

Fostering employee creativity through creativity-contingent extrinsic and intrinsic rewards that emphasise creativity: A systematic review of creativity academic papers

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ABSTRACT

Creativity is widely believed to be necessary to increase quality performance. Thus, in today's more challenging and competitive environment, the contemporary organization frequently utilizes rewards practices to stimulate creative activities among employees. Existing research on reward practices shows evidence that creativity contingent rewards play a vital role in improving employee creative performance. This study presents a systematic review of extrinsic and intrinsic rewards that contribute to creativity and their effect on employee creativity. The findings show that regardless of the degree of importance of the rewards perceived by the employee, both the extrinsic and intrinsic rewards were positively correlated with the behaviour of creativity behavior. Interestingly, the results showed that creativity-contingent intrinsic rewards have relatively stronger effects on employee creativity when compared to creativity-contingent extrinsic rewards.

Keywords: creativity, contingent, intrinsic, extrinsic, rewards, employee

1.1 Introduction

Contemporary organizations frequently use rewards practices to inspire employees to utilize creative activities (Chen & Campbell-bush, 2013; Malik, Butt, & Choi, 2015; Yoon, Sung, & Choi, 2015; Zhang, 2018; Zhang, Long, & Zhang, 2015). According to Watters and

Spas (2019), most supervisors employ extrinsic rewards to persuade their employees to perform creative activities. In any case, the nature and path of the impact of rewards on the creative performance of employees are still not clear, and field studies in workplace environments are especially deficient.

Despite the utilization of rewards as an instrument for advancing the creative performance of the employee, it is an average technique in the work environment; there are opposing perspectives with respect to the impact of rewards on employee creative performance. Based on self-determination theory (Cerasoli, Nicklin, & Ford, 2014; Grant & Ashford, 2008; Yoon *et al.*, 2015), a person's apparent autonomy shows a vital role in increasing his or her intrinsic task concern, which is firmly identified with employee creative performance. On the contrary, if people realize that the environment has limitations to self-determination or autonomy, their inherent task concern will diminish or evaporate, bringing about low creative performance (Black & Allen, 2018). As a result, researchers caution organisations from impairing extrinsic rewards, since the employee perceives them as a controlling instrument and, in this way, may feel that the person is being denied of his/her individual autonomy (Poch & Martin, 2015; Putwain, Kearsley, & Symes, 2012). In contrast, other researchers contend that receiving rewards could support employees' apparent self-determination, since receiving performance-related compensation shows the price of their performance and individual achievement and, along these lines, increases the employees' sentiment of competence (Yoon *et al.*, 2015). The feeling of enhanced competence increased from gaining rewards that can even advance a person's conviction that they can control themselves in the workplace as opposed to being constrained by the workplace (Chen, Williamson, & Zhou, 2012; Watters & Spas, 2019). Additionally, persons may trust that extrinsic rewards are presented since they are a path for the employer to control the condition and specify the employee's performance level (Turner, 2017). The effects of rewards such as extrinsic and intrinsic to the creative performance of employees are different and contingent on the nature of rewards, culture variation, society's economy, social environment, and task context (Black & Allen, 2018). For this reason, the current study explores the effects of extrinsic and intrinsic rewards of creativity on employee creativity behavior using 116 papers.

1.2 Employee Creativity, Creativity-Contingent Extrinsic and Intrinsic Rewards: Definition, Types, and Dimensions

1.2.1 Employee Creativity

Guilford (1950) indicated in his presidential location of the American Psychologist Association that creativity was a vital area of research, yet it was mostly overlooked in a scientific investigation. After that, the field of creativity has been perceived as a rich area in exploring endeavors towards distinguishing the drivers of creative behavior (Shalley *et al.*, 2004). Creativity studies have produced more than 9000 investigations amid the most recent four decades (Prabhu *et al.*, 2008), moreover, there are a few issues that creativity scholars are yet to confront, counting the creativity definition and debate over the relationship between rewards and creativity. According to the Batey, and Furnham (2010), for psychometric work, any factor needs a "clear definition and a valid and reliable measure". For creativity scholars, one serious challenge is the lack of clarity in the definition of creativity. As indicated by

Mooney (1963), creativity can be defined in four significantly various approaches, such as (a) the creative environment, a place where the creation comes about, (b) the creative produce or the income of creativity, (c) the creative process or the process of creativity, and (c) the creative personality or the person who is creative.

