KNOWLEDGE SHARING AND ORGANIZATIONAL SUPPORT: KEYS TO LECTURERS' CREATIVE SELF-EFFICACY AND INNOVATION

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Abstract

In the context of higher education, lecturers' capacity to engage in innovative work behavior is critical to institutional development and academic excellence. This study investigates the role of knowledge sharing and perceived organizational support in enhancing creative self-efficacy and their combined influence on innovative work behavior among university faculty members. This study aimed to develop and test a mediation model in which creative self-efficacy acts as a psychological mechanism linking social-organizational factors to innovation outcomes. Using a quantitative approach, data were collected from 79 lecturers at a state university in Indonesia. Partial Least Squares Structural Equation Modeling (PLS-SEM) was used to assess the proposed model. The results show that both knowledge sharing and perceived organizational support significantly predict creative self-efficacy, which in turn directly affects innovative behavior. Furthermore, creative self-efficacy mediates the relationship between the two predictors and innovative behavior. These findings provide theoretical insights into the role of self-efficacy in mediating the social and organizational drivers of innovation. Practically, this study suggests that universities should foster collaborative environments and invest in psychological empowerment to enhance faculty innovation. This study contributes to the advancement of multidimensional innovation models in academic contexts.

Keywords: Knowledge Sharing, Perceived Organizational Support, Creative Self-Efficacy, Innovative Work Behavior

INTRODUCTION

Higher education plays a strategic role in national development through science, technology, and innovation. In this context, lecturers become the main actors who are expected not only to teach but also to innovate in the activities of the tridharma of higher education. The ability of lecturers to engage in innovative work behavior is an important indicator for institutions to improve academic quality and global competitiveness (Pertiwi et al., 2024; Ambarwati, 2021).

Lecturers' innovative work behaviors, such as generating new ideas, implementing innovative learning methods, and actively engaging in collaborative research, are influenced by various psychological and environmental factors. One crucial factor is creative self-efficacy, which is the lecturers' belief in their ability to generate and implement creative ideas in the work environment.

In addition to internal factors, external support from the organization, such as recognition, welfare, and access to resources, significantly influences lecturers' creative self-efficacy and innovation. Perceived organizational support creates a safe and empowering psychological environment that encourages lecturers to express creative ideas without fear of failure or rejection.

However, knowledge sharing has become an important element in encouraging self-efficacy and innovation in the work environment. Through the process of sharing information, experiences, and expertise among lecturers, a collaborative learning space is created that strengthens their self-confidence and creative competence.

However, previous studies have mostly explored the direct relationship between knowledge sharing and innovation, while the mediating role of creative self-efficacy has not received adequate attention, especially among lecturers in Indonesia. This study fills this gap by testing a more complex contextual mediation model.

In the context of higher education in Indonesia, especially in the Faculty of Medicine, the practice of knowledge sharing does not always run optimally. Lecturers who feel less confident in their creative abilities tend to be reluctant to share ideas, even in an academic atmosphere that encourages collaboration.

The identification of literature gaps also shows that many studies focus on the business and manufacturing sectors, while few highlight the higher education sector, involving lecturers as the main subject. The academic environment has its own dynamics that distinguish it from other sectors, such as academic regulations, publication demands, and institutional culture.

Based on this background, this study was designed to answer several main questions: (1) Do knowledge sharing and perceived organizational support influence creative self-efficacy? (2) Does creative self-efficacy mediate the relationship to innovative work behavior? (3) To what extent can this relationship model strengthen the understanding of lecturer innovation in higher education?

The main objective of this study was to develop and test an empirical model that explains the relationship between knowledge sharing, perceived organizational support, creative self-efficacy, and innovative work behavior among lecturers. This study also aims to test the mediating role of creative self-efficacy as a psychological mechanism that bridges the influence of the work environment on innovation.

This study offers theoretical contributions by expanding the literature on lecturers' innovative work behavior through the integration of psychological (creative self-efficacy) and organizational (support and knowledge) approaches. The proposed mediation model provides new insights into how creative beliefs are formed through interactions between individuals and organizational contexts.

