

## An Investigation of Faculty Members' Job Autonomy, Work Satisfaction, and Innovative Work Behavior Indicators

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### Abstract

This research critically examines the relationship between innovative work behaviour, job autonomy, and work satisfaction among faculty members in higher education. It highlights these factors' essential role in promoting academic and institutional development. Utilizing a descriptive-analytic approach, data was gathered from 760 faculty members across various Indonesian universities through structured questionnaires. This method facilitated a thorough analysis of how job autonomy and work satisfaction influence faculty members' innovative behaviour.

The study's major findings reveal a significant link between job autonomy and innovative work behaviour. Faculty members with greater autonomy in choosing and developing their work methods, especially in research and teaching, showed a higher propensity for innovation and performance enhancement. Moreover, job satisfaction was critical, with satisfied faculty members more likely to produce creative work. These insights contribute to the goal contents theory by illustrating that intrinsic and extrinsic motivations are vital for satisfying faculty members' needs and enhancing their psychological well-being.

Based on these findings, recommendations include implementing policies that support academic freedom, developing transparent incentive systems, and offering professional development opportunities focused on innovation management and presentation.

Future research should explore these dynamics in different geographical and institutional contexts to enhance generalizability. Qualitative methods like case studies or interviews could provide deeper insights, complementing this study's quantitative approach. This study could help further validate the findings and extend their applicability to diverse educational settings.

**Keywords:** Job Autonomy, Work Satisfaction, Innovative Work Behaviour, Higher Education, Descriptive Analysis.

**Background**

Innovation is a fundamental component of organisational strategy, playing a critical role in stimulating the innovative conduct of employees and fostering the development of efficiency, competitive edge, and long-term viability of the business (Saether, 2019). Determining the indications that stimulate inventive behaviour becomes of paramount significance within this particular environment (Pradana & Suhariadi, 2020; Sharma & Nambudiri, 2020; Khan et al., 2020). In the present scenario, the survival of the organisation in the face of escalating industry competitiveness is contingent upon the implementation of innovative practises (Mutonyi et al., 2020). Governments are highly concerned with faculty innovation in the higher education sector (Yulianti, 2016). More specifically, this paper examines how the establishment of a creative academic community emerges as a primary objective of higher education (Kosec et al., 2023; Mazzetti et al., 2023). The innovation mentioned above is exemplified by its collaborative efforts, responsiveness, inventiveness, competence, and competitiveness in the context of higher education Tridharma implementation. Higher education institutions bear a strategic obligation to instigate and oversee innovation, as encapsulated in the notion of higher education innovation management (Kemristekdikti, 2018).

When considering innovation in higher education, the faculty's contribution assumes an exceptionally critical nature. The faculty, being the primary catalysts within universities, assume a pivotal and strategic position in a multitude of scholarly and research endeavours. Such as Klaic et al (2020). The reputation of the institution and the quality of education are both immediately impacted by the performance of its faculty, which is increasingly defined by their degree of ingenuity and innovative conduct (Yulianti, 2016). It is the process of implementing numerous novel concepts that are advantageous to the performance of an individual or an organisation (Asurakkody & Kim, 2020; Afsar et al., 2020; Kwon & Kim, 2020). This ingenious behaviour is inextricably tied to the freedom to be original, which encourages the development of novel ideas for the implementation of Tridharma (Hartner-Tiefenthaler, 2023; Amankwaa et al., 2019). Moreover, as stated by Nazir and Islam (2017), job autonomy might inspire imaginative behaviour that potentially yields several proactive recommendations for improving long-term performance. This proactive conduct emerges as a critical tool for ongoing enhancement in a dynamic environment (van Zyl et al., 2019). In her study, Yulianti (2016) provided evidence that the cultivation of a creative atmosphere within higher education institutions might stimulate faculty members to engage in innovative practises, ultimately leading to positive results for the Universities.

Although it is widely recognised that innovation can encourage innovative activity among employees, further research is required to go into this specific aspect (Bos-Nehles et al., 2017). The importance of innovative behaviour to the performance, effectiveness, and competitive advantage of businesses has been established by a multitude of research (Bason, 2018; Hansen & Pihl-Thingvad, 2019). Nevertheless, more focus is on the academic impact of intrinsic and extrinsic motivation on an individual's ability for creativity and creative thought (Deci et al., 2017; Saether, 2019; Xu & Suntrayuth, 2022; Yasmin, 2022).

The purpose of this study is to investigate the relationship between job autonomy, work satisfaction, and innovative work behaviour, with a particular focus on the indicators that have been verified in the academic community (Amankwaa et al., 2019; Swaroop & Dixit, 2018). According to Zito et al. (2019), job autonomy may facilitate work innovation. Bysted (2013), meanwhile, proved that work satisfaction functions as a form of intrinsic motivation that strongly influences innovative work behaviour. Moreover, the viewpoint expressed by

Fitrio et al. (2020); and Riaz et al. (2018). A considerable body of research has investigated the relationship between work satisfaction and innovative work behaviour (Amabile & Kramer, 2023; Voordt & Jensen, 2023; Karavasilis & Georgios, 2019). However, the impact of job autonomy and work satisfaction on innovative work behaviour has not been adequately elucidated (Kapiki & Tsakiridou, 2018), specifically in terms of the indicator development for these three constructs.

