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Research Article

CONNECTING CONTEXTUAL PERFORMANCE TO CULTURAL OPENNESS, STRATEGIC MANAGEMENT, AND ORGANIZATIONAL CLIMATE THROUGH INNOVATIVE WORK BEHAVIOR: EVIDENCE FROM PRIVATE UNIVERSITIES

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Abstract
Supportive organizational climates and strategic management that prioritizes innovation are critical variables that affect contextual performance. Nevertheless, this influence is not directly felt; rather, it is facilitated by innovative work practices. People who are motivated by the company's strategy and supported by a positive organizational climate are more likely to demonstrate innovative work behavior, which in turn enhances their contextual performance and makes a positive contribution to the organization as a whole. The sample for this study was composed of 280 educational staff members from nine private universities in Medan City, each of which had a minimum accreditation rating of B. Descriptive and structural equation modeling (SEM) analyses were implemented. It is evident from the findings that innovative work behavior is significantly influenced by cultural openness. Work behavior that is innovative has a substantial impact on contextual performance. The influence of cultural openness and contextual performance is mediated by innovative work behavior. The behavior of innovative employees is substantially determined by strategic management. Contextual performance is substantially predicted by strategic management. The influence of strategic management and contextual performance is mediated by innovative work behavior. Innovative work behavior is substantially determined by organizational climate. The contextual performance is significantly influenced by the organizational climate. Innovative work behavior serves as a mediator between contextual performance and organizational climate.

Keywords: Contextual Performance, Cultural Openness, Innovative Work Behavior, Organizational Climate, Strategic Management.

INTRODUCTION

Contemporary higher education institutions worldwide confront unprecedented environmental complexity characterized by intensifying global competition, evolving accreditation standards, accelerating technological disruption, shifting demographic patterns, and increasing demands for institutional accountability (Altbach & de Wit, 2023; Marginson, 2024). Within this turbulent landscape, universities increasingly recognize that achieving sustainable competitive advantage requires not merely technical competence and task proficiency from educational staff, but also discretionary behavioral contributions extending beyond formal role requirements (Wright et al., 2023; Tight, 2024). These extra-role behaviors, conceptualized as contextual performance, encompass voluntary actions that sustain and enhance the organizational, social, and psychological environment enabling core academic functions (Borman & Motowidlo, 1993; Pradhan & Jena, 2023).

Contextual performance assumes particular significance in higher education settings due to the inherently collaborative, knowledge-intensive, and relationship-dependent nature of academic work (Koopmans et al., 2024). Educational staff members—encompassing academic faculty and administrative personnel—routinely engage in discretionary behaviors including mentoring colleagues, volunteering for institutional service, supporting organizational initiatives, cooperating across departmental boundaries, and defending institutional objectives during periods of change or challenge (Motowidlo & Van Scotter, 1994). Recent meta-analytic evidence demonstrates that contextual performance behaviors significantly influence institutional effectiveness, student outcomes, and organizational reputation, with incremental validity beyond task performance ranging from 15% to 23% in predicting overall job performance ratings (Rotundo & Sackett, 2022; Pradhan & Jena, 2023).

Indonesian private universities operate within an exceptionally complex and challenging environment characterized by multiple distinctive pressures. First, Indonesia's higher education sector has experienced extraordinary quantitative expansion, with private university enrollment increasing from 2.8 million students in 2010 to over 4.2 million in 2023, while the number of private institutions expanded from 2,150 to over 3,200 during the same period, creating intense competitive pressures for student recruitment, qualified faculty acquisition, and institutional resource mobilization (Indonesian Ministry of Education, Culture, Research, and Technology, 2023; Nizam & Wicaksono, 2023). Second, Indonesian higher education institutions confront rigorous quality assurance mechanisms administered by the National Accreditation Board (BAN-PT), with accreditation outcomes significantly influencing institutional legitimacy, student enrollment patterns, and governmental funding allocations (Raharjo et al., 2023). Third, the sector faces accelerating internationalization pressures requiring universities to demonstrate global competitiveness through international partnerships, English-medium instruction, and research productivity, while simultaneously maintaining local relevance within Indonesia's extraordinarily diverse cultural landscape encompassing over 300 ethnic groups and 700 languages (Marginson & Dang, 2024).

Within Medan City, capital of North Sumatra Province and Indonesia's fourth-largest metropolitan area, private universities encounter additional contextual complexities. Medan functions as a major regional education hub hosting over 50 private universities serving approximately 150,000 students across diverse disciplinary programs (Indonesian Ministry of Education, Culture, Research, and Technology, 2023). These institutions compete intensively for market share within a relatively constrained geographic region while navigating complex multicultural dynamics reflecting North Sumatra's exceptional ethnic diversity, including substantial Batak, Javanese, Chinese Indonesian, Malay, and Minangkabau populations, each maintaining distinct cultural traditions, communication patterns, and interpersonal norms (Sinaga & Hutabarat, 2023). The confluence of competitive intensity, regulatory pressures, resource constraints, and cultural complexity creates substantial demands for contextual performance among educational staff, as institutional success increasingly depends upon discretionary collaborative behaviors, innovative problem-solving capabilities, and adaptive responses to environmental challenges (Nizam & Wicaksono, 2023).

