

# The Impact of Ethical Leadership on Teacher's Creativity in Public Universities of Democratic Republic of Congo (D.R.C): Mediating Role of Trust in Leader and Moderating Role of Advisor Support for Creativity

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## ABSTRACT

This research aims to investigate the impact of ethical leadership on teacher's creativity in public universities of Democratic Republic of Congo (D.R.C) through mediating role of trust in leader and the moderating role of advisor support for creativity. Questionnaire was used as the data collection method. The number of samples is 225 school members of different public universities of D.R.C. The results of this study show that there is a positive relationship between ethical leadership and teacher's creativity; trust in leader mediates the relationship between ethical leadership and teacher's creativity, and advisor support for creativity does not moderate the relationship between trust in leader and teacher's creativity.

**Keywords:** Advisor Support for Creativity, Ethical Leadership, Teacher's Creativity, Trust in Leader, Public University.

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## I. INTRODUCTION

Leadership is taken into account to be one of the key factors in success of an organization agreeing to past writing. Transformational leadership as compared to transactional leadership is more practical in triggering artistic behavior and performance among workers is argued in literature (Andrade & Zeigner, 2021). Though very little experimental proof has been found concerning transformational leadership (Zhou, 2003), it is usually linked with increasing creativity of employees at work. In common, leaders are considered as a source of motivation for their followers, disciples or role models. It is usual that leaders are copied by people around them. Because of this reason, through their behavior, temperament and cognitive way method leaders directly or indirectly impact their employees' creativity, leading to either encouraging or discouraging their followers from bringing up creative thoughts and proposals (Andrade & Zeigner, 2021).

Ethical leadership outlined by Brown *et al.* (2005) proposed that the behavior of ethical leaders through communication and support encourages the ethical behavior of employees. He said that the exhibition of excellent behavior through individual actions and interpersonal relationships, and the endorsement of such conduct to subordinates through two-way communication, support, and decision making is ethical leadership (Brown *et al.*, 2005). Ethical leaders exchange ethical standards, set ethical behavioral models and then monitor and calculate the ethical behavior of subordinates in order to

convert the behavior (Brown & Treviño, 2006; Treviño *et al.*, 2000). Ethical leaders focus more on ethics, justice and equality, autonomy and concern for people such leadership style is expected to profound impact on creativity (Brown & Trevino, 2006). Research has also provided the compelling evidence regarding the influence of ethical leaders on fostering and supporting follower creativity but the underlying mechanism by which ethical leadership affect creativity may need more attention a suggested by (Ma *et al.* 2013).

One of the major socio economic signs of the development of any country is education. It is undoubtedly the chief support of strong economy. Higher education is presented to the people with a viewpoint of preparing them through their proficiency to bring a better future (Whang, 2021). It can be safely said that in the era of knowledge economy a nation can be transformed into a developed nation if Higher Education is given due importance. It brings improvement and betterment not only in individual development but its effects can be observed in the general advancement and upgrading of employment and earnings, successful parenting, civic participation, health, longevity and general awareness in all spheres of life. Organizations face dynamic conditions, changing demands, rising competition and technological advancement in today's education world (Benn *et al.*, 2014). To be successful in these highly turbulent conditions, organizations need creative employees for creativity in research papers even under pressure. Quality of higher education for the development and progress of any country is the key factor.

Just a few achievements made by the Higher Education Commission of democratic republic of Congo (D.R.Congo) in the last decades increase in research output of Congolese universities, improvement of quality standards for higher education sector, development of competent human resource, increase in fair access, advancement in academia-industry linkages and strengthening of universities' physical and technological infrastructure. There are total 142 Universities recognized in D.R.Congo among which 88 are Public and 54 are Private sector universities.

