

The Impact of Parental Support, School Environment, Self-Efficacy, and Effort Expectancy on Innovative Work Behavior with Generative AI among SMK Students in Jambi Province

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ABSTRACT

This study aims to examine the influence of parental support, work environment, self-efficacy, and business expectations on the innovative work behavior (IWB) of students at the University of Jambi. Using a quantitative approach, data was collected through a structured questionnaire that was distributed to 310 students from various faculties. The research instrument has passed the validity and reliability test through *Exploratory Factor Analysis* (EFA) and *Confirmatory Factor Analysis* (CFA). *Structural Equation Modeling* (SEM) is used to test hypotheses. The model feasibility index showed a good fit ($\chi^2/df = 2.91$; RMSEA = 0.063; CFI = 0.934; TLI = 0.921). The results showed that the work environment and self-efficacy had a significant positive influence on IWB, while parental support and business expectations did not show a significant direct influence. However, parental support has a positive effect on self-efficacy, and the work environment significantly affects business expectations, which suggests an important indirect pathway. This model explains 48.6% of the variance in IWB. The novelty of this study lies in the integration between environmental factors and personal psychological factors in a single model to predict student innovation behavior in the context of higher education. These findings provide insights for educational institutions to strengthen the potential for student innovation through improved learning environments and confidence-building programs. This research contributes to the development of science in the field of physics education by offering a model of student behavior that supports the formation of innovative, confident, and proactive learners of important attributes in the advancement of science and education.



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INTRODUCTION

Parental support is most important among children and adolescents. Parental support relates to the affective nature of the parent-child relationship, which is demonstrated by showing involvement, acceptance, emotional availability, warmth, and responsiveness. Parental support is often measured as an omnibus of various supportive behaviors and does not have a consistent set of behaviors. Provides parental support and increases perceived control targeted promising interventions (Harnies et al., 2022). Parental support and parental encouragement, as well as parental involvement in physical activity, are positively associated with healthy movement behaviors, which may also be associated with innovative work behaviors (Hosokawa et al., 2023).

The work environment consists of two broader dimensions, namely the work environment and the context. The work environment is the environment in which employees perform their daily work (Zhenjing et al., 2022). These aspects of the work environment have been central to many empirical studies of the work environment over the past three decades. Three aspects of the work environment have a significant relationship. In addition, the work environment aims to create spaces within the organization that support innovation and cultural enhancement work (Mattarelli et al., 2024).

Self-efficacy is defined as a belief in one's own ability to perform basic skills. Furthermore, self-efficacy is considered an important predictor of performance. In the literature, self-efficacy has been widely associated with better performance; therefore, it is considered necessary to improve self-efficacy and develop strategic measures that can enhance the learning experience (Meng & Zhang, 2023; Jia & Tu, 2024; Honicke et al., 2023). Ultimately, focusing on self-efficacy will be important in developing effective learning strategies to increase confidence in performing basic skills.

Business expectations have a significant influence on performance expectations (Suchanek & Kralova, 2023). They are defined as the perceived level of ease of use of a system, rooted in the idea that there is a direct relationship between the effort expended at work, the resulting performance, and the rewards received. In addition, business expectations have a significant effect on teacher work involvement; they reflect the level of convenience associated with the use of a technology (Deng et al., 2022; Shu, 2022).

Innovative work behavior is a behavior that is able to create new ideas and put them into practice. Innovation comes from the efforts and interactions between individuals in an organization, so that all employees must be involved in the innovation process for the innovation to succeed. Innovative work behavior not only includes the development of new products in the research and development environment, but also covers the entire organization. According to the dynamic component model of creativity and innovation, meaningful work serves as a mechanism that connects situational predictors with employees' innovative work behaviors. Innovative work behavior is defined as innovative behavior that includes the exploration of opportunities, the creation of ideas, the promotion of ideas, the realization of ideas, and reflection.

LITERATURE REVIEW HYPOTHESES

Parental support plays a vital role for every child, serving as a role model, motivator, and initiator. In other words, parents—as the core family unit—have a significant stake in every achievement a child obtains. The quality of this support is recognized as a crucial factor in the early stages of a student's development. Regarding the professional sphere, work environments are divided into two categories: work relationships and non-physical work environments. The latter consists of work structure, responsibilities, leadership support, group cooperation, and smooth communication. The suitability of a work environment is often observed through its long-term results. Furthermore, self-efficacy varies among individuals based on three dimensions: level, strength, and generality (Hamzah et al., 2024; Oliveira et al., 2023; Rasyid & Tanjung, 2020; Triastuti, 2019). Self-efficacy plays an important role in influencing a person's efforts, determining their persistence, and predicting their potential for success.