By investigating the precise correlation between academics-specific variables of job autonomy, work satisfaction, and innovative work behaviour, this study fills a gap in the existing literature. The primary goal of this research endeavour is to comprehensively analyse the metrics that constitute work autonomy, innovative work behaviour, and job happiness. The present inquiry holds substantial theoretical and practical importance, as it establishes ramifications for higher education human resource management and potentially aids in the formulation of more efficacious approaches to bolster faculty innovation performance in the context of higher education.

### **Method**

The survey methodology employed in this research was intended to reach faculty members from 33 universities in Indonesia. The principal objective of the survey was to collect data and information pertaining to the work conduct and activities of faculty members in the implementation of the Tridharma of higher education. The research employed proportional random sampling, whereby participants were picked at random, with consideration given to the proportional representation of each university. By integrating Slovin's formula calculations, a proportional representation ratio of each university, and a significance threshold of 95 per cent, the necessary sample size was determined (Pelikan et al., 2021).

In order to obtain these data, a questionnaire instrument that had been adapted from previous studies was employed. Google Forms was employed to distribute questionnaires to the designated participants. The data processing was conducted in the following three basic phases: Initially, editing and cleansing. To ensure the precision of the obtained data, this stage involves the segregation and validation of inaccurate or insufficient information. Second, Tabulation: further analysis and understanding were eased through the organisation of the cleansed and modified data into tables. Thirdly, data interpretation was conducted during the last stage, which involved descriptive and statistical analysis of the tabulated data. This allowed for the formulation of conclusions that were based on the research findings. Utilizing a descriptive-analytical approach, the current study examined the relationships and correlations between faculty members, innovative work behaviour, job autonomy, and job satisfaction. The justification for employing this methodology is its ability to enable a comprehensive analysis of the data, including both a broad depiction and investigation of the connections between constructs.

Questionnaires were employed to gather primary data from a sample of 760 faculty members affiliated with a variety of public colleges in Indonesia. The participants were requested to provide ratings on a Likert scale for several topics pertaining to job autonomy, work satisfaction, and innovative work behaviour. The mean scores for every item in the questionnaire were computed. In order to examine the correlations between respondent agreement levels and indicators, a scatterplot analysis was conducted for each of the following variables: inventive behaviour, work satisfaction, and job autonomy. Scatterplots offer a graphical representation of the correlation between the distribution of variables and indicators. This analysis facilitates the identification of patterns or correlations between two

domains: the loading values and average scores of each indicator. As a result, preliminary insights are gained into possible associations between indicators and respondent replies. By utilising a combination of descriptive analysis and scatterplots, this research not only provided a comprehensive presentation of the data but also unveiled profound insights regarding the interconnections among job autonomy, work satisfaction, and faculty members' innovative work behaviour through an understanding of their constituent indicators.

### Findings

Data collection in this study was conducted through questionnaires distributed in the Google Form format sent to respondents via email. The legality of this research was supported by a research permit letter issued by the Directorate of Financial Management Public Service Agency, Ministry of Finance, with the number S-78/PB.5/2021. A total of 3,357 questionnaires were randomly sent to faculty members in the 33 universities comprising the study population, and of that number, 760 questionnaires, or 22.64 per cent, were returned complete. The data collection process lasted 57 calendar days, with thorough verification to ensure that each returned questionnaire was complete and representative of each university involved in the study.

**Table 1.**

*Respondent Demographics*

Gender	Position	Work Tenure			Total
		< 5 Years	6 to 15 Years	> 15 Years	
Male	Junior Lecturer	103	63	4	170
	Lecturer	2	43	60	105
	Associate Professor	0	4	92	96
	Professor	0	0	24	24
	<b>Total</b>	<b>105</b>	<b>110</b>	<b>180</b>	<b>395</b>
Female	Junior Lecturer	90	67	8	165
	Lecturer	4	52	59	115
	Associate Professor	0	6	73	79
	Professor	0	0	6	6
	<b>Total</b>	<b>94</b>	<b>125</b>	<b>146</b>	<b>365</b>
<b>Grand Total</b>	<b>199</b>	<b>235</b>	<b>326</b>	<b>760</b>	

Source: Processed Research Data, (2023)

Table 1 above indicates that out of a total of 760 respondents, 395 respondents (51.97 per cent) are male, and 365 respondents (48.03 per cent) are female, showing a balanced gender composition. In terms of academic functional positions, the majority of respondents are Junior lectures (335 respondents, 44.08 per cent), followed by lecturers (220 respondents, 28.95 per cent), Associate Professors (175 respondents, 23.03 per cent), and professors (30 respondents, 3.95 per cent), indicating good representation from all academic functional position levels. In terms of work tenure, 326 respondents (42.89 per cent) have worked for more than 15 years, 235 respondents (30.92 per cent) have worked between six and 15 years, and 199 respondents (26.18 per cent) have a work tenure of less than five years.

