

How do learning organisation and reward system affect lecturers' innovative work behaviour?

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Abstract

Innovative work behaviour (IWB) is essential for the survival of individuals and organisations. Therefore, this research examines IWB based on learning organisation, reward systems, and job involvement perspectives. It also proves job involvement's role in mediating learning organisation and reward systems on IWB. A quantitative approach was adopted with a causal design, and questionnaires were administered to 230 lecturers of private universities in Indonesia to collect data. The result of path analysis showed that learning organisation, reward system, and job involvement significantly affects IWB. Job involvement also mediates the relationship between the learning organisation and rewards system with IWB. Therefore, a new model that learning organisation and reward system affects IWB mediated by job involvement is confirmed. IWB can be improved through learning organisation and reward system with the support of job involvement.

Keywords: learning organisation, reward system, job involvement, innovative work behaviour, lecturer.

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1. Introduction

The sudden and massive emergence of the Covid-19 pandemic disrupted several human activities in different sectors, such as industry, government, and education. Several corporate operations, public services, and learning procedures on campus have shifted from in-person to online, forcing individuals to innovate in order to survive. This action is necessary because innovation is essential for both individuals and organisations. It is considered an important concept for companies to compete in the global market (Anderson et al., 2018). Furthermore, it was reported to contribute significantly to public service quality and problem-solving capacity (De Vries et al., 2016). It influences the effectiveness, success, and performance of organisations (Marín-Idárraga & Cuartas-Marín, 2019; Jankelová et al., 2021).

Employees' attitudes and behaviour toward their duties significantly affect enterprises' competitiveness and survival (Akcin et al., 2018; Elidemir et al., 2020). This implies that the innovation manifested in IWB on an individual level influences performance (Schuh et al., 2018; Rizki et al., 2019; Atatsi et al., 2021) and organisational citizenship behaviour (Hwang & Choi, 2017). It also showed that innovation, including IWB, is crucial for individuals and organisations, especially university lecturers. Therefore, this research aims to determine lecturers' IWB based on learning organisation, reward system, and job involvement.

IWB is a new idea designed to assist in solving recognised problems (Tan et al., 2021). According to Stoffers et al. (2018), it is a complex behaviour involving generating ideas, promotion, and realisation. The concept is also related to the behaviour of identifying problems and opportunities, finding alternative solutions, proposing to colleagues, and having an impact on the organisations (De Spiegelaera et al., 2016). It is a social interaction between employees and the actualisation of ideas for innovation development (Widmann et al., 2019). It is described as employee behaviour directed at improving individual or organisational performance by creating, introducing, applying, and actualising new ideas. Therefore, it is important to prioritise IWB as a determinant of organisational performance improvement (Hansen & Pihl-Thingvad, 2019; Saether, 2019).

Kleysen and Street (2001) mention five IWB measurement indicators. The first, opportunity exploration reflects the tendency of activities to explore, recognise, and observe sources of opportunities and gather promising information. Second, generativity denotes the process of generating, categorising, building associations, and combining ideas and information that promise opportunities. Third, the informative investigation involves formulating, experimenting, and evaluating ideas and solutions. Fourth, championing focuses on optimally mobilising and utilising resources, persuading, stimulating, negotiating, challenging, and taking risks. The fifth is the application, which refers to the implementation, modification, and routines.

1.1. Purpose of The Research

This research aims to estimate and analyse the learning organisation, reward system, and job involvement that affect lecturers' IWB. It also investigates the possibility of finding a new model related to job involvement mediating the effect of learning organisation and reward system on lecturers' IWB.

1.2. Literature Review and Hypotheses Development

1.2.1. Learning Organisation and IWB

Learning organisation has been popular for over three decades. This concept relates to the provision of opportunities by organisations for employees to develop their abilities in order to fulfil their desires (Senge, 1990). It ensures that visionary thinking is nurtured, collective aspirations are respected,

and everyone continues to learn to promote organisational growth. The learning organisation also reflects the mastery of knowledge gained from implementing and adopting new information, instruments, or approaches related to self-transformation (White & Burton, 2007). Akella (2021) also conducted an empirical research to demonstrate the significance of learner agents and the positive outcomes associated with autonomous learning choices and processes designed with minimal structural influence.

Recently, there has been a critical consensus on the need for a more comprehensive, substantive, and holistic understanding of how companies grow into excellent learning organisation (Watkins & Kim, 2018; Tuggle, 2016). Specifically, Tuggle (2016) called for investigations to discover the process involved in firms transiting to learning organisation. Watkins and Kim (2018) suggested a search for exclusive interventions to create a learning organisation in future research. These indicate the need for an in-depth discussion and exploration of the concept, particularly in relation to the existence of universities.

