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Diagnosing the Dimensions of Employees' Creative Behavior: An Exploratory Study of Opinions of a Sample of Employees at University of Fallujah

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ABSTRACT

Abstract: This study aims to examine the dimensions of employees' creative behavior, (exploring opportunities, generating ideas, promoting ideas, and implementing ideas) at the University of Fallujah, Anbar Governorate, as one of the institutions of higher education in Iraq, and given the importance of this topic in the current situation. It seeks to assess the extent to which these dimensions are present among the university's employees. Adopting a descriptive-analytical approach, the study surveyed a sample of 261 employees using a questionnaire as the primary data collection tool. Data analysis was conducted using (SPSS, Ver, 26) and various statistical methods, including frequency distributions, percentages, arithmetic mean, standard deviation, coefficient of variation, and response rate. The results confirmed the presence of employees' creative behavior dimensions within the studied organization. Based on the findings, the study recommends supporting employees who exhibit voluntary and creative behaviors through both material and non-material incentives.



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Introduction

Creative behavior plays a vital role in organizations striving for innovation, as their success largely depends on employees whose behaviors serve as the foundation for achieving a competitive edge in creativity. It is a key component of change management, guiding organizations toward innovation and strengthening their market position.

During field visits, the researchers identified the importance of examining employees' creative behavior within the local organizational environment, specifically at the University of Fallujah and its affiliated institutions in Anbar Governorate. This study aims to address a fundamental research question: To what extent are the dimensions of employees' creative behavior present in the studied organization?

2. Study Methodology

2.1 The study problem

The topic of creative behavior is of great significance for enhancing the reality of Iraqi universities. It is essential to focus on this aspect and utilize it as a means to accelerate the improvement of university performance. The higher education sector in Iraq is one of the most vital service sectors, playing a crucial role in serving the community by providing various services through universities and their affiliated institutions. These institutions operate in a highly competitive environment, especially amid rapid global technological advancements.

During an initial exploratory visit to the University of Fallujah, researchers observed an absence of clearly demonstrated creative behavior among employees in the workplace. Furthermore, the study found that employees' creative behavior did not meet the desired level, as academic staff lacked the ability to introduce innovative and advanced ideas to keep pace with environmental changes. This deficiency and the scarcity of studies that have addressed the subject of creative behavior in the researched organization, resulted in a noticeable gap in creative behavior among academic staff.

Addressing this issue required identifying a method to enhance employees' creative behavior, particularly by adopting a leadership style based on fairness and ethical conduct that fosters creativity. Accordingly, the study's problem is framed in the following research question:

Are the dimensions of creative behavior present among the employees at the university under study?

2.2 Importance of the Research

1. The importance of the study is evident in choosing the higher education sector as a subject of study, as it is a basic source of support and development for organizations
2. The study highlights the concept of creative behavior as a mental and behavioral process that leads to ideas and solutions that are characterized by uniqueness and modernity, which adds qualitative value to the university.

2.3 Research Objectives

The main objective of the study is to diagnose the creative behavior of employees in terms of its dimensions (exploring opportunities, generating ideas, promoting ideas, implementing ideas), in addition to achieving a set of sub-objectives represented by the following:

1. Identifying the reality of the creative behavior of employees in the organization under study in light of the respondents' answers to the dimensions expressed and diagnosing them.
2. Reaching conclusions related to the variable of creative behavior of employees in the organization under study, in addition to presenting some necessary proposals for it.

2.4 Research Hypothesis

The study is based on a primary hypothesis stating that the organization under study possesses the dimensions that reflect employees' creative behavior," which include (exploring opportunities, generating ideas, promoting ideas, and implementing ideas). This hypothesis is evaluated based on the responses of the study sample to the statements representing these dimensions.

