

Management Perspective: Jurnal Penelitian Manajemen

Original Article

Fostering Creative Performance in Public Universities

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Abstract

The abstract is a concise summary of the entire journal article, providing readers with a quick overview of the study's purpose, methodology, key findings, and conclusions. It is one of the most important sections as it often determines whether the reader will continue to read the full article. The abstract should include the following elements: (1) introduction to the research problem; (2) objective(s) of the study; (3) methodology, (4) key findings, (5) conclusions, conclude the abstract with the main conclusions drawn from the research. Include a list of keywords at the end of the abstract. These keywords should be terms that are central to the research topic and will help other researchers find the article during searches.

The abstract should be concise—between 150-250 words—and written in a clear and straightforward manner. It should encapsulate the essence of the research in a way that is understandable even to those who are not specialists in the field, while also being informative enough to attract the attention of experts.

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Introduction

The introduction is the initial section of a journal article, designed to provide a broad overview of the topic under discussion and to explain the context and background of the research conducted. In this section, the author is expected to:

- Outline the issue or phenomenon that is the focus of the research and explain why this topic is important to study. The background should demonstrate the relevance and urgency of the research in a broader academic or practical context.
- Briefly review previous research that is relevant to the topic under discussion. This review aims to identify gaps in the existing knowledge that the current research will address.

- Present the research questions or hypotheses that the study seeks to answer or test. The research problem should be clear, specific, and directly related to the research objectives.
- Identify the main goals of the research, which are the outcomes the study aims to achieve. These objectives should be directly linked to the research problem formulated earlier.
- Describe the expected contributions of the research to the specific field of study, policy, or practice. This section should explain how the research findings could provide theoretical or practical benefits.

- Briefly explain how the article is organized, giving an overview of each major section of the article, such as methodology, results, discussion, and conclusion.

[Example] Today, higher education has intensified competition to achieve global university rankings (Brozovic, 2018). As a result, the competition encourages higher education in Indonesia to improve its quality. Individual creative performance in the workplace is generally considered essential for fostering organizational success and survival, both nationally and globally (Miao et al., 2018). Creative performance requires the employees to exhibit relevant cognitive skills and engage in extensive and effortful cognitive processes (Amabile & Pratt, 2016; Shalley et al., 2015). Researchers have started to investigate the role supporting organizations for creativity can play in influencing followers' cognitive processes in creativity (DiLiello et al., 2011; Ibrahim et al., 2016). Several creativity theories have highlighted the role of the social context in creative behavior (Amabile & Pratt, 2016; Tierney & Farmer, 2011). Creativity behavior in social cognitive theory is the domain of intrinsic motivation. Bandura (1997) suggests that creative self-efficacy is an alternative motivational mediating mechanism that connects contextual and personal factors employee's creativity.

Literature Review

The literature review section is a critical part of a journal article that provides an overview of existing research relevant to the study's topic. This section serves multiple purposes:

- Contextualizing the research
The literature review situates the current research within the broader academic discourse by summarizing, synthesizing, and critically analyzing previous studies. This context helps to demonstrate how the current research builds on, deviates from, or fills gaps in the existing body of knowledge.
- Identifying gaps in the literature
Through a detailed examination of relevant studies, the literature review should identify

areas where previous research is lacking, inconclusive, or has methodological limitations. These gaps justify the need for the current study and define its contribution to the field.

- Theoretical framework
If applicable, the literature review should outline the theoretical frameworks that underpin the study. This involves discussing key theories or models that are relevant to the research and explaining how they inform the study's design, hypotheses, or analysis.
- Methodological insight
The literature review can also highlight the methodologies used in previous studies, identifying best practices, common pitfalls, and alternative approaches. This discussion helps to justify the research methods chosen for the current study.
- Establishing research questions or hypotheses
Based on the gaps identified and the theoretical or empirical findings from the literature, the review should lead logically to the formulation of the research questions or hypotheses. This progression ensures that the research is grounded in and informed by existing scholarship.
- Synthesizing information
Rather than merely summarizing individual studies, the literature review should synthesize information across studies to identify patterns, trends, and contradictions in the literature. This synthesis provides a comprehensive understanding of the topic and informs the direction of the current research.

The literature review must be thorough, well-organized, and critical, demonstrating the author's deep understanding of the field. It should guide the reader through the existing research, leading naturally to the research questions or hypotheses that the current study seeks to address.

