

Research Article

Cite this article: Liu, J., Pimchangthong, D. (2025). Investigating the Relationship Between Leadership Styles and Employee Innovation Behavior in Thai Private Universities. *Educational Process: International Journal*, 17, e2025353. <https://doi.org/10.22521/edupij.2025.17.353>

Received May 25, 2025

Accepted July 7, 2025

Published Online August 7, 2025

Keywords: Leadership styles, Thai private universities, employee innovation behavior, knowledge sharing, innovative self-efficacy

Author for correspondence:

Daranee Pimchangthong

✉ daranee.p@mail.rmutk.ac.th

✉ Institute of Science, Innovation and Culture,
Rajamangala University of Technology
Krungthep

**OPEN ACCESS**

© The Author(s), 2025. This is an Open Access article, distributed under the terms and conditions of the Creative Commons Attribution (CC BY) license (<https://creativecommons.org/licenses/by/4.0/>), which permits unrestricted re-use, distribution, and reproduction, provided the original article is properly cited.

Investigating the Relationship Between Leadership Styles and Employee Innovation Behavior in Thai Private Universities

Jinze Liu , Daranee Pimchangthong

Abstract

Background/purpose. In the context of increasing competition in higher education, Thai private universities face ongoing challenges in promoting employee innovation. Although leadership is widely recognized as a key factor influencing innovation behavior, prior research often examines leadership styles in isolation. This study aims to investigate the integrated effects of responsible, servant, and transformational leadership on employee innovation behavior, with a particular focus on the mediating roles of knowledge sharing and innovative self-efficacy.

Materials/methods. A quantitative research approach was employed using a structured questionnaire distributed to employees in Thai private universities. Structural equation modeling (SEM) was applied to analyze the hypothesized relationships and examine the mediating effects.

Results. The findings reveal that responsible, servant, and transformational leadership styles are commonly practiced in Thai private universities. These styles have significant positive effects on both knowledge sharing and innovative self-efficacy, which in turn enhance employee innovation behavior. Moreover, knowledge sharing and innovative self-efficacy act as key mediators that strengthen the relationships between leadership styles and innovation behavior.

Conclusion. This study demonstrated that responsible, transformational, and servant leadership each play a crucial role in fostering employee innovation behavior in Thai private universities. Responsible leadership builds trust and open communication, encouraging knowledge sharing and innovation. Transformational leadership motivates employees to exceed expectations and enhances their confidence to innovate. Servant leadership supports employee development and well-being, creating a collaborative environment that nurtures innovation. Together, these leadership styles enhance knowledge sharing and innovative self-efficacy, ultimately contributing to a dynamic, innovation-driven academic culture.

1. Introduction

Private universities in Thailand play a crucial role in higher education, particularly due to their ability to respond quickly to environmental and technological changes. In contrast to public universities, which are often constrained by bureaucratic regulations, private universities enjoy a greater degree of operational flexibility. This enables private universities to promote knowledge dissemination and leadership development more effectively. However, despite this flexibility, private universities face distinct challenges in driving innovation, such as limited government support and slower institutional growth (Suwanroj et al., 2019). One of the key factors influencing their performance and capacity for innovation is leadership style (Suhana et al., 2019).

Effective leadership is important for driving innovation, especially in resource-constrained environments. However, many Thai private universities suffer from a lack of effective leadership to drive innovation. University administrators are therefore tasked with implementing robust human resource practices and organizational policies to enhance innovation capacity and ensure sustainable growth (Chaemchoy et al., 2021). With 70 private universities in Thailand (Ministry of Higher Education, Science, Research, and Innovation, 2025), which may receive tax breaks but no direct government funding, internal leadership is critical to long-term organizational success (Haque et al., 2021).

Leadership styles in knowledge-intensive institutions, such as private universities, significantly influence employee innovation behavior (de Jong & Den Hartog, 2007). However, existing studies have often examined leadership styles in isolation, offering limited insight into their combined effects. While research has primarily focused on individual styles such as transactional (Herrmann & Felfe, 2014; Jaiswal & Dhar, 2015), transformational (Jaiswal & Dhar, 2015; Li et al., 2015; Slåtten & Mehmetoglu, 2015), and servant leadership (Yoshida et al., 2014), the role of responsible leadership, particularly within academic institutions, remains underexplored. This study aims to bridge the gap by examining the collective impact of transformational, responsible, and servant leadership on employee innovation behavior in Thai private universities, thereby broadening the scope of leadership research beyond corporate settings.

This study addresses these gaps by examining the combined influence of transformational, responsible, and servant leadership on employee innovative behavior within Thai private universities. By moving beyond isolated leadership styles, this study contributes to a more holistic understanding of how leadership can shape innovative behavior in academic contexts. Furthermore, it introduces knowledge sharing and innovative self-efficacy as the key mediators in this relationship. Knowledge sharing facilitates the exchange of ideas and expertise, enhances collaboration, and accelerates the diffusion of innovation within organizations (Singh et al., 2021). Innovative self-efficacy refers to an individual's confidence in their abilities, which in turn impacts their organizational contributions (Bandura, 2012). In the context of private universities in Thailand, knowledge sharing and innovative self-efficacy serve as the critical mediators linking leadership styles to innovative behavior.

Guided by social learning theory and knowledge management theory, this research develops an integrated framework to investigate the interrelationships among leadership styles, knowledge sharing, innovative self-efficacy, and employee innovative behavior. It also examines how leadership promotes a culture of trust, ethical responsibility, and professional growth, which are crucial factors in developing an innovative academic workforce. Despite the increasing emphasis on innovation and talent development in higher education, few studies have examined how leadership styles can drive innovation in higher education.

By analyzing the joint effects of transformational, responsible, and servant leadership on employee innovation behavior, mediated by knowledge sharing and innovative self-efficacy, this study provides important insights for academic leaders and policymakers. It contributes to the

literature by expanding leadership research beyond corporate environments and deepening our understanding of how leadership styles influence innovation behavior within private universities in Thailand.

The findings will provide valuable insights for university leaders, enabling them to cultivate a work environment conducive to innovation. Enhancing leadership effectiveness in private universities will strengthen institutional competitiveness and drive long-term development. This study also offers a foundation for future research, guiding scholars in exploring leadership's role in fostering innovation in higher education.

The objectives of this research are: (a) to identify prevalent leadership styles in Thai private universities, (b) to examine how these leadership styles influence employee innovation behavior, and (c) to propose strategies for fostering innovation within these institutions.

2. Literature Review

The theory of leadership style is cited in many fields and is highly significant in enhancing the leadership capabilities of organizational leaders. Organizations pay attention to the application and practice of leadership style, and scholars have conducted in-depth and systematic research on leadership style theory. The construction of leadership style motivates organizational members to improve their employee innovation behavior. This study examined three leadership styles (servant, responsible, and transformational) and their impact on employee innovation behavior, with a focus on how knowledge sharing and innovative self-efficacy mediate these effects.

Servant leadership prioritizes educators' needs, fostering professional autonomy and reducing anxiety about failure (Wang et al., 2021; J. Yang et al., 2017). Servant leadership enhances educators' confidence in innovation (Newman et al., 2018). Responsible leadership, emphasizing moral responsibility and collective values, motivates educators to innovate for personal and institutional development (Cavagnaro & van der Zande, 2021; Huo et al., 2022). Transformational leadership inspires educators to challenge traditions, fostering confidence in innovation (Bass, 1995; C. Li et al., 2015; Slåtten & Mehmetoglu, 2015). In practice, these leadership styles often overlap and complement each other in fostering innovation (Haider et al., 2022; Wang et al., 2021).

