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The Effects of Leadership Styles on Organizational Innovation in Universities in Indonesia and Malaysia

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Abstract

One of the important factors for higher education institutions is to achieve global university rankings, and creativity in academic faculty could contribute towards achieving this. This necessitates academic leadership to encourage creativity as one of the core competencies in order to meet the indicators of performance standards. This research aimed to analyze the effect of behavioral leadership, intrinsic motivation on individual creativity. It also examined the effect of leadership style and individual creativity on organizational innovation. The target population were the faculties of economics from two Islamic state universities in Indonesia and Malaysia. The sample of the study was 248 academic faculty members. Data were collected by questionnaires and analyzed using the Partial Least Square (PLS). The results showed that behavioral leadership directly affects organizational innovation ($\beta = .38; p = .00$); individual creativity affects organizational innovation ($\beta = .35; p = .02$); and intrinsic motivation mediates the effect of behavioral leadership on individual creativity ($\beta = .39; p = .00$). However, individual creativity was not found to mediate the effect of behavioral leadership on organizational innovation ($\beta = .14; p = .23$). The findings from this research could be applied to enhance organizational innovation by developing intrinsic motivation, and individual creativity among faculty members in higher education, and creating a favorable work environment.

The academic world and educational institutions need to be more creative to survive, compete, and become a pioneer for others. In the 21st century, innovation is important for universities' success to gain a competitive advantage. Considering rapid economic, social, and technological transformations, universities demand to balance their role as intellectual centers relevant to the social environment (Secundo & Passante, 2017). Therefore, organizations need to answer these challenges by utilizing effective and competent human resources to increase competitive advantage between universities (Yusof, 2011).

Leaders must be able to generate creative ideas and involve lecturers to stay motivated and work optimally (Tu et al., 2019). Furthermore, adapting and coping with a changing environment makes creativity and innovation the main performance indicators of higher education success. Therefore, the creativity of lecturers becomes the standard of university performance to face competition (Belleflamme &

Peitz, 2015; Shalley & Gilson, 2004). Creativity has considered to be a key driver of an organization's innovative potential and its subsequent viability in competitive market (Aleksic et al., 2017).

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In the organizational context, creativity is the prerequisite for an organization's innovation, effectiveness, and long-term survival and facilitates an organization's adjustment to shifting environmental conditions and to take advantage of emerging opportunities. Employees are more engaged in creativity if the organization emphasizes creativity as valuable to the organization, communicates these values and institutes a culture that reinforces these values, while creativity is managed (Santosa et al., 2022). Although the appropriate aspect for creativity includes many factors, one of the main factors is leadership support for creativity (Amabile & Pratt, 2016). Organizations need leadership for optimal effectiveness, inspire organizational members to want to achieve the visions (Robbins & Timothy, 2011). Most lecturers are not involved in organizational change activities towards the desired goals due to changing demands and challenges of the times (Morrison & Milliken, 2000). These conditions promote organizational innovation by stimulating intrinsic motivation and influencing lecturers' creativity to provide a favorable work environment (Shin & Zhou, 2003; Williams et al., 2017; Yusof, 2011). This is because leadership is a management function and has a substantial role in increasing organizational innovation (Adeel et al., 2019).

The Ministry of Research, Technology, and Higher Education of the Republic of Indonesia (number 142/M.Kpt/2019) decreed that the indicators of higher education performance towards superior accreditation indicate the existence of superior research quality in supporting the context of global higher education. Universities must have an international reputation that contributes to the global community. A university's vision and mission determine these aspects, oriented towards international reputation, including generation and dissemination of knowledge through scientific research, teaching, collaborative activities, and international publications (Guthrie & Dumay, 2015; Secundo & Passante, 2017). The synergy between academics and practitioners improves the quality of learning and the output of graduates. Cooperation with domestic and foreign universities in the top 1000 rankings improves the international reputation.