In view of these four approaches, Batey and Furnham (2010) state that creativity has been defined from numerous points of view that it has nearly concluded that creativity stems from outer and inner factors. Creativity has been operationalised in a few diverse ways. Batey and Furnham (2010) distinguished eight distinct strategies utilized in the investigation to operationalize the creativity of individuals. These eight strategies were personality inventories, interest and attitude inventories, judgments of products, biographical inventories, and assessments of eminence, creative self-assessment activities, and assessments with colleagues, supervisors, and teachers. One can simply raise the value that some of the strategies see creativity as a psychological or cognitive procedure, meanwhile others see it as behaviour or approach, personality attribute tasks, and as a personal dissimilarity. Concentrating on these matters, Simonton (1999) noticed that a solitary definition of creativity which could satisfy the majority of the differing approaches is hard to accomplish, hence Sternberg, Kaufman, and Pretz, (2004, p. 84) recommended that the “principle of creativity cannot be caught in a solitary variable”.

In this research conceptualizing, describing, and operationalizing creativity is a portion of the purposes behind conflicting discoveries in rewards and creativity exploration. Irrespective of the issues in creativity definitions, a few definitions are generally utilized and accepted. One such definition is creativity as the ability to produce work that is valuable, useful, and novel (Amabile, 1983, p. 358; Amabile, 1996, p. 240; Khalili, 2018, p. 205; Zacher & Johnson, 2015, p. 225; Zhou & George, 2001, p. 124). In the workplace environment, creativity refers to the creation of a new idea, service, process, or procedure by employees working together (Hon, Chan, & Lu, 2013; Zhang, Zhang, Sun, Lytras, & De, 2018). In this research, the researcher focused employees’ work-related creativity as a fundamental booster of organizational performance. Similarly, *employee creativity* can be described as employee’s ability to generate and develop of fresh ideas about practices, processes, or procedures, products, and services, which are new, constructive, and potentially useful to the problem-solving and organizational transformation, improvement, innovation, effectiveness, and performance (Antwi et al., 2019; Zhou & George, 2001; Zhang, 2015). *Employee creativity* refers to the generation of novel and useful ideas through employee interaction within the workplace environment (Hu, Wang, Zhang, Bin, & Moriano, 2018). *Employee creativity* focusses on the production of novel and useful ideas and constructive results to problem solving by an employee or group of employees (Zhou & George, 2001; Zhang, Long, & Zhang, 2015). In an organizational context, increasing employee creativity has been considered as an important way to organizational transformation, improvement, innovation, effectiveness and in the long-term survival of organizations, including universities (Chae, Seo and Lee, 2013).

For this reason, the previous study has sought to explore the effects of personal and contextual factors on employee creativity (Jaiswal & Dhar, 2017). Although previous studies have recognized several ways through which senior executives can increase creative performance between employees, the effects of different types of workplace characteristics on employee creativity are still anonymous, as the reported findings have been uncertain. In the

current research, the researcher debuts in recognition of the *mechanisms* through which both creativity contingent as well as extrinsic/intrinsic rewards affect the employee. Furthermore, the researcher compares the effects of extrinsic and intrinsic rewards on employee creativity by identifying the types of rewards for creativity that can incite more employee creativity. Because of the impact of different types of rewards for creativity such as intrinsic and extrinsic as a foster of employee creativity-contingent on the target employees attached in different contexts.

1.2.2 Creativity-Contingent Extrinsic and Intrinsic Rewards

The rewards is the remuneration which a worker obtains from an organization for trading his/her services (Watters and Spas, 2019). Others prefer to look at rewards as a gathering of psychological structures that attempt to control and direct behavior by stimulating joy (Obicci, 2015). In the current research, the researcher concentrated on creativity-contingent rewards aimed at employee creativity as a substitute for generally in rewards. Creativity-contingent rewards have two different forms, extrinsic and intrinsic.