[Example]

Organizational Support, Creative Role Identity, and Performance

A creative performance creates valuable, novel, and useful ideas related to processes, procedures, and methods (Amabile & Pratt, 2016). Research suggests that an individual's creative behavior is more likely to occur when a person perceives that the organization supports creativity (Amabile et al., 1996; Woodman et al., 1993). Perceived organizational support for creativity is an antecedent (De Stobbeleir et al., 2011; Shalley et al., 2015). An organization supporting creativity can provide employees with new ideas to solve their work problems. Perceived organizational support for creativity provides employees with creative performance and new ideas to improve an organization's creative performance (Amabile & Pratt, 2016). Employee's creativity does not appear spontaneously (Kylén & Shani, 2002). The creativity process is an output of interactions and social systems.

Creative role identity mediates the relationship between organizational support for creativity and creative performance (Amabile & Pratt, 2016; Williams et al., 2016). Creative role identity can improve creative self-efficacy (Wang et al., 2014). They will be motivated to be involved in creative behavior. As a result, it improves creative self-efficacy. Tierney and Farmer (2011) state that creative role identity and creative self-efficacy show a positive relationship. Perceived organizational support for creativity indirectly impacts creative performance through its effects on creative role identity. Furthermore, creative role identity is expected to directly impact creative self-efficacy. Thus, there are two proposed hypotheses of this study:

H1: Creative role identity will mediate the relationship between perceived organizational support for creativity and creative performance.

H2: Creative role identity is positively related to creative self-efficacy.

Organizational Support, Creative Self-Efficacy, and Performance

Perceived organizational support for creativity can improve creative self-efficacy. Organization in encouraging creative behaviors is present in the workplace since it can improve self-confidence to the skills and abilities to

achieve self-creativity (Chan et al., 2017). The individual has a high level of self-efficacy as a success in creative performance (Lyons & Bandura, 2019; Tierney & Farmer, 2011). Bandura (1997) argues that a vital self-efficacy role in doing creative activity and knowledge findings or new ideas. Self-efficacy can influence motivation and skill to be involved in creative behavior (Bandura, 1997). Creative self-efficacy reflects to what degree an individual believes he/she can produce creative outcomes. It can influence creative performance (Gong et al., 2009; Tierney & Farmer, 2011).

H3: Creative self-efficacy will mediate the relationship between perceived organizational support for creativity and creative performance.

Research Method

Sample and Procedure

This study was conducted using a [describe the type of sample, e.g., "random", "purposive", "convenience"] sampling technique to ensure the representation of the target population. The sample consisted of [provide details about the sample, e.g., "200 undergraduate students from Universitas Nias"] who were selected based on [specify criteria, e.g., "enrollment in specific courses", "particular demographic characteristics"].

Data collection took place over a period of [state the duration, e.g., "three months from January to March 2024"] using [mention the method of data collection, e.g., "structured questionnaires", "in-depth interviews", "online surveys"]. The instruments used were [describe the instruments, e.g., "validated by previous studies", "adapted from existing scales"] and were administered [mention how they were administered, e.g., "in a classroom setting", "via email", "during one-on-one sessions"].

Before the data collection process, participants were briefed on the purpose of the study, and their informed consent was obtained. The procedure ensured confidentiality and anonymity to encourage honest and accurate responses.

Following the data collection, the gathered data were checked for completeness and consistency, and any discrepancies were addressed before proceeding to the data analysis phase. This meticulous approach ensured the reliability and validity of the data used in the study.

Instruments

The research utilized a set of carefully selected instruments to gather comprehensive and reliable data pertinent to the study's objectives. The primary instrument was [name of the instrument, e.g., "a structured questionnaire", "an interview guide", "a standardized test"], which was designed to assess [specify what it assesses, e.g., "participants' attitudes towards environmental conservation", "the effectiveness of the new teaching method"].

This instrument comprised [state the number of items or sections, e.g., "50 Likert-scale items divided into five sections"] covering various dimensions such as [list the dimensions, e.g., "knowledge, attitudes, behaviors, perceptions"]. The items were developed based on [mention the basis, e.g., "extensive literature review", "adaptation from the XYZ scale (Author, Year)"], ensuring content validity.

To ascertain the reliability of the instrument, a pilot study was conducted with a subset of [number] participants, resulting in a Cronbach's alpha coefficient of [value], indicating [interpretation, e.g., "high internal consistency"]. Additionally, feedback from experts in the field was sought to enhance the instrument's face and construct validity.

Supplementary instruments included [mention any other tools used, e.g., "observation checklists", "secondary data collection forms"], which provided additional layers of data to triangulate and enrich the findings. All instruments were administered in [specify the language or format, e.g., "the participants' native language", "an online format"] to facilitate understanding and ease of response.

Data Analysis

The data collected were analyzed using a combination of quantitative and qualitative methods, depending on the nature of the data and the research objectives. For quantitative data, [name the software, e.g., "SPSS version 25", "RStudio"] was utilized to perform statistical analyses. Descriptive statistics, including means, standard deviations, and frequencies, were calculated to provide an overview of the sample characteristics and the distribution of responses.

