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OVERQUALIFICATION AND INNOVATIVE WORK BEHAVIOURS: THE ROLE OF ENTREPRENEURIAL LEADERSHIP

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ABSTRACT

The aim of this study is to unpack the bright side of overqualification. Based on social learning and human capital theories, this study is an attempt to explore the relationship between overqualification and innovative work behavior. Further, we investigate the role of entrepreneurial leaders as a moderator in the relationship between overqualification and innovative work behavior. The study is based on a dyadic source field study from employees and their supervisors. The empirical results reveal that overqualification has a positive and significant association with innovative work behavior when the overqualified employees feel that their leader/supervisor has adopted an entrepreneurial leadership style. This is the first study that explores the relationship between overqualification and innovative behavior

in the presence of entrepreneurial leadership. Additionally, the limitations, restrictions, and future directions are thoroughly covered.

Keywords: Overqualification, innovative work behavior, entrepreneurial leadership, KP-Pakistan.

INTRODUCTION

Today's job market is characterized by several traits like, highly dynamic, severely competitive, unprecedentedly volatile, and the like. Due to these characteristics, it has been empirically found mostly overqualified (Luksyte & Spitzmueller, 2016; O'Connell, 2010; Randstad-Workmonitor, 2012). This aspect of the job market is, in general, looked down upon by employers as they think overqualified employees are signs of failure, cost, and thus the most undesirable workers (O'Connell, 2010; van Dijk et al., 2020). This negative perception is due to consistent research findings that have always evidenced that overqualification leads to a high quit rate (Maynard & Parfyonova, 2013), less satisfaction, and less commitment toward the organization (Bolino & Feldman, 2000). Moreover, there is a plethora of research (e.g., Alfes, 2013; Erdogan et al., 2018; Hu et al., 2015; Liu et al., 2015; Luksyte et al., 2011; McKee-Ryan & Harvey, 2011) that extensively talks about the negative consequences of overqualification only. This has resulted in a myopic picture of reality in the eyes of managers and practitioners (van Dijk et al., 2020). It means overqualified employees are majorly believed to cost organizations unduly and that they may not be a source of value addition.

Notwithstanding, there are studies (e.g., Chatman et al., 2008; Dar & Rahman, 2020; Edwards, 1996; Edwards & Shipp, 2007; Lin et al., 2017; Luksyte & Spitzmueller, 2016; van Dijk et al., 2020) that have tried to drag the attention of managers to the bright side of overqualification. This school of thought argues that the performance of overqualified employees can be enhanced if appropriate conditions and circumstances are made available. These researchers contend that overqualified employees have extra knowledge, skills, and abilities (KSAs) because of which they not only perform their routine job with their best potential being employed but also exhibit some innovative

work behaviors (IWB). This innovative work behavior manifests itself in the form of generating and implementing novel, creative and useful ideas at work (Scott & Bruce, 1994). Such behavior is the key requirement for the workforce of today's organization (Abdullah et al., 2020; De Jong & Madamba, 2001; Montani et al., 2017) and is considered a sine qua non of the current competitive, rapidly changing technological and dynamic business environment (Božic & Ozretic-Došen, 2015; Wan et al., 2015). In the modern unprecedented and complex business environment, only those employees have the potential to meet the new challenges who know how to be innovative and creative (De Jong & Den Hartog, 2010).

In this milieu, some latest research (e.g., van Dijk et al., 2020) attaches a positive connotation to overqualification. These authors contend that overqualified employees outperform not only in the case of in-role but extra-role behaviors as well. They assert that according to human capital theory, overqualified employees have more KSAs. Generally, skilled human capital has a key role in higher education systems (Carranza & Ferreyra, 2019). And because of this capital, they complete their routine tasks easily with less energy and time as compared to other counterparts and thus have enough free time and energy to show some non-routine behaviors (Edwards, 1996; Edwards & Shipp, 2007). Therefore, by employing their extra KSAs in the remaining conserve time and energy, the overqualified employees could easily work innovatively for their respective organizations (Harari et al., 2017). However, to be innovative and to be risk-takers in this uncertain and dynamic business environment, overqualified employees should have freedom and autonomy (Janssen, 2005). This is because while being involved in non-routine behaviors, they might go against the status quo and may be in conflict with their leadership (De Jong & Den Hartog, 2010). So, they might feel fear of self-image, career, or status (Javed et al., 2017; Kahn, 1990). To reduce the frequency and intensity of such negative feelings, leadership can play a significant role.