From a practical perspective, the findings of this study can be used by managers of higher-education institutions to design HR development strategies based on organizational support and a culture of knowledge sharing. The results of this study are expected to provide direction for the development of academic and managerial policies that are more responsive to the needs of lecturers as innovators.

Thus, this article makes an original contribution to the study of innovation in higher education by focusing on the psychosocial mechanisms underlying lecturers' engagement in innovation. This study combines concepts from knowledge management, organizational support theory, and self-efficacy theory to provide a comprehensive picture of the drivers of academic innovation in the digital age.

REVIEW OF LITERATURE

Relationship between Two or More Variables

Creative self-efficacy refers to an individual's belief in their ability to generate new ideas and apply them in a work context (Puozzo & Audrin, 2021). In academia, creative self-efficacy is crucial because it stimulates lecturers to not only reproduce knowledge but also to create innovative learning solutions. Azeem and Hanoum (2024) confirmed that creative self-efficacy contributes to the professional development of lecturers and is an important link between a supportive work environment and the innovative output produced.

Knowledge sharing is an activity that involves exchanging information, experiences, and expertise between individuals, which is believed to improve both collective and personal performance (Hou et al., 2024). In an academic environment, knowledge sharing forms a collaborative culture that supports problem-solving and continuous learning. According to Lin et al. (2023), knowledge sharing plays a significant role in increasing self-efficacy because individuals obtain input, idea validation, and competency improvement through interactions with peers.

Perceived organizational support describes the extent to which employees feel that the institution values their contributions and cares about their well-being (Green & Rizwan, 2024). In higher education, perceived support from the institution is crucial to creating a work climate conducive to creativity. A study by Blomkvist et al. (2025) showed that high organizational support strengthens individuals' self-confidence to act creatively and supports the process of transforming ideas into concrete innovations.

Various studies have shown that knowledge sharing can foster creative self-efficacy because the process of exchanging information broadens an individual's perspective, enriches ideas, and builds confidence in their creative potential (Zhang et al., 2022; Ghosh et al., 2023). By actively engaging in academic discussions and collaborations, lecturers feel more prepared and confident in developing creative solutions to learning challenges. Therefore, the following hypothesis can be developed: H1: Knowledge sharing has a positive effect on creative self-efficacy.

Interaction between individuals characterized by the intensity of knowledge sharing creates conditions that encourage the creation of new ideas and increased innovation in work behavior (Wibisono et al., 2024). Lecturers who are actively involved in sharing knowledge are more likely to display innovative behavior in teaching, researching, and carrying out community service. This is because new knowledge obtained from colleagues is a source of fresh ideas that can be further developed. Thus, it is formulated: H2: Knowledge sharing has a positive influence on innovative work behavior.

Organizational support, such as recognition, availability of facilities, and pro-innovation policies, strengthens individual creative self-efficacy (Rudnák et al., 2022). When lecturers feel supported by the institution in both emotional and instrumental aspects, they tend to be more confident in their ability to innovate. A supportive environment fosters a sense of security to try new ideas and reduces the fear of failure. Thus, the hypothesis is formulated: H3: Perceived organizational support has a positive influence on creative self-efficacy.

When institutions provide optimal support, lecturers are encouraged to engage in innovative activities. The perception that the institution values their contributions increases intrinsic motivation to create breakthroughs in learning and research (Lin et al., 2023; Green & Rizwan, 2024). Organizational support also acts as a trigger for innovative behavioral change because it encourages greater trust and involvement in work. Therefore: H4: Perceived organizational support has a positive effect on innovative work behavior.

Creative self-efficacy has been shown to be an important predictor of innovative work behavior. Individuals with high levels of creative self-efficacy tend to be more willing to take risks, be open to change, and be able to initiate innovation (Azeem & Hanoum, 2024). In the context of lecturers, this includes changing learning methods, developing collaborative research, and being actively involved in other innovative activities. Therefore, the following hypothesis can be proposed: H5: Creative self-efficacy has a positive influence on innovative work behavior.

Since knowledge sharing strengthens creative self-efficacy and creative self-efficacy drives innovation, it can be concluded that creative self-efficacy acts as a mediator in the relationship between knowledge sharing and innovative work behavior. This process reflects how social interactions trigger self-confidence that leads to innovative actions (Hou et al., 2024). Therefore: H6: Creative self-efficacy mediates the relationship between knowledge sharing and innovative work behavior.

