The Mediating Role of Dynamic Leadership towards the Relationship between Knowledge-Sharing Behaviour and Innovation Performance in Higher Education

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Abstract. Knowledge sharing among academics is critical for innovation and growth in higher education institutions. However, introducing a knowledge-sharing culture can be challenging. This study investigates factors influencing lecturer knowledge sharing and innovation in Indonesian universities, which aims to improve their global competitiveness. Adopting the theory of planned behaviour, this research examines how attitudes, subjective norms, and perceived behavioural control shape lecturers' knowledge-sharing intentions and behaviours. It also analyses how knowledge sharing and dynamic leadership drive innovative work behaviours. An online survey of 357 lecturers from 38 Indonesian universities revealed that while attitude did not significantly influence knowledge-sharing intention, subjective norms and perceived behavioural control did. Additionally, knowledge-sharing intention strongly predicted actual knowledge-sharing behaviour. Moreover, dynamic leadership mediated the relationship between knowledge-sharing behaviour and innovation. These results highlight the pivotal role of dynamic leadership in translating knowledge sharing into innovation. More empirical research should investigate potential interventions to foster lecturer knowledge sharing and innovation across educational systems and cultural contexts. This study provides theoretical insights and practical recommendations for higher education leaders seeking to leverage knowledge sharing and dynamic leadership for organisational improvement.

Keywords: dynamic leadership; higher education; innovative performance; knowledge sharing; planned behaviour theory

1. Introduction

Indonesia's higher education institutions encounter competition on the ability of institutions to place themselves on an equal footing with the world's leading universities. Meanwhile, several higher education institutions have been

developed to become world-class universities in many countries. At the Asian level, Japan is ranked first, followed by Singapore, Hong Kong, China, and South Korea. At the same time, universities in Indonesia have yet to reach the hundredth rank as world-class universities at the Asian level (Sani, 2021). The development of higher education is inseparable from the role of lecturers. Lecturers are tertiary human resources with a central and strategic role in all activities in tertiary institutions. The quality of a tertiary institution can be realised if lecturers carry out their duties and responsibilities creatively through innovative behaviour at work (Namono et al., 2021; Phung et al., 2019).

Donnelly (2019) claims that knowledge sharing is strongly tied to human resources, and good human resource management gives organisations a competitive advantage. Nguyen et al. (2019) discuss how knowledge sharing encourages individuals to create and convert knowledge into greater power for an organisation. It also moves the focus of attention to the power of knowledge as a driving force for gaining competitive advantage because sharing knowledge increases and strengthens a source of power (Ahmad & Karim, 2019), soft power (Araei, 2022), valuable power Kasapoğlu et al. (2021), bargaining power (Arora et al., 2021), and greater power (Nguyen et al., 2020).

In higher education institutions (HEIs), knowledge-sharing behaviour usually influences academics' beliefs, behaviour, and attitudes because introducing a knowledge-sharing culture can negatively affect academics (Alghail et al., 2023). For this reason, such knowledge sharing can lead to anxiety, tension and uncertainty among academics (Mazorodze & Mkhize, 2022). For academics to be effectively involved in knowledge-sharing programmes and positively accept them, researchers and management experts are trying to uncover how academics are treated in this knowledge-sharing process (Ramzan et al., 2023). Therefore, this research can help higher education institutions overcome obstacles to developing knowledge-sharing activities among lecturers.

While knowledge sharing among academics is critical for innovation and organisational performance, prior studies have uncovered barriers related to attitudes, intentions, and organisational climate (Fullwood et al., 2013; Ramayah et al., 2013). However, research specifically examining the role of dynamic leadership in enabling knowledge sharing and innovation is limited, especially in developing country contexts (Lema et al., 2021). Existing research on innovation in higher education has largely focused on transformational and transactional leadership styles, with few studies exploring the influence of dynamic leadership capabilities (Afsar & Umrani, 2019). Therefore, the mechanisms through which dynamic leadership fosters innovation by leveraging knowledge sharing remain empirically underexplored (Chaman et al., 2021).

This study aims to address these gaps by providing empirical evidence on knowledge sharing and its impact on innovation, with a focus on the mediating role of dynamic leadership. It contributes to the development of appropriate management strategies for the organisation (Al-Kurdi et al., 2020; Chedid et al., 2022; Garg et al., 2021; Iqbal, 2019; Przymus & Malin, 2023). In addition, this study

intends to (a) extend application of the theory of planned behaviour to knowledge sharing research, (b) provide empirical results on knowledge sharing in Indonesian academia, and (c) elucidate the role of dynamic leadership in translating knowledge sharing into innovative outcomes.

2. Literature Review
2.1. Antecedents of Knowledge Sharing
In the organisational context, various theoretical lenses have extensively explored individual knowledge-sharing behaviour (KSB). Two prominent theories that have been widely applied are the theory of reasoned action (TRA) and the theory of planned behaviour (TPB). These theories claim that a person's choice to participate in a particular behaviour, for example, knowledge sharing, is influenced by their viewpoints and personal standards towards that behaviour.

