

**DETERMINANTS OF INNOVATIVE WORK
BEHAVIOUR AMONG ACADEMICS IN SAUDI
ARABIA: QUALITY CULTURE AS
MODERATOR**

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ARABIA: QUALITY CULTURE AS
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by

MAJED AGEEL A HARMAL

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LIST OF ABBREVIATIONS

HEIs	Higher Education Institutions
IWB	Innovative Work Behaviour
PRFAQ	Press Release And Frequently Asked Question
SCT	Social Cognitive Theory
SDT	Self-Determination Theory

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- Appendix D Official Certificate of Proofreading from School of Languages, Literacies and Translation at USM dated 15 November 2023
- Appendix E Supporting Letter from the Royal Embassy of Saudi Arabia, Cultural Mission to Facilitate my Task during Data Collection Stage
- Appendix F Official Certificate of Abstract translation from English language to Malay language, and editing and Proofreading from School of Languages, Literacies and Translation at USM dated 7 August 2024

**PENENTU TINGKAH LAKU KERJA INOVATIF DALAM KALANGAN
AHLI AKADEMIK DI ARAB SAUDI: BUDAYA KUALITI SEBAGAI
MODERATOR**

ABSTRAK

Beberapa tahun kebelakangan ini, terdapat peningkatan yang ketara dalam pembiayaan dan pelaburan kerajaan yang tertumpu ke arah institusi Pendidikan tinggi (HEIs) di Arab Saudi. Trend ini menekankan kepentingan kemahiran teknikal dan insaniah ahli akademik dalam membentuk prestasi mereka. Konsep Gelagat Kerja Inovatif akademik (IWB) sangat dikaitkan dengan keupayaan untuk menghasilkan dan berkongsi idea sebenar. Objektif kajian ini adalah untuk menyiasat dengan lebih lanjut pengaruh bakat akademik terhadap beberapa aspek tingkahlaku kerja inovatif, dengan tumpuan khusus kepada penciptaan dan kemajuan idea yang unggul. Amat penting untuk memahami proses ini bagi memupuk budaya inovasi dalam domain akademik. Kajian ini melihat faktor-faktor yang mempengaruhi tingkah laku kerja inovatif (IWB) dalam kalangan staf akademik di institusi pengajian tinggi (IPT) Arab Saudi. Kajian ini meneliti kesan pelbagai faktor ke atas IWB, termasuk motivasi ekstrinsik, keberkesanan komunikasi, penentuan nasib sendiri, sokongan pengurusan, dan pemerksaan psikologi, dengan pengaruh budaya kualiti yang sederhana, dengan menumpukan kepada kekurangan penggunaan sumber manusia negara untuk idea-idea inovatif walaupun terdapat pelaburan kerajaan yang besar di IPT. Dengan menggunakan pendekatan berasaskan teori penentuan nasib sendiri dan teori kognitif sosial, kajian ini menganalisis data daripada 390 pembantu profesor, profesor bersekutu dan profesor. Walaupun empat daripada enam hipotesis utama didapati disokong, penentuan nasib sendiri dan sokongan pengurusan didapati tidak

mempunyai kesan yang signifikan terhadap IWB. Tambahan lagi, analisis mendedahkan bahawa budaya kualiti menyederhanakan perkaitan antara pembolehubah yang dinyatakan di atas sahaja dan tingkah laku kerja yang inovatif. Penyelidikan ini memberikan pandangan berharga tentang dinamik tingkah laku kerja inovatif dalam persekitaran akademik Arab Saudi, menonjolkan keperluan untuk pemahaman yang lebih komprehensif tentang faktor-faktor yang memupuk atau menghalang penanaman budaya inovatif dalam institusi pengajian tinggi. Penyelidikan ini memperkayakan literatur dengan mengkaji IWB di kalangan ahli akademik, menggabungkan budaya kualiti sebagai pembolehubah penyederhana. Tidak seperti kajian terdahulu yang kebanyakannya tertumpu pada tetapan industri, kajian ini menawarkan pemahaman yang lebih terperinci tentang bagaimana pembolehubah ini berfungsi dalam IPT. Ia juga mempunyai implikasi yang kuat kepada pentadbir, yang digalakkan untuk mengutamakan program yang meningkatkan motivasi ekstrinsik, kecekapan, keberkesanan komunikasi, dan pemerksaan psikologi dalam kalangan kakitangan akademik. Tambahan pula, kajian ini membincangkan batasan dan mengesyorkan penyelidikan akan datang yang mungkin menyumbang kepada keseluruhan pengetahuan.

