
Effect of Work Culture, Leadership Framework, and Organizational learning on Organizational Creativity and Financial Performance of Education Sector

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Abstract

The aim of this research is to ascertain the interconnections that exist among work culture leadership framework, organizational learning, organizational creativity, and financial performance. The research utilized structural equation modeling (SEM) in order to determine the connections between constructs and the ways in which they influence financial performance and creativity. Education Institutions were queried using a questionnaire to collect data. Among the 700 questionnaire that were disseminated, 398 were collected as valid responses. The findings of the analysis suggest that work culture influences financial performance positively through the promotion of organizational creativity. There is no direct correlation between the leadership framework and the creativity. Financial performance is enhanced by both direct and indirect forms of organizational learning, including organizational creativity. In essence, the existence of creativity within a given organization positively influences its overall financial performance. It has been found that by placing greater emphasis on learning and culture, fostering creativity in the education sector could potentially improve financial performance.

Keywords: Work culture, Leadership framework, Organizational learning, Organizational creativity, financial performance

Introduction

Educational institutions must understand the complex relationship between dynamic technological developments, changing global trends, and innovative pedagogical approaches. The collaborative efforts of its members significantly shape the dominant work culture in educational institutions, whose shared values, norms, and beliefs have a profound impact on the conduct and demeanor of faculty, staff, and students (Coad and Berry, 1998). A workplace culture that values affirmation fosters collaboration, ingenuity, and a commitment to achieving peak performance (Patmawati *et al.*, 2024). This creates an environment conducive to the acquisition of new knowledge and the ability to adapt to changes in the professional setting (Corbett and Rastrick, 2000).

Leadership that is both effective and efficient is critical to the operation of any organization, including schools. The leadership framework implemented by these collectives lays the groundwork for the growth, trajectory, and expansion of a Innovative ecosystem (Hall and Andriani, 2003). Proficient leaders inspire and motivate every member of the organization, creating a culture that encourages the development of new ideas, the acceptance of calculated risks, and the determination to overcome obstacles (Jiménez, and Sanz, 2011). In addition to individuals in formal positions, leadership includes distributed and collaborative models that empower diverse perspectives within the organization (Panagopoulos *et al.*, 2024). The incorporation of various leadership styles into a comprehensive framework promotes the development of novel approaches and allows for efficient adaptation to the ever-changing educational landscape (Lee and Tsai, 2005).

When this is considered, the importance of organizational learning becomes critical in terms of how schools acquire, distribute, and apply knowledge to improve their own capabilities (Fischer, T., and Sitkin, S. B. (2023). Learning organizations promote innovation through self-reflection, the constant pursuit of new ideas, and the use of all members' collective intelligence (Lakhe and Mohanty, 1994). To maintain their flexibility and responsiveness, institutions

internalize lessons learned from both successes and failures, and they commit to ongoing professional development (Pizzolitto *et al.*, 2023). The ability to adapt is especially important in education, where curriculum, pedagogical methods, and technological integration are constantly changing, necessitating a steadfast commitment to continuous learning (McDonough, 2000).

The relationship between leadership frameworks, organizational learning, and work culture has an impact not only on the level of innovation demonstrated by educational institutions, but also on their financial outcomes (Nonaka and Takeuchi, 1995). The organization is deeply committed to innovative thinking, which propels the advancement of novel educational initiatives, streamlined pedagogical approaches, and collaborative research projects. To increase the school's competitiveness, it is beneficial to cultivate a strong reputation that extends beyond the academic realm and attracts exceptionally bright students and faculty (Reinke, 2004). Success in the educational ecosystem, longevity, and resilience are all indicators of an institution's financial success. A positive work environment, effective leadership, and a commitment to organizational learning all help to foster these qualities (Maqbool *et al.*, 2023).

Management literature places significant emphasis on the necessity of both creativity and learning from mistakes as means to sustain a competitive advantage (Schroeder *et al.*, 2002). Novel concepts, organizational learning, and financial performance are all positively correlated. Nevertheless, research investigations that thoroughly scrutinize the interconnections between these three notions are scarce (Tippins and Sohi, 2003). Previous research has either investigated the degree to which an organization's culture promotes and facilitates creativity, or it has exclusively concentrated on a specific type of creativity, specifically product creativity (Zahay *et al.*, 2004). The current body of research offers an inadequate comprehension of the concept of creativity. Instead of education, the Innovative discourse has centered on the private sector. Education research on work culture, learning, and organizational creativity is limited. Proactively implementing Innovative initiatives can improve financial performance while also meeting Excellence in Service standards (Gatell and Avella, 2024). Organizational learning and knowledge generation are associated with creativity. This result is based on the assumption that learning enables organizations to generate new ideas quickly, efficiently, and adaptable (Jiang *et al.*, 2024). Although theoretical frameworks link organizational learning and creativity, empirical evidence is lacking (Montano *et al.*, 2023).

Likewise, a cultural lens is utilized by the majority of research studies that investigate organizational learning in order to evaluate this notion. The research examining the effects of organizational learning on an organization's financial performance and creativity is relatively scarce. In general, individuals are more resistant to having specific behaviors altered than it is to have cultural beliefs and principles altered (Senge *et al.*, 1994.) As a result, it might be more efficient for professionals to focus on the process as a whole as opposed to attempting to modify particular actions. The leadership framework is widely acknowledged as an essential individual element that has a substantial impact on the degree of creativity exhibited by an organization (Podsakoff *et al.*, 1996). Leaders possess the capacity to infuse an organization with novel ideas, set clear objectives, and inspire the creativity efforts of their subordinates (Gui *et al.*, 2024).

The correlation between leadership and culture is significant, given that leadership has the capacity to either revolutionize culture or preserve its existing state. Leadership is an indispensable factor in establishing an organization's culture (Batool *et al.*, 2024). By utilizing a unified model, this study seeks to rectify the deficiencies of prior research by concurrently investigating the interconnections between learning, creativity, financial performance, and work Culture of education institution. This analysis investigates the correlation between organizational learning and its effects on an organization's financial performance and creativity, with leadership framework, work culture, and learning as determinants. The present research investigates creativity in the realm of education, in contrast to that of the private sector. In the twenty-first century, the education sector must establish the relationships between organizational learning, creativity, work culture, and financial performance. To achieve excellence and make significant contributions to the advancement of knowledge and society as a whole, institutions must priorities this endeavor. The current study provides a thorough examination of the complex interrelationships that make up the institutional framework of educational institutions. This demonstrates the interdependence of multiple elements in ensuring the financial sustainability of educational institutions while encouraging innovation.