The TPB and TRA have provided useful frameworks for exploring knowledge-sharing intentions and behaviours. The TPB posits that attitudes, subjective norms, and perceived control shape intentions, which in turn influence behaviours (Ajzen, 2020b). This theory guided examining how lecturers' knowledge-sharing intentions are influenced by their attitudes, professional environment, and technology support (Xu & Li, 2022). It also informed analysing how intentions affect actual knowledge-exchange behaviours. On the other hand, TRA focuses on how attitudes and subjective norms drive intentions (Kaba et al., 2023). This theory enabled investigating how lecturers' attitudes and normative pressures in their environment shape knowledge-sharing intentions (McLarnon et al., 2023). However, TPB was selected as the main framework for this study since it includes perceived behavioural control.

Both TPB and TRA provided a foundation for hypothesising the factors influencing lecturer knowledge sharing and exploring the intention-behaviour link. The results largely aligned with these models. For instance, subjective norms and perceived behavioural control predicted intentions, though attitudes did not. Additionally, intentions significantly influenced behaviours (Isnanda & Nurmala, 2022). However, TPB and TRA do not account for potential outcomes of knowledge sharing.

Therefore, dynamic leadership was incorporated as a mediator between knowledge sharing and innovation. The multifaceted nature of dynamic leadership also enriches the analysis beyond TPB and TRA's emphasis on intentions (Brandão & Costa, 2021). Overall, integrating TPB and TRA with dynamic leadership concepts provided a more comprehensive framework for examining antecedents and outcomes of knowledge sharing in higher education.

Past studies grounded in the TPB have yielded inconsistent results regarding the role of attitudes in influencing knowledge-sharing intention, with some showing a significant positive link (Bock et al., 2005) and others demonstrating no relationship at all (Eletter et al., 2023). Subjective norms have also had mixed results, leading scholars' calling for additional research in non-Western contexts (Razmerita et al., 2016).

Furthermore, few empirical studies have examined the connection between knowledge sharing and innovative work behaviours. While a direct positive effect is logically assumed, robust evidence confirming this effect is lacking (Baoguo et al., 2023). More research is needed to uncover potential mediators between knowledge sharing and innovation outcomes (Zan et al., 2023).

The role of leadership in facilitating knowledge sharing and innovation has gained attention; however, studies on dynamic leadership remain limited compared to other styles such as transformational leadership (H. Khan et al., 2020). It is necessary to clarify the interactions among knowledge sharing, dynamic leadership capabilities, and innovation performance (Koentjoro & Gunawan, 2020).

While leadership enables knowledge sharing and innovation, the influence can also go in the other direction. As proposed in Hypothesis 10, knowledge-sharing behaviour can significantly impact dynamic leadership capabilities. By exposing leaders to new ideas and diverse perspectives through collaboration and mutual exchange, knowledge-sharing activities can help enhance leaders' ability to sense opportunities, mobilise resources, and reconfigure competencies to drive innovation (Teece et al., 1997). This relationship recognises that dynamic leadership both facilitates knowledge sharing and benefits from it. Dynamic leaders possess a vision, empathy, strong decision-making skills, and the ability to inspire their teams with passion and optimism (Drigas et al., 2023).

Leadership also influences the behaviour of knowledge workers by motivating them to share and utilise knowledge (Ferreira et al., 2022; Kianto et al., 2019; Sahibzada et al., 2020). The involvement of leaders in the knowledge-sharing process is crucial as they can create an environment that fosters creativity and innovation (Huang et al., 2022).

2.2. Hypotheses and Mediating Effects

Several theories are suggested to understand the links among these components in higher education. The anticipated contribution influences attitude (H1), whereas the professional environment influences subjective norms (H2), and knowledge technology influences perceived behaviour control (H3). Subjective norms (H5) and perceived behaviour control (H6) are thought to influence knowledge-sharing intention (H4). It is further hypothesised that knowledge-sharing purpose influences knowledge-sharing behaviour (H7), which in turn influences innovative work behaviour (H8), innovative work behaviour (H9), and dynamic leadership (H10).

Furthermore, dynamic leadership mediates knowledge-sharing behaviour, innovative work behaviour (H11), knowledge-sharing behaviour, and dynamic leadership (H12) (see Figure 1). H12 posits that dynamic leadership positively mediates the relationship between knowledge sharing behaviour and innovative work behaviour. The rationale is that knowledge sharing on its own may not directly translate into innovation. Instead, dynamic leadership plays a key role in

facilitating the conversion of new ideas and information gained through knowledge exchange into novel and useful outcomes.

Understanding the complex interaction of factors impacting knowledge sharing and innovative work behaviour within higher education institutions is critical for encouraging successful knowledge management and organisational growth. This literature review emphasises the importance of theoretical frameworks, leadership roles, and diverse antecedents in creating these behaviours. The suggested hypotheses lay the groundwork for empirical research into the dynamics of knowledge sharing and innovative work behaviour in higher education. Table 1 contains a summary of the research hypotheses.

