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Enhancing Creative Performance in Indonesian Universities: Exploring the Impact of Distributed Leadership, Organizational Citizenship Behavior, and Supportive Creative Working Environment on Lecturers' Creative Performance

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Abstract. This study investigates the impact of the *Kampus Merdeka (KM)* initiative, a government-led program in Indonesia aimed at promoting innovation, creativity, and entrepreneurship in higher education. Data were collected from 300 lecturers using convenience and non-probability sampling methods and analyzed using Covariance-Based Structural Equation Modeling (CB-SEM). The research explores the relationships among Distributed Leadership, organizational citizenship behavior (OCB), Creative Performance, and the Creative Work Environment. By considering the moderating effect of OCB and the mediating role of the Creative Work Environment, this study provides a comprehensive understanding of these interconnections. The findings reveal that Distributed Leadership significantly influences both OCB and Creative Performance, with OCB playing a mediating role in the relationship between Distributed Leadership and Creative Performance. Furthermore, the study identifies a moderating effect of the Creative Work Environment on the association between OCB and Creative Performance. The research emphasizes practical implications and offers recommendations for future studies. This work contributes to existing knowledge by shedding light on the unique dynamics within the context of the *Kampus Merdeka* initiative and underscores the significance of further exploration in this area.

Keywords: Creative Working Environment, Distributed Leadership, Lecturers' Creative Performance, and Organizational Citizenship Behavior

1. Introduction

Kampus Merdeka (KM), an Indonesian government initiative, represents a transformative endeavor within higher education, with its primary objective being the cultivation of innovation, creativity, and entrepreneurship among students and lecturers (Prasetyawan & Sari, 2020). Launched in 2019, this initiative aims to elevate the competitiveness and international standing of Indonesia's higher education system. The program's profound influence has been observed among lecturers and universities across the nation.

Within the realm of universities and knowledge management, Distributed Leadership assumes a crucial role, as it underscores the significance of collaborative and autonomous practices among leaders throughout the organization, be it formal or informal. As expounded by Ancona and Isaacs (as cited by MIT Sloan School of Management), Distributed Leadership entails a paradigm shift wherein the hierarchical structure is inverted, allowing for a network of leaders to collectively and autonomously manage practices. This approach proves advantageous for universities as it facilitates a more agile and adaptable response to the demands of students and society, with decision-making authority delegated to individuals possessing the requisite expertise and experiential background. Furthermore, the implementation of Distributed Leadership holds the potential to foster entrepreneurialism within universities, thereby engendering the establishment of new enterprises and startups, as highlighted by Rahardjo and Andriani (2020). Hence, Distributed Leadership serves as a catalyst for universities to accommodate evolving societal and industrial needs, while simultaneously fostering a climate conducive to innovation and entrepreneurship.

Kampus Merdeka (KM) has exerted a favorable influence on the organizational citizenship behavior (OCB) exhibited by lecturers within Indonesian universities. By fostering an environment that promotes active participation in institutional management and advancement (Rahardjo & Andriani, 2020), *KM* has facilitated the allocation of funding and support toward initiatives aimed at enhancing the quality of university education and research. As a result, lecturers have experienced a heightened sense of ownership and accountability, leading to an increased inclination to engage in OCB (Yudhistira, 2019).

One significant outcome of *KM* on lecturers is the heightened focus on promoting innovation and creativity in both teaching and research endeavors (Yudhistira, 2019). By instilling a culture of innovation, the initiative has motivated lecturers to embrace novel and student-centric instructional approaches, resulting in the creation of fresh and captivating courses (Prasetyawan & Sari, 2020). Additionally, *KM*'s provision of funding and support for research and development has enabled lecturers to undertake more ambitious and impactful research undertakings.

An effective operational framework for *KM* necessitates the presence of a Creative Work Environment. Firstly, the cultivation of a Creative Work Environment serves as a catalyst for the emergence of innovative ideas and practices. This, in turn, empowers lecturers to devise novel teaching methodologies that enrich students' learning experiences (Prasetyawan & Sari, 2020). Secondly, a Creative Work Environment aligns assignments with lecturers' personal interests and passions, fostering enhanced job satisfaction and heightened productivity (Rahardjo & Andriani, 2020). Thirdly, the establishment of a Creative Work Environment nurtures a sense of ownership and autonomy within the workplace, thereby engendering a more engaged and motivated workforce (Yudhistira, 2019). Lastly, a Creative Work Environment fosters collaboration and constructive debate among lecturers, leading to the development of robust and effective teaching strategies.

In the context of higher education, lecturers' Creative Performance holds significant importance as it directly impacts teaching, research, and overall institutional success. Creative Performance refers to the ability of lecturers to generate innovative and novel ideas, approaches, and solutions within their teaching and research endeavors. This creativity fosters a dynamic learning environment, enhances the quality of education, and contributes to the institution's reputation and competitiveness.

Lecturers' Creative Performance plays a crucial role in transforming the traditional teaching

methods into engaging and effective learning experiences for students. Innovative teaching techniques, such as active learning strategies, multimedia presentations, and experiential learning, can capture students' attention and improve their comprehension and retention of knowledge (Henderson & Dancy, 2009). Creative lecturers are better equipped to adapt their teaching styles to cater to diverse learning preferences, making the learning process more inclusive and enjoyable.

Creative lecturers bring fresh perspectives and imaginative thinking to research endeavors, leading to the generation of groundbreaking ideas and contributions to their respective fields. Their ability to approach research questions from unconventional angles can result in novel discoveries and advancements (Amabile, 1988). Moreover, creative research practices are often associated with increased productivity, collaboration, and positive outcomes (Shalley et al., 2004).

Institutions that foster a culture of creativity among their lecturers tend to experience numerous benefits. The creative environment attracts and retains high-quality faculty, contributing to institutional prestige and attracting prospective students (Tierney & Lanford, 2016). Moreover, creative lecturers often collaborate on interdisciplinary projects, leading to a broader impact and increased research funding opportunities (Tierney & Lanford, 2016).

Despite the increasing interest in Distributed Leadership, organizational citizenship behavior, Creative Performance, and the Creative Work Environment, there exists a significant research gap pertaining to the intricate interactions among these constructs. Limited studies have investigated the potential mediating role of organizational citizenship behavior in the relationship between Distributed Leadership and innovative work environments. While some studies have explored the impact of Distributed Leadership on creative outcomes, the moderating influence of the Creative Work Environment has not received commensurate attention. Hence, this research aims to comprehensively examine the interplay between Distributed Leadership, organizational citizenship behavior, Creative Performance, and the facilitative work environment for innovation within higher education institutions in Indonesia.

Therefore, the present study aims to address the following research questions:

a. What is the nature of the relationship between Distributed Leadership and Organizational Citizenship Behavior?
b. What is the nature of the relationship between Distributed Leadership and Creative Performance?
c. What is the nature of the relationship between Organizational Citizenship Behavior and Creative Performance?
d. To what extent does Organizational Citizenship Behavior mediate the relationship between Distributed Leadership and Creative Performance?
e. To what extent does Creative Work Environment moderate the relationship between Organizational Citizenship Behavior and Creative Performance?