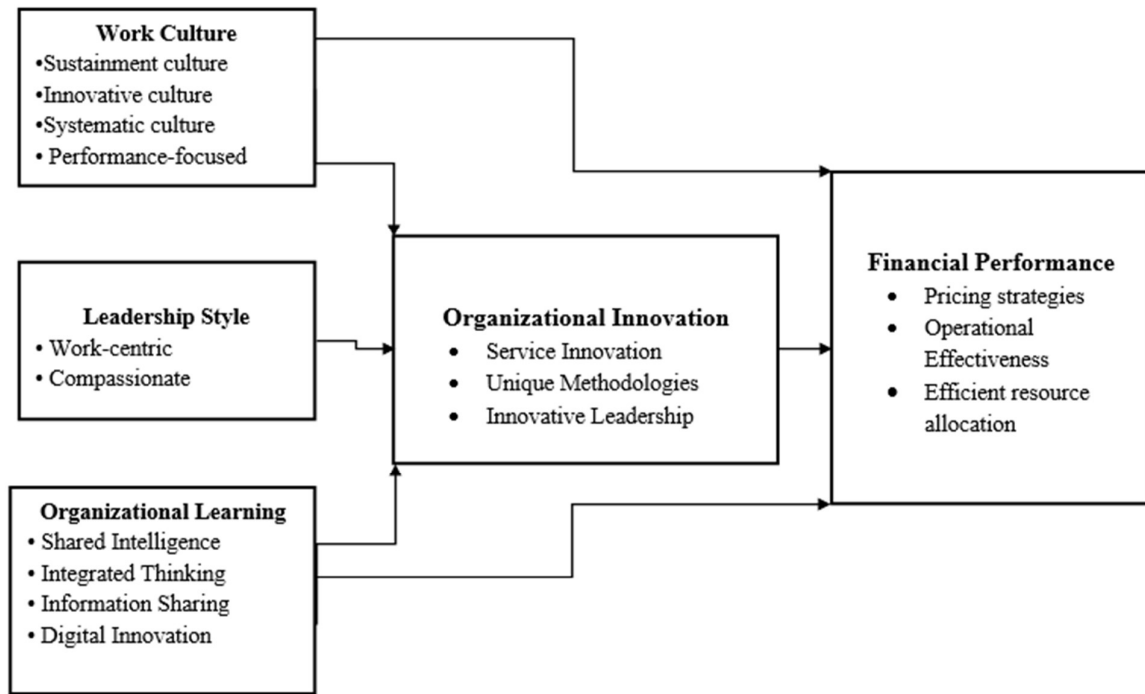


Figure 1. Research framework

2. Literature and Research Hypotheses

2.1 Work Culture, Organizational Creativity, and Financial Performance

A substantial body of research in the domains of organizational psychology and management has established that the cultivation of a positive work culture can lead to enhanced financial performance (Ansari *et al.*, 2000). A strong organizational culture distinguished by shared values, efficient Information Sharing, and employee participation has the potential to improve financial performance through the cultivation of increased employee engagement, commitment, and productivity (Dibella *et al.*, 1996).

Edmondson (1999), an organization's financial performance is directly impacted by the cognitive and emotional states of its stakeholders, which are in turn influenced by a positive work culture. Moreover, the correlation between an organization's Innovative ethos and its work culture has been diligently scrutinized in scholarly literature pertaining to innovation and management. Establishing an environment at work that promotes positivity and inclusivity enables organizations to stimulate Innovative thinking and facilitate the development of novel ideas (Kale, *et al.*, 2000, Amabile, 1988). West and Farr's (1990) research, a supportive work environment can promote risk-taking, facilitate collaboration, and facilitate the free flow of ideas. The aforementioned elements are critical in fostering innovation within a company. Cameron and Quinn (2006) offer a more extensive examination of the ways in which particular cultural attributes, including a propensity for flexibility and a focus on innovative ideas, can Sustainment an organization in cultivating innovation among its personnel.

Moreover, the empirical inquiry into positive organizational psychology provides further Sustainment for the proposition that a positive work environment yields more satisfied and physically fit employees (Carmeli *et al.*, 2009). Fredrickson's (2001) broaden-and-build theory posits that an increase in Innovative thinking is positively correlated with the experience of positive emotions. Positive emotions, in accordance with this theory, promote divergent thinking and augment Innovative problem-solving capabilities. In addition to having a substantial influence on the financial performance of an organization, an effective work culture cultivates a setting that encourages and supports innovation among its staff (Hult *et al.*, 2002).

The interdependent connection that exists between organizational creativity and work culture is "a system of shared meaning among members that differentiates the organization from others," (Karathanos, 1998). In a similar vein, Arnold *et al.*, (2005) assert that "work culture comprises unique values, policies, and conduct that contribute to the unique identity of each company." There exists a sentiment among members of the organization that these facets of culture exemplify the appropriate methodology for carrying out operations. A unique and ideal culture does indeed exist, which harmoniously corresponds with the external circumstances it encounters, such as the current business strategy or industry. Better yet, the success of the organization is contingent upon the degree of congruence that exists between each member and their designated position (Muffatto, 1998). A robust compatibility may, however, not operate at its peak financial performance in the event of modifications (Tidd *et al.*, 2001). A substantial body of research suggests that personnel working for an organization characterized by a strong culture have a distinct sense of direction, which may have a positive impact on their level of output. These staff members demonstrate effective adaptability to changes due to their comprehensive comprehension of their duties (Canning *et al.*, 2020).

An inclusive and conducive work environment promotes the smooth exchange of information and cultivates amicable intra-personal connections (Harsch *et al.*, 2020). Elevations in work Culture and Information Sharing contribute to a heightened level of customer satisfaction. Sustained market expansion and financial gain are contingent upon this. A robust work culture can be advantageous for a diverse workforce because it fosters the formation of a unified organizational identity and the identification of shared organizational goals (Haris *et al.*, 2023). Workplace culture has a direct influence on the actions and behaviors of individuals. It brings about a transformation in their work methodology and cognitive approach towards every facet, including the generation of original concepts (Padavic *et al.*, 2020). The work Culture has the potential to impact creativity. Based on the above discussion the following hypotheses are developed concerning the possible associations between work culture, creativity, and financial performance:

H₁: Work culture is positively related to financial performance.

H₂: Work culture is positively related to organizational creativity.

2.2 Leadership framework and organizational creativity

Leadership studies have consistently highlighted the critical role of leadership in fostering institutional innovation and creativity. Numerous studies have found that transformational leadership, which is distinguished by its ability to inspire motivation, stimulate the intellect, provide individual concern, and exert idealized influence, is particularly effective in cultivating workplace creativity (Batool *et al.*, 2024). Transformational leaders have an exceptional ability to inspire and encourage their subordinates to collaborate in pursuit of a common goal, foster an inquisitive mindset, and value innovative ideas and trial and error (Nguyen *et al.*, 2023).

The literature emphasizes the importance of leadership actions in establishing psychological safety, which is a critical factor in nurturing creativity. Leaders who are supportive and empowering create an inclusive and judgment-free environment, which encourages employees to openly share novel ideas without fear of repercussions (Supriyanto *et al.*, 2023). Bracht *et al.*, (2023) writings demonstrate the importance of leaders in cultivating individuals' intrinsic motivation, which is critical in encouraging group and individual creativity.