The major requirement of higher education institutions is Highly-qualified faculty for quality teaching and research and development. Higher education institutions of D.R.Congo have reduced the shortage of highly qualified faculty in the last ten years to a certain point but still require a further increase to come up to international standards. The central element of human resource development for the higher education institutions is faculty development. Therefore, during the year 2016 the focus of HEC kept on the production and appointment of the highly qualified faculty. HRD strategy of HEC is the production of highly qualified manpower for the higher education institutions and R&D organizations of D.R.Congo so that they could play their academic and research roles with a final goal of socio-economic development of D.R.Congo. Due to the publication demands of HEC teachers feel pressure during research to publish papers which reduces their creative output. Creativity is an outcome of creative self-efficacy. This report focuses on the creativity of university lectures and professors and the mechanism through which it develops.

## II. THEORY AND HYPOTHESES

### A. Ethical Leadership And Teacher's Creativity

Ethical leadership is defined as 'the demonstration of normatively appropriate conduct through personal actions and interpersonal relationships, and the promotion of such conduct to subordinates through two-way communication, reinforcement, and decision-making' (Brown *et al.*, 2005: 120). Differential association theory may address the first component of the ethical leader's characteristics (i.e., practicing what he or she preaches). It states that employees learn moral or immoral conduct while working with their colleagues and leaders (Alotaibi *et al.* 2020). Research has also found that the influence of ethical values of superiors on subordinates outweighs that of peers (Mayer *et al.* 1995), because workers have a tendency to go along with their superiors' moral decisions to exhibit loyalty (Alotaibi *et al.* 2020). Social learning theory points out that this ethical influence takes place through a role modeling process (Bandura, 1997; Mayer *et al.* 1995). It can be achieved when leaders participate in behaviors that advance the well-being of others and abstain from behaviors that may cause damage to others (Alotaibi *et al.* 2020). These leaders may use several strategies to empower their subordinates, enhance their self-efficacy, and modify their values, norms, and attitudes to align with their organization's and community's standards. As

organizational actions and/or decisions of leaders are perceived as just, employees are more likely to participate in cooperative behaviors in which they support the organization beyond the scope of their job description. Research has found that cooperative behaviors are in turn strongly related to opportunities for creativity (Kers, 2021).

In conclusion, ethical leaders respect and tolerate employees' divergent views and values through their advancement of the trust, honesty, consideration, virtuousness, and fairness within their relationships (Kers, 2021). They shape and affect corporate culture, encourage the autonomy of employees, and value their ideas (Piccolo *et al.* 2010), which boosts employees' creativity (Iqbal *et al.* 2020). In fact, several researchers have reported that honest leaders do not avoid uncertainty by allowing their subordinates to take risks, and hence, be more creative (Buonomo *et al.*, 2021). Thus, we proposed the following hypothesis (see in Fig. 1).

H1: Ethical leadership is positively related to teacher's creativity

### B. Mediating Role Of Trust In Leadership

According to previous theories and research findings, trust is an important factor that explains (i.e., mediates) the relationship between ethical leaders and creativity. Despite its significance, the literature on the effect of trust on creativity remains inconclusive. On one hand, some studies did not find a direct and positive relationship between trust and creativity (Chen *et al.* 2018). On the other hand, several other researchers observed that trust was conducive to inducing creativity and innovation when communication was open and environments were supportive, tolerant, and friendly (Iqbal *et al.* 2020; Buonomo *et al.*, 2021). Generating new ideas includes getting involved in divergent reasoning, producing a variety of possible solutions, communicating with others, revising alternatives, and choosing skillful remedies to new problems (Zhou, 2003). Trust is hence an important trait for ethical leaders to have in order to boost employees' morale, creativity, cooperation, information sharing, and openness (Alotaibi *et al.* 2020; Buonomo *et al.*, 2021). Accordingly, we have developed the following hypothesis:

H2: Trust in leadership mediates the relationship between ethical leadership and teacher creativity.