2. Literature Review

2.1. Organizational Citizenship Behavior

Organizational citizenship behavior (OCB) is a significant individual variable that impacts the effectiveness of institutions (Bogler & Somech, 2019; Nguni et al., 2006; Optalka, 2007; WHO, 2010; Organ, 1998; Pain & Organ, 2000; Podsakoff et al., 1997; Somech & Drach-Zahavy, 2013). The concept of OCB builds upon Chester Barnard's notion of "willingness to change" and Daniel Katz's differentiation between "dependable roles" and "innovative and spontaneous behavior" (Podsakoff et al., 1997, p. 264). OCB is defined as discretionary behavior that contributes to the overall efficiency of the institution, without receiving direct recognition or being part of job responsibilities (Organ, 1998, p. 4). It involves engaging in extra roles voluntarily (Optalka, 2007), assisting colleagues without expecting immediate reciprocation (Nguni et al., 2006), and undertaking individual actions that promote

the well-being of individuals, groups, or institutions (Optalka, 2007, p. 389). These behaviors are not motivated by rewards from the organization.

In Organ's (1998) study, the author explores the five dimensions of organizational citizenship behavior (OCB) and their impact on institute performance. These dimensions include altruism, conscientiousness, sportsmanship, courtesy, and civic virtue. Altruism, for instance, involves engaging in behaviors that promote individual capacity and contribute to institute improvement, such as assisting new coworkers and investing time and effort in enhancing others' abilities (Ölçüm-Çetin, 2004). Conscientiousness refers to lecturers surpassing the expected requirements of their roles and demonstrating obedience to specific organizational rules (Organ & Andreas, 1995).

A lecturer demonstrating sportsmanship refrains from complaining about inconvenient or unsuitable matters, enabling them to maintain focus on the core goals of the institute. Within the context of courtesy, effective and appropriate communication becomes essential prior to engaging in certain actions or behaviors (Schnake & Dumler, 2010). Courteous lecturers are expected to proactively reach out to individuals who may be affected (Organ,1998) and keep them informed about any recent changes in their work schedules. Civic virtue refers to the willingness of lecturers to actively participate in and contribute to the overall administration of the institution.

The effective functioning of a company relies on organizational citizenship behaviors (OCBs), which encompass discretionary and non-prescribed behaviors beyond formal job requirements (M. Dipaola & Tschannen-Moran, 2001). In recent years, educators have increasingly focused on the concept of OCB (Bogler & Somech, 2019; Dipaola & Hoy, 2005; Nguni et al., 2006; Optalka, 2007; Somech & Drach-Zahavy, 2013), recognizing its potential contribution to enhancing school operations and fostering long-term improvements. Lecturers who display OCBs actively support their less-experienced colleagues by improving their own teaching practices, generating new approaches, engaging in school management activities such as meetings and committees, engaging in reflective discussions with peers about teaching practices, and devising effective solutions to complex challenges (Dipaola & Tschannen-Moran, 2001).

According to Bogler & Somech (2019), lecturers who exhibit organizational citizenship behaviors (OCBs) in schools contribute to the core functioning of the institution through the establishment of unique classroom practices, leadership in instructional innovations, and the enhancement of their knowledge and expertise. Professional lecturers are expected to demonstrate a commitment to their central professional duties, including assisting students in achieving their full potential by developing and implementing innovative teaching strategies (Dipaola & Hoy, 2005). As educators strive to meet the diverse needs of their students, they may extend their efforts beyond the formal requirements of their roles. Therefore, the OCBs displayed by lecturers can be considered a vital aspect of school performance and student success. Additionally, universities can benefit from researching OCBs as it allows lecturers to differentiate between formal job responsibilities and extra-role behaviors within their own professional contexts (Optalka, 2007).

2.2. Distributed Leadership

Distributed Leadership has gained increasing attention from scholars, practitioners, and policymakers as a means to enhance school improvement (Harris & Lambert, 2003; Spillane, 2005). The concept of leadership has traditionally been associated with how an individual administers a system or structure (Harris, 2004). However, in recent years, there has been a shift towards more professionally oriented and decentralized forms of leadership (Fullan, 2001). Distributed Leadership offers a new perspective to examine and transform school leadership practices (Spillane, 2005), departing from role-based notions and embracing Distributed perspectives as outlined by Elmore (2000).

Distributed Leadership encompasses two perspectives: the leader-plus perspective and the practice perspective. The leader-plus approach recognizes that school management involves a broader range of individuals beyond the principal, assistant principals, and specialists who hold formal positions of

authority. On the other hand, the practice perspective focuses on the actual acts of leading, enabling others to contribute to school-leading activities irrespective of their formal roles. Through their interactions with colleagues, leaders engage in leadership practices. By expanding leadership to include individuals and leveraging the "wide and capable involvement" of teachers (Harris & Lambert, 2003, p. 13), Distributed Leadership emerges as an "emergent property of a group or network of interacting individuals" (Bennett et al., 2003), harnessing the knowledge, disposition, and expertise of colleagues (Gronn, 2000) to improve classroom practices (Harris, 2004).

There are three primary reasons for the growing popularity of Distributed Leadership (Harris & Spillane, 2008). Firstly, it reflects a shift in leadership practices away from the notion of heroic leadership, where principals are seen as the primary doers, and leadership is viewed as a singular role (Hargreaves & Fink, 2009; Lashway, 2003). Instead, Distributed Leadership promotes collaborative leadership teams and encourages openness in leadership boundaries (Bennett et al., 2003). Secondly, Distributed Leadership offers representative power by presenting alternative leadership strategies (Harris & Spillane, 2008). Recognizing that effective school improvement and change processes cannot solely rely on individual leadership (Harris & Lambert, 2003), Distributed Leadership provides a framework that includes multiple perspectives and contributions. Lastly, Distributed Leadership has empirical power, even though research in this area is still developing (Harris & Spillane, 2008).

Studies have associated Distributed Leadership with school goal achievement, lecturer professional development, instructional program management, lecturer motivation and enthusiasm, and school performance (Obadara, 2013; Sheppard et al., 2010; Davis, 2009). Moreover, research suggests that distributed or collective leadership can enhance capacity building, school improvement, institute change, and professional learning communities (Cherwoski, 2013; Harris, 2004; Coral & Larry, 2011).

2.3. Lecturers' Creative Performance

Creativity plays a vital role in the process of innovation, encompassing the development and implementation of ideas (Amabile, 1988; Anderson et al., 2004). Over time, research on work-related innovation has diversified into various interconnected areas of study. Some studies primarily focus on idea generation during the innovation process (Tierney & Farner, 2011; Zhou et al., 2009), while others have examined individual innovation and innovative behavior (Axtell et al., 2010; Axtell et al., 2000; Miron et al., 2004). In the context of lecturers, their activities involve a broader scope that includes idea development, support, and implementation (Janssen, 2010; Pieterse et al., 2009; Yuan & Woodman, 2017).

Several prior studies have examined Creative Performance within the higher education sector. These studies have investigated various aspects of creativity among lecturers and its impact on teaching, research, and institutional success. Some key findings from the existing literature are outlined below.

Research has highlighted the significance of individual factors in influencing Creative Performance. Personality traits, such as openness to experience and extraversion, have been linked to higher levels of creativity among faculty (Feist, 1998). Moreover, intrinsic motivation, self-efficacy, and passion for teaching and research have been identified as important determinants of lecturers' creative endeavors (Tierney & Farmer, 2002).