Table 1. Research Hypotheses

No.	Hypothesis
H1	Expected contribution (EXCO) has a significant effect on Attitude (ATTI)
H2	Professional environment (PREN) has a significant effect on Subjective Norms (SUNO)
H3	Knowledge technology (KNTE) has a significant effect on Perceived Behaviour Control (PBC)
H4	Attitude (ATTI) has a significant effect on Knowledge-Sharing Intention (KSIN)
H5	Subjective Norms (SUNO) have a significant effect on Knowledge-Sharing Intention (KSIN)
H6	Perceived Behaviour Control (PBC) has a significant effect on Knowledge-Sharing Intention (KSIN)
H7	Perceived Behaviour Control (PBC) has a significant effect on Knowledge-Sharing Behaviour (KSBV)
H8	Knowledge-Sharing Intention (KSIN) has a significant effect on Knowledge-Sharing Behaviour (KSBV)
H9	Knowledge-Sharing Behaviour (KSBV) has a significant effect on Innovative Work Behaviour (IWB)
H10	Knowledge-Sharing Behaviour (KSBV) has a significant effect on Dynamic Leadership (DYLE)
H11	Dynamic Leadership (DYLE) has a significant effect on Innovative Work Behaviour (IWB)
H12	Dynamic Leadership (DYLE) positively mediates the relationship between Knowledge-Sharing Behaviour (KSBV) and Innovative Work Behaviour (IWB)
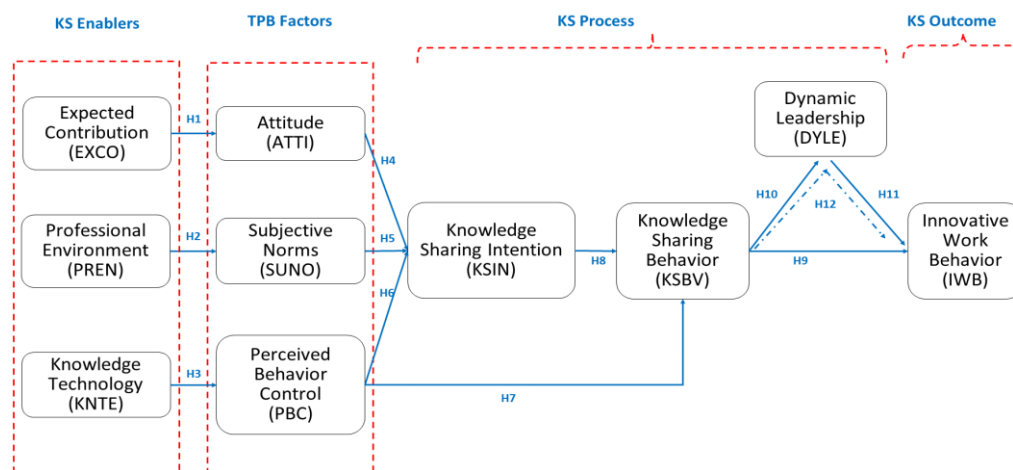
Figure 1. Research Model

Figure 1 depicts the hypothesised relationships among the variables. Expected contribution, professional environment, and knowledge technology are posited to influence attitude, subjective norms, and perceived behavioural control respectively. In turn, subjective norms and perceived behavioural control are proposed to shape knowledge-sharing intention, which drives knowledge-sharing behaviour. Knowledge-sharing behaviour is hypothesised to impact

innovative work behaviour directly and indirectly through the mediating effect of dynamic leadership.

3. Method
3.1. Variable Operationalisation
This quantitative study utilised a cross-sectional survey approach. Cross-sectional designs collect data at one point in time from a sample to examine relationships between variables (Creswell & Creswell, 2018). This allows identifying factors associated with an outcome at a specific moment. Data was gathered by delivering questionnaires to a random sample of university instructors in Banten. The instruments used to measure the research variables can be seen in detail in Table 2. Except for questions/statements about the respondents' identity, which are semi-open, the questionnaire is supposed to be closed. Each closed question/statement item provided seven answer possibilities to the respondent: two moderate opinions, two extreme opinions, two medium opinions, and one neutral viewpoint. The data processing method is SEM, and the tool is AMOS software version 24.

