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Organizational Support, Workplace Friendship, and Innovative Behavior among Indonesian University Faculty

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Abstract

Higher education as an institution is responsible for producing competent and quality human resources, and hence, must foster creative thinking skills that will ultimately lead to innovative behavior. The current trend shows that innovation in Indonesia is very low, due to the limited number of excellent researchers, research and development activities in universities and funding by government agencies. This study aimed to determine the role of psychological safety in mediating the effect of perceived organizational support and workplace friendship on innovative behavior. The population of this study were the academic faculty of a state university in Central Java, Indonesia, and a sample of 116 were selected. The results showed that perceived organizational support and workplace friendship were positively and significantly related to innovative behavior, (β = .19, *p* = .02) and (β = .47, *p* < .01), respectively. Perceived organizational support and workplace friendship had significant negative effects on innovative behavior, (β = -.31, *p* < .01) and (β = -.22, *p* = .01), respectively. Workplace friendship had a significant positive effect on innovative behavior (β = .47, *p* = .00); but psychological safety did not mediate the relationship of perceived organizational support and workplace friendship with innovative behavior. This research suggests that perceived support, and workplace friendship are important factors that could be enhanced to support innovative behavior among Indonesian academic faculty.

Educational institution, as one economic actor, has to survive and continuously grow to achieve its competitive advantage (Sitaniapessy & Wenno, 2019). Higher education is one organization with both academic and social responsibilities to create qualified education to meet the markets' needs. Higher education institution has a very large contribution to the development of education in the society. Higher education is encouraged to produce the qualified education processes for its quality standards (Jongbloed et al., 2008). The achieved quality education and teaching activities cannot be separated from the collaboration between academic faculties, students, education personnel, infrastructure, and supporting environment. Academic faculty is one most important component to produce the qualified and competent graduates. The teaching staff should also have creative and innovative behaviors, so that learning activities are not boring. Innovation in higher education institutions becomes one important indicator to

achieve success in both process and educational outputs. In this case, one factor determining the innovation is related to the teachers, behaviors (Gkorezis, 2016).

According to Setiawan and Lenawati (2020), higher education has an important role to increase the productivity of research, service, and innovation-based research. The current phenomena show that innovation in Indonesia is still very low, due to the limited number of excellent researchers, research for development activities, government performances, universities, industries, and research funding institutions (Triyono, 2017). The limited research and education made Indonesia unable to compete in innovation (Setyawati, 2020). Indonesia ranked the 85th with the score of 29.7. In the ASEAN (Association of Southeast Asian Nations) region, Indonesia ranked the second-last before Cambodia, with the score of 26.7. Although the rating did not decrease, Indonesia's score on Global Innovation Index decreased by 0.01 point (29.8 in 2018 to 29.7 in 2019). Thus, it can be said that there was no innovation improvement in Indonesia. The human resources in higher education institutions should be continuously developed to create innovations useful for both society and industry.

These data were supported by the statement made by the Innovation Strengthening Director General of the Ministry of Research, Technology, and Higher Education, Indonesia, revealing that most research produced by universities could not be utilized by both society and industry since no innovation was run (Rahmannisa, 2021). Most researchers have not fully thought that the research results can create innovation and contribute to the environmental well-being (KumparanSains, 2021). The phenomena related to the patents of micro, small, and medium enterprises (MSMEs) and non-MSMEs decreased up to 39.77%. These phenomena also occurred in the applicants of non-MSME simple patents decreasing from 614 to 360 (41.37%) applicants. From 2018 to 2019, the applicants' patents also decreased by 92.60%.

Higher education has a big task to develop and create innovation. This is the responsibility of university management teams and all stakeholders to work harder due to their respective roles. The role of academic faculties should also be improved related to their basic lecturing instructions, such as habituation in innovation, learning more on project-based learning to provide more stimulation on students' creativity, develop their expertise in science, and expand their cross-science disciplines. This research aimed to determine the effect of psychological safety as a mediator on the perceived organizational support, workplace friendship, and innovative behavior in Indonesia.

Literature Review

This section explains the relevant literature, theories, concepts, and previous studies to support the link between perceived organizational support, workplace friendship, psychological safety and innovative behavior.