Similarly, perceived organizational support enhances creative self-efficacy, which in turn facilitates innovative work behavior. This suggests that organizational support functions not only directly, but also through the individual's internal psychological pathways (Puozzo & Audrin, 2021; Blomkvist et al., 2025). Thus, it is proposed: H7: Creative self-efficacy mediates the relationship between perceived organizational support and innovative work behavior.

RESEARCH METHOD

Research Design

This study uses a quantitative approach with a cross-sectional survey method to test a theoretical model involving four latent variables: knowledge sharing, perceived

organizational support, creative self-efficacy, and innovative work behavior. The quantitative approach was chosen because it is able to identify statistical relationships between constructs and produce empirical generalizations (Hair et al., 2021; Creswell & Creswell, 2018). To analyze the data, the Structural Equation Modeling (SEM) technique was used to simultaneously evaluate the measurement model and the structural model.

Population and Sample

The population in this study were permanent lecturers at Mulawarman University, especially those in the medical faculty, because this sector increasingly emphasizes the importance of innovation and collaboration between professions. Purposive sampling technique was used to select respondents who were actively involved in the tridharma tasks of higher education (teaching, research, and community service). A total of 79 respondents provided valid answers and met the minimum requirements for SEM analysis as suggested by Kline (2016). Respondents have diverse characteristics based on gender, academic position, educational qualifications, and length of teaching, so that the results of the study are more representative.

Data Collection Technique

Data collection was conducted through an online questionnaire distributed using Google Form to various academic groups and institutional mailing lists. The use of a digital platform was chosen because it is efficient, reaches a wider range of respondents, and minimizes common method bias (Podsakoff et al., 2012). Respondents were given an explanation of the purpose of the study and guaranteed confidentiality. Participation was voluntary, and informed consent was obtained before completing the questionnaire. This study has also obtained ethical clearance from the relevant institutions.

Research Instruments

The research instrument is an adaptation of a standardized scale that has been validated in previous studies. The Knowledge Sharing variable is measured using 6 items adapted from Lin (2007) and has been used in the context of recent academic collaboration (Hou et al., 2024). Perceived Organizational Support is measured using 8 items from the POS scale by Eisenberger, which has been adapted for the higher education sector (Green & Rizwan, 2024). Creative Self-Efficacy is measured using 6 items from Tierney and Farmer (2002), which have been proven valid in academic environments (Puozzo & Audrin, 2021). Innovative Work Behavior is measured using 9 items from Janssen (2000) which have been widely adopted in lecturer research (Blomkvist et al., 2025).

Each item is rated on a 5-point Likert scale from 1 (strongly disagree) to 5 (strongly agree). Validity testing was conducted through Confirmatory Factor Analysis (CFA) to ensure convergent and discriminant validity. Composite Reliability (CR) values above 0.70 and Average Variance Extracted (AVE) above 0.50 indicate good internal consistency (Hair et al., 2021). Discriminant validity testing was conducted using the Fornell–Larcker criteria and the HTMT ratio (Henseler et al., 2015). The Cronbach's Alpha values of all constructs were also above the minimum threshold of 0.70.

Data Analysis Techniques

The data were analyzed using the Partial Least Squares Structural Equation Modeling (PLS-SEM) technique with the help of SmartPLS 4 software. This technique was chosen because it is flexible in managing complex latent models and is suitable for exploring mediation relationships (Hair et al., 2021). The analysis was carried out in two stages: (1)

evaluation of the measurement model (validity and reliability), and (2) evaluation of the structural model (path coefficients, R^2 values, and significance of the relationship). Testing was carried out using the bootstrapping method with 5,000 subsamples.

RESULTS AND DISCUSSION

Respondents' Demographics

A total of 79 respondents participated in the study, all of whom were university lecturers actively engaged in academic roles. Based on gender, the distribution was relatively balanced with 38 male respondents and 41 female respondents. In terms of age, the majority of lecturers were above 45 years old (37 individuals), followed by those aged 36–45 years (22 individuals) and 25–35 years (20 individuals), while no respondents were under 25 years of age.