### Descriptive Analysis

To facilitate effective interpretation of the research variables, respondents' answers were classified using a score range method. This score range was established based on the formula: Score Range Category (SRC) = (Maximum Score - Minimum Score) / Number of Categories. Based on this calculation, the obtained score range value was 0.80, which was further categorised into Very Low (1.00 - 1.80), Low (1.81 - 2.61), Medium (2.62 - 3.42), High (3.43 - 4.23), and Very High (4.24 - 5.00). The measurement results of the score range were elucidated and analysed descriptively, as summarised in Table 2. The analysis of the average scores for the entire group of respondents indicated that the work satisfaction variable received the highest score, i.e., 4.05 out of a maximum scale of 5.

Meanwhile, the job autonomy variable scored the lowest, i.e., 3.74 out of a maximum scale of 5. Interestingly, a multi-sample descriptive analysis based on academic position revealed no significant differences in overall results, but variations in average score values were observed. Respondents from the assistant professor and lecturer groups showed higher scores in the job autonomy variable compared to the senior lecturer and professor groups. Conversely, for the work satisfaction variable, the average scores were lower in the assistant professor and lecturer groups compared to the senior lecturer and professor groups. Below are the details of the score analysis for aspects and indicators of each research variable, as displayed in Table 2.

**Table 2.**

#### *Descriptive Analysis of Research Objects*

No	Variable	Average Score			Maxi Score	% Score GAP**	Criteria
		A*	B*	Overall Score			
1.	Job Autonomy	3.75	3.73	3.74	5.00	25.18	High
2.	Work Satisfaction	3.99	4.12	4.05	5.00	18.69	High
3.	Innovative Work Behaviour	3.91	3.96	3.93	5.00	21.46	High

A\* = Junior lecturer and lecturers, B\* = Associate professor and Professors

\*\* Gap between the overall average score and the maximum score

Source: Data Processing Results (2023)

#### **A. Job Autonomy**

Job Autonomy in this study is defined as the degree of freedom faculty members have in carrying out their work, including planning, choosing methods, and presenting results in the context of teaching, research, and community service. This variable was measured through four aspects with nine indicators. The results of the Descriptive Analysis are presented in Table 3 below. The analysis results show that the overall average score for the job autonomy variable is 3.74 out of a maximum scale of 5, indicating a high level of agreement (74.83 per cent) among faculty members regarding the four aspects studied. The work scheduling autonomy aspect has the lowest average value, 3.29, indicating that this aspect is an area that needs more attention in the context of job autonomy.

**Table 3.***Descriptive Analysis of Job Autonomy*

No	Variable	Average Score			Maxi Score	% Realiztion**	Criteria
		A*	B*	Overall Score			
	<b>Job Autonomy</b>	3.75	3.73	3.74	5.00	74.83	High
	Aspect of Work Method Autonomy	4.08	4.10	4.09	5.00	81.80	High
	1. The degree of decision latitude concerning the procedures	3.63	3.62	3.63	5.00	72.50	High
	2. Method	4.28	4.33	4.31	5.00	86.10	High
	3. The ways in which employee performs	4.33	4.35	4.34	5.00	86.80	High
	Aspect of Work Scheduling Autonomy	3.29	3.29	3.29	5.00	65.80	Medium
	4. Control work schedule	3.31	3.39	3.35	5.00	67.00	Medium
	5. The work timing	3.27	3.19	3.23	5.00	64.60	Medium
	Aspect of Work Criteria Autonomy	3.75	3.77	3.76	5.00	75.20	High
	6. Working time flexibility	4.03	4.12	4.08	5.00	81.50	High
	7. Free working hours	3.47	3.42	3.45	5.00	68.90	High
	Aspect of Work Locational Autonomy	3.89	3.77	3.83	5.00	76.50	High
	8. Remote working	3.88	3.77	3.83	5.00	76.50	High
	9. Work from home	3.89	3.76	3.83	5.00	76.50	High

A\* = Junior lecturer and lecturers, B\* = Associate professor and Professors

\*\* Gap between the overall average score and the maximum score

Source: Data Processing Results (2023)

The work method autonomy aspect includes the level of freedom faculty have in determining work methods. The average score for this aspect is 4.09, indicating a very high level of agreement (81.80 per cent). It suggests that faculty feel they have significant freedom in determining procedures, methods, and ways of work, especially in the context of research and teaching. The work scheduling autonomy aspect relates to the freedom faculty have in determining their work schedules. With an average score of 3.29, the findings indicate that only about 65.80 per cent of faculty feel they have freedom in managing their work schedules, highlighting this as an aspect with a lower satisfaction level.

The work criteria autonomy aspect explores the extent to which faculty have freedom in determining work priorities and duration. The average score of 3.76 suggests that about 75.20 percent of faculty feel they have sufficient freedom in setting their work criteria. The work locational autonomy aspect measures the level of freedom faculty have in determining their work location. With an average score of 3.83, the findings suggest that about 76.50 percent of faculty feel free to determine their place of work, including the ability to work from home or remotely, which is highly relevant in the current era of the new normal. The findings of this study indicate that faculty generally feel they have a high level of job autonomy, with significant variations among the different aspects. The work scheduling autonomy aspect is identified as an area that requires more attention, given its relatively lower average score compared to other aspects.