A significant amount of scholarly research into strategic leadership investigates the effects of leadership frameworks on an organization's Innovative capacity. Leaders who shape an organization's strategic direction in favor of embracing new ideas and change have a significant impact on creating an environment conducive to innovation (Wang and Rode, 2010). By ensuring that leadership strategies align with an organization's innovation and creativity goals, a culture is created that not only encourages, but actively supports experimentation and risk-taking (Jiang, 2008). Research suggests that leaders who demonstrate integrity and adhere to ethical principles can increase employee trust and loyalty, leading to greater organizational innovation (Ogbonna and Harris 2000). Ethical leaders foster a safe environment for employees to express their ideas and engage in innovative activities, leading to increased creativity (Detert *et al.*, 2007). The combination of transformational leadership, supportive behaviours, strategic direction, and ethical considerations strengthens leadership's position as a critical component in cultivating an innovative and sustainable workplace culture (Denison *et al.*, 1995).

Leaders' capacity to create an enabling environment and execute decisions that promote the generation and implementation of knowledge effectively has a substantial impact on the degree of creativity that occurs within their respective organizations (Howell, 1993). The correlation between culture and leadership is significant, as it involves individuals with the ability to either transform the cultural milieu or preserve the existing order. Scholars specializing in creativity

demonstrate a strong inclination towards investigating the attributes of organizational leaders, encompassing their academic qualifications, career trajectory, personal qualities, and dispositions (Huang *et al.*, 2010).

The leadership framework is widely acknowledged as an essential individual element that has a substantial influence on the creativity of an organization. The hierarchy of significance illustrates that leaders possess the ability to instill innovative ideas within an organization, define clear objectives, and encourage the creativity efforts of their staff (Trice ; Beyer, (1991). Ansari *et al.*, (2000) conducted an analysis of the data that participants supplied concerning their perspectives on the managerial practices of entrepreneurs' enterprises. Entrepreneurs who implemented a framework for participatory leadership and adopted the position of a supportive taskmaster achieved the greatest success. Consequently, we arrived at the following hypothesis:

H₃: Leadership framework is positively related to organizational creativity.

2.3 Effect of organizational learning on creativity and financial performance

The operationalization of organizational learning entailed developing a group capability based on experiential and cognitive processes, which included knowledge acquisition, dissemination, and application. Extensive research has consistently shown that organizational learning is linked to the generation of innovative ideas and improved financial performance within a education based organization (Yang *et al.*, 2022). A positive and significant correlation has been identified between organizational learning capability and organizational creativity, (Sung and Choi, 2012). Jiang and Chen (2017) expressed a comparable viewpoint, contending that cycle time financial performance is influenced by organizational learning. Although numerous factors have been investigated in the past, scholars are growing more intrigued by the concept that the capacity for collective learning within organizations could significantly influence creativity. The education sector has conducted insufficient research on the relationship between organizational learning, organizational creativity, and financial performance (Garrido and Camarero, 2010). Researchers are currently discussing the potential impact of an organization's ability to acquire knowledge and adapt on the development of creativity. At present, a considerable volume of research inquiry is devoted to the subject of organizational learning. A considerable number of these studies suggest that acquiring knowledge pertaining to organizations can substantially augment their Innovative potential (Bontis *et al.*, 2002). Organizational learning facilitates the comprehension and application of these resources, fosters the acquisition of novel information and ideas, and augments the creativity of individuals. Numerous models Endeavour to explicate the correlation that exists between organizational learning and creativity (Brockman and Morgan, 2003). Existing research suggests that in order for an individual to demonstrate creativity, they must have obtained prior knowledge and have a genuine desire to share it with their colleagues within the organization. While the relationship between organizational learning and creativity is supported by theory, current research does not provide adequate empirical evidence to validate this assertion. Consequently, we arrived at the following hypothesis:

H₄: Organizational learning positively influences organizational creativity.

Organizational learning, often conceptualized as the process through which organizations acquire, interpret, and apply knowledge to adapt to their environments, has been identified as a key precursor to fostering a Innovative and innovative organizational culture (Homburg *et al.*, 1999). Scholars argue that organizations that actively engage in learning processes are better equipped to identify new opportunities, assimilate external knowledge, and respond effectively to dynamic and complex environments, all of which are essential components of creativity (Crossan *et al.*, 1999).

The link between organizational learning and creativity is particularly evident in the literature on the ambidextrous organization, which emphasizes the importance of balancing exploration and exploitation activities (Lyon and Ferrier, 2002). Organizational learning enables firms to accumulate knowledge from both internal and external sources, facilitating the exploration of novel ideas while simultaneously exploiting existing competencies (Thien *et al.*, 2024; Jansen and Volberda, 2006). This dual capability is crucial for organizational creativity as it allows for the integration of diverse perspectives and the generation of innovative solutions (Benner and Tushman, 2003).

Organizations that foster a climate of open Information Sharing, collaboration, and continuous learning provide employees with the necessary resources and psychological safety to experiment with new ideas (Carmeli and Schaubroeck, 2007). Salavou and Lioukas, (2003) seminal work on the knowledge creation process underscores the significance of shared mental models and collective learning experiences in stimulating organizational creativity.

Empirical studies further Sustainment the hypothesis by demonstrating a positive correlation between organizational learning practices, such as training programs, cross-functional teams, and knowledge-sharing platforms, and Innovative outcomes (Tushman and Nadler, 1986; Jiménez- and Sanz, 2011; Miron *et al.*, 2004). Organizations that prioritize learning as a strategic imperative tend to exhibit higher levels of creativity, as evidenced by their ability to adapt to change, embrace new ideas, and continuously innovate in the face of evolving challenges (Slater and Narver, 1995). The dynamic interplay between knowledge acquisition, knowledge sharing, and a supportive learning culture creates a fertile ground for cultivating creativity within organizations, positioning organizational learning as a critical determinant of innovative success (Levitt and March, 1988).

Considerable research has been undertaken to examine the significance of organizational learning in ensuring the sustainability and peak financial performance of a business. Nevertheless, empirical research examining this correlation in real-world contexts is scarce. An increasing body of emerging research is corroborating the positive attributes of this relationship. Schroeder *et al.* (2002), provide empirical evidence that the implementation of resource-based hypotheses improves the operational Performance-focused of 164 factories in six distinct nations when internal and external knowledge sources are utilized. The research conducted by Bontis *et al.* (2002) provides evidence that promoting learning across different organizational levels positively affects education organization financial performance. This conclusion was substantiated by data collected from 32 Canadian funds for the study. A strong correlation is established between the market entry strategy of a new venture firm, international diversity, and the speed, scope, and depth of technology learning undertaken by the firm (Zahra *et al.*, 2000). This becomes especially precise when the organization implements formal knowledge integration. System orientation pertains to the comprehension of the interconnections among the diverse elements that influence an organization and the outcomes that result from them.