The role of leadership has been given due importance due to its critical positioning. Researchers (e.g., Aryee et al., 2012; Denti & Hemlin, 2012; Javed et al., 2017; Khan et al., 2012; Miao et al., 2018; Raub & Robert, 2010; Rehman et al., 2021; Resick et al., 2013; Yidong & Xinxin, 2013) contend that leadership can play a critical role for

employees to show innovative work behaviors. When leadership is supportive and helps employees to promote innovative work behaviors, employees that demonstrate such behavior get encouraged. However, there is a note of caution that in such cases, leadership is required to have a positive mindset towards innovativeness and show evidence of entrepreneurial intentions.

It has also been noted that extra KSAs of employees will only be of value if they have intentions to generate new ideas (Byron et al., 2010; Liu & Wang, 2012; Luksyte & Spitzmueller, 2016; Tierney et al., 1999). Besides their intentions, they need to have autonomy and freedom for the expression of such behavior (Janssen, 2005). The perception of such autonomy and freedom depends on to what extent such behavior matters for the leadership. Therefore, in the case of leadership, if it has an innovative and entrepreneurial orientation, overqualified employees find fertile land to grow into innovative work behaviors. It is entrepreneurial leadership that offers consistent opportunities and full support, encouragement, and recognition for generating novel ideas (Newman et al., 2018). Therefore, overqualified employees feel free to show innovative work behaviors.

Looking into the theoretical base for such behavior, human capital theory and social learning theory provide a sound explanation as to how overqualification affects innovative work behaviors in the presence of entrepreneurial leadership. We would like to posit that according to human capital theory, the extra KSAs of employees will lead to high and creative performance (van Dijk et al., 2020). We further argue that it would happen when, according to social learning theory, the entrepreneurial leader acts as a role model for innovation and creativity for overqualified employees to be innovative (Newman et al., 2018). In light of these contentions, this study is set to empirically test the direct effect of overqualification on innovative work behaviors with the interaction effect of entrepreneurial leadership. The study is unique in the sense that it would empirically test the conceptual contention of van Dijk et al. (2020) in the light of the relevant theories and then integrate it with the contention of Newman et al. (2018). Besides that, the proposed model is tested in the Eastern context as studies in the area have only been conducted in the Western context. Overall, keeping in view the relevant theories in mind, this paper considers the bright side of overqualification, e.g., innovative work behavior.

LITERATURE REVIEW

Overqualification and Innovative Work Behavior

Overqualification refers to “a situation where individuals have surplus skills, knowledge, abilities, education, experience, and other qualifications that are not required by or utilized on the job” (Erdogan et al., 2011). In the extant literature, it appears as growing evidence that an overqualified workforce could be a source of creativity and innovation (Lin et al., 2017; Luksyte & Spitzmueller, 2016; van Dijk et al., 2020).

Based on the human capital theory, overqualification should predict not only in-role performance but extra-role performance as well because it reflects the extent of knowledge, skills, and abilities that an individual has (Unger et al., 2011; van Dijk et al., 2020). It means overqualified employees are symbols of extra KSAs. Therefore, it will not be unlikely to propose that the overqualified employees outperform not only in the case of in-role performance but extra-role performance as well, as compared to their counterparts (van Dijk et al., 2020). Furthermore, human capital (knowledge, skills, experience) is a key factor for the creative and entrepreneurial intentions of an individual (Haber & Reichel, 2007). Thus, this study asserts that overqualified employees would have the tendency to get actively involved in innovative work behaviors.

Innovative work behaviors refer to “individuals’ behaviors directed toward the initiation and intentional introduction of new and useful ideas, processes, products, or procedures within a work role, group, or organization” (De Jong, 2006). In this dynamic and complex business environment, organizations that have creative and innovative capacities and capabilities would compete and thus survive in the market (Rao Jada et al., 2019; Valizade et al., 2016). On the contrary, organizations that fail to adapt to the changing environment of business are exposed to the risk of extinction (Shanker et al., 2017). Therefore, it is an inevitable need for modern organizations to seek out the critical antecedents of IWB (De Jong et al., 2010; Xerri & Brunetto, 2013). In literature, various antecedents like leadership (Renko et al., 2015), reward systems, (Janssen, 2000;) working relationships (Denti & Hemlin, 2012), commitment, and justice

Montani et al., 2017) have been studied. However, very few studies (e.g., Lin et al., 2017; Luksyte & Spitzmueller, 2016) have attempted empirically to research the contributions of overqualified employees in IWB. And what role overqualification and leadership can play is not considerably explored.