The three leadership styles (servant, responsible, and transformational) share a people-centered approach that emphasizes ethics, values, integrity, trust, and the well-being of others. However, the three leadership styles differ in their primary goals or focus. Servant leadership focuses on providing service to its followers, helping them develop and advance while cultivating humility and empathy in a more caring and nurturing service-oriented environment. Responsible leadership focuses more on ethical decision-making that may provide the best benefit to its followers, stakeholders, and the rest of society in the long term. Transformational leadership focuses on transformational change led by a strong visionary leader who seeks to inspire and motivate their followers to achieve success and drive organizational change.

2.1. Leadership Style and Knowledge Sharing

Several studies have demonstrated the significant impact of team leadership on knowledge sharing. Leadership has a direct influence on information sharing (Kim & Yun, 2015). Srivastava et al. (2006) and P. Lee et al. (2010) confirmed the correlation between leadership style and knowledge sharing, including its ethical implications (Bavik et al., 2018; Lu et al., 2019). Additionally, knowledge sharing mediates the relationship between leadership style and employee innovation behavior, further confirming the importance of leadership style in higher education (Haider et al., 2022).

According to Social Learning Theory (Bandura, 1976), leadership style helps employees engage in knowledge sharing. Followers view leaders as credible role models and replicate their behaviors

(P. Lee et al., 2010). A leadership style characterized by fairness, honesty, openness, values, and trustworthiness fosters an ethical managerial role that facilitates knowledge sharing (Mai et al., 2022). In higher education, leadership serves as a moral example for instructors (Cavagnaro & van der Zande, 2021), promoting prosocial actions (Cameron, 2011). Studies have documented the positive relationship between leadership style and knowledge-sharing behavior in the workplace (Huo et al., 2022).

The hypotheses about Leadership Style and Knowledge Sharing are the following:

H1a: Responsible leadership has a positive impact on knowledge sharing in Thai private universities.

This aligns with the increasing emphasis on ethical governance and stakeholder responsibility in Thai higher education.

H1b: Transformational leadership positively affects knowledge sharing in Thai private universities.

Thai culture's respect for authority and inspiration from leadership enhances the effectiveness of transformational leadership in promoting knowledge exchange.

H1c: Servant leadership positively affects knowledge sharing in Thai private universities.

The Thai cultural value of compassion and harmony supports trust-based leadership, fostering open knowledge sharing.

2.2. Leadership Style and Innovative Self-Efficacy

Leadership style is crucial for maximizing work efficiency and employees' innovative self-efficacy (Hanoum et al., 2021). Leaders must inspire employees to overcome obstacles and guide them toward goals (Larson & Gray, 2010). Leadership styles shape the work environment, influencing performance and innovative self-efficacy (Yildirim & Birinci, 2013). Innovative self-efficacy refers to an individual's confidence in their abilities, which in turn impacts their organizational contributions (Bandura, 2012). It is particularly relevant in higher education, where leadership roles shape educators' perceptions and environments (Haider et al., 2022). Servant leadership, responsible leadership, and transformational leadership play essential roles in shaping innovative self-efficacy.

The hypotheses about Leadership Style and Innovative Self-Efficacy are the following:

H2a: Responsible leadership positively affects innovative self-efficacy in Thai private universities.

By promoting long-term thinking and employee development, responsible leaders boost staff confidence in Thai institutions.

H2b: Transformational leadership positively affects innovative self-efficacy in Thai private universities.

In a hierarchical context like Thailand, motivational leadership enhances employees' belief in their innovative capacity.

H2c: Servant leadership positively affects innovative self-efficacy in Thai private universities.

Servant leadership aligns with Thai collectivist values, encouraging self-belief through empowerment and care.

2.3. Leadership Style and Employee Innovation Behavior

Innovation involves individuals or teams generating value through new ideas (F. Li et al., 2021). Leadership styles influence employee innovation behavior through motivation and shaping the

organizational environment (Mai et al., 2022). Research highlights the relationship between servant, responsible, and transformational leadership and innovation behavior (Schepers et al., 2019).

Effective leadership preserves cultural elements, enhances organizational culture, and encourages creativity (Naqshbandi & Tabche, 2018). Leadership styles significantly impact workplace creativity and innovation (Javed et al., 2019; Jia et al., 2018). Servant leadership fosters exchangeable relationships, enhancing job satisfaction and innovation (C.H. Chan & Mak, 2014; Newman et al., 2018; Schwarz et al., 2016; J. Yang et al., 2017; Yoshida et al., 2014). Servant leadership promotes innovation behavior through job support and well-being (Hanaysha et al., 2022; Khan et al., 2021; F. Li et al., 2021; Wang et al., 2021).

Responsible leadership fosters ethical commitment and employee empowerment, encouraging innovative activities (Zhang et al., 2021). Responsible leadership strengthens employees' sense of responsibility and organizational engagement (Hanaysha et al., 2022; Huo et al., 2022), inspiring them to follow leaders as role models (Zhu et al., 2022). Employees develop an innovation-oriented mindset, enhancing their willingness to engage in new initiatives.

Transformational leadership inspires employees to envision the future, challenge norms, and achieve higher goals (Slåtten & Mehmetoglu, 2015). Through visionary inspiration and intellectual stimulation, transformational leaders enhance employees' confidence in innovation (C. Li et al., 2015). While transformational leadership can yield positive outcomes in dynamic environments, further research is needed to assess its impact in higher education settings (Jaiswal & Dhar, 2015).

The hypotheses about Leadership Style and Employee Innovation Behavior are the following:

H3a: Responsible leadership positively affects employee innovation behavior in Thai private universities.

It fosters ethical climates and strategic vision, which are increasingly crucial in underfunded Thai private institutions.

H3b: Transformational leadership positively affects employee innovation behavior in Thai private universities.

Visionary leadership is well-received in Thailand's respect-based academic culture, inspiring innovation.

H3c: Servant leadership positively affects employee innovation behavior in Thai private universities.

Its emphasis on empathy and support matches the Thai cultural preference for harmony, encouraging creativity in a safe environment.

2.4. Knowledge Sharing and Employee Innovation Behavior

Knowledge sharing is essential for fostering innovation. Knowledge sharing enhances cognitive governance and task performance, influencing employees' willingness and ability to innovate (Kremer et al., 2019; Yu et al., 2013). Social Learning Theory suggests that knowledge acquisition through organizational exchange strengthens innovation capabilities (Z. Yang et al., 2018).

Existing research has laid a foundation for understanding knowledge sharing and innovation behavior (Kim & Yun, 2015; Kremer et al., 2019; H. S. Lee & Hong, 2014). However, there are gaps in examining the relationship from knowledge management perspectives (Bavik et al., 2018). Further analysis is needed on how employees' knowledge-sharing reserves influence innovation, particularly in knowledge-intensive enterprises (H. S. Lee & Hong, 2014).

The hypothesis about Knowledge Sharing and Employee Innovation Behavior is the following:

H4: Knowledge sharing positively affects employee innovation behavior in Thai private universities.

In Thai private universities, collaboration and group cohesion support innovation through shared knowledge.

2.5. Innovative Self-Efficacy and Employee Innovation Behavior

Innovation self-efficacy reflects individuals' confidence in innovation and is a prerequisite for innovation behavior (Jaiswal & Dhar, 2015). Employees with high self-efficacy demonstrate greater motivation for innovation (H. S. Lee & Hong, 2014). Tierney & Farmer (2002) emphasized the role of self-efficacy in innovative performance, aligning with behavioral psychology theories that link a positive mindset and innovation (Etehad & Karatepe, 2019).