Table 2. Definition of Research Variables

No.	Variable	Definition	References	Total Item
1	*Expected Contribution* (EXCO)	The degree to which someone can contribute to his organisation's success.	(Bock & Kim, 2002; Chaithanapat et al., 2022; Edeh et al., 2022; Gloet & Samson, 2022)	5
2	*Professional Environment* (PREN)	An environment that values professionalism is open to diversity and adaptive to change and innovation.	(Tirana & Tjakraatmadja, 2019)	5
3	*Knowledge Technology* (KNTE)	Systems that promote the development, transfer, and secure storage of organisational knowledge resources and allow for the incorporation of knowledge and information inside organisations.	(Ballesteros-Rodríguez et al., 2022; Mills & Smith, 2011)	5
4	*Attitude* (ATTI)	The degree to which a person feels optimistic about sharing knowledge.	(Bock et al., 2005; Montani et al., 2022; Zhang et al., 2022)	4
5	*Subjective Norms* (SUNO)	External factors related to the environment influence individuals to make decisions to do or not to do a behaviour or action.	(Hill et al., 1977; S. A. Khan & Ul Haq, 2022; Shah et al., 2022)	5
6	*Perceived Behaviour Control* (PBC)	Individual assumption of his ability to show behaviour in a condition.	(Ajzen, 2020a; Sahibzada et al., 2021; Ghasemi et al., 2022)	5
7	*Knowledge-Sharing Intention* (KSIN)	The degree to which an individual strongly desires to participate in knowledge-sharing activities.	(Bock & Kim, 2002; Chaithanapat et al., 2022; Gloet & Samson, 2022)	5
8	*Knowledge-Sharing Behaviour* (KSBV)	A set of actions includes exchanging knowledge or aid to others and includes a reciprocal component.	(Afsar & Badir, 2015; Connelly & Kelloway, 2003; Edeh et al., 2022; Limsangpetch et al., 2022)	5
9	*Innovative Work Behaviour* (IWB)	In the workplace, innovation starts with creating ideas that entail thinking critically, recognising present and forthcoming challenges, exploring chances, identifying effectiveness gaps, and pursuing novel techniques and processes.	(Afsar & Umrani, 2020; De Jong & Den Hartog, 2010; Sun et al., 2022)	5

No.	Variable	Definition	References	Total Item
10	*Dynamic Leadership* (DYLE)	The ability of leaders to incorporate, grow, and restructure internal and external skills to deal with rapidly changing environments.	(Kuo et al., 2017; Montani et al., 2022; Quarchioni et al., 2022; Teece, 2018)	6

3.2. Sampling Method

This study uses quantitative analysis methods to determine the correlation and influence among variables. Primary data was collected via an online questionnaire form distributed to a random sample of lecturers from 38 universities located in Banten Province, Indonesia. This survey had 357 respondents from a population of 3,056 college instructors in Banten Province, Indonesia, comprising 38 universities. These lecturers were randomly sampled from the target population.

The survey was designed to measure the key constructs in this study, including knowledge sharing, attitude, subjective norms, and perceived behavioural control. Knowledge-sharing intention was measured using five (5) items adapted from Bock et al. (2005) assessing an individual's desire to engage in knowledge-exchange activities. Knowledge-sharing behaviour was measured with five (5) items from Connelly and Kelloway (2003) evaluating the frequency of actual knowledge-sharing actions. Attitude was measured through four (4) questions adapted from Bock et al. (2005) assessing an individual's positive orientation toward knowledge sharing. Subjective norms were measured using five (5) items from Cai and Shi (2022b) evaluating social pressures in the environment related to knowledge sharing. Perceived behavioural control was assessed with five (5) questions adapted from Ajzen (2020) measuring an individual's perceived ability to share knowledge.

The total number of samples employed for this analysis was sufficient for good research. Memon et al. (2020) stated that determining the quantity of appropriate samples was at least five times the number of indicators from the research model. Therefore, if the number of indicators in this model is 50 indicators/items, then the number of appropriate samples is at least 255 respondents (see Table 3).

3.3. Data Analysis Method

Structural equation modelling (SEM) using AMOS 24 software was utilised to assess the measurement model and test the hypothesised structural relationships. Confirmatory factor analysis (CFA) was first conducted to evaluate construct validity by examining the factor loadings of the measurement items on their respective latent variables. Standardised loadings above 0.5 provide evidence of adequate convergent validity. Discriminant validity was assessed by comparing the square root of the average variance extracted (AVE) for each construct to the inter-construct correlations.

Following confirmation of satisfactory measurement properties, path analysis was performed to test the direct and indirect relationships in the structural model. Model fit was evaluated using chi-square, comparative fit index (CFI), the Tucker-Lewis index (TLI), standardised root mean square residual (SRMR), and root

mean square error of approximation (RMSEA). Bootstrapping with 5 000 samples was used to determine the statistical significance of mediation effects. The CFA, path analysis, and bootstrapping enabled comprehensive assessment of the factor structure, structural model paths, and mediation hypotheses advanced in this study.

3.4. Validity and Reliability

A construct validity assessment was employed to evaluate a questionnaire's validity or reliability. A questionnaire is valid if the questions can reveal anything that the questionnaire will measure. The significance test compares r arithmetic with the r table or the value of p or sig with the significance level (usually = 0.05). The proposition is true if the r count is more than the r table or the value of p or sig 0.05. Because all values of r count (corrected item-total correlation) > r table (0.110) in Table 4, it is determined that the indicators of this research questionnaire are valid to be utilised as a variable measuring instrument (see Table 4). Meanwhile, to measure reliability, Eisingerich and Rubera (2010) state that if Cronbach's alpha number is above 0.70, it indicates that the construct or variable is reliable. Table 4 shows that all measurement tools in this study have a Cronbach's alpha above 0.90, which shows very high reliability (Hair et al., 2021).

