



**A'SHARQIYAH UNIVERSITY**  
**College of Business Administration**

# **The Impact of High-Performance Work Systems and Employee Behaviors on Organizational Innovation in the Omani Higher Education Sector**

**Submitted in fulfilment of the requirement for the degree of  
Master of Business Administration (MBA)**

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**1445 AH/ 2023 AD**



## **Dissertation Approval**

# **The Impact of High-Performance Work Systems and Employee Behaviors on Organizational Innovation in the Omani Higher Education Sector**

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## **Author's declaration**

I declare that this thesis entitled “**The Impact Of High-Performance Work Systems and Employee Behaviors on Organizational Innovation in the Omani Higher Education Sector**” is my own project. The project has not been previously submitted to any other local universities and colleges in the Sultanate of Oman or to any other international university for degrees or qualifications. I also acknowledge that the source of the scientific content of this thesis has been identified, included, and not submitted to any other degree. In addition, the work does not infringe the copyright of any other person. Everything included in the thesis reflects the researcher's opinions, which do not necessarily have to be adopted by another researcher.

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**Researcher,**

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**Abeer Ibrahim Al-Mukahini**

## Abstract

Higher education institutions (HEIs') have responsibilities and interactions with societies to fulfill their particular and unstable needs. HEIs perform several social and economic roles in academia and research in the current knowledge-based economy. This study investigated the impact of Employee behaviors (EB) and High-Performance Work Practices (HPWP) on Organizational Innovation (OI) in the Omani Higher Education Sector. The study examined the effect of High-Performance Work Practices as an independent variable in three dimensions (HPWPs): Ability-enhancing (AE), Motivation-enhancing (ME), and Opportunity-enhancing (OE), and employee behaviors (EB) in three dimensions: Voice behavior (VB), Knowledge-sharing Behavior (KSB), and Innovative Behavior (IB) as an independent variable to the dependent variable Organizational Innovation (OI).

The study was analytical and descriptive. An electronic survey was distributed to a targeted population of academic and non-academic employees working at Institutions of Higher Education in both the private and governmental sectors. 254 responses were received and analyzed using SPSS to test for the hypothesized relationships.

It was revealed that Employees' behaviors (VB, KSB, and IB) and high-performance work practices (AE, ME, and OE) affect organizational innovation (OI). The HPWP significantly impacted OI more than EB; therefore, the study asserted the necessity to focus on High-performance work practices (HPWP), which is reflected positively by encouraging the employees to generate new ideas and implement innovative strategies and practices. The appropriate HPWP at the HEIs encourages the employees to engage in an innovative manner reflected in organizational innovation.

**Keywords:** High-Performance Work Practices (HPWP), Organizational innovation (OI), Voice Behavior (VB), Innovative behavior (IB), Knowledge-Sharing behavior (KSB).

## ملخص

# أثر أنظمة العمل عالية الأداء وسلوكيات الموظفين على الابتكار التنظيمي في قطاع التعليم العالي العماني

مؤسسات التعليم العالي لديها مسؤوليات تجاه المجتمعات لتلبية احتياجاتها الخاصة والمتغيرة، ففي الاقتصاد القائم على المعرفة تؤدي مؤسسات التعليم العالي عددًا من الأدوار الاجتماعية والاقتصادية في الأوساط الأكاديمية والبحثية. بحثت الدراسة في تأثير سلوكيات الموظفين وممارسات العمل عالية الأداء على الابتكار التنظيمي في قطاع التعليم العالي العماني. حيث تم اختبار تأثير ممارسات العمل عالية الأداء كمتغير مستقل في ثلاثة أبعاد (تعزيز القدرة، وتعزيز الحافز، وتعزيز الفرص) وسلوكيات الموظفين في ثلاثة أبعاد (سلوك المشاركة البناءة، وسلوك مشاركة المعرفة، والسلوك الابتكاري) كمتغير مستقل على الابتكار المؤسسي كمتغير تابع.

اتبعت الدراسة منهجية تحليلية ووصفية، وتم توزيع استبيان إلكتروني على عينة مستهدفة من الموظفين الأكاديميين وغير الأكاديميين العاملين في مؤسسات التعليم العالي المختلفة في سلطنة عمان بقطاعيها العام والخاص، شارك في الدراسة ٢٥٤ مستجيبًا من مختلف الكليات والجامعات الحكومية والخاصة في سلطنة عمان. حيث تم استخدام برنامج التحليل الإحصائي SPSS لتحليل البيانات وفحص العلاقة بين المتغيرات،

توصلت الدراسة الى وجود تأثير مباشر لسلوك الموظفين وممارسات العمل عالية الأداء على الابتكار المؤسسي وقد لوحظ أن ممارسات العمل عالية الأداء تؤثر بشكل أكبر من سلوك الموظفين في الابتكار المؤسسي. أكدت الدراسة بضرورة التركيز على ممارسات العمل عالية الأداء والتي تنعكس بشكل إيجابي من خلال تشجيع الموظفين على ابتكار أفكار جديدة وتنفيذ استراتيجيات وممارسات مبتكرة، حيث إن التطبيق المناسب لممارسات العمل عالية الأداء يشجع الموظفين على الانخراط بطريقة مبتكرة تنعكس في الابتكار المؤسسي.

**الكلمات المفتاحية:** سلوكيات الموظفين، ممارسات العمل عالية الأداء، السلوك الابتكاري، سلوك مشاركة المعرفة، سلوك المشاركة البناءة، تعزيز القدرة، تعزيز الحافز، تعزيز الفرص، الابتكار المؤسسي

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**TABLE 1 LIST OF ABBREVIATIONS**

Employee's Behavior	EB
Voice Behavior	EVB
Knowledge-sharing Behavior	EKSB
Innovative Behavior	EIB
High Performance Work Practices	HPWP
Ability Enhancing	AE
Motivation Enhancing	ME
Opportunity Enhancing	OE
Organizational Innovation	OI

## **CHAPTER ONE: Introduction**

### **1.1 Background of the Study**

The recent development in the education area of public and private educational institutions contributed to the development of the overall human index of the population. In this context, a place of education that is well established by private and Government institutes plays a significant role in society and in developing the country in several fields. In almost every country, private and governance higher education has improved and rapidly grown in recent decades. The reason for this extraordinary growth is the demand for exclusive specializations that fulfill the market needs. Ismail (2014) indicated the role of higher education in collaborating positively to meet the government and market's expectations. Recently, the faster changes in organizations' environments can affect the learning process by enhancing educational performance and improving productivity. Recently, the faster changes in organizations' environments can affect the learning process by enhancing educational performance and improving productivity. The higher education Institution (HEIs) confront different challenges in improving the system, changing and assorted stakeholders' needs, and using new technology to find various financial sources (Sciarelli et al., 2020). Effective practicing of innovation depends on the interaction between national/regional and organizational factors. Higher education institutions that have a high-level of controlling their financial resources and high capabilities of allocating those resources tend to follow the innovation approach (Schneckenberg, 2009). In the last two decades, traditional higher education has altered to deal with the challenges of globalization and innovation. The ability to innovate is an important organizational tool against external unpredictability, and it gives the organization the ability to have a sustainable competitive advantage (Ganguly et al., 2019). Therefore organizational innovation refers to the strategies, actions, and procedures an organization applies to acclimate conditions of competition, Technological improvement, and extension of the market by producing innovative services and products (Hadi Razavi & Attarnezhad, 2013).

High-Performance Work Practices implemented by management impact in a positive way the employees' performance and the organization's case; if applied effectively, subsequently the practices increase the flexibility of the company and individuals'

commitment and enhance creativity which leads to innovation(Habib & Khalid, 2019). High-performance work practices have assisted organizations in creating solid structures and organizational environments that enable employees to implement, exchange, and create knowledge that leads to Innovative work-related behaviors, promoting the employee's readiness to generate new ideas (Fu et al., 2015). The efficiency of HPWP depends on employee participation by facilitating the transfer of new ideas into superb output; mostly, the employees get support when they generate creative ideas by speaking up to them (Zhou et al., 2019). Due to the employees' awareness of customer needs or technical know-how, they consider a significant source of knowledge that assists in supporting innovation irrespective of their position (Daft, 1978). The innovation process consists of four steps, envisage an idea that is proposed, then the decision, adopt, and finally implementation of the innovation. When a strong innovative climate takes place, it creates more likely innovative employees and a getting involved and feels a sense of commitment to the organization (Ran & Zhang, 2015). Members of an organization interact with one another, and when the organizational environment encourages various members to be involved in decision-making, it promotes the organization's members' innovative behavior (Sung & Kim, 2021).

A substantial favorable association has also been shown between the team's innovative atmosphere and employee behaviors (Newman et al., 2020). Voice is a self-initiated, unilateral behavior outside of ordinary roles that aims to improve the working atmosphere by communicating suggestions, recommendations, and concerns about work-related issues (Kremer et al., 2019). Because it promotes shared decision-making and learning within an organization while fostering greater mistake detection, voice is a fundamental antecedent of creativity and innovation. Getting the accumulated knowledge and shearing among the team is the most compound of organizational success and promoting innovation(W. Zhang et al., 2019). Disseminating knowledge contributes positively to the innovation process and encourages innovative behavior (Newman et al., 2020). Sharing knowledge assist in generating innovative ideas that can preserve the organization's sustainability. Their higher education in Oman will be aligned with any changes that occur (technology, economics....) and reduce the level of uncertainty.

## **1.2 Problem statement:**

In recent years, Oman has seen the need to strengthen the educational system framework, specifically in higher education, as a top national priority (Yarahmadi, 2019). Higher education in Oman serves a vital role in elaborating competent national cadres with superior levels of knowledge to promote the country's development movement successfully. Around the 1970s, the Sultanate established its first official higher education institution, Sultan Qaboos University (SQU), founded in 1986 as a tipping point in the higher education sector in Oman. Jain & Jain (2022) indicated in their paper that The two ministries in charge of providing excellent education in Oman are the Ministry of Higher Education and the Ministry of Education; as a result, the establishment of different public and private educational institutions has enhanced the Sultanate's education system, on the other hand, establishing Academic Accreditation Authority for monitoring and assurance of implementation of qualified education at Omani higher education. The higher education has public institutions consist Sultan Qaboos University, Universities of Technology and Applied Sciences, Faculty of Sharia Sciences, and Vocational colleges, as well as 16 private universities/colleges as private institutions (MOHERI, 2023).

Recently, many challenges have been faced by Higher education institutions (HEIs), for example, finding new financial sources, expanding stakeholders' needs, and adapting to new technology. Understanding those challenges in higher education is of utmost importance, particularly in the GCC region (Odeh, 2019). Other significant developments in higher education during the last 10 to 20 years are believed to have led to the college and university job market being under strain (Mustafa et al., 2021); therefore, HEI must increase its ability to adapt quickly to survive. In addition, HEI has also become more powerful due to the commoditization of education and the interest of private investors and international institutions. Consequently, His Majesty the Sultan of Oman has instructed related investors, stakeholders, and policymakers to evaluate and change all education programs and regulations to bridge the gap between the education system and industry and workplace demands (Yarahmadi, 2019). Yarahmadi, (2019) defined globalization as the engine for innovation and knowledge and is a flow of technology, economy, knowledge, people, values, and ideas. For example, academic institutions confronted challenges in the last few years due to the pandemic, academic staff and students transitioning from a traditional education strategy to an online teaching technique midst of a pandemic situation (Dahleez et al., 2021).

Adopting different telecommunication platforms enables academicians to enhance teaching and learning (Jain & Jain, 2022). Also, universities have always been the innovation bases that urge them to innovate to reach academic excellence and also the ability to disseminate solutions to current problems or generate new ideas and better products (Jamal Al-Lail & Mohamed, 2019). Higher Education has been viewed as a social incubator, supposed to provide an appropriate climate not just for learning but also to expand on students' creativity and innovation. It has become an urgent need for innovation to be aligned with renewable changes. Purposeful steps that HEIs may take to boost regional development primarily concern the various responsibilities of HEIs in the regional innovation system (Madbouly & Reyad, 2021).

Al Lawati (2022) stated that Oman Vision 2040 is considered a blueprint for Oman's future long-run goals and consists of strategic objectives to direct all Omani enterprises to develop productive strategies and creative diversification plans. The priority of Oman 2040 is improving the quality of higher education, specifically in research and innovation. MOHERI mentioned that National Innovation Strategy (NIS) vision is aligned with the Oman Vision 2040, which has been enhanced by continuous institutional integration, resulting in various initiatives in all fields, as reflected by its innovations and institutions. The study focused on the importance of adopting organizational innovation in the academic sector and how the internal factors relate to it. Most of the previous studies investigated the variables in industry, and rare papers discussed organization innovation in academia. The study examined the correlation of the HPWP to Organizational innovation, realizing that Human resources are considered the critical assets of any organization's overall field. Human resource management (HRM) has been identified as "all those activities related to managing the individuals at the firms. The point that remains under-researched in HRM is how HRM activities impact the organization's innovation and the effect of HPWS at the organizational, group, and personal levels. Even though few researchers have found a correlation between HRM practices on corporate innovation, there appears to be a need to think about how HPWS impacts innovation. When it comes to HRM and AMO (Ability, Motivation, and Opportunity), the research highlighted the efficiency of AMO to the employees and found their impact is scattered. The practitioners faced difficulty in determining interventions that lead to increasing the employees' efficiency at higher education, and also studies the relationship between HPWS and innovation performance in the higher education field is

not enough. Thus, the study aims to investigate the effect of HPWS on organizational innovation using the HPWS dimensions (Ability Enhancing (AE), Motivation Enhancing (ME), and Opportunity Enhancing (OE) in the higher education field. It investigated the effect of employees, behavior on organizational innovations. The Employees behave in different kinds of actions within the organization; a few of these behaviors may be positive and lead the organization to success.

On the other hand, negative behavior will annihilate a beneficial work environment. These negative behaviors become a plague and spread to others, just like illnesses, which are expensive to the organization's efficiency in the long run. Encouraging such employee behaviors in Higher education may reflect positively on organizational innovation and assist the organization's sustainability.

### **1.3 Research Questions**

Based on the problem statement, this research seeks to answer the following questions:

1. To what extent do high-performance work systems impact organizational innovation in Omani Higher Education Institutions?
2. To what extent do employee behaviors impact organizational innovation in Omani Higher Education Institutions?

### **1.4 Research Objectives**

1. Examine the impact of high-performance work systems on organizational innovation in Omani Higher Education Institutions.
2. Examine the impact of employee behaviors on organizational innovation in Omani Higher Education Institutions.

### **1.5 Significance of the study**

Due to the changes occurring in the world and the work environment is becoming more complicated (Aminbeidokhti et al., 2016), educational institutions encounter challenges relating to continuous education, their program, employment, and academic credentials the education system (Castro, 2019) therefore the higher education must reconsider its role and realign its focus toward one global service capable of meeting the demands of companies in complicated competition (Jackson, 2019). Due to education plays a critical



role in the development of human creativity skills (Keinänen et al., 2018), and higher education must be adaptable to respond to changing events and environments, and schools and other educational institutions must vie for global human resources (Salatiga, 2020).

Furthermore, human resources are the most critical component for a business to consider while implementing innovation (Kirkgöz, 2009). Educators should be aligned with rapidly changing technologies because learners must be aware of and practice that should be acquired abilities and knowledge required nowadays (Asad et al., 2020), and driving innovation in the processes lead to delivering novel academic programs (Izquierdo & DeMatthews, 2019). Educational technologies provide a variety of possibilities for improving interactions and involvement between academic staff and students and utilizing and implementing novel educational concepts in teaching and learning scenarios (Schneckenberg, 2009) due to academic institutions being a forum for academics to exchange ideas and insights (Jamal Al-Lail & Mohamed, 2019).

This study can contribute to reaching academic excellence, defined as the ability to solve and disseminate existing and future issues and generate new innovative ideas for a better future (Jamal Al-Lail & Mohamed, 2019). Academic excellence in academia can be reflected in research which is crucial (Barra et al., 2019) to the pursuit of excellence is a critical pillar that must govern the establishment and growth of any institution that aspires to contribute to global science or to educate students for an international marketplace (Kirkgöz, 2009). Over past years, significant efforts were spent by universities to identify the vital organizational innovation in their activities and the process which can be reflected in the firm's performance. The previous studies specified the need to compile innovation in sustainability development in the higher education sector. Innovation is generating new ideas and finding the appropriate strategies to implement them properly. Oman's higher education is still trying to catch up with global learning by placing approaches to positively alter the traditional education process in the long time ahead. Employee Behavior and High-performance work practices are lead roles in leading the organization to lead to organizational innovation. The study focused on the Human Recourse's practices by investigating how HPWP is encouraged to enhance Ability, Motivation, and Opportunity which are the three dimensions indicated in the study. HPWP is strengthen organizational innovation by the effect the human capital. Moreover, focusing on particularly the HPWP encourages such practices that are considered the human's characteristics to achieve the tasks.

