

2022

Organizational Learning Readiness Role in Mediating the Impact of Job Empowerment on Academic Staff Innovation

M. A. Alaghbari

College of Administrative Sciences, Applied Science University, Kingdom of Bahrain
College of Administrative Sciences, Applied Science University, Kingdom of Bahrain,
mohammed.alaghbari@asu.edu.bh

Follow this and additional works at: <https://digitalcommons.aaru.edu.jo/isl>

Recommended Citation

A. Alaghbari, M. (2022) "Organizational Learning Readiness Role in Mediating the Impact of Job Empowerment on Academic Staff Innovation," *Information Sciences Letters*: Vol. 11 : Iss. 6 , PP -. Available at: <https://digitalcommons.aaru.edu.jo/isl/vol11/iss6/28>

This Article is brought to you for free and open access by Arab Journals Platform. It has been accepted for inclusion in Information Sciences Letters by an authorized editor. The journal is hosted on Digital Commons, an Elsevier platform. For more information, please contact rakan@aarj.edu.jo, marah@aarj.edu.jo, u.murad@aarj.edu.jo.

Organizational Learning Readiness Role in Mediating the Impact of Job Empowerment on Academic Staff Innovation

M. A. Alaghbari

College of Administrative Sciences, Applied Science University, Kingdom of Bahrain

Received: 21 Apr. 2022, Revised: 2 Jun. 2022, Accepted: 14 Jul. 2022.

Published online: 1 Nov. 2022.

Abstract: This research aimed to examine the impact of job empowerment in inducing the perception of innovation among the academic staff as well as the mediating effect of organizational learning readiness role in the relationship between employee empowerment and innovation management practices. The current study explored the impact of employee empowerment and innovation management practices on the management of innovation in the academic staff of educational institutions. The data for the present research was collected using an online questionnaire, and snowball sampling techniques were employed to obtain the responses from the 200 academic staff working at four different universities. The correlation analysis indicated that all the variables were positively and strongly correlated. The results from the regression analysis revealed that only psychological empowerment and structural empowerment were the significant predictors of the perception of innovation among the academic staff. Furthermore, a significant relationship was also found between psychological empowerment, structural empowerment, and organizational readiness. However, the present research's empirical evidence did not support the mediating role of organizational readiness in influencing the relationship between psychological empowerment, structural empowerment, and perception of innovation. The future work could use the objectives of the present study and conduct interviews with the lecturers to present a piece of literature with more insights and knowledge.

Keywords: Behavioral Empowerment, Organizational Readiness, Perception of Innovation, Psychological Empowerment, Social Empowerment, Structural empowerment.

1 Introduction

The perception of innovation has a significant role to make certain the creation of innovative markets, quick technological development, consumption level and improvement of life standards [1]. Currently, the powerful rivalry amongst enterprises, socio-cultural interactions, technological developments, and global markets capabilities are the aspects that are responsible for innovation in the organizations [2].

Innovation has become vigorous for enterprises and requires to be intentionally accomplished to succeed [3]. The management of innovation requires to be implemented due to technical support, human relations and business processes of an initiative [4]. The up surging of enterprises staff, promising modern cultural development, decision-making authority, recompensing valiant enterprises and deployment of creative thinking possess intentionally significance for the revolution management process [1].

The enhanced worldwide globalization, competition and constant revolution have enhanced the significance of human resources in organizations [5]. For this purpose, the

current studies in this arena have become more thought-provoking for researchers, scholars, the organizational environment and politicians. Moreover, it is understood that the workers recognize the organization and can enhance their commitment resulting in increased business performance. The prominence of empowered workers in enhancing business competence can be undebatable [1].