Inferential statistics were employed to test the research hypotheses. Specifically, [mention

the tests used, e.g., "t-tests", "ANOVA", "regression analysis", "correlation analysis"] were conducted to examine the relationships between variables, differences across groups, and the predictive power of certain factors. The significance level was set at [value, e.g., " $p < 0.05$ "] to determine the statistical significance of the findings.

For qualitative data, thematic analysis was performed. The data were transcribed, coded, and categorized into emerging themes using [mention the software or manual process, e.g., "NVivo", "manual coding"]. This approach allowed for an in-depth exploration of the participants' experiences and perspectives, providing rich, contextual insights that complemented the quantitative findings.

The combination of these analytical techniques ensured a comprehensive understanding of the research questions, enabling the integration of different data types to produce robust conclusions. The findings were then interpreted in the context of existing literature, contributing to the broader academic discourse on the topic.

Result

The results of the study are presented in both descriptive and inferential formats to provide a clear understanding of the data and the implications of the findings.

Descriptive Statistics

The descriptive analysis revealed key characteristics of the sample population. [Mention any relevant findings, e.g., "The majority of participants (65%) were female, with an average age of 22 years (SD = 3.5)."] Additionally, the distribution of responses to the primary variables of interest indicated [summarize the key findings, e.g., "a generally positive attitude towards environmental conservation, with 80% of respondents agreeing or strongly agreeing with the majority of the statements."].

Inferential Statistics

Further analysis using inferential statistics provided insight into the relationships between the variables studied. [State the main findings, e.g., "A significant positive correlation was found between students' engagement in extracurricular activities and their academic

performance ($r = 0.45$, $p < 0.01$)."] Differences across groups were also observed, such as [provide details, e.g., "students from urban areas reported significantly higher levels of digital literacy compared to those from rural areas ($t(198) = 3.56$, $p < 0.001$)."].

Qualitative Findings

For the qualitative data, thematic analysis identified several key themes related to [mention the topic, e.g., "the barriers to effective online learning"]. These included [list the main themes, e.g., "lack of access to reliable internet, insufficient technical support, and feelings of isolation among students"]. These themes provide a deeper understanding of the quantitative results and highlight areas for potential intervention and improvement.

Overall, the findings demonstrate [summarize the overall implications, e.g., "a strong connection between student engagement and academic success, as well as the challenges faced in implementing online learning effectively"]. The results are discussed in detail in the following sections, with a focus on their implications for theory, practice, and future research.

Discussion

The findings of this study offer significant insights into [state the main topic or variable of interest, e.g., "the impact of digital literacy on student academic performance"]. The results confirm [discuss key findings, e.g., "the positive relationship between digital literacy and academic success"], which aligns with previous research by [cite relevant studies, e.g., "Smith and Jones (2021)"] who also found that higher digital literacy levels correlate with better academic outcomes.

One of the key themes that emerged from the qualitative data was [mention a theme, e.g., "the challenges faced by students in rural areas in accessing digital resources"]. This finding suggests that [discuss the implications, e.g., "geographical disparities in digital access remain a significant barrier to educational equity, which needs to be addressed by policymakers and educational institutions."].

Furthermore, the analysis revealed [mention any unexpected findings, e.g., "an unexpected negative correlation between extracurricular engagement and academic

performance among students who worked part-time"]. This result is intriguing as it contrasts with the commonly held belief that extracurricular activities generally enhance academic performance. This discrepancy may be due to [provide possible explanations, e.g., "the additional time and energy required for work, which may detract from students' ability to focus on their studies"]. Future research could explore this relationship further to understand the underlying factors.

The findings also highlight [mention any other significant implications, e.g., "the importance of providing targeted support for students struggling with online learning, particularly in areas such as technical assistance and mental health resources"]. These insights have practical implications for educators and administrators as they design interventions to improve student outcomes in both traditional and online learning environments.

In summary, this study contributes to the growing body of literature on [mention the broader field, e.g., "educational technology and student achievement"], offering both theoretical and practical perspectives. While the results are encouraging, it is important to acknowledge the study's limitations, such as [mention any limitations, e.g., "the relatively small sample size and the cross-sectional nature of the data, which limit the ability to infer causality"]. Despite these limitations, the findings provide a strong foundation for future research and suggest several avenues for further investigation.

Implication

The findings of this study have several important implications for both theory and practice in the field of [mention the field, e.g., "educational technology", "public health", "organizational behavior"].

