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Enhancing Employee Performance through Remote Working, Workforce Diversity Management, and Hybrid Workplace: The Mediating Role of Task Innovativeness and the Moderating Role of Gender Diversity

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ABSTRACT

This study develops and empirically tests a model for improving employee performance through remote working, workforce diversity management, and hybrid workplace, with task innovativeness as a mediating variable and gender diversity as a moderating variable. Data were collected from 215 instructors of A-performing private course and training institutions in East Java, Indonesia, and analyzed using partial least squares structural equation modelling (PLS-SEM). The results show that remote working, workforce diversity management, and hybrid workplace significantly increase task innovativeness. Task innovativeness has the strongest direct effect on employee performance and significantly mediates the effects of all three antecedents on performance. However, Gender diversity does enhance task innovation--employee performance link considerably; but it does have a smaller moderation impact. From this study's perspective, work system factors influence employee's performance indirectly via employee task innovation. This article makes contributions to Resource-Based View and Job Demands-Resources theories by taking work system as an Antecedents-Job innovation as Mediator Employee performance as A dependent model.

Keywords: Remote Working, Workforce Diversity Management, Hybrid Workplace, Task Innovativeness, Gender Diversity, Employee Performance
JEL Classifications: M12, M14, O15, O33

1. INTRODUCTION

Digital transformation has been altering how organizations approach designing work, managing people and assessing performance. In particular, growing reliance on communications platforms, the use of data for coordinated activities and greater working flexibility mean that an increasing number of organizational activities are no longer conducted within the confines of the office building. In such circumstances, an employee's performance can no longer be defined merely by their skill and commitment alone, but depends on the degree to which organizations can support them by establishing work systems in which people are able to maintain their effectiveness, responsiveness and ability to innovate (Memon et al., 2023; Rubel et al., 2023).

These issues are especially acute in private course and training colleges in non-formal education. Such institutions are expected to be responsive to changes in the needs of the labor market, vocational skills and e-learning trends. It is necessary for educators not only to impart their knowledge but also to revise teaching material, adjust their teaching style, establish communications with learners in online channels, and sustain the quality of their services, so their performance is crucial to their institutional competitiveness and sustainability (McGrath and Yamada, 2023; Wuttke et al., 2024).

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In addressing these, several human resource strategies are proposed for modern HRM, including: Remote work that offers flexibility of location and communications; workforce diversity management practices for inclusiveness; and hybrid workplace that balances flexibility and collaboration. However, such strategies alone cannot contribute to the effective performance management. The successful implementation of flexible work arrangement is critically depending on the availability of sufficient collaboration, outcome-based control, digital skills and a positive organizational culture; otherwise flexible work leads to work isolation, breakdown of communication and a decline in accountability (Bloom et al., 2024; Gibbs et al., 2024; Ribeiro et al., 2024).

In this study, both theories-RBV and JD-R are the basis of this work. RBV suggests human skills, digital working practices, diversity could be strategic resources only when they have the characteristics of valuable, rare, inimitable, and organized (Barney, 1991; Grant, 1991). JD-R Theory represents the process by which job demands and resources impact performance, strain, and motivation outcomes (Bakker and Demerouti, 2017; Scholze and Hecker, 2024). Both RBV and JD-R theory combined suggest that the combination of diversity management and flex work systems enhances employee performance when they function as resources for fostering innovation during routine task.

Many studies have looked at remote, hybrid work, diversity management, and innovation independently. The extant literature is less integrated with how these combined affect employee performances. Several authors suggest that hybrid work and remote work boost innovation under appropriate work conditions (Dzandu et al., 2025; Gibbs et al., 2024) while diversity management enhances work innovative behavior through engagement, safety and knowledge Sharing (Elamin et al., 2024; Tajeddini et al., 2023). However, there remains limited empirical evidence on task innovativeness as a mediating mechanism and gender diversity as a boundary condition in the relationship between modern work systems and instructor performance.

Accordingly, this study aims to test an integrative model in which remote working, workforce diversity management, and hybrid workplace influence employee performance through task innovativeness, while gender diversity moderates the relationship between task innovativeness and employee performance. Empirically, the model is tested among instructors of A-performing private course and training institutions in East Java, Indonesia. The study contributes to the employee performance literature by showing that flexible and inclusive work systems are most useful when they are translated into task-level innovation.