Previous research showed leadership as a major source for promoting individual creativity (Kundu et al., 2019; Zhang et al., 2018). However, there are still unclear issues regarding the effect on individual creativity, such as the generation of an organizational climate for a more creative work process (Zhang et al., 2018), as well as the determinants of organizational innovation (Hughes et al., 2018; Javed et al., 2018). Ossai (2021) revealed that leadership style does not affect organizational innovation. On the other hand, Muenjohn et al. (2021) found significant correlations between leadership with organizational innovation. Various contradictory results about the relationship become a gap to examine the effect of leadership on organizational innovation directly or with mediating variables. The novelty lies in the mediating role of intrinsic motivation and individual creativity. Therefore, this research is based on the main hypothesis that individual creativity mediates the effect of behavioral leadership on organizational innovation in higher education institutions (Kundu et al., 2019; Shafique et al., 2020).

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There are some limitations of previous studies that examine leadership styles relationships with organizational innovation. Although Muenjohn et al. (2021) and Shafique et al. (2020) found significant correlations between leadership and organizational innovation, research findings are inconsistent, leadership styles have no direct effect on organizational innovation, but rather through individual perceptions of the organization. Because the study of behavioral leadership and organizational innovation is still limited, this study uses Alblooshi et al. (2021) and previous empirical studies to explain organizational innovation, propose a framework on behavioral leadership, intrinsic motivation as an individual source of organizational innovation, and mediation of individual creativity, with the goal of integrating behavioral leadership and organizational innovation in a mediation framework. This model development is believed to help fill the gap in the literature about behavioral leadership, organizational innovation, and individual creativity in higher education. This will assist the organization in better

understanding the role of behavioral leadership and individual creativity in improving organizational innovation, which will increase overall performance.

Literature Review

One common thread runs through the functions, roles, skills, and activities management in universities, each recognized the paramount importance of managing people. So, a leader in higher education must develop their people skills to be effective and successful, for the purpose of applying such knowledge toward improving effectiveness in universities. Leadership is considered as one of the important elements in universities success where a leader can influence the behavior and actions of human resources and at the same time achieve organizational goals (Junusi et al., 2021; Osman, 2020). This section covers the literature review on organizational behavior includes the core topics of leadership styles, behavioral leadership, motivation, individual creativity, and organizational innovation. Based on findings from past studies and theoretical reviews, the conceptual framework of this study was developed.

Behavioral and Organizational Innovation

Organizations not only care about improve their current processes and offerings but also by discovering potential opportunities for improvements that strengthen and maintain their position (Alblooshi et al., 2021). To continuously improve performance and stay competitive in difficult conditions environment, organizations must innovate and change their routines (Scheepers & Storm, 2019). Leadership is one of the main determinants of organizational innovation and plays an important role important role in determining the level of support dedicated to innovation in an organization. Leadership is the ability to influence a group toward the achievement of a vision or set goals. Behavioral leadership is the theory that proposing specific behaviors differentiate leaders from non-leaders. According to Blake and Moulton (1996), the different behavior dimensions would lead to the following managerial behaviors: Concern for people – People orientation. The first behavior examines the leaders' approach or concern for people. This includes consideration for team members' needs, interests, or personal development. Concern for results – task orientation. The second behavior examines the leader's approach to results or the tasks ahead. This would be the focus on the objectives, the efficiency of accomplishing them, and maintaining high productivity. When you are deciding on a task, you'd emphasize these points as the key to the proper accomplishment of goals. Both leadership styles might be argued to be positively related to organizational innovation (Rosing et al., 2011).

Leadership and innovation are topics of interest among scholars and practitioners which can have a significant impact on competitive advantage and the organization performance. Leadership is a process of influencing members within an organization by merging creativity and innovation. Leadership is not only a matter of getting a position or power but also of the interaction and communication with the members. A leader has the ability to work effectively and use the knowledge he/she has to influence others (William et al., 2017). The creativity of leaders and lecturers plays a crucial role within a higher institution (Supriyanto & Ekowati, 2020). For an organization to be innovators must have supportive leadership, meaning they have leaders who possess a set of leadership characteristics, including being a good designer, master, mentor, challenger, and integrator, and have a clear and sustainable shared vision (Liao et al., 2017).