Regarding educational attainment, most lecturers held a Master's degree (S2), accounting for 65 respondents, while 14 respondents held a Doctorate degree (S3). The data on work experience showed that 34 respondents had worked for more than 15 years, 16 respondents had 11–15 years of experience, 14 had 5–10 years, and 15 had less than 5 years of work experience.

In terms of academic positions, 46 respondents identified as regular lecturers, while 33 held additional assignments (eg, as coordinators or administrative leaders). No participants were categorized under "others." Lastly, for academic rank, 47 respondents held the rank of Lector and 32 were Assistant Experts, reflecting the academic advancement levels among the sample.

Descriptive Statistics

The results of the descriptive analysis show that all research variables have a high average score on the Likert scale of 1–5, which indicates that the lecturers' perceptions of each construct studied are positive and strong.

The Knowledge Sharing variable shows an average of 4.18 with a standard deviation of 0.47. This indicates that lecturers tend to be active in sharing their information, ideas, experiences, and expertise with colleagues in daily academic activities.

The Perceived Organizational Support variable obtained an average score of 4.10 with a standard deviation of 0.52. This indicates that lecturers feel sufficiently supported by the institutions where they work, both in terms of facilities, recognition, and access to resources.

Furthermore, the Creative Self-Efficacy variable has the second highest average, which is 4.22 with a standard deviation of 0.49. This result reflects the high level of confidence of the lecturers in their ability to generate and implement creative ideas in the context of academic work.

The variable of Innovative Work Behavior obtained the highest average value, which is 4.25 with a standard deviation of 0.46. This finding indicates that the lecturers who were respondents in this study have a strong tendency to demonstrate innovative behavior in teaching, research, and community service activities.

Table 1.
Descriptive Statistics of Research Variables (N=79)

Variables	Minimum	Maximum	Average	Standard Deviation
Sharing Knowledge	3.00	5.00	4.18	0.47
Perceived Organizational Support	3.00	5.00	4.18	0.52
Creative Self Efficacy	3.00	5.00	4.18	0.49
Innovative Work Behavior	3.00	5.00	4.18	0.46

Structural Equation Modeling (SEM)

By using the variance-based SEM (PLS-SEM) approach, this study is able to capture the dynamics of the relationship between constructs that are predictive and reflective in a multidimensional structure.

Measurement Model Evaluation (Outer Model)

Measurement model evaluation was conducted to ensure that the indicators used validly and reliably represent the latent constructs being measured. The outer loading results showed that all indicators had values > 0.70, except for one indicator on creative self-efficacy (Y13 = 0.66), but it was still acceptable because it did not significantly reduce the construct reliability (Henseler et al., 2015; Hair et al., 2021). The Composite Reliability (CR) values for all variables were above the threshold of 0.70 and Cronbach's Alpha was above 0.79, indicating high internal consistency. In addition, the Average Variance Extracted (AVE) values for all constructs were above 0.50, indicating adequate convergent validity.

Table 2.
Value of Outer Loading

Indicator		Outer Loading	CA	CR	AVE
Knowledge Sharing			0,85	0,85	0,63
X11	Willingness to Share Information	0,82			
X12	Frequency of Discussion and Collaboration	0,76			
X13	Knowledge Utilization	0,82			
X14	Support for Shared Learning	0,75			
X15	Perceived Benefits of Knowledge Sharing	0,82			
Perceived Organizational Support		Perceived Organizational Support	0,84	0,84	0,61
X21	Organizational Recognition	0,84			
X22	Employee Well-Being	0,78			
X23	Development Opportunities	0,79			
X24	Social and Emotional Support	0,73			
X25	Organizational Justice	0,76			
Creative Self-Efficacy			0,86	0,86	0,59
Y11	Problem-Solving Ability	0,82			
Y12	Trust in Creativity	0,78			
Y13	Excellence in Imagination	0,66			

Indicator		Outer Loading	CA	CR	AVE
Y14	Resilience in Difficult Situations	0,78			
Y15	Innovative Thinking	0,75			
Y16	Courage to Experiment	0,80			
Innovative Work Behavior			0,79	0,80	0,62
Y21	Creation of New Ideas	0,85			
Y22	Development of New Methods	0,80			
Y23	Implementation of Innovative Solutions	0,78			
Y24	Engagement in Continuous Learning	0,72			

Discriminant validity testing using the Fornell-Larcker criterion also shows that the AVE square root value on the diagonal of the table is higher than the correlation between other constructs, which strengthens the evidence of discriminant validity (Fornell & Larcker, 1981; Sarstedt et al., 2022).

