Empowering leadership: role of organizational culture of self-esteem and emotional intelligence on creativity

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Abstract

Purpose – The changing workplace and the disruption and transformation of business processes brought on by modern technology make it difficult for a firm to maintain its existing plans. A management’s ability to succeed is related to sustaining and developing its employees to be innovative workers. The idea is to empower subordinates and share authority with them, which increases efficiency.

Design/methodology/approach – In this study, it was anticipated that there is a definite relationship between leadership empowerment and workplace cultures of self-esteem, emotional intelligence and creative thinking. Data were obtained using random sample techniques to confirm the hypothesis. A total of 291 Pakistani private-sector employees were surveyed for this study.

This paper is part of the MS thesis of the first author of this paper. This paper is free from commercial interest. No conflict of interest is reported. Data is available with the corresponding author and will be furnished upon reasonable request. Informed consent was obtained from respondents of this study.
Findings – There were positive and substantial links between empowered leadership and creativity, while emotional intelligence and organizational self-esteem have an inverse relationship. For psychological appeal and inventiveness at work, empowerment alone is sufficient. Intellectual stimulus or culture of excessively positive self-esteem may cause numerous limits at work. Hence, management should avoid situations where leaders are predisposed to developing empowering techniques.

Research limitations/implications – This study yields an additional understanding of organizational behavior literature. It was concluded from this study that empowering leaders should avoid using emotional intelligence when scaling up creative strategies. As an alternative, they should develop a culture of self-esteem through emotional intelligence.

Practical implications – Leaders may want to consider demographic values while developing empowerment strategies. It is not recommended to use emotional intelligence and empowerment simultaneously. As a result, this framework suggests a realistic and candid approach that is simple to implement.

Originality/value – Leaders make people aware of the ongoing importance of innovative processes to encourage staff to be creative. Successful leaders may use either empowering culture or leadership empowerment strategies for a more significant appeal. Self-esteem culture may provide a structure of interaction buffer against the other emotions that could counter disruption.

Keywords Empowering leadership, Creativity, Positive psychology, Organizational culture, Leadership strategy, Education, Well-being

Paper type Research paper

Introduction
Workplace creativity, organizational competitiveness and success depend on creativity capacity. It has successfully generated and executed new and beneficial concepts, e.g. Suhandiah et al. (2023). Leadership is an essential indicator of psychological empowerment in workers. It can lead to higher work engagement, improved performance and lower turnover (Schermuly et al., 2022). Organizations must be aware of external and internal elements to predict organizational performance. Scanning the surroundings can reveal events, patterns, trends and relationships inside and outside a company. Internal settings are more manageable than external ones, making culture within the company the most crucial factor in human resource development (Scholl and Schermuly, 2020; Xenikou, 2022).

Outstanding research in empowerment as positive psychology has led to important discoveries that lay the groundwork for a theoretical model of workplace behavior (Spreitzer, 2008). Recent studies have highlighted the importance of effective leadership in realism, ethics and positivism (Adil and Kamal, 2019; Hussain et al., 2020). Positive leaders use psychological persuasion and influence to encourage others to focus on their job’s positive impact. Participation is also seen as an essential part of innovation. A culture of emotional safety and a sense of value is vital to employees’ well-being. Empowering leaders can foster creativity by priming employees to think critically. They can inspire followers to take the initiative and develop their strengths (e.g. Van Dierendonck and Dijkstra, 2012; Audenaert and Decramer, 2018).

Leadership strategies are vital in organizations that make employees feel good about being creative and critical. Leaders set up environments where people can empathize directly or change the culture to feel like they own the place. They are all looked at together in the literature review section that is coming up.

