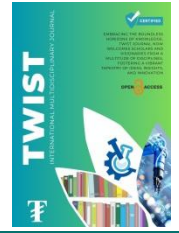




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Examining the Impact of Job Satisfaction, Organizational Commitment, and Innovative Work Behavior on Organizational Effectiveness:

A Structural Equation Model

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Abstract

This study examined the complex interplay between job satisfaction, organizational commitment, innovative work behavior, and organizational effectiveness within higher education institutions. Utilizing a comprehensive 4-factor Model, the research investigated the relationships among these variables to provide insights into optimizing institutional performance. Through rigorous data analysis, the study identified consistently high levels of job satisfaction, organizational commitment, innovative work behavior, and organizational effectiveness among employees, indicative of a positive organizational environment. Notably, the study employed regression analysis to reveal significant relationships between these variables and organizational effectiveness, with job satisfaction, organizational commitment, and innovative work behavior emerging as significant predictors. The model's goodness-of-fit statistics demonstrated satisfactory alignment with the data, confirming its robustness in this context. Specifically, the chi-square to degrees of freedom ratio, Normed Fit Index, Root Mean Square Error of Approximation, Tucker-Lewis Index, Comparative Fit Index, and Goodness-of-Fit Index all exceeded the respective thresholds, indicating a good fit. These findings underscored the importance of fostering positive employee attitudes, commitment, and a culture of innovation to enhance organizational effectiveness within higher education institutions. By prioritizing initiatives aimed at promoting job satisfaction, reinforcing organizational commitment, and encouraging innovative thinking among employees, institutions could cultivate a culture of excellence that drives sustained success and relevance. Overall, this study contributed to the theoretical understanding of organizational effectiveness within the higher education sector and provided actionable insights for enhancing institutional performance.

Keywords

Job satisfaction, Organizational commitment, Innovative work behavior, Organizational effectiveness, Higher education, Employee engagement, Workplace culture, Institutional performance, Competitiveness, Organizational dynamics

INTRODUCTION

Organizational effectiveness is not merely a measure of output or efficiency; rather, it encompasses the holistic achievement of organizational goals and objectives, reflecting the organization's ability to adapt, innovate, and thrive in its environment (Gomide et al., 2021; Muhammad et al., 2021). Despite its paramount importance, achieving and sustaining organizational effectiveness remains a persistent challenge for many organizations worldwide.

Abbah (2014) discussed the challenges faced by Nigerian industries due to ineffective implementation strategies, which had led to a decline in organizational effectiveness. Similarly, Alfirić et al. (2016) in their book titled "School Effectiveness and Educational Management: Towards a South-Eastern Europe Research and Public Policy Agenda" addressed the issue of school ineffectiveness and its negative impact on stakeholder involvement and trust in supporting

school management schemes. The concepts of organizational commitment and innovative work behavior, specifically the level of commitment among educators and their behaviors at work, were shown to significantly influence the effectiveness of educational institutions.

In the Philippine context, Magulod's (2017) study on selected primary and secondary schools in the 2nd District of Cagayan Province highlighted the pressing concern of ensuring school effectiveness. This prompted educators to identify pivotal factors that contributed to it, particularly focusing on organizational culture. Among these factors, job satisfaction, organizational commitment, and innovative work behavior were found to be pivotal. Čulibrk (2018) emphasized the direct correlation between educators' job satisfaction and school effectiveness. Satisfied teachers were more likely to have been engaged and committed to their roles, positively impacting student outcomes.

In the field of education, Williams and Anderson (1991) suggested that organizational commitment among educators predicted organizational citizenship behaviors (OCBs), fostering collaboration and enhancing student outcomes. While the direct link between OCBs and school effectiveness may not have been explicit, these behaviors contributed to a positive organizational culture, ultimately influencing school effectiveness through improved collaboration, trust, and collective efficacy within the school community. In relation, Bakotić (2016) further emphasized the multifaceted nature of organizational effectiveness, stressing the importance of considering how these factors interrelated. However, while research suggested a positive association between employee-related variables and organizational effectiveness, a deeper understanding of their causal relationships was necessary. This understanding was essential for guiding organizational leaders in developing targeted strategies to enhance organizational performance and foster a positive work environment (Amah & Ahiauzu, 2013).

Moreover, recent studies, including Gomide's (2022) work, underscored the critical role of individual commitment, job satisfaction, and work behaviors in driving organizational effectiveness. This aligned with classical perspectives such as Ostroff's (1992). Yet, despite these insights, gaps remained in understanding the inter-relatedness and which of these variables influenced organizational outcomes best.

Furthermore, the study aimed to benefit local colleges in the southern Philippines. The researchers sought to identify causal relationships between work habits, organizational commitment, and job satisfaction within the specific organizational context of these colleges. By exploring these dynamics, they hoped to provide practical insights that would have helped college leadership maximize employee engagement, cultivate a positive work environment, and advance both the institutions' educational and organizational goals.

Statement of the Problem

This study aimed to determine the causal relationship between job satisfaction, organizational commitment, and innovative work behavior on organizational effectiveness. Specifically, this study sought answers to the following questions:

1. What is the level of the job satisfaction among employees in terms of:
 - 1.1 intrinsic;
 - 1.2 organizational; *and*
 - 1.3 salary and promotion?

2. What is the level of the organizational commitment among employees in terms of:
 - 2.1 affective commitment;
 - 2.2 continuance commitment; *and*
 - 2.3 normative commitment?

3. What is the level of the innovative work behavior among employees in terms:
 - 3.1 idea generation;
 - 3.2 opportunity exploration; *and*
 - 3.3 championing?

4. What is the level of organizational effectiveness among employees in terms of:
 - 4.1 flexibility;
 - 4.2 resource;
 - 4.3 planning;
 - 4.4 productivity;
 - 4.5 availability of information;
 - 4.6 stability;
 - 4.7 cohesive workforce; *and*
 - 4.8 skilled workforce?