Table 4. Corrected Item-Total Correlation and Cronbach's Alpha

Items	Loading Factor	Corrected Item-Total Correlation	Cronbach's Alpha	Items	Loading Factor	Corrected Item-Total Correlation	Cronbach's Alpha
EC1	,862	.820	.928	AT1	,843	.816	.943
EC2	,850	.809		AT2	,794	.755	
EC3	,832	.795		AT3	,879	.827	
EC4	,822	.786		AT4	,849	.817	
EC5	,856	.815		KSI1	,819	.830	.927
PE1	,877	.854	.938	KSI2	,789	.823	
PE2	,862	.839		KSI3	,780	.799	
PE3	,881	.847		KSI4	,833	.853	
PE4	,870	.835		KSI5	,811	.825	
PE5	,886	.845		KSB1	,830	.806	.940
KT1	,872	.819	.933	KSB2	,865	.836	
KT2	,839	.808		KSB3	,838	.810	
KT3	,878	.839		KSB4	,851	.825	
KT4	,844	.808		KSB5	,787	.766	
KT5	,853	.834		IWB1	,865	.828	.932
SN1	,866	.826	.933	IWB2	,841	.809	
SN2	,872	.842		IWB3	,858	.818	
SN3	,851	.818		IWB4	,859	.826	
SN4	,887	.849		IWB5	,852	.815	
SN5	,858	.829		DL1	,842	.813	.932
PBC1	,859	.831	.935	DL2	,850	.819	
PBC2	,864	.812		DL3	,856	.827	
PBC3	,870	.825		DL4	,844	.815	
PBC4	,844	.826		DL5	,846	.816	
PBC5	,859	.825		DL6	,865	.833	

Source: Primary data processed (2023)

4. Results
4.1. Demographic Characteristics

Table 3. Respondents' characteristics

	n	%		n	%
Gender			Education		
Male	177	49.6	Master degree	219	61.3
Female	180	50.4	Doctoral/Professor level	138	38.7
Total	357	100.0	Total	357	100.0
Age group			Academic position		
Baby boomers	52	14.6	Instructor	170	47.6
Millennials	305	85.4	Assistant Professor	128	35.9
Total	357	100.0	Associate Professor	39	10.9
Length of occupation			Professor	20	5.6
<5 years	70	19.6	Total	357	100.0
5-10 years	195	54.6			
11-15 years	45	12.6			
>15 years	47	13.2			
Total	357	100.0			

Source: Primary data processed (2023)
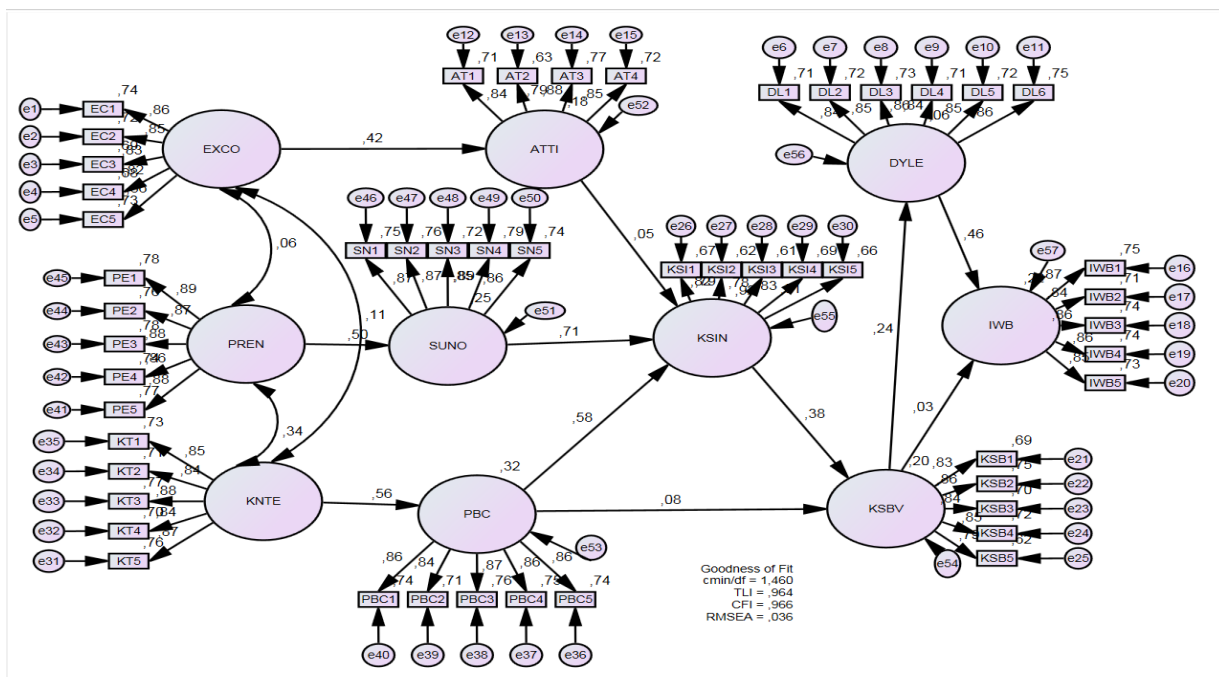
4.2. Path Analysis

Figure 2. Complete Model Results
Source: Primary data processed (2023)

The following hypothesis test results were obtained based on the study model stated in the preceding section, which can be seen in Figure 2, and data processing results using the covariance–based structural equation modelling (SB-SEM) approach with the AMOS program.

