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The Effectiveness of Leadership in Enhancing Employee Creativity in Higher Education Institutions is Examined, with Intrinsic and Extrinsic Motivation Identified as Mediators

Angelina Sofya Friscila
Doctoral Program in Management Science, Faculty of Economics and Business, University of Palangka Raya, Indonesia
Corresponding: angelinasofyafriscila@gmail.com

Abstract

Objective – In the education service sector such as universities, employee service and performance are highly expected to improve organizational performance. However, working in the traditional way as usual has become a challenge. therefore, employees are required to be more creative in carrying out and completing their work. This research aims to examine the role of transformational leadership style and visionary leadership style in enhancing employee creativity at work, with intrinsic motivation and extrinsic motivation as mediators.

Design/Methodology/Approach – The research uses a quantitative method with Smart PLS to test the research hypothesis. With 157 respondents willing to fill out the questionnaire online. To measure the mediation effect, the Upsilon (v) method was used.

Findings – The findings indicate that intrinsic motivation and extrinsic motivation can mediate the influence of visionary leadership on employee creativity. Meanwhile, transformational leadership has not yet been able to directly increase motivation. For a more detailed explanation, please refer to the findings and discussion.

Implications – Visionary leadership should be used by college management to enhance employee motivation as well as creativity, focusing on organizational vision during training. The organizational environment should encourage intrinsic motivation through visionary leadership and practices such as more autonomy and appreciation of employees to improve creativity. This research provides evidence showing visionary leadership to be necessary in creating intrinsic as well as extrinsic motivation among university staff, which in turn results in increased creativity. Intrinsic motivation is found to be the strongest mediator in the relationship between visionary leadership and staff creativity, with a moderate mediating effect.

Keywords: Transformational Leadership, Visioner Leadership, Intrinsic Motivation, Extrinsic Motivation, Creative Employee

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INTRODUCTION

Universities and colleges benefit from transformational leadership through enhanced employee creativity. Transformational leadership, which is intellectually stimulating, inspirational, and innovative, allows academic employees to innovate and produce. Transformational leadership increases individual and organizational outcomes, based on leading employee creativity scholarship. The cure employs scholarship to examine how transformational leadership increases HEI worker creativity. Transformational leadership increases innovation and experimentation, which increases employee creativity. Leadership factors such as intellectual stimulation, idealized influence, inspirational motivation, and individualized concern stimulate workers to think creatively and solve problems (Adiebah & Pradana, 2022; Sambung, 2020; Zhu & Tabajen, 2024). Transformational leadership induces intellectual stimulation, resulting in an increase in creativity by stimulating employees to think creatively and experiment (Setiawan & Triyono, 2022). Transformational leaders are driven by vision setting and enhancing excellence equally. Such inspirational stimulation gives workers purpose and meaning that can increase creativity (Adiebah & Pradana, 2022) Transformational leaders who are concerned about followers and their personal growth tend to have a creative workplace(Hartati et al., 2023).

Transformational leadership and workforce innovation are moderated by psychological and structural empowerment. Psychological empowerment—perceptions of congruence of impact, competence, and autonomy—can enhance transformational leadership gains in creativity (Lin et al., 2023). Psychologically empowering leaders who increase confidence and creativity. Structural empowerment is, however, a design and practices of an agency that empower workers to perform effectively. Transformational leaders who set goals, give outlets and inputs, and encourage improvement and growth are capable of structurally empowering workers and enhancing creativity (Mansur & Jia, 2018). Structured empowerment mediates transformative leadership to creativity. Visionary leadership increases intrinsic and extrinsic drive within organizations. Leadership can encourage employees to project their personal goals toward organizational goals through a persuasive vision and compelling purpose and commitment. Such alignment increases intrinsic drive by giving them meaningful labor and extrinsic drive through compensation. Visionary leadership drives motivation by accepting inner and outer factors, driving company performance and employees' satisfaction. Visionary leaders drive workers by engaging workers to envision their futures, improving intrinsic drive. Constructive of "possible selves," future images workers wish to become, increases intrinsic drive to realize the vision. Transformational leadership, a vision-led approach, focuses on workers' personal growth and company environment, improving intrinsic drive. Transformational leaders drive purpose and creativity by displaying interested enthusiasm in workers' growth (Kawana, 2024). Spiritual management, like visionary management, increases intrinsic drive by improving meaningfulness of labor. Such an approach partially mediates management and workers' perceptions of meaningful labor, and intrinsic drive is prominent (Udahemuka et al., 2024).