Table 3.
Fornell-Larcker Criterion

	X1. Knowledge Sharing	X2. Perceived Organizational Support	Y1. Creative Self-Efficacy	Y2. Innovative Work Behavior
X1. Knowledge Sharing	0,832			
X2. Perceived Organizational Support	0,829	0,832		
Y1. Creative Self-Efficacy	0,830	0,795	0,833	
Y2. Innovative Work Behavior	0,802	0,821	0,817	0,828

Structural Model Testing (Inner Model)

Structural evaluation of the model was conducted to assess the predictive power between latent constructs and the overall effectiveness of the model. The R-square value of 0.726 for creative self-efficacy and 0.756 for innovative work behavior indicates that the model has substantial predictive power, considering that values above 0.67 are considered high in the context of social and organizational behavior (Hair et al., 2021; Sarstedt et al., 2022). Furthermore, the f-square value shows the relative contribution of each construct to the dependent variable. Knowledge sharing has a large influence on creative self-efficacy ($f^2 = 0.342$), but has a small influence on innovative work behavior directly ($f^2 = 0.036$). In contrast, organizational support makes a moderate contribution to both creative self-efficacy ($f^2 = 0.133$) and innovative work behavior ($f^2 = 0.162$), while creative self-efficacy also shows a moderate contribution to innovative work behavior ($f^2 = 0.143$). The multicollinearity test showed that the VIF value was below the threshold of 5, indicating that there was no serious multicollinearity problem among the predictors (Henseler et al., 2015). Furthermore, the results of the fit model with an SRMR value of 0.073 met the model fit criteria because it was below the tolerance limit of 0.08, while the NFI value of 0.724 was classified as moderate but acceptable in the exploratory model (Hu & Bentler, 1999). Overall, the structural model has good predictive quality and meets the statistical assumptions needed to test the

relationship between latent constructs in the context of innovation and self-efficacy of lecturers in higher education.

Path Coefficient Analysis

Path coefficient analysis is conducted to measure the strength and significance of the influence between latent constructs in the structural model.

Figure 1.
Empirical Research Method

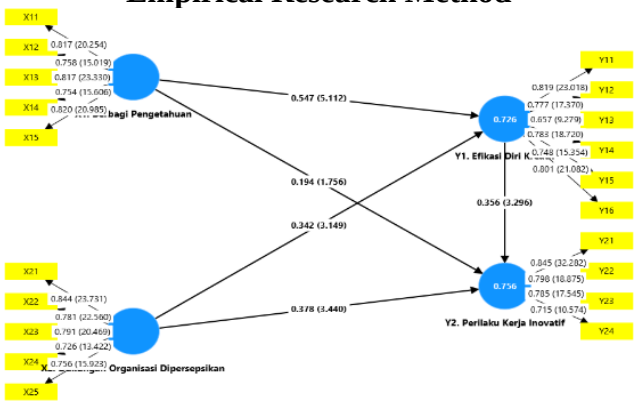

Table 4.
Research Hypothesis Test

No	Hypothesis	Path Coefficient	t-Statistic	p-Value	Decision
H1	Knowledge Sharing → Creative Self-Efficacy	0.547	5.112	0.000	Accepted
H2	Knowledge Sharing → Innovative Work Behavior	0.194	1.756	0.079	Rejected
H3	Perceived Organizational Support → Creative Self-Efficacy	0.342	3.149	0.002	Accepted
H4	Creative Self-Efficacy → Innovative Work Behavior	0.356	3.296	0.001	Accepted
H5	Creative Self-Efficacy → Innovative Work Behavior	0.356	3.296	0.001	Accepted
H6	Knowledge Sharing → Creative Self-Efficacy → Innovative Work Behavior	0.195	2.694	0.007	Accepted
H7	Perceived Organizational Support → Creative Self-Efficacy → Innovative Work Behavior	0.122	2.266	0	