Perceived Organizational Support and Innovative Behavior

The social exchange theory from Blau (1964) states that there is an interaction or relationship between perceptions, attitudes, and behavior. This theory reveals that the relationship between individuals is strongly influenced by the perception of each individual. These perceptions will eventually form attitudes. From a different point of view, social exchange theory refers to mutually beneficial relationships. According to this theory, when people have positive perceptions they behave positively in response to those perceptions, but if people have perceptions, they show negative attitudes or behaviors (Yildiz et al., 2017). In addition, organizational support theory from Eisenberger et al. (1986) are other theories whose importance is the role of organizations on employee behavior. Perceived organizational support refers to employees' beliefs about the extent to which the organization values their contributions and cares about their well-being (Eisenberger et al., 1986). In this case, based on social exchange theory and organizational support theory, the researcher proposes that perceived organizational support influences employee behavior. Rhoades and Eisenberg (2002) stated that perceived organizational support

as employees' general beliefs about the extent to which the organization values employee contributions and cares about employee welfare. Regarding to employee behavior, Armeli et al. (1998) found that perceived organizational support can influence employee attitudes or behavior. Organizational support theory assumes that on the basis of the norm of reciprocity, employees will feel obliged to help the organization achieve its goals because the organization cares about their welfare (Rhoades & Eisenberg, 2002). Thus, perceived organizational support help increasing employees' a higher level of creativity (McLean, 2005).

Workers receive high and positive support from the organization, they will be more confident and encourage the creation of creative ideas (Hakanen et al., 2008; Rich et al., 2010; Salanova et al., 2005). They tend to feel more involved in their work, which leads them to enthusiastically promote creative ideas (Li et al., 2020). Perceived organizational support plays an important role in developing employee creativity and innovation, with great support from the organization enabling employees to produce innovative work (Zhou & George, 2001). According to social exchange theory, argued that employees view that high performance appraisal is a manifestation of organizational support which then has implications for employee creative activities (Tang et al., 2017). Organizational support is needed to encourage employees to carry out their work properly so as to produce various innovations that will be useful for the community. Nazir et al. (2019) produced findings that organizational justice (attributive, procedural and interactional justice), innovative organizational culture and Perceived Organizational Support (POS) were significantly related to affective commitment and innovative behavior of employees (Nazir et al., 2018). Organizational support increasingly has a significant contribution to provide encouragement to the emergence of creative behavior which eventually becomes an innovative behavior among employees that working in broadcasting, production and marketing division (Hamzah et al., 2021). Thus, the proposed hypothesis is:

H1: Perceived organizational support positively effects innovative behavior among lecturers

Workplace Friendship and Innovative Behaviour

De Jong and Den Hartog (2007) defined innovative behavior as an individual activity that has the aim of introducing a new idea related to processes, products and procedures. Innovative behavior is all individual actions that come from actions taken by individuals that lead to the emergence, introduction, or application of something new and more profitable to all levels of the organization. Among them is the development of product ideas or technology (Kleysen & Street, 2001). Innovative behavior is the totality of individual actions that begin with the emergence of new things, which are then introduced and applied to the organization so that later it can provide benefits to the organization (Kleysen & Street, 2001). This can also be in the form of developing ideas for a new product or technology, as well as changes in procedures or services, as well as implementing new ideas or technologies in a more significant or more efficient work environment (Xiaojun & Peng, 2010). According to Dess and Picken (2000) innovation is the key for an organization to maintain its superiority in the competition.

Innovative behavior is also driven by the existence of workplace friendship. Workplace friendship is a friendship bond that exists consciously and voluntarily between employees at work, friendship is built on trust, motivation, interests, values and the same commitment (Berman et al., 2002). Friendship in the workplace is an important research topic because it is common in the workplace and some of the availability of the workplace is very important, such as easy workers to do team work, ease of interaction and the existence of conditions of interdependence (Zarankin & Kunkel, 2019). However, friendships in the workplace are less studied (Ferris et al., 2009; Ragins & Dutton, 2017).

Friendship will make the spirit of work increase so as to increase creativity and productivity (Yohanes, 2010). Maslow has produced the idea that humans have various needs from the most basic needs to the most complex needs, such as the need for love and recognition, the need for friendship.