2.5 Data Collection Methods

The current study required the researchers to utilize a set of research tools to obtain the necessary data, ensuring the study's completion and achieving its intended objectives [1]. Accordingly, the researchers employed various tools in both theoretical and applied aspects, as follows:

1. Theoretical Aspect: This phase involved utilizing available Arabic and foreign sources, including research papers, books, scientific journals, conference proceedings, dissertations, university theses, and online resources.
2. Field Aspect: The questionnaire served as the primary tool for data collection on the study variables from the targeted field, as shown in Table (1), knowing the items of explore opportunities from Javed et al (2021), the items of generate ideas from Hamid (2016), the items of promoting idea from Kroes (2015), finally, the researchers were make the indicators of implementing ideas. Additionally, the statistical analysis software (SPSS) was used to test the study hypothesis through various statistical methods, including percentages, arithmetic mean, standard deviation, coefficient of variation, and response intensity.

Table 1. Cronbach's alpha indicators for dimensions of employees' creative behavior

Variable	Dimensions	Phrases	Cronbach's alpha coefficient for each dimension α_i	Alpha coefficient for combined dimensions $\alpha_{st.}$
Creative behavior of employees	Explore opportunities	Y1_1 – Y1_4	0.815	0.934
	Generate ideas	Y2_1 – Y2_4	0.825	
	Promoting ideas	Y3_1 – Y3_4	0.823	
	Implementing ideas	Y4_1 – Y4_4	0.840	

Source: Prepared by the researchers based on SPSS, Ver.26.

The results in Table (1) show that the value of the stratified alpha coefficient reached (0.934) for the dimensions individually, which is greater than (0.70), and this indicates the strength of the stability of the study variables and the questionnaire in general.

2.6 Study community and Sample

The study population consisted of employees at the University of Fallujah and its affiliated institutions in Anbar Governorate, totaling (1150) employees. A total of (310) questionnaires were distributed to respondents, of which (273) were retrieved. After reviewing the responses, (261) questionnaires were deemed valid for analysis, representing (95.6%) of the total retrieved forms. Additionally, the sample constituted (23%) of the overall study population.

2.7 Description of the personal characteristics of the study sample

1. Distribution of the researched individuals by gender

The data presented in Table (2) show that males constitute (64.8%) of the surveyed individuals, while females account for (35.2%) of the sample. This indicates that the proportion of males exceeds that of females, suggesting a tendency within the studied organization to invest more in the capabilities and potential of male employees compared to females. This discrepancy may be attributed to factors such as social responsibilities and family obligations, which could limit women's participation in certain activities and events. Additionally, differences in the nature of assigned tasks within the organization may further contribute to this variation.

2. Distribution of the researched individuals according to age groups

The data presented in Table 2. regarding the distribution of the studied individuals indicate that the 31-40 years age group constitutes the largest proportion, accounting for (42.9%) of the sample. This is followed by the (41-50) years age group, which represents (24.5%). In contrast, the (30) years and below category ranks

third with (18.4%), while the 50 years and above group holds the smallest share at (14.2%). The predominance of the (31-40) years age group suggests that the majority of the sample consists of young employees, reflecting a workforce characterized by relatively youthful energy and potential.

3. Distribution of the surveyed individuals according to the number of years of service:

Table (2) shows that The data indicate that the majority of the sample consists of individuals with (9) years or less of service, representing (39.5%) of the total. Those with (10-19) years of service follow closely in second place at (38.3%). In third place, individuals with(20-29) years of service account for (16.9%), while the smallest group, those with 30 years or more of service, makes up only (5.4%). This distribution suggests that the majority of the study sample has a service period ranging between (9-19) years, which can be considered a positive indicator, reflecting a workforce with a balanced mix of experience and fresh perspectives.

4. Distribution of researched individuals according to academic qualification.

Table (2) reveals the distribution of academic qualifications among the surveyed individuals. The majority, (42.5%), hold a bachelor's degree, followed by (25.3%) with a master's degree and(23.0%) with a doctorate. Additionally, (5.0%) of the respondents hold a diploma, while the lowest percentage, (4.2%), possess a preparatory certificate.

These findings indicate a diverse range of academic qualifications within the studied organization. Moreover, the fact that most respondents have a reasonable level of education suggests their ability to comprehend the questionnaire effectively and respond with greater clarity and insight. This enhances the credibility of the study and may positively influence their contributions and roles in the workplace.