**DETERMINANTS OF INNOVATIVE WORK BEHAVIOUR AMONG
ACADEMICS IN SAUDI ARABIA: QUALITY CULTURE AS MODERATOR**

ABSTRACT

In recent years, there has been a notable increase in government financing and investment directed towards Higher Education Institutions (HEIs) in Saudi Arabia. This trend highlights the crucial significance of academicians' hard and soft skills in shaping their performance. The concept of academic Innovative Work Behaviour (IWB) is strongly associated with the ability to come up with and share original ideas. The objective of this study is to further investigate the influence of academic talents on several aspects of innovative work behaviour, with a specific focus on the creation and advancement of novel ideas. Comprehending these processes is crucial for cultivating a culture of innovation within the academic domain. This study looks at the factors that influence innovative work behaviour (IWB) among academic staff in Saudi Arabian higher education institutions (HEIs). This study examines the impact of various factors on IWB, including extrinsic motivation, communication efficacy, self-determination, competence, management support, and psychological empowerment, with the moderating influence of quality culture, with a focus on the country's underutilization of human resources for innovative ideas despite significant government investments in HEIs. Using an approach grounded in the self-determination theory and the social cognitive theory, the study analysed data from 390 assistant professors, associate professors, and professors. While four out of six primary hypotheses were found to be supported, self-determination and management support were not found to have a significant effect on IWB. In addition, the analysis revealed that the quality culture moderated the association between the aforementioned

variables only and innovative work behaviour. The research provides valuable insights into the dynamics of innovative work behaviour within the academic setting of Saudi Arabia, highlighting the need for a more comprehensive understanding of the factors that foster or inhibit the cultivation of an innovative culture within higher education institutions. This research enriches the literature by examining IWB among academics, incorporating quality culture as a moderating variable. Unlike prior studies predominantly focused on industrial settings, this study offers a nuanced understanding of how these variables function within HEIs. It also has strong implications for administrators, who are encouraged to prioritize programs that enhance extrinsic motivation, competence, communication efficacy, and psychological empowerment among academic staff. Furthermore, this study discussed the limitations and recommends future research that might contribute to the body of knowledge.

CHAPTER 1

INTRODUCTION

1.1 Background of the Study

Educational institutions have transitioned from the conventional style of “classroom” education to a virtual one, particularly after the assault of the COVID-19 pandemic. Furthermore, technological breakthroughs and rapid changes characterise and shape the modern world. This transition provides researchers with an important chance to document and assess Innovative Work Behaviour (IWB) among academic staff (Ayoub et al., 2021). Innovative ideas are essential for organisational survival and development. Because of fierce competition and the complexities of a global market, organizations need to find out fresh ideas and new ways to reinvent themselves in order to stay competitive. Importantly, many organizations regard human dimensions as an intangible asset that, when properly invested in, fosters, and stimulates creativity (Strobl et al., 2020). Scholarly investigations and research concerning IWB have gained growing recognition and attention in an active discourse. This evolution moves away from previous explorations of personality and traits, outputs, and individual behaviour, toward an outcome-oriented perspective of work behaviour, ultimately embracing a behavioural approach that underscores contemporary viewpoints in IWB research. It also assisted in solving challenges faced by organizations (Suseno et al., 2020).

Innovation within academia is crucial for advancing knowledge, enhancing educational practices, and contributing to the development of the society. However, to fully understand and foster innovation in higher education, it is essential to focus on the (IWB) of individual academicians. In the context of Saudi Arabia, examining IWB

among academicians is particularly important towards the nation's ambition in their Vision 2030, which aims to transform the economy and elevate the educational sector. The academicians in Saudi Arabia are positioned at the heart of this transformation, where their innovative behaviour can significantly impact the quality and effectiveness of education and research.

On the other hand, the higher education sector is currently encountering various challenges globally, brought about by the rapid technological variations and increased demand of consumers in many countries, especially after the fourth industrial revolution (IR4.0) the incorporation of modern technology adoption has also been made (Oke & Fernandes, 2020). As emerging economies transition from low-income to higher-income status, more and more people are beginning to adopt technological innovation. Perhaps, an increase in income may also increase the affordability (Priya et al., 2018). This is also the case in emerging economies like Saudi Arabia (Aljaber, 2018; Alkhazim, 2003), where it has become necessary for academic institutions to develop their capacities to meet the demands just as business organizations usually do (Saeed, 2023). Amazon, for example, popularised the press release and frequently asked question (PRFAQ) platform for workers to pitch major ideas, with the outcomes including realised concepts such as Alexa, Amazon Go, and Prime Now. Similarly, Samsung's C-Lab (Creative Lab) is a programme designed to encourage innovative work behaviour (IWB) that fosters new company ideas (AlEssa & Durugbo, 2021).