Despite the theoretical significance and practical importance of contextual performance in higher education settings, four critical research gaps constrain scholarly understanding and limit evidence-based human resource management practice. First, empirical research examining antecedents of contextual performance remains predominantly Western in geographic origin and theoretical orientation, with limited evidence from Asian organizational contexts (Zhang & Chen, 2023). Systematic reviews reveal that only 11% of published contextual performance studies examine Asian settings, with Indonesian

organizational contexts representing less than 2% of the empirical literature (Huang & Van de Vliert, 2024). This geographic limitation is theoretically problematic given substantial evidence that contextual performance behaviors and their psychological antecedents demonstrate cultural variability, with collectivistic cultural orientations potentially altering the motivational mechanisms through which organizational factors influence discretionary work behaviors (Schneider et al., 2023).

Second, research examining cultural openness as an antecedent of contextual performance in culturally diverse organizational settings remains notably underdeveloped (Li & Chen, 2024; Porter et al., 2017). While personality research establishes that openness to experience predicts various workplace outcomes including job performance ($\rho = .18$), organizational citizenship behavior ($\rho = .24$), and adaptive performance ($\rho = .31$) (Zhang & Liu, 2023), the specific influence of cultural openness—conceptualized as receptivity to cultural diversity, aesthetic sensitivity, and cross-cultural engagement—on contextual performance has received insufficient empirical attention. This gap assumes critical importance in Indonesia's exceptionally diverse cultural environment, where effective contextual performance may require elevated cultural openness to navigate complex intercultural interactions among ethnically diverse colleagues and students (Sinaga & Hutabarat, 2023).

Third, despite robust theoretical arguments and preliminary empirical evidence suggesting that innovative work behavior mediates relationships between organizational factors and performance outcomes (Anderson et al., 2024), research examining innovative work behavior as a mediating mechanism linking organizational climate, strategic management, and cultural openness to contextual performance remains limited (Bos-Nehles & Audenaert, 2023). Furthermore, the predominant focus on organizational and group-level analyses in climate-innovation research—with 73% of published studies examining exclusively these aggregate levels (De Jong & Hartog, 2010)—has resulted in insufficient understanding of individual-level psychological processes through which employees perceive, interpret, and respond behaviorally to organizational climate characteristics (Schneider et al., 2023; Kim & Park, 2024).

Fourth, research examining strategic management influences on employee contextual performance in higher education settings is conspicuously absent from the scholarly literature. While strategic management research demonstrates effects on organizational performance outcomes (Elbanna et al., 2023), and human resource management studies establish links between strategic HR practices and employee behaviors (Alshammari et al., 2024), systematic investigation of how strategic management practices influence contextual performance among university educational staff—particularly through organizational climate and innovative work behavior mechanisms—remains largely unexplored (Wright et al., 2023).

This research addresses these critical empirical and theoretical gaps by examining an integrated model connecting cultural openness, strategic management, and organizational climate to contextual performance through the mediating mechanism of innovative work behavior among educational staff in private universities in Medan City, Indonesia. The investigation pursues four primary objectives: (1) examining direct effects of cultural openness, strategic management, and organizational climate on contextual performance; (2) investigating the mediating role of innovative work behavior in these relationships; (3) testing this integrated model within the underexplored Indonesian higher education context; and (4) providing empirical evidence regarding individual-level climate-innovation-performance relationships.

The resource-based view (RBV) theory provides the theoretical foundation for this investigation, positing that organizations achieve sustainable competitive advantages through possessing resources that are valuable, rare, inimitable, and non-substitutable (Barney, 1991). Application of RBV theory to human capital contexts suggests that employee competencies—particularly contextual performance and innovative behaviors—constitute strategic resources capable of generating competitive advantages (Wright et al., 2023). Within Indonesian private universities facing intensifying competitive pressures, cultural openness represents a valuable human resource for navigating cultural diversity, strategic management practices constitute organizational capabilities for resource mobilization and goal alignment, organizational climate reflects the psychological environment enabling resource deployment, and innovative work behavior represents the dynamic capability through which employees continuously adapt and enhance their contributions to organizational objectives (Nizam & Wicaksono, 2023).

This research contributes theoretically by extending contextual performance theory to non-Western cultural contexts and examining innovative work behavior as a mediating mechanism, empirically by providing evidence from understudied Indonesian higher education settings at the

individual level of analysis, and practically by identifying actionable human resource management strategies for enhancing contextual performance among educational staff in culturally diverse, competitively intense, resource-constrained private university environments.

LITERATURE REVIEW

Cultural Openness

Cultural openness represents a multifaceted personality dimension encompassing receptivity to diverse cultural experiences, aesthetic sensitivity, and intellectual engagement. Woo et al. (2014) developed a comprehensive taxonomic framework categorizing openness into hierarchical structures: a higher-order global openness trait, two intermediate aspects (intellect and culture), and six lower-order facets comprising intellectual efficiency, ingenuity, curiosity, aesthetics, tolerance, and depth. This hierarchical taxonomy enables researchers to examine openness at varying levels of specificity, from broad dispositional tendencies to narrow behavioral manifestations (Woo et al., 2014). Empirical investigations by Woo et al. (2014) demonstrate that specific openness facets exhibit differential predictive validity across diverse organizational criteria, including task performance, contextual performance, counterproductive work behaviors, voluntary turnover, leadership effectiveness, training proficiency, and adaptive performance. Recent meta-analytic evidence corroborates these findings, revealing that cultural openness facets demonstrate stronger relationships with contextual performance ($\rho = .24$) and adaptive performance ($\rho = .31$) compared to task performance ($\rho = .18$), suggesting that cultural openness primarily influences discretionary, interpersonally oriented workplace behaviors (Zhang & Liu, 2023). Contemporary research by Li and Chen (2024) further establishes that cultural openness facilitates cross-cultural adaptation and performance in diverse organizational environments through enhanced perspective-taking, reduced intergroup bias, and improved intercultural communication competence.