The importance of system orientation is underscored by the researchers in their investigations pertaining to organizational learning. The findings of these studies primarily held importance for technology companies. In Slater and Narver (1995) asserted that the systems orientation of a learning organization is its most vital characteristic. Therefore, a consistent framework must be applied to the examination of each learning variable within these groups. As a result, the implementation of the system process for Service Innovation can enable a government agency to improve the overall quality of their services. Our hypothesis, which is grounded in prior research that has established positive correlations, is as follows:

H₅: Organizational learning positively influences financial performance.

2.4 Effect of organizational creativity on financial performance

Significant scholarly research in the fields of innovation management, organizational studies, and strategic management backs up the claim that creativity within an organization improves financial performance (Calantone *et al.*, 2002). Innovation is the result of organizational creativity, which involves the generation and implementation of new ideas. As a result, this innovation improves financial outcomes and maintains a competitive advantage (Amabile, 1988). Innovative organizations create new products, services, and methodologies. This allows them to adapt to the market's unpredictable nature and gain a competitive advantage (Damanpour, 1991). The Innovation Value Chain demonstrates the correlation between creativity and innovation. Danneels and Kleinschmidt (2001) creativity serves as the foundational phase of the innovation process, ultimately influencing an organization's performance.

Creativity within an organization is linked to increased adaptability, problem-solving abilities, and a willingness to accept and implement change. In today's dynamic business landscape, the aforementioned elements are critical to achieving financial success (Darroch and McNaughton, 2002). The literature emphasizes the importance of creating a Innovative and supportive work environment. This creates an environment that encourages proactive behavior from employees, disrupts traditional modes of thought, and fosters the development of ground-breaking solutions (West and Farr, 1990). Yamin *et al.*, (1999) discovered that organizations that foster an environment that encourages innovation have greater ability to manage ambiguity and capitalize on emerging opportunities, which leads to better financial outcomes.

Zahra *et al.* (2000) and Barney (1986) provide empirical evidence for the idea that organizational creativity is positively correlated with financial metrics such as return on investment, sales growth, and overall profitability. Businesses that encourage and priorities employee creativity are more likely to exhibit innovation. This phenomenon leads to the development of goods or services that meet the market's needs and desires, resulting in better financial outcomes (Rad and Yarmohammadian, 2006). In today's fiercely competitive business environment, it is widely acknowledged that

organizations must foster an environment that encourages innovation, creativity, and the effective exploitation of the benefits that result from such efforts (Amabile *et al.*, 2004).

Throughout history, the primary objective of organizational creativity has been to optimize the operational Performance-focused of the enterprise. Throughout history, there has been a prevailing belief that enhanced financial performance is associated with specific aspects of an creativity, rather than with the creativity in its entirety (Ismail, 2010). Regardless, previous research has consistently shown that organizational creativity improves financial performance. Literature describes a wide range of Innovative expressions. Damanpour's (1991) classification, which differentiates between administrative and technical creativity's, is the most exhaustive and widely utilized. Administrative creativity comprises novel protocols, regulations, and approaches to organization management (Yousef, 2000). Technological advancements comprise innovative products or services and novel methodologies. Management, processes, and services were utilized as indicators of organizational creativity in this research, given their prevalence in public service environments (Avolio *et al.*, 2004).

Numerous organizations assess financial performance in accordance with their financial earnings. The effectiveness of organizations functioning within the education sector is investigated in this study. As a result of the inherent differences between the private and education sectors, it is difficult to evaluate the financial performance of the education sector solely on the basis of financial performance (Berson and Avolio, 2004). This study evaluates financial performance through the incorporation of subjective self-evaluation and overall financial performance that is not directly correlated with monetary factors. In assessing education financial performance, the following metrics were implemented: Pricing strategies, Operational Effectiveness, Efficient resource allocation. Our fifth hypothesis, in light of this information, is as follows:

H₆: Organizational creativity will positively influence financial performance.

3. Methodology

A positive correlation has been established by research between organizational learning, creativity, and financial performance. Nevertheless, it is imperative to take into account the leadership framework and work culture as essential elements of a holistic framework. Research conducted on the correlation between creativity and financial performance has consistently found that organizational learning has a positive influence on both financial performance and creativity. Nevertheless, empirical research examining these relationships collectively is scarce. By means of empirical analysis, we concurrently examine these relationships within public service organizations using a singular model. The aim of this research is to ascertain whether a significant and positive correlation can be identified between financial performance and organizational learning and creativity, Leadership Framework, and work Culture. In accordance with the subject matter of this investigation, the research framework is depicted in Figure 1.

The research framework consists of four fundamental elements: (1) the Leadership Framework distinguished by concern and task-orientation; (2) the work Cultures that foster support, creativity, bureaucracy, and efficiency; (3) the practices that involve technology utilization, information sharing, and Integrated Thinking; and (4) the organizational creativity that pertain to service, process, and management.

3.1 Sample and procedures

The correlations between organizational learning, organizational creativity, organizational financial performance, work culture, and leadership framework are investigated through questionnaire based research. The respondents to the survey were faculty and staff of academic establishments situated in the northern part of India. After an initial evaluation and subsequent adjustments, a distribution of 700 questionnaires took place, of which 470 were returned successfully. 48.57% of the 340 valid responses we received were responses that met our criteria. The exclusion of 130 questionnaires on the grounds of missing or incomplete information. After conducting an analysis of the attributes of the sample's early and late respondents, we ascertained that there was no significant discrepancy between the two groups in terms of their characteristics. The valid sample, as determined by demographic information including marital status, level of education, job seniority, and position, revealed that females comprised the majority (68.3%). Furthermore, the age groups of 31 to 39 years (30.9%) and 41 to 45 years (29.9%) comprised the majority of the sample. Married individuals comprised the largest proportion of the sample (63.3%), followed by college graduates (41.7%), those with 11 to 20 years of work experience (35.7%), and these respondents are employed in clerical positions.

4. MEASURES

Scales are an essential component when designing a survey instrument for management research. In order to obtain a comprehensive understanding of each variable, researchers generally construct a scale consisting of two or more measures, as a single measure is inadequate for assessing all aspects of behavior. As generating novel scales presents a challenge, we rely on scales that have been utilized in prior empirical inquiries to ascertain their dependability and validity.

4.1 Test for reliability and validity

In order to operationalize each latent construct, we utilized multi-item scales; therefore, an evaluation of the validity of each scale was required. In order to evaluate the convergent validity of a construct, its construct reliability can be examined. For this research, Fornell and Larcker's (1981) criteria were applied. The criteria mentioned above were utilized to evaluate whether the present study met the requirements for convergent and discriminant validity. AMOS software is utilized to conduct confirmatory factor analysis (CFA) for this study. An analysis was conducted on the Cronbach's α and composite reliability indices. Each of the measurement scales demonstrates a considerable degree of factor loading and statistical significance. As shown in Table 1 Many of the constructs have Cronbach's α coefficients of 0.7 or higher. The composite reliability test yields results ranging from 0.715 to 0.918, which provide evidence that the model being measured exhibits internal consistency. The AVE values of all measurements surpassed 0.5, signifying their validity across all construct's.