Table 5. Estimating the Regression Coefficient of the Structural Equation Model

Hypothesis	Relations	Estimate	P
H1	ATTI <--- EXCO	.399	***
H2	SUNO <--- PREN	.489	***
H3	PBC <--- KNTE	.535	***
H4	KSIN <--- ATTI	.042	.067
H5	KSIN <--- SUNO	.564	***
H6	KSIN <--- PBC	.491	***
H7	KSB <--- PBC	.082	.236
H8	KSBV <--- KSIN	.446	***
H9	IWB <--- KSBV	.037	.523
H10	DYLE <--- KSBV	.249	***
H11	IWB <--- DYLE	.490	***
H12	IWB <--- DYLE <--- KSBV	.112	.002

Source: Primary data processed (2023)

These results provide information about the relationship between the variables tested and their significance level (see Table 5). The hypothesis test results, p <0.001, indicated that most observed relationships were statistically significant. The factors with a significant link, according to the hypothesis testing results, are as follows:

Relationship of Expected Contribution (EXCO) to Attitude (ATTI)
According to the hypothesis test results, there is a strong association between Attitude (ATTI) and Expected contribution (EXCO). The computed coefficient is 0.399, indicating that a rise in EXCO is followed by an increase in ATTI of 0.399 units. A high critical ratio (CR) value suggests this link is statistically significant.

Relationship of Professional Environment (PREN) to Subjective Norms (SUNO)
Subjective norms (SUNO) and Professional environment (PREN) have a substantial association, according to the hypothesis test results. The estimated coefficient is 0.489, indicating that a unit increase in PREN in SUNO will result in a 0.489 increase. A high CR value suggests a statistically significant association. As a result, the Professional environment (PREN) considerably impacts Subjective norms (SUNO).

Relationship of Knowledge Technology (KNTE) to Perceived Behaviour Control (PBC)
The hypothesis test outcomes indicate that Knowledge technology (KNTE) is substantially linked to Perceived behaviour control (PBC). The estimated coefficient is 0.535, which indicates that a 0.535-unit increase will follow a unit increase in KNTE in PBC. A high CR value indicates that this relationship is statistically strong. Knowledge technology (KNTE) significantly impacts PBC.

Relationship between Attitude (ATTI) and Knowledge Sharing Intention (KSIN)
Results of the hypothesis test revealed no significant association between KSIN and ATTI. This is because the p-value (0.067) is more significant than the significance level of 0.05. There is insufficient statistical evidence to conclude that the KSIN and ATTI variables have a significant association.

Relationship of Subjective Norms (SUNO) to Knowledge Sharing Intention (KSIN)

The hypothesis results suggest that Knowledge-sharing intention (KSIN) and Subjective norms (SUNO) have a substantial association. The estimation coefficient is 0.564, indicating that a 0.564-unit increase follows a one-unit increase in SUNO in KSIN. A high CR value suggests a statistically significant association. As a result, Subjective norms (SUNO) considerably influence KSIN.

Relationship of Perceived Behaviour Control (PBC) to Knowledge-Sharing Intention (KSIN)

The hypothesis test demonstrates that KSIN and PBC have a substantial association. The computed coefficient is 0.491, indicating that a 0.491-unit increase follows a one-unit increase in PBC in KSIN. A high CR value suggests a statistically significant association. As a result, PBC influences KSIN.

Relationship of Perceived Behaviour Control (PBC) to Knowledge-Sharing Behaviour (KSBV)

The hypothesis test finds that KSIN and PBC have a substantial association. The computed coefficient is 0.491, indicating that a 0.491-unit increase follows a one-unit increase in PBC in KSIN. A high CR value suggests a statistically significant association. As a result, PBC influences KSIN.

Knowledge-Sharing Intention (KSIN) and Knowledge Sharing Behaviour (KSBV)

The hypothesis test results suggest a significant relationship between KSBV and KSIN. The computed coefficient is 0.446, indicating that a 0.446-unit increase follows a one-unit rise in KSIN in KSBV. A high CR value suggests a statistically significant association. As a result, KSIN considerably impacts behaviour (KSBV).

Knowledge-Sharing Behaviour (KSBV) and Innovative Work Behaviour (IWB)

The hypothesis test outcomes revealed no significant association between IWB and KSBV. The p-value (0.523) is more significant than the 0.05 significance level, demonstrating this.

Relationship of Knowledge-Sharing Behaviour (KSBV) to Dynamic Leadership (DYLE)

The hypothesis test results demonstrate that KSBV and DYLE have a substantial association. The projected coefficient is 0.249, indicating that a unit increase in DYLE in KSBV will result in a 0.249-unit increase. A high CR value suggests a statistically significant association. As a result, KSBV) considerably impacts DYLE.