Leadership is one of the important determining factors because it triggers the innovation process by introducing new ideas to members. In this study, leadership styles behaviors are designed to stimulate individual and team innovation. Muenjohn et al. (2021) investigating the relationship between leadership and innovation. Shafique et al. (2020) stated that leadership is one of the most important factors that determine organizational innovation because it triggers the innovation process by introducing new ideas to organizational members. Organizational innovation requires leadership that promotes creativity and provides the need to innovate (Liu et al., 2020). Therefore, the proposed hypothesis is:

H1: Behavioral leadership affects organizational innovation.

Behavioral Leadership and Individual Creativity

In the literature, leadership is defined both on the basis of personal traits and behaviors, relationships with followers and interactions with other stakeholders, administration position or perception of others (Alblooshi et al., 2021). Leadership can be defined as a group-based process involving encouragement to achieve a certain goal, to inspire and encourage creative thinking (Kwon & Cho, 2016). Each process changes in organizations are driven primarily by their leaders, who must be committed to creating and support the necessary changes and the necessary resources (Alblooshi et al., 2021).

Leadership motivates subordinates to share knowledge through a reasonable procedure and bring new ideas into the workplace to increase creativity (Zhang et al., 2018). According to Tu et al. (2019), competitive advantage help leaders to generate creative ideas to work optimally because it creates pressure. Kundu et al. (2019) suggested that leadership is the main source to promote individual creativity. Therefore, the proposed hypothesis is:

H2: Behavioral leadership affects individual creativity.

Individual Creativity and Organizational Innovation

Organizational innovation is the ability to generate and adopt new ideas or behaviors and is very important to increase productivity and improve business performance (Jia et al., 2018). Organizational innovation can be achieved by introducing new products, new organizational structures, new managerial practices, or changes in organizational culture (Alblooshi et al., 2021). Shafique et al. (2020) define organizational innovation as the creation of new products that are important and useful in organizational settings. Organizational innovation is defined as the company's tendency to produce new or better products and introduce these products to external organizations (Gumusluoglu & Ilsev, 2009; Zaitouni & Ouakouak, 2018). In the context of this study, therefore, it can be inferred that individual creative are those who identify opportunities for improvement or suggest solutions to problems. Particularly, such problems relate to organisational methods that better work for organizational practices, and external relations in the organisation. Moreover, creative lecturers transfer their new and useful ideas to other colleagues as well as considerably contribute to developing effective plans for implementing suggested new ideas (Nguyen et al., 2021).

Organizational innovation can be viewed from the perspective of organizational structure as an aspect related to the degree of centralization and formalization that affects the flow of innovative ideas, how to assign tasks among organizational members and how to make decisions. Organizational innovation can be seen from the perspective of organizational change as a practice to cope with market changes and overcome resistance to change (Scheepers & Storm, 2019). Organizational innovation can be influenced by various individual, organizational, and environmental variables (Alblooshi et al., 2021). Therefore, the proposed hypothesis is:

H3: Individual creativity affects organizational innovation.

Behavioral Leadership, Intrinsic Motivation, and Individual Creativity

The impact of behavioral leadership will make individuals intrinsically motivated to work on the task, which is characterized by their finding interest in their work, tends to look for new things and challenges to expand and train their capacities while exploring interest and learning (Ryan & Deci, 2000). Individuals who have intrinsic motivation are predicted to contribute actively, work optimally, and uphold the work ethic in the organization (Syahrul, 2020). Furthermore, one aspect that accommodates one's motivation intrinsically in work is behavioral leadership. Empirical evidence that supports this influence is explained by Tung & Chang (2011) which stated that leader attitudes and employee responses are two parts of perspective from leadership.

Intrinsic motivation is a psychological state in which a person works because he or she wants to, rather than because of external rewards or work-related pressures (Ryan & Deci, 2000). Employees' intrinsic motivation is boosted by autonomy, opportunities for self-direction, developmental feedback, and leadership support to perform tough and complicated tasks (Sinha et al., 2010).