The study also focused on the importance of employee behavior and the strong impact of Organizational Innovation. Voice, Knowledge Sharing, and innovative behavior are studied in the study as dimensions of employee behavior. Cognitive ability, personality, knowledge, and motivation affect individual innovation, which is affected by team innovation which is interrelated to organizational innovation. Knowledge sharing is a vital resource for educational institutions. They can achieve the targets by interacting under efficient knowledge management, and those create innovative practices as a result of the knowledge. The knowledge flows from the top, down, and horizontally influences innovative behavior and corporate to develop new ideas to enhance the institution.

The organization's innovation encouraged the new technology that can be used to develop the teaching process in the Higher education sector. Educational technologies provide a variety of possibilities for improving interactions and involvement between Academic staff and students in institutions and utilizing and implementing novel educational concepts in teaching and learning scenarios.

Higher education needs to follow the new innovation trend and prepare the students to tackle the challenges nowadays to create an educational environment that motivates them to enhance the educational process and implement innovative approaches.

## **1.6 Research Model & Hypotheses**

To investigate the extent both Employees behavior and High-Performance Work Practices influence and impact Organizational Innovation, the following set of primary and Sub -hypotheses are listed as follows:

**H01:** High-performance work systems (ability-enhancing, motivation-enhancing, opportunity-enhancing) significantly affect organizational innovation in Omani academic institutions.

**H01-A:** Ability-enhancing HR practices significantly affect organizational innovation in Omani Higher Education Sector.

**H01-B:** Motivation-enhancing HR practices significantly affect organizational innovation in Omani Higher Education Sector.

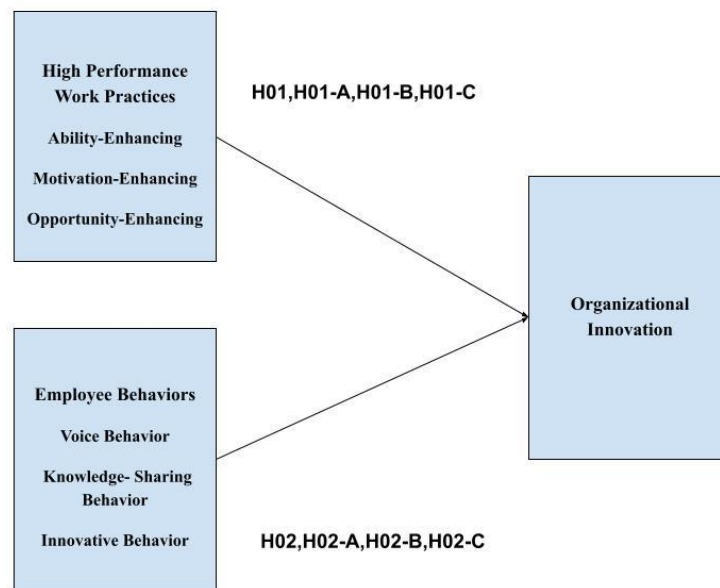
**H01-C:** Opportunity-enhancing HR practices significantly affect organizational innovation in Omani Higher Education Sector.

**H02:** Employee behaviors (voice behavior, Knowledge sharing behavior, innovative behavior) affect organizational innovation in Omani Higher Education Sector.

**H02-A:** Employee voice behavior significantly affects organizational innovation in Omani Higher Education Sector.

**H02-B:** Employee Knowledge sharing behavior significantly affects organizational innovation in Omani Higher Education Sector.

**H02-C:** Employee innovative behavior significantly affects organizational innovation in Omani Higher Education Sector



**FIGURE 1 RESEARCH MODLE**

## **1.7 Definition of Variables:**

In this part, the variables used and they will be defined. There are two independent variables: high-performance work practices and employee behavior, and one dependent variable: Organizational Innovation

### **1.7.1 Organizational innovation**

Nowadays, most people value believing in innovation, which is vital for individuals and companies. Organizational innovation is a way of adopting creative ideas, technology, or behavior in the organization. Organizational innovation refers to implementing a new managerial approach and practices to increase knowledge, workflow efficiency, or product quality. The company implements new approaches in three domains: business operations, organizational environment, and external relationships (Phan, 2019).

Organizational innovations involve modifications in the structure of organizations, processes, and procedures caused by the placing of new managerial and working practices, such as supply chain management or quality management systems. The company implements new approaches in three domains: business operations, organizational environment, and external relationships (Phan, 2019) organizational innovation is vital to solve the obstacles in a dynamic, rapidly evolving competition. It can help the organization act quickly on any changes and have the agility to look for new ways to conduct business (Qamari et al., 2019)

### **1.7.2 Employees Behavior**

Employee behavior refers to how the employees react or respond to specific actions and situations at the workplace based on norms and regulations of the job. A multifaceted encompassing encompasses all behaviors that employees might use to share them in the innovation process (De Jong & Den Hartog, 2007). The research investigated the employees' behavior in three dimensions.

**Voice Behaviors** is considered the way of expressing positive opinions, the employees' concerns, or ideas regarding matters pertaining to the workplace when the employees can speak out constructive comments, complaints, or work-related challenges to boost corporate processes and innovation.

**Knowledge-sharing behavior** refers to an activity focused on exchanging knowledge, thoughts, and opinions among organization members, translating it as an action and reaction to generate new ideas and build work support. The employees' contributions to

disseminating knowledge among different levels of the organization which the knowledge that is a result of experience, ability, and skills.

**Innovative behavior** is the ability of employees to generate and apply beneficial ideas affecting the work environment. Because ideas are the first step in innovation, the behavior reflects new ideas, for example, creating new processes, products, or services. Employees' behaviors to generate novel and creative approaches and ideas in their workplace are optional and go beyond the specified role.

### **1.7.3 High-Performance Work Practices HPWPs**

HPWPs are a certain set of human resources management practices that might improve employee and business performance. A set of practices includes selection, incentive remuneration, and the management system that assists in enhancing skills and knowledge and increasing motivation for existing and potential employees. The HPWP framework is targeted to improve employees' knowledge, skills, and abilities in ways that are compatible with organizational success(Ogbonnaya & Valizade, 2018).

The research focused on AMO Model. These practices come in bundles (ability, motivation, and opportunity), creating interaction in which one practice supports the others when combined and provides a framework for improving individual and organizational performance. High-performance work practices (HPWPs)—are defined as the specific model (Ability–Motivation–Opportunity ) (AMO) when those practices are responsible for enhancing employee ability, motivation, and opportunity at the organization (Hoque et al., 2018).

**Ability-enhancing practices**, for example, are the methods used in recruitment and training to improve employees' ability to do tasks. In other words, the practices help transform the employee's inner skills into visible actions like tasks and duties. **Motivation-enhancing** HR procedures aim to influence employees' motivation to do their tasks at work. It includes performance management policies, remuneration policies, and incentive policies. **Opportunity-enhancing** is how the organization deals with employees by increasing their involvement, contributing to achieving the organization's goals and making decisions that affect the employees' opportunities.

## 1.8 Structure of the Thesis

The first chapter introduces the study's background. It highlights the research problem, objectives, and questions. The chapter also outlines the research significance and ends with the structure of the dissertation.

Chapter two is **Literature Review**, which addresses the definition of the variables based on previous empirical studies. It is discussed the independent variables and the dependent as well as theoretical framework development and the hypothesis that were investigated, which are the High-performance work practices and employee behavior independent variables and Organizational Innovation as the dependent variable. This chapter reviews and summarizes previous empirical studies from different contexts.

The third chapter describes **Methodology** as the systematic way of acquiring data and presenting an interpretation of the data acquired. It outlined and justified the research methodology and strategies employed in this thesis. It discussed the study population and sample: employees working in colleges and universities. It discussed the study population and sample, which were the employees working in colleges and universities. Data collection was the primary and secondary source. It was discussed how instrumentation was used to assess independent employee behavior and high-performance work practices, as well as dependent variables of organizational innovation. Finally, the validity and reliability of the research and ethical considerations.

The fourth chapter is about Data Analysis and Findings, which discusses the data analysis and findings. It starts by outlining the procedures for collecting data (a questionnaire), then reports on the overall response rates and interpretation of the data. Then, descriptive statistics will be used to describe the demographic profile of respondents and their characteristics and responses. Chapter four comprises the analysis used in SPSS to test the research model and hypotheses to answer research questions. Finally, this chapter summarizes all the findings based on the questionnaire results. I tested the reliability or internal consistency among the items using Cronbach's alpha coefficient and the hypotheses test.

Chapter five is **Discussion, conclusion, and recommendations**. The Chapter presents a discussion of the results obtained using statistical analysis, a conclusion, the importance of research, the achievement of the research objective, the theoretical and practical implications of the study, and future studies and limitations.

## **CHAPTER TWO Literature Review**

### **2.1 Introduction**

The chapter attempted to illustrate the definitions of the variable used in the study and examine the relationships between Employees Behavior (EB), High-Performance Work Practice (HPWP), and organizational innovation (OI). This chapter defined the concept in different studies, the employee behavior that includes three dimensions Voice Behavior (VB), Knowledge-sharing Behavior (KSB), and Innovative Behavior High-performance work practices (HPWP) which consists of the AMO bundle (Ability, Motivation, Opportunity).

### **2.2 Organizational Innovation(OI)**

Recently, organizations have been paying attention to the concern of innovation, and most companies are dealing with swiftly converting environments; therefore, the main challenges encountered by the organization are responding to altering situations and adapting to outside influences (L. Kim, 1980). The area of innovation could be very vast. Researchers have made differences among the research on the "diffusion" and "adoption" of innovation in addition to research on "innovating" and "innovativeness," despite the existing prospect of overlap among the concepts (KETCHEN, JR. et al., 1997). Distinguishing between types of innovation has been investigated in many research which is important to recognize organizations' adoption behavior and realize determinants of innovation in them and some modes studied, for example, product and process, radical and incremental, and administrative and technical. Organizational innovation has not yet been a fully defined concept, and there seems to be a modest trend towards the rapprochement of definitions and still differences collocated. Organizational innovation is related to generating, accepting, and implanting new ideas in services, products, and processes. Organizational innovation is defined systematically as adopting new attitudes or ideas at the organization; this innovation is shaped by new technology, product, behavior, or services(Hage, 1999).

Although the definition has stayed stable, the types of innovation investigated, as well as the types of challenges that have piqued people's interest, have changed throughout time. The focus in public sector organizations in the 1960s and 1970s was on incremental reform. In the 1970s and 1980s, was a dramatic change in private sector organizations, while in the 1980s and 1990s, it was a major transformation in public sector organizations. Organizational innovation deals with changes that affect the organization, such as structure, management, and workplace, that allow the employees to learn from one another, helping them to think and react more holistically (Kahn, 2018) and make perfect decisions. An environment that inclines to be connected with organizational innovation on the outside, an internal climate should encourage inventive conduct on the inside when we're structurally distinct, that is, they had accumulated experience. The adoption of innovation causes alteration in an organization's structure and performance. However, those changes are not the same for all innovations; consequently, innovations can be categorized based on the degree of change that will bring to the adopted organization on its existing processes (Sapprasert & Clausen, 2012). Organizational innovation strategies are policies and procedures to enhance and support the process and climate required to generate specific innovations. Organizational development is one of an organization's innovation strategies that include developing a set of techniques that are reaped from the behavioral sciences, which are aimed to strengthen the ability of an organization to embrace change and to raise its effectiveness (Rowe et al., 1974). The functional specialization strategy refers to an exemplary practice used to build organizational units for specific activities to enhance and promote organizational innovation and organizational units with climates designed to be aligned with the innovation process.



### **2.3 Employee Behavior (EB)**

Higher education is rapidly changing via globalization and needs an effective response by developing and creating academic leaders (Wisniewski, 2002). Due to the various services being implemented through interaction between the employees and clients, the long-term relationship with a company depends incredibly on the company's employees (Gouthier & Rhein, 2011). Employee behavior is the employee's reaction and response to circumstances, phenomena, or circumstances in the working environment, which are derived from their culture and the organization's culture. The employees ought to be creative in practicing and identifying creative ideas for solving the challenges faced by the company (Authors, 2006). In high-quality relationships in the environment, the employees contribute to the organization by exceeding their responsibilities because of belief, commitment, and motivation (T. G. Kim et al., 2011). To respond appropriately to unstable circumstances, make great decisions, and control the issues before escalation, the top management seeks the data required from lower employees within the organization that they aren't aware of (Morrison, 2011). Daily, internally, employees encounter issues that put them in situations to choose whether to notify or ban valuable data. Do I talk up, do I share or keep to myself ideas for improving the organization?? (Nikolaou et al., 2008) Employees always struggle to choose whether to voice or stay quiet about imperative workplace issues (Chou & Chang, 2020). The voice is the action to express verbally where a message is passed on from a sender to a beneficiary and is characterized as optional behavior influenced by an assortment of factors (Milliken et al., 2015). Voice positively affects individual behavior and promotes employees feeling in terms of control, which is reflected in satisfaction and motivation (Xu et al., 2019). Voice Behavior leads to positive behavior due to the benefits correlating with the ability to express views and concerns (Cortina & Magley, 2003).

Sharing knowledge is considered the role of any team working together, whereas the manager ought to enhance a Knowledge-sharing culture internally and externally. Knowledge sharing can be defined as an information management process that is its target to contribute knowledge where it is required, consequently being part of the accomplishment of sustainable competitive advantage (Oliveira et al., 2015). Organizations encounter challenges when controlling employees' knowledge-sharing behavior; whenever the tacit knowledge increases, the degree of knowledge asymmetry also increases, and it is a vital resource in the knowledge economy (H. H. Chiang et al.,

2011). As knowledge is intangible and tacit also, it is a strategic asset to retain the organization's power and its competitive advantage and gotten high focus in the twenty-first century; therefore, organizations ought to recognize influences that can impact knowledge-sharing behavior, increasing the opportunities for sharing the knowledge which reduces the uncertainty and enhancing the innovation(Paul Tiwari, 2022). Innovative behavior is a vital factor for organizational survival and development, and it is an important asset that leads to organizations' acquisition of core competitiveness in a dynamic environment(Y. Zhang & Yang, 2021). Innovative behavior is defined as complicated behavior that includes three diverse errands: creating, realizing, and promoting ideas or generating a solution with an innovative idea (Gottman et al., 1998).

### **2.3.1 Employee Innovative Behavior(EIB)**

Innovation has gotten to be an essential force of development. Organizational innovation is considered the engine of the economy and the key to somehow the organization getting sustainable competitive advantages (Miao et al., 2020). The employee's innovative behavior is critical operators to surviving the organization and improvement, and organizations need to foster cultures to encourage innovative behavior to apply knowledge creatively (Aamer Waheed et al., 2018). Innovative behavior is an essential asset that supports organizations getting core competitiveness in an unstable business environment (Y. Zhang & Yang, 2021). Creating and implementing Innovative solutions by employees is the critical behavior required to improve an organization and competitiveness advantages (J. Zhang & Su, 2020). Employee innovative behavior is the way that allows employees to unleash their creative ability and make the best use of their knowledge and abilities. It is the action done by the employees to use their experiences to improve the product and service and generate new ideas. The employees will be able to have opportunities to develop the work procedure and service quality. The unusual problems will easily identify at the department and or organizational level, proposing effective solutions experiencing new ideas, and evaluating the strengths and weaknesses of each innovation (L. Li et al., 2019).

### **2.3.2 Employee Voice Behavior (VB)**

One of the factors that can affect the organization is Proactive employee behaviors which can play an essential factor in the organization's Survivability and adaptability(Afsar et al., 2019). Voice behavior is defined as the employees' ability to suggest creative opinions and ideas and direction and convince the organization to implant them. It is considered the planned behavior that encourages the employee to speak up (Park et al., 2021). The employees' voices develop and enhance the decision-making process and improve the quality of services and products(Jolly & Lee, 2021). Voice behavior is contributed to improving the organization's effectiveness by recognizing and paying attention to the threats, issues, and problems that can be influenced the organization's system. Giving value to the voice is highly beneficial. It depends on many challenges, including internal resistance, the status quo, uncertain external forces, and a lack of trust and leadership(L. Chen et al., 2020). The exacerbated challenges occur in case the voice behavior causes conflicts; therefore, voice is complex, particularly in multicultural work environments where individuals' beliefs, values, and attitudes vary.