## B. Work Satisfaction

Work Satisfaction refers to the level of positive feelings experienced by faculty members regarding aspects of their work, which can potentially trigger innovative behavior. This variable was measured through four aspects and nine indicators. The results of the Descriptive Analysis for the Work Satisfaction variable are presented in Table 4. The data indicates that the work satisfaction variable has an average score of 4.05 out of a maximum scale of 5, indicating a high level of agreement (81.03 per cent) from faculty members regarding the four measured aspects. The Wage aspect received the lowest average score, 3.82, indicating that this is a relatively lower area in the category of work satisfaction. The aspect of work itself relates to how faculty members feel satisfied and proud of their work. With an average score of 4.45, these findings indicate a very high level of agreement (88.97 per cent) that faculty members feel fulfilled with their work, derive pleasure from their job, and very much like their current job.

**Table 4.**

*Descriptive Analysis of Work Satisfaction*

No	Variable	Average Score			Maxi Score	% Realiztion* *	Criteria
		A*	B*	Overall I Score			
	<b>Work Satisfaction</b>	3.99	4.12	4.05	5.00	81.03	High
	Aspect of Work itself	4.41	4.49	4.45	5.00	88.97	Very High
1.	Fulfilled and proud of the work	4.39	4.42	4.41	5.00	88.10	Very High
2.	Derive pleasure from their job	4.35	4.48	4.42	5.00	88.30	Very High
3.	Like current job very much	4.48	4.57	4.53	5.00	90.50	Very High
	Aspect of Wage	3.64	3.99	3.82	5.00	76.30	High
4.	The wage based on responsibilities	3.65	4.00	3.83	5.00	76.50	Very High
5.	Satisfied with the wage	3.63	3.98	3.81	5.00	76.10	Very High
	Aspect of Promotion	3.82	3.87	3.84	5.00	76.85	High
6.	Satisfied with the career opportunities	3.85	3.92	3.89	5.00	77.70	High
7.	The promotion is according to ability	3.78	3.82	3.80	5.00	76.00	Very High
	Aspect of Coworker	4.09	4.12	4.10	5.00	82.00	High
8.	Good cooperation	4.14	4.27	4.21	5.00	84.10	High
9.	Motivation from colleagues	4.03	3.96	4.00	5.00	79.90	High

A\* = Junior lecturer and lecturers, B\* = Associate professor and Professors

\*\* Gap between the overall average score and the maximum score

Source: Data Processing Results (2023)

The aspect of Wage measures faculty members' satisfaction with their income. An average score of 3.82 suggests that about 76.30 per cent of faculty members are satisfied with income

that corresponds with their job responsibilities, although this is the aspect with the lowest score. Aspect of Promotion relates to faculty members' satisfaction with the promotion system at their workplace. With an average score of 3.84, these findings indicate that about 76.85 per cent of faculty members are satisfied with career opportunities and a promotion process based on ability.

The aspect of Coworker measures the level of faculty satisfaction due to coworker factors. An average score of 4.10 indicates a high level of agreement (82.00 per cent) that faculty members experience good cooperation with fellow faculty and receive motivation from them. Overall, the research findings indicate that faculty members generally feel satisfied with their work, especially in the aspect of the work itself. However, some areas require more attention, such as the aspect of income, which has a relatively lower satisfaction score.

### **C. Innovative Work Behaviour**

Innovative Work Behaviour relates to the initiation and implementation of new ideas, processes, and work procedures by faculty members, encompassing activities of idea formation, promotion, and realisation in the work environment. This variable was measured through three aspects and nine indicators. The results of the Descriptive Analysis for this variable are presented in Table 5. The data indicates that the innovative work behaviour variable has an average score of 3.94 out of a maximum scale of 5, indicating a high level of agreement (78.77 per cent) from faculty members regarding the three aspects measured. The idea promotion aspect received the lowest average score, 3.85, indicating that this is a relatively lower area within the category of innovative work behaviour. The aspect of idea generation relates to the faculty's ability to create or develop new ideas. With an average score of 4.03, these findings indicate a high level of agreement (80.53 per cent) that faculty members are capable of creating new ideas for difficult issues, seeking out new working methods, and generating original solutions for problems.