Visionary leaders' recognition and monetary reward increase extrinsic drive. Such a reward can increase productivity and encourage workers to create goals (Pandya, 2024). Overindulgence of extrinsic reward has the capacity to destroy intrinsic drive and creativity; therefore, a balance has to be achieved. To give such a balance, visionary leaders have to coordinate strategy and workers' goals and objectives. Visionary management drives educators by realizing strategic goals and inspiring cooperation. Such an approach increases intrinsic drive and supports extrinsic drive by realizing organizational goals. Intrinsically driven individuals are attracted by transformational, charismatic,

and servant management, and extrinsically driven workers are attracted by transactional management. That would mean visionary leaders have to coordinate workers' drive styles to drive employees. Cognitive, emotional, conative, and spiritual attributes of intrinsic leadership link vision and values together to generate engagement, trust, and intrinsic and extrinsic motivation. A family business through holistic leadership invokes intrinsic and extrinsic motivation (Sambung, 2020a). Visionary leadership boosts intrinsic and extrinsic motivation, which is risky. Excessive vision without aid and facilities brings about burnout and employees' turnover. The achievement of visionary leadership varies firm and culture by and involves a process of specialist leadership evolution. To generate sustainable motivation and performance, firms must not forget these principles in applying visionary leadership practices. Grasping that visionary leadership requires an inspirational vision and talent for bringing it into actualized action that inspires workers is essential. While transformational leadership is typically highlighted, visionary leadership's role in employee motivation cannot be ignored. This leadership style has the ability to create a shared vision that appeals to and has meaning for employees, hence encouraging creativity and alignment with intrinsic motivation (He & Bonifacio, 2024). The combination of transformational and visionary leadership has been shown to have the ability to improve intrinsic motivation, which in turn leads to greater innovation and creativity in the organization (Thuan & Thanh, 2019).

Transformational leadership has a significant effect on employees' intrinsic and extrinsic motivation. This review explores how it affects them according to literature. Personal satisfaction initiates intrinsic motivation. Transformational leadership vision, model behavior, and match goals to increase intrinsic motivation. Challenging assignments and creativity encourage engagement and intrinsic motivation (Soelistya et al., 2024). Employees are enabled to build autonomy and competence and hence intrinsic motivation. External rewards cause extrinsic motivation. Transformational leaders entice through promises of reward and have high expectations. Support and autonomy are consistent with external reward and enhance job satisfaction (Nordin et al., 2024). Job autonomy and psychological power relate transformational leadership to employees' motivation. Empowerment links transformational leadership to intrinsic motivation, and job autonomy affects it (Çekmecelioğlu et al., 2023; Nordin et al., 2024). Transformational leadership affects them through certain mechanisms. Organizations can channel them towards developing a motivating environment and improving output. From the description, the hypothesis for this investigation is formulated:

H1a: Transformational leadership influences intrinsic motivation

H1b: Transformational leadership influences extrinsic motivation

Visionary leadership increases intrinsic and extrinsic motivations

Visionary leadership is complementary to transformational leadership, improving employee performance and organizational objectives (Sambung, 2022; Suryadi et al., 2024). Visionary leaders encourage and inspire followers. Their vision creates purpose and encouragement. They further create a positive organizational climate, enhancing extrinsic motivation through commitment and engagement. A study discovered that visionary leadership increases intrinsic motivation through employees' inspiration (Northouse, 2021). Also, visionary leadership increases extrinsic motivation by offering support and recognition from the leader, which enhance commitment. A study indicates that these two motivations mediate between visionary leadership and employee performance, evidencing visionary leadership's double effect. Visionary leadership positively affects motivation by inspiring and supporting, elevating intrinsic motivation and purpose. Rewards and recognition

increase extrinsic motivation, enhancing commitment and involvement. Organizations need to encourage visionary leadership to increase motivation and performance.
The hypothesis is
H2a: Visionary leadership increases intrinsic motivation
H2b: Visionary leadership increases extrinsic motivation