2. LITERATURE REVIEW AND HYPOTHESES DEVELOPMENT

2.1. Theoretical Foundation: RBV and JD-R Theory

According to Resource-Based View, sustained organizational advantage comes from the organization's valuable, rare, inimitability and non-substitution in the internal resources and capabilities (Barney, 1991). In human resource management context, individual competencies (e.g., task creativity, digital capabilities, inclusive work processes) serve as resources as long as they are organized into cohesive work systems. For private training institutions, the ability of teachers to remodel tasks, employ technology, and devise learning innovations are treated as strategic capabilities instead of individuals' trait.

The Job Demands-Resources Theory further elaborates how the working environment influences employees' motivation and performance in conjunction with the RBV theory. Job resources, such as autonomy, digital assistance, supervisory support, inclusive workplace climate, flexible working hours can mitigate the impact of job demands and ignite motivation (Bakker and Demerouti, 2017). Given the fact that digitalization leads to increase in both demands and resources, it is essential for organizations to construct work systems that help to avoid exhaustion and encourage adaptive behavior (Scholze and Hecker, 2023; Scholze and Hecker, 2024). This paper treats remote working, managing workforce diversity and hybrid workplace as job resources that can stimulate task innovativeness and finally lead to improvement in employees' performance.

2.2. Remote Working and Task Innovativeness

Remote working, whereby people are located at any place that is remote from their office-based workplace through use of the Internet, of computer network and information and communications technologies, allows work-life balance, asynchronous communication and working freedom to work on own work tasks. There is considerable research that indicates positive influences to work life satisfaction, digitally facilitated working and inventive problems solutions via several of mechanism with the right support (technological, management) (Limniou et al., 2025; Wells et al., 2023).

Still, it has been proposed that job resource and acts as an aid in the JD-R model as it can facilitate control for the employee over task design and ways of working (task accomplishment, working hours and working places), which will in turn foster their motivation to act with a will to work and support their ability to experiment new teaching strategies, teaching devices and ways of interaction. However, the limitation of working remotely is that it discourages chances of spontaneous discussion, serendipitous encounters and sharing of nonverbal knowledge without direct arrangements. Thus, the impact of working remotely on the creativity of work may be positive if the former is implemented within good organizational management practices including establishment of effective digital infrastructure, appropriate objectives-based work management and supervision approaches, objective driven coordination systems and work teams (Dzandu et al., 2025; Ribeiro et al., 2024).

H_1: Remote working positively influences task innovativeness.

2.3. Workforce Diversity Management and Task Innovativeness

Workforce diversity management is basically about organizational policies and practices that try to handle differences in age, gender, education, experience, background, and values in an inclusive, and productive kind of way. But diversity on its own doesn't

automatically lead to better performance or outcomes, the gains rely on how well the organization can actually turn different viewpoints into teamwork, knowledge exchange, and creative problem solving (Liu et al., 2023; Zhao et al., 2025).

From the RBV angle, diversity can turn into a strategic resource since mixed knowledge and experience are not that easy for rivals to copy. If we look at JD-R, inclusive diversity management may work as a social resource that boosts psychological safety, and strengthens engagement too. Earlier research suggests that diversity management relates to innovative work behavior, especially when the influence actually passes through employee engagement and is supported by inclusive HR practices (Elamin et al., 2024; Tajeddini et al., 2023). So practically speaking, in an inclusive setting, instructors are more prone to produce fresh concepts and, sort of follow through with them, in their teaching work.

H_2: Workforce diversity management positively influences task innovativeness.

2.4. Hybrid Workplace and Task Innovativeness

Hybrid workplace arrangements mix working in the physical workplace with doing some tasks remotely. It's kind of gives people flexibility while still keeping periodic, in person meetings going, so coordination stays aligned, mentoring happens more naturally and the team vibes stay together. Lately studies suggest hybrid working can help companies keep employees longer and still hold performance steady, but only if the setup is done carefully with coordination routines that actually work and enough managerial support (Bloom et al., 2024; Vartiainen and Vanharanta, 2024).

Hybrid work can also nudge task innovativeness. That is, because it lets employees switch between deep solo effort and short collaborative moments. For example, instructors may use remote time for preparation, building digital materials, and reflective review, then use onsite time for group-based problem solving and targeted feedback. Still, this approach needs solid technology support, well defined timetables and psychological safety. Without those things, people can end up feeling fragmented or disconnected. Indeed, it is the case that the novelty potential in remote and hybrid work setups seem to rely on how coordinating occurs and whether the organization is able to balance between being flexible and maintaining some degree of socializing (Gibbs et al., 2024; Kumari et al., 2025).

H_3: Hybrid workplace positively influences task innovativeness.

