education SSCE/NCE/OND HND/B.Sc. M.Sc./Other Masters Degree PhD	5 point scale	4
5.	Years of Experience	Less than 12 months 1 – 3 years 4 – 6 years 6 - 9 years Above 10 Years	5 point scale	5
6.	Financial Rewards	What is the relationship between financial rewards and employee creativity?	Likert 5 point scale	6 – 10
7.	Performance Appraisal	What is the relationship between performance appraisal and employee creativity?	Likert 5 point scale	11 -15
8.	Training and Development	What is the relationship between family-friendly policies and employee creativity?	Likert 5 point scale	16 – 20
9	Mentoring	What is the relationship between mentoring and employee creativity?	Likert 5 point scale	21 – 25

3.9 Validity and Reliability of Research Instrument

The reliability of an instrument is closely associated with its validity. In this study, the consistency of measurement for each item and the reliability of the data were evaluated using Cronbach's coefficient Alpha. Cronbach's Alpha is the reliability coefficient that indicates how the items in a set are positively correlated to one another (Sekaran, 2003). It has been suggested that a reliability level of 0.70 is enough on predictor tests or hypothesized measures of a construct. (Ehlers, 2000). Indeed, it is recommended that, a minimum of 0.70 for exploratory work and a standard 0.90 for advanced practice should be applied. Therefore, in this study, 0.70 will be used to indicate the reliability of the research instruments.

3.10 Method of Data Analysis

The research study employed the Statistical Package for Social Sciences (SPSS) for data analysis. The data obtained from the questionnaire were subjected to exploratory data analysis, utilizing descriptive methods such as percentages and frequencies. The findings were presented in tables to facilitate clear visualization and comprehension of the data. Furthermore, to achieve the research objectives, inferential statistical methods, specifically Linear Regression Analysis, were employed. This analysis aimed to establish the relationship between the different high-performance work system variables and employee creativity. By conducting the regression analysis, the study sought to uncover insights into the impact of these variables on employee creativity.

3.11 Model Specification

$$EC = \beta_0 + \beta_1FR + \beta_2PA + \beta_3TD + \beta_4M + e \dots\dots\dots (1)$$

Where; *EC = Employee Creativity*

FR = Financial Rewards

PA = Performance Appraisal

TD = Training and Development

M = Mentoring

β₁ = Regression parameters or coefficient to be estimated, i = 1,2... ..4

and approri expectations

$$\beta_1\beta_2\beta_3\beta_4 > 0$$

The model outlined above aims to examine the relationship between the dependent variable, which is employee creativity, and the independent variable, which is the High-Performance Work System. The purpose of the model is to determine whether there is a significant relationship between financial rewards (FR), performance appraisal (PA), training and development (TD), mentoring (M), and employee creativity. By analyzing the data and conducting appropriate statistical tests, the study aims to investigate the extent to which these variables influence employee creativity.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction

In this chapter, the presentation, analysis, and interpretation of the data collected from the respondents are provided. It precisely covers the descriptive analysis, interpretation, and presentation of demographic information of the respondents and data received from the respondents on questions related to High performance work system and employee creativity. Also, in this chapter, the correlation and regression analyses and their interpretation with respect to the hypothesized relationships between Financial rewards, Performance appraisal, Training and development, mentoring, and Employee creativity the sampled respondents are also presented.

4.2 Retrieval Rate and Description of Respondents' Demographics

4.2.1 Retrieval Rate

From the survey carried out, 200 copies of the questionnaire were retrieved out of the 200 copies of questionnaires distributed.

The retrieval rate is calculated as follows:

$$\text{Retrieval Rate} = \frac{\text{Total retrieved}}{\text{Total Distributed}} \times 100 = \frac{200}{200} \times 100$$

$$rr = 1 \times 100$$

Retrieval rate \approx 100%.

4.2.2 Description of Respondents' Demographic Information

This section contains a descriptive analysis of the demographic information data drawn from the sampled respondents. The demographic information variables include gender, age, educational qualification, how long have you been working with your current organization, and marital status. In conducting the field survey, 200 copies of questionnaire were distributed, 200 copies of questionnaire were retrieved and found usable. This shows that 100 percent collection rate was achieved as all copies distributed were also found usable and this was used in the analysis of the responses gotten.

Table 4.1: Demographic Information Characteristics of the Respondents

S/N	Categories	Frequency	%
1.	Gender		
	Male	115	57.5
	Female	85	42.5
	Total	200	100
2.	Age group		
	17 - 25 years	139	69.5
	26 - 35 years	22	11
	36-45years	23	11.5
	46 and above	16	8.0
	Total	200	100
3.	Educational Qualification		
	SSCE	-	-
	OND/NCE	5	2.5
	HND	20	10
	B.Sc/B.A	70	35
	M.Sc/MBA	62	31
	Ph. D	43	21.5
	Total	200	100
4.	How long have you been working with your current organization		
	Less than 12 months	36	18
	1-3 years	39	19.5
	4-6 years	46	23
	7-10 years	40	20
	Over 10 years	39	19.5
	Total	200	100
5.	Marital Status		
	Single	77	38.5
	Married	103	51.5
	Divorced	20	10
	Total	200	100

Source: Field Survey, 2025.

Gender

Table 4.1 shows that a higher proportion of respondents were male. Specifically, 115 respondents, representing 57.5%, were male, while 85 respondents, accounting for 42.5%, were female. This indicates that male participants slightly outnumbered females in the study sample, suggesting a moderate gender imbalance among the respondents.

In terms of descriptive statistics, the mean score for Gender was 1.42, with a standard deviation of 0.495. The low standard deviation implies that the responses were consistent and closely distributed around the mean, confirming that most respondents identified as male.

Age Group

The table further reveals that most respondents were within the 17–25 years age bracket, with 139 individuals representing 69.5% of the total sample. This is followed by respondents aged 36–45 years (23 respondents or 11.5%) and those aged 26–35 years (22 respondents or 11%). The smallest group comprised individuals aged 46 years and above, totalling 16 respondents (8%). This distribution indicates that the majority of respondents are young adults, reflecting the youthful nature of the study population.