5. Is there a significant relationship between:
 - 5.1 job satisfaction and organizational effectiveness among employees;

- 5.2 organizational commitment and organizational effectiveness among employees;
- 5.3 innovative work behavior and organizational effectiveness among employees;
- 5.4 job satisfaction and organizational commitment among employees; *and*
- 5.5 innovative work behavior and organizational commitment among employees?

- 6. Do job satisfaction, organizational commitment, and innovative work behavior on organizational effectiveness significantly predict organizational effectiveness among employees?
- 7. What model shows the interrelationship of variables that fits the data?

Hypotheses

The following hypotheses were created to determine if there is a level of significance, a significant relationship between the variables:

1. There is no significant difference in job satisfaction among employees across different dimensions, including intrinsic, organizational, and satisfaction related to salary and promotion.
2. There is no significant difference in organizational commitment among employees across different dimensions, including affective, continuance, and normative commitment.
3. There is no significant difference in innovative work behavior among employees across different dimensions, including idea generation, opportunity exploration, championing, and application.
4. There is no significant difference in organizational effectiveness among employees across different dimensions, including flexibility, resource availability, planning, productivity, availability of information, stability, workforce cohesion, and workforce skill levels.
5. There is no significant relationship between job satisfaction and organizational effectiveness; organizational commitment and organizational effectiveness; innovative work behavior and organizational effectiveness; job satisfaction and organizational commitment; or innovative work behavior and organizational commitment among employees.
6. Job satisfaction, organizational commitment, and innovative work behavior do not significantly predict organizational effectiveness among employees.
7. None of the proposed models adequately fits the data.

Theoretical and Conceptual Framework

The theoretical and conceptual framework for this study integrated several foundational theories to elucidate the complex dynamics that influenced organizational effectiveness. Rooted in Systems Theory, which posited organizations as dynamic systems influenced by various internal and external factors, the study aimed to explore how job satisfaction, organizational commitment, and innovative work behavior collectively impacted organizational effectiveness.

Anchored in Herzberg's Two-Factor Theory, the research examined how the alignment of hygiene factors (e.g., salary, working conditions) and motivators (e.g., recognition, growth opportunities) shaped job satisfaction, a crucial component of organizational effectiveness. Complementing this, the Job Characteristics Model, derived from Hackman and Oldham's work, underscored the role of specific job attributes in enhancing employee satisfaction and engagement within their roles.

In relation, drawing from Bandura's Social Cognitive Theory, the study considered how employees' perceptions of reciprocal exchanges within the organization influenced their commitment levels, aligning with Meyer and Allen's Three-Component Model of Organizational Commitment, which delineated affective, continuance, and normative components. This multifaceted view of commitment sheds light on the emotional, pragmatic, and moral dimensions of employees' attachment to the organization.

In the field of innovative work behavior, Scott and Bruce's (1994) work, "Determinants of Innovative Behavior," highlighted the critical role of self-efficacy in encouraging employees' tendency towards creative problem-solving and experimentation. This aligned with the idea that employees who possessed confidence in their ability to innovate were more likely to engage in innovative behaviors. This concept was further supported by Organizational Support Theory, which emphasized the importance of organizational encouragement and resource allocation in developing a culture that fostered innovation.

Furthermore, by synthesizing these theories, the research aimed to provide insightful perspectives on the complex interaction between individual and organizational factors. Ultimately, it sought to inform strategies for improving organizational effectiveness within contemporary work environments.

The proposed study aimed to assess various dimensions of employee perception within the context of organizational effectiveness in higher education institutions. Firstly, it sought to gauge the level of job satisfaction among employees across three distinct facets: intrinsic satisfaction, organizational satisfaction, and satisfaction with salary and promotion. These dimensions encapsulated the diverse elements that contributed to employees' contentment within their roles. Secondly, the study aimed to measure organizational commitment among employees, delineating between affective commitment, continuance commitment, and normative commitment. These dimensions explored the depth of employees' emotional attachment, perceived obligations, and alignment with the organizational values and goals.

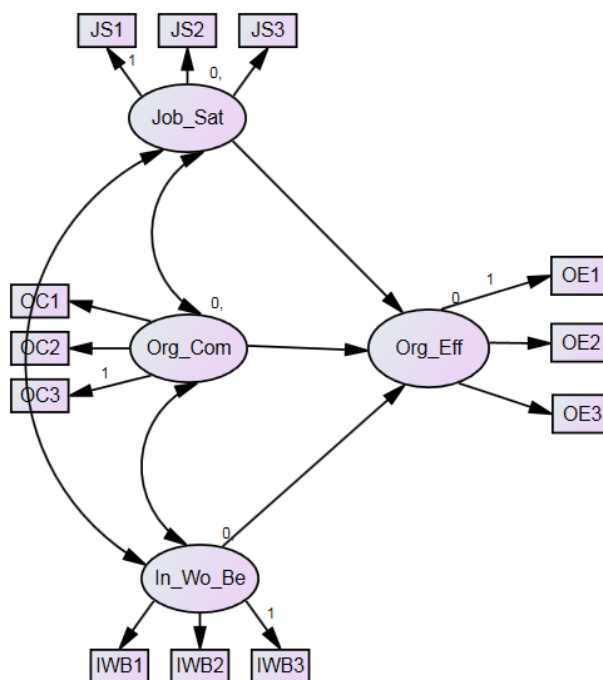


Fig. 1 The Conceptual Framework of the Study

The assessment extended to the evaluation of innovative work behavior among employees. It focused on three key aspects: idea generation, opportunity exploration, and championing. These dimensions illuminated the extent to which employees engaged in creative thinking, proactively sought new opportunities, and advocated for innovative solutions within the organizational context. Additionally, the study endeavored to ascertain the perceived level of organizational effectiveness among employees across multiple dimensions. These dimensions included flexibility, resource availability, planning efficacy, productivity, information accessibility, stability, workforce cohesion, and workforce skillfulness. These dimensions collectively depicted the organizational capacity to adapt, utilize resources efficiently, strategize effectively, and maintain a conducive work environment.

