

**T.C.
ISTANBUL AYDIN UNIVERSITY
INSTITUTE OF GRADUATE STUDIES**



**EXPLORING THE IMPACT OF EMPOWERING LEADERSHIP
ON EMPLOYEE PERFORMANCE: THE MEDIATING EFFECT
OF EMPLOYEE CREATIVITY**

MASTER'S THESIS

Mohamad Obaida ALSEBAI

**Department of Business
Business Administration Program**

AUGUST 2025

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AUGUST 2025

THESIS EXAM REPORT

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..... date and The thesis of
....., whose thesis defense exam was held on
..... before the jury members formed at the meeting no.
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DECLARATION

I respectfully certify that all the information in the study “Exploring The Impact Of Empowering Leadership On Employee Performance: The Mediating Effect Of Employee Creativity”. In Saudi Arabia which I submitted for my master’s thesis was gathered and presented in accordance with ethical standards and academic guidelines. All assertions and material that do not belong to me are properly cited in this study, which was written in accordance with the thesis writing guidelines, and I have not falsified any of the data I used.

Mohamad Obaida Alsebai

FOREWORD

First and foremost, I would like to extend my sincere appreciation to Almighty Allah for bestowing upon me the fortitude, forbearance, and sagacity necessary to finalize this thesis.

I would like to express my heartfelt gratitude to Assist. Prof. Dr. Tolga TÜRKÖZ, my advisor, for his invaluable support, insightful feedback, and guidance during this journey. His encouragement and expertise significantly influenced the development of this work.

My parents, brothers, and sister deserve profound gratitude for their unwavering encouragement, prayers, and support, which served as my source of inspiration throughout the duration of my journey.

Lastly, I want to thank Aydin University, Turkey, and the Department of Business Administration for providing me with the resources and supportive environment needed to bring this thesis to fruition.

August, 2025

Mohamad Obaida Alsebai

**EXPLORING THE IMPACT OF EMPOWERING LEADERSHIP ON
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ABSTRACT

This study aimed to investigate the impact of empowering leadership on employee performance and to determine how employee creativity mediates this relationship. A quantitative research design was employed to accomplish this. Data were gathered from 282 personnel in the construction materials sector in Saudi Arabia using a structured survey administered from October 17, 2024, to December 1, 2024. Linear regression and mediation analysis were utilized to examine the data. Research indicates that empowering leadership has a positive impact on employee performance and employee creativity. Furthermore, employee creativity was identified as a factor that improves employee performance and partially mediates the connection between empowering leadership and employee performance. This research is one of the initial inquiries into these dynamics inside the Saudi construction materials sector. The results enhance the current research by illustrating the relationship between leadership styles, creativity, and employee performance in competitive organizations. These findings underscore the need of embracing empowered leadership practices and fostering creativity to attain organizational success.

Keywords: Empowering Leadership, Employee Creativity, Employee Performance, Mediation, Construction Materials Sector, Saudi Arabia.

GÜÇLENDİRİCİ LİDERLİĞİN ÇALIŞAN PERFORMANSI ÜZERİNDEKİ ETKİSİNİN İNCELENMESİ: ÇALIŞAN YARATICILIĞININ ARACILIK ETKİSİ

ÖZET

Bu çalışma, güçlendirici liderliğin çalışan performansı üzerindeki etkisini araştırmayı ve çalışan yaratıcılığının bu ilişkiye nasıl aracılık ettiğini belirlemeyi amaçlamaktadır. Bu amacı gerçekleştirmek için nicel bir araştırma tasarımı uygulanmıştır. Veriler, 17 Ekim 2024 ile 1 Aralık 2024 tarihleri arasında Suudi Arabistan'daki inşaat malzemeleri sektöründe çalışan 282 personelden yapılandırılmış bir anket kullanılarak toplanmıştır. Verilerin analizi için doğrusal regresyon ve aracılık analizi kullanılmıştır. Araştırma, güçlendirici liderliğin çalışan performansı ve çalışan yaratıcılığı üzerinde olumlu bir etkiye sahip olduğunu göstermektedir. Ayrıca, çalışan yaratıcılığı, çalışan performansını artıran ve güçlendirici liderlik ile performans arasındaki ilişkiye kısmi aracılık eden bir faktör olarak belirlenmiştir. Bu araştırma, Suudi Arabistan'daki inşaat malzemeleri sektöründeki bu dinamikleri araştıran ilk çalışmalardan biridir. Sonuçlar, liderlik stilleri, yaratıcılık ve çalışan performansı arasındaki ilişkiyi rekabetçi organizasyonlar bağlamında açıklayarak mevcut araştırmaları geliştirmektedir. Bu bulgular, örgütsel başarıya ulaşmak için güçlendirici liderlik uygulamalarının benimsenmesinin ve yaratıcılığın teşvik edilmesinin önemini vurgulamaktadır.

Anahtar Kelimeler: Güçlendirici Liderlik, Çalışan Yaratıcılığı, Çalışan Performansı, İnşaat Malzemeleri Sektörü, Suudi Arabistan.

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LIST OF ABBREVIATIONS

EC	: Employee Creativity
EL	: Empowering Leadership
EP	: Employee Performance
HRD	: Human Resource Development
HRM	: Human Resources Management
SEM	: Structural Equation Modeling
HPWS	: High-Performance Work Systems

I. INTRODUCTION

Recently, leadership has become a new and useful approach to managing employees and the company overall. Over time, Human Resources Management (HRM) largely replaced the more conventional idea of managing staff. For this, it is critical to strategically integrate new ideas about leadership into effective methods of handling employees to augment performance (Iqbal, Anwar, & Haider, 2015).

As an essential component of any business, employee performance demands analysis from those in charge, as do the elements that set the stage for exceptional performance. It takes the combined effort of all organization members to advance a company, as no organization can be built by one or two individuals working alone. A key multifaceted component, performance is all about achieving results and is intimately tied to the long-term goals of a company (Mwita, 2000).

All managers must put forth effort and utilize their full potential, which may sometimes be achieved with or without supervision. On the other hand, managers employed by an organization are held to a number of expectations (Abbas & Yaqoob, 2009).

As a result, managers need to be trained to think independently, operate creatively. They complete the tasks by keeping an eye on understanding the state of the economy and the business in general. This leads us to the next point: how can a person improve their work habits to help their company develop and be more effective (Abbas & Yaqoob, 2009).

Zhong, Lam, and Chen, Z (2011) stated that leaders who practice empowerment engage in behaviors such as guidance, information sharing, and granting employees the autonomy to make choices independently. Similarly, Kirkman and Rosen (1999) and Konczak, Stelly, and Trusty (2000) emphasized the importance of promoting autonomy and self-direction in teamwork.

Managing responsibilities in circumstances marked by globalization, new technologies, limited resources, and growing prices is proving to be an increasingly

difficult task for leaders (Chase, 2000; Jaffe, 1995).

The concept of empowerment, a key shift in management theory, emerged in the 1980s in response to the evolving demands of the commercial and government sectors. This need for a new organizational paradigm arose from rapid advancements in technology and significant changes in business practices, which required innovative ways to enhance employee productivity and adaptability (Fernandez & Moldogaziev, 2011; Hill & Huq, 2004).

In light of major changes in public and private sector technological and business practices in the 1980s, the idea of employee empowerment emerged in management theory. This shift appears to have been driven by a need for a new way of organizing that would boost productivity (Bartunek & Spreitzer, 2006; Fernandez & Moldogaziev, 2011; Hill & Huq, 2004).

An innovative method of leadership known as Empowering Leadership (EL) has appeared, which is separate from more traditional methods like transactional, transformational, and directive leadership (Pearce et al., 2003). Delegating duty and power to the weakest degree of an organization, where appropriate choices are made can occur, is fundamental to employee empowerment (Thomas & Velthouse, 1990; Conger & Kanungo, 1988). This helps to boost employee inspiration.

The idea of empowering leadership has historically received limited interest in developmental studies, as noted by Arnold, Arad, Rhodes, and Drasgow (2000). However, recent years have witnessed growing interest in exploring the various effects of this leadership style, particularly its influence on organizational outcomes (e.g., Randolph & Kemery, 2011; Raub & Robert, 2010). Empowering leadership fosters creating a setting where workers are inspired to act independently, work autonomously, and exceed their formal responsibilities to address challenges effectively. Griffin, Neal, and Parker (2007), as well as Martin, Liao, and Campbell (2013), emphasize that employees that feel independent are able to come up with new ideas and help meaningfully to organizational success.

Knowledge and highly qualified individuals are essential for all modern businesses to maintain their high levels of performance. Even more so, dedicated staff members are required due to the high level of competition in many markets. Here, employee empowerment is a key component to a company's success. Trust,

dedication, and output are all improved when workers are given more agency (Nwachukwu, 2016).

A key component of employee empowerment is the distribution of responsibility and control within an organization, as well as the encouragement of loyalty from workers. As well as being more productive, having greater responsibility, and being satisfied in their jobs, devoted and committed employees help organizations reach their goals (Locke & Latham, 1990; Karim & Rehman, 2012).

EP will be completed if staff members can finish jobs according to the corporation's provided system, allowing the company's vision and goal to be well realized. Employee compliance with rules set out by management is one way the organization can accomplish its objectives (Ibrahim & Daniel, 2019).

The dedication exerted by employees in the execution of their duties yields performance outcomes. Every business needs its workers to give their utmost effort in order for the business to function smoothly. For a corporation to effectively accomplish its objectives, each one of its workers' work products needs to be evaluated (Iskamto, D. 2020).

Eventually, employee performance results will be impacted by leadership conduct that inspires and guides subordinates. The company's greatest asset is its workforce, which consists of social creatures with ideas, sentiments, and desires that can affect how they behave at work. They are the organizers, implementers, and controllers that work for the organization (Iskamto, Asri & Darma, 2020).

Creativity in the workplace refers to employees coming up with fresh and practical ideas for things like new goods, services, procedures, structures, ways of working, etc., as well as for resolving current challenges (e.g. Amabile, 1988). According to Madjar et al. (2002) and Shalley et al. (2004), it is an essential tool for creativity in any organization, and workers at all levels can help achieve this objective.

For a long time, methods for improving employee creativity have centered on finding and hiring creative people, as well as providing them with instruction regarding creativity (Scott et al., 2004). This is because employees' creative performance is highly dependent on personal qualities like flexibility to experience,

mindset, and creativity-relevant skills.

This research seeks to figure out two objectives:

- 1) Exploring the Impact of EL on EP.
- 2) Examining the mediating effect of employee creativity on the empowering leadership and employee performance.

To address the previously mentioned gaps in the literature, I proposed the following study questions:

1. How does empowering leadership style affect employee performance?
2. What is the impact of empowering leadership on EC?
3. How employee creativity influences their performance?
4. Does EC play a mediating role in the effect of empowering leadership on employee performance?

Building upon the concepts introduced in the introduction, the second section focuses on the theoretical framework. This section delves into the core concepts of empowering leadership, employee performance, and employee creativity. It examines how employee creativity impacts employee performance, as well as the role of EL in enhancing performance.

In Section 3, the method is described, detailing how the study was conducted. The fourth section outlines the study's findings, including the results of hypothesis testing. The fifth section provides a discussion of these findings, and the final section offers a summary along with key recommendations.

II. THEORETICAL FRAMEWORK

A. Empowering Leadership

1. Definition

Since empowered leadership has been shown to enhance employee proactive behavior, it may have a favorable correlation with task restructuring (Demerouti, & Le Blanc, 2017).

In an empowering leadership style, the boss steps aside and lets his subordinates make all the important choices. This is achieved by entrusting people with more responsibility, empowering them to make decisions on the job, and equipping them with the tools they need (Ahearne et al., 2005).

According to Liao, Campbell & Martin (2013), a leader who demonstrates empowering behaviors helps their people feel more capable and independent. More proactive behavior, like role customization, can emerge from an increased feeling of competence and independence, which in turn stimulates intrinsic motivation.