The educational world is confronting rapid political, social, economic, and technological revolutions. Consequently, the educational institutes should be flexible for the adaption of altering contexts and situations [6]. An environment that remains conducive and positive requires educational institutes and schools to contest human resources all over the globe. Hence, the interaction between the working environment and lecturers is required by the educational institutes to produce constant developments in performance and revolution. The main fact is that both the flexibility and innovation in the context of economic acquaintance are required by the municipal as vitality to persist competition. The intentional development of educational institutes can result in increased knowledge resources in the future, mainly the academic staff that provide space for growth and innovation [7].

*Corresponding author e-mail: mohammed.alaghbari@asu.edu.bh

To ensure the educational institutions, the teaching staff require to be involved and directed in driving the performance of institutes for competition and adaption [6]. The educational staff should be powered and empowered; as a consequence, the institutes should apparent into actual organizational learning. Empowering is considered to be a social and psychological concept [8].

Organizational learning is considered as the main feature of institute transformation and teachers as civilization mechanism for empowerment [6]. The method in the educational system as organizational learning is considered as deliberate imperative for the educational institution which drives in the environment with unexpected and rapid adaptations. In an attempt to the development of human resources in institutes, absolute condition for the conception of human resources is considered as the readiness of reaction to the revolution that becomes a prerequisite for the competitive students to gain human assets competition worldwide. Readiness for self-directing learning is significant for the teachers to take the benefit of both individuals as well as organizational learning [9].

In the records, the job empowerment approach has been considered an innovative solution for the development of appropriate mechanism structure in innovative, creative and flexible organizations [10]. To imprisonment developing businesses the penetrating competition is probable by constructing a working environment in a manner as to permits the staff to integrate their specific initiatives [11].

1.1 Research Problem

According to previous studies, researchers found that various educational institutions do not recognize the actual significance of job empowerment in the academic staff and also its impact in encouraging the innovation practices in academic staff. The problem statement is that job empowerment in the working place is generally considered a misunderstood concept and due to this, there is a lack of job empowerment for innovation practices at various academic institutions. Many of the working staff believe that job empowerment will result in the reduction of their authority [12].

Another problem is that various organizations pursue to uncheck the working staff potential by empowering their workers; conversely, there are some difficulties when it comes to encouraging employees for enhanced participation and involvement of various people in decision-making, due to which the innovation process slows down. It takes a long time to validate the accuracy of the measurements which shows that decision-making may be slow down for innovation practices [13].

Therefore, the HR managers neglect the role of job empowerment for encouraging innovation in academic staff. However, innovation is needed in the educational arena and various universities and schools are facing

various challenges such as they are moving more towards entrepreneurship. Based on various challenges, the academic arena should practice a broad model of innovation to raise the innovative behaviour of academic staff. Moreover, the research on the impact of job empowerment with the mediating role of organizational learning readiness in encouraging academic staff has been neglected areas and factors that might improve the educational system to become more innovative for better academic staff are the research gap for the current study.

Aims of the Study

The study aims to analyze the impact of job empowerment in encouraging the academic staff to innovate. Moreover, in the current study, the impact of employee empowerment and innovation management practices for the management of innovation in the academic staff of educational institutions are highlighted. For this purpose, a novel conceptual framework was presented in the current study.

Objectives of the Study

Based on the aims of the study, the following objectives are addressed as follows:

1. To study the impact of job empowerment for encouraging innovation practices in academic staff.
2. To investigate the role of perception of innovation for the development of academic staff in educational institutes.
3. To highlight the factors affecting the perception of innovation in academic staff.
4. To study the mediating role of organizational learning readiness in encouraging the academic staff.
5. To investigate the impact of behavioral empowerment, psychological empowerment, social and structural empowerment for the encouragement of innovation practices in academic staff.

1.2 Literature Review

Perception of Innovation

Innovation is considered to be an important role in economic development and organizational survival in the developing world [14]. For the purpose to distinguish from players or enhancing their market shares, new organizations pursue modern technologies, products and services. By this means, the definition of 'innovation' might be thought-provoking, sustainable, enquiring the novelty, ecological properties, customer-friendliness and quality of modern concerns [1].