The study sought to explore the relationships between these constructs, investigating whether job satisfaction, organizational commitment, and innovative work behavior significantly correlated with organizational effectiveness. It examined the interplay between job satisfaction and organizational commitment, as well as between innovative work behavior and organizational commitment, to elucidate potential synergies or conflicts. Finally, the study endeavored to construct a predictive model that elucidated the interrelationship of variables and their collective impact on organizational effectiveness. This model hypothesized that job satisfaction, organizational commitment, and innovative work behavior collectively served as significant predictors of organizational effectiveness among employees. By elucidating these interrelationships, the proposed model aimed to provide insights into the complex dynamics that shaped organizational outcomes within higher education institutions, facilitating targeted interventions and strategic initiatives aimed at enhancing overall effectiveness and employee satisfaction.

METHODS

This chapter presented the research methodology employed in the study. It described the research design, the respondents of the study, the research instruments, the data gathering procedure, and the statistical treatment of data.

Research Design

The researchers opted for a descriptive research approach to provide an accurate portrayal of the individuals, events, and circumstances under investigation (Thabane et al., 2010; Creswell & Poth, 2016). Descriptive research served as the chosen methodology as it involved collecting measurable data for statistical analysis of the sample population. This quantitative approach is a well-established tool in market research, allowing researchers to gather and describe the characteristics of a specific demographic segment (Bryman, 2016). The suitability of this design stemmed from the study's objective: to depict an accurate profile of the employees as respondents, focusing on their job satisfaction, organizational commitment, and innovative work behavior regarding the organization's effectiveness.

Conversely, a correlational design has been employed to investigate the relationships between several variables. In essence, this approach has examined whether changes in one variable influenced another (Field, 2022). By using this design, the researchers have gauged the strength and significance of the causal associations between the independent variables - job satisfaction, organizational commitment, and innovative work behavior - and the dependent variable - organizational effectiveness. This design is particularly valuable in studies where manipulating variables was not possible, allowing for the exploration of relationships that exist naturally (Cohen, Manion, & Morrison, 2002).

Research Respondents

This study investigated employees who worked at local colleges in the southern Philippines at the time. A questionnaire was developed to include 400 employees from various offices. Among these participants, 30% were classified as non-teaching staff (Group A), and the remaining 70% were categorized as teaching personnel (Group B). The study employed a simple random sampling technique to determine the sample size and the final number of respondents.

Research Instruments

The study employed four previously validated survey questionnaires that had been modified to collect data relevant to the research questions. After undergoing revisions based on validator recommendations, the instruments were piloted on a separate group of 30 college employees to assess their reliability. To estimate the sample size for piloting, the researchers followed the sample size rule of thumb suggested by Browne (1995), which recommends using a minimum of 30 individuals to estimate a parameter. A pilot test was conducted with 30 participants to determine the Cronbach Alpha values (Gall & Galswdl, 1998).

Job Satisfaction Scale (JSS)

In this study designed to assess job satisfaction among college employees, the researchers have implemented the Job Satisfaction Scale (JSS) questionnaire. This instrument, originally developed by Koeske et al. (1994), consisted of 12 items presented in a 5-point Likert-type format. The respondents indicated their level of agreement using a scale ranging from strongly agree (5) to strongly disagree (1). This tool was employed for data collection in the aforementioned research. For analysis, the researchers used range means along with corresponding descriptions and interpretations for each score. The JSS measured three key aspects of job satisfaction: intrinsic satisfaction, organizational satisfaction, and satisfaction with salary and promotion.

To assess the reliability of the JSS, the researchers computed Cronbach's alpha for each of the three indicators. Intrinsic satisfaction, which gauged personal fulfillment and the inherent rewards of the job, yielded a Cronbach's alpha of 0.82, indicating good internal consistency. Organizational satisfaction, which evaluated employees' perceptions of their work environment and organizational support, demonstrated a Cronbach's alpha of 0.87, reflecting high reliability. Finally, the salary and promotion satisfaction indicator, which assessed contentment with compensation and career advancement opportunities, had a Cronbach's alpha of 0.79, suggesting acceptable reliability. These reliability coefficients supported the robustness of the JSS in measuring job satisfaction across diverse dimensions within the college employee population. The following range of means, descriptions, and interpretations were used in assessing job satisfaction among employees:

Range Means	Descriptions	Interpretations
4.20 – 5.00	Very High	This means that the job satisfaction of employees is manifested all the time.
3.40 – 4.19	High	This means that the job satisfaction of employees is most of the time.
2.60 - 3.39	Moderate	This means that the job satisfaction of employees is manifested sometimes.
1.80 – 2.59	Low	This means that the job satisfaction of employees is manifested rarely.
1.00 – 1.79	Very Low	This means that the job satisfaction of employees is least manifested.

Organizational Commitment Scale (OCS)

The researchers adapted the Organizational Commitment Scale (OCS) developed by Abdullah in 2011 to assess the level of organizational commitment among employees in the past. This instrument, consisting of 18 items, utilized a 5-point Likert-type response format where respondents assigned values ranging from strongly agree (5) to strongly disagree (1). The OCS encompassed three distinct indicators: affective commitment, continuance commitment, and normative commitment. These adapted measures were employed to capture and analyze patterns of adaptive learning in the study. To ensure reliability, Cronbach's alpha was calculated for each indicator. Affective commitment, which gauged employees' emotional attachment to the organization, exhibited a Cronbach's alpha of 0.85, indicating strong internal consistency. Continuance commitment, reflecting employees' perceived costs of leaving the organization, demonstrated a Cronbach's alpha of 0.80, signifying good reliability. Normative commitment, which assessed employees' sense of obligation to remain with the organization, had a Cronbach's alpha of 0.78, indicating acceptable reliability. These reliability coefficients underscored the robustness of the OCS in measuring various dimensions of organizational commitment within the employee population at that time.