The organizational context has been found to play a crucial role in fostering creativity among lecturers. Supportive leadership that encourages risk-taking and provides autonomy has been associated with increased creative output (Amabile et al., 1996). Additionally, a positive organizational culture that values innovation and recognizes creative contributions positively impacts lecturers' motivation and Creative Performance (Tierney & Farmer, 2002).

Studies have explored the role of the work environment in influencing Creative Performance in higher education. Factors such as access to resources, time for exploration, and opportunities for interdisciplinary collaboration have been shown to enhance lecturers' creative efforts (Shalley & Gilson, 2004). Furthermore, the physical workspace design and availability of technological tools can influence

creative outcomes (Anderson & Tracey, 2015).

Within the framework of *Kampus Merdeka*, lecturers' Creative Performance holds significant importance. It serves as a source of motivation and inspiration for students, encouraging them to cultivate their own creativity and innovation skills (Anggraini et al., 2022). Furthermore, lecturers' Creative Performance contributes to the creation of an engaging and interactive learning environment, enhancing students' motivation and improving their learning outcomes. In the context of *Kampus Merdeka*, the success of the initiative relies on lecturers' ability to foster a conducive learning atmosphere that supports students' activities and fosters their creativity (Anggraini et al., 2022).

While there is growing interest in studying the relationships between Distributed leadership, organizational citizenship behavior (OCB), and Creative Performance in the higher education sector, there are some gaps and inconsistencies in the existing literature. Many studies exploring the relationship between Distributed leadership, OCB, and Creative Performance have been conducted in corporate or general organizational settings. There is a dearth of research specifically focused on the higher education context, which has unique dynamics, such as the role of faculty in both teaching and research, and the impact of academic culture on creative expression.

The direction of causality between Distributed leadership, OCB, and Creative Performance is not always clear in the existing literature. While some studies suggest that Distributed leadership fosters a climate of OCB, leading to improved Creative Performance (Bass, 1997), others propose that a culture of creativity can influence the perception of Distributed leadership and encourage OCB (Tierney & Farmer, 2002). Determining the causal direction of these relationships is essential for understanding their true impact.

The current study aims to address the gaps and inconsistencies in the existing literature by specifically investigating the relationships between Distributed leadership, OCB, and Creative Performance within the higher education sector. By focusing on this unique context, the study can shed light on the nuanced dynamics that shape creative expression among lecturers, considering the dual roles of teaching and research in academia.

The current study contributes to the existing literature by offering context-specific insights into the relationships between Distributed leadership, OCB, and Creative Performance in higher education. By exploring these dynamics within the academic setting, the research can provide practical implications for fostering creativity among faculty members, thus enhancing teaching quality, research output, and overall institutional success.

Additionally, by clarifying the direction of causality between these variables, the study can offer a more nuanced understanding of the underlying mechanisms that drive Creative Performance in higher education. This can inform the development of targeted interventions and leadership practices that promote a culture of creativity and support faculty members in their creative endeavors.

2.4. Creative Work Environment

In relation to perceptions of a positive work environment, our model incorporates two key factors: institute encouragement and supervisory encouragement. Institute encouragement refers to a culture that fosters creativity through fair and constructive evaluation of ideas, recognition and rewards for creative work, mechanisms for idea development, a continuous flow of ideas, and a shared vision of the institute's objectives (Amabile, 1997, p.48). Similarly, supervisory encouragement involves a supervisor who serves as a positive role model, establishes appropriate goals, supports the work group, values individual contributions, and demonstrates confidence in the team (Amabile, 1997, p.48). These elements contribute to creating a positive perception of the work environment.

On the other hand, negative perceptions of the work environment are addressed through the inclusion of two factors: institute impediments and burden pressure. Institute impediments encompass an organizational culture that hinders creativity due to internal political issues, harsh criticism of new

ideas, destructive internal competition, risk aversion, and an excessive focus on maintaining the status quo (Amabile, 1997, p.49). Burden pressure refers to excessive time constraints, unrealistic expectations for productivity, and distractions that impede creative work (Amabile, 1997, p.48). These negative aspects are chosen because they align with the components of the Creative Task Characteristics and are known to influence creative behavior.

These perceptions help explain why peripheral lecturers serve as motivational indicators for submitting their ideas to idea competitions. Individuals faced with challenging and unconventional tasks are compelled to think creatively. Therefore, an institute culture that encourages creativity among lecturers motivates their involvement in meaningful projects within the organization. Adequate allocation of resources, including time, training, and tools necessary for generating novel ideas, is crucial. Perception of resource availability may also impact individuals' psychological well-being, as it contributes to their belief in the intrinsic value of the projects they undertake.

Furthermore, to encourage lecturers to take risks when implementing new ideas, institute support plays a significant role. It is important for individuals to feel endorsed by their supervisors and to have a sense of ownership and responsibility for their actions. This creates a safe environment for engaging in creative activities without fear of excessive scrutiny.

Research has indicated that promoting creativity within work groups can be accomplished through various strategies, including embracing team diversity, fostering an environment of openness to new ideas, providing constructive criticism, and fostering a shared commitment to innovation (Albrecht & Hall, 1991). By incorporating diverse perspectives and encouraging unconventional ideas, individuals are exposed to a broader range of possibilities, which in turn stimulates creativity.

Offering positive feedback is an effective way to reinforce desired behavior and identify areas for improvement, thus promoting flexibility and satisfaction while generating new concepts and innovative approaches (Monge et al., 1992). Providing technical guidance on addressing challenges encountered during task performance stimulates personal creativity by enhancing individuals' self-efficacy and fostering psychological resilience. In an organizational culture that embraces constructive feedback, individuals are encouraged to take risks and engage in inventive behavior.

The autonomy syndrome refers to the inverse relationship between the control and supervision exerted by leaders and lecturer creativity. Participants in studies have attributed a decline in creativity to micromanagement and bureaucratic structures within the organization, which are seen as unfavorable to fostering creativity (Delbecq & Mills, 1985). On the other hand, a culture that values innovation from top to bottom and actively promotes risk-taking and ideation at all levels of the organization can foster creativity (Hage & Dewar, 1973). Such an environment also encourages lecturers to take interpersonal risks, as they perceive the environment to be safe. Since risk-taking is a vital component of the creative process, many lecturers tend to avoid it.

Research suggests that creating a conducive work environment for lecturers is crucial, as it can have a positive impact on the quality of their lectures and student engagement. According to Pawirosumarto et al. (2017), intrinsic motivation in projects that require high creativity is enhanced when individuals are provided with cognitively challenging resources, greater autonomy, and ample encouragement for innovative thinking. This implies that when lecturers operate in a Creative Work Environment, they are more likely to generate novel and captivating teaching methods, ultimately leading to increased student motivation to learn. Additionally, Crosling et al. (2015) emphasize the significance of reviewing background knowledge for students to effectively engage with lectures and comprehend the course material. Consequently, lecturers who have access to a Creative Work Environment are better equipped with the necessary resources and support to incorporate and review relevant background knowledge within their lectures.

3. Hypotheses Development

OCB plays a crucial role in organizational performance as it encompasses behaviors that are not explicitly required by job descriptions but can significantly contribute to the effectiveness of the organization. In the context of Distributed Leadership, the responsibility for leadership tasks is distributed among team members rather than concentrated in one individual. This approach has been widely recognized as a strong predictor of OCB across various sectors.