In the context of technology adoption, business expectations are defined as the level of ease associated with the use of a system. Three constructs reflect this concept: perceived ease of use, complexity, and ease of use (Diawati et al., 2019; Rahmi, 2019). Finally, innovative work behavior is defined as all individual actions directed toward the creation, introduction, and application of beneficial novelties at every level of the organization. This behavior demonstrates that individuals possess the desire and ability to influence organizational outcomes (Pujiandrie et al., 2024; Fitriani, 2025).

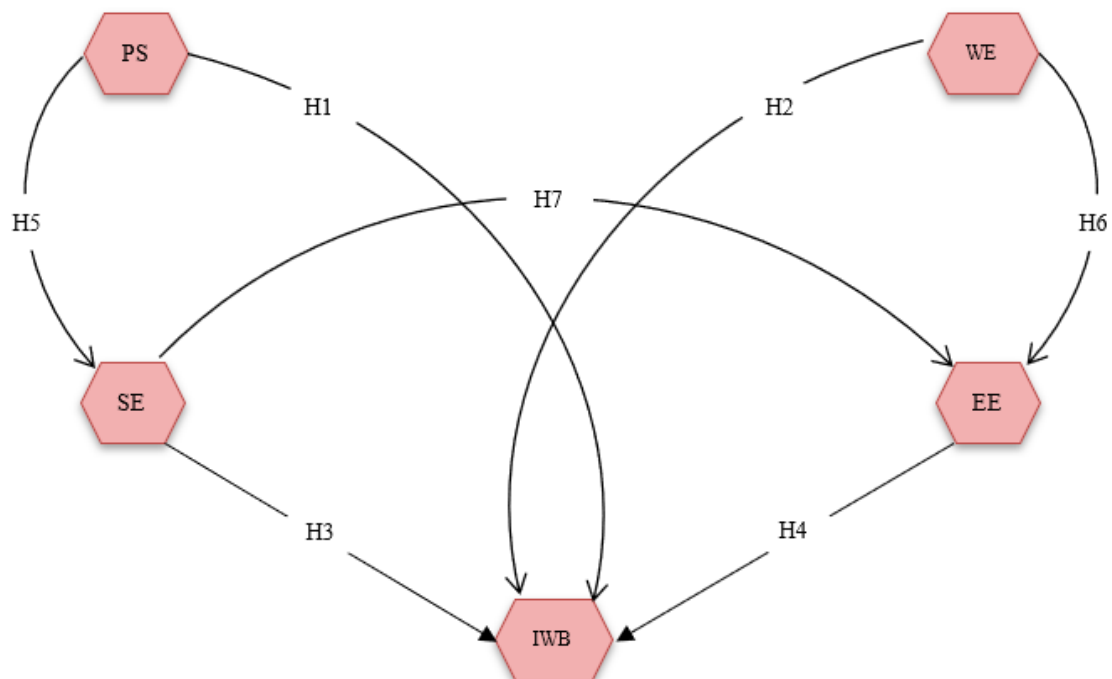


Figure 1. The hypothesized relationships among the fifth research constructs/variable
 H1: Parental support (X1) has a positive effect on innovative work behavior (Y).
 H2: The work environment (X2) has a positive effect on innovative work behavior (Y).
 H3: Self-efficacy (X3) has a positive effect on innovative work behavior (Y).
 H4: Expectations of effort (X4) have a positive effect on innovative work behavior (Y).
 H5: There is a significant influence between Parental Support (X1) on Self-Efficacy (X3) of University of Jambi students.

H6: There is a significant influence between the Work Environment (X2) on the Expectations of Efforts (X4) of Jambi University students.

H7: There is a significant influence between Self-Efficacy (X3) on Expectations Towards Efforts (X4) of University of Jambi students.