### C. Moderating role of advisor support for creativity between trust in leadership and teacher's creativity

Advisor support is defined as employees' belief regarding the level of supervisor's concern about their well-being and worth of their inputs. To use better efforts and own assets in innovative work, employees need motivation. When advisor show their individual deliberation toward followers it results in recognition of affection and expression from them. Likewise, employees who recognize support from their advisors often help advisors to reach their stated goals as they feel obliged to pay back supervisors' favors or sympathy (Alotaibi *et al.* 2020). Jung *et al.* (2000) pointed out that there is a positive link of leadership with support for innovation and employee-perceived empowerment. Creativity and

innovation are a region where advisors through their authority on the situation of employee’s work can have a strong effect on employee creativity (Shalley & Gilson, 2004). Advisor is required to promote, encourage and support creativity in order for innovative behavior to occur (Buonomo *et al.*, 2021).

The degree to which an advisor offers gratitude, value, and supportive behavior to his or her subordinates, such as providing creativity-relevant feedback and information regarding creativity is considered as advisor support for creativity (Iqbal *et al.* 2020). Support for creativity considers the degree to which both supervisors and coworkers support employees to produce and filter creative thoughts (Iqbal *et al.* 2020; Carmeli *et al.* 2013). These studies, beside several others (Shalley *et al.*, 2004), recommend that supervisors’ and coworkers’ support might help to moderate the impacts of situational conditions on creativity. It is necessary to learn how to create an organizations’ environment that helps to reproduce and encourage creativity. If employees perceive that their jobs are meaningful and important on the basis of helpful feedback from supervisors, the employees will increase creative activities (Alotaibi *et al.* 2020). Due to the above advisor support for creativity link and creativity as antecedent of creative performance we can propose the following hypothesis:

H3: Advisor support for creativity moderates the relationship between trust in leadership and teacher creativity.

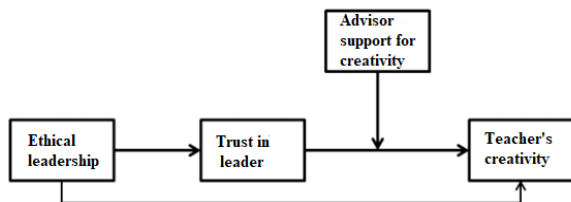


Fig 1: Hypothesized model.

III. METHODOLOGY AND DESIGN OF THE STUDY

A. Procedure

The number of samples in this study was 225 respondents’ school members’ of public universities in DRC. The methods of data collection used a 1-5 Likert scale questionnaire, and interviews, which conducted on school members. Also, the content of the questionnaire did not involve any sensitive or personal privacy or ethical and moral topics. In the first page of the questionnaire, information on consent procedures will be included and participants were notified that consent will to be obtained by virtue of survey completion. Meanwhile, the research will inform participants about the objectives of the study and guaranteed their confidentiality and anonymity. The way to fill in the questionnaire is to take out the secret system, which can further ensure rights of people who answer the questionnaire. All the participants were completely free to join or drop out the survey. Only those who will be willing to participate will be recruited.

The population of this study was the school members of

public universities in DRC. There are 27 public universities chartered by government of DRC. 280 questionnaires for employees were distributed among public universities of DRC in total. 250 questionnaires were returned. After eliminating the useless ones, the overall response rate was 80.3% as 225 questionnaires. Thus, the data for this study was 225. From Table I, pertaining to the demographic composition of the respondents, 75.6% of the sample comprises of male leaders of public universities while 24.4% respondent were female which is comparatively low. 20 per cent were in the age bracket of 18 to 28 years while in the age bracket of 29 to 39 years was 20.1% with 46 respondents. Whereas 72 respondents were from the age bracket 40 to 50 and 62 respondents belongs to the age bracket which is more than 51 years. 40 % had obtained PhD, 27.1% had obtained master degree, 32.8 had bachelor degree and 48 % were in the >10 years work experience.