Table 2. Description of the researched individuals

Gender				
Male		Female		
169		92		
64.8%		35.2%		
the age				
years and under 30	years 40-31	years 50-41	years and older 51	
48	112	64	37	
18.4%	42.9%	24.5%	14.2%	
Number of years of service				
years and under 9	years 19 - 10	years 29 - 20	9years and younger	
103	100	44	14	
39.5%	38.3%	16.9%	5.4%	
Academic qualification				
Preparatory	Diploma	Bachelor	Master's	PhD
11	13	111	66	60
4.2%	5.0%	42.5%	25.3%	23.0%

Source: prepared by the researchers based on the results of the questionnaire.

3. The Theoretical Aspect

3.1 Concept of employees` creative behavior

Creative behavior is a multifaceted process that requires organizational leaders to embrace a culture of creativity and encourage employees to adopt innovative behaviors [2]. The stronger the culture and openness to creative experiences within an organization, the greater the likelihood of fostering creative behavior [3].

As a fundamental component of entrepreneurial behavior, creative behavior serves as a key driver in building competitive advantage. It facilitates an organization's market entry, strengthens its competitive position, and positively impacts its performance and long-term sustainability [4].

According to [5], employees' creative behavior involves the development of innovative ideas related to products, practices, services, or procedures that can benefit the organization.

According to[6], creativity emerges from the convergence of three key components:

1. **Knowledge** : This encompasses all relevant understanding and expertise that an employee applies to the creative process.
2. **Creative Thinking**: This refers to how individuals **approach and solve problems**, influenced by their **personality, cognitive style, and work approach**.
3. **Motivation**: Recognized as the **driving force** behind creative output, motivation plays a crucial role, with **intrinsic passion and interest in the work** being the most significant motivators.

3.2 The Importance of employees` creative behavior

The importance of creative behavior of employees lies in the following points:

As for [7], he summarized the importance of creative behavior among employees as follows:

- a. Activating contributions and implementing changes to ideas, and disseminating them within the organization to benefit from them in improving work.
- b. Eliminating the restriction of orders that hinder creative thinking and preventing monotony in work by generating new ideas and fostering creativity for the benefit of the organization and its operations.
- c. Enhancing the ability to adapt and be flexible in work within the organization.
- d. Encouraging the desire to explore and address internal and external challenges of the organization by promoting communication between employees and management.
- e. Adopting new methods to solve problems that occur in the workplace within the organization.
- f. Involving employees in solving all problems and taking risks in the work environment of the organization.

Table (3) shows a number of classifications of the dimensions of employees` creative behavior according to the opinions of a number of authors and researchers.

Table 3. Opinions of some authors and researchers on the dimensions of employees` creative behavior

Dimensions	writer										
	Explore opportunities	Generating ideas	Promoting ideas	Implementation of ideas	Authenticity	Fluency	Communication capacity	Encourage creativity	Problem solving	spirit of risk	
[8]	2	2		2							
[9]	2	2	2	2							
[10]		2	2	2							
[11]		2	2	2							
[12]							2	2	2	2	
[13]	2	2	2	2							
[14]	2	2	2	2							
[15]		2	2	2							
[16]	2	2		2							
[17]	2	2	2	2							
the total	6	10	8	10	1	1	1	1	1	1	
Total	50%	33%	26%	33%	8%	8%	8%	8%	8%	8%	

Source: Prepared by the researchers based on the sources included in it.

Based on what was mentioned in the table above, the most important dimensions of the creative behavior of employees will be addressed, which most researchers and writers have agreed upon, namely (exploring opportunities, generating ideas, promoting ideas, and implementing ideas).

A- Exploring opportunities: Exploring opportunities is a fundamental dimension of creative behavior and serves as the first step toward innovation and positive change. Actively searching for and leveraging new opportunities fosters improvement and development across various fields [18].

Creative behavior begins with generating innovative ideas, making it the cornerstone of the creativity process. By identifying gaps, contradictions, and opportunities, individuals stimulate creative thinking and develop novel solutions that contribute to a positive impact on both organizations and society [19].