Relationship of Dynamic Leadership (DYLE) to Innovative Work Behaviour (IWB)

The hypothesis testing results show a significant relationship between IWB and DYLE. The estimated coefficient is 0.490, indicating that a 0.490-unit increase will follow a unit increase in DYLE in IWB. A high CR value indicates that this relationship is statistically strong. Therefore, DYLE significantly affects IWB.

Dynamic leadership (DYLE) modifies the impact of KSBV on IWB in a beneficial way. The Sobel test was used to conduct the mediation test for the impact of KSBV on IWB through DYLE. The results are shown in Figure 3 below:

Input:		Test statistic:		p-value:
t_a 4.259	Sobel test:	3.78262144		0.00015519
t_b 8.231	Aroian test:	3.76079133		0.00016938
	Goodman test:	3.80483616		0.0001419
	Reset all		Calculate	

Figure 3. Sobel Test Result

Source: Primary data processed (2023)

The Sobel test results in that the z value was 3.78 > 1.96 and a significant value of 0.000 <0.05. MacKinnon et al. (2002) and Preacher and Hayes (2004) explain that a variable is said to be able to mediate if it has a z value > 1.96 and sig < 0.05, it can be concluded that the DYLE variable can mediate between the KSBV variable and IWB.

5. Discussion
Several interesting facts were found based on the results of hypothesis testing on the previous regression model in Table 4 (Default model). The first finding showed a strong positive link between Attitude (ATTI) and Expected contribution (EXCO). This finding is consistent with prior studies by Chaithanapat et al. (2022) and Edeh et al. (2022) that also found expected contribution significantly influences attitudes towards knowledge sharing. The second finding demonstrated a substantial positive association between Subjective norms (SUNO) and Professional environment (PREN), supporting previous studies of Tirana and Tjakraatmadja (2019) and Al-Kurdi et al. (2020). These align with the significant positive effect of professional environment on subjective norms. Furthermore, the third result demonstrated a significant positive association between Perceived behaviour control (PBC) and Knowledge technology (KNTE). This corroborates findings by Karasneh and Al-Zoubi (2018) who also found technology significantly enables perceived behavioural control over knowledge sharing.

The non-significant association found between KKSIN and ATTI supports prior work by Al-Kurdi et al. (2020), Bock et al. (2005), Montani et al. (2022), Quarchioni et al. (2022), and Zhang et al. (2022) who similarly found attitude did not predict knowledge-sharing intention. Knowledge-sharing intention (KSIN) and Subjective norms (SUNO) are closely related. This study's results are consistent with those of Al-Kurdi et al. (2020), Hussain et al. (2022), Cai (2022a), and Khan et al. (2022). Similarly, a substantial positive association was discovered between KSIN and PBC. This aligned with previous findings by Tirana and Tjakraatmadja (2019) who found perceived control impacts intentions.

While the test found an association between PBC and KSIN, the relationship between PBC and actual KSBV was non-significant. This contrasted with the finding of Tirana and Tjakraatmadja (2019) who found a significant link between

perceived control and behaviours. A significant relationship was found between KSIN and KSBV. This connection supported previous findings by Afsar (2015), Al-Kurdi et al. (2020), Connelly and Kelloway (2003), Edeh et al. (2022), Islam and Asad (2021), and Limsangpetch et al. (2022) regarding intention's influence on knowledge-sharing actions.

Nevertheless, the non-significant link between KSBV and Innovative work behaviour (IWB) echoed results by Afsar (2015), Sun et al. (2022), Al-Husseini and Elbeltagi (2018), Asurakkody and Kim (2020), and Dai et al. (2022). This relationship indicated knowledge sharing alone may not directly cause innovation.

Similarly, DYLE and KSBV had a significant positive association. The important relationship found between KSBV and DYLE corroborates Asurakkody and Kim's (2020) finding that knowledge sharing impacts leadership capabilities. A considerable positive association existed between IWB and DYLE. This finding also potentially follows previous research conducted by Asurakkody and Kim (2020), Khan et al. (2022), and Shailja et al. (2023).

Along with those results, additional correlations were found between the variables analysed, the results of which were non-significant. The study's results showed that KSIN has no critical link to ATTI. Similarly, no significant relationship existed between KSBV and PBC. The results were more interesting in that the link between IWB and KSBV was not significant. Finally, it was found that DYLE was capable of mediating the nexus between KSBV and IWB.

This study's finding demonstrated that subjective norms strongly predict knowledge-sharing intention which supports previous research grounded in the theory of planned behaviour (Razak et al., 2016). However, unlike some studies, attitude did not emerge as a significant driver, indicating contextual factors may moderate this relationship (Omar et al., 2023). The non-significant direct link between knowledge sharing and innovation contrasts with assumptions of a positive effect found in earlier work (Zhao et al., 2021). This highlights the need to examine potential mediating mechanisms, as done in this research.

Our finding that dynamic leadership mediates this connection addresses calls for more empirical investigation of intermediary variables. While knowledge-sharing intention significantly influenced actual behaviours, the intention-behaviour gap observed here echoes recent findings across disciplines (Reychav & Weisberg, 2010). Additional research should explore moderators of this pathway in academic settings.