Responsible, transformational, and servant leadership styles significantly impact innovation behavior in private universities (Hanaysha et al., 2022; Suwanroj et al., 2019). Responsible leadership enhances trust and commitment through ethical management (Cavagnaro & van der Zande, 2021; Huo et al., 2022). Transformational leadership drives universities to adapt to changing educational and technological landscapes (Haider et al., 2022; Wang et al., 2021). Servant leadership aligns with universities' missions by prioritizing employee development (Yoshida et al., 2014).

The hypothesis about Innovative Self-Efficacy and Employee Innovation Behavior is the following:

H5: Innovative self-efficacy positively affects employee innovation behavior in Thai private universities.

Self-confidence, reinforced by supportive leadership, is essential in enabling Thai academic staff to innovate despite structural limitations.

The hypotheses about the mediating effects of Knowledge Sharing and Innovative Self-Efficacy between Leadership Style and Employee Innovation Behavior are the following:

H6: Knowledge sharing mediates the relationship between leadership style and employee innovation behavior in Thai private universities.

Thai academic culture favors indirect influence and social harmony, making knowledge sharing a natural conduit of leadership impact.

H7: Innovative self-efficacy mediates the relationship between leadership style and employee innovation behavior in Thai private universities.

In Thailand, where respect and trust in leadership shape employee behavior, self-efficacy is a critical pathway linking leadership to innovation.

Therefore, this study developed a model that aligns with the research objectives and assumptions shown in Figure 1.

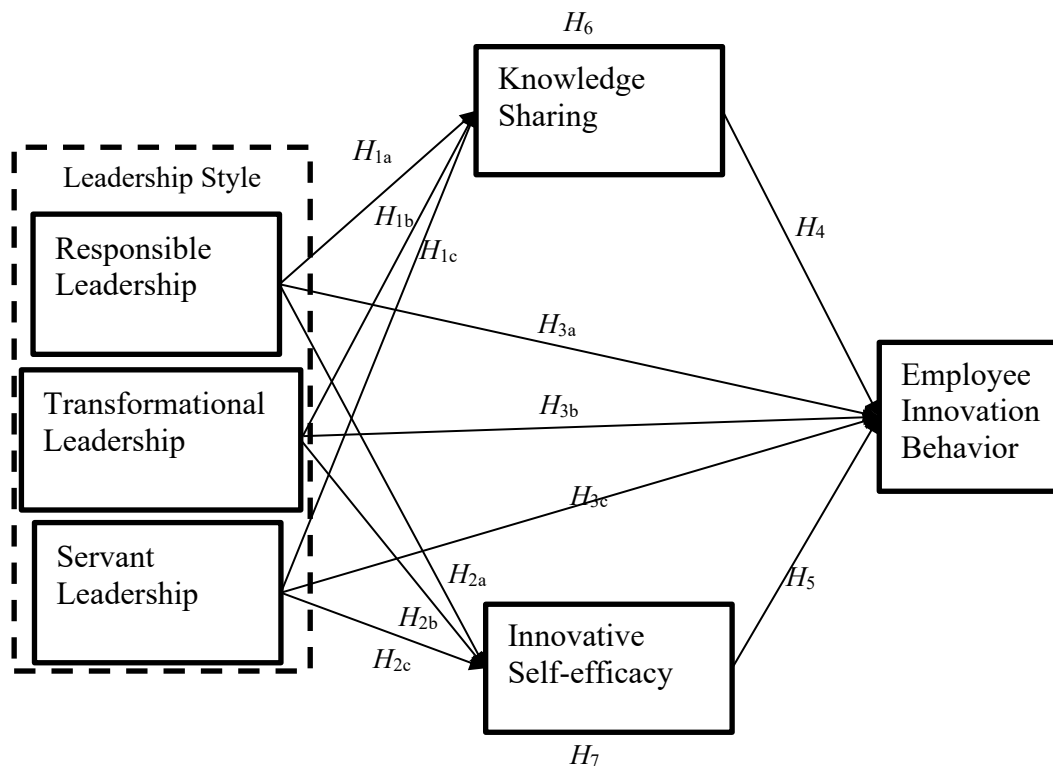


Figure 1. Conceptual Framework

3. Methodology

3.1. Population and Sample

The population in this study included executives, teachers/lecturers, and staff who work in private universities in Bangkok, Thailand. Private universities in Thailand were based on the official institutional data provided by the Office of the Higher Education Commission, Ministry of Higher Education, Science, Research and Innovation, as of October 2023. The population was 9218 in 12 of the private universities located in Bangkok. According to the calculation, the sample size for the analysis using structural equation modeling (SEM) should be 10 to 20 times the number of items (Bentler & Yuan, 1999; Gerbing & Anderson, 1988). Based on this guideline and the number of items in the research instrument, the required sample size was estimated to be 350 to 700 and the target sample size of this study was chosen as 500 samples. This number was deemed sufficient to ensure statistical validity and reliable model estimation.

Data collection was performed using proportionate stratified random sampling through an online questionnaire (Google Forms). Data quality and representativeness were ensured by contacting the international affairs and human resources departments of private universities in Thailand to send email invitations to target groups. The return questionnaires were 482 out of 500, equivalent to a 96% response rate. The data was gathered over three months, from April to June 2024. The demographics of the participants are shown in Table 1.

3.2. Measurement

The survey contains two sections. Section 1 includes demographic factors such as gender, age, education, position, and tenure in the current position. Section 2 includes the variables of the study. These variables used a 5-point Likert-type scale, including leadership style, knowledge sharing, innovative self-efficacy, and employee innovation behavior. The study scales were taken from the published research papers and the literature. The leadership style was taken from Voegtlin (2011) for responsible leadership, Bass (1985) and Conger & Hunt (1999) for transformational leadership, and

Liden et al. (2008) for servant leadership. Knowledge sharing was assessed with the scale revised by Schepers et al. (2019). Innovative self-efficacy was assessed using the scale developed by Tierney & Farmer (2002). The Employee Innovation Behavior scale was taken from Scott & Bruce (1994).

3.3. Demographic Information

Table 1 shows the distribution of demographics. The gender distribution is relatively balanced, with males (52.3%) and females (47.7%). Most respondents are in the 26-35 age group, accounting for 39.4%, followed closely by the 36-45 age group, accounting for 33.2%. Most respondents are staff (5.8%) and hold master's degrees (61.0%). Regarding the duration of the current position, more than half of the respondents (51.9%) have been in their positions for 1-5 years.

Table 1. Demographics of Respondents

Name	Options	Frequency	Percent
Gender	Male	252	52.3%
	Female	230	47.7%
Age	20-25	52	10.8%
	26-35	190	39.4%
	36-45	160	33.2%
	Above 45	80	16.6%
Education	Bachelor Degree	66	13.7%
	Master Degree	294	61.0%
	Ph.D. Degree	122	25.3%
Position	Staff	317	65.8%
	Executive	69	14.3%
	Lecturer/Instructor	96	19.9%
Tenure in Current Position (Years)	Less Than 1 Year	116	24.1%
	Between 1-5 years	250	51.9%
	Between 6–10 years	89	18.5%
	Over 10 Years	27	5.6%
Total		482	100.0%

3.4. Reliability Analysis

Cronbach's alpha was used to assess internal consistency, with values ranging from 0 to 1. A coefficient above 0.70 indicates strong reliability (DeVellis, 2017). In this study, all variables exhibited Cronbach's alpha values exceeding 0.80, confirming high scale dependability (see Table 2).