B- Idea generation: Generating creative ideas serves as the foundation for successful innovation. The more ideas that are produced, the greater the likelihood of selecting high-quality ones, ultimately leading to the development of new services and products that meet the needs of both employees and society [20].

The idea generation process often involves rearranging existing knowledge, physical capital, and other resources to create new directions and solutions [21]. It begins with creative employees identifying challenges or performance gaps and approaching them from a fresh perspective. This process depends on gathering and reorganizing information and concepts to develop solutions that enhance problem-solving and actual performance [22]. The success of idea generation depends on the quality of available opportunities by adopting a theory that links organizational phenomena to four different variables that govern the basic creative process of generating and selecting ideas, which are: (1) the average quality of ideas generated, (2) the number of ideas generated, (3) the variance in the quality of ideas generated, (4) the group's ability to distinguish the quality of ideas [23].

C- Promoting ideas: The promotion of ideas is a crucial step in the creative process, as employees must actively advocate for their innovative concepts to drive change. Having an idea alone is insufficient for fostering creative behavior; it must be shared, communicated, and accepted by both colleagues and top leadership within the organization [24].

However, promoting ideas is not a simple process; it involves a range of social activities aimed at securing support from key decision-makers who can facilitate the implementation of new ideas. Compared to idea generation, idea promotion requires strong communication skills, social influence, and the ability to legitimize the proposed idea [25].

Furthermore, gaining the endorsement of decision-makers is essential, as new ideas often challenge established norms and may involve financial costs and risks. Therefore, creative employees need support from leadership to push their ideas forward and ensure their successful implementation [26].

D-Implementation of ideas: This passage effectively conveys the importance of idea implementation within an organization, but it can be further refined for clarity and impact. Here's a revised version:

The realization of an idea involves its practical implementation, whether through the development of a new product, the creation of a prototype, or the adoption of an innovative process or technology. This phase requires strategic planning to transform abstract concepts into concrete, applicable solutions.

At the implementation stage, ideas are put into practice, leading to measurable improvements in products, services, workflows, or overall organizational performance [27]. This stage acts as the critical bridge between creativity and real-world application, ensuring that innovation results in meaningful progress.

However, organizations must navigate the challenge of balancing innovation with stability. Employees often resist change due to disruptions in their established routines, and if this resistance is not effectively managed, it can hinder the success of new initiatives. Furthermore, not all ideas are viable—some may fail to align with the organization's objectives or deliver the expected impact. In such cases, organizations must be agile enough to refine, adapt, or even abandon ideas in pursuit of more effective alternatives [28].

4. Field Study

Description of the level of respondents' answers to the dimensions of employees' creative behavior

The content of this topic refers to describing the employees' creative behavior and diagnosing it in terms of the dimensions expressing it in light of the respondents' answers to the phrases embodying each of them, in addition to testing the study hypothesis which states that the organization being studied has the dimensions expressing the employees' creative behavior.

A. Explore opportunities:

Table 4. Description After exploring and diagnosing opportunities

Phrases	Response scale										Arithmetic mean	Standard deviation	coefficient of variation	Response rate %	P-value
	I strongly (5) agree		(4) I agree		neutral (3)		I disagree (2)		strongly disagree (1)						
	T	%	T	%	T	%	T	%	T	%					
Y1_1	62	23.8	117	44.8	60	23	12	4.6	10	3.8	3.801	0.98	25.8	76.0	0.000
Y1_2	50	19.2	110	42.1	67	25.7	23	8.8	11	4.2	3.632	1.024	28.2	72.6	0.000
Y1_3	53	20.3	119	45.6	62	23.8	21	8	6	2.3	3.736	0.95	25.4	74.7	0.000
Y1_4	60	23	100	38.3	69	26.4	20	7.7	12	4.6	3.674	1.055	28.7	73.5	0.000
Dimension	21.6%		42.7%		24.7%		7.3%		3.7%		3.711	1.002	27.0%	74.2%	0.000
	64.3%						11.0%								

Source: Prepared by the researchers based on the outputs of the program (SPSS, Ver.26).