1.2.3 Creativity-contingent Intrinsic Rewards

In the work environment, creativity-contingent intrinsic rewards or intrinsic rewards for creativity directly originate from the activity itself and, usually, express sense of satisfaction, achievement, enjoyment, challenge, and individual professional development (Eisenberger & Byron, 2011; Hendijani, Bischak, Arvai, & Dugar, 2016). Intrinsic rewards for creativity refers to the employees' psychological development (Turner, 2017). They are elusive advantages and incorporate characteristics, for example, independence, enjoyment, and self-achievement (Rasool, Jundong & Sohail, 2017). Intrinsic rewards satisfy the inherent motivations and, in this way, stimulate employees to engage in the decision-making procedure, accept challenging tasks, and strive to reach a higher position in the organization. It is not every intrinsic rewards that need to have expanded compensation; also, an employee might work at higher administration rank without an expansion in the pay and still progressively motivated (Munir and Lodhi, 2016). Thus, intrinsic rewards can be regarded as an instrument, which motivates employees to perform as anticipated (Akgunduz, Alkan & Gök, 2018). According to Aletraris (2010) and Chiu, (2018), sense of achievement, enjoyment, satisfaction, autonomy, challenge are the most effective intrinsic rewards that increase the employee's creative performance. The intrinsic rewards are made intentionally and subconsciously to acknowledge workers in a type of confidence and identifies with their sentiment of accomplishment and development with the organization. In return, employees feel satisfied when they perceived something useful from organization such as a supportive and harmony environment (Chiu, 2018; Yoon & Choi, 2010).

Enjoyment

Enjoyment is one of the intrinsic reward components. Enjoyment refers to the ownership, utilize, or possession of something with satisfaction or pleasure (Hofmans, Gelens & Theuns, 2015). Enjoyment is a great arousing optimism feeling associated with pleasure, joy, and happiness (Tsay-vogel & Krakowiak, 2016). By itself, enjoyment is described through the desire to start and to come near things (Hofmans, Gelens & Theuns, 2015), and it tends to increase the belief-action repertory of a person (Kruk et al., 2018; Xanthopoulou *et al.*, 2012). Empirical research in different fields of study has revealed that enjoyment is related to superior

action (Lu, Liu, & Wei, 2017), and that action is pursued from job exertion (Riddle, Tay & Wu, 2019). This means that when individuals perceive a job as exciting and when he/she enjoys acting it (that is, when individuals are inherently interested), he/she works hard into the job (Vyvey *et al.*, 2019). At the heart of this explanation, it has been established that enjoyment endures the enthusiasm to persist and continue in the activity (Macleod, 2014).

Self-achievement

Self-achievement is the second element of intrinsic rewards. Scholars have established that self-achievement may influence everything from psychological states to behavior of an individual. Self-achievement refers to something that has been completed, particularly by higher ability, unusual effort, and exceptional bravery (Preckel and Brunner, 2016). In the work environment, achievement is a conviction that supports employees to build a feel of themselves as an accomplishment (Dull, Schleifer and Mcmillan, 2015). Self-achievement can affect individuals to think positively on; what ways of action they select to pursue; what objectives they established for themselves and their promise to them; how much exertion they create for different activities; and how long he/she insists in the face of difficulties (Schwab, Hessels & Schwab, 2015). Self-achievement is thus a significant motivational concept that affects individual objectives, feedbacks, exertions, managing approaches, and ranks of perseverance (Wouters *et al.*, 2015). Research has found that individuals with high self-achievement (e.g. 'I can do it with higher ability') have more self-confidence in their ability to achieve tasks that are more challenging and create more exertion to accomplish those tasks (Dursun, 2019). Concurrently, the empirical study establishes that individuals with high self-achievement obtain more confidence, which leads to more exertion, persistence, and even higher ranks of self-efficacy (Zi, 2020).

Satisfaction

Satisfaction is the third element of intrinsic rewards. Satisfaction can be defined as an optimistic sense that is provided from the environment after performing an action with interest and without any pressure (Raffagnino & Matera, 2015). Regarding the organization, satisfaction refers to the positive feeling, which consequences from job experience and job considerations (García, Sangregorio & Lucía, 2018). According to Whitaker, Krishnan, Fornell, & Morgeson, (2019) when employees have an internal interest to perform desirable action, it reflects a high rank of job satisfaction. Previous studies have also specified that when employees engage in challenging activities, a high level of job satisfaction helps them to find solutions to a problem (Bouizegarene and Philippe, 2018). Simultaneously, empirical research confirmed that with high job satisfaction, individuals stimulate to instil confidence and inspire the value of job-related results (Hall, Mahony and Gayler, 2017).