**Table 5.***Descriptive Analysis of Innovative Work Behaviour*

No	Variable	Average Score			Maxi Score	% Realiztion* *	Criteri a
		A*	B*	Overall Score			
	<b>Innovative Work Behaviour</b>	3.91	3.96	3.94	5.00	78.77	High
	Aspect of Idea Generation	3.99	4.07	4.03	5.00	80.53	High
	1. Creating new ideas for difficult issues	4.00	4.00	3.99	5.00	79.80	High
	2. Searching out new working methods	4.10	4.10	4.10	5.00	81.90	High
	3. Generating original solutions	3.90	4.10	4.00	5.00	79.90	High
	Aspect of Idea Promotion	3.84	3.86	3.85	5.00	77.03	High
	4. Mobilising support for innovative ideas	3.90	3.80	3.86	5.00	77.20	High
	5. Acquiring approval for innovative ideas	3.80	3.80	3.84	5.00	76.70	High
	6. Making enthusiasm for innovative ideas	3.81	3.91	3.86	5.00	77.20	High
	Aspect of Idea Realization	3.91	3.96	3.94	5.00	78.73	High
	7. Transforming innovative ideas	4.00	4.10	4.07	5.00	81.30	High
	8. Introducing innovative ideas	3.80	3.85	3.83	5.00	76.50	High
	9. Evaluating the Innovative Idea	3.90	3.90	3.92	5.00	78.40	High

A\* = Junior lecturer and lecturers, B\* = Associate professor and Professors

\*\* Gap between the overall average score and the maximum score

Source: Data Processing Results (2023)

The aspect of idea promotion measures the faculty's ability to promote new ideas. An average score of 3.85 suggests that about 77.03 per cent of faculty feel capable of mobilising support, acquiring approval, and making colleagues enthusiastic about innovative ideas. The aspect of idea realization relates to the faculty's ability to realise or apply new ideas. With an average score of 3.94, these findings indicate that about 78.73 per cent of faculty feel capable of transforming innovative ideas into useful applications, introducing these ideas into the work environment in a systematic way, and evaluating the utility of these ideas.

Overall, the research findings suggest that faculty members feel competent in developing and implementing innovative ideas, with idea generation being the strongest aspect. However, there is room for improvement, particularly in the aspect of idea promotion, which has a lower satisfaction score.

## Scatter Plot Analysis

### Scatter Plot Job Autonomy (JA)

The analysis results displayed in Figure 1 show that all nine indicators of Job Autonomy are located in quadrants 3 and 4. It is indicated that the majority of indicators have strong loading factors and high average scores. Specifically, seven indicators are in the 'Keep Up' area, marked by high average scores and high loading factors. Meanwhile, two indicators are in the 'Concentrate' area, which has low average scores but high loading factors. From this analysis, indicator JA5 (the work timing) stands out as the strongest indicator in explaining job autonomy, marked by the strongest loading factors. However, its low average score indicates that respondents feel the aspect of freedom in arranging work timing is not yet optimal. On the other hand, indicator JA3 (the ways in which the employee performs) has the highest average score but the lowest loading factors, suggesting that while respondents value this indicator, its influence on the overall concept of job autonomy is not as strong as other indicators.

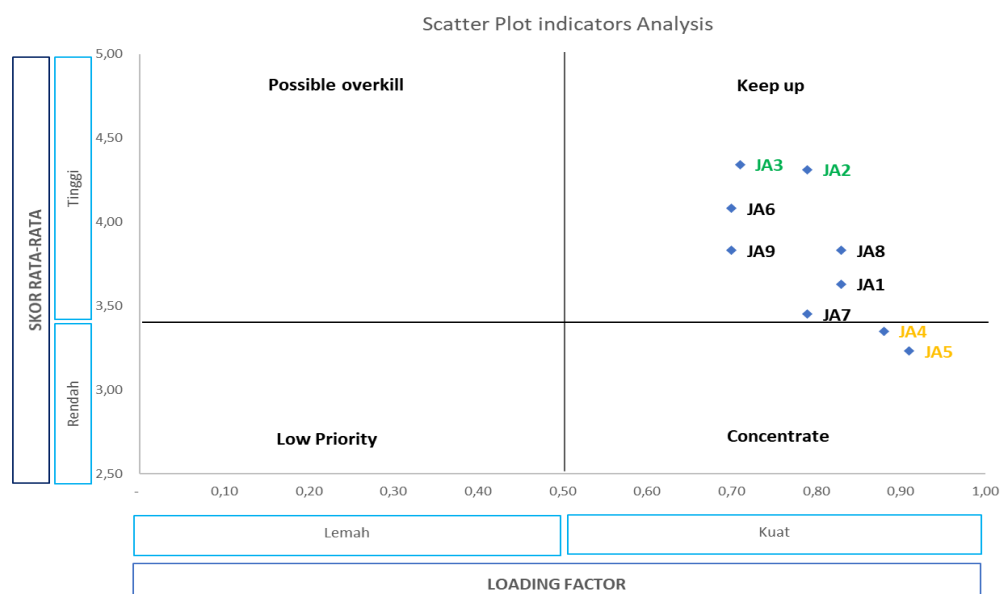


Figure 1. SCA-Job Autonomy

### Scatter Plot Work Satisfaction (WS)

The analysis results shown in Figure 2 explain that all indicators of work satisfaction are in quadrant 4, indicating that all indicators have strong loading factors and high average scores. In particular, indicator WS4 (the wage based on responsibilities) emerges as the most significant indicator in explaining Work Satisfaction, with the strongest loading factors but the lowest average score. It indicates that while the aspect of income is considered important, the actual satisfaction level of faculty members with their income is relatively lower compared to other indicators. On the other hand, indicator WS3 (like current job very much) records the highest average score with strong loading factors, indicating high satisfaction with this aspect. From these results, it can be concluded that there is a strong correlation between high loading factors and high average scores for each indicator in the work satisfaction variable.

