



The Influence of Perceived over Qualification on Innovative Behaviour of University Teachers: An Investigation based on Organizational Trust and Self Efficacy

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ABSTRACT

The purpose of this research was to determine how organizational trust and self-efficacy mediate the relationship between perceived qualifications and innovative behavior. Face theory and self-evaluation were applied when analyzing data collected from university professors. Three hundred and fifty individuals participated in the study; responses were randomly selected from the primary dataset. Upon conducting SPSS's multiple regression and correlation analyses on the data, it was determined that a significant relationship existed between the variables. According to the findings, perceived over-qualifications favorably impact innovative behavior, with organizational trust and self-efficacy acting as mediators. Perhaps these findings will contribute to our comprehension of employee emotions regarding their overqualification for positions, the mechanisms underlying organizational trust, strategies for encouraging creativity in the workplace, and considerations for employee mental well-being. Such insights will ultimately contribute to improving the work environment and the sustained prosperity of the organization.

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1. Introduction

Half of all staff members in many countries, such as China, Turkey, and Greece, are highly qualified for employment, making this one of the organization's most pressing issues. Between 65 and 71 percent of employees in China and Hong Kong believe they are underpaid for their work. According to Chen, Tang, and Su (2021) research, staff members' perceptions of being highly qualified significantly impact proactive employee behavior. Several studies have concluded that hiring overqualified workers can benefit organizations and that such workers can add value to their business owners by "making a worthwhile addition" (Locke et al., 2017). Many studies suggest overqualified workers outperform their less-qualified counterparts (Farmer & Tierney, 2017). Chen et al. (2021) found that individuals who hold the belief that they possess over-qualifications are more inclined towards well-being, employee loyalty, satisfaction in the workplace, and are less inclined to contemplate quitting their current position. According to the article, perceived overqualification connects creativity and actual workplace performance. The talent marketplace is already facing acute oversupply due to the Current outbreak and the widespread layoffs that followed it (Ma, Ganegoda, Chen, Jiang, & Dong, 2020). As a result, many intelligent individuals cannot find a job, and those overqualified struggle to find work. Studying over-qualification with quantity and quality of abilities and skills, as well as the pattern, has changed businesses in hiring qualified, is therefore advantageous not only to the career advancement of staff members but also to the capacity of companies to achieve long-term success through the rational development of their employees' talents (Erdogan, Karaeminogullari, Bauer, & Ellis, 2020). To be considered overqualified, a person must have the mindset that their knowledge and expertise are superior to what is

necessary for the position. A lack of consensus characterizes academic discourse regarding perceived qualification. Most are worried about the negative effects of possessing an excessive number of qualifications. Some scholars believe that overqualified workers may face sentiments of injustice, hardship, or a misalignment between their personalities and their occupations. These factors might promote counterproductive conduct (Erdogan, Karakitapoğlu-Aygün, Caughlin, Bauer, & Gumusluoglu, 2020). To remain competitive in today's global economy, businesses must always seek novel ways to enhance their processes. Due to the recent economic recession and the subsequent decline in available positions, perceived over-qualification is becoming a rising issue for businesses (M. Zhang, Wang, Weng, Zhu, & Liu, 2021).

Despite the valuable and instructive findings of previous research, the design characteristics of the CSE-innovative behavioral relationship remain poorly understood. The correlation between CSE and an employee's proclivity to advance within their organization remains ambiguous, as it is influenced by factors such as leadership and other organizational attributes (Clavero, 2021). The importance of leadership as a contextual factor that stimulates employee creativity is becoming increasingly apparent in the research community. However, there remains a dearth of understanding regarding how leaders can maximize the positive impacts of employees' workplace CSE on their innovative conduct (Onat & Eren, 2020). People's "identity perceptions influence their decisions, effort, tenacity when confronted with adversity, and emotions." The term "teacher self-efficacy" pertains to an individual's conviction regarding their capability to improve pupil learning. Teachers play an essential role in their student's achievements (Chu, 2021). Teachers' self-efficacy is associated with students' motivation, teachers' embrace of innovations, teachers' proficiency as rated by headteachers, successful classroom management strategies, teachers' time people spend on various subjects, and teachers' referral of students to special education. Although educators' self-efficacy has been shown to reflect teachers' objectives and perspectives on innovation and change, it is frequently misunderstood (Sesen & Ertan, 2020).

In the past, though, there hasn't been a lot of positive research on over qualifications. Some research suggests that such an incentive will inspire workers to put in extra effort based on the concept that individuals who have an intense situation of perceived qualifications would try lengthier and achieve a high level of performance on the job to alleviate their emotions of relative deprivation (Wassermann & Hoppe, 2019). Although employee creativity is essential, it will not suffice to propel businesses to sustainable growth and give them a competitive edge in the marketplace. The market is intricate, dynamic, and characterized by fierce competition. Innovation emerges as the primary productive element for businesses to attain sustained expansion and maintain a competitive edge (Woo, 2020). It is imperative to thoroughly examine the correlation between overqualification and innovative behavior, as well as the mechanism that justifies the utilization of skills and promotes employee development. This novel study employed the self-evaluation theory to examine the positive correlation between employees' self-perceived overqualification and their propensity for innovation. The study also aimed to broaden our understanding of the function of perceived qualifications in mediating employees' innovative behavior and to add depth to our comprehension of the contexts in which that activity happens.