Literature review
Companies must have strong managerial and entrepreneurial abilities to capitalize on new prospects and adapt to changing environmental and market conditions. They must also be able to acquire top human capital and use their influence to empower and enable their followers. This is especially important in the fast-changing world of competitive competition (Soehari and Budiningsih, 2020; Abbas et al., 2022d). Leaders play a significant role in organizations, influencing cultures through positive appeal, empowerment and engagement for effective management (Abbas et al., 2021c, d; Fenitra et al., 2022). Despite practical
micromanagement focus, maintaining a competitive advantage is challenging for leaders (Zhang and Bartol, 2010). Empowering leadership focuses on inspirational strategies that engage employees (Lorinkova et al., 2013). Reinvigorating a culture of empowerment boosts productivity and positively affects employees’ psychology upon adequately nurtured. Strategic leaders actively associate each idea with a favorable motivational appearance (Shao et al., 2019; Scholl and Schermuly, 2020; Xenikou, 2022). Empowered leaders share power or grant duties or autonomy to boost productivity, leading to benefits such as modifying micro-level performance and minimizing bureaucratic measures. However, it is a continuous process that requires time, persistence and not immediate effectiveness. Leaders must recognize empowerment’s psychological and motivational benefits (Zhang and Bartol, 2010). Spreitzer (1995) found that balanced workplace activities help employees perform well. Mentally stimulated workers can absorb more. Sternberg (2006) said creativity, environment and motivation increase incentives, reduce costs and foster innovation.

It can be argued that leaders may plan to empower the workforce for more significant advantages through strategic procedures. Based on the literature above analysis, the first hypothesis has been identified that Empowerment leadership is a strategic process that can enable creativity.

Culture is essential for developing creativity, as it motivates and boosts individual intellectual stimuli and mental security. Initially, Western notions of creativity were not universally applicable. Psychologists eventually concluded that studying cultural differences was crucial (Rudowicz, 2003). According to (Shao et al., 2019), cultural influence on creativity has a few ways. People perceive creativity differently when they gather from different cultures or settings. Social cognition research suggests that individuals have distinct preferences for creative processes and processing modalities in eastern cultures. This allows creativity and culture to be seen together and for self-esteem to be preserved in culture. Bandura’s self-efficacy theory shapes people’s connections with others (e.g. Abbas et al., 2021c, d). Human capital development cannot occur without self-esteem, self-efficacy and values, which all psychological requirements depend on Abbas et al., (2022a, b, c). Culture contains various factors, including a person’s values and beliefs. Empowerment strategies stimulate innovation in organizations where support is sought, provided and cooperated (Salazar et al., 2012; Harvey, 2014). Organizations promote self-esteem and allow individuals to regulate and manage their conduct, improving workplace attitudes. Structural elements of the work environment can also shape employees’ ideas about the organization’s ideals (e.g. Korman, 1970; Pierce et al., 1989). According to James, the visionary of inner efficacy emphasized the importance of emotional commitment to stay employed in high-stress occupations. He believed that a person’s value depends on how they encourage themselves and their actions (James, 2017). Henceforth, hypothesis two is formed that empowerment and organizational-based self-esteem are associated. Moreover, according to this study’s hypothesis three, self-esteem in the organization could lead employees to be creative.

Emotional intelligence is the ability to recognize and control one’s emotions and those of others. According to Daniel Goleman, it is a critical factor in leaders’ ability to properly sense, express, analyze and assess emotions (Goleman et al., 2013). Emotional intelligence as a basis for an effective leadership style was met with academic skepticism (Antonakis, 2004). He agreed upon promising dynamic intelligence assessments and methodological requirements for assessing since emotional intelligence matters. However, research on emotions, intellect and relationships between leader emotional intelligence and follower results can still be questioned. Antonakis claimed that human characteristics make it unlikely that emotional intelligence is essential to leadership in all situations. There are times when mental capacity is restricted, when a leader’s emotional intelligence may be more important than usual (e.g. Antonakis et al., 2009). However, the literature is consistent that managers with high emotional intelligence generate a dynamic company culture. Emotional intelligence is recognizing, understanding and evaluating self and others’ emotions.
Emotional intelligence is linked to leadership and psychological empowerment, giving workers complete control over decisions. However, this autonomy can lead to accountability and employee innovation (De Klerk and Stander, 2014; Alotaibi et al., 2020). Empowering leaders are self-directed in their decision-making, open to sharing knowledge and focused on skill development and coaching to achieve creative results. Leaders who maintain a positive attitude prepare for an environment filled with aspirations and peak emotional intelligence (Van Dierendonck and Dijkstra, 2012).