Overqualified employees might show IWB for at least three reasons. First, overqualified employees can perform routine tasks with less consumption of time, energy, and cognitive ability as compared to their counterparts (Luksyte & Spitzmueller, 2016; Ohly et al., 2006). In this way, they can employ the saved amount of time, energy, and cognitive ability by involving in IWB (Liu & Wang, 2012; Luksyte & Spitzmueller, 2016). Second, overqualified employees might exhibit IWB more as compared to their counterparts because they have more expertise, knowledge, and skills (Liu & Wang, 2012; Livingstone et al., 1997; van Dijk et al., 2020). This is easier for a person that has extra KSAs to think and act creatively and innovatively (van Dijk et al., 2020). Third, overqualified employees, when bored (Adams, 2011; Schubert, 1978) and dissatisfied (Zhou & George, 2001) with routine tasks, try to seek out new ways of doing things. Consequently, they get involved in innovative work behaviors (Liu & Wang, 2012).

Keeping all these facts in mind, researchers, Luksyte and Spitzmueller (2016) argued that overqualified employees can be a source of creativity if they are properly supported and appreciated. Similarly, van Dijk et al. (2020) discussed that it is more unlikely to think that overqualification has no link with positive outcomes like creative and innovative behaviors. Some researchers (e.g., Zhou & George, 2001) indicated that overqualified employees do not need to always react to dissatisfied conditions in the form of neglect or exit. To cope with this issue, they might actively involve in some new ways of thinking and doing (Liu & Wang, 2012). Keeping in view of the reasoning, we proposed:

H₁: Overqualification is positively related to innovative work behaviors.

Entrepreneurial Leadership as a Moderator

The majority of the researchers (e.g., Alfes, 2013; Erdogan & Bauer, 2009; Lin et al., 2017; Liu et al., 2015; Luksyte & Spitzmueller, 2016;

Luksyte et al., 2011; Maynard & Parfyonova, 2013; van Dijk et al., 2020; Zheng & Wang, 2017) on overqualification focus on some contingent and mediators that boost the link of overqualification with its outcomes. For example, Maynard and Parfyonova (2013) found that work values and job attitudes are strong moderators of the relationship between overqualification and withdrawal behaviors. Similarly, various other moderators like organization learning (Zheng & Wang, 2017), need for achievement (Cheng et al., 2018), career centrality (Erdogan et al., 2018), and empowerment (Erdogan & Bauer, 2009) have also been studied. Despite this extensive literature on contingent variables, there is a dearth of research on what role a leader can play to fully exploit overqualification of their respective employees.

Entrepreneurial leadership refers to a leadership style where the leader can influence and direct “the performance of group members toward the achievement of organizational goals that involve recognizing and exploiting entrepreneurial opportunities” (Renko et al., 2015). Though it is an evolving construct in management and lacks clarity in definition and measurement (Leitch & Volery, 2017), its critical role in managing change in business has been recognized quite early (Kuratko, 2007). It can innovate as well as support others (subordinates) toward creativity and innovation (Newman et al., 2018; Renko et al., 2015). Looking from the perspective of social learning theory, entrepreneurial leaders act as creative and innovative role models for their subordinates (Newman et al., 2018) as they are actively in search of opportunities for innovations and work on them by themselves and, simultaneously influence and direct subordinates to do the same (Sani et al., 2018). When subordinates have the ability and intentions to be creative and innovative, then the role of the entrepreneurial leader becomes more critical. As overqualified employees have extra KSAs (van Dijk et al., 2020) and are able to reserve energy, time and cognitive ability (Liu & Wang, 2012; Luksyte & Spitzmueller, 2016) and, sometimes happen to get bored through routinization (Adams, 2011; Schubert, 1978) and dissatisfied (Zhou & George, 2001) thus have more intentions to show IWB. In such situations, researchers (e.g., Chen, 2007) assert entrepreneurial leaders who are farsighted, risk-takers, and creative to capitalize on the opportunities for their team to be actively involved in innovative and creative tasks.