Their trust influences employees' propensity to work with their bosses creatively. Although confidence is two-way (workers trust leaders and managers trust employees), most research has concentrated on the latter (leadership's trust in employees). It has paid less attention to the others (representatives' trust throughout employees) (Cheng, Zhou, Guo, & Yang, 2020). Therefore, it is essential to investigate the impact of management culture on the behavior of trust receivers. According to the self-evaluation theory, people are impacted by their circumstances and their knowledge about themselves, which changes their ideas, values, and decisions. In the case of inconsistencies between employees and their profession, superiors' confidence may significantly impact their self-perceptions and appraisals, increasing attitudes (Gong, Sun, & Li, 2021). Negative employee attitudes have been connected to occupational stress and a lack of trust in one's talents. Though some researchers have explored the relationship between employees' opinions of their credentials and their predisposition to invent, this is far from enough. Few studies have examined the link between institutional trust and employee innovation or the function of self-efficacy as a mediation between perceived qualifications and individual innovation. Subsequently, SPSS will be employed to conduct the

analysis of the data gathered via a questionnaire, test the study's assumptions about the connection between university teachers' perceptions of their qualifications and innovative behavior, and make conclusions about the consequences of the results.

- To identify the impact of perceived qualifications on innovative behavior.
- To determine the mediating role of organizational trust and self-efficacy in the relationship between perceived qualifications and innovative behavior.
- To explore the relationship between perceived qualifications, organizational trust and innovative behavior.
- To investigate the relationship between perceived qualifications, self-efficacy and innovative behavior.
- Do perceived qualifications impact university teachers' innovative behavior in China?
- Is there any mediating role of organizational trust and self-efficacy in the relationship between perceived qualifications and university teachers' innovative behavior in China?
- What is the relationship between perceived qualifications, organizational trust, and university teachers' innovative behavior in China?
- Is there any relationship between perceived qualifications, self-efficacy and university teachers' innovative behavior in China?

This study supports a significant and pertinent correlation between anxiety and depression regarding certification and innovative behavior, thereby contributing to the existing knowledge in this field, as well as by determining the methodology behind partial mediation between perceptions of over-qualification and inventive behavior among employees, all of which is based on the self-evaluation theory (J. Zhang, Akhtar, Zhang, & Sun, 2020). This research, in theory, laid the groundwork for optimizing individual capabilities. Furthermore, the study's researchers identified boundary implications for innovative work behavior, trust, and ego. Moreover, they found a correlation between creative job conduct and over-qualification behavior.

2. Literature Review

2.1. Perceived over-qualification and Innovative Behavior

The concept of perceived over-qualification was chosen so that the researchers could investigate the impact of workers' excess qualifications on their creative behavior. Employee innovative behavior is exemplified by innovative products, new programs, or new processes developed by workers during their employment that are useful to the firm. This phenomenon is a prominent subject of recent studies in top leadership. As the external market gets more complicated and dynamic, the consistent emergence of creative self-efficacy among workers becomes an incredibly prominent assurance for the company to keep its competitive edge and accomplish long-term growth (Gonçalves Neto & Borges-Andrade, 2018).

Overqualification improves innovative performance when motivated and valued by managers, according to (Su, Li, & Chen, 2021). When combined with adapting employment options, POQ can become IWB, but it can also result in tiredness, indifference, unpredictability, and even withdrawal if not handled correctly. Managers must actively guide and support their teams to reduce the negative consequences of overqualified employees. Individuals who believe they are overqualified for their situation can illustrate IWB by devising novel approaches to job satisfaction. As Hussain et al. (2022) gave same finding. Employees who report being overqualified have educational and cognitive qualifications linked to higher levels of creativity and innovation (M. Zhang et al., 2021). It is important to note that employees do not use their skills to their maximum potential when they believe they are overqualified. This means that many facets of their jobs are likely performed automatically (Dar, Ahmad, & Rahman, 2022). Therefore, we propose the following hypothesis:

H1: Perceived over-qualification positively impacts employees' innovative behavior.

2.2. Perceived Over-Qualification and Organizational Trust

Although there is a link between POQ and a drop in workers' impassioned duty, the intensity of POQ is not. Workers with strong POQ also have high turnover Intentions. As a result, employees are more likely to seek employment elsewhere when their trust in the organization erodes (Chu, 2021). Overqualified people have less faith in their company, which

results in a higher level of intention to leave and participation in job-searching activities than non-underemployed people. The relationship between underemployment and increasing turnover rates shows that it could have far-reaching repercussions (Wang, Lu, & Wang, 2019). Money is a powerful incentive since it allows individuals to buy what they need and may even make them prosperous; it can also be viewed as a depiction of one's life success, in addition to a reflection of someone's social position and position among peers X. Zhang, Ma, Guo, and Li (2022) as per Xiang, Shaikh, Tunio, and Watto (2022) gave same finding. Companies utilize money as a motivator to promote morale and production. Employees will lose trust in the organization and its mission when they are paid poorly, which they will interpret as disrespecting the value they offer to the organization. If they do not believe their achievements have been sufficiently rewarded, they will be less involved in their job and more likely to think about leaving. Compensation is significant, but the system utilized to compute and distribute compensation is significantly more critical to employee happiness. This method can objectively assess how much an employee's pay is appropriate for their degree of performance (Clavero, 2021). Therefore, we propose the following hypothesis:

H2: There is a significant relationship between perceived over-qualification and organizational trust.

2.3. Organizational Trust and Innovative Behavior

If workers believe in their employer, they will work more for it. When workers have faith in their superiors, they are more committed to the company's success and more eager to put in the extra effort. Employees are more inclined to engage in productive behaviors that contribute to the organization's success when they have confidence in their managers and perceive that they are being observed, as stated by (Woo, 2020). Employees believe their actions pose no risk to the company because they know their confidence is high between them and the company. Besides academic institutions, companies and other organizations have undertaken vast research exploring the relationship between workplace trust and innovation (Jahantab & Vidyarthi, 2021).