2.5. Task Innovativeness and Employee Performance

Concept of task innovativeness of employee reflects the employee's willingness and ability to come up with, support and implement new ideas. Task innovativeness is closely related to innovative work behavior but task innovativeness only in case of specific changes that occur at workplace and affect task, for example in working methods, routines and problem-solving ways (Srirahayu et al., 2023; Xu and Suntrayuth, 2022). Performance of employee can refer to the degree to which an employee performs job duties competently and responsibly and shows efficiency and cooperation.

The concept of training institutions suggests employee performance refers to instructors' capability of conducting the training, maintain the quality of training, interaction with students and colleagues as well as exhibiting professionalism. Task innovativeness is assumed to be positively affect the performance of employees in terms of improving the processes' inefficiencies and providing better student experience (Memon et al., 2023; Pham et al., 2024).

H_4: Task innovativeness positively influences employee performance.

2.6. Mediating Role of Task Innovativeness

Modern Work system does not directly produce employee performance. Unless employee converts readily available organization resources into a high level of employee performance. This paper conceptualizes task innovativeness as a task level innovative work behavior reflecting an employees' ability to develop, introduce and implement a new idea in the completion of his/her work tasks (Scott and Bruce, 1994; Janssen, 2000). Remote working provides employees with both flexibility and control, giving rise to job engagement, innovation behavior among employees working from home (Wicaksono and Pusparini, 2022). Workforce diversity management affords different viewpoints, inclusivity and equity in offering equal opportunities that encourage employee novel ideas and innovative behavior (Elamin et al., 2024). Hybrid work structures give the advantage of combining work flexibility and workplace proximity, and also recent findings confirm hybrid work maintains employees' performance whilst promoting both employee satisfaction and retaining them (Bloom et al., 2024).

This reasoning on mediating work processes aligns with the principles of the Resource-Based view as task innovativeness is an employee-based capability which translates organization's resources into desirable employee performance (Barney, 1991). It is also consistent with JD-R Theory since job resources like autonomy, support, flexibility, meaningful work practices can activate motivation and behavior that trigger positive outcomes (Bakker and Demerouti, 2017). Previous study also showed that there is an interdependence between job engagement and job resources on innovativeness in J-D-R Model (Kwon and Kim, 2020). Therefore, task innovativeness mediates between remote working, workforce diversity management, hybrid working practices and employee performance.

H_5: Task innovativeness mediates the relationship between remote working and employee performance.

H_6: Task innovativeness mediates the relationship between workforce diversity management and employee performance.

H_7: Task innovativeness mediates the relationship between hybrid workplace and employee performance.

2.7. Moderating Role of Gender Diversity

Gender diversity refers to the equilibrium between and appropriate sharing between women and men of roles, responsibilities and decision processes within organizations. It has been shown to be able to increase the variety of perspectives, access to a diversity of knowledge and experience, reduce group think and therefore improve decision quality. The past studies on organizational outcomes, business performance, workplace diversity and

innovation have all been demonstrated to be correlated to gender diversity (Bogdan et al., 2023; Ranta and Ylinen, 2023). Yet the advantage of gender diversity cannot simply be taken for granted, there are circumstances under which diversity leads to more desirable results.

The organization is likely to achieve greater advantage from diversity under those circumstances which support, encourage the exchange of views and contribute among members with differing perspectives by using fair and inclusive human resource practices such as inclusion, fairness, openness, cooperation, empowerment and supportiveness (Liu et al., 2023). In the linkage between task innovativeness and employee performance, the impact of gender diversity on employee's performance is to strengthen the transformed idea to employee performance since there are more opportunities to effectively evaluate, refine and implement ideas when there are more differing views to consider. The concept of task innovativeness is a concept about the extent to which employees generates, promotes, and implement novel and useful ideas for work-related tasks (Scott and Bruce, 1994; Janssen, 2000). The employees' experiences in the organizational environment where there are higher levels of gender diversity might result in the more equitable chances to generate and share their ideas, gain feedback and get assistance for task innovation.

H_8: Gender diversity positively moderates the relationship between task innovativeness and employee performance.

3. RESEARCH METHODOLOGY

3.1. Research Design and Context

A quantitative explanatory research design was implemented to examine the presumed correlations of the latent variables. The setting was private course and training institutions in East Java of Indonesia for the A-category performance class, as non-formal organizations obliged to address digital transformation, flex work arrangement, and demand-driven trainings and skill developments for labor market. The unit of analysis of this study was instructor. There are 439 instructors were employed in an active A-category private course and training institution in East Java and spread in 22 district and city such as Surabaya, Malang, Sidoarjo, Jember, Banyuwangi, Kediri, Tulungagung, Jombang, Lamongan, Ponorogo, Blitar, Madiun, Magetan, Mojokerto, Situbondo, Bondowoso, Bojonegoro, Probolinggo, etc. in East Java.