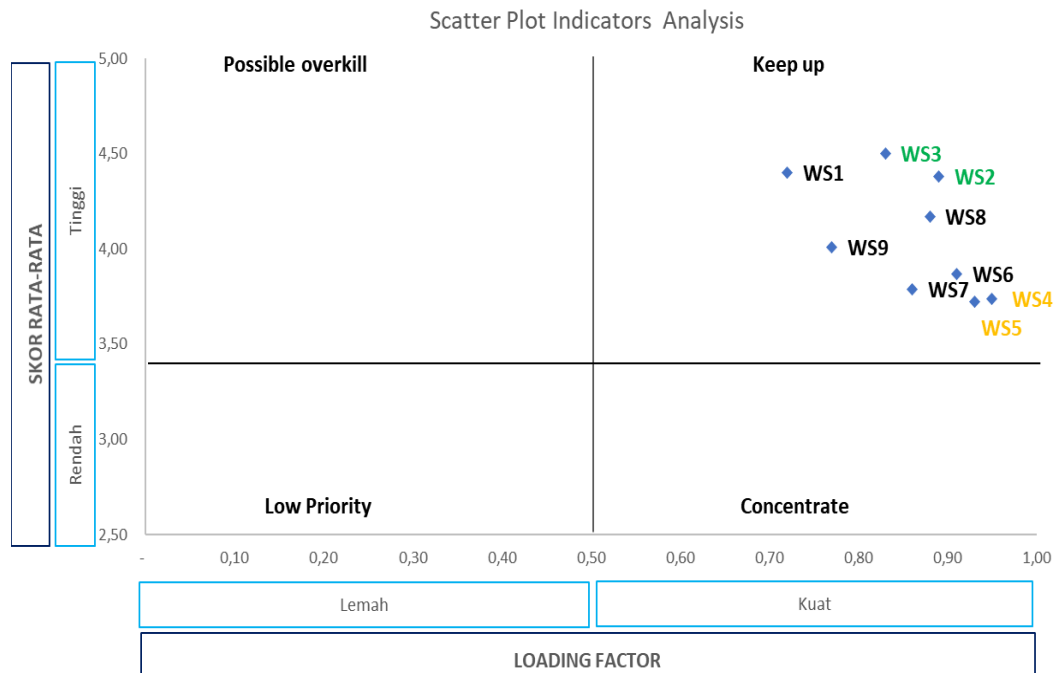


Figure 2. SCA-Work Satisfaction

**Scatter Plot Innovative Work Behaviour (IWB)**

The analysis results shown in Figure 3 reveal that all indicators of Innovative Work Behaviour are in quadrant 4, meaning these indicators have strong loading factors and high average scores. Indicator IWB9 (evaluating the innovative idea) is identified as the most capable indicator in explaining Innovative Work Behaviour, marked by strong loading factors and high average scores. This implies that the assessment of the practicality of novel concepts is seen as a critical element in innovative work conduct. Strong loading factors for Indicator IWB2 (searching out new working methods) produce the highest average score, confirming the significance of investigating new work methods.

