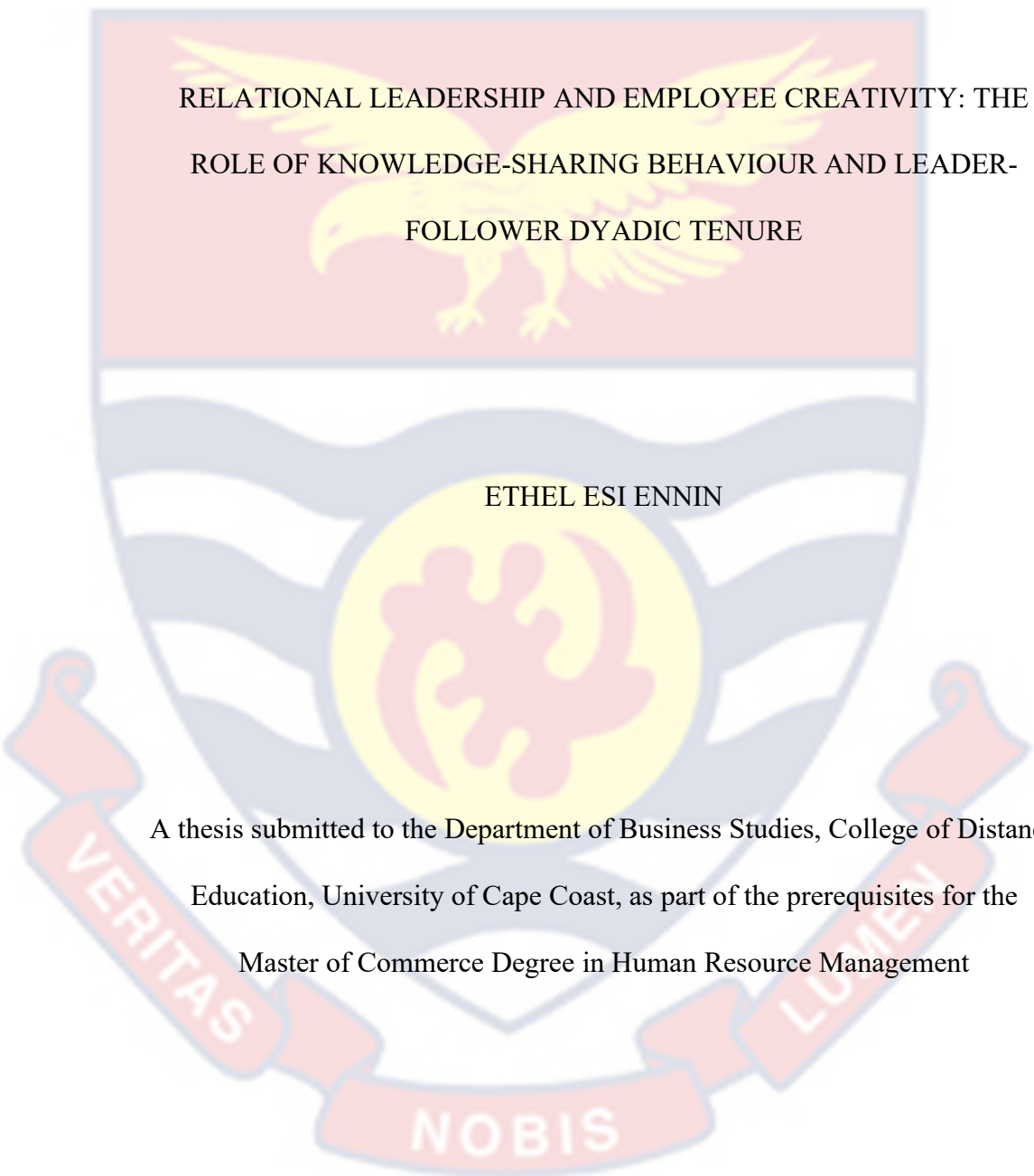


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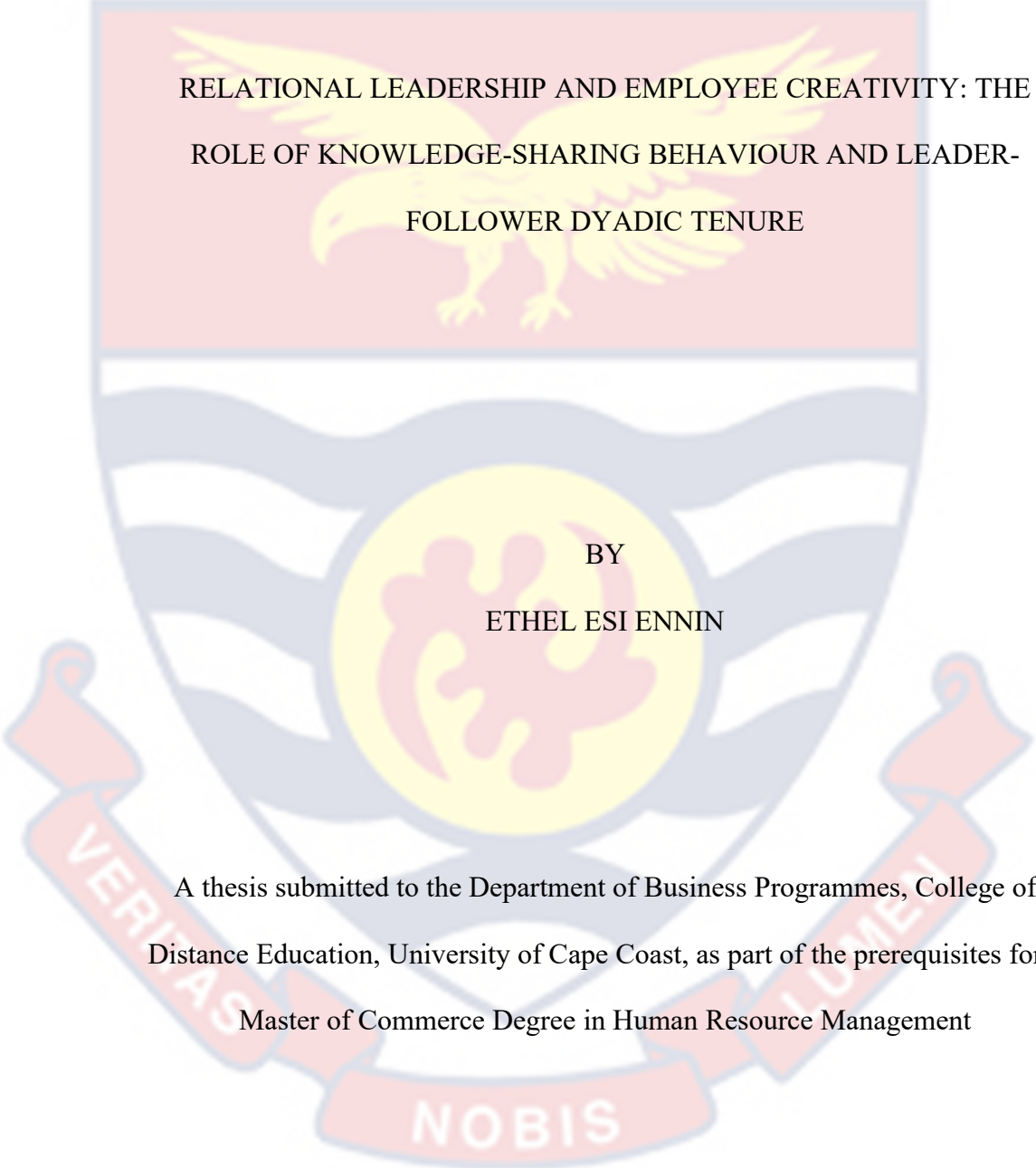
RELATIONAL LEADERSHIP AND EMPLOYEE CREATIVITY: THE
ROLE OF KNOWLEDGE-SHARING BEHAVIOUR AND LEADER-
FOLLOWER DYADIC TENURE

ETHEL ESI ENNIN

A thesis submitted to the Department of Business Studies, College of Distance
Education, University of Cape Coast, as part of the prerequisites for the
Master of Commerce Degree in Human Resource Management

2023

UNIVERSITY OF CAPE COAST



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MARCH 2023

DECLARATION

Candidate's Declaration

I hereby confirm that this thesis is the outcome of my academic research and so no portion of this has been published for yet another degree at this or any other institution.

Candidate's signature..... Date.....

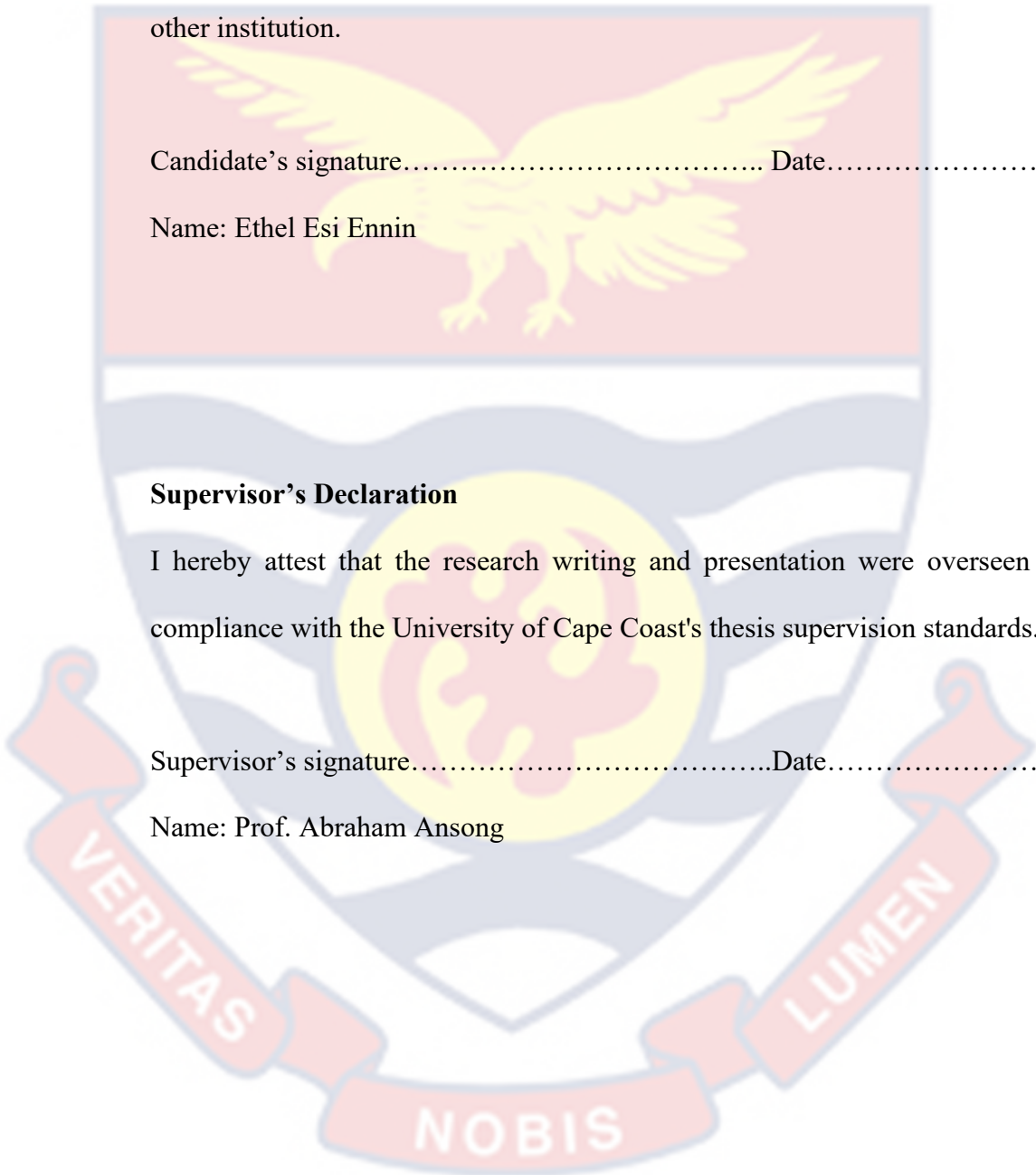
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Supervisor's Declaration

I hereby attest that the research writing and presentation were overseen in compliance with the University of Cape Coast's thesis supervision standards.

Supervisor's signature.....Date.....

Name: Prof. Abraham Ansong



ABSTRACT

The research examined relational leadership's impact on employee creativity among hotels using knowledge-sharing behaviour and leader-follower dyadic tenure as intervening variables. The study used a stratified sampling technique to draw 400 employees of licensed hotels within the Cape Coast-Elmina conurbation of Ghana using a self-administered questionnaire on the phenomenon. The partial least square structural equation technique was employed to test the study's research assumptions. The study revealed that relational leadership had a substantial positive association with employee creativity and knowledge-sharing behaviour. However, knowledge-sharing behaviour did not correlate with employee creativity. Also, leader-follower dyadic tenure did not moderate the nexus between relational leadership and employee creativity. Finally, the study established that knowledge-sharing behaviour mediates the link between relational leadership and employee creativity. The study highlighted the need for leaders to relate well with their employees to foster creativity in organizations. Studies on the role of relational leadership and employee creativity have been scanty. This may be the first research to construct a model to describe how relational leadership could influence employee creativity by incorporating knowledge-sharing behaviour and leader-follower dyadic tenure. The study recommends that Hoteliers should implement other methods for sharing different types of knowledge, including, know-how work experiences, business official documents, proposals or reports, knowledge obtained from newspapers, magazines, television or the internet, and telling stories of success and failures..

KEYWORDS

Relational leadership

Knowledge-sharing behaviour

Employee creativity

Leader-follower dyadic tenure

Hotel grade

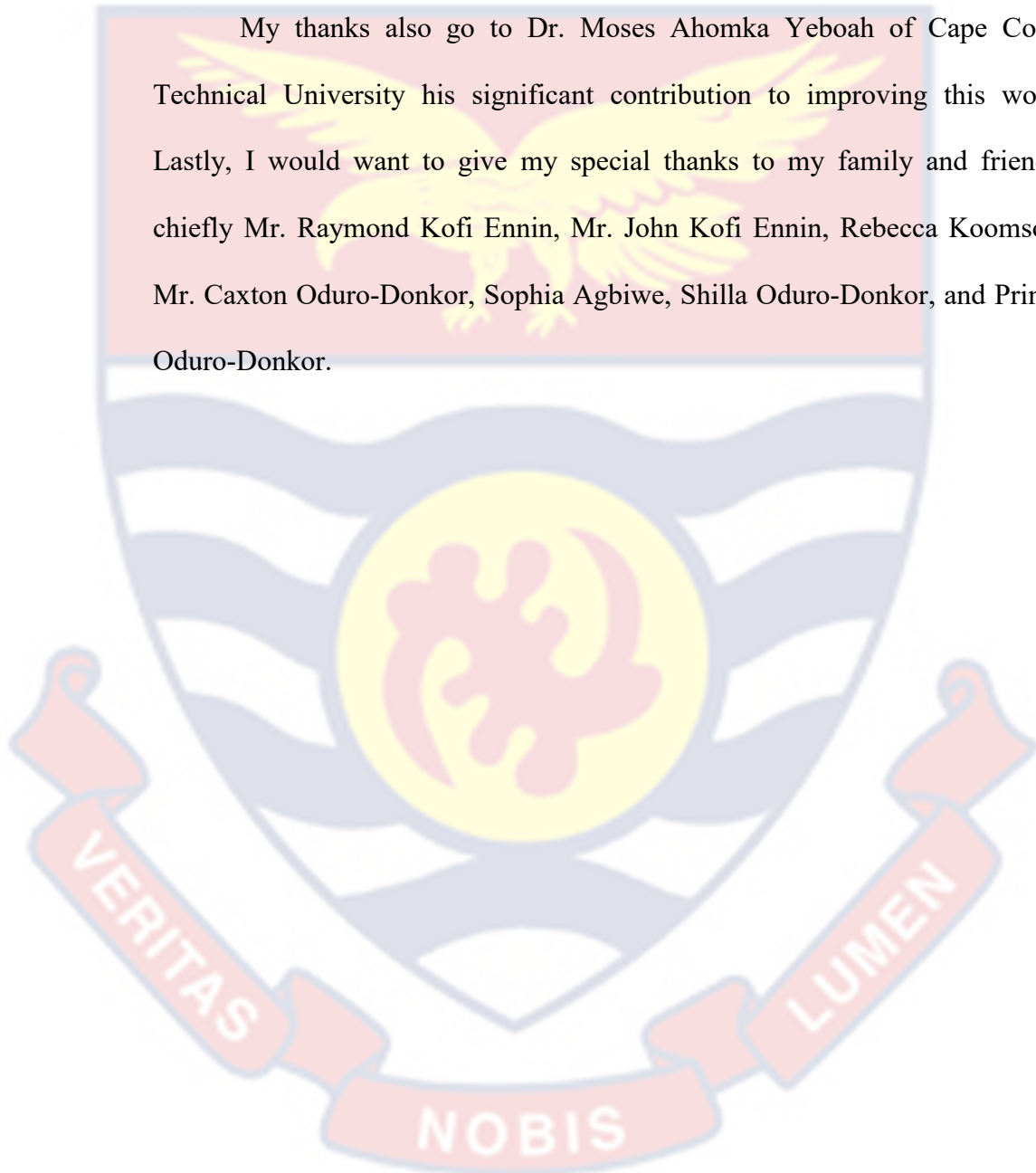
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My thanks also go to Dr. Moses Ahomka Yeboah of Cape Coast Technical University his significant contribution to improving this work. Lastly, I would want to give my special thanks to my family and friends, chiefly Mr. Raymond Kofi Ennin, Mr. John Kofi Ennin, Rebecca Koomson, Mr. Caxton Oduro-Donkor, Sophia Agbiwe, Shilla Oduro-Donkor, and Prince Oduro-Donkor.



DEDICATION

To the Late Albert Kwaku Asante



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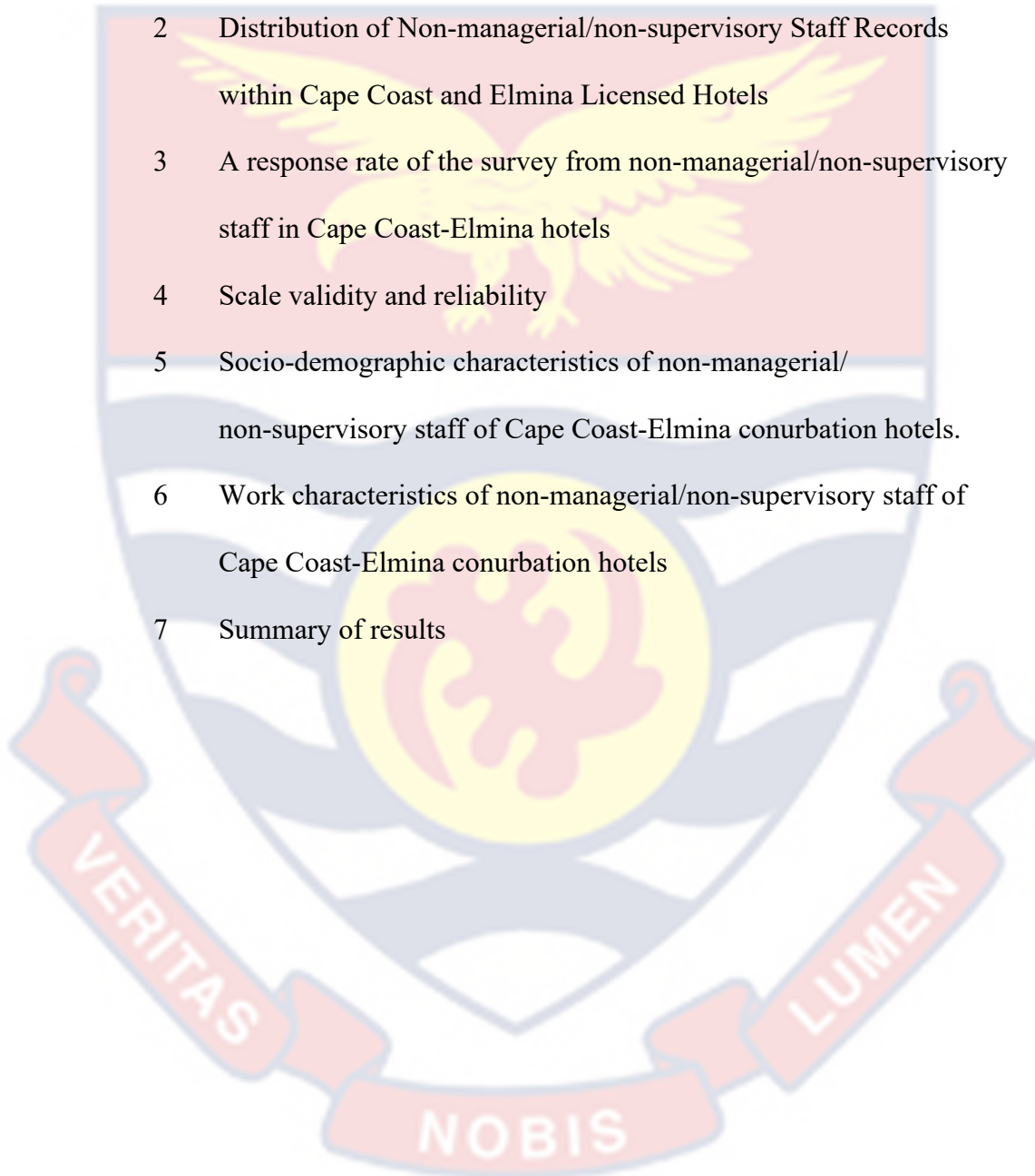
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CHAPTER ONE

INTRODUCTION

The contemporary landscape of the hotel industry has seen a shift towards recognizing the critical role that creativity plays in elevating customer experiences and establishing a unique market presence (Lombardi, Sasseti & Cavaliere, 2019; Tajeddini, Martin & Altinay, 2020; Xuhua, Spio-Kwofie, Udimal & Addai, 2018). This transformation gains significance against the backdrop of persistently ever-evolving guest expectations and the recent disruptions caused by the COVID-19 pandemic, hotels are compelled to reevaluate their strategies to ensure long-term viability and growth (Mensah & Boakye, 2021; Gössling, Scott & Hall, 2020). Hence, this research advocates for an innovative ecosystem and relational leadership to strengthen resilience.

