







“The influence of vocational lecturer’s work environment on innovative work behavior and creative self-efficiency”

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THE INFLUENCE OF VOCATIONAL LECTURER'S WORK ENVIRONMENT ON INNOVATIVE WORK BEHAVIOR AND CREATIVE SELF-EFFICIENCY

Abstract

Lecturers have an essential role in achieving higher education goals. One of them is by being innovative in implementing learning. Currently, a severe problem for lecturers is developing innovative ideas and behavior. This study examines how the work environment of vocational lecturers influences innovative work behavior and self-efficacy. The sample comprised 361 vocational lecturers in East Java, Indonesia, who took part in an offline survey to collect the data. Using SmartPLS, the collected data were then examined. The results of the study show that transglobal leadership has a significant effect on creative self-efficacy with a t-statistic value of 6.893. Organizational culture also greatly influences innovative work behavior with a t-statistic of 5.507, and organizational culture significantly affects creative self-efficacy with a t-statistic of 2.048. In addition, creative self-efficacy significantly affects how innovative lecturers work with a t-statistic of 20.925. This study is relevant because it examines the relationship between transglobal leadership, organizational culture, creative self-efficacy, and innovative work behavior, which has not received much academic attention.

Keywords transglobal leadership, organizational culture, creative self-efficacy, innovative work behavior

JEL Classification I20, L29, M14, O15

INTRODUCTION

Task performance, contextual performance, adaptive performance, and counterproductive work behavior comprise the four performance dimensions (Borman & Motowidlo, 1993). Employee conduct that supports the organizational, social, and psychological environment in which the primary activity is performed is contextual performance. Innovative work behavior is one example of such performance. Organizations rely on inventive individuals to be competitive and adapt to quick market changes (Tajeddini et al., 2006). This behavior manifests within circumstances set by the organizational setting, whose features may discourage or promote employees' inventive activity (Torres et al., 2017). Therefore, organizational leaders must know the significance of helping their staff members adopt innovative work behaviors (De Jong & Den Hartog, 2007; Afsar & Rehman, 2015).

Administration of vocational state universities in East Java successfully shaped the teachers' creative work habits. Applying organizational support policies along with transglobal leadership is how this was accomplished. This combination influences the proactive personalities and work engagement of lecturers favorably. These two lecturer behaviors also contribute to developing lecturers' innovative work behaviors (Fiernaningsih et al., 2022a; Fiernaningsih et al., 2022b).

To address this issue, a study must be done on how leaders may enhance the creative work behavior of vocational state college lecturers by implementing transglobal leadership techniques and guidelines for fostering positive company culture. According to Tierney and Farmer (2002), there is a good correlation between creative self-efficacy and innovative work behavior. The development of a mastery goal orientation and participation in creative activity related to innovative work behavior can both be facilitated by creative self-efficacy (Yang & Hung, 2015). In addition, those with high creative self-efficacy engage in more extensive information searches (Tierney & Farmer, 2002). Therefore, innovative work behavior in vocational lecturers can be predicted accurately with creative self-efficacy.

1. LITERATURE REVIEW

Behavior is a person's response or reaction to external stimuli (Skinner, 1938). Skinner (1938) distinguished two responses. A specific stimulus elicits a reflexive response. A response to the stimulus is already in the form of action or practice, which can be easily observed or seen by other people (Notoatmodjo, 2007). According to Agistiawati et al. (2020), the innovative work behavior of lecturers is related to the ability to adopt and use new and valuable ideas in their work environment. This innovation is a function of learning and knowledge integrated into daily work (Asbari, 2020; Asbari et al., 2020). Innovative work behavior is a multifaceted behavior that includes activities related to the generation/recognition of new ideas and activities related to their realization or implementation (Scott & Bruce, 1994). It is individual behavior at work that includes the development, introduction, and implementation of new ideas in employee responsibilities, work groups, or organizations to improve the performance of this group or organization (Scott & Bruce, 1994; West & Farr, 1990). In higher education, this behavior cannot stand alone but must be supported by transglobal leadership and a supportive organizational culture.