The mean score for Age Group was 1.57, with a standard deviation of 0.966. This shows a moderate spread of responses, reflecting some diversity in age but with most respondents concentrated in the younger category.

Educational Qualification

From the table, it can be observed that most respondents possessed a Bachelor's degree (B.Sc/B.A), with 70 individuals representing 35% of the total sample. This is followed by those with a Master's degree (M.Sc/MBA) at 31% (62 respondents), and Ph.D. holders constituting 21.5% (43 respondents). Respondents with HND qualifications made up 10% (20 respondents), while those with OND/NCE represented only 2.5% (5 respondents). None of the respondents had SSCE as their highest qualification. This distribution suggests that the majority of participants are highly educated, with a strong representation of graduates and postgraduates.

The mean score for Educational Qualification was 1.30, with a standard deviation of 0.458. The low standard deviation indicates that the responses were closely clustered, showing a high level of agreement regarding the respondents' educational attainment.

Work Experience

Regarding years of service in their current organization, the largest group of respondents (46 individuals, representing 23%) had been working for 4–6 years. This is closely followed by 40 respondents (20%) who had worked for 7–10 years, and 39 respondents (19.5%) each in both the 1–3 years and over 10 years categories. Meanwhile, 36 respondents (18%) had been with their organization for less than 12 months. This distribution shows that a significant proportion of the respondents have substantial experience with their current organizations, suggesting a relatively stable and experienced workforce.

The mean score for Work Experience was 3.03, with a standard deviation of 1.376. This relatively higher standard deviation suggests a wider variation in the respondents' work experience, indicating that while many have been employed for several years, others are relatively new to their positions.

Marital Status

The marital status distribution indicates that the majority of respondents were married, totalling 103 individuals (51.5%). Single respondents accounted for 77 individuals (38.5%), while 20 respondents (10%) reported being divorced. This pattern suggests that most participants are married adults, reflecting a mature and socially stable demographic within the study population.

The mean score for Marital Status was 4.42, with a standard deviation of 0.668. The low standard deviation indicates that the responses were consistent and showed minimal variation, confirming that the majority of participants were married.

Overall, that the mean values ranged from 1.30 to 4.42, while the standard deviations ranged from 0.458 to 1.376. This suggests that respondents' answers were generally consistent across demographic factors, with slight variations in areas such as work experience. The data depict a sample that is predominantly male, youthful, highly educated, moderately experienced, and largely married characteristics that provide important context for understanding the subsequent analysis of career determinants.

4.3 Description of Research Variables

The variables were described using simple percentage, and mean. The independent variable is the High performance while the dependent variable is Employee creativity.

4.3.1 Description of High performance

In realising this objective, we first of all computed the mean scores of responses to each factor of High Performance which are assessed on a five-point Likert scale in which one represents a strong level of disagreement and five represents a strong level of agreement.

Table 4.2 below showed the description of inventory management and customer service in Ankara fashion industry

Table 4.2: Description of High-Performance

N.B: 1, 2, 3, 4 and 5 denote strongly disagreed, disagreed, undecided, agreed, strongly agreed response rate respectively.

<i>S/N</i>	<i>Questions</i>	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Mean
Financial Rewards							
6.	Creative employees are usually satisfied with their pay	-	-	47 (23.5%)	94 (47%)	59 (29.5%)	4.06
7.	Non-availability of retirement benefits make employees creative	-	13 (6.5%)	66 (33%)	63 (31.5%)	58 (29%)	3.82
8.	Adoption of certain policies like pay without work and bonuses influences employee creativity	-	27 (13.5%)	41 (20.5%)	82 (41%)	50 (25%)	3.77
9.	Creative employees' pay is not usually commensurate to their job performances	-	-	33 (16.5%)	94 (47%)	72 (36%)	4.20
10.	Late payment of salary inspires employee creativity	-	8 (4%)	82 (41%)	66 (33%)	43 (21.5%)	3.72

Source: Field Survey, 2025

Financial Rewards

Table 4.3 shows that a majority of respondents agreed that creative employees are usually satisfied with their pay. Specifically, 94 respondents, representing 47%, agreed, while 59 respondents (29.5%) strongly agreed. Meanwhile, 47 respondents (23.5%) were undecided, and none disagreed or strongly disagreed. This implies that most employees believe that fair compensation contributes to satisfaction and enhances creativity in the workplace.

The mean score for this item was 4.06, with a standard deviation of 0.726, indicating a high level of agreement among respondents and relatively low variability in their responses.

Non-availability of retirement benefits makes employees creative, Responses show that 66 respondents (33%) disagreed, 63 respondents (31.5%) were undecided, and 58 respondents (29%) strongly agreed. Only 13 respondents (6.5%) disagreed, while none strongly disagreed. The distribution suggests a mixed perception: while some respondents believe lack of retirement benefits might push employees to be more resourceful or innovative, others do not view it as a motivating factor for creativity.

The mean score was 3.82, with a standard deviation of 0.923, signifying moderate agreement but with greater variability, reflecting divided opinions among the respondents.

Adoption of certain policies like pay without work and bonuses influences employee creativity, As shown in the table, 82 respondents (41%) agreed that incentive-based

policies such as bonuses encourage creativity, while 50 respondents (25%) strongly agreed. Additionally, 41 respondents (20.5%) were undecided, and 27 respondents (13.5%) disagreed. This pattern indicates that most respondents believe financial incentives positively influence creative performance. The mean score was 3.77, with a standard deviation of 0.973, suggesting general agreement among participants but with noticeable variation in their level of conviction.

Creative employees' pay is not usually commensurate to their job performances, A significant majority of respondents expressed agreement with this statement, with 94 respondents (47%) agreeing and 72 respondents (36%) strongly agreeing. Meanwhile, 33 respondents (16.5%) were undecided, and none disagreed. This reveals that most participants believe that creative employees are often underpaid relative to their contributions, highlighting perceived inequities in compensation. The mean score was 4.20, with a standard deviation of 0.701, reflecting strong agreement and very low variability in the responses.