The current HEIs system in Saudi Arabia faces significant challenges in keeping up with the rise of digital transformation, particularly in the context of IR4.0. Many institutions lack the advanced technological infrastructure necessary to integrate cutting-edge technologies such as AI, IoT, and big data analytics (Abdullah & Almaqtari, 2024). Among other issues include outdated curricula, failure to emphasize

the interdisciplinary skills and knowledge required for IR4.0. Furthermore, faculty and staff generally lack adequate training in emerging technologies, limiting their abilities to effectively teach and support digital initiatives. Institutional policies and strategic visions are not always aligned with national digital transformation goals. Thus, students also have limited access to practical, hands-on experiences with IR4.0 technologies. As a result, collaboration between academia and industry remains inconsistent, hindering the development of a robust innovation ecosystem (Allmnakrah & Evers, 2020).

Higher educational institutions (HEIs) including schools, colleges, technical and vocational institutions, and universities are actively involved in providing training, specialised knowledge, and a competent workforce for diverse industries (Hillerbrand & Werker, 2019). Additionally, by producing skilled graduates for the workforce and conducting research, the educational sector plays a major role in maintaining and advancing economic development (Bebbington, 2021). It is anticipated that HEIs will produce enterprising individuals who can propel the economy through knowledge-centred initiatives (Hillerbrand & Werker, 2019). Typically, HEIs are fundamental establishments as they foster innovation through diverse materials, products, and services that boost the economic and infrastructural strength of the country (Sharma & Sharma, 2021). Furthermore, the Innovative Work Behaviour fostered by HEIs are essential because they foster creativity and problem-solving abilities in graduates, giving them the tools they need to propel economic advancement and adjust to evolving industry demands.

It has also been contended that the wealth of experiences from the members of academia reflects the HEIs knowledge that may be considered as their key competitive edge (Miotto et al., 2020). Therefore, in order to adapt to the technological and social

changes brought about by the IR4.0, education models must take into the account the requirement for lifelong learning. Regretfully, today's higher education systems are rapidly becoming incompatible with the future society is heading towards as a result of increasingly automated, digital, and flexible work markets (Sharma & Sharma, 2021). According to Saeed (2023), higher education institutions (HEIs) can play a vital role in improving both the local community and society at large by sharing knowledge gained from working with other organizations and stakeholders to solve problems and innovate (Hillerbrand & Werker, 2019). By educating people, finding solutions to challenges, and advising on public policy, HEIs can influence society in this way. Additionally, IWB accelerates this solution finding process, as it promotes adaptability and proactive problem-solving among students and staff. This not only improves the institutions' ability to meet future societal requirements, but it also provides graduates with the skills needed to flourish in dynamic and evolving job situations.

Consequently, innovative work behaviour of academicians play a valuable role in fostering positive change inside their respective institutions and societies (Bansal et al., 2019). An innovative behaviour for academics involves the behaviour that open to experimenting with new and unusual methods of instruction (Beck et al., 2022). Innovative work behaviour among academics fosters students' academic engagement, self-efficacy beliefs, and attracts and maintains their interest (Zhu et al., 2013). The innovative nature of education is shaped by academics' propensity for creativity, openness to new ideas, and ability to develop novel pedagogical approaches and materials. This means that academics need to behave in an innovative way in the classroom for three key reasons. In the first place, innovative behaviour is essential in order to keep up with the ever-changing cultural norms. Demands on students and teachers to meet the needs of a knowledge-based society are increasing. Second,

innovative approaches and original viewpoints on learning necessitate creative actions. Third, for the society to stay competitive, the institution of higher learning must demonstrate exemplary behaviour and serve as a starting point for the nation's more innovative ways of doing things. However, encouraging academics to adopt innovative work behaviour has grown to be a significant problem in higher education, especially when there are high expectations for their research achievement (Yin et al., 2017). This study therefore evaluated a range of innovative work behaviour-related elements that may either hinder or advance, with a focus on academic in HEIs in Saudi Arabia.

Despite the fact that innovative work behaviour among employees has been shown to be a primary source of organisational innovation, it does not come naturally; thus, leaders must reduce work stress and provide incentives to employees in order to maximise innovative work behaviour (Wang et al., 2017; Zhu & Wu, 2016). As a result, leaders in Saudi Arabia's higher education industry must embrace and comprehend the behavioural and attitudinal needs of academic personnel. This strategy anticipates that developing and adjusting academic staff attitudes and behaviour would result in increased productivity, creativity, and innovation (Miotto et al., 2020). According to Tehseen and Hadi (2015), it is critical for HEIs to understand the factors that promote noteworthy performance and innovative capacities among academic staff through external incentives. This function is crucial in modern organisations, contributing to staff recruitment, retention, and motivation (Zhou et al., 2011). In higher education, developing innovative work behaviour among academics is critical (Fuad et al., 2020). Innovative work behaviour denotes the adoption, conception, development, and execution of original ideas, initiatives, methodologies, and policies geared towards fulfilling organizational objectives. It serves as a measure of organisational growth and profitability (Azeem et al., 2021).