TABLE I: RESPONDENTS DEMOGRAPHICS CHARACTERISTICS

Sample Characteristics	Frequency School Members (N=225)	Percent
Gender		
Male	170	75.6
Female	55	24.4
Age		
18 to 28	45	20.0
29 to 39	46	20.1
40 to 50	72	32.0
> 51 years	62	27.5
Qualification		
B.S	74	32.8
M.S	61	27.1
PhD	90	40.0
Experience		
1-5 years	72	32.0
6-10years	45	20.0
>10 years	108	48.0

B. Teacher’s Creativity

Teacher’s creativity was reported by the employees, using 5-items scale developed by (Tierney, & Farmer, 1999). Item include “I’m able to come up with new and practical ideas to improve performance” and” I have enough confidence in my ability to solve problems creatively”. The scale used for measurement was ‘Likert’ (Cronbach’s Alpha = 0.88).

C. Reliability of Scales

One of the most popular reliability statistics in use today is Cronbach’s alpha. Cronbach’s alpha determines the internal consistency or average correlation of items in a survey instrument to gauge its reliability. Reliability comes to the forefront when variables developed from summated scales are used as predictor components in objective models. Since summated scales are an assembly of interrelated items designed to measure underlying constructs, it is very important to know whether the same set of items would elicit the same responses if the same questions are recast and re-administered to the same respondents. The Value of Cronbach Alpha ranges from 0 to 1 and higher values depict greater reliability of the scale and lower values show lower reliability of the scale.

TABLE II: RELIABILITY OF SCALES

Variable	Cronbach's Alpha	No. of Item
Ethical leader	0.92	15
Trust in leader	0.95	25
Advisor support for creativity	0.90	10
Teacher's creativity	0.88	5

Table II shows the reliability of scales. In Table II, we can see that all variables have Alpha which is considered reliable. The highest Alpha value is seen for the trust in leader scale which is 0.95.

D. Data Analysis Tools and Techniques

In this study, data collected through online questionnaires was analyzed using SPSS (version 20.0) software. The data has gone through tests in order to find out the reliability, descriptive statistics, correlation, regression, mediation and moderation. Correlation analysis helps in evaluation of connection between independent variable and the dependent variable. The degree to which independent variable causes change in dependent variable is examined by Regression analysis. To calculate the internal reliability of the scales Cronbach's alpha was calculated. Baron & Harrington (1981) method are used to test mediation and moderation.

IV. RESULTS

A. Control Variables

Among the demographic variables, age and sex appear universally. This study controlled the relevant factors of school member characteristics, including experience due to its effects on demographic categories. Age, gender, qualification and work experience affect employee creativity. Therefore, the demographics had been included in the study. We used one way ANOVA to check whether these demographics variables influence creativity. Table III shows the result of one way ANOVA.

In Table III, Regression Analysis shows insignificant relationship of gender ( $f=0.645, p>0.05$ ), age ( $f=0.876, p>0.05$ ) and qualification ( $f=2.243, p>0.05$ ). While experience shows significant relationship ( $f=3.386, p<0.05$ ).

TABLE III: ONE WAY ANOVA

Control Variable	F	Sig.
Gender	0.645	0.345
Age	0.876	0.611
Qualification	2.243	0.213
Experience	3.386	0.013

B. Descriptive Statistics

Descriptive statistics are brief descriptive coefficients that summarize a given data set, which can be either a representation of the entire population or a sample of a population.

TABLE IV: DESCRIPTIVE STATISTICS

Variable	N	M	S. D
Ethical leader	225	3.61	0.74015
Trust in leader	225	3.45	0.62545
Advisor support for creativity	225	3.55	0.82329
Teacher's creativity	225	3.94	0.71358

This analysis reflects the size of sample, minimum and maximum values, mean and standard deviation values. Table IV shows the descriptive statistics.