The relationship between Distributed Leadership and OCB is significant due to the fostering of a climate characterized by trust and empowerment within the organization. Kim and Lee (2019) found that when Distributed Leadership is combined with team trust, the positive effects on organizational citizenship behavior are magnified. When team members feel trusted and empowered, they are more likely to engage in OCB, ultimately enhancing the overall performance of the organizations.

Furthermore, Distributed Leadership has been shown to cultivate a culture of innovation and creativity, which can further contribute to increased OCB. Weng et al. (2020) demonstrated that Distributed Leadership positively influences work engagement and emotional intelligence among healthcare lecturers, consequently leading to higher levels of OCB. This suggests that adopting a Distributed Leadership approach can be an effective strategy for promoting OCB, particularly in organizations that strive to foster a culture of innovation and creativity.

In addition, Distributed Leadership can enhance employee motivation, which in turn can drive increased OCB. Ma et al. (2020) found that psychological ownership mediates the relationship between Distributed Leadership and OCB among hospitality lecturers. When lecturers experience a sense of ownership and accountability for their work, they are more inclined to engage in OCB and actively contribute to the success of the organization.

Based on these studies, it is hypothesized that

H1: Distributed Leadership has a significant positive impact towards Organizational Citizenship Behavior**.**

In contrast to traditional hierarchical leadership, Distributed Leadership involves a team-based approach where members take turns assuming leadership roles and responsibilities. Creative Performance refers to the ability to generate innovative and imaginative outcomes that have a positive impact on the organization. Existing research suggests a significant positive relationship between Distributed Leadership and Creative Performance, indicating that Distributed Leadership can enhance creativity and innovation within an organization.

One of the key reasons for the strong association between Distributed Leadership and Creative Performance is the creation of a climate characterized by trust and collaboration. Huang et al. (2019) found that Distributed Leadership positively influences knowledge sharing and collaboration, which in turn positively affects Creative Performance among employees in the IT industry. When team members feel trusted and empowered, they are more inclined to share knowledge and collaborate, ultimately fostering creativity and innovation.

Additionally, Distributed Leadership can foster a culture that encourages risk-taking and experimentation, which can lead to enhanced Creative Performance. Zhang et al. (2020) identified a positive relationship between Distributed Leadership and psychological stability, which in turn positively influences Creative Performance among healthcare employees. When employees feel psychologically secure and comfortable taking risks and exploring new ideas, they are more likely to generate innovative outcomes that benefit the organization.

Furthermore, Distributed Leadership can have a positive impact on employee motivation and job satisfaction, ultimately contributing to increased Creative Performance. Liu et al. (2019) found a positive association between Distributed Leadership and job satisfaction, which in turn positively

affects Creative Performance among employees in the education industry. When employees are satisfied with their work and feel valued, they are more motivated to contribute to the organization's success through Creative Performance.

Based on these studies, it is hypothesized that:

H2: Distributed Leadership has a significant positive impact towards Lecturers' Creative Performance.

Organizational Citizenship Behavior (OCB) has been found to have several positive effects on Creative Performance within the workplace. Firstly, OCB is associated with increased knowledge sharing, information exchange, and idea dissemination among employees (Morrison, 1994). This culture of knowledge sharing fosters a collaborative work environment where diverse perspectives and insights combine, leading to enhanced creativity and innovation (Podsakoff et al., 2000). Secondly, OCB contributes to the development of a supportive and positive work climate (Edmondson, 1999). When employees perceive that their colleagues are willing to help, support, and recognize their efforts, they are more motivated to contribute creative ideas and take risks without the fear of criticism or retribution. This psychological safety stimulates creativity and openness to new possibilities (Han & Shin, 2018).

OCB can encourage a culture of risk-taking and experimentation (Scott & Bruce, 1994). Employees who observe their peers engaging in proactive and innovative behaviors are more likely to take similar initiatives, leading to increased Creative Performance. OCB creates an atmosphere of psychological safety, where employees feel comfortable expressing their ideas and opinions without fear of negative consequences. This safety fosters a conducive environment for creative thinking and the open expression of innovative ideas (Edmondson, 1999).

Additionally, OCB involves proactive behaviors such as helping colleagues, suggesting improvements, and seeking opportunities to contribute beyond one's formal role. These proactive behaviors are associated with higher levels of creativity and innovative thinking (Crant, 2000).

OCB facilitates knowledge transfer within the organization (Morrison, 1994). When employees voluntarily share their expertise and experiences, it enhances the collective knowledge pool, leading to improved Creative Performance across the organization.

Based on these studies, it is hypothesized that:

H3: Organizational Citizenship Behavior has a significant positive impact towards Creative Performance.

One study conducted by Shin and Zhou (2007) revealed that organizational citizenship behavior (OCB) acts as a mediator between Distributed Leadership and Creative Performance. According to the authors, when leadership responsibilities are distributed among team members, it creates a positive work environment that encourages lecturers to engage in OCB. This, in turn, contributes to their Creative Performance.

The mediating role of OCB between Distributed Leadership and innovative output was found to be significant only when professors perceived strong organizational support (Lu et al., 2018). The authors suggest that professors' innovative output increases when they believe their work is appreciated and valued by the institution to which they belong.

Furthermore, OCB acted as a mediator in the relationship between Distributed Leadership and employee creativity only when lecturers perceived a high level of organizational learning capability (Liu et al., 2019). The authors propose that when organizations foster a supportive environment for knowledge sharing and continuous learning, it enhances employee engagement in OCB, which subsequently facilitates Creative Performance.

Based on these studies, it is hypothesized that:

H4: Distributed Leadership has a significant positive impact towards organizational citizenship behavior, which in turn has a significant positive impact towards on lecturers' Creative Performance.

A Creative Work Environment is characterized by the encouragement of unconventional thinking, risk-taking, and the generation of new and original ideas among professors. Research suggests that the strength of the relationship between open-minded problem-solving (OCB) and creative output may be influenced by one's work environment.

In organizations with a Creative Work Environment, the association between OCB and employee creativity was found to be stronger (Liu et al., 2019). When lecturers are encouraged to be creative and innovative, they are more likely to engage in OCB, leading to improved Creative Performance, according to the authors.

Similarly, another study found a stronger correlation between OCB and Creative Performance in work environments that foster creativity (Lu et al., 2018). When lecturers perceive a supportive environment for creativity, they are more inclined to engage in OCB, which positively influences their Creative Performance, as suggested by the authors.

Additionally, the impact of OCB on Creative Performance was found to be moderated by both the presence of a Creative Work Environment and the individual's intrinsic motivation. The authors propose that when lecturers are intrinsically motivated and work in a creative environment, they are more likely to engage in OCB, which enhances their Creative Performance (Kim & Lee, 2019).

These studies provide evidence that a conducive work environment for innovation and creativity can strengthen the influence of OCB on Creative Performance. Organizations that foster a work environment that encourages creativity and innovation are more likely to benefit from the positive effects of OCB on Creative Performance.

Based on these studies, it is hypothesized:

H5: Creative Working Environment mediates the relationship between Organizational Citizenship Behavior and Lecturers' Creative Performance.