3.2. Population, Sample and Data Collection

The sample size was calculated using Slovin's formula with 5% margin of error. The minimal sample needed was 209. To make the data adequate and also to predict response to loss of answer to the questionnaires were circulated to 215 respondents and all the 215 respondents' replies were taken as analysis. Sampling distribution proportional to the number of instructors from each district/City.

Data were gathered through self-structured online questionnaire administered in 2 sections: Respondents' profile, research constructs measurements item. Each of construct was measures on a five-point Likert's Scale, with the scale anchored 1 (strongly disagree) to 5 (strongly agree). Items were taken and adapted from previous studies and customized for the setting of private training institution.

3.3. Measurement of Variables

Work remotely was defined with indicator as: The intensity of work remotely, work information sharing remotely, work remotely on communication, and reliance on work remotely on information platforms. The management of work force diversity is defined with indicator as: Inclusive policies, fair in selection and allocation of works, leadership endorsement to manage diversity and the works collaborative environment. The work with hybrid office model is defined with indicators: flex of worksite, flex of time, and support by digital tech., support from leadership and policy and work life balance support.

Task innovation is defined by indicator as: Innovative idea generation and innovative idea application and work method improvement. Diversity gender is defined by indicator as gender balancing, the equal access in structural positions, gender neutral in assignment, perception fairness gender. Employee work performance is defined by indicators as task execution of training, the learning quality, the work ethic and Professionalism and works collaboratively and communicated well.

3.4. Data Analysis

The data analysis process involved the use of partial least squares structural equation modelling (PLS-SEM) using SmartPLS. The choice for PLS-SEM was as a result of the testing of a predictive model with more than one latent variable and mediation paths, and moderation of relations by variables. The analysis was done in two parts.

Firstly, the measurement model assessment was performed using measures of internal consistency (Cronbach's alpha and composite reliability), AVE (average variance extracted), convergent validity (Fornell-Larcker criterion and cross-loading) and discriminant validity (HTMT). Secondly, the structural model was evaluated by assessing its explanatory power (R-square), direct, indirect, and moderation effects through path coefficients, effect size, and bootstrapping. All the hypotheses were tested based on t-statistics and P-values generated via bootstrapping. If t-statistic was above 1.96 and the P-value was <0.05 then the hypothesis was accepted.

4. RESULTS AND DISCUSSION

4.1. Respondent Profile

From the respondent's profile, female instructors accounted for the most part of the sample (57.7%). Majority of the instructors were between the ages of 25 and 34 (40.0%), while most of the other instructors were between 35 and 44 years (34.0%) (Table 1). The sample of the respondents consists mainly of individuals with bachelor degree (61.4%), followed by diploma degree holders (22.3%). Majority of the sample possessed experience within 1-5 years (36.7%) or 6-10 years (31.6%), indicating a group of instructors who were already exposed to modern work system.

4.2. Measurement Model Assessment

Both reliability and validity criteria were satisfied for the measurement model. Cronbach's alpha values were between 0.902

and 0.950, composite reliability values were between 0.931 and 0.964 and AVE values were between 0.772 and 0.869 (Table 2). All the values exceed conventional accepted limits of 0.70 for reliability and 0.50 for AVE, which supports satisfactory internal consistency and convergent validity (Hair and Alamer, 2022).

4.3. Structural Model Assessment

The obtained values for R-square (R^2 = 0.573 for task innovativeness; R^2 = 0.579 for employee performance) suggest that the explanatory power of the proposed model's predictors on dependent variables is moderate, and the antecedents and task innovativeness (as predictors of employee performance) have considerable explanatory capacity in the model (Table 3).

The direct effect results support H_1 to H_4. Remote working significantly influences task innovativeness (beta = 0.271; t = 5.471; P < 0.001), workforce diversity management significantly influences task innovativeness (beta = 0.317; t = 5.548; P < 0.001), and hybrid workplace significantly influences task innovativeness (beta = 0.395; t = 7.636; P < 0.001). Task innovativeness has a strong positive effect on employee performance (beta = 0.746; t = 24.414; P < 0.001), making it the dominant determinant in the model (Table 4).