Table IV presented the descriptive statistics of the variables. The data has been taken as whole values instead of fraction. In Table IV, the mean value for ethical leadership is 3.61 with a standard deviation of 0.74015. Trust in leader has mean value of 3.45 with standard deviation of 0.62545. Advisor support for creativity has mean value of 3.55 with standard deviation of 0.82329. Teacher creativity has mean value 3.94 with standard deviation of 0.71358.

C. Correlation Analysis

Correlation is used to test relationships between quantitative variables or categorical variables. In other words, it's a measure of how things are related. A correlation coefficient is a way to put a value to the relationship. Correlation coefficients have a value of between -1 and 1. A "0" means there is no relationship between the variables at all, while -1 or 1 means that there is a perfect negative or positive correlation.

Table V shows the correlation among variables. Ethical leadership was significantly correlated with teacher creativity ( $r = 0.257, p < 0.05$ ), and advisor support for creativity ( $r = 0.842, p < 0.01$ ) and trust in leader ( $r = 0.278, p < 0.01$ ). Teacher creativity was significantly correlated with advisor support for creativity ( $r = 0.290, p < 0.01$ ), and trust in leader ( $r = 0.316, p < 0.01$ ).

TABLE V: CORRELATION AMONG VARIABLES

Variable	1	2	3	4	5
Experience	1	-	-	-	-
Ethical leader	-0.072	1	-	-	-
Trust in leader	-0.068	0.842**	1	-	-
Advisor support for creativity	-0.056	0.257*	0.290**	1	-
Teacher's creativity	-0.58	0.278**	0.316**	0.288**	1

\*\*Correlation is significant at 0.01 levels (two-tailed); \*Correlation is significant at 0.05 levels (two tailed).

D. Linear Regression Analysis

Linear regression analysis is used to predict the value of a variable based on the value of another variable. The variable you want to predict is called the dependent variable. The variable you are using to predict the other variable's value is called the independent variable. According to Table VI, our research found that ethical leadership is positively and significantly related with teacher creativity ( $B = 0.19, p < 0.01$ ; see in Fig. 2), accepting the first hypothesis. It means that ethical leadership increases 19% of creativity from teacher. P value indicates the significant level of t values which provides strong grounds to accept the hypothesis. H1: Ethical leadership is positively and significantly related with teacher's creativity.



Fig. 2. The impact of Ethical leadership on teacher’s creativity.

TABLE VI: LINEAR REGRESSION ANALYSIS

Predictor		Dependent Variable: TC		
		B	R <sup>2</sup>	ΔR
Main effect: E.L Step 1				
Control variable			0.03	
Step 2				
E. L		0.19**	0.03	0.02
Predictor		Dependent Variable: Trust in leader		
		B	R <sup>2</sup>	ΔR
Main effect: E. L. Step 1				
Control variable			0.03	
Step 2				
E. L.		0.21***	0.05	0.04
Predictor		Dependent Variable: T.C		
		B	R <sup>2</sup>	ΔR
Main effect: E.L. Step 1				
Control variable			0.03	
Step 2				
Trust in leader		0.32***	0.07	0.06

\*\*\*  $P < 0.001$ , \*\*  $P < 0.01$ , \*  $P < 0.05$ .  $n = 225$ ; control variable is experience.

E. Mediation Analysis

Mediation analyses are employed to understand a known relationship by exploring the underlying mechanism or process by which one variable influences another variable through a mediator variable. In particular, mediation analysis can contribute to better understanding the relationship between an independent variable and a dependent variable when these variables do not have an obvious direct connection.

In Table VII, the results show the relationship between ethical leadership and teacher creativity and mediating role of trust in leader. The value of  $\beta = 0.19$ ,  $p < 0.05$  whereas in absence of mediator this value decreases as  $\beta = 0.14$ ,  $p > 0.05$  It means that the impact of mediating variable is full not partial. After running the mediation there is a change in the value of  $\beta$ . It means that trust in leader fully mediates the relationship. Thus, the hypothesis that the trust in leader mediates the relationship between ethical leadership and teacher creativity is accepted.