A leader's influence on an employee's work design as a type of empowering leadership may be good for businesses and workers alike since it motivates workers to delve deeper into the details of their essential jobs (Demerouti, & Le Blanc, 2017).

Lyons (2008) said, the perceived chance to do impacts the decision to design the task. It is a rare opportunity for leaders to teach their followers ways to utilize work redesign, which may improve their professional life (Bakker & Demerouti, 2014).

There are two common ways that "empowering leadership" has been described. As previously stated, empowering leadership entails actions taken by official managers (i.e., leaders with position and command in their businesses), such as fostering open communication and the passing ideas among followers, as well as fostering an environment that encourages and facilitates collaboration and knowledge sharing (Arnold et al., 2000).

Research highlights that empowering managers involves sharing authority, a technique employed by formal executives to enhance employee freedom and dedication to their roles. This approach fosters motivation and engagement within the workforce (Kanfer, Allen, & Rosen, 2007). Empowering Leadership (EL) is defined in various ways, but scholars agree that it can be quantified through observable leader actions, such as promoting independence and encouraging employees to take responsibility for their decisions (Kirkman & Rosen, 1999). By delegating tasks and responsibilities, leaders enable employees to make autonomous decisions, hereby fostering a sense of purpose and ownership over their work (Offermann & Hellmann, 1997).

In contrast to delegation, which focuses solely on making decisions, empowering leadership encourages people to take charge of their own learning and development, as well as their trust and feeling of agency in the workplace (Kirkman & Rosen, 1999).

EL is defined by Amundsen and Martinsen (2014) as inspiring employees to take initiative and grow in their roles through the distribution of authority and the provision of resources. Although chosen leaders often employ a variety of methods to exert impact on their subordinates, empowering leadership stands apart from the crowd as, at its heart, it encourages subordinates to take charge of their own development.

Empowering leaders give their employees greater autonomy to make decisions and grow professionally, which, in theory, may increase their emotional investment in the company (Johnson, Chang, & Yang, 2010).

2. Conceptualization

An approach of empowering leadership is based on a leader's capacity to foster employees' independence, motivation, and growth in their professional skills. According to Amundsen and Martinsen (2014), empowering leaders achieve this through three key components:

- a. **Sharing authority:** Delegating decision-making power to employees.
- b. **Providing motivational support:** Encouraging independence and fostering a supportive environment.

- c. **Aiding in development:** Actively contributing to the growth and skill enhancement of team members.

Managers practicing empowerment share authority with subordinates, giving them greater control over their tasks and responsibilities (Conger & Kanungo, 1988). Thomas and Velthouse's (1990) theory elaborates on this by suggesting that empowerment fosters intrinsic ambition, making workers feel in control and responsible in their work.

Leadership behavior that embodies empowerment often redistributes authority while assigning accountability for results (Ford and Fottler, 1995). Tannenbaum (1986) links empowerment to the promotion of autonomous decision-making, which in turn enhances employees' belief in their own efficacy. Furthermore, Wellins et al. (1991) emphasize the importance of training and resource allocation as integral aspects of empowering leadership, enabling employees to excel in their roles.

Another vital aspect is the facilitation of creativity and innovation. Empowering leaders foster environments where employees are urged to undertake prudent risks, receive constructive feedback, and view failures as learning opportunities (Konczak et al., 2000). This aligns with Bandura's (1997) social cognitive theory, one can cultivate a sense of confidence by actively participating can be developed through direct engagement, experiential learning, and verbal encouragement.

The promotion of self-worth is central to empowering leadership. Leaders who are cognizant of their employees' skills actively encourage their utilization, facilitating greater confidence and competence among team members (Amundsen & Martinsen, 2014).

3. Antecedents and Consequences

The foundation of empowering leadership lies in a leader's ability to instill confidence and independence in their team members. One of the key antecedents of empowering leadership is trust. Leaders who trust their employees are more likely to share authority and delegate decision-making responsibilities, which motivates individuals to take ownership of their work (Amundsen & Martinsen, 2014). Sharing authority signals to employees that their skills and judgment are valued, thereby

enhancing their sense of purpose and responsibility. Conger and Kanungo (1988) highlighted that this devolution of authority leads to intrinsic motivation, as employees feel empowered to take initiative and innovate.

Effective communication is another critical antecedent. Leaders who prioritize open and transparent communication create an atmosphere of collaboration and mutual respect. By sharing knowledge and providing regular feedback, empowering leaders ensure making sure that everyone is on the same page regarding their responsibilities and the company's objectives.

Clear communication not only reduces uncertainty but also fosters a sense of alignment between individual efforts and organizational objectives (Wellins et al., 1991). Leaders also need to be approachable and willing to listen to employees' ideas, which helps build trust and facilitates the exchange of innovative solutions.

The role of training and development cannot be overstated in empowering leadership. Empowering leaders must be ready to provide direction and assistance to employees thanks to their extensive expertise and experience set.

Social cognitive theory emphasizes the importance of modeling and coaching, where leaders demonstrate desired behaviors and provide guidance that boosts employees' confidence and skill levels (Bandura, 1997). For instance, leaders can use experiential learning and verbal encouragement to develop their team's capabilities, fostering an evolving mindset and a society of constant development.

Additionally, the organizational culture plays a vital role in shaping empowering leadership. Organizations that value collaboration, innovation, and employee autonomy are more likely to cultivate empowering leaders. These leaders operate in environments where employees are encouraged to experiment, take deliberate actions to disrupt the status order. A culture that celebrates learning from failures as much as success enhances employees' willingness to engage creatively and independently in their work (Thomas & Velthouse, 1990).

The implications of empowering leadership are enormous and extensive, positively influencing both individual and organizational outcomes. At the individual level, employees experience increased self-efficacy—a belief in their ability to perform tasks effectively. This heightened sense of competence motivates employees to take on challenges with confidence and a proactive attitude. Empowering leaders

inspire employees to stretch their abilities and explore new possibilities, leading to personal growth and job satisfaction (Spreitzer, 1995).

Empowering leadership also fosters intrinsic motivation, where employees are driven by a deep sense of purpose rather than external rewards. When employees feel that their contributions are meaningful and associated with the organizational goals, they are more engaged and committed to their roles. This alignment often translates into higher levels of productivity, innovation, and creativity. For instance, employees under empowering leaders are more likely to engage in proactive behaviors, such as role customization, where they tailor their roles to better fit their strengths and interests (Demerouti & Le Blanc, 2017).

At the organizational level, empowering leadership promotes collaboration and adaptability. By pushing workers to accept responsibility for their job, leaders create a decentralized decision-making structure that enables faster responses to challenges and opportunities. This approach fosters a culture of innovation, as employees feel free to experiment and propose new ideas without fear of retribution. Research has shown that organizations with empowering leaders experience higher levels of team performance, as employees work cohesively to achieve common goals (Raub & Robert, 2010).

Moreover, empowering leadership enhances employee retention. Employees who feel valued and trusted are less likely to seek opportunities elsewhere. This leadership style creates a sense of belonging and loyalty, which is essential for reducing turnover and building a stable, experienced workforce.

Empowering leaders also contribute to employee well-being by reducing stress levels. By giving employees autonomy and control over their tasks, they minimize the micromanagement that often leads to workplace stress and dissatisfaction (Gibson et al., 2009).

However, empowering leadership also presents challenges. Excessive autonomy without proper guidance or oversight can lead to inefficiencies and conflicts within teams. For instance, too much independence can result in misaligned efforts or duplicated work, especially when roles and responsibilities are not clearly defined (Langfred, 2004). Leaders must strike a balance between granting freedom and maintaining accountability to ensure that teams remain productive and focused.

Another potential challenge is the readiness of employees to manage the tasks linked to independence. Not all employees are equipped with the skills or confidence to thrive under an empowering leadership style. Leaders must assess their team's capabilities and provide tailored support to bridge any gaps. For instance, less experienced employees may require additional coaching and mentoring to build their confidence and competence (Kirkman & Rosen, 1999).

Empowering leadership is a transformative approach that enhances employee engagement, innovation, and organizational success. By sharing authority, fostering open communication, and investing in employee development, empowering leaders create an environment where individuals can thrive. While challenges exist, such as balancing autonomy with oversight and addressing employee readiness, the benefits of empowering leadership far outweigh its limitations. When implemented effectively, this leadership style drives personal growth, team cohesion, and sustainable organizational performance, making it a critical component of modern management practices.

4. Studies in the Field

Numerous empirical studies have validated the efficacy of empowering leadership in different workplaces. Spreitzer (1995) introduced a cognitive model of psychological empowerment, identifying four dimensions:

- a. **Meaning:** Employees perceive their work as personally significant.
- b. **Competence:** Employees faith in their abilities to do duties properly.
- c. **Self-determination:** Employees experience autonomy in decision-making.
- d. **Impact:** Employees feel their actions influence organizational outcomes.

Fuller et al. (1999) found a direct connection between empowering leadership and increased job satisfaction. The study demonstrated that employees under empowering leaders were more productive and engaged. Similarly, Wellins et al. (1991) highlighted the role of empowering leaders in proficiency enhancement, emphasizing the importance of training employees to make informed decisions.

Zhang and Bartol (2010) revealed that empowering leadership fosters creativity and innovation within teams. Employees who feel empowered are more likely to propose novel ideas and collaborate effectively with their peers. Demerouti

and Le Blanc (2017) further explored the link between empowering leadership and role reshaping, concluding that empowered employees actively reshape their roles, leading to higher satisfaction and performance.

Liao, Campbell, and Martin (2013) emphasized the function of enabling leadership in augmentation employees 'sense of competence and independence. Their study addressed the value of equilibrium autonomy with structured guidance to maximize productivity and innovation. Finally, Langfred (2004) explored the potential drawbacks of excessive autonomy, reinforcing the need for balanced empowering practices.

B. Employee Performance

1. Definition

Employee performance is a multidimensional concept that measures the degree when employees achieve the objectives set by their organization while adhering to established quality and efficiency standards. According to Prawirosentoso (2000), performance is defined as the result of working efficiently to meet organizational expectations without violating its policies or compromising objectives. Mangkunegara (2009) characterizes performance by the quality and quantity of outputs achieved while fulfilling assigned responsibilities, whereas Sutrisno (2009:151) elaborates that performance encompasses the results of tasks completed by an individual in relation to their job responsibilities.

In practical terms, employee performance reflects the ability of individuals to fulfill their assigned duties effectively and contribute meaningfully to organizational success. It involves meeting or exceeding predetermined benchmarks while maintaining compliance with organizational goals and regulations.

2. Conceptualization

One of the most prominent focuses of organizational research is employee performance, usually investigated while looking at satisfaction, training, workplace environment, and personal competencies. The Hawthorne experiments demonstrated workers who are happy in their jobs are more invested in the company's success and more inclined to keep around for a while (Landy, 1985). Similarly, Kinicki and

Kreitner (2007) emphasized the role of satisfaction in motivating top performers to achieve ambitious goals.

Training plays a pivotal role in enhancing employee performance by improving their skills, knowledge, and confidence. Elnaga and Imran (2013) argued that investing in professional development enables employees to perform their tasks more effectively, which, in turn, boosts their morale and commitment to organizational goals. Studies by McGill and Slocum (1993), Nonaka and Takeuchi (1995), and DiBella et al. (1996) highlight how training accelerates employees' learning curves, thereby improving their productivity.

Pfeffer (1994) noted that a trained workforce has a higher likelihood of achieving performance goals and gaining a competitive edge. Similarly, Leonard-Barton (1992) emphasized that organizations see information as a source of economic benefit needs implement ongoing education systems to maintain high performance standards. Training not only enhances individual capabilities but also fosters a commitment to continuous growth, which is crucial for maintaining the prosperity of any given enterprise (Kamoche and Mueller, 1998).

Employee competencies, including both technical and soft skills, are critical determinants of performance. Competent employees are more capable of handling difficult jobs and finding effective solutions to issues and achieve desired outcomes. Experience further enhances performance by enabling employees to navigate challenges more effectively (Iskamto, 2021).