Intrinsic and extrinsic motivation influence employee creativity within higher education. Extrinsic motivation, which is associated with external reward, has an effect on creativity that is context dependent. Therefore, intrinsic motivation increases creativity, but extrinsic motivation's impact depends upon rewards and context. It positively forecasts creative production related to an individual's interest and satisfaction and affects employees' and learners' creativity (Alhassan et al., 2022; Tomaylla-Quispe et al., 2024). This is done through creative self-efficacy and autonomy and promotes creative behavior through ownership and engagement (Tomaylla-Quispe et al., 2024). Extrinsic motivation has mixed effects upon creativity. Some indicate that external reward damages creativity by concentrating individuals upon reward, while others say relational reward can enhance creativity if coordinated with intrinsic goals (Fischer et al., 2019; Zhang et al., 2024). Environmental conditions are important, such as creative problem-solving expectations and facilitators that cultivate intrinsic motivation (Jin & Yun, 2022). The interaction between intrinsic and extrinsic motivation is important for creativity. For example, creativity-based rewards increase intrinsic motivation when coordinated with personal goals and positive leader-member exchanges (Lin et al., 2023)). Moreover, intrinsic motivation increases creative self-efficacy, further enhancing creativity and demonstrating bidirectional causalities from these motivating factors (Gumusluoglu & Ilsev, 2009). It suggests that
H3a: motivation intrinsic increases employee creativity
H3b: motivation extrinsic increases employee creativity

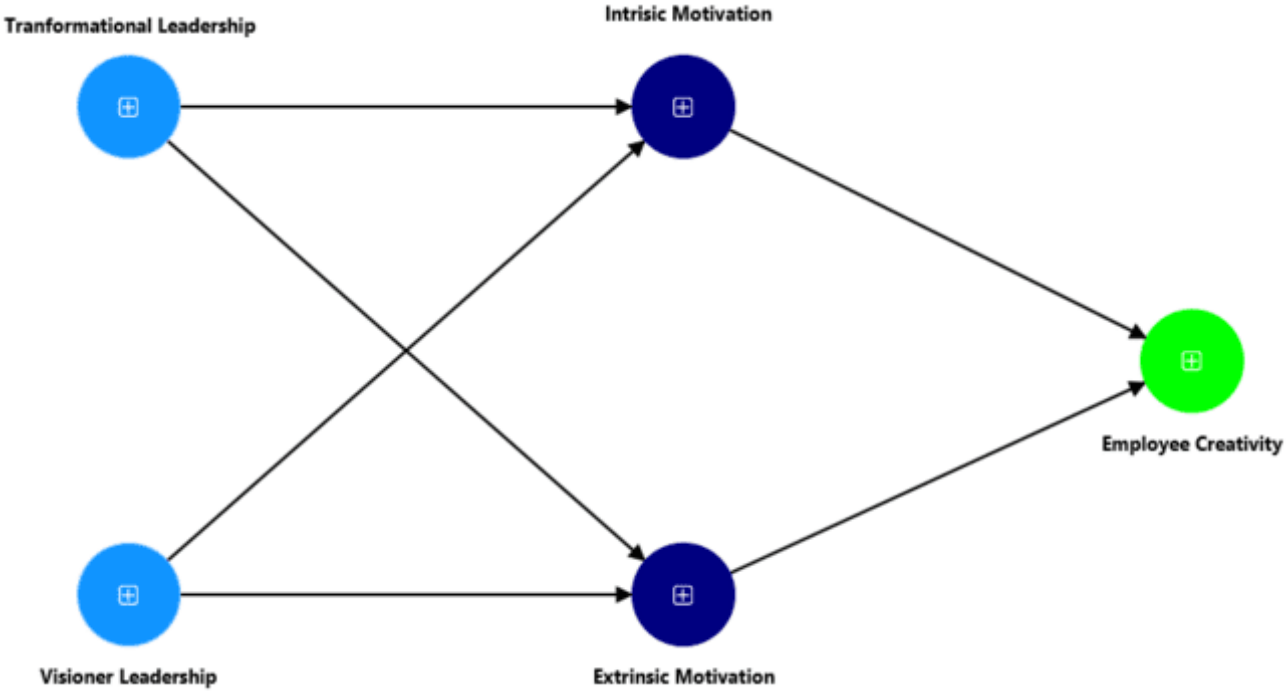
Intrinsic and extrinsic motivation are helpful to understand how transformational and visionary leadership enhance employees' creativity by illustrating how these factors enhance creativity. Transformational leadership significantly increases intrinsic motivation, which further increases employees' creativity. This link is clear, and intrinsic motivation fully mediates transformational leadership and creativity (Aristana et al., 2023). Intrinsic motivation positively pushes employees to participate in the creative process and think differently. It has been proved to mediate transformational leadership and innovative working behavior, particularly under difficult conditions (Sayuti & Safitri, 2024). Intrinsic motivation influences how transformational leadership has an effect on creativity, reinforcing the effect when employees are intrinsically motivated to participate in creative activities (Shafi et al., 2020). Extrinsic motivation influences creativity when it increases how employees participate in the creative process. Although it does not alter a person's creativity, it increases how often creative actions take place when such actions match job definitions. Transformational leadership primarily increases intrinsic motivation, but it increases extrinsic motivation by giving employees positive reinforcement and rewards for creative behavior, which indirectly supports creativity (Udin, 2023). Whereas intrinsic motivation fully mediates transformational leadership and creativity, the effect of extrinsic motivation varies and relies upon context. Extrinsic motivation provides creative involvement when it matches job definitions and organizational objectives. It is less effective than intrinsic motivation for spurring creativity. Transformational leadership and visionary leadership go very well together, and it is because

