Challenge—Research on Obstructive Stress, Self-Efficacy and Employee Creativity

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Abstract: Creativity helps to improve employee performance and enterprise core competitiveness. Therefore, under the prevailing work pressure, finding ways to improve employee creativity is crucial for enterprise development. Scholars have extensively discussed the relationship between work stress and employee creativity. The nature of work pressure itself -- challenge and hindrance can affect employees' work attitude and behavior through affecting their intrinsic motivation and thinking mode. Based on stress classification perspective, the paper discusses the challenge - not pressure influence on employees' creativity, through the regression analysis of 390 valid questionnaire data challenge - obstructive pressure effects on employees' creativity mechanism, as well as the mediating role of self-efficacy and competent to support the regulation of feeling and sense of supervisor support adjustment. Based on the two-dimensional structure of stress, this paper explores the influence mechanism of challenging stress and obstructive stress on employee creativity, focusing on the mediating role of creative self-efficacy and the moderating role of supervisor support. The results show that challenging stress has a significant positive impact on employee creativity, while hindering stress has a significant negative impact on employee creativity. Self-efficacy was a complete mediator between challenge-obstructive stress and employee creativity. Supervisor support weakens the effect of challenge-obstructive stress on self-efficacy. This paper discusses the theoretical contribution and practical value of this study, aiming to explore a new perspective of enterprise stress management and provide reference for enterprises to improve employee creativity.

1. Introduction

With the development of global economy, competition is increasingly intensified. In today's rapidly changing business environment, the survival and development of enterprises are inseparable from continuous innovation. As the main body of enterprise innovation activities, the innovation ability of employees is the key to the survival and development of modern enterprises. In order to adapt to the new environmental changes and gain competitive advantages, enterprises give more and higher job responsibilities and requirements to each employee, and the work pressure of employees is increasing.[1]Facing the social environment of fierce competition and the work pressure of high intensity and high load, there are great differences in employees' responses. The relationship between stress and creativity has long been debated. One view holds that there is a negative correlation between the two. The greater the stress, the lower the individual's creativity. Another view is that stress can promote creativity, and the two are positively correlated. The third view is that there is an inverted U-shaped relationship between the two, with either too high or too low stress being bad, and only the medium level of stress has the greatest impact on creativity. [2]

Scholars have extensively discussed the relationship between work stress and employee creativity. Cavanaugh et al. proposed that the relationship between work stress and work output depends on different characteristics of work stress, and classified work stress into challenging work stress and obstructive work stress according to the "good" and "bad" attributes of work stress. [3] Challenging work pressure includes heavy workload, pressing time pressure and complexity of work, etc. This

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type of pressure can be overcome in the view of employees, and has positive significance for individual growth and development. Obstructive work pressure includes organizational politics, role conflict, role ambiguity and job insecurity, etc. This type of pressure is difficult to overcome in the view of individuals, and will hinder the individual's development and goal achievement. The study of Hon et al. found that challenging pressure would motivate employees to show higher creativity; Employees who suffered from obstructive stress showed lower levels of creativity. However, there is no in-depth discussion on the mechanism through which these two kinds of work stress affect employee creativity.

The research shows that the nature of work stress itself -- challenge and hindrance, can affect employees' internal motivation and thinking mode, and then affect their work attitude and behavior. These two kinds of work pressure will have different impacts on employee creativity respectively. Then, under what circumstances can the positive impact of challenging work pressure on employee creativity be enhanced and the negative impact of obstructive work pressure on employee creativity be weakened. [4] Byron et al. (2010) proposed that it is necessary to investigate the relationship between specific types of stress and creativity, that is, previous inconsistent research conclusions may be solved by dividing stress into different types and tones. They also insist that new theoretical perspectives and corresponding empirical studies are needed to further reveal the internal relationship between stress and creativity in order to clarify the confused results of previous studies.[5]This study is based on cognitive theory, Bandur1982, integrated the literature on stress and creativity, and explored the differential impact of challenging stress and obstructive stress on employee creativity from the perspective of stress classification, as well as the mediating effect of self-efficacy and the moderating effect of supervisor support.