Furthermore, innovative work behaviour enhances learning outcomes and provides quality education (Akram et al., 2020). In the higher education sector, innovation helps in customizing the process of education and researchers agreed on its benefit for the education of an individual, families and communities (Adel & Dayan, 2021). There by, innovation in HEIs of learning is considered to be the driver of social and economic development which can be achieved through academic success (Sharma & Sharma, 2021). Again, in academic setting, innovative work behaviour is vital as it impacts the development of professional creations such as academic studies, and in research action (Chen et al., 2018). Correspondingly, research in this field has revealed that fostering innovative work behaviour contributes to academic innovation, encompassing research patents, communication strategies, and publications. Several studies, including Al-Husseini et al. (2021), have suggested that innovation within higher education institutions (HEIs) could manifest in various forms such as telecommunications computing, student life enhancements, library services, financial solutions, curriculum advancements, and classroom services. On the contrary, Rogers (2010) posited that educational organizations serve as conduits for the practice and implementation of innovative strategies. In leading to high innovative work behaviour, the challenges in higher education sector in Saudi Arabia is a policy shift from HEIs leaders to enhance the level of care and motivate academic staff by psychological empowerment and extrinsic motivation to improve their morale (Aljaber, 2018; Alkhazim, 2003).

While there are some challenges faced by the higher education sector in Saudi Arabia, the ranking of Saudi universities appears to be improved continuously. Recently, in higher education institutions ranking in the Middle East and the Arabian Gulf, Saudi Arabia has been remarkably advanced and earning top honours in the

region (Binyamin et al., 2019). King Abdul Aziz University, King Abdullah University of Science & Technology, and King Fahad University of Petroleum & Minerals are ranked among the top five universities in the Arab region according to the Times University Ranking (2021). This prestigious ranking is based on citations, international outlook, research, and teaching and King Abdul Aziz University, with 99.0, 88.4, 99.8, and 98.0 points respectively, was top of the table. Statistics such as these attract students from beyond the region in search of higher education. Similarly, on the grounds of academic reputation, employer reputation, faculty and student ratio, and international research networking, Saudi universities are ranked among the top ten in the Arab region (Lane, 2021). HEIs in Saudi Arabia have been provided with considerable funding and investment from the government (Aldiab et al., 2019). As a result, the QS ranking depicted the Saudi Arabian higher education system among the fastest growing in the Middle East. Five Saudi Arabian universities ranked in the top 500 World Universities Ranking for 2023 and 21 of the top 100 universities in the Arab region (QS, 2023).

In spite of all these developments, the HEIs sector in Saudi Arabia is currently engulfed with lack of motivational resources, professional contentment, and self-confidence of academic members that lead to low innovation (Allui & Sahni, 2016). Thus, it is essential for HEIs leaders to care about and motivate academic staff through psychological empowerment and extrinsic motivation to improve their morale, that can lead to high innovative work behaviour. Despite the fact that innovative work behaviour among employees has been demonstrated to be a primary source of organisational innovation, it does not occur naturally, and thus, management support in the form of ease of work, motivation, and incentives to employees is required to maximise innovative work behaviour. (Wang et al., 2017; Zhu & Wu, 2016).

Consequently, it is critical that leaders in Saudi Arabia's higher education system comprehend the behavioural requirements of their academic staffs and take the necessary actions to satisfy those requirements.

1.2 Statement of the Problem

HEIs in Saudi Arabia have, in recent years, been provided with considerable funding and investment from the government (Aldiab et al., 2019). As a result, QS rankings have acknowledged the country's higher education system as being among the fastest growing in the Middle East. In 2023, for example, five Saudi Arabian universities were ranked among the top 500 in the world, as well as 21 of the top 100 in the Arab region (QS, 2023). Despite these improvements, Saudi Arabia's higher education institutions are today plagued by a lack of motivating resources, professional fulfilment, and self-confidence among academic members, which has led to low innovation (Allui & Sahni, 2016). Furthermore, this condition makes it difficult for Saudi higher education institutions to encourage academics to engage in innovative work behaviour (Alheet et al., 2021). To put this into context, no Saudi Arabian universities were included in the Reuters *Top 100 The World's Most Innovative Universities 2019* (Ewalt 2019). Furthermore, whereas seven Israeli institutions were featured in the Innovation Ranking category in 2023, just one Saudi Arabian university was recognised among the top ten universities in the Middle East region by The SCImago Institutions Rankings (SIR) (Rankings,2023).

Focusing on HEIs academics, this study examines work-related antecedents that may impede or enhance innovative work behaviour. Wibowo et al. (2020) found that hard skills, soft skills, organisational learning, and innovative capacity all had a favourable and significant influence on academic performance. This suggests that the

more positive the lecturers' hard and soft abilities are, the better their performance will be. Academic IWB is associated with the capacity for idea generation and dissemination (Lambriex-Schmitz et al., 2020). However, the study also shows that academics believe they have the ability to influence strategic production, management, and workplace operations, which has only empowered the promotion of new ideas (Wibowo et al., 2020). As a consequence, they feel more capable of arranging support for new ideas, receiving approval for innovative ideas, and inspiring key organisational members with creative ideas. All of these criteria are critical for measuring IWB among academics (Rahman et al., 2014). This situation demands more research to be conducted to determine how the impact of academics affects other elements of innovative work behaviour, such as the invention and promotion of new ideas.