Innovation can be risky for employees because it may result in interpersonal conflict. Through innovative behavior, innovative employees challenge the status quo, which can lead to conflict with the supervisor or other co-workers (Dar et al., 2022). Keeping in view this narrative, the entrepreneurial leader having innovative intentions and providing support for creativity and innovation feels innovative employees psychologically safe. Owing to that, the overqualified employees can freely exhibit IWB at the workplace. Moreover, as mentioned previously, the entrepreneurial leader can act as a creative and innovative role model for overqualified subordinates, and hence, they can show innovative behavior.

Extant research (e.g., Hammond et al., 2011; Volmer et al., 2012) recognizes the role of leadership as a key predictor of employees' IWB. However, previous researchers have not linked it to see to what extent the behaviors of a leader can affect the involvement of overqualified employees in IWB. No doubt, transformational leadership (Afsar et al., 2014; Afsar et al., 2019) and participative leadership are strong predictors of IWB (Somech, 2006; Taştan, 2013). The interest of researchers (e.g., Bagheri & Akbari, 2018; Miao et al., 2018; Newman et al., 2018) is also growing in how entrepreneurial leadership style may affect the IWB. Nevertheless, there hardly exist empirical studies that have looked into the role of entrepreneurial leadership being a contingent variable that can affect the positive link between overqualification and IWB. Keeping that in mind, this research posited that:

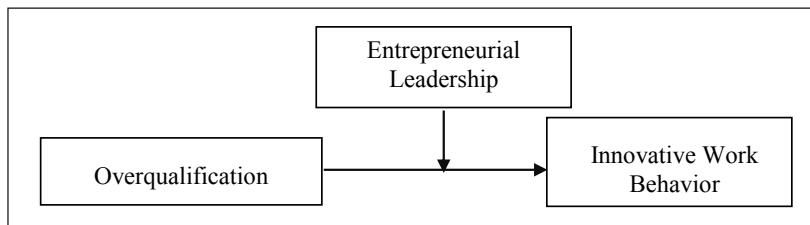
H₂: Entrepreneurial leadership significantly moderates the positive relationship between overqualification and IWB, such that this relationship will be stronger when entrepreneurial leadership is high.

Research Framework

Underpinned by human capital theory, it is purported that there is a direct and significant relationship between overqualification and innovative work behaviors. Additionally, the social learning theory acts as the underlying theory in elucidating the moderation effect of entrepreneurial leadership in the linkage between overqualification and innovative work behaviors. Hence, these two theories were integrated in explicating the model, as depicted in Figure 1.

Figure 1

Research Model



METHODOLOGY

Sample and Procedures

Organizations are differentiated in terms of the quality of their human capital (academic qualification of the workforce and the leadership) (Lajin & Zainol, 2015). Besides that, IWB is also only performed by individuals who have some specific characteristics (De Jong & Den Hartog, 2008; Hurt et al., 1977). In the presence of such boundaries, the normal sampling method will hardly work. To keep in mind these restrictions, therefore, data in this research have been collected from administrative staff and teaching staff of the elementary and secondary education department of Khyber Pakhtunkhwa (KP)-Pakistan.

The KP Government has employed almost 40 thousand teachers majority of whom are overqualified (IMU Khyber Pakhtunkhwa, 2020). Most of these hired employees hold MS, M.Phil. and PhD degrees against the required qualification, i.e., FA/FSc. Therefore, the sample is more suitable to study overqualification. Similarly, to measure entrepreneurial leadership, only those Principles and Headmasters have been chosen, who have been selected through the Public Service Commission of the Government of Khyber Pakhtunkhwa (KP). The reason for selecting this category is that this category is generally assumed to be more competent and has more up-to-date knowledge as compared to those who get these positions through the seniority policy of the government. Moreover, the IWB of overqualified employees has been measured by taking data from the employees themselves and their immediate supervisors.

Researchers (e.g., Liu & Wang, 2012) suggest multisource sampling for a better understanding of the nature of overqualification. Following this line, a sample of 60 middle, secondary, and higher secondary level schools was selected randomly from the government schools of KP-Pakistan. It means a sample of 60 supervisors (Principals/Headmasters) was selected for data collection. To select the overqualified employees, a purposive sampling technique was used because by using a random sampling technique, the overqualified employees could be missed because not all employees of these schools are overqualified. It means only those employees were selected which have seven or fewer years of tenure. A sample of 330 employees was selected from the employees of these 60 schools.