Leadership involves various aspects, including understanding the needs and expectations of group members, communicating visions and goals, making the right decisions, providing guidance and support, facilitating collaboration, and managing conflicts and challenges that may arise on the way to achieving goals. Leadership is a process used by a person to persuade group members to achieve organizational group goals, according to Greenberg and Baron (2000). Meanwhile, according to Robbins (2008), leadership is the ability to persuade a group to realize a vision or achieve a predetermined

goal. Transglobal leadership is a leadership approach that affects multiple countries and cultures (Sharkey et al., 2012). There still needs to be more research and literature on transglobal leadership (Limba et al., 2019). However, research on transglobal leadership has been conducted (Hermawati & Mas, 2016), which shows that the current situation requires a transglobal leadership style. There are six categories of transglobal leadership intelligence based on leadership intelligence: cognitive intelligence, moral intelligence, emotional intelligence, cultural intelligence, business intelligence, and global intelligence (Sharkey et al., 2012). Leadership in the organization also requires sensitivity to the culture that exists within the organization. Culture in this organization includes establishing boundaries and authority and providing a sense of identity to its members. Cultural characteristics within the organization can be used as a guide for leaders to make decisions so that the organization is more effective in achieving its goals.

Organizational culture determines identity, goals, and implementation methods (Kusdi, 2011). Therefore, organizational culture is one of the independent factors used in this study to assess how innovative lecturer behavior is. Solidarity and sociability are two cultural dimensions (Goffee & Jones, 1996) that form the foundation of organizational culture. A measure of relatedness to attaining interests and goals is called solidarity. To achieve maximum creativity, something must first fulfill the prerequisites and then show that it is acceptable or useful (Siwale et al., 2020). Creativity requires fresh thinking and discovering concepts and solutions to problems (Shafiu et al., 2019). With this enactment, a leader is not always self-oriented, but looking at the human side that shapes organizational culture is essential. With good culture and leadership, employees will behave innovatively.

Innovative work behavior consists of four related dimensions: exploration, generation, championing, and implementation of various ideas (De Jong & Den Hartog, 2010). Khan et al. (2020) use three sub-stages for the innovative work behavior process: idea generation, coalition building, and execution. Innovative work behavior is also defined as all individual actions directed at the generation, processing, and application/implementation of new ideas about how to do things, which include products, ideas, technology, procedures, or new work processes to increase efficiency and organizational success (Bos-Nehles et al., 2017).

De Jong and Den Hartog (2010) explained further that starting the innovation process is often triggered by an element of opportunity. This can be in the form of discovering new opportunities or the emergence of new problems. So, it can be an opportunity for improvement or a threat that requires immediate attention. Further idea development may relate to new products, services, or processes, entry into new markets, improvement of existing work processes, or, more commonly, solutions to identified problems. Fighting for an idea becomes essential after the idea is generated. Most ideas must be promoted because they often do not match what is already used in work groups and organizations. More simply, Khan et al. (2020) explained that innovation starts with identifying problems, describing them, and finding workable solutions to overcome them. Innovative problem-solving depends on introducing new ideas or reorganizing existing plans. To innovate at work, employees need to have a strong perception of

management and supervisory support in the form of freedom at work and availability of resources (Afsar & Rehman, 2015). In addition, it has collective role behaviors at work to share ideas and build support (De Jong & Den Hartog, 2010) and individual role behaviors that explain personal fulfillment, flexibility, risk-taking, and courage (Kim et al., 2010).