Behavioral leaders give ongoing performance feedback, consideration, support task completion, information sharing, employee empowerment, and opportunities for self-development, and self-confidence (Shafique et al., 2020). When behavioral leaders explain to employees that they will be treated fairly, equally, and ethically in the completion of their responsibilities, it gives them a sense of autonomy, security, connectedness, and competence, which enhances intrinsic motivation (Shin & Zhou, 2003). An individual's level of intrinsic motivation is critical in identifying behaviors that can lead to creative job performance since intrinsic motivation determines what a person can and will do (Amabile, 1997). Individuals that are intrinsically motivated have a greater desire to explore their curiosity, learn new things, and seek new goals (Shafique et al., 2020).

Nazir et al. (2020) reported that leadership styles promote individual creativity. Leadership motivates individuals to generate new ideas in the workplace (Zhang et al., 2018). According to Seibert et al. (2011), leader affects employee behavior when supported by intrinsic motivation. Therefore, the proposed hypothesis is:

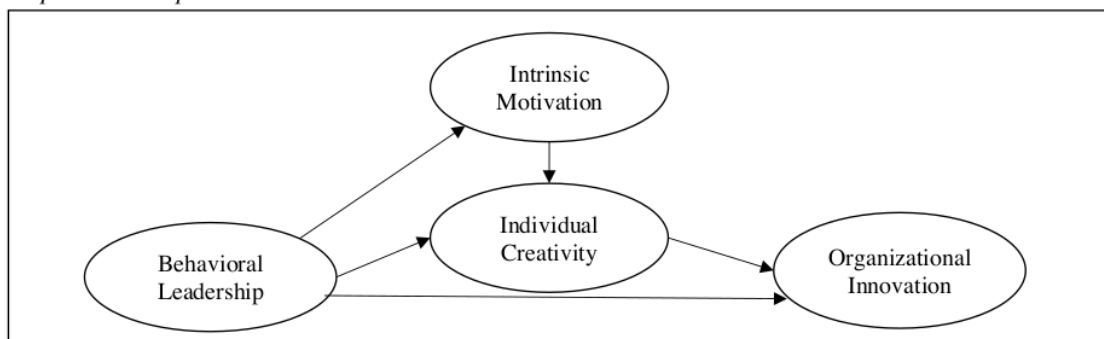
H4: Intrinsic motivation is a mediator of the relationship between behavioral leadership on individual creativity.

Behavioral Leadership, Individual Creativity and Organizational Innovation.

Amabile (1997) defines creativity as the development of original and appropriate ideas; the adoption and implementation of creative ideas is the first stage towards innovation. Creativity is self-autonomy and impacted by personal motivation as well as one's social environment. It necessitates inventiveness, knowledge, and task motivation (Alblooshi et al., 2021). Creativity is described as the desire to come up with new ideas or techniques for accomplishing a task (Liu et al., 2020). Employees must avoid the status quo and system-enforced habits in order to be creative. Employees with a creative mindset will respond to how well their ideas are supported by the company. Individual creativity adds to the organization's growth and success. Work autonomy, or employee independence, is critical for producing innovative ideas and achieving high performance (Liu et al., 2020).

Figure 1

Proposed Conceptual Framework



Individuals who are creative are frequently more interested in coming up with new ways to utilize existing processes or procedures (Shafique et al., 2020). As a result, the individual might be viewed as the organization's primary source of high-level inventive performance. Furthermore, these workers not only

produce innovative ideas but also carry out the essential planning to put them into action (Gumusluoglu & Ilsev, 2009). Creative personnel are more likely to act as role models and have an impact on their coworkers. New ideas from creative employees can also be transferred to other employees in the organization for development, which in turn can lead to the development and promotion of organizational innovation (Shafique et al., 2020). Furthermore, Tu & Lu (2016) revealed that creative ideas should be implemented into an innovation.

Creativity generates new ideas in carrying out tasks. Employees use these ideas based on suggestions from leaders (Chen & Hou, 2016). Therefore, employees feel secure, valued, and more creative with leaders who welcome new and innovative ideas (Chen & Hou, 2016). The hypothesis proposed is:

H5: Individual creativity is a mediator of the relationship between behavioral leadership on organizational innovation.

The Figure 1 shows the conceptual framework for the five proposed hypotheses.