A few studies, including those by Luksyte, Bauer, Debus, Erdogan, and Wu (2022), have discovered a link between workplace trust and creativity. Since trust was defined as the eagerness to face challenges, creating a more willing-to-trust working atmosphere will inspire more staff to take calculated risks, resulting in more original thinking. As a result, organizations that value innovation should work to create a culture of confidence among their staff members. As Xin, Y., Bin Dost, Akram, Li, Anser, Irfan, and Watto (2023) same findings are given. According to Ma, Lin, et al. (2020), the trust may be a strategy that is a factor in encouraging the adoption of new ideas. He believes innovation, cooperation, team spirit, and human engagement are closely intertwined. This means that knowledge is shared openly in a highly original company, confidence is high, and team members are reunified by a common commitment to the organization's values. Expectations of reasonable and positive responses from others encourage individuals to be creative (by coming up with concepts and assisting in their implementation). This is because innovation necessitates people to try something new, and individuals are more inclined to try something different if they genuinely think others will react favorably to their efforts. Because trust is an essential component of inter-organizational cooperation (Sánchez-Cardona, Vera, Martínez-Lugo, Rodríguez-Montalbán, & Marrero-Centeno, 2020), employee trust can intrinsically relate to cooperative environments that foster innovation (Wassermann & Hoppe, 2019). Employees must have confidence in planning to foster an environment that promotes innovation because trust allows people to take risks without fear of extreme punishment for failure (X. Zhang et al., 2022). Therefore, we propose the following hypothesis:

H3: There is a significant relationship between organizational trust and innovative behavior.

2.4. Mediating Role of Organizational Trust between Perceived Over-Qualification and Innovative Behavior

Employees perceived as overqualified are more recognized by their bosses than those perceived as underqualified because the former has higher knowledge and expertise. Superiors are more likely to endorse workers deemed to be overqualified, and as a result, they are more inclined to assign them more demanding responsibilities; this is advantageous for all parties concerned, as they will have additional spare time (Wu, Weisman, Sung, Erdogan, & Bauer,

2022). However, the consciousness hypothesis states that an individual's social setting and social knowledge will influence the growth of their self-evaluation. Beneficial interpersonal understanding, primarily if it originates from the mighty staff of the organization (such as top-level leaders), can significantly increase an individual's impact (W. YANG & LI, 2021). Almada et al. (2024) is relevant to sustainable performance. According to research, leaders may demonstrate trustworthiness to their employees by showing it themselves. An environment where managers treat employees with respect encourages a greater propensity to integrate acquired knowledge into their values, thereby influencing their conduct and cognition. Based on the large majority of studies, trust has the potential to significantly improve individuals' corporate democratic conduct, entrepreneurial orientation, and individual performance. When employees get critical feedback, they are likelier to exhibit the innovative behavior that their superiors value. Employees who have a sense of perceived qualification are more trusted by their superiors and are considered as having a high level of understanding and competence to accomplish the tasks assigned to them, allowing them to complete those activities sooner and free up time for other responsibilities (Khan, Saeed, Fayaz, Zada, & Jan, 2022). Therefore, we propose the following hypothesis:

H4: There is mediating role of organizational trust between perceived over-qualification and innovative behavior.

2.5. Perceived Over-Qualification and Self-Efficacy

Over-qualification has been studied extensively for its negative effects, which include impairment to employees' physical and mental well-being, a drop in organizational commitment, and a rise in the likelihood that employees would leave their existing roles. According to the "person-job" matching theory, discontent with one's employment may be caused by a mismatch between one's talents and those one needs (Gonçalves Neto & Borges-Andrade, 2018). The degree of self-efficacy is a pivotal determinant in comprehending variations in self-regulation, as posited by the self-regulation theory. Self-regulation is how individuals consciously alter their attitudes, thoughts, and actions to align with their goals and move them closer to completion. Individuals with a great sense of the over may also have a positive opinion of it, considering it as proof that they can achieve things outside the boundaries of their profession or wish to take the lead to maintain a positive outlook on life. Finally, this encourages them to be proactive and restructure their positions to benefit the organization (Jahantab & Vidyarthi, 2021) therefore, Akram et al. (2023) findings are the same.

Individuals with high self-efficacy are confident in their capabilities and are sure that they can overcome any obstacle that may arise. Those with a significant level of perceived qualification will not discover their talents and potential unless the task is easy and the goal is attainable (Sesen & Ertan, 2020). As a result, they may like to test themselves with increasingly challenging endeavors, assessing the possibilities of factors that positively impact their abundance of gathered expertise (J. Zhang et al., 2020). Employees who boast about their capabilities are frequently conceited and believe they can accomplish anything. Individuals employed by businesses but do not feel valued consider themselves qualified for alternative positions and would be more content seeking employment elsewhere. Although being self-aware and confident can make it more difficult to comprehend one's actions, it also facilitates the acquisition of better employment opportunities and the utilization of one's strengths (Lee, Erdogan, Tian, Willis, & Cao, 2021). Therefore, we propose the following hypothesis:

H5: There will be a positive relationship between perceived over-qualification and self-efficacy.

2.6. Self-efficacy and Innovative Behavior

Numerous studies have demonstrated that innovative endeavors are positively influenced by self-efficacy. This implies that individuals with higher consciousness degrees will also exhibit more inventive behavior. According to research, employees are more inclined to exhibit innovation in the workplace when they possess self-confidence. According to a study conducted by Erdogan, Karaeminogullari, et al.(2020), individuals with elevated self-esteem levels perceived themselves as being more knowledgeable and proficient in problem-solving through innovative activities. Employees with a good dose of self-worth are likelier to exude confidence. As a result, employees are more equipped to devise innovative solutions and have

more creative attitudes and behaviors. Furthermore, research by faiz Abozaid et al. (2019) shows that workers with a higher feeling of self-efficacy are more willing to take chances and demonstrate innovative behavior on the job, contributing to more significant accomplishments. Workers who lack the self, on the other hand, are more prone to regard truly transformative as beyond their abilities and shun them (Li, Wu, Li, & Zhang, 2019).