Therefore, this study examines how vocational lecturers' work environment influences innovative work behavior and self-efficacy. Figure 1 shows the proposed model, which is supported by the literature; the hypotheses are as follows:

- H1: *Transglobal leadership has a significant impact on creative self-efficacy.*
- H2: *Organizational culture has a significant impact on creative self-efficacy.*
- H3: *Organizational culture has a significant impact on innovative work behavior.*
- H4: *Creative self-efficacy has a significant impact on innovative work behavior.*

2. METHODOLOGY

This study was conducted at vocational state universities in East Java, with 15 vocational state colleges. The questionnaire was applied to a sample of 361 vocational state college lecturers. The construction of the survey with each item and question being evalu-

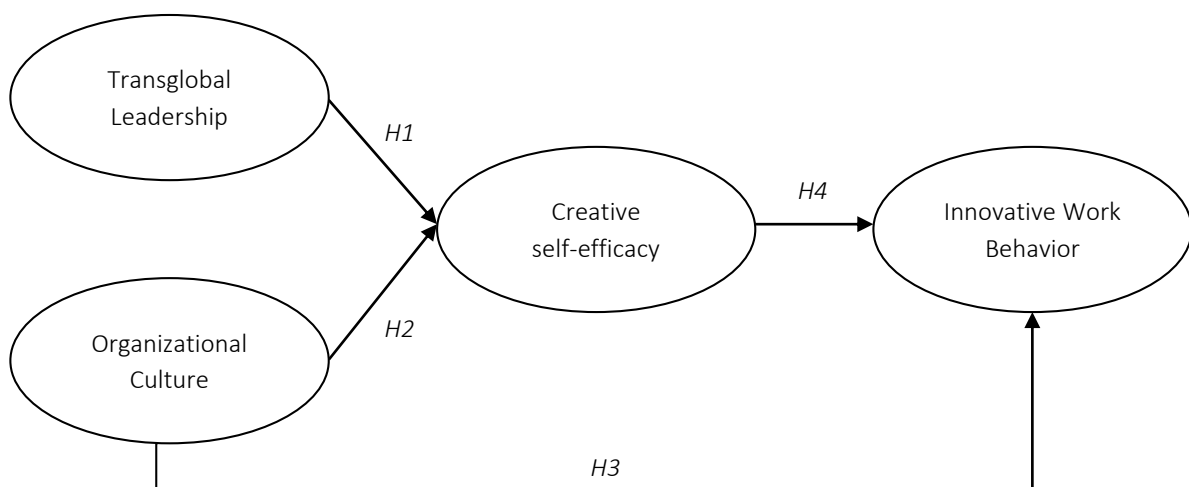


Figure 1. Research model

ated is consolidated based on previous studies, which focused their analysis on the innovative behavior of vocational lecturers. The approach of each question is contextualized in the investigation, and the constructs to be evaluated are determined. The variables examined in this study are innovative work behavior, transglobal leadership, organizational culture, and creative self-efficacy.

The research instrument has been tested for validity and reliability as a standard instrument. Furthermore, the data were analyzed using descriptive and associative tests using path analysis. The data were tabulated and organized using SmartPLS software, and models were constructed to establish the relationships between variables and the validity of the proposed models based on crucial indicator analysis.

The variables in this study are transglobal leadership, organizational culture, creative self-efficacy, and innovative work behavior. The transglobal leadership variable is measured using Sharkey et al. (2012). Organizational culture variables were analyzed using items from Goffee and Jones (1996). A measure of creative self-efficacy uses items from Richter et al. (2012). At the same time, innovative work behavior uses items from Janssen (2000). The operational definitions of the variables are given in Table 1.

Table 1. Definitions of variables

Variable	Indicator
Transglobal leadership	Cognitive intelligence
	Emotional intelligence
	Business intelligence
	Cultural intelligence
	Global intelligence
	Moral intelligence
Organizational culture	Empowerment
	Team orientation
	Capability development
	Core values
	Understanding
	Coordination and integration
	Making changes
Focus on the customer	
Creative self-efficacy	I have confidence in my ability to solve problems creatively
	I have confidence in my ability to generate new ideas
Innovative work behavior	Idea generation
	Idea promotion
	Idea realization

3. RESULTS

The SEM method and SmartPLS version 3.0 software were used to process the data for this study. Designing the inner model, testing the hypotheses, and designing the outer model are the steps in the PLS approach.