Method

Participants

The study was categorized as explanatory research, since it determines the causal relationship between variables through hypothesis testing to draw causal conclusions of cause and effect between two or more variables (Sekaran & Bougie, 2016). The population was 655 lecturers at the faculty of economics and business in two State Islamic Universities in Indonesia and Malaysia. The researcher selected these faculties since they have MOU for international collaborative research and are members of Islamic Business and Economics Association. A sample frame was made for each of the university and proportional random sampling technique is applied to recruit participants for the study. The participants were asked to complete the survey by using paper format or electronically from October to early December 2021. Furthermore, 248 lecturers were used as samples but only 235 questionnaires were analyzed. The procedure of this study has been carefully reviewed and approved by the research ethics committee of the Rector of State Islamic University Maulana Malik Ibrahim Malang, Indonesia, (reference number 1145/2021: DIPA-025.04.2.423812/2021).

Instruments

This research collected the data using a questionnaire distributed to all respondents. The four variables of this study were behavioral leadership, intrinsic motivation, individual creativity, and organizational innovation. According to Blake & Moulton (1996), behavioral leadership consists of relationship and task behaviors. Behavioral leadership was measured by ten items scale developed by Blake & Moulton (1996). The sample items were “understand subordinates’ problems”, “setting performance goals”, “Work supervision”. Intrinsic motivation was measured by eight items adapted from Sinha et al. (2010) and Shafique et al. (2020). The sample items were “initiate or look for ways to help”, “improve knowledge”. Individual creativity was measured by six items by Nuzul (2018). The sample items were “work together”, “new methods of completing work”, “solves problems”. Organizational innovation was measured by ten items adapted from Tierney & Lanford (2016). The sample items were “Adaptable with technology” “ability to carry out research”, “research publication”, “research collaboration”.

A five-point Likert scale with anchors ranging from “1 = strongly disagree” to “5 = strongly agree” (Sekaran & Bougie, 2016) has been used in all other measurements (leadership styles, intrinsic motivation, individual creativity, organizational innovation).

Data Analyses

Descriptive statistical analysis is used to find out the frequency distribution of respondents' response from the research questionnaire and describe in depth the studied variables. Data is analyzed using Partial

Least Square (PLS), which is characterized as a technique suitable where the research purpose is a prediction or exploratory modeling. PLS is favored as a predictive technique and recommended at the early stage of theoretical development to test and validate exploratory models (Garson, 2016). Mediation test is conducted using the procedure developed by Sobel known as the *Sobel's test* (Ghozali, 2013).

Results

Demographic data of the respondents included age, gender, education, work duration, and academic position. Regarding the participants 48.9% are male and 51.1% are female. The majority (48.9%) of the respondent's age is between 40-50 years old. Respondents' education, on average, is doctor degree (51.9%). The sample consists of academic faculty members who have an academic position, such as the assistant professor (40.1%), associate professor (54.4%), and professor (5.5%). The duration of working for less than 5 years (17.0%), five to ten years (18.7%), and more than 10 years (64.3%).

As the authors intended to investigate the effect of behavioral leadership on organizational innovation through the mediating role of individual creativity. SMART-PLS was employed as an appropriate method to estimate the causal relationship by analyzing the result of questionnaires. This comprised the steps; creating a measurement model to evaluate the convergent validity of the constructs, followed by building a structural model to test and evaluate the effects. Discriminant validity using the square root of average extracted (\sqrt{AVE}). If the \sqrt{AVE} value of each latent variable is greater than the correlation with other variables, then the instrument is said to have good discriminant. Recommended measurement values must be greater than 0.5. The \sqrt{AVE} behavioral leadership (0.82), intrinsic motivation (0.76), individual creativity (0.82), organizational innovation (0.74). The value of the square root of the average variance extracted (\sqrt{AVE}) of all variables designed in this research is greater than 0.5, hence, the instrument is valid (Supriyanto et al., 2020).

The composite reliability scores of the variables were more than .70; behavioral leadership was 0.81, intrinsic motivation variable was 0.79, the individual creativity variable is 0.81, and the organizational innovation is 0.79. Therefore, the analyzed variables have good composite reliability because they are above 0.70 (Sani & Ekowati, 2020).

Structural Equation Modeling

Structural equation Modeling using PLS was performed to test five hypotheses, including direct and indirect or mediating effects. Table 1 shows the results of the described direct effects.