Table 1

Demographic Profile of Survey Respondents

Sample characteristics		Frequency (n = 60)	Percent (%)
Gender	Male	39	65
	Female	21	35
Age	< 30 years	12	20
	31 – 50	39	65
	50+	9	15
Experience	< 5 years	11	19
	5 -10 years	31	51
	10 + years	18	30
Overqualified teachers			
Gender	Male	223	67
	Female	107	33
Age	< 30 years	133	41
	31 – 50	197	59
Experience	< 5 years	315	95
	5 -10 years	15	5

To eliminate the social desirability bias, the following procedures were adopted. The lead author contacted the heads (Principals/Headmasters) of each school and briefed them about the purpose of the study. The heads were informed that data would be collected from them and some of their subordinates. A cover letter was handed over to the heads of the respective schools with the assurance of confidentiality as well.

After the heads granted permission, data were collected since then. Similarly, all the respondents were informed about their voluntary participation in the research. The data was collected, with the help of a questionnaire in each category, in two waves with two weeks' differences to overcome the common method bias, as suggested by Podsakoff (2003). The data about the IWB was collected from the heads regarding the group of selected subordinates (overqualified employees). After two weeks, the data was collected from the purposively selected subordinates (overqualified employees) about the entrepreneurial activities of their heads and about the perceived overqualification. The average response rate remained at 88%, which shows the interest and engagement level of the participants in the research. The characteristics of respondents are presented in Table 1.

Measurement and Instrumentation

All the variables (e.g., perceived overqualification, IWB, and entrepreneurial leadership) were measured with a 5-point Likert scale. The scale ranged from 'Strongly Disagree' = 1 to 'Strongly Agree' = 5, while for IWB, it ranged from 'Never' = 1 to 'Always' = 5. Overqualification was measured by using Maynard et al. (2006) nine-item scale. It measures the perception of employees regarding their surplus KSAs (e.g., "I have more abilities than I need to do my job" $\alpha = 0.91$).

The IWB was measured through a nine-item scale which was adopted from Janssen (2000). Sample items included: "How often does this employee look for opportunities to improve things (idea generation)?" "How often does this employee mobilize support for innovative ideas (idea promotion)", "How often does this employee contribute to the implementation of new ideas (idea implementation)". The Cronbach alpha for the scale was 0.77. Entrepreneurial leadership was measured using an eight-item scale adapted from Renko et al. (2015). Sample items included: "My immediate supervisor has creative solutions to problems," "My immediate supervisor demonstrates a passion for his/her work". The Cronbach alpha for the scale was 0.82.

Control Variables

The research on leadership and IWB has shown that the demographic characteristics of respondents can affect the IWB of the participants,

which may further affect the overall results of the hypothesized model (Newman et al., 2018). Therefore, age, gender, and tenure of participants were used as control variables. The age and tenure were measured in years. A dummy variable (0 = male, 1 = female) was used for measuring the gender of participants. Although gender, age, and experience as control variables, only gender was found significant. Therefore, only the results related to gender were reported. Similarly, age and experience demonstrated insignificant effects. The reason for such results could be the closeness in age of all respondents. The same is the case for the insignificant effect of the experience of the respondents.

Table 2

Measurement Models

Models	χ^2	<i>df</i>	RMSEA	IFI	TLI	CLI
Three factors model (Hypothesized model)	1835*	738	0.04	0.9	0.87	0.89
Two factors model (Overqualification and IWB)	3254**	742	0.08	0.7	0.76	0.71
Two factors model (Overqualification and entrepreneurial leadership)	3116***	745	0.07	0.8	0.75	0.07
Two factors model (Entrepreneurial leadership and IWB)	3227***	745	0.09	0.7	0.72	0.73
One factor model	3863***	741	0.1	0.7	0.61	0.7

* $p > 0.05$, ** $p < 0.01$, *** $p < 0.01$.

Validity Analysis

To validate the measurement model in such types of studies, Anderson and Gerbing (1988) recommended confirmatory factor analysis (CFA). This statistical technique helps researchers in knowing as to what extent the study variables are distinct from each other. To evaluate the fitness of the proposed model, different fit indices were employed. In the current study, fit indices (e.g., RMSEA, IFI, TLI, CLI) for three (overqualification, IWB, entrepreneurial leadership) factors model showed significant improvement than the two and single-factor models (refer to Table 2).