H2: Trust in leader mediates the relationship between ethical leadership and teacher creativity.

F. Moderated Regression Analysis

Moderation occurs when the relationship between two variables depends on a third variable. The third variable is referred to as the moderator variable or simply the moderator. For checking moderation effect, centering of independent variables are done first and then multiplying of the centered variables in order to calculate interaction term. According to Table VIII, the results show the relationship between trust in leader and teacher creativity

with moderating impact of advisor support for creativity. The results shows that  $\beta = -0.07$ ,  $p > 0.05$ . It means that the presence of advisor support for creativity does not moderate the association between trust in leaders and teacher’s creativity.

H3: Advisor support for creativity does not moderate the relationship between trust in leader and teacher’s creativity such that it will be stronger when advisor support for creativity is high rather than low.

TABLE VII: MEDIATED ROLE OF TRUST IN LEADER BETWEEN E.L AND T.C

Predictor	Dependent Variable: TC		
	B	R <sup>2</sup>	ΔR
Main effect: E.L Step 1			
Control variable			0.03
Step 2			
Trust in leader	0.14	0.09	0.08
Step3			
E.L	0.19***	0.03	0.02

\*\*\*  $P < 0.001$ , \*\*  $P < 0.01$ , \*  $P < 0.05$   $n = 225$ ; control variable is experience; Mediating variable is trust in leader.

TABLE VIII: REGRESSION ANALYSIS FOR MODERATING ROLE OF ADVISOR

Predictor	Dependent Variable: TC		
	B	R <sup>2</sup>	ΔR
Main effect: E.L Step 1			
Control variable			0.03
Step 2			
Trust in leader	0.32**	0.09	0.06
Step3			
Trust in leader × Advisor support for Creativity	-0.07	0.11	0.10

\*\*\*  $P < 0.001$ , \*\*  $P < 0.01$ , \*  $P < 0.05$   $n = 225$ ; control variable is Experience; Moderated variable is Advisor support for creativity.

V. DISCUSSION

A. Theoretical Implications

The purpose of the present study was to investigate the effect of ethical leadership on teacher’s creativity and especially examine the process through which ethical leadership impact on teacher’s creativity. The effect of advisor support for creativity with the interaction of trust in leader on teacher’s creativity was also examined. The results showed a significant relationship between ethical leadership and teacher creativity, trust in leader was found to mediate the relationship between ethical leadership and teacher’s creativity, whereas advisor support for creativity does not moderate the relationship between trust in leader and teacher creativity.

The results of this research showed that ethical leadership is positively and significantly related with teacher’s creativity. These findings suggest that teacher’s creativity is increased with the increasing level of ethical leadership. The finding backed the positive association of ethical leadership with creative performance (Tierney & Farmer, 1999) as creative performance is outcome of creativity. So this paper built up the significance of ethical leadership in the organizations for increasing teacher’s creativity. In this study trust in leader was proposed as the mediating mechanism between the association of ethical leadership and teacher creativity. This mediating mechanism was supported through empirical evidence of

the data. It is found that ethical leadership positively and significantly cause trust in leader. Literature recommends that development of organizational norms is an important function of the behavior of leaders in the organizations (Iqbal *et al.*, 2020; Carmeli *et al.*, 2013). If a leader exhibit ethical behavior at workplace, positive trust in leader is more likely among his followers. Brown *et al.*, (2005) contended that ethical leaders show normatively proper behavior through individual activity and being a good example, followers respond his conduct. In line with these arguments it is argued that ethical leadership is more appropriate to develop the trust in leader of a particular organization. It is also found that trust in leader increases creativity. In this way it is empirically established that ethical leadership through the mechanism of trust in leader increases teacher's creativity.