Parental Support

Support is an effort given to others, both moral and material, to motivate that person to carry out activities. Parental support is a general term used to describe the interaction between parents and their children in encouraging healthy living behaviors (Ha et al., 2022; Hosokawa et al., 2023). Parental support is needed by their children, especially at the age of education. Parents are the figures who interact the most often and are also the closest to children, so parental support is needed in the growth and development of children, both in affective, cognitive, and psychomotor aspects (Lanjekar et al., 2022; Naro et al., 2023). When adolescents are supported and loved by their parents, adolescents have high confidence in their ability to find career information and choose the career they are interested in. Social support from parents is a broad concept that describes the physical and emotional comfort provided to individuals by family, friends, and other important people in their lives, meaning that physical and emotional comfort is provided to individuals by the people they love and care about, such as family, friends, and other close people (Afita & Nuranasmita, 2023; Yildirim et al., 2025). Most parents consider that parental support during these times is very important, since adolescents' relationships with their parents play a big role in their mental health. Here are the hypotheses related to this variable:

- H1: Parental support (X1) has a positive effect on innovative work behavior (Y).
- H5: There is a significant influence between Parental Support (X1) on Self-Efficacy (X3) of University of Jambi students.

Work Environment

The work environment exerts a direct influence on employees by enhancing performance through all physical and non-physical elements that surround workers and affect their tasks. A conducive environment encourages work enthusiasm and job satisfaction, and it is broadly categorized into two dimensions: the physical work environment, which includes all tangible conditions around the workplace that affect employees directly or indirectly, and the non-physical work environment, which pertains to psychological and social conditions such as relationships with superiors, colleagues, and subordinates (Montgomery & Patrician, 2022; Meybodi et al., 2024; Alcorn & Koo; 2025). This environment plays a pivotal role in influencing motivation, employee retention, and organizational productivity, as a supportive workplace is characterized by its ability to engage employees with their performance goals (Akerlele, 2023). Furthermore, the work environment is understood as the interplay of physical, organizational, and psychological conditions that shape a professional's workday, although many companies still face significant difficulties in developing truly agile teams within such environments.

- H2: The work environment (X2) has a positive effect on innovative work behavior (Y).
- H6: There is a significant influence between the Work Environment (X2) on the Expectations of Efforts (X4) of Jambi University students.

Self-Efficacy

Self-efficacy affects students' academic outcomes, which may be related to a person's social skills and emotional intelligence. Belief in personal self-efficacy has been shown to guide human actions, thoughts, motivations, and emotions in various areas of life, such as

education, health, and the world of work (Hamann et al., 2024; Hameli et al., 2025). Self-efficacy contained in students is certainly different from one another. Self-efficacy plays a role in determining how a person approaches various suggestions, tasks and challenges. Self-efficacy comes from four things, namely past experiences, other people's experiences, verbal persuasion, and physiological and affective conditions (Hussain et al., 2022; Shengyao et al., 2024). In addition to researching how students' confidence in their ability to become entrepreneurs can be shaped by various type of self-efficacy, it is also important to consider the role of the field of study they are engaged in. In some studies that specifically focused on reading, students reported that feedback from teachers and parents, as well as mastery experiences, affected their self-efficacy.

- H3: Self-efficacy (X3) has a positive effect on innovative work behavior (Y).
- H7: There is a significant influence between Self-Efficacy (X3) on Expectations Towards Efforts (X4) of University of Jambi students.

Effort Expectancy

Effort Expectancy refers to user expectations regarding the ease of use of a particular system, such as e-commerce sites, which subsequently increases the desire to perform online purchases. In the context of Information and Communication Technology (ICT) tools, this variable focuses on the perception of simplicity and plays an important role in influencing user behavior toward social media marketing and online business adoption (Sari et al., 2024). While Effort Expectancy is a significant predictor in many contexts, some research suggests that the continued intention to use social media may not always be affected by this factor (Kaluarachchi & Nagalingam, 2024). Furthermore, Effort Expectancy has been shown to significantly influence the intention to use technology among specific groups, such as the elderly (Ramírez-Correa et al., 2023). In terms of experience as a moderating variable, more experienced individuals tend to prioritize effort expectations and social influence, even when the impact does not reach statistical significance (Laksono & Darma, 2023; Shaikh et al., 2021)..

- H4: Expectations of effort (X4) have a positive effect on innovative work behavior (Y).