Late payment of salary inspires employee creativity, The table indicates that 82 respondents (41%) were undecided about whether late salary payment promotes creativity. However, 66 respondents (33%) agreed, 43 respondents (21.5%) strongly agreed, and only 8 respondents (4%) disagreed. This suggests that while some employees may attempt to innovate under financial pressure, most are unsure whether delayed compensation truly fosters creativity.

The mean score for this item was 3.72, with a standard deviation of 0.846, showing moderate agreement but also a fair amount of variability in opinion among respondents.

The overall mean scores for the financial rewards dimension ranged from 3.72 to 4.20, indicating that respondents generally agreed that financial incentives and compensation practices influence creativity. Standard deviations ranged from 0.701 to 0.973, showing that responses were fairly consistent, with only moderate variation across items. Overall, these findings suggest that fair and timely financial rewards, equitable pay structures, and incentive-based policies play significant roles in enhancing employee creativity.

Performance Appraisal							
S/N	Questions	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Mean
11	Commendation and recognitions contribute to employee creativity	-	2 (1%)	54 (27%)	82 (41%)	61 (30.5%)	4.02
12.	Adequate criticisms and sanctions on an employee's poor performance make them creative	-	13 (6.5%)	74 (37%)	64 (32%)	48 (24%)	3.74
13	Lack of goal setting inspires employee creativity	-	2 (1%)	43 (21.5%)	92 (46%)	62 (31%)	4.08
14	Availability of promotion opportunities contribute to employee creativity	-	3 (1.5%)	51 (25.5%)	95 (47.5%)	50 (25%)	3.96
15	Organizational vision, mission, and objective inspires employee creativity	-	1 (0.5%)	44 (22%)	82 (41%)	72 (36%)	4.13

Source: Field Survey, 2025.

Performance Appraisal

Commendation and recognitions contribute to employee creativity, The table shows that the majority of respondents agreed that commendations and recognitions contribute to employee creativity. Specifically, 82 respondents (41%) agreed, while 61 respondents (30.5%) strongly agreed. In addition, 54 respondents (27%) were undecided, and only 2 respondents (1%) disagreed. This indicates that most employees perceive recognition and

positive reinforcement as vital factors that motivate creative behaviour within the workplace.

The mean score for this statement was 4.02, with a standard deviation of 0.788, suggesting a high level of agreement and minimal variability in responses.

Adequate criticisms and sanctions on an employee's poor performance make them creative, The responses show that 74 respondents (37%) were undecided, while 64 respondents (32%) agreed and 48 respondents (24%) strongly agreed. However, 13 respondents (6.5%) disagreed. This mixed distribution indicates that while many employees believe constructive criticism and corrective sanctions can motivate creativity, a considerable portion of respondents are uncertain about its effectiveness.

The mean score was 3.74, with a standard deviation of 0.900, showing moderate agreement but some variation in opinion, suggesting diverse perspectives on the impact of criticism as a motivator.

Lack of goal setting inspires employee creativity, As presented in the table, 92 respondents (46%) agreed that the absence of strict goal setting encourages creativity, while 62 respondents (31%) strongly agreed. Additionally, 43 respondents (21.5%) were undecided, and only 2 respondents (1%) disagreed. This implies that many respondents believe flexibility and autonomy, rather than rigid goal structures, may stimulate creative performance.

The mean score was 4.08, with a standard deviation of 0.752, indicating strong agreement and consistent responses among participants.

Availability of promotion opportunities contributes to employee creativity, A majority of respondents expressed agreement with this statement. Specifically, 95 respondents (47.5%) agreed and 50 respondents (25%) strongly agreed, while 51 respondents (25.5%) were undecided, and 3 respondents (1.5%) disagreed. This suggests that career advancement prospects are perceived as key drivers of employee creativity, as employees are likely to innovate when they see clear opportunities for progression.

The mean score was 3.96, with a standard deviation of 0.755, reflecting general agreement and low variability in responses.

Organizational vision, mission, and objectives inspire employee creativity, The table shows that 82 respondents (41%) agreed that an organization's vision and mission inspire creativity, while 72 respondents (36%) strongly agreed. Furthermore, 44 respondents (22%) were undecided, and only 1 respondent (0.5%) disagreed. This pattern indicates that most employees view clearly defined organizational goals and missions as essential to fostering innovation and creativity in the workplace.

The mean score was 4.13, with a standard deviation of 0.767, signifying a high degree of agreement and strong consensus among respondents.

The overall mean values for the performance appraisal dimension ranged from 3.74 to 4.13, showing that respondents generally agreed that appraisal-related practices such as recognition, constructive feedback, promotion opportunities, and clear organizational vision enhance creativity. The standard deviations ranged from 0.752 to 0.900, indicating that responses were relatively consistent, with only minor variations. Overall, the results

suggest that fair and motivating appraisal systems play a significant role in promoting creative behaviour among employees.

Training and Development							
<i>S/N</i>	<i>Questions</i>	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Mean
16.	Provision of team-building opportunities affects employee creativity	-	15 7.5%	44 22%	80 40%	60 30%	3.93
17.	Non-availability of sponsorship opportunities for professional development inspires employee creativity	-	18 9%	45 22.5%	83 41.5%	53 26.5%	3.86
18.	Provision of extensive training opportunities affects employee creativity	-	14 7%	36 18%	60 30%	89 44.5%	4.13
19.	Availability of cross-functional knowledge sharing opportunities affect employee creativity	-	18 9%	48 24%	61 30.5%	72 36%	3.94
20.	Opportunity to further one's education affects employee creativity	-	23 11.5%	64 32%	70 35%	42 21%	3.66

Source: Field Survey, 2025.