Ortenblad (2018) introduced four indicators of learning organisation. The first is learning at work. In this case, the organisation is a learning facilitator designed to enable the required knowledge instead of formal courses outside the workplace. The second is the climate for learning, which refers to organisations serving as learning tools and opportunities for individuals and groups. Third, organisational learning emphasises the process of acquiring knowledge to become agents for an organisation, storing and making the information available to other members. The fourth indicator is the learning structure, which involves structuring an organisation into teams with each member required to learn the tasks normally performed by the others to a reasonable extent. This allows the team's performance to be independent of the individual members.

When these indicators are in excellent and adequate condition, they can be relied on to develop IWB. This is consistent with previous research that learning organisation significantly influences IWB (Soetantyo & Ardiyanti, 2018; Chen et al., 2018; Sari & Palupiningdyah, 2020, Handayani et al., 2021). Accordingly, it promotes the hypothesis (H):

H₁: Learning organisation has a direct effect on IWB.

1.2.2. Reward System and IWB

Rewards are monetary or non-monetary benefits received by employees for completing tasks (Schultz, 2006). It is financial compensation and benefits for the employee's contribution to achieving organisational goals (Bernardin & Russel, 2013; McKenna, 2020). Rewards reflect stimuli that encourage employees to pursue goals relevant to the positive effects of their work (Beckmann & Heckhausen, 2018). It is also the total financial and non-financial compensation or remuneration received in return for their contributions (Anku et al., 2018).

Greenberg (2010) argues that the reward system should reflect generosity and fairness according to individual contributions. Furthermore, it must be strategic because of its implications on employee attitudes, behaviour, and performance (Gomez-Mejia et al., 2010). It includes extrinsic rewards, such as base salary, incentives or bonuses, and allowances (Byars et al., 2016).

Vecchio (2006) explains that extrinsic rewards come from the individual outside, including salary, benefits, promotions, and additional income. The intrinsic arises from the inside, such as feelings related to competence, achievement, responsibility, and personal growth. Therefore, they are useful indicators to measure the reward system (Vecchio, 2006; Byars et al., 2016; Widodo & Damayanti, 2020).

These indicators' ability to meet employees' needs and expectations can stimulate their IWB. Previous research have also discovered that the reward system affects IWB, such as the reports of Bos-

Nehles et al. (2017) that the best HRM practices, including rewards, enhance IWB. Andreeva et al. (2017) also showed that rewards for knowledge-based behaviours influence radical and incremental innovations, while others reported a positive relationship between incentives and IWB (Tsai, 2018; Sanz-Valle & Jiménez-Jiménez, 2018). Furthermore, Hussain et al. (2020) found a significant influence of perceived innovation reward on IWB. These results led to the formulation of the following hypothesis:

H₂: The reward system has a direct effect on IWB.

1.2.3. Job Involvement and IWB

Job involvement is crucial for the accomplishment of organisational goals. It was discovered from several research to contribute significantly to the activities of organisations and their members and is a key success determining factor (Zhang, 2014). Qi and Wang (2016) found the influence of job involvement practices on performance, while others demonstrated their effects on commitment (Mendoza, 2019), reduced burnout (Lambert et al., 2018), turnover intention (Agusramadani & Amalia, 2018; Yu & Lee, 2018), and the desire to provide information to superiors (Lunardi et al., 2019). Other research also revealed that job involvement is related to competence, which affects work productivity and good relations with colleagues (Whiteoak, 2015).

The concept is essential for educational organisations, especially private universities, thus it is important to explore its primary relationship with other relevant variables, both as antecedents or consequences. Robbins and Judge (2019) relate job involvement to the extent to which people are recognised for their work, active participation, and perceived accomplishments as meaningful to self-esteem. Moreover, the concept is defined as an individual's level of psychological identification and commitment to a job (Out et al., 2020).

Job involvement has three indicators, namely active participation, showing work is the main thing, and considering work important to self-esteem (Robbins & Judge, 2019). The high level of these indicators increases lecturers' IWB, such that their work participation tends to be passionate about formulating, experimenting, and evaluating ideas and solutions to ensure improvement. Several research have also concluded that job involvement significantly affects IWB (Peng, 2018; Huang et al., 2019; Kundu et al., 2020), and this led to the formulation of the following hypothesis:

H₃: Job involvement has a direct effect on IWB.