Based on the interactive theory of creativity (Woodman,Saywer, & Griffin,1993), we also believe that the impact of stress on self-efficacy and creativity may depend on employees' perception of fairness. According to this theory, creativity is the result of the interaction between individual factors and the situation. Challenging pressure comes from the job itself, such as workload, job requirements, and time pressure (Cavanaugh, Boswell, Roehling,& Boudreau, 2000).[6] The negative impact of such pressure on employees mainly comes from the uncertainty of input and return (Janssen,2004). Therefore, it can be speculated that the perceived matching of input and output (distributive equity) reduces the uncertainty of challenging stress, and thus may be more conducive to stimulating employees' self-efficacy and thus enhancing their creativity. Obstructive stress is mainly caused by organizational politics, bureaucratic habits, ambiguous roles and job insecurity (Cavanaugh et al., 2000; LePine, Podsakoff, & LePine, 2005). This stress undermines employees' sense of control and self-determination (LePine, LePine, & Jackson,2004; Zhang, LePine,Buckman, & Wei, 2014), and supervisor support increases employees' self-determination, which may be more conducive to stimulating employees' self-efficacy and thus enhancing their creativity.

(Lei Xinghui et al., 2015) Found the relationship between humble leadership behavior and employee creativity, and discussed the mediating effect of psychological safety and self-efficacy and the moderating effect of regulating focus from the perspective of psychological cognition and personality traits.[7] (Zhang Min et al., 2021) From the perspective of the positive impact of challenging stressors on employees' job remodeling, the mediating role of self-efficacy and promotion orientation is analyzed. The results show that challenging stressors positively affect job remodeling; The effect of self-efficacy and orientation promoting challenge stressors on job remodeling; Challenging stressors can affect job remodeling in two different ways. The research provides ideas for the organization and management of employees to effectively cope with the stress at work.[8] (Zhang Yongjun, 2015) Discussed the impact of challenge-blocking stress on employee creativity and the moderating effect of supervisor's perceived support from the perspective of stress classification. [9] (Zhang Yong et al., 2018) Based on social cognition theory, self-efficacy is assumed to be the mediating mechanism connecting stress and creativity. The analysis shows that the impact of challenging stress on self-efficacy and creativity depends on the perceived distributive justice of employees, and the blocking stress has a significant damaging effect on self-efficacy and creativity, and procedural fairness helps to buffer the damaging effect of blocking stress on self-efficacy and

creativity. [10]

Based on the above analysis, this study takes different stressors of different nature as the starting point to explore the impact of challenging and obstructing stress on employee creativity. Secondly, the mediating role of self-efficacy in the relationship between challenge-obstructive stress and employee creativity was studied. Thirdly, the moderating effect of supervisor support on challenge-obstructive stress and self-efficacy was analyzed. Finally, the theoretical contribution and practical value of this study are discussed in order to explore a new perspective of enterprise stress management and provide reference for enterprises to improve employee creativity.

2. Literature Review and Research

2.1. Challenging Stress and Obstructive Stress and Employee Creativity

Cavanaugh et al. (2000) put forward the concept of "challenge-obstructive stress" and distinguished the pros and cons of stress. According to "good" and "good" stress, it can be divided into two types: challenging stress and obstructive stress. Challenging work stress is often associated with high job demands and job opportunities. [3] When the leader gives a chance to play their ability to work and high responsibility, etc, while employees feel strong stress, however, due to employees perceive their own responsibility, will produce a strong intrinsic motivation, produce strong interest to work and thus stimulate curiosity, and guide employees to constantly find new methods and new problems, Motivate employees to think positively and work in new ways. At the same time, perceived support makes employees fully engaged in their work, strive to achieve higher goals, and increase their own happiness. According to intrinsic motivation theory, total commitment to work and increased pleasure will lead to the improvement of employees' creativity. Obstructive work stress is often related to role conflict, role ambiguity, organizational politics and concern for work safety. [10] When employees face obstructive work pressure, they often pursue only to meet the minimum requirements of the work, and even try to avoid their responsibilities, and refuse to pay extra efforts and actions. At the same time, when employees focus on the possible harm caused by work pressure, they will naturally use their own experience and resources to avoid such possible harm, resulting in low level of internal motivation and low level of creativity. Based on the above analysis, the following hypotheses are proposed:

Hypothesis 1a: Challenging job stress is positively correlated with employee creativity.

Hypothesis 1b: Obstructive job stress is negatively correlated with employee creativity.

2.2. Mediating Effect of Self-efficacy

Social cognitive theory emphasizes that self-efficacy is the key factor connecting external environment and individual behavior. Self-efficacy refers to an individual's confidence or belief in his ability to successfully complete a task (Bandura,1982). Bandura(2001) believes that unless people believe that they can achieve the desired results and avoid negative consequences through their actions, they will not have any motivation to do or persevere in the face of difficulties. [11]According to social cognitive theory, enhanced self-efficacy is an important motivation for individuals to set up and continuously strive to cope with challenges. Individuals with high self-efficacy are more likely to set challenging goals to change the status quo and generate new and useful creative ideas and abilities. [12] A large number of studies have also confirmed that self-efficacy has a positive predictive effect on creativity (Liao, Liu, & Loi,2010; Tierney & Farmer, 2002).

Tierney and Farmer (2002) put forward the concept of creative self-efficacy on the basis of integrating the theory of self-efficacy and the theory of creativity, which refers to an individual's belief in whether he or she can achieve innovative results. Innovation activities are full of risks and uncertainties, which require a continuous internal drive to ensure its successful completion, and creative self-efficacy has been proved to be such a driving force. Challenging stress positively predicted creative self-efficacy, while hindering stress negatively predicted creative self-efficacy. Previous studies have shown that creative self-efficacy often acts as a bridge in innovation activities. Challenging stress may positively affect employees' creative self-efficacy, while hindering

stress may negatively affect employees' creative self-efficacy by decreasing employees' creative self-efficacy. Based on the above analysis, the following hypotheses are proposed:

Hypothesis 2a: Self-efficacy mediates the relationship between challenging stress and employee creativity.

Hypothesis 2b: Self-efficacy mediates the relationship between obstructive stress and employee creativity.

2.3. The Moderating Effect of Supervisor Support

Head Support is derived from the study of Perceived organizational Support, is refers to the individual contributions to Supervisor sure I, concerned about their well-being of the whole faith (Perceived Supervisor Support). [17]In practice, since the line supervisor is the spokesperson of the organization, the implementor of the organization's policies and measures, and interacts and communicates frequently with employees, employees are more dependent on the supervisor for obtaining work information and feel more direct support, help and care from them. When a higher level of supervisor support is perceived, employees will feel a sense of obligation to their supervisor for the sake of reciprocity, and will reciprocate through positive work attitudes and behaviors. It has been proved by many studies that supervisor's supportive behavior can promote employees' innovative behavior and creativity.[13] For challenging pressure, the guidance and help provided by supervisors make individuals have more resources to deal with pressure, reduce the uncertainty of events or situations, and increase the reality of future benefits. Supervisors' attention, affirmation, encouragement and care for themselves can also further improve individuals' initiative, sense of competence and sense of efficacy in coping with stress.[14] Thus, individuals will show higher levels of creativity driven by the dual drive of high performance and future gain. For obstructive pressure, supervisor support, and help increase the individual to cope with stress resources, encourage individual change original evasive attitude, have confidence and determination to overcome difficulties, and is willing to invest a certain amount of time and energy at work, thinking, exploration and looking for some innovative ideas and the solution. Based on the above analysis, the following hypotheses are proposed:

Hypothesis 3a: Supervisor support will strengthen the positive correlation between challenging pressure and self-efficacy, that is, when the employee's supervisor support is high, the relationship between challenging pressure and self-efficacy is more significant.