Taiwanese researchers wanted to know how self-efficacy affected teachers' propensity to participate in innovative problem-solving at work. A stratified random selection technique was used to select 546 secondary education educators from twenty different public and private schools in northern Taiwan for this study. The data were analyzed using descriptive statistics, Pearson's correlation, and regression analysis. According to the findings of this study, teachers who revealed high levels of self-efficacy also demonstrated innovative methods in the classroom (Lou & Ye, 2019). In Watto, Khan, Monium, and Abubakar (2019), employees in the tourism industry were polled to determine their level of trust in their capacity to solve creative problems on the job. This study used a quantitative methodology, and 96 tourism industry participants in Watto et al. (2019) were polled for this study. The information was analyzed utilizing SPSS 22 from IBM. The findings highlight the significance of self-efficacy in cultivating innovative problem-solving within professional environments (Dar et al., 2022). Therefore, we propose the following hypothesis:

H6: There is a statistically significant relationship between self-efficacy and innovative behavior.

2.7. Mediating Role of Self-Efficacy between Perceived Over-Qualification and Innovative Behavior

Confidence in one's capabilities is associated with a greater proclivity for enthusiasm, creativity, and openness to novel experiences. Following social cognitive theory, individual behaviors are determined by their perceptions of their abilities and the results they desire to attain. To be more precise, individuals' perceived consequences of their actions serve as a significant motivating factor in shaping their conduct (Chen et al., 2021). Individuals who emanate confidence are more likely to engage in teaching and provide knowledge sharing because they firmly believe in their capabilities. As a consequence of this, the information and capabilities gained (via knowledge exchange), in turn, stimulate innovative work behavior even more. The researchers conclude that individuals with greater self-efficacy engage in more innovative activities and correlate strongly with over-qualification beliefs. Self-efficacy has been the subject of substantial research (Farmer & Tierney, 2017). Several studies have demonstrated that the self-efficacy levels exhibited by participants directly correlate with their imaginative and innovative outcomes. In certain studies, self-efficacy was utilized as a moderator, while in others, it was employed as a mediator. Within research dealing with leadership, self-efficacy is frequently used as an important mediating variable. The self-efficacy variable is an essential one to consider when using the theory of self-regulation, which accounts for changes in self-regulation (Zee & Koomen, 2016).

According to Chen et al. (2021), an individual's self-efficacy refers to their conviction regarding their capability to complete a task utilizing their current abilities successfully. When they attain self-actualization and realize how easy it is to accomplish their objective, individuals who struggle to believe in themselves because they lack confidence in their capabilities may reconsider their overqualification (Hu et al., 2015). Therefore, they may attempt to take on more difficult undertakings, evaluating their abilities and areas of expertise to evaluate whether such endeavors are feasible. Additionally, individuals who achieve higher scores on the perceived over-qualification scale are more inclined to believe they possess the necessary resources (e.g., robust skills and autonomy in their work) and fewer limitations (e.g., minimal job demands and job control) to undertake additional duties and obligations compared to those who achieve lower scores (Wang et al., 2019). Therefore, we propose the following hypothesis:

H7: There is a mediating role of self-efficacy between perceived over-qualification and innovative behavior.

3. Methodology

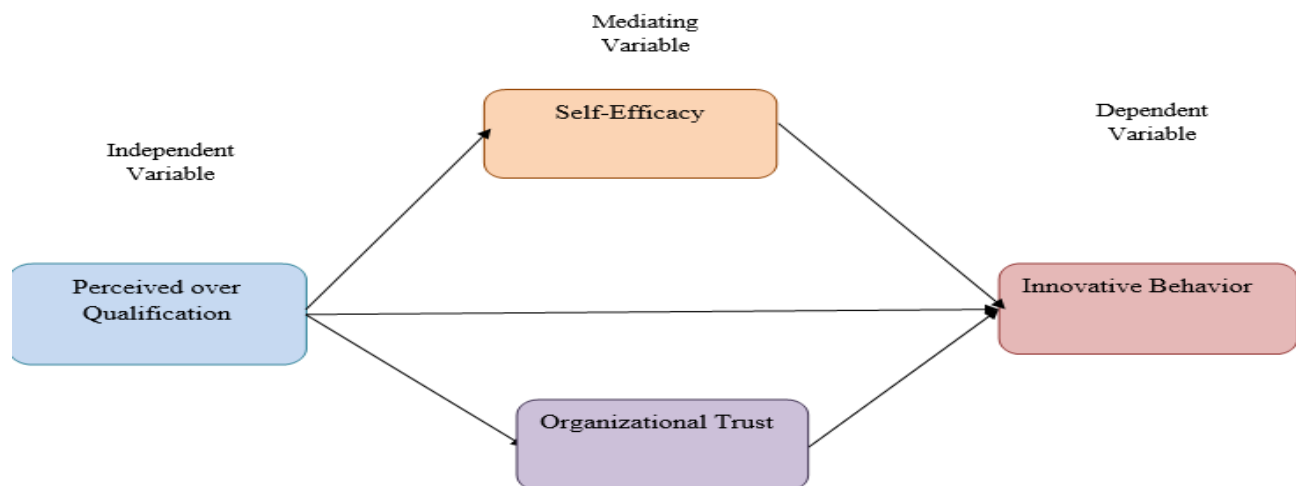
This study examined the impact of Perceived over-qualification on Innovative Behavior, with Organizational Trust and Self-Efficacy serving as mediators. The Chinese university