Background to the Study

Gaining profit margins and achieving a competitive advantage in the hotel industry (Lombardi, Sasseti & Cavaliere, 2019; Tajeddini, Martin & Altinay, 2020), have come to the forefront as some of the critical problems in recent times (Dedeoğlu, Aydın, & Boğan, 2018; Nimfa, Yunus, Latiff, Mahmood & Wahab, 2019). This is a result of the increasing demand for quality hotel services (Sharma & Sharma, 2019).

At the organizational level, it has been found that creativity has a strong impact on an organization's competitive advantage and growth (Khalid & Zubair, 2014; Zhou & Hoever, 2014). Creativity also fuels organizational innovation (Tu, Cheng & Liu, 2019; Zhou & Hoever, 2014) which can heighten the organization's ability to adapt and remain relevant (Gerstein & Friedman, 2017; Raphan & Friedman, 2014; Zhou & Hoever, 2014). Also, at

the individual level, creative persons are more comfortable with embracing the unknown (Hensley, 2020) and have demonstrated higher levels of resilience when seeking methods of handling uncertainty (Venckutė, Mulvik & Lucas, 2020).

The service business, in particular, requires constant creativity to retain its customer base, and relevant research on hotels has shown that firms should recognize the value of employees, as Chiang and Chen (2021) have pointed out. Practically, according to Javed (2018), employees are obliged to follow defined work standards, however, in the presence of creativity, employees fail to follow the laydown standard of operating procedure. During their stay, the guest's interactions and transactions with the hotel are thus hampered by the operational processes and services given in the hotel industry (Özdemir, Çolak & Shmilli, 2019). Hoteliers desire some amount of client pleasure and retention through employee creativity to raise the obstacles to imitation to maintain their repertoire ahead of rivals and build a long-term competitive advantage (Lombardi, Sassetti & Cavaliere, 2019; Tajeddini, Martin & Altinay, 2020; Xuhua, Spio-Kwofie, Udimal & Addai, 2018).

There has been a focus on the creative individual at the expense of creative contexts, i.e., those that encourage creativity. Among the numerous organizational structures and circumstances that impact employee creativity is the issue of leadership style (Cai, Lysova, Khapova & Bossink, 2019; Lin, Ma, Zhang, Li, & Jiang, 2018; Zhang, Frank Wang & Liu, 2018) which has the potential to boost motivation, building a culture that embraces risk-taking, creative efforts, and modelling desired behaviours (Lee, Willis, & Tian, 2018).

Studies have drawn attention to two perspectives of leadership. The first perspective focuses on a leader's characteristics (Graen & Uhl-Bien, 1995). The second viewpoint, on the other hand, is concerned with a leader's relational perspective, which encompasses a leader-member relationship in addition to traits (Dulebohn, Bommer, Liden, Brouer & Ferris, 2012). Relational leadership characteristics identified in the literature (Carifio, 2010) therefore are inclusiveness, empowerment, caring, ethicality and vision.

Leadership that is based on relationships is defined by Breevaart and de Vries, (2021), as a leadership style that prioritizes followers' overall well-being by listening to and engaging with them, demonstrating trustworthiness in them, and rewarding their achievements. In the presence of relational leadership, employees show high motivation to not only exhibit ideas but also promote and implement the ideas (Basu & Green, 1997). Specifically, relational leadership encourages employees in high-risk situations, assigns difficult jobs, recognizes employees' achievements, and assures the availability of relevant creative-related technology means, all of which have a good impact on employees' creativity (De Jong & Den Hartog, 2007). Also, relational leadership leads to positive feelings such as joy and curiosity boosting employees' ability to think creatively (Lee, 2008).

The Leader-Member Exchange (LMX) Paradigm, a relationship-based, dyadic leadership theory, describes how leaders and their subordinates connect. The nature of the dyadic relationship involving superiors and subordinates is central to LMX theory (Saeed, Afsar, Cheema & Javed, 2019). Researchers use a social exchange-based interpretation to analyze the basis of the link between LMX quality and its consequences. According to the LMX theory,

the leader and the follower are constantly exchanging social information, and it is critical for employees to feel like members of an inner group. This improves their contribution to an organization's service.

It is reasoned that relational leadership contributes to employee creativity through knowledge sharing (Yang, Nguyen & Le, 2018). Knowledge sharing in the hotel industry can take place either between peers or in a leader-follower relationship. In relational leadership, for instance, knowledge sharing is expected to take place naturally between leaders and followers as part of the daily management processes. The study claims that the interplay involving tacit and explicit knowledge happens during the socialization, externalization, combination, and internalization processes, which results in the development of knowledge (Nonaka & Takeuchi, 1995). As a consequence of this, the efficacy of knowledge sharing operations in an organization is crucial to successful knowledge management (Pee & Min, 2017; Wu & Lee, 2017; Le & Lei, 2017). Knowledge sharing could take place directly through dialogue or indirectly through a knowledge archive, according to this research.

Leader-follower dyadic tenure could be another important determinant of the kind and amount of knowledge that is shared between these parties to facilitate employee creativity. As a result, when trust is established through time, leaders and followers are more willing to communicate. This is important for knowledge sharing (Mooradian, Renzl & Matzler, 2006). There are two behavioural manifestations of trust: the readiness to depend on someone else (reliance) and the desire to reveal private information to someone else (disclosure) (Gillespie, 2003).

According to Alqurashi (2016), Self-efficacy refers to an individual's belief in their ability to successfully perform tasks and achieve goals. In the context of this research or study, self-efficacy is a control variable that influences how employees perceive their own capabilities to engage in creative tasks or share their knowledge. It might affect the extent to which employees are willing to contribute their ideas and collaborate with others. Hotel ratings typically refer to the assessment or evaluation of hotels based on various factors such as service quality, cleanliness, amenities, and overall guest satisfaction (Geetha, Singha, & Sinha, 2017). In the context of this study, hotel ratings also serve as a control variable that reflects the external environment's impact on employee creativity and knowledge-sharing behavior. Higher hotel ratings might indicate a more positive and supportive work environment, which could potentially influence how employees interact and engage in creative activities.

Ghana is known for its heritage tourism, which stems from the 400-year legacy of the transatlantic slave trade (Boateng, Okoe & Hinson, 2018; Dillette, 2021; Yankholmes & McKercher, 2015). More so, it is a destination for business travellers, backpackers, and volunteer tourism alike (Adu-Ampong, 2018; Bargeman, Richards & Govers, 2018; Dayour, Adongo & Taale, 2016; Mensah, Agyeiwaah & Dimache, 2017; Yankholmes, 2018). Some of the most visited places include the Kwame Nkrumah Memorial, Manhyia Palace, Kintampo Waterfalls, Komfo Anokye Sword, Lake Bosomtwi, Mole National Park, Kumasi Zoo, Shai Hills Reserve, Nzulezo, Boabeng-Fiema Monkey Sanctuary, and Zenga Crocodile Pond.

Cape Coast and Elmina are known to hold and receive the greatest number of attractions and tourist arrivals due to their numerous sites, which include ecological, historical and cultural attractions (Dayour, 2014). Furthermore, according to the 2019 Tourism Report by the Ministry of Tourism, Arts, and Culture, Kakum National Park was the most visited attraction site in Ghana between 2016 and 2019. This was followed by the Cape Coast Castle as the 2nd and Elmina Castle ranked 5th. These three tourist sites are located in Cape Coast and Elmina.

Tourism constituted the fourth-largest supplier to the Gross Domestic Product (GDP) of Ghana (Ampofo, 2020). It is believed that the sector was expected to flourish, especially following the successful "Year of Return" initiative in 2019, which produced around USD 1.9 billion in revenue (Mensah & Boakye, 2021). However, according to Swapnarekha, Behera, Nayak and Naik (2020), the SARS-CoV-2-related viral outbreak known as the new coronavirus of 2019 (COVID-19), has been classified as an epidemic by the World Health Organization (WHO).

With the global travel bans in place, as well as the government of Ghana's current restrictions on public meetings and community movement in March 2020, tourism generally ceased and hotel services have been badly affected (Danso, Osei-Tutu, Whyte & Ocquaye, 2020; Gössling, Scott & Hall, 2020). Precisely, from 70% to under 30%, hotel occupancy rates declined and in April 2020, they were between 2% and 12% (Mensah & Boakye, 2021). Hoteliers must find ways and means to maintain and or become a more popular choice for business, they need to strengthen their brand.

Consequently, this study explores relational leadership's influence on employee creativity. Also, the research advances knowledge of the pathway and condition to improve employee creativity by evaluating the mediating role of knowledge-sharing behaviour and moderating mechanism of leader-follower dyadic tenure.

Statement of the Problem

The repercussions of COVID-19 have been devastating to the hospitality industry. Hotels in Ghana were particularly negatively affected because their major source of revenue is room occupancy (Lestari & Saputra, 2018). Nuong and Zaazie (2020), reported the cancellations of 1000 hotel beds reserved for meetings in March 2020 following the widespread COVID-19 pandemic. The implemented steps by the government of Ghana to curb the spread of COVID-19 also worsened the financial position of these hotels. Hotel occupancy rates decreased as, a result, falling from 70% to under 30%, and by April 2020, further dropped to between 2 and 12% (Mensah & Boakye, 2021). Specifically, Danso, Osei-Tutu, Whyte and Ocquaye (2020), advanced that due to lockdowns and the temporary closure of borders many rooms in hotels were empty. Due to social distance and the fact that the majority of customers did not feel secure dining in a sit-down setting, restaurant usage was low. Due to the cancellation of conferences and public gatherings, conference and event rooms became unoccupied.

Besides the COVID-19 pandemic, the hospitality industry is generally prone to customers' increasing demands and constantly shifting expectations (Bani-Melhem, Zeffane & Albaity, 2018). Clients are increasingly searching for better services that meet or exceed their expectations from service

providers such as food service (stores, pubs, and restaurants), travel (recreation areas, aircraft, railroads, vehicles, historic landmarks, natural sites, cultural institutions, theatres, and other one-of-a-kind locations) including lodging (hotels, guesthouses, lodges, hostels and rental condominiums). Hence, the industry seeks a workforce that has a strong capacity for creativity to help meet the ever-increasing demands of its clients (Javed, Rawwas, Khandai, Shahid & Tayyeb, 2018; Nasifoglu Elidemir, Ozturen, & Bayighomog, 2020; Lee, Hallak & Sardeshmukh, 2019).

Despite the significance of employee creativity in the hospitality industry, a few researches have addressed the subject matter in the hotel sector (Danaei & Iranbakhsh, 2016; Li & Hsu, 2016). It is well acknowledged that a fundamental element determining employee behaviour is leadership (Klein & House, 1998; Meindl, 1995). Research also pays little, if any, consideration to the impact of relational leadership on employee creativity (Akram, Lei & Haider, 2016) and according to the authors, there is the need to test some mediating or moderating variables in the interaction between relational leadership and creativity. As Breevaart and de Vries (2021) pointed out, “there is a critical need to explore the dynamics between the leader and follower” (p. 253). Additionally, research on employee creativity in the hotel industry sometimes draws upon qualitative, exploratory examples or student samples (Horng & Lee, 2009; Johnson, 2009; Khan & Khan, 2009). Thus, this study employs an explanatory quantitative research approach to explore the effects of relational leadership on employee creativity through the intervening roles of leader-follower dyadic tenure and knowledge-sharing behaviour.

Purpose of the Study

The study's major goal was to investigate the relationship between relational leadership and employee creativity. In addition, the researcher intends to study the extent to which knowledge-sharing behaviour and leader-follower dyadic tenure influence this relationship.

Objectives of the Study

The research specifically intended to:

- i. Examine the effects of relational leadership on employee creativity at hotels in Cape Coast-Elmina conurbation.
- ii. Analyse the effects of relational leadership on knowledge-sharing behaviour at hotels in Cape Coast-Elmina conurbation.
- iii. Analyse the effects of knowledge-sharing behaviour on employee creativity at hotels in Cape Coast-Elmina conurbation.
- iv. Assess the mediating role of knowledge-sharing behaviour on the relationship between relational leadership and employee creativity at hotels in the Cape Coast-Elmina conurbation.
- v. Assess the relationship between relational leadership and creativity at hotels in the Cape Coast-Elmina conurbation.

Research Hypotheses

The research hypotheses set in line with the research goals are;

H1: Relational leadership has a significant positive relationship with employee creativity at hotels in the Cape Coast-Elmina conurbation.

H2: Relational leadership has a significant positive relationship with Knowledge-sharing behaviour at hotels in the Cape Coast-Elmina conurbation.

H3: Knowledge-sharing behaviour has a significant positive relationship with employee creativity at hotels in the Cape Coast-Elmina conurbation.

H4: Knowledge-sharing behaviour mediates the relationship between relational leadership and employee creativity at hotels in the Cape Coast-Elmina conurbation.

H5: There is a significance relationship between relational leadership and creativity at hotels in the Cape Coast-Elmina conurbation.

Significance of the Study

The current investigation is the latest in-depth study on relational leadership and employee creativity in the Ghanaian hotel industry, with knowledge-sharing behaviour as a mediator and leader-follower dyadic tenure as a moderator. The research expands on the already existing body of knowledge by shining some light on the moderating hypothesis for practitioners and scholars to better appreciate and understand why and how relational leadership enhances employee creativity.

Additionally, the study would offer practical implications for hoteliers to develop a leadership style that is employee-relational focused to encourage employee creativity at the workplace.

Delimitations

In terms of content, the study will be delimited to examining relational leadership and employee creativity with a mediating role of knowledge-sharing behaviour and a moderating role of leader-follower dyadic tenure in the hotel industry. As a result, additional hospitality categories such as food and beverage (restaurants, shops, and bars) and tourism (recreation areas,

aircraft, railroads, vehicles, historic landmarks, natural sites, cultural institutions, theatres, and other one-of-a-kind locations) would be eliminated.

Additionally, managers and supervisors as well as non-licensed hotels would be excluded. Only current records on front-line employees of the licensed hotels would be used for the study. Geographically, the study would be limited to only hotels within the Cape Coast-Elmina conurbation of Ghana. Thus, the Cape Coast-Elmina conurbation will act as a field of research.

Limitation

One limitation of this study was related to the generalizability of findings. The research has been conducted in a specific industry, which restricted the extent to which the results can be applied to other settings. Factors such as organizational culture, industry norms, and leadership styles may vary across different contexts, potentially affecting the relationship between relational leadership, knowledge-sharing behavior, leader-follower dyadic tenure, and employee creativity. Therefore, caution should be exercised when extrapolating the study's conclusions to diverse or distinct environments.

Definition of terms

Relational Leadership: a relational process of people together attempting to accomplish change or make a difference to benefit the common good,

Employee creativity: is the ability of your team members to come up with new ideas, approaches, and solutions that can lead to better outcomes.

Knowledge sharing behavior : is defined as individual behavior that pertains to the exchange of information, experience, ideas, and skills with other individuals or groups of people inside an organization in order to enhance the company's sustainability.

Leader-follower dyadic tenure strengthens the association between relational leadership and knowledge-sharing behaviour

Organisation of the Study

The thesis is broken into five chapters. The first chapter illustrates the setting and problem statement, the objectives of the research, and a set of research objectives and hypotheses. It also includes the study's scope and significance, as well as its organization. The second chapter is an examination of the pertinent literature on relational leadership, employee creativity, knowledge-sharing behaviour, leader-follower dyadic tenure, and other study-related topics. The third chapter, entitled Methodology, presents the study's methodological framework. It addresses the research design, a description of the research region, details about the target population, sampling techniques, tools for gathering data, fieldwork, and methods for processing and analysing data.

The results of data collected from hotels in Cape Coast and Elmina are presented in Chapter 4. All aspects of this research are condensed into the summary, conclusions, and recommendations found in chapter five. It also investigates the possibility of future research expansion. The report concludes with the citations and appendices.

CHAPTER TWO

LITERATURE REVIEW

Introduction

The foundation of the research is a literature study, which aids in the development of a thorough understanding and insight into relevant prior research studies and developing trends (Saunders, Lewis & Thornhill, 2000). Therefore, this chapter reviews the literature on both existing and current views on the major variables and constructs such as relational leadership, employee creativity, knowledge-sharing behaviour and leader-follower dyadic tenure by the objectives and hypothesis formulated to guide the study.

The section starts with a theoretical study, followed by the conceptual review, the empirical literature and lessons learned based on a series of studies. The final part considers the conceptual framework of the study.

Theoretical Review

Leader-Member Exchange (LMX) Theory

The theory that was deemed fit for this research was the Leader-Member Exchange (LMX) theory which is among other theories and models, like the Fiedler's model (Fiedler, 1967), path-goal theory (House & Mitchell, 1975), and Hersey-situational Blanchard's theory (Hersey & Blanchard, 1974, 1993) are a few examples that have helped to clarify contingency theory of leadership. The context determines the sort of leadership required, according to contingency theorists. These factors include the task's degree of structure, the nature of leader-member interactions, the superiors' position of authority, the clarification of subordinates' roles, group norms, information availability, acceptance of leaders' judgments by

subordinates, and subordinates' maturity (Robbins, Odendaal & Roodt. 2009). As a result, LMX theory defines the exchanges and the dual relationship between a superior and follower.

Most theories on leadership centre on how the leader and his or her followers interact as a whole. However, the LMX theory is a distinctive leadership strategy that emphasizes dyadic interaction and addresses the unique relationship that exists between the leader and each subordinate (Northouse, 2019). It is argued that the leader cannot treat two persons equally because of individual variations; hence, it is impossible to overstate the sense of injustice. The leader-member exchange idea must therefore be taken into consideration by the researchers when figuring out how the contact can foster employee creativity.

With a few significant exceptions, LMX theory has regarded member interactions as primarily professional. In other words, it consists of job-related behaviours such as hard work and favourable task delegation. Nevertheless, a study of the LMX literature revealed that (e.g., Graen & Uhl-Bien, 1995) LMX is not simply dependent on job-related aspects, but may also incorporate socially linked "currency."

According to Day and Crain (1992) and Dockery and Steiner (1990), different forms of currency are sought from supervisors and subordinates: While subordinates demand more socially connected currencies, supervisors want more work-related currencies. By using categories, a contributor is a more work-related currency (i.e., going above and beyond what is needed by the scope of work), whilst impacting relationship and admiration, loyalty (e.g., mutual obligation and allegiance), and workplace courtesy are more social

currencies (appreciation for professional abilities), (Liden & Maslyn, 1998). It may be reasoned that social currencies can encourage employee participation. Therefore, it cannot be denied that a leader's relationship with employees could impact employee creativity.

One limitation of LMX theory is that it revolves around the idea of “in-groups” and “out-groups,” which runs counter to the basic human value of fairness (Northouse, 2010; Scandura, 1999; and McClane, 1991), resulting in several outcomes. Specifically, leaders engage their followers at various degrees based on whether or not they are part of the “in-group” (excellent link) or the “out-group” (link of low quality). Members of the “in-group” are commonly defined by greater tiers of subordinate fulfilment and achievement (Anseel & Lievens, 2007; Varma & Stroh, 2001), reduced subordinate anxiety and absenteeism (Harris & Kacmar, 2006; Van Dierendonck, Le Blanc, & Van Breukelen, 2002).

In “out-group” (low-quality interactions), subordinates have fewer accessibility to their superiors, limited resources, and more scant information, ultimately leading to a lack of subordinate fulfilment, increased amounts of subordinate turnover, and less desirable duties (Varma & Stroh, 2001) and “order giving and following” relationships (Gagnon & Michael, 2004).

A low LMX levels are a sign of an unofficial management structure and a lack of confidence (Breland, Treadway, Duke & Adams, 2007), cause subordinates to feel as though they are part of an outer group. A high level of LMX denotes a relationship based on love, respect, trust, and reciprocity that makes followers feel that they are a part of a close-knit group (Liden & Maslyn, 1998). Therefore, it can be reasoned that employees that have good

relationships with their leaders are better positioned to be more creative because of access to knowledge and information.

Social Exchange Theory

“Social Exchange Theory”, was proposed by Blau (1964). According to the theory, social exchanges necessitate unspecified responsibilities. When one performs something good for another, they are quite confident that they will receive something back at some point at an arbitrary time, location, or manner (Wayne, Shore & Liden, 1997). One key component of the principle of reciprocity is that payback responsibilities are based on the assigned worth of the favour obtained (Gouldner, 1960). Alternatively, the perception of worth will determine how much one feels required to return. The value of the trade and the following sense of duty, it is suggested, is dependent on elements such as the recipient’s extent of need at the period the favour was supplied and the parties’ position (Gouldner, 1960).

According to Molm, Peterson, and Takahashi (2001), the worth of the resources that interchange participants control varies, and this variant may have a substantial influence on patterns of exchange and power struggles; yet, this has gone entirely unnoticed. As a result, according to Meeker (1971), the assumption that every action is reciprocated serves as a warning to consider the value of what is received in response.

The notable limitation that merit consideration of this theory is its omission of the role of altruism in shaping the outcomes of interpersonal relationships (DeLamater, & Ward, 2006; Cropanzano, Anthony, Daniels, & Hall, 2017). According to the authors, the theory primarily revolves around the concept of individuals predominantly driven by self-interest, with a focus on

maximizing rewards while minimizing costs. However, a significant caveat emerges when considering instances where human behaviour deviates from this self-interested framework.

For instance, in the context of intimate relationships, individuals frequently engage in communal behaviour, where their actions are oriented towards advancing the welfare of their partner or the relationship itself, often at the expense of personal costs. Although substantial empirical support underscores this phenomenon in romantic relationships, it may not necessarily extend to various other categories of engagements, such as those found in business relationships.

Consequently, the applicability of social exchange principles exhibits a level of variability across diverse forms of social relationships. While these principles hold relevance for a broad spectrum of interactions, it becomes evident that their explanatory power may be more pronounced in certain relationship paradigms while offering a lesser explanatory grasp in others.