Hypothesis 3b: Supervisor support will weaken the negative correlation between obstructive stress and self-efficacy, that is, when the employee's supervisor support is low, the relationship between obstructive stress and self-efficacy is more significant.

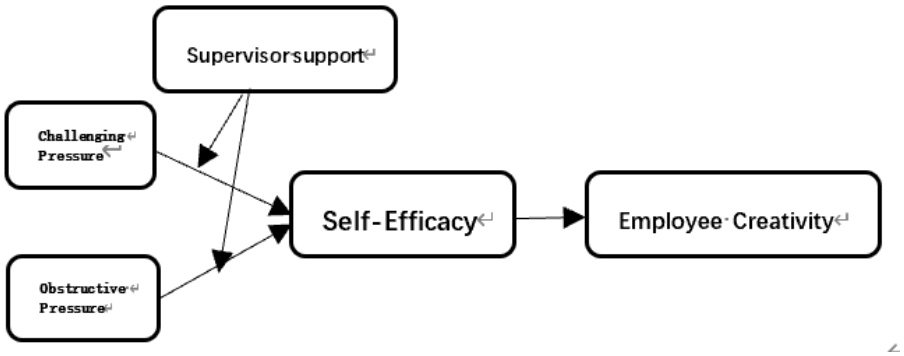

Figure 1 The impact model of challenge-obstructive stress on employee creativity moderated by supervisor's perceived support.

3. Research Methods

3.1. Sample Selection and Data Collection

Starting from 2019, questionnaires were distributed to employees of IT, manufacturing and other

enterprises in Fujian, Guangdong, Zhejiang, Jiangsu, Shanghai and other regions, mainly measuring challenging and blocking stress, supervisor support, demographic variables and other information. A total of 435 sets of questionnaires were distributed, and 390 valid questionnaires were recovered.

3.2. Measurement of variables

In order to ensure the reliability and validity of the questionnaire, this paper mainly adopted the scales used in existing foreign literature in the selection of measurement tools, and made appropriate adjustments according to the research purpose and research background. Liker level 5 classification measure was used to evaluate the responses of subjects to each item.

(1) Challenge-blocking stress scale: The scale developed by Cavanaugh et al. Among them, challenging stress includes 6 topics, such as "TIME urgency I experience"; There are five categories of obstructive stress, such as "Inability to clearly understand your work standards." Likert 5 subscale was used in the questionnaire, with 1 ~ 5 representing "no pressure", "some pressure", "uncertain", "relatively pressure" and "very pressure" respectively. Cronbach' sa coefficients were 0.837 and 0.811, respectively.

(2) Self-efficacy scale: Questionnaire of Tierney and Farmer(2011) was adopted. I am confident in my ability to work. I think I am good at using new methods to solve problems. In this study, the overall Cronbach's sa coefficient of the scale was 0.815.

(3) Employee creativity scale: It adopts the creativity scale developed by Zhou and George, with 13 items in total, such as "I will suggest new methods to achieve work goals". This scale has been proved to be very effective in many studies and is widely used. In this study, the overall Cronbach'sa coefficient of the scale was 0.861.

(4) Supervisor's feeling of support Scale: The supervisor's feeling of support questionnaire developed by Eisenberger et al. was used to select the four items with the highest load and replace "organization" with "department head", for example, "Department head cares about me". In this study, the overall Cronbach's sa coefficient of the scale was 0.889.

(5) Control variables. Previous studies have pointed out that individual difference may be one of the influencing factors of employee creativity. In this study, age, education level, job title and working years were taken as control variables to exclude possible alternative explanations and ensure the validity and objectivity of the research results.