Table 2. Reliability Table for Each Variable and Dimension

Dimension	Number of items	Cronbach's Alpha
Responsible Leadership	5	0.822
Transformational Leadership	7	0.908
Servant Leadership	7	0.932
Knowledge Sharing	6	0.930
Innovative Self-Efficacy	4	0.832
Employee Innovation Behavior	6	0.905

3.5. Validity Analysis

Confirmatory factor analysis (CFA) was conducted to assess model fit and ensure measurement accuracy. Key indicators included average variance extracted (AVE), composite reliability (CR), and path coefficients. Discriminant validity was evaluated by comparing the square root of the AVE with standardized coefficients. Following established criteria, AVE values above 0.50 (Hair et al., 2010) and CR values above 0.70 (Fornell & Larcker, 1981) indicated strong convergent validity and reliability.

Responsible, transformational, and servant leadership each had AVE values of 0.608, 0.630, and 0.627, respectively. The CR values for these leadership styles were 0.886, 0.923, and 0.921. Knowledge sharing exhibited an AVE value of 0.669, exceeding the 0.5 threshold, and had a CR value of 0.924. Innovative self-efficacy showed an AVE value of 0.612, with a CR value of 0.863. Employee innovation behavior had an AVE value of 0.612, which is above the threshold of 0.5, and had a CR value of 0.904. Based on the analysis results, all indicators for the variables meet the requirements. The overall model fit indices are presented in Section 4 results to support the adequacy of the measurement model.

3.6. Correlation Analysis

The correlation analysis was conducted on the dimensions of various variables using the correlation analysis method. The discriminant validity was determined by comparing the correlation coefficients with the square root of AVE. When the absolute value of the square root of AVE is greater than the correlation coefficient, it indicates that the items have good discriminant validity. The correlation coefficient of each variable is less than the absolute value of the square root of AVE. Specifically, the absolute value of the square root of AVE for responsible leadership is 0.780, for transformational leadership is 0.794, for servant leadership is 0.792, for knowledge sharing is 0.818, for innovative self-efficacy is 0.782, and for employee innovation behavior is 0.782. All correlation coefficient values surpass 0, indicating a positive correlation between variables (see Table 3).

Table 1. Correlation Matrix for Measurement Scale

Variables	$\sqrt{\text{AVE}}$	RL	TL	SL	KS	IS	EIB
RL	0.780	0.780					
TL	0.794	.323**	0.794				
SL	0.792	.298**	.281**	0.792			
KS	0.818	.489**	.405**	.351**	0.818		
IS	0.782	.420**	.366**	.282**	.253**	0.782	
EIB	0.782	.543**	.487**	.409**	.585**	.487**	0.782

NOTE: RL is Responsible Leadership; TL is Transformational Leadership; SL is Servant Leadership; KS is Knowledge Sharing; IS is Innovative Self-Efficacy; EIB is Employee Innovation behavior. * $p < 0.05$, ** $p < 0.01$.

4. Results

The confirmatory factor analysis (CFA) results demonstrate that the measurement model has a good overall fit. The Chi-square value is 799.781 with 546 degrees of freedom, resulting in a Chi-square/df ratio of 1.465, which is below the recommended threshold of 3. The p-value is 0.058, exceeding the 0.05 level, indicating acceptable model fit. Additional fit indices support this conclusion: GFI = 0.938, AGFI = 0.926, and CFI = 0.938, all above the acceptable threshold of 0.90. Moreover, RMSEA is 0.014, well below the cutoff of 0.08 (Kline, 2016; Tabachnick & Fidell, 2019). Therefore, the model fit indicators meet the requirements. The model is adaptable and does not require any adjustments or modifications. Structural equation modeling calculations and analysis can proceed. Therefore, the model fitting indicators meet the requirements. The results are shown in Table 4.

Table 2. Model Fit Intercept

Model fit indicators	Observed Values	Threshold Range
Chi-square	799.781	-
<i>df</i>	546	-
Chi-square/ <i>df</i>	1.465	≤ 2 is excellent fit
p-value	0.058	Above 0.05
GFI	0.938	0.90–0.94 is acceptable fit
AGFI	0.926	0.90–0.94 is acceptable fit
CFI	0.938	0.90–0.94 is acceptable fit
RMSEA	0.014	≤ 0.05 is excellent fit

Table 3. Results of Structural Equation Modeling

Path Relationship			Estimate	S.E.	CR.	<i>p-value</i> (probability value)
KS	←	RL	0.424	0.053	8.067	***
KS	←	TL	0.338	0.061	5.500	***
KS	←	SL	0.236	0.062	3.826	***
IS	←	RL	0.342	0.052	6.615	***
IS	←	TL	0.315	0.061	5.136	***
IS	←	SL	0.143	0.061	2.335	*
EIB	←	RL	0.153	0.039	3.881	***
EIB	←	TL	0.182	0.042	4.208	***
EIB	←	SL	0.125	0.040	3.062	**
EIB	←	KS	0.269	0.036	7.581	***
EIB	←	IS	0.214	0.039	5.471	***

NOTE: * $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

Table 5 and Figure 2 presents the results of structural equation modeling, confirming that responsible, transformational, and servant leadership have a significant impact on knowledge sharing. Hypotheses H1a, H1b, and H1c. Responsible leadership ($\beta = 0.424$) is dominant in fostering knowledge sharing through ethical standards and stakeholder commitment, particularly within hierarchical Thai private universities. Transformational leadership ($\beta = 0.338$) shapes a positive organizational culture, motivating employees to share knowledge, while servant leadership ($\beta = 0.236$) builds team cohesion and emotional support, albeit with a relatively lower impact.

Responsible ($\beta = 0.342$), transformational ($\beta = 0.315$), and servant leadership ($\beta = 0.143$) significantly enhance innovative self-efficacy, supporting Hypothesis H2. Responsible leadership fosters trust and accountability, transformational leadership stimulates creativity, and servant leadership provides emotional support, albeit with a lesser effect.

Leadership styles also significantly influence employee innovative behavior, supporting Hypotheses H3a, H3b, and H3c. Responsible ($\beta = 0.153$) and transformational leadership ($\beta = 0.182$) drive innovation through ethical guidance and visionary change, while servant leadership ($\beta = 0.125$) offers psychological safety, particularly relevant in Thai cultural contexts.

Knowledge sharing ($\beta = 0.269$) and innovative self-efficacy ($\beta = 0.214$) positively impact employee innovation behavior, supporting Hypotheses H4 and H5. Given limited resources in Thai private universities, fostering knowledge sharing and self-efficacy is crucial for efficiency and innovation.

Mediation analysis using the Bootstrap method (Hayes, 2013) confirms the mediating roles of knowledge sharing (mediation effect 0.23, LLCI = 0.168, ULCI = 0.285) and innovative self-efficacy (mediation effect 0.14, LLCI = 0.095, ULCI = 0.186) in the leadership-innovation relationship, supporting Hypotheses H6 and H7 as shown in Table 6. These findings highlight the strategic importance of leadership in fostering innovation through knowledge-sharing mechanisms and self-efficacy in Thai private universities.