Definition

Mignenan (2021) stated, "*Innovation is the cornerstone both for entrepreneurs and the knowledge society. Nowadays some authors consider innovation not only as an*

important source of wealth generation but also of social value". According to Davis and Devinney, innovation can be defined as "a new way or a different solution to resolve a new or an existing problem/need" [10]. The concept behind this definition covers the various outdated definition of perception of innovation including innovative products, innovative invention methods, modern materials and resources, innovative markets and newfangled systems of organization [16].

Innovation is the method that produces the value and innovation is not only an event that took place in the organization self-determining of the external environment [16] but also the significance of innovation is an important measure of ineffectiveness on the organizational environment. As a result, innovation in the organization should all the time be market-driven. Therefore, innovative claims within the organization are considered as modern as commercialized and produce value [17].

Organizational Learning Readiness- Mediator

March (1981) defined the revolution in the context of organizational change as "what we call organizational change is a set of concordant responses, by various parts of the organization, to various interconnected parts of the environment" [18].

It is a general understanding that most people do not like revolution and are tremendously cautious about it, therefore various research on organizational alteration accounts for the difficulty in recognizing the phenomena of organizational revolution [19]. The organizational readiness to revolution was earlier found to be linked with sustainable development, leadership, digital abilities and perception of innovation [20].

Besides, Cunningham (2006) highlighted two main guidelines used by the researchers in this arena. The primary guideline of the research study included related to organizational system and variables include various environmental factors such as strategic positioning of firm, size and age, addition to institutional factors that motivate organizations to revolution and also other various factors. Contrary to this, the second approach included individual level spectacle such as psychological factors related to organizational members as individuals, in the background of their perception and appraisal of their change behavior towards the revolution and the approach they may perform during the implementation of the current revolution [11].

Calamities can be more robust to effective organizational learning that present as a significant factor of the dimensions including discipline, desire, decision-making and orientation. Organizational learning is an essential indicator of the performance for the evaluation of entire organizational performance that supports building the knowledge resources required to sustain educational institutes' growth and stability [1].

The distinctive element between one university and an alternative is the capability to evaluate learning. The robust learning base influenced by each academic staff from the educational institution can be considerably associated with the strategic development of educational institutions. Besides, the innovation skills of academic staff i.e. lecturers in the business era as competitive strategy, competitive advantage and crucial to confront business era have various business benefits. One of the major significant internal assets that may build an effective educational system and educational performance can be identified as innovation capability.

Factors Affecting Perception of Innovation

Four factors mainly affect the perception of innovation include psychological empowerment, behavioural empowerment, social empowerment and structural empowerment.

1 -Psychological Empowerment

Psychological empowerment can be defined as "intrinsic task motivation reflecting a sense of self-control about one's work and an active involvement with one's work role" [21].

Recent studies based on psychological empowerment theory reveal the significance of psychological empowerment to organizations and various businesses. Besides, various studies reported the significance of psychological empowerment on organizational commitment, effectiveness, job performance, job satisfaction, service quality and innovative behavior [22].

According to the findings of [23], psychological empowerment at the working place contributes to the higher faculty performance that ultimately accelerates the academic institutions to undertake effective performance. The data collection using SEM AMOS analytical tool from 250 respondents, revealed that psychological empowerment significantly affects innovation and innovative work behavior. Another study by [24] suggested that the innovative work behavior of employees can support and enhance the organizational competitiveness and motivation enhancing HR practices have a direct impact on the employees' innovative work behavior.

2 -Behavioral Empowerment

Behavioral empowerment can be defined as "relatively self-determined behaviors aimed at securing work effectiveness or at improving work efficiency within the organization" [25]. Previous studies suggest that psychological empowerment is the crucial mindset that requires to be established by empowering situations including job design and supervision style to develop behavioral empowerment of the employees.