RESULTS

Descriptive Statistics

Table 3 presents the descriptive statistics for all study variables. Overqualification is significantly correlated with self-rated IWB (e.g., $r = 0.77$, $p < 0.05$). The perceived overqualification was also significantly correlated with entrepreneurial leadership (i.e., $r = 0.39$, $p < 0.05$). Entrepreneurial leadership has a significant correlation with IWB (i.e., $r = 0.34$, $p < 0.05$). The Cronbach alpha values for overqualification, IWB, and entrepreneurial leadership are 0.91, 0.81, and 0.82, respectively.

Table 3

Descriptive Statistics

Variables	M	SD	1	2	3	4	5	6
1. Gender	0.3	0.47	1					
2. Age	1.7	0.6	0.09	1				
3. Experience	1.7	0.55	-0.03	0.05	-0.91			
4. Overqualification	2.2	0.78	0.03	0.01	0.14	-0.81		
5. IWB	2.2	0.78	-0.25	-0.07	0.1	.77**	-0.82	
6. Entrepreneurial leadership	2.4	0.95	0.07	0.01	0.11	.39**	.34**	1

Testing Hypotheses

To test research hypotheses, the study employed hierarchical regression. The results revealed that perceived overqualification is positively related to IWB ($r = 0.62$, $SE = 0.057$, $p < 0.00$) hence supporting H1. Following the recommendations of Judd et al. (2001), the moderating roles of entrepreneurial leadership between the relationship of perceived overqualification and IWB were examined based on standardized values of the three-step hierarchical regression analysis. In the first step, the control variables: age, gender, and qualification, were entered. In the second step, the independent variable (e.g., perceived overqualification) and the moderating variable (e.g., entrepreneurial leadership) were entered. In the third step, the interaction terms (e.g., perceived overqualification \times entrepreneurial leadership) were entered. Table 4 presents the results.

The results in Table 4 showed that perceived overqualification has a positive significant impact on IWB ($\beta = 0.62$, $SE = 0.057$, $p < 0.00$). The relationships of perceived overqualification with entrepreneurial leadership were positive and significant ($\beta = 0.28$, $SE = 0.057$, $p < 0.00$). The interaction between perceived overqualification and entrepreneurial leadership ($\beta = 0.26$, $SE = 0.026$, $p < 0.00$) is significant (with 6% of the variation in R^2) hence supporting H_2 .

Table 4

Hierarchical Regression Results for Moderation

Variables	β	SE	t
<i>Step 1: Control variables</i>			
Age	-0.01	0.11	-0.20
Gender	0.10	0.11	1.91
Experience	0.02	0.26	0.42
R^2	0.01		
<i>Step 2: Independent and moderating variables</i>			
POQ	0.62**	0.057	10.95
EL	0.28**	0.057	5.01
R^2	0.79		
ΔR^2	0.78		
<i>Step 3: Interaction term</i>			
POQ \times EL	0.26**	0.026	9.86
R^2	0.84		
ΔR^2	0.06		

Note(s): Dependent variable = IWB, * $p < 0.05$, ** $p < 0.01$.

The moderating effect was plotted in Figure 2 through the process model developed by Preacher and Hayes (2008). The graph was plotted for high and low (\pm SD) values of the moderator. Figure 2 illustrates that the overqualification-IWB relationship is stronger ($\beta = 0.47$, $p < 0.01$) with high entrepreneurial leadership. On the contrary, this relationship is low ($\beta = 0.15$, $p < 0.01$) with low entrepreneurial leadership. The results of the conditional effects of moderator between overqualification and innovative behaviors are also presented in Table 5. Thus, it supports the hypothesis that overqualified employees will be more prone to get involved in IWB when the leader adopts the entrepreneurial leadership style.

Table 5

Conditional Effects of Moderator between Overqualification and IWB

Moderator				
Entrepreneurial Leadership				
-0.67	0.15*	0.59	0.03	0.27
0.00	0.23**	0.54	0.12	0.33
0.67	0.47***	0.45	0.37	0.55

Note. Unstandardized Regression Coefficient Presented, Bootstrap Sample Size = 5000, LL = Lower Limit, CI = Confidence; Interval, UL = Upper Limit.