The indirect effect in the path model supports the mediation function of task innovativeness. Remote working has a significant indirect effect on employee performance through task innovativeness (beta = 0.202; t = 5.293; P < 0.001). Workforce diversity management also has a significant indirect effect through task innovativeness (beta = 0.237; t = 5.217; P < 0.001). Similarly, hybrid workplace has the strongest indirect effect through task innovativeness (beta = 0.295; t = 7.228; P < 0.001). Thus, H_5, H_6, and H_7 are supported (Table 5).

Our moderating test confirms the results (beta = 0.089, t = 2.389, P = 0.017). Gender diversity Moderates Task Innovation–employee performance, where the positive Beta term shows that gender diversity moderates and reinforces the effect of Task Innovativeness to the Employee Performance (Table 6). However, the magnitude of the interaction is somewhat small, so this implies Gender Diversity supports this relationship and is not the key factors impacting performance.

4.4. Discussion

Overall, the analysis confirmed that all three modern work system variables enhance task innovativeness in positive and significant directions. The remote working arrangement had a positive influence on task innovativeness which means that flexibility, internet reliance, virtual team, and easy online information sharing could be favorable to educators to generate new ideas for performing their tasks in new and innovative way. Thus, this finding aligned with the previous findings that remote working arrangement serves as a facilitator of autonomy and innovation

Table 1: Respondent profile

Profile	Category	Frequency	Percentage
Gender	Male	91	42.3
	Female	124	57.7
Age	<25 years	9	4.2
	25-34 years	86	40.0
	35-44 years	73	34.0
	45-54 years	38	17.7
	≥55 years	9	4.2
Education	Senior high school/equivalent	14	6.5
	Diploma (D3/D4)	48	22.3
	Bachelor	132	61.4
	Master	21	9.8
Work experience	1-5 years	79	36.7
	6-10 years	68	31.6
	11-15 years	45	20.9
	>15 years	23	10.8

Source: Primary data processed, 2026

Table 2: Construct reliability and convergent validity

Construct	Cronbach's alpha	Composite reliability	AVE
Employee performance (EP)	0.950	0.964	0.869
Gender diversity (GD)	0.914	0.936	0.787
Hybrid workplace (HW)	0.931	0.948	0.784
Remote working (RW)	0.902	0.931	0.772
Task innovativeness (TI)	0.904	0.940	0.839
Workforce diversity management (WDM)	0.910	0.937	0.787

Source: SmartPLS output processed, 2026

Table 3: R-square values

Endogenous construct	R-square	Adjusted R-square
Employee performance (EP)	0.579	0.573
Task innovativeness (TI)	0.573	0.567

Source: SmartPLS output processed, 2026

Table 4: Direct effects

Hypothesis	Path	Original sample	Sample mean	STDEV	t-statistics	P-values	Decision
H_1	RW -> TI	0.271	0.272	0.050	5.471	0.000	Supported
H_2	WDM -> TI	0.317	0.316	0.057	5.548	0.000	Supported
H_3	HW -> TI	0.395	0.396	0.052	7.636	0.000	Supported
H_4	TI -> EP	0.746	0.745	0.031	24.414	0.000	Supported

Source: SmartPLS bootstrapping output processed, 2026

Table 5: Indirect effects through task innovativeness

Hypothesis	Path	Original sample	Sample mean	STDEV	t-statistics	P-values	Decision
H_5	RW -> TI -> EP	0.202	0.203	0.038	5.293	0.000	Supported
H_6	WDM -> TI -> EP	0.237	0.236	0.045	5.217	0.000	Supported
H_7	HW -> TI -> EP	0.295	0.295	0.041	7.228	0.000	Supported

Source: SmartPLS bootstrapping output processed, 2026

Table 6: Moderation effect

Hypothesis	Path	Original sample	Sample mean	STDEV	t-statistics	P-values	Decision
H_8	GD×TI -> EP	0.089	0.083	0.037	2.389	0.017	Supported

Source: SmartPLS bootstrapping output processed, 2026

provided with the right kind of internet technology infrastructure and management support and coordination (Dzandu et al., 2025; Limniou et al., 2025).

Diversity workforce management also led to significantly improve task innovativeness. This finding suggests that management of diversity (inclusive approach of dealing with differences in gender, religion, personality and skill) to generate novel ideas from employees. This is aligned with RBV perspective where workforce diversity has been described as valuable asset for achieving strategic advantage (Elamin et al., 2024). The outcome also align with JD-R model perspective in which inclusive environment is considered as a social resource which leads to greater psychological safety and promotes employees to share knowledge (Liu et al., 2023).