Table (4) shows that the dimension of opportunities exploring was represented by the phrases (Y1_1 to Y1_4) and at a rate of (64.3%) of the respondents towards agreement (strongly agree, agree) on the total of this dimension and the percentage of disagreement (disagree, strongly disagree) at a rate of (11.0%) and the percentage of neutrals (24.7%). This is reinforced by the arithmetic mean (3.711) and a standard deviation (1.002) and a coefficient of variation (27.0%) and a response rate (74.2%). The phrase (Y1_1) which states ((The administrative leadership in our university shows real attention to the sources of opportunities)) obtained the highest arithmetic mean (3.801) and a standard deviation (0.98) and a coefficient of variation (25.8%) and a response rate (76.0%), while the phrase (Y1_2) which states ((The administrative leadership in our university searches for creative opportunities in an unparalleled way)) obtained the lowest mean My calculation is (3.632), standard deviation (1.024), coefficient of variation (28.2%), and response rate (72.6%), Since the p-value is less than 0.05, this means that there are some opportunities for exploration.

B. Generating ideas:

Table 5. Description and diagnosing of the dimension of generating ideas

Phrases	Response scale										Arithmetic mean	Standard deviation	coefficient of variation	Response rate %	P-value
	I strongly (5) agree		(4) I agree		neutral (3)		I disagree (2)		strongly disagree (1)						
	T	%	T	%	T	%	T	%	T	%					
Y2_1	84	32.2	106	40.6	40	15.3	26	10	5	1.9	3.912	1.021	26.1	78.2	0.000
Y2_2	58	22.2	125	47.9	55	21.1	17	6.5	6	2.3	3.812	0.932	24.4	76.2	0.000
Y2_3	57	21.8	123	47.2	64	24.5	13	5	4	1.5	3.828	0.88	23.0	76.6	0.000
Y2_4	63	24.1	109	41.8	61	23.4	18	6.9	10	3.8	3.755	1.02	27.2	75.1	0.000
Dimension	25.1%		44.4%		21%		7.1%		2.4%		3.827	0.963	25.2%	76.5%	0.000
	69.5%						9.5%								

Source: Prepared by the researchers based on the outputs of the program (SPSS, Ver.26).

Table (5) shows that the dimension of generating ideas was represented by the phrases (Y2_1 to Y2_4) with a percentage of (69.5%) of the respondents towards agreement (strongly agree, agree) on the total of this dimension and the percentage of disagreement (disagree, strongly disagree) with a percentage of (9.5%) and the percentage of neutrals (21%). This is reinforced by the arithmetic mean (3.827) with a standard deviation (0.963) and a coefficient of variation (25.2%) and a response rate (76.5%). The phrase (Y2_1) which states ((the administrative leadership in our university encourages employees to present new ideas)) obtained the highest arithmetic mean (3.912) with a standard deviation (1.021) and a coefficient of variation (26.1%) and a response rate (78.2%), while the phrase (Y2_4) which states ((the administrative leadership in our university creates new ways to accomplish work)) obtained the lowest arithmetic mean (3.755) with a standard deviation of (1.02), a coefficient of variation of (27.2%), and a response rate of (75.1%), Since the p-value is less than 0.05, this means that there is or is available after generating ideas.

C. Promoting ideas:

Table 6. Description and diagnosing promoting ideas

Phrases	Response scale										Arithmetic mean	Standard deviation	coefficient of variation	Response rate %	P-value
	I strongly (5) agree		I agree (4)		neutral (3)		I disagree (2)		strongly disagree (1)						
	T	%	T	%	T	%	T	%	T	%					
Y3_1	62	23.8	110	42.1	60	23	22	8.4	7	2.7	3.759	0.996	26.5	75.2	0.000
Y3_2	49	18.8	121	46.4	60	23	26	10	5	1.9	3.701	0.95	25.7	74.0	0.000
Y3_3	49	18.8	120	46	60	23	25	9.6	7	2.7	3.686	0.973	26.4	73.7	0.000
Y3_4	62	23.8	121	46.4	43	16.5	23	8.8	12	4.6	3.759	1.056	28.1	75.2	0.000
Dimension	21.3%		45.2%		21.4%		9.2%		3.0%		3.726	0.994	26.7%	74.5%	0.000
	66.5%														

Source: Prepared by the researchers based on the outputs of the program (SPSS, Ver.26).