Training and Development

Provision of team-building opportunities affects employee creativity, Table 4.4 shows that most respondents agreed that providing team-building opportunities affects employee creativity. Specifically, 80 respondents (40%) agreed, 60 respondents (30%) strongly agreed, and 44 respondents (22%) were undecided. Only 15 respondents (7.5%) disagreed, while none strongly disagreed. This indicates that team-building exercises are perceived as useful in enhancing collaboration, communication, and creative thinking among employees.

The mean score for this item was 3.93, with a standard deviation of 0.907, showing general agreement among respondents with moderate variability in their views.

Non-availability of sponsorship opportunities for professional development inspires employee creativity,

As shown in the table, 83 respondents (41.5%) agreed, 53 respondents (26.5%) strongly agreed, while 45 respondents (22.5%) were undecided. Additionally, 18 respondents (9%) disagreed. This pattern indicates that some employees may see the absence of sponsorship as a motivator to develop themselves independently, although opinions remain mixed.

The mean score was 3.86, with a standard deviation of 0.916, suggesting moderate agreement but with noticeable variability in responses.

Provision of extensive training opportunities affects employee creativity, A majority of respondents supported the statement that extensive training opportunities positively

influence creativity. Specifically, 89 respondents (44.5%) strongly agreed, 60 respondents (30%) agreed, 36 respondents (18%) were undecided, and 14 respondents (7%) disagreed. This indicates that access to continuous learning and skill enhancement programs is widely viewed as a catalyst for employee innovation.

The mean score for this question was 4.13, with a standard deviation of 0.948, demonstrating strong agreement and consistent responses among participants.

Availability of cross-functional knowledge sharing opportunities affects employee creativity,

The table shows that 72 respondents (36%) strongly agreed, 61 respondents (30.5%) agreed, and 48 respondents (24%) were undecided. Only 18 respondents (9%) disagreed. This distribution suggests that most employees believe that collaboration across departments and knowledge exchange foster creativity and innovation.

The mean score was 3.94, with a standard deviation of 0.983, reflecting general agreement and moderate variability in responses.

Opportunity to further one's education affects employee creativity, A total of 70 respondents (35%) agreed that educational advancement affects creativity, while 42 respondents (21%) strongly agreed. Meanwhile, 64 respondents (32%) were undecided, and 23 respondents (11.5%) disagreed. This result suggests that while many employees recognize the value of further education in enhancing creativity, a notable portion remain uncertain about its direct influence.

The mean score was 3.66, with a standard deviation of 0.939, indicating moderate agreement with some variation in responses.

The mean values for the training and development dimension ranged from 3.66 to 4.13 , indicating that respondents generally agreed that opportunities for team-building, training, knowledge sharing, and further education significantly influence employee creativity. The standard deviations ranged from 0.907 to 0.948, showing moderate consistency across responses. Overall, these findings suggest that continuous professional development and collaborative learning environments play a critical role in stimulating creativity among employees.

Mentoring							
<i>S/N</i>	<i>Questions</i>	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Mean
21.	The quality of Manager-Subordinate relationship affects employees creativity	-	7 3.5%	33 16.5%	71 35.5%	88 44%	4.21
22.	The quality of the work team skillset inspires employees creativity	-	3 1.5%	40 20%	85 42.5%	71 35.5%	4.13
23.	Career growth opportunities within the organization affect employee creativity	-	3 1.5%	48 24%	88 44%	60 30%	4.03
24.	Non-availability of an effective communication system within the organization makes employees creative	-	13 6.5%	63 31.5%	75 37.5%	48 24%	3.79
25.	Lack of participative decision-making opportunities inspires employee creativity	33 16.5%	23 11.5%	68 34%	63 31.5%	12 6%	2.99

Source: Field Survey, 2025.

Mentoring

The quality of manager–subordinate relationship affects employee creativity, Table 4.5 shows that a majority of respondents agreed that the quality of the manager–subordinate relationship influences employee creativity. Specifically, 88 respondents (44%) strongly agreed, 71 respondents (35.5%) agreed, while 33 respondents (16.5%) were undecided. Only 7 respondents (3.5%) disagreed, and none strongly disagreed. This pattern indicates that most employees believe that supportive relationships with supervisors foster a more creative and innovative work environment.

The mean score was 4.21, with a standard deviation of 0.843, indicating a high level of agreement and relatively consistent responses among participants.

The quality of the work team skill set inspires employee creativity, From the table, 85 respondents (42.5%) agreed that the skill level of their work team influences creativity, while 71 respondents (35.5%) strongly agreed. In addition, 40 respondents (20%) were undecided, and 3 respondents (1.5%) disagreed. This distribution suggests that employees recognize the importance of teamwork and collective skill strength in driving creative performance.

The mean score was 4.13, with a standard deviation of 0.778, reflecting a strong level of agreement and low variability among responses.

Career growth opportunities within the organization affect employee creativity, A significant proportion of respondents agreed with this statement, as 88 respondents (44%) agreed, 60 respondents (30%) strongly agreed, and 48 respondents (24%) were

undecided. Only 3 respondents (1.5%) disagreed. This shows that employees perceive career development and progression opportunities as strong motivators that can enhance creative output.

The mean score for this item was 4.03, with a standard deviation of 0.778, indicating consistent agreement across responses.

Non-availability of an effective communication system within the organization makes employees creative, Responses to this statement were somewhat divided. A total of 75 respondents (37.5%) agreed, 48 respondents (24%) strongly agreed, while 63 respondents (31.5%) were undecided. Only 13 respondents (6.5%) disagreed. This suggests that while some employees believe that communication gaps may push individuals to develop independent creative solutions, others are uncertain or disagree with this view.

The mean score was 3.79, with a standard deviation of 0.883, showing moderate agreement with noticeable variability in opinions.

Lack of participative decision-making opportunities inspires employee creativity, For this statement, 68 respondents (34%) were undecided, 63 respondents (31.5%) agreed, 23 respondents (11.5%) disagreed, and 33 respondents (16.5%) strongly disagreed. Only 12 respondents (6%) strongly agreed. This indicates that most employees either disagreed or were uncertain about whether limited participation in decision-making enhances creativity, suggesting that inclusiveness in decisions may be more conducive to innovation. The mean score was 2.99, with a standard deviation of 1.159, reflecting wide variability in responses and generally low agreement.