3. Antecedents and Consequences

Employee performance is complex and impacted by numerous elements both within and external to the company. Among these, employee satisfaction stands out as a cornerstone for performance. Research consistently highlights that satisfied employees are more likely to remain committed to their roles, invest greater effort, and achieve higher productivity levels. In contrast, dissatisfied employees tend to disengage, reducing the likelihood of achieving their full potential and, in some cases, contributing to high turnover rates (Landy, 1985; Kinicki and Kreitner, 2007).

Opportunities for professional growth have an important influence on employee happiness and, by extension, productivity. Organizations that prioritize training and continuous learning equip their workforce with the skills and confidence

needed to excel. Employees who feel competent and supported in their roles are more likely to contribute meaningfully to organizational objectives. This link between training and performance is well-documented, with studies demonstrating that structured training programs accelerate learning, enhance skill application, and improve employee dedication to company goals (Elnaga & Imran, 2013; Huselid, 1995). Training does more than just build skills—it creates a culture of perpetual enhancement, allowing firms to adjust rapidly to market changes (Leonard-Barton, 1992; Kamoche and Mueller, 1998).

Moreover, strategic human resource practices, such as performance-based remuneration, serve as powerful motivational tools. When employees are able to visualize how their efforts are directly linked to the benefits they get, they are more inclined to work harder and smarter to achieve performance targets. However, the implementation of performance-based pay systems must be carefully managed to avoid unintended consequences, such as excessive competition or feelings of inequity among employees (Fein & Lawler, 2016). While some studies indicate mixed results regarding the effectiveness of merit-based pay, there is a consensus that aligning rewards with individual contributions can significantly enhance employee motivation and engagement (Pearce, Stevenson, & Perry, 2016).

Conversely, workplace stressors act as critical barriers to optimal employee performance. Stress arises from various sources, including excessive workloads, underutilization of employee skills, and ambiguity in job roles. These factors can erode employee morale, diminish productivity, and contribute to a range of health issues, such as hypertension and burnout (Mimura & Griffiths, 2003; Jalagat, 2017). Stress has far-reaching implications, particularly in industries that demand high performance, such as banking and education. Research demonstrates that stressed employees are less likely to meet performance expectations, leading to absenteeism and, in extreme cases, workforce attrition (Ahmed & Ramzan, 2013; Jeyaraj, 2013).

EP is significantly impacted by the physical working atmosphere. A safe, well-designed workplace fosters productivity and reduces health risks. Elements such as proper lighting, ergonomic furniture, effective communication channels, and hazard-free conditions contribute to employee well-being and enhance their ability to focus on tasks (Eberendu, Akpan, Ubani, & Ahaiwe, 2018; Chandrasekar, 2011). Unfortunately, many organizations, particularly in developing regions, fail to invest

adequately in creating such environments, often viewing these enhancements as unnecessary expenses (Thobaben & Woodward, 1996). However, the long-term benefits of a healthy work environment far outweigh the initial costs, as they directly contribute to reduced absenteeism, higher morale, and improved performance (Hafeez, Yingjun, Mansoor, & Rehman, 2019).

The consequences of employee performance are equally profound, impacting both individual and organizational outcomes. High-performing employees deliver quality work, increase operational efficiency, and contribute to enhanced customer satisfaction. At an organizational level, strong performance translates into better financial results, stronger competitive positioning, and improved team dynamics. Inadequate performance may result in missed opportunities, strained relationships, and diminished organizational reputation.

Job satisfaction is another critical factor closely tied to performance outcomes. Satisfied employees feel fulfilled and are more willing to go above and above in their jobs. Factors contributing to job satisfaction include fair compensation, supportive colleagues, meaningful work, and a positive organizational culture (Kamarulzaman et al., 2011; Spector, 1997). When employees feel valued and empowered, they are more likely to take ownership of their responsibilities and actively contribute to achieving organizational goals.

In conclusion, employee performance is shaped by a complex interplay of antecedents, including satisfaction, training, remuneration, workplace conditions, and stress management. Organizations that strategically address these factors may realize the whole capabilities of their team, fostering creativity, diligence, and sustained success. By fostering an environment that supports both individual and collective growth, businesses not only boost their performance but also cultivate a resilient and driven workforce prepared to overcome upcoming challenges.

4. Studies in the Field

Numerous studies have explored the dynamics of employee performance, emphasizing its significance in organizational success and sustainability. For instance, the Hawthorne experiments demonstrated that contented employees are more likely to remain in their roles and perform effectively over the long term compared to dissatisfied workers (Landy, 1985). Kinicki and Kreitner (2007) also

highlighted that employees who are satisfied tend to put in more effort, making it easier for management to inspire top performers to achieve ambitious goals.

The relationship between training and performance has also been a central focus of research. Elnaga and Imran (2013) revealed that investing in professional development enhances employee confidence and productivity. Similarly, studies by Leonard-Barton (1992) and Pfeffer (1994) emphasized that a well-trained workforce is better equipped to achieve organizational objectives and secure a competitive edge. Lawler (1993) and Delaney and Huselid (1996) further underscored the role of training as a cornerstone of strategic human resource management, enhancing workers' skills and encouraging a culture of lifelong learning.

Stress at work and its effect on productivity have been widely studied, with Mimura and Griffiths (2003) and Kleiner (2008) identifying the detrimental effects of workplace stress on productivity and job satisfaction. Ahmed and Ramzan (2013) noted that stress significantly hampers productivity, particularly in high-pressure industries like banking. Similarly, Jeyaraj (2013) found that occupational stress adversely affects educators, increasing absenteeism and attrition rates. Jalagat (2017) highlighted that overwork, skill underutilization, and job ambiguity are among the most influential stressors affecting employee performance.

The role of workplace environment has also been extensively examined. Kamarulzaman et al. (2011) and Chandrasekar (2011) revealed that a healthy and safe work environment positively impacts employee well-being and productivity.

However, studies by Hafeez et al. (2019) and Thobaben and Woodward (1996) found that many organizations, particularly in developing economies, neglect workplace safety, adversely affecting employee output and job satisfaction.

Job satisfaction has been another focal area, with Skibba (2002) identifying it as a critical determinant of organizational performance. Spector (1997) outlined four factors influencing job satisfaction: financial rewards, supportive relationships, meaningful tasks, and a conducive work environment. Aziri (2011) added that job design, management practices, and promotion opportunities significantly affect employee satisfaction, which, in turn, impacts performance.

Collectively, these studies underscore the intricate interplay between employee performance, satisfaction, stress, training, and workplace environment.

They provide a robust foundation for understanding the factors that drive performance and the strategies organizations can adopt to optimize it.

5. Relations between EL and EP

EL is essential in enhancing employee morale and productivity. They achieve this by ensuring that employees understand how their contributions align with the organization's larger goals. By showing faith in their abilities, offering autonomy in decision-making, and entrusting them with greater responsibility, leaders foster a sense of independence and ownership among their staff (Audenaert & Decramer, 2018).

When it comes to evaluating employee performance, two primary approaches are often employed. The empirical approach focuses on measurable end results, whereas the subjective approach assesses how well individuals execute their tasks on the job (Turizam, 2015). In many cases, employees may have limited control over final outcomes due to external factors, making the subjective approach a more accurate measure of their actual job performance (Turizam, 2015). This research relies on subjective evaluations, as they better capture the nuances of how employees perform their roles.

Extensive research underscores the leadership that empowers employees has a good effect on efficiency and performance, whether immediate or over time (Humborstad, 2014). While a strong correlation exists between empowering leadership and job success, leaders are advised to exercise caution. For instance, skilled workers often view empowerment as an opportunity for innovation and personal growth, whereas untrained workers may misinterpret it as merely permissive leadership (Kwak & Jackson, 2015).

(Wörtler, 2022) highlights that leaders who adopt an empowering management style significantly enhance employee effectiveness. This leadership style positively influences employees' performance in both their formal responsibilities and informal activities, such as assisting customers. However, the impact of empowering leadership on tasks requiring analytical and creative thinking—performance beyond assigned roles—is often indirect. This effect is mediated through psychological empowerment, which includes feelings of control and autonomy. Employees who feel empowered are more likely to go above and

beyond, undertaking projects that demand creativity and analysis with enthusiasm (Raub & Robert, 2010).

Empowering leadership also boosts employees' confidence to design and execute growth initiatives aimed at achieving organizational goals (Bandura, 1986). Empowerment, as defined by empowerment theory, is a "method whereby a person's trust in his or her self-efficacy is increased" (Conger & Kanungo, 1988). This theory outlines five stages of empowerment that reveal the interplay between leadership and motivation. The process begins with identifying management issues that contribute to employees' feelings of inadequacy.

In response to these issues, the second stage involves implementing empowerment policies through managers. This is followed by the actual application of these policies, where employees receive feedback on their self-efficacy. During the fourth phase, employees build confidence in their abilities and develop higher expectations for achieving work-related goals (Ahmed & Chaojun, 2022).

The final stage emphasizes the societal impact of enhanced self-worth, where empowered individuals contribute more effectively to the organization and society. This five-stage model demonstrates the strong correlation between empowering leadership, increased self-efficacy, and improved job performance (Ahmed & Chaojun, 2022). As Bandura (1986) describes, this extended confidence-building, the conviction that a person is capable to succeed across various tasks and situations, serves as the foundation for achieving desired outcomes in the workplace.

C. Employee Creativity

1. Definition

EC means that individuals can come up with fresh and practical ideas, methods, or goods that can help in organization's innovation, effectiveness, and competitiveness (Amabile, 1996; Kanter, 1983; Oldham, 2002). This creativity is not confined to a specific job role or hierarchical level but spans across all departments and levels within an organization (Madjar, 2005).

Creativity is recognized as a core element of organizational success, enabling businesses to develop new solutions, adapt to dynamic markets, and overcome challenges effectively. It encompasses problem-solving, strategic thinking, and the

ability to envision and implement innovative changes. Amabile (1988) emphasizes that creativity requires a balance of imagination and practicality, ensuring that ideas are not only innovative but also applicable to the organization's objectives. This concept is deeply tied to individual traits such as intrinsic motivation, openness to experience, and adaptability.

At the same time, external influences, including the organization's culture and leadership approach and environmental support significantly influence an employee's ability to think creatively (Amabile & Gyskiewicz, 1989). Creativity thrives in environments that foster intellectual and emotional engagement, collaboration, and a sense of autonomy. As a stimulus, it encourages new ideas, driving organizational growth and long-term success in competitive industries.

2. Conceptualization

Employee creativity is conceptualized as a multifaceted construction shaped by individual factors, social, and environmental factors. Creativity is the capacity of an organization's workers to come up with new and practical suggestions that might improve the company (Amabile, 1996; Kanter, 1983).

At its core, creativity requires a set of specialized skills pertinent to the domain, creative skills and the inner drive to achieve, as highlighted in Amabile's (1996) componential model of creativity. These components form the foundation for innovative thinking and are interdependent. For instance, domain-relevant skills provide the technical knowledge needed to solve problems, while creativity-relevant skills foster flexibility and originality in approaching challenges. Intrinsic motivation drives employees to explore and develop these ideas without external pressures.

Human Resource Development (HRD) experts provide an essential function in nurturing creativity by offering tools, direction, and a setting that promotes invention. By focusing on enhancing employees' cognitive and emotional engagement, HRD professionals help employees channel their creative potential into meaningful contributions to the organization (Madjar, 2005).

Creativity also requires proactive behavior, as individuals who actively seek to improve processes and challenge norms are more likely to generate innovative solutions (Seibert, Kraimer, & Crant, 2001).

Another critical aspect of creativity is its collaborative nature. While individual efforts are important, group interactions often amplify creative outputs. Collaboration encourages diverse perspectives, leading to richer and more innovative solutions (Montuori & Purser, 1999). However, for collaboration to succeed, a supportive organizational culture and leadership style are essential. Leaders who empower employees foster a sense of autonomy, which encourages them to take ownership of their ideas and initiatives (Amundsen & Martinsen, 2014). Moreover, creativity is deeply influenced by socio-environmental factors. Csikszentmihalyi (1996) suggests that modifying environmental factors is more effective in fostering creativity than attempting to teach individuals to think creatively.