Table (6) indicates that the dimension of promoting ideas was represented by the phrases (Y3_1 to Y3_4) and at a rate of (66.5%) of the respondents towards agreement (strongly agree, agree) on the total of this dimension and the percentage of disagreement (disagree, strongly disagree) at a rate of (12.2%) and the percentage of neutrals (21.4%). This is reinforced by the arithmetic mean (3.726) and a standard deviation (0.994) and a coefficient of variation (26.7%) and a response rate (74.5%). Both the phrase (Y3_1) which states ((The administrative leadership in our university supports creative ideas as it is keen to implement them)) and the phrase (Y3_4) which states ((The administrative leadership in our university shares and adopts creative ideas)) obtained the highest arithmetic mean (3.759) and a standard deviation (1.056) and a coefficient of variation (28.1%) and a response rate (75.2%), while Statement (Y3_3) which states ((The administrative leadership in our university gives priority to those who are enthusiastic about creative ideas in the field of dealings)) obtained the lowest arithmetic mean (3.686) with a standard deviation (0.973) and a coefficient of variation (26.4%) and a response rate (73.7%), Since the p-value is less than 0.05, this means that there is a lack of promotion of ideas.

H. Implementation ideas:

Table 7. Description and diagnosing implementing the ideas

Phrases	Response scale										Arithmetic mean	Standard deviation	coefficient of variation	Response rate %	P-value
	I strongly (5) agree		(4) I agree		neutral (3)		I disagree (2)		strongly disagree (1)						
	T	%	T	%	T	%	T	%	T	%					
Y4_1	43	16.4	109	41.8	77	29.5	25	9.6	7	2.7	3.598	0.962	26.7	72.0	0.000
Y4_2	39	14.9	113	43.3	79	30.3	25	9.6	5	1.9	3.598	0.921	25.6	72.0	0.000
Y4_3	34	13	119	45.6	63	24.2	39	14.9	6	2.3	3.521	0.975	27.7	70.4	0.000
Y4_4	48	18.4	121	46.4	59	22.6	25	9.6	8	3	3.674	0.983	26.8	73.5	0.000
Dimension	15.7%		44.3%		26.6%		10.9%		2.5%		3.598	0.960	26.7%	72.0%	0.000
	60.0%														

Source: Prepared by the researchers based on the outputs of the program (SPSS, Ver.26).

Table (7) shows that the dimension of implementing ideas was represented by the phrases (Y4_1 to Y4_4) and at a rate of (60.0%) of the respondents towards agreement (strongly agree, agree) on the total of this dimension and the percentage of disagreement (disagree, strongly disagree) at a rate of (13.4%) and the percentage of neutrals (26.6%). This is reinforced by the arithmetic mean (3.598) and a standard deviation (0.960) and a coefficient of variation (26.7%) and a response rate (72.0%). The phrase (Y4_4) which states ((The administrative leadership in our university follows up on the process of implementing creative opportunities continuously)) obtained the highest arithmetic mean (3.674) and a standard deviation (0.983) and a coefficient of variation (26.8%) and a response rate (73.5%), while the phrase (Y4_3) which states ((The administrative leadership in our university bears any risks resulting from the process of implementing ideas)) obtained the lowest mean My calculation is (3.521), standard deviation (0.975), coefficient of variation (27.7%) and response

rate (70.4%), Since the p-value is less than 0.05, this means that there is or is available after implementing the ideas.