### **2.3.3 Knowledge-sharing Behavior(KSB)**

The Organizations act as knowledge synthesis bodies that compile individual and group knowledge to produce goods and provide services(Javaid et al., 2018). The knowledge process happens at different levels in the organization. Big and small organizations can get a competitive advantage when they realize how to integrate their knowledge internally and externally(Lekhawipat et al., 2018). Knowledge-Share refers to distributing and combining knowledge or engaging in activities that assist the employees to work together and improve the capability to achieve the organization's aims(Fauzan et al., 2022). A way of communication involving two or more parties in transferring Knowledge and its output to generate new knowledge(Obermayer & Toth, 2020). Knowledge sharing should transfer into practice because it contains an implicit or explicit value in this rapidly changing situation (Kmieciak, 2020). Knowledge-sharing behavior is action and how the individual behaves to create knowledge for another individual within the organization(Pangil & Mohd Nasurdin, 2020).

## **2.4 High-Performance Work Practices (HPWP)**

The management has been interested in High-performance work practices (HPWP) last decades. These practices improve employee and organization performance and productivity(Bello-Pintado & Garcés-Galdeano, 2019). Not only does the positive effect of HPWP improve organizational performance, and it also influences the employees' well-being(Arthur et al., 2019). HPWPs are a group of practices to improve employees' skills, including sophisticated approaches to recruiting, selection, appraisal processes, compensation systems, and training employees (Salin & Notelaers, 2020). It is defined as practices designed by Human resources Management to improve employees' skills, involvement, and outputs in somehow making employees a factor of sustainable competitive advantage (Fu et al., 2015).In other words, High-performance work practices refer to the organization's practices to improve the organization's ability by attracting employees, hiring, training, and retaining them. High-performance work practice is included particular behaviors or practices that enhance employees' capabilities and skills, which permits them to take part in the decision-making process(Alatailat et al., 2019). The concept has encompassed multi actions of human resources management such as a rewards system, security of work, teamwork, and prevention of barriers by facilitating communications and involving the employee's decision-making. HPWPs have indicated powerful signs to employees that the firm pays strong attention to human resources to enhance their productivity in promotion, teamwork, staffing, and training (Karatepe, 2013).HPWP is working along with the organization's strategic plan by improving the high level of human capital, which adds value to the organization (Grobler et al., 2018). HPWP enhances the organization's performance and benefits employees by increasing their well-being(Guerci et al., 2022). The works of literature used the framework of HPWPs, which utilized the ability-motivation opportunity (AMO) system, and the system assisted in looking at the relationship between HPWPs and outcomes(Phuong, 2020). Essentially, the level of motivation-enhancing practices, which is represented in result-oriented performance management systems and rewards, and opportunity-enhancing practices represented in involving the employees irrespective of their organizational level in the decision-making process, working in a team, and knowledge sharing, affect organizational performance(Nadeem & Rahat, 2021). The AMO bundle can push the employees to many direction. There's a wide understanding among the vital HRM

researchers that a 'bundles or systems' approach and they highlighted three bundles of HRM practices (Beltrán-Martín & Bou-Llusar, 2018). These are called: A - Ability-enhancing practices (selecting staff, learning, and training); M - Motivation-enhancing practices (staff independence, rewording system, and promotion); O - Opportunity-enhancing practices (data sharing, way of communications, grievance system) (Rehman et al., 2010). The AMO model acts as the strategic significance of HPWS in an express manner by focusing on particularly on HR practices that correctly improve the discretion behavior between the employees (Kundu & Gahlawat, 2018).

#### **2.4.1 Ability-Enhancing Practices (AE)**

Ability is defined as a set of behavior conducted by employees to utilize at work to be able to oversee working errands competently. It can be referred to as the inner ability that can convert into outcomes. It is a vital individual characteristic that leads the organization to better performance. Fulfilling the tasks requires excellent skills, knowledge, and expertise; therefore, abilities are the fundamental determinants of employees' performance (Management, 2020). Ability-enhancing practices incorporate recruitment, the best staffing selection, and intensive training (Owoeye et al., 2020). Ability enhancement has an active role in recruiting the skilled and talented, which is considered the basis of innovation in any organization. Integrating those talents within the organization and providing training to enhance the employees' ability using all its resources will help the organization sustain its competitive advantages. Ability enhancing practices included rigorous staffing and comprehensive training and focusing on growing the competencies of the employees for enhancing their performance (Kundu & Gahlawat, 2018).

#### **2.4.2 Motivation Enhancing Practices (ME)**

Motivation Enhancing Practices (MEP) is an organization's focus on giving their workers reasonable compensation, either financial or non-monetary, providing job security in the work environment which is led the employee to maintain the organization's resources and create strong teamwork (Al-shahwani, 2020). It should focus on compensation and reward systems based on employee participation to encourage employee engagement at organizations. The organization can create a belief among the employees that more great effort will pay off, and the employees will be more engaged (Beltrán-Martín & Bou-Llusar, 2018). Motivation Enhancing Practices (MEP) orient employee efforts to

accomplish the organization's aims. MEP are encouraged creativity in performing tasks and motivation concepts the wages, job security, Employee Perceptions, promotions, and benefits(Shah & Beh, 2016). The appraisals depend on input from different sources (peers); incentives and rewards depend on group performance. Those practices can serve to bind the employees together(Tian et al., 2016). Employees may lose their passion when they will not train well and aren't empowered to take independently relating to performing tasks (Haq et al., 2021)

### **2.4.3 Opportunity-Enhancing Practices (OE)**

Human Resource management practices have a significant role in improving the employees' skills, knowledge, and abilities, and they have significantly given opportunities for employees to express their talents effectively (Bhatti et al., 2021). Opportunity-enhancing practices empower the employees to be part of planning the organization's future by engaging them in the decision-making process. It encourages open communication among different levels of an organization. HR systems' purpose is to reach ultimate employee performance can be viewed as a synthesis of three dimensions aimed at improving skills, motivation, and contribution opportunity (Kooij et al., 2022). Employees who are given a chance to be involved in the organization through regular participation and better communication will feel treated approvingly they demonstrate their dedication to the company through unrequested positive behavior that goes above and beyond their assigned duties (Morales-Sánchez & Pasamar, 2020). The effect of workplace practices has a significant influence on what a workplace achieves and accomplishes. Most researchers are interested in the practices that may influence a workplace's innovativeness, particularly because previous research indicated that HR is vital for strategic change. The practices that empower employees and provide opportunities for sharing knowledge and collaboration are critical to innovation. Human resource management practices that improve opportunity and urge the sharing of knowledge and collaboration include information sharing with employees, solving problems as a team, and structuring self-directed groups (Chowhan et al., 2017).

## **2.5 HPWPs & Organizational Innovation**

Human capital is considered an essential source of firm competitive advantage of organizations, which led to paying attention to High-Performance work practices that reflect positively on motivating, improving, selecting, and recruiting employees (Rhee et al., 2020). Organizational innovations (OI) comprise a set of changes, for example, structure and the managerial process, supply chain management, teamwork, and quality management system, and many studies came up with the high effect of human resources practices on innovation (Yousaf et al., 2019). HPWS has been linked to being emphatic to the organization's performance, and effective HRM practices influence the employees in different faces by enhancing their knowledge, capabilities, and skills (Fu et al., 2015). Therefore effective HR functions such as remuneration and teamwork, and opportunities impact the employees' behavior which assists in creating new ideas vital for organizational innovation and in achieving the organization's goals (C. J. Chen & Huang, 2009). Organizational innovation incorporates handling new ideas and finding creative solutions to organizational issues. It consists of two stages the era of inventive ideas and the execution of these ideas; whereas generating the ideas is more subordinate to an employee's knowledge and skills, organizational components contribute to fulfilling those ideas; therefore, the innovative ideas are positive indicators of development. Effective development includes more than innovative ideas, and creating recommendations does not essentially develop organizational innovations without fruitful execution (Shahzad et al., 2019). HPWPs related to generally allude to a set of HR practices shaped to improve employees' aptitudes, commitment, and productivity to play an imperative part in encouraging and developing organizational innovation since this is often, to a great extent, decided by a firm's capability to manage knowledge and motivating the employees to participate in the growth of innovation and implementing the knowledge in their creative actions (Gahan et al., 2021). The accuracy in recruitment and selecting employees assists in ensuring picking the employees who know to implement the innovative activities. Concentrated training enhances the employees' knowledge and makes them capable of overtaking the existing responsibilities. Job enrichment emboldens employees to get knowledge related to their work domain by applying and performing challenging duties and different roles (Liu & Lin, 2021).

## **2.6 Employee Behavior & Organizational Innovation**

The employees' voice is the source of generating new ideas, sharing recommendations, and sharing data relating to work-related issues, which leads the organizations to improve. Voice behavior is an employee's endeavor to bring positive alter and ensure the development within the organization; therefore, the employees' voices from different levels of structure help to establish effective customer-focused innovation strategies (Azevedo et al., 2021). When an organization activates this behavior, the voice behaviors surely energize the employees to think effectively about the challenges that organizations face, subsequently enhancing organizational learning (Rasheed et al., 2017). Continued learning leads to procedural, technological, organizational, and administrative changes and development, reflected in innovative products and services in the long run. Further, knowledge sharing is one factor that encourages innovation implementation; in other words, when the employees share their knowledge and share their ideas, those ideas show up unused for others and vice-versa, which comes with new products and processes (Fayyaz et al., 2021). When the employees exchange their knowledge, this leads to improvement and richness of the knowledge stock internally; therefore, the innovation takes place through the employee's capability to innovate, leading to produce innovative products and services (Bogers et al., 2018). Empowering knowledge positively influenced innovation efficiency and noted that entering new ideas, products, and new services strongly connected to sharing knowledge. Often, open innovation happens due to sharing knowledge among employees and translating it into new products and services (Singh et al., 2021).



**TABLE 2 SUMMARY OF EMPIRICAL STUDIES**

Study	Independent	Dependent	Moderator	Mediating	Country	population	Year	Ref
Employee Voice Determinants And Organizational Innovation: Does The Role Of Senior Manager Matter?	-Employee Voice(employee involvement and participation)	- Organizational Innovation	-Role Of Senior Manager	-	Pakistan	employees in the textile industry of Pakistan	2019	(Basheer et al., 2019)
Unpacking the relationship between high-performance work systems and innovation performance in SMEs	-high-performance work systems (HPWS) (AMO Model )	-innovation performance in		-Innovation-specific ability -Motivation -Voice Behaviors		237 SMEs in Pakistan.	2019	(Shahzad et al., 2019)
Exploring the role of employee voice between high-performance work system and organizational innovation in small and medium enterprises	-HPWS	- organizational innovation -employee voice		Employee voice		239 randomly selected SMEs	2017	(Rasheed et al., 2017)
	-employee voice	- organizational innovation		-				
	-HPWS	- organizational innovation		Employee voice				

Do High-Performance Work Practices Influence Organizational Innovation? Mediating Role of Human Capital	-HPWP	- Organizational innovation		Human Capital	-	202 employee of banks.	2019	(Yousaf et al., 2019)
	-Human Capital	- Organizational innovation	-	-				
A Study on the Effect of Change Management on Organizational Innovation: Focusing on the Mediating Effect of Members' Innovative Behavior	-Change Management on	- Organizational innovation	-	-Innovative Behavior	Korea.	Government sector. Used Public Employee Perception Survey Data 2018( 4000 people were surveyed via email. 46 central government departments and 17 regional government.	2021	(Sung & Kim, 2021)

How and when matter: Exploring the interaction effects of high-performance work systems, employee participation, and human capital on organizational innovation	-HPWS	- Organizational innovation	-Direct voice mechanism - human capital - Corporate governance	-	China.	Industry ,Survey ,108 firms and 1,250 employees (received responses from 125 CEOs, 144 HR managers, 132 product operation managers, and 1,977 employees)	2019	(Zhou et al., 2019)
Reviewing the Link between Employee Creativity, Innovative Behavior and Organizational Innovation	-Employee Creativity	Organizational Innovation	-	-Innovative Behavior	-	literature review that is significantly studied	2021	(Hussain & Wahab, 2021)
Knowledge sharing direction and innovation performance in organizations Do absorptive capacity and individual creativity Matter?	Knowledge sharing	innovation performance	-	-Absorptive capacity -Individual creativity	-	online questionnaires, -Scientific research institutions ,universities Enterprises or enterprise	2020	(Zhao et al., 2020)

						information platforms. -Professional Chinese survey platform -Personal network.		
Expanding competitive advantage through organizational culture , knowledge sharing and organizational innovation	- Organizational culture -knowledge sharing- -organizational innovation,	competitive advantage		-knowledge sharing and -organizational innovation	Punjab, Pakistan.	textile industry, 294 industrial managers,	2021	(Azeem et al., 2021)
Strategic Human Resource Roles and Knowledge Sharing: How do enhancing. Organizational Innovation	-Strategic Human Resource Roles	- Organizational Innovation	-	- Knowledge Sharing	Indonesia.	Questionnaires, 150 lecturers. High Education	2019	(Qamari et al., 2019)
Ability–motivation–opportunity enhancing human resource practices and firm performance: Evidence from India	-HPWP	-firm performance	-	-Affective commitment	India	Used questionnaires and received 387 out the 563 .Sent to 204	2018	(Kundu & Gahlawat, 2018)

						organizations registered in Federation of Indian Chambers of Commerce and Industry		
Examining the synergetic impact of ability- motivation- opportunity-enhancing high performance work practices	-ability- motivation- opportunity (AMO)	-perceived organizational performance	-trust and work autonomy	-employee outcomes	Pakistan,	survey distributed among 222 organizations , 3,460 employees and employers , face-to-face structured interviews of HR managers	2021	(Nadeem & Rahat, 2021)
How and when matter: Exploring the interaction effects of high-performance work systems, employee participation, and human capital on organizational innovation Yu	-High- performance work systems FIGURE	- Organization al innovation	-Direct voice mechanism -Corporation governance participation -Human capital	-	China	108 firms and 1,250 employees, industry.	2019	(Zhou et al., 2019)

High-performance work systems and open innovation: moderating role of IT capability	-HPWP	-Open innovation	-Information technology (IT)	-	China	A survey distributed in the industrial parks of the Yangzi River Delta in China.	2020	(Zheng et al., 2020)
Evaluating the role of social capital, tacit knowledge sharing, knowledge quality and reciprocity in determining innovation capability of an organization	-Social capital -Knowledge quality -Knowledge reciprocation	-Tacit knowledge sharing - Innovation capabilities	-	-	Indian	Industry survey questionnaires, 190 responses ,managerial staffs of a from Automotive, FMCG, IT and Media industry	2019	(Ren & Zhang, 2015)
When perceived innovation job requirement increases employee innovative behavior: A sense making perspective	-Perceived innovation job requirement - Intrinsic interest in innovation - Performance-reward expectancy	-Innovative behavior	-	-	China	Industry ,Survey distributed to 598 full-time employees and Supervisors	1998	(Gottman et al., 1998)

	- Perceived value for the organization							
Unpacking the black box: understanding the relationship between strategy, HRM practices, innovation and organizational performance	-HRM practices	- Organizational performance	-Strategic activities	-Innovation in time	Canada	Used the Workplace and Employee Survey (WES) 2003–2006 from Statistics Canada.	2016	(Gottman et al., 1998)
Exploring the role of employee voice between high-performance work system and organizational innovation in small and medium enterprises	High-Performance Work System	Organizational Innovation	-	employee voice	Pakistan	cross-sectional survey and structured questionnaire , 239 Small and Medium Enterprises	2017	(Rasheed et al., 2017)
Interrelationships between human capital, HRM and innovation in Belgian start-ups aiming at an innovation strategy	-Human capital -HRM	Innovation output	-	-	Belgian	-START 2003 survey, organized by the Policy Research Center ‘Entrepreneurship, Enterprises	2010	(de Winne & Sels, 2010)

						and Innovation -The survey's targeted respondent was the start-up's owner/manager		
Knowledge sharing, shared leadership and innovative behavior: a cross-level analysis	Knowledge Sharing	-Shared Leadership - Innovative behavior	-	-	Taiwan	Questionnaires Full-time employees employed in 26 hotels in the hospitality industry		(Vandavasi et al., 2020)
	Shared Leadership	-Shared Leadership						
Human Capital Acquisition and Organizational Innovation A temporal Perspective	-Hiring Rate Change - Hiring Rate Dispersion - Hiring Rate	Organizational Innovation	-	-	Canada	Using hypotheses from 2003–2006 studied in different workplace and Employee Survey (WES) database collected and administered	2017	(Wang, Taiyuan & Zatzick, 2017)



						by Statistics Canada		
Knowledge sharing and innovation: A systematic review	knowledge sharing	innovation	-	-	-	-	a systematic review, covering knowledge sharing and innovation publications from 1973, , to 2017	(Castaneda & Cuellar, 2020)
How do high performance work systems influence organizational innovation in professional service firms?	HPWP	Firm innovation	-	-	-	2015	Survey and interviews ,548 Managing Partners and HR Partners/Managers/Directors in 274 firms were	(Fu et al., 2015)

## **2.8 Theoretical Research Framework**

A theoretical framework is a crucial component and is considered the roadmap for developing a hypothesis and justifying research. It is a foundational review of existing theories that define variables, proposes relationships between them, and discusses relevant theories based on a literature review.