professors comprise the study's sample population for this investigation. As an integral component of the study design procedure, it is crucial to generate a reliable approximation of the sample size necessary to rely on the search results. One might use various guidelines and statistical methods to accomplish this goal. A self-administered questioners is distributed to different university professors. This study was conducted in five districts of China. 450 questioners were distributed to the university's teachers, from which 380 questions were received back, and 30 questioners were inappropriately filled; hence50 questions were used for analysis. Convenience sampling techniques are used for data collection and administered to the teachers working at Chinese educational institutions. As an approach to data collection, convenience sampling is a non-probability sampling technique that involves contacting easily accessible population members. This method was used to collect information from university teachers in China for analytical purposes. Roughly one hundred fifty people were included in the sample, and responses were obtained through convenience sampling. The information received was organized and put into a more representative form to facilitate the data assessment. Statistical Package for the Social Sciences (SPSS) was utilized to accomplish this goal; before being processed, the data were tabulated, edited, and sorted before being coded.

3.1. Research Instrument

The provided instrument scales for all variables were based on research done in the past. On a scale ranging from 1 (strongly disagree) to 5 (strongly agree), all items that make up the variables are scored using the Likert scale. Therefore, we asked respondents to rate each item on a 5-point scale, with one standing for strongly disagreeing and 5 for strongly agreeing with the statement. The researchers measured perceived over-qualification using the scale developed by Sun and Qiu (2022). The innovative behavior was measured using a scale developed by Sun and Qiu (2022) and Kanapathipillai, Shaari, and Mahbob (2021). Self-efficacy was measured using the scale developed by Kanapathipillai et al. (2021) and Hsiao, Chang, Tu, and Chen (2011). Organizational Trust was measured using the scale (J. Yang, 2005) developed.

Figure 1: Conceptual framework using variables



Source: Developed by the researcher

4. Results

4.1. Demographic Data

Table 1: Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	79	52.7	52.7	52.7
	Female	71	47.3	47.3	100.0
	Total	150	100.0	100.0	

Source: self-administered questioner (2022)

The first Table presents the demographic information for the sample, which shows that there were 71.0% females and 79.0% men. There are a relatively large number of males.

Table 2: Age

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 20 - 25	4	2.7	2.7	2.7
25 - 30	43	28.7	28.7	31.3
30 - 35	41	27.3	27.3	58.7
35 and above	62	41.3	41.3	100.0
Total	150	100.0	100.0	

Source: self-administered questioner (2022)

The Table contains many age-related data categories. According to the statistics, 2.7% of respondents were between the ages of 20 and 25, 28.7% were between the ages of 25 and 30, 27.3% were between the ages of 30 and 35, and 41.3% were 35 or older.

Table 3: MaritalStatus

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Single	16	10.7	10.7	10.7
Married	90	60.0	60.0	70.7
Separated	27	18.0	18.0	88.7
Divorced	17	11.3	11.3	100.0
Total	150	100.0	100.0	

Source: self-administered questioner (2022)

The Table displays the sample composition according to their marital status. 10.7% of respondents were single, 60% were married, 18.0% were separated, and 11.3% were divorced.

Table 4: Education Level

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Secondary education	3	2.0	2.0	2.0
Bachelor level education	62	41.3	41.3	43.3
Masters level education	70	46.7	46.7	90.0
Ph.D. or doctorate	15	10.0	10.0	100.0
Total	150	100.0	100.0	

Source: self-administered questioner (2022)

According to the data presented in the Table that follows, the percentage of respondents who have completed secondary education is 2%, those who have completed a bachelor's degree have a qualification of 41.3%, those who have completed a master's degree have a qualification of 46.7%, and those who have completed a doctorate have a qualification of 10%; the percentage of respondents who have completed a master's degree has a high level of education.

Table 5: Work Experience

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Less than one year	3	2.0	2.0	2.0
1-5 years	59	39.3	39.3	41.3
6-10 years	41	27.3	27.3	68.7
Ten above	47	31.3	31.3	100.0
Total	150	100.0	100.0	

Source: self-administered questioner (2022)

The Table represents the work experience of respondents, in which the highest proportion of respondents with less than one year of experience is 2.0%, respondents with 1-5 years of experience are 39.3%, respondents with 6-10 years of experience are 27.3%, and respondents with more than ten years of experience are 31.3%.

4.2. Reliability

Table 6: Case Processing Summary

	N	%
Cases Valid	150	100.0
Excluded ^a	0	.0
Total	150	100.0

a. Listwise deletion based on all variables in the procedure.

Table 7: Reliability Statistics

Cronbach's Alpha	N of Items
.968	35

Source: self-administered questioner (2022)

To assess whether or not the data could be relied upon, the researchers investigated the dependability of the data. The instrument is most likely correct if the alpha values exceed 0.70. Results with values greater than 0.5 are generally considered acceptable when the questionnaire has more than ten items. The outcomes of this investigation may be relied upon to some extent as a result of the fact that the dependability value was discovered to be 0.968.