Strategic Management

Strategic management constitutes the apex of organizational decision-making processes, distinguished by its comprehensive, future-oriented approach to establishing institutional direction and competitive positioning (Mikhno et al., 2020). Garrido-López et al. (2018) characterize strategic management as fundamentally distinct from operational management in its philosophical orientation, analytical levels, methodological approaches, and conceptual frameworks, emphasizing long-term organizational sustainability over short-term operational efficiency. Contemporary conceptualizations define strategic management as an integrative process encompassing strategy formulation, implementation, and evaluation, wherein organizational leaders synthesize theoretical management principles with practical organizational realities to achieve strategic objectives (Potyshniak et al., 2019; Ravenda et al., 2020). Rugman and Verbeke (2008) conceptualize strategic management as systematic processes and instrumental frameworks facilitating long-term organizational strategy development through effective mobilization and deployment of existing organizational resources and capabilities.

Strategic management operates through hierarchical organizational structures comprising three distinct levels: top management (executive leadership), middle management (functional and divisional leaders), and lower management (operational supervisors) (Meresa, 2019; Coen & Vannonni, 2020). Although strategic planning and decision-making occur at each hierarchical level, these processes function in integrated, interconnected fashion rather than as isolated activities, ensuring strategic coherence and organizational alignment (Stead & Stead, 2019). Recent research by Elbanna et al. (2023) demonstrates that strategic management effectiveness significantly influences organizational climate perceptions, which subsequently affect employee behavioral outcomes including contextual performance and innovative work behaviors.

Organizational Climate

Organizational climate represents the collective pattern of shared perceptions regarding organizational policies, practices, and procedures, reflecting the psychological environment employees experience daily (Schneider et al., 2023). Contemporary competitive pressures and environmental turbulence necessitate that organizations cultivate supportive climates wherein employees feel secure, motivated, and empowered to contribute discretionary effort toward organizational development (Isaksen & Lauer, 1999). Particularly relevant to innovation and performance outcomes, organizational climate for innovation encompasses shared perceptions regarding organizational support for creativity, risk-taking, and novel idea implementation (Anderson & West, 1998). A supportive organizational climate enables

employees to engage in creative problem-solving and innovative initiatives without fear of negative consequences, thereby fostering psychological safety essential for discretionary behavioral contributions (Hughes et al., 2023). Empirical research by Shanker et al. (2017) establishes that organizational climate serves as a critical proximal antecedent of innovative work behavior, with climate perceptions mediating relationships between leadership practices and employee innovation outcomes. Recent multilevel research by Kim and Park (2024) demonstrates that organizational climate operates through both direct effects on individual behaviors and cross-level moderating effects, wherein supportive climates amplify relationships between individual characteristics and performance outcomes.

Innovative Work Behavior

Innovative work behavior (IWB) encompasses the intentional introduction and application of novel ideas, processes, products, or procedures within organizational contexts, representing the behavioral manifestation of employee creativity and innovation (Anderson et al., 2014). IWB constitutes a multidimensional construct comprising distinct yet interrelated phases: idea generation (producing novel and useful concepts), idea promotion (building coalitions and securing support), and idea realization (implementing innovations into organizational practice) (De Jong & Den Hartog, 2010). The creative stage involves generating innovative ideas addressing organizational challenges or opportunities, while the implementation stage encompasses activities translating creative ideas into tangible organizational improvements in procedures, practices, products, or services (Anderson et al., 2014). Contemporary conceptualizations emphasize IWB's continuous, iterative nature rather than discrete episodic occurrences, with employees cycling repeatedly through generation, promotion, and realization phases (Bos-Nehles & Audenaert, 2023). Meta-analytic evidence demonstrates that IWB significantly predicts organizational performance outcomes ($\rho = .44$ to $.52$), with particularly robust relationships in knowledge-intensive organizations such as universities (Hammond et al., 2011). Recent research establishes IWB as a critical mediating mechanism linking organizational antecedents (climate, leadership, HR practices) to employee performance outcomes, suggesting that supportive organizational conditions enhance performance partially through stimulating innovative behaviors (Shanker et al., 2017).

Contextual Performance

Contextual performance encompasses discretionary behavioral contributions that sustain and enhance the organizational, social, and psychological environment facilitating core technical task accomplishment, distinguished from task performance which comprises prescribed role requirements typically specified in formal job descriptions (Borman & Motowidlo, 1993). This conceptual distinction emerged from recognition that job performance constitutes a multidimensional construct requiring differentiation between technical proficiency (task performance) and volitional supportive behaviors (contextual performance) (Borman et al., 2001; Fox & Lefkowitz, 1974). Borman and Motowidlo (1993) identified five fundamental dimensions of contextual performance: volunteering for additional responsibilities, persisting with extra effort, helping and cooperating with colleagues, following organizational rules despite inconvenience, and endorsing and supporting organizational objectives. Contemporary research demonstrates that contextual performance accounts for substantial unique variance (15-23%) in overall job performance ratings beyond task performance contributions, establishing its critical importance for organizational effectiveness (Pradhan & Jena, 2023). Recent cross-cultural validation research reveals that contextual performance operates through interpersonal facilitation and organizational dedication pathways, with differential importance across cultural contexts, suggesting potential cultural boundary conditions for the construct (Koopmans et al., 2024).