A theoretical framework comprises concepts and existing theories employed for a specific investigation, along with their definitions and references to relevant academic literature. The theoretical framework must demonstrate comprehension of ideas and concepts relevant to the topic of the research study and related to the larger fields of knowledge under consideration.

The research studies the correlations between High-Performance Work Practices in three dimensions (Ability-enhancing ). Nadeem & Rahat (2021) defined High-performance work practices (HPWPs) as a set of homogenous practices implemented to human assets to enable employees to work effectively in those practices which make a difference in the organization. AMO Model examines the HRM–performance relationship, and based on this model, the employees can perform the work (ability), will do their responsibility (motivation ), and the workplace support and give them the ability to express (opportunity) (Vermeeren, 2017).

Organizational innovation refers to adopting innovative ideas or new practices(Hage, 1999). Organizational innovation is placing value on tangible or non-tangible new products to meet the market's needs within an organization(Gumusluoglu & Ilsev, 2009).

The study examined the impact of the employees 'behavior on Organizational innovation. Innovative behavior is essential in developing the organization and a vital factor in its survival and the employees' ability to generate new ideas(Y. Zhang & Yang, 2021). Also, when the organization encourages the sharing of knowledge and considers which is the primary source to improve the competitive advantage in this, the knowledge-sharing behavior should be focused (H. H. Chiang et al., 2011) as well as the employees' voice behavior adds more suggestions to enhancing the organization by identifying the challenges and ideas and sharing with top management (Jolly & Lee, 2021).

If the firm's objective is to keep a focus on innovation, it must seek and choose individuals who will actively participate in the innovation process. This entails employing personnel with the requisite knowledge, skills, and talents to succeed in developing organizationally

significant innovations for process efficiency and/or in developing products. SMEs should look for individuals with a combination of creativity and analytical skills or a mix of individuals whose skills complement one another if working in a team environment (Wang, Taiyuan & Zatzick, 2017) and also train them continuously to be aligned with the changes.

H01: High-performance work systems (ability-enhancing, motivation-enhancing, opportunity-enhancing) significantly affect organizational innovation in Omani academic institutions.

H01-A: Ability-enhancing HR practices significantly affect organizational innovation in Omani Higher Education Sector.

H01-B: Motivation-enhancing HR practices significantly affect organizational innovation in Omani Higher Education Sector.

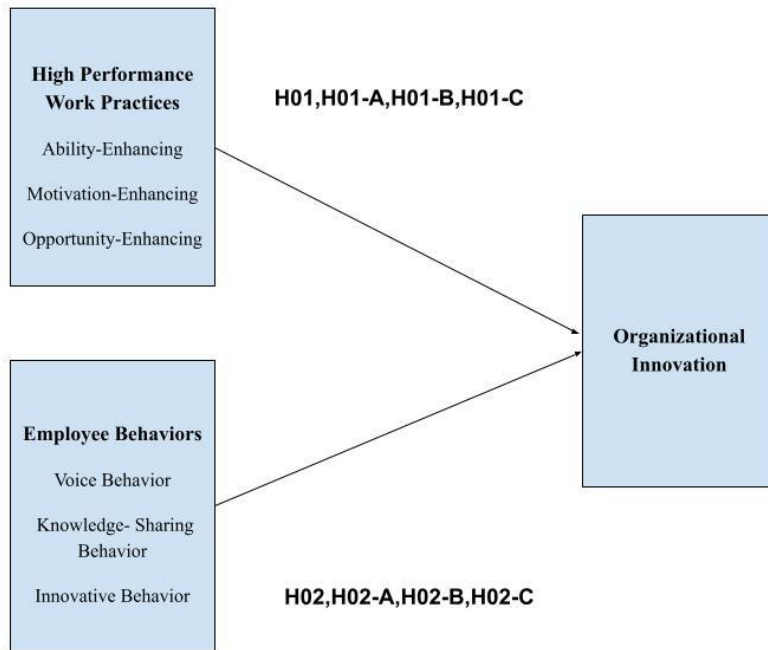
H01-C: Opportunity-enhancing HR practices significantly affect organizational innovation in Omani Higher Education Sector

H02: Employee behaviors (voice behavior, Knowledge sharing behavior, innovative behavior) affect organizational innovation in Omani Higher Education Sector.

H02-A: Employee voice behavior significantly affects organizational innovation in Omani Higher Education Sector.

H02-B: Employee Knowledge sharing behavior significantly affects organizational innovation in Omani Higher Education Sector.

H02-C: Employee innovative behavior significantly affects organizational innovation in Omani Higher Education Sector.



**FIGURE 2 THEORETICAL RESEARCH FRAMEWORK**

## **CHAPTER THREE: Methodology**

### **3.1 Introduction**

Every scientific study publication's methodology and outcome portions are typically regarded as the most useful and essential aspects. These sections, which generally describe and rationale design of the study, procedures used in the research, and data output analysis, serve as the basis for future readers to judge the study's validity and the outcomes provided (Hahn Fox & Jennings, 2014). This chapter aims to explain the research methodology used in this study. It includes the Data collection and Study population, instrument validity and reliability, and statistical methods for data analysis. The objective of this is to emphasize that the primary goal of this study is to investigate the proposed theoretical model that supposed the existence of the impact of Employee behavior and High-performance work practices (HPWP) on organizational Innovation (OI). The study will investigate the impact of employees' behavior in three dimensions Voice Behavior, Knowledge-sharing Behavior, and Innovative Behavior on Organizational Innovation. Also, it will investigate the impact of High-performance work practices (HPWP) in three dimensions Ability-enhancing, Motivation-enhancing, and Opportunity-enhancing.

### **3.2 Study population & Sample**

The research was descriptive, analytical, and quantitative. Omani Higher education has continuously been a top emphasis in the national strategy because it is a national growth generator, a promoter of innovation, and the primary tool for preserving national history and culture (Al-Lamki, 2002). The research was limited and distributed to the Omani Higher education sector included, including the government and private colleges and universities. The survey selected employees working at high education institutions in both private and government sectors. Human resource assistance exists via work, skill, innovation, support, and a proper role; without human resources in higher education, the institution may be unable to evolve and head in the intended direction. Work motivation is described generically as "a set of energetic forces that emerge within and beyond an employee to initiate work-related behavior and determine its form, direction, intensity, and duration (Rawung, 2013). Academic staff and administrative staff participation and their awareness of sustainability are crucial for implementing practices and behaviors that sustain the competencies and move forward innovation which basically depends on the

internal practice and the appropriate internal activities that lead to organizational innovation.

The research investigated the Impact of High-Performance Work Systems and Employee Behaviors on Organizational Innovation in the Omani Higher Education Sector. An electronic questionnaire was distributed to a targeted population as primary data. The population selected to be a part of this survey is the employees who have a role at Higher education Institutions, either Academic or administrative staff. Participants took part in the survey with different work experiences at their current workplace, both the academic and administrative Staff with different designations and positions. The demographic data was focused on gender, age, education, work experience, positions, and the type of academic institution. Two hundred fifty-four responses were received from different employees working in the Higher education sector. The study used the previous study as the secondary data source and the papers that investigated the correlations of variables in different contexts.

### **3.3 Data collection**

Data is a collection of qualitative or quantitative variable values. Data is the form of facts from which conclusions can be derived. Before one can analyze information, it must first be gathered and sorted. Data may be considered as the raw material from which information is derived. Data refers to the fact that some existing information or knowledge has been recorded or codified in a form suited for better usage. Data is gathered and evaluated; data only becomes information that can be used to make decisions in some way. The collecting of data is critical for statistical analysis. There are several techniques for gathering information in research, all of which fall into two methods primary and secondary data.

The primary data used in the study is collected through a survey distributed electronically to the targeted population. All items are used in assessing the independent variables, Employees' Behaviors and HPWP, and the dependent variable Organizational Innovation. The questionnaire was designed to test the correlation between Employees Behavior (EB) and organizational innovation (OI) and High-Performance Work Practices (HPWP) and organizational innovation (OI). The demographic data placed at the beginning of the questionnaire the gender, Age, experience, current, current position, and the college or university type. 7 Likert scale within seven-point used to measure each item. The

secondary data used previous publications and research. It was found that most of the research discussed organizational innovation in the industry.

### **3.4 Instrumentation**

Set items used from previous studies measure the independent and independent variables. The independent Variable, Employees Behavior (EB), was tested in three dimensions, 6-items were used to measure the Voice Behavior developed by (Bergeron & Thompson, 2020), 4-items for Knowledge-sharing (Lin, 2007), and the last dimension was Innovative Behavior which was measured by using 6-items developed by (Onne, 2000). The independent Variable High-Performance Work Practices (HPWP) practices included three dimensions ability-enhancing, Motivation-enhancing, and Opportunity-enhancing, which were measured using 20 items developed by (Bhatti et al., 2021). 10-items used to measure the dependent variable Organizational Innovation (OI) developed by (Camisón & Villar-López, 2014).

### **3.5 Validity and Reliability**

Reliability and validity are used to demonstrate and communicate the rigor of research methods and the credibility of research findings (Bruton et al., 2000). The amount to which a measurement instrument measures what it claims to measure (Salmond, 2008). Reliability is the extent to which a study instrument produces consistent results when employed in the same context several times (Heale & Twycross, 2015). The questionnaire was distributed to nine specialists and researchers who reviewed the items used to measure each dependent and independent variable. They listed a set of comments and included them in the questionnaire.

The study used Cronbach's Alpha to measure the effectiveness of items used for each variable by examining it by 59 samples, and the total Cronbach's Alpha for all items is more than 0.7, which indicated the not need to delete any items and all items are appropriate for measuring the variables.

### **3.6 Data Analysis**

The study hypotheses were analyzed using SPSS to identify the impact of High-performance work practices and employee behaviors on Organizational Innovation. The main and sub hypotheses set was tested to determine the correlation between the variables. The study considered both High-Performance Work Practices (HPWP) and Employee Behaviors (EB) as Independent variables. Organizational Innovation was a dependent variable. The High-performance work practices were studied from different dimensions (Ability-enhancing, Motivation-enhancing, and Opportunity-enhancing), and three hypotheses were derived from the main hypothesis. Employee Behaviors were studied in three dimensions (Voice Behavior, Knowledge-sharing Behavior, and Innovative Behavior). The study investigated if High-performance work systems (ability-enhancing, motivation-enhancing, opportunity-enhancing) significantly affect organizational innovation in Omani private academic institutions and derived three sub-hypotheses based on its demission. Also, it was studied if Employee behaviors (voice behavior, Knowledge sharing behavior, innovative behavior) affect organizational innovation in Omani private academic institutions and derived three sub-hypotheses based on dimensions. The sample population selected the employees working at governmental and private higher education instructions irrespective of whether they are administrative or academic staff.

### **3.7 Ethical Consideration**

The study considers social science and business studies to deal with human beings; ethical considerations are critical. Ethical issues required privacy and secrecy, accuracy, and informed permission. Throughout the study stages for this research, all ethical criteria were implemented (Gajjar et al., 2013) by clarifying the research's goal and methods, Participants' rights to deny participation and withdraw from the research after it had begun. All participants would be assured that their replies would be kept private and anonymous. They retain anonymity and secrecy by not putting their names on the questionnaires, and the data is coded.



## **CHAPTER FOUR: Data Analysis and Result Presentation**

### **4.1 Introduction**

The chapter will discuss the result got. It will obtain meaningful insight into the out comes of the research and examine the validity and reliability using Cronbach's alpha, Descriptive Analysis of the variables, demographic characteristics, and the hypothesis test. It presents all data collected and summarizes them. It was used SPSS in analyzing the result of the survey.

### **4.2 Data Collection**

This study used a questionnaire to investigate the hypothesis. It aligned with some of the studies reviewed to explore the relationships among the Independent variables HPWP and EM with the dependent variable OI. The data collection should be carried out gingerly to get accurate results. A theoretical framework was developed to investigate the impact of Employees Behavior and High-Performance Work Practices to Organizational Innovation.

### **4.3 Reliability and Validity**

Cronbach's alpha is assisted in measuring the consistency of the survey items. Its range is between 0-1 and is used to examine validity and reliability. The high values of Cronbach's alpha indicted that all sets of items are consistent, as shown in the table 3.

**Table 3 Cronbach's ALPHA Measurement**

<b>Research construct</b>	<b>Cronbach's alpha</b>	<b>Number of items</b>
HPWP AE	0.876	6
HPWP ME	0.816	6
HPWP OE	0.904	8
EVB	0.898	6
EKSB	0.906	6
EIB	0.884	5
OI	0.935	10

#### **4.4 Missing Data Treatment**

Missing data, also known as missing values, arises when data for variables or the population is not recorded. This happens for various reasons, including incorrect data entry, device faults, deleted files, and many more. There is always some missing data in each dataset, which can be shown as blank cells in your spreadsheet. 254 responses were collected from the targeted population, employees working in higher education institutions. No answer has been lost, and all research questions have been answered. High-Performance Work Practices has 20 items and no data loss or any responses, as well as employees' behavior with 17 items, and organizational innovation with 10 items.

#### **4.5 Statistical Analysis**

The collection and evaluation of data in order to discover patterns and trends is known as statistical analysis. It is part of data analytics. Statistical analysis may be used for a variety of purposes, including obtaining research interpretations and creating surveys and studies. The purpose of statistical analysis is to find patterns.

This chapter demonstrates, analyzes, and discusses the study's findings. Each statement and field displays descriptive statistics, arithmetic averages, and standard deviations. Furthermore, it tests the Hypothesis for each dimension using appropriate tests such as simple regression analysis.

#### **4.6 Demographic Characteristics**

Demographics refer to a population's traits who participated in the survey. Factors such as the race, gender, and age of a group examined are examples of demographics. Demographic data is a statistical indicator of the socioeconomic background of the population. Demographic data might provide precise information on a population's traits. This research used Gender, Education level, Age, Experience, Current job, and workplace.

254 Employees were participants to fill the survey from different governmental and private colleges and universities within different designations. Table (4) showed that most participants were female, with a percentage (53.5%). Moreover, over a third (35.0%) have bachelor's qualifications. Furthermore, (37.8%) of them are aged 25 and less than 35 years.

**Table 4 Demographic Characteristic Gender, Education Level, and Age**

Variable		Frequency	Percent
Gender	Male	118	46.5%
	Female	136	53.5%
Total		254	100.0%
Education level	PHD	33	13.0%
	Master	41	16.1%
	Bachelor	89	35.0%
	Diploma	69	27.2%
	General Diploma	22	8.7%
Total		254	100.0%
Age	Less than 25	30	11.8%
	From 25 and less than 35	96	37.8%
	From 35 and less than 45	86	33.9%
	45 and greater	42	16.5%
Total		254	100.0%

**Table 5 Demographic Characteristics Experience, Current job, Workplace**

Variable		Frequency	Percent
Experience	Less than 3 years	63	24.8%
	From 3 years and less than 7 years	94	37.0%
	From 7 years –less than 12 years	51	20.1%
	More than 12 years	46	18.1%
Total		254	100.0%
Current job	Academic staff	37	14.6%
	Academic staff with an administrative position	18	7.1%
	Head of a department	26	10.2%
	Administrative staff	67	26.4%
	Engineer/technician	34	13.4%
	Others	72	28.3%
Total		254	100.0%
Workplace	Government University /College	99	39.0%
	Private University /College	155	61.0%
Total		254	100.0%

Based on Table 5, the findings demonstrate that (37.0%) of them have From 3 years and less than seven years of experience. (26.4%) of participants were administrative staff. Approximately two-thirds of them work in Private Universities/colleges.