4.3. Descriptive Statistics

Table 8: Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Perceived OverQualification	150	9.10	45.50	33.7320	8.07617
Innovative Behavior	150	7.29	30.71	21.8924	5.13526
Self-Efficacy	150	10.22	40.56	30.9274	6.72522
Organizational Trust	150	8.11	40.56	30.6363	7.07785
Valid N (listwise)	150				

Source: self-administered questioner (2022)

"Descriptive analysis" is a type of statistical summary that summarizes the properties of a data set by quantitatively characterizing them. This Table summarizes the number of observations, the mean, the highest and lowest values, and the standard deviation for each variable considered in this research. This study investigates Perceived over Qualification, Innovative Behavior, Self-efficacy, and Organizational Trust by utilizing the standard deviation as a measure of variation and the mean as a metric of central tendency. When the mean value is higher, more respondents agree with the factors that may significantly affect the outcome. A higher mean value indicates a stronger correlation between those variables and the outcome. When comparing the mean and standard deviation of variables, it is essential to remember that a significant standard deviation implies that the tested data is located significantly from the mean. On the other hand, a less substantial result suggests that the evaluated variables are more closely clustered around the mean. This is necessary since the variables' mean and standard deviation are analyzed simultaneously. The number of observations for all variables is 150. The values of the Perceived overQualification are (Mean=33.7320, Maximum=45.50, Minimum=9.10, SD= 8.07617), InnovativeBehavior (Mean=21.8924, Maximum=30.71, Minimum=7.29, SD= 5.13526), SelfEfficacy (Mean=30.9274, Maximum=40.56, Minimum=10.22, SD= 6.72522), OrganizationalTrust (Mean=30.6363, Maximum=40.56, Minimum=8.11, SD= 7.07785).

4.4. Correlation

Table 9: Correlations

		Innovative Behavior	Perceived OverQualification	Self-Efficacy	Organizational Trust
Innovative Behavior	Pearson Correlation	1	.792**	.775**	.769**
	Sig. (2-tailed)		.000	.000	.000
	N	150	150	150	150
Perceived OverQualification	Pearson Correlation	.792**	1	.874**	.881**
	Sig. (2-tailed)	.000		.000	.000
	N	150	150	150	150
Self Efficacy	Pearson Correlation	.775**	.874**	1	.942**
	Sig. (2-tailed)	.000	.000		.000
	N	150	150	150	150
Organizational Trust	Pearson Correlation	.769**	.881**	.942**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	150	150	150	150

** . Correlation is significant at the 0.01 level (2-tailed).

Source: self-administered questioner (2022)

Correlation enables us to determine the nature of the link between two variables. The variables may exhibit a rapid positive or negative correlation in correlation analysis. All variables have a positive and statistically significant relationship, as seen in the Table. Given that the correlation value between Perceived over Qualification and Innovative Behavior is 0.792, we can infer a statistically significant relationship between the two variables. Self-

efficacy and Perceived over-qualification have a correlation value of 0.775, showing a statistically significant and positive association between the two variables. Additionally, Organizational Trust and Self-Efficacy have a positive link with a correlation value of 0.769%.

4.5. Regression

4.5.1. Regression between Perceived over-qualification and innovative behavior

The first hypothesis investigates the relationship between perceived over-qualification and innovative behavior. A table displays the results of simple regression analysis.

Table 10: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.792 ^a	.628	.625	3.14322

a. Predictors: (Constant), PerceivedOverQualification

Table 11: ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	2467.048	1	2467.048	249.706	.000 ^b
	Residual	1462.215	148	9.880		
	Total	3929.263	149			

a. Dependent Variable: InnovativeBehavior

b. Predictors: (Constant), PerceivedOverQualification

Table 12: Coefficients^a

Model		Unstandardized Coefficients			t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.897	1.106		4.429	.000
	PerceivedOverQualification	.504	.032	.792	15.802	.000

a. Dependent Variable: InnovativeBehavior

Source: self-administered questioner (2022)

The results indicate that the hypothesis testing the relationship between perceived over-qualification and innovative behavior was accepted. 62% of the diversity in innovative behavior may be explained by perceived over-qualification. Adjusted R² = 0.628, F = 249.706, and p < 0.05. Thus, perceived over-qualification ($\beta = 0.504$, p < .05) strongly affects innovative behavior.

4.5.2. Regression between perceived over-qualification and organizational trust

The second hypothesis investigates the relationship between perceived over-qualification and organizational trust. The outcomes of simple regression are shown in Table.

Table 13: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.881 ^a	.777	.775	3.35573

a. Predictors: (Constant), PerceivedOverQualification

Table 14: ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	5797.675	1	5797.675	514.848	.000 ^b
	Residual	1666.619	148	11.261		
	Total	7464.294	149			

a. Dependent Variable: Organizational Trust

b. Predictors: (Constant), Perceived OverQualification

Table 15: Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error			
1	(Constant)	4.583	1.180		3.882	.000
	Perceived Over Qualification	.772	.034	.881	22.690	.000

a. Dependent Variable: Organizational Trust

Source: self-administered questioner (2022)

The results supported the hypothesis exploring the relationship between perceived over-qualification and organizational trust. The perception of over-qualification accounts for 77 percent of organizational trust differences. The Adjusted R2 =.777, F=514.848, p<0.05. Thus, perceived over-qualification ($\beta = 0.772$, p<.05) substantially impacts organizational trust.

4.5.3. Regression between organizational trust and innovative behavior

The third hypothesis investigates the relationship between organizational trust and innovative behavior. The outcomes of simple regression are shown in Table.

Table 16: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.769 ^a	.591	.588	3.29520

a. Predictors: (Constant), OrganizationalTrust

Table 17: ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	2322.223	1	2322.223	213.865	.000 ^b
	Residual	1607.040	148	10.858		
	Total	3929.263	149			

a. Dependent Variable: InnovativeBehavior

b. Predictors: (Constant), Organizational Trust

Table 18: Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.804	1.199		4.007	.000
	OrganizationalTrust	.558	.038	.769	14.624	.000

a. Dependent Variable: InnovativeBehavior

Source: self-administered questioner (2022)

The findings supported the hypothesis testing the relationship between organizational trust and innovative behavior. Trust within an organization accounts for 59% of the variance in creative behavior. Adjusted R2 =.591, F=213.865, p<0.05. Thus, organizational trust ($\beta = 0.558$, p<.05) strongly impacts innovative behavior.