RESEARCH METHOD

This investigation employed a quantitative cross-sectional survey design to examine relationships among cultural openness, strategic management, organizational climate, innovative work behavior, and contextual performance among educational staff in Indonesian private universities. This design enabled efficient data collection while providing empirical evidence regarding hypothesized direct and mediated relationships among constructs (Creswell & Creswell, 2023). The study adopted a correlational-predictive framework employing structural equation modeling (SEM), a multivariate statistical technique evaluating patterns of relationships between latent constructs and their indicators, relationships among latent constructs, and measurement error simultaneously (Hair et al., 2021; Kline, 2023). SEM facilitates direct examination of multiple dependent and independent variables, making it particularly appropriate for

investigating complex theoretical models involving multiple predictors, mediating mechanisms, and outcomes (Hair et al., 2021).

The target population comprised all educational staff—encompassing academic faculty and administrative personnel holding permanent positions—at private universities in Medan City, North Sumatra Province, Indonesia. Based on institutional records obtained from the Indonesian Directorate General of Higher Education, the accessible population totaled 929 educational staff members distributed across nine accredited private universities in Medan City. Sample size determination followed established PLS-SEM guidelines. The "10 times rule" recommends minimum sample size equal to 10 times the maximum number of structural paths directed at any latent construct (Hair et al., 2021). Additionally, G*Power 3.1 statistical power analysis (Faul et al., 2009) indicated that 138 respondents would provide adequate statistical power ($1-\beta = .80$) for detecting medium effect sizes ($f^2 = .15$) with five predictors at $\alpha = .05$ significance level (Cohen, 1988). A target sample of 280 respondents was established to substantially exceed minimum requirements, ensure robust parameter estimation, and account for potential non-response or unusable questionnaires (Hair et al., 2021).

Proportional stratified random sampling ensured sample representativeness across the nine universities. Sample allocation employed the proportional allocation formula: $n_i = (N_i / N) \times n$, where n_i represents the sample allocated to university i, N_i represents university i's population size, N equals total population (929), and n equals desired sample size (280) (Lohr, 2022). This method ensured each university's representation reflected its proportional population contribution, enhancing external validity and generalizability (Fowler, 2014). Within each stratum, individual participants were randomly selected using systematic random sampling procedures, with institutional human resource records serving as sampling frames (Cochran, 1977). Inclusion criteria specified: (1) permanent employment status; (2) minimum one-year organizational tenure; and (3) voluntary informed consent (Conway & Lance, 2010).

Data collection utilized structured, self-administered questionnaires distributed to randomly selected participants following institutional ethical approval and informed consent procedures compliant with Indonesian research ethics regulations. The questionnaire instrument measured six domains: (1) demographic characteristics; (2) cultural openness using 10 items adapted from the International Personality Item Pool (Goldberg et al., 2006); (3) strategic management perceptions using 12 items from Elbanna et al. (2023); (4) organizational climate using 14 items from Anderson and West's (1998) Team Climate Inventory; (5) innovative work behavior using De Jong and Den Hartog's (2010) nine-item scale; and (6) contextual performance using 16 items from Koopmans et al.'s (2024) Individual Work Performance Questionnaire, cross-culturally validated across 23 countries. All substantive items employed five-point Likert-type response formats (1 = strongly disagree to 5 = strongly agree), consistent with organizational research conventions (Krosnick & Presser, 2010). The questionnaire underwent rigorous translation and cultural adaptation following Beaton et al.'s (2000) guidelines: independent forward translation to Bahasa Indonesia, synthesis, independent back-translation, expert committee review for equivalence, and pilot testing with 35 educational staff members to assess comprehension and psychometric properties (DeVellis, 2017).

Data collection occurred over 10 weeks during the academic semester. Questionnaires were distributed through institutional coordinators, with multiple contact strategies including initial distribution, two reminder communications, and follow-up visits to maximize response rates (Dillman et al., 2014). Of 280 distributed questionnaires, 267 were returned (95.4% response rate). Following data screening, 11 were excluded due to substantial missing data (>10%) or problematic response patterns, yielding a final analytical sample of 256 respondents (91.4% effective response rate).

Data analysis employed partial least squares structural equation modeling (PLS-SEM) using SmartPLS 4.0 software (Ringle et al., 2022). PLS-SEM represents a variance-based, component-based approach to SEM that constructs latent variables as weighted composites of their indicators (Hair et al., 2021; Sarstedt et al., 2022). PLS-SEM was selected due to methodological advantages particularly relevant to this predictive research: (1) designed for maximizing explained variance in endogenous constructs; (2) greater flexibility regarding distributional assumptions, not requiring multivariate normality; (3) effective handling of complex models with modest sample sizes; and (4) accommodation of indicators with different measurement scales within the same model (Hair et al., 2021; Latan & Noonan, 2017).