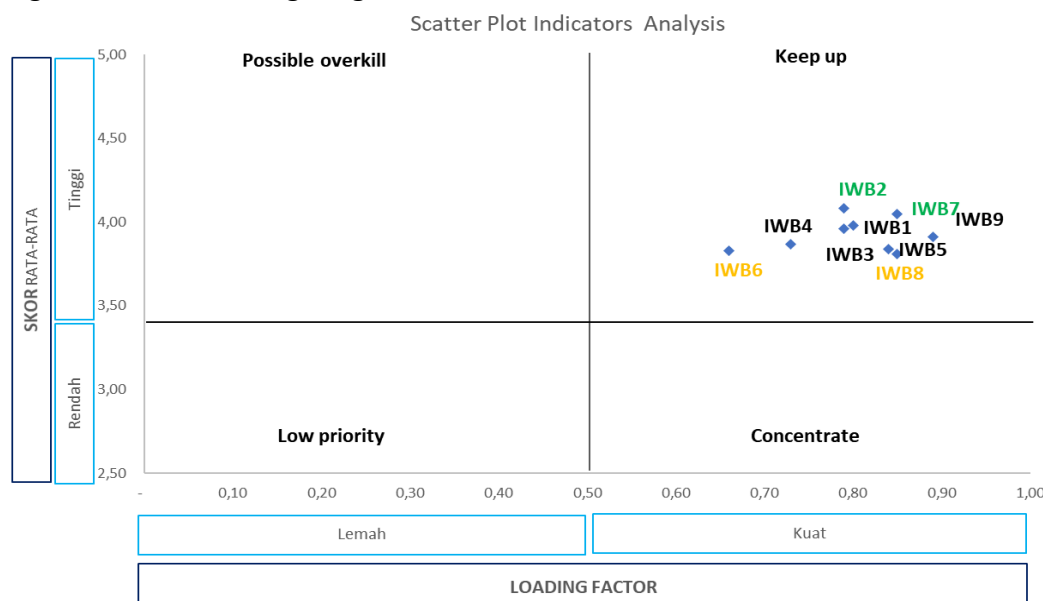


Figure 3. SCA-Innovative Work Behaviour

**Discussion****Job Autonomy and Innovative Work Behaviour**

In this context, the delegation of decision-making power regarding the selection of research topics, development of instructional strategies, and implementation of those tactics to faculty members encourages the emergence of novel ideas as they carry out their duties and positions. The findings of this study support the claims put out by Sonmez and Yildirim (2019) that employees who are afforded increased autonomy are more inclined to produce original concepts and demonstrate higher levels of innovation. Conversely, individuals with restricted autonomy are more susceptible to engaging in conflicts with their colleagues. This research reveals that when faculty members have autonomy in defining teaching methods or techniques and selecting research themes and areas, they are more likely to generate new ideas, particularly about teaching and research procedures.

The results validate that the majority of faculty members possess a sense of autonomy when it comes to decision-making and carrying out research and teaching protocols in adherence to the Tridharma of higher education. Moreover, the majority concur that they are permitted to select the most effective teaching strategies or procedures, including the implementation of learning management systems. The implementation of technology-based teaching media and experience-based learning is anticipated to provide innovative teaching concepts spawned by job autonomy. Faculty members must be granted autonomy in determining instructional methodologies in the digital age in order to develop the most effective approaches. The majority of faculty members agree, according to this study, that institutions have granted them autonomy in developing performance-enhancing work approaches. This discovery further corroborates the findings of Orth and Volmer (2017), which demonstrate a strong correlation between the execution of novel concepts, imaginative conduct, and proactive facets of performance.

Furthermore, this study highlights that freedom in determining teaching, research, and community service methods assists faculty members, especially in the current new normal conditions, where campus activities are conducted online. This freedom becomes an intrinsic motivation, in line with the self-determination theory used as the grand theory of this research. After the pandemic, greater work freedom provided opportunities for faculty members to be more flexible in managing time and communicating with students, making the teaching process more effective. Therefore, this research affirms that increased job autonomy is expected to encourage faculty members to seek industry experience or participate in other academic activities, in line with the concept of free learning and teaching.

**Work Satisfaction and Innovative Work Behaviour**

This study successfully validates the findings of Hrnjic et al. (2018) regarding the importance of work satisfaction in encouraging innovative work behaviour, particularly in the telecommunications sector, and finds similar results in the educational context. In this study, faculty work satisfaction factors significantly affect their emotional engagement with work and its relevance to university goals. Faculty with high work satisfaction levels tend to have lower turnover intentions, significantly benefiting the development and advancement of universities. This study also supports the findings of Attiq et al. (2017), stating that high neuroticism can cause negative emotions and result in lower work satisfaction. Conversely, individuals with self-efficacy traits tend to show perseverance, cope better with difficult situations, and maintain high work satisfaction levels, sparking the creation of innovative

ways of working. This study shows that faculty members with high work satisfaction are more inclined towards innovative work behavior.

In this research context, the relationship between faculty work satisfaction and their innovative work behavior is reflected in aspects like enjoying the research process, reading papers, and searching for literature. The university's remuneration concept, including incentives for publishing in reputable journals, also contributes to work satisfaction. For instance, faculty members publishing in Scopus-indexed journals can receive incentives of up to 20 million rupiah. The research findings indicate that most faculty members feel satisfied and proud of their work achievements, find pleasure in the teaching profession, and very much like their current job. Regarding income, most agree that their current income corresponds with their job responsibilities. Work satisfaction is also evident in good cooperation with fellow faculty and other employees, with most agreeing that they have good cooperation and feel motivated by their colleagues.

This research provides evidence that work satisfaction relates to faculty members' affective feelings or responses to the type of work, work experience, and work environment. Although not the only determining factor, work satisfaction is an important factor that universities must consider to encourage faculty to produce innovation in education. Faculty members who are highly satisfied with their jobs tend to show more innovative work behavior than those who are not. Faculty work satisfaction is expected to encourage them to submit proposals about aspiration projects or plans to be implemented, impacting the quality of learning and differentiating the mission of higher education. It aligns with the goal contents theory, the middle-range theory of this research, explaining that innovative work behaviour emerges as an intrinsic and extrinsic goal or aspiration of faculty members, influencing their motivation to provide satisfaction as a basic need, enhancing their psychological well-being.

### **Practical Implications**

This research's findings affirm that faculty job autonomy, encompassing freedom in choosing or creating the best work techniques and methods, significantly impacts their work innovation. For example, freedom in creating and using teaching tools and materials and selecting research methods has proven very helpful for faculty in improving work performance. According to the findings of this research, faculty members autonomy in deciding their own approaches to teaching, research, and community service could encourage the development of unique and inventive methods for fulfilling their tasks and obligations. This study provides evidence that faculty members who have a sense of fun in their work are more inclined to report higher levels of work satisfaction, thereby promoting an environment that encourages innovation and creativity. This finding substantiates the notion that work pleasure not only enhances the well-being of faculty members, but also acts as a catalyst for workplace creativity and innovation.