Table 1: Construct measurement summary: Cronbach's α , factor loading, CR, and AVE

Construct	Sub-construct	No. of questions	MLE factor loading (λ)	Cronbach's α	CR	AVE
Work Culture	1. Sustainment	4	0.901***	0.859	0.848	0.610
	2. Innovative	5	0.869***	0.906		
	3. Systematic	2	0.589***	0.715		
	4. Performance-focused	2	0.712***	0.824		
Leadership Framework	5. Work-centric	6	0.906***	0.879	0.728	0.584
	6. Compassionate	5	0.605***	0.914		
Organizational learning	7. Shared Intelligence	3	0.786***	0.848	0.883	0.668
	8. Integrated Thinking	2	0.856***	0.837		
	9. Information Sharing	3	0.852***	0.906		
	10. Digital Innovation	3	0.754***	0.888		
Oragnizational Creativity	11. Service Innovation	4	0.806***	0.875	0.818	0.608
	12. Unique Methodologies	3	0.671***	0.828		
	13. Innovative Leadership	5	0.850***	0.918		
Financial performance	14. Pricing strategies	3	0.762***	0.860	0.845	0.653
	15. Operational Effectiveness	3	0.819***	0.908		
	16. Efficient resource allocation	6	0.849***	0.912		

Note: MLE: Maximum Likelihood Estimate, CR: Construct Reliability, AVE: Average Variance Extracted.

4.2 Organizational learning

Empirical research on organizational learning (OL) has been outdone by the quantity of theoretical research in this field. In addition, substantial discrepancies were observed in the assumptions, methodologies, and objectives of prior assessments. Two elements extracted from Edmondson's (1999) research are combined with the initial two elements of the measurement instrument developed by Kale *et al.*, (2000) to form a composite scale for evaluating organizational learning. This is attributable to the fact that their research is comparable to ours. The variables in question have been adjusted in accordance with the specifications of this study. Four items comprised the Likert scale consisting of five points:

"Strongly agree" denoted a rating of five; "Strongly disagree" was assigned a rating of one. We solicited feedback from supervisors regarding their degree of concurrence or dissent with a range of inquiries.

The present study investigates the all-encompassing concept of organizational learning (OL), which is composed of four discrete components. The four constituents of the scale are detailed in Table 2. Shared Intelligence (0.848 reliability, 0.603 variance extracted), Integrated Thinking (0.840 reliability, 0.645 variance extracted), Information Sharing (0.910 reliability, 0.705 variance extracted), and Digital Innovation (0.901 reliability, 0.687 variance extracted) are the constructs being assessed.

The application of second-order factor analysis indicates that the combination of these four sub-constructs constitutes a more comprehensive construct (see Table A). The comparative fit index (CFI) of 0.941, the goodness-of-fit index (GFI) of 0.900, the normed fit index (NFI) of 0.923, and the parsimonious NFI (PNFI) of 0.754 collectively suggest that the organizational learning measure is well-suited to the second-order specification. The values of the GFI, CFI, NFI, and NNFI surpass the suggested threshold of 0.90. The adequacy of the fit is validated by the minimal values of the root mean square residual (RMR) at 0.016 and the root mean square error of approximation (RMSEA) at 0.026.

Table 2 : Measuring Model Statistics of Organizational Learning

Variables	Items	1	2	CV	AVE
1 st order					
Shared Intelligence	Shared Intelligence 1 Shared Intelligence 2 Shared Intelligence 3 Shared Intelligence 4	0.721*** 0.787*** 0.722*** 0.803***	0.220 0.164 0.177 0.165	0.848	0.603
Integrated Thinking	Integrated Thinking 1 Integrated Thinking 2 Integrated Thinking 3	0.823*** 0.816*** 0.732***	0.145 0.167 0.230	0.840	0.645
Information Sharing	Information Sharing 1 Information Sharing 2 Information Sharing 3 Information Sharing 4	0.812*** 0.900*** 0.878*** 0.754***	0.217 0.115 0.132 0.220	0.900	0.706
Digital Innovation	Digital Innovation 1 Digital Innovation 2 Digital Innovation 3 Digital Innovation 4	0.821*** 0.840*** 0.884*** 0.750***	0.158 0.144 0.117 0.250	0.901	0.687
2 nd order					
Shared Intelligence		0.887***	0.051		
Integrated Thinking		0.918***	0.030		
Information Sharing		0.860***	0.071	0.901	0.752
Digital Innovation		0.780***	0.250		
Note: GFI = 0.900, AGFI 0.864, RMR-0.016. RMSEA-0.068, NFI -0.923, CFI=0.941, PNFI = 0.754; means<0.001.					

4.3 Work Culture

An efficient work Culture facilitates the smooth exchange of information and encourages amicable connections among all members. Work culture is frequently evaluated by scholars through the utilization of reliable and robust measurement scales (Cameron, 1985). A 5-point Likert scale was utilized by Cameron (1985) and Antoncic and Hisrich (2001), where a response of 1 denoted "strongly disagree" and a response of 5 signified "strongly agree." This research is also used the

tools as mentioned. The scale was characterized by a single dimension. The selection of four sub-constructs that demonstrated high levels of validity and reliability ($\pm = 0.848$) is presented in Table 1.

The model of work Culture (OC) comprises four distinct components. The following four cultures have been identified: (1) the Performance-focused culture (CR = 0.833, AVE = 0.633); (2) the Sustainment culture (CR = 0.852, AVE = 0.547); (3) the Systematic culture (CR = 0.740, AVE = 0.504); and (4) the Innovative culture (CR = 0.908, AVE = 0.614). The strong alignment between the measurement model and the data is evidenced by the subsequent scores: RMSEA = 0.055, NFI = 0.912, PNFI = 0.770, GFI = 0.905, and CFI = 0.938.

Table 3: Measuring Model Statistics of Organizational Learning

Variables	Items	1	2	CR	AVE
1 st Order					
Sustainment Culture	Sustainment 1	0.745***	0.247	0.852	0.547
	Sustainment 2	0.783***	0.202		
	Sustainment 3	0.710***	0.280		
	Sustainment 4	0.706***	0.316		
	Sustainment 5	0.734***	0.237		
Innovative Culture	Innovative 1	0.778***	0.281	0.908	0.614
	Innovative 2	0.723***	0.346		
	Innovative 3	0.768***	0.266		
	Innovative 4	0.790***	0.252		
	Innovative 5	0.827***	0.202		
	Innovative 6	0.791***	0.223		
Systematic Culture	Systematic 1	0.721***	0.266	0.740	0.504
	Systematic 2	0.807***	0.200		
	Systematic 3	0.560***	0.434		
Performance-focused	Performance 1	0.753***	0.185	0.833	0.633
	Performance 2	0.860***	0.107		
	Performance 3	0.758***	0.235		
2 nd Order					
	Supportive Culture	0.900***	0.903	0.633	
	Innovative Culture	0.936***			
	Systematic Culture	0.741***			
	Performance-focused	0.780***			
Note: GFI=0.905, AGFI=0.877, RMR=0.017, RMSEA=0.055, NFI=0.912, CFI=0.938, PNFI=0.770; mean, 0.001					