Nevertheless, many modern applications of social exchange theory have primarily emphasized the ethical need to return as opposed to utilitarian aspect of social exchange and goodwill (Cropanzano & Mitchell, 2005; Cropanzano, Rupp, Mohler & Schminke, 2001). For instance, leaders may also have reduced upward opportunity (Zhou, Wang, Chen, & Shi, 2012) or organizational support (Erdogan & Enders, 2007) such interactions become less meaningful to the follower as a result. Followers, on the other hand, may exhibit specific personality traits (e.g., Bauer, Erdogan, Liden, & Wayne, 2006) or build the ability to thrive even without the assistance of their superiors. Likewise, a follower who originally recognized the advantage of the leader's

support might be less reliant on the leader over time as they create an informal network that serves as an alternate source for these valuable resources (Liden, Sparrowe & Wayne, 1997).

Therefore, it is reasoned that leaders who go beyond investing in building a positive relationship with followers by establishing the importance of a leader-follower relationship create a stronger sense of employees' obligation to be more creative in the workplace.

Conceptual Review

This review will contribute to a better comprehension of the concepts utilised for this research; relational leadership, employee creativity, knowledge-sharing behaviour and leader-follower dyadic tenure. The concept of employee creativity will initially be addressed, followed by relational leadership style, knowledge-sharing behaviour and leader-follower dyadic tenure.

Employee Creativity

Employee creativity is the thought construct of inventing new and possibly helpful initiatives (Shalley, Zhou & Oldham, 2004). As Amabile, Conti, Coon, and Herron (2016) noted: "All innovation begins with creative ideas. Successful implementation of new programs, new product introductions, or new services depends on a person or a team having a good idea and developing that idea beyond its initial state." Mumford (2000) states that creativity is a form of performance, in other words, something produced by individuals and groups. Discovering creative abilities is a key initiative for businesses because it allows individuals to provide value to their organizations (George & Zhou, 2007).

According to Rego, Sousa, Pina e Cunha, Correia and Saur-Amaral (2007), factors such as self-encouragement and encouragement from the environment can encourage the realization of individual creativity. Each individual tends to be creative, realize the potential, and express and activate all the capacities within. This desire is the major motivator for creativity when people develop new interactions with their surroundings to become completely themselves. As a result, it is commonly claimed that organizations require individuals that are creative and use it in their job (Shalley & Perry-Smith, 2001).

Rubin (1968) claims that anyone can be creative, but that most people get more creativity than they employ at work. According to the author, various conditions inspire different people to be creative. As noted by Barron and Harrington (1981), and Amabile (1983) there is a collection of human qualities linked to creative accomplishment. These qualities vary from biographical information to ratings cognitive types and ability. Thus, a fundamental set of individual qualities (such as wide interests, attraction to complicated activities, intuition, tolerance for ambiguity, and self-confidence) connect favourably with assessments of creativity.

According to Jung (2001), a person cannot achieve the level of creativity unless he or she is driven to use his or her creative potential. Several individual attributes, such as the capacity to think and communicate objectively, increase levels of creativity for the person, the team, and, eventually, the organization (Amabile, 1998).

It can be deduced from the above that employee creativity can be interpreted as a thought process and the way a person perceives a problem to

get solutions by creating new ideas based on information, knowledge and also perceived experience. Also, Creativity is intrinsic (a feature that exists in every human), and specific settings or events allow for the realization of the possibility for creativity. As a result of this, it may be considered an organizational, team, and individual trait.

Over the past decades, many leadership theorists have inferred that organizations' survival is growing more dependent upon their ability to adapt quickly to the ever-changing landscape (Prasad & Junni, 2016). Creative employees can help private organisations remain competitive by recommending new market segments to investigate and new business alliances to develop (Woodman, Sawyer, & Griffin, 1993). In a declining economy, creative individuals might envision new methods to interact with others, deal with media demands, and give people "more bang for their buck." (Voorberg, Bekkers, & Tummers, 2014). Understanding the growing importance creativity plays in organizational success puts further pressure on leaders to create an environment that supports creativity (Jaiswal & Dhar, 2017; Lutz Allen, Smith & Da Silva, 2013).

Firstly, at the organizational level, creativity is pivotal to organizations staying competitive (Khalid & Zubair, 2014; Zhou & Hoever, 2014; Shalley & Gilson, 2004), and ensuring organizational survival (Harris, Li, Boswell, Zhang & Xie, 2014) and has been seen as a driving factor in economic progress, technological advancement, and workplace leadership (Chew, Abd Hamid & Madar, 2017). This is because creativity supports making adjustments that allow employees to react to emergent opportunities (Mallén, Domínguez-Escrig, Lapiedra & Chiva, 2019). Therefore, to improve

organizational effectiveness, creativity is seen as an alternative to consumer practices.

Secondly, creativity is believed to pave the way for innovation, which is considered the major factor that distinguishes organisations that will survive and remain relevant in the twenty-first century. (Koehler, 1989). The term “innovation” has been characterized as the application of creative ideas within an organization (Amabile, Conti, Coon, Lazenby & Herron 1996; Oldham & Cummings, 1996). The innovation which can result from creativity plays an important role in organizations’ competitive advantage during fast-changing times, making the promotion of creativity essential (Jaiswal & Dhar, 2015; Prasad & Junni, 2016). Employee creativity enhances organizational innovative abilities so that innovative organizational capabilities can help organizations to identify opportunities and improve organizational performance (Oldham & Cummings, 1996).

Lastly, there are personal benefits of employee creativity, as well. Employees who have strong creative skills can view matters from multiple perspectives and more easily find solutions as problems arise (Hensley, 2020). Additionally, creative employees are more comfortable with embracing the unknown (Hensley, 2020) and have demonstrated higher levels of resilience when seeking methods of handling uncertainty (Venckutė, Berg Mulvik & Lucas, 2020). Creativity has also been linked to cultural awareness and personal development (Venckutė, Berg Mulvik & Lucas, 2020).

Relational Leadership (RL)

Leadership has been conceptualised as a social context that is full of integrated and interwoven interactions (Dionne, Gupta, Sotak, Shirreffs,

Serban, Hao, & Yammarino, 2014). The context of interaction includes the leader and the follower(s) according to Schriesheim, Castro, Zhou and Yammarino (2001). Specifically, the leader and the follower(s) cannot be seen irrespective of the setting in which they participate or of the individuals with whom they interact (Dimitriadis & Psychogios, 2020).

According to Marcketti and Kozar(2007), Mary Parker Follett, a 20th-century professor of politics, was the very first business theorist to focus on relational patterns between superiors and followers across governmental and commercial worlds. Since then, a cluster of leadership theories that emphasize the relational and reciprocal aspect of the leader-follower connection has arisen. Consequently, researchers have posited the need to recognize that leadership is a relationship activity. (Graen & Uhl-Bien, 1995; Liden Sparrowe & Wayne, 1997; Uhl-Bien, 2003; Dinh, Lord, Gardner, Meuser, Liden & Hu, 2014), with the development of interactive processes, relational dynamics, and discourse and conversation highlighted (Cunliffe, 2001; Ness, 2009). This has given birth to Relational Leadership Theory (Uhl-Bien, 2006).

Most significantly, Regan and Brooks (1995) identified and described five characteristics of relational leadership in detail; collaboration, caring, courage, intuition, and vision. Similarly, according to Komives, Lucas and McMahan (2009), relational leadership is:

“Inclusive of people and diverse points of view, empowers those involved, is purposeful and builds commitment toward common purposes, is ethical, and recognizes that all four of these components are accomplished by being process-oriented”
(p. 68).

Based on these attributes of relational leadership, Carifio (2010) developed a framework. Firstly, inclusiveness which is described by Regan and Brooks can operate in groups, eliciting and providing support to one another, resulting in a synergetic atmosphere for all. In contrast, Komives, Lucas and McMahon (2009) described inclusive as “enhancing the learning of others, helping them to develop their initiative, strengthening them in the use of their judgment and enabling them to grow”. In relational leadership, the group's mission, vision, and values are embodied by each member's application of them. Participants' differences and distinctions are valued because they infuse web-like organisations with creativity and vitality. Inclusion demands the development of group members' qualities and abilities so that they can result in the realization of the group's objectives (Lucas & McMahon, 2009). This stage is distinguished by openness and honesty with a sense of trust, thoughtfulness, mutual obligation, and long-term relationship maintenance (Sullivan, Bretschneider & McCausland, 2003; Maslyn & Uhl-Bien, 2001). It can be reasoned that at this stage active followers show their individual leads because of the freedom of expression of their views (Hollander, 2014).

Second, empowerment may be related to collaboration as defined by Regan and Brooks, and it may also be likened to empowering as defined by Komives, Lucas, and McMahon (2009), which define empowerment as knowledge sharing by integrating forming a group of individuals experience and boosting individual and team development. Essentially, the characteristics mentioned by Regan and Brooks (1995); and Komives, Lucas and McMahon (2009) overlapped in their meanings. However, according to Komives, Lucas

and McMahon (2009) empowerment has two aspects; a personal identity that asserts ownership and expects to participate, as well as a set of contextual factors that support full engagement. Failures and mistakes are allowed in empowering environments.

Thirdly is the vision as defined by Regan and Brooks which is similar in meaning to purposefulness, one of the relational leadership characteristics highlighted by Komives, Lucas and McMahon (2009). This demonstrates a commitment to a goal or action. Within the relational leadership concept, team members build the vision. Being intentional about a team's vision may assist the organization in setting objectives and making decisions that are consistent with that vision. Action is guided by vision, which instils energy and a sense of purpose (Komives, Lucas & McMahon, 2009).

Fourthly is leadership that is based on values and norms, as well as leadership that is good or moral. This description was true of courage in Regan and Brook's attributes for relational leadership. According to Komives et al., A value system motivates the actions of supervisors and subordinates or guiding principles with respectable and societal goals in mind.

Lastly, is caring and Komives et al. definition of this process in their attributes of relational leadership are comparable to Regan and Brook's definition of caring. This refers to how a group forms, stays as a group and achieves its goals. It relates to the group's recruitment and involvement of members, as well as the group's decision-making processes and how it handles responsibilities connected to its mission and vision. It can be reasoned that, although relational leadership is related to developing connections with followers to foster co-operation, boost employee job satisfaction, and establish

behaviours that enable organizational integration, it also supports, develops, recognizes and empowers followers' behaviour patterns (Yukl, 2012) and by listening and giving advice to them (Tran, 2020).

Knowledge-sharing behaviour

Knowledge sharing is the procedure for individuals to share their knowledge and collaborate to develop new information (Van den Hooff & De Ridder, 2004). Ardichvili, Page and Wentling (2003) also note that knowledge sharing includes both the availability of fresh information and the need for new information. Van den Hooff and De Ridder (2004) in knowledge-sharing processes, distinguish between a knowledge source and a knowledge receiver, and Oldenkamp (2001) outlines how information sharing involves both a knowledge carrier and a knowledge requester. These definitions imply that every knowledge sharing consists of two behaviours; bringing (or donating) knowledge and getting (or collecting) knowledge. Knowledge-sharing behaviour is thus described as the process of exchanging information among individuals as well as groups of people (Davenport & Prusak, 1998).

The two phases are dynamic in that one focuses on dynamic communication with a goal of information transmission, whilst the other aims to make intellectual capital more accessible (Van Den Hooff & De Ridder, 2004). As a result, gathering knowledge benefits its donation since the possibility of knowledge being accessible grows as the collection process proceeds.

Although the terms knowledge and information are frequently confused in the literature, several authors have attempted to differentiate knowledge from information. Wiig (1999) defines knowledge as a collection

of truths and beliefs, viewpoints and conceptions, judgments and expectations, techniques and know-how, and information as facts and data structured to characterise a specific scenario. Nonaka and Takeuchi (1995) argue that “information is a flow of messages, while knowledge is created by that very flow of information anchored in the beliefs and commitments of its holder” (p.58). Wang, Noe and Wang (2014) also define knowledge as a piece of information that people analyse which includes knowledge, concepts, and assessments that are important for both individual and group success. It has therefore come to the forefront that, information, especially ideas like business intelligence, enables organizations to gain competitive advantages and new business prospects. (Liu, Wang, Zhang, Li, Lin, & Yang, 2016).

Several studies have classified organizational knowledge. For instance, Nonaka and Takeuchi (1995) identify tacit and explicit knowledge; Choo (1998a) further identifies a third, cultural, in addition to tacit and explicit types of knowledge, and Boisot (1998) discusses four kinds, such as personal, proprietary, public knowledge and common sense. Tacit knowledge however seems to be the primary concern of knowledge management scholars.

Tacit knowledge is defined as action-based, enshrined in practice, and so difficult to explain or describe, yet it is thought to be the foundation on which organisational knowledge is created (Nonaka & Takeuchi, 1995). Tsoukas and Vladimirou (2000) however, argue, that tacit knowledge cannot be transformed into explicit knowledge, according to Nonaka and Takeuchi (1995). Whereas most knowledge management researchers credit Polanyi (1962) for distinguishing between tacit and explicit knowledge, they

frequently neglect a section of his works that emphasizes the human nature of knowledge and knowing.

Consequently, as Nonaka and Takeuchi (1995) emphasized that tacit information may be communicated via social interactions or socialization and rendered apparent by externalization. Explicit knowledge, in contrast to tacit knowledge, is described as the knowledge that can be formalised and hence conveyed and shared more easily. Mårtensson (2000) consider explicit knowledge to be organized and aware, and hence it may be stored using information technology. As Gourlay (2000, p.3) pointed out, “information is a vague and elusive concept susceptible of being understood in a variety of ways”, like data, words, records, documents and databases (Eaton & Bawden, 1991). In addition, Choo (1998) included humans as unofficial sources of information, as well as official sources such as books and newspapers.

Knowledge sharing is dependent on knowledge management, which is an important component in any firm. According to Hendriks (1999), knowledge management is a broad phrase that covers a wide variety of issues, whereas knowledge sharing is a distinct focal area of knowledge management. When combined with other components of the step-by-step process of knowledge management (creation, storage, sharing, and application), knowledge sharing may fulfil a critical need for organizations to enhance their skills (Lee & Hong, 2002).

As pointed out by Snowden (1999), firms should be prepared to apply several techniques for sharing various types of information. Accordingly, Ma and Chan (2014) knowledge sharing is defined as the exchange of knowledge from multiple sources such that the receiver may acquire and use it. It includes

providing knowledge, both in the form of explicit knowledge and tacit, helping others in achieving work goals and correcting problems, or building new ideas (Wang, Noe & Wang, 2014).

To share knowledge, one must first be ready to share their information with others (Mesmer-Magnus & DeChurch, 2009). In knowledge sharing both the one who contributes information and the user who gets it are involved (Nguyen, Tran, Doan & Nguyen, 2020), and this necessitates a positive link between the supply and demand for new information (Ardichvili, Page & Wentling, 2003). Both behaviours (donation and collection) are active processes, that is, actively conveying to anyone what one knows or purposefully asking them about their knowledge, which is differentiated here. Individuals exchanging knowledge, according to Hansen, Mors, and Lovas (2005), not just supply information, but synthesize, elaborate, and convert it into a clear as well as significant structure.

Both behaviours have different natures and might be anticipated to be altered differently by different causes. Consequently, Bos-Nehles, Renkema and Janssen (2017) emphasised that individuals ought to be intentional about their behaviour to create and apply novel concepts that are useful to people, groups, or organizations. Therefore, this research is based on the concept of knowledge sharing suggested by Van den Hooff and de Ridder (2004), where knowledge-sharing behaviour is classified as “knowledge donating, that is, giving away to others what one’s intellectual capital is; and knowledge collecting, consulting colleagues to share their intellectual capital”.

Knowledge sharing between a leader and subordinate, therefore, provides chances to generate fresh ideas, encourages best practices, enables

new creations, and minimizes the duplication value of learning at both the individual and organizational levels to improve organizational efficiency (De Vries, Van den Hooff & De Ridder, 2006). It not only increases employees' confidence in dealing with complicated circumstances but also improves their capacity to implement guiding principles. As a result, organizations with the fewest knowledge-sharing processes frequently waste time and effort recreating comparable and existing concepts (Goh, Jayaraman, Mostafiz & Leow, 2020). In addition, according to Goh et al, when an organization's employee turnover grows, the firm's unique depreciation increases as an unintended consequence.

Through the use of social networks, knowledge creators may gain relational, structural, cognitive, and individual capital (Qi & Chau, 2018). Social networking technologies enable knowledge sharing through the development of informal user networks, enabling users to work together while openly voicing their concerns (Constantinides & Fountain, 2008). Information technology also allows organizational transformation (Park & Jeong, 2016). A particular business analysis methodology or information exchange is required for an effective information system (Ren & Wang, 2016).

Upgrading outdated knowledge through practical experience and specialized training, knowledge sharing enhances the supply of technical knowledge and expertise (Wang & Kwek, 2018). In knowledge-sharing behaviours, nevertheless, other elements have a big impact (Goh, Jayaraman, Mostafiz & Leow, 2020); aside from technology, elements such as interpersonal engagement and possessing a people-centred culture are important (Hong, Suh & Koo, 2011) impact knowledge-sharing behaviour.

Effective knowledge sharing techniques allow individuals and organizations to recycle and regenerate information (Ramohlale, 2014). This is the process through which people or groups share tacit or explicit information through socialization (Mphahlele, 2010). Sharing of information is a social interaction culture including the interchange of employee knowledge, experiences, and abilities within the organization, and how an organization accesses its own and other companies' knowledge (Karemente, Aduwo, Mugejjera & Lubega, 2009).

The major way of sharing tacit information is considered to be social contact. Knowledge management experts, such as Nonaka & Takeuchi (1995) and Polanyi (1966) demonstrate that tacit knowledge is mostly transmitted by observation and face-to-face encounters. Additionally, communicating tacit knowledge is possible through the use of platforms for information dissemination technologies such as films, intranets, weblogs, and many others (Mahajan & Sharma, 2020). If information is exchanged effectively and efficiently among workers and across government realms, corporate governance may improve, resulting in improved service delivery (Andries, 2016).

Many prior scholars have explored the consequences of knowledge sharing in a variety of areas. Knowledge sharing has been shown to have a favourable impact on cost savings, efficiency, organizational and personnel success, and organizational collaboration (Nonaka & Takeuchi, 1995; Mesmer-Magnus & DeChurch, 2009). Furthermore, effective knowledge sharing management may encourage innovation by assisting organizational

members in creating, collaborating, and making sound judgments (Nonaka & Takeuchi, 1995).

Leader-Follower Dyadic Tenure

There has not been much empirical study on the role of followers' tenure with a leader as a possible moderator (Altunoğlu, Şahin & Babacan, 2019). Research has shown some preliminary evidence that various leadership philosophies can encourage information sharing (Bavik, Tang, Shao & Lam, 2018; Dong, Bartol, Zhang, & Li, 2017; Jiang & Chen, 2018). However, the majority of this research focuses on information sharing at the team level and places it as a mediator of the beneficial impacts of leader behaviour on consequences associated to performance like creativity (Dong, Bartol, Zhang, & Li, 2017; Jiang & Chen, 2018; Srivastava, Bartol & Locke, 2006).

Leader-follower dyadic tenure is crucial to consider while sharing knowledge since over time, employees may tend to choose professional connections that are in line with or opposed to their convictions (Schneider, Goldstein, & Smith, 1995). Therefore, as leader-follower dyadic tenure increases, it is assumed that employees would fit into partnerships with comparatively higher levels of connection quality and satisfy aspirations. Consequently, there could be more diversity in relationship quality and meeting expectations with lower leader-follower dyadic tenure.

Hypothesis Development

Relational Leadership (RL) and Employee Creativity

Few empirical evidence has used the attributes of relational leadership as a one-dimensional construct in a study to examine its impact on employee creativity. For instance, Akram, Lei and Haider (2016) in a study on the

impact of relational leadership (one-dimensional construct) used a progression of three phases of employee creative work behaviour and served a self-administered questionnaire to 261 employees from an IT company in China. The results reported relational leadership positively and significantly affects employee creativity and as a result, the stronger the connection between a leader and his employees the simpler it will be to carry out creative ideas in an organization. It implies that employees will behave more creatively if a leader cares about them, includes them in all aspects of the work, gives them the freedom to act as they see fit, and treats them ethically. It is reasoned that this may ultimately contribute to an increase in organisational success.

Other studies have attempted to examine related attributes of relational leadership to demonstrate a correlation between RL and employee creativity. Feng, Zhang, Liu, Zhang and Han (2018) in their study, examined the curvilinear link between ethical leadership and employee creativity using a two-wave sample approach with 258 workers and their leaders. They discovered that when ethical leadership progressed from low to moderate levels, employee inventiveness improved. Therefore, it stands to reason that leaders have an impact on staff members whenever they exhibit mutual respect and likeness, adhere to accepted administrative practices, actively practise "leading with integrity", consider contrasting viewpoints and the values of subordinates when making decisions, and foster a shared leadership process by giving subordinates opportunities and responsibilities. However, the study also discovered that as ethical leadership levels rose from moderate to high levels, the improvement in employee creativity was blunted.

In a similar vein, Mo, Ling and Xie (2019) analysed multisource data of 50 team leaders and 186 workers and discovered an inverted U-shaped association between ethical leadership and creativity. The study discovered a curved relationship between ethical leadership and creativity. This is because creativity can only be promoted when team members have adequate trust and exhibit less behavioural conformity, and obviously, ethical leaders may establish a secure and trusting atmosphere within their teams. This is to suggest that if their team leaders continue to emphasize moral guidelines, employees will learn to adapt to the established conventions and routines.

Wang, Qian and Ouyang (2021) concentrated on inclusiveness and investigated the impact of employees' inclusion behaviour on creativity. Their study employed a two-wave, time-lag research approach to collect data from 348 employees and management from three Chinese industrial companies. According to the findings, inclusivity behaviour was favourably associated with employee creativity.

Other studies (Amabile & Pratt, 2016; Carmeli, Reiter-Palmon & Ziv, 2010; Choi, Tran & Park, 2015) also have reported inclusiveness to make a good difference on employee creativity because such leaders do demonstrate their availability and accessibility to employees through actions such as creating opportunity for employee's professional and personal growth, encouraging risk-taking amongst subordinates, participating in courteous, a respectful conversation that appreciates equality and participation, as well as rapidly keeping attitudes that favour equity and participation, so helping subordinates in developing and implementing fresh, creative, and important

ideas. Relational leaders also encourage employees' creativeness by making organizational resources available to them (Hollander, 2012).