4. Methodology

Our research focuses on university educators who employ online courses, various learning platforms and teaching methods to enhance their teaching approaches. The study's primary objective is to investigate the impact of Distributed Leadership on Creative Performance, with a targeted sample size of 300 participants. Lecturers will be selected from five state institutes in Indonesia, specifically West Java, East Java, Northern Sumatera, Central Kalimantan, and South East Sulawesi. The choice of these locations aligns with the recommendation by Lyons and Bandura (2019), advocating the use of provinces as official administrative units to ensure a representative sample of the state. Accordingly, our data collection methodology will involve a combination of convenience sampling and non-probability sampling.

The chosen methodology for data collection involves surveys as the primary means to gather information from the participants. Surveys are well-suited for this study as they allow for the efficient collection of data from a relatively large sample size, enabling insights into the perceptions and experiences of university educators regarding Distributed Leadership and its influence on Creative Performance.

To assess Distributed Leadership, we will employ the Distributed Leadership Scale (DLS) developed by Spillane et al. (2004). The DLS has been widely used and validated in educational research contexts, specifically evaluating various aspects of Distributed Leadership behaviors among educators.

Using Podsakoff et al.'s (1990) measurement scale to assess Organizational Citizenship Behavior (OCB) in higher education is a justified choice due to its well-established psychometric properties and applicability to diverse organizational settings, including the academic context. The scale developed by Podsakoff et al. is widely recognized and extensively used in OCB research across various industries and sectors, making it a reliable and validated instrument.

To measure Creative Performance, the study will adopt the Creative Performance Behaviors Scale (CPBS) introduced by Tierney and Farmer (2002). The CPBS is a reliable and validated instrument that has been utilized in previous research to assess the Creative Performance of educators, making it well-suited for this study's objectives.

The selection of these measurement scales is justified by their established reliability and validity in prior research, ensuring the accuracy and consistency of the data collected. Moreover, both scales are specifically designed to assess the constructs of interest in the context of higher education, making them appropriate instruments to investigate the relationship between Distributed Leadership and Creative Performance among university educators.

The choice of Amabile's (1997) measurement scale to assess the Creative Work Environment in the higher education context is justified due to its strong theoretical foundation and established validity in previous research. Amabile's Consensual Assessment Technique (CAT) is widely recognized as a robust and comprehensive tool for evaluating factors that support creativity in the workplace. Given the distinct characteristics of the higher education setting, where faculty members engage in diverse teaching and research activities, it is crucial to select a measurement scale that captures the intricate interplay of factors influencing creativity. Amabile's scale not only considers the physical and structural aspects of the work environment but also delves into the socio-cultural and motivational elements that foster or hinder creativity. By using Amabile's scale, this study can gain a nuanced understanding of how the academic culture, leadership practices, and available resources contribute to lecturers' Creative Performance. The comprehensive nature of Amabile's scale aligns well with the multifaceted aspects of creative endeavors among university educators, making it a valuable instrument for investigating the Creative Work Environment in higher education institutions.

In this study, data analysis will be conducted using Covariance-Based Structural Equation Modeling (CB-SEM) through Smart PLS 3.0. CB-SEM is selected as the methodological approach due to its ability to provide a descriptive explanation of the significant impact observed in previous triangulations. The substantial sample size of 300 respondents enhances the credibility of the assumptions' distribution across a broader subject pool. Employing CB-SEM (Hair et al., 2017) ensures robust analytical rigor in this research.

To establish the validity and reliability of the data, we will utilize the Cronbach's Alpha metric (Kline, 2016). A reliability value exceeding 0.5 is considered acceptable, and validity will be confirmed through three consecutive trials. It is important to note that the minimum requirement for reliability is set at 0.5, with 0.6 being classified as moderate reliability and 0.7 as the highest level of reliability required (Kartika et al., 2022). By applying these metrics, we aim to ensure transparency and accuracy in the data analysis process and strengthen the credibility of our research findings.

The methodology adopted in this study adheres to the modeling approach outlined by Lyons and Bandura (2019), focusing on examining the impact of Distributed Leadership and organizational citizenship behavior (OCB) on Creative Performance. Additionally, this study will explore the moderating role played by the creative working environment. Through regression analysis, latent variables will be evaluated to establish their validity and reliability in mediating the relationships. Significance and positive/negative outcomes must be demonstrated in each relationship, as suggested by Bandura (1978). As observed in the theoretical triangulations, certain variables exhibited theoretical weaknesses due to their lack of significance (Joseph et al., 2021; Pratiwi & Syahrizal, 2019; Sugandi et al., 2021; Waskito & Linansya, 2023). The research framework is presented below for reference.

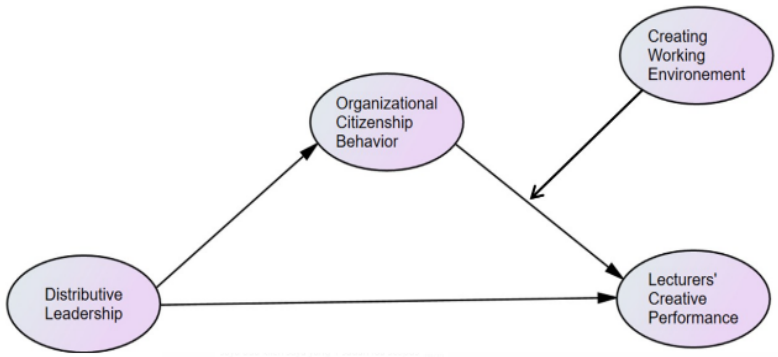

Fig. 1: Research model

5. Results and discussions

The initial part of the discussion involves the examination of indicator indices for each variable in the research. The subsequent section provides a descriptive overview of the research findings. The table below presents the indicator indices for each variable.

Table 1. Indicator indices for each variable

Variables	Indicator Indices	Source
Creative Performance	Taking risks in developing new ideas	(Tierney & Farner, 2011)
	Looking for new ways to use methods and tools	
	Trying out new ideas and approaches to solving problems	
	Identify opportunities to develop new products and processes	
	Come up with new and operable ideas	
	Being a role model is always creative	
Creative Work Environment	Get challenging job assignments	(Amabile, 1997)
	Get challenging job assignments	
	Get support to take the risk	
	Get an adequate allocation of resources	
	Surrounded by individuals from various backgrounds	
	Accept constructive criticism	
	Always present at meetings and know the latest organizational news	
Organizational Citizenship Behavior	Trying to do more work	(Podsakoff et al., 1997)
	Maintain a positive attitude despite the many problems	
	Think about the impact of personal attitudes on other people's work	
	Think about the interests of the organization	
	Proactive in expressing opinions	
	Always present at meetings and know the latest organizational news	
Distributed Leadership	Work participation is supported by trust rather than regulation	(Spillane, 2005)
	Focus on solving problems rather than formal positions held	
	Appreciate contributions from colleagues	
	Always developing yourself and the community	
	Prioritizing common interests	
	Delegate responsibility	

Out of the 300 participants in the study, 144 individuals (48.0%) were categorized as low, 71 individuals (23.7%) as medium, and 85 individuals (28.3%) as high in terms of Distributed Leadership.

