



THE MODERATION EFFECT OF INNOVATION TRUST ON THE INFLUENCE OF WORKLOAD PRESSURE AND PERSON-JOB FIT TOWARD THE LECTURERS CREATIVITY

Tri Siwi Agustina
Faculty of Economic and Business, Airlangga University
Corresponding Author : agustina2772@gmail.com

Bachtiar Rismantono
Faculty of Economic and Business, Airlangga University
Brismantono97@gmail.com

Abstract

The purpose of this study was to determine the effect of workload pressure and person-job fit which were felt by lecturers on creativity, moderated by innovation trust in “X” University in Surabaya’s Lecturers. The population in this study were all lecturers of “X” University in Surabaya, with a total of 90 lecturers. Considering the population was still within the scope of research, the sample collection used in this study was a census, which’s take the entire population, so that the total sample was the number of all lecturers at “X” University in Surabaya. Census techniques were chosen with consideration of a relatively small population. The analysis techniques which were used was partial testing and moderator regression test using SPSS 19.0. The results of this study indicate that workload pressure and person-job fit had a positive influence on lecturer creativity. In addition, innovation trust also has been able to moderate person-job fit of creativity in “X” University in Surabaya, and it can be interpreted that person-job fit supported by innovation trust on creativity was a moderating effect.

Keywords: *Workload Pressure, Person-Job Fit, Creativity, Innovation Trust.*

Introduction

The creativity of human resources in the current era of globalization has become the foundation of an organiza-

tion. Creativity is an individual competence that is needed by any organization, including the field of education in Higher Education. Lecturer as one of the academics at the College also re-

quired to have creativity. The research of Ayob, Hussain, and Majid (2013), shows that creative educators can cultivate and encourage creativity among the students. Furthermore, Basil (2012) emphasizes the need for lecturer's creativity and innovation as long as teaching can have a positive impact on students.

In carrying out their professions, it can't be separated from workload problems. Lecturer workload is the frequency of the average activity of each job within a certain period of time received by the lecturer. The workload experienced by lecturers includes both physical and mental workload (Murdiyani, 2010). According to the Directorate General of Higher Education, Ministry of Higher Education, Indonesia (2010), the workload of lecturers is the task of carrying out the *Tri Darma Perguruan Tinggi* with a burden equal to at least 12 (twelve) credits and a maximum of 16 (sixteen) credits each semester. If the lecturer has a workload exceeding 16 (sixteen) credits each semester, it means that the work is classified as a job that exceeds the workload.

A high workload can causes a reduction in lecturer's opportunity to prepare the teaching material, methods, and media, improving the abilities and knowledge of individual lecturers, as well as carrying out research and community service (Murdiyani H. 2010).

In order to become an innovative organization, organization have to manage and foster an internal environment that supports characteristics of innovative behavior among employees

(Dobni, 2010). Supportive internal environment of organization is characterized by innovation trust that allows employees to be more freely to introduce new ideas, knowing that their co-workers will also respond positively to them (Bysted, 2013). Innovation trust is also important because it reduces the perceived risk and negative reactions caused by innovative behavior in the workplace (Unsworth and Clegg, 2010). To be able to be confident in producing new ideas, it also depends on the situation of one's adjustment to their work (person-job fit) (Clegg et al, 2002).

The purpose of this study was to determine the effect of workload pressure and person-job fit felt by lecturers on creativity with moderation by innovation trust on University X's lecturers in Surabaya. The benefits obtained from this research are the results of this study can be used by the Chief of University X in Surabaya to maintain its reputation amidst the competitive field of Universities in Surabaya through the development of the lecturers as its resources.

Literature Review

Workload pressure is a set of activities that must be completed by an organizational unit or position holder within a certain period of time (Dhania, 2010). The workload can be viewed from objective and subjective point of view. Objective workload is the total time spent or number of activities carried out. Subjective workload is a measurement used by a person to ask questions about the proposed workload, about the feeling of

being overloaded, a measurement of work pressure and job satisfaction.

The more specific definition of person-job fit, according to Edward (1991) in Hsu (2012) is “conformity between one’s abilities and demands of the work or the needs/desires of someone and what is provided by the work”. Another notion of person job-job fit is the extent to which certain occupation can be fit into individual skills, abilities, and interests (Greenberg, 2002 in June & Mahmood, 2011). While according to Mosley (2002) the definition of person-job fit refer to the compatibility between knowledge, skills, and abilities (KSA) of individuals and the demands of work.

Kristof-Brown (2000) states that Person-job fit is achieved when an employee has the skills to meet the demands of a job or when a job meets individual needs. Person-job fit is a match between the personality, knowledge, skills, and abilities of individuals with the requirements of specific jobs. Person-job fit connects directly the needs and abilities with the characteristics of the work (Boon et al., 2011).