transformational leadership presents a vision that enhances intrinsic motivations and produces greater creativity. The two together are very beneficial for generating an innovative working environment within an organization. The following is the suggested research hypothesis:

H4a: The relationship between employee creativity and transformative leadership is mediated by intrinsic drive

H4b: The relationship between employee creativity and transformative leadership is mediated by extrinsic incentive

Here is the diagram of the research concept framework:



METHODS

Sample and Data Collection

This research adopts a quantitative approach, and a survey questionnaire is used to collect information from a sample of employees working in organizations representing various industries. This research achieves comprehensive data representation through the use of saturation sampling techniques that involve all relevant members of the population (sekaran & Baougie, 2016). This method enhances the validity and applicability of the research findings by preventing selection bias and ensuring that all perspectives within the target population are represented. The target population consists of employees working at the University of Palangka Raya in Central Kalimantan who are directly involved or have an understanding of their perceptions of the perceived leadership style. To achieve a representative sample of 157 respondents, a stratified random sampling method was used, considering factors such as the size of the units and the level of employment status, specifically civil servants. Data were collected using an online survey tool that provided confidentiality and anonymity to the respondents.

Table 1. Demograpic of participant

Factors		frequency	percent
Gender	Male	87	55
	Female	70	45
Age	17 - 25	9	6
	26-35	45	29
	36-45	57	36
	46-55	32	20
	Over 55	14	9
Education	Diploma	27	17
	College degree	118	75
	Graduate degree	12	8
Work ecperience	< 10 years	25	16
	11-15 years	67	43
	16-20 years	51	32
	>20 years	14	9

Measurement

To create effective measurement and research instruments for transformational leadership, several established tools can be used. The Multifactor Leadership Questionnaire (MLQ 5X) is a leading instrument that assesses transformational, transactional, and laissez-faire leadership models, providing a comprehensive framework for evaluating leadership effectiveness. An alternative instrument, the Transformational Leadership Questionnaire (TLQ), specifically focuses on the characteristics of transformational leadership, emphasizing behaviors and outcomes derived from a theory-based approach involving managers at various levels in the English public sector (Northouse, 2021). Using a 5-point scale, where 1 means strongly disagree and 5 means strongly agree.

Visionary leadership is a leadership style that stresses the creation and transmission of a clear and compelling vision for the future of a business. This leadership style is characterized by the capacity to inspire and motivate followers to strive towards long-term goals, frequently through innovation, collaboration, and proactive change management. Visionary leaders are regarded vital in managing the complexities and uncertainties of the current corporate environment, as they may promote transformation and nurture organizational agility and performance. To properly measure visionary leadership, it needs appropriate scales and instruments that capture its important aspects and actions. This scale can be derived from existing instruments such as the Visionary Leadership Scale by Sashkin, which has been used in numerous sectors, including aviation, to quantify the influence of visionary leadership on organizational agility (Yilmaz, 2023).