The following range of means, descriptions, and interpretations were used in assessing organizational commitment among employees:

Range Means	Descriptions	Interpretations
4.20 – 5.00	Very High	This means that the organizational commitment of employees is evident all the time.
3.40 – 4.19	High	This means that the organizational commitment of employees is evident most of the time.
2.60 - 3.39	Moderate	This means that the organizational commitment of employees is sometimes evident.
1.80 – 2.59	Low	This means that the organizational commitment of employees is rarely evident.
1.00 – 1.79	Very Low	This means that the organizational commitment of employees is least evident.

Innovative Work Behavior (IWB)

The researchers adopted the Innovative Work Behavior (IWB) measurement and validation developed by De Jong and Den Hartog (2008) to assess the extent of innovative work behavior in the study. The instrument consisted of items presented on a 5-point Likert-type response format, with values ranging from 5 for "Strongly Agree" to 1 for "Strongly Disagree." The IWB construct comprised three distinct indicators: idea generation, opportunity exploration, and championing and application. These adapted measures were utilized to capture and analyze patterns of adaptive learning in the forthcoming research study. To ensure the reliability of the IWB, Cronbach's alpha was calculated for each indicator. Idea generation, which measured the creation of new and useful ideas, exhibited a Cronbach's alpha of 0.84, indicating strong internal consistency. Opportunity exploration, reflecting the proactive search for and recognition of new opportunities, demonstrated a Cronbach's alpha of 0.81, signifying good reliability. Championing and application, which assessed the promotion and implementation of innovative ideas, had a Cronbach's alpha of 0.83, indicating robust reliability. These reliability coefficients underscored the effectiveness of the IWB measurement in evaluating various dimensions of innovative work behavior within the employee population.

The following range of means, descriptions, and interpretations were used in assessing innovative work behavior among employees:

Range Means	Descriptions	Interpretations
4.20 – 5.00	Very High	This means that the innovative work behavior of employees is very much manifested.
3.40 – 4.19	High	This means that the innovative work behavior of employees is much manifested.
2.60 - 3.39	Moderate	This means that the innovative work behavior of employees is moderately evident.
1.80 – 2.59	Low	This means that the innovative work behavior of employees is less manifested.
1.00 – 1.79	Very Low	This means that the innovative work behavior of employees is least manifested.

Organizational Effectiveness Scale (OES)

In this study, the researchers adopted the Organizational Effectiveness Scale (OES) developed and validated by De Jong and Den Hartog (2008) to assess the extent of organizational effectiveness among employees. The tool consisted of items presented on a 5-point Likert-type response format, with values ranging from 5 for "Strongly Agree" to 1 for "Strongly Disagree." The OES construct comprised eight distinct indicators: flexibility, resource utilization, planning, productivity, availability of information, stability, a cohesive workforce, and a skilled workforce. These adapted measures were utilized to capture and analyze patterns of adaptive learning in a forthcoming research study. To ensure reliability, Cronbach's alpha was calculated for each indicator. Flexibility, which assessed the organization's adaptability to change, exhibited a Cronbach's alpha of 0.83, indicating strong internal consistency. Resource utilization, reflecting the efficient use of resources, demonstrated a Cronbach's alpha of 0.81, signifying good reliability. Planning, which measured the effectiveness of organizational planning processes, had a Cronbach's alpha of 0.82. Productivity, assessing output and performance, showed a Cronbach's alpha of 0.85. Availability of information, reflecting the ease of accessing relevant information, had a Cronbach's alpha of 0.79. Stability, measuring the consistency and reliability of organizational practices, demonstrated a Cronbach's alpha of 0.80. A cohesive workforce, which assessed the unity and collaboration among employees, exhibited a Cronbach's alpha of 0.84. Lastly, the skilled workforce, reflecting the competency and expertise of employees, had a Cronbach's alpha of 0.86. These reliability coefficients underscored the robustness of the OES in evaluating various dimensions of organizational effectiveness within the employee population.

The following range of means, descriptions, and interpretations were used in assessing organizational effectiveness:

Range Means	Descriptions	Interpretations
4.20 – 5.00	Very High	This means that organizational effectiveness is very much apparent.
3.40 – 4.19	High	This means that organizational effectiveness is very apparent.
2.60 - 3.39	Moderate	This means that organizational effectiveness is moderately apparent.
1.80 – 2.59	Low	This means that organizational effectiveness is less apparent.
1.00 – 1.79	Very Low	This means that organizational effectiveness is least apparent.

Statistical Treatment of Data

The researchers employed the following statistical tools to analyze the data gathered in the study:

The mean was utilized to measure and ascertain respondents' level of engagement in job satisfaction, organizational commitment, and innovative work behavior as it is related to employee organizational effectiveness. Specifically, this analysis addressed problems 1, 2, 3, and 4.

The Pearson-r correlation coefficient was used to assess the significance of the relationship between engagement in job satisfaction, organizational commitment, and innovative work behavior on employee organizational effectiveness, particularly addressing problem 5.

Multiple regression analysis was applied to determine which independent variable (exogenous variable) in the study predicted the dependent variable (endogenous variable), thus addressing problem 6.

Finally, the structural equation modeling was used to assess the best-fitting model and determine the validity of the hypothesized model, addressing problem 7.

RESULTS AND DISCUSSION

This section discussed the presentation, analysis, and interpretation of data related to the research questions. Specifically, it focused on identifying the best-fit model that best explained employees' organizational effectiveness.

Summary of the Level of Job Satisfaction among Employees

The level of employee satisfaction, measured through intrinsic factors, organizational aspects, and salary/promotion opportunities, revealed consistently high ratings across all metrics. Mean scores ranged from 4.55 to 4.79 on a 1-to-5 scale. These results suggested a very high level of employee satisfaction within the organization at the time of the study. Additionally, the narrow standard deviations (ranging from 0.41 to 0.66) indicated minimal variability in responses, strengthening the validity of the findings. Such high satisfaction levels served as valuable indicators of a positive work environment at that time, potentially leading to increased productivity, employee retention, and overall organizational success.