In addition, emotional bonds created between a leader and follower also promote creativity. Shin and Zhou (2003) agreed with the assertion that there is a positive relationship between relational leadership and employees' creativity. Hence, it is hypothesized that:

H1: Relational leadership has a significant positive relationship with employee creativity.

Relational Leadership and Knowledge-sharing behaviour

Relational leadership that empowers employees has been seen as a crucial prerequisite for encouraging knowledge sharing (Jada, Mukhopadhyay & Titiyal, 2019). Empowering leaders are known to be supportive, provide helpful criticism and allow individual thought (Amundsen & Martinsen, 2014). Specifically, such leaders encourage subordinates by sharing information through know-how work experiences, business official documents, proposals or reports, knowledge obtained from newspapers, magazines, television or the internet, and telling stories of success and failures with the subordinates. This creates a climate favourable to active learning, therefore fostering personal initiative (Kim & Beehr, 2018). Numerous Studies (Srivastava, Bartol & Locke, 2006; Kuo, Lai & Lee, 2011; Lee, Lee & Park, 2014) have found that empowering leadership has a favourable influence on knowledge sharing.

Specifically, Chiang and Chen (2021) used a quantitative survey to investigate 327 front-line workers employed in Taiwan's renowned five-star hotels on the effects of empowering leadership and a cooperative climate on employees' voice behaviour and knowledge sharing through job autonomy.

According to the findings, empowered leadership and a collaborative environment in hotels might increase employee job autonomy, which would then allow workers to communicate their ideas to management and share their knowledge.

Relational leaders also tend to share information with their employees. For instance, Le and Lei (2018) and Bavik, Tang, Shao and Lam (2018) have pointed out studies on how ethical leaders shape knowledge sharing in the workplace. By encouraging information exchange among employees, ethical leadership can aid the firm in achieving its objectives and fostering excellence (Wang, Xing, Xu & Hannah, 2021). The major psychological repercussions of prolonged stress or irritation at work, which prevent employees from sharing information because they tend to feel like they are useless, can be lessened by ethical leadership (Eisenbeiss & Van Knippenberg, 2015). Ethical leaders uphold high moral standards to foster pleasant emotions and lessen mental stress, which causes workers to experience a feeling of positive commitment and duty to the company by promoting behaviours like information sharing (Lindebaum, Geddes & Gabriel, 2017).

It promotes strong working relationships that help workers be receptive to others and foster a culture of open communication that makes it easier for people to share their knowledge (Bonner, Greenbaum & Mayer, 2016). The study by Tang, Bavik, Chen and Tjosvold (2015) showed that ethical leadership has a positive influence on knowledge-sharing behaviour in their study.

The recent study by Bavik, Tang, Shao and Lam (2018) revealed that ethical leadership influences employees' knowledge-sharing behaviours in a

way that removes structural obstacles, promote the development of fair and trusted relationships at work, and raises employees' expectations of resource sharing and equitable exchange of contributions. It can therefore be reasoned that knowledge-sharing behaviour can be promoted by the ethical behaviour and standards exhibited by leaders, Thus, it is hypothesized that:

H2: Relational leadership has a significant positive relationship with knowledge-sharing behaviour.

Knowledge-sharing behaviour and Employee Creativity

Thuan (2020) explored the impact of superior knowledge-sharing behaviour on subordinate creativity in the latest research and used a paper-based survey of 339 in information technology enterprises in southern Vietnam. The study showed that supervisor knowledge-sharing behaviour positively affected employee creativity. The reason for this is that employees depend on their managers for vital knowledge, information, experience, and suggestions, all of which help them feel more confident at work and contribute more creatively.

Concentrating on knowledge donation and sharing, Phung, Hawryszkiewicz, Chandran and Ha (2017), Nham, Nguyen, Tran and Nguyen, (2020), Akram, Lei, Haider and Hussain (2018), Akhavan, Hosseini, Abbasi and Manteghi (2015), Kamasak and Bulutlar (2010), Liao, Chen, and Hu (2018) confirmed the association between knowledge donation and collection about employee creativity in their research.

Specifically, Akram, Lei, Haider and Hussain's (2018) research concentrated on two elements of knowledge sharing; knowledge donation and knowledge collection and collected data on 200 Chinese telecom personnel.

Through correlation and multiple regression techniques the data was analysed. The findings indicated that both knowledge donation and knowledge collection had a favourable and major effect on the creativity of employees in the telecommunications business. However, knowledge collection was discovered to be a more effective driver of employee creativity.

The study by Phung, Hawryszkiewicz, Chandran and Ha (2017) on knowledge sharing and innovative work behaviour, using Vietnam as an example, looked at the influence of environmental and human variables on knowledge-sharing behaviour and if more leads to better employee creativity at the university level. The study applied structural equation modelling (SEM) to study the social cognitive theory-based research paradigm. Based on a sample of 320 Hanoi University teaching faculty (HANU), the findings showed that the desire to share information helped the organization foster employee creativity.

This paper by Nham, Nguyen, Tran and Nguyen, (2020) aimed at looking at the connection between knowledge sharing practices and organisational and individual innovation capacity. The analysis of the data gathered from 392 employees working at significant Vietnamese telecommunications enterprises used structural equation modelling (SEM). Empirical findings showed that knowledge sharing activities, such as knowledge donation and knowledge collection played an important role in improving individual creative capability.

Akhavan, Hosseini, Abbasi and Manteghi (2015) used partial least squares analysis to investigate the research; 'knowledge-sharing determinants, behaviours, and innovative work behaviours. Knowledge sharing, on the other

hand, was defined as an "intention to share knowledge" rather than knowledge giving and collecting. A 257-person survey from 22 high-tech enterprises collected from pharmaceutical, nanotechnology, biotechnology, aviation, and aerospace firms in Iran indicated that knowledge-sharing behaviours enhanced their creativity.

Kamasak and Bulutlar (2010) also investigated the impact of knowledge sharing on creativity. The study used primary data via a questionnaire from 246 middle and upper management executives in Turkey and investigated making use of multiple regression analyses. They discovered a favourable and statistically significant effect of knowledge collecting on creativity; however, knowledge donating was found to have no affirmatory creativity. The study findings by Liao, Chen and Hu (2018) also discovered that knowledge sharing has a substantial impact employee creativity. It can be reasoned that, whenever knowledge is donated and received, employees might be better at implementing fresh concepts in their work. Therefore, this study hypothesized that:

H3: Knowledge-sharing behaviour has a significant positive relationship with employee creativity.

The Mediating Role of Knowledge-sharing behaviour on the Nexus between Relational Leadership and Employee Creativity

Given the earlier arguments that relational leaders via their demonstration of both empowering and ethical leadership turn to promote knowledge-sharing behaviour in organizations (Jada, Mukhopadhyay & Titiyal, 2019; Chiang & Chen, 2021; Le & Lei, 2018; Bavik, Tang, Shao & Lam, 2018), and again demonstrating that knowledge-sharing behaviour

enhances employee creativity (Nham, Nguyen, Tran & Nguyen, 2020; Phung, Hawryszkiewicz, Chandran & Ha, 2017; Liao, Chen & Hu, 2018), it is reasoned that knowledge-sharing behaviour mediates the nexus between relational leadership and employee creativity.

For instance, Ma, Cheng, Ribbens and Zhou (2013) in a survey of 309 employees and managers from four Chinese firms investigated the impact of ethical leadership on employee creativity using knowledge sharing and self-efficacy. The hope was that ethical leadership could foster a culture of positivity to increase employees' knowledge-sharing behaviour to stimulate creativity. Based on this, their outcome verified that knowledge sharing serves as a mediator in linking ethical leadership and employee creativity.

Jiang and Chen (2018) reported the association of leadership with creative performance through the mediating mechanism of knowledge sharing. Recently, Le and Lei (2019) revealed that leadership might create a conducive environment for knowledge sharing, which would greatly increase the organization's capacity for creativity in terms of procedures and products.

Lu, Lin, and Leung (2012) studied the effects of learning goal orientation on individual creative job performance in research of 248 individuals and their superiors from diverse sectors in China, utilizing knowledge sharing as a mediator. The research discovered that learning goal orientation had a positive effect and that knowledge sharing had a strong mediation effect. Their research looked at how learning goal orientation affects individual creativity in China, as well as the mediating mechanisms at play. The study found that information sharing acted as a mediator in the relationship between learning goal orientation and employees' creative

performance. To clarify how knowledge-sharing behaviour mediates between relational leadership and employee creativity, this study hypothesized that:

H4: Knowledge-sharing behaviour mediates the relationship between relational leadership and employee creativity.

Moderating Role of Leader-Follower Dyadic Tenure on the Nexus between Relational Leadership and Knowledge-sharing behaviour

Several variables have been suggested as antecedents of trust, which leads to knowledge sharing. For example, due to the importance of consistent good connection over time, it may be argued that the amount of time an employee spends with a leader influences their behaviour (Lewicki & Bunker, 1996). According to the writers, when a trustor has internalised a trustee's values and preferences, trust is founded on identification.

Consequently, it is anticipated that the level of trust may be greater in a long-term relationship than in a brief relationship due to the level of information and familiarity obtained between partners. Lewicki and Bunker (1996) noted that, over time, and mostly because of parties' interaction history, deeper levels of trust grow. In another research, Jian and Dalisay (2017) discovered that the regularity of interaction moderates the influence of leader-follower communication quality on role conflict.

Contrary, Van Dyne and Ang (1998), and De Gilder (2003) investigated how participation in inner groups and outer groups was affected by whether followers had temporary or permanent contracts. They found that when temporary contract employees cultivate good relationships with both bosses and co-workers, they see their inner-group status as being greater than

counterparts with permanent contracts. (Lapalme, Stamper, Simard and Tremblay, 2009). Based on these arguments, it is hypothesized that:

H5: Leader-follower dyadic tenure moderates the relationship between relational leadership and knowledge-sharing behaviour.

Control Variables

With the main focus on employee creativity, the study control variables such as self-efficacy and hotel rating were chosen for the study. These variables were selected assuming that they would influence employee creativity. According to Bandura (1986), strong self-efficacy is a required condition for individual creativity since it impacts motivation and the capacity to participate in certain behaviour. Individual-level creative efficacy is referred to as conviction in one's capability to generate creative achievements (Tierney & Farmer, 2002). Creativity demands a certain set of abilities, expertise, and knowledge (Amabile, 1988). The capacity of a person to come up with novel suggestions and solutions to issues based on his or her pertinent expertise and creative aptitude. However, it is believed that self-efficacy also encourages employee creativity in the workplace.

According to research, employees with a high level of self-efficacy perform better at work and frequently produce novel concepts and solutions (de Jesus, Rus, Lens & Imaginário, 2013). According to Shalley (2008), to invent new methods of doing things, people must possess a wide range of capabilities, including strong cognitive and creative ability, as well as a commitment to their jobs. Creativity can be challenging for those who lack creative self-efficacy or creative ability. People with lower levels of creativity are likewise more prone to choose routine tasks than those with higher levels

of creativity. As a result, persons with low creative efficacy will produce fewer original ideas than those with high creative efficacy.

Also, it reasoned that employees in higher star hotel ratings could be pressured to be more creative than employees in lower hotel ratings. In addition, highly graded hotels turn to have the organizational resources to support the creative ideas of their employees. The criteria used to rate hotels are defined by the World Tourism Organization and the International Hotel and Restaurant Association as the numerous classes, categories, or grades of different lodging establishments based on collective physical and service attributes. The most widely used method of ranking hotels in the star system (Narangajavana & Hu, 2008).

Lessons learnt from review

The empirical review of existing literature on the topic of "Relational Leadership and Employee Creativity: The Role of Knowledge-Sharing Behavior and Leader-Follower Dyadic Tenure" has yielded valuable insights. One notable lesson drawn from the review is the intricate interplay between leadership dynamics, knowledge-sharing behaviors, and the duration of leader-follower relationships.

Through the analysis of various studies, it becomes evident that relational leadership practices significantly impact employee creativity. Leaders who foster open communication, establish strong interpersonal connections, and actively engage in knowledge-sharing behaviors tend to create an environment conducive to creative thinking and idea exchange among employees. This lesson underscores the critical role of leadership behavior in shaping the innovative potential within an organization.

Furthermore, the review highlights the significance of leader-follower dyadic tenure. Longer durations of leader-follower relationships have been associated with enhanced understanding, mutual trust, and shared objectives. This finding suggests that sustained interactions between leaders and followers provide a foundation for effective knowledge exchange and collaboration. It also emphasizes the need for organizations to consider strategies that promote stable leader-follower relationships to harness their potential benefits for employee creativity.

However, the empirical review also underscores the complexity of these relationships. Factors such as organizational culture, industry type, and contextual nuances can influence the impact of relational leadership and knowledge-sharing behavior on employee creativity. These contextual factors serve as a reminder that while certain patterns may emerge from existing research, the application of these findings should be tailored to the specific organizational context to achieve optimal results.

In conclusion, the empirical review offers a multifaceted understanding of the connections between relational leadership, knowledge-sharing behavior, leader-follower dyadic tenure, and employee creativity. The lessons learned from this review underscore the pivotal role of leadership behavior in fostering creativity and the need to account for contextual variations when implementing strategies to enhance innovative outcomes within organizations.

Conceptual Framework

According to Ravitch and Carl (2016), a conceptual framework encompasses the definition of key concepts, research questions assumptions. Grant and Osanloo (2014) opined that a conceptual framework should be

organized systematically to paint an image or visual depiction of how concepts in research are connected. Similarly, a conceptual framework is a graphical depiction of how the concepts underlying research connect (Agyemang, Acquah, Babah, & Dontoh, 2020). The conceptual foundation for the empirical studies on the relationship is depicted in Figure 1.



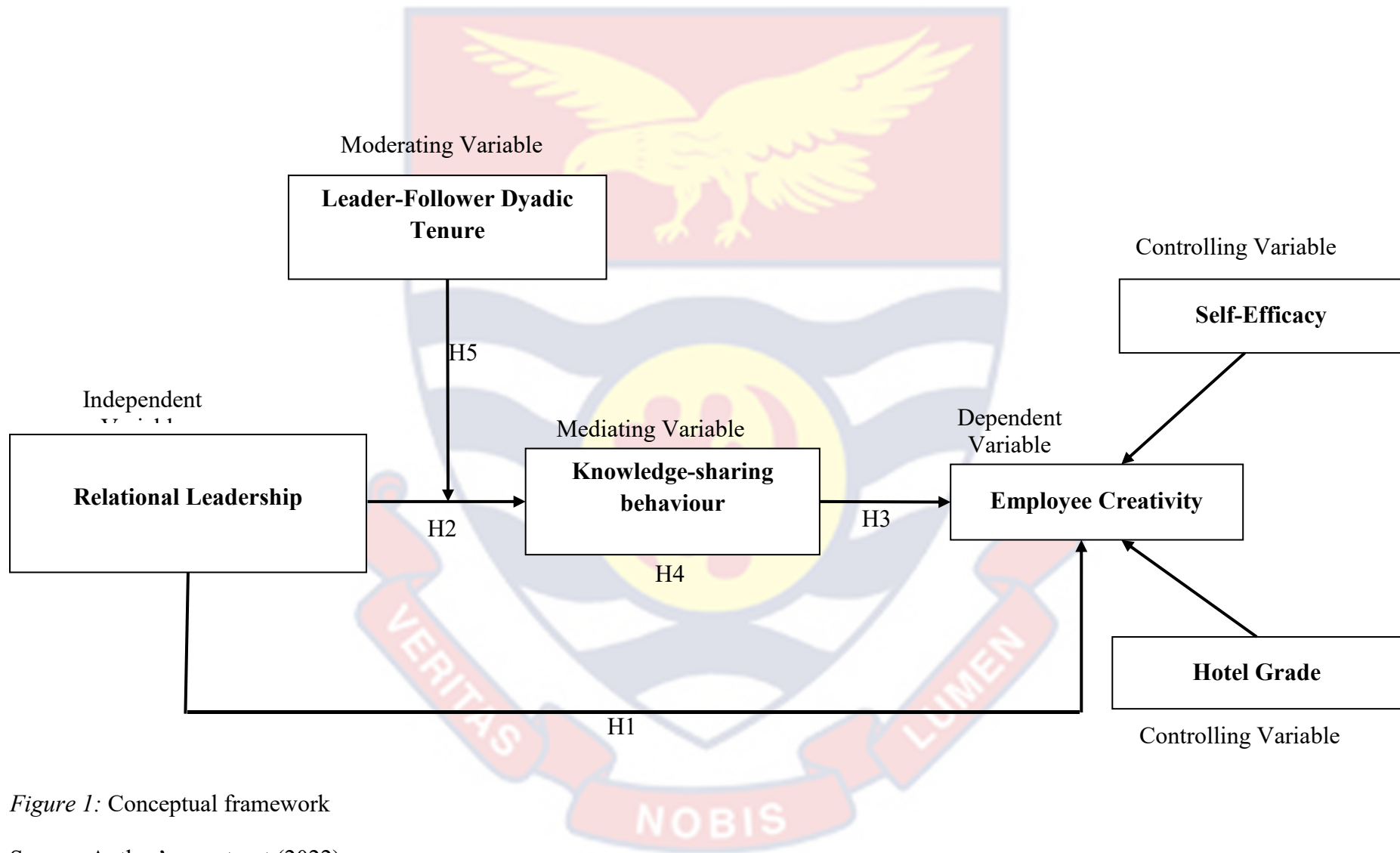


Figure 1: Conceptual framework
Source: Author's construct (2022)

The underlying theoretical basis of this study is developed concerning the empirical evidence and assumptions of prior related studies. These existing studies highlighted relationship-oriented leadership, knowledge-sharing behaviour and employee creativity. Hence, this research suggests an integrated framework to illustrate these relationships of identified variables: (1) Relational leadership (independent variable); (2) Employee creativity (dependent variable); (3) Knowledge-sharing behaviour (mediator); (4) leader-follower dyadic tenure (moderator); (5) Self-efficacy and hotel rating (controlled variables). The lines with H1, and H3 show the direct relationship to employee creativity, while the lines with H2 and H5 denote the mediating and moderating relationship respectively between the variables.

Chapter Summary

The chapter focused on literature reviews on both existing and present views on the major variables and constructs that underpinned the study such as relational leadership, employee creativity, knowledge-sharing behaviour and leader-follower dyadic tenure by the objectives and hypothesis designed to direct the research. The chapter paid attention to the theoretical review which was followed by the conceptual review, the empirical literature and lessons learned based on a series of studies. The final part considered the research's conceptual framework.

CHAPTER THREE

RESEARCH METHODS

Introduction

In the subsequent segments of this methodology chapter, we will delineate the research design, data collection methods, variables, and instruments utilized, as well as the analytical techniques applied to unearth the nuances of relational leadership, knowledge-sharing behavior, leader-follower dyadic tenure, and their impact on employee creativity. Through this comprehensive exploration, the research methodology section aims to provide a comprehensive understanding of how this study was undertaken, enabling readers to assess the validity and applicability of the findings within their respective contexts. The chapter included research philosophy, research design, research area, study population, sampling methodologies, data sources, data collecting tools, fieldwork, data processing and analysis, and ethical considerations.

Research Philosophy

Collis and Hussey (2014), and Saunders, Lewis and Thornhill (2016) referred to philosophy as a set of assumptions, beliefs or ideas concerning an aspect of the universe or the evolution of information and its basis. In other words, a research philosophy seeks to assist researchers to choose the best research approach and methodologies (Saunders, Lewis & Thornhill, 2012). The general angles of research are known as paradigms and according to Teddlie and Tashakkori (2010), paradigms define the theories that support the research methods and interpretations.

As defined by Lawson, (2004), the discipline of ideology dealing with what occurs is known as ontology. As stated by Antwi and Hamz (2015), the name comes from the Greek words onto (being) and logos (research). The method focuses on whether people are perceived as social reality or components of the social world as either (1) extrinsic, autonomous, given, and objectively existent, or (2) socially constructed, objectively experienced, and the result of human thinking communicated via words (Wellington, Briggs, & Girard, 2005).

Epistemology is a philosophy of knowing that governs a research process (Antwi & Hamza, 2015). Consequently, subjects such as the interaction between the inquirer and the unknown are investigated by this technique. Furthermore, epistemology sheds information about the nature of information, what constitutes reality, and where information may be found (Sarantakos, 2005). Guba and Lincoln (1994), distinguish two epistemological domains: positivist/scientific and interpretive/naturalistic. Other scholars such as Teddlie and Tashakkori (2010), labelled these paradigms as positivist and constructivist. These paradigms outline how data concerning a phenomenon must be collected, interpreted, and used (Bryman, 2004).

The term positivist was coined in 1822 by French philosopher Auguste Comte predicated on the belief that society could be studied and understood analytically, and that social science research could be as scientific as biology or physics (Babbie, 2007). As a result, it has become the dominant research method in the majority of business and management studies (Myers, 2013). Easterby-Smith Jaspersen, Thorpe and Valizade (2021), Neuman (2014), and Saunders, Lewis & Thornhill (2016) have recently characterized positivism as

a kind of epistemology as well as the natural science approach that claims the social world exists outside and is objectively defined. The purpose of this approach is to descriptively explain and forecast to acquire validity and dependability for a study's findings (Racher & Robinson, 2003).

Most importantly, the positivist paradigm research value is free from the researcher's impact on the subject under investigation, thus, the investigator should not influence the study (Guba & Lincoln, 1994; Saunders, Lewis & Thornhill, 2012). This implies that the researcher is capable of investigating a phenomenon while remaining independent, impartial, and unbiased in what is being experimental (Collis & Hussey, 2014; Easterby-Smith Jaspersen, Thorpe & Valizade, 2021).

In this paradigm, explaining and predicting a social phenomenon entails creating causal rules and incorporating them into the deductive or integrated theory to create causal links between variables (Collis & Hussey, 2014). The deductive technique assists the researcher to develop a method for testing ideas and drawing conclusions based on logic (Ghauri, Grønhaug & Strange, 2020; Saunders, Lewis & Thornhill, 2016). The deductive method starts with theory and concludes with research findings. Hence, in the deductive method, theory guides the investigation (Bell, Harley & Bryman, 2022).