Proactive employees, supported by a conducive environment, can leverage their unique traits and cognitive abilities to deliver innovative performance. The integration of social, organizational, and individual dimensions in creativity conceptualization ensures a comprehensive understanding of its role in driving innovation and competitiveness in modern organizations.

3. Antecedents and Consequences

The antecedents of employee creativity are deeply rooted in individual traits, organizational culture, leadership styles, and socio-environmental factors. At the individual level, intrinsic motivation, being open to new things and taking action are crucial drivers of creativity (Amabile, 1996; Seibert, Kraimer, & Crant, 2001).

Employees who are naturally curious and willing to take risks become creative when thinking about new things. Similarly, cognitive flexibility and the ability to adapt to new circumstances further enhance their creative potential (Shalley & Gilson, 2004).

From an organizational perspective, an atmosphere that encourages intellectual and emotional engagement is essential for creativity. Leaders play a significant role in shaping this environment. EL, for instance, has been identified as a critical enabler of creative performance. By providing autonomy, trust, and the necessary resources, empowering leaders create conditions that encourage employees to demonstrate initiative, creativity, and pride in their job (Amundsen & Martinsen, 2014; Ahearne, Mathieu & Rapp, 2005). On the other hand, organizational structures that emphasize excessive control and rigidity can stifle creativity, making it

imperative for managers to adopt strategies that embrace flexibility and experimentation (Bousinakis & Halkos, 2021).

Collaboration among employees is another key antecedent. While individual creativity is important, group interactions often amplify creative efforts by bringing together diverse perspectives and expertise. However, this requires careful management to prevent interpersonal conflicts and ensure that collaboration enhances rather than hinders creativity (Montuori & Purser, 1999; Hon & Chan, 2013). The influence of social and interpersonal factors, such as support from coworkers and constructive feedback, also plays a vital role in encouraging employees to explore and implement creative ideas (Scott & Bruce, 1994; Amabile & Grysiewicz, 1989).

The consequences of employee creativity extend far beyond individual performance. At the organizational level, creativity drives innovation, enabling companies to adapt to changing markets, develop new products and services, and gain a competitive edge (Madjar, 2005). Creative employees contribute to problem-solving and decision-making processes, often providing solutions that enhance efficiency and effectiveness. Additionally, organizations with high levels of employee creativity are better equipped to navigate uncertainty and respond to emerging challenges (Csikszentmihalyi, 1996; Amabile et al., 1996).

On a personal level, creativity enhances job satisfaction and reduces monotony, as employees get the feeling of success and engagement in their work (Halkos & Boussinakis, 2010). Empowering employees to think creatively also alleviates "bad stress" by granting them autonomy while promoting "good stress," which fosters focus and productivity (Halkos & Boussinakis, 2012). Furthermore, creativity strengthens employees' self-efficacy, motivating them to take on challenges and contribute more meaningfully to organizational success (Tierney & Farmer, 2011).

In summary, the antecedents of EC—ranging from individual traits to organizational support—create the foundation for innovation and adaptability. The resulting consequences benefit not only the organization but also the employees themselves, making creativity a critical focus area for sustainable growth and success.

4. Studies in the Field

Extensive research has explored the role of employee creativity in organizational success, highlighting its importance for innovation, competitiveness, and adaptability. Amabile (1996) posits that the componential model of creativity has three fundamental elements: domain-specific skills, creativity-related talents, and intrinsic drive. These components work together to form the foundation for creative performance, enabling employees to generate innovative solutions and approaches. This model has been instrumental in shaping subsequent research on employee creativity, providing a comprehensive framework for understanding its drivers and outcomes.

A leader's responsibility may encourage creativity was thoroughly and extensively researched with empowering leadership emerging as a critical enabler. Leaders who grant employees autonomy and encourage self-efficacy have been found to enhance creative outputs (Amundsen & Martinsen, 2014; Ahearne, Mathieu & Rapp, 2005). Xue, Bradley, and Liang (2011) argue that leaders with strong work management skills who build employees' confidence and capabilities contribute significantly to innovative performance. However, Roellyanti (2015) cautions that the link between empowering leadership and creativity may vary depending on the organizational context and the individual characteristics of employees.

Research has also emphasized the collaborative nature of creativity. Montuori and Purser (1999) highlight that creativity often stems from group efforts rather than individual endeavors. Collaboration allows employees to pool their knowledge and skills, generating diverse and innovative ideas. However, studies also note the potential challenges of collaboration, such as interpersonal conflicts and role ambiguity, which can hinder creative processes (Hon & Chan, 2013; Hülshager & Anderson, 2009). Thus, fostering a supportive and well-managed collaborative environment is critical for maximizing creative outcomes.

Furthermore, there has been a lot of study on how interpersonal and societal aspects affect creativity. Studies by Scott and Bruce (1994) and Amabile et al. (1996) show that positive and inspiring actions from coworkers can motivate employees to think creatively and produce innovative solutions. Additionally, supervisors who provide constructive feedback and actively listen to employees' ideas play a pivotal role in fostering creativity (Sorriano de Alencar & Bruno-Faria, 1997). Andrews

(1979) and Monge, Cozzens, and Contractor (1992) further emphasize the importance of close colleagues as sources of moral support and feedback.

Environmental factors also play a critical role in shaping employee creativity. Csikszentmihalyi (1996) argues that modifying environmental conditions is often more effective in fostering creativity than attempting to change individuals' thinking processes. Establishing a risk-taking and idea-exploring environment that is both safe and helpful for workers can significantly enhance creativity (Halkos & Boussinakis, 2012).

Proactive behavior has been identified as another key driver of creativity. Seibert, Kraimer, and Crant (2001) discovered that employees who engage in taking the initiative to challenge norms and improve processes are more likely to engage in innovative activities. These employees often introduce fresh perspectives and ideas, contributing to the organization's innovation and adaptability. However, as Heinzen (1999) notes, there is still a lack of research on how outgoing personalities specifically influence creativity in the workplace.

Overall, studies in the field give a thorough grasp of what drives staff to be creative as well as how that innovation affects the success of the organization. By integrating insights from leadership, collaboration, social dynamics, and environmental influences, researchers offer valuable strategies for fostering a culture of innovation. These findings underscore the importance of prioritizing creativity as a core organizational value to ensure long-term growth and resilience in a competitive business landscape.

5. Relations between EL and EC

Leadership plays a pivotal role in shaping the creativity and innovation of employees, as it directly influences their ability to think critically, generate new ideas, and implement them effectively. Extensive research highlights that effective leadership is essential for the development and success of organizations (Özarallı, 2015). Yukl (2006) defines leadership as the art of influencing and persuading people to work toward shared objectives, where leaders guide followers using influence and motivation to achieve organizational goals. This requires managers to facilitate the activities of both individuals and teams, ensuring alignment with the overarching vision.

In the rapidly evolving corporate world, characterized by intense competition and technological advancements, classical management theories are often inadequate (Yukl, 2002). Modern organizations require leaders who can foster creativity and innovation to maintain a competitive edge. Creativity involves the generation of novel and beneficial ideas, while innovation refers to the practical application of these ideas within an organization (Amabile, 1996). Leaders face the significant challenge of encouraging originality and inspiring creativity at both the individual and organizational levels (Özarallı, 2015).

On a personal level, creativity is influenced by cognitive skills, professional expertise, personality traits, and intrinsic motivation (Özçer, 2005). Group and organizational factors, such as task structure, autonomy, communication among team members, and leadership styles, also play critical roles in fostering creativity (Mumford et al., 2002; Eren & Gündüz, 2002). A supportive organizational culture, flexible structures, and HRM strategies designed to nurture creativity further enhance the innovative capabilities of employees. Leaders who model creative behavior and provide resources for idea generation significantly contribute to a workplace that thrives on innovation.

Research consistently demonstrates a strong correlation between creative leadership traits and increased innovation. Employees tend to exhibit higher levels of creativity under democratic, participative, and thoughtful leadership styles (Hage & Dewar, 1973). Redmond, Mumford, and Teach (1993) found that when leaders promoted collaborative problem-solving and instilled self-efficacy in their subordinates, employee creativity improved significantly. Similarly, Scott and Bruce (1994) revealed that an innovation-supportive environment fostered by effective communication between leaders and employees leads to higher levels of creativity.

Empowering leadership has gained prominence as a leadership style that enhances employee creativity by granting autonomy, promoting collaboration, and inspiring self-management (Bennis & Townsend, 1997). Arnold et al. (2000) outline five critical behaviors of empowering leaders: teaching, clear communication, providing guidance by example, encouraging collaboration, and enabling participative decision-making. These behaviors create a supportive environment where employees feel valued, motivated, and capable of contributing, and capable of contributing creatively.

Zhang and Bartol (2010) proposed three mediating factors that explain the relationship between empowering leadership and employee creativity: psychological empowerment, self-motivation, and creative performance. Leaders who empower their teams instill a sense of confidence and autonomy, enabling employees to approach their tasks with greater creativity and initiative. These empowered behaviors align closely with organizational drivers of creativity and highlighting the need of leadership in encouraging a mindset of constant growth and flexibility.

In summary, empowering leadership may influence employee creativity by creating an environment that supports innovation, encourages autonomy, and nurtures self-efficacy. This relationship underscores the importance of leadership behaviors that inspire and enable employees to think creatively, ultimately contributing to organizational success in a competitive and dynamic business landscape.

6. Relations between EC and Performance

Employee creativity is closely linked to enhanced performance in the workplace, as innovative thinking often drives efficiency and effectiveness. Studies show a beneficial connection between staff innovation and productivity, with creativity contributing to better overall work outcomes (Gong, Huang, & Farh, 2009).

Creativity in the workplace may show in several ways. Employees may develop new methods to complete activities or build goods and services that more efficiently address client needs (Zhou, 1998; Zhou & Shalley, 2003). These innovations not only enhance the quality of output but also address organizational challenges in unique and effective ways. Creativity may also manifest in the form of improved efficiency, such as accomplishing tasks with fewer resources or implementing streamlined procedures and processes that save time and effort (Gong, Huang, & Farh, 2009).

Such creative endeavors have a compounding effect. When one employee introduces a novel and useful idea, it can inspire colleagues to adopt and expand on that concept, driving innovation across the organization (Shalley et al., 2004). By fostering a culture that values creativity, organizations can inspire employees to experiment with new ideas, ultimately boosting individual and collective

productivity. This dynamic highlights the significant role creativity plays in driving performance and achieving organizational success.

D. Hypotheses

As a result of the connections, we have obtained from the literature review and the relationships between the variables, the following hypotheses have been developed:

Hypotheses-1: Empowering leadership has a positive effect on employee performance.

Hypotheses-2: Empowering leadership has a positive effect on employee creativity.

Hypotheses-3: Employee creativity has a positive effect on employee performance.

Hypotheses-4: Employee creativity has a mediating role in the effect of empowering leadership on employee performance.

Based on the hypotheses, the research model is illustrated in Figure 1.

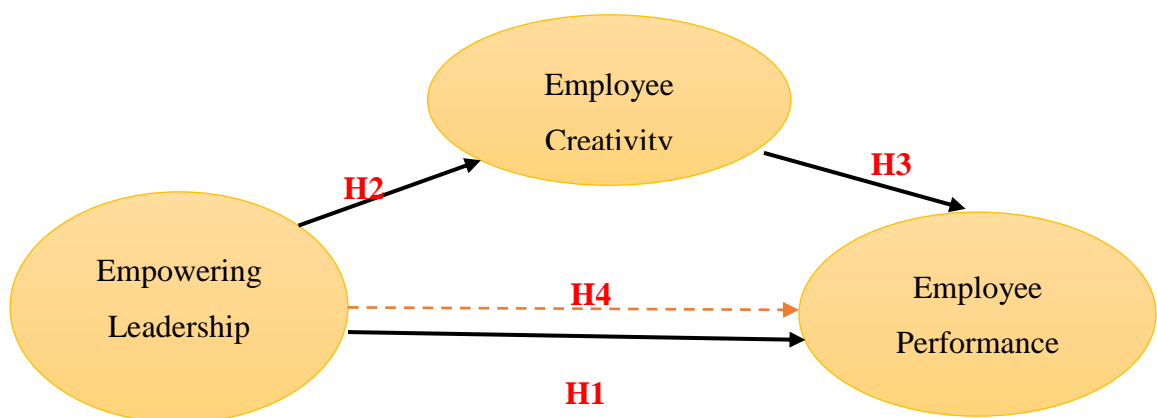


Figure 1 Research model.