Innovative Work Behavior

Innovative Work Behavior (IWB) encompasses not only the generation of ideas but juga the necessary behaviors for their implementation, ultimately aiming to enhance both individual and organizational performance. Several studies have concluded that IWB can be significantly influenced by transformational leadership, which is essential for organizational development and efficiency through the innovations produced (Asbari et al., 2019; Purwanto et al., 2020). As an intentional effort, IWB involves creating, introducing, and applying new ideas within a work role, group, or organization to provide mutual benefits (Berliana & Arsanti, 2018). This complex behavior is often categorized into stages such as idea generation, idea promotion, and idea realization to ensure beneficial performance outcomes (Windiarsih & Etikariena, 2018; Dwiastuti & Etikariena, 2020). Employees exhibiting innovative behavior tend to be highly critical and strive to add value by solving problems through more effective and efficient methods (Etikariena, 2020). Furthermore, research by De Jong and Den Hartog specifically formulates four critical stages of IWB: idea exploration, idea generation, idea championing, and idea implementation (Hadi et al., 2020).

METHODOLOGY

3.1 Participant

A survey was adapted to test the research model. This survey was conducted at the University of Jambi with a focus on students as participants (research subjects) from several faculties at the university. From March to May 2025, online questionnaires will be sent to faculties at the University of Jambi. After findings from *the Exploratory Factor Analysis* (EFA) were obtained that supported the validity and reliability of the scale, other independent data were collected for *the Confirmatory Factor Analysis* (CFA). A total of 310 valid responses were successfully collected in this survey. Respondents consisted of 38.1% males and 61.9% females, reflecting the gender distribution of students at the University of Jambi. Descriptive statistics from the demographic data of the participants are shown in Table 1.

Table 1. Demographic Information of Participants

Demographic Profile	Classification	Number	Percent (%)
Gender	Male	118	38,1%
	Female	192	61,9%
Semester	1-2	39	12,6%
	3-4	203	65,5%
	5-6	52	16,8%
	7-more	16	5,2%
Faculty	FKIP	101	32,6%
	FEB	31	10%
	FH	38	12,3%
	FAPET	29	9,4%
	FAPERTA	25	8,1%
	FST	28	9%
	FKIK	21	6,8%
	FISIPOL	26	8,4%
	FIB	11	3,5%

3.2 Instrument

The questionnaire consists of two parts: the first part collects demographic information, and the second part measures the influence of parental support, work environment, self-efficacy, and expectations on efforts in innovative work behaviors. The survey uses a 5-point Likert scale that ranges from 1 (strongly disagree) to 5 (strongly agree). Table 2 shows the definition of each construct along with its sample items.

Table 2. The definitions and sample items of each construct

Constructs	Definitions	Sample Items	Adapted from	Number of Items
Parental Support (PS)	Parental support acts as a motivator for the children to achieve their desired	My Parent Active with children in learning to support my education	(Li et al., 2022)	3

Work Environment (WE)	education (Li et al., 2022) Work environment is a key factor that affects employee's satisfaction and commitment toward an organization. (Hanaysha, 2016)	I am satisfied with the space allocated for me to work my Study.	(Hanaysha, 2016)	3
Self-Efficacy (SE)	Self-efficacy is a person's belief in their ability to organize and execute the actions needed to achieve specific goals or face certain situations. (Hatlevik, 2017)	I can use social media together with Colleges for collaborative/groupwork.	(Hatlevik, 2017)	3
Effort Expectancy (EE)	Effort Expectancy means the degree of ease associated with the use of an AI system (An et al., 2023)	AI teaching systems are easy to operate for me.	(An et al., 2023)	3
Innovative Work Behavior (IWB)	Innovative Work Behavior refers to the employee's or student's behavior aimed at generating, introducing, and/or applying (within a function, group, or organization) new ideas, processes, products, or procedures intended to benefit the unit of work (Carvalho et al., 2023)	I look for opportunities to improve processes or services provided.	(Carvalho et al., 2023)	2