DISCUSSIONS AND IMPLICATIONS

The results of this study reveal the existence of a positive association between overqualification and IWB. These results are in line with the findings of Lin et al. (2017) and Luksyte and Spitzmueller (2016) but are not in line with the findings of some studies (e.g., Bolino & Feldman, 2000; Luksyte et al., 2011; Maynard et al., 2006; Maynard & Parfyonova, 2013). One reason for the positive association between overqualification and IWB might be their freedom to employ their extra KSAs and the presence of entrepreneurial leadership. More recent research findings (e.g., Dar et al., 2022) revealed that, in a psychologically safe working environment, the overqualified employees, by utilizing their extra credentials, show IWB. On the contrary, if overqualified employees are neither free to be innovative nor have an environment conducive to showing positive behaviors, they will tend to get involved in some negative behaviors to reciprocate incidents like injustice and negative leadership styles. This study is unique because it reveals how leaders can take benefits from the extra credentials of their staff in the best interest of all stakeholders of an organization.

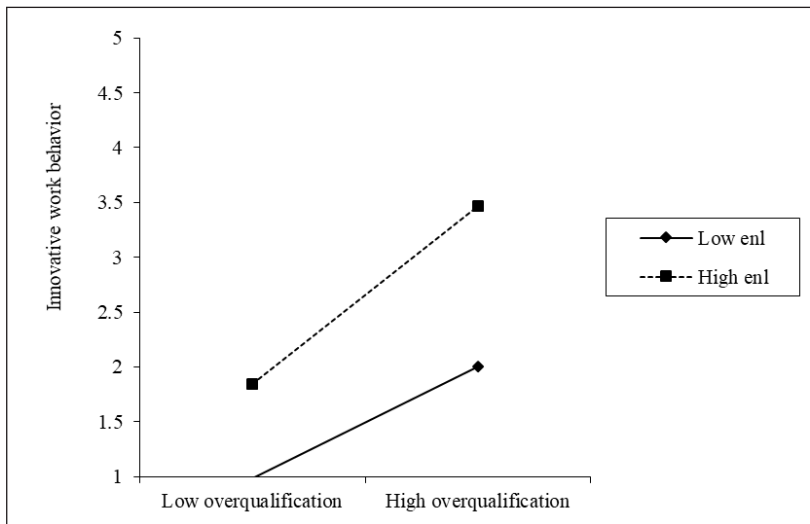
The positive relationship between overqualification and IWB predicts that if overqualified employees get opportunities to be innovative, they will definitely get involved in IWB. According to human capital theory, overqualified employees have extra KSAs so they can efficiently perform their routine tasks and thus have extra energy, time, and cognitive ability to get involved in IWB as compared to

their counterparts. These results support the conceptual contention of van Dijk et al. (2020), who hold that overqualified employees not only show high in-role performance but extra-role performance as well.

These results further indicate that entrepreneurial leadership moderates the relationship between overqualification and IWB, as proposed. This relationship is stronger with high entrepreneurial leadership and weaker with low entrepreneurial leadership. It means that when the leader (supervisor/manager) adopts an entrepreneurial leadership style, the overqualified subordinates can easily get involved in IWB. This notion is in line with the social learning theory because leaders are considered role models of innovation and creativity for their subordinates. Moreover, based on the human capital theory, overqualified employees have more capacity and capability to be innovative. In addition, leaders' entrepreneurial intentions provide them with more courage and freedom. To be innovative and creative, one must take risks such as facing conflicts with an immediate supervisor due to a clash of ideas. However, when overqualified employees are encouraged and empowered by the leader, then they can easily do something innovative.

Figure 2

Interacting Effect of Overqualification and Entrepreneurial Leadership on Innovative Work Behaviour



Furthermore, current results suggest that although overqualification is a two-edged sword, the smarter the leadership is, the better it is in terms of benefits from it. An entrepreneurial leader who sets himself to be a role model for innovation and creativity can intuitively impress his/her subordinates. Such a leader not only encourages and supports their subordinates for innovation and creativity but by himself does it through actions. Thus, subordinates learn and follow the actions of their leader and ultimately get involved in IWB. To sum it up, the entrepreneurial leadership style can be used as a tool to make the organization's environment more creative and innovative. In other words, for better management of the overqualified workforce, entrepreneurial leadership style is the most suitable option. The results can also be generalized to other sectors where innovativeness is a need of the day, like the IT sector.