III. METHOD

In this section, the research method is explained, including the population and sample characteristics, data collection procedures, and other relevant aspects.

A. Population and Sample

Table 1 provides a summary of the participants' demographic information, including their gender, age, level of education, and years of work experience. To make sense of the study's findings and determine how applicable they are to other groups, it's crucial to have a firm grasp of this demographic profile.

This study focuses on employees in the construction materials sector in Jeddah, Saudi Arabia. While specific 2024 employment data for Jeddah are unavailable, national statistics indicate that the construction sector employed about 3.40 million workers across the Kingdom in early 2025 (datasaudi.sa). Given Jeddah's role as a major construction hub, this figure offers a useful context for the city's sector size and importance. To ensure the sample was representative, the adequacy of its size was evaluated following the principles of Terzis and Economides (2011). These authors suggest that the minimum sample size should be at least ten times the number of items in the most complex construct or ten times the number of the largest independent variables influencing the dependent variable (Chin, 1998). In this study, there were 28 measurement items, meaning at least 280 participants were required. With 282 valid responses, the sample met and slightly exceeded the recommended threshold, ensuring the robustness of the statistical analyses conducted.

Table 1 Demographic Information

DEMOGRAPHIC		Count
GENDER	Male	174
	Female	108
AGE	Under 30	65
	30-39	71
	40-49	119
	Above 50	27
EDUCATIONAL QUALIFICATIONS	Diploma	32
	Bachelor's Degree	146
	Master's	78
	Phd	26
WORKING EXPERIENCE	1-5 years	62
	6-10 years	78
	11-15 years	112
	Over 15 years	30

The sample consists of 282 employees working in the building materials sector in the Kingdom of Saudi Arabia, Jeddah. The employees include department managers, board members, and other company employees. The study was conducted in several companies to ensure the quality of the study.

The study was primarily composed of male participants, with 61.7% (174 participants) identifying as such. The sample was composed of 108 participants, with 38.3% of them being female.

The study's findings may be influenced by the male-dominated sample, particularly if gender-specific perspectives or roles are pertinent to the research context, as evidenced by this gender distribution.

This demographic analysis offers crucial insights into the sample's composition. Given the prevalence of middle-aged individuals and male participants, it is possible that the results are predominantly indicative of the experiences and perspectives of these demographics. The educational profile also emphasizes a well-educated sample that is capable of providing pertinent and informed responses. Furthermore, the study is able to incorporate the perspectives of both seasoned experts and early-career professionals due to the diverse landscape of working experience. In addition to providing valuable context for the interpretation of the study's findings, this demographic profile also evaluates their generalizability across various population segments.

B. Data Collection Instruments

The study is a quantitative and conducted through a questionnaire survey that contains 4 sections. The first section is demographic, and the second, third and final sections are related to Empowering leadership, Employee performance and Employee creativity. The items are rated on a 5-point Likert scale (1: Strongly Disagree, 2: Disagree, 3: Netural , 4: Agree, 5: Strongly Agree).

1. Empowering Leadership Scale

Empowering leadership scale consists of 10 items. It is rated on a 5-point Likert scale (1: Strongly Disagree, 2: Disagree, 3: Netural , 4: Agree, 5: Strongly Agree). The scale was created by Essa and Alattari (2019). According to Essa and Alattari (2019), the original scale of Empowering Leadership reported a Cronbach's Alpha is 0.78.

2. Employee Performance Scale

Employee Performance scale consists of 5 items. The scale was created by Ximenes et.al. (2019). According to Ximenes et.al. (2019), the original scale of Employee performance reported (a) is 0.939.

3. Employee Creativity Scale

The Employee Creativity scale includes 13 items and was developed by Ximenes et al. (2019). Reported a Cronbach's alpha of 0.951 for the original scale.

C. Validity and Reliability

Table 2 demonstrates the internal consistency of the employed scales. The quantity of items for each variable and the overall sample size (N = 282) are also provided. These values indicate satisfactory dependability for all variables, validating their application in the analysis.

Table 2 Cronbach's Alpha Values for the Study Variables

Variable	Cronbach's Alpha	Number of Items	N
Empowering Leadership	0.755	10	
Employee Performance	0.72	5	
Employee Creativity	0.763	13	282

1. Empowering Leadership: Cronbach's Alpha shows that there is satisfactory internal consistency with a score of 0.755. This provides more evidence that the measures used to measure empowering leadership are valid and trustworthy (George & Mallery, 2000).

2. Employee Performance: The items have considerable internal consistency, as indicated by the appropriate Cronbach's Alpha value of 0.72. For preliminary studies, this level is acceptable (Nunnally, 1978).

3. Employee Creativity: The scale demonstrated satisfactory internal consistency with a Cronbach's Alpha value of 0.763 indicating its reliability as a measure of creativity in this study (Field, 2013).

Table 3 displays the KMO value for sample adequacy and Bartlett's Test of Sphericity, which ascertains the suitability of the data for factor analysis.

Table 3 KMO Values for scales

Scales	KMO	Approx. Chi-Square	df	Sig.
EL	0.773	543.565	45	< 0.001
EP	0.722	283.029	10	< 0.001
EC	0.764	683.042	78	< 0.001

The Table 3 shows the results of the KMO and Bartlett test to assess the suitability of the data for factor analysis:

KMO Values:

EL (0.773): indicates good sample sufficiency for factor analysis. Kaiser (1974) posits that values ranging from 0.7 to 0.8 are deemed good.

EP (0.722): Indicates satisfactory sample adequacy, appropriate for factor analysis.

EC (0.764): illustrates strong suitability for factor analysis

Bartlett test (Sig. < 0.001): proves that there are significant associations between scales, making factor analysis appropriate.

The Table 4 presented shows the results of the Exploratory Factor Analysis (EFA) for the Empowering Leadership (EL) scale

Table 4 Factor Analysis for EL Scale.

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	3.145	31.454	31.454	3.145	31.454	31.454
2	1.374	13.738	45.192	1.374	13.738	45.192
3	1.157	11.569	56.761	1.157	11.569	56.761

(CONT)

Component	Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %
1	2.004	20.036	20.036
2	1.859	18.594	38.630
3	1.813	18.131	56.761

Three components were extracted with eigenvalues greater than 1, explaining a cumulative variance of 56.76%, which is considered acceptable in social sciences.

Table 5 shows the correlation between each item and the extracted components

Table 5 Factor Loadings for EL Scale

Items	Component		
	1	2	3
1	.807		
2	.710		
3	.706		
4	.503	.403	
5		.733	
6		.713	
7		.599	
8			.777
9			.713
10			.652

Loadings above 0.4 are acceptable; above 0.7 are considered strong.

- Clear groupings were found:
 - Component 1: Focuses on power sharing and delegation by items, 1-3.
 - Component 2: Reflects participative decision-making, items 4-7.
 - Component 3: Involves self-management and responsibility

by items 8-10.

- These results confirm the construct validity of the EL scale and highlight its multidimensional nature.

Although the factor analysis results revealed a three-dimensional structure for the Empowering Leadership (EL) scale covering power sharing and delegation (items 1–3), participative decision-making (items 4–7), and self-management and responsibility (items 8–10) the original scale was conceptualized and validated as a single-dimension construct. To ensure consistency with prior research and maintain comparability with existing studies, this research followed the original structure and treated the EL scale as one overall factor in subsequent analyses. This approach also aligns with the primary aim of the study, which was to examine the general effect of empowering leadership on employee outcomes, rather than analyzing each subdimension separately.

Table 6 Factor Analysis for EP Scale

Component	Total Variance Explained			Extraction Sums of Squared Loadings		
	Initial Eigenvalues			Total	% of Variance	Cumulative %
1	2.372	47.441	47.441	2.372	47.441	47.441

Since only one component had an eigenvalue greater than 1, only that component was retained. This supports the construct validity and internal consistency of the EP scale, confirming that all items measure a single underlying factor.

Table 7 Factor Loadings for EP Scale

Items	Component
	1
1	.780
2	.768
3	.661
4	.627
5	.586

The factor analysis extracted a single component, indicating a unidimensional construct for Employee Performance. All items loaded significantly (above 0.5), confirming the internal consistency of the scale. The high loadings support the construct validity of the EP scale and confirm that all items measure a single underlying factor related to performance

Table 8 Factor Analysis for EC Scale

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings	
	Total	% of Variance	Cumulative %	Total	% of Variance
1	3.438	26.448	26.448	3.438	26.448
2	1.643	12.638	39.086	1.643	12.638
3	1.090	8.381	47.467	1.090	8.381
4	1.053	8.096	55.563	1.053	8.096

(CONT)

Component	Extraction Sums of Squared Loadings	Rotation Sums of Squared Loadings		
		Cumulative %	Total	% of Variance
1	26.448	2.064	15.880	15.880
2	39.086	1.995	15.343	31.223
3	47.467	1.788	13.751	44.973
4	55.563	1.377	10.590	55.563

The results of the factor analysis indicate that the EC scale has a multidimensional structure, as four components with eigenvalues greater than 1 were extracted. This suggests that employee creativity, as measured in this study, encompasses multiple dimensions rather than a single unified construct.

Table 9 Factor Loadings for EC Scale

ITEMS	Component			
	1	2	3	4
1	.807			
2	.767			
3	.618			
4	.481			
5		.788		
6		.722		
7		.680		
8			.816	
9			.724	
10		.489	.523	
11				.389
12				.748
13				.715

The factor loadings show how strongly each item relates to its underlying component. Loadings above 0.4 are acceptable, and values above 0.7 indicate strong association. The EC scale revealed four sub-dimensions, confirming its

multidimensional structure. Although Item 11 had a factor loading of 0.389 on Component 4, which is below the 0.40 threshold, it was retained to preserve consistency with the one-dimensional structure of the original scale.

Based on the original work by Essa and Alattari (2019), the Empowering Leadership Scale was designed as a one-dimensional construct consisting of 10 items (p. 430). While my exploratory factor analysis identified a three-factor structure, I chose to follow the original conceptualization and treat it as a single factor to stay aligned with the authors' intent.

The same approach was applied to the Employee Creativity Scale. Although the factor analysis in this study suggested a four-factor model, the original source (Figure 1, p. 7) clearly describes it as a one-dimensional scale with 13 items. To remain consistent with the validated structure, it was used as a single factor in the analysis.

As for the Employee Performance Scale, the original article also presents it as a one-dimensional, five-item scale (Figure 1, p. 7). My results supported this structure, confirming a single-factor solution that was retained in the study.

In summary, even though the factor analysis indicated potential multidimensionality, I followed the original designs of the scales. This decision was made to ensure conceptual consistency and to respect the structure proposed by the scale developers.

D. Data Collection Procedure

To collect data, I agreed with several companies in the building materials sector. I benefited greatly from companies managers in Jeddah, Saudi Arabia. Upon agreement, I met with the company owners, and they gave me approval to publish the questionnaire and conduct it on the employees. On October 17, 2024, I published the questionnaire to 300 employees as a Google forms online and on December 1, 2024, I was able to collect 282 responses, which constituted the number required to conduct the research. Then I began the data analysis phase through the SPSS program.

E. Data Analysis Strategy

The research employed various statistical analyses to guarantee the validity and reliability of the results. Kurtosis and skewness analyses were conducted to verify the normality of data distribution, hence confirming compliance with the assumptions of parametric tests. The reliability was evaluated using Cronbach's Alpha, which validated the internal consistency of the measurement scales, with all values surpassing the acceptable threshold of 0.7. Hypotheses were evaluated by linear regression analysis, yielding significant connections among the variables ($P < 0.001$ for all hypotheses). The results' validity is corroborated by their consistency with theoretical assumptions and the application of stringent statistical methods (Field, 2013).