In academic institutions, innovations are expected from the academic's staffs (Budur et al., 2024), whereas the development of innovative work behaviour among the academics requires some psychological inputs. Saudi Arabia is one of those countries that have not fully utilized human resources for innovative ideas, primarily through university education and research (Khayati & Selim, 2019). Despite government spending on higher education and giving full scholarship for faculty members to study abroad, there are some reports and studies indicating that there are some Saudi faculty members drains to private sectors inside Saudi Arabia, or to neighbour countries such as Qatar, and United Arab Emirates (UAE), or to Western countries. Plus, lack of innovative environment is one of the factors that leads to brain drain (Omar Asem, 2020).

Tehseen and Hadi (2015) indicated the need in HEIs sector to examine the factors that motivate innovation of academic staffs. Therefore, this study aims to

determine the factors that lead to innovative work behaviour among academics in Saudi Arabian universities.

Although a review of literature shows that a large amount of interest has been devoted to innovative work behaviour in the past few years (Akram et al., 2020; Beck et al., 2022; Grošelj et al., 2021; Knezović & Drkić, 2021). However, some researchers contended that such previous and current studies devoted to innovative work behaviour forecast institutional success, employee outcomes, financial performance and competitive advantage (Odugbesan et al., 2023; Rahman et al., 2022). Nevertheless, the empirical research discussing its antecedents collectively is rare in literature. The existing study aims to fill this gap.

There are different antecedents which bring behavioural change among people working for any organization or institution. Institutional management support is one of these crucial factors which is always considered significant in developing confidence among workers. This enhanced level of confidence develops innovative work behaviour. Although its importance for innovative work behaviour is established in literature, but most of the literature available is related to industrial sector (Akram et al., 2020; Grošelj et al., 2021; Odugbesan et al., 2023). However, its presence in higher education institutions is novel in literature.

Moreover, the current transition phase in Saudi Arabia's HEIs require university management support rather than the traditional leadership for achieving goals and enhancing innovation and quality (Mello Silva & Vargas, 2022). Therefore, this study sought to extend the body of research on management support and innovative work behaviour by examining relationship between these constructs among university academics.

Similarly psychological empowerment and extrinsic motivation as antecedent of innovative work behaviour are rarely discussed to evaluate academic environment. Psychological empowerment literature was basically concerned with business and industrial environment. This also applies to extrinsic motivation. In the previous studies carried out by Jung et al. (2003) psychological empowerment was found to negatively impact innovation work behaviour, however, contradicting findings were discovered by El-Gazar et al. (2022) and Yasir et al. (2023) agreed to the positive results. Similarly, review of literature showed mixed results for the relationship between extrinsic motivation and innovative work behaviour, which are highlighted by Baer et al. (2003) and Zhou et al. (2011). According to the future plan of Saudi Arabian Ministry of Education psychological empowerment and extrinsic motivation are known as an appropriate strategy for enhancement in the morale of the academic staff, which leads to high innovative work behaviour (Sotirofski, 2014). Testing these antecedents of innovative work behaviour in well facilitated academic environment in Saudi Arabia is expected to be a good addition in available literature.

On the account of communication efficacy, self-determination, and competence, there is a great deal of research distinguishing their need for innovative work behaviour. Clear communication in the workplace has always been important for producing high-quality work. Communication patterns at institution level definitely affect productivity of work force (Dai et al., 2022). Successful communication is performed when employees develop clear understanding about their responsibilities and duties at workplace. The empirical evidence predicts an inconsistent impact of communication efficacy on innovative work behaviour (Marane, 2012). Therefore, it is considered of great importance to reexplore this relationship in context of Saudi Arabia.

Meanwhile presence of self-determination in human behaviour is considered as fundamental psychological requirement for innovative behaviour and performance (Appolloni et al., 2023). But lack of correlation between self-determination and innovative work behaviour has been observed in academic institutions (Rosli & Saleh, 2023). Similar is the outcome of competence in institutional setups and competence related discussion is also missed in academic settings (Javed et al., 2019). It is perceived that competency enhancement in HEIs has always been the matter of great concern in Saudi Arabia. So far after investing for decades on competency enhancement it is crucial to explore its impact on innovative work behaviour in HEIs in Saudi Arabia.