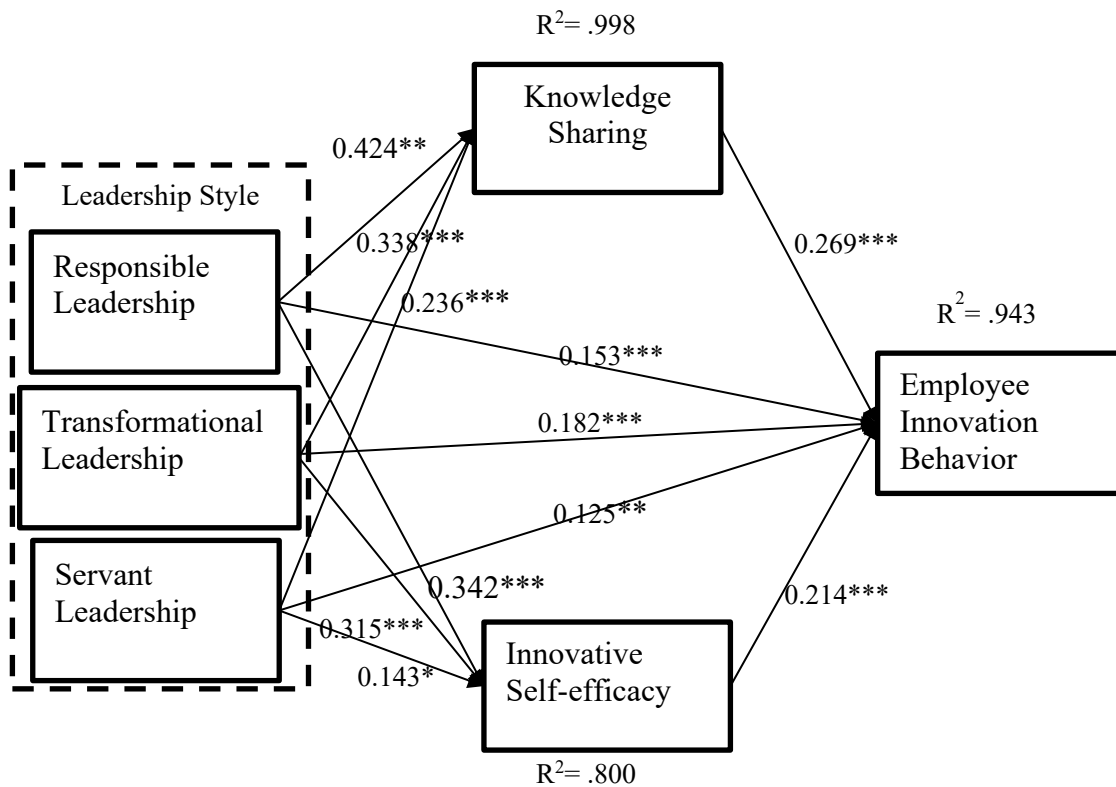


Figure 2. Leadership-Employee Innovation Behavior Model for Private Universities in Thailand

Table 4. Results of Internal Control Indirect Effects Tests

Path	Effect	S.E.	<i>t-value</i> (a test statistic)	<i>p-value</i> (probability value)	LLCI	ULCI	%
Leadership Style - Employee Innovation Behavior Total Effect	0.79	0.043	18.58	0.00	0.708	0.875	-
Leadership Style - Employee Innovation Behavior Direct Effect	0.43	0.051	8.46	0.00	0.329	0.528	54.4
Leadership Style - Employee Innovation Behavior Indirect Effect (Knowledge Sharing)	0.23	0.030	-	-	0.168	0.285	29.1
Leadership Style - Employee Innovation Behavior Indirect Effect (Innovative Self-efficacy)	0.14	0.023	-	-	0.095	0.186	16.5

5. Discussion

This research demonstrates that responsible, transformational, and servant leadership in Thai private universities significantly enhance employee knowledge sharing, innovative self-efficacy, and employee innovation behavior, thereby driving organizational innovation in a rapidly evolving educational environment. These findings confirm the statistical results of the structural model and provide theoretical support for the proposed relationships. Responsible leadership fosters an environment where knowledge is freely exchanged and internal barriers are reduced by emphasizing long-term value creation and demonstrating concern for employee development. In doing so, it lays the foundation for individual and team confidence, motivating employees to explore new methods and transform ideas into practical outcomes (Haider et al., 2022; Haque et al., 2021; Huo et al., 2022; P. Lee et al., 2010). Such leadership promotes knowledge sharing through effective role modeling and creates a collaborative atmosphere that enhances competitiveness in a dynamic educational landscape.

Transformational leadership, on the other hand, significantly impacts knowledge sharing and innovation by inspiring employees to break free from traditional constraints and engage in creative problem solving. Through visionary and charismatic behavior, transformational leaders convert individual knowledge into a valuable organizational resource, thereby enhancing employees' innovative self-efficacy and encouraging them to tackle complex challenges and propose groundbreaking ideas (Jaiswal & Dhar, 2015; Naqshbandi & Tabche, 2018; Suhana et al., 2019). The emphasis on cooperation and respect for authority in Thai culture further amplifies the positive effects of transformational leadership on employee behavior. However, its long-term effectiveness depends on establishing institutionalized knowledge management mechanisms and continuously developing leaders' emotional intelligence and creativity (Chaemchoy et al., 2021; Slåtten & Mehmetoglu, 2015).

Similarly, servant leadership exerts a significant positive influence by prioritizing employees' needs and fostering an inclusive organizational culture. By establishing trust through care and empowerment, servant leaders encourage the free flow of knowledge and create a supportive environment that bolsters employees' confidence in their innovative abilities. This human-centered approach not only stimulates intrinsic motivation, prompting employees to seek improvements and implement creative ideas, but also generates a virtuous cycle of collaboration and innovation (Channuwong et al., 2022; Liden et al., 2008; Newman et al., 2018; Wang et al., 2021; J. Yang et al., 2017; Yoshida et al., 2014).

While these leadership styles are discussed individually, a comparative perspective reveals both overlaps and distinctions. All three emphasize ethical behavior, trust, and employee empowerment. However, responsible leadership focuses on stakeholder accountability and long-term value; transformational leadership drives innovation through vision and inspiration; while servant leadership centers on follower well-being and empowerment. These differences shape how each style facilitates knowledge sharing and employee creativity.

Moreover, the study reveals that knowledge sharing and innovative self-efficacy are critical mediators in the relationship between leadership style and employee creative behavior. Knowledge sharing facilitates the integration of diverse insights and information, essential for fostering creativity and collaborative problem solving (Kim & Yun, 2015; Kremer et al., 2019; H. S. Lee & Hong, 2014; Lu et al., 2019; Z. Yang et al., 2018), while innovative self-efficacy provides the internal drive for employees to convert shared knowledge into tangible innovations (Singh et al., 2021). This mediating effect underscores the importance of organizational support and individual psychological factors in shaping innovation behavior (Mai et al., 2022; Naqshbandi & Tabche, 2018; Schepers et al., 2019; Suhana et al., 2019).

Cultural context further modulates these relationships. In Thai private universities, where collectivism and respect for authority are deeply ingrained, transformational and servant leadership align well with local values, enhancing their effectiveness. In contrast, in cultures that emphasize individualism, the impact of transformational leadership, particularly its reliance on emotional contagion, may be less pronounced. Other implicit factors, such as an organization's innovation capacity, resource investment, and career development opportunities, can also influence how leadership styles affect innovation (Slåtten & Mehmetoglu, 2015).

In comparison with existing literature, this study's findings are consistent with previous research that highlights the significant role of leadership in enhancing knowledge sharing, self-efficacy, and innovation behavior (e.g., Jaiswal & Dhar, 2015; Kremer et al., 2019; Tierney & Farmer, 2002). Moreover, it expands current understanding by integrating these effects within the specific cultural and organizational context of Thai private universities. The results not only reinforce established theories but also offer novel insights into how leadership styles interact with cultural values to shape employee behavior in educational settings.

In summary, integrating responsible, transformational, and servant leadership in Thai private universities creates an environment of trust, support, and collaboration essential for driving knowledge sharing, boosting innovative self-efficacy, and fostering employee creative behavior. These findings provide multidimensional guidance for educational institutions' management practices and innovation development, especially in regions emphasizing collectivism and hierarchical structures. Future research should examine additional variables influencing this dynamic to offer a more comprehensive understanding of how leadership can be optimized to sustain innovation in complex and rapidly changing environments.