A positivist researcher employs hypothetic logical thinking and investigation to improve forecasting of a phenomenon (Dubé & Paré, 2003; Myers, 2013). In other words, according to Orlikowski and Baroudi (1991), establishing the accuracy of formal claims, measuring variables quantitatively, testing hypotheses, and drawing conclusions about a phenomenon the

selection to a specific group are examples of positive research. The primary data-gathering strategies in positivism are tests and survey samples (Christie, Rowe, Perry & Chamard, 2000; Orlikowski & Baroudi, 1991). Furthermore, the methodologies primarily include the collection and quantitative tabulation of data to explain how the social environment works (Rolfe, 2013) and this is related to a quantitative method of analysis that is primarily concerned with statistics collected through quantitative study results (Collis & Hussey, 2014). The quantitative technique collects and analyses numerical data to quantify social phenomenon and concentrates on the relationships between a limited set of qualities across numerous examples (Tuli, 2010).

The positivist epistemology was chosen for this study because it gives proof of statements, measures of numerical variables, testing of hypotheses, and a description of a phenomenon out of a subset of a given population. The quantitative method (survey questionnaire) was chosen for this investigation since the focus of the research is to test causality. According to Chen and Hirschheim (2004), a typical positivist technique is a study, which is a quantitative methodology. A deductive quantitative approach was used to examine the validity of the hypothesis. This strategy is similarly concerned with putting objective hypotheses about the link between theory and investigation (Bryman & Bell, 2015; Creswell, 2014).

To that end, a conceptual framework and five (5) quantifiable hypotheses were created. This study offers support for assertions, quantifiable assessments of variables, testing of hypotheses, and extrapolating phenomena from a subset to a particular population. As a result, a positivist method was

settled on since it was required to evaluate the provided conceptual framework to comprehend the significance of relational leadership on employee creativity.

Research Design

The term “research design” relates to the tactics and strategies necessary to meet the survey's objective of this study questions (Saunders, Lewis & Thornhill, 2016). The present study’s research design includes set requirements generated from the extensive study subject, data collection procedures, data analysis, and ethical considerations (Saunders, Lewis & Thornhill, 2016). There are four kinds of study designs: (1) exploratory, (2) descriptive, (3) casual or explanatory and (4) a combination of the previous three (Gray, 2017).

In the exploratory design, acquiring knowledge and understanding of social reality is prioritized (Creswell & Clarke, 2007). Moreover, the primary goal of the exploratory design is to pinpoint important problems and factors in a situation that occurs in everyday life. The descriptive design aims to offer an accurate account of observations concerning a specific occurrence (Creswell & Clarke, 2007). A typical feature of descriptive designs is that they often help scholars to offer similarities, and comparisons and contrasts between phenomena, thereby adding immeasurably to our knowledge of social reality (Babbie, 2007). The explanatory design focuses on “why questions” in order to comprehend the correlations that exist between factors (Babbie, 2007). Answering the why questions involves developing casual relationships.

Following the preceding arguments, and considering the methodological requirements addressed in the study, the researcher chose the explanatory survey design. Furthermore, according to Kuranchie (2016), the

research methodology that leads to the type and direction of the connection between the two variables under consideration in this study distinguishes the design. This design seeks answers to why and how types of questions. Moreover, the explanatory design allows both explanations of the variables of the study and the causal relationship established by these variables.

Research Approach

This survey's research approach is a quantitative one. Objective measurements are emphasized in quantitative approaches, as well as statistical, mathematical, or numerical analyses of data acquired through surveys and other forms of data collection, or by employing computational tools to change already-existing statistical data (Babbie, 2010). Therefore, obtaining numerical data, generalizing it across populations, or comprehending a particular event are the main goals of quantitative research. It is suggested that using a quantitative research technique, human behaviour may be quantifiable in terms of its properties, much as physical events in the scientific sciences (Ghauri, Gronhaug & Kristinslund, 2010). According to the authors, this technique is considered acceptable since it allows the researcher to gather data in a systematic manner collecting methods based on orderly research instrument(s), well-defined research subjects, and related variables.

Research is usually carried out in a way that might be conceived by its philosophy, strategy and sometimes the instruments adopted to achieve the goals of the study (Creswell & Plano-Clark, 2012). Saunders, Lewis, Thornhill and Bristow (2015) stated that “quantitative research commonly involves numbers and statistical measures that usually help to explain, describe, explore and show the relationships that exist between variables” (p.37). Quantitative

research, as the names suggest, makes heavy use of figures, and as such, The data is analysed using statistical methods gathered for the investigation (Miller & Brewer, 2013). However, one problem with the technique is that it is mechanical and suffers from the difficulty of being excessively generic (Grix, 2004). Despite the weaknesses, the quantitative research approach was employed to examine the nexus between relational leadership and employee creativity. Additionally, the researcher intends to study the extent to which knowledge-sharing behaviour and leader-follower dyadic tenure influence this relationship.

Table 1: Choice of Research Philosophy, Approach, Strategy, Time Horizon and Collection Method

Research philosophy	Positivism
Research approach	Deductive
Study type	Explanatory
Research strategy	Quantitative
Time horizon	Cross-sectional studies
Data collection method	Survey

Source: Author's construct (2022)

Study Area

Cape Coast is in the Cape Coast Metropolis, while Elmina is roughly 6 kilometres west of Cape Coast in the Komenda Edina Eguafo Abrem (KEEA) area. Both settlements are situated along the coast and are surrounded by the districts of Twifo Heman Lower Denkyira, Mpohor Wasa East, and Shama in Ghana's Central Region. Geologically, Cape Coast and Elmina are considered a "conurbation" since they share habitation and development (Dayour, 2014).

The Central Region of Ghana has the most theme parks and attracts the most visitors (Dayour, 2014), owing to its multiplicity of attractions, which includes historical, ecological, and cultural. The Cape Coast-Elmina conurbation in the Central Region draws the most tourists due to the three (3) major United Nations Educational, Scientific, and Cultural Organization (UNESCO) monuments: Cape Coast Castle, Elmina Castle, and Fort St. Jago (Dayour, 2014). The visit of President Barack Obama, the first African-American president of the United States, to the Cape Coast Castle in July 2009 was a watershed occasion, where according to Mensah (2015), endorsed the castle as the spot where the African-American experience began, emphasizing the importance of African-Americans visiting the site. Festivals and other gatherings also contribute to visitor arrivals in the area. The Pan African Historical Theatre Festival (PANAFEST), held every two years in Cape Coast and Elmina, is the most notable.

Study Population

The study population comprised: 102 front office staff; 133 kitchen, restaurant and bar staff; 22 sales, marketing and accounts staff; 157 housekeeping staff; and 151 engineering, security and support staff who were supervised by managers and/or supervisory staff in various hotels within Cape Coast and Elmina. The 565 non-managerial/non-supervisory staff population was identified by contacting Ghana Tourism Authority (GTA) in Cape Coast.

In all, the total number of current records licensed hotels obtained within the Cape Coast-Elmina conurbation was 62. This comprised 48 hotels in Cape Coast and 14 hotels in Elmina. Five categories of hotel grades were also identified from GTA; two 3-star hotels, six 2-star hotels, sixteen 1-star

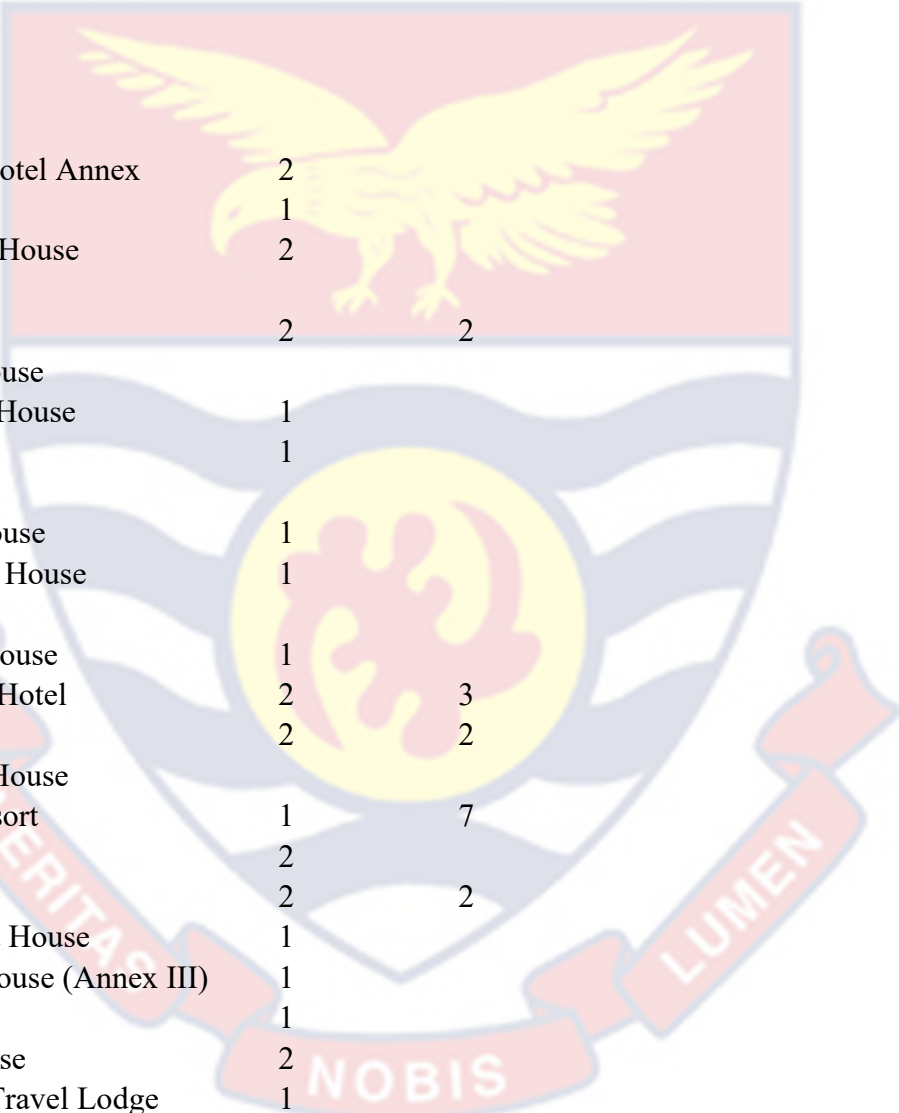
hotels, three guesthouse hotels and thirty-five budget hotels as shown in Table

2.

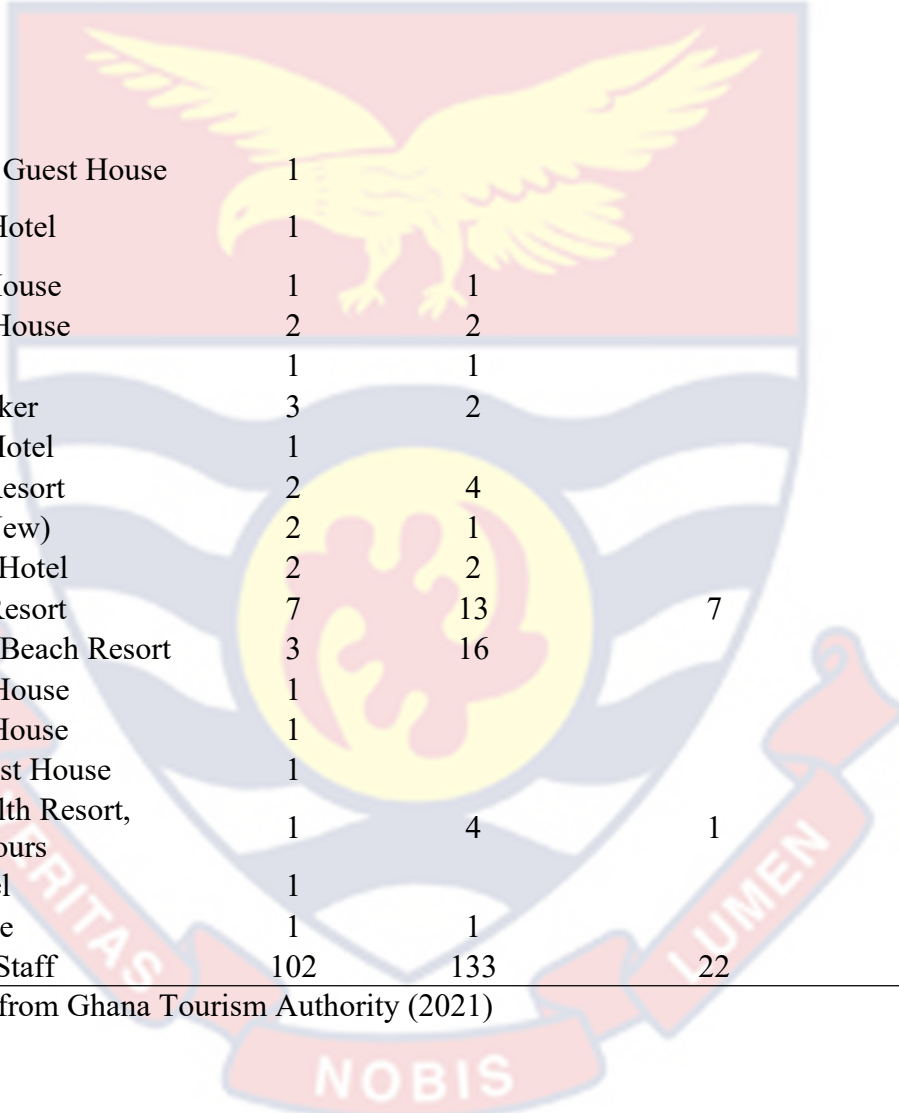


Table 2: Distribution of Non-managerial/non-supervisory Staff Records within Cape Coast and Elmina Licensed Hotels

Location	Grade	Name of establishment	Front Office	Kitchen Restaurant & Bar	Sales, Marketing & Accounts	Housekeeping	Engineering, Security & Support	Total staff
Cape Coast	1-Star = 10	Hotel Loreto	1	1		1	1	4
		Abrantie Grand Hotel	2	1		2	1	6
		Durowaa Plus Hotel	3	4		3	4	14
		Fairhill Guest House (Main)	2	1		5	3	11
		Hans Cottage Botel	2	7	1	3	5	18
		Heaven's Lodge	1	1		1	1	4
		Hotel Francilia	1	1		1	1	4
		Matlat Hotel	1	1		1	1	4
		Nokaans Hotel	2	2		3	2	9
		Oguaa Apartments & Lodging	3	4		6	4	17
	2-Star = 5	Arafynn Hotel	1	2		3	1	7
		Cape Coast Hotel	1	2		2	4	9
		Capital Hill Hotel	3	6	1	6	4	20
		Pempamsie Hotel	7	13	3	14	9	46
		Samrit Hotel	3	6		6	3	18
	3-Star = 1 Budget = 29	Ridge Royal Hotel	6	18	9	6	11	50
		C-Lotte's Hotel	1			1	1	3
		Villa of Adinkra Guest House	1			1		2
		Fredico Guest House	1			1		2



Durowaa Plus Hotel Annex	2		2	2	6
Eden Lodge	1		1	1	3
Ewurafio Guest House	2		2	1	5
Fespa Hotel			2	1	3
Hacienda Hotel	2	2	4	2	10
Haizel Guest House			2	1	3
Hexagon Guest House	1		1	1	3
Hotel Central	1		1	1	3
IS Guest House			1	1	2
Isycon Guest House	1			1	2
Kakumdo Guest House	1		1		2
L'espoir Lodge			1	1	2
Manico Guest House	1		3	1	5
Mighty Victory Hotel	2	3	2	2	9
Mudek Hotel	2	2	4	1	9
Nyaniba Guest House			2	1	3
Oasis Beach Resort	1	7	1	1	10
Sammo Hotel	2		5	1	8
Jangels Hotel	2	2	4	2	10
Sarahlotte Guest House	1			1	2
Fairhill Guest House (Annex III)	1			1	2
Savoy Hotel	1		1	1	3
Saint Guest House	2		2	1	5
Shaky's Palace Travel Lodge	1		1	1	3
Prato Hotel	1		1	1	3



	Summer Palace Guest House	1		1	1	3		
Guest House = 3	Balance Sheet Hotel	1		1	1	3		
	Fairhill Guest House	1	1		1	3		
	Kokodo Guest House	2	2	2	1	7		
Elmina	1-Star = 6	1	1	1	3	6		
	Golden Hill Parker	3	2	5	3	13		
	Hilands Court Hotel	1		1	1	3		
	Lemon Beach Resort	2	4	4	3	13		
	Karick Hotel (New)	2	1	3	3	9		
	Royal Elmount Hotel	2	2	2	1	7		
	2-Star = 1	Elmina Beach Resort	7	13	7	15	19	61
	3-Star = 1	Coconut Grove Beach Resort	3	16	4	28	51	
	Budget = 6	So Nice Guest House	1		1		2	
		Jackson Guest House	1		1	1	3	
Oceanview Guest House		1		1		2		
One Africa Health Resort, Restaurant & Tours		1	4	1	3	1	10	
Grassroots Hotel		1		1		2		
JIV Guest House		1	1	1		3		
	Grand Total of Staff	102	133	22	157	151	565	

Source: Authors computation with data from Ghana Tourism Authority (2021)

Sample Procedure

A sample is described as a portion of the items gathered for proof (Easterby-Smith, Thorpe & Jackson, 2012, p. 222). This study's target population is non-managerial/non-supervisory staff in the currently licenced hotels within Cape Coast and Elmina. Data gathering and analysis from across all 62 hotels in Cape Coast-Elmina are almost unattainable. A survey of the entire population is likewise unrealistic due to time, money, and access restrictions. Furthermore, employing a small number of examples results in a better degree of precision, and more effort may be spent planning and collecting data. The author was forced to choose either two sample approaches as a result: probability/random (representative) sampling and non-probability/non-random sampling.

Each item in the subset has an equal probability to be included whenever probability sampling is utilized. This form of sampling does have the least bias and might be the most time-consuming for a specific level of sample error (Brown, 1947). Non-probability sampling is commonly connected with a case study and a qualitative methodology. Case studies, on the other hand, often use limited data and are designed to explore an actual phenomenon rather than making statistical inferences about the entire society (Taherdoost, 2016). Examples are quota sampling, snowball sampling, judgment sampling and convenience sampling.

To avoid bias in the survey, eliminate sampling errors, and ascertain the set of possible sampling errors, the appropriate sample design must be chosen (Blumberg, Daskalakis & Mulsant, 2008). Probability sampling is employed in the survey method, although purposeful sampling is used instead

(Gray, 2021). Probability samples are chosen at random from a given group or specific subgroups (strata) of a group to represent the entire population (Gray, 2021). This includes random sampling, stratified sampling, cluster sampling, systematic sampling and multi-stage sampling.

In this study, probability sampling was utilized, specifically, the stratified sampling technique since the target demographic is diverse and not geographically dispersed. There was therefore the need to produce a representative sample (subgroups) to capture the variety that would otherwise be jeopardized by simply random or systematic random selection. This technique allowed the researcher to take a simple random sampling from various strata (subgroups) to guarantee enough representation for each stratum. Two techniques; the proportional allocation technique and the equal allocation technique are used to allocate samples from strata. This study used a proportional allocation approach, which means that the number of samples for each stratification is related to the number of components in the stratum. Using the equal allocation approach implies that regardless of the number of components in every stratum, the same number of participants are picked from each stratum.

Based on data from GTA, the hotels were stratified into five homogenous groups; three-star, two-star, one-star, budget and guesthouse. The non-managerial/non-supervisory manpower records were further broken down into 5 strata; front office staff; kitchen, restaurant and bar staff; sales, marketing and accounts staff; housekeeping; and engineering, security and support staff.

Each survey-based study must account for sample size (Blair, Steiner, Hanratty, Price, Fairclough, Daugherty & Havranek, 2014), which is determined by the cost and time constraints (Bryman & Bell, 2015). A high sample size is required for a survey to more accurately reflect the whole population rather than a limited sample (Collis & Hussey, 2014). Because the positive paradigm emphasizes developing hypotheses, obtaining objective facts, and determining the link or causation among those facts, a large sample is recommended (Collis & Hussey, 2003).

Furthermore, large sample size is also required for statistical analysis (Collis & Hussey, 2014). This study fits all of the aforementioned criteria and applies structural equation modelling (SEM) to analyse the suggested conceptual framework; hence, substantial sample size was necessary (Byrén, 2001). Gorsuch (1983) proposes an utmost of 100 respondents and a minimum of five respondents for each component in a data study. Additionally, the computation subset must account for at least 5% of the total population (Blumberg & Pontiggia, 2011).

A sample size of 200 is recommended by Harris and Schaubroeck (1990) to provide a strong SEM. Whereas if the study sample is 250 or more and the percentage of random errors is lower than 10%, this is also sufficient (Hair, Black, Balin & Anderson, 2010). SEM is suitable because the present survey's sample group is greater than 250. Kline (2005) proposed that for a particularly complicated route model, a sample size of more than 200 participants is necessary, while Gerbing and Anderson (1993) indicate that to estimate parameters with any degree of assurance, a total sample of more than 200 is needed. Additionally, SEM divides sample sizes into the following

groups: More than 1000 is remarkable, more than 200 is respectable, more than 300 is good, and more than 500 is mediocre. (Mvududu & Sink, 2013). In this analysis, 400 questionnaires were given out based on the aforementioned recommendations and presumptions.

Table 3: A response rate of the survey from non-managerial/non-supervisory staff in Cape Coast-Elmina hotels

	Department	Numbers (N=565)	Sample Size (355)	Percentage (%)
Non- managerial/non- supervisory Staff	Front Office	102	74	72.5
	Kitchen/Restaurant/Bar	133	102	76.7
	Engineering/Security/ Support	151	80	53.0
	Sales/Marketing/Account	22	22	100.0
	Housekeeping	157	77	49.0

Source: Field data (2022)

Data Collection Instrument

In social science studies, a data collection instrument is a technique used by the researcher in gathering data (Baydas, Kucuk, Yilmaz, Aydemir & Goktas, 2015). It is focused not just on the instrument design, selection, construction, and assessment, but also on the context in which the defined instruments are used (Singh, 2011). The main tool that was used to gather data was a questionnaire. The selection of the questionnaire was made since it describes a systematic instrument for getting data from a high potential response rate in a short period particularly when the population is easy to reach (Sterne, Hernán, Reeves, Savović, Berkman, Viswanathan, ... & Higgins, 2016). Again, the instrument was used because the sample size is high enough

to make it a time or financially unfeasible to interview every research participant (Osuala, 2005). The survey used closed-ended questions which are easy to build and code, and this does not discriminate based on how articulate the replies are (Cohen, Manion & Morrison, 2007). The questionnaire was subdivided into parts with each section focusing on one objective.