Theoretical Implications

The results contribute to the existing body of knowledge by [explain the contribution, e.g., "providing empirical evidence that supports the role of digital literacy in enhancing student academic performance"]. This study also extends the understanding of [mention any specific concepts or models, e.g., "the impact of extracurricular activities on academic success by highlighting the potential negative effects for students who work part-time"]. These insights

call for a reevaluation of existing theories related to [mention the theoretical aspect, e.g., "student engagement and its multifaceted impact on academic outcomes"] and suggest the need for more nuanced models that consider [mention any new considerations, e.g., "the diverse contexts in which students operate"].

Practical Implications

From a practical perspective, the findings suggest actionable strategies for [mention the target audience, e.g., "educators, policymakers, and administrators"]. For instance, [provide specific recommendations, e.g., "educational institutions should consider implementing targeted digital literacy programs to bridge the gap between students from different geographical and socio-economic backgrounds"]. Additionally, the study underscores the importance of [mention another practical aspect, e.g., "providing adequate support for students who are balancing work and study, such as flexible learning schedules or counseling services"].

Moreover, the identification of challenges related to [mention a specific challenge, e.g., "online learning in rural areas"] indicates that [provide a suggestion, e.g., "policymakers need to prioritize improving internet infrastructure and providing technological support to ensure that all students have equal access to educational resources"]. These recommendations are critical for [mention the broader impact, e.g., "enhancing educational equity and improving overall student outcomes in diverse learning environments"].

Policy Implications

The study also has implications for policy development, particularly in [mention a relevant policy area, e.g., "educational policy and digital inclusion"]. Policymakers should consider [provide a policy recommendation, e.g., "integrating digital literacy training into the national curriculum and ensuring that such initiatives are adequately funded and accessible to all students"]. The findings support the need for [mention another policy aspect, e.g., "policies that address the socio-economic barriers that hinder student participation in extracurricular activities and academic success"].

In conclusion, this study offers valuable insights that can guide future research, practice, and policy-making in [mention the field again, e.g., "education and digital technology"]. By addressing the issues highlighted in this research, stakeholders can contribute to the development of more effective and equitable systems that benefit all participants.

Conclusion

This study has provided a comprehensive examination of [briefly restate the main topic or objective of the study, e.g., "the relationship between digital literacy and academic performance among university students"]. The findings underscore [summarize the key findings, e.g., "the significant impact of digital literacy on students' academic success, highlighting the importance of ensuring that all students have access to digital resources and training"].

The results also revealed [mention any additional findings, e.g., "the challenges faced by students in balancing extracurricular activities with academic responsibilities, particularly for those who are employed part-time"]. These insights contribute to a deeper understanding of [mention the broader context, e.g., "how various factors influence academic outcomes in higher education"] and suggest several avenues for future research, such as [mention any future research directions, e.g., "exploring the role of institutional support in mitigating these challenges"].

In practical terms, the study's findings offer actionable recommendations for [mention the stakeholders, e.g., "educators, policymakers, and university administrators"], particularly in [highlight key areas, e.g., "enhancing digital literacy programs and supporting students who face multiple demands on their time"]. By implementing these recommendations, stakeholders can [state the potential impact, e.g., "improve student outcomes and ensure a more equitable educational environment"].

Despite its contributions, this study is not without limitations. [Briefly mention any limitations, e.g., "The cross-sectional design limits the ability to infer causality, and the sample may not fully represent the diversity of the student population."] Future research should aim to address these limitations by [suggest how

to address the limitations, e.g., "employing longitudinal designs or expanding the sample to include a more diverse group of participants"].

In conclusion, this study has provided valuable insights into [restate the main area of focus, e.g., "the importance of digital literacy in academic success"] and offers a foundation for ongoing research and practice in this critical area. By continuing to explore and address the challenges identified, the academic community can make significant strides in improving educational outcomes for all students.

References

The references for this study have been meticulously compiled to ensure comprehensive coverage of the relevant literature. All sources cited in the text are listed in the reference section, formatted according to the APA (American Psychological Association) 7th edition style guidelines, which is widely recognized for its clarity and consistency in academic writing.

To manage and organize the references efficiently, Mendeley, a widely used reference management tool, was utilized. Mendeley not only facilitated the accurate citation of sources but also ensured that the reference list was

consistently updated as the manuscript evolved. The use of Mendeley allowed for seamless integration of references into the manuscript, reducing the risk of errors and ensuring that all citations were properly formatted according to APA standards.

The reference list includes a diverse range of sources, such as peer-reviewed journal articles, books, and authoritative reports, reflecting the depth and breadth of the research conducted. Each reference is carefully selected to support the arguments and findings presented in the study, providing a solid foundation for the conclusions drawn.

By adhering to APA guidelines and utilizing Mendeley, the reference section not only upholds the academic integrity of the study but also serves as a valuable resource for readers who wish to explore the cited literature further. This approach ensures that the study is well-grounded in the existing body of knowledge and contributes meaningfully to ongoing scholarly discourse.