Autonomy

Autonomy is the fourth element of intrinsic rewards. Autonomy is one of the crucial contextual factors that also affect employee psychological states and behavior (Frostenson, 2015). In a workplace, autonomy is defined as the degree of freedom which is received by employees from their job such as scheduling work, and besides, shaping in what way their work will be accomplished (Khader, 2016; Mcginity, 2015; Sjödin, 2015; Terms, 2015). Chen *et al.*

(2018) argue that multifaceted jobs offer job incumbents with autonomy need new results through inspiring employees to concentrate concurrently on several dimensions of their work; however, profoundly simple or routine jobs could impede such a concentration. In the absence of external controls or limitations, employees are probably to be more content with their work activities and concerned with finishing these activities (Chen *et al.*, 2018; Joo, Yang, & Mclean, 2014; Mcginity, 2015; Zhang, 2017). Furthermore, once an individual is inherently involved in their work, all of their consideration and exertion is concentrated on their jobs, making them more insistent and more possible to reflect diverse options, which in turn increase their level of performance efficiency (Fidan & Oztürk, 2015; Joo *et al.*, 2014; Mcginity, 2015; Shalley, 2009).

Challenge

Challenge refers to the situation of being confronted with something that requires great intellectual or physical exertion in order to be performed successfully and thus examines an individual's ability (Abbas & Raja, 2019). In other words, challenge has been defined as a call or command to involve in any activity, such as of ability, skill, and strength (Candela, 2014). When applied to the organization, the challenge can be defined as “the employees confronted with an activity that is novel, stimulating, and difficult and demands or demands their ability, skill and determination” (Preenen, 2010, p. 85). an essential situational condition that influences employee goals, ability, feedback, efforts, and levels of determination (Csikszentmihalyi, 2015; Preenen, 2010). The research found that challenging job has positive effects on job aspect development (Banfield, 2018; Corcos, 2018; Sassenberg & Scholl, 2019). Simultaneously, a challenging job increases employee knowledge, ability, skill, and experience (Tornqvist and Tichon, 2019), and further gives employees an opportunity to use their knowledge, ability, skill and experience to provide quality services (Candela, 2014; Tornqvist & Tichon, 2019). Thus, when employees engaged in a challenging job, they consider that job as an opportunity of providing a personally rewarding experience (Tse, Fung & Nakamura, 2018).

1.2.4 Creativity-Contingent Extrinsic Rewards

Creativity-contingent extrinsic rewards or extrinsic rewards for creativity spread the fundamental needs of salary to get by (to pay charges), a feeling of solidness and consistency (the activity is secure) and greeting (my work environment esteems my aptitudes) (Roshna, Assistant & Dahivale, no date). According to Pollak and Sirven, (2016), the extrinsic rewards for creativity are the results provided by the organization which incorporates status, compensation, job security, and incidental advantages. One can contrast these rewards with the activities that Herzberg called hygiene factors (Hur, 2017). Extrinsic rewards refer to those having concrete, obvious, and effectively quantifiable attributes, for example, promotion and financial remunerations (Yoon & Choi, 2010). Extrinsic rewards satisfy the employee's extrinsic elements or hygiene factors, and in this way, an organization stands a chance to retain employees (Zhang *et al.*, 2015). Extrinsic rewards could also be packaged differently, thereby incorporating; pay rise, rewards, paid leave, yearly and recreational plans. Based on Zopiatis, Theocharous, and Constanti, (2018) extrinsic rewards have divided in two parts tangible which is visible such as financial and promotion and intangible which less visible such as verbal praise,

social approval, and acknowledgment. Lim, Lee, and Bae, (2019) affirm that there is a measurable critical link between rewards and encouragement, in addition to inspiration and fulfillment. Roshna, Assistant, and Dahivale (2015) argue that there should be a powerful extrinsic rewards system to retain the superior workers in the organization and rewards ought to be connected with their efficiency. Another reality that can be seen from the above discourse and models is that extrinsic rewards are largely subjective in nature and cannot be evaluated, for instance, more admiration, acknowledgement.