Table 1
Analyses of Direct Effects

	Variables	Coefficient	t statistics	p value	Conclusion
L	IO	0.38	3.65	0.00	Significant
L	IC	0.04	0.91	0.36	Non-Significant
IC	IO	0.35	2.20	0.02	Significant

Note. L = behavior leadership, IM = intrinsic motivation, IC = individual creativity, IO= organizational innovation

The first hypothesis regarding the effect of behavioral leadership on organizational innovation showed positive and significant results ($\beta = 0.38, p= 0.00$). Positive path coefficient means that the relationship between behavioral leadership and organizational innovation is unidirectional. Furthermore, the results showed the t-statistic value of $3.65 > 1.96$, hence, behavioral leadership affects organizational innovation.

The results of the inner path coefficient model analysis in the PLS has a direct effect on individual creativity with a value of 0.04. Positive path coefficient means that the relationship between behavioral

leadership and individual creativity is unidirectional. Furthermore, the results showed the t-statistic value of $0.91 < 1.96$, hence, behavioral leadership does not affect individual creativity.

The analysis of the path coefficient of the inner model on the PLS has a direct effect on organizational innovation with a coefficient value of 0.35. The positive path coefficient means that the relationship between individual creativity and organizational innovation is unidirectional. Furthermore, the results showed that the t-statistic value is $2.20 > 1.96$, hence, behavioral leadership directly affects organizational innovation (as shown in Figure 2).

Figure 2

Parameter Estimates for the Final Model

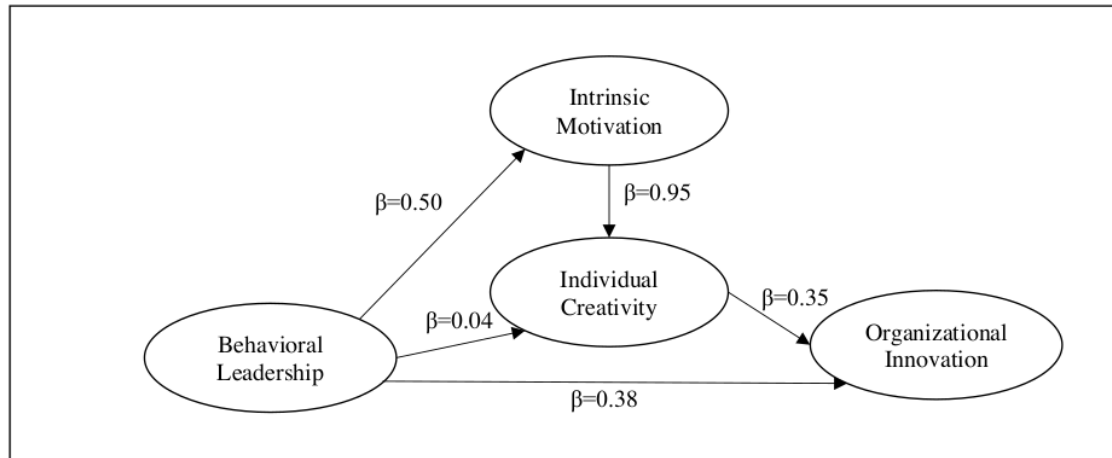


Table 2

Results of Mediation Analyses

Variable relationships	Original sample	t statistics	p value	Description
Behavioral leadership → intrinsic motivation → individual creativity	0.39	3.79	0.00	Significant
Behavioral leadership → individual creativity → organizational innovation	0.14	1.19	0.23	Non-Significant

Based on the indirect hypothesis testing analysis (Table 2), intrinsic motivation found to mediate the effect behavioral leadership on individual creativity ($\beta = 0.39$; $p = 0.00$). In contrast, individual creativity found not to mediate the effect behavioral leadership on organizational innovation ($\beta = 0.14$; $p = 0.23$).