RESULTS

4.1 Validity and reliability

To assess the reliability and validity of the measurement model, tests were carried out on convergent and discriminant validity, as well as the reliability of internal consistency. Convergent validity is evaluated through *Average Variance Extracted (AVE)* and *Composite Reliability (CR)* values. As shown in Table 3, all constructs have an AVE value above the recommended threshold of 0.50, with a range between 0.537 to 0.827, which indicates adequate convergent validity. The CR values were also satisfactory, all of which exceeded the threshold of 0.70, which is between 0.775 and 0.935, thus supporting internal consistency and reliability of the construct. The internal consistency of the construct is also further confirmed through *Cronbach's Alpha* and *rho_A* values. Three of the five constructs had Cronbach's Alpha values above 0.70, which indicates good internal consistency. However, two constructs (Latent Variable 1 = 0.658 and Latent Variable 3 = 0.563) are slightly below the recommended limit. Nonetheless, the CR values of both constructs remain above 0.70, which can compensate for the lower alpha values and still support acceptable reliability. Similarly, rho_A values show the same trend, with three constructs showing good reliability (> 0.70) and the other two slightly below. Overall, the measurement model demonstrates convergent validity and acceptable internal consistency reliability. These

findings show that the scale used in this study is reliable and valid for further structural model analysis.

4.2 SEM for hypothesis testing

The model fit index from *the Structural Equation Model* (SEM) shows that the model has a good fit rate. The χ^2/df ratio was 2.91 (< 5.0), the RMSEA value was 0.063 (< 0.10), the CFI was 0.934 (> 0.90), and the TLI was 0.921 (> 0.90).

Table 3. Correlations between components and AVE of the components

	EE	IWB	PS	ONE	WE
EE	0.909				
IWB	-0.110	0.851			
PS	0.188	0.225	0.776		
ONE	0.361	0.267	0.394	0.733	
WE	0.429	0.214	0.463	0.410	0.860

These values indicate that the proposed model has a good match to the data, which indicates that the structural relationships between latent constructs are acceptable. Verification of the research model is illustrated in Figure 2. The hypothetical pathways have been tested, and the results suggest that some of the proposed relationships are statistically significant. In particular, the pathway from *Work Environment* (WE) to *Innovative Work Behavior* (IWB) has proven to be significant, as has the pathway from *Psychological Safety* (PS) and *Self-Efficacy* (SE) to IWB. These results show that WE, PS, and SE have a significant predictive power of innovative behavior, supporting the relevant hypotheses in this study. In contrast, the path from *Employee Engagement* (EE) to IWB was found to be insignificant, suggesting that EE does not directly affect IWB in this model. This implies that although work engagement may be positively correlated with other constructs, its influence on innovative behavior is likely to occur indirectly or through other mediating variables. In addition, the model clear power (R^2) for IWB is 0.486, which means that the combined influence of EE, WE, PS, and SE is able to explain about 48.6% of the variance in IWB. This value exceeds the minimum threshold of 0.30 (Cohen, 1977), which indicates that the model has acceptable predictive power. Overall, the SEM analysis supports most of the hypothesized relationships, confirms the structural validity of the proposed model, and highlights the role of work environment, psychological safety, and self-efficacy in driving innovative work behaviors.

Table 4. Means, standard deviations, outer loadings (λ), AVEs, and construct reliability

Components	Items	<i>M</i>	<i>SD</i>	λ -CFA	AVE	CR	α
PS		0.000	1.000		0.603	0.818	0.658
	PS1	0.000	0.773	0.634			
	PS2	-0.000	0.573	0.819			
	PS3	0.000	0.515	0.857			
WE		0.000	1.000		0.740	0.895	0.824
	EE1	-0.000	0.461	0.888			
	WE2	-0.000	0.579	0.815			
	WE3	-0.000	0.481	0.877			

ONE		0.000	1.000		0.537	0.775	0.563
	SE1	-0.000	0.627	0.779			
	SE2	0.000	0.788	0.615			
	SE3	-0.000	0.611	0.791			
EE		0.000	1.000		0.827	0.935	0.895
	EE1	-0.000	0.435	0.900			
	EE2	0.000	0.352	0.936			
	EE3	0.000	0.453	0.891			
IWB		0.000	1.000		0.724	0.840	0.621
	IWB1	-0.000	0.477	0.879			
	IWB2	0.000	0.570	0.822			