Friendship at work is an informal interpersonal relationship, presenting an intimate and voluntary relationship between employees that are different from formal such as leader-subordinate relations (Dobel, 2001). In addition, according to the social cognitive theory expressed by Bandura and Cervone (1986), a high friendship environment at work often provides strong support from one another and makes it easy to exchange information. Friendship at work has a positive impact on turnover intentions, emotional commitment, knowledge sharing and performance (Lu, 2015). Workplace friendship tends to encourage innovative behavior and quality innovation will also increase (Cao & Zhang, 2020). Friendly coworkers and a supportive atmosphere are closely related to organizational performance, especially creative work (Shadur et al., 1999; West & Berman, 1997). Thus, the proposed hypothesis is:

H2: Workplace friendship positively influences lecturers' innovative behavior

Perceived Organizational Support and Psychological Safety

Psychological safety is defined as a feeling of security felt by an employee from interpersonal risks (Edmondson, 1999). The study of psychological safety has be extensively researched in relation to individuals and organizations (Edmondson & Lei, 2014; Ling et al., 2010; Newman et al., 2017). The research conducted by Carmeli et al. (2009) found that psychological safety fully influences innovative behavior. Psychological safety is the basis for POS (Eisenberger et al., 1986; Eisenberger et al., 2002). POS leads employees to be motivated to do work that exceeds their work capacity, employees appreciate to perform better organizational functions (Eisenberger et al., 2010). POS manages socio-emotional needs, such as approval, emotional support, hope and appreciation (Gundersen, 2020). Based on this concept, it can be said that employees who feel supported by their organization will feel more psychologically secure. Perceived organizational support can contribute to a sense of competence so that it will improve psychological security and mood (Rhoades & Eisenberg, 2002). POS is thought to be able to reduce psychological and psychosomatic reactions to stressors by indicating the availability of material assistance and emotional support needed when facing high work demands (George & Brief, 1992; Viswesvaran et al., 1998). The relationship of organizational support to psychological safety is strengthened by the results of studies that revealed organizational support will make workers become involved in work because of psychological safety for them (Saks, 2006). The proposed hypothesis is:

H3: Perceived organizational support positively influences psychological safety

Workplace Friendship and Psychological Safety

Employees are faced with various forms of relationships in the workplace, including relationships between superiors and subordinates, workers at one managerial level, fellow workers at different managerial levels mentoring relationships (Sias et al., 2004). Relationships in the workplace will usually grow closer, because of the common values among workers. The stronger bond will develop into the affiliation known as friendship. Friendship in the workplace is a unique relationship in two main approaches (Sias & Cahill, 1998). First, friendship is voluntary, they tend to choose and stay as co-workers who are considered to have goals, values, commitments that are in line (Berman et al., 2002; Sias et al., 2004). Second, friendship focuses on personal interest, individuals tend to treat someone more than just a co-worker, they treat each other as a whole (Morrison & Cooper, 2016). Friendship have benefits, such as reduced stress, turnover intention and increased organizational commitment (Morrison, 2004). Further, workplace friendship has improved performance (Berman et al., 2002).

Berman et al. (2002) define workplace friendship as a relationship at work that are volunteering that involves mutual trust, commitment, mutual desire and shared interests and values. Previous research found that co-workers who are creative, fun and always supportive will provide a stimulus to increase creativity and innovation (Shadur et al., 1999). The presence of friendship in the workplace is associated with the growth of a positive work team, increased performance, and more involvement in various jobs (Mao & Hsieh, 2013). Further research found that friendships in the workplace can increase

psychological safety, because workplace friendships create feelings of affective support which will make the individual find it easy to overcome difficulties and deal with stress (Berman et al., 2010). Thus, the proposed hypothesis is:

H4: Workplace friendship positively influences psychological safety

The Mediating Role of Psychological Safety

There have been many studies that present psychological safety as a mediator to examine the various relationships between variables. Some researcher concluded that psychological safety as a mediator of the relationship between antecedents. These include individual and group contexts such as organizational leadership, work effectiveness, individual performance, organizational learning, team characteristics, improvement in a work team, and innovation (Edmondson, 1999). May et al. (2004) explained further that the relationship between POS and employee engagement would be better when presenting psychological safety as a mediation. psychological safety has a role as a variable mediate the influence between workplace spirituality and perceived organizational support on innovative work behavior (Masyhuri et al., 2021). The psychological dynamics occur when superiors are able to create safety (security) psychologically at work, employees easier to innovate and be fully involved in the organization (Edmondson, 2018).