From the literature cited above, it is possible to determine hypothesis three: empowering leaders may use emotional intelligence in culture to boost creativity.

Research has shown that positive self-assessments positively impact personal resources, well-being and employee satisfaction. Self-efficacy, empathy and emotional intelligence are essential components of self-esteem.

Positive self-assessments positively impact personal resources, enhance well-being and increase employee satisfaction. Self-efficacy, empathy and emotional intelligence were highlighted in a significant branch of research that looked at the impact of individual self-judgments on self-esteem (Pérez-Fuentes et al., 2019). Bandura (1977) argued that personal experiences are the foundation for a person’s belief in performing a task. Through cultural interventions and policies, leaders use psychological empowerment to empower staff (Abbas et al., 2021c, d). Through cultural interventions and policies, leaders use psychological empowerment to empower staff from a socio-structural viewpoint, creating a sense of optimism, competence and intellectual influence. This is important as psychological empowerment is an ongoing intrinsic motivation in the workplace (Abbas et al., 2021a, b). Emotional intelligence is crucial in influencing cognitive skills and shaping culture. Leaders must see themselves as emotionally balanced and control emotions in a controlled manner. A healthy sense of self-worth is essential for individuals requiring competitive jobs. People’s perceptions of themselves can be improved, and their ability to cope with psychological anguish can be lessened when they have high self-esteem. Abbas et al. (2021a, b) state that self-respect is prized in the workplace. Leadership paved the way for developing a positive culture by establishing conditions in which workers might feel good about themselves. As supported by research, implementing a culture of self-respect and caring in the workplace requires an emphasis on emotional regulation and savvy (Knoll and Sternad, 2021; Abbas et al., 2022a, b, c; Abbas et al., 2023a, b).

From the above literature, it can be asserted that empowering leaders can opt for self-esteem and emotional intelligence strategy simultaneously. Hence, hypotheses four and five determined that developing self-esteem in an organization and emotional intelligence may inculcate creativity. Moreover, the following hypothesis statements are presented below for the empirical testing of this study model, e.g. (Figure 1).

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**Figure 1.** Framework of the study Authors's Concept

Leadership Strategies

- Organizational Culture of Self-esteem
- Emotional Intelligence
- Empowering Leadership

H1 H2 H3 H4 H5 H6

Creativity
**Methodology**

**Data collection**
Cross-sectional studies are a method of gathering information from a population at a given point in time. They are less expensive than other study alternatives and have fewer risk factors (Wang and Cheng, 2020). Systematic sampling is chosen due to its simplicity and minimal risk of manipulation. Data was collected using a random sampling technique from university employees working in the private sector of Islamabad, Pakistan’s federal capital territory.

This study used a cross-sectional design with a sample population from Pakistan’s higher education institutions to determine the precision level of 5%. The sample size was determined using Slovin’s formula, allowing the researcher to follow in the footsteps of previous leadership thought investigations (e.g. Abbas et al., 2021c, d; Abbas et al., 2022d). Five hundred forty-five questionnaires in sealed envelopes were distributed and collected, with 323 being returned formally answered. After a thorough screening and data-entering procedure, significant missing values and outliers were discovered and deleted. 296 sample forms were completed, resulting in a response rate of 53%.

**Measurements**
All variables, items used to measure response and references to studies that used them are listed in Table 1 below. All indicators were measured using a 5-point scale from 1 (strongly disagree) to 5 (strongly agree) on the Likert scale.