IV. FINDINGS

The Findings section delineates data analysis, including Skewness and Kurtosis, linear regression results for each hypothesis, and a summary of hypothesis evaluations, highlighting statistical significance and support.

A. Skewness and Kurtosis.

Table 10 shows descriptive statistics, encompassing skewness and kurtosis, for the variables Empowering Leadership (EL), Employee Performance (EP), and Employee Creativity (EC). Skewness numbers reflect the extent of asymmetry in the data distribution, whereas kurtosis values signify the sharpness of the data's peak. The metrics and their standard errors validate the normal distribution of the data, affirming their appropriateness for subsequent statistical investigation.

Table 10 Descriptive Statistics of the Scales

Variable	N	Min	Max	Mean	Sd	Skewness	Se	Kurtosis	Se
EL	282	2.00	5.00	3.5248	0.64765	-0.106	0.145	-0.232	0.289
EP	282	1.00	5.00	3.7759	0.74087	-0.850	0.145	1.605	0.289
EC	282	1.00	5.00	3.7561	0.56723	-0.506	0.145	1.802	0.289

1. Empowering Leadership (EL): A mean score of 3.5248 signifies a moderate perception of empowering leadership. The standard deviation of 0.64765 indicates moderate variability in the replies. A skewness score of -0.106 signifies a distribution that is virtually symmetric, whilst a kurtosis value of -0.232 shows a distribution that is flatter than typical. (George & Mallery, 2000; Kline, 2023).

2. Employee Performance (EP): The mean score of 3.7759 indicates a moderately elevated degree of employee performance. A standard deviation of 0.74087 signifies substantial variability. A skewness value of -0.850 indicates a leftward skew, with answers concentrated towards higher values. A kurtosis score of 1.605 signifies a higher peaked distribution. George and Mallery (2000); Field (2013).

3. Employee Creativity: The average score of 3.7561 indicates a considerably elevated level of employee creativity. A standard deviation of 0.56723 indicates reduced variability relative to the other variables. A skewness of -0.506 signifies a minor leftward skew, whilst a kurtosis of 1.802 denotes a more pronounced peak in the distribution. (Field, 2013; Kline, 2023).

B. Data Analysis

1. Analyses Regarding Testing of Hypotheses-1

The Correlations Table 11 illustrates the correlations among variables. Positive values signify affirmative relationships, whereas negative values denote inverse relationships.

Table 11 Correlation

Pearson Correlation	EMPLOYEE_PERFORMANCE	EMPOWERING_LEADERSHIP
EP	1.000	.598
EL	.598	1.000
Sig. (1-tailed)	.	.000
N	282	282

The Pearson Correlation coefficient between Employee Performance and Empowering Leadership is 0.598, signifying a moderately significant positive correlation. The correlation is significant at the $p < 0.001$ level, indicating that the positive link is improbable to be a result of chance. Evidence suggests that elevated levels of empowering leadership correlate with enhanced employee performance.

The Model Summary Table 12 evaluates the regression model's fit. It includes R, R Square, Adjusted R Square, and Std. Error of the Estimate.

Table 12 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.598	0.358	0.355	0.59486

The correlation coefficient, $R = 0.598$, corresponds with the correlation Table, validating the association between the variables. $R^2 = 0.358$: Empowering leadership accounts for approximately 35.8% of the variance in employee performance. Adjusted $R^2 = 0.355$: This metric accounts for sample size and predictors, enhancing the model's explanatory capacity. The Standard Error of the

Estimate is 0.59486, signifying a reasonably minor error and reflecting accurate predictions. The regression model adequately fits the data and substantiates the notion that empowered leadership accounts for a substantial percentage of the variability in employee performance.

The ANOVA Table 13 tests the regression model's overall significance. It includes Sum of Squares, Degrees of Freedom (df), Mean Square, F-statistic, and Significance.

Table 13 Anova

Source	Sum of Squares	df	Mean Square	F	Sig.
Regression	55.156	1	55.156	155.870	<0.001
Residual	99.080	280	0.354		
Total	154.236	281			

F= 155.870 with 1 and 280 degrees of freedom. Significance (p< 0.001): The model has statistical significance, indicating that empowered leadership is a substantial predictor of employee success. The regression model is resilient and statistically dependable.

The Coefficients Table 14 provides details about the predictors in the regression model, including Unstandardized and Standardized Coefficients, t-statistic, and significance.

Table 14 Coefficients

Predictor	Unstandardized Coefficients (B)	Std. Error	t	Sig.
(Constant)	1.365	0.196	9.154	<0.001
EMPOWERING LEADERSHIP	0.684	0.055	12.485	<0.001

Unstandardized Coefficient (B)= 0.608: A one-unit improvement in empowering leadership results in a 0.684 unit increase in employee performance. t equals 12.485: The substantial t-value signifies that the link is highly significant. Significance (p< 0.001): The association is statistically significant. Empowering leadership has a positive and significant effect on employee performance.

Figure 2. The scatterplot depicts the relationship between empowering leadership and employee performance. The points are relatively spread around the zero line, suggesting that the residuals are randomly distributed. This indicates that

the regression model well represents the data, corroborating the premise that empowered leadership positively influences employee performance.

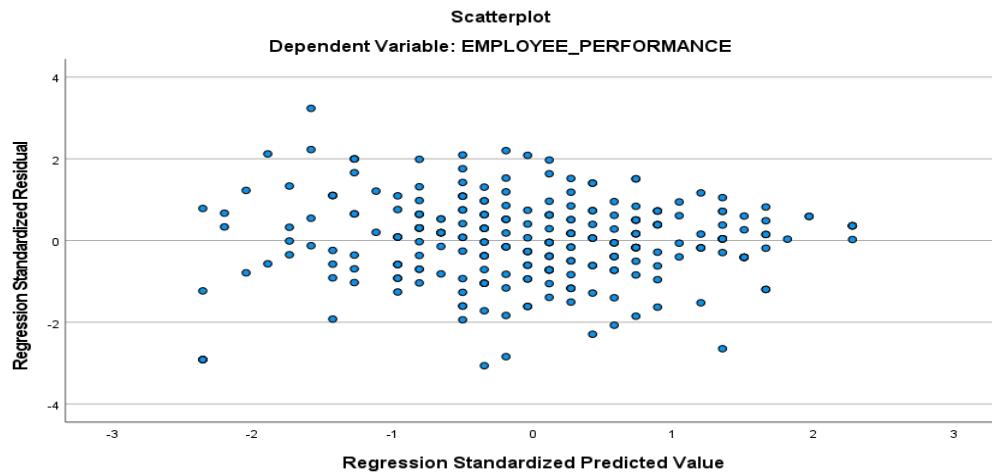


Figure 2 Scatterplot H1

-Conclusion

The findings from all tables robustly corroborate the premise that "Empowering leadership positively influences employee performance." The affirmative correlation, substantial regression outcomes, and pertinent coefficients validate this link.

2. Analyses Regarding Testing of Hypotheses-2

The Correlations Table 15 illustrates the correlations among variables. Positive values signify affirmative relationships, whereas negative values denote inverse relationships.

Table 15 Correlation

Pearson Correlation	EMPLOYEE_CREATIVITY	EMPOWERING_LEADERSHIP
EC	1.000	.401
EL	.401	1.000
Sig. (1-tailed)	.	.000
N	282	282

The Pearson Correlation coefficient between Employee Creativity and Empowering Leadership is 0.401, signifying a moderate positive correlation. The association is statistically significant ($p < 0.001$), indicating that elevated levels of empowering leadership correlate with enhanced employee creativity.

The Model Summary Table 16 evaluates the regression model's fit. It includes R, R Square, Adjusted R Square, and Std. Error of the Estimate.

Table 16 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.401	.160	.157	.52066

The R value (0.401) signifies a moderate positive link between empowering leadership and employee innovation. The R Square value (0.160) indicates that 16% of the variance in employee creativity is attributable to enabling leadership. The adjusted R Square score (0.157) accounts for sample size and predictors, hence enhancing the model's dependability.

The ANOVA Table 17 evaluates the overall statistical significance of the regression model. A substantial outcome signifies that the independent variable is a significant predictor of the dependent variable.

Table 17 Anova

Source	Sum of Squares	df	Mean Square	F	Sig.
Regression	14.509	1	14.509	53.520	<0.001
Residual	75.904	280	.271		
Total	90.413	281			

The F-statistic (53.520) is very significant ($p < 0.001$), demonstrating that the regression model is statistically relevant. This supports the premise that empowering leadership forecasts staff inventiveness.

The Coefficients Table 18 elucidates the impact of the independent variable (empowering leadership) on the dependent variable (employee creativity).

Table 18 Coefficients

Predictor	Unstandardized Coefficients (B)	Std. Error	t	Sig.
(Constant)	2.519	.172	14.660	<0.001
EMPOWERING_LEADERSHIP	.351	.048	7.316	<0.001

The unstandardized coefficient (B= 0.351) signifies that for each one-unit augmentation in empowering leadership, employee creativity escalates by 0.351 units. The t-value (7.316) and significance level ($p < 0.001$) indicate that this effect is statistically significant.

Figure 3. The scatterplot illustrates the correlation between empowering leadership and employee creativity. The residuals vary evenly around the zero line, indicating that the regression model adequately fits the data. This substantiates the premise that empowered leadership enhances employee creativity.

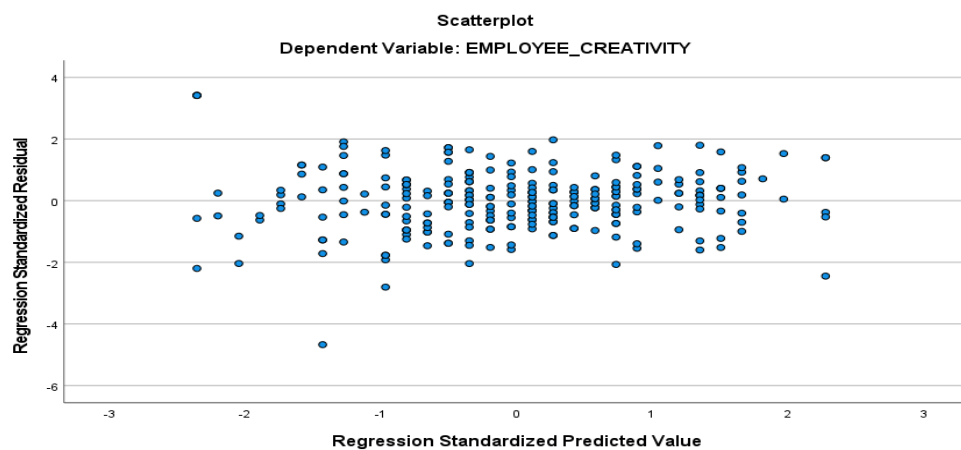


Figure 3 Scatterplot H2

-Conclusion

The findings from all tables robustly corroborate the hypothesis that Empowering leadership positively influences employee creativity. The positive association, significant regression outcomes, and substantial coefficients affirm that empowering leadership significantly contributes to the enhancement of employee creativity.

3. Analyses Regarding Testing of Hypotheses-3

The Correlations Table 19 illustrates the correlations among variables. Positive values signify affirmative relationships, whereas negative values denote

inverse relationships.

Table 19 Correlation

Pearson Correlation	EMPLOYEE_PERFORM ANCE	EMPLOYEE_CREATI VITY
EMPLOYEE_PERFORM ANCE	1.000	.375
EMPLOYEE_CREATIVIT Y	.375	1.000
Sig. (1-tailed)	.	.000
N	282	282

The Pearson Correlation coefficient between employee performance and employee creativity is 0.375, signifying a moderate positive correlation. This relationship is statistically significant ($p < 0.001$), indicating that elevated employee creativity correlates with enhanced employee performance.