**Table 6 Distribution of Questionnaire Items**

No.	Dimension	No of Items	Percent %
1	Demographic variables	6	11.5%
2	Ability-enhancing	6	11.5%
3	Motivation-enhancing	6	11.5%
4	Opportunity-enhancing	8	15.4%
5	Voice Behavior	6	11.5%
6	Knowledge-sharing Behavior	5	9.6%
7	Innovative Behavior	5	9.6%
8	Organizational Innovation	10	19.2%
<b>Overall questionnaire</b>		<b>52</b>	<b>100.0%</b>

To achieve the study's goal, the questionnaire has three variables, and both independent variables were divided into three dimensions. Table 6 indicates the number of items used to assess the variables. The first variable is high-performance work systems (HPWP) (an independent variable) that contain (ability-enhancing AE, motivation-enhancing ME, and opportunity-enhancing OE). The second variable is employee behaviors (an independent variable) that contain voice behavior (VB), knowledge sharing behavior (KSB), and innovative behavior (IB). In contrast, the third variable The dependent variable is organizational innovation (OI). The previous table shows the number of items for each field.

#### **4.7 Reliability**

Cronbach's Alpha refers to the coefficient used to measure the internal consistency among the items, or reliability, of a group of survey items. Use this statistic to see if a group of items consistently assesses the same characteristics. Cronbach's alpha measures are placed on 1 to 1, implying greater consistency among items.

Cronbach's Alpha is a test used to assess the reliability of questionnaires used in studies. Table 7 of Cronbach's Alpha values shows that the Motivation-enhancing field has the lowest value (0.819). The Overall Cronbach's Alpha value of the questionnaire is (0.974). This suggests that the questionnaire has an excellent level of internal consistency.

**Table 7 Cronbach's Alpha Test**

No.	Dimension	N of Items	Cronbach's Alpha
1	Ability-enhancing	6	0.876
2	Motivation-enhancing	6	0.819
3	Opportunity-enhancing	8	0.904
4	Voice Behavior	6	0.897
5	Knowledge-sharing Behavior	5	0.898
6	Innovative Behavior	5	0.906
7	Organizational Innovation	10	0.934
<b>Overall questionnaire</b>		<b>46</b>	<b>0.974</b>

#### **4.8 Descriptive Analyses of Study Variables**

A Likert scale is a rating scale used to assess views, attitudes, or behaviors. It comprises a statement or a question, followed by five or seven answer statements. Respondents select the choice that best expresses their feelings about the statement or topic.

**Table 8 Evaluation Attitudes Level**

No	Liker Scale	Means	Decision
1	Strongly disagree	1.00 - 1.86	Very low
2	Disagree	1.87 - 2.73	Low
3	Slightly disagree	2.74 - 3.60	Slightly Low
4	Neutral	3.61 - 4.47	Medium
5	Slightly agree	4.48 - 5.34	Slightly High
6	Agree	5.35 - 6.21	High
7	Strongly agree	6.22 - 7.00	Very high

Table 8 shows the evaluation criteria used to determine the level of agreement for each statement and question. The questionnaire responses were ranged using a seven-point Liker scale (strongly disagree = 1, disagree = 2, slightly disagree = 3, Neutral = 4, slightly agree = 5, Agree = 6, strongly agree = 7) evaluation criteria for judging the level of respondents' scores (respondents' attitudes levels).

#### 4.8.1 Descriptive Analysis of HPWS

Descriptive analysis is the procedure of utilizing statistical strategies to portray or sum up a collection of data, and it is famous for its ability to produce clear understandings from generally uninterested data.

#### 4.8.2 Ability-enhancing

Strategic human resource management, centered on the AMO model, investigated the factors contributing to individual performance, including ability, motivation, and opportunity .Over time, the AMO model has become the basis for the multi-layered categorization of Human Resource Management practices.

**Table 9 Descriptive Analysis of AE**

No.	Items	Mean	Std. Dev.	order
1	Only the best are hired to work in my college /University	5.30*	1.440	2
2	When new employees are hired, they must go through an extensive hiring process to ensure their capabilities and skills	5.54	1.457	1
3	There are formal training programs to teach new hires the skills they need to perform their job	4.92	1.648	4
4	Training programs in my college/university are comprehensive and ongoing	4.76	1.586	6
5	Performance appraisals provide specific feedback concerning how my performance can be improved	5.16	1.535	3
6	The results of the performance appraisal are used to determine my training needs	4.85	1.661	5
<b>Total for Ability-enhancing AE</b>		<b>5.09</b>	<b>1.555</b>	

Table 9 presents the descriptive statistics, arithmetic averages, and standard deviations of Ability-enhancing AE. The highest arithmetic average is (5.54) for the item (When new employees are hired, they must go through an extensive hiring process to ensure their capabilities and skills) with a standard deviation (1.457). Then the statement (Only the best are hired to work in my college /University) with a mean (5.30) and standard deviation (1.440). While the statement (Training programs in my college/university are Comprehensive and ongoing) has the lowest arithmetic averages (4.76) and standard deviation (1.586). The results indicate that the average overall mean of Ability-enhancing

is (5.09). Furthermore, the average standard deviation is (1.555), and the decision is slightly high.

#### 4.8.3 Motivation-enhancing

ME practice refers to the organization's utilization of rewards based on performance and effective management to motivate employees. It is defined as the approaches employed to increase the employee's motivation, encouraging them to exert additional rewards.

**Table 10 Descriptive Analysis of ME**

No.	Items	Mean	Std. Dev.	order
1	Our pay in this college /university is the same or higher than what competitors offer	4.67	1.692	4
2	Our bonuses are closely tied to individual or group performance	4.54	1.804	5
3	Part of my compensation is based on how well the college/university is doing financially	4.52	1.908	6
4	I regularly (at least once a year) receive a formal evaluation of my performance	5.44	1.510	1
5	Performance appraisals are based on objective, quantifiable results	4.99	1.534	3
6	I have the opportunity to receive extra benefits, such as housing benefits provided by the college /university	5.32	1.567	2
<b>All Questions</b>		<b>4.91</b>	<b>1.669</b>	

Table10 presents the descriptive statistics, arithmetic averages, and standard deviations of Motivation-enhancing. The item (I regularly (at least once a year) receive a formal evaluation of my performance) has the highest mean (5.44) with the standard deviation (1.510). After that, the statement (I have the opportunity to receive extra benefits such as housing benefit provided by the college /university) with a mean (5.32) and a standard deviation (1.567). On the other hand, the lowest arithmetic average is (4.52) for the statement (Part of my compensation is based on how well the college/university is doing financially), and the standard deviation is (1.908). The findings show that the overall mean of Motivation-enhancing is (4.91), the average standard deviation is (1.669), and the decision is slightly high.

#### 4.8.4 Opportunity-enhancing

Opportunity-enhancing HR practices enable employees to act autonomously and participate in decision-making. Autonomy and information sharing in this practice

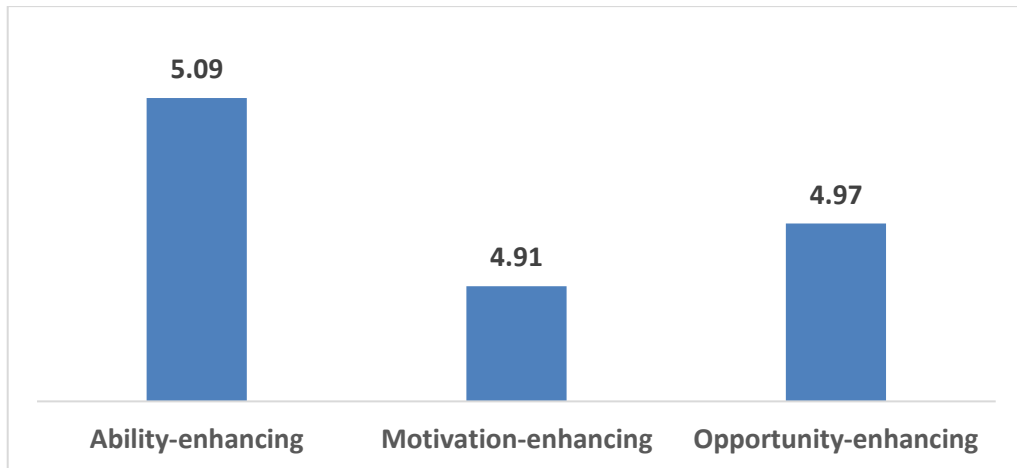
increase employees' satisfaction and the employee's opportunity. It is meaningful behavior that demonstrates the employees' willingness to participate in discussions about organizational transformation and offer helpful suggestions.

**Table 11 Descriptive Analysis of OE**

No.	The Questions of the axis	Mean	Std. Dev.	order
1	The university/college attaches great importance to team achievement and teamwork	5.13	1.431	3
2	The university/college organizes important parts of its work through participatory practices such as task forces and committees	5.11	1.539	4
3	There is a reasonable and fair complaint process in my college/university	4.83	1.673	7
4	Information about how well my college / university is doing financially is shared with me	4.64	1.695	8
5	I am given enough information to understand my role in this college / university	5.08	1.633	5
6	I am well-informed about how well the college / university is performing	5.05	1.565	6
7	I have opportunities to make important work-related decisions such as how the work is done or implement new ideas	5.27	1.509	1
8	If there is a decision to be made, I have opportunities to participate in the decision-making process	5.14	1.522	2
<b>All Questions</b>		<b>4.97</b>	<b>1.589</b>	

In regard Table 11, the descriptive statistics, arithmetic averages, and standard deviations of Opportunity-enhancing are illustrated. The item (I have opportunities to make important work-related decisions such as how the work is done or implement new ideas) has the highest mean (5.27) with the standard deviation (1.509). Then, the statement (If there is a decision to be made, I have opportunities to participate in the decision-making process) with a mean (5.14) and a standard deviation (1.522). On the opposite side, the lowest arithmetic average is (4.64) for the statement (Information about how well my college/university is doing financially is shared with me), and the standard deviation is (1.695). The results show that the overall mean of Opportunity-enhancing is (4.97), the average standard deviation is (1.589), and the decision is slightly high.





**Figure 3 Arithmetic Averages AE, ME, OE**

The results in Figure 3 compare the arithmetic averages between the fields of High-performance work systems (ability enhancing, motivation enhancing, and opportunity enhancing).

#### **4.8.5 Descriptive Analysis of Employees' Behavior**

Descriptive analysis is the process of using statistical methodologies to depict or summarize a set of data, and it is well-known for its ability to provide a clear understanding of data.

#### **4.8.6 Voice Behavior**

Voice behavior is critical for organizational innovation, and it refers to the mechanism by which employees can assist their organization in adapting to the current business environment while remaining innovative. The way of expressing the challenges faced and finding innovative solutions to solve them, in other words, is a free expression of any creative and innovative ideas that can increase the organization's efficiency. Employees can develop ideas for innovation by performing behaviors that explore chances, discover performance gaps, or create remedies for challenges.

Table 12 presents the descriptive statistics, arithmetic averages, and standard deviations of Voice Behavior. The results show that the highest mean is (5.50) for items (I keep my colleagues informed of work issues on which my opinion may be useful to them) and (I am involved in issues affecting the quality of work and career) with standards deviations (1.422) and (1.433). Then the statement (I express my opinion on work issues even if it differs from the opinions of my colleague) with a mean (5.48) and a standard deviation

(1.487). In comparison, the lowest arithmetic average is (5.35) for statements (I speak up with Ideas for new projects or changes in procedures) and has a standard deviation (1.501). The results indicate that the average overall mean of Voice Behavior is (5.44), the average standard deviation is (1.464), and the decision is high.

**Table 12 Descriptive Analysis of VB**

No.	Item	Mean	Std. Dev.	order
1	Suggest new ways to improve work procedures in the university/college	5.39	1.486	3
2	I encourage my co-workers to talk about issues related to improvement and development	5.39	1.456	3
3	I express my opinion on work issues even if it differs from the opinions of my colleague	5.48	1.487	2
4	I keep my colleagues informed of work issues on which my opinion may be useful to them	5.50	1.422	1
5	I am involved in issues affecting the quality of work and career	5.50	1.433	1
6	I speak up with Ideas for new projects or changes in procedures	5.35	1.501	4
<b>All Questions</b>		<b>5.44</b>	<b>1.464</b>	

#### 4.8.7 Knowledge-sharing Behavior

Knowledge-sharing behavior is defined as a group of individual behaviors that include sharing knowledge and expertise related to working with other members of an organization. It is a cognitive and behavioral process that contains individuals.

**Table 13 Descriptive analysis of KSB**

No.	Item	Mean	Std. Dev.	order
1	Sharing my knowledge with colleagues is pleasurable throw discussion and meetings	5.56	1.384	4
2	I enjoy helping colleagues by sharing my knowledge	5.74	1.432	1
3	It feels good to help someone by sharing my knowledge	5.71	1.403	2
4	I enjoy sharing my knowledge with colleagues throw discussion and meetings	5.66	1.365	3
5	I strive to find new ideas for complex issues	5.50	1.430	5
<b>All Questions</b>		<b>5.63</b>	<b>1.403</b>	

Table 13 illustrates knowledge-sharing behavior's descriptive statistics, arithmetic averages, and standard deviations. The item (I enjoy helping colleagues by sharing my

knowledge) has the highest mean (5.74) with a standard deviation (1.432). Then the statement (It feels good to help someone by sharing my knowledge) with a mean (5.71) and standard deviation (1.403). At the same time, the results indicate that the lowest arithmetic average is (5.50) for the statement (I strive to find new ideas for complex issues), and the standard deviation (1.430). The findings show that the overall mean of Knowledge-sharing Behavior is (5.63) and the overall mean of standard deviation is (1.403) with high decisions.

#### 4.8.7 Innovative Behavior

Innovative work behavior is behavior concerned with idea generation, idea creation, and idea accomplishment. In particular, idea generation refers to the creation of useful ideas that contribute to creating innovation models that can be implemented across jobs, teams, and even organizations.

**Table 14 Descriptive Analysis IB**

No.	Item	Mean	Std. Dev.	order
1	Mobilizing support for innovative ideas	5.52	1.411	1
2	Introducing innovative ideas into the work environment in a systematic way	5.50	1.427	2
3	I participate in developing appropriate plans to implement new ideas	5.40	1.528	4
4	I participate in developing appropriate plans and schedules for implementing new ideas	5.39	1.496	5
5	I seek to remove obstacles that hinder the implementation of innovative idea	5.43	1.431	3
<b>All Questions</b>		<b>5.45</b>	<b>1.459</b>	

The results in Table 14 show the descriptive statistics, arithmetic averages, and standard deviations of Innovative Behavior. The highest mean is (5.52) for the statement (Mobilizing support for innovative ideas) with a standard deviation (1.411). After that, (5.50) for the item (Introducing innovative ideas into the work environment in a systematic way) with standard deviation (1.427). While the lowest arithmetic average is (5.39) for statements (I participate in developing appropriate plans and schedules for implementing new ideas) and has a standard deviation (1.496). The results stated that the average overall mean of Innovative Behavior is (5.45) and the average standard deviation is (1.459) with high decisions.

#### 4.8.8 Organizational Innovation

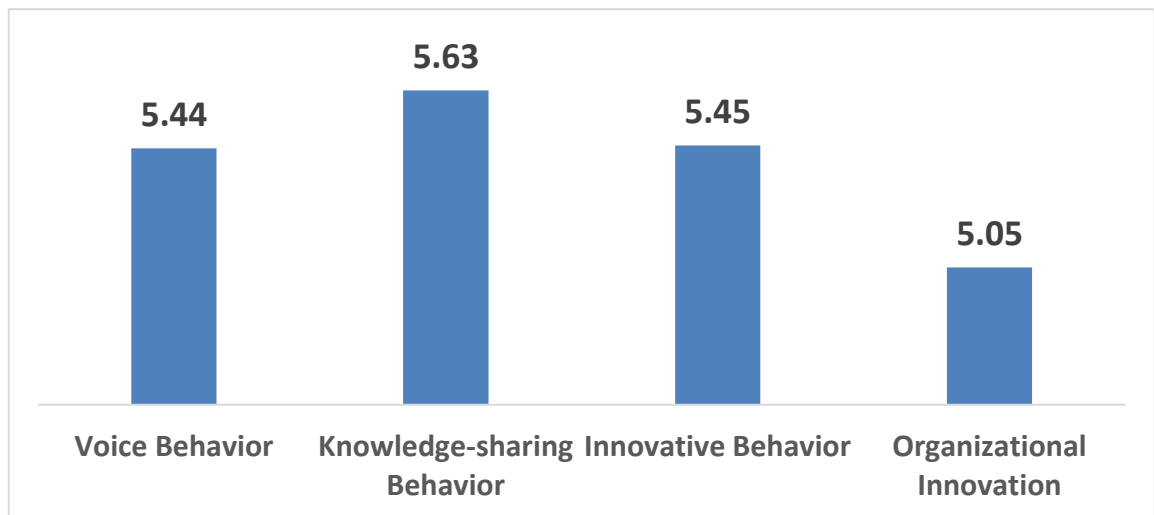
A way of implementing new organizational methods at the organization to enhance knowledge usage, efficiency, and the introduction of new goods and services to meet the dynamic changes of the market.