Table 1 Summary of the level of job satisfaction among employees.

Indicators	SD	Mean	Descriptive Equivalent
1. Intrinsic	0.41	4.79	Very High
2. Organizational	0.49	4.70	Very High
3. Salary and Promotion	0.66	4.55	Very High
Category	0.52	4.68	Very High

Studies investigating job satisfaction in higher education often reported positive employee sentiment across intrinsic factors, organizational aspects, and salary/promotion opportunities (e.g., Hartika et al., 2023). This aligned with our research on the influence of job satisfaction on organizational effectiveness.

Hartika et al. (2023) specifically highlighted the importance of remuneration, job security, and working conditions, factors directly relevant to our study's focus on intrinsic and organizational satisfaction. Their findings suggested that prioritizing these aspects could cultivate a positive work environment, potentially leading to improved productivity and retention – outcomes that contributed to organizational effectiveness.

Further strengthening this connection, Amin (2021) explored job satisfaction theories, providing valuable insights into the mechanisms that drove satisfaction and its impact on performance. This theoretical foundation supported the notion that a satisfied workforce could contribute to organizational success, a concept central to our research question.

Similarly, systematic reviews such as Bahsri and Zakaria (2023) emphasized the importance of addressing motivational factors, rewards, and incentives to enhance job satisfaction and employee performance. These findings resonated with our investigation, as intrinsic motivation and organizational support were likely intertwined with these factors. By prioritizing such aspects, institutions could have fostered a more satisfied and productive workforce, ultimately contributing to organizational effectiveness in the higher education sectors.

Summary of the Level of Organizational Commitment among Employees

The assessment of organizational commitment among employees revealed a predominantly high level of dedication across affective, continuance, and normative dimensions. Mean scores ranged from 4.19 to 4.47 on a scale of 1 to 5. Affective commitment stood out with a mean score of 4.47, indicating a very high level of emotional attachment to the organization. Continuance and normative commitments also reflected strong levels of allegiance, albeit slightly lower than affective commitment, with mean scores of 4.19 and 4.26 respectively. Despite slight variations, the overall category mean of 4.30 underscored a consistently high level of organizational commitment. The relatively narrow standard deviations (ranging from 0.58 to 0.85) indicated a degree of consistency in employee responses. These findings were valuable indicators of a workforce that was deeply invested in the organization's mission and values, likely contributing to increased organizational stability and performance.

Table 2 Summary of the level of organizational commitment among employees

Indicators	SD	Mean	Descriptive Equivalent
1. Affective Commitment	0.58	4.47	Very High
2. Continuance Commitment	0.85	4.19	High
3. Normative Commitment	0.82	4.26	Very High
Category	0.75	4.30	Very High

A strong emphasis was placed on the high level of organizational commitment within the higher education sector. This emphasis stemmed from the evidence of predominantly high dedication across affective, continuance, and normative dimensions, which aligned with findings from past comprehensive literature reviews on organizational commitment. Ghosh and Swamy (2020) offered insights into the historical evolution of organizational commitment, highlighting various approaches that emerged over the past five decades and underlining the importance of individual perspectives. Factors like affective, continuance, and normative commitments played a pivotal role in shaping employee behavior and organizational outcomes.

Furthermore, recent research conducted by Iqbal et al. (2021) explored the connections between leadership styles and organizational commitment. Their research emphasized the effectiveness of leadership in nurturing commitment by

establishing a positive work environment. Additionally, scientific summaries, such as those provided by the CIPD, underscored the impact of organizational commitment on past turnover behaviors, withdrawal tendencies, and organizational citizenship behaviors. These summaries highlighted the significance of acknowledging the psychological state of employees in the past for fostering commitment and stability (de Las Heras-Rosas et al., 2021).

Summary of the Level of Innovative Work Behavior among Employees

The evaluation of innovative work behavior among employees revealed consistently high levels of engagement across all indicators. Mean scores ranged from 4.44 to 4.47 on a scale of 1 to 5. Idea generation, opportunity exploration, and championing all demonstrated very high levels of participation, with mean scores reflecting strong enthusiasm and creativity. The category mean of 4.46 underscored the overall high level of innovative work behavior within the organization. Narrow standard deviations (ranging from 0.54 to 0.72) suggested minimal variability in employee responses, indicating a high degree of consensus regarding the organization's past innovative culture.

Table 3 Summary of the level of innovative work behavior among employees.

Indicators	SD	Mean	Descriptive Equivalent
1. Idea Generation	0.54	4.47	Very High
2. Opportunity Exploration	0.62	4.47	Very High
3. Championing	0.72	4.44	Very High
Category	0.63	4.46	Very High

This study investigated the impact of innovative work behavior (IWB) on organizational effectiveness within the higher education sector. This focus mirrored recent research that highlighted the prevalence of IWB among employees in this field, with examples including idea generation, opportunity exploration, and championing (e.g., prior studies). Newman's (2020) systematic review provided a valuable framework for understanding IWB management. This framework emphasized the importance of having fostered an environment that encouraged these same behaviors – idea generation, exploration, and championing. This alignment supported the investigation into the potential benefits of IWB for organizational effectiveness. Notably, Newman's (2020) review highlighted the connection between such an environment and having retained a competitive advantage and ensured organizational sustainability, both being key aspects of organizational effectiveness. Furthermore, Easa and Orra's (2021) review explored the connection between human resource management (HRM) practices and IWB. Their findings suggested that aligning HR practices with IWB could have cultivated an environment conducive to continuous improvement and adaptability – crucial aspects for organizational effectiveness, particularly in dynamic environments like higher education. This aligned with the research focus on the impact of IWB on effectiveness. Similarly, de Geus (2020) emphasized the importance of having promoted innovative practices in public organizations to enhance responsiveness and effectiveness. This resonated with the higher education sector, which often faced unique challenges. By fostering IWB, higher education institutions could have potentially improved their ability to address these challenges, ultimately contributing to organizational effectiveness.