Discussion and Conclusion

The present study assessed the effect of behavioral leadership and organizational innovation in public university settings in Indonesia and Malaysia. The findings show that organization must promote innovation at their organizational level. This is consistent with Hughes et al. (2018) which stated that leadership determines organizational innovation. The research by Javed et al. (2018), which examined the impact of leadership on organizational innovation, showed an important predictor. Furthermore, the finding is consistent with Shafique et al. (2020) that various leadership styles positively impact innovation. Policies from the leadership increase the number of international universities, publications, international

cooperation, and the qualifications of lecturers with doctoral degrees. Therefore, the role in higher education is one of the determinants of organizational success. Leadership is the key to organizational success and has a substantial role in increasing organizational innovation (Adeel et al., 2019). Task oriented is defined as leader behaviors that structure tasks, define goals, and control goal attainment, and consideration refers to the leader's concern and respect for the feelings of the subordinates, and the leader's appreciation and support of subordinates. Both leadership styles might be argued to be positively related to organizational innovation (Rosing et al., 2011).

The current study confirms that the direct effect of behavioral leadership on individual creativity showing no significant value. As a result, leadership did not affect individual creativity. This behavior emerged from the individual concerned to introduce the ideas to the group or organization where they worked. According to Liu et al. (2020), creativity generates new ideas or methods for conducting a job. It requires employees to avoid the status quo and habits embedded in a system. Employees with an innovative spirit will respond to how well the organization supports their ideas. An employee's creativity contributes to the growth and success of the organization. Furthermore, work autonomy or employee freedom generates creative ideas and performance (Liu et al., 2020). The implication is that organizations are looking for more ways to support the creative behavior of their employees. Employees are more engaged in creativity if the organization emphasizes creativity as valuable to the organization, communicates these values and institutes a culture that reinforces these values, while creativity is managed (Santosa et al., 2022).

This research shows that individual creativity affects organizational innovation. This is in line with Liu et al. (2020), promoting new ideas or methods in carrying out a job. Employees with an innovative spirit will respond to how well the organization supports their ideas. An employee's creativity contributes to the growth and success of the organization. In addition, work autonomy or employee freedom generates creative ideas and performance (Liu et al., 2020). Creativity generates new ideas to carry out activities in a better and more efficient manner and develops new ideas into opportunities. Employees generate ideas that provide opinions among employees and leaders by looking for new ones. Therefore, a leader who supports new ideas and creates a comfortable environment in conducting their duties is more appreciated by employees (Nazir et al., 2020). The finding also supports the opinion of Shalley and Gilson (2004) that individuals are the primary source of innovation. Lecturers with creative ideas provide initial information that becomes the raw material for innovation at the organizational level (Tu & Lu, 2016). Therefore, it can be considered the main source of the innovative performance of universities. Lecturers come up with creative ideas and carry out the necessary planning to implement new ideas (Shalley & Gilson, 2004).

The results of this study find that intrinsic motivation is significant to mediate the relationship between behavioral leadership and individual creativity. The finding is not consistent with Kundu et al. (2019) that leadership has the potential to promote productive behavior through creating a conducive atmosphere and developing creativity for competitive advantage. Leaders stimulate intrinsic motivation and influence subordinates' creativity by providing resources and a favorable work environment (William et al., 2017). Furthermore, effective leaders influence followers, specifically to achieve desired goals. Leadership is an important element that motivates and develops an innovative environment and encourages employees to think creatively (Shafique et al., 2020). Seibert et al. (2011) showed that their behavior affects employees when supported by intrinsic motivation.

Behavioral leaders provide ongoing performance feedback, consideration, support task completion, information sharing, employee empowerment, and opportunities for self-development and self-confidence (Shafique et al., 2020). Employees feel more autonomous, secure, connected, and competent when leaders clarify that they will be treated fairly, equitably, and ethically in performing their duties (Shin & Zhou, 2003). The individual's level of intrinsic motivation is very important in identifying behaviors to creative work performance because intrinsic motivation determines actions. Furthermore, intrinsically motivated

individuals are more likely to translate their motivation into high-level and rewarding work activities, specifically those characterized by complexity, creativity, and challenging tasks (Tu & Lu, 2016).