Summary of the variable of employees` creative behavior

Table (8) indicate that there is agreement of (65.1%) of the respondents on the total phrases expressing the four dimensions of the variable of employees` creative behavior, represented by each of (exploring opportunities, generating ideas, promoting ideas, implementing ideas) with an arithmetic mean of (3.716), a standard deviation of (0.980), a coefficient of variation of (26.4%), and a response rate of (74.3%). The dimension of (generating ideas) achieved the highest contributions of agreement, making it ranked first compared to the other dimensions with an agreement rate of (69.5%), while the dimension of (promoting ideas) ranked second with an agreement rate of (66.5%), and the dimension of (exploring opportunities) ranked third with an agreement rate of (64.3%), while the dimension of (implementing ideas) ranked fourth with an agreement rate of (60.0%).

Table 8. Summary of the description of the variable of employees` creative behavior and its diagnosis

Dimensions	The agreement	Arithmetic mean	Standard deviation	coefficient of variation	Response rate	Arrangement
Explore opportunities	%64.3	3.711	1.002	%27.0	%74.2	The third
Generating ideas	%69.5	3.827	0.963	%25.2	%76.5	The first
Promoting ideas	%66.5	3.726	0.994	%26.7	%74.5	The second
Implementation of ideas	%60.0	3.598	0.960	%26.7	%72.0	Fourth
Average	%65.1	3.716	0.980	%26.4	%74.3	

Source: Prepared by the researchers based on the outputs of the program (SPSS, Ver.26).

From the above, the second main hypothesis can be accepted, which states that (the organization under study has the dimensions expressing the employees` creative behavior of employees, represented by (exploring opportunities, generating ideas, promoting ideas, implementing ideas)).

5. Conclusions and Suggestions

This section includes the most important conclusions reached by the study based on the results of the analysis of the study variable, in addition to presenting a set of suggestions for the organization being studied.

5.1 Conclusions:

The surveyed employees recognize the importance of creative behavior across its four key dimensions: exploring opportunities, generating ideas, promoting ideas, and implementing ideas, as outlined below:

- A. Idea generation is a fundamental aspect of creative behavior within human resources, focusing on developing innovative approaches to accomplishing tasks and overcoming obstacles efficiently.
- B. The organization under study actively supports and adopts creative ideas, striving to implement them while fostering a culture of idea-sharing and innovation.
- C. The organization places significant emphasis on exploring creative opportunities, proactively seeking out novel possibilities and conducting thorough investigations to gather relevant information.
- D. Despite its commitment to innovation, the organization struggles with risk management when implementing ideas. Employees face challenges in executing ideas effectively, particularly in addressing failures and adjusting implementation strategies.

5.2 Suggestions :

Based on the conclusions drawn, the researchers propose several key recommendations for the organization under study:

- A. Enhance Employee Involvement: Encourage employees to actively participate in policy formulation and decision-making alongside department and division managers. Involving employees in such processes fosters career development, enhances their creative performance, and helps retain skilled and experienced personnel.

- B. **Develop Creative Capabilities:** Invest in training programs and innovative techniques to nurture employees' creative potential. Encourage problem-solving through unconventional approaches while supporting employees in overcoming challenges with flexibility and adaptability.
- C. **Adopt and Support Creativity:** Establish structured programs, procedures, and incentives that promote creativity. Motivate employees by providing guidance and constructive feedback rather than rejecting original and innovative ideas.
- D. **Recognize and Reward Creative Employees:** Offer both material and moral incentives to employees who demonstrate voluntary and creative behaviors, reinforcing a culture that values innovation.
- E. **Encourage Idea Sharing:** Create a work environment where employees feel confident in sharing their ideas and suggestions. Acknowledging and implementing valuable ideas not only boosts employees' self-confidence but also increases their workplace engagement and effectiveness.
- F. **Foster a Culture of Creativity:** Provide a supportive and encouraging environment that nurtures innovation within the organization, leveraging intellectual capital to generate, promote, and implement creative ideas in daily tasks.

Finally, for implementing the above suggestions:

- A. The ministry of higher education and scientific research should enact laws that support innovators to ensure that the issue is taken seriously by those involved.
- B. The researchers propose that creative individuals be continuously encouraged and that the necessary material and human resources be provided to facilitate their work.

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