The Work Extrinsic and Intrinsic Motivation Scale (WEIMS) is an 10-item work motivation measure that is theoretically based on self-determination theory (Ryan & Deci, 2000). The results are discussed in relation to the application of self-determination theory in the workplace. Using the 3 WEIMS indices (work self-determination index, self-determined motivation, and non-self-determined motivation, respectively), the regression analysis results support its ability to predict positive and negative criteria in the workplace. Finally, the quasi-simplex pattern and its relationship with further psychological correlations support the continuum of self-determination. Overall, these findings provide evidence of the applicability as well as the reliability and validity of WEIMS in

organizational settings (Tremblay et al., 2009). Employee creativity instruments utilizing psychometric-based tools can help in assessing the level of employee creativity. This instrument should be designed to capture various dimensions of creativity, such as individual, team, and organizational factors (Chaubey & Sahoo, 2021; Schroeder, 2021).

RESULTS AND DISCUSSION

Model evaluation in PLS is carried out using a two steps approach, namely two steps where evaluating the measurement model to obtain adequate requirements and continuing with structural model evaluation to evaluating model quality.

Table 2. Result of model constructs

Construct	Indicator	Item reliability	Convergent validity		
		Loadings	CR	Alpha	AVE
Transformational Leadership (TL)	TL2	0,840	0,886	0,930	0,744
	TL3	0,855			
	TL4	0,898			
	TL5	0,856			
Visioner Leadership (VL)	VL1	0,821	0,941	0,820	0,705
	VL2	0,859			
	VL3	0,857			
	VL4	0,856			
	VL5	0,814			
	VL6	0,904			
	VL7	0,745			
	VL8	0,853			
Intrinsic motivation (IM)	IM1	0,748	0,862	0,901	0,645
	IM2	0,781			
	IM3	0,799			
	IM4	0,856			
	IM5	0,828			
Extrinsic motivation (EM)	EM1	0,800	0,704	0,820	0,603
	EM3	0,769			
	EM5	0,761			
Employee Creativity (EC)	EC1	0,768	0,914	0,930	0,689
	EC2	0,860			
	EC3	0,832			
	EC4	0,889			
	EC5	0,803			
	EC6	0,824			

Note: CR = Composite Reliability; AVE = average variance extracted

Factor Loading (LF) or outer loading is the correlation between each measurement item and a variable. Rule of thumb, (Hair Jr et al., 2022; Henseler et al., 2014) use LF ≥ 0,70 as acceptable. The LF research results are all above 0,7. Three indicator, namely TL1, EM2, EM3, was removed from the

model because it had an LF value <0,7. Internal consistency reliability shown by composite reliability (CR) is all with a value greater than 0,7. Apart from Composite Reliability, other measures that describe the level of reliability or internal consistency of reliability are Cronbach's Alpha and Rho A. The research results all have values above 0,7. Average variance extracted (AVE) is the average variation of each measurement item contained by the variable. How far as a whole the variables can explain variations in measurement items, research results show an AVE value ≥ 0.50.

Tabel 3. Discriminant Validity of Constructs

Variables	EC	EM	IM	TL	VL
Discriminant Validity: Fornnel–Larcker Criterion					
EC	0,830				
Em	0,627	0,777			
IM	0,725	0,540	0,803		
TL	0,493	0,389	0,574	0,863	
VL	0,518	0,460	0,653	0,824	0,840
Heterotrait–Monotrait Criterion (HTMT)					
EC					
Em	0,774				
IM	0,813	0,664			
TL	0,551	0,452	0,655		
VL	0,561	0,521	0,724	0,90	