4.4 Leadership Framework

There are studies in the pertinent literature that evaluate and rank leadership frameworks. The scale devised by Podsakoff *et al.*, (1996) is utilized to evaluate different facets of Leadership Framework. This is owing to its substantial applicability to our research and its precise depiction of varied historical trends. To gauge the opinions of managers within the organization regarding the leadership framework (LS), we have developed a five-point Likert scale: "strongly agree" is equivalent to 1 and "strongly disagree" is equivalent to 5. We conducted a thorough verification of the scales' validity and ensured that each one was composed of a single dimension. We took measures to ascertain that they exhibited a substantial degree of validity and reliability ($\alpha = 0.883$). It is apparent from the numerical values (RMSEA = 0.067, NFI = 0.922, PNFI = 0.755, GFI = 0.906, and CFI = 0.940) that the measurement model and the data are adequately aligned.

4.5 Organizational creativity

The participants were presented with a precise definition of creativity, and we underscored the significance of shifting their focus from creativity specific to creativity within their respective industries or markets to the cultivation of creativity within their organizations. The scales employed in this research were obtained from prior studies conducted by Tushman and Nadler (1986), and Tidd *et al.*, (2001) which examined organizational creativity. In order to ascertain the reliability of our scales, we performed a confirmatory factor analysis. The results of this study indicated that every scale consisted of a solitary dimension and displayed robust validity and reliability ($\alpha = 0.818$). The scale's constituent parts are illustrated in Table C. Service Innovation (CR = 0.873, AVE = 0.606), Unique Methodologies (CR = 0.832, AVE = 0.565), and Creative Leadership (CR = 0.910, AVE = 0.680) are the facets of the organizational creativity (OI) model that are discussed. As a result, the OI scale exhibits a robust degree of compatibility. The weights for standardized regression can be found in Table 4. When statistically significant weights are present, it suggests that the scale exhibits convergent validity.

Table 4: Measuring Modal Statistics of Organizational Creativity

Variable	Items	λ	ε	CR	AVE
1 st order					
Support Progression	Support Progression1	0.707***	0.26		
	Support Progression2	0.655***	0.27		
	Support Progression3	0.806***	0.18	0.87	0.606
	Support Progression4	0.832***	0.16		
	Support Progression5	0.832***	0.13		
Operational Advancement	Operational Advancement 1	0.663***	0.2		
	Operational Advancement 2	0.707***	0.21	0.83	0.565
	Operational Advancement 3	0.750***	0.23		
	Operational Advancement 4	0.885***	0.11		
Organizational Leadership Progress	Organizational Leadership Progress 1	0.724***	0.3		
	Organizational Leadership Progress 2	0.830***	0.17		
	Organizational Leadership Progress 3	0.843***	0.16	0.92	0.68
	Organizational Leadership Progress 4	0.862***	0.13		
	Organizational Leadership Progress 5	0.844***	0.16		
	Organizational Leadership Progress 6	0.811***	0.21		
2 nd order					
Support Progression		0.866***	0.08		
Operational Advancement		0.676***	0.21	0.86	0.678
Organizational Leadership Progress		0.908***	0.07		
Note: GFI = 0.907, AGFI = 0.863, RMR = 0.015, RMSEA = 0.064, NFI = 0.922, CFI = 0.942, PNFI = 0.762; ***means < 0.					

4.6 Financial Performance

In their study, Hitt *et al.*, (1997) investigated creativity by incorporating subjective opinions and objective data from managers' perspectives. They conducted interviews wherein they presented inquiries that covered both types of evaluation. A strong and reliable correlation ($r = 0.88$, $p < 0.01$) was identified between the subjective and objective variables. We opt to employ objective data in this investigation in order to quantify financial performance. To evaluate financial performance, we developed a four-item scale by incorporating insights from multiple studies that utilized distinct measurement approaches. The validity of our scales is supported by the following results of our confirmatory factor analysis: CFI = 0.938, RMSEA = 0.067, NFI = 0.918, PNFI = 0.771, and GFI = 0.908. Furthermore, the data suggests that the four-item scale possesses a strong reliability coefficient ($\alpha = 0.845$) and is unidimensional. The measurement model exhibits a robust correspondence with the data, as it was previously assessed.

5. TEST RESULTS OF STRUCTURAL MODEL

SEM is utilized in the study to assess the hypotheses. Figure 1 illustrates the model that has been proposed. Before initiating the development of the causal relations model, an assessment was conducted on the psychometric properties of the concepts that were to be included in it. After assessing the measurement model through confirmatory factor analysis (CFA) and goodness-of-fit, the causal relationship between the variables was determined using a structural model and path analysis. A comprehensive evaluation was performed to ascertain the structural model's sufficiency. GFI (Goodness of Fit) is 0.84, RMSEA (Root Mean Square Error of Approximation) is 0.08, NFI (Normed Fit Index) is 0.82, IFI (Bollen's Incremental Fit Index) is 0.84, NNFI (Non Normed Fit Index) is 0.82, CFI (Comparative Fit Index) is 0.84, and PNFI (Parsimonious NFI) is 0.61. The normed chi-square (χ^2/df) value is 3.1. Each of these values signifies an optimal fit. As a result, the model demonstrates a robust fit.

Table 5. Cut-off values of Indexes

Index	Test Results		Criteria
	χ^2/df	<3	Acceptable Fit (Af)
GFI	0.937	>0.9	Af
RMSEA	0.077	<0.8	Good Fit
NFI	0.07	<0.1	Mediocre Fit
IFI	0.922	>0.9	Af
NNFI:TLI	0.937	>0.9	Af
CFI	0.937	>0.9	Af
PNFI	0.704	>0.5	Af
PGFI	0.716	>0.5	Af
<i>Sources: Bagozzi and Yi (1988); Kanin et al. (2003)</i>			

Five constructs are illustrated in Figure 2: Work Culture, Leadership Framework, Organizational Learning, Organizational Creativity and Financial Performance. The path diagram serves as a graphical representation that illustrates the causal connection among these constructs. As per employee sentiments in the education sector, Sustainment culture is regarded as the most critical element of work Culture ($\lambda = 0.901$). The culture distinguished by its emphasis on creativity attains the second position ($\lambda = 0.860$). In contrast, the Systematic culture is positioned at the bottom with a considerably lower score of ($\lambda = 0.580$).