Relations in the workplace with innovative behavior are also mediated by psychological safety, where the results of the study show that individuals with high friendship at work will experience high psychological security (Cao & Zhang, 2020). Trust and mutual understanding in the workplace are considered to have an important effect on the psychological safety of employees (Appelbaum et al., 2016; Atkinson, 2004). Based on the perspective of social cognitive theory (Bandura, 1999), it can be concluded that psychological safety associated with friendship at work will affect the innovative behavior of employees. Maintaining high psychological security will minimize the risks and costs of innovative behavior failure and employees tend to adopt innovative behavior (Cao & Zhang, 2020). Jehn and Shah (1997) revealing that having friendships with coworkers can lead to greater psychological security. Thus, three hypotheses are proposed:
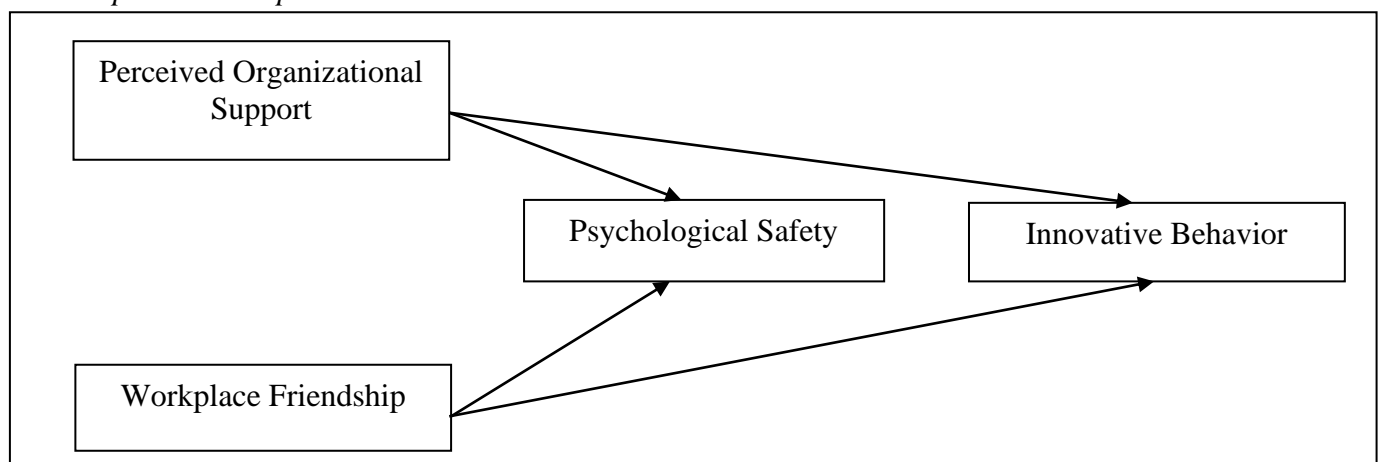
H5: Psychological safety positively influences innovative behavior
H6: Psychological safety mediate the relationship between perceived organizational support and innovative behavior
H7: Psychological safety mediate the relationship between workplace friendship and innovative behavior

Figure 1
The Proposed Conceptual Framework

Method

Participants

This study is quantitative research using primary data collected through a questionnaire. The population in this study were academic faculties in Central Java, Indonesia. This population was chosen to identify the extent of the innovation behavior among academic faculty in Central Java from state universities. The sample selection in this study used the iteration method, so that a sample of 116 academic faculty was obtained. Iteration method is described and used to give approximate solutions for some well-known non-linear problems. In this method, the problems are initially approximated with possible unknowns (He, 1999). The participants have been asked to complete the survey by using paper format or electronically form May to July 2020.

Instruments

The four variables of this study were innovative behavior, perceived organizational support, workplace friendship and psychological safety. The research measures adopted questionnaire from Cao and Zhang (2020) for innovative behavior. The sample items were "I always create innovative ideas", "I always communication with others and try to introduce new ideas", and I order to implement new ideas, I should scramble for resources needed. The scale showed good reliability with Cronbach's alpha of .82.

Perceived organizational support was measured from Eisenberger et al. (1986). The sample items included "This organization really cares about my well-being", "Our firm cares about employees' safety and health". Cronbach's alpha for this combined scale was .87. Measurement of workplace friendship approved from Nielsen et al. (2000). A sample items includes "I can work with my colleagues to solve problems at work", "Our organization encourages employees to communicate with each other", "In this organization, I have opportunity to make good friends". Workplace friendship was measured by twelve items scale (Cronbach's alpha of .92).

Psychological safety variable used a set of questions from Li and Yan (2009). Psychological safety was assessed by eleven items statement, sample items were "I hope people think that I can do better than most others", I hope people think that I'm better that most people", "I wish to be able to say things that others don't know when chatting", I want to let others know that I know some prestigious people". All items are good reliability with Cronbach's alpha of .83.