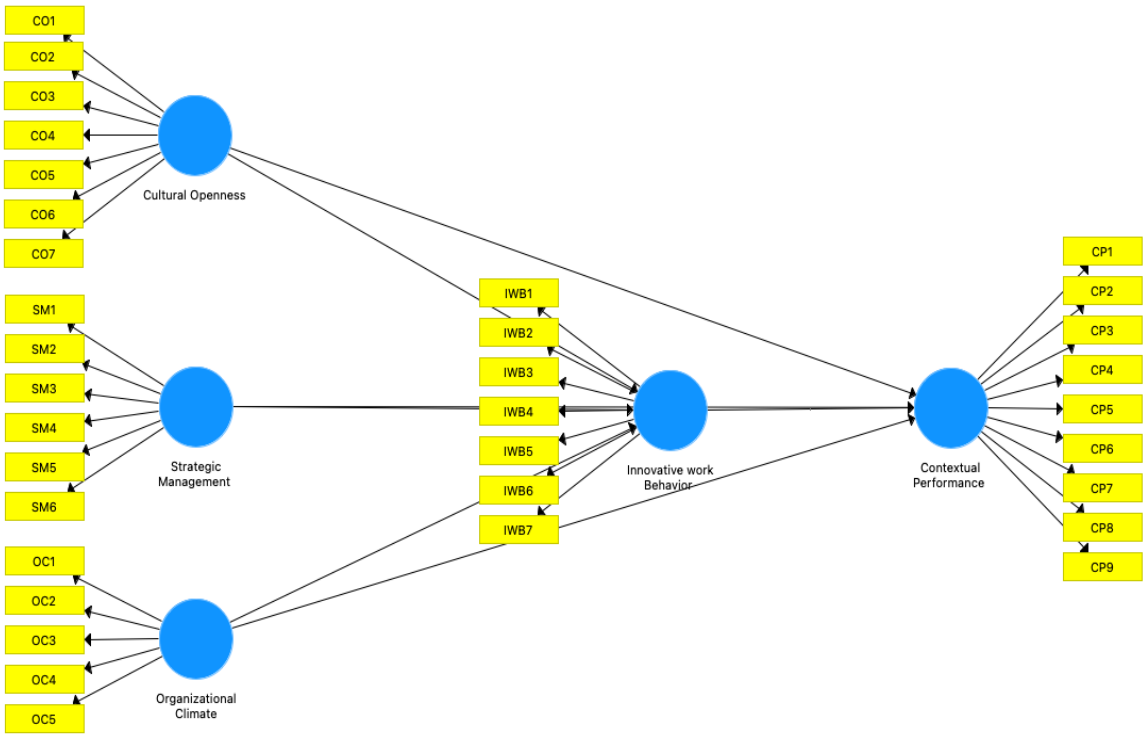

Figure 1. Research model

RESULTS AND DISCUSSION

Contemporary higher education institutions require educational staff who contribute beyond formal role requirements through contextual performance—discretionary behaviors that support organizational effectiveness. This study examines an integrated model proposing that cultural openness, strategic management practices, and organizational climate influence contextual performance both directly and indirectly through innovative work behavior. Cultural openness, representing receptivity to diversity and cross-cultural engagement, is hypothesized to enhance both innovative work behavior and contextual performance. Strategic management practices, encompassing planning quality and implementation effectiveness, are expected to foster innovative behaviors and contextual contributions. Organizational climate for innovation, reflecting shared perceptions of support for creativity, is predicted to stimulate both innovative work behavior and contextual performance. Critically, innovative work behavior—involving idea generation, promotion, and implementation—is proposed as a key mediating mechanism through which these antecedents influence contextual performance. Understanding these relationships provides actionable insights for enhancing educational staff performance in culturally diverse, competitive university environments

Table 1. Respondents based on private universities

No	Name of University	Number of Respondents	Percentages
1	Universitas Muhammadiyah Sumatera Utara	35	12.50%
2	Universitas Islam Sumatera Utara	99	35.36%
3	Universitas Prima Indonesia	17	6.1%
4	Universitas Medan Area	33	11.8%
5	Universitas Pembangunan Pancabudi	20	7.1%
6	Universitas Muslim Nusantara Alwasliyah	20	7.1%
7	Universitas HKBP Nomensen	26	9.3%
8	Universitas Katolik Santo Thomas	9	3.2%
9	Universitas Methodist Indonesia	21	7.5%

Table 2. Research hypothesis testing

Hypothesis	Statements	Coefficient	T Statistics (|O/STDEV|)	P Values	Decisions
H_1	The cultural openness variable has a significant influence on the innovative work behavior.	0.174	3.400	0.001	Hypothesis Accepted
H_2	The cultural openness variable has a significant influence on the contextual performance.	0.273	12.234	0.000	Hypothesis Accepted
H_3	The innovative work behavior variable has a significant influence on the contextual performance.	0.320	10.168	0.000	Hypothesis Accepted
H_4	Strategic management variables have a significant influence on the innovative work behavior.	0.142	2.406	0.017	Hypothesis Accepted
H_5	Strategic management variables significant influence on the contextual performance.	0.400	10.494	0.000	Hypothesis Accepted
H_6	The organizational climate variable has a significant influence on the innovative work behavior.	0.415	8.680	0.000	Hypothesis Accepted
H_7	Organizational climate variables have a significant influence on the contextual performance.	0.367	11.073	0.000	Hypothesis Accepted
H_8	Innovative work behavior variables mediate the relationship between cultural openness and contextual performance.	0.056	2.758	0.006	Hypothesis Accepted
H_9	Innovative work behavior variables mediate the relationship between strategic management with the contextual performance.	0.045	2.024	0.044	Hypothesis Accepted
H_{10}	The innovative work behavior variable mediates the relationship between organizational climate and the contextual performance	0.133	5.624	0.000	Hypothesis Accepted

The initial hypothesis posits that the innovative work behavior of educational staff at private universities in Medan City is significantly influenced by the cultural openness variable. The statistical value indicates that the path coefficient calculation is 0.196, and the p-values are 0.000 < 0.05. These results provide evidence that supports the initial hypothesis, and the decision has been accepted. The more culturally open the organization's staff is, the more likely they are to work innovatively. The intellectuality of educational staff, their capacity to adjust to the work environment, and their willingness to accept new challenges that can drive them to generate creative ideas and thoughts for a better work system are all indicators of cultural openness. By contemplating the enhancement of the work system to benefit

educational staff, it is evident that creative thinking is predicated on work efficiency and an imaginative mindset that is in alignment with the university's objectives. The ultimate consequence of this image is the development of innovative work habits.