The researcher reviewed previous studies to obtain appropriate questionnaires on relational leadership, employee creativity, knowledge-sharing behaviour and self-efficacy that would suit the study based on the research objectives. The supervisor and academic committee were provided with these questionnaires to cross-check for accuracy, relevancy, clarity, contradiction and recommendations to determine the reliability of the tool based on this study's aims. According to Straub (1989), the amount to which a construct measures the ideas that it is intended to assess is referred to as construct validity.

There were five major components of the questionnaire, namely Section A through to Section E. Section A concentrated on the profile of the participants and was used to identify the demographics of the responders, which mostly profiled factors. Section B described five relational leadership characteristics (inclusive, empowering, caring, ethical and vision) of your immediate supervisor as perceived/observed by the employee. Section C described the perceived/observed activities involved in the dissemination and sharing of tacit and explicit knowledge at Cape Coast-Elmina hotels. Section D assessed the creativity of the employee and Section E assesses the employee's self-efficacy and ability to be creative.

The design of a study changes depending on the data-collection technique chosen. Self-administered and administered surveys seem to be the two basic types of surveys (Bryman and Bell, 2015) and interview surveys (Saunders, Lewis & Thornhill, 2016). Respondents fill out self-administered questionnaires (Bryman and Bell, 2015). The investigator records the replies of the subjects in interviews (Saunders, Lewis & Thornhill, 2016).

The self-administered survey was employed in this study because it was less expensive, took less time to conduct, was less biased, allowed for the inclusion of visuals, and allowed candidates who were unable to be reached by phone (Blumberg Daskalakis & Mulsant, 2005; Bryman and Bell, 2015). Furthermore, to achieve speed and cost-effectiveness, instead of using a web-based poll, this study employed a paper-based poll. Given that it is done online via a web browser, the web-based survey is known as an "online survey." (Bryman, 2016; Jansen, Overpeck, Briffa, Duplessy, Joos, Masson-Delmotte,... & Zhang, 2007).

Measurement of Variables

A questionnaire was created utilizing scales that have already been demonstrated effective in other research existing literature. A 7-point Likert-type scale with 1 indicating the least amount of agreement and 7 having the highest level of agreement was used to evaluate all dimensions using several items. The instruments were adapted from scholars.

Carifio's (2010) RLQ scale was used to assess relational leadership. This scale had a maximum of 25 components. This scale had five subscales namely inclusive, empowering, caring, ethical and vision. All the dimensions

of RLQ contained 5 items in each. The actions including the transmission and sharing of knowledge between the knowledge provider and the knowledge receiver are also referred to as knowledge sharing, according to Lee (2001). As a result, the donation and collecting activities are distinct as proposed by Van Den Hooff and De Ridder (2004) and De Vries, Van den Hooff and De Ridder (2006) used Lee's (2001) questions to tailor the survey items for usage in the donation and collecting procedures in tacit and explicit knowledge sharing. The scale included 14 components in all.

The scale for measuring employee creativity was developed by Avolio and Bass (1995) was employed with a total number of items totalling 8. To assess leader-follower dyadic tenure, participants indicated the duration of time they worked/spent with the supervisor/manager in months/years. The control variables (self-efficacy and hotel size (grade) were selected assuming that they would influence the employee's creativity. Hotel size (grade) was obtained from Ghana Tourism Authority and the New General Self-Efficacy (NGSE) Scale with eight items by Chen, Gully & Eden (2001) was adapted to measure self-efficacy.

Data Collection Procedure

The researcher began the procedure with face-to-face contact with managers by visiting hotels in Cape Coast-Elmina with an official introductory letter from the Unit of Business Programmes to seek permission and to verify the hotel's willingness to take part in the research. From table 3, out of the sixty-three current records licensed hotels within Cape Coast-Elmina, forty-four participated in this study. The employees (participants) who were identified as non-managerial/non-supervisory

ranging from front office staff; kitchen, restaurant and bar staff; sales, marketing and accounts staff; housekeeping; and engineering, security and support staff were contacted through the human resource managers. The questionnaires were delivered among the employees by the researcher. This empirical research was conducted daily from 1st December 2021 to 31st January 2022, during one of the busiest seasons in the hotel sector. Employees were accessible.

Despite the major barrier to identifying some of the hotels, another issue was data collection, like discovering the appropriate time to gather data from participants at the same time. Follow-up calls were placed to the human resource managers to send reminders to people to complete the questionnaire. After 1st February 2022, non-responders were not included in the study. The author later gathered surveys from individuals who left their completed questionnaires with supervisors. See table 4.

Data Processing and Analysis

Data collected from respondents was filtered to remove any extraneous replies and thereafter coded to reply in response to the study questions that had been prepared to guide the study. The data was imputed into the Statistical Package for the Social Sciences V 26 computer software to run the analyses. The variables were then checked to extract or remove other anomalies based on the assumptions made in the structural equation modelling (SEM). The collected data was then analysed using the partial least square structural equational modelling (PLS-SEM) technique. According to Hair, Hult, Ringle, Sarstedt and Thiele (2017), PLS-SEM is referred to as a second-generation statistical method which is adequate for both different size samples. The fact

that it models and evaluates prediction models makes it a logical option for this investigation (Chin, 2010). Similarly, Hair, Hult, Ringle, Sarstedt and Thiele (2017), and Hair, Sarstedt, Hopkins & Kuppelwieser (2014) asserted that the PLS-SEM strategy offers several benefits over the other statistical methods, including no sample size restrictions, the power to form statistical models and predict using them, precision in estimation, the use of soft modelling assumptions, the absence of a need for normal data, and suitability for mediation in particular.

Structural Equation Modelling

The hypotheses were evaluated using the Partial Least Squares Structural Equation Modeling (PLS-SEM) method with WarpPLS Version 7.0 (Kock, 2017). PLS-SEM was selected because this statistical technique uses latent variables and is multivariate allowing a concurrent estimate of structural models and measurements under nonparametric assumptions (Kock, 2017; Moqbel, Nevo & Kock, 2013). A multidimensional analytic method called variance-based SEM is similar to covariance-based SEM but varies from it in that it is built on methods like resampling that do not need the fulfilment of parametric assumptions (Kock, 2017; Moqbel, Nevo & Kock, 2013). As a result, variance-based SEM is far more appropriate when multivariate normality is not fulfilled in a set of data, as it is in the present investigation (Chin, 1998; Kock, 2017).

Scale Validity and Reliability

To assess the dependability and relevance of the items used to measure the study's components, confirmatory factor analysis (CFA) was carried out using WarpPLS version 6.0 (Kock, 2017). Testing was done to determine the

validity of the convergent, reliable, and discriminant variables. In Table 4, the outcomes of the CFA, Cronbach's alpha, composite reliability, and average variance extracted are displayed.

Convergent Validity and Reliability

Three crucial internal consistency indicators, including Cronbach's alpha, composite reliability, and average variance extracted (AVE), were analysed by Bagozzi and Yi (1988). According to Table 4's findings, all composite reliability coefficients and Cronbach's alpha coefficients are above 0.7 (Nunnally, 1978; Hair, Hult, Ringle, Sarstedt & Thiele, 2017). All of the variance inflation factors (VIFs) are below 3 and the average full collinearity VIF (AFVIF) is 1.946, which shows that collinearity is not a concern in the tested models.

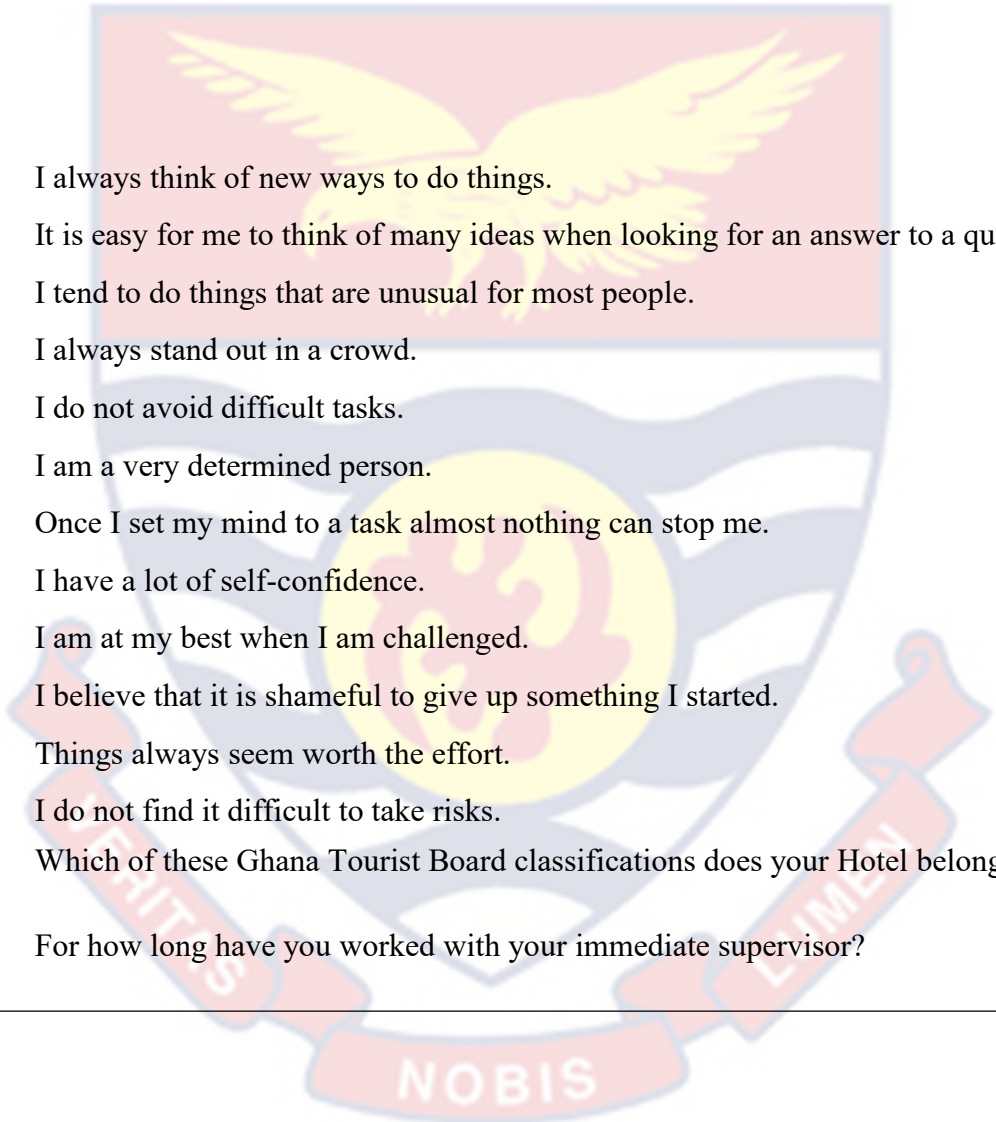
According to Kock (2011), average R² (ARS) and average path coefficient are two fit indices that have importance in terms of variance-based SEM (APC). Their results indicate strong agreement with the data, which show statistically significant APC and ARS as well as minimal overall collinearity (AVIF < 5). In Table 4, loadings and cross-loadings produced by the CFA for the latent variables employed in this investigation are displayed. The findings show that the items had strong loadings (more than 0.5) on their respective constructs and were significant at the $p < 0.001$ level, indicating that the instrument's convergent validity and reliability are satisfactory (Hair, Black, Balin & Anderson, 2010).

Table 4: Scale validity and reliability

Construct	Items	Loadings
Relational Leadership $\alpha = 0.96$; CR = 0.97; AVE = 0.54	Creates opportunities for professional and personal growth.	0.75
	Encourages risk-taking amongst staff.	0.67
	Engages in well-mannered, polite, civil discourse that respects differences and values equity and involvement.	0.65
	Readily maintains attitudes that respect differences and values equity and involvement.	0.76
	Recognizes and engages all internal and external stakeholders in building coalitions.	0.75
	Builds the professional capabilities of others and promotes self-leadership.	0.73
	Encourages others by sharing information bringing people into the group process and promoting individual and group learning.	0.69
	Shares important tasks with others.	0.73
	Acknowledges the abilities and skills of others.	0.74
	Shows appreciation for the contribution of others.	0.68
	Steps out of his/her personal frame of reference into that of others.	0.76
	Shows sensitivity to the needs and feelings of employees.	0.75
Establishes relationships built on values, caring and support.	0.73	

Promotes individual development and responds to the needs of others.	0.78
Nurtures growth and remains connected to staff, through interpersonal relationships.	0.75
Influences others by mutual liking and respect.	0.74
Conforms to the established standards of administrative practice.	0.81
Actively practices “leading with integrity”.	0.79
Considers opposing viewpoints and the values and the values of others in decision making.	0.70
Encourages a shared process of leadership through the creation of opportunity and responsibility for others.	0.74
Provides inspiring and strategic goals.	0.72
Inspirational, able to motivate by articulating effectively the Importance of what staff are doing.	0.76
Has vision; often brings ideas about possibilities for the future.	0.73
Articulates natural mental ability that is associated with the experience.	0.68
Often exhibit unique behaviour that symbolizes deeply held beliefs.	0.75
Knowledge-sharing behaviour $\alpha = 0.93$; CR = 0.94; AVE = 0.53	
My immediate manager or supervisor often shares:	
Business official documents, proposals or reports with me.	0.68
Business manuals, models and methodologies with me.	0.65
Stories of success and failure with me.	0.71

	Business knowledge obtained from newspapers, magazines, television or the internet with me.	0.66
	Know-how work experiences with me.	0.69
	Knowledge obtained from instruction or training with me.	0.71
	Problem-solving knowledge with me.	0.55
	I often ask my immediate manager or supervisor:	
	To share business official documents, proposals or reports, when necessary.	0.76
	To share business manuals, models and methodologies, when necessary.	0.78
	To share stories of success or failure, when necessary.	0.82
	To share business knowledge obtained from newspapers, magazines, television or the Internet, when necessary.	0.77
	To share know-how from work experiences, when necessary.	0.82
	To share knowledge gained from instruction or training when necessary.	0.79
	To share problem-solving knowledge.	0.72
Employee Creativity	I am a creative problem-solver.	0.79
$\alpha = 0.91$; CR = 0.93;	I use my creative abilities when faced with challenges.	0.83
AVE = 0.61	I take risks with my ideas.	0.79
	I am comfortable with others critiquing my ideas.	0.79



	I always think of new ways to do things.	0.83
	It is easy for me to think of many ideas when looking for an answer to a question.	0.78
	I tend to do things that are unusual for most people.	0.75
	I always stand out in a crowd.	0.70
Self-Efficacy	I do not avoid difficult tasks.	0.83
$\alpha = 0.93$; CR = 0.95;	I am a very determined person.	0.85
AVE = 0.68	Once I set my mind to a task almost nothing can stop me.	0.85
	I have a lot of self-confidence.	0.85
	I am at my best when I am challenged.	0.82
	I believe that it is shameful to give up something I started.	0.80
	Things always seem worth the effort.	0.79
	I do not find it difficult to take risks.	0.82
Hotel Grade	Which of these Ghana Tourist Board classifications does your Hotel belong to currently?	1.00
$\alpha = 1.00$; CR = 1.00; AVE = 1.00		
Leader-Follower Dyadic Tenure	For how long have you worked with your immediate supervisor?	1.00
$\alpha = 1.00$; CR = 1.00; AVE = 1.00		
Source: Field data (2022)		

Common Method Variance

The same survey was used to examine the independent and dependent variables to critically look for similar technique bias. The likelihood of variation in the measurement model was determined by assessing common method bias (Podsakoff, MacKenzie, Lee & Podsakoff, 2003). Comparable to related research (Baron & Tang, 2009), Harman's one-factor test was used, in which all of the research variables were placed into an exploratory factor analysis using the primary axis factoring approach. Only 17.3 % of data was recorded by the first unrotated component. As a result, no single component appeared, and the initial factor failed to explain the majority of the variation (less than 50%). Therefore, these findings demonstrate that universal technique variance is not a factor in the outcomes. (Podsakoff, MacKenzie, Lee & Podsakoff, 2003)).

Ethical Considerations

As per Saunders, Philip, and Thornhill (2012), research ethics include moral and responsible considerations concerning how to create and explain a research topic, plan and obtain authorization for research, collect data, save and analyse data, analyse data, and synthesize research results. Working with others, whether co-workers, participants, assistants, or those in positions of power, brings up ethical dilemmas that cannot be avoided (Perceman, & Curran, 2006).

Ethical problems are extremely important and must be considered. According to Babbie and Mouton (2012), Ethical norms encourage researchers to avoid putting respondents in situations where they may be harmed as a result of their involvement. The reliability of quantitative research is

influenced by whether the study adheres to accepted and skilled techniques and fulfils ethical norms (Rossman & Rallis, 2003). It is as a result of this, that the researcher prepared and considered ethical concerns during the designing of the study such that a strong ethical standard was incorporated into the research. Kara (2015) underlined the need of ensuring that the study is methodical and morally justifiable to all those participating.

To accomplish this, the researcher approached the University of Cape Coast Ethical Review Board to seek clearance first. The Unit of Business Programmes (College of Distance Education) also provided the researcher with an introduction letter to each of the managers in the hotels. The researcher introduced herself to the hotel managers as a post-graduate student of the University of Cape Coast who was conducting a study on “Relational leadership and employee creativity: The role of knowledge-sharing behaviour and leader-follower dyadic tenure at hotels in Cape Coast-Elmina. The researcher informed management and respondents that the study was carried out solely for educational purposes and in fulfilment of the Master of Commerce in Human Resource Management degree requirement.

The researcher reminded respondents of their involvement in giving useful information as well as the reason which the data will be used for. Respondents’ anonymity, confidentiality and privacy were assured by the researcher and their participation was voluntary. To enforce anonymity, confidentiality and privacy, questionnaire content did not demand personal identification. Subsequently, the researcher did not include individual responses in the final report, but the study's findings were analysed impartially and reported as such.

Chapter Summary

Chapter three covered focused on the methodological issues that were utilised in the research and the procedures that were followed to collect data from the field. Specifically, the major sub-areas covered were; research philosophy, research design, study area, study population, sampling procedures, data collection instrument, pretesting of data collection instrument, data collection procedure, data processing and analysis and ethical considerations.



CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

The findings and analysis of the information acquired during the field exercise are covered in this chapter. The chapter is organised under socio-demographic characteristics of non-managerial/non-supervisory staff of hotels in Cape Coast-Elmina conurbation, results, discussion, study contributions, limitations, and future studies.

Profile of Employees

The section explores the socio-demographic characteristics of a total of 400 hotel non-managerial/non-supervisory employees in Cape Coast-Elmina conurbation hotels. This covered gender, age, the highest level of education, and marital status. The socio-demographic characteristics of the respondents are presented in Table 5.

Table 5: Socio-demographic characteristics of non-managerial/non-supervisory staff of Cape Coast-Elmina conurbation hotels.

Socio-demographic characteristics		Frequency (n=355)	Per cent (%)
Gender	Male	219	54.75
	Female	181	45.25
Age	Less than 20	10	5.5
	21 to 30	171	45.25
	31 to 40	143	38.25
	41 to 50	28	9.5
	51 to 60	2	1.5
	Total	400	100
Missing	System	1	1.75
Highest level of education	Primary	10	4.5
	JHS	26	8.25
	SHS	136	35.25
	Vocational/technical	99	26.5
	Tertiary	79	21.5
	Middle school	3	2.25
	Total	400	100
	Marital status	Single	235
Married		138	43.5
Divorced		17	4.25
Widow/widower		10	2.5

Source: Field data (2022)

When it comes to the demographics of the workers that were surveyed, 54.75 per cent were males while the remaining 45.25 per cent were females. The age structure of the hotel staff is typical of a young workforce. It is evident from Table 5 that, 45.25 per cent of respondents were between the ages of 21 to 30. This was preceded by employees aged between 31 to 40 with 38.25 per cent. Employees in the age bracket of 41 to 50 had 9.5 per cent and respondents less than 20 years followed with 5.5 per cent. Employees in the older age bracket of 51 to 60 were the least with a 1.5 per cent.

Concerning employees' highest level of education, 35.25 per cent had attained secondary/higher school qualifications while 26.5 per cent of respondents had vocational/technical qualifications. 21.5 per cent of the respondents had tertiary education, and 8.25 had junior high school education. 4.5 per cent also had primary education and a per cent had middle school education. Moreover, about the marital status of the non-managerial/non-supervisory staff in Cape Coast-Elmina conurbation hotels, 58.75 per cent were single and 43.5 per cent were married 4.25 per cent of respondents were divorced and 2.5 per cent were either a widow or widower.

Work characteristics of non-managerial/non-supervisory staff of Cape Coast-Elmina conurbation hotels

Employees differ in terms of the hotel grade as well as their departments. This section analyses the work characteristics of non-managerial/non-supervisory staff of Cape Coast-Elmina conurbation hotels. This is covered in the study as hotel-grade and department of the employee.

Table 6: Work characteristics of non-managerial/non-supervisory staff of Cape Coast-Elmina conurbation hotels

	Frequency (n=355)	Per cent (%)
Hotel-grade 3-star	89	25.1
2-star	96	27.0
1-star	84	23.7
Budget	70	19.7
Guesthouse	16	4.5
Department Front Office	74	20.8
Kitchen/Restaurant/Bar	102	28.7
Engineering/Security/ Support	80	22.5
Sales/Marketing/Account	22	6.2
Housekeeping	77	21.7

Source: Field data (2022)

From table 6, the study revealed that 27 per cent of respondents worked in 2-star hotel grades, while 25.1 per cent were in 3-star hotel grades. 23.7 per cent also worked in 1-star hotel grades, 19.7 per cent were in budget hotel grades and the remaining 4.5 per cent of respondents were in guest house hotel grades. Concerning respondents' departments, 28.7 per cent worked as kitchen/restaurant/bar staff, followed by engineering/security/support staff representing 22.5 per cent. Housekeeping staff were 21 per cent, the front

office staff were 20.8 per cent and the staff who worked in sales/marketing/account were 6.2 per cent.