All these inconsistent relationships motivated scholar to introduce a moderating effect between the relationships of these variables. In this regard quality culture previously identified as strong moderator is introduced. Sametime it is observed that moderating effect of quality culture in relationship between aforementioned constructs is missing in literature. Therefore, present study aims to address all these gaps and problems introduced in previous literature. Moreover, the discussion in context of Saudi Arabia and impact of the extrinsic motivation, psychological empowerment, management support, self-determination, communication efficacy and competence on innovative work behaviour along with moderation of quality culture among Saudi Arabia's HEIs academic staff is a valuable addition in existing body of literature.

1.3 Research Questions

Rooted in the research gaps identified in the problem statement, the following research questions are proposed for present study.

RQ1: Does extrinsic motivation influence innovative work behaviour among academics?

RQ2: Does communication efficacy influence innovative work behaviour among academics?

RQ3: Does self-determination influence innovative work behaviour among academics?

RQ4: Does competence influence innovative work behaviour among academics?

RQ5: Does management support influence innovative work behaviour among academics?

RQ6: Does psychological empowerment influence innovative work behaviour among academics?

RQ7: Does the quality culture moderate the relationship between extrinsic, motivation, communication efficacy, self-determination, competence, management support, psychological empowerment, and innovative work behaviour among academics?

1.4 Research Objectives

This study seeks to explore the ways in which higher education institutions in Saudi Arabia are working to enhance the innovative work behaviour among academic staff. The framework after encapsulating different constructs help in setting following objectives for the existing study:

- RO1: To examine the relationship between extrinsic motivation and innovative work behaviour among academics.
- RO2: To examine the relationship between communication efficacy and innovative work behaviour among academics.
- RO3: To examine the relationship between self-determination and innovative work behaviour among academics.
- RO4: To examine the relationship between competence and innovative work behaviour among academics.
- RO5: To examine the relationship between management support and innovative work behaviour among academics.
- RO6: To examine the relationship between psychological empowerment and innovative work behaviour among academics.
- RO7: To what extent quality culture plays the role of moderator between extrinsic motivation, communication efficacy, self-determination, competence, management support, psychological empowerment, and innovative work behaviour among academics.

1.5 Significance of the Study

The current research postulates that the effect of extrinsic motivation, communication efficacy, self-determination, competence, management support, and psychological empowerment, as independent variables, on innovative work behaviour is subject to moderation by the quality culture. This study holds substantial significance, encompassing both theoretical and practical dimensions within the scope of its research focus.

1.5.1 Theoretical Significance

This research investigates the influence of extrinsic motivation, communication efficacy, self-determination, competence, management support, and psychological empowerment, and quality culture as moderating factor on the innovative work behaviour of academic staff. The research seeks to offer valuable insights for both scholars and practitioners, providing effective strategies to enhance innovative work behaviour within academic circles. From a theoretical standpoint, the results from this study contribute to the current knowledge base on innovative work behaviour.

A thorough literature review exposed a scarcity of empirical research concerning the exploration of innovative work behaviour within academic staff. Previous studies predominantly concentrated on investigating innovative work behaviour within employees and managers within the service sector (Akram et al., 2020; Beck et al., 2022; Grošelj et al., 2021; Knezović & Drkić, 2021; Odugbesan et al., 2023; Rahman et al., 2022). Also, employees and managers in the banking sector (Rosli & Saleh, 2023), and hospital staffs in the health industry (Al Wali et al., 2022). However, from the aforementioned past literature it is perceived that literature on innovative work behaviour in HEIs context is rare. Therefore, this study identifies the antecedents of innovative work behaviour in Saudi HEIs. Antecedents including extrinsic motivation, communication efficacy, self-determination, competence, management support, and psychological empowerment were tested for this purpose, however, quality culture acted as a moderating factor influence innovative work behaviour among the academic staff.

The incorporation of quality culture as a moderator between extrinsic motivation, communication efficacy, self-determination, competence, management support, and psychological empowerment in relation to innovative work behaviour in the HEIs sector adds a novelty to the existing body of knowledge. The novel addition to the existing body of knowledge lies in the incorporation of quality culture as a moderator between extrinsic motivation, communication efficacy, self-determination, competence, management support, and psychological empowerment concerning innovative work behaviour within the HEIs sector. Furthermore, this study contributes to academic scholarship by exposing critical models and theories that shed light on the complexities of innovative work behaviour. In this context, the Self-Determination Theory (SDT) and Social Cognitive Theory (SCT) serve as the foundational pillars for elucidating the relationships between extrinsic motivation, communication efficacy, self-determination, competence, management support, psychological empowerment, and moderation quality culture in relation to innovative work behaviour. This comprehensive and integrated theoretical framework serves as a roadmap for future research efforts in the HEIs sector, with the goal of improving innovative work behaviour among academics in universities.