Procedure

The variables used in this study were innovative behavior as the dependent variable, perceived organizational support and workplace friendship as an independent variable, and psychological safety as a mediating variable. Data collection techniques used a questionnaire while the data analysis tool used Warp PLS 8.0. This study uses the Partial Least Squares Structural Equation Modeling (PLS-SEM) to analyze the data, SEM can help to find out the relationship between variables simultaneously (Hair et al., 2014). According to Hair et al. (2010) there are 6 steps that must be taken when using Structural Equation Modeling, namely the development of theoretical models, development of flowcharts, conversion of flowcharts into equations, selecting the input matrix and model estimation, identification of possible problems, evaluation of criteria goodness of fit. Given the non-normal data distribution and explanatory character of the investigation, the PLS-SEM is a suitable technique (Hair et al., 2017). To evaluate the model in PLS-SEM, it is necessary to calculate R-square values of the endogenous variables and effect size, significant levels, and t-values of the structural paths (Cha, 1994). In addition, bootstrapping resampling with 5000 samples is performed to test the significance of estimated path coefficients (Hair et al., 2017).

Ethical Considerations

This study has been carefully reviewed and approved by the research ethics committee of the Faculty of Economics, Universitas Negeri Semarang, Indonesia, reference number 023.17.2.677507/2020,

December 27, 2019, in accordance with the Letter of Assignment for the Implementation of the Funding Service in 2020 Number 119.4.5/UN37/PPK.4.7/2020.

Results

The relationships among the study variables were tested to obtain a comprehensive picture using the data analysis technique of the structural equation modeling (SEM) with Warp PLS 8.0 software.

Reliability and Validity

Table 1

Validity, Reliability and Variance Extracted Testing

Construct	Indicators	Factor Loading	Composite Reliability	Average Variance Extracted (AVE)
Innovative Behavior	IB 7	.66	.88	.51
	IB 8	.70		
	IB10	.75		
	IB11	.67		
	IB12	.70		
	IB13	.72		
	IB14	.74		
Perceived Organizational Support	POS1	.61	.93	.54
	POS2	.67		
	POS3	.75		
	POS4	.80		
	POS5	.73		
	POS6	.79		
	POS7	.63		
	POS8	.72		
	POS9	.77		
	POS10	.84		
	POS11	.82		
	POS12	.67		
Workplace Friendship	WF1	.75	.90	.54
	WF2	.79		
	WF3	.82		
	WF4	.69		
	WF5	.74		
	WF7	.82		
	WF8	.61		
	WF9	.63		
Psychological Safety	PS1	.73	.85	.58
	PS2	.80		
	PS3	.70		
	PS4	.73		

Note. Factor loading > .60; Reliability > .70; AVE > .50, IB = Innovative Behavior, POS = Perceived Organizational Support, WF = Workplace Friendship, PS = Psychological Safety

Table 1 shows that after issuing several indicators that have a loading value of less than .60, there are 31 question indicators that have met the convergent validity criteria because it has a loading value of more than .60. Besides using the loading value, convergent validity measurement is also done by looking

at the value of AVE (average variance extracted). The AVE value used for evaluating convergent validity has criteria that must be met, namely AVE> .50 (Hair et al., 2010). The AVE value showed a value higher than .50. Thus, the results of the CFA analysis stated that the data were appropriate so that the structural analysis model test was conducted.

Discriminant Validity

Table 2
Correlations among Latent Variables

	IB	POS	WF	PS
IB	(.71)			
POS	.26	(.74)		
WF	.39	.34	(.76)	
PS	.03	-.33	-.23	(.76)