In this study, 341 respondents were characterized according to some demographic information. Respondents were lecturers from seven polytechnics, five universities, one institute, and two state community academies. Furthermore, most East Java lecturers graduated with Master's degrees (78.89%), while Doctoral education had only 21.11%. In addition, the number of women (33.43%) is lower than that of men (66.57%). Most of the respondents also held the functional position of expert assistant (39.59%), lector position (31.38%), head professor (19.35%), and the professor position had the lowest percentage (0.88%).

A research model's applicability can be evaluated in two parts; the first is to assess the outer model (Figure 2) using the three criteria of composite reliability, convergent validity, and discriminant validity. The defined criteria are followed according to the technical guidelines from the SmartPLS software version 3.0. Transglobal leadership, organizational culture, creative self-efficacy, and innovative work behavior are some of the pertinent factors used in this study.

The outer model's findings demonstrate composite reliability, gauging each construct's convergent validity. All variables in this study showed composite solid reliability values: 0.954 for innovative work behavior, 0.981 for organizational culture, 0.984 for transglobal leadership, and 0.876 for creative self-efficacy. The fact that the composite reliability score is higher than 0.70 demonstrates that each construct has a solid capacity to describe a model. Additionally, scores between 0.5 and 0.6 are regarded as acceptable, and values beyond 0.7 are considered satisfactory. Most outer loading values that show a value above 0.7 are regarded as satisfactory using these indicators. Each latent variable was then measured using the average of extract-

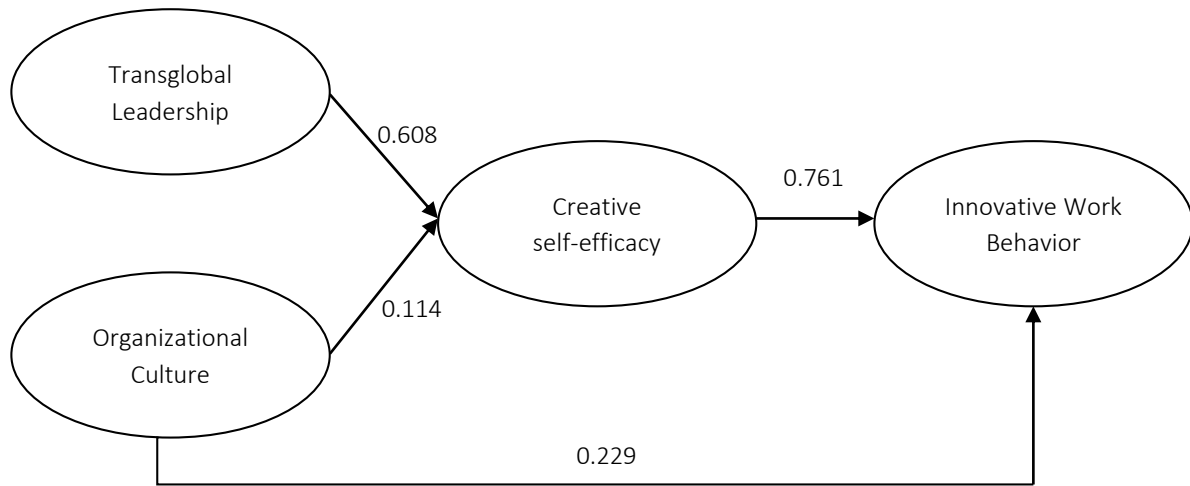


Figure 2. Measurement of the outer model

ed variance (AVE) (Chin, 1998). All variables had values above 0.50, indicating the results are quite good. Consequently, this study’s measurement constructions provided a solid suggestion.

All constructs exhibit composite reliability and a Cronbach’s alpha value larger than 0.6, as shown in Table 2. The AVE test in this study was deemed valid to assess the model’s convergent and discriminant validity. The cross-loading value of each item from the construct indicates this. As shown by the AVE value (Table 2), the evaluation of the measurement model has appropriate discriminant validity.