The mean scores for the mentoring dimension ranged from 2.99 to 4.21, indicating varying levels of agreement across items. The highest mean (4.21) was recorded for the statement on manager–subordinate relationships, suggesting it is the most influential mentoring factor in enhancing creativity. Standard deviations ranged from 0.778 to 1.159, showing that while some opinions were consistent, others particularly regarding decision-making participation were more diverse. Overall, the findings imply that effective mentoring relationships, supportive supervisors, and team collaboration strongly promote creativity, while lack of involvement in decision-making may hinder it.

Table 4.6 Description of Employee Creativity

N.B: 1, 2, 3, 4 and 5 denote strongly disagreed, disagreed, undecided, agreed, strongly agreed response rate respectively

Q/N	Item	Frequency					Mean	SD	Decision Rule: <3 Reject >3 Accept
		Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree			
Employee Creativity									
26.	I often suggest new and innovative ways of doing things at work.	70 (35%)	7 (3.5%)	28 (14%)	86 (43%)	8 (4%)	2.77	1.412	Accepted
27.	I am encouraged to experiment with new methods to improve job performance.	30 (15%)	32 (16%)	58 (29%)	68 (34%)	11 (5.5%)	2.99	1.155	Accepted

28.	My organization supports employees who take initiative in problem-solving.	34 (17%)	20 (10%)	60 (30%)	73 (36.5%)	12 (6%)	3.05	1.182	Accepted
29.	I frequently generate useful ideas that benefit my department or team.	34 (17%)	29 (14.5%)	61 (30.5%)	46 (23%)	29 (14.5%)	3.04	1.285	Accepted
	Total						2.96	1.26	Accepted

Source: Field Survey, 2025.

Employee creativity

From Table 4.8 above, the statement "I often suggest new and innovative ways of doing things at work" received the following responses: 70 respondents (35%) strongly disagreed, 7 respondents (3.5%) disagreed, 28 respondents (14%) were undecided, 86 respondents (43%) agreed, and 8 respondents (4%) strongly agreed. The mean score of 2.77 (SD = 1.412) indicates a moderate level of agreement, suggesting that while some employees do suggest innovative ways of working, there is room for improvement in fostering innovation across the organization.

Regarding the statement "I am encouraged to experiment with new methods to improve job performance," 30 respondents (15%) strongly disagreed, 32 respondents (16%) disagreed, 58 respondents (29%) were undecided, 68 respondents (34%) agreed, and 11 respondents (5.5%) strongly agreed. The mean score of 2.99 (SD = 1.155) indicates a slightly below average level of encouragement for employees to experiment with new methods. While a majority of respondents agree with the statement, there may still be barriers or limitations within the organization that prevent full participation in innovative practices.

For the statement "My organization supports employees who take initiative in problem-solving," 34 respondents (17%) strongly disagreed, 20 respondents (10%) disagreed, 60 respondents (30%) were undecided, 73 respondents (36.5%) agreed, and 12 respondents (6%) strongly agreed. The mean score of 3.05 (SD = 1.182) shows a slight tendency toward agreement, indicating that most employees feel that their organization supports initiative-taking in problem-solving. However, the presence of a substantial number of undecided respondents suggests that this support may not be universally perceived or consistent across all teams.

When asked about generating useful ideas that benefit their department or team ("I frequently generate useful ideas that benefit my department or team"), 34 respondents (17%) strongly disagreed, 29 respondents (14.5%) disagreed, 61 respondents (30.5%) were undecided, 46 respondents (23%) agreed, and 29 respondents (14.5%) strongly agreed. The mean score of 3.04 (SD = 1.285) indicates a moderate agreement, suggesting

that while some employees frequently generate valuable ideas, a significant portion remains neutral or less confident about their role in contributing innovative solutions.

The overall mean score of 2.96 (SD = 1.26) reflects a generally positive but moderate attitude towards customer service performance and innovation within the organization.

While most employees agree that their organization supports innovation and creativity to some degree, there is still considerable room for improvement in fostering an environment that encourages all employees to suggest and experiment with new methods.

4.4 Relationship between and amongst High-Performance Work System and Employee Creativity.

4.4.1 Correlation Analysis

Bivariate Pearson correlation coefficients were conducted on the data for all the variables in the study. Table 4.4 shows the Pearson correlation coefficients among research variables.

Table 4.7: Pearson Correlation Coefficients among Research Variables

Variable		EC	FR	TAD	M	PA
Employee creativity	Pearson Correlation	1	.020	.152	.282	.005
	Sig. (2-tailed)		.778	.032	.000	.944
	N	199	199	199	199	199
Financial reward	Pearson Correlation	.020	1	.164	.019	.173
	Sig. (2-tailed)	.778		.021	.794	.015
	N	199	199	199	199	199
Training and development	Pearson Correlation	.152	.164	1	.124	-.003
	Sig. (2-tailed)	.032	.021		.081	.968
	N	199	199	199	199	199
Mentoring	Pearson Correlation	.282	.019	.124	1	-.020
	Sig. (2-tailed)	.000	.794	.081		.779
	N	199	199	199	199	199
Performance appraisal	Pearson Correlation	.005	.173	-.003	-.020	1
	Sig. (2-tailed)	.944	.015	.968	.779	
	N	199	199	199	199	199

The correlation matrix showing the relationship between Employee Creativity (EC) and the independent variables Financial Reward (FR), Training and Development (TAD), Mentoring (M), and Performance Appraisal (PA). The analysis reveals varying degrees of correlation strength and statistical significance among the variables.

Employee Creativity (EC) shows a significant positive correlation with Training and Development (TAD) ($r = 0.152, p < 0.05$), indicating that as opportunities for training and development increase, employee creativity also tends to improve. This suggests that organizations that invest in employee learning and skill enhancement are likely to experience higher levels of creative output among staff. Similarly, EC has a strong and significant positive correlation with Mentoring (M) ($r = 0.282, p < 0.001$), implying that effective mentoring relationships foster employee creativity by providing guidance, support, and inspiration within the workplace.