The significant implications for faculty members' professional growth arise from their inclination to investigate original methodologies, tactics, or resources in both scholarly inquiry and instruction, which defines innovative work conduct. Academic institutions benefit significantly not only from the individual contributions of faculty members, but also from their active integration of novel concepts into their work, as demonstrated by the present study. This implies that professors who have the capacity to transform innovative ideas into practical applications make significant contributions to the academic and instructional sphere.

Overall, the findings of this research underscore the importance of workplace autonomy and work satisfaction in promoting innovative work conduct among educators. Academic

institutions have the capacity to motivate faculty members to regularly engage in innovative practises within the realm of education through the promotion of job satisfaction and the delegation of autonomy. Not only does it bolster the professional trajectories of individual faculty members, but it also makes a substantial scholarly and pedagogical impact on the institutions where they are affiliated.

### **Conclusion**

In this study, the relationship between innovative work behaviour, job autonomy, and work satisfaction among higher education faculty members has been studied in depth. Implications of the key findings are as follows. The findings suggest that job autonomy significantly impacts the propensity for innovative work among faculty members. Faculty members can generate innovative and original ideas, particularly in the domains of research and instruction, when they are granted autonomy in choosing and developing their work methodologies. It has been proven that lecturers' autonomy in determining work strategies, including the selection of research topics and instructional approaches, is favourably connected with their ability for innovation and performance improvement. This study demonstrates that teacher job satisfaction has a substantial impact on innovative behaviour. Satisfied faculty members tend to produce more imaginative and creative work. Aspects including disdain for one's occupation, recognition of successes, and positive professional relationships with coworkers influence work satisfaction.

Innovative work behaviour among Faculty members demonstrates a substantial degree of conduct as they actively investigate novel methods and strategies for both teaching and research. The progress of the institutions in which they are employed and their professional development are greatly enhanced. The significance of encouraging innovation in education is shown by these results, which emphasise the need for autonomy and work satisfaction support. Academic freedom should be encouraged and suitable incentives should be provided within the workplace of institutions of higher education. The findings presented in this study are consistent with self-determination theory and goal contents theory. They indicate that staff members' psychological well-being is improved, and innovation in the workplace is stimulated through the intrinsic motivations of job autonomy and work satisfaction. In its entirety, this study presents empirical support for the notion that institutions of higher education can enhance innovation by capitalising on job autonomy and work satisfaction. In turn, it can improve the quality of student learning experiences and bolster the standing and standing of academic establishments.

### **Recommendations**

In light of the research outcomes, the subsequent recommendations may be applied to augment the degree of job autonomy, work satisfaction, and innovative work conduct exhibited by faculty members. Universities must formulate and execute policies that unequivocally endorse the academic independence of teachers. Potential rules that grant faculty members autonomy in determining their research deadlines and teaching timetables while still complying with institutional requirements could be incorporated. Implement seminars or training sessions with the objective of improving the managerial abilities of faculty members with regard to time management and organisation, with a particular focus on research. Conduct a comprehensive evaluation and modification of the faculty compensation scale, with a specific focus on junior faculty members, in order to guarantee

that their earnings are commensurate with the level of accountability and value they bring to the institution.

Construct an incentive scheme that is both transparent and equitable, emphasising acknowledging accomplishments in research and publishing while offering supplementary resources such as research funds and professional help. Establish professional development initiatives that prioritise efficient communication of creative concepts, incorporating workshops and training sessions to refine the art of presenting and endorsing such ideas. Establishing a venue or platform that facilitates the exchange and deliberation of faculty members' innovative concepts amongst themselves and with the administration would increase prospects for collaboration and support of novel ideas. It is essential that university administrations actively participate in the implementation of innovative faculty ideas by providing the necessary resources and institutional support for their practical application.

### **Limitations**

The scope of this study is restricted to a faculty sample from certain universities, therefore potentially failing to represent the circumstances of faculty in different areas or types of institutions of higher education. As a result, the conclusions of this research may not be completely applicable to broader or distinct contexts. The information for this study was gathered via questionnaires, which may have been vulnerable to respondent subjectivity bias. Personal perceptions or circumstances at the time of completing the questionnaire may have an impact on respondent responses, which may not accurately reflect the situation. There exists a potentiality that not all pertinent variables may exert an influence on innovative work behaviour, job autonomy, and work satisfaction. Organisational culture, collegial support, and institutional policies may have also been influential elements; nevertheless, their comprehensive investigation was lacking.

The study was specifically centred on the higher education industry, and its findings may not apply to other industries or organisational settings. The study employed a quantitative methodology, which may have limited applicability in unveiling the intricate and multifaceted nature of people's subjective encounters. Case studies and in-depth interviews are examples of qualitative methodologies that may yield further insights. The assessment of innovative work behaviour among faculty members was predicated on self-reports and evaluations, which introduced the possibility of subjectivity and imprecision. Third-party performance reviews or direct observations may offer a more impartial perspective.

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