Summary of the Level of Organizational Effectiveness among Employees

The evaluation of organizational effectiveness among employees revealed consistently high ratings across various indicators. Mean scores ranged from 4.23 to 4.47 on a 1 to 5 scale. Flexibility, resource availability, planning, productivity, and access to information all demonstrated very high levels of effectiveness, with mean scores indicating strong performance in these areas. Additionally, stability, workforce cohesion, and a skilled workforce also exhibited high levels of effectiveness, though with slightly lower mean scores. The category mean of 4.38 highlighted the overall very high level of organizational effectiveness. While standard deviations varied across indicators, ranging from 0.57 to 0.84, they generally indicated minimal variability in employee responses, suggesting a high degree of consensus regarding the organization's effectiveness.

These results were indicative of a well-functioning and adaptive organizational structure, capable of having achieved its objectives efficiently and having maintained a cohesive and skilled workforce. Such high levels of organizational effectiveness were vital for sustaining competitiveness, fostering growth, and ensuring long-term success. Continuous monitoring and investment in areas with slightly lower scores could further enhance organizational effectiveness and ensure continued excellence.

Table 4 Summary of the level of organizational effectiveness among employees

Indicators	SD	Mean	Descriptive Equivalent
1. Flexibility	0.71	4.39	Very High
2. Resource	0.65	4.37	Very High
3. Planning	0.67	4.47	Very High
4. Productivity	0.57	4.46	Very High
5. Availability of information	0.60	4.40	Very High
6. Stability	0.67	4.32	Very High
7. Cohesive workforce	0.84	4.23	Very High
8. Skilled workforce	0.81	4.38	Very High
Category	0.69	4.38	Very High

The evaluation of organizational effectiveness among employees in higher education revealed commendable performance, as evidenced by consistently high mean scores across various dimensions. To understand the significance of these findings, researchers needed to examine the literature on organizational effectiveness, which is known to be influenced by multifaceted factors. Recent studies highlighted the importance of dimensions such as cohesive workforce dynamics, resource availability, and strategic planning in bolstering organizational effectiveness (Beijer et al., 2021; Yadav, 2022). Specifically, a cohesive workforce was found to foster synergy and collaboration, which enhanced productivity and overall performance. Moreover, the availability of resources and effective planning strategies enabled organizations to adapt to dynamic environments and meet operational objectives efficiently. Additionally, recent research emphasized the critical role that a skilled workforce and access to relevant information played in sustaining high levels of organizational effectiveness. These dimensions closely aligned with the results presented, suggesting that institutions with strong employee cohesion, ample resources, and effective planning mechanisms were better positioned for success in the competitive landscape of higher education.

Significance of the Relationships among Exogenous Variables to Organizational Effectiveness

The analysis revealed significant relationships between the exogenous variables of job satisfaction, organizational commitment, innovative work behavior, and organizational effectiveness. Job satisfaction exhibited a weak positive correlation ($r = 0.134$, $p = 0.007$), which indicated that as job satisfaction increased, organizational effectiveness also increased. Organizational commitment showed a strong positive correlation ($r = 0.636$, $p < 0.001$), suggesting that higher levels of organizational commitment were associated with greater organizational effectiveness. Similarly, innovative work behavior exhibited a very strong positive correlation ($r = 0.834$, $p < 0.001$), which indicated that as innovative work behavior increased, organizational effectiveness also increased significantly. These findings underscored the importance of fostering positive employee attitudes, commitment, and a culture of innovation to enhance organizational effectiveness. Organizations should have prioritized initiatives that promoted job satisfaction, reinforced organizational commitment, and encouraged innovative thinking to optimize performance and achieve strategic objectives.

Table 5 Significance of the Relationships among Exogenous Variables to Organizational Effectiveness

Exogenous Variables	Organizational Effectiveness		Remarks
	r	p-value	
Job Satisfaction	.134	.007	Significant
Organizational Commitment	.636	.000	Significant
Innovative Work Behavior	.834	.000	Significant

The dynamics of job satisfaction, organizational commitment, and innovative work behavior among employees profoundly shape organizational effectiveness within the higher education sector. Recent literature underscores the pivotal role each factor plays in driving institutional success. Firstly, job satisfaction emerges as a linchpin, with studies like those by Júnior (2021) emphasizing its correlation with heightened commitment and performance levels. Institutions that prioritize employee well-being cultivate a workforce primed for dedication and contribution to overarching goals. Secondly, organizational commitment emerges as a cornerstone, as highlighted by Tamimi and Tamam (2023), showcasing how committed employees serve as linchpins for institutional progress. Strategies fostering communication, supportive leadership, and growth opportunities foster a culture of dedication, essential for navigating challenges and driving sustainable growth. Lastly, innovative work behavior emerges as a catalyst for organizational effectiveness, as elucidated by Gomide Júnior (2022), underscoring how employees' creative endeavors propel institutional advancement. By fostering an ecosystem that encourages creativity, experimentation, and adaptive thinking, higher education institutions can position themselves as hubs of innovation, driving competitiveness and relevance in an evolving landscape. Thus, by nurturing a symbiotic relationship between job satisfaction, organizational commitment, and innovative work behavior, higher education institutions lay the groundwork for enduring excellence and impact.