We also report discriminative validity (DV) based on the Fornell-Larcker criterion and the Heterotrait-Monotrait criterion. The Fornell-Larcker criterion indicates that the square root of the AVE of each construct is higher than the highest correlation of the construct with other constructs in the model. The results show that the correlation between constructs has a greater value than other constructs. Compared with the Heterotrait-Monotrait (HTMT) correlation criterion ratio, it is better than the traditional approach on discriminative validity assessment due to much lower values of both the Fornel-Larcker criterion and cross-loading using 0,85 as the appropriate threshold level (Hair et al., 2017). Although this method is often used in applied research, it does not allow to reliably detect discriminative validity problems. According (Hair Jr et al., 2022) stated that the HTMT measure is better used than the Fornell and lacker criterion methods in detecting discriminant validity. Therefore, Discriminant Validity (DV) is better assessed using HTMT (Henseler et al., 2014). DV is used to measure how other constructs differ using empirical standards (Latan & Noonan, 2017). To achieve a satisfactory level of DV, the results show that all constructs have HTMT scores <0.90, and the 97.5% bootstrap confidence interval shows all values are in good agreement, thus indicating that all research constructs (EC, Em, IM, TL, VL) are conceptually and empirically different from each other.

Assessment of Structural Modeling Path Coefficients

Table 4. Path Coefficients for Direct Effects.

Hypotheses	Original sample	T statistics	P values	Report
Tranformational Leadership -> Intrisic Motivation	0,110	1,234	0,217***	No Supported
Tranformational Leadership -> Extrinsic Motivation	0,030	0,282	0,778***	No Supported
Visioner Leadership -> Intrinsic Motivation	0,562	6,542	0,000**	Supported
Visioner Leadership -> Extrinsic Motivation	0,435	4,376	0,000**	Supported
Intrisic Motivation -> Employee Creativity	0,545	8,152	0,000**	Supported
Extrinsic Motivation -> Employee creativity	0,332	4,726	0,000**	Supported

*Note P values** < 0,01, *< 0,05; ***> 0,05*

The results in the table above show that four of our path coefficients are significant and two paths are rejected. The results that four paths are statistically significant. The structural paths of the significant constructs are based on a two-tailed test at $p < 0.05$. In Hypothesis 1a, we predicted that TL has a positive and significant effect on IM. As shown in the table above, it is not statistically significant at $t = 1.234$, $p = 0.217$. This indicates that TL does not directly affect IM, and the hypothesis is rejected. Hypothesis 1b also predicts that there is a positive and statistically significant relationship between TL and EM. This is also indicated by the value ($t = 0.282$, $p = 0.778$), which rejects the effect proposed in Hypothesis 1b; therefore, TL is unable to improve EM, and the hypothesis is rejected. Hypothesis 2a predicts that VL has a statistically and significantly positive effect on IM. This is also indicated by the value ($t = 6.542$, $p = 0.000$), which supports the effect proposed in Hypothesis 2a; thus, VL is able to increase IM, and the hypothesis is accepted. Hypothesis 2b predicts that VL statistically and significantly has a positive effect on EM. This is also indicated by the value ($t = 4.376$, $p = 0.000$), which supports the effect proposed in Hypothesis 2b; thus, VL is able to increase EM, and the hypothesis is accepted. Hypothesis 3a predicts that IM statistically and significantly has a positive effect on EC. This is also indicated by the value ($t = 8.152$, $p = 0.000$), which supports the effect proposed in Hypothesis 3a; thus, IM is able to increase EC, and the hypothesis is accepted. Hypothesis 3b predicts that EM statistically and significantly has a positive effect on EC. This is also indicated by the value ($t = 4.726$, $p = 0.000$), which supports the effect proposed in Hypothesis 3b; thus, EM is able to increase EC, and the hypothesis is accepted.

Table 5. Path Coefficients for Indirect Effects.

Hypotheses	Original sample	T statistics	P values	Report
Tranformational Leadership -> Intrisic Motivation -> Employee Creativity	0,060	1,228	0,220	No Supported
Tranformational Leadership -> Extrinsic Motivation -> Employee Creativity	0,010	0,264	0,792	No Supported
Visioner Leadership -> Intrisic Motivation -> Employee Creativity	0,307	4,927	0,000	Supported
Visioner Leadership -> Extrinsic Motivation -> Employee Creativity	0,144	3,168	0,002	Supported