6. Conclusion

This study concludes that responsible leadership, transformational leadership, and servant leadership each play a vital role in fostering a culture of knowledge sharing, enhancing innovative self-efficacy, and promoting innovation behavior among employees in Thai private universities. Responsible leadership strengthens trust and communication, empowering employees to share knowledge and embrace innovation. Transformational leadership inspires and motivates employees to exceed expectations, boosting their confidence and willingness to innovate. Servant leadership, by prioritizing the development and well-being of employees, creates a supportive environment that nurtures collaboration and innovation. Collectively, these leadership styles significantly contribute to building a dynamic, innovative, and knowledge-driven academic environment.

7. Suggestion

The leadership styles in Thai private universities exhibit diversity. The results of this research revealed that servant, transformational, and responsible leadership styles (Jaiswal & Dhar, 2015; C. Li et al., 2015; Slåtten & Mehmetoglu, 2015; Yoshida et al., 2014) significantly and positively influence employee knowledge sharing, innovative self-efficacy, and innovation behavior. Therefore, to enhance employee innovation behavior in Thai private universities, it is imperative to focus on leadership styles, knowledge sharing, and innovative self-efficacy.

(1) Strategic Implementation of Leadership Styles

This study confirms that leadership styles significantly and positively impact employees' innovative self-efficacy and innovation behavior, aligning with previous research findings (F. Li et al., 2021; Mai et al., 2022; Schepers et al., 2019). Given the substantial influence of leadership styles, a strong recommendation is made for university leaders to integrate the strengths of servant, transformational, and responsible leadership. Servant leadership fosters a caring and inclusive work environment by focusing on employees' needs and providing support and resources.

Transformational leadership encourages employees to think beyond conventional paradigms and dare to try new approaches through inspiring visions and intellectual stimulation. Responsible leadership enhances employees' trust and security by setting moral examples and adopting fair management practices, promoting greater collaboration and innovation behavior. The effective leadership style should be developed through training, case studies, and practical feedback. Additionally, leaders should participate in knowledge-sharing activities to set a positive example for their employees.

(2) Establishment of Knowledge-Sharing Culture

The research findings indicate that knowledge sharing significantly impacts employee innovation behavior in Thai private universities. Additionally, knowledge sharing serves as a mediator between leadership styles and employee innovation behavior (Kremer et al., 2019; Schepers et al., 2019; Singh et al., 2021). Knowledge sharing in Thai private universities becomes crucial for enhancing their innovation behavior. In the era of the shared economy, universities can create opportunities for face-to-face interactions, such as cross-departmental seminars, innovation labs, and brainstorming sessions, to facilitate the exchange of knowledge. This study recommends the establishment of reward mechanisms within organizations. Private university leaders should support individuals and teams that excel in knowledge sharing, incentivizing more employees to participate in sharing and transforming excellent ideas into tangible outcomes through resource support. Smooth implementation of knowledge sharing also requires overcoming employees' concerns. Leaders should eliminate employees' worries about knowledge competition by emphasizing fairness and transparent reward mechanisms, and building trust in daily management.

(3) Integration of Innovative Self-Efficacy

This study confirms that innovative self-efficacy significantly and positively impacts employee innovation behavior, aligning with previous research findings (de Jong & Den Hartog, 2007; Etehad & Karatepe, 2019; Tierney & Farmer, 2002). University leaders should emphasize the cultivation of innovative self-efficacy. Targeted training in design thinking, innovation management, and technology equips employees to tackle complex innovation challenges. Empowerment management can stimulate employees' creativity. When employees can make autonomous decisions and feel trusted by the organization, they will engage in innovative practices. Failure is part of the innovation process; therefore, leaders should encourage experimentation and innovation with a tolerant attitude, helping employees build confidence in success through support and positive feedback. Initiatives such as innovation competitions, job promotions, salary incentives, and honoring award winners can effectively foster an innovative culture. By enhancing employee innovation behavior, Thai private universities can gradually shape an organizational culture centered on innovation, laying a solid foundation for the long-term development of the institution.

(4) Limitations and Future Research

While this study focuses on Thai private universities and provides significant insights within a specific cultural and industry context, the findings for other organizations, such as public universities or enterprises, are limited. This study integrates servant, transformational, and responsible leadership styles into a comprehensive framework. However, the research may not fully explore potential interactions among leadership styles. The hierarchical culture of Thailand may influence the findings of this study. In a cultural context characterized by high power distance, employees may be more inclined to comply with superiors' instructions rather than express their true feelings. Consequently, when respondents answer questions about leadership styles, they may be influenced by social expectations, opting for answers that align with organizational preferences rather than experiences. Private universities face notable resource constraints, such as insufficient funding, faculty, and research support, which may have practical impacts on leadership styles and employee

innovation behavior. These factors may limit the applicability of the study's conclusions to similarly resource-constrained organizations, with different effects in well-resourced public universities. Future research should design longitudinal studies to observe the long-term impact of leadership styles on innovation behavior. Future studies should incorporate qualitative research methods (e.g., in-depth interviews or focus groups) to understand better Thai culture and the specific environment of private universities. Conducting similar research in public universities to compare differences across different cultural backgrounds can enhance the generalizability of the research conclusions.

Declarations

Author Contributions. Conceptualization, Jinze Liu and Daranee Pimchangthong; Data curation, Daranee Pimchangthong; Formal analysis, Jinze Liu; Investigation, Daranee Pimchangthong; Methodology, Jinze Liu and Daranee Pimchangthong; Software, Jinze Liu; Validation, Jinze Liu and Daranee Pimchangthong; Writing – original draft, Jinze Liu; Writing – review & editing, Jinze Liu and Daranee Pimchangthong. All authors have read and agreed to the published version of the manuscript.

Conflicts of Interest. The authors declare no conflicts of interest.

Funding. This research received no external funding.

Ethical Approval. Participation was voluntary, and confidentiality and anonymity were assured throughout the research process. This study was approved by the Research Ethics Committee, Mahachulalongkornrajavidyalaya University, certification number R.338/2024.

Data Availability Statement. The data underlying this article will be shared on reasonable request to the corresponding author.

Acknowledgments. During the preparation of this work the authors used ChatGPT in order to paraphrase some paragraphs into better English. The authors declare that they reviewed and edited the final output as needed and take full responsibility for the content of the published article.

References

- Bandura, A. (1976). *Social Learning Theory*. Prentice-Hall.
- Bandura, A. (2012). Cultivate Self-efficacy for Personal and Organizational Effectiveness. In *Handbook of Principles of Organizational Behavior* (pp. 179–200). Wiley. <https://doi.org/10.1002/9781119206422.ch10>
- Bass, B. M. (1985). *Leadership and Performance Beyond Expectations*. Free Press.
- Bass, B. M. (1995). Theory of transformational leadership redux. *The Leadership Quarterly*, 6(4), 463–478. [https://doi.org/10.1016/1048-9843\(95\)90021-7](https://doi.org/10.1016/1048-9843(95)90021-7)
- Bavik, Y. L., Tang, P. M., Shao, R., & Lam, L. W. (2018). Ethical leadership and employee knowledge sharing: Exploring dual-mediation paths. *The Leadership Quarterly*, 29(2), 322–332. <https://doi.org/10.1016/j.leaqua.2017.05.006>
- Bentler, P. M., & Yuan, K.-H. (1999). Structural Equation Modeling with Small Samples: Test Statistics. *Multivariate Behavioral Research*, 34(2), 181–197. <https://doi.org/10.1207/S15327906Mb340203>
- Cameron, K. (2011). Responsible Leadership as Virtuous Leadership. *Journal of Business Ethics*, 98(S1), 25–35. <https://doi.org/10.1007/s10551-011-1023-6>
- Cavagnaro, E., & van der Zande, I. S. E. (2021). Reflecting on responsible leadership in the context of higher education. *Journal of Leadership Education*, 20(3). <https://doi.org/10.12806/v20/i3/t1>