Creativity is a person’s ability to produce something new in the form of ideas / inventions / products / works through knowledge, information, and experience possessed. The level of one’s ability can be seen by the way each individual shows their own work, takes risks to generate new ideas, overcome problems that are caused by some difficulties, and become role models of good creativity (Tierney, 1999).

Employees will try to be more creative when they see that their creativity is valued and supported by the organization (Scott and Bruce, 1994). If employees feel that the management system and practices in organization support creative activity, they will feel that the organization can enable, welcome, and accept suggestions for improvement and input that are meaningful and influential from the employees of the organization (Muceldili, 2013; Scott & Bruce, 1994).

Innovation trust encourages each individual to apply innovative ideas, so that they are an important part of every innovation process. Clegg, et al., (2002) states that innovation trust acts as a level of confidence that the proposed idea will be accepted and will get attention because each innovation process involves risk taking. The focus of innovation trust is that it will facilitate an open atmosphere where employees are confident when bringing suggestions and input in discussions (Clegg, et al., 2002). Employees are more likely to involve themselves in the innovation process as long as they believe that their ideas and suggestions will be heard, and to the extent that they believe they will obtained some benefits (Clegg, et al., 2002).

Furthermore, Clegg et al. (2002) shows that innovation trust is a positive and reasonable reaction from other people who are expected to respond the efforts of each individual in making an innovation. The mental environment within the company which is characterized by the presence of innovation trust allows employees to be free to introduce new ideas, knowing that their co-workers will respond posi-

tively to these new ideas and their social relationship will remain intact (Bysted, 2013). Employees are more likely to make efforts to innovate (by creating ideas and helping to implement them) when they hold hope with reasonable and positive responses from others people (Clegg et al., 2002).

In an organization that own creative employees, it will barely promote continuous improvement in their work environment. In the context of innovation trust, Dovey (2009) notes that trust is an important element to develop and apply new ideas for certain organizations.

LePine, Podsakoff (2005) points out that workload faced by employees can influence their contributions and results. Hon and Kim (2007) also mention that individual creativity can be positively influenced by the presence of a higher workload. However, there are several factors that will suppress creativity, such as unrealistic expectations, extreme data, or environmental disturbances which induces workload pressure (Joo et al., 2013).

El-Shikieri and Musa (2012) added that overloaded work can cause stress fo individuals where at the same time, it might have a positive impact on organization. Amabile (1997) has acknowledged that the pressure of workload will initiate creative performance in certain situations. The positive effect of workload pressure may caused by the possibility of employees accepting the pressure as a challenge, and not as a burden to get the job done. There is also a review of employee feedback that considers the workload to have a negative effect on

their lives. Robbins and Judge (2008) show that the relation between the workload pressure and creativity shows the results of an inverted “U”, which explains that the right amount of pressure will show positive results, which make the workload as a form of the faced challenge and as a practice of their skills at work. Based on the description of previous researchers’s opinions, the hypothesis is formulated as follow :

H₁: Workload Pressure has a significant effect on creativity

Sekiguchi (2004) which explains the suitability of person-job fit, which is how individual can relates with the skills, knowledge, and ability to maintain the demands of their work. Zhou (1998) also states that individual abilities contribute to individual creativity. Self-adaptation may involve renewal and restructuration of cognition, hope, ability, and behavior (Afsar et al., 2015) in order to handle work problems in an experienced manner, by modifying the workplace elements that refer to change in task objectives, job design, task allocation and coordination, interpersonal communication, and etc. (Afsar et al., 2015). Modifying yourself or the work environment through new ideas can help employees to adapt effectively with the work, which leads to expected benefits such as demand-ability fit, increase the performance, job satisfaction, reduce stress levels, better interpersonal relationships, well-being, and personal development (Janssen, 2004). Based on the description of previous researcher’s opinions, the hypothesis is formulated as follow :

H₂: Person-job Fit has a significant effect on creativity

Clegg et al. (2002) stated that innovation trust influences innovation as a level of confidence that the proposed idea will be accepted and will get attention because each process of innovation involves risk taking. An environment where individual is characterized by innovation trust will encourages more freedom for the employees to innovate new concept or new idea, this is possible because of the belief that co-workers will react positively to their actions. The criterion of person-job fit depends on the circumstances of one's adjustment to their work, it will affect employees by giving them confidence to be innovative. Therefore, after employees reach those jobs accordingly, it will influence them to be more innovative. This happens because employees have trust and confidence that their innovations will be accepted (Farrukh et al., 2014).