The important role of dynamic leadership in translating knowledge sharing to innovation aligns with recent studies showing leadership's enabling effect on climates for innovation (Le & Do, 2023). However, most prior research emphasised transformational leadership, therefore the focus on dynamic leadership's mediating role provides new empirical evidence in this area.

According to the submitted results, several research gaps can be the basis for further research. The following are some identifiable research gaps:

Relationship between KSIN and ATTI: Although the results showed that there is no meaningful link between KSIN and ATTI, the p-value (0.067) was close to the established level of significance (0.001). Therefore, further research with a larger sample or a different approach is needed to understand the potential link between knowledge-sharing intentions and individual attitudes toward knowledge-sharing.

Relationship between KSBV and IWB: Although the results show a substantial link between KSBV and IWB, further research can investigate the mechanisms and factors influencing this relationship. Does knowledge-sharing behaviour directly contribute to creativity and innovation in work behaviour (IWB), or are there mediating or moderating factors that influence it?

Dynamic leadership effects on KSBV and IWB: Although it has been found that DYLE is associated with KSBV and IWB, more research can be conducted to investigate DYLE's critical role in encouraging and facilitating KSBV and innovation at the individual and workgroup levels.

Other factors influencing KSBV and IWB: Although the results identified a positive relationship between certain variables with KSBV and IWB, it is still possible that other factors, such as organisational culture, work environment, social support, and individual motivation, also influence both behaviours. Follow-up research could investigate these factors to understand their impact holistically.

Cross-regional or cross-sector analysis: The above results were based on data from a particular region or sector. Further research could conduct cross-regional or cross-sectoral analyses to generalise results to organisational and industrial contexts.

The impact of manifest variables on latent variables: The preceding results concentrated on the relationship between latent variables (such as ATTI, SUNO, PBC, and others) and manifest variables (such as EXCO, PREN, KNTE, and others). Additional studies could examine factors that affect latent variables and how these manifest variables affected more complicated employee attitudes, intentions, and behaviour.

A study that fills these gaps will help us comprehend the elements influencing organisational knowledge-sharing and innovation behaviour. Organisations can create more successful policies and tactics to enhance cooperation, creativity, and productive knowledge exchange if they better grasp the processes and connections between these variables. These results improved knowledge of the elements influencing knowledge-sharing, innovation, and dynamic leadership behaviour in a work environment. These results can therefore contribute to further research and practical implications for human resource management in improving organisational performance and productivity.

While this study focused on lecturers in Indonesian higher education institutions, the findings have relevance for understanding knowledge-sharing dynamics in other educational contexts and industries. Academic institutions worldwide face pressures to leverage knowledge exchange to foster innovation and maintain competitiveness (AI-Youbi et al., 2020; Fullwood et al., 2013). Therefore, the relationships observed among knowledge sharing, dynamic leadership, and innovation may extend to universities in other regions seeking to enable faculty creativity and performance.

Furthermore, dynamic leadership's mediating role likely applies across sectors. Studies in corporate settings have similarly found leadership critical for facilitating knowledge flows and innovative outcomes (Rıoba et al., 2023; Sauphayana, 2021). Dynamic capabilities to detect opportunities, mobilise resources, and nurture talent are important for converting knowledge into impactful innovations across contexts.

6. Conclusion
This research highlights the role of dynamic leadership in addressing knowledge sharing and innovation issues in higher education. The results reveal significant relationships among factors such as expected contribution, professional environment, knowledge technology, subjective norms, perceived behavioural control, knowledge sharing intention/behaviour, and innovative work. A key contribution is demonstrating dynamic leadership's mediating effect between knowledge sharing and innovation. Additionally, the results provide a valuable replication and extension of knowledge sharing research to the academic context.

However, there are limitations to acknowledge. The data came from a specific region of Indonesia, therefore results may not generalise elsewhere. The cross-sectional design also prevents determining causality. Using self-report surveys could introduce subjectivity and social desirability biases.

Based on these results and limitations, some recommendations emerge. University administrators, policymakers, and leaders should foster open, collaborative environments and provide technology support to enable knowledge sharing and innovation among lecturers. Hiring and training dynamic leaders is critical as they play a pivotal role in translating knowledge exchange into innovative outcomes.

While this study focused on Indonesia, academic institutions worldwide must leverage knowledge sharing to improve competitiveness. Further research should investigate causes of the intention-behaviour gap and impacts of organisational culture. Exploring the applicability of these results across disciplines and national boundaries could also be valuable.

Meanwhile, future studies could investigate the impact of specific organisational interventions aimed at enhancing knowledge exchange and collaborative behaviours among lecturers. Researchers should identify the most effective

approaches for fostering idea sharing and creative synergy. Examining how cultural variations shape knowledge flows and leadership dynamics could also be valuable.

In conclusion, this research emphasises knowledge sharing and dynamic leadership as key drivers of innovation in higher education. Insights from this study can guide policies and interventions to help academic institutions maximise the benefits of knowledge sharing.

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