1.2.4. Learning Organisation and Job Involvement

Learning organisation has a significant impact on job involvement. Adequate organisation indicators, such as optimal workplace learning, a conducive learning climate, intensive and sustainable organisational learning, and a supportive learning structure (Ortenblad, 2018), encourage individuals to participate in work. In addition, they believe that passion is the main thing that needs to be fought for and work is essential for increasing self-esteem (Robbins & Judge, 2019). As an illustration, lecturers that are proactive in the workplace and operate on a conducive campus tend to teach, research, publish scientific articles, and actively engage in community service. This was confirmed by the findings of Eldor and Harpaz (2018) that the learning climate affects job involvement. The results of Varshney (2019) showed that employees who perceive a vibrant learning organisation usually exhibit higher job involvement. This led to the formulation of the following hypothesis:

H₄: Learning organisation has a direct effect on job involvement.

1.2.5. *Reward System and Job Involvement.*

Job involvement is also affected by the reward system. This is because the good condition of the reward system improves the lecturers' job involvement. For example, lecturers whose abilities and skills are respected, personal growth considered, and charged with proud responsibilities tend to exhibit the attributes of job involvement. This is consistent with the results of Adekunle (2018), which showed the significant influence of the reward system on job involvement, thereby leading to the formulation of the following hypothesis:

H₅: The reward system has a direct effect on job involvement.

2. **Methods and Materials**

2.1. *Research Design*

This research uses a quantitative approach with a causal design to determine and explain the effect of predictor (exogenous) on criterion variables (endogenous). The predictor variables are learning organisation and reward system, while the criterion is job involvement and IWB. Furthermore, the job involvement variable acts as a mediator between the learning organisation and the reward system with IWB.

2.2. *Data Collection Tools*

A questionnaire made based on theoretical indicators was adopted to collect data. The indicators for learning organisation are workplace, climate, organisational, and learning structure (Ortenblad, 2018). Similarly, the reward system includes wages/salaries, benefits, additional income, feelings of competence, achievement, responsibility, and personal growth (Vecchio, 2006; Byars et al., 2016; Widodo & Damayanti, 2020). Job involvement indicators consist of active participation, showing that work is the main thing, and it is essential for self-esteem (Robbins & Judge, 2019). The IWB includes opportunity exploration, generativity, informative investigation, championing, and application (Kleysen & Street, 2001). Each of these indicators is described into statement items presented in the form of a Likert scale with five alternative answers, from strongly disagree to strongly agree, with a score of 1 and 5, respectively.

The questionnaire of learning organisation, reward system, job involvement, and IWB consist of 12, 10, 10, and 10 items, respectively. The validity test results using the Pearson Product Moment and reliability using the Cronbach Alpha formulas for the four variables, respectively, were .536 – .838 and .924; .382 – .64 and .853; .546 – .804 and .890, and .415 – .902 and .889. Overall, the validity test results show a correlation coefficient score greater than .361 and an alpha coefficient score greater than .7. This indicates that it is valid and reliable (Hair et al., 2018; Van Griethuijsen et al., 2015), thus, the learning organisation, reward system, job involvement, and IWB questionnaires are appropriate to be used as the research instruments.

2.3. *Research Participants*

The participants include 230 lecturers from private universities in four provinces of Indonesia, including Riau, West Java, Banten, and Jakarta. They were selected and determined by accidental

sampling based on their willingness to be involved and filled out a complete questionnaire during the research (Widodo, 2021). Their complete profile, as presented in Table 1, showed that the majority are male (66.96%), aged 26-35 years (37.39%), have postgraduate education (75.22%), and have over five years of teaching experience (33.04%). It is also important to note that 86.52% are married.

Table 1. Profile of the research participants

Profile	Amount	Percentage
Gender		
Male	154	66.96
Female	76	33.04
Age		
26–35 years	86	37.39
36–45 years	47	20.43
46–55 years	60	26.09
≥ 56 years	37	16.09
Education		
Postgraduate (S2)	173	75.22
Doctoral (S3)	57	24.78
Status		
Married	199	86.52
Unmarried	31	13.48
Experience		
≤ 5 years	76	33.04
6–10 years	72	31.30
11–15 years	36	15.65
≥ 16 years	47	20.43

2.4. Data Analysis

The descriptive and correlational analyses described the condition and the relationship between variables and were conducted using SPSS 26. The path analysis was carried out by the SmartPLS 3 to test the hypothesis.