Financial rewards

Financial rewards are the first tangible dimension of extrinsic rewards. Financial rewards represent every financial means paid by an organization to an employee as a result of their individual exertion and contribution, aptitudes, and work is finished (Malik, Butt & Choi, 2015). Employees receive financial rewards from the organization as a salary or commission. This instalment is normally based on the amount of work the individual employed to complete (Lim et al. 2019; Weibel et al. 2010). Financial rewards can be understood as financial motivations that a worker gains due to fulfilling their obligations to the employer. These rewards are aligned with organizational objectives (Gerhart and Fang, 2015). At the point when an employee aids an organization in the accomplishment of its objectives, a reward regularly pursues. Pay is such an essential concept in the employment contract that very little time is spent reasoning about what it implies and in most cases; it is comparing, straightforward (Charness and Grieco, 2016).

However, the level of pay is a key part of the organization-subordinate correlation. The level and distribution of pay can significantly affect effectiveness inside the organization in addition to the overall dimensions of confidence and efficiency inside the employees (Poch and Martin, 2015). It is consequently vital that organizations advance pay systems that are proper for their requirements, which offer some incentive for cash and yet compensate employees impartially dependent on the task performed (Garbers and Konradt, 2014).

Pay systems give the basis for the authoritative monetary rewards framework. Customarily base or settled pay frameworks alludes to the instalment of compensation or pay to add up to a person all the time as a result of work performed. The level of pay does not change amid the year and instalment is not connected to the accomplishment of a base dimension of profitability (Charness & Grieco, 2016; Watters & Spas, 2019).

Promotion

Promotion is the second tangible dimension of extrinsic rewards. Promotion refers to the progress of a worker to a higher post that conveys more responsibilities, higher status, and better compensation. It is the upward development of a worker in the organization hierarchy, to another job that orders higher authority, superior state, and better working conditions (Saharuddin and Sulaiman, 2016). Promotions are utilized to rewards workers for better performance and to inspire them for more noteworthy exertion. According to Munir and Lodhi, (2016) promotion is an enhancer of workers in a field to a better job, in the new job employees get greater responsibilities, it can be seen as an achievement, higher status. However, the requests of capability are higher, and the expansion of wages or pay rates is just as different stipends. As indicated by Tung, Yin, Zhou, Chang, & Lin, (2018), promotions refer to some

indicators that involved enhanced responsibilities, enhanced duties, improved rights, and enhancement authority.

In this study, the researcher concentrated on creativity-contingent rewards or rewards for creativity, which could be used to encourage employee creativity. Rewards for creativity or creativity-contingent rewards had two types, named intrinsic and extrinsic (Levander and Riis, 2016). Extrinsic rewards refer to those having concrete, obvious, and effectively quantifiable attributes, for example, promotion and financial remuneration. Intrinsic rewards are comparatively, less observable, and quantifiable, and these, for the most part, begin from different performers in the social context, for example, colleagues and the leader. Intrinsic rewards comprise acknowledgement, social approval, and verbal praise provided by colleagues, pair, or administration.

On the other hand, intrinsic motivation is a craving to do an action as an end independent of anyone else, to experience happiness in its performance with no desire for external rewards (Hüllen, 2019; Jones, 2019; Poppe, Leininger, Wolff, Poppe, & Leininger, 2019). For intrinsically motivated people, the action becomes a rewards in itself (Lynch *et al.*, 2019). On the other hand, extrinsic motivation refers to "the craving to do an action to accomplish a result other than the activity itself" (Deci, & Ryan, 1985, p.628). Extrinsic motivation, consequences from the observation of an instrumental relation between behavior and extrinsic rewards, although if there should be an occurrence of intrinsic motivation, there is no association between behavior and any outside rewards (Gahagan and Colpitts, 2017). Rewards, which intrinsically are called intrinsic rewards and incorporate a feeling of accomplishment, fulfilment, and pleasure. Yoon, and Choi, (2010) argue that extrinsic rewards differ from intrinsic rewards, as it incorporates both monetary and non-monetary rewards, for example, promotion and money.