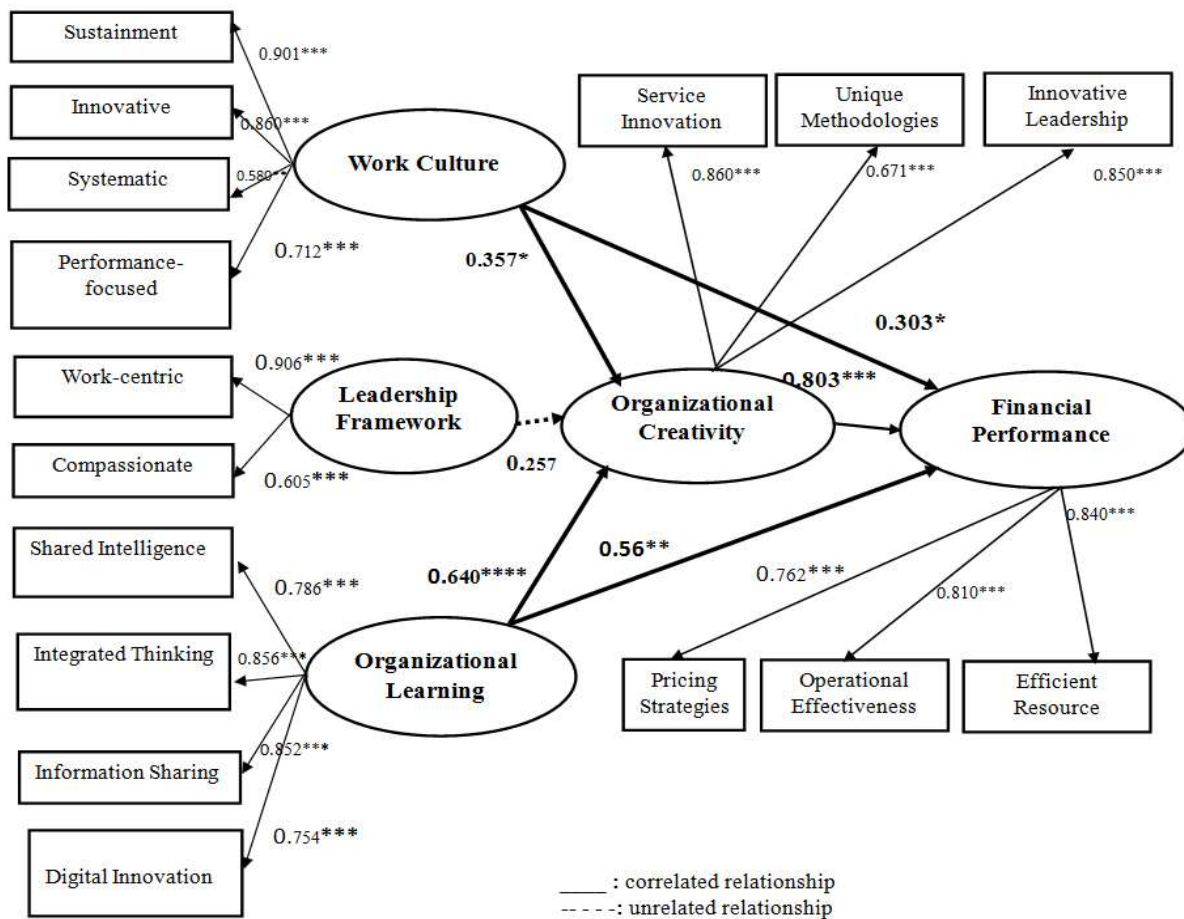


Figure 2. The Parameters of Overall Sample

As a result, for a more comprehensive comprehension of work culture, the education sector must give precedence to crucial elements such as sponsorship and the cultivation of an innovative ethos. Work-centric is the most significant factor ($\lambda = 0.906$), while Compassionate is ranked second ($\lambda = 0.605$). The attribute of task orientation exhibits a robust correlation with the leadership framework, thereby augmenting employees' understanding of the leadership approach. Integrated Thinking, which possesses ($\lambda = 0.856$), is critical to the organizational learning process. The correlation coefficient of ($\lambda = 0.852$) indicates that Information Sharing is the second most important factor, whereas the correlation coefficient of ($\lambda = 0.754$) suggests that Digital Innovation is relatively unimportant. To increase employee consciousness regarding organizational learning, the education sector should give precedence to Integrated Thinking and Information Sharing. In relation to the way individuals perceive organizational creativity, Service Innovation is deemed most significant ($\lambda = 0.860$), with Unique Methodologies following closely behind ($\lambda = 0.671$). When considering financial performance, Efficient resource allocation is the most significant factor ($\lambda = 0.840$), followed by Operational Effectiveness ($\lambda = 0.810$), and Pricing strategies is the least significant factor ($\lambda = 0.762$). These influential factors have the potential to heighten the education sector's consciousness regarding the profitability and ingenuity of their institutions.

The substantial structural relationship between research variables and standardized path coefficients is depicted in Figure 2. A positive correlation was identified through path analysis between work Culture and both financial performance ($\gamma_{21} = 0.303$) and creativity (regression coefficient, $\gamma_{11} = 0.357$). This finding offers corroboration for hypotheses H1 and H2. Based on the lack of a significant correlation ($H_3: \gamma_{12} = 0.257, p = 0.257$) between leadership framework and organizational creativity, it can be concluded that the leadership framework does not exert any influence on organizational creativity. H3 lacks Sustainment under these conditions.

The results pertaining to hypotheses H4 and H5 suggest that organizational learning has a substantial and favorable impact on both financial performance ($H_5: \gamma_{23} = 0.560$) and creativity ($H_4: \gamma_{13} = 0.650$). Moreover, there is a substantial and positive

correlation between organizational creativity and the financial performance of the company ($H_6: \beta_{21} = 0.803$). With the exception of H_3 , all hypotheses were strongly supported.

6. Conclusions and Managerial Implications

6.1 Conclusions

Novel concepts, organizational learning, and financial performance are all positively correlated. However, research that examines the interrelationships among these three concepts simultaneously is scarce. Previous research has primarily concentrated on approaches to augmenting the creativity of organizations. In the public sector, research on the correlation between work culture, learning, and organizational creativity is scarce. An investigation was undertaken to assess the influence of innovative concepts, leadership framework, organizational learning, and work Culture on the financial performance of the education industry. The results suggest that increased levels of creativity within organizations are influenced by organizational learning factors and work culture, which subsequently impacts employees' overall financial performance. However, the framework of leadership has no direct influence on the innovative capacity of an organization. The precise conclusions are as follows:

(1) Impact of work culture on organizational creativity

According to the findings of the study, there is a significant and direct positive correlation between work culture and organizational creativity ($\gamma_{11} = 0.368$). Notably, the type of work culture that was supported exhibited the most pronounced effect. This result is consistent with the findings of Muffatto's (1998) study, which established that the culture of the workplace seriously influences creativity. An organization that prioritizes creativity will devote more resources to the development of original concepts and the pursuit of strategies to gain a competitive edge.

(2) Impact of leadership framework on organizational creativity

The results of this research suggest that there was no statistically significant or direct relationship between the leadership framework and organizational creativity ($\gamma_{12} = 0.268$). The education sector operates under a rigorous organizational structure, in which personnel possess a comprehensive understanding of their designated duties and obligations, and are adept at carrying them out in accordance with established protocols (Keskin, 2006). This attribute demonstrates a substantial departure from its equivalent within the private industry. Consequently, the organization's ability to generate innovative concepts was impaired by the practice of motivating or inspiring subordinates. In the education sector, the leadership framework had a restricted effect on fostering organizational creativity.