Results

Table 7 and Fig. 2 present the results of the path coefficients, t-values, and construct relationships. There was a positive and significant relationship between relational leadership and employee creativity ($\beta = 0.12$, $p < 0.01$), providing support for H1. This means that leaders can leverage their relational ability to persuade workers to be creative in developing creative ideas. The relationship between relational leadership and knowledge-sharing behaviour was positive and significant ($\beta = 0.37$, $p < .01$). Therefore, H2 is supported. According to the available research which is consistent with this study, relational leadership contributes to knowledge-sharing behaviours (knowledge donation and collection) in a way that eliminates structural barriers hindering knowledge sharing, encouraging the development of trusting and equitable working relationships

The results show that knowledge-sharing behaviour did not influence employee creativity ($\beta = -0.03$, $p > 0.01$). Thus, H3 is not supported. The finding could mean that the knowledge-sharing behaviour (knowledge donation and collection) among leaders and employees does not automatically influence their inclination to be creative. Furthermore, the inclusion of knowledge-sharing behaviour as a mediation variable between the relationship between relational leadership and employee creativity showed a positive and significant effect ($\beta = 0.37$, $p < 0.01$). This is support for H4. This outcome implies that although knowledge sharing among leaders and employees does not directly influence their creativity, it rather enables leaders to utilise their

relational ability to drive employees to be creative. Finally, leader-follower dyadic tenure did not have a moderating effect on the nexus between relational leadership and knowledge-sharing behaviour ($\beta = - 0.06, p > 0.01$). This does not support H5. This means that the ability of leaders to utilise relational prowess to drive knowledge sharing among employees is not contingent on the duration of their dyadic tenure.



Table 7: Summary of results

Variables	Coefficient	P-value
<i>Control Variables</i>		
Self-Efficacy	0.761	0.001
Hotel-grade	0.021	0.348
<i>Direct effects</i>		
Relational leadership (RL)*Employee Creativity (EC)	0.118	0.012
Relational leadership (RL)* Knowledge-sharing behaviour (KSB)	0.370	0.001
Knowledge-sharing behaviour (KSB)*Employee creativity	-0.025	0.318
<i>Mediating effects</i>		
Relational leadership x Knowledge-sharing behaviour x Employee Creativity (EC)	0.37	0.001
<i>Moderating effects</i>		
Relational leadership x Leader-Follower Dyadic Tenure x Knowledge-sharing behaviour	-0.06	0.13

*Significance at 0.10, **significance at 0.05, ***significance at 0.01.

Source: Field data (2022)

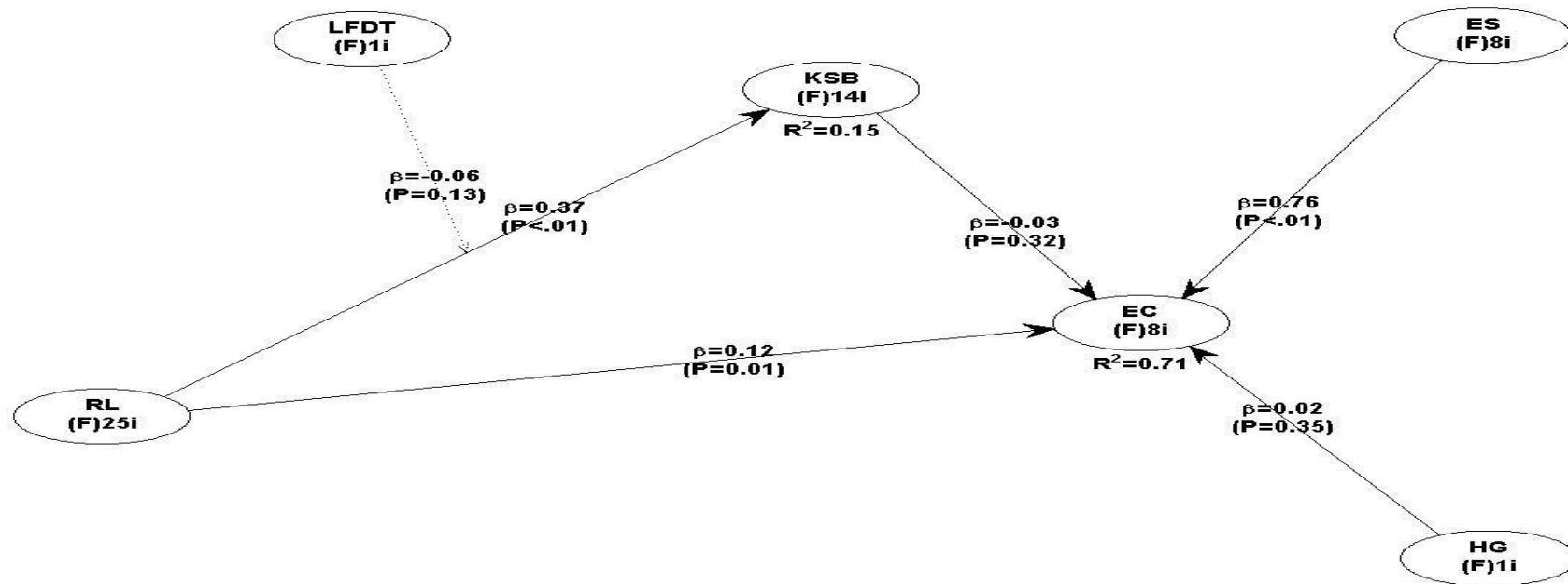


Figure 2: The results of the study

Source: Field data (2022)

Discussion

The study's major goal was to investigate the relationship between relational leadership and employee creativity. Also, knowledge-sharing behaviour could mediate the relationship between relational leadership and employee creativity, while, leader-follower dyadic could moderate the relationship between relational leadership and knowledge-sharing behaviour. Hence, it was hypothesised that relational leadership has a significant positive association with employee creativity and also has a significant positive relationship with knowledge-sharing behaviour. Similarly, it was hypothesised that knowledge-sharing behaviour could positively enhance the effects of relational leadership on employee creativity. Furthermore, the leader-follower dyadic could enhance the effect of relational leadership on knowledge-sharing behaviour. Several findings were noteworthy.

Examine the Effects of Relational Leadership on Employee Creativity

The analysis indicated a connection between relational leadership and employee creativity. This corroborates earlier research, which discovered a relationship between relational leadership and employee creativity (Amabile & Pratt, 2016; Choi, Tran & Park, 2015; Javed, Naqvi, Khan, Arjoon & Tayyeb, 2019). Regarding the positive effect of relational leadership on employee creativity, the findings showed that relational leadership (inclusiveness, empowerment, caring, ethicality, vision) is positively related to employee creativity. Its reasoning could relate to the LMX theory where how leaders behave toward employees indicate whether the supervisor is encouraging, dependable, and devoted to people (workers), this influences the relationship's quality in a favourable or bad way.

Specifically, because it involves others by demonstrating their vital contribution as well as being accepting of differences, relational leadership is inclusive (Komives, Lucas & McMahon, 2009). the inclusive nature of relational leadership creates a platform for leaders and employees to work together to elicit and offer support and create a synergetic

environment. It could be reasoned that this leads to enhanced employee learning, develops their initiative capabilities, and strengthens their judgment abilities for growth.

Additionally, relational leadership fosters employee empowerment by creating a sense of importance in the task and their inherent authority to take initiative (Komives, Lucas & McMahon, 2009). People are responsible for results since it is a joint endeavour. The authors emphasise two aspects of empowerment: On the one hand, there is the feeling of self that claims ownership and anticipates involvement. This enables employees to learn through their failures and mistakes (Bandura, 1977). And on the other hand, a collection of environmental factors encourages people to participate fully. According to Jung (2001), the lack of drive to use one's imagination prevents someone from developing their creativity to a high degree.

Additionally, relational leadership does have a vision because it fosters a hopeful mindset and a willingness to commit (Regan & Brooks, 1995). It serves a purpose by creating a shared vision, defining personal and collective goals, and imposing responsibilities to achieve its goal. The sense of commitment to a goal guides employees' actions and inspires them with energy and purpose as postulated by Komives, Lucas and McMahon (2009).

Relational leadership is ethical because it is motivated by the shared moral principles, upstanding character, and benevolence of the leader and follower (Komives, Lucas & McMahon, 2009). The Social Exchange Theory (SET) perspective of Blau (1964) opined that social exchanges necessitate undefined obligations. The actions of relational leaders such as the influence of employees through mutual liking and respect, conformation to the established standards of administrative practices, the active practise of "leading with integrity", consideration of employees' opposing viewpoints and their values in decision making, the promotion of a shared leadership process via the provision of opportunities and responsibilities, perhaps are seen by employees as a form of respect which serves as motivation to bring about desired results.

Relational leadership is compassionate because it acknowledges the human side of superiors and subordinates (Regan & Brooks, 1995). In this way, taking care translates a sense of commitment into deeds. Perchance, when leaders step out of their frame of reference into that of employees to show sensitivity towards employees' needs and feelings, establishing relationships built on values, care and support employees, promotes their development and remain connected to them, through interpersonal relationships, causes individuals to form new relationships with their environment to become fully themselves and act creatively.

Furthermore, it is argued that high-quality relationships that feature the sharing of valuable resources, such as the provision of support, developmental opportunities, mentoring, and other benefits by the leader could result in the motivation of employees to reciprocate by showing commitment and greater degrees of voluntarily engaging behaviours that foster creativity. The present study's findings also provide insight into the hypothesis put forward in recent publications by earlier experts, such as Feng, Zhang, Liu, Zhang and Han (2018), who investigated the curvilinear relationship between ethical leadership and employee creativity, Akram, Lei and Haider (2016), who discovered that relational leadership is a potent instrument for employee engagement that encourages creative work behaviour. This is also consistent with previous research findings that relational leadership positively impact employee creativity (Mo, Ling & Xie, 2019; Wang, Qian & Ouyang, 2021). This implies that the stronger the bonds a leader have with his team members, the simpler it is to effectively harness their creativity. Employees will exhibit better creativity, which eventually enhances organizational performance if the leader demonstrates concern for his team members, involves them in all facets of the business, gives them a clear vision and supports the realization of that vision, grants them the freedom to act as they see fit, and treats them ethically.

Analyse the Effects of Relational Leadership on Knowledge-sharing behaviour

Similarly, the proposition that relational leadership has a significant positive association with knowledge-sharing behaviour was confirmed. This finding validates other previous studies by Tang, Bavik, Chen and Tjosvold (2015) who found that ethical leadership has a positive influence on knowledge-sharing behaviour in their study. Le and Lei (2018) and Bavik, Tang, Shao and Lam (2018) also established that ethical leadership shapes knowledge sharing in the workplace. The present study also corroborates the empirical findings of Chiang and Chen (2021) who investigated the impacts of empowered leadership and a cooperative environment on employee voice behaviour and knowledge sharing through work engagement.

Fundamentally, relational leadership has been conceptualised as a social context that is full of integrated and interwoven interactions, carried out by the sharing of information, which according to Wiig (1999), is distinguished by facts and data that have been structured precisely for a given context and the sharing of knowledge which is seen as a collection of truths and ideas, points of view and conceptions, judgements and expectations, techniques and know-how. It could be inferred that, according to the concept of the attributes of relational leadership developed by Carifio (2010), traits such as the sharing of stories of success and failure, know-how work experiences, knowledge obtained from instruction or training, problem-solving knowledge could be adopted by employees in crucial circumstances on-the-job. The reasoning is that Employees view their bosses as mentors (Bandura, 1977) from whom they (employees) mimic their (leaders) behaviours.

Furthermore, Polanyi (1962) distinguished between two types of knowledge, that is, tacit and explicit knowledge, where tacit knowledge resides and remains in the human mind and cannot be explained since “we know more than we can tell”. Therefore, according to Nonaka and Takeuchi (1995), tacit knowledge can only be shared through interpersonal

contacts. This initiates the leader-member relationship which when well-harnessed, develops trust over time, which causes employees to feel like a member of the inner group (Liden & Maslyn, 1998). It could be reasoned therefore that, such inner-group members often demand new knowledge and its supply, that is, leaders donate to employees their intellectual capital and employees consult leaders to persuade people to contribute their creative resources.

Analyse the Effects of Knowledge-sharing behaviour on Employee Creativity

Consequently, the proposition that knowledge-sharing behaviour would affect employee creativity was, though not confirmed. The impact of knowledge-sharing behaviour on employee creativity was negative and non-significant. This finding failed to validate recent studies that affirmed the relationship between knowledge-sharing behaviour about employee creativity (e.g., Thuan, 2020; Phung, Hawryskiewicz, Chandran & Ha, 2017; Nham, Nguyen, Tran & Nguyen, 2020). The lack of consensus might be attributed to several things. in the Cape Coast-Elmina conurbation hotels.

One possible explanation could be the assertion by Ardichvili, Page and Wentling (2003), that there is a need for a positive relationship between the availability of fresh knowledge and the need for it. Social interactions, such as observation and face-to-face are posited as one of the means for knowledge sharing. This if not effectively and efficiently used, that is, the process of knowledge sharing involves either a leader actively communicating to followers what he/she knows or followers actively consulting the leader to learn what they know will fail to result in employees' creativity. As Van den Hooff and de Ridder (2004) better put it, the likelihood that knowledge obtained can be provided increases as knowledge collecting (more utility than cost) processes develop (greater cost than the benefit). Thus, a well-harnessed knowledge-sharing behaviour (knowledge donation and collection), requires the leader's encouragement for employees to adopt knowledge-collection behaviour. Consequently, employees who have good relationships with their

leaders may be better positioned to be more creative due to access to knowledge and information, employees classified as “out-group” (low-quality connections) get less connection to the supervisor, fewer resources, and access to more scant information.

This aligns with a previous survey of 246 middle and top-level managers in Turkey, which revealed a positive and significant effect of knowledge collecting on creativity, however, knowledge donating was found to not affect exploratory creativity (Kamasak & Bulutlar, 2010). Similarly, a recent study (Akram, Lei, Haider & Hussain, 2018) although have reported that although both knowledge donation and knowledge collection positively and significantly affected the creativity of the employees, knowledge collection was found to be a better contributor.

Assess the mediating role of Knowledge-sharing behaviour on the Nexus between Relational Leadership and Employee Creativity

Considering the mediating role of knowledge-sharing behaviour on the relationship between relational leadership and employee creativity, the results showed that knowledge-sharing behaviour enhances the impact of relational leadership on employee creativity significantly and positively. The dominant argument was that relational leaders via their demonstration of both empowering and ethical leadership turn to promote knowledge-sharing behaviour in organizations (Jada, Mukhopadhyay & Titiyal, 2019; Chiang & Chen, 2021; Le & Lei, 2018; Bavik, Tang, Shao & Lam, 2018), and the demonstration of knowledge-sharing behaviour enhances employee creativity (Nham, Nguyen, Tran & Nguyen, 2020; Phung, Hawryszkiewicz, Chandran & Ha, 2017; Liao, Chen & Hu, 2018).

As earlier discussed, by giving the team members the impression that their contributions count and that they have the freedom to take initiative, relational leadership empowers the workforce. The freedom to voice one's opinions might be said to be the reason why followers take on leadership responsibilities. Empowerment has two components: the

sense of self to claim ownership and desire to be engaged, as well as the collection of contextual circumstances that promote participants' full engagement (Hollander, 2014). This reasoning aligns with previous studies, notably Le and Lei (2019) who asserted that by creating the right environment, leaders might encourage information exchange, which greatly improves creativity. Additionally, if both the leadership and the followers are motivated by moral principles, upstanding character, and benevolence, then relational leadership is said to be ethical (Komives, Lucas & McMahon, 2009). These actions of leaders emanate guiding principles to show respect for the personal and social ends desired.

Inclusiveness in relational leadership demands the development of the followers' abilities and skills so that they can help the organization achieve its objectives (Komives, Lucas & McMahon, 2009) and as such, the flow of information with a high degree of trust, thoughtfulness, mutual commitment, and the long-term sustainability of the connection (Sullivan, Bretschneider & McCausland, 2003; Maslyn & Uhl-Bien, 2001) is exhibited by leaders. The core premise of the reciprocity norm argues that restitution duties are based on the estimated worth of the favour obtained (Gouldner, 1960). It is reasoned that the intellectual thought process of employees to generate novel and possibly helpful concepts (Shalley, Zhou & Oldham, 2004), could be heightened in attempts to reciprocate the leader's kindness.

Similarly, knowledge-sharing consists of two behaviours; bringing (or donating) knowledge and getting (or collecting knowledge) This is meant to express an individual's individuality and give them a sense of self-worth. As Van Den Hooff and De Ridder (2004) posited, these two distinct behaviours are different in the sense that one (donating) entails dynamic communication aimed at transmitting information, while the other (collecting) includes allowing access to intellectual capital. According to Hansen, Mors and Lovas (2005), Individuals not only shared knowledge, but also combined, elaborated, and translated it into a

clear and meaningful form. Employees, therefore, reflect more creativity when they can collect knowledge. This study, therefore, suggests that in Cape Coast-Elmina conurbation hotels, leaders share knowledge with their followers when asked and this contributes greatly to the employees' creativity.

Assess the Moderating Role of Leader-Follower Dyadic Tenure on the Nexus between Relational Leadership and Knowledge-sharing behaviour

Regarding the moderating effect of leader-follower dyadic tenure on the relationship between relational leadership and knowledge-sharing behaviour, the results showed that leader-follower dyadic tenure does not enhance the impact of relational leadership on knowledge-sharing behaviour significantly and positively. The LMX theory might account for the discrepancy. Thus, it is assumed that leaders communicate with followers at different levels vary based on if the followers are members of either the "in-group" (high-quality relationship) or the "out-group" (low-quality connection). These unstable LMX relationships have impacts outside of the leader-member dyad.

For instance, it is reasoned that when leaders turn increasing the inner-group members' sense of empowerment through actions which build their (inner-group) professional capabilities and promote self-leadership and also share important tasks and vital information to promote individual learning, it could motivate inner-group members to demonstrate more desirable behaviour of the need for novel knowledge and its availability, vis-à-vis with outer-group members. This aligns with other previous studies by Van Dyne and Ang (1998), and De Gilder (2003) who investigated the impact of temporary or permanent employees on inner-group and outer-group status and discovered that followers with temporary contracts had a greater inner-group status view than the followers with permanent contracts but there were built-in favourable leader-follower interactions.

More so, leaders with limited upward influence or organizational support may render the leader-member relationship less important to the follower. To put it another way, some leaders are more resourceful, and in a superior position. This allows such leaders to provide high-quality exchanges with their followers, including insightful information or knowledge irrespective of the leader-member dyadic tenure. Likewise, followers who initially recognized the advantages of the leaders' relationships may be less reliant on the leader with time as they create an informal network that serves as alternate information sources (Liden, Sparrowe & Wayne, 1997). Followers may also possess particular character traits or gain the ability to achieve even without the assistance of their superiors.

Contributions of the Study

This work adds to the range of evidence of knowledge in two ways. First, This research adds to integrating the domains of relational leadership and knowledge management research in the hotel industry. To improve employee creativity, there is a need to change professional mindsets on leadership. This is because ethics, attitudes, and ideas are embedded in people's identities and knowledge of how the universe operates, they are difficult to alter. The study stimulates a discussion about how hoteliers and leaders can work better with followers to achieve the desired outcome.

Hoteliers must encourage relational leadership within their management. Those leaders who practice what is according to Regan and Brooks (1995), Komives, Lucas and McMahon (2009), and Carifio (2010), inclusiveness, ethicality, empowerment, care and those who have a clear vision can increase creativity in their followers. Changing the mindsets of leaders alone is not enough as followers might even become barriers to change. It is therefore imperative for leaders to enact some form of motivation. As such, because stronger relationships with a leader boost employee job participation, which fosters increased creativity among followers, relational leadership may also be employed as a contribution to

employee motivation. Employees need better behaviour and empowerment in their work to heighten creativity goals as well. As a result, relational leadership is a significant source of long-term strategic edge in the hotel industry's present competitive business environment. This can aid service firms generally in reaching better organizational productivity targets.

Knowledge management literature (e.g. Grant, 1996; Nonaka, Toyama & Konno, 2000; Zack, 1999) underlines the importance of knowledge leveraging. According to the study's findings, both knowledge donation and collection appear to be crucial mechanisms through which relational leadership is created and put into action to achieve employee creativity. In terms of application, this study suggests that leaders should try to encourage and initiate knowledge giving and knowledge gathering work activities to create a knowledge-sharing behaviour environment. Furthermore, each individual's incentive to share information differs, and recognizing the primary motivational reasons that exist for the majority of followers is highly significant. The proper identification of motivating variables will aid in the creation and promotion of a knowledge-sharing environment within the hospitality industry. This way, there is the facilitation of idea generation, promotion and implementation.

Employees can also strengthen the act of knowledge-sharing behaviour through a collection of knowledge donated by their leaders. Leaders must foster an appropriate climate in which people are ready to obtain knowledge allows for the generation of new ideas, the promotion of best practices, the facilitation of new inventions, and the elimination of learning's unnecessary costs at both the individual and organizational levels (De Vries, Van den Hooff & De Ridder, 2006; Markus, 2001; Reychav & Weisberg, 2009). Knowledge-sharing behaviour is explained as the method of exchanging information amongst individuals. In each mechanism of information conversion (tactic and explicit) diverse techniques are needed for optimal knowledge creation and sharing (Nonaka, Toyama & Konno, 2000). Whereas tacit knowledge may be communicated primarily through observation and face-to-

face communication (Nonaka & Takeuchi, 1995; Polanyi, 1966), explicit knowledge transfer, requires the use of official documents, proposals or reports, manuals, models and methodologies, and others. Leaders can put in place other ways of storing information in other to make its sharing easy.

Lastly, the emergent model provides empirical support for three theories. Primarily, is the Leader-Member Exchange (LMX) theory which is a unique leadership technique that emphasizes the dyadic interaction and thus the unique interconnections between the leadership and each follower (Northhouse, 2019). Supervisors and subordinates, according to Dockery and Steiner (1990), focus on separate currencies of trade. Accordingly, while supervisors want more work-related currencies, thus, such as going above and beyond on job descriptions, subordinates seek more socially connected currencies, such as affect, loyalty, and professional respect (Liden & Maslyn, 1998).