Research to consider the impacts of rewards for creative behavior has utilized both survey-based and experimental methods. In experimental researches, the presence of extrinsic rewards has been operationalized through offering the participants (for the most part students) a rewards (monetary as well as non-money related) (Gahagan and Colpitts, 2017). Scholars have used rewards to examine the relationship between rewards and creativity (Yoon *et al.*, 2015). In certain investigations, rewards were offered only for participation in the action, regardless of the result. These are named as engagement-contingent rewards (Charness & Grieco, 2016; Watters & Spas, 2019). A few scholars additionally offered performance contingent (offered to best performers; Harackiewicz, 1979), finishing contingent (offered on fruitful finishing of the responsibility; Arnold, 2015), and rewards for creativity (given to the most creative people; Friedman, 2009). Several scholars have likewise utilized verbal (Woolley and Fishbach, 2018) and unannounced rewards to contrast their belongings and declared rewards (Chiu, 2018).

To operationalize intrinsic rewards, a large portion of the experimental scholars have depended either on free decision behavior (time spent in action when no external rewards is related to the action) or have utilized empirical forms to quantify intrinsic enthusiasm for the action. Scholars have thus created multi-item scales to operationalize the presence of intrinsic and extrinsic rewards to be utilized in an empirical study (for example, Work Preference Inventory; Amabile, 1985).

Social Approval

Social approval is the first intangible dimension of extrinsic rewards. Social approval is a positive assessment of an individual or gathering in a social setting. Social support has essential implications for social conduct, in that individuals will for the most part reliably act in approaches to draw approval and ambiguity analysis (Houser, 2014). Interpersonally, social approval is vital for the individuals' confidence to win social acknowledgement. At the relational level, development is essential in understanding elements, intergroup peer weight, and thought of popularity and reputation (Stone *et al.*, 2019).

Verbal Praise

Verbal praise is the second intangible dimension of extrinsic rewards. Verbal praise refers to a positive endorsement, admiration, or profound respect of; compliment; praise. The use of verbal praise in an organization has a long history (Kock and Lynn, 2012). Around the twentieth century, it was documented that employees received verbal praise when performing task activities (Gerhart and Fang, 2015). Today, praise is used as a technique that comes to mind as an instrument to stimulate positive behavior in the organization. Until now, it is believed to offer inspiration to employees, build confidence, and assemble a relationship between the supervisor and the employee (Roskam *et al.*, 2016). Within the organization, this would have intended to express the positive influence of the supervisor. It goes beyond the level of basic input, which can be unbiased, negative, or positive (Dave, Dotson, Cazier, Chawla, & Badgett, 2011; Munir, & Lodhi, 2016) makes a qualification among recognition and inspiration. Praise differs from a tyrant approach, which brings down confidence and incites problematic conduct with the result more critical than the procedure. Support is the fortification of exertion or procedure, reliable with the perspective of a democratic supervisor. The support centers around quality stay away from rivalry and create better-behaved employees. Brassart, Schelstraete, and Roskam, (2017) concurs that praising effort instead of performance advances chance taking. Therefore, employees who receive praise from supervisors and colleagues are likely to use their instinct to take chances that would enhance their contribution to the organization.

Acknowledgment

Acknowledgements are the third intangible dimension of extrinsic rewards. Acknowledgement is the identification of an employee's performance by verbal gratitude (Munir and Lodhi, 2016). This kind of rewards can take the nearness of being formal, for instance meeting or information, for example, a "pat on the back" to support employee's confidence and satisfaction that will result in additional contributing endeavors (Sweis *et al.*, 2018).

1.3 The Relationship between Creativity-Contingent Intrinsic Rewards and Employee Creativity

In the work environment, creativity-contingent intrinsic or intrinsic rewards for creativity directly originate from the activity itself and, usually, express sense of satisfaction, achievement, enjoyment, challenge, achievement, and individual professional development (Eisenberger & Byron, 2011; Hendijani, Bischak, Arvai, & Dugar, 2016). Intrinsic rewards, which create intrinsic motivation of employees, are useful for employee creativity.

Consequently, intrinsic rewards tend to influence the employee's task motivation, bringing about insistent task endeavors (Sweis *et al.*, 2018). When individuals receive intrinsic rewards, they are stimulated to put in more effort and perform better, as intrinsic rewards advance top-to-bottom job processing and persistence (Bidee *et al.*, 2013). Based on Poch and Martin (2015), once employees receive intrinsic rewards, they showed enhanced commitment to their job and they acquired sense of direct satisfaction of the psychological basic needs.