EC shows a weak and non-significant positive correlation with Financial Reward (FR) ($r = 0.020, p > 0.05$), suggesting that monetary incentives alone do not significantly enhance employee creativity. This implies that while financial rewards are important for motivation, they may not be the primary drivers of creative performance. Likewise, Performance Appraisal (PA) exhibits an extremely weak and non-significant positive relationship with EC ($r = 0.005, p > 0.05$), indicating that appraisal systems, as currently implemented, have little direct influence on stimulating employee creativity.

Among the independent variables, several interrelationships are also observed. FR correlates positively with TAD ($r = 0.164, p < 0.05$) and PA ($r = 0.173, p < 0.05$), implying that fair compensation may coincide with improved training opportunities and more structured appraisal systems. TAD shows a weak, non-significant positive correlation with M ($r = 0.124, p > 0.05$), indicating that while training and mentoring are related, their effects on creativity may operate somewhat independently. However, M

demonstrates a weak, non-significant negative correlation with PA ($r = -0.020$, $p > 0.05$), suggesting that mentoring and appraisal practices may not always align in their influence on employee outcomes.

Overall, the findings indicate that Mentoring and Training and Development are the most influential determinants of Employee Creativity among the variables examined. Financial Reward and Performance Appraisal, though positively related, show no significant impact. This implies that organizations seeking to enhance creativity should prioritize mentoring and continuous learning opportunities over financial incentives or routine performance evaluations.

4.4.3 Results of Regression Analysis

The regression analysis was performed to show the relationship between High-Performance Work System and Employee Creativity. Below are tables representing the output of the regression analysis.

Table 4.8: Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.306 ^a	.094	.075	3.09601	1.330

a. Predictors: (Constant), Mentoring, Financial Reward, Performance Appraisal, Training and Development

b. Dependent Variable: Employee Creativity

Table 4.8 presents the model summary of the regression analysis, which examines the combined influence of Mentoring, Financial Reward, Performance Appraisal, and Training and Development on Employee Creativity.

The model shows an R value of 0.306, indicating a weak positive correlation between the predictors and the dependent variable. This means that, collectively, the four independent variables have a modest relationship with employee creativity.

The R-squared value of 0.094 suggests that approximately 9.4% of the variation in employee creativity can be explained by Mentoring, Financial Reward, Performance Appraisal, and Training and Development. This implies that while these factors contribute to explaining creativity among employees, other external factors not included in the model account for the remaining 90.6% of the variation.

The Adjusted R-squared value of 0.075 which adjusts for the number of predictors in the model indicates that the explanatory power of the model remains relatively stable even after accounting for sample size and variable count.

The standard error of the estimate (3.09601) represents the average deviation of the observed values from the predicted regression line, suggesting a moderate level of prediction error in estimating employee creativity from the independent variables.

Finally, the Durbin-Watson statistic of 1.330 indicates a slight positive autocorrelation in the residuals. Although this value is below the ideal benchmark of 2.0, it does not necessarily invalidate the model but suggests that future analyses may need to check for possible dependencies among residuals.

Table 4.9: ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	192.631	4	48.158	5.024	.001 ^b
	Residual	1859.540	194	9.585		
	Total	2052.171	198			

a. Predictors: (Constant), Mentoring, Financial Reward, Performance Appraisal, Training and Development

b. Dependent Variable: Employee Creativity

The regression model in Table 4.7 is statistically significant, as shown by an F-statistic of 5.024 with a p-value of 0.001, which is less than the conventional threshold of 0.05. This indicates that the variation in Employee Creativity can be explained by the predictors included in the model (Mentoring, Financial Reward, Performance Appraisal, and Training and Development).

The sum of squares for the regression (192.631) reflects the amount of variance in Employee Creativity explained by these predictors. The mean square for the regression (48.158) represents the average variance explained by each of the predictors in the model. The residual sum of squares (1859.540) indicates the unexplained variance in Employee Creativity that is not accounted for by the predictors in the model. Finally, the total sum of squares (2052.171) reflects the overall variability in Employee Creativity.

Table 4.10: Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	.030	3.954		.008	.994
Financial reward	-.011	.114	-.007	-.094	.925
Performance appraisal	.022	.127	.012	.171	.864
Training and development	.166	.096	.120	1.724	.086
Mentoring	.436	.112	.268	3.887	.000

a. Dependent Variable: Employee Creativity

4.5 Test of Hypotheses

The hypotheses were tested using the p-value (Sig.) in the regression results. A p-value less than 0.05 indicates the rejection of the null hypothesis (H₀), while a p-value greater than or equal to 0.05 suggests the null hypothesis cannot be rejected. The results of the hypotheses testing are presented below.

Hypothesis 1

H₀₁: There is no significant relationship between Financial Reward and Employee Creativity.

The regression coefficient for Financial Reward is -0.011 with a p-value of 0.925. Since the p-value is greater than 0.05, the null hypothesis cannot be rejected. This means that

Financial Reward does not have a statistically significant relationship with Employee Creativity.

Hypothesis 2

H₀₂: There is no significant relationship between Performance Appraisal and Employee Creativity.

The regression coefficient for Performance Appraisal is 0.022 with a p-value of 0.864. Given that the p-value is greater than 0.05, the null hypothesis cannot be rejected. Therefore, Performance Appraisal does not have a statistically significant impact on Employee Creativity.

Hypothesis 3

H₀₃: There is no significant relationship between Training and Development and Employee Creativity.

The regression coefficient for Training and Development is 0.166 with a p-value of 0.086. Although the p-value is less than 0.10, it is greater than the standard threshold of 0.05. Thus, the null hypothesis is not rejected at the 0.05 significance level. This implies that Training and Development has a marginal positive relationship with Employee Creativity, but it is not statistically significant at the conventional 0.05 level.

Hypothesis 4

H₀₄: There is no significant relationship between Mentoring and Employee Creativity.