Note. IB = Innovative Behavior, POS = Perceived Organizational Support, WF = Workplace Friendship, PS = Psychological Safety.
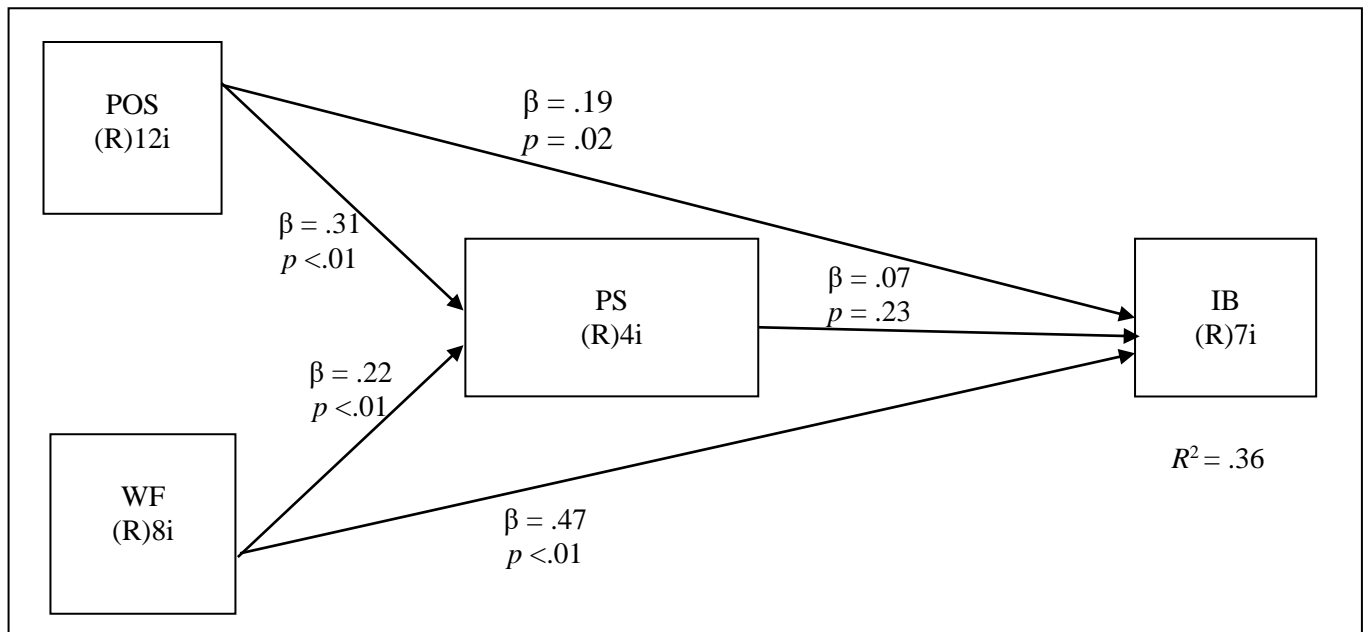
Table 3
Model Fit and Quality Indices

Model Fit & Quality Indices	Index	p-value	Criteria	Note
Average path coefficient (APC)	.25	.00	P< .05	Accepted
Average R squared (ARS)	.27	.00	P< .05	Accepted
Average adjusted R squared (AARS)	.25	.00	P< .05	Accepted
Average block VIF (AVIF)	1.17		*acceptable if <=5. ideally <=3.3*	Accepted
Average full collinearity VIF (AFVIF)	1.27		*acceptable if <=5. ideally <=3.3*	Accepted
Tenenhaus GoF (GoF)	.38		*small >= 0.1. medium >= .25. large >= .36*	*Large*
Sympson's paradox ratio (SPR)	1.00		*acceptable if <= .70 ideally <= 1*	Accepted
R-squared contribution ratio (RSCR)	1.00		*acceptable if <= .70 ideally <= 1*	Accepted
Statistical suppression ratio (SSR)	1.00		*acceptable if >= .70*	Accepted
Nonlinear bivariate causality direction ratio (NLBCDR)	1.00		*acceptable if >= .70*	Accepted

Note. Hair et al. (2017)

Based on the fit and quality of the indices, the values obtained from the ten criteria have been met, and so it can be said that the model has fulfilled the model fit requirements. As shown in Figure 2, testing of the structural model was done by looking at the R-squared formula. The results show that the R-squared value is .36 of innovative behavior (IB) is influenced by perceived organizational support (POS) and workplace friendship (WF) through psychological safety (PS) as a mediating variable, meaning that the latent variables are able to influence innovative behavior (IB) by .36. *Q-squared* is used to assess the predictive validity or relevance of a set of latent predictor variables on the criterion variable. Models with predictive validity must have a Q-Squared value > 0. The Table 4 shows latent variable coefficients that describes the Q-Squared value of the latent predictor variable on the criterion variable.