The inner model determines the connections among the research model’s latent constructs. R-squared (R^2), path coefficients, and hypotheses testing are a few inner model tests for structural models. By evaluating the value of R^2 , structural model testing is carried out. The overall value of R^2 is also utilized to compute the Goodness of Fit (GoF) using the data processing outcomes shown in Table 3.

Hypotheses testing was done by examining the t-statistic value obtained from the SmartPLS results. The test value criterion utilizes an alpha (α) of 0.05. In addition, the hypotheses were tested using

Table 2. Construct measurement

Variable	Items	Outer loading	Composite reliability	AVE
Transglobal leadership	TL1.1	0.919	0.984	0.757
	TL1.2	0.854		
	TL2.1	0.918		
	TL2.2	0.802		
	TL2.3	0.894		
	TL2.4	0.932		
	TL3.1	0.898		
	TL3.2	0.917		
	TL3.3	0.831		
	TL3.4	0.856		
	TL4.1	0.924		
	TL4.2	0.903		
	TL4.3	0.909		
	TL4.4	0.791		
	TL5.1	0.895		
	TL5.2	0.852		
TL5.3	0.852			
TL5.4	0.842			
TL6.1	0.806			
TL6.2	0.779			

Table 2 (cont.). Construct measurement

Variable	Items	Outer loading	Composite reliability	AVE
Organizational culture	OC1.1	0.742	0.981	0.652
	OC1.2	0.756		
	OC1.3	0.771		
	OC1.4	0.724		
	OC1.5	0.728		
	OC2.1	0.922		
	OC2.2	0.915		
	OC2.3	0.740		
	OC2.4	0.933		
	OC2.5	0.909		
	OC3.1	0.924		
	OC3.2	0.907		
	OC3.3	0.913		
	OC4.1	0.753		
	OC4.2	0.696		
	OC4.3	0.885		
	OC5.1	0.913		
	OC5.2	0.906		
	OC5.3	0.853		
	OC6.1	0.882		
	OC6.2	0.845		
	OC6.3	0.685		
	OC7.1	0.624		
	OC7.2	0.791		
OC7.3	0.623			
OC8.1	0.811			
OC8.2	0.609			
OC8.3	0.742			
Creative self-efficacy	CSE1	0.864	0.876	0.779
	CSE2	0.901		
Innovative work behavior	IWB1.1	0.758	0.954	0.697
	IWB1.2	0.746		
	IWB1.3	0.806		
	IWB2.1	0.924		
	IWB2.2	0.911		
	IWB2.3	0.720		
	IWB3.1	0.910		
	IWB3.2	0.903		
	IWB3.3	0.864		

Table 3. R-squared value estimates

Variables	R-squared (R ²)
Creative self-efficacy	0.499
Innovative work behavior	0.847

Table 4. Hypotheses results

Hypothesis	Relationship between variables	Original Samples	T-statistics	P-values	Summary
H1	Transglobal leadership → Creative self-efficacy	0.608	6.893	0.000	Accepted
H2	organizational culture → Creative self-efficacy	0.114	2.048	0.041	Accepted
H3	Organizational culture → Innovative work behavior	0.229	5.057	0.000	Accepted
H4	Creative self-efficacy → Innovative work behavior	0.761	20.925	0.000	Accepted

the PLS bootstrap approach. To reduce the issue of anomalous research data, this test is run. Table 4 shows the outcomes of employing bootstrapping.

Four hypotheses related to this study are accepted based on the analysis results. The analysis showed that the four relationships were found to be statistically significant.

H1 examines the relationship between transglobal leadership and creative self-efficacy. The path coefficient value is 0.608 (significant, p -value < 0.000). Therefore, this hypothesis is accepted. *H2* examines the relationship between organizational culture and creative self-efficacy. The path coefficient value is 0.114 (significant, p -value < 0.041). Therefore, this hypothesis is accepted. *H3* examines the relationship between organizational culture and innovative work behavior. The path coefficient value is 0.229 (significant, p -value < 0.000). Therefore, this hypothesis is accepted. *H4* examines the relationship between creative self-efficacy and innovative work behavior. The path coefficient value is 0.761 (significant, p -value < 0.000). Therefore, this hypothesis is accepted.