The Model Summary Table 20 evaluates the regression model's fit. It includes R, R Square, Adjusted R Square, and Std. Error of the Estimate.

Table 20 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.375	.141	.138	.68796

The R value of 0.375, the analysis shows a moderate positive link between employee creativity and performance. The R Square of 0.141 reveals that creativity accounts for 14.1% of the variance in performance, while the adjusted R-squared (0.138) supports the robustness of the model.

The ANOVA Table 21 evaluates the overall statistical significance of the regression model. A substantial outcome signifies that the independent variable is a significant predictor of the dependent variable.

Table 21 Anova

Source	Sum of Squares	df	Mean Square	F	Sig
Regression	21.717	1	21.717	45.885	<0.001
Residual	132.519	280	.473		
Total	154.236	281			

The F-statistic (45.885) is extremely significant ($p < 0.001$), signifying that the regression model is statistically valid. This substantiates the premise that employee creativity forecasts employee performance.

The Coefficients Table 22 delineates the contribution of the independent variable (employee creativity) to the dependent variable (employee performance).

Table 22 Coefficients

Predictor	Unstandardized Coefficients (B)	Std. Error	t	Sig.
(Constant)	1.935	.275	7.041	<0.001
EMPLOYEE_CREATIVITY	.490	.072	6.774	<0.001

The unstandardized coefficient (B = 0.490) indicates that for every one-unit increase in employee creativity, employee performance rises by 0.490 units. Furthermore, the t-value (6.774) and the significance level ($p < 0.001$) confirm that this relationship is statistically significant.

Figure 4. The scatterplot depicts the correlation between employee originality and employee performance. The residuals are uniformly distributed around the zero line, signifying that the regression model is well-fitted. This support the hypothesis that employee creativity enhances employee performance.

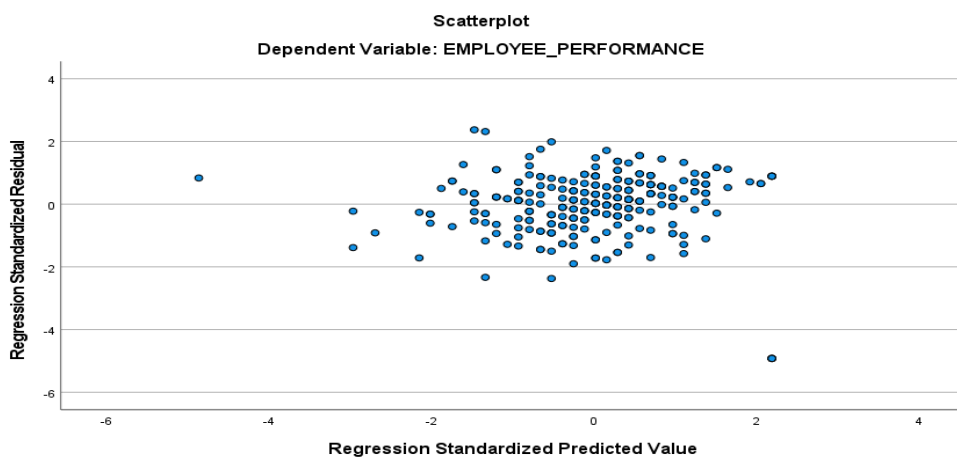


Figure 4 Scatterplot H3

-Conclusion

The findings from all tables robustly corroborate the premise that 'employee creativity positively influences employee performance. The positive association, significant regression outcomes, and substantial coefficients affirm that employee creativity significantly contributes to improved employee performance.

4. Analyses Regarding Testing of Hypotheses-4

The Correlations Table 23 illustrates the correlations among variables. Positive values signify affirmative relationships, whereas negative values denote inverse relationships.

Table 23 Correlation

	EP	EL	EC
EP	1.000	.598	.375
EL	.598	1.000	.401
EC	.375	.401	1.000
Sig. (1-tailed)	.	.000	.000
N	282	282	282

The correlation Table 23 indicates substantial positive associations among the variables. The correlation between Employee Performance and Empowering Leadership is reasonably robust ($r = 0.598$, $p < 0.001$), suggesting that increased empowering leadership correlates with enhanced employee performance. There exists a moderate positive correlation between Employee Performance and Employee Creativity ($r = 0.375$, $p < 0.001$), indicating that employees with greater creativity typically exhibit superior performance. Ultimately, Empowering Leadership exhibits a moderate correlation with Employee Creativity ($r = 0.401$, $p < 0.001$), indicating that empowering leadership fosters employee creativity. The sample size ($N = 282$) guarantees enough power, and all results are statistically significant ($p < 0.001$), affirming the dependability of the findings.

The Model Summary Table 24 provides insights into the strength of the regression models. It shows R, R Square, and Adjusted R Square values for models before and after adding the mediator variable (Employee Creativity).

Table 24 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change
1	.598	.358	.355	.59486	.358	155.870
2	.616	.380	.375	.58567	.022	9.860

The R Square value rises from 0.358 to 0.380 upon the inclusion of the mediator (Employee Creativity), signifying that the mediator contributes to greater variance in Employee Performance.

The ANOVA Table 25 evaluates the significance of the regression models. An elevated F value signifies that the model accounts for a statistically significant portion of variance in the dependent variable.

Table 25 Anova

Model	Source	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	55.156	1	55.156	155.870	<0.001
1	Residual	99.080	280	.354		
1	Total	154.236	281			
2	Regression	58.538	2	29.269	85.331	<0.001
2	Residual	95.698	279	.343		
2	Total	154.236	281			

The ANOVA Table assesses the significance of the regression models. In Model 1, Empowering Leadership independently accounts for a substantial percentage of the variance in Employee Performance (Sum of Squares= 55.156, F= 155.870, $p < 0.001$). The unexplained variance (Residual Sum of Squares) is 99.080, suggesting potential for enhancement. In Model 2, incorporating Employee Creativity as a mediator, the explained variance rises to 58.538, accompanied by an elevated F value of 85.331 and a comparable significant level ($p < 0.001$). The unexplained variance reduces to 95.698, indicating an enhancement in the model. This illustrates that incorporating Employee Creativity improves the model's explanatory capacity and validates its mediating function between Empowering Leadership and Employee Performance.

The Coefficients Table 26 shows the effects of the predictors on the dependent variable. It includes the unstandardized coefficients (B), their standard errors, and significance levels.

Table 26 Coefficients

Model	Predictor	B	Std. Error	t	Sig.
1	Constant	1.365	.196	6.950	.000
1	EMPOWERING_LEADERSHIP	.684	.055	12.485	.000
2	Constant	.833	.257	3.240	.001
2	EMPOWERING_LEADERSHIP	.610	.059	10.361	.000
2	EMPLOYEE_CREATIVITY	.211	.067	3.140	.002

The Coefficients Table offers comprehensive insights into the influence of predictors on Employee Performance. In Model 1, Empowering Leadership is a

significant predictor of Employee Performance ($B= 0.684$, $t= 12.485$, $p< 0.001$), demonstrating a robust and direct influence. In Model 2, the incorporation of Employee Creativity as a mediator results in a minor reduction in the effect of Empowering Leadership on Employee Performance ($B= 0.610$, $t= 10.361$, $p< 0.001$), however the effect remains statistically significant. Furthermore, Employee Creativity exerts a substantial positive influence on Employee Performance ($B= 0.211$, $t= 3.140$, $p= 0.002$). This indicates that Employee Creativity partially mediates the relationship between Empowering Leadership and Employee Performance, since the direct effect is diminished but not eliminated.

Figure 5. The scatterplot supports the hypothesis that employee creativity mediates the relationship between empowering leadership and employee performance. The residuals are uniformly distributed, and the points correspond with the projected values, indicating that empowered leadership indirectly affects employee performance via increased inventiveness. This indicates the strong mediating role of creativity in the relationship.

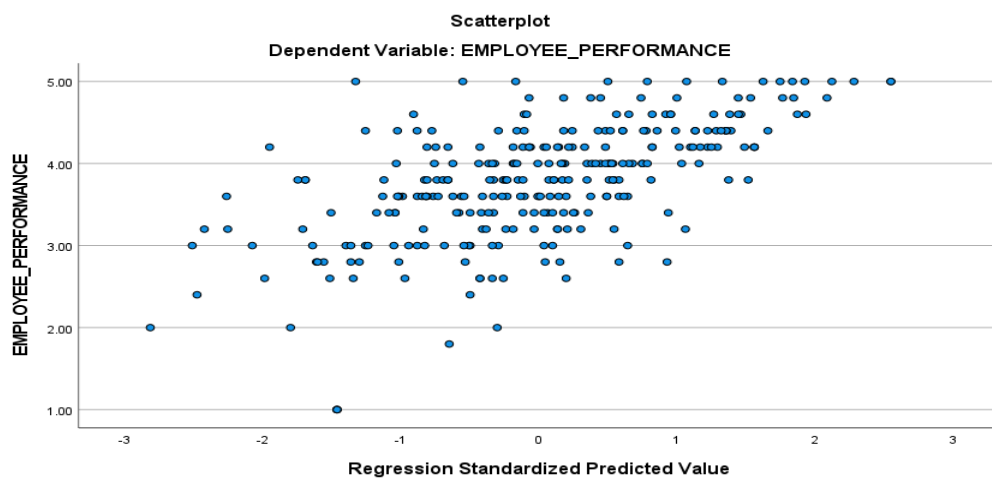


Figure 5 Scatterplot H4

-Conclusion

The analysis verifies that Empowering Leadership positively impacts Employee Performance, and that Employee Creativity also exerts a strong beneficial influence. The results of the mediation analysis indicate that Employee Creativity partially mediates the association between Empowering Leadership and Employee Performance. The incorporation of Employee Creativity into the model enhances explained variation and diminishes the direct impact of Empowering Leadership,

while yet retaining significance. Consequently, Hypothesis H4 is affirmed, validating the mediating function of Employee Creativity

C. Hypotheses Evaluations

Table 27 summarizes the results of the hypotheses testing, indicating the support for each hypotheses based on the statistical analysis outcomes.

Table 27 Summary of Hypotheses Testing Results

H1	Empowering leadership has a positive effect on employee performance	
H2	Empowering leadership has a positive effect on employee creativity	SUPPORTED
H3	Employee creativity has a positive effect on employee performance	
H4	Employee creativity has a mediating role in the effect of empowering Leadership on employee performance	

V. DISCUSSION

The study, focusing on three main areas: the impact of EL on EP, the role of creativity in improving performance, and the mediating function of creativity between EL and EP. Accordingly, the study hypothesized that empowering leadership positively affects both employee performance and creativity, that creativity contributes to enhance performance, and that it serves as a mediating factor in the relationship between EL and EP.

The findings correspond with previous studies indicating that empowered leaders improve staff performance by fostering autonomy and trust. Empowering leadership practices, including the delegation of decision-making authority and the provision of developmental assistance, foster an environment in which people feel valued and competent in achieving organizational objectives (Kirkman & Rosen, 1999; Zhang & Bartol, 2010). Within the construction materials business in Saudi Arabia, empowering leadership has demonstrated efficacy in addressing industry-specific difficulties, including resource limitations, stringent deadlines, and intense rivalry (Audenaert & Decramer, 2018; Raub & Robert, 2010). Employees who perceived trust and empowerment from their leaders demonstrated enhanced dedication and productivity, crucial for organizational success in this dynamic field.

The mediating function of EC is a significant discovery, highlighting its crucial role in converting leadership inputs into measurable performance results. Empowering leaders cultivate creativity by promoting creativity and establishing a psychologically safe workplace (Amabile, 1996; Spreitzer, 1995). This study found that employees who viewed their leaders as empowering were more inclined to suggest innovative solutions, improve operations, and adjust to market needs. The mediating effect is especially pertinent in Saudi Arabia, where swift economic diversification and infrastructure development necessitate continuous innovation. By endorsing EC, firms may guarantee that their workforce remains adaptable and competitive in response to changing market demands (Ximenes et al. 2019).