Figure 2
The Mediation Effect of Psychological Safety

Note. IB = Innovative Behavior, POS = Perceived Organizational Support, WF = Workplace Friendship, PS = Psychological Safety

Table 4
Output Latent Variable Coefficient used Q-squared

	IB	POS	WF	PS
R-Squared	.36			.17
Adj R-Squared	.35	.93	.90	.15
Composite reliable	.87	.92	.88	.85
Cronbach's alpha	.83	.54	.54	.76
Average Variance Extracted	.50	1.27	1.33	.58
Full collinearity VIF	1.28			1.18

Note. IB = Innovative Behavior, POS = Perceived Organizational Support, WF = Workplace Friendship, PS = Psychological Safety

Based on the coefficient of the output latent variable in Table 4. shows the value of the Q-Squared variable for innovative behavior (IB) is 0.36. This can be interpreted that this study shows a relatively large prediction validity. The results of hypothesis testing indicated that perceived organizational support and workplace friendship was positive and significant related to innovative behavior (β = .19, p = .02) and (β = .47, p < .01). Perceived organizational support and workplace friendship has significant negative effect on innovative behavior ((β = -.31, p < .01) and (β = -.22, p = .01). Workplace friendship has a significant effect on innovative behavior (β = .47, p = .00). Perceived organizational support and workplace friendship has no effect on innovative behavior through psychological safety (β = -.02, p = .37) and (β = -.01, p = .41).

Discussion and Conclusion

This research aimed to determine the effect of psychological safety as a mediator on the perceived organizational support, workplace friendship, and innovative behavior. The test result of hypothesis 1 indicated that the perceived organizational support had a positive and significant effect on innovative behavior. The path coefficient of direct effect on the perceived organizational support on innovative

behavior was .19 This result was in line with theory of planned behavior (TPB), meaning that the higher the encouragement given by the organization, the more increasing the spirit to behave innovatively. Based on TPB, the more the supporting factors, the individuals will feel more easily to behave and vice versa (Ajzen, 1991).

The result of this study was also in line with the opinion given by Armeli et al. (1998) stating that the perceived organizational support could influence employee attitude or behavior. The organizational support theory assumes that on the basis of reciprocal norms, employees will feel obliged to help the organization achieve its goals because the organization cares about their well-being (Armeli et al., 1998). Academic faculties are eager to improve their spirit to make various innovations in learning, research and service activities when encouraged or supported by the organization. In addition, the result of this study was also strengthened by the previous studies revealing that the contribution made by the perceived organizational support positively affects employee innovative behavior (Zhang et al., 2022). Simatupang and Salendu (2019) found that when the score of the perceived organizational support increased, that of innovative behavior would also increase.

Innovative behavior will be resulted when the academic faculties are supported by the organization. Organizational support can be in the form of organizational goals, welfare, appreciated contributions, directed work and satisfaction. During the Covid-19 pandemic, the academic faculties are required to be more creative in their online teaching and learning activities.

The test result of hypothesis 2 In this research showed that workplace friendship had a positive and significant effect on innovative behavior with the coefficient of .001 < .05 at the significance level of 5%. This result interpreted that the better the friendship relationship at work, the higher the innovative behavior. Workplace Friendship encourages someone to innovative and work more efficiently. This was in line with the previous research conducted by Albrecht and Adelman (1987) revealing that workplace friendship had unique knowledge regarding work experiences and activities to possibly communicate with the work-related issues deeper and more efficiently, not available in the other friendships. Dotan (2009) suggested that when employees had the trusted friends at work, they could help or advice their colleagues and, therefore, they felt safe, comfortable, and satisfied with their jobs at work. With a good friendship in the workplace, a person tends to be more innovative in performing the work because of feeling comfortable and satisfied with their work. Previous research showed that workplace friendship focused mainly on the outcome variables, such as emotional commitment and work performance, not to employee behavior. The theoretical model contributed to more extensive research on workplace friendship confirmed that workplace friendship positively affected innovation behavior (Kui et al., 2018). This statement was also reinforced by the result of research revealing that workplace friendship helped perceive affective supports and adequate resources making individuals feel easy to overcome difficulties and stress (Berman et al., 2002; Guchait et al., 2014).

An interesting phenomenon observed was that many academic faculties had relationships in the workplace. These relationships were shown by the existence of communities or groups formed at work, making them feel more comfortable when in office, higher knowledge sharing intensity resulting in new knowledge implemented for the development of innovative behavior among academic faculties. In addition, the organizational climate also encouraged academic faculties to work in team and become closer each other.

The test result of hypothesis 3 in this research showed that the perceived organizational support did not affect psychological safety. The previous research showed that the first correlation between psychological safety and the perceived organizational support, from the calculation results, obtained the correlation coefficient between two variables of -.01 with the significance level of .46 > .00 and there was no significant effect between the perceived organizational support and psychological safety (Puspita,

2017). It can be interpreted that if organizational support increases, psychological safety will not necessarily increase because the provided support is not related to psychological safety. The organization only provided support to the academic faculties through the availability of funding, infrastructure, and policies, while moral support and motivation had not been properly implemented. This insignificant effect was due to the absence of policies which guaranteed the safety at work and organizational encouragement which was not strong enough to influence psychological safety.