Individual creativity does not mediate the effect of behavioral leadership on organizational innovation. The result of this study is not in line with the research of Zhang et al. (2018), which states that leadership increases creativity. Leadership does not affect individual creativity because this behavior arises from those concerned with introducing new ideas to the group or organization. According to Liu et al. (2020), creativity generates ideas or methods for carrying out a job. Creativity requires employees to avoid the status quo and habits embedded in a system. Employees with an innovative spirit will respond to how well the organization supports their ideas. Creativity contributes to the growth and success of the organization, while work autonomy or employee freedom generate creative ideas and performance (Liu et al., 2020).

However, the findings are consistent with Tu & Lu (2016) that creative ideas should be fully implemented or commercialized to become an innovation. Organizational innovation is the process by which the organization integrates external and internal resources, composes, proposes, filters, adopts, and finally implements new and useful ideas, services, procedures, and processes. Creativity generates ideas to carry out activities better and more efficiently and develops new ideas into opportunities. Employees generate ideas that provide various opinions among employees and leaders by looking for new ideas. Therefore, it takes a leader who supports new ideas to make them feel comfortable carrying out their duties (Nazir et al., 2020).

Implications for Behavioral Science

This research also contributes to behavioral science knowledge and practice. From theoretical perspective, the most important contribution of this study is to provide a more comprehensive literature especially in terms of conceptualization related to the relationship between behavioral leadership and individual creativity through the mediating effect of intrinsic motivation. By developing and investigating a conceptual framework that demonstrates relationships among behavioral leadership, individual creativity and organizational innovation, empirical findings of this study significantly contribute to intensifying extant leadership, creativity, and innovation literature. First and foremost, with respect to leadership theories, empirical findings of this study on relationships between two different leadership styles, employee creativity and organizational innovation enriched behavioral theories of leadership that assumed the effect of the leader's appropriate personal behaviors on creativity and innovation (Nguyen et al., 2021). Specifically, this study added distinctive supports to the leadership literature by identifying key leadership behaviors that foster or impair individual creativity and organizational innovation through investigating their relationships with two different leadership styles in the same research model (Shafique et al., 2020; Nazir et al., 2020).

The findings showed that intrinsic motivation mediates the effect of behavioral leadership style toward individual creativity. This is empirical evidence that intrinsic motivation as a mediating variable in the relationship between behavioral leadership and individual creativity of employees is able to harmonize more complex organizational dynamics. Creativity is a way for organizations to gain and maintain a competitive advantage (Amabile, 1997). From practice perspective, higher education required learn more about the causal chain relationships that are individual and contextual factors to drive creative performance in academic universities. The supports from organizations and setting up a individual creativity are crucial. This condition will be increasing the lecturer's motivation and creativity to thrive.

The results showed that several factors contribute to organizational innovation, including behavioral leadership, intrinsic motivation, and individual creativity. Institutions should pay more attention to these factors to increase organizational innovation. Based on empirical evidence, it can be found that leadership can increase organizational innovation. It takes an element of trust from subordinates and the creativity of

lecturers to make them more sensitive to leader's actions, believing that their rights and interests cannot be blamed. Therefore, leadership plays an important role in facilitating organizational creativity and innovation. It can also affect creativity and innovation either directly or indirectly. Behavioral leadership is expected to optimize work results in universities with a collective culture compared to an individualistic culture.

Despite these strengths, our study has some limitations. First, self-reports may carry risks associated with common method bias and social desirability. Future studies may adopt bias responsibility test to avoid common method bias. Second, this study has been conducted in--public universities, further studies may develop this research by examining larger universities.

Conclusion

Behavioral leadership will be increasing organizational innovation. In comparison, behavioral leadership does not affect individual creativity because this behavior arises from the individual concerned, introducing new ideas to the group or organization. Support creativity from lecturers of faculty will be increasing organizational innovation. Someone with an innovative spirit will respond to the positive effects of new ideas in the organization, contributes to the growth and success of the organization. Furthermore, a significant contribution was demonstrated when intrinsic motivation acts as a mediator of the effect of behavioral leadership on individual creativity. Meanwhile, individual creativity is not a mediator of the influence of behavioral leadership on organizational innovation. Leadership does not affect individual creativity because this behavior arises from the individual concerned, introducing the new ideas to the group or organization.

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