1.4 The Relationship between Creativity-Contingent Extrinsic Rewards and Employee Creativity

Creativity-contingent extrinsic rewards or extrinsic rewards for creativity are the work and relate to those having concrete, noticeable, and effectively quantifiable qualities. These rewards include tangible incentives such as financial payments and bonus, and intangible incentives such as advancements, fringe benefits, verbal praise, social approval, acknowledgement, and time off or leave as ways of compensation, which provide by administrative, supervisors, and colleagues (Byron & Khazanchi, 2012; Malik *et al.*, 2015). Extrinsic rewards for creativity, including bonuses, promotions, and incentive pay, work as diverse information that animates subjective and full of feeling alterations in employees and coordinates their consideration to creativity (Zhang *et al.*, 2015). Extrinsic motivation alludes to the desire to play out an activity to achieve a result other than the action itself (Poch and Martin, 2015). Rewards that prompt extrinsic motivation between people are named as extrinsic rewards (Yoon, & Choi, 2010). Employees will show creativity most of the time when their organization flags that creativity is required and reinforced by giving motivating forces to creativity (Chen *et al.*, 2012). Turner, (2017) indicate that employees' desire for a reward for higher performance their creativity by inspiring got freedom and performance weight that advance motivation. Furthermore, extrinsic rewards for creativity established the desire for the role for employees, as indicated by which they would probably perform creatively with the end goal of showing predictable behavior (Zhang *et al.*, 2015). In the same vein, Chen, Williamson, and Zhou, (2012), Turner, (2017) and Poch and Martin, (2015) demonstrated that when employees anticipate that their creativity will be comprehended via different extrinsic rewards, they would show a larger amount of creativity in the working environment.

Conclusion

In conclusion, the study findings revealed that there is a positive link between extrinsic and intrinsic rewards for creativity and creative behavior. However, the positive effect of intrinsic rewards on employee creativity is relatively stronger when compared with the positive effect of extrinsic rewards on employee creativity.

The positive meaning of extrinsic rewards on creativity is at the core of reinforcement theory (Skinner, 1938) and expectancy theory (Vroom, 1964). Skinner (1938) state that the important perspective of expectancy theory originated from the reinforcement prospect that supports the effective idea of human nature and accepts that outer reinforcements, which can support any dimension behavior, including power, period, variability, and innovation. This view upholds that extrinsic rewards support employee exertions in an expected way and stimulate changes of behavior to creativity when the perceived rewards are dependent on creativity (Eisenberger, Rhoades, & Cameron, 1999). Evidence on rewards demonstrate that financial incentives used

as a driver of individuals' expected behavior and attitude can be favorable to different organizations working and usefulness (Lazear, 2000; Victor, 2012). Based on the ideas as shared by Byron and Khazanchi, (2012) creativity contingent extrinsic rewards positively associate with creative behavior through drawing an instrumentality notion.

On the other hand, the positive effects of intrinsic rewards on employee creativity also reinforced the idea of self-determination theory (Deci & Ryan, 2002) as well as cognitive evaluation theory (Deci & Ryan, 1985). Self-determination theory posits that intrinsic rewards increase employee job quality by enhancing their degree of freedom in the workplace environment (Gagne' & Deci, 2005). Thus, although self-determination theory is an extension of cognitive evaluation theory, based on the informational aspect of this theory, some scholars have also proposed that individuals are motivated intrinsically when they desire intrinsic rewards; therefore, they emphasize more on intrinsic rewards that increase their creativity by enhancing their job satisfaction and autonomy (Baer, 2012; Putwain, Kearsley, & Symes, 2012). Regardless of prior evidences on how intrinsic rewards can enhance creative performance, current research established that intrinsic rewards for creativity are positively associated with creative behavior through shaping an enthusiasm and harmonious environment in the workplace (Chen *et al.*, 2012; Vansteenkiste *et al.*, 2006). Evidence on intrinsic rewards demonstrates that when individuals get intrinsic rewards, it influences them on their task motivation and further stimulates them to put more efforts and make better performance since intrinsic rewards advance top to the bottom job processing and persistence (Vansteenkiste, Lens and Deci, 2006). The analysis of findings in this study verify that intrinsic and extrinsic rewards maintain positive effects even if they were particularly aimed at creative performance.

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