4.5.4. Regression with the mediation of organizational trust between perceived over-qualification and innovative behavior

The fourth hypothesis was evaluated through simple regression—which looked at the function of organizational trust as a mediating factor between perceived over-qualification and innovative behavior. A summary of the findings is shown in Table.

Table 19: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.806 ^a	.650	.645	3.05830

a. Predictors: (Constant), OrganizationalTrust, PerceivedOverQualification

Table 20: ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2554.345	2	1277.173	136.550	.000 ^b
	Residual	1374.917	147	9.353		
	Total	3929.263	149			

a. Dependent Variable: InnovativeBehavior

b. Predictors: (Constant), OrganizationalTrust, PerceivedOverQualification

Table 20: Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.848	1.129		3.408	.001
	PerceivedOverQualification	.327	.066	.514	4.982	.000
	OrganizationalTrust	.229	.075	.315	3.055	.003

a. Dependent Variable: InnovativeBehavior

Source: self-administered questioner (2022)

The findings support the hypothesis that organizational trust mediates between perceived over-qualification and creative behavior. 65% of the variation in innovative behavior may be explained by organizational trust and perceived over-qualification. The Adjusted R2 =.650, F=136.550, p<0.05. As a result, perceived over-qualification and organizational trust ($\beta = 0.229, 0.327, p<.05$) substantially impact innovative behavior.

4.5.5. Regression between perceived over-qualification and self-efficacy

Simple regression was used to test hypothesis five, which looked at the impact of perceived over-qualification on self-efficacy. A summary of the findings is shown in Table.

Table 20: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.874 ^a	.764	.762	3.27847

a. Predictors: (Constant), PerceivedOverQualification

Table 21: ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5148.304	1	5148.304	478.985	.000 ^b
	Residual	1590.757	148	10.748		
	Total	6739.061	149			

a. Dependent Variable: SelfEfficacy
b. Predictors: (Constant), PerceivedOverQualification

Table 22: Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	6.376	1.153		5.529	.000
	PerceivedOverQualification	.728	.033	.874	21.886	.000

a. Dependent Variable: SelfEfficacy
Source: self-administered questioner (2022)

The findings seem to support the premise that perceived over-qualification positively impacts self-efficacy. The variation in self-efficacy is explained by perceived over-qualification in 76% of cases. The Adjusted R2 =.764, F=478.985, p<0.05. Thus, perceived over-qualification ($\beta = 0.728, p<.05$) substantially impacted self-efficacy.

4.5.6. Regression between self-efficacy and innovative behavior

Simple regression was used to test hypothesis six, which examined the relationship between self-efficacy and innovative behavior. A summary of the findings is shown in Table.

Table 23: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.775 ^a	.600	.598	3.25689

a. Predictors: (Constant), SelfEfficacy

Table 24: ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2359.377	1	2359.377	222.429	.000 ^b
	Residual	1569.885	148	10.607		
	Total	3929.263	149			

a. Dependent Variable: InnovativeBehavior
b. Predictors: (Constant), SelfEfficacy

Table 25: Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.593	1.255		2.862	.005
	SelfEfficacy	.592	.040	.775	14.914	.000

a. Dependent Variable: InnovativeBehavior
Source: self-administered questioner (2022)

The results suggest that the hypothesis examining the effect of self-efficacy on innovative behavior was accepted. Self-efficacy explains 60% of the variance in innovative behavior. The Adjusted R² = .600, F=222.429, p<0.05. Thus, self-efficacy ($\beta = 0.592$, p<.05) significantly influences innovative behavior.

4.5.7. Regression with the mediation of self-efficacy between perceived over-qualification and innovative behavior

The seven hypotheses examining the mediating role of self-efficacy between perceived over-qualification and innovative behavior were tested through simple regression. A summary of the results is presented in Table.

Table 26: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.810 ^a	.657	.652	3.02979

a. Predictors: (Constant), Self Efficacy, Perceived Over Qualification

Table 27: ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2579.857	2	1289.928	140.521	.000 ^b
	Residual	1349.406	147	9.180		
	Total	3929.263	149			

a. Dependent Variable: Innovative Behavior
b. Predictors: (Constant), Self Efficacy, Perceived Over Qualification

Table 28: Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.199	1.171		2.733	.005
	Perceived Over Qualification	.310	.063	.488	4.901	.000
	Self-Efficacy	.266	.076	.349	3.506	.001

a. Dependent Variable: InnovativeBehavior

Source: self-administered questioner (2022)

The results suggest that the hypothesis examining the mediating role of self-efficacy between perceived over-qualification and innovative behavior was accepted. Self-efficacy and perceived over-qualification explain 65% of the variance in innovative behavior. The Adjusted R² = .657, F=140.521, p<0.05. Thus, self-efficacy and perceived over-qualification ($\beta = 0.266$, 0.310, p<.05) significantly influence innovative behavior.