3. Results

Table 1 shows the descriptive and correlations analysis. The range of the mean values from the lowest to the highest was found to be reward system with 38.17, IWB with 39.86, job involvement with 44.07, and learning organisation with 48.47. Their standard deviation values were 6.631, 6.17, 4.030, and 9.825, respectively.

The results of correlation analysis showed that all variables have significant mutual relationships at $p < .01$. This is indicated by the correlation coefficients, which were observed to have ranged from IWB-job involvement with .449, IWB-reward system with .461, job involvement-learning organisation with .505, IWB-learning organisation with .512, reward system-learning organisation with .559 to job involvement-reward system with .570.

Table 2. Descriptive statistics and correlational matrix of variables

Variables	Mean	Syd. Deviation	1	2	3	4
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1. Learning organisation	48.47	9.825	1.00			
2. Reward system	38.17	6.631	.559**	1.00		
3. Job involvement	44.07	4.030	.505**	.570**	1.00	
4. IWB	39.86	6.717	.512**	.461**	.449**	1.00

** p < .01.

The hypothesis test result on the effects of learning organisation and reward system on IWB through job involvement are shown in Table 3 and Figure 1. The result showed that all the hypotheses were supported (t value > t table as $\alpha = .01$ and $.05$), indicating that learning organisation, reward system, and job involvement have a significant direct effect on IWB with $\gamma = .319$ and $p < .01$, $\gamma = .175$ and $p < .05$, and $\beta = .188$ and $p < .05$, respectively. Furthermore, learning organisation and reward system have a significant direct effect on job involvement with $\gamma = .270$; $p < .01$ and $\gamma = .419$; $p < .01$, respectively. These results open up opportunities for the indirect effect of learning organisation and reward system on IWB mediated by job involvement.

Table 3. Hypothesis testing

Direct effect	Path coefficients	T value	Decision
H ₁ : Learning organisation on IWB	.319**	3.765	Supported
H ₂ : Reward system on IWB	.175*	1.994	Supported
H ₃ : Job involvement on IWB	.188**	2.780	Supported
H ₄ : Learning organisation on job involvement	.270**	4.275	Supported
H ₅ : Reward system on job involvement	.419**	6.934	Supported

* p < .05
 ** p < .01

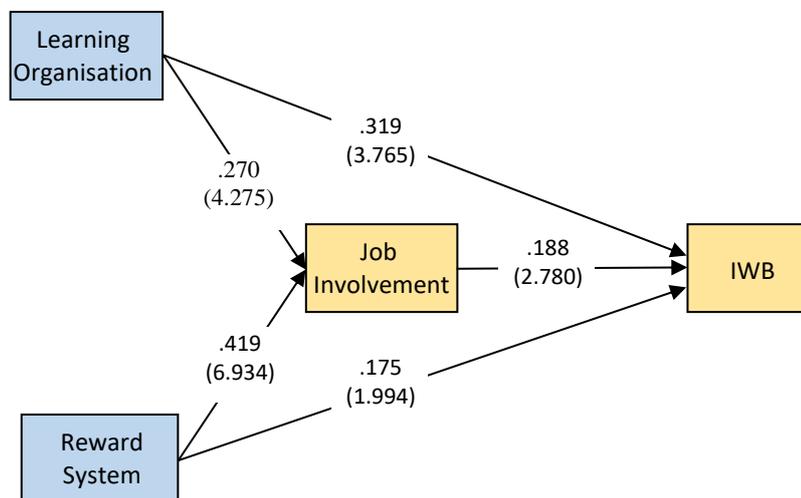


Figure 1. Path coefficients and t values

Table 4 shows that job involvement significantly mediates the indirect effect of organisational learning and reward systems on IWB. This is indicated by the path coefficient of .051 on the indirect effect of learning organisation on IWB mediated by job involvement ($p < .01$). Furthermore, the path coefficient of the indirect effect of reward system on IWB mediated by job involvement is .079 ($p < .01$). These results indicate that work involvement plays a vital role in mediating the effect of the learning organisation and reward system on IWB.

Table 4. Indirect effect analysis

Indirect Effect	Path Coefficients	T Value	Decision
Learning organisation on IWB mediated by job involvement	.051**	2.536	Supported
Reward system on IWB mediated by job involvement	.079**	2.423	Supported

** p < .01

4. Discussion

This research found that learning organisation, reward system, and job involvement significantly affect lecturers' IWB. It implies that a university with a good learning organisation tends to have high lecturers' IWB. This result is consistent with the reports of Sari and Palupiningdyah (2020) and Handayani et al. (2021). The empirical fact indicates universities that provide adequate learning facilitators organised to conduct learning activities in the workplace rather than through formal courses outside tend to stimulate their lecturers to explore available opportunities. Their lecturers tend to pay attention to different sources, make efforts towards innovation, recognise opportunities, and gather information. Moreover, universities that create a learning climate for individuals and groups tend to drive lecturers toward participating in an informative investigation. This is reflected in formulating, experimenting, and evaluating ideas and solutions to ensure better improvement.