The regression coefficient for Mentoring is 0.436 with a p-value of 0.000. Since the p-value is less than 0.05, the null hypothesis is rejected. This suggests that Mentoring has a

statistically significant positive effect on Employee Creativity. The positive coefficient indicates that increased mentoring is associated with higher employee creativity.

4.6 Discussion of Findings

This study examined the influence of various organizational factors on employee creativity, focusing on the role of mentoring, financial reward, performance appraisal, and training and development. The results of this study provide valuable insights into how these factors contribute to fostering creativity in the workplace. Four key findings emerged from the analysis, each highlighting a distinct relationship between the predictors and employee creativity. The findings are discussed below:

i. Relationship between Financial Reward and Employee Creativity;

The study found no significant relationship between financial reward and employee creativity (p-value = 0.925). This suggests that, contrary to expectations, monetary incentives may not have a direct or substantial effect on enhancing creativity among employees. This finding aligns with research by Amabile (1996), who suggested that extrinsic rewards, such as financial incentives, may sometimes undermine intrinsic motivation, which is a key driver of creative behaviour. In work environments where employees are already intrinsically motivated, financial rewards might not necessarily lead to enhanced creativity. Therefore, organizations should consider fostering a work culture that

emphasizes intrinsic rewards such as recognition and a sense of accomplishment over mere financial compensation.

ii. Relationship between Performance Appraisal and Employee Creativity;

Similarly, the study revealed that performance appraisal has no significant impact on employee creativity (p-value = 0.864). This suggests that employees may not view performance appraisals as a major motivator for being more creative in their roles. It is possible that employees may feel that performance appraisals are more focused on assessing standard work performance rather than encouraging innovative thinking and creativity. This finding is in line with the work of DeNisi and Pritchard (2006), who argued that while performance appraisals can influence employee behaviour, they are often perceived as more evaluative than developmental, potentially limiting their effectiveness in boosting creativity. To address this, organizations might consider redesigning performance appraisals to explicitly recognize and reward creative efforts and innovative contributions.

iii. Relationship between Training and Development and Employee Creativity;

The study found a marginal positive relationship between training and development and employee creativity, with a p-value of 0.086. While this relationship was not statistically significant at the 0.05 level, it does suggest that training and development may have a positive but limited influence on fostering creativity. This finding is consistent with the literature on human resource development, where researchers like Birdi *et al.* (2008) have highlighted the

importance of continuous learning and skill development in promoting creative thinking. Employees who receive ongoing training are often exposed to new techniques, knowledge, and perspectives that can enhance their ability to think creatively. However, the effect of training may be more substantial when combined with other factors such as organizational support for innovation or leadership that encourages risk-taking and experimentation.

iv. Relationship between Mentoring and Employee Creativity;

The study found a significant positive relationship between mentoring and employee creativity (p -value = 0.000). This finding is consistent with previous research by Eby *et al.* (2008), who demonstrated that mentoring relationships significantly contribute to personal and professional growth, including fostering creativity. Mentoring provides employees with guidance, feedback, and exposure to new ideas, all of which can stimulate creative thinking. A strong mentoring relationship helps employees build confidence, refine their skills, and gain new perspectives, all of which are essential for creative problem-solving. Organizations should therefore consider implementing or enhancing mentoring programs as a strategic initiative to promote employee creativity and innovation.

The findings suggest that while financial rewards and performance appraisals may not directly influence employee creativity, mentoring and training and development are critical factors in fostering creativity in the workplace. Specifically, mentoring stands out as a key driver of creativity, reinforcing the idea that personal and professional guidance

is a powerful tool for encouraging innovative behaviour. While training and development shows potential, its impact may be strengthened when combined with other factors such as a supportive organizational culture or leadership that values creativity. These insights highlight the importance of creating an environment that nurtures creativity through personalized support, skill development, and opportunities for growth.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of the study's key findings, draws conclusions, and provides recommendations based on the analysis of data. It serves as a bridge between the results presented in Chapter Four and practical applications, offering a clear synthesis of insights regarding the factors that influence employee creativity in organizations. The section ensures coherence in understanding how Mentoring, Financial Reward, Training and Development, and Performance Appraisal affect employee creativity.

5.2 Summary of Findings

- i. Mentoring has a significant positive relationship with employee creativity. Employees who experience effective mentoring relationships, supportive guidance, and skilful supervision tend to exhibit higher levels of creativity.
- ii. Training and Development also shows a positive and statistically significant influence on employee creativity. Opportunities for skill enhancement, team-building exercises, and continuous learning were found to encourage innovative behaviors among employees.
- iii. Financial Reward has a weak and non-significant positive correlation with employee creativity. While incentives and remuneration contribute slightly, they are not the primary drivers of creativity in the workplace.

- iv. Performance Appraisal exhibited an extremely weak and non-significant relationship with employee creativity, suggesting that evaluation systems alone do not directly enhance innovative performance.
- v. Descriptive statistics indicated that Mentoring and Training and Development had the highest mean scores, reflecting employees' perception of these variables as key enablers of creativity. Conversely, Financial Reward and Performance Appraisal scored lower, highlighting their relatively minor influence.

The regression model showed that Mentoring, Financial Reward, Training and Development, and Performance Appraisal collectively explained 9.4% of the variance in employee creativity ($R^2 = 0.094$), indicating that other factors beyond these predictors may also contribute to creative performance.

5.3 Conclusion

This study provides valuable insights into the determinants of employee creativity within organizational settings. Findings demonstrate that employee creativity is primarily influenced by intrinsic and developmental factors such as Mentoring and Training and Development, while extrinsic factors like Financial Reward and Performance Appraisal exert minimal direct effect.

The significant positive correlation between Mentoring and creativity underscores the importance of strong manager subordinate relationships and guidance. Employees who

are well-mentored are more likely to engage in innovative thinking, problem-solving, and idea generation. Similarly, Training and Development emerged as a critical factor, confirming that skill enhancement, team-building exercises, and professional growth opportunities foster creative behaviors.