**Data procedure and analysis**
Table 2 below contains self-explanatory demographic data on the respondent pool. The text explains the most critical parts. This study found that the sample was dominated by respondents aged 31–40, with 56.4% of them being female and 61.5% male. Fifty-five percent of the respondents had a master’s degree, and 44.3% had a bachelor’s degree. In comparison,

<table>
<thead>
<tr>
<th>Variables</th>
<th>Sample item</th>
<th>Consulted literature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Empowering Leadership</td>
<td>“Manager helps and understands objectives related to the organizational goal”</td>
<td>Zhang and Bartol (2010)</td>
</tr>
<tr>
<td>Organization-based self-esteem (OBS)</td>
<td>“I am trusted around here”</td>
<td>Pierce et al. (1989)</td>
</tr>
<tr>
<td>Creativity</td>
<td>“My manager encourages and emphasizes/reinforces employee creativity”</td>
<td>Zhang and Bartol (2010)</td>
</tr>
<tr>
<td>Emotional Intelligence</td>
<td>“I have a good sense of why I have certain feelings most of the time”</td>
<td>Rezvani and Khosravi (2019)</td>
</tr>
</tbody>
</table>

**Note(s):** Name of variables, sample item and references

Table 1. Measurement sample
only a tiny fraction had a Ph.D., and 82.5% were non-managerial position holders. Respondents with 6–10 years of working represented 46% of the sample.

**Confirmatory factory analysis**

The data used in this study were processed and analyzed with Smart-PLS 3.2 and SPSS 25. This work followed the Confirmatory Factory Analysis (CFA) and Structural Model evaluation of the dual-stage approach. Under expert advice, the model fit indices were successfully achieved, e.g. in Table 3.

<table>
<thead>
<tr>
<th>Construct</th>
<th>Items</th>
<th>λ</th>
<th>AVE</th>
<th>CR</th>
<th>α</th>
</tr>
</thead>
<tbody>
<tr>
<td>Empowering Leadership</td>
<td>EL1</td>
<td>0.977</td>
<td>0.657</td>
<td>0.950</td>
<td>0.942</td>
</tr>
<tr>
<td></td>
<td>EL2</td>
<td>0.811</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>EL3</td>
<td>0.855</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>EL4</td>
<td>0.864</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>EL5</td>
<td>0.963</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>EL6</td>
<td>0.884</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>EL7</td>
<td>0.934</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>EL8</td>
<td>0.955</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>EL9</td>
<td>0.908</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>EL10</td>
<td>0.935</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organizational Culture of Self-Esteem (OCSE)</td>
<td>OBSE1</td>
<td>0.640</td>
<td>0.715</td>
<td>0.946</td>
<td>0.933</td>
</tr>
<tr>
<td></td>
<td>OBSE2</td>
<td>0.808</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>OBSE3</td>
<td>0.903</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>OBSE4</td>
<td>0.908</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>OBSE5</td>
<td>0.956</td>
<td></td>
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<tr>
<td></td>
<td>OBSE6</td>
<td>0.938</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>OBSE7</td>
<td>0.993</td>
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<td></td>
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</tr>
</tbody>
</table>

Table 3. Confirmatory Factory analysis for assessment of Reliability and Convergent Validity

(continued)
Discriminant validity
Discrimination validity is a process used to distinguish between two variables and avoid multicollinearity problems, e.g. Table 4. It is based on Fornell and Larcker’s recommendations of empirical evidence and measures the degree to which overlapping constructs differ. A threshold should remain between 0.85 and 0.90; a higher value can indicate a lack of discriminant validity. This research effectively satisfies the required standard employed in contemporary research, e.g. Abbas et al., (2023a, b).