3.3. Statistical Methods

SPSS21.0 and AMOS17.0 software tools were used in this study. The analysis was as follows: (1) Scale validity was investigated by using confirmatory factor model fitting index; (2) The mean value, standard deviation and correlation coefficient of each variable were tested by bivariate correlation analysis; (3) Hierarchical regression was used to examine the correlation between challenging and obstructive stress and employee creativity, the mediating role of self-efficacy and the moderating role of supervisor support.

4. Research Results

4.1. Common Method Bias Test and Confirmatory Factor Analysis

The sample data used in this study are all provided by the same envoy, which may lead to the problem of common method deviation. Therefore, in the research process, this paper reduces the common method bias by ensuring the anonymity of the survey and improving the items in advance. In this paper, SPSS21.0 was used for Harman single-factor test, and the results showed that the extracted variance of the first principal component could explain 31.65% of the total variance, less than 50%, indicating that there was no serious common method bias in the sample data.

4.2. Validation Factor Analysis

In this paper, Amos17.0 was used to conduct confirmatory factor analysis on challenance-blocking stress, creativity and perceived supervisor support, and the results are shown in Table 1. It can be seen from Table 1 that the fitting indexes of validity validation factor model of each scale have reached an

acceptable level.

Table 1 Confirmatory factor analysis results of the scale. (N = 390)

Scale	x^2 / df	RMSEA	GFI	AGFI	NFI	IFI	CFI
Challenging Pressure	2.913	0.069	0.964	0.965	0.971	0.963	0.914
Obstructive Pressure	2.365	0.068	0.951	0.968	0.949	0.973	0.964
Self-Efficacy	2.982	0.071	0.963	0.938	0.955	0.981	0.953
Employee Creativity	1.963	0.065	0.9671	0.944	0.953	0.974	0.984
Supervisor Support	2.635	0.063	0.976	0.913	0.964	0.936	0.958

4.3. Description Statistics

The descriptive statistical results of the study variables are shown in Table 2. Challenging stress is significantly positively correlated with employee creativity and self-efficacy; obstructive stress is significantly negatively correlated with employee creativity and self-efficacy; supervisor support is significantly positively correlated with employee self-efficacy, which provides preliminary support for the research hypothesis.

Table 2 Descriptive statistical results and correlation matrix. (N = 390)

Variable	Mean	Standard	1	2	3	4	5	6	7	8	9
Age	2.88	1.45	-								
Education	3.15	0.48	-0.11 **	-							
Education level	1.34	0.76	0.21 **	0.13	-						
Working years	3.17	1.27	0.24 **	0.16	-0.21 **	-					
Challenging Pressure	3.11	0.67	-0.13	0.17	0.21	-0.15	-				
Obstructive Pressure	2.16	0.74	-0.17	-0.74	0.16	-0.09	0.31 ***	-			
Self-Efficacy	3.58	0.66	0.11 **	-0.21	0.35 **	-0.17	0.43 **	-0.32 **	-		
Employee Creativity	3.69	0.79	0.14	0.04	0.23 *	0.36	0.25 **	-0.17 **	0.66 **	-	
Supervisor Support	3.15	0.41	0.18	0.32	0.16 **	0.09 **	0.21	0.31 **	0.24 **	0.39 **	-

Note: *** p <0.001, ** p <0.01, * p <0.05.