Note: P values < 0,01*

Table 4 above shows that the t-value and p-value for each path are not directly seen from the t-value and p-value. For path 1, the estimate that IM can mediate the relationship between TL and EC (t=1.228; p=0.220) is positive but not significant, meaning the hypothesis is rejected. For path 2, the estimate that EM can mediate the relationship between TL and EC (t=0.264; p=0.792) is positive but not significant, meaning the hypothesis is rejected. For path 3, the estimate that IM can mediate the relationship between VL and EC (t=4.927; p=0.000) is positive and significant, meaning the hypothesis is accepted. This mediation is referred to as partial mediation. For path 4, the estimate that EM can mediate the relationship between VL and EC (t=3.168; p=0.002) is positive and significant, meaning the hypothesis is accepted. This mediation is referred to as partial mediation.
To determine whether the influence of exogenous latent variables on endogenous latent variables has a mediating effect, we used the values recommended by Cohen (Ogbeibu & Gaskin, 2023), namely 0.175 (high mediation), 0.075 (moderate mediation), and 0.01 (low mediation). To explain the value of the mediation effect, the upsilon statistic (Ogbeibu et al., 2021) was used as follows:

Table 6. Statistik upsilon (v)

Path	Mediation	upsilon (v)	mediation effect
VL → IM IM → EC	VL ->IM-> EC	0,094	medium mediation influence
VL → EM EM → EC	VL ->EM-> EC	0,021	low mediation influence

Based on the mediation value above VL ->IM-> EC with a value of 0.094 (mediation influence leads to high). Value above VL ->EM-> EC with a value of 0.021 (low mediation). According to Ogbeibu et al., (2021) is 0.01 (low mediation influence), 0.075 (medium mediation influence) and 0.175 (high mediation influence).
Evaluation of model quality can be seen from several measures:

R square, according to (Sarstedt et al., 2019), R square values of 0.75, 0.50 and 0.25 mean substantive (high), moderate and weak influence. Another opinion is according to (Chin, 1998) in where the R square value is 0.67 (high), 0.33 (moderate), 0.19 (weak); The research results show that R square for EC is 0,603 (60,2%) meaning that the influence of TL, VL, EM, IM, on GIWB is moderate, the influence of TL, VL on EM is 0,212 (21,2%) is weak influence. The influence of TL, VL on IM is 0,431 (43,1%) moderate influence. Q square is how much the model's predictive accuracy (PLS path model's predictive accuracy) is described in Q Square redundancy or Q square, which is a measure that describes how well the model has predictive relevance. If Q square is greater than 0, it shows that the exogenous variable has predictive relevance to the constructed endogenous variable. This value is obtained through a procedure called the blindfolding procedure. The results show that Q2 for VL is 0.000, TL is 0.000, IM is 0,269, EM is 0,104 and, EC is 0,403. This means that VL, TL, EM has a low relevant predictive value, while IM and EC has moderate values. In Hair et al., (2019), if Q square has a value of 0 (low), 0.25 (moderate), 0.50 (high) then the meaning of Q Square is predictive accuracy. F Square, the f square effect size measure, which describes how big the influence of the variables in the structural model is. The results showed that the influence of TL on IM was 0.007 (low), TL on EM was 0.000 (low), VL on IM was 0.178 (medium), VL on EM was 0.077 (low), IM on EC was 0,531 (Large) and, EM on EC 0,197 (medium). The interpretation of the f square effect size value in (Hair Jr et al., 2022) and (Henseler et al., 2014) is 0.02 (low) 0.15 (medium) 0.35 (large). The effect size value of f2 only explains the magnitude of the direct effect. Based on the

Standardized Root Mean Square Residual (SRMR), which is a tool for measuring model fit, the average value of all standardized residuals is 0,077 < 0,10, meaning it has a good model fit value. The condition used is that an SRMR value below 0,08 indicates a fit model, while an SRMR value between 0,08 to 0, 10 is still acceptable (Hu et al., 2022).