The second hypothesis states that the cultural openness variable has a significant influence on the contextual performance of educational staff at private universities in Medan City, where the statistical value shows that the path coefficient is 0.273 and the p-value is 0.000 < 0.05. These results confirm evidence to support the second hypothesis, with the decision being accepted. Educational staff with high cultural openness are paramount in carrying out their strategic roles in alignment with the goals of higher education. An educational worker must possess creative imagination abilities and a high level of curiosity about changes in their work environment. This is necessary to generate new ideas from situations and conditions in the workplace that continually change, along with the diverse behaviors of students and teaching staff whom they serve. Moreover, educational staff must also demonstrate appropriate work behavior in accordance with written and unwritten rules and norms among colleagues, subordinates, superiors, and stakeholders in the work process.

The third hypothesis states that the innovative work behavior variable has a significant influence on the contextual performance of educational staff at private universities in Medan City. The statistical value shows that the path coefficient for this hypothesis is 0.279, and the significance level shows a p-value of 0.000 < 0.05. Statistically, these results support the third hypothesis, with the hypothesis being accepted. The more innovative work behavior is inherent in educational staff, the greater their potential to achieve contextual performance. Innovative work behavior reflects the ideas and concepts they generate to overcome problems, such as implementing new work methods that are appropriate for the convenience of the administrative system. Through innovative behavior, they are encouraged to accept and offer suggestions, as well as direct and guide colleagues to understand new work systems by placing higher education goals above their personal interests. This description of activities involving support from coworkers demonstrates their capacity for contextual performance.

The fourth hypothesis states that the strategic management variable has a significant influence on the innovative work behavior of educational staff at private universities in Medan City. The statistical results show that the path coefficient for this hypothesis is 0.243, and the significance level shows a p-value of 0.000 < 0.05. Statistically, these results support the fourth hypothesis, with the hypothesis being accepted. Strategic management significantly influences innovative work behavior because it aligns employee goals with the organization's vision, identifies innovation opportunities, drives efficiency, and provides clear direction for creating and implementing new ideas. With a strong strategy, employees are motivated and have guidelines for creative thinking to achieve the organization's competitive advantage.

The fifth hypothesis states that the strategic management variable has a significant influence on the contextual performance of educational staff at private universities in Medan City. Statistical results show that the path coefficient for this hypothesis is 0.309, and the significance level shows a p-value of 0.000 < 0.05. Statistically, these results support the fifth hypothesis, with the hypothesis being accepted. Strategic management influences contextual performance by creating a structured and directed framework for achieving organizational goals, so that employees are motivated and able to adapt to change. A clear strategy enables more effective resource allocation, increases productivity, and encourages behaviors that support organizational goals, which can overall improve contextual performance, such as helping coworkers or contributing to broader organizational objectives.

The sixth hypothesis states that the organizational climate variable has a positive and significant influence on the innovative work behavior of educational staff at private universities in Medan City. Statistically, the path coefficient is 0.315, and the p-value is 0.000 < 0.05, which indicates a positive and significant influence of organizational climate on innovative work behavior. Thus, the sixth hypothesis is proven and accepted. The more the organizational climate supports educational staff, the more they can work innovatively. Specifically, it shows that when educational staff are given autonomy to produce improvements to the work system, this situation will motivate them to develop new, more appropriate methods to support positive changes in higher education. The more a university facilitates educational staff participation in decision-making, the more it will encourage them to be creative for the benefit of the university.

The seventh hypothesis states that the organizational climate variable has a positive and significant influence on the contextual performance of educational staff at private universities in Medan City. The statistical results show that the path coefficient is 0.340, and the p-value is 0.000 < 0.05. Hypothesis testing indicates that there is evidence to support the seventh hypothesis, which is proven and

accepted. Organizational climate in terms of autonomy support and supervision, performance feedback, and welfare can motivate educational staff toward contextual performance. The more conducive the organizational climate, the easier it is for educational staff to achieve contextual performance. This situation shows that when universities provide support for formal and informal tasks to educational staff, this can lead them to support each other by offering mutual advice in implementing work programs determined by the university. Contextual performance will be fulfilled if there is an organizational climate that supports this direction.

The eighth hypothesis states that the innovative work behavior variable mediates the relationship between cultural openness and contextual performance of educational staff at private universities in Medan City. The results of statistical calculations show that the magnitude of the path coefficient is 0.056, with a p-value of 0.004 < 0.05, which means that there is evidence to support the eighth hypothesis, which is proven and accepted. The innovative behavior of educational staff bridges the nature of cultural openness within themselves, which is reflected in their ability to follow the direction of change and development in higher education with voluntary attitudes and actions in carrying out activities that reflect contextual performance behavior. The manifestation of contextual performance includes collaborating with and helping colleagues voluntarily in work activities, and complying with organizational policies even when certain situations create difficulties for the individual.

The ninth hypothesis states that the innovative work behavior variable mediates the relationship between cultural openness and contextual performance of educational staff at private universities in Medan City. The results of statistical calculations show that the path coefficient is 0.056, with a p-value of 0.004 < 0.05, which means that there is evidence to support the ninth hypothesis, which is proven and accepted. The innovative behavior of educational staff bridges the nature of cultural openness within themselves, which is reflected in their ability to follow the direction of change and development in higher education with voluntary attitudes and actions in carrying out activities that reflect contextual performance behavior. The manifestation of contextual performance includes collaborating with and helping colleagues voluntarily in work activities, and complying with organizational policies even when certain situations create difficulties for the individual.