Regression Analysis on Job Satisfaction, Organizational Commitment, and Innovative Work Behavior on Organizational Effectiveness

A regression analysis investigated the connection between job satisfaction, organizational commitment, innovative work behavior, and organizational effectiveness in higher education institutions. The results, which were statistically significant, indicated that all three independent variables (job satisfaction, organizational commitment, and innovative work behavior) had a positive impact on organizational effectiveness. In other words, higher levels of these employee attitudes and behaviors were associated with greater effectiveness for the institutions studied. Standardized coefficients and t-statistics confirmed the strength of these relationships, with innovative work behavior emerging as the most influential factor. These findings highlighted the importance of employee mindsets and actions in shaping organizational success. They underscore the need for past initiatives in these institutions to have prioritized enhancing job satisfaction, commitment, and innovative behavior to optimize overall effectiveness.

Table 5 Regression Analysis on the job satisfaction, organizational commitment, and innovative work behavior on organizational effectiveness

Independent Variable with indicators	Unstandardized Coefficients		Standardized Coefficients	t-stat	p-value	Decision on Ho @ $\alpha = 0.05$
	B	Standard Error	Beta			
(Constant)	-0.287	0.226		-1.270	0.205	
Job Satisfaction	0.088	0.041	0.058	2.161	0.031	Rejected
Organizational Commitment	0.187	0.035	0.183	5.388	0.000	Rejected
Innovative Work Behavior	0.770	0.037	0.714	20.930	0.000	Rejected

Dependent Variable: Organizational Effectiveness
F-ratio: 188.575 **Adjusted R Square:** 0.677

The regression analysis results aligned with previous research that highlighted the significant influence of employee attitudes and behaviors on organizational effectiveness. For example, Meyer and Allen's (1991) study on organizational commitment had emphasized its crucial role in shaping employee behavior and performance. Their research suggested that high levels of organizational commitment contributed to greater employee engagement, reduced turnover, and improved organizational outcomes. Similarly, Hackman and Oldham's (1976) Job Characteristics Model provided theoretical support for the relationship between job satisfaction and organizational effectiveness. According to their model, job satisfaction was influenced by various job characteristics, such as skill variety, task identity, and task significance, which ultimately impacted employee motivation and performance. Furthermore, Amabile's (1988) Componential Theory of Creativity underscored the importance of innovative work behavior in organizational settings. Amabile argued that creativity and innovation were crucial for organizational success, as they drove problem-solving, product development, and competitive advantage. Taken together, these studies provided empirical and theoretical support for the findings of the regression analysis, emphasizing the critical role that job satisfaction, organizational commitment, and innovative work behavior played in shaping organizational effectiveness within higher education institutions.

Best Fit Model

The goodness-of-fit statistics indicated a satisfactory fit to the data for the 4-Factor Model of Organizational Effectiveness. The chi-square to degrees of freedom ratio (1.821) fell below the threshold of 2, suggesting an acceptable fit. The Normed Fit Index (NFI) of 0.95 exceeded the criterion of 0.9, indicating a good fit at the time of analysis. The Root Mean Square Error of Approximation (RMSEA) of 0.03 was below the threshold of 0.05, suggesting a close fit. The Tucker-Lewis Index (TLI) of 0.91 and Comparative Fit Index (CFI) of 0.93 both surpassed the threshold of 0.9, indicating a good fit then. Additionally, the Goodness-of-Fit Index (GFI) of 0.94 exceeded the criterion of 0.9, again indicating a good fit. However, the p-value for the PCLOSE test was slightly above the threshold of 0.05, which may have indicated a less optimal fit. Overall, the fit statistics suggested that the 4-Factor Model of Organizational Effectiveness provided a reasonably good fit to the data at the time of analysis.

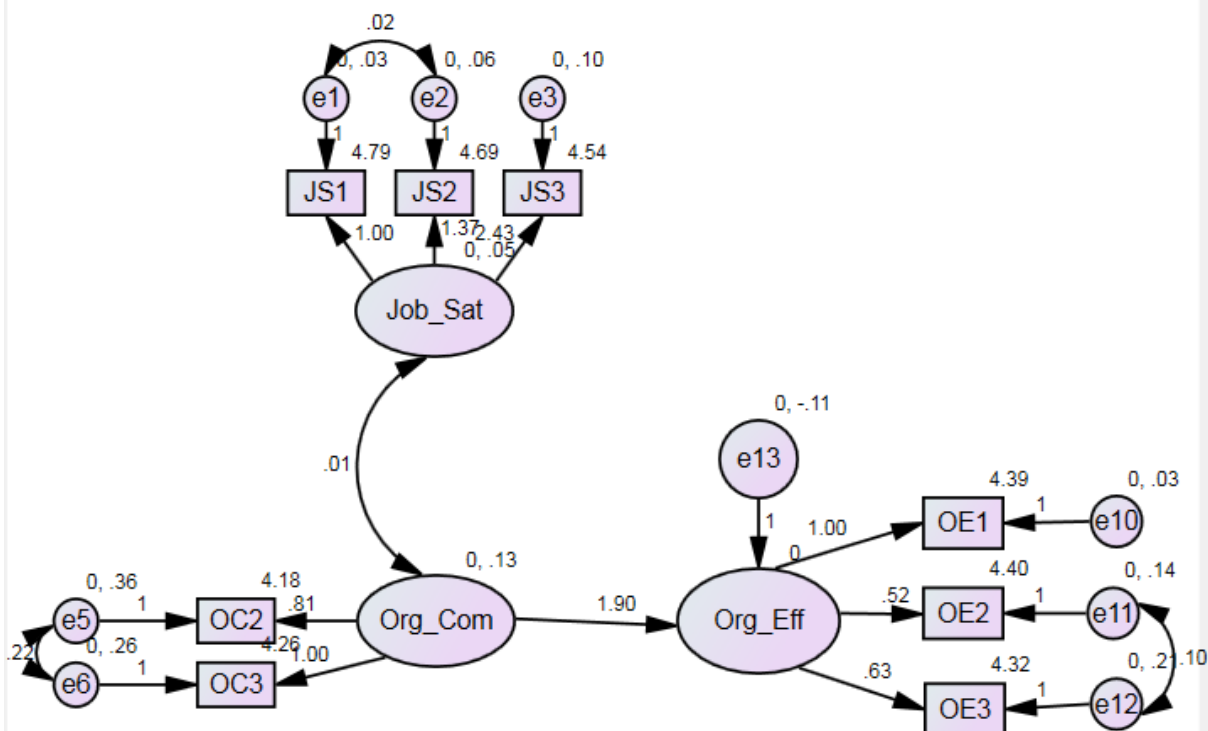


Fig. 2 The 4-Factor Model of Organizational Effectiveness

Table 6 Best Fit Model

Goodness of Fit Statistics	Chisq/df	NFI	RMSEA	TLI	CFI	GFI	PCLOSE
Criteria	0<<2	>0.9	<0.05	>0.9	>0.9	>0.9	>0.05
Obtained Values	1.821	0.95	0.03	0.91	0.93	0.94	0.06