**Table 15 Descriptive Analysis OI**

No.	Items	Mean	Std. Dev.	order
1	The university/college updates the procedures and processes regularly	5.20	1.545	2
2	The university/college regularly amends job descriptions and job responsibilities	4.79	1.694	8
3	The university/college implements new administrative systems on a regular basis	5.03	1.679	6
4	The university / college has an information system that contains updated data, information and knowledge	5.15	1.487	4
5	The university/college implements policies and practices to develop the employees' skills and retain them	4.95	1.597	7
6	The university/college uses quality management systems	5.20	1.502	2
7	The university/college adopts decentralization in decision-making	4.67	1.697	9
8	The university/college accomplishes its important work by forming diverse work teams representing multiple functional departments	5.19	1.457	3
9	The university/college takes into account flexibility in defining responsibilities and accomplishing job tasks	5.10	1.448	5
10	the university/college is keen to know the opinion of the beneficiaries (students, alumni, and employees) and benefit from it in developing its services	5.35	1.491	1
<b>All Questions</b>		<b>5.05</b>	<b>1.584</b>	

The results in Table 15 stated that the highest arithmetic average in the Organizational Innovation dimension is (5.35) for the item (he university/college is keen to know the opinion of the beneficiaries (students, alumni, and employees) and benefit from it in developing its services) and has a standard deviation (1.491). Then, (5.20) for statements (The university/college updates the procedures and processes regularly) and (The university/college uses quality management systems) with standards deviations (1.545) and (1.502). On the opposite side, the lowest arithmetic average is (4.67) for statement (The university/college adopts decentralization in decision-making) and has a standard deviation (1.697). The results indicate that the overall mean of the Organizational

innovation dimension is (5.05) with the average standard deviation (1.584), and the decision is slightly high.



**Figure 4 Arithmetic average VB, KSB, VB, OI**

The results in the previous figure 4 compare the arithmetic averages between the fields of Employee behaviors (voice behavior, Knowledge sharing behavior, innovative behavior).

#### **4.11 Hypothesis Test**

This section will discuss and investigate the hypothesis of affecting High-performance work practices and the employees' behavior to organizational innovation, using the statistical result Regression and Correlation.

##### **4.11. 1 High-Performance Work Practices (HPWP) and Organizational Innovation (OI)**

The main first hypothesis investigated the correlation between HPWP and the OI. Scholars commonly use the Ability-Motivation-and-Opportunity (AMO) framework to explain the relationship above. According to the AMO framework, successful HRM practices may increase employees' knowledge, skills, abilities, motivation, and chances to appear in their talents(Fu et al., 2015). It may also describe the relationship between HPWS and organizational innovation. HPWS enhances employees' abilities, skills, and

knowledge to be innovative by developing their expertise. Employee motivation will grow when companies implement HPWS. Most or papers focused on AMO Model as one package of HR practices.

**H01:** High-performance work systems (ability enhancing, motivation enhancing, and opportunity enhancing) significantly affect organizational innovation in the Omani Higher education sector.

**Table 16 Hypothesis Test HPWP&OI**

Model	R	R Square	Adjusted R Square		Std. Error of the Estimate	
1	.789 <sup>a</sup>	.623	.621		.76168	
a. Predictors: (Constant), High-performance work						
	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	241.157	1	241.157	415.680	.000 <sup>b</sup>
	Residual	146.198	252	.580		
	Total	387.355	253			
a. Dependent Variable: Organizational Innovation						
b. Predictors: (Constant), High-performance work						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	0 .727	0 .218		3.334	.001
	High-performance work	.865	.042	.789	20.388	.000
a. Dependent Variable: Organizational Innovation						

Table 16 shows the result of the correlations between two variables High-Performance Work Practices (HPWP) & Organizational Innovation (OI). The results stated that the correlation between High-performance work systems (ability enhancing, motivation enhancing, and opportunity enhancing) and organizational innovation is equal (0.789), as the 'R-value shows. 'R Square' value is the ratio of independent variable interpretation to dependent variable variation. In this situation, High-performance work systems can explain (62.3%) the variation in organizational innovation.

The findings revealed a significant correlation ( $\alpha \leq 0.05$ ) between High-performance work systems (ability enhancing, motivation enhancing, and opportunity enhancing) and organizational innovation. The value of 'F' is equating (415.680).

The values in column 'B' under the column 'Unstandardized coefficients' aid in the

development of a simple regression equation, which is as follows:

$$\text{Organizational Innovation} = (0.727) + (0.865) \text{ High-performance work.}$$

The first main hypothesis investigated the impact of High-Performance Work Practices (HPWP) on Organizational Innovation (OI). The main hypothesis derived three sub-hypothesis which are indicated three practices that can be implemented by Human Resources management (HRM) and affect organizational innovation (OI). Based on the Pearson Correlation test, the HPWP positively influenced the OI, and the  $r = 0.771$ , and the p-value is .000, which is .01.

#### 4.11.2 Ability Enhancing (AE) & Organizational Innovation (OI)

The first hypothesis derived sup-hypothesis based on the dimensions of the independent variable HPWP. The first demission is Ability-enhancing HR practices coloration with organizational innovation.

**H01-A:** Ability-enhancing HR practices significantly affect organizational innovation in Omani Higher Education sector AE & OI.

**Table 17 Hypothesis test HPWP-AE & OI**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.665 <sup>a</sup>	.442	.440	.92581		
a. Predictors: (Constant), Ability-enhancing						
Model	Sum of Squares	df	Mean Square	F	Sig.	
1	Regression	171.359	1	171.359	199.923	.000 <sup>b</sup>
	Residual	215.996	252	.857		
	Total	387.355	253			
a. Dependent Variable: Organizational Innovation						
b. Predictors: (Constant), Ability-enhancing AE						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.641	.249		6.593	.000
	Ability-enhancing	.673	.048	.665	14.139	.000
a. Dependent Variable: Organizational Innovation						

According to the findings in Table 17, the correlation between Ability-enhancing and organizational innovation is equal (0.665), as evidenced by the 'R-value. The ratio of independent variable interpretation to dependent variable variation is represented by the

'R Square' value. In this case, Ability-enhancing can explain (**44.2%**) organizational innovation variation. The results indicate that the correlation between ability-enhancing and organizational innovation is significant at a level ( $\alpha \leq 0.05$ ), which means that ability-enhancing HR practices significantly affect organizational innovation in Omani Higher Education institutions. The 'F' value is equates to (199.923).

This study's findings provide the data needed to forecast Organizational Innovation based on ability-enhancing. Furthermore, the values in column 'B' under the column 'Unstandardized coefficients' help to derive a simple regression equation, which is as follows:

**Organizational Innovation = (1.641) + (0.673) Ability enhancing.**

**4.11.3 Motivation-enhancing (ME) &Organizational Innovation (OI)**

The second dimension of the HPWP is ME practices.

**H01-B:** Motivation-enhancing ME HR practices significantly affect organizational innovation in Higher Education Institutions.

**Table 18 Hypothesis Test HPWP-ME&OI**

Model	R	R Square	Adjusted R Square		Std. Error of the Estimate	
1	.726 <sup>a</sup>	.527	.525		.85308	
a. Predictors: (Constant), Motivation-enhancing ME						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	203.961	1	203.961	280.261	.000 <sup>b</sup>
	Residual	183.394	252	0.728		
	Total	387.355	253			
a. Dependent Variable: Organizational Innovation						
b. Predictors: (Constant), Motivation-enhancing						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.428	.224		6.384	.000
	Motivation-enhancing	.740	.044	.726	16.741	.000
a. Dependent Variable: Organizational Innovation						

Based on Table 18, the 'R-value indicates that the correlation between Motivation-enhancing and organizational innovation is equal (0.726). The 'R Square' value represents the ratio of independent variable interpretation to dependent variable variation. In this



case, Motivation-enhancing can explain (**52.7%**) the variation in organizational innovation.

The findings show that the relationship between Motivation-enhancing and organizational innovation is significant at ( $\alpha \leq 0.05$ ), implying that Motivation-enhancing HR practices significantly impact organizational innovation in Higher Education Institutions. The 'F' value is equivalent to (280.261).

The findings of this study provide the data required to forecast Organizational Innovation based on Motivation-enhancing. Furthermore, the values in column 'B' under 'unstandardized coefficients' aid in the development of a simple regression equation, which is as follows:

$$\text{Organizational Innovation} = (1.428) + (0.740) \text{ Motivation enhancing}$$

#### 4.11.4 Opportunity-enhancing (OE) & Organizational Innovation (OI)

The third dimension is the OE practices, and the derived hypothesis investigated it is correlation with OI.

**H01-C:** Opportunity-enhancing HR practices significantly affect organizational innovation in Higher Education Institutions in Oman.

**Table 19 Hypothesis Test HPWP-AE & OI**

Model	R	R Square	Adjusted R Square			Std. Error of the Estimate
1	.785 <sup>a</sup>	.617	.615			.76730
a. Predictors: (Constant), Opportunity-enhancing						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	238.989	1	238.989	405.923	.000 <sup>b</sup>
	Residual	148.366	252	.589		
	Total	387.355	253			
a. Dependent Variable: Organizational Innovation						
b. Predictors: (Constant), Opportunity-enhancing						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.043	.205		5.085	.000
	Opportunity-enhancing	.799	.040	.785	20.148	.000
a. Dependent Variable: Organizational Innovation						

Based on Table 19, the results stated that the correlation between Opportunity-enhancing OE and Organizational Innovation equates to R (0.785). Based on the R square value, we see that Opportunity-enhancing explains **(61.7%)** of the variation that occurs in Organizational Innovation. The results illustrates that the significance value is less than (0.05), which indicates that Opportunity-enhancing HR practices significantly affect organizational innovation in Omani Higher Education institutions. Moreover, the ‘F’ value is equivalent to (405.923).

The Coefficients gives us the information we need to predict Organizational Innovation (OI) from Opportunity-enhancing OE and determine whether Opportunity-enhancing contributes statistically significantly to the model ("Sig."  $\leq$  0.05). Furthermore, as shown below, we can use the values in the "B" column under the "Unstandardized Coefficients" column:

**Organizational Innovation = (1.043) + (0.799) Opportunity enhancing.**

#### 4.12 Employee behaviors (EB) & Organizational Innovation (OI)

The second main hypothesis has studied the correlation between EB and OI.

**H02:** Employee behaviors (voice behavior, Knowledge sharing behavior, innovative behavior) affect organizational innovation in Omani private academic institutions.

**Table 20 Hypothesis Test EB & IO**

Model	R	R Square	Adjusted R Square			Std. Error of the Estimate
1	.698 <sup>a</sup>	.487	.485			.88824
a. Predictors: (Constant), Employee behaviors						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	188.535	1	188.535	238.964	.000 <sup>b</sup>
	Residual	198.820	252	.789		
	Total	387.355	253			
a. Dependent Variable: Organizational Innovation						
b. Predictors: (Constant), Employee behaviors						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.913	.274		3.331	.001
	Employee behaviors	.754	.049	.698	15.458	.000
a. Dependent Variable: Organizational Innovation						

The findings in Table 20, the relationship between Employee behaviors EB (voice behavior VB, Knowledge sharing behavior KSB, innovative behavior IB) and organizational innovation is equivalent to (0.698). Based on the R square value, we can see that Employee behaviors show (48.7%) of the variation in organizational innovation.

The result shows that the significance is less than (0.05), indicating that Employee behaviors (voice behavior, Knowledge sharing behavior, innovative behavior) affect organizational innovation in Omani Higher Education institutions. Furthermore, the 'F' value is equal to (238.964). The Coefficients provides us with the data we need to forecast Organizational Innovation from Employee behaviors and determine whether Employee behaviors contributes statistically significantly to the model ("Sig."  $\leq$  0.05). Furthermore, we can use the values in the "B" column under the "Unstandardized Coefficients" column, as shown below:

**Organizational Innovation = (0.913) + (0.754) Employee behaviors.**

#### **4.12.1 Voice behaviors (VB) & Organizational Innovation (OI)**

Employee voice is defined as developing new ideas, providing suggestions, and sharing knowledge about work-related challenges that help businesses innovate. Voice behavior is defined as an employee's endeavor to bring positive change and improvements to the organization (Rasheed et al., 2017). When encouraged by the workplace, voice behaviors undoubtedly enable people to think actively about organizational challenges and problems, hence fostering organizational learning. Increased learning results in various improvements that can be implemented, which finally manifest as creative goods and services that can lead the organization to be innovative.

The first derived hypothesis investigated the correlation between the VB and OI.

**H02-A:** Employee voice (VB) behavior significantly affects organizational innovation in Omani Higher Education institutions.

The findings in Table 21 indicate that the relation between employee voice behavior and Organizational Innovation is equivalent (0.653). According to the R square value, improving opportunities accounts for (42.7%) of the variation in organizational innovation.

According to the result in Table 21, the significance is less than (0.05), indicating that employee voice behavior influences organizational innovation in Omani private academic institutions. In addition, the 'F' value is equal to (187.624).

**Table 21 Hypothesis Test VB & OI**

Model	R	R Square	Adjusted R Square		Std. Error of the Estimate	
1	.653 <sup>a</sup>	.427	.425		.93867	
a. Predictors: (Constant), Voice Behavior						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	165.316	1	165.316	187.624	.000 <sup>b</sup>
	Residual	222.039	252	.881		
	Total	387.355	253			
a. Dependent Variable: Organizational Innovation						
b. Predictors: (Constant), Voice Behavior						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.371	.276		4.969	.000
	Voice Behavior	.679	.050	.653	13.698	.000
a. Dependent Variable: Organizational Innovation						

The Coefficients provide us with the data we need to forecast Organizational Innovation from employee voice behavior and determine whether Employee voice behavior contributes statistically significantly to the model ("Sig." ≤ 0.05). Furthermore, we can use the values in the "B" column under the "Unstandardized Coefficients" column, as shown below:

**Organizational Innovation = (1.371) + (0.679) Employee Voice behaviors.**

#### **4.12.2 Knowledge-sharing Behavior (EB) & Organizational Innovation (OI)**

Knowledge sharing is an activity that relies on interpersonal connection and communication between individuals and corporate units. The employees' desire and ability to use the information and determine the effectiveness of knowledge sharing through policy can encourage employees to engage and share their expertise (Liao, 2006). Knowledge sharing is one aspect that promotes creativity, and without the exchange of

Knowledge, it is doubtful that innovation would develop(Castaneda & Cuellar, 2020). Acquiring knowledge and skills through cooperation has shown to be a fruitful and efficient innovation method. Sharing knowledge is a vital resource that underpins product development capabilities.

The sub-second hypothesis studies the second dimension of Employee behavior: Employee Knowledge sharing relation with organizational innovation.

**H02-B: Employee Knowledge sharing behavior significantly affects organizational innovation in Omani academic institutions.**

**Table 22 Hypothesis Test KSB&OI**

Model	R	R Square	Adjusted R Square		Std. Error of the Estimate	
1	.627 <sup>a</sup>	.393	.390		.96604	
a. Predictors: (Constant), Knowledge-sharing Behavior						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	152.179	1	152.179	163.065	.000 <sup>b</sup>
	Residual	235.176	252	.933		
	Total	387.355	253			
a. Dependent Variable: Organizational Innovation						
b. Predictors: (Constant), Knowledge-sharing Behavior						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.370	.295		4.636	.000
	Knowledge-sharing Behavior	.656	.051	.627	12.770	.000
a. Dependent Variable: Organizational Innovation						

Table 22 shows the correlation between employee knowledge-sharing behavior and Organizational Innovation. Corresponding to the “R” value, the correlation is equal (0.627). Employee knowledge-sharing behavior explains **(39.3%)** of variation in Organizational Innovation. The results indicate that the significance is less than (0.05) in Table (23), indicating that employee knowledge-sharing behavior significantly affects organizational innovation in Omani Higher Education institutions. Furthermore, the 'F' value is equal to (163.065).

The Coefficients contains the information we need to estimate Organizational Innovation based on Knowledge-sharing Behavior and determine whether Knowledge-sharing

Behavior contributes statistically significantly to the model ("Sig."  $\leq 0.05$ ). Furthermore, we can derive the simple regression equation using the values in the "B" column under the "Unstandardized Coefficients" column as:

**Organizational Innovation = (1.370) + (0.656) Employee knowledge-sharing Behavior.**

#### **4.12.3 Innovative Behaviors(IB) &Organizational Innovation(OI)**

Successful innovation necessitates the action and implementation of new ideas. The employees are rarely able to execute ideas independently and frequently require authorization from their Managers. Thus, communicating the concept to employees and management to gain feedback is a key part of innovative behavior(Lukes & Stephan, 2017). The knowledge of employee innovative behavior when assessing previous research and scales measuring employee innovative behavior include the more complete lists incorporated qualitatively diverse notions such as personality characteristics (such as risk-taking), particular actions, and clusters of activities (such as championing).