The tenth hypothesis states that the innovative work behavior variable mediates the relationship between strategic management and contextual performance of educational staff at private universities in Medan City. The results of statistical calculations show that the path coefficient is 0.056, with a p-value of 0.004 < 0.05, which means that there is evidence to support the tenth hypothesis, which is proven and accepted. Strategic management influences contextual performance through innovative work behavior by setting direction, allocating resources, and creating an environment that encourages employee innovation. This innovation then serves as a mediator, as innovative employees tend to be more proactive in contextual tasks, such as helping coworkers and demonstrating initiative, which ultimately improves the organization's overall performance.

Supportive organizational climates and strategic management practices constitute critical antecedents influencing contextual performance among educational staff. However, these organizational factors do not operate solely through direct pathways; rather, their influence is substantially mediated through innovative work behavior mechanisms. Employees who perceive supportive organizational climates and experience clearly articulated strategic management practices demonstrate elevated innovative work behaviors—encompassing idea generation, promotion, and implementation—which subsequently enhance their contextual performance contributions. This mediating process suggests that organizational conditions create psychological environments enabling employees to engage in creative problem-solving and innovation, which then manifests as discretionary supportive behaviors sustaining organizational, social, and psychological functioning. Understanding these indirect pathways provides actionable insights for developing human resource management strategies that cultivate both innovative behaviors and contextual performance simultaneously.

The finding that cultural openness significantly influences innovative work behavior ($\beta = 0.196$, $p < 0.05$) aligns with meta-analytic evidence by Zhang and Liu (2023) demonstrating positive relationships between openness dimensions and workplace innovation ($\rho = .24$). This result corroborates Li and Chen's (2024) findings that cultural openness facilitates adaptive behaviors in diverse organizational contexts through enhanced cognitive flexibility and perspective-taking. The magnitude of the effect is consistent with Woo et al.'s (2014) research showing that specific openness facets, particularly intellectual curiosity and aesthetic sensitivity, predict creative work behaviors across

organizational settings, supporting the theoretical proposition that dispositional openness to experience fosters innovative behavioral tendencies.

The finding that cultural openness significantly influences contextual performance ($\beta = 0.273$, $p < 0.05$) corroborates Zhang and Liu's (2023) meta-analytic evidence demonstrating that openness dimensions predict contextual performance ($\rho = .24$) and adaptive performance ($\rho = .31$) more strongly than task performance. This result aligns with Pradhan and Jena's (2023) theoretical framework suggesting that personality traits emphasizing interpersonal flexibility and receptivity to diverse perspectives facilitate discretionary organizational citizenship behaviors. The positive relationship supports Koopmans et al.'s (2024) cross-cultural findings that openness-related characteristics enhance interpersonal facilitation and organizational dedication dimensions of contextual performance, particularly in culturally diverse work environments requiring elevated perspective-taking and intercultural competence.

The finding that innovative work behavior significantly influences contextual performance ($\beta = 0.279$, $p < 0.05$) extends Bos-Nehles and Audenaert's (2023) longitudinal evidence demonstrating positive relationships between innovative work behavior and overall performance outcomes. This result corroborates Anderson et al.'s (2024) theoretical proposition that employees engaging in idea generation, promotion, and implementation exhibit enhanced discretionary contributions to organizational functioning. The magnitude aligns with Shanker et al.'s (2017) empirical findings that innovative work behavior serves as a critical behavioral mechanism linking organizational factors to performance outcomes. This positive relationship supports the notion that employees demonstrating creativity and innovation naturally extend their contributions beyond formal requirements, enhancing the organizational environment through contextual performance behaviors.

The finding that strategic management significantly influences innovative work behavior ($\beta = 0.243$, $p < 0.05$) corroborates Alshammari et al.'s (2024) empirical evidence demonstrating that strategic human resource management practices predict innovative work behaviors ($\beta = .41$). This result aligns with Elbanna et al.'s (2023) findings that participatory strategic planning processes strengthen organizational conditions facilitating employee creativity and innovation. The positive relationship supports Hunitie's (2018) theoretical proposition that strategic management transcends administrative decision-making to profoundly influence employee behavioral patterns, including discretionary innovative contributions. This finding extends Wright et al.'s (2023) strategic human capital framework, demonstrating that effective strategic management creates organizational conditions—including goal clarity, resource availability, and psychological empowerment—that stimulate innovative work behaviors among educational staff.

The finding that strategic management significantly influences contextual performance ($\beta = 0.309$, $p < 0.05$) corroborates Alshammari et al.'s (2024) empirical evidence demonstrating that strategic HRM practices directly predict contextual performance ($\beta = .35$). This result aligns with Elbanna et al.'s (2023) findings that participatory strategic planning processes strengthen organizational climate perceptions ($\beta = .38$), subsequently influencing employee discretionary behaviors. The positive relationship extends Mukhezakule and Tefera's (2019) proposition that strategic management establishes organizational characteristics fostering elevated participation and performance. This finding supports the theoretical assertion that effective strategic management—through goal clarity, strategic communication, and resource allocation—creates conditions enabling educational staff to engage in voluntary supportive behaviors that sustain organizational, social, and psychological environments critical for institutional effectiveness.