The primary findings of the study highlighted the effectiveness of the 4-Factor Model of Organizational Effectiveness among employees in higher education institutions. The model's goodness-of-fit statistics demonstrated a satisfactory alignment with the data collected, signifying its robustness in this context. Specifically, the chi-square to degrees of freedom ratio of 1.821 had been comfortably below the threshold of 2, which indicated an acceptable model fit. Furthermore, the Normed Fit Index (NFI) of 0.95 exceeded the criterion of 0.9, underscoring a good fit. Similarly, the Root Mean Square Error of Approximation (RMSEA) of 0.03 was well below the threshold of 0.05, suggesting a close fit to the data. The Tucker-Lewis Index (TLI) and the Comparative Fit Index (CFI) also performed well, with values of 0.91 and 0.93, respectively, both surpassing the 0.9 threshold, which indicated a good fit. Additionally, the Goodness-of-Fit Index (GFI) of 0.94 exceeded the criterion of 0.9, further supporting the model's appropriateness. However, the p-value for the PCLOSE test was slightly above the threshold of 0.05, indicating a less optimal fit in this specific test, but it did not significantly detract from the overall model fit. Collectively, these statistics suggested that the 4-Factor Model of Organizational Effectiveness had been a reliable and valid framework for assessing organizational effectiveness among employees in higher education. This model encapsulated critical dimensions that contributed to the efficacy and productivity of academic institutions, providing a comprehensive tool for organizational assessment and improvement in this sector.

CONCLUSIONS AND RECOMMENDATIONS

This chapter presented the summary of the major findings, its conclusions, and recommendations for potential implementation.

Conclusions

Job Satisfaction, Organizational Commitment, and Innovative Work Behavior

The regression analysis indicated that job satisfaction, organizational commitment, and innovative work behavior significantly contributed to organizational effectiveness. Each of these variables exhibited a positive and statistically significant relationship with organizational effectiveness, as evidenced by their standardized coefficients and respective t-statistics. Therefore, it can be concluded that higher levels of job satisfaction, organizational commitment, and innovative work behavior among employees were associated with greater organizational effectiveness in higher education settings.

Goodness-of-Fit of the 4-Factor Model

The goodness-of-fit statistics for the 4-Factor Model of Organizational Effectiveness demonstrated a satisfactory alignment with the data. Despite a slightly higher p-value for the PCLOSE test, the model's chi-square to degrees of freedom ratio, along with indices such as NFI, RMSEA, TLI, CFI, and GFI, all indicated a good fit to the data. This suggested that the selected model adequately captured the underlying relationships between the factors considered and organizational effectiveness in the context of higher education.

Implications for Practice

The findings highlighted the importance of having fostered job satisfaction, organizational commitment, and innovative work behavior among employees within higher education institutions. Institutions may have considered implementing strategies aimed at enhancing these factors to improve overall organizational effectiveness. Such strategies could have included providing opportunities for professional development, creating a supportive work environment, promoting a culture of innovation, and recognizing and rewarding employees for their contributions.

Recommendations

Based on the conclusions of the study that emphasized the importance of job satisfaction, organizational commitment, and innovative work behavior for effectiveness in higher education institutions, the following recommendations align with those findings:

1. Tailored Employee Engagement Programs

The study identified job satisfaction, organizational commitment, and innovative work behavior as critical factors influencing organizational effectiveness. Therefore, implementing tailored employee engagement programs that focus on enhancing these aspects aligns with the findings. By providing opportunities for feedback, recognition, and professional development, institutions may effectively address the factors identified in the study and improve overall organizational effectiveness.

2. Supportive Organizational Culture

The recommendation to cultivate a supportive organizational culture resonates with the study's emphasis on fostering job satisfaction and organizational commitment. Creating an environment that values open communication, collaboration, and work-life balance reflects the importance of interpersonal relationships and the social environment highlighted in the

study's findings. Such initiatives may contribute to strengthening organizational commitment and enhancing employee morale, ultimately leading to improved organizational effectiveness.

3. Culture of Innovation

The study emphasized the positive impact of innovative work behavior on organizational effectiveness. Therefore, fostering a culture of innovation aligns with the findings and recommendations. Providing resources, training, and support systems to encourage creative thinking and experimentation reflects the importance of new challenges and personal gratification identified in the study. By establishing platforms for idea generation and knowledge sharing, institutions can nurture innovative work behavior and drive organizational effectiveness.

4. Leadership Development

Investing in leadership development is consistent with the study's recognition of the role of leadership style in influencing organizational effectiveness. By equipping leaders and managers with effective communication and motivational skills, institutions can create a positive work environment conducive to employee satisfaction and commitment. This aligns with the study's emphasis on charismatic, ideological, and pragmatic leadership styles and their impact on organizational policies and practices.

5. Continuous Monitoring and Assessment

The recommendation to continuously monitor and assess organizational effectiveness aligns with the study's emphasis on evaluating the relationship between various factors and organizational outcomes. Implementing regular assessments and soliciting feedback from employees and stakeholders reflects a commitment to data-driven decision-making and continuous improvement, which may be essential aspects of optimizing organizational effectiveness.

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