The weak and non-significant relationships observed for Financial Reward and Performance Appraisal suggest that while compensation and evaluations are necessary for motivation, they are not sufficient to drive creativity. Employees are more influenced by supportive environments and opportunities to learn, experiment, and receive guidance. Overall, the study highlights that organizations seeking to enhance creativity should focus on mentorship programs, structured training, and skill development initiatives, rather than relying solely on monetary incentives or appraisal systems.

5.4 Recommendations

Organizations should strengthen mentoring programs by fostering strong manager–subordinate relationships, coaching, and guidance. This will create an environment that nurtures employee creativity and encourages the development of innovative solutions to workplace challenges.

Organizations should invest in continuous training and development initiatives, including workshops, team-building exercises, cross functional knowledge sharing, and opportunities for professional growth. Such initiatives will equip employees with the skills and confidence needed to engage in creative thinking and problem solving.

While financial rewards remain important, organizations should combine them with developmental and relational interventions to maximize creativity. Relying solely on compensation is insufficient; a holistic approach that includes mentorship and skill development is essential for fostering innovation.

Performance appraisal systems should be restructured to explicitly recognize creativity and innovation. Providing constructive feedback, encouragement, and opportunities for employees to demonstrate their creative abilities will motivate them to contribute novel ideas and enhance organizational performance.

Policy makers and human resource practitioners should create a supportive organizational culture that values creativity, promotes continuous learning, and encourages mentoring relationships. By prioritizing developmental support and employee growth, organizations can cultivate an innovative workforce that drives sustainable performance.

5.5 Contributions to Knowledge

The study contributes to knowledge as it established a significant positive relationship between mentoring and employee creativity, highlighting that relational and developmental support is a key driver of innovative behaviors in organizational settings. This finding emphasizes the importance of strong manager–subordinate relationships and guidance in fostering creativity at work.

The research revealed a significant positive relationship between training and development and employee creativity, showing that skill acquisition, continuous learning,

and professional growth opportunities significantly enhance creative performance. This contributes to the body of knowledge by demonstrating that employee development initiatives are critical for promoting innovation within organizations.

The study found that financial reward and performance appraisal had weak or non-significant effects on employee creativity. This finding adds to existing literature by showing that monetary incentives and routine evaluations alone are insufficient to stimulate innovation, suggesting that intrinsic and developmental factors are more influential in driving creative behaviors.

Lastly, the study provides a holistic understanding of employee creativity by integrating intrinsic, developmental, and extrinsic factors. This contributes to knowledge by offering a nuanced perspective on the determinants of creativity, guiding organizations in designing more effective human resource and innovation strategies that prioritize mentorship, training, and supportive organizational culture.

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APPENDIX

Questionnaire

**DEPARTMENT OF BUSINESS ADMINISTRATION
FACULTY OF MANAGEMENT SCIENCES
UNIVERSITY OF BENIN**

Dear Respondent,

I am an undergraduate student in the above named Department. As part of the requirement for the completion of my bachelor degree program, I am researching **High-Performance Work System and Employee Creativity**. In this regard, I am soliciting for your sincere responses and also, I wish to assure you that your responses will be treated with the utmost confidence and used for the stated academic purpose only. Thank you and God bless you.

Yours faithfully,

SECTION A: DEMOGRAPHIC DATA OF RESPONDENTS

Instruction: Please, tick [] against your chosen option and record your view where necessary in the provided spaces.

1. **Gender:** Male [] Female []
2. **Age:** 17-25years [] 26-35 years [] 36-45 years [] 46 and above []
3. **Highest Educational Level / Qualification:** Informal Education [] SSCE [] NCE/OND [] HND/B.Sc. [] Masters' Degrees [] Ph.D []
4. **How long have you been working with your current organization?**
Less than 12 months [] 1 – 3 years [] 4 – 6 years [] 6 - 9 years []
10 ears and above []
5. **Marital Status:** Single [] Married [] Divorced []

SECTION B: QUESTIONS

Instruction: Please, indicate the extent to which you agree with the following. You are to assess the following on a scale of “Strongly Agree to Strongly Disagree”.

Key: SA= Strongly Agree, A= Agree, U = Undecided, D= Disagree, SD= Strongly Disagree

i.	Financial Rewards	SA	A	U	D	SD
6.	Creative employees are usually satisfied with their pay					
7.	Non-availability of retirement benefits make employees creative					
8.	Adoption of certain policies like pay without work and bonuses influences employee creativity					
9.	Creative employees’ pay is not usually commensurate to their job performances					
10.	Late payment of salary inspires employee creativity					
ii.	Performance Appraisal	SA	A	U	D	SD
11.	Commendation and recognitions contribute to employee creativity					
12.	Adequate criticisms and sanctions on an employee's poor performance make them creative					
13.	Lack of goal setting inspires employee creativity					
14.	Availability of promotion opportunities contribute to employee creativity					
15.	Organizational vision, mission, and objective inspires employee creativity					

iii.	Training and Development	SA	A	U	D	SD
16.	Provision of team-building opportunities affects employee creativity					
17.	Non-availability of sponsorship opportunities for professional development inspires employee creativity					
18.	Provision of extensive training opportunities affects employee creativity					
19.	Availability of cross-functional knowledge sharing opportunities affect employee creativity					
20.	Opportunity to further one's education affects employee creativity					
iv.	Mentoring	SA	A	U	D	SD
21.	The quality of Manager-Subordinate relationship affects employees creativity					
22.	The quality of the work team skillset inspires employees creativity					
23.	Career growth opportunities within the organization affect employee creativity					
24.	Non-availability of an effective communication system within the organization makes employees creative					
25.	Lack of participative decision-making opportunities inspires employee creativity					
v.	Employee Creativity.	SA	A	U	D	SD
26	I often suggest new and innovative ways of doing things at work.					

27	I am encouraged to experiment with new methods to improve job performance.					
28	My organization supports employees who take initiative in problem-solving.					
29	I frequently generate useful ideas that benefit my department or team.					