The third sub-second hypothesis studied the coloration between the third demission of Employee behaviors Employee innovative behavior to organizational innovation.

**H02-C:** Employee innovative behavior (IB) significantly affects organizational innovation in Omani Higher Education institutions.

Table 23 shows the correlation between Employee Innovative Behavior (IB) and Organizational Innovation (OI). The "R" value stated that the correlation is equal (0.708). Furthermore, Innovative Behavior explains (**50.1%**) the variation in Organizational Innovation. The findings stated that the significance is less than (0.05), suggesting that employee innovative behavior affects organizational innovation in Omani Higher Education institutions. In addition, the 'F' value is equal to (253.494).

**Table 23 Hypothesis Test IB & OI**

Model	R	R Square	Adjusted R Square		Std. Error of the Estimate	
1	.708 <sup>a</sup>	.501	.499		.87538	
a. Predictors: (Constant), Innovative Behavior						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	194.250	1	194.250	253.494	.000 <sup>b</sup>
	Residual	193.105	252	.766		
	Total	387.355	253			
a. Dependent Variable: Organizational Innovation						
b. Predictors: (Constant), Innovative Behavior						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.223	.247		4.945	.000
	Innovative Behavior	.705	.044	.708	15.921	.000
a. Dependent Variable: Organizational Innovation						

Table 23 of Coefficients stated that Employee Innovative Behavior (IB) statistically significantly to the model ("Sig."  $\leq 0.05$ ). Furthermore, we can derive the simple regression equation using the values in the "B" column under the "Unstandardized Coefficients" column as:

**Organizational Innovation = (1.223) + (0.705) Employee Innovative Behavior.**

## CHAPTER FIVE Conclusion and Discussion

### 5.1 Introduction

The research investigated the extent both Employee behavior and High-Performance Work Practices influence and impact Organizational Innovation by Sub -hypotheses. Work Practices (HPWP), known as 'contributing significantly and dedication relate to a set of practices designed to enhance employees' abilities, encouragement, and fortification to gain an advantage. This study investigated using actual High-performance Work Practices (HPWPs) in higher education institutions. HPWPS are conceived and implemented in this study as practices that can be affected human assets at colleges and Universities, which are reflected positively in Organizational innovation. The study focused on some practices (ability enhancing, motivation enhancing, and opportunity enhancing). Also, the study considers the role that can affect Organizational innovation in three dimensions: Employee voice behavior, Employee and Knowledge sharing Employee innovative behavior in Higher Education.

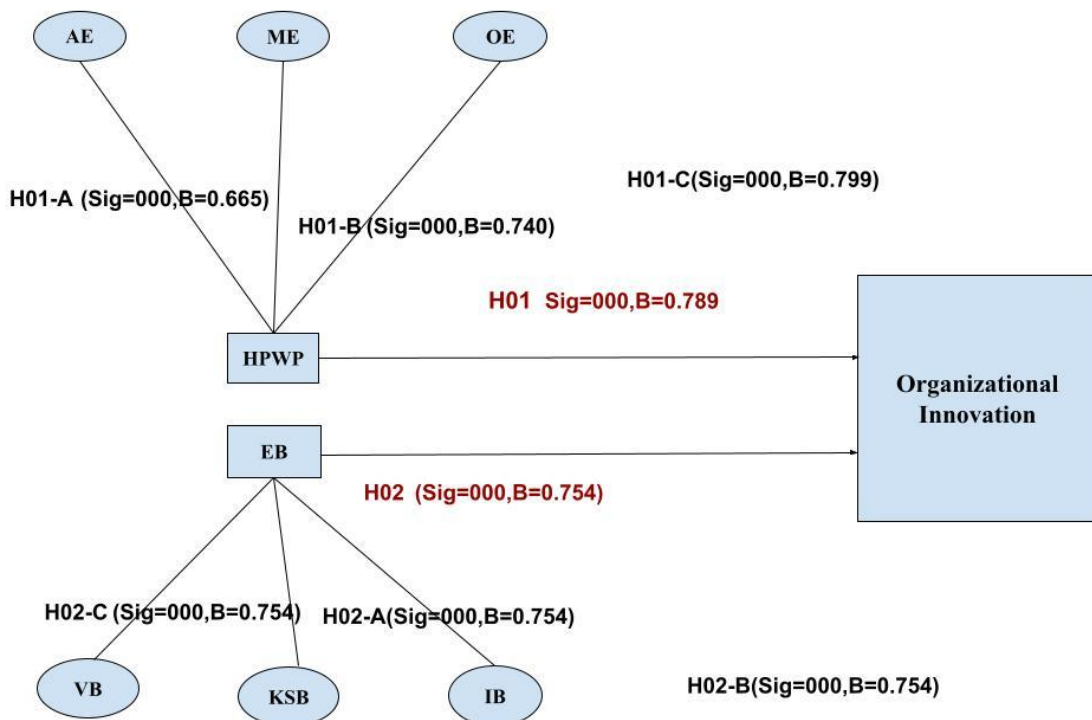


FIGURE 5 HYPOTHESIS TEST



## 5.2 Discussion

The research aids a better understanding of particular sub-High-performance work systems (ability-enhancing, motivation-enhancing, opportunity-enhancing). Based on the statistical result of the survey, it was indicated that High-performance work systems (ability-enhancing, motivation-enhancing, opportunity-enhancing) significantly affect organizational innovation in HEI in Oman. According to the first hypothesis, **H01: High-performance work systems (ability-enhancing, motivation-enhancing, opportunity-enhancing) significantly affect organizational innovation in Omani private academic institutions.** The static test indicated a strong and positive correlation between High-performance work practices and Organizational Innovation with Correlation Coefficient R (0.789). Innovation and creativity at the workplace consider essential factors of the organization's long-term success and survival by striving to make use of their staff's ideas and converting their proposals in the implementation stage (Anderson et al., 2014). HPWS encompasses the set of HR practices intended for improving employees' productivity, skills, and commitment which assists in facilitating organizational innovation through the organization's ability to handle knowledge and the employees' engagement in the innovation process (de Winne & Sels, 2010). HPWS can promote organizational innovation, and the human capital collectively influences the innovation process as well as HPWS offer valuable insights for managers who aim to enhance organizational innovation (Zhou et al., 2019). Some scholars emphasized that HPWS affects the sustainability of organizational innovation (Zheng et al., 2020).

**H01-A Ability-enhancing HR practices significantly affect organizational innovation in Omani private academic institutions** -was tested and confirmed the positive correlation between Ability-enhancing (AE) and organizational innovation (OI); the statistical result indicated that Correlation Coefficient R (0.665) both variables are related and the Ability Enhancing (AE) impact Organizational innovation. Innovation is adapting to environmental alteration, enriched with new ideas, processes, products, and procedures that lead the organization to success (Al-Nahyan, 2016). Organizational innovation includes exercises that focus on developing the way of production, the product, strategies, and multi-tasked preparation to more progressed innovative techniques to inventive item generation (Abdul Waheed et al., 2019). Ability-enhancing practices are part of the human characteristics that are fitting for achieving the tasks. The

recruiting, training, selection, and evaluation performance are three components of ability-enhancing and are designed to pool the human capital within the organization to accomplish the goals. This training provides skills and the knowledge needed for innovation and lengthy alignment within a team (Jiménez-Jiménez & Sanz-Valle, 2008). Recruiting refers to attracting new and current employees to apply for vacancies that organizations offer. When the HEI become an attractive environment, many experts will prefer to join them. They will be part of developing the institution's performance learning process by a placed innovative ways of learning and enhancing organizational innovation. Selecting competent employees contributes to organizational innovation by generating ideas that are assisted in developing the higher education process. The appropriate selection of human resources also plays a role in creating innovative new methods and research, which are considered the sources of the new idea.

**H01-B Motivation-enhancing HR practices significantly affect organizational innovation in Omani Higher Education institutions.** It emphasized the rewarding and performance management in the HEI to motivate the employees to make the extra effort in implementing the tasks. The compensation system at the organization assists in creating an innovative environment. It motivates the employee to be creative, contributing to generating new ways of solving the issue and increasing the employees' commitment because they are sure that they will be rewarded for any innovative action that can affect the organization's performance. Adequate Incentive pay and revenue create a positive significant influence significance of innovation. The practices also contribute to disseminating the ethical climate in the organization and rewarding innovative initiatives for new or enhanced products and processes; it promotes a workplace environment in which the employees are inspired to be creative (Chowhan, 2016). In this case, the faculty will be focused on research and improving the education system by creating new unique practices that affect education, learning outcomes, and the strategies that will lead the organization to be innovative. The HEIs set the criteria for assessing the employees' behaviors to ensure that the employees' outcome aligns with the organization's targets and rewards the employees for outstanding performance. The employees' exceptional performance due to the appropriate evaluation and reward system reflects positively on organizational innovation.

**H01-C: Opportunity-enhancing HR practices significantly affect organizational innovation in Omani private academic institutions.** The third sup-hypothesis studied investigated the impact of the Opportunity-enhancing practice in Organizational innovation. The practices used by institutions and implementing the practices of employees' involvement affect the employees' opportunities for engagement. The appraisal could lead to staff collaborating on greater innovative thinking, which aids in organizational innovation (Shahnaei & Long, 2015). Empowering the employees in decision-making through exchanging information among the top and lower of the hierarchy. Those practices also allow the employee to practice their capabilities to achieve the organization's aims, and practices assist the employees in sharing innovative ideas that reflect positively on the growth level of the organization. HEIs need to spread the practices to enhance the system used internally in encountering the changing, solving the issue, and achieving the organization's goals by extending the Opportunity-enhancing practice.

**H02: Employee behaviors (voice behavior, Knowledge sharing behavior, innovative behavior) affect organizational innovation in Omani private academic institutions** is the second hypothesis, and sub-hypotheses expected the presence of relation employees' behavior (Voice Behavior (VB), Knowledge-sharing Behavior (KSB), and Innovative Behavior (IB)) applicable to affect and promote organizational innovation in higher education. Organizational innovation is essential for the growth and success of any organization. Innovative work behavior employees play a crucial role in organizational innovation. The data analysis indicated the presence of a significant correlation between variables. When the HEIs consider the importance of EB, they will be able to improve the learning process and increase the belonging level reflected in the Institutions innovation level.

**H02-A Employee voice behavior significantly affects organizational innovation in Omani private academic institutions** was tested, and analysis results showed that the Employee voice behavior related positively to organizational innovation. The Employees participate and are engaged throughout organizational problems, while decision-makers support the behavior and move this same organization to encourage innovation (Basheer et al., 2019). As well as HPWS affects the employees' voice behaviors and organizational innovation through the HR bundle (Rasheed et al., 2017). Most organizations aim to preserve their sustainability; therefore, they voice behavior and promote organizational

innovation, and they will not be able to compete if the employees cover up the information. Participation and involvement by their voice in the organizational problems are very vital because the employees have more knowledge about realities than the top management providing the recommendations to enhance the process (Nisar et al., 2020). They are eligible to support the organization with creative ideas and suggestions that can lead it to innovation. The study considered the employees' voice behavior centered characterized positively individual or collective attempts to enhance the organization. Employee voice becomes a significant predictor of organizational success, a high-performance work system (HPWS) can enhance organizational innovation through voice behaviors (Rasheed et al., 2017). The employees' voice is not only related to changing the undesirable condition but also to improving the existing performance of the higher educational institutions and generating unique ideas.

**H02-B: Employee Knowledge sharing behavior significantly affects organizational innovation in Omani private academic institutions;** the study also investigated the employees' behavior in the knowledge-sharing dimension. Knowledge-sharing behavior conduct is undoubtedly vital to associating innovation (Castaneda & Cuellar, 2020). The employees need to exchange knowledge through interaction and dissemination of the knowledge. Due to the compatibility of organizational values with the employees' behavior to create strong relationships, the employees are inclined to innovative work. Knowledge-sharing improves organizational innovation and involves employees modifying their ways of thinking. The knowledge-sharing behavior makes it easier for employees to look for vital knowledge and avoids duplication of work in organizations (Zhao et al., 2020).

Furthermore, knowledge sharing increases an organization's innovation ability (Alrowwad et al., 2020). Suppose the level of knowledge sharing within organizations is sufficient. In that case, it allows employees to build a strong base of knowledge and experience to enhance knowledge management, improve employees' knowledge and workability, and influence organizational innovation (Arsawan et al., 2022).

**H02-C Employee innovative behavior significantly affects organizational innovation in Omani private academic institutions.** Innovation is an important context for leading academic institutions to success. Employee innovative behavior (EIB) is one of the key drivers of organizational innovation (OI) in academic institutions. The study investigated employee behavior in part of Innovative behavior, which is defined as the way and acting

to generate, develop, and implement imaginative thinking (Wang et al., 2022). The statistical analysis found a positive relation between Employees' innovative behavior (EIB) and organizational innovation (OI) with R (0.708). Employees' innovative behavior is recognized as essential for organizational innovation (Ren & Zhang, 2015). When employees are profoundly spurred, they can think innovatively to respond rapidly to any change occurring in the environment by sharing new ideas with their workmates and changing them to practice (Salam, 2022). Innovative behavior acts as a crucial factor in change management and organizational innovation, and it is required in a swiftly evolving environment as well, as all organizations should consider the influences of innovative behavior (Sung & Kim, 2021). This behavior reflects positively on the individual and organizational levels. The study also added work experience as the demographic item, and any Higher Education Institution consists of senior people with massive experience and knowledge which can be shared with the junior employees. Organizational innovation starts by expressing innovative behavior in the employees in their job, obtaining creativity, and discovering creative ideas (Tang et al., 2019). The employees need to engage in innovative behaviors to enhance their skills as well as organizational innovation assist as is a vital factor in leading the organization to success (Afsar & Umrani, 2020).

### **5.3 Conclusion**

Nowadays, the HEIs in Oman are encountering challenges due to the high competition among private and governmental HEI. The colleges and universities are pursuing to transfer their traditional education process to be more innovative; this transformation requires firstly the colleges and universities to apprehend and intend to take place the innovation and recognition of the issue that needs to be solved. Irrespective of the challenges the HEIs face, those institutions are still dependent on their fame and maintain it through their internal components such as structure, value, organizational culture ....etc. As stated above, the study investigated the extent of employee behaviors and high-performance work practices to organizational innovation. The Employee's behavior and high-performance work practices significantly play a role in improving and impacting Organizational innovation. The employees, either academic or non-academic, in any HEIs can drive their institutions onward due to their behaviors and the HR practices that motivate them to perform in superiorly.

Employees' involvement contributes to the success of Organizational Innovation when they feel that their environment attracts them to behave positively through sharing information, engaging in decisions making, and their voice can be considered. Also, selecting distinguished employees in recruiting process leads to creating a knowable environment that encourages to exchange of expertise. When the HEIs are devoted their effort to training, motivating the employees internally by clear rewording and compensation system, and a fair performance evaluation reflects positively in organization innovation by encouraging the employee to generate innovative ideas. For example, the faculty are devoting their time to research, which is considered a road map for developing new ideas to improve the curricula to be aligned with any changes, and when feel that they will compensate when they create new ideas that will encourage them to find innovative strategies to enhance the learning strategies. When the employees feel the tremendous value in their environment through the practices they are experienced in, delivering education will be more innovative. HEIs should focus on both Employees' behavior and HPWP due to their impact on organizational innovation. Organizational innovation is constrained to implementing innovative practices that are effectively reflected in the student's personal qualities and confidence, enhancing their engagement in learning strategies and leading them to better self-efficacy and higher academic performance.

#### **5.4 Theoretical and Practical Implications**

The paper investigated the critical contexts which are required nowadays in higher education. Due to global uncertain changes, the university should have a mechanism to reduce and influence or minimize its effect by developing innovation to overcome any challenges encountered.

Theoretically, the study contributes to the importance of focusing on factors related to human resources to lead the organization to innovation. The research clarified how to reach organizational innovation in an academic context because rare research studies investigated the role of HPWP and Employee behaviors in organizational innovation in academia. The research emphasized that the AMO Model strongly relates to organizational innovation and that positive employee behavior can also impact the organization's innovation.

Also, due to that, the academics and staff who work in higher education institutions differ entirely from other workforce working in other sectors because they have to be aware of communication skills and the ability to manage conflict as well as deal with diversified students demographically, therefore, focusing on academia through Human resources practices and encouraging positive employee behavior will assist in differentiating the students' learning on the quality of learning in Omani HEI.