Discussion

Analysis demonstrates visioner transformational (VL) has positive effects on intrinsic motivation (IM) and extrinsic motivation (EM) to increase creativities of employees. The hypothesis is accepted since VL enhances IM and EM to drive creativities. IM and EM mediate the relationship between VL and creativities, although only partially. transformational leadership (TL) is not significantly mediated through IM or EM towards creativities, which means TL doesn't participate directly in motivation in this context. In Universitas Palangka Raya, VL is more impactful than TL in triggering motivation and creativities. The combined impact of TL, VL, and motivation on creativities is complemented by the moderate variation of the model (R^2 = 0.603). The integrated model involving leadership and motivation can be expanded with other factors. The conclusion is that visioner leadership has an important role in facilitating IM and EM in higher education, which enhances creativity. IM acts as an intermediary between visioner leadership and employee creativity. Transformational leadership does not mediate creativity motivation significantly in this study, in spite of strong theory supporting this relationship. The model explains 60.3% of the variance in creativity, which means moderate utility.

Whereas transformational leadership has been espoused as one that inspires and stimulates higher education administrative staff, it can fail to do so based on several reasons. Transformational leadership fosters autonomy, competence, and relatedness, which are pillars of Self-Determination Theory (SDT), to motivate intrinsically (Teixeira et al., 2012). Failing to satisfy organizational satisfaction of these basic psychological needs can negate the benefits of transformational leadership, and this can result in the lack of intrinsic motivation. The application of extrinsic motivating factors such as money or praise can destroy intrinsic motivation. According to research, extrinsic motivation can destroy intrinsic motivation, especially where external pay is perceived as controlling. Conflicting relations can subvert transformational leadership in higher education since administrative roles are highly dependent on external assessment and performance measurement. Furthermore, higher education may need more complex leadership facilitating internal as well as extrinsic drive. Where administrative staff are motivated by aims and constraints, which are external, transformational leadership may be lacking. Transformational leadership has benefits, but without the environment conducive to intrinsic as well as extrinsic drive, it can fail to produce motivation in this setting. Idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration are features of transformational leadership. These are unlikely to maximize intrinsic and extrinsic motivation in higher education administrative staff, according to research. Idealized influence, which inspires role modelling, fails to inspire administrative staff since it focuses on identity in the group instead of internal drive. Inspirational motivation, which aims to stimulate and inspire subordinates, has been weakly successful in this setting. Intellectual stimulation stimulates creativity and innovation, yet administrative staff may fail to be excited by it since it does not always pertain to their core duties. Individual consideration, which addresses individual needs, is unrelated to administrative motivation, and hence individual attention could be insufficient. There are other positive consequences of transformational leadership in other contexts, yet university management can be in need of even more resolute action to facilitate the improvement of internal and external

levels of motivation among the staff. In other words, additional research into leadership practices better addressing such organizations' administrative staff's specific needs is necessary.

Research Implications

Visionary leadership should be used by college management to enhance employee motivation as well as creativity, focusing on organizational vision during training. Intrinsic motivation is the key mediator between visionary leadership and creativity, as opposed to transformational leadership, which does not have an indirect effect. Future research should be conducted on other mediating components. The organizational environment should encourage intrinsic motivation through visionary leadership and practices such as more autonomy and appreciation of employees to improve creativity.

CONCLUSION

This research provides evidence showing visionary leadership to be necessary in creating intrinsic as well as extrinsic motivation among university staff, which in turn results in increased creativity. Intrinsic motivation is found to be the strongest mediator in the relationship between visionary leadership and staff creativity, with a moderate mediating effect. While transformational leadership is theoretically found to boost innovation, as yet, it does not significantly mediate the motivation-creativity relationship within this study's framework. The model explains 60.3% of the variance in staff creativity, thus revealing moderate significance of the factors under investigation.

Limitations and Future Research

The majority of the respondents are students at Palangka Raya University, so private sector information is probably not relevant. Motivation, creativity, and leadership are measured through possibly biased self-reporting. Supervisor or peer ratings should be used in future research. The article looks at the relationship between leadership and creativity through motivation, but organizational climate could also be involved. Future research could look at other mediating or moderating variables for greater understanding.

Mixed methods and qualitative research probed motivation and leadership. Replication studies investigated how transformational and visionary leadership influence creativity through motivation. Longitudinal design was used to evaluate changes over time in research constructs. Organizational culture, job satisfaction, and social support variables were explored as moderators and mediators. Case studies identified how employees' experiences influence motivation and creativity through leadership behavior.

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