- C.H. Chan, S., & Mak, W. (2014). The impact of servant leadership and subordinates' organizational tenure on trust in leader and attitudes. *Personnel Review*, 43(2), 272–287. <https://doi.org/10.1108/PR-08-2011-0125>
- Chaemchoy, S., Puthongsiriporn, T. S., & Fry, G. W. (2021). Higher Education in Thailand. In *Oxford Research Encyclopedia of Education*. Oxford University Press. <https://doi.org/10.1093/acrefore/9780190264093.013.1510>
- Channuwong, S., Snongtaweeporn, T., Chantarottron, N., Katangchol, S., Ladnongkun, V., Kongyoungyune, R., & Damrongsiri, T. (2022). Organizational Factors Affecting Mission Implementation Of Thai Private University Personnel. *Journal of Positive School Psychology*, 6(8).
- Conger, J. A., & Hunt, J. G. (1999). Charismatic and transformational leadership: Taking stock of the present and future (Part i). *The Leadership Quarterly*, 10(2), 121–127. [https://doi.org/10.1016/S1048-9843\(99\)00017-X](https://doi.org/10.1016/S1048-9843(99)00017-X)
- de Jong, J. P. J., & Den Hartog, D. N. (2007). How leaders influence employees' innovative behaviour. *European Journal of Innovation Management*, 10(1), 41–64. <https://doi.org/10.1108/14601060710720546>
- DeVellis, R. F. (2017). *Scale Development: Theory and Applications* (4th ed.). Sage.
- Etehad, B., & Karatepe, O. M. (2019). The impact of job insecurity on critical hotel employee outcomes: The mediating role of self-efficacy. *Journal of Hospitality Marketing & Management*, 28(6), 665–689. <https://doi.org/10.1080/19368623.2019.1556768>
- Fornell, C., & Larcker, D. F. (1981). Evaluating Structural Equation Models with Unobservable Variables and Measurement Error. *Journal of Marketing Research*, 18(1), 39. <https://doi.org/10.2307/3151312>
- Gerbing, D. W., & Anderson, J. C. (1988). An Updated Paradigm for Scale Development Incorporating Unidimensionality and Its Assessment. *Journal of Marketing Research*, 25(2), 186. <https://doi.org/10.2307/3172650>
- Haider, S. A., Akbar, A., Tehseen, S., Poulova, P., & Jaleel, F. (2022). The impact of responsible leadership on knowledge sharing behavior through the mediating role of person–organization fit and moderating role of higher educational institute culture. *Journal of Innovation & Knowledge*, 7(4), 100265. <https://doi.org/10.1016/j.jik.2022.100265>
- Hair, J., Black, W., Babin, B., & Anderson, R. (2010). *Multivariate Data Analysis*. Prentice-Hall.
- Hanaysha, J. R., Kumar, V. V. A., In'airat, M., & Paramaiah, Ch. (2022). Direct and indirect effects of servant and ethical leadership styles on employee creativity: mediating role of organizational citizenship behavior. *Arab Gulf Journal of Scientific Research*, 40(1), 79–98. <https://doi.org/10.1108/AGJSR-04-2022-0033>
- Hanoum, S., Muniroh, & Agung Nabawi, S. (2021). *The Influence of Transformational and Transactional Leadership on Organizational Performance in Millennials Generation*. <https://doi.org/10.2991/aebmr.k.210510.023>
- Haque, A., Fernando, M., & Caputi, P. (2021). Responsible leadership and employee outcomes: a systematic literature review, integration and propositions. *Asia-Pacific Journal of Business Administration*, 13(3), 383–408. <https://doi.org/10.1108/APJBA-11-2019-0243>
- Hayes, A. F. (2013). *Introduction to Mediation, Moderation, and Conditional Process Analysis: A Regression-Based Approach*. The Guilford Press.

- Herrmann, D., & Felfe, J. (2014). Effects of Leadership Style, Creativity Technique and Personal Initiative on Employee Creativity. *British Journal of Management*, 25(2), 209–227. <https://doi.org/10.1111/j.1467-8551.2012.00849.x>
- Huo, C., Safdar, M. A., Akhtar, M. W., & Ahmed, M. (2022). Linking Responsible Leadership and Green Innovation: The Role of Knowledge Sharing and Leader-Member Exchange. *Frontiers in Environmental Science*, 10. <https://doi.org/10.3389/fenvs.2022.945817>
- Jaiswal, N. K., & Dhar, R. L. (2015). Transformational leadership, innovation climate, creative self-efficacy and employee creativity: A multilevel study. *International Journal of Hospitality Management*, 51, 30–41. <https://doi.org/10.1016/j.ijhm.2015.07.002>
- Javed, B., Abdullah, I., Zaffar, M. A., Haque, A. ul, & Rubab, U. (2019). Inclusive leadership and innovative work behavior: The role of psychological empowerment. *Journal of Management & Organization*, 25(04), 554–571. <https://doi.org/10.1017/jmo.2018.50>
- Jia, X., Chen, J., Mei, L., & Wu, Q. (2018). How leadership matters in organizational innovation: a perspective of openness. *Management Decision*, 56(1), 6–25. <https://doi.org/10.1108/MD-04-2017-0415>
- Khan, M. M., Mubarik, M. S., & Islam, T. (2021). Leading the innovation: role of trust and job crafting as sequential mediators relating servant leadership and innovative work behavior. *European Journal of Innovation Management*, 24(5), 1547–1568. <https://doi.org/10.1108/EJIM-05-2020-0187>
- Kim, S. L., & Yun, S. (2015). The effect of coworker knowledge sharing on performance and its boundary conditions: An interactional perspective. *Journal of Applied Psychology*, 100(2), 575–582. <https://doi.org/10.1037/a0037834>
- Kline, R. B. (2016). *Principles and Practice of Structural Equation Modeling* (4th ed.). Guilford Press.
- Kremer, H., Villamor, I., & Aguinis, H. (2019). Innovation leadership: Best-practice recommendations for promoting employee creativity, voice, and knowledge sharing. *Business Horizons*, 62(1), 65–74. <https://doi.org/10.1016/j.bushor.2018.08.010>
- Larson, E. W., & Gray, C. F. (2010). *Project Management: The Managerial Process* (5th ed., Vol. 5). McGraw-Hill.
- Lee, H. S., & Hong, S. A. (2014). Factors Affecting Hospital Employees' Knowledge Sharing Intention and Behavior, and Innovation Behavior. *Osong Public Health and Research Perspectives*, 5(3), 148–155. <https://doi.org/10.1016/j.phrp.2014.04.006>
- Lee, P., Gillespie, N., Mann, L., & Wearing, A. (2010). Leadership and trust: Their effect on knowledge sharing and team performance. *Management Learning*, 41(4), 473–491. <https://doi.org/10.1177/1350507610362036>
- Li, C., Zhao, H., & Begley, T. M. (2015). Transformational leadership dimensions and employee creativity in China: A cross-level analysis. *Journal of Business Research*, 68(6), 1149–1156. <https://doi.org/10.1016/j.jbusres.2014.11.009>
- Li, F., Liu, B., Lin, W., Wei, X., & Xu, Z. (2021). How and when servant leadership promotes service innovation: A moderated mediation model. *Tourism Management*, 86, 104358. <https://doi.org/10.1016/j.tourman.2021.104358>
- Liden, R. C., Wayne, S. J., Zhao, H., & Henderson, D. (2008). Servant leadership: Development of a multidimensional measure and multi-level assessment. *The Leadership Quarterly*, 19(2), 161–177. <https://doi.org/10.1016/j.leaqua.2008.01.006>