4.4. Hypothesis Testing

Hierarchical regression was used to verify the mediating effect of self-efficacy on the relationship between challenge-obstructive work stress and employee creativity, as shown in Table 3. As shown in Table 3, after controlling variables such as age, education level, job title and working years, challenging stress is positively correlated with self-efficacy ($\beta = 0.341$, $P < 0.001$). Obstructive stress was negatively correlated with self-efficacy ($\beta = -0.235$, $P < 0.001$). When control variables and challenged-obstructive stress factors were added into Model 5 and Model 7, the results showed that challenged-obstructive stress had a significant positive predictive effect on employee creativity ($\beta = 0.236$, $P < 0.001$). Hindering stress significantly negatively predicted employee creativity ($\beta = -0.187$, $P < 0.001$), thus confirming hypothesis 1. Model 6 and Model 8 tested the relationship between self-efficacy and employee creativity, and the results showed that self-efficacy was positively correlated with employee creativity ($\beta = 0.587$, $P < 0.001$; $\beta = 0.514$, $P < 0.001$). After completing the first three steps to test the mediating effect, control variables and challenge-obstructive job stress and self-efficacy were added into Model 6 and Model 8. The results showed that challenge-hindering stress had no significant effect on employee creativity ($\beta = 0.109$, $P > 0.05$; $\beta = -0.213$, $P > 0.05$), suggesting that self-efficacy was a complete mediator between challenge-obstructive job stress and employee creativity. From this, assumptions 2a and 2b are supported. In order to avoid the negative effects of multicollinearity among variables, all variables were treated with mean centralization in this study, and the interaction variables were replaced by the product term of independent variable and moderating variable after centralization. Using the three-step test method of adjusted regression

analysis, the specific analysis results are shown in Table 3. First, add the control variable (M1); Then, adding the main variable (M2) of challenging pressure and supervisor support, the study found that both had significant effects on self-efficacy (β = 0.156, P < 0.001; β = 0.116, P < 0.001), and the explanatory effect of self-efficacy was significantly enhanced (△R2 = 0.166, P < 0.001). Finally, the interaction term of challenging stress and perceived supervisor support (M3) was added. The results showed that perceived supervisor support had a significant moderating effect on the relationship between challenging stress and perceived supervisor self-efficacy (β = -0.208, P < 0.05). This indicates that perceived supervisor support plays a negative moderating role between challenging stress and perceived self-efficacy, and perceived supervisor support weakens the relationship instead of enhancing it, so hypothesis 3A has not been verified. Similarly, two main variables (M4), obstructive stress and supervisor support, were added into the control variables respectively. The study showed that both had significant effects on self-efficacy (β = -0.217, P < 0.001; β = 0.145, P < 0.001), and the explanatory effect of self-efficacy was significantly enhanced (△$\mathbf{R^2}$ = 0.219, P < 0.001). Finally, the interaction term between obstructive stress and perceived supervisor support (M5) was added. The results showed that perceived supervisor support had a significant moderating effect on the relationship between obstructive work stress and employee creativity (β = 0.213, P < 0.05), so hypothesis 3b was verified.

Table 3 Regression analysis results. (N = 390)

Variable	Self-Efficacy			Employee Creativity				
	M 1	M 2	M 3	M 4	M 5	M 6	M 7	M 8
Age	0.031	0.045	-0.036	0.021	-0.037	-0.018	-0.016	-0.034
Education	-0.101	-0.123	-0.069 *	-0.021	0.033	-0.041	-0.034	0.016
Education level	0.138 * *	0.107 * *	0.106 * *	0.116 * *	0.161	0.119	0.091 *	0.037
Working years	0.034 *	0.018 * *	0.027 *	0.033	0.029 *	0.018	0.017 *	0.024
Challenging Pressure		0.341 * * *		0.236 * * *	0.109			
Obstructive Pressure			-0.235 * * *				-0.187 * * *	-0.213
Self-Efficacy						0.587 * * *		0.514 * *
$\mathbf{R^2}$	0.092	0.214	0.218	0.121	0.214	0.269	0.162	0.432
△$\mathbf{R^2}$	0.115 * * *	0.148 * * *	0.217 * * *	0.316 *	0.111 * * *	0.216 * *	0.119 * *	0.276 * * *
F	7.144 * * *	17.658 * *	16.341 * * *	12.319 *	7.646 * * *	25.331 * * *	10.615 * * *	30.216 * * *

Note: * * * p <0.001, * * p <0.01, * p <0.05.