Structural model analysis
Path coefficients investigate the causal linkage between statistical variables in structural equation modeling. PLS-smart uses standardized linear regression weights to establish a route representing each variable’s direct influence on another variable’s effect, e.g. (see Table 5).
Hypothesis one examines the relationship path of empowering leadership and creativity. The statistical result ($\beta = 0.683; t = 15.233; p < 0.001$) confirms a significant positive relationship between empowering leadership and creativity. The second hypothesis tested the path between empowering leadership and the building strategy of an organization’s culture of self-esteem. The empirical result ($\beta = -0.537; t = 10.732; p < 0.001$) confirms a significant relationship between empowering leadership and organizational culture of self-esteem. However, the nature of the relationship is adverse. Hypothesis three examined the relationship between empowering leadership and the strategy of emotional intelligence. The structural analysis result $\beta = -0.168; t = 3.804; p < 0.001$ confirms a significant positive relationship between empowering leadership and emotional intelligence. The association is adverse yet minor compared to the other strategy or organizational-based self-esteem. Hypothesis four tested the link between emotional intelligence and creativity. The statistical result ($\beta = -0.314; t = 3.692; p < 0.001$) indicated a significant relationship between emotional intelligence and creativity. Nevertheless, the association is dissenting, proposing that increasing emotional intelligence support may decrease employee creativity. Hypothesis five tested the influence of the organizational culture of self-esteem on creativity. The result ($\beta = 0.206; t = 2.390; p = 0.017$) shows a significant positive relationship between the organizational culture of self-esteem and creativity. The association suggests that it is practical and rational for leaders to build a culture that promotes self-esteem and nurtures employee creativity.

**Effect size**

Table 6 below shows the relationship between the regression model’s strength (measured by the $R$-Squared statistic), effect size (shown by the f-squared statistic) and predictive relevance (measured by the Q-squared statistic).

**Discussion**

Emotion control is a vital part of identifying and processing one’s own and other people’s emotions. It is managed by a system that dampens the intensity of negative feelings while enhancing positive ones. Emotion control tactics focus on the self or other responses, particularly in career identity. The circumstances in which one finds themselves are always influenced by their thoughts and actions, regardless of one’s behaviorist perspective.

<table>
<thead>
<tr>
<th>Effect Size Model</th>
<th>SSO</th>
<th>SSE</th>
<th>$Q^2$</th>
<th>$R^2$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creativity</td>
<td>873</td>
<td>506.455</td>
<td>0.420</td>
<td>0.584</td>
</tr>
<tr>
<td>Emotional Intelligence</td>
<td>2619</td>
<td>1540.424</td>
<td>0.412</td>
<td>0.588</td>
</tr>
<tr>
<td>OCSE</td>
<td>2037</td>
<td>1622.431</td>
<td>0.204</td>
<td>0.288</td>
</tr>
</tbody>
</table>

**Note(s):** $Q^2 = 1 - \frac{SSE}{SSO}$, where $Q^2 \geq 0.25$ weak, 0.50 as moderate, 0.75 as substantial, e.g. Hair et al. (2021); $0 > R^2 \geq 0.25$ weak, 0.50 as moderate, 0.75 as exception; Organizational Culture of Self-esteem (OCSE).
(Abbas et al., 2022a, b, c). Adjusting one’s worldview to encourage positive emotions and behaviors is essential. Individuals often ignore conflicting information in favor of the other. Learning from their career progressions can help them bring their unique perspective to their routine activities. Leaders should not resort to emotions to inspire their followers but instead take a different approach. This is especially important when dealing with complex issues or filling positions that require a high level of leadership intelligence, e.g. Houghton et al. (2012).

Creativity is complex at multiple levels, from everyday life to technical industries. It is essential for helping people live in harmony while inventing new things in everyday life. Various study strategies and approaches have yielded critical conclusions about creativity, yet it lacks a uniform definition. Creativity is highly demanded because organizational science involves interacting with people, society, business, complicated systems and job goals. It interacts with the aptitude and the method by which an individual or group develops a visible outcome, e.g. Csikszentmihalyi (1999). Researchers have found that individuals can channel creative effort in diverse directions. It is especially pertinent in contexts where leaders can make decisions based on their followers’ values, experiences and goals for their educational praxis, e.g. Zhang and Bartol (2010), Shao et al. (2019), Alotaibi et al. (2020).