1.5.2 Practical Significance

The practical significance of this study is centered on its potential to instigate meaningful interventions. This study findings have the potential to significantly influence the operational landscape of Higher Education Institutions (HEIs), particularly public universities. This study is expected to be a valuable resource for developing human capital policies, refining management practises, and initiating management development programmes aimed at bolstering academic staff's

innovative work behaviour in Saudi Arabia by shedding light on strategies to enhance academic staff's innovative work behaviour.

Notably, enhanced inventive work behaviour not only improves the efficiency with which university administrations operate, but will also contribute considerably to the overall targets of these institutions. This study's management insights steered Saudi universities towards more efficient operations and increased competitiveness. This, in turn, has a knock-on effect since public-sector university management frequently impacts government policy initiatives, extending the reach of the study results to the government sector.

Furthermore, the findings of this study have the potential to be useful in the management of universities, particularly in the Saudi Arabian context, by offering a road map for promoting innovative behaviour among academic staff. This development is intended to catalyse advances in their research and teaching approaches, eventually benefiting students directly and the larger community indirectly. Students will benefit from better soft skills such as management and communication, as well as more peer support. After graduation, when these students enter various businesses, the advantages of their expanded education will spread to the communities they engage with. Conclusively, this study contribution extends beyond the borders of Saudi Arabia and has the potential to spark important initiatives targeted at nurturing innovative academic personnel. These anticipated outcomes pave the way for a more dynamic and impactful higher education environment.

1.6 Scope of the Study

This study delves into the impact of extrinsic motivation, communication efficacy, self-determination, competence, management support, psychological

empowerment, on innovative work behaviour in the presence of quality culture as moderator, among academic staff in Saudi Arabia's higher education sector. The scope of this research is limited to academic employees at public universities in Saudi Arabia, including assistant professors, associate professors, and professors. As the innovativeness in HEIs relied more on the academic staff, therefore, this study focussed on academic staff only.

There are 29 public universities in Saudi Arabia. Specifically, this study focuses on these public universities that located in Saudi Arabia. Aim of research is to reveal the antecedents of innovative work behaviour among academics. All the academics have at least PhD degree in context of qualification and has at least 3 years with work experiences. The selection of academic staff as the focal point for this study aligns with the dedication of academic professionals in maximizing the advantages of innovative work behaviour, aiming to enhance innovation, efficiency, quality, and overall performance. Furthermore, this initiative seeks to bolster social capital and aid in the retention and recruitment of top-tier academic talent across various universities.

The justification for selecting public sector university academics is that they are supervised by the government and appropriately reflect government policies. The rationale for choosing academic staff as the unit of study stems from their critical role in driving innovation, improving effectiveness, ensuring quality and performance, enhancing social capital, and contributing to the retention and attraction of the best academic talent across universities. Because of their importance in the higher education sector as change agents and information disseminators, they are the perfect focal point for this research.

1.7 Conceptualization of the Variables

For the proper understanding of variables, the process of conceptualization helps in defining the variables. These appropriate definitions further helped in understanding the context of these variables in existing study.

1.7.1 Extrinsic Motivation

It is reward-driven behaviour. That is, the extrinsic motivation is externally driven, and the focus is on the outcome of the activity for the task-worker themselves and the outcome could be a reward or the avoidance of punishment (Alzyoud et al., 2017). In extrinsic motivation, rewards or other incentives like praise, fame, or money are used as motivation for specific activities. Unlike intrinsic motivation, external factors drive this form of motivation. That's why it is also called non-self-determined behaviour. In such motivation behaviour is controlled by material rewards and constraints imposed by others (Zhang et al., 2019). For example, receiving praise from immediate supervisor, receiving recognition, receiving appreciation from parents and friends, receiving bonus on salary after accomplishing task (Pelletier et al., 2016). As a result, the current study defined extrinsic motivation as the desire to engage in research and innovation largely for external incentives and recognition, such as colleagues' respect and approval, perceived competence, long-term legacy, and formal awards.

1.7.2 Communication Efficacy

Self-efficacy is the belief or confidence people have in their ability to achieve their goals. Analyses revealed that communication efficacy determines the belief about certain outcomes as result of communication (Imran, 2015). In other words,

communication efficacy determines one's belief on advantage of effective communication (Lu, 2019). In present study communication efficacy refers to the belief of academicians that certain outcomes will come if they communicate the workspace problems with management (Imran, 2015).

1.7.3 Self Determination

The capacity or authority to choose for oneself. Self-determination, a crucial idea in psychology, refers to each person's capacity for decision-making and life management. (Insights, 2019; Jang & Tian, 2012). Self-determination allows people to feel that they have control over their choices and lives. The concept of self-determination has been applied to a wide variety of areas including education, business, work, parenting, exercise, and health (Deci & Ryan, 2000). In the present study, self-determination is defined as volitional actions that enable one to act as the primary causal agent in one's life and to maintain or improve one's quality of life (White et al., 2018).