Based on the estimation results, knowledge sharing has a significant effect on creative self-efficacy ($\beta = 0.547$, $t = 5.112$, $p < 0.001$), confirming that the activity of sharing information and experiences between lecturers can strengthen confidence in individual creative capacity. However, the direct effect of knowledge sharing on innovative work

behavior is not significant (β = 0.194, p = 0.079), indicating that the effect is indirect and mediated by other psychological factors. Perceived organizational support shows a significant effect on creative self-efficacy (β = 0.342, p = 0.002) and also on innovative work behavior (β = 0.378, p = 0.001), reflecting the importance of a supportive work environment in encouraging innovation among academics. Creative self-efficacy itself is proven to have a significant effect on innovative work behavior (β = 0.356, p = 0.001), strengthening the position of this construct as an important predictor of individual innovation. Furthermore, mediation analysis revealed that creative self-efficacy significantly mediated the relationship between knowledge sharing and innovative work behavior (β = 0.195, p = 0.007), as well as between perceived organizational support and innovative work behavior (β = 0.122, p = 0.024). These findings support the approaches of social cognitive theory and organizational support theory, which state that individuals' beliefs about their abilities are influenced by social interactions and the work environment, and are an important pathway in realizing work innovation (Bandura, 1997; Hair et al., 2021; Sarstedt et al., 2022).

Discussion

The results of the study indicate that knowledge sharing has a significant effect on creative self-efficacy. This finding suggests that when lecturers are actively involved in sharing information, ideas, and experiences, their confidence in generating and implementing creative ideas also increases. The collaborative process that occurs through social interaction provides an opportunity for individuals to test ideas, obtain feedback, and build courage in innovative thinking. This finding is in line with the studies of Hou et al. (2024) and Lin et al. (2023) which state that knowledge sharing encourages the growth of efficacy through cognitive exchange and social validation. Theoretically, these results support the perspective of social cognitive theory which explains that the social environment contributes to shaping the perception of self-competence (Bandura, 1997). The practical implication of these results is the importance of higher education institutions to develop work systems that encourage open discussion, cross-disciplinary collaboration, and the formation of a mutually supportive learning community between lecturers.

The test results show that knowledge sharing does not have a direct effect on innovative work behavior. This means that the involvement of lecturers in information and experience sharing activities does not automatically trigger innovative behavior, especially if it is not followed by strengthening certain psychological factors such as self-confidence or intrinsic motivation. Studies conducted by Ghosh et al. (2023) and Wibisono et al. (2024) show that knowledge transfer needs to be accompanied by personal reflection and strengthening of self-capacity in order to produce innovation. Practically, this implies that knowledge sharing activities alone are not enough to foster innovation; institutions also need to integrate training programs that strengthen individual psychological aspects, such as creative coaching or transformational leadership training. Thus, the rejection of this hypothesis provides an important signal about the need for an integrated approach to encouraging academic innovation.

Perceived organizational support has been shown to have a positive effect on creative self-efficacy. This indicates that individual perceptions of support provided by institutions, whether in the form of recognition, facilities, or development opportunities, can increase lecturers' self-confidence in facing creative challenges. When lecturers feel appreciated and supported emotionally and instrumentally, they will be more confident in taking creative

initiatives. This finding supports the research results of Green and Rizwan (2024) and Lin et al. (2023), which identified that organizational support is an important determinant of creative efficacy in the academic environment. From a theoretical perspective, this support can be understood as a form of external resources that encourage the formation of psychological beliefs. Practically, it is important for higher education management to develop innovative reward and training systems that are strategically designed to foster lecturers' creative self-efficacy.

The research findings show that perceived organizational support has a significant influence on innovative work behavior. When lecturers feel fairly supported , trusted, and have access to facilities and resources, they are motivated to initiate change and create innovation in academic work practices. The studies of Blomkvist et al. (2025) and Rudnák et al. (2022) also confirmed that perceptions of institutional support are an important foundation in shaping innovative behavior. These findings support the idea that institutional support acts as a catalyst for innovation in the work environment. The practical implication is that higher education institutions need to design policies that foster a positive work climate, including appreciation for innovation, career clarity, and autonomy in working, so that lecturers are more motivated to demonstrate innovative behavior.