According to the theory, leaders connect with their subordinates at several levels; “in-group” (connection of high quality) or “out-group” (connection of poor quality). Greater levels of subordinate contentment and output (Anseel & Lievens, 2007; Varma & Stroh, 2001), lessens levels of subordinate stress and absenteeism (Harris & Kacmar, 2006; Van Dierendonck, Le Blanc, & Van Breukelen, 2002). Subordinates in “out-group” (low-quality relationships), relationships are more likely to have limited contact with the supervisor, limited resources, and far more scant information, which may lead to reduced degrees of subordinate satisfaction, greater levels of subordinate turnover, and less desirable jobs (Varma & Stroh, 2001) and “order giving and following” relationships (Gagnon & Michael, 2004). This advances the studies of other researchers to highlight the importance of relational leadership attributes (e.g., Carifio, 2010; Komives, Lucas & McMahon, 2009; Regan & Brooks, 1995) in employee creativity.

The Social Exchange Theory states that, whenever a person (leader) extends compassion towards another person (subordinate), he or she assumes that they will receive a reaction at an unspecified future time and location in a manner that is similar to their own. (Wayne, Shore & Liden, 1997). More importantly, the worth of the exchange and the following sense of duty are said to fluctuate depending on the strength of the recipient's want at the period of the favour supplied and the parties' position (Gouldner, 1960). Therefore, it is reasoned that leaders who go beyond establishing the importance of the leader-follower relationship create a greater feeling of subordinates' obligation to be more creative in the workplace. As postulated by Rubin (1968), varying situations unleash creativity in different individuals. Factors such as self-encouragement and encouragement from the environment (type of leadership) can inspire the realization of individual creativity (Rifky, 2017).

Finally, Bandura's (1977) Social learning theory. The results show the mediating effect of knowledge-sharing behaviour when hoteliers want to execute relational leadership to achieve employee creativity. Emphasis is placed on vicarious learning rather than reinforcement learning (Bandura, 1977; Manz & Sims, 1981). People might participate in vicarious learning just by seeing how others learn from reliable role models' behaviour before acting in the same way to prevent unnecessary and expensive mistakes (Bandura, 1977; Manz & Sims, 1981). Although several forms of knowledge have been identified, Nonaka and Takeuchi (1995) identify tacit and explicit knowledge. According to Polanyi (1962), tacit knowledge cannot be stated because "we know more than we can tell". As a result, tacit information may be conveyed and made apparent through social interactions or socialization. Leaders are an important factor influencing follower behaviours (Bavik, Tang, Shao & Lam, 2018) and they ought to be intentional about their behaviour to assist in the development of a set of novel and beneficial solutions for their followers (Bos-Nehles, 2017). This finding follows others in emphasizing the strategic importance of both knowledge donation and

knowledge collection (Van Den Hooff & De Ridder, 2004; Vithessonthi, 2008) this necessitates a positive link between the supply and demand for new information (Ardichvili, Page & Wentling, 2003).

In summary, relational leadership is crucial for improving employee creativity. The importance of knowledge-sharing behaviour as a mediator is emphasized throughout the study (donation and collection) while examining the relationship between relational leadership and employee creativity. Furthermore, the study throws light on the moderating role of leader-follower dyadic tenure when examining the nexus between relational leadership and knowledge-sharing behaviour. In today's fast-paced and competitive environment, the perspectives offered in this research have significant consequences for new business opportunities.

Chapter Summary

In Chapter 4, the data about the main goals of the study were analysed. The chapter began with a provision of the results, discussion on the effects of relational leadership on employee creativity, effects of relational leadership on knowledge-sharing behaviour, effects of knowledge-sharing behaviour on employee creativity, the mediating role of knowledge-sharing behaviour on the nexus between relational leadership and employee creativity, the moderating role of knowledge-sharing behaviour on the nexus between relational leadership and employee creativity, highlighted the contribution to study, limitations and future research.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

Presented in this chapter is a synopsis of the primary results and the overarching conclusions of the study. The chapter also offers suggestions for improving the influence of relational leadership on employee creativity in hotels.

Summary of the Study

The primary goal of this study is to examine the nexus between relational leadership and employee creativity and whether the relationship is mediated by knowledge-sharing behaviour and moderated by leader-follower dyadic tenure at Cape Coast-Elmina conurbation hotels. The objectives that sparked the researcher's interest to carry out the study were to:

1. Examine the effects of relational leadership on employee creativity in Cape Coast-Elmina conurbation hotels.
2. Analyse the effects of relational leadership on knowledge-sharing behaviour in Cape Coast-Elmina conurbation hotels.
3. Analyse the effects of knowledge-sharing behaviour on employee creativity in Cape Coast-Elmina conurbation hotels.
4. Assess the mediating role of knowledge-sharing behaviour on the relationship between relational leadership and employee creativity in Cape Coast-Elmina conurbation hotels.
5. Assess the moderating role of leader-follower dyadic tenure on the relationship between relational leadership and knowledge-sharing behaviour in Cape Coast-Elmina conurbation hotels.

The study was conducted using a descriptive study strategy that employed the quantitative survey design. the study targeted the entire non-managerial/non-supervisory staff

of licensed hotels in the Cape Coast-Elmina conurbation who are in total 565. The researcher, however, used a stratified technique to select four hundred (400) employees who are made up of front office staff; kitchen, restaurant and bar staff; sales, marketing and accounts staff; housekeeping; and engineering, security and support staff. Respondents were presented with close-ended questionnaires to fill out as a way of collecting information which was useful for the understanding and conduct of the study. Four hundred (400) questionnaires were distributed to gather information from respondents, and 400 (100%) of the forms were completed and returned. The data were analysed using SPSS v26 and WarpPLS V 7.0. Concerning the demographics of the respondents, the results show a good distribution of males and females. The males were more than the females' 45.6 per cent. The age distribution of the respondents indicates that the highest depicted those in the age group 21 to 30 bracket. The last group is the 51 to the 60-year group. What can be said of this age distribution is that most of the workforce are of active working age. Few of them are approaching retirement age and that may not necessarily affect the validity of the study. Concerning the highest level of education at the hotels, the majority had senior high certification. The demographic findings demonstrate that the respondents are fairly dispersed in terms of gender, age, and educational background. The inference is that there is some room for confidence in the answers provided by the hotel employees.

Key Findings

The first objective was to “examine the effects of relational leadership on employee creativity in Cape Coast-Elmina conurbation hotels”. The researcher examined this with the aid of WarpPLS. It was discovered that relational leadership significantly and positively influences employee creativity. This means that leaders can leverage their relational ability to motivate employees to be creative in developing creative ideas.

The study additionally “analysed the effects of relational leadership on knowledge-sharing behaviour in Cape Coast-Elmina conurbation hotels”. The relationship between relational leadership and knowledge-sharing behaviour was positive and significant. This was consistent in comparison to the literature relational leadership contributes to knowledge-sharing behaviours in a way that reduces institutional impediments to information exchange, enabling the creation of trusting and equitable workplace relationships.

Also, the study analysed the effects of knowledge-sharing behaviour on employee creativity in Cape Coast-Elmina conurbation hotels. The results showed that knowledge-sharing behaviour did not influence employee creativity. This could mean that the knowledge-sharing behaviour among leaders and employees does not automatically influence their inclination to be creative.

Furthermore, the study assessed the mediating role of knowledge-sharing behaviour on the relationship between relational leadership and employee creativity in Cape Coast-Elmina conurbation hotels. With the inclusion of knowledge-sharing behaviour as a mediation variable between the relationship between relational leadership and employee creativity, the outcomes revealed a positive and significant effect. This outcome implied that although knowledge sharing among leaders and employees does not directly influence their creativity, it rather enables leaders to utilise their relational ability to drive employees to be creative.

The primary purpose of this research was to “assess the moderating role of leader-follower dyadic tenure on the relationship between relational leadership and knowledge-sharing behaviour in Cape Coast-Elmina conurbation hotels”. It was revealed that leader-follower dyadic tenure did not have a moderating effect on the nexus between relational leadership and knowledge-sharing behaviour. This meant that the ability of leaders to utilise

relational prowess to drive knowledge sharing among employees is not contingent on the duration of their dyadic tenure.

Conclusions

The investigation looked at in this study was the nexus between relational leadership and employee creativity, knowledge-sharing behaviour and employee creativity, and whether the relationship is mediated by knowledge-sharing behaviour and moderated by leader-follower dyadic tenure at Cape Coast-Elmina conurbation hotels. The results disclosed that leaders can leverage their relational ability to motivate employees to be creative. Consequently, relational leadership contributes to knowledge-sharing behaviours in a way that reduces institutional impediments to information exchange, enabling the creation of trusting and equitable workplace relationships

Most importantly, the study revealed that knowledge-sharing behaviour among leaders and employees does not directly influence employees' inclination to creativity. This may be a result of the fact that knowledge-sharing behaviour has two distinct processes and both are needed. It is reasoned that one involves dynamic communication to share knowledge (knowledge donation), whilst the other involves granting access to intellectual capital (knowledge collection). Knowledge collection, according to Hooff and Ridder (2004), positively promotes knowledge donation since knowledge acquired has a greater chance of being transferred as the collecting process proceeds. This way, employees may be better equipped to incorporate fresh ideas into their job. Although knowledge-sharing behaviour among leaders and employees does not directly influence their creativity, it rather enables leaders to utilise their relational ability to drive employees towards creativity.

Finally, the ability of leaders to utilise relational prowess to drive knowledge-sharing behaviour is not contingent on the duration of their dyadic tenure. It is reasoned that although some level of knowledge and familiarity is acquired in a leader-follower dyadic tenure, there

is the need for leaders to intentionally build a positive relationship with their subordinates to encourage a degree of trust which is expected to be higher in the long-term relationship than in a short-term one.

Recommendations

The study recommends that managers and supervisors of hotels should adopt a relational leadership style. This implies that they should demonstrate concern for their employees, include them in all phases of their job, present a clear goal for its fulfilment, enable them to act independently, and treat them ethically. This reduces institutional impediments to information exchange, enabling the creation of trusting and equitable workplace relationships.

Hoteliers should implement other methods for sharing different types of knowledge, including, know-how work experiences, business official documents, proposals or reports, knowledge obtained from newspapers, magazines, television or the internet, and telling stories of success and failures. This fosters an environment conducive to active learning, hence encouraging personal initiative.

Also, because knowledge sharing involves both the individual who provides and the person who gets information, there is the need for hotel supervisors and their subordinates to develop a positive relationship in order to utilise their relational ability to stimulate both the demand for and supply of new information.

Suggestions for Further Studies

First, the study employed a cross-sectional design. Hence, this hinders the study from investigating the causal links between the variables. A longitudinal study would illustrate the dynamic character of relational leadership and employee creativity. A longitudinal design might be used in future studies to derive causal implications from the framework.

Second, although the study examined the relationship between relational leadership and employee creativity, the study did not test the nature of relational leadership (i.e. whether family ties existed). Also, this study goes beyond previous research by addressing a possible mediator in the link between relational leadership and employee creativity. However, the study ignored the roles of organisational processes, cultures, and other potential knowledge management processes such as information acquisition and knowledge integration. In addition, it reasoned that the company's viewpoint mirrored that of its leadership. If the supervisor is replaced or changes, knowledge-sharing behaviour and employee creativity may be influenced. Future research can extend this study by looking into whether other possible mediators, such as organizational characteristics, other knowledge management methods, or a supervisor change, have implications for knowledge-sharing behaviour and its impact on employee creativity.

Third, since this data was gathered from a single sector, hotels in the hospitality industry, the conclusions may or may not apply to enterprises that do not fall into this category. As a result, it is beneficial for future studies to consider including other industries when examining these relationships.

Fourth, the research is based on self-reported data, which raises the possibility of technique bias. Our assessments of common method variance, however, do not show that it is a substantial issue in our study. The study also used numerous assessments such as Cronbach alphas, composite reliability, convergent validity, and discriminant validity to ensure that the data and conclusions were reliable. Future studies may incorporate objective metrics of employee creativity to improve the study design.

Last, the data collected in this study's participants were restricted to one city, the Cape Coast-Elmina conurbation of Ghana, as a result, the findings may not be indicative of other areas around the country. A larger sample of hotels may be used in future studies and

geographical locations in Ghana or other countries that was not included in this investigation to test the replicability of the findings.



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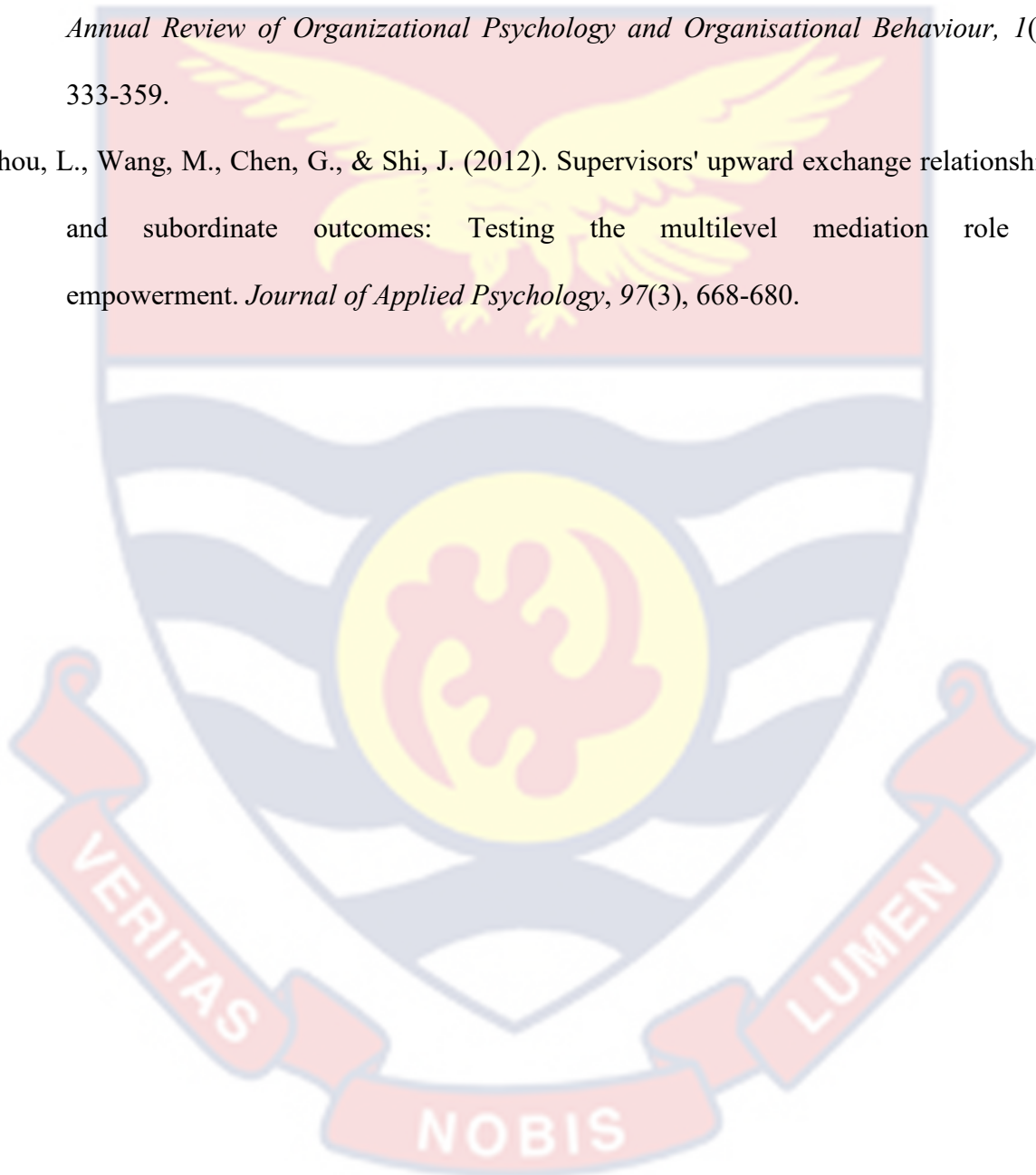
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UNIVERSITY OF CAPE COAST
COLLEGE OF DISTANCE EDUCATION
DEPARTMENT OF BUSINESS STUDIES

Dear Sir/Madam,

This research instrument is designed to assess relational leadership and employee creativity: The role of knowledge-sharing behaviour and leader-follower dyadic tenure (time spent with leader) at hotels in Cape Coast-Elmina. This is in partial fulfilment for the Award of Master of Commerce (Human Resource Management) at the University of Cape Coast. As a result, any information given would be treated with utmost confidentiality. Please select the appropriate options for the questions by checking their corresponding boxes. If you have any questions or reservations do not hesitate to contact the researcher on 0246 413 528 or ethelennin@gmail.com.

Section A: Profile of respondents

1. Sex of respondent:

- a. Male
- b. Female

2. Age (years) of respondent:

- a. Less than 20
- b. 21 and 30
- c. 31 – 40
- d. 41 –50
- e. 51 – 60
- f. Above 60

3. Highest level of education:

- a. Primary

- b. JHS
- c. SHS
- d. Vocational/Technical
- e. Tertiary
- f. Other (Specify):

4. Marital status:

- a. Single
- b. Married
- c. Divorced
- d. Widow/Widower

5. Which of these Ghana Tourist Board classifications does your hotel belong to currently?

- a. 3- Star
- b. 2- Star
- c. 1-star
- d. Budget Hotel
- e. Guest House

6. Which department do you belong to?

- a. Front Office
- b. Kitchen/Restaurant/Bar
- c. Engineering/Security/ Support
- d. Sales/Marketing/ Account
- e. Housekeeping
- f. Others (Specify):

7. For how long have you worked with your immediate supervisor:

(months/years)

Section B: Relational Leadership

This section describes five relational leadership characteristics (inclusive, empowering, caring, ethical and vision) of your immediate supervisor as perceived/observed. Please, indicate the extent to which each of the following items is characteristic of the immediate management or supervisor at your hotel by ticking (√) the extent of your agreement with the following statements:

Where **1 = least level of agreement through to 7 = highest level of agreement.**

Relational Leadership - My immediate manager or supervisor:		1	2	3	4	5	6	7
1	Creates opportunities for professional and personal growth							
2	Encourages risk-taking among staff							
3	Engages in well-mannered, polite, civil discourse that respects differences and values equity and involvement.							
4	Readily maintains attitudes that respect differences and values equity and involvement.							
5	Recognizes and engages all internal and external stakeholders in building coalitions.							
6	Builds professional capabilities of others and promotes self-leadership.							
7	Encourages others by sharing information, bringing people into the group process and promoting individual and group learning.							
8	Shares important tasks with others.							
9	Acknowledges the abilities and skills of others.							
10	Shows appreciation for the contribution of others.							
11	Steps out of his/her frame of reference into that of others.							
12	Shows sensitivity to the needs and feelings of employees.							
13	Establishes relationships built on values, caring and support.							
14	Promotes individual development and responds to the needs of others.							
15	Nurtures growth and remains connected to staff							

	through interpersonal relationships.								
16	Influences others by mutual liking and respect.								
17	Conforms to the established standards of administrative practice.								
18	Actively practices in “leading with integrity”.								
19	Considers opposing viewpoints and the values of others in decision-making.								
20	Encourages a shared process of leadership through the creation of opportunity and responsibility for others.								
21	Provides inspiring and strategic goals								
22	Inspirational, able to motivate by articulating effectively the Importance of what staff are doing.								
23	Has vision; often brings ideas about possibilities for the future.								
24	Articulates natural mental ability that is associated with experience.								
25	Often exhibit unique behaviour that symbolizes deeply held beliefs.								

Section C: Knowledge Sharing Behaviour

Please indicate the extent to which each of the following items describes the perceived/observed activities involved in the dissemination and sharing of tacit and explicit knowledge at your hotel by ticking (√) the extent of your agreement with the following statements: Where **1 = least level of agreement** through to **7 = highest level of agreement**.

	Knowledge Donation - My immediate manager or supervisor often shares:	1	2	3	4	5	6	7
1	Business official documents, proposals or reports with me.							
2	Business manuals, models and methodologies with me.							
3	Stories of success and failure with me.							
4	Business knowledge obtained from newspapers, magazines, television or the internet with me.							
5	Know-how work experiences with me.							
6	Knowledge obtained from instruction or training with me.							

7	Problem-solving knowledge with me							
	Knowledge Collection - I often ask my immediate manager or supervisor:	1	2	3	4	5	6	7
8	To share business official documents, proposals or reports, when necessary.							
9	To share business manuals, models and methodologies, when necessary.							
10	To share stories of success or failure, when necessary.							
11	To share business knowledge obtained from newspapers, magazines, television or the Internet, when necessary.							
12	To share know-how from work experiences, when necessary.							
13	To share knowledge gained from instruction or training when necessary.							
14	To share problem-solving knowledge.							

Section D: Employee Creativity

This section assesses your ability to be creative as an employee in your hotel.

Please indicate the extent of your agreement to the following items by ticking (✓) your answer to statements: Where **1 = least level of agreement through to 7 = highest level of agreement.**

	Employee Creativity	1	2	3	4	5	6	7
1	I am a creative problem-solver.							
2	I use my creative abilities when faced with challenges.							
3	I take risks with my ideas.							
4	I am comfortable with others critiquing my ideas.							
5	I always think of new ways to do things.							
6	It is easy for me to think of many ideas when looking for an answer to a question.							
7	I tend to do things that are unusual for most people.							
8	I always stand out in a crowd.							

Section E: Employee Self-Efficacy

This section assesses your ability to be creative as an employee in your hotel.

Please indicate the extent of your agreement by ticking (✓) your answer with

the following statements: Where 1 = least level of agreement through to 7 = highest level of agreement.

	Self-Efficacy	1	2	3	4	5	6	7
1	I do not avoid difficult tasks.							
2	I am a very determined person.							
3	Once I set my mind to a task almost nothing can stop me.							
4	I have a lot of self-confidence.							
5	I am at my best when I am challenged.							
6	I believe that it is shameful to give up something I started.							
7	Things always seem worth the effort.							
8	I do not find it difficult to take risks.							

Thank you for participating in this study.