These data suggest that the majority of respondents fall into the low category for Distributed Leadership. Similarly, out of the 300 participants, 243 individuals (81.0%) were categorized as low and 57 individuals (19.0%) as high in terms of Organizational Citizenship Behavior, indicating that most respondents belong to the low category for this variable. Additionally, out of the 300 participants, 198 individuals (66.0%) were categorized as low and 102 individuals (34.0%) as high in terms of Creative Performance, indicating a predominance of respondents in the low category. Lastly, for the Creative Work Environment, out of the 300 participants, 202 individuals (67.3%) were categorized as low and 98 individuals (32.7%) as high, suggesting that the majority of respondents belong to the low category.

The purpose of the normality test is to assess whether the collected data follows a normal distribution or if it represents a population that is normally distributed. The multivariate c.r. value is utilized to evaluate the normality of the data. If the multivariate c.r. value falls within the range of -2.58 to 2.58, it indicates that the multivariate assumption of normality is met. However, in this study, the multivariate c.r. value of 19.056 exceeds the range of -2.58 to 2.58, indicating that the assumption of multivariate normality has not been satisfied.

The results of this study demonstrate that all dimensions of Distributed Leadership exhibit factor loadings (λ) ≥ 0.5, indicating the validity of these dimensions. Moreover, the values of CR (0.96 > 0.7) and VE (0.78 > 0.5) indicate that the Distributed Leadership variable is reliable. Similarly, all dimensions of Organizational Citizenship Behavior show factor loadings (λ) ≥ 0.5, suggesting their validity. The values of CR (0.93 > 0.7) and VE (0.69 > 0.5) support the reliability of the Organizational Citizenship Behavior variable. Likewise, all dimensions of Creative Performance demonstrate factor loadings (λ) ≥ 0.5, indicating their validity. The values of CR (0.92 > 0.7) and VE (0.67 > 0.5) indicate the reliability of the Creative Performance variable.

After conducting the goodness of fit test, the estimated parameters of the standardized loading factor structural model are depicted in the Structure of the Distributed Leadership Model, Organizational Citizenship Behavior on Creative Performance with Creative Work Environment as a moderating variable. This structural model allows for the examination and evaluation of the hypothesized relationships between the study's exogenous latent variables and endogenous latent variables, as well as the hypothesized relationships between the study's endogenous latent variables. Figure 2 provides a visual representation of these relationships and their estimated parameters.

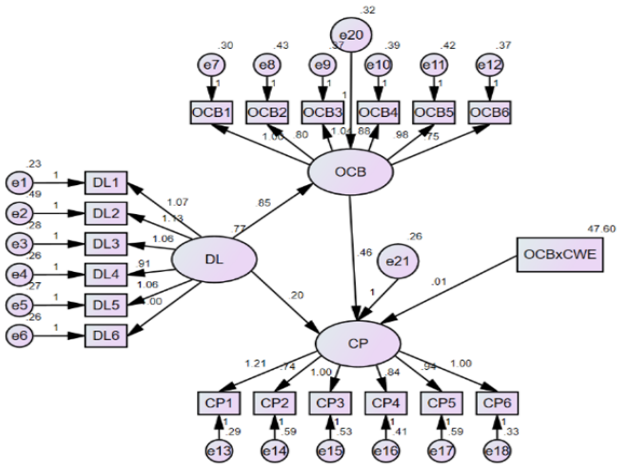

Fig.2: Structure of the research model

The Table of Parameter Estimation Results for the Distributed Leadership Model Structure Figure, focusing on the relationship between Organizational Citizenship Behavior and Creative Performance, provides the estimated values of each variable. These parameter estimates offer insights into the

associations between the variables under investigation, including the moderating role of the Creative Work Environment.

Table 2. Correlation Model

Correlating Model			Estimate	S.E.	C.R.	P
DL	□	OCB	0,853	0,058	14,693	0,000
DL	□	LCP	0,199	0,075	2,657	0,008
OCB	□	LCP	0,464	0,074	6,248	0,000
DL-	□	OCB-LCP	0.230	0.014	3.610	0.010
OCB X CWE	□	LCP	0,011	0,005	2,186	0,029

Based on the information presented in the previous table, it can be deduced that the loading value of Distributed Leadership on Organizational Citizenship Behavior is 0.853, indicating a positive relationship. This implies that an increase in Distributed Leadership leads to a corresponding increase in Organizational Citizenship Behavior by a magnitude of 0.853. Additionally, the loading value of Distributed Leadership on Creative Performance is 0.199, signifying a positive association. Thus, as Distributed Leadership improves, Creative Performance also shows an incremental improvement by 0.199.

Moreover, the loading value of Organizational Citizenship Behavior on Creative Performance is 0.464, suggesting a positive impact. This means that higher levels of Organizational Citizenship Behavior are associated with a greater Creative Performance, with a magnitude of 0.464. Additionally, the loading value of Organizational Citizenship Behavior, moderated by the Creative Work Environment, is 0.011, indicating a positive effect. This implies that as Organizational Citizenship Behavior is positively influenced by the Creative Work Environment, there is a slight increase in Creative Performance by 0.011.

To evaluate the significance of the coefficients in the structural model, ensure the validity and reliability of the measurement model, and assess the level of agreement between the data and the model, a fit test was conducted. This test encompassed various aspects, including the overall fit of the model, the fit of the measurement model, and the fit of the structural model. The purpose was to determine whether the data provide support for the developed structural model. The results of the goodness-of-fit test for the model are presented below.

Table 3. The Goodness of fit test

GOF Index	Result	Value	Conclusion
DF	6.168	$2 < X^2/df < 5$	Poor Fit
CFI	0.841	≥0,9	Marginal Fit
GFI	0.830	≥0,9	Marginal Fit
AGFI	0.783	≥0,9	Marginal Fit
RMSEA	0.131	≤0.08	Poor Fit
RMR	1.445	≤0.05	Poor Fit
TLI	0.818	≥0,9	Marginal Fit

If two criteria of quality of fit are satisfied, then the model is deemed to be acceptable or feasible (Bandura, 1978) . Examine the Ci-square/DF, CFI, GFI, AGFI, RMSEA, and RMR values. This research satisfies the criteria because nearly all tested values were close to acceptable, making the model suitable for further processing.

5.1. Distributed Leadership and OCB

The data analysis yielded compelling results, indicating a significant and positive relationship between Distributed Leadership and organizational citizenship behavior (OCB), which aligns with prior research findings. The influence of Distributed Leadership on OCB manifests in various ways. Firstly, Distributed Leadership fosters a culture that promotes and rewards OCB, resulting in higher levels of discretionary behaviors among employees (Luor et al., 2014). Secondly, by encouraging a sense of shared responsibility, Distributed Leadership motivates employees to engage in OCB activities that benefit the organization as a whole (Hoogh et al., 2005). Thirdly, collaborative decision-making, a key characteristic of Distributed Leadership, nurtures trust and rapport among employees, fostering a conducive environment for OCB (Gardner et al., 2011).

Moreover, Distributed Leadership empowers employees to take ownership of their work, leading to heightened OCB engagement (Yukl et al., 2013). Open communication facilitated by Distributed Leadership strengthens interpersonal relationships and positively influences OCB behaviors among employees (Pearce et al., 2007). In addition to its impact on OCB, Distributed Leadership provides employees with opportunities to develop new skills, serving as a motivating factor for engaging in OCB activities (Hartog et al., 1997). Notably, Distributed Leadership's promotion of innovation encourages employees to contribute fresh ideas and solutions through OCB, enhancing overall creativity within the organization.