- Lu, X., Zhou, H., & Chen, S. (2019). Facilitate Knowledge Sharing by Leading Ethically: the Role of Organizational Concern and Impression Management Climate. *Journal of Business and Psychology*, 34(4), 539–553. <https://doi.org/10.1007/s10869-018-9555-8>
- Mai, N. K., Do, T. T., & Phan, N. A. (2022). The impact of leadership traits and organizational learning on business innovation. *Journal of Innovation & Knowledge*, 7(3), 100204. <https://doi.org/10.1016/j.jik.2022.100204>
- Ministry of Higher Education, Science, Research, and Innovation. (2025, January). *Basic information of 70 private higher education institutions under the Ministry of Higher Education, Science, Research and Innovation*. https://www.ops.go.th/th/content_page/download/5329/11728/16
- Naqshbandi, M. M., & Tabche, I. (2018). The interplay of leadership, absorptive capacity, and organizational learning culture in open innovation: Testing a moderated mediation model. *Technological Forecasting and Social Change*, 133, 156–167. <https://doi.org/10.1016/j.techfore.2018.03.017>
- Newman, A., Neesham, C., Manville, G., & Tse, H. H. M. (2018). Examining the influence of servant and entrepreneurial leadership on the work outcomes of employees in social enterprises. *The International Journal of Human Resource Management*, 29(20), 2905–2926. <https://doi.org/10.1080/09585192.2017.1359792>
- Schepers, J., de Vries, J., van Weele, A., & Langerak, F. (2019). Exploring the Motivational and Behavioral Foundations of External Technology Experts' Knowledge Sharing in Collaborative R&D Projects: The Contingency Role of Project Formalization. *Journal of Product Innovation Management*, 36(4), 467–489. <https://doi.org/10.1111/jpim.12487>
- Schwarz, G., Newman, A., Cooper, B., & Eva, N. (2016). Servant Leadership and Follower Job Performance: The Mediating Effect of Public Service Motivation. *Public Administration*, 94(4), 1025–1041. <https://doi.org/10.1111/padm.12266>
- Scott, S. G., & Bruce, R. A. (1994). Determinants of innovative behavior: A path model of individual innovation in the workplace. *Academy of Management Journal*, 37(3), 580–607. <https://doi.org/10.2307/256701>
- Singh, S. K., Gupta, S., Busso, D., & Kamboj, S. (2021). Top management knowledge value, knowledge sharing practices, open innovation and organizational performance. *Journal of Business Research*, 128, 788–798. <https://doi.org/10.1016/j.jbusres.2019.04.040>
- Slåtten, T., & Mehmetoglu, M. (2015). The Effects of Transformational Leadership and Perceived Creativity on Innovation Behavior in the Hospitality Industry. *Journal of Human Resources in Hospitality & Tourism*, 14(2), 195–219. <https://doi.org/10.1080/15332845.2014.955557>
- Srivastava, A., Bartol, K. M., & Locke, E. A. (2006). Empowering Leadership in Management Teams: Effects on Knowledge Sharing, Efficacy, And Performance. *Academy of Management Journal*, 49(6), 1239–1251. <https://doi.org/10.5465/amj.2006.23478718>
- Suhana, S., Udin, U., Suharnomo, S., & Mas'ud, F. (2019). Transformational Leadership and Innovative Behavior: The Mediating Role of Knowledge Sharing in Indonesian Private University. *International Journal of Higher Education*, 8(6), 15. <https://doi.org/10.5430/ijhe.v8n6p15>
- Suwanroj, T., Leekitchwatana, P., & Pimdee, P. (2019). Confirmatory factor analysis of the essential digital competencies for undergraduate students in Thai higher education institutions. *Journal of Technology and Science Education*, 9(3), 340. <https://doi.org/10.3926/jotse.645>
- Tabachnick, B. G., & Fidell, L. S. (2019). *Using Multivariate Statistics* (7th ed.). Pearson.

- Tierney, P., & Farmer, S. M. (2002). Creative Self-Efficacy: Its Potential Antecedents and Relationship To Creative Performance. *Academy of Management Journal*, 45(6), 1137–1148. <https://doi.org/10.2307/3069429>
- Voegtlin, C. (2011). Development of a Scale Measuring Discursive Responsible Leadership. *Journal of Business Ethics*, 98(S1), 57–73. <https://doi.org/10.1007/s10551-011-1020-9>
- Wang, Z., Guan, C., Cui, T., Cai, S., & Liu, D. (2021). Servant Leadership, Team Reflexivity, Coworker Support Climate, and Employee Creativity: A Multilevel Perspective. *Journal of Leadership & Organizational Studies*, 28(4), 465–478. <https://doi.org/10.1177/15480518211010769>
- Yang, J., Liu, H., & Gu, J. (2017). A multi-level study of servant leadership on creativity. *Leadership & Organization Development Journal*, 38(5), 610–629. <https://doi.org/10.1108/LODJ-10-2015-0229>
- Yang, Z., Nguyen, V. T., & Le, P. B. (2018). Knowledge sharing serves as a mediator between collaborative culture and innovation capability: an empirical research. *Journal of Business & Industrial Marketing*, 33(7), 958–969. <https://doi.org/10.1108/JBIM-10-2017-0245>
- Yıldırım, N., & Birinci, S. (2013). Impacts of Organizational Culture and Leadership on Business Performance: A Case Study on Acquisitions. *Procedia - Social and Behavioral Sciences*, 75, 71–82. <https://doi.org/10.1016/j.sbspro.2013.04.009>
- Yoshida, D. T., Sendjaya, S., Hirst, G., & Cooper, B. (2014). Does servant leadership foster creativity and innovation? A multi-level mediation study of identification and prototypicality. *Journal of Business Research*, 67(7), 1395–1404. <https://doi.org/10.1016/j.jbusres.2013.08.013>
- Yu, C., Yu, T.-F., & Yu, C.-C. (2013). Knowledge Sharing, Organizational Climate, and Innovative Behavior: A Cross-Level Analysis of Effects. *Social Behavior and Personality: An International Journal*, 41(1), 143–156. <https://doi.org/10.2224/sbp.2013.41.1.143>
- Zhang, S., Liu, X., & Du, Y. (2021). When and how authoritarian leadership influences employee innovation behavior in the context of Chinese culture. *Leadership & Organization Development Journal*, 42(5), 722–734. <https://doi.org/10.1108/LODJ-08-2020-0342>
- Zhu, J., Tang, W., Zhang, B., & Wang, H. (2022). Influence of Environmentally Specific Transformational Leadership on Employees' Green Innovation Behavior—A Moderated Mediation Model. *Sustainability*, 14(3), 1828. <https://doi.org/10.3390/su14031828>

About the Contributor(s)

Jinze Liu, MBA in the International Program at Siam University in Bangkok, Thailand, is currently a Ph.D. candidate in Management Science at the Institute of Science Innovation and Culture, Rajamangala University of Technology Krungthep.

Email: 659240300098@mail.rmutk.ac.th

ORCID: <https://orcid.org/0009-0005-1976-4996>

Daranee Pimchangthong, DBA, is Associate Professor of Management Science in the Institute of Science Innovation and Culture, Rajamangala University of Technology Krungthep.

Email: daranee.p@mail.rmutk.ac.th

ORCID: <https://orcid.org/0009-0003-4577-4077>

Publisher's Note: *The opinions, statements, and data presented in all publications are solely those of the individual author(s) and contributors and do not reflect the views of Universitepark, EDUPIJ, and/or the editor(s). Universitepark, the Journal, and/or the editor(s) accept no responsibility for any harm or damage to persons or property arising from the use of ideas, methods, instructions, or products mentioned in the content.*