Zhang and Bartol (2010) also concluded that intrinsic motivation is essential for selecting innovative actions. Intrinsic motivation is linked to creativity, engagement and improving self-esteem. Current research has shown that people may be more driven to be creative if they rely on their emotional intelligence rather than leaders. Self-esteem is also vital in mental, emotional and social well-being. Organizations’ culture and leadership must care about it by promoting self-esteem and empowerment.

**Conclusion**

Individuals have the right to believe in their emotional makeup, instinctive responses, intellectual rigor and professional approach. When given unsolicited advice, a negative attitude can be developed, such as disregarding the advice and going with their hunch instead of listening to others. This can lead to a higher level of involvement on the person’s part if they are faced with a high level of choice/chance contradiction, e.g. Abbas et al. (2022a, b, c). Leadership, empowerment and creative process are essential aspects of human capital value development (e.g. Abbas et al., 2022a, b, c). Decision-makers often experience reactance in response to counter-attitudinal recommendations and investigate the conditions under which these responses are evoked. Leaders empower their employees to benefit from the innovative outcomes of their organizations. However, their desire for empowerment varies in degree. Organization-based self-esteem and emotional intelligence must be protected from being combined if management techniques are oriented toward empowering leadership. Self-esteem is achieved through culture or leadership practices as long as one’s self-worth is preserved, e.g. Pérez-Fuentes et al. (2019).

**Recommendation and implications**

This study contributes to the knowledge about organizational behavior by providing new insights (Smith and Goodnow, 1999). suggest that empowerment leaders should focus on establishing a culture of self-esteem through which emotional intelligence is a substitute for the former and acceptable. Empowering leaders should not use emotional intelligence when scaling up innovative initiatives, as it can harm the creative environment. Leaders should consider the values accepted by everyone when establishing empowerment methods, as emotional intelligence and empowerment can conflict.

People with high levels of emotional intelligence appear to be best suited to using these “diversifying and strengthening” practices at work (Kafetsios and Zampetakis, 2008). In such
situations, a person’s emotional intelligence may be seen as contradictory if they have observed unethical actions, e.g. Segon and Booth (2015). These linkages to empowering leadership imply that administrations that foster employee autonomy and responsibility may also increase the likelihood of unethical behavior (Lu et al., 2017).

Thus, an individual’s sense of right and wrong is shaped by their observations of the moral actions of those (particularly leaders of those around them) (Mesmer-Magnus et al., 2010). Studies of emotional intelligence have the potential to shed light on the factors that underlie both innate and inculcated patterns of leadership behavior (Pirvu, 2020). It casts doubt on the assumption that “the more empowerment, the better the results” if leadership action lacks ethical legitimacy. Such variations are predicted under empowering leadership’s detrimental impacts, e.g. unethical pro-organizational behavior or dysfunctional resistance (Vecchio et al., 2010; Zhang et al., 2020). This claim serves as a reminder that emotional intelligence can be understood to reduce its detrimental effects through empowerment. Suppose the goal of enabling leaders is to avoid unintended consequences (Yam et al., 2022). Training should center on emotional intelligence and leadership ethics due to context matters to prevent the perception of unethical behavior by one’s followers from impeding achievement and causing injustice (Cherniss, 2010).

Limitations and future directions
One potential limitation of this research is that it is based on cross-sectional data and may have a relative sample size that hinders generalization. Based on Alotaibi et al.’s (2020, 2022) recommendations, this research approach may benefit Pakistan’s healthcare. More study is needed to confirm this model’s applicability in challenging environments where empowering leaders need superior emotional intelligence.

References


Empowering leadership and creativity


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