5. Discussion

The researchers discovered the following findings based on the above quantitative analysis: first, there was a positive relationship between perceived over-qualification and innovative actions on the part of employees; second, the connection between perceived over-qualification and innovative behavior was moderated by institutional confidence and self-efficacy (Arvan, Pindek, Andel, & Spector, 2019). Verifying organizational trust and self-efficacy has expanded investigations into the mediating role between perceived over-qualification and innovative behavior. Workers perceived to be overqualified encourage leaders to assign work to them, increase employees' confidence in their managers, encourage people to be innovative, and build trust across an organization (Erdogan, Tomás, Valls, & Gracia, 2018). A positive feedback cycle has formed. Workers' competence and expertise increase managers' confidence in delegating responsibility, workers' trust in their superiors grows, and workers are more likely to participate in innovative problem-solving. They are more likely to believe their institution if their representatives are open and conversational with people and feel confident discussing any concerns they might have with representatives from the organization (Luksyte et al., 2022).

6. Conclusion

This study demonstrates a significant correlation between employees' self-efficacy and the frequency with which they implement innovative problem-solving methods in the workplace. Strong evidence connects self-efficacy with innovative behavior, consistent with this study's findings. Following this study, (Valls, González-Romá, Hernandez, & Rocabert, 2020)

discovered that an increase in workers' self-efficacy was related to an increase in their willingness to engage in innovative practices.

This study found that teachers' concept of organizational trust boosts their results and the experiment in the classroom. Earlier studies have confirmed this discovery, so it appears to be correct. Workers are more likely to be creative and take chances in an environment where they are trusted by their superiors (Maksum, Fikriah, & Mayasari, 2021). Other research has found that trust within an organization promotes creative thinking (Arvan et al., 2019), and a trusting culture at work makes employees more aware of their responsibilities to the community. From this lofty perch, it is supposed that schools and teachers will take responsibility for developing and implementing new educational approaches in their classrooms. Rather than intentionally raising preference and employment eligibility requirements to attain "the best of natural talent, the finest of use," it is suggested that, in the technique of fresh sociocultural members and employment agencies, businesses set entry requirements as far as possible between about actual requirements of different locations. Second, businesses should be on the lookout for "over-utilization," or using employees to their full potential, and work to reduce exhaustion and extreme tiredness due to a strong impression of over-qualification in the workplace, among other things, by assigning them more challenging and rewarding tasks (X. Zhang et al., 2022). Finally, companies can better comprehend their employees' requirements by preserving open channels of communication, actually providing updates with constructive feedback to assist them in developing professionally, and uncovering new workers to a wide range of responsibilities through traditional job rotation so that they can discover the position that best kindles their enthusiasm for their jobs (Andel, Pindek, & Arvan, 2022). Instinctually, more pertinently, organizations must make efforts to alter their own greater municipal area and management methods according to the requirements of "user fit" and appropriateness between organizations and individuals to respond more successfully to such a collective that has distinctive personal characteristics and is also a gadget to access on more innovation for specific duties in the enterprise.

6.1. Theoretical Contributions

This research adds to the extensive corpus of knowledge regarding overqualification. It supports Adams' and other researchers' claims by providing proof of a positive relationship between overconfidence in one's qualities and problem-solving creativity. Most previous studies relied on a mathematical framework to argue that businesses should assist their employees in dealing with the perception of over-qualification and that individuals who communicate in interaction for such assistance will exhibit proactive, inventive behavior (Luksyte et al., 2022). Over-qualification has also been researched from the standpoints of judgment fairness, the theory of a great match between an ordinary person and a task given, and relative demonization. Cross-level analysis refers to research that considers the management brand at multiple levels. Despite its widespread use, few studies have examined the benefits of over-qualification (Erdogan et al., 2018). Organizational trust was investigated to provide information about the quality of connections. Self-evaluation theory, an innovative concept, was utilized to structure the evaluation from the employees' points of view (Arvan et al., 2019). The objectives of this research were twofold: firstly, to investigate and propose a mediating role between inventive behavior and the perception of qualification, and secondly, to identify the factors that influence the creative behavior of individuals perceived as over-qualified.

6.2. Managerial Implications

Managers must maintain their faith, trust, and support when functioning with overqualified employees. Managers are aware that their perceptions of their employees are subject to interpretation and that they could be overqualified for their locations. There is a possibility that employees who exaggerate their abilities will be more willing to try new things and take risks, which could be advantageous in specific situations. Supervisors, for their part, must create a pay system that makes employees feel appreciated and incentivizes them to explore new ideas (Valls et al., 2020). Managers should also value their employees' attempts and the unique design deployed by those who appear to be overqualified for their roles. Moreover, in the current era of innovation, representatives can facilitate employees' professional growth by providing study opportunities and career advancement prospects (X. Zhang et al., 2022). One advantage is that it safeguards employees' ability to acquire knowledge gradually and iteratively, facilitating continuous development. Furthermore, the

innovative staff will thrive as individuals who have dedicated effort to acquire new knowledge and can operate independently.

6.3. Limitations and Future Research

Despite the possibility that the open-to-interpretation technique employed in this study to assess over-qualification is susceptible to common explanatory biases, the findings do not appear to suggest that workers' abilities and experience exceed what is required for the position. Even if they come to work with more expertise than is needed for the position, individuals may be unable to do their employment well in the short term. This is because people with little or no job experience may spend too long to put their recently bought knowledge into practice (Aslam, Shahid, & Sattar, 2022). The survey was distributed to study participants at the exact time as other relevant factors were assessed. The capacity to conclude well about immediate and indirect connections between the different variables was restricted. In the future, the configuration of experiments will be measurable. The primary objective of the research was to determine whether self-assurance and business self-assurance acted as mediators. Style of leadership, institutional priorities, character characteristics, and employee satisfaction are all possible variables that influence the availability of motivation at work. Future research could look into possible mediating frameworks and critical aspects to learn how workers' conceptions of their over-qualification affect their innovativeness. In the future, we can expand the three socialization agents to include workers' social networks.

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