The theoretical implications of these findings underscore the significant role of Distributed Leadership in cultivating OCB among employees, making it a valuable strategy for Indonesian universities and other organizations to embrace. By adopting Distributed Leadership practices, academic institutions can create a work environment that encourages proactive behaviors, collaboration, and innovation, all of which are conducive to enhanced OCB.

Practically, the study's outcomes suggest several strategies to enhance Creative Performance in Indonesian universities. Incorporating Distributed Leadership principles into leadership development programs can equip academic administrators and faculty members with the necessary skills to foster a culture of OCB and creativity. Encouraging open communication and shared decision-making processes will promote employee engagement and enhance the likelihood of OCB activities. Furthermore, recognizing OCB initiatives can reinforce positive behaviors and serve as an incentive for continuous engagement in creative contributions.

5.2. Distributed Leadership and Creative Performance

The analysis and interpretation of the data revealed a significant and positive relationship between Distributed Leadership and Creative Performance, which corroborates findings from previous research. The link between Distributed Leadership and creative output can be attributed to several factors. Firstly, Distributed Leadership promotes collaborative decision-making, enabling team members to freely express their opinions, creative ideas, and innovative solutions (Bunderson & Sutcliffe, 2003; Gardner et al., 2011). This participatory approach fosters an inclusive and open work environment that stimulates creativity.

Additionally, Distributed Leadership allows for greater flexibility in work processes, providing the necessary autonomy and space for creativity to flourish (Hoch et al., 2010). By encouraging a sense of ownership and independence among team members, Distributed Leadership supports creative thinking and experimentation (Gardner et al., 2011). The culture of risk-taking promoted by this leadership style can lead to novel approaches and breakthroughs in problem-solving and idea generation.

The findings of this study contribute to the existing literature by reaffirming the positive impact of Distributed Leadership on Creative Performance. By relating these results to established theories and frameworks, such as those on collaborative decision-making and autonomy-supportive leadership, this research reinforces the theoretical understanding of the relationship between leadership and creativity in organizational contexts.

Practically, these findings hold significant implications for Indonesian universities and other organizations seeking to enhance Creative Performance. Adopting Distributed Leadership practices can empower faculty and staff, fostering a culture that values creative contributions and encourages innovative thinking. Establishing collaborative platforms and processes that facilitate idea-sharing and experimentation can fuel creativity within academic institutions. Moreover, providing individuals with the autonomy and support needed to explore new avenues can lead to a more vibrant and innovative academic community.

5.3. OCB and Creative Performance

The data analysis conducted in this study revealed a significant and positive correlation between organizational citizenship behavior (OCB) and creative output within Indonesian universities. OCB encompasses voluntary behaviors that go beyond formal job requirements, contributing to the overall effectiveness of the organization (Shalley & Gilson, 2004). This finding aligns with a meta-analysis by Shalley & Gilson (2004), which established a positive relationship between OCB and creative and innovative performance. Specifically, OCB was found to be positively associated with idea generation, idea implementation, and overall Creative Performance.

This relationship between OCB and Creative Performance can be attributed to several factors. Firstly, OCB contributes to establishing a positive work environment where employees feel comfortable sharing their ideas and taking creative risks without fear of negative consequences (George & Zhou, 2001). This supportive atmosphere fosters an environment that encourages employees to express their creativity and contribute novel ideas.

Moreover, engaging in OCB is likely to facilitate the development of positive relationships among employees, leading to effective communication, collaboration, and the exchange of knowledge and ideas (Podsakoff et al., 2000). These positive interpersonal dynamics create an environment that is conducive to creative brainstorming, problem-solving, and innovation.

Relating these findings to existing theories and frameworks in the field of creativity and organizational behavior, this research supports the notion that fostering a culture of organizational citizenship can positively impact Creative Performance among faculty and staff in higher education settings.

From a practical perspective, these findings have significant implications for enhancing Creative Performance in Indonesian universities. Recognizing and encouraging OCB behaviors among employees can foster a culture that values and supports creativity. Creating platforms and channels for idea-sharing and collaboration can further facilitate knowledge exchange and innovation within academic institutions.

Implementing training and development programs that emphasize the significance of OCB and its impact on creativity can empower faculty and staff to actively engage in discretionary behaviors that contribute to the university's overall success.

5.4. Distributed Leadership, OCB, and Creative Performance

The detailed analysis and interpretation of the results highlight a significant finding in the relationship between Distributed Leadership, organizational citizenship behavior (OCB), and Creative Performance within Indonesian universities. The data indicate that OCB serves as a mediating factor in linking Distributed Leadership to Creative Performance, consistent with previous research. Kilinç (2014) demonstrated that Distributed Leadership positively impacts teacher OCBs, which, in turn, positively predicts Creative Performance. This suggests that OCB plays a vital role in translating the influence of Distributed Leadership into enhanced creative output.

Furthermore, Xu et al. (2021) also found that Distributed Leadership positively influences employee creativity, innovation, and OCB. When leadership is distributed throughout the organization, employees are granted autonomy and empowered to assume leadership roles themselves. This fosters a

collaborative and supportive work environment, where employees are more likely to engage in OCB behaviors, such as assisting colleagues, exceeding job responsibilities, and actively sharing knowledge and ideas.

Theoretical implications of these findings align with existing frameworks on Distributed Leadership, OCB, and creativity in organizational contexts. By highlighting the mediating role of OCB in the relationship between Distributed Leadership and Creative Performance, this research reinforces the importance of fostering a culture of Distributed Leadership and OCB to enhance creative outcomes in Indonesian universities.

Practically, these findings have significant implications for enhancing Creative Performance within Indonesian universities. Encouraging and promoting Distributed Leadership practices can empower faculty and staff to take initiative, leading to increased OCB engagement. This, in turn, contributes to a positive organizational culture that values creativity and innovation.

Creating a supportive work environment that encourages collaboration, open communication, and knowledge sharing can further foster OCB behaviors and stimulate creative thinking among university educators. Recognizing and rewarding OCB initiatives can also serve as an incentive for continuous engagement in creative contributions.

By adopting these strategies and emphasizing the role of OCB as a mediating factor in the relationship between Distributed Leadership and Creative Performance, Indonesian universities can cultivate a vibrant and innovative academic community, ultimately contributing to their overall success and advancement.

5.5. OCB, Creative Performance, Creative Work Environment

The detailed analysis and interpretation of the results reveal an important finding regarding the relationship between organizational citizenship behavior (OCB) and Creative Performance, which is further influenced by the presence of a Creative Work Environment, in line with previous research. A Creative Work Environment, where employees' contributions are highly appreciated and valued, enhances their motivation to engage in OCB behaviors (Harari et al., 2016). These behaviors encompass sharing knowledge and innovative ideas, taking on additional responsibilities beyond their formal roles, and providing support to colleagues. As a result, this heightened engagement in OCB leads to improved Creative Performance among employees.

The presence of a Creative Work Environment is crucial in nurturing employees' creativity by offering the necessary support and resources for creative work. Collaborative opportunities are abundant, fostering teamwork and the exchange of ideas among employees. Moreover, employees must feel secure and comfortable when taking risks or experimenting with new concepts within this environment. Thus, it can be inferred that a Creative Work Environment plays a moderating role in the relationship between OCB and Creative Performance.