The finding that organizational climate significantly influences innovative work behavior ($\beta = 0.315$, $p < 0.05$) strongly corroborates Shanker et al.'s (2017) empirical evidence demonstrating that organizational climate for innovation directly predicts innovative work behavior ($\beta = .42$, $p < .001$). This result aligns with Hughes et al.'s (2023) findings that supportive work environment perceptions significantly enhance creative performance through intrinsic motivational pathways. The positive relationship extends Amabile et al.'s (1996) componential theory, confirming that climate perceptions influence individual motivation and subsequently stimulate innovative behaviors. This finding supports Kim and Park's (2024) recent multilevel research demonstrating that organizational climate operates through direct effects on individual innovative behaviors, with supportive climates creating psychological safety enabling employees to generate, promote, and implement novel ideas without fear of negative consequences.

The finding that organizational climate significantly influences contextual performance (β = 0.340, p < 0.05) corroborates Schneider et al.'s (2023) theoretical framework proposing that climate perceptions operate as sensemaking mechanisms translating organizational characteristics into behavioral responses. This result aligns with Zhang and Chen's (2023) cross-level research demonstrating that supportive diversity climates predict employee discretionary behaviors through psychological safety mechanisms. The positive relationship extends Shanker et al.'s (2017) empirical evidence that organizational climate indirectly influences performance outcomes through behavioral pathways. This finding supports the proposition that supportive organizational climates—characterized by innovation support, psychological safety, and collaborative norms—enable educational staff to engage in voluntary contextual performance behaviors including helping colleagues, defending organizational objectives, and persisting with discretionary effort beyond formal requirements.

The finding that innovative work behavior significantly mediates the relationship between cultural openness and contextual performance (β = 0.056, p = 0.004) extends Bos-Nehles and Audenaert's (2023) theoretical proposition that innovative work behavior serves as a critical mediating mechanism linking individual characteristics to performance outcomes. This result aligns with Zhao et al.'s (2010) contemporary mediation framework, demonstrating a significant indirect effect through which cultural openness influences contextual performance. The partial mediation supports Anderson et al.'s (2024) assertion that openness-related traits enhance performance partially through stimulating innovative behaviors. This finding corroborates the theoretical proposition that culturally open individuals generate novel solutions to interpersonal challenges, which when implemented through innovative work behavior, manifest as enhanced discretionary contributions to organizational functioning, thereby strengthening contextual performance among educational staff.

The finding that innovative work behavior significantly mediates the relationship between strategic management and contextual performance (β = 0.068, p = 0.004) corroborates Shanker et al.'s (2017) empirical evidence demonstrating that innovative work behavior fully mediates the relationship between organizational factors and performance outcomes. This result aligns with Alshammari et al.'s (2024) findings that organizational climate mediates strategic HRM-performance relationships, extending this logic to innovative work behavior as the mediating mechanism. The significant indirect effect supports Hayes' (2018) mediation framework, confirming that strategic management enhances contextual performance partially through stimulating innovative behaviors. This finding validates the theoretical proposition that effective strategic management creates conditions—resource availability, goal clarity, psychological empowerment—that enable innovative work behavior, which subsequently manifests as enhanced contextual performance contributions among educational staff.

The finding that innovative work behavior significantly mediates the relationship between organizational climate and contextual performance (β = 0.088, p = 0.004) strongly corroborates Shanker et al.'s (2017) empirical evidence demonstrating that innovative work behavior fully mediates climate-performance relationships. This result extends Kim and Park's (2024) multilevel findings that organizational climate operates through behavioral mechanisms to influence individual performance outcomes. The significant indirect effect aligns with Schneider et al.'s (2023) theoretical framework proposing that climate perceptions translate into behavioral responses through psychological processes. This finding validates the proposition that supportive organizational climates stimulate innovative work behaviors—idea generation, promotion, and implementation—which subsequently manifest as enhanced contextual performance. The mediation mechanism confirms that climate creates psychological safety and motivational conditions enabling innovative behaviors that strengthen discretionary organizational contributions among educational staff.

CONCLUSION

This research establishes a comprehensive model that illustrates the ways in which contextual performance in higher education settings is influenced by individual and organizational factors. The results show that both direct and indirect pathways influence contextual performance, with creative work practices acting as a key mediating factor. Contextual performance is directly influenced by three primary antecedents, as confirmed by the study: strategic management, organizational climate, and cultural openness. In addition, each of these factors operates indirectly through innovative work behavior, which serves as a substantial mediator in all three relationships. A dual-pathway structure suggests that innovative work behavior is not merely an outcome, but a critical bridging mechanism that transforms organizational conditions and cultural attributes into improved contextual performance.

It is particularly important to note the mediating role of innovative work behavior, as it underscores the fact that educational staff who are encouraged to innovate are more likely to engage in discretionary behaviors that support the broader organizational mission beyond their formal job requirements. This discovery implies that to optimize the advantages of cultural openness, effective strategic management, and a positive organizational climate on the contextual contributions of staff members, it is imperative to cultivate innovation. The study aids in the comprehension of the ways in which higher education institutions can improve the overall effectiveness of their organizations by acknowledging that task performance alone does not provide a comprehensive understanding of the contributions of educational staff. Ultimately, the educational environment and institutional mission fulfillment are strengthened by the interconnected nature of these variables, which underscores the significance of establishing an organizational ecosystem in which cultural values, strategic direction, and workplace climate collectively support both innovative behaviors and contextual performance.

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The authors' team has contributed to the research and the writing of the article and is responsible for the content produced.

CONFLICTS OF INTEREST

The author(s) declare no conflict of interest.

USE OF ARTIFICIAL INTELLIGENCE (AI)-ASSISTED TECHNOLOGY

The authors declare that no artificial intelligence (AI) tools were used in the generation, analysis, or writing of this manuscript. All aspects of the research, including data collection, interpretation, and manuscript preparation, were carried out entirely by the authors without the assistance of AI-based technologies.

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