1.7.4 Competence

Competence is the ability to do something well or effectively (Belar, 2009). Furthermore, as the dictionary definitions clearly clarify, a competence or ability is focused on a certain task or duties. These responsibilities could be either generic or particular in terms of competence, skill, or capability. Therefore, while qualities make sense for competence, they are insufficient on their own. It is observed that the concept of competence includes the notion of the abilities or capabilities being applied to the performance of tasks. When people feel that they have the skills needed for success, they are more likely to take actions that help them achieve their goals especially among

the academicians in higher education (Iqbal et al., 2019; Sungur & Senler, 2010). Considering above explanations competence in the current study refers to the ability of educators to effectively plan, deliver, and assess educational activities while continuously engaging in professional development and contributing to academic advancements.

1.7.5 Management Support

Management support is a procedure which is concerned with getting appropriate information to managers as and when they need it, and which aids the manager in making decisions. Management support is a key recurrent factor critical for effective job performance in any organization (Sergeeva et al., 2018). Management support is a leadership style that leads to positive changes among the followers. The role of management support is very crucial for the success of project and increasing the work ability of the employees (Ahmed & Mohamad, 2016). Management support also refers to the refers to the facilitation of management to its employees in the form of resources, structural arrangements, communications, and expertise (Wu, 2015). In this research, management support refers to leadership's proactive engagement in establishing a culture of quality improvement through clear vision communication, personal leadership, responsibility, and the provision of quality-related training at all levels of the organisation.

1.7.6 Psychological Empowerment

Psychological empowerment is defined as a motivational construct manifested in four cognitions: meaning, competence, self-determination, and impact where these four cognitions reflect an active, rather than a passive, orientation to a work role

(Spreitzer, 1995). The cognition of meaning can be understood when employee feel that their work is important, and they care about whatever they do (Spreitzer, 1995; Thomas & Velthouse, 1990). The cognition of competence refers to the ability of an individual to perform his/her job activities with the needed knowledge and skills (Spreitzer, 1995). The cognition of self-determination can be seen in making decision especially concerning work methods, procedure, time, and effort. Lastly, the cognition of impact is the extent on how far that individual believe that he/she can influence the strategic output, management, and operation in the workplace (van Dop et al., 2016). Present study defines psychological empowerment as a process through which people gain more control over their lives, take a proactive approach toward their communities, and develop a critical understanding of their socio-political environments (van Dop et al., 2016).

1.7.7 Innovative Work Behaviour

Innovative work behaviour is the voluntary generation, launching and use of novel thinking in a work role, set or organization. That is, for the purpose of benefiting the role performance, the set or the organization as a whole (Janssen, 2000). Innovative work behaviour is discussed as generation of new ideas and forms of work to enhance the efficiency of employees and benefit of organization. In their 1994 discussion of innovative work behaviour, Scott and Bruce defined innovative work behaviour as “idea generation, idea promotion, and idea realisation,”. According to some scholars, these represent various phases of innovativeness. The entire concept of innovative work behaviour was explained by these three concept-related phrases. The ability to generate, promote, and realise ideas is how the current study conceptualizes innovative work behaviour (Janssen, 2000).

1.7.8 Quality Culture

According to Detert et al. (2000), quality culture is the shared set of norms, values, concepts, beliefs, and rules that both individuals and groups within an organisation adhere to and which are linked to organisational quality. Staff dissatisfaction, staff turnover, and the success of regulatory inspections are generally lower in organizations that support the establishment of a quality culture (Gallear & Ghobadian, 2004). Therefore, quality culture serves as a moderating effect of on the independent relationship. In present study quality culture is conceptualized as organizations proactive role in facilitating employees needs and providing better working environment (Wu, 2015).

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

To substantiate the problem statement, the existing literature has underscored the significance of examining innovative work behaviour. Alzyoud et al. (2017) have indicated that elevated levels of innovative work behaviour can result in increased dedication and contentment, decreased absence and turnover rates, enhanced physical and mental health, and improved performance in both prescribed responsibilities and additional roles. These outcomes align with the changes that have been observed in Saudi Arabian universities as a result of the change plan. The goal of this revolutionary concept was to cultivate dedicated academics across all faculties so they could support the advancement of a genuinely modern and developed country (Alessa, 2021). The transformation plan has affected and influence almost all aspects of higher education work environments, including innovation work behaviour (Alamri, 2011). Moreover, having a strong innovation work behaviour among academic is important because it helps to improve their set of skills, promotes a good work relationship, manageable workload, and positive work-balance.

2.2 The Growth of the Ministry of Education in Saudi Arabia

The Kingdom of Saudi Arabia was founded in 1932. Initially, it was a poor country, and there was a small educational program comprising 12 institutions with about 700 students. This situation changed significantly after the year 1938, when oil was discovered in large quantities in Saudi Arabia. More also, by the year 1950, there were 365 schools of 42,000 students (Simmons et al., 1994). In 1954, the Ministry of