Teaching is an individual job as well as research and publication. Advisor support could not play a significance role in individual jobs. Creativity is a result of individual ideas in research and publication if there is no group work. According to previous research in team work, team members perform more creatively (Chen, *et al.*, 2018; Iqbal *et al.* 2020; Carmeli *et al.* 2013) when they experience a supportive climate in their workplace. Some studies (Piccolo *et al.* 2010; Wang *et al.* 2021; Buonomo *et al.*, 2021) found that cultural values of collectivism and high power distance restrain creativity. In previous studies, power distance negatively affects creativity. Cross-cultural research has shown that in Asian cultures, authority persons (parents and teachers) tend to provide negative feedback to children and students, highlighting weaknesses rather than strengths. In contrast, in Western cultures, feedback tends to be positive, emphasizing strengths. In cultures having high power distance, working under supervisor restrain creativity rather than promoting it. D.R.Congo is a high power distance society thus advisor support does not promote creativity. In this research, the results have not proved the buffering role of advisor support for creativity between trust in leader and teacher's creativity.

### B. Practical Implications

Accordingly, this study makes two contributions to the expanding body of literature. Firstly, this research provides an empirical support for the positive relationship between ethical leadership and teacher creativity. Secondly, it identified a mediating mechanism between the relationship of ethical leadership and teacher creativity. Trust in leader proves a useful mediating mechanism between this positive association of ethical leadership and teacher creativity. So, this study bridges the literature gap by identifying a mechanism between ethical leadership and teacher creativity. Walumbwa *et al.*, (2011) suggested that the actions of organizational leaders influence the employees' behavior. So, we recommend that the development of ethical leadership would also transform the ethical behavior into the employees of such organizations.

Leadership can play significant role in order to foster creativity among employees by providing appropriate context and support for creativity. To conclude it is

suggested from our study and previous studies (e.g.) that among various leadership styles ethical leadership style is effective one for the purpose of promoting creativity among employees and organization. Leadership development programs for supervisors should implement in organizations as it could help them to understand the significance of high-quality relationships with subordinates and assist them to build these kinds of relationships in order to foster creativity.

### C. Limitations and Suggestions for Future Studies

We identified and discussed the limitations of this study as follows. First, the limited sample size of our study may result in bias. Even though the sample quality is high and targeted for the research subject, the disadvantage of small samples should be addressed. In this way, we suggest that future studies should be conducted with a larger sample size in order to generalize the findings of this study.

The second limitation of the study is that data is collected online. In this way, we suggest that in future, data should be collected in different time lags. The third limitation of the study is the use of common method technique of survey questionnaire for collection of data. In this way, we suggest that future studies should be conducted in other sectors like information technology, advertising, architecture, media and fashion design where the job of employee is much creative in nature.

The fourth limitation of the research is that population of the study is focused on the public Universities of D.R. Congo. In this way, we suggest that conducting studies in future in majority of the universities in all over D.R. Congo may provide generalize and variable results. The fifth limitation of the study is that only one mediator trust in leader is used for the relationship between ethical leadership and teacher creativity. In this way, we suggest that in future support for creativity could be used as moderator.

## VI. CONCLUSION

Our research provides some methodological and theoretical strength that increase our confidence in the results. First is to examine the effect of ethical leadership on teacher's creativity in public universities of D.R.Congo. Second is to examine the mediating role of trust in leader in relationship between ethical leadership and teacher's creativity. Third purpose is to examine the moderating role of advisor support for creativity in relationship between trust in leader and teacher's creativity. This study empirically establishes that ethical leadership increases the teacher's creativity through mediating mechanism of trust in leader. This study fills the gap in literature by exploring the mechanism which was previously missing in the literature. The current examination answers that how ethical leadership causes trust in leader which leads to increase in teacher's creativity. It also examined that advisor support for creativity does not moderate the relationship between trust in leader and creativity.

## CONFLICT OF INTEREST

Authors declare that they do not have any conflict of interest.

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