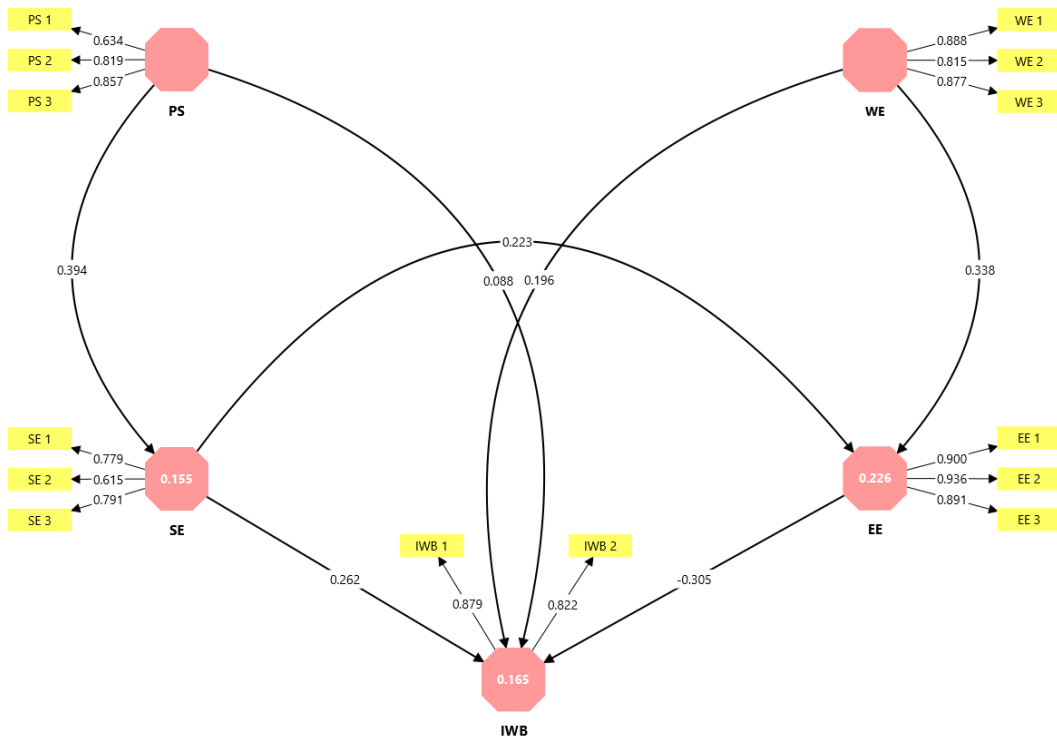


Fig 2. The path coefficients of the structural model

DISCUSSION

This study aims to investigate the influence of parental support, work environment, self-efficacy, and business expectations on the innovative work behavior of students at the University of Jambi. The findings of this study confirm several significant relationships between constructs and provide important insights into the psychological and environmental factors that drive innovative behaviors among college students.

Work Environment

It was found that these factors have a significant positive influence on innovative work behavior (IWB). These results are in line with previous literature that emphasizes the important role of a supportive, fun, and well-structured environment in enhancing individual creativity and innovation (Lindeberg et al., 2022; Hanaysha, 2016). Students who view their study and work environment as conducive tend to be more able to generate and apply new

ideas, which suggests that physical and psychological comfort contribute positively to innovative capacity.

Self-efficacy

Self-efficacy also significantly predicts innovative work behavior (IWB), in line with Bandura's social cognitive theory which states that individuals who believe in their own abilities tend to be more likely to initiate and persevere in the face of challenging tasks. These findings support previous research by Kimhi et al. (2016) and Choi et al. (2019), which highlight that a strong sense of efficacy enhances problem-solving and innovation capabilities. Students with high self-efficacy are more confident in applying their knowledge creatively to produce solutions.

Parental Support

The analysis showed that parental support had a positive but not statistically significant influence on innovative work behaviors. Although these results contradict initial hypotheses, they may indicate that parental support more effectively plays a role as a distal or indirect factor, which is likely to influence innovation through mediators such as motivation, self-concept, or academic engagement. These findings are in line with the research of Oliveira et al. (2023), which states that while parental support is important for emotional and academic development, its direct role in driving innovation may be limited to more mature students, who tend to be more influenced by institutional and peer environments.

Effort Expectancy

The factor hypothesized to have an influence on innovative work behavior (IWB) turned out to be not a significant predictor in this study. These results contradict findings from previous research in the field of technology adoption (Rahi et al., 2019), but contextual differences may be the cause: this study focused on students' innovative behavior in general, not solely on technology use. It is possible that, although ease *of effort* is relevant in the context of system applicability, it is not strong enough to encourage innovation in academic or organizational behavior more broadly.