Relating these findings to existing theories and frameworks, this research aligns with the notion that a positive work environment, characterized by creativity and innovation, can significantly influence employees' Creative Performance. It supports the idea that employees are more likely to engage in discretionary behaviors, such as OCB, when they feel valued and empowered in a supportive work setting.

Practically, these findings hold valuable implications for enhancing Creative Performance in Indonesian universities. Creating and fostering a Creative Work Environment can stimulate employees' motivation to contribute to the organization's success through OCB behaviors. Recognizing and appreciating employees' efforts in fostering a Creative Work Environment can further reinforce positive behaviors and cultivate a culture of innovation within the academic community.

Encouraging open communication, collaboration, and knowledge sharing can also contribute to a Creative Work Environment that nurtures creative thinking among faculty and staff. Providing

opportunities for employees to take risks and experiment with new ideas without fear of negative consequences can further enhance their Creative Performance.

6. Conclusion

The study aimed to investigate the relationships between Distributed Leadership, organizational citizenship behavior (OCB), Creative Performance, and the moderating effect of the Creative Work Environment among lecturers in Indonesian universities. The results indicated that Distributed Leadership has a significant positive effect on both organizational citizenship behavior and Creative Performance. Organizational citizenship behavior, in turn, positively influences lecturers' Creative Performance. The Creative Work Environment was found to moderate the relationship between organizational citizenship behavior and Creative Performance.

This study offers valuable insights that hold significant implications for higher education management. By embracing Distributed Leadership, higher education institutions can cultivate a collaborative and inclusive work environment that fosters creativity and innovation. This can be achieved by decentralizing decision-making and problem-solving authority, empowering individuals or groups within the organization. By adopting such practices, institutions can establish a culture that nurtures lecturer performance and drives continuous improvement.

To support the implementation of Distributed Leadership, higher education institutions should prioritize the provision of training and development programs for lecturers. These programs should focus on enhancing communication skills, problem-solving capabilities, and decision-making competencies. Additionally, leadership development initiatives can empower lecturers to cultivate their leadership skills effectively.

To measure the effectiveness of Distributed Leadership and its impact on creativity and innovation, institutions can incorporate comprehensive performance evaluation criteria. These evaluations should include assessments of lecturers' ability to engage in Distributed Leadership, promote creativity, and drive innovation. Metrics such as the number of generated novel ideas, publications, patents, or levels of engagement in organizational citizenship behavior (OCB) can provide valuable indicators of lecturer performance.

Promoting collaboration and teamwork among lecturers is crucial in cultivating a culture of creativity and innovation. Institutions should create opportunities for lecturers to collaborate on projects and initiatives, enabling the exchange of ideas and perspectives. By fostering an environment that encourages the sharing of knowledge and diverse viewpoints, institutions can stimulate innovation and creative thinking.

In order to facilitate innovation, institutions should provide the necessary resources to support lecturers' creative endeavors. This includes allocating funding, offering access to state-of-the-art facilities and equipment, and supporting research and development activities. By providing innovation support, institutions empower lecturers to explore new ideas and implement innovative solutions, thereby advancing the institution's overall educational goals.

Distributed Leadership empowers lecturers with increased autonomy in their work, leading to higher job satisfaction, productivity, and creativity. Granting lecturers the ability to make decisions and take ownership of their tasks facilitates the generation of fresh ideas and innovative problem-solving approaches. Moreover, Distributed Leadership enhances lecturers' engagement, motivation, and commitment, resulting in heightened productivity and creativity. Consequently, this engagement can foster the development of pioneering teaching methods and techniques that benefit both the institution and its students.

7. Limitations and recommendations for future research

The present study comes with certain limitations that need to be acknowledged to ensure a comprehensive understanding of its findings. Firstly, a significant limitation is that this study is a one-off, cross-sectional investigation. As such, it fails to capture the dynamic nature of the relationships between Distributed Leadership, Organizational Citizenship Behavior (OCB), and Creative Work Performance over time. A more robust approach would involve conducting a longitudinal study, which would allow researchers to track these variables across different time points and gain insights into their potential changes and developments over the long term.

Secondly, an important factor that has not been considered in this study is the influence of cultural factors. Culture can significantly impact how individuals perceive and respond to leadership styles, OCB expectations, and creative work performance. By neglecting to account for these cultural variations, the study might overlook crucial nuances that could affect the relationships between the variables under investigation. To enhance the generalizability of the findings, future research should incorporate a cross-cultural approach, examining how these relationships may differ across various cultural contexts.

Lastly, the scope of this study is limited to the individual level of analysis and does not consider the organizational level. Organizational factors, such as the overall culture, structure, and support mechanisms, can have a profound impact on the manifestation of Distributed Leadership, OCB, and Creative Work Performance within a workplace. Neglecting to address the organizational context may lead to an incomplete understanding of the dynamics at play and restrict the practical implications of the study's findings.

While significant progress has been made in understanding the relationships between Distributed Leadership, Organizational Citizenship Behavior (OCB), Creative Performance, and the Creative Work Environment, there is still much to explore in terms of the underlying mechanisms and contextual factors that influence these relationships. Future research should delve deeper into the interaction between these variables and investigate the mechanisms that explain the occurrence and dynamics of these relationships.

Considering the contextual factors that may shape these relationships is crucial. Future studies could investigate how cultural, industry-specific, and environmental factors impact the effectiveness of Distributed leadership, OCB, Creative Performance, and the Creative Work Environment. Moreover, longitudinal studies can provide a more comprehensive understanding of how these relationships evolve over time. By examining the interplay of Distributed leadership, OCB, Creative Performance, and the Creative Work Environment as the organization undergoes changes, longitudinal studies can shed light on the developmental trajectories of these relationships.

It is essential to analyze these relationships across multiple levels of analysis, including the individual, team, and organizational levels. Future research should explore how these variables interact at different levels and how these interactions ultimately shape organizational outcomes. Although the study of Distributed leadership, OCB, Creative Performance, and the Creative Work Environment is still relatively new, recent studies have unveiled several novel aspects of this field.

Distributed leadership, as a focal point of research on leadership and creativity, has shown promising implications for enhancing innovation and creativity by sharing leadership responsibilities within teams (Breidablik et al., 2018; Eisenbeiss et al., 2008). Integrating organizational citizenship behavior into the study of Distributed leadership, Creative Performance, and the Creative Work Environment can provide a more comprehensive understanding of the factors contributing to innovation. Organizational citizenship behavior, which encompasses discretionary behaviors that support the organization, has been found to positively influence creativity and innovation (Lee et al., 2018; Zhou & George, 2001).

While creativity has received extensive scholarly attention, research on Creative Performance, the

translation of creative ideas into tangible outcomes, is a relatively new area. Understanding how Distributed Leadership, OCB, and the Creative Work Environment impact Creative Performance can offer valuable insights for organizations aiming to foster innovation (Shalley & Perry-Smith, 2008). Furthermore, emphasizing the role of the Creative Work Environment within the context of Distributed Leadership and OCB represents a novel area of study. Uncovering how the work environment can be optimized to support Distributed Leadership, OCB, and Creative Performance can yield practical insights for organizations seeking to enhance their innovative capacity (Amabile et al., 1996; Zhou & George, 2001).

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