The clear correlation between EC and EP underscores the significance of innovation as a catalyst for employee productivity and organizational achievement. Innovative employees not only excel in problem-solving but also enhance organizational learning and foster long-term growth (Oldham & Cummings, 1996; Madjar, 2005). In the construction materials sector, innovation empowers personnel to devise economical solutions, enhance resource efficiency, and elevate product quality. These findings underscore the necessity for enterprises to prioritize EC through the implementation of training programs, the promotion of collaboration, and the acknowledgment of innovative contribution (Ximenes et al. 2019).

To compare my research with Nasir et al. (2022), Öngel et al. (2024), and Ximenes et al. (2019). my research findings with Nasir et al. (2022), concentrating on leadership styles, employee performance, and innovation. My research investigates how empowering leadership improves employee performance by utilizing employee creativity as a mediator, whereas Nasir et al. (2022) analyze the impact of transformational leadership, organizational innovation, and stressors on employee creativity and performance in Pakistani SMEs. My research underscores that empowering leadership enhances employee autonomy and motivation, asserting that “Empowering leaders grant their employees increased autonomy to make decisions and develop professionally,” while Nasir et al. (2022) emphasize that transformational leaders inspire employees to engage in innovative thinking and confront challenges: “Transformational leaders motivate their subordinates to think creatively and tackle challenges.” Methodologically, both studies utilize structural equation modeling (SEM); however, my research includes a larger organizational context, whereas Nasir et al. (2022) concentrate primarily on SMEs within Pakistan's manufacturing sector. The principal findings are consistent, as both research illustrate the significance of leadership styles in fostering innovation and enhancing performance. My research distinctly identifies creativity as a mediating variable, while Nasir et al. (2022) examine supplementary components, including the divergent impacts of challenge and hindrance stressors on outcomes.

The distinctions highlight the distinct contributions of each study: my research offers insights into psychological empowerment, while Nasir et al. (2022) incorporate innovation and stresses, enhancing the comprehensive understanding of leadership's influence on employee performance.

The results of my research align with the study by Öngel et al. (2024), which investigates the influence of digital leadership on individual creativity and staff performance, emphasizing generational disparities. My research examines empowering leadership as a driver for employee performance, mediated by employee creativity, whereas Öngel et al. (2024) explore digital leadership, highlighting its distinctive capacity to utilize digital resources and cultivate an innovative culture. My research indicates that "EL offers employees with increased autonomy for decision-making and professional development," while Öngel et al. (2024) assert that digital leaders, by means of effective digital communication and a well-defined digital vision, "foster an environment that cultivates and promotes employee creativity." Methodologically, both studies utilize SEM; however, my research encompasses a broader organizational environment, whereas Öngel et al. (2024) concentrate primarily on the influence of generational cohorts inside the digital workplace. The principal conclusions of both studies converge on the notion that creativity mediates the relationship between leadership styles and performance; nevertheless, my research highlights autonomy and empowerment as critical factors, whereas Öngel et al. (2024) underscore digital proficiency and adaptability. These discrepancies underscore how my research provides insights into psychological empowerment, whereas Öngel et al. (2024) enhance the comprehension of leadership's function within the framework of digital change and generational diversity.

This study compares current research with that of Ximenes et al. (2019), which examines the moderating influence of entrepreneurial leadership on the relationship between high-performance work systems (HPWS), employee innovation, and employee performance. My research investigates the direct and mediated impacts of empowering leadership on employee performance via creativity, emphasizing that "Empowering leaders provide their employees with increased autonomy to make decisions and develop professionally." Ximenes et al. (2019) identify HPWS as a crucial driver for creativity and performance, demonstrating that "HPWS has a significant positive effect on employee creativity and employee performance" ($\beta = 0.811, p < 0.001$). Both studies underscore the essential function of creativity, with Ximenes et al. (2019) asserting that "employee creativity significantly mediates the relationship between HPWS and employee performance,"

and my research confirming that “creative performance is highly contingent upon flexibility, mindset, and creativity-relevant skills.” The studies differ in their emphasis on leadership: my research emphasizes psychological empowerment and autonomy as essential mechanisms for enhancing performance, whereas Ximenes et al. (2019) underscore the innovative and proactive attributes of entrepreneurial leadership as vital in moderating work system outcomes. This complementary viewpoint enhances comprehension by integrating insights into the intrinsic motivation of empowering leadership with the strategic alignment offered by (HPWS) and entrepreneurial leadership, demonstrating several avenues for improving employee creativity and performance.



VI. CONCLUSION

This research aimed to explore the impact of EL on EP, with employee creativity acting as a mediating variable. The results indicated that empowering leadership markedly improves employee performance by promoting autonomy and motivation. Furthermore, creativity emerged as a critical factor, enhancing performance and mediating the connection between empowering leadership and employee outcomes. The results indicate that leaders that promote initiative, innovation, and autonomous decision-making foster cultures that improve creativity and overall employee performance.

This study significantly contributes to the literature by investigating the mediating role of creativity in the relationship between leadership and performance, especially in organizational contexts facing heightened expectations for innovation. The findings fill a gap in leadership research and offer pragmatic insights for firms seeking to improve competitiveness and adaptability. Managers are advised to implement empowering leadership strategies, promote creativity via training and cooperation, and recognize unique contributions to enhance organizational results.

This study highlights the significance of enabling leadership and creativity, hence facilitating future research to investigate other variables and settings, which will enhance the comprehension of leadership, innovation, and performance dynamics.

Although the study provides substantial insights, it is not devoid of limitations: First, Geographic Scope: Concentrating on Saudi Arabia may restrict the applicability of findings to other areas. Second, Industry-Specific Focus: The construction materials industry possesses distinct characteristics that may not be applicable to other businesses. The dependence on a cross-sectional survey constrains the capacity to determine causal links. Future research may rectify these limitations by broadening the geographic scope to encompass additional regions. Investigating the relevance of findings across various sectors. Executing longitudinal research to investigate the enduring impacts of empowering leadership and

innovation on performance.



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APPENDIX

Questionnaire Form

Dear participants,

I'm a master's student at Istanbul Aydin University. I am presently conducting my thesis research to examine the correlations among empowering leadership, employee performance, and employee creativity within the building materials sector. Your replies will remain entirely secret and will not be disclosed to third parties. They will be utilized exclusively for research reasons. Your input is invaluable and significantly enhances the progression of knowledge in this domain. Thank you for dedicating your time to participate.

Eng. Mohamad Obaida Alsebai

Included below is a compilation of statements. Kindly read each item attentively and choose the response that most accurately reflects your perspective or experience.

Empowering Leadership: 10 items

Employee Performance: 5 items

Employee Creativity: 13 items

scales are rated on a 5-point Likert scale (1: Strongly Disagree, 2: Disagree, 3: Natural

4: Agree, 5: Strongly Agree).

Empowering Leadership Scale

Essa, E. B., & Alattari, A. (2019). The relationship between followership styles and leadership styles. *Research in Educational Administration and Leadership*, 4(2), 407-449.

1. We and the boss vote when major decisions are made.
2. Major decisions must have the approval of the majority of us.
3. In order to activate participation in the opinion, my boss uses e-mail, voice mail and memos.
4. Our boss allows us to decide what to do and how.
5. My boss realizes that we know about our job more than him, so he leaves us to make decision about our work.
6. My boss delegates duties to us to carry out the work.
7. Our boss gives us full responsibility to decide our duties.
8. My boss prefers sharing power with his employee.
9. My boss realizes that it's our right to decide our organizational goals.
10. My boss sees that we can lead ourselves as well as.

Employee Performance and Employee Creativity Scale

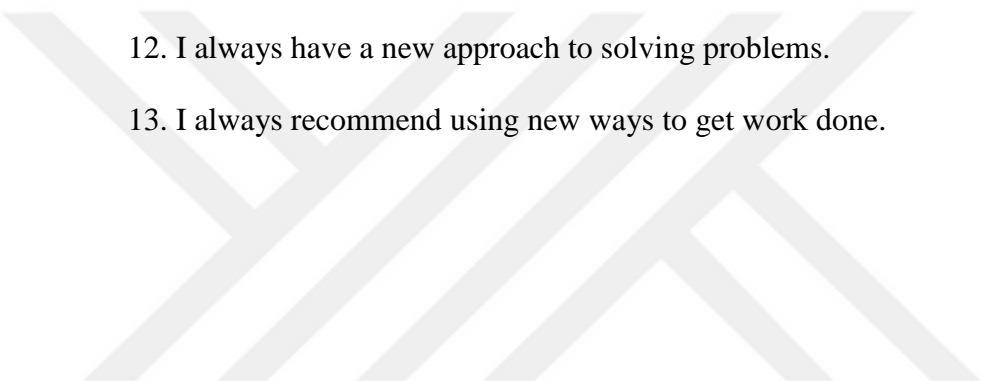
Ximenes, M., Supartha, W. G., Manuati Dewi, I. G. A., & Sintaasih, D. K. (2019). Entrepreneurial leadership moderating high performance work system and employee creativity on employee performance. *Cogent Business & Management*, 6(1), 1697512.

Employee performance

1. I always finish work according to the target number of cooperatives.
2. I always finish my work according to the Cooperative quality standards.
3. I am always on time in starting work.
4. I always finish work on time.
5. I always do good cooperation with fellow colleagues.

Employee Creativity

1. I always suggest new ways to achieve cooperative goals.
2. I always propose new ways to get work done.
3. I always try to find new ways to get work done.

4. I always suggest new ways to improve product/service quality
 5. I always try to find sources of new creative ideas.
 6. I am not afraid to take risks.
 7. I always fight for ideas/ideas to the leadership.
 8. I am always creative in completing work when there is an opportunity.
 9. I always make a timetable for implementing basic work to implement new ideas.
 10. I often have innovative ideas.
 11. I always get a solution to a work problem.
 12. I always have a new approach to solving problems.
 13. I always recommend using new ways to get work done.
- 

Evrak Tarih ve Sayısı: 24.12.2024-140813



T.C.
İSTANBUL AYDIN ÜNİVERSİTESİ REKTÖRLÜĞÜ
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Sayı : E-88083623-020-140813
Konu : Etik Onayı Hk.

24.12.2024

Sayın Mohamad Obaida ALSEBAI

Tez çalışmanızda kullanmak üzere yapmayı talep ettiğiniz anketiniz İstanbul Aydın Üniversitesi Sosyal ve Beşeri Bilimler Etik Kurul Komisyonu'nun 19.12.2024 tarihli ve 2024/13 sayılı kararıyla uygun bulunmuştur.

Bilgilerinize rica ederim.

Dr.Öğr.Üyesi Nuri Gökmen KARAKİRAZ
Müdür Yardımcısı

Bu belge, güvenli elektronik iması ile imzalanmıştır.

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RESUME

Name Surname: MOHAMAD OBAIDA ALSEBAI

EDUCATION:

- **Bachelor:** 2023, Altınbaş University, Faculty of Engineering and Architecture, Civil Engineering (In English)
- **M.A:** 2025, Istanbul Aydın University, BUSINESS ADMINISTRATION (In English) (With thesis)

PROFESSIONAL EXPERIENCE AND AWARDS:

- Site Engineer

Supervised daily construction activities, ensuring compliance with design specifications, safety standards, and project deadlines.

Coordinated between contractors, suppliers, and the project management team to maintain smooth workflow.

Conducted regular site inspections and prepared progress reports to track milestones.

August 2023 – November 2024 | Istanbul, Turkey

- Interior Design Department Supervisor

Led and managed a team of interior designers, overseeing project timelines, design approvals, and quality standards.

Acted as the main point of contact between clients and the design team, ensuring alignment with project requirements.

Managed material selection, budget estimates, and quality control for interior fit-out works.

November 2024 – Present | Istanbul, Turkey

PUBLICATIONS FROM DISSERTATION, PRESENTATIONS AND

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Asebai, M. O., & Türköz, T. (2025). The Relation Between Empowering Leadership and Employee Performance and the Mediating Role of Employee Creativity. *Premium E-Journal of Social Sciences (PEJOSS)*, 9(50), 43–55.