(3) Impact of organizational learning on organizational creativity

The findings from the group as a whole suggest that organizational learning had a noteworthy and advantageous effect on organizational creativity, as evidenced by a correlation coefficient. ($\gamma_{13} = 0.650$). Integrated Thinking was the model that most significantly influenced the innovative capacity of organizations. This conclusion is consistent with the results reported by Jiménez- and Sanz (2011) concerning the capacity of organizational learning to produce innovative concepts. The degree to which an organization promotes learning—via means such as information exchange, interpersonal Information Sharing, strategic deliberation, and technological application—has a substantial impact on its creativity level, according to the available evidence.

(4) Impact of work culture on financial performance

The findings from the thorough data analysis of the entire model ($\gamma_{21} = 0.304$), which investigated the influence of work culture on financial performance, indicated that the work culture was positive. This provides Sustainment for the study's hypothesis that work culture positively influences financial performance. This finding aligns with the exact result reported by Masadeghrad, (2003). A company that fosters creativity in the workplace will inevitably confront and rectify its inefficient procedures and substandard merchandise. Furthermore, by conducting a retrospective analysis of its mistakes and formulating innovative strategies for problem-solving and cognition, the organization would foster creativity and improve financial performance on a global scale.

(5) Impact of organizational learning on financial performance

The findings of the study examining the relationship between organizational learning and financial performance indicate that organizational learning has a statistically significant and positive effect ($\gamma_{23} = 0.570$) on financial performance. This

discovery is consistent with the results of Hansen (2020) investigation concerning the relationship between organizational learning and financial performance, which revealed a direct influence of learning in the workplace on financial performance.

(6) Impact of organizational creativity on financial performance

To summarize, the findings of the model indicated that financial performance was most significantly influenced by organizational creativity ($\beta_{21} = 0.813$). The current result is consistent with the findings of Yamin *et al.*, (1999) study regarding the correlation between creativity indicators and financial performance: organizational creativity and financial performance are strongly correlated. Financial performance, reputation, and prestige of the education sector are likely to increase if it adopts the innovative practices of those organizations that have been recognized as leaders in Education Service as a standard for learning. Moreover, the incorporation of results from prior research as a comprehensive corpus of evidence presents a formidable task owing to the varied objectives, samples, methodologies, and measurements utilized in each individual study.

6.2 Managerial implications

Public authorities may employ the study's results to establish a leadership approach and work environment, foster organizational learning, and promote organizational creativity. Drawing from the methodologies utilized and the results obtained, this research study puts forth the subsequent practical implications for managers:

(1) Individual collaboration will foster an environment conducive to creativity within the realm of education. Indeed, an organization's creativity will be profoundly influenced by a work environment characterized by transparency, positivity, adaptability, and reliability. As a result, the education sector possesses the capacity to provide assistance to personnel and cultivate novel ideas that augment the ingenuity of the organization. Additionally, the establishment of an innovative cultural aesthetic will increase the education institution profitability. In order to meet the demands of society, it may be necessary for the education sector to cultivate an environment that promotes creativity through clear information sharing and flexibility.

(2) Organizational learning has a substantial effect on its capacity to generate innovative ideas and generate profits. In the face of an ever-changing environment, it is imperative that businesses foster autonomous learning. Integrated Thinking is a critical determinant in facilitating organizational learning. In terms of importance, Information Sharing is positioned second, while technology utilization is marginally lower on the list. Promoting new services within the education sector should be approached with a holistic perspective, as this can significantly foster creativity within the organization. It would be advantageous to incorporate public feedback and cause-and-effect relationships into the planning process. It is also possible to improve financial performance by acquiring internal knowledge within the organization. Particularly for underperforming units, it is suggested that the education sector prioritize staff development, the exchange of work experiences, and effective Information Sharing.

(3) When it comes to generating innovative ideas, the education sector encounters more formidable obstacles than the private sector. As a result, its capacity for adaptation is significantly sluggish in comparison to the private sector. The education sector possesses the capacity to institute its own unique organizational learning practices and work culture. Initiating the process with these perspectives in mind can optimize both financial performance and creativity.

7. Limitations of the Study:

One significant limitation of this study is that the sample includes people from a variety of backgrounds. The study focuses on organizations in northern India. This suggests that the findings may not be generalizable to other contexts. The majority of the study's participants are affiliated with academic institutions. This could affect the research's external validity. Future research should aim to increase the sample size by including a more diverse range of organizations from various industries and geographical locations. This improves the utility and relevance of the results.

Consideration is given to how public service organizations in northern India differ from those in other regions. This provides useful information about a specific context, but it may complicate the findings' application to other business or cultural environments. Researchers must exercise caution when applying their findings to populations in geographically or culturally distinct regions. Subsequent research may benefit from employing a comparative methodology that includes a wide range of organizational contexts in order to gain a more comprehensive understanding of the relationships under

consideration in the current study. This will help you recognize the subtle variations and changes that occur in various situations.

Even though great care was taken in the research design and methodology, it is important to note that some methodological flaws may have influenced the study's findings. Response bias can occur when respondents are asked to provide their own information in questionnaires. Combining different research methods, such as observations and interviews, may improve the validity of the conclusions in the future. The term used to describe this is "triangulating the findings."

The study offers a concise overview of the relationships between work culture, leadership framework, organizational learning, creativity, and financial performance. However, organizational dynamics are subject to change over time. External variables, the state of the economy, and changes in the processes used by leaders all have the potential to influence observed correlations. A longitudinal study design or a series of follow-up questions could provide more information about the development and evolution of these relationships over time.

8. Future Scope of the Study:

Beyond acknowledging the limitations imposed by the study's context, it is possible that future investigations will venture into the realm of cross-cultural research. Examining differences in organizational learning, work culture, leadership, creativity, and financial performance across different cultural contexts can help us better understand fundamental processes and develop universally applicable management principles. Subsequent investigations may include a broader range of sectors beyond public service organizations in order to increase the utility of the findings. Researchers and practitioners may be able to uncover unique patterns and dynamics by examining the public and private sectors, as well as a variety of industries.

Despite the discovery of links between fundamental concepts in this study, more research into moderating and intervening factors may be beneficial. An examination of the factors that influence or moderate the relationships between organizational learning, work culture, financial performance, innovation, and leadership can provide a better understanding of the complexities of the issues. This line of inquiry may yield useful and relevant information that can be used to implement changes and strategies within an organization.

Given the volatile nature of the labor market and the increase in remote work, more research into the impact of changing work environments and telecommuting on pre-existing relationships may be warranted. The study's framework may need to be modified to account for current trends in virtual collaboration, digital learning, and remote leadership. This will ensure that it is applicable in today's rapidly changing workplace.

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