It was also discovered that the reward system significantly influences IWB, indicating that lecturers with adequate rewards tend to have high IWB. This result is consistent with previous research by Tsai (2018), Sanz-Valle and Jimenes-Jimenes (2018), and Hussain et al. (2020). Generally, lecturers that receive adequate financial and non-financial rewards tend to have high IWB. For example, the feeling that their abilities and skills are appreciated and their personal growth cared for makes the lecturers observe, explore, and recognise sources of opportunities. They also gather the information that promises opportunities and are expected to focus on mobilising and optimally utilising resources, persuading, stimulating, negotiating, challenging, and taking risks.

This research also proved that job involvement significantly affects IWB, such that lecturers with high job involvement tend to have high IWB. It is consistent with the reports of Peng (2018), Huang et al. (2019), and Kundu et al. (2020). This indicates that lecturers participating actively in their work tend to be passionate about formulating, experimenting, and evaluating ideas and solutions for real improvement. Therefore, lecturers with high work involvement in several campus activities such as teaching, research, scientific publications, and community service tend to be more active in conducting appropriate innovative work behaviours.

Learning organisation was found to influence job involvement. This indicates that universities with a good learning organisation tend to have high lecturers' job involvement. The result is consistent with the report of Eldor and Harpaz (2018) and Varshney (2019) that learning organisation is related to job involvement. Generally, universities highly oriented toward optimal workplace learning strive for a conducive climate, encourage intensive and sustainable organisational learning, and create a supportive structure (Ortenblad, 2018). They also stimulate their lecturers to participate on campus actively, show that work is most important to be completed optimally, and consider work crucial for self-esteem, hence it should be performed optimally (Robbins & Judge, 2019). It indicates that lecturers who are proactive in learning in the workplace and are in a conducive climate tend to actively participate in campus activities, including teaching, researching, publishing articles, and partaking in community services. Furthermore, institutions that create a climate conducive to learning for individuals and groups tend to drive lecturers to emphasise the significance of work to survival and self-esteem.

The reward system was also discovered to significantly affects job involvement. It demonstrates that lecturers with worthy reward systems tend to have high job involvement, as indicated in previous research (Adekunle, 2018). This implies a reward system is essential for lecturers' active participation, showing that work is very important to their lives and self-esteem (Robbins & Judge, 2019). For example, lecturers whose abilities and skills are respected, personal growth considered, and provided with proud responsibilities tend to be highly involved in the job.

This research concludes with a new empirical model on the mediating role of work engagement on the influence of learning organisation and reward systems on lecturers' IWB. The results are not only interesting for discussion among academics, research, and practitioners but can be adopted to develop IWB in the future, especially from the perspective of learning organisation, reward systems, and job involvement.

5. Conclusion and Recommendations

Innovation, particularly IWB, is essential for individuals and organisations, such as lecturers and universities. This research identified the direct effect of the learning organisation, reward system, and job involvement on IWB. Furthermore, it produced a new learning organisation and reward system model that affects IWB mediated by job involvement. A new empirical model is recommended to be adapted and adopted in the future to incorporate the results of this research. Research can adapt or adopt the model to a different field or locus with more participants and different characteristics. Meanwhile, practitioners can apply the model to improve employee IWB at various management levels by enhancing the learning organisation, reward system, and job involvement.

6. Limitations and Future Research

This research has some limitations despite following strict scientific procedures. For example, personality and locus of control, which could potentially interfere with the relationship between variables, were not adequately controlled. Furthermore, this research does not accommodate all the indicators/theoretical dimensions available as a synthesis to measure each variable. It does not also explore in depth and detail the empirical facts behind the causal relationship of learning organisation and reward systems with IWB lecturers concerning the mediated role of work involvement. Therefore, further research is recommended to control the variables that can interfere with the causal relationship between learning organisation, reward system, job involvement, and IWB, especially personality and locus of control. It also needs to adopt indicators/dimensions that are not accommodated in this research. A qualitative perspective that can cover the limitations of these research results should be added to the mixed methods research package, namely quantitative and qualitative.

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