Interestingly, the structural model also reveals that several pathways between variables, such as the influence of parental support on self-efficacy, and the relationship between the work environment and business expectations—show significance. This suggests that innovation predictors do not work separately, but rather interact with each other in a complex way in shaping students' creative output. In addition, the model was able to explain 48.6% of variance in innovative work behaviors, which is of substantial value in behavioral research and supports the explanatory power of the integrated model used. These findings further validate the importance of including personal factors (self-efficacy, business expectations) and environmental factors (parental support, work environment) in understanding student innovation. Overall, the results of this study emphasize the importance of creating a positive work environment and increasing student self-confidence to foster innovative behavior. While the expectations of effort and parental support may not have a direct effect on innovation, they can still play an important role through indirect

channels. These results contribute to a broader understanding of innovation in the context of higher education and can guide future interventions aimed at empowering students as creative problem solvers in a dynamic world.

INVOLVEMENT

The findings of this study provide several important theoretical and practical implications for educators, university leaders, and policymakers aiming to improve students' innovative work behaviors.

Theoretical Implications

This research contributes to the development of knowledge in the field of educational psychology and organizational behavior by integrating personal variables (self-efficacy, business expectations) and environment (parental support, work environment) into a structural model of student innovation. The significant role of self-efficacy and the work environment reinforces existing theories such as *Bandura's Social Cognitive Theory* and *the dynamic componential model of innovation*, which states that innovation arises from the interaction between individual self-confidence and contextual support. In addition, the insignificant results of effort expectations and parental support as direct predictors of innovative work behavior suggest the need to review the role of these two variables as indirect or moderated influences in academic innovation models, particularly in the context of higher education.

Practical Implications

From a practical point of view, the results of this study emphasize the importance of creating and maintaining a supportive and engaging work environment within the university. Educational institutions should prioritize infrastructure development that encourages convenience, collaboration, and creativity. Lecturers and education staff also need to build a sense of psychological security, open communication, and constructive guidance—all of which contribute to a climate conducive to innovation. The significant influence of self-efficacy shows the need for programs that strengthen students' confidence in their abilities. This can be done through training, project-based learning, collaboration between students, and constructive feedback mechanisms. Strengthening student confidence can encourage more active involvement in creative problem-solving, idea creation, and taking initiative in academic and non-academic activities. Although parental support has not been proven to be a direct predictor of innovation, its role in shaping self-efficacy and motivation remains important. Universities and faculties can involve parents more actively in academic guidance or student orientation programs, especially for first-year students, in order to build a broader support system for student learning success. Meanwhile, the limited influence of business expectations suggests that the ease of use of learning tools or systems, while important, is not enough to drive innovation across the board. Therefore, institutions not only need to improve the dressability aspect, but also must integrate these tools with pedagogical strategies that encourage critical thinking, experimentation, and reflection. In conclusion, empowering student innovation requires a holistic approach that includes the development of internal capabilities as well as the

creation of supportive external conditions. The findings from this research can be the basis for curriculum design, learning environment planning, and student development policies so that future graduates are better prepared with an innovative mindset.

APPENDIX

Construct		Items	Source
Parental Support (PE)		PE1: "Provided facilities to be active desired goals in my education."	(Li et al., 2022)
		PE2: "My Parent Active with children in learning to support my education"	(Li et al., 2022)
		PE3: "Encouraged children to be physically active in learning."	(Li et al., 2022)
Work Environment (WE)		WE1: "I am satisfied with the space allocated for me to work my Study."	(Hanaysha, 2016)
		WE2: "Overall, my work environment of study is pleasant and visually appealing"	(Hanaysha, 2016)
		WE3: "There is adequate space between me and my nearest colleague"	(Hanaysha, 2016)
Self-Efficacy (SE)		SE1: "I can use collaborative writing tools on the Internet for my Study"	(Hatlevik, 2017)
		SE2: "I can use social media together with Colleges for collaborative/groupwork."	(Hatlevik, 2017)
		SE3: "I can download and install programmes"	(Hatlevik, 2017)
Effort Expectancy (EE)		EE1: "AI teaching systems are easy to operate for me."	(An et al., 2023)
		EE2: "The operation of AI teaching systems is clear."	(An et al., 2023)
		EE3: "I think AI teaching systems are very simple."	(An et al., 2023)
Innovative Work Behavior (IWB)		IWB1: "I look for opportunities to improve processes or services provided"	(Carvalho et al., 2023)
		IWB2: "I generate ideas or solutions to improve services provided"	(Carvalho et al., 2023)

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