4. DISCUSSION

The results show that transglobal leadership positively and significantly affects creative self-efficacy. This supports Hollander (2009) that by inspiring, working together, and sharing responsibility for the mistakes of their colleagues, leaders can improve employee experience mastery. So, the lecturer's attitude toward innovation or creative self-efficacy is strengthened through transglobal leadership. More specifically, when lecturers develop, market, and put into practice innovative ideas, transglobal leadership enhances the components of creative self-efficacy described earlier. Moreover, to empower their staff and encourage productive work from them, leaders must share power with subordinates (Sweet et al., 2012). Transglobal leadership increases employees' acquisition of information and related skills by involving them in decision-making (Ye et al., 2018), enhancing their experiences as representatives. Transglobal leadership should make it easier to create a workplace where everyone has an equal

opportunity to contribute, giving lecturers more confidence to succeed by drawing on skills from more creatively self-aware colleagues.

Regarding *H2*, organizational culture significantly affects creative self-efficacy. This is in line with Tyas (2020) which states that the work environment for vocational high schools, especially in East Java, is affected by this problem. Employees have concerns about the state of their company, as evidenced by the absence of items that need attention about the lecturer's belief that the company will continue to progress. This affects how organizational culture affects lecturers' creative self-efficacy.

Third, this study found that innovative work behavior is significantly influenced by corporate culture. This result supports Baba et al. (2009): innovative corporate culture encourages employees to voice their thoughts and feel driven. This implies that the innovative work behavior of vocational lecturers is growing with the influence of an increasingly significant organizational culture. This shows that various factors, including organizational culture, play an essential role in increasing the innovative work behavior of lecturers. They can be used to improve the innovative work behavior of lecturers in state vocational tertiary institutions in East Java. Therefore, a strong organizational culture interprets every change in how lecturers work together to achieve the intended organizational goals. According to Gardner et al. (2012), an appropriate organizational culture will encourage conformity with certain personalities to provide higher performance.

The last hypothesis shows that creative self-efficacy positively affects innovative work behavior. According to Tierney and Farmer (2011), individuals who believe they can complete tasks with more prominent originality have a higher level of creative self-efficacy. Employees are motivated to meet innovation-based job challenges and innovate more when they have high levels of creative self-efficacy (Hsu et al., 2011). Employees, in this case, lecturers, have sufficient cognitive resources and pay enough attention to recognize problems and create and promote innovative solutions. Instructors are encouraged to be inventive and aid in successfully achieving innovation goals. According to Li and Zheng (2014), employee innovation at work increases with creative self-efficacy.

CONCLUSION

This study analyzes the influence of the work environment of vocational lecturers on the development of innovative work behavior and self-efficacy in vocational institutions of East Java, Indonesia. Creative self-efficacy is significantly influenced by transglobal leadership. Furthermore, creative self-efficacy and innovative work behavior are significantly influenced by corporate culture. In addition, creative self-efficacy greatly influences how innovative the lecturer is at work. With this condition, the more creative the vocational lecturer, the more innovative his behavior will be so that the tri dharma of higher education will run well and be more varied. This is inseparable from the support of higher education leaders and a conducive work environment.

This study has several limitations. The quantitative approach used in this study may prevent it from expressing specific and in-depth perceptions regarding inventive and creative activities. Second, vocational lecturers are exclusive research subjects. Thus, future research may choose other research approaches and target audiences.

AUTHOR CONTRIBUTIONS

Conceptualization: Pudji Herijanto, Nilawati Fiernaningsih.

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Formal analysis: Pudji Herijanto, Nilawati Fiernaningsih, Ahmad Fauzi.

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Writing – original draft: Pudji Herijanto, Nilawati Fiernaningsih.

Writing – review & editing: Pudji Herijanto, Nilawati Fiernaningsih, Anna Widayani, Ahmad Fauzi, Mahmudatul Himmah.

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