It has been demonstrated that the influence of the hybrid working model (which can be the strong association on the left side of the diagram, since it can be considered one of the antecedent attributes for task innovativeness) can be highest among the three. In such, the present study may provide practical implications for managers in private training organizations that are seeking to combine offsite and onsite modes of work; that is to combine elements which are supportive of individual reflection, preparation and digitally enriched tasks with others which can offer face-to-face collaboration and social learning to better respond to new ideas (Gibbs et al., 2024; Bloom et al., 2024).

The most substantial effect in our model relates the innovation within task and performance within organization; it signifies how employee in today training companies can rely heavily on an individual's or collective's innovative abilities in their workplace, either for creating and putting in place new ideas. Innovative instructors would for instance be associated with newer learning styles and resources; greater interaction with their learners; higher-quality use of online resources; as well as a smoother work process.

We find that the effect of remote working, managing a workforce diversity, and the hybrid workplace on employee performance goes through task innovativeness, which constitutes the main result. This means that flexible and inclusive workplaces are not necessarily a recipe for success. Rather, they translate into higher performance because they encourage instructors to carry out task innovations. It seems, therefore, that task innovativeness plays the role of an omitted variable linking up innovative work practices with employee performance.

Finally, the interaction effect of gender diversity is significant and positive, meaning that, the better work contexts are gender inclusive, the more task innovativeness will affect employee performance positively. This probably stems from the fact that if gender diversified ideas are considered on equal terms, the latter benefit from a richer pool of feedback, support for implementation, or equal possibilities. However, the coefficient for interaction effects is relatively small, suggesting the need to consider gender inclusion as part of larger inclusion policies, fair performance mechanisms, and leadership engagement.

5. CONCLUSION AND IMPLICATIONS

5.1. Conclusion

This research investigates the effect of remote working, diversity management of workforce, and hybrid working upon employee performance via task innovativeness, and the moderating effect of gender diversity upon this. Empirical results indicate that remote working, workforce diversity management and hybrid working can significantly influence positively task innovativeness. Also, task innovativeness can enhance significantly employee performance and play an intermediary role on remote working, workforce diversity management, hybrid working and employee performance.

Finally, gender diversity can enhance the effect of task innovativeness upon employee performance. The research indicates that for modern private training institutions, merely practicing flexible working policies and diversity practices are not sufficient. Organizations have to transfer these practices into task level innovation by fostering instructors' use of flexibility, technologies, inclusive, and hybrid coordination practices to produce innovative approaches of conducting tasks to improve their performance.

5.2. Theoretical Implications

The study contributes to RBV by showing that remote working, diversity management, and hybrid workplace become strategic resources when they are transformed into task innovativeness. The results also extend JD-R Theory by demonstrating that modern work systems can function as job resources that activate innovative task behaviour and improve performance. The mediation finding positions task innovativeness as a central behavioural mechanism linking organisational resources to employee outcomes.

5.3. Practical Implications

He recommended the establishment of remote working, which could be bolstered by establishing effective digital communication, identifying clearly output-focused performance metrics and building on digital capabilities of teachers. Workforce diversity can be managed through policies that embrace inclusiveness, fairness in the assignments and recruitments, management involvement and creation of enabling collaborative environment. He advised establishing Hybrid Workplace by managing scheduling appropriately, equip with necessary technology, support from management, and managing balance of work and private life.

Private course and training institutions, he argued, also need to put innovation of task at core of managing performance by establishing

training on creativity and creativity, facilitating creativity of experiments in instructional delivery methods and having regular brainstorming sessions on innovative ideas in teaching and incentivize effective ideas implement. Gender diversity should also be advocated for through equitable assignation, equal opportunities for leadership positions and inclusiveness in decisions.

5.4. Limitations and Future Research

This study is not without limitations. Firstly, the study employed a cross-sectional research design and causality between variables must be inferred with great caution. Secondly, this sample was restricted to lecturers who work for top private educational and training institutions in East Java; therefore, findings should not be generalized to other domains and areas. Lastly, reliance was made upon the self-administered survey data and the study could suffer from the problem of common method bias. A Longitudinal study with objective measures of performance and the use of multiple sources of data could overcome these problems in future study.

Other interesting moderators that can be studied in the future includes digital skills, leadership style, organizational culture, psychological safety, or work engagement. Cross-comparative study in public versus private training institutions, or in different provinces could highlight different ways in which a modern system of work impacts in the varied learning institutions.

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