The test results support that creative self-efficacy has a positive influence on innovative work behavior. Lecturers who have high confidence in their creative abilities tend to be more active in generating new ideas and carrying out innovative actions in the tridharma activities of higher education. This strengthens the theoretical model which states that self-perception of competence is a strong predictor of explorative and proactive behavior. Studies by Puozzo and Audrin (2021) and Azeem and Hanoum (2024) confirm that creative self-efficacy plays an important role in encouraging personal initiatives to implement new ideas. The practical implication of these results is the need for institutions to provide lecturers with psychological reinforcement-based training, such as design thinking or innovation management training, in order to develop creative beliefs that will have a direct impact on their work behavior.

Creative self-efficacy was found to significantly mediate the relationship between knowledge sharing and innovative work behavior. This means that knowledge sharing activities will only be effective in encouraging innovation if individuals feel confident in their creative abilities. The process of internalizing knowledge obtained through social interaction must be accompanied by the formation of a belief that the idea can be realized concretely. This finding strengthens the approach that combines social and psychological dimensions in shaping innovative behavior, as explained in the mediation model by Hou et al. (2024) and Sarstedt et al. (2022). The theoretical implication of this finding is that creative self-efficacy is a psychological mechanism that bridges the influence of the social environment on behavioral output. Meanwhile, in practice, institutions need to design academic collaboration programs that not only focus on knowledge exchange, but also on strengthening self-efficacy through mentoring or professional reflection.

This study also proves that creative self-efficacy mediates the relationship between perceived organizational support and innovative work behavior. This means that support from institutions will not directly result in innovative behavior if it is not accompanied by self-confidence in personal creative capacity. In this context, external support acts as an initial input that is internalized into psychological resources through self-confidence. These

results are reinforced by the findings of Ghosh et al. (2023) and Hair et al. (2021) which explain that perceptions of organizational support need to be converted into intrinsic motivation in order to lead to innovative behavior. Theoretically, this broadens the understanding of the mediating role in work behavior models. The practical implication is that educational institutions should focus managerial interventions not only on formal support structures, but also on creating a climate that encourages the growth of individual confidence and courage to innovate.

CONCLUSION

This study contributes to the growing literature on organizational behavior and academic innovation by examining the relationships between knowledge sharing, perceived organizational support, creative self-efficacy, and innovative work behavior among university lecturers. The key findings highlight that both knowledge sharing and organizational support significantly influence creative self-efficacy, which in turn acts as a critical driver of innovative work behavior. Moreover, creative self-efficacy serves as a meaningful mediator in the relationship between both exogenous variables and innovative behavior, suggesting that psychological mechanisms are essential in translating contextual stimuli into behavioral outcomes. These findings extend social cognitive theory by demonstrating that perceived social and organizational dynamics can foster internalized beliefs that shape innovation in professional settings.

From a theoretical perspective, this study confirms the integrative role of self-efficacy in mediating complex interactions between external and internal drivers of innovation, providing empirical support for multidimensional frameworks in higher education research (Sarstedt et al., 2022). Practically, the results suggest that university management should implement programs that go beyond information exchange to include structured psychological empowerment, such as mentoring and creative leadership development, in order to enhance faculty members' confidence and innovation readiness. At the policy level, institutions should embed innovation-oriented culture and support mechanisms into formal governance structures, incentivizing knowledge sharing and professional development through performance-based appraisal systems and academic innovation grants (Rudnák et al., 2022; Lin et al., 2023).

Nonetheless, the study is not without limitations. The use of cross-sectional data limits the ability to infer causal relationships over time. Furthermore, the research context was limited to faculty members within a specific cultural and disciplinary domain, which may limit generalizability across regions and academic fields. Future research is encouraged to apply longitudinal or experimental designs to track changes in self-efficacy and innovation outcomes over time. Additionally, incorporating variables such as psychological safety, intrinsic motivation, or organizational learning climate could enrich understanding of the pathways through which support systems and personal beliefs co-create innovative behaviors in academic institutions (Ghosh et al., 2023; Wibisono et al., 2024).

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