The government of KP has set a reward and punishment system in the Elementary and Secondary Education Department of KP-Pakistan. Moreover, the government ranks order schools in terms of their performance based on various indicators. Therefore, the heads and all other staff of the schools try their level best to improve their performance. The results of this research suggest that if the heads of the school adopt an entrepreneurial leadership style, they can take benefits from the extra credentials of their employees. The lead author being part of the education department of KP has experienced that, unfortunately, in most of the schools, the heads are practicing an autocratic leadership style. However, some schools where the heads are hired through the Public Service Commission of the government of KP have a different scenario. In these schools, the leaders take other staff on board and share their thoughts with them and also get their feedback. Therefore, looking to the commitment and support of their heads for innovative tasks, the overqualified teachers can easily exhibit innovative behaviors. They can use their extra credentials by developing new techniques of teaching. For instance, current teaching staff in schools being having enough knowledge of smartphones and computers and, therefore, can teach students how to use these things for academic purposes. Ultimately this will lead to the best academic performance of the schools. The heads of the schools can also take benefits from the extra credentials of overqualified teachers in school administrative and official activities as well. Taken together by adopting an entrepreneurial leadership style, specifically in the

academic sector and generally in all other sectors, the overqualified employees can be a source of innovation and creativity.

This study has some theoretical implications. First, the study has, for the first time, looked into the relationship through the lens of human capital theory in a single model. It explains how overqualified employees could be used as a tool to make the organizational environment more innovative and creative. It implies that the extra capabilities of the overqualified workforce could not be wasted and, most importantly, could not result in negative consequences. Second, this study highlights entrepreneurial leadership as a role model that can affect the behavior of subordinates in the workplace, specifically by using the social learning theory. This study explores that an overqualified workforce can do more innovatively if they have entrepreneurial leadership. It means the entrepreneurial intentions of a leader can be used to divert the detrimental interest of overqualified employees because literature has shown that an overqualified workforce can easily get involved in negative things. This diversion is stronger and more useful because a leader her/himself shows a practical commitment toward innovativeness which directly affects the thoughts of the subordinates. And being able to be creative and innovative, the overqualified employees perform delightfully.

The findings of this study have some important and noticeable practical implications as well. Managers who are seeking to develop a creative and innovative organizational culture should first involve in innovative behaviors by themselves. Thus, their subordinates will learn and model the manager and will consequently get involved in IWB. To be innovative and creative, one may face many risks, like facing conflicts with the manager. However, when a manager expresses his/her willingness for innovation and creativity, subordinates get more committed toward IWB. Moreover, employers who want their workforce to be innovative and creative should not exhibit their reluctance to select overqualified candidates. It is up to the manager to what extent he/she can take benefits in the form of innovation and creativity from the extra KSAs of overqualified employees. If a manager plays the role of catalyst for innovative work behaviors, overqualified employees, most quickly and frequently, will follow suit. Here managers should provide opportunities for them to employ their extra KSAs for IWB. In short, the role of the manager is very critical to make an overqualified workforce get involved in IWB.

CONCLUSION, LIMITATIONS, AND FUTURE RESEARCH DIRECTIONS

This research examined the moderating effect of entrepreneurial leadership on the relationship between overqualification and innovative work behavior. By surveying the extant literature on the importance of overqualification, the critical role of entrepreneurial leadership, and its possible effect on IWB with the efforts to explain the relationship with the help of two theories—human capital theory and social learning theory and keeping in view the explanation available in the extant literature, the study posited two hypotheses. These hypotheses were put to the test empirically. Results revealed that at a high level of entrepreneurial leadership, the association of overqualification with IWB is stronger, while at a low level, it is weak. The findings of the study suggest that an overqualified workforce could be used as a source of innovation and creativity if the manager adopts the entrepreneurial leadership style at the workplace.

The current research is not without limitations. First, data were collected from only one province of Pakistan. That is a limited geographical area, and thus its results might not have equal implications beyond this industrial and cultural context. Therefore, different types of samples may fetch different results. Second, this study has only taken into consideration the boundary conditions for studying the relationship between overqualification and IWB. To explore the nature of this relationship, future research should adopt mediation and moderated-mediated mechanisms. Third, the study employed a cross-sectional data collection method in three waves. Fourth, it is a perception-based study that carries the subjective opinion of the respondents.

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