H₃: Innovation trust moderate the relationship between person-job fit and creativity

Research Methods

This study uses a quantitative approach. Lecturers were given questionnaires with questions about Workload Pressure, Person-Job Fit, Creativity, and Innovations Trust.

The study population was all of University "X" lecturers in Surabaya, with the total of 90 lecturers. Considering the population is still within the scope of research, the sample collection used in this study is done by a census method.

Analyze is done based on the obtained data from the company internal sources and the results of questionnaires that have been distributed to the respondents. The conducted procedure is to assess the results of the questionnaire and processed it with analytical techniques. The analysis technique used in this study is path analysis. The collected data was the analyzed by the regression analysis method with the help of SPSS 19.0. Moderator regression analysis is used to prove the direct relationship between the independent variable and the dependent variable and also the presence of moderating variable in the direct relationship between the independent variable and dependent variable.

Result and Discussions

Respondents's Characteristics

Here are the respondent's characteristics based on multiple categories from lecturer in University "X" Surabaya, as follows :

Table 1. Respondent's Characteristics based on Age and Gender

Age	Male	Female	Total	%-age
20-30	0	0	0	0%
31-40	17	26	43	48%
41-50	20	18	38	42%
51-60	3	6	9	10%
Total	40	50	90	100

Table 2. Respondent's Characteristics based on Latest Education

Education	Total	%-age
Bachelor Degree	7	8%
Master Degree	49	54%
Doctoral Degree	34	38%

Total	90	100%
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Table 3. Respondent's Characteristics based on The Duration of Working Time

Working Time	Total	%-age
< 1 years	0	0%
1-5 years	7	8%
6-10 years	10	11%
11-15 years	24	27%
16-20 years	33	37%
> 20 years	16	18%
Total	90	100%

Table 4. Respondent's Characteristics based on The Lecturer's Study Program

Lecturer's Study Program	Total	% -age
Management	47	52%
Accounting	30	33%
Islamic Economy	13	14%
Total	90	100%

Hypotheses test result shows as follows :

Table 4.5 Partial Test Results

Independent Variable	Beta	T _{test}	Sign	Conclusion
X ₁	0.236	2.417	0.018	Significant
X ₂	0.227	2.344	0.021	Significant
Y	0.203	2.131	0.036	Significant
Z	0.253	2.864	0.005	Significant

X₁ = Workload Pressure ; Z = creativity (Z) ;
 X₂ = Person job-fit ; Y= Innovation trust

Based on the partial test results, it stated that the positive effect of workload pressure (X₁) on creativity (Z) is 0.236 (23.6%) with a significant level of 0.018. The research results showed that the workload pressure obtained by the lecturers of University "X" had an impact by increasing the lecturer's creativity in completing their works. It can be interpreted that event though the lecturers at University "X" in Surabaya experienced workload pressure, they can overcome it so as not to interfere with the process of acting creatively. This is very possible if it is associated with the experience of work time which the majority of work time are more than 10 years work experience. The attempt to suppress the workload pressure from the responsibility of *Tri Dharma Perguruan Tinggi* are the presence of the Team Teaching, the Research Team and also the Community Service Team. With the the presence of those teams, it will allows the possibility for each lecturer to have time, energy and mind to act creatively.

Based on the partial test results, it states that there is positive effect of Person job-fit(X₂) on creativity (Z) in the amount of 0.227 (22.7%) with a significant level of 0.021. The research results showed that the person-job fit perceived by the lecturers in University "X" had an impact on increasing the he lecturer's creativity in completing their works. The lecturers in University "X" Surabaya have a majority of work experience more than 10 years of work and majority have Master Degree education background, thus it can be said that they have the skills, knowledge, and ability to act creatively in carrying out their profession.

Based on the partial test results, it stated that there is a positive moderator effect (X_2Y) on creativity (Z) in the amount of 0.253 (25.3%) with significant level of 0.005. The third hypothesis states that innovation trust strengthens the influence of person-job fit on creativity can be accepted. It can be interpreted that University "X" in Surabaya has created a mental environment that allows the lecturers to freely introduce new ideas and trust that fellow lecturers will give positive responses from the new ideas that they convey. It fits with Scott and Bruce (1994) opinion which states that employees try to be creative when they see that their creativity is valued and supported by the organization.

Conclusions

Based on the results of the overall study, the conclusions can be drawn as follows : Workload pressure positively affecting the lecturers creativity of University "X" in Surabaya; (2) Person-job fit positively affecting the lecturers creativity of University "X" in Surabaya; (3) Innovation trust as moderating variable can strengthen the relationship between person-job fit towards the lecturers creativity of University "X" in Surabaya.

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