Practically, the vital role of the HR department and those roles can drive the universities and colleges to good implementation of organizational innovation. At the same time, HR practices reflect how colleges and universities deal with their human resources aligned to achieving Organizational innovation. HRM practices will stimulate organizational innovation in the organizational restructuring methods and bring about the necessary adjustments in relationships. Organizational reform will address creating new roles or modifying existing ones to meet new needs.

The strengthening of individual talents equips the employee with the capability to do job-related duties and opportunities for enhancing workplace skills through training and participating in practices that allow them to deliver and share this expertise. Universities must invest in training and coaching to ensure continuous development training, enabling them to be more innovative and reflect positively on the institutions' performance. That will engorge to improve their behavior by recognizing the importance of sharing knowledge with their workmate.

Motivation seeks to increase Faculty members ' willingness to perform the tasks with high desire, and benefits should align incentives with the job and possibilities of promotion at the universities irrespective of whether government or private institutions. The motivation encouraged the employees to be more loyal and extremely effective and reflected in their behavior as well. The universities must motivate those who generate new ideas, which will improve the innovative behavior among the faculty, which can be the roadmap of organizational innovation.

## **5.5 Future Studies and Limitations**

Although this endeavor contributes to increasing our understanding of the impact of HPWP and Employee behaviors on Organizational innovation, other limits must be recognized. Because the HEIs were chosen from private and government sectors, and most of the responses were from the private sector, both sectors differ in dealing with their employees. Collecting the responses takes time, making it challenging to encourage the faculty to respond.

The need to focus more on the academic side from the students' side in the future and how also the students play a role in organizational innovation as well as how OI will affect in teaching and learning process. Also, future research can be included in the research's performance and in terms of high-impact publications in academic institutions and how it can lead the organization to innovation. The managerial leadership in academia can be included in future studies in which it will apply for a vital role in managing human resources and enhancing the employees' behaviors.



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## Appendix 1 Questionnaire

أثر أنظمة أثر أنظمة العمل عالية الأداء وسلوكيات الموظفين على الابتكار التنظيمي في قطاع التعليم العالي العماني

أخي المشارك / أختي المشاركة تحية طيبة وبعد .....

يعتبر هذا الاستبيان ضمن متطلبات رسالة الماجستير -كلية إدارة الأعمال من جامعة الشرقية، حيث تجري بحث بعنوان: أثر أنظمة العمل عالية الأداء وسلوكيات الموظفين على الابتكار التنظيمي في قطاع التعليم العالي العماني. لا توجد هناك إجابات صحيحة أو خاطئة ما دمت تفعل ذلك بكل أمانة، حيث سوف يتم التعامل مع إجاباتك على هذا الاستبيان بمنتهى من السرية. سيتم تحليل نتيجة الاستطلاع للأغراض الأكاديمية والعلمية فقط. ستساهم ردودك بشكل فعال جداً في هذا البحث الأكاديمي. لا تستغرق مشاركتك في هذا الاستبيان أكثر من 10 دقائق فقط، ونتقدم لك بالشكر الجزيل على تعاونك في إجراء هذه الدراسة.

### القسم الأول: البيانات الشخصية

1. الجنس	<input type="checkbox"/> ذكر	<input type="checkbox"/> أنثى
2. المستوى التعليمي	<input type="checkbox"/> دكتوراه أو أعلى	<input type="checkbox"/> ماجستير
	<input type="checkbox"/> دبلوم بعد الثانوية	<input type="checkbox"/> ثانوية عامة فأقل
3. العمر	<input type="checkbox"/> أقل من 25 عام	<input type="checkbox"/> من 25 إلى أقل من 35 عام
	<input type="checkbox"/> من 35 إلى أقل من 45 عام	<input type="checkbox"/> 45 عام فأكثر
4. سنوات الخبرة في الجامعة/الكلية	<input type="checkbox"/> أقل من 3 سنوات	<input type="checkbox"/> من 3 سنوات إلى أقل من 7سنوات
	<input type="checkbox"/> من 7 إلى أقل من 12سنوات	<input type="checkbox"/> 12سنوات فأكثر
5. الوظيفة الحالية	<input type="checkbox"/> أكاديمي	<input type="checkbox"/> أكاديمي بمنصب إداري
	<input type="checkbox"/> موظف إداري	<input type="checkbox"/> رئيس قسم إداري
مكان العمل	<input type="checkbox"/> أكاديمي	<input type="checkbox"/> فني/ مهندس
	<input type="checkbox"/> موظف إداري	<input type="checkbox"/> غير ذلك

القسم الثاني: تصف العناصر التالية أنظمة العمل عالية الأداء التي تعزز (القدرات -الدوافع -الفرص) يرجى توضيح إلى أي مدى توافق على البيان التالي عن طريق تدوير الرقم المناسب على مقياس التصنيف المقدم: - 7موافق بشدة، - 1 غير موافق بشدة.

أنظمة العمل عالية الأداء:								
1.	تقوم الجامعة/الكلية باختيار وتعيين أفضل الموظفين للعمل لديها.	1	2	3	4	5	6	7
2.	عندما يتم تعيين موظفين جدد، تقوم الجامعة/الكلية باتخاذ سلسلة من الإجراءات (مقابلة، اختبار، ....) للتأكد من قدرات ومهارات المرشحين ذات العلاقة.	1	2	3	4	5	6	7

7	6	5	4	3	2	1	توجد لدى الجامعة/ الكلية برامج تدريبية رسمية لتدريب الموظفين الجدد المهارات التي يحتاجونها لأداء أعمالهم.
7	6	5	4	3	2	1	برامج التدريب التي تقدمها الجامعة/الكلية ثرية وشاملة ومستمرة
7	6	5	4	3	2	1	ينتج عن عملية تقييم الأداء ملاحظات وتوجيهات محددة تتعلق بكيفية تحسين أدائي في العمل
7	6	5	4	3	2	1	يتم استخدام نتائج تقييم الأداء لتحديد احتياجاتي التدريبية.
7	6	5	4	3	2	1	الرواتب التي تقدمها الجامعة/الكلية مماثلة للرواتب التي تقدمها الجامعات والكليات المنافسة أو أفضل منها
7	6	5	4	3	2	1	ترتبط مكافأتنا ارتباطاً وثيقاً بالأداء على المستوى الفردي و/أو الأداء الجماعي.
7	6	5	4	3	2	1	يعتمد جزء من راتبي (علاوات إضافية / بونس) على مدى جودة الأداء المالي للجامعة/الكلية.
7	6	5	4	3	2	1	تقوم الجامعة/الكلية بتقييم أدائي بشكل رسمي مرة واحدة في السنة على الأقل.
7	6	5	4	3	2	1	يستند نظام تقييم الأداء على النتائج الموضوعية وفق مؤشرات الأداء القابلة للقياس
7	6	5	4	3	2	1	توفر الجامعة مزايا ومنافع إضافية مثل بدلات المسكن والتأمين الصحي وغير ها.
7	6	5	4	3	2	1	تولي الجامعة/الكلية أهمية كبيرة للإنجاز الجماعي واعمل ضمن فريق.
7	6	5	4	3	2	1	تقوم الجامعة/الكلية بتنظيم أجزاء مهمة من أعمالها عبر الممارسات التشاركية مثل فرق العمل واللجان
7	6	5	4	3	2	1	توفر الجامعة/الكلية إطار معقول وعادل لمعالجة شكاوى العاملين
7	6	5	4	3	2	1	تقوم الجامعة/الكلية بمشاركة المعلومات المتعلقة بجودة أداءها المالي مع العاملين.
7	6	5	4	3	2	1	توفر لي الجامعة/الكلية معلومات كافية لفهم دوري وإنجاز مهامي الوظيفية.
7	6	5	4	3	2	1	أنا على دراية جيدة بمدى جودة أداء الجامعة / الكلية.
7	6	5	4	3	2	1	لدي فرص لاتخاذ قرارات مهمة متعلقة بكيفية إنجاز مهام عملي.
7	6	5	4	3	2	1	إذا كان هناك قرار يتعين اتخاذه، فلدي فرص للمشاركة في عملية صنع القرار.
<p>القسم الثالث: تصف العناصر التالية سلوكيات الموظفين في ثلاثة أوجه (المشاركة في اتخاذ القرارات – تبادل المعرفة – السلوك الابتكاري)، يرجى توضيح إلى أي مدى توافق على البيان التالي عن طريق تدوير الرقم المناسب على مقياس التصنيف المقدم. 7-موافق بشدة، 1-غير موافق بشدة.</p>							
<b>سلوكيات الموظفين:</b>							
7	6	5	4	3	2	1	1. أقترح طرق جديدة لتحسين إجراءات العمل في الجامعة/الكلية.
7	6	5	4	3	2	1	2. أشجع زملائي في العمل على التحدث حول القضايا المتعلقة بالتحسين والتطوير
7	6	5	4	3	2	1	3. أفصح عن رأيي في قضايا العمل حتى لو كانت مختلفة عن آراء زملائي
7	6	5	4	3	2	1	4. أبقى زملائي على اطلاع بقضايا العمل التي قد يكون رأيي فيها مفيداً لهم
7	6	5	4	3	2	1	5. أشارك في القضايا التي تؤثر على جودة العمل والحياة الوظيفية.
7	6	5	4	3	2	1	6. أتحدث عن أفكار لمشاريع جديدة أو تغييرات في إجراءات العمل.
5	4	3	2	1			7. أستمتع بمشاركة معلوماتي ومعرفتي مع زملائي في العمل من خلال النقاشات والاجتماعات.
7	6	5	4	3	2	1	8. أشعر بالمتعة عند مساعدة الآخرين من خلال مشاركة معلوماتي ومعرفتي
7	6	5	4	3	2	1	9. من الجيد مساعدة شخص آخر عبر مشاركة المعلومات والمعارف.
7	6	5	4	3	2	1	10. يسعدني مشاركة معرفتي مع الآخرين في النقاشات ضمن الاجتماعات وورش العمل
7	6	5	4	3	2	1	11. أسعى لإيجاد أفكار جديدة للقضايا المعقدة.
7	6	5	4	3	2	1	12. أسعى لحشد الدعم للأفكار المبتكرة.

7	6	5	4	3	2	1	13. أسعى الى إدخال ودمج الأفكار المبتكرة في بيئة العمل بطريقة منهجية.
7	6	5	4	3	2	1	14. أشارك في وضع الخطط المناسبة لتنفيذ الأفكار الجديدة.
7	6	5	4	3	2	1	15. أشارك في تطوير الخطط والجدول الزمنية المناسبة لتنفيذ الأفكار الجديدة.
7	6	5	4	3	2	1	16. أسعى لإزالة العقبات التي تعيق تنفيذ الأفكار المبتكرة.
<b>الابتكار المؤسسي:</b>							
7	6	5	4	3	2	1	1. تقوم الجامعة /الكلية بتحديث الإجراءات والعمليات بشكل منتظم.
7	6	5	4	3	2	1	2. تقوم الجامعة /الكلية بتعديل الوصف الوظيفي والمهام الوظيفية بانتظام
7	6	5	4	3	2	1	3. تُطبق الجامعة /الكلية المؤسسة أنظمة إدارية جديدة بشكل منتظم.
7	6	5	4	3	2	1	4. لدى الجامعة /الكلية نظام معلومات يحتوي بيانات ومعلومات ومعارف محدثة.
7	6	5	4	3	2	1	5. تُطبق الجامعة /الكلية سياسات وممارسات لتطوير قدرات الموظفين واستبقائهم في العمل.
7	6	5	4	3	2	1	6. تستخدم الجامعة /الكلية أنظمة لإدارة الجودة
7	6	5	4	3	2	1	7. تعتمد الجامعة /الكلية اللامركزية في اتخاذ القرار
7	6	5	4	3	2	1	8. تقوم الجامعة /الكلية بإنجاز أعمالها المهمة عبر تشكيل فرق عمل متنوعة يمثلون أقسام وظيفية متعددة.
7	6	5	4	3	2	1	9. تراعي الجامعة /الكلية المرونة في تحديد المسؤوليات وإنجاز المهام الوظيفية.
7	6	5	4	3	2	1	10. تحرص الجامعة /الكلية على معرفة رأي المستفيدين (الطلبة والخريجين والموظفين) والاستفادة منه في تطوير خدماتها.

## **Appendix 2 Validity and Reliability**

Validation of questionnaires has a significant effect on research techniques and the validity of study results. The research outcome is directly related to the quality and exhaustiveness of the data used. The reliability to which a questionnaire, test, observation, or other measuring process gives the same findings in repeated trials. The questionnaires reviewed by specialists and researchers are as follows :

- Dr. Said Al Ghenaimi
- Dr. Fadei Abdel Fattah
- Dr. Mohammed Bashir
- Dr. Mohamed Bashir
- Dr. Khaled Al Mash Rafi
- Dr. Mohammed AL Bahari
- Dr. Thuraya Al Horthy
- Dr. Mohammed AL Hinaai
- Mr. His ham Al Ghenaimi



## Annex 1 Missing Data Treatment

The Tables indicated no missing data, and 254 responses were received completely.

**TABLE 24 Missing Data Treatment HPWP**

Case Processing Summary						
Cases						
No.of Items	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
HPWP_AE1	254	100.0%	0	0.0%	254	100.0%
HPWP_AE2	254	100.0%	0	0.0%	254	100.0%
HPWP_AE3	254	100.0%	0	0.0%	254	100.0%
HPWP_AE4	254	100.0%	0	0.0%	254	100.0%
HPWP_AE5	254	100.0%	0	0.0%	254	100.0%
HPWP_AE6	254	100.0%	0	0.0%	254	100.0%
HPWP_ME1	254	100.0%	0	0.0%	254	100.0%
HPWP_ME2	254	100.0%	0	0.0%	254	100.0%
HPWP_ME3	254	100.0%	0	0.0%	254	100.0%
HPWP_ME4	254	100.0%	0	0.0%	254	100.0%
HPWP_ME5	254	100.0%	0	0.0%	254	100.0%
HPWP_ME6	254	100.0%	0	0.0%	254	100.0%
HPWP_OE1	254	100.0%	0	0.0%	254	100.0%
HPWP_OE2	254	100.0%	0	0.0%	254	100.0%
HPWP_OE3	254	100.0%	0	0.0%	254	100.0%
HPWP_OE4	254	100.0%	0	0.0%	254	100.0%
HPWP_OE5	254	100.0%	0	0.0%	254	100.0%
HPWP_OE6	254	100.0%	0	0.0%	254	100.0%
HPWP_OE7	254	100.0%	0	0.0%	254	100.0%
HPWP_OE8	254	100.0%	0	0.0%	254	100.0%

**Table 25 Missing Data Treatment EB**

Case Processing Summary						
Cases						
No.of Items	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
EVB_1	254	100.0%	0	0.0%	254	100.0%
EVB_2	254	100.0%	0	0.0%	254	100.0%
EVB_3	254	100.0%	0	0.0%	254	100.0%
EVB_4	254	100.0%	0	0.0%	254	100.0%
EVB_5	254	100.0%	0	0.0%	254	100.0%
EVB_6	254	100.0%	0	0.0%	254	100.0%
EKSB_1	254	100.0%	0	0.0%	254	100.0%
EKSB_2	254	100.0%	0	0.0%	254	100.0%
EKSB_3	254	100.0%	0	0.0%	254	100.0%
EKSB_4	254	100.0%	0	0.0%	254	100.0%
EKSB_5	254	100.0%	0	0.0%	254	100.0%
EKSB_6	254	100.0%	0	0.0%	254	100.0%
EIB_1	254	100.0%	0	0.0%	254	100.0%
EIB_2	254	100.0%	0	0.0%	254	100.0%
EIB_3	254	100.0%	0	0.0%	254	100.0%
EIB_4	254	100.0%	0	0.0%	254	100.0%
EIB_5	254	100.0%	0	0.0%	254	100.0%

**Table 26 Missing data Termaent OI**

Case Processing Summary						
Cases						
No.of Items	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
OI_1	254	100.0%	0	0.0%	254	100.0%
OI_2	254	100.0%	0	0.0%	254	100.0%
OI_3	254	100.0%	0	0.0%	254	100.0%
OI_4	254	100.0%	0	0.0%	254	100.0%
OI_5	254	100.0%	0	0.0%	254	100.0%
OI_6	254	100.0%	0	0.0%	254	100.0%
OI_7	254	100.0%	0	0.0%	254	100.0%
OI_8	254	100.0%	0	0.0%	254	100.0%
OI_9	254	100.0%	0	0.0%	254	100.0%
OI_10	254	100.0%	0	0.0%	254	100.0%