One interesting fact revealed from this study was that many academic faculties were encouraged by the leadership to work well, given direction, motivation, and promised with rewards. However, there were also policies containing the mandatory personal targets leading to the consequences when an academic faculty was unable to reach a target set by the organization. Such conditions would affect the psychological safety of someone working under pressure resulting in stress, and poor focus.

The test result of hypothesis 4 in this research showed that workplace friendship directly affected psychological safety with the value of -.23 and p-value of .00 less than .05. This research showed that workplace friendship did not affect psychological safety. Edmondson and Lei (2014) revealed that 51 working teams in a manufacturing company measured based on the antecedent variables, processes, and results had psychological safety related to learning behavior, not team effectiveness. Thus, it can be interpreted that friendship in the workplace is one form of friendship in a working team (Berman et al., 2002), yet did not affect psychological safety.

The observed phenomena showed that workplace friendship was usually associated with activities made by a group of people, while psychological safety was an important factor to understand phenomena, such as sound, teamwork, team learning, and organizational learning (Edmondson & Lei, 2014). In one condition, the friendship groups made others uncomfortable, threatened by their psychological safety because these groups often distanced themselves from the other groups or individuals. Not infrequently, friendship in the workplace actually made others feel inferior, no recognition of their existence and threatened. Friendship at work often encouraged competitions, negatively led to problems, and psychologically effected the members of organization.

The test result of hypothesis 5in this research showed that psychological safety directly influenced innovative behavior with the path coefficient value of .07. This research showed that psychological safety did not influence employee engagement to create creative idea (Muchsinati & William, 2021). In addition, the results of multilevel model showed that the increasing innovative behavior did not affect psychological safety (Ali et al., 2022). The phenomena found in the research objects showed that the higher the psychological safety, the lower the innovation. The researcher argued that this condition was because the academic faculties felt highly comfortable and safe in organization, no encouragement and intervention were given, so that the innovative productivity of academic faculties decreased.

The test result of hypothesis 6 in this research indicated that psychological safety was unable to mediate the effect of the perceived organizational support on innovative behavior. An integrated literature review of 34 empirical studies indicated that employees perceived a mix of reasonably high demands and high resources ideal for their engagement. Innovative behavior was a consequence of these delicate interactions, so that the engaged employees were more likely to behave innovatively (Kwon, 2020). Puspita (2017) found that the perceived organizational support for employee engagement through psychological safety was not related. The results of previous study revealed that the mediating variable of psychological safety could not mediate the relationship of the perceived organizational support with employee involvement. In fact, while the Indonesian government's research support was very strong, the government allocated a huge budget for the innovative development. Unfortunately, the research funding supports from the government or private institutions were not accompanied by the integrated intervention and innovation, so that the research conducted had no significant impact.

The test result of hypothesis 7 in this research indicated that psychological safety did not successfully mediated the effect of workplace friendship on innovative behavior. When psychological safety of workplace was at a high level, individuals were more likely to innovate and explore new methods because psychological safety greatly reduced their fear of possible failure and negative results (Hirak et al., 2012; Sun & Huang, 2019). In fact, the observed phenomena showed different conditions highly in contrast with the opinions made by the experts; the reality confirmed that psychological safety was unable to encourage friendship in workplace to promote innovative behavior. Too close friendship would only lead to various conflicts among group members. Too intimate relationship between coworkers was often interpreted as no distance and unconsciously could disrespect and humiliate each other. When these conditions happened, the inferior party could feel under pressure or threatened, anxious, and uncomfortable. Consequently, there would be a performance failure which was unable to produce innovations needed by the organization.

Limitation and Conclusion

This research only focused on state university in Indonesia and had limited respondents. Thus, the conclusions or solutions described in this research are only applicable to the specific context in Indonesia. In the future, if it is possible to expand the research scope and samples, the topic will have a better meaning, and be possibly compared with the research results from different groups of respondents.

In conclusion, this research showed that the perceived organizational support and workplace friendship positively and significantly affected innovative behavior and psychological safety, but psychological safety did not mediate the relationship of perceived organizational support and workplace friendship with innovative behavior. Based on this research, it is recommended that academic faculties could increase innovation, not only for research purposes, but also in the other activities, such as learning and community service activities.

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