5. Conclusions and Enlightenment

5.1. Conclusion

(1) The relationship between challenge-obstructive stress and employee creativity. There is a positive correlation between challenging stress and employee creativity, that is, when employees face challenging stress, they will feel the great responsibility on their shoulders and put more energy into it. Therefore, they are likely to break the traditional way of problem solving and show a high level of employee creativity. On the contrary, when employees face obstructive pressure, they tend to distract their energy and attention, and may not realize the importance of the work they are engaged in, thus reducing the level of internal motivation, which is not conducive to the stimulation of employees' creativity.

(2) Job involvement played a completely mediating role between challenge-obstructive stress and employee creativity. When faced with challenge and pressure, employees believe that their personal performance level has a significant impact on their self-worth, which enhances their sense of identity with work and enables them to focus more on work from the heart without being disturbed by external factors, thus contributing to the improvement of creativity. When faced with obstructive stress,

employees are tired of coping with work pressure, and their recognition and enthusiasm for work are reduced. Their work involvement level is not high, and they tend to choose negative ways to cope with work, which is not conducive to the generation of employees' creativity.

(3) The moderating effect of perceived organizational support on challenging stress and job involvement. When perceived organizational support was high, the positive correlation between challenging stress and job involvement was weak. When perceived organizational support is low, the positive correlation between challenging stress and job involvement is strong, which is inconsistent with the research hypothesis. This indicates that when there is challenging stress, the higher organizational support is not the better -- organizational support can regulate the positive relationship between challenging stress and job involvement, but with the increase of perceived organizational support, the degree of job involvement decreases.

Based on the two-dimensional structure of stress, this paper explores the influence mechanism of challenging stress and obstructive stress on employee creativity, focusing on the mediating role of creative self-efficacy and the moderating role of supervisor support. In this process, the main conclusions are as follows: First, challenging stress positively affects employee creativity, while impeding stress negatively affects employee creativity; Secondly, creative self-efficacy partially mediated the relationship between challenging stress and impeding stress and employee creativity. Finally, when supervisor support is high, the positive relationship between challenging stress and self-efficacy is weak. When supervisor support was low, challenging stress had a strong positive relationship with self-efficacy. When supervisor support was high, the negative relationship between obstructive stress and self-efficacy was weak. When supervisor support was low, the negative relationship between obstructive stress and self-efficacy was strong.

5.2. Enlightenment

(1) Classified management of pressure. Organizations should actively classify and treat stress differently. Work burdens, job demands, time pressures, etc., which can be overcome from the work itself, can be appropriately advocated and encouraged. Organizations should avoid as much as possible organizational politics, role conflict, role ambiguity and work insecurity and other impeding pressure. This type of stress is perceived by individuals as insurmountable and hinders development and achievement of goals.

(2) Coordinate the two types of pressure. According to the classification of pressure, the organization should reasonably match the two types of pressure according to the impact of the two types of pressure on employees. The organization should improve the proportion of challenging pressure, and actively play the positive role of challenging pressure on employees' creativity. Organizations should minimize the proportion of obstructive stress that has a negative effect on creativity.

(3) Focus on individual factors. Individual factors of organization members include age, education level, working years, etc., which have a certain impact on employees' work enthusiasm. The individual factors of employees reflect individual differences. The organization should classify and manage employees according to individual factors and timely discover the impact of individual factors on employees' creativity.

(4) To construct employees' sense of self-efficacy. In addition to managing stress, organizations should pay attention to the internal factors that affect employees' creativity. Organizations should construct employees' sense of self-efficacy from four aspects: social persuasion, psychological state, substitution experience and successful experience, and give play to the mediating factors of employees' internal factors on employees' creativity to improve employees' creativity.

(5) Give full play to the role of supervisors. The organization should actively play the regulatory role of supervisors. Organizations should start from the support, care and affirmation of supervisors, increase the number of interactions and exchanges with employees, so that employees can feel the support, help and care of supervisors and become more dependent on supervisors. Employees can feel the supervisor's attention, affirmation, encouragement and care for them, which can further improve the individual's initiative, sense of competence and sense of efficacy in coping with pressure.

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