3 -Social and Structure Empowerment

Social Empowerment: Social empowerment can be defined as “the empowerment as the efforts to increase the social's capabilities and potential so that they can maximize their identity, dignity, and values to survive and develop themselves independently both in the economic, social, and religious and culture” [26].

To promote social innovation, the higher educational institutes vigorously motivate the collaborative learning tools that mainly focuses on not built up platforms for the systemic revolution and collective action that support the educational institutes to involve with society and reinforce their collaboration with social performers. Various undertakings such as knowledge learning through the Transdisciplinary approach, mutual learning, relational transformation and technology-based learning are some important enablers that are involved to promote innovation by social empowerment (social innovation), stated by [27].

Structural Empowerment: Structural empowerment can be defined as “the ability to mobilize resources and achieve goals through access to information, support, resources, and opportunities” [28].

Self-determination permits workforces to be confident in exploring innovative prospects. The impact of structural empowerment on the innovative behavior of employees is using psychological empowerment [29]. Besides, various studies revealed that there is a significant positive relationship between structural empowerment and innovation [30].

For structural empowerment, the theory of resource dependency highlights that all the workforces attain and practice power in the existence of empowering organizational structure. Another theory of contingency claims that enabling structure prevailing in the organization results in innovation. Based on Kanter's (1977) structural power theory, there are four main elements of structural empowerment such as access to information, access to resources, work environment, development and recognition [29].

All the above findings and empirical studies revealed that the job empowerment of employees contributes to inordinate professional satisfaction, increased organizational commitment, decreased burnout rates and enhance innovation practices [28]. Additionally, empowerment positively influences the academic staff and students in the educational institutes. Therefore, it is required for the HR managers to pay attention related to their HR organizational practices to introduce innovation, meanwhile ensuring the quality of technical aspects or services is no longer enough to retain the efficacy of organizations and it is required to participate in the involved employees.

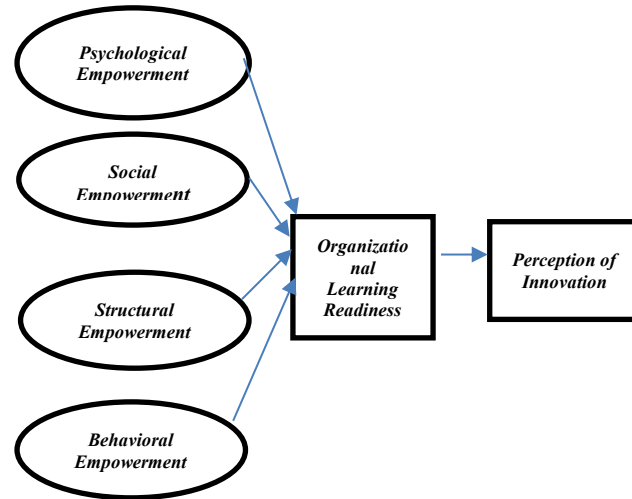


Fig. 1: Theoretical Framework

2 Methodology

To study the perception of innovation, analyze and understand the degree of innovation by the academic staff and the impact of job empowerment in encouraging social innovation, psychological innovation, behavioral innovation and structural innovation, the study was investigated.

Sampling

To measure the perception of innovation, the survey is organized to understand the propensities of respondents in defining the innovation concept. Therefore, the data is collected from the respondents from the four universities, University of Technology Mara, University of Selangor, University of Kuala Lumpur, and Al-Madinah University using the non-probability snowball sampling technique. The data were collected from the academic staff from three different universities.

Instrumentations

The data were collected using a survey questionnaire, based on socio-demographics of respondents such as age, gender, experience, and educational qualification. Moreover, the data based on dependent and independent variables were also collected. The independent variables include psychological empowerment, behavioral empowerment, social empowerment and structural empowerment. While the dependent variable includes the perception of innovation. Moreover, the mediator includes organizational learning readiness. The survey questionnaire was closed-ended and collected online on social media.

3 Result and Discussion

3.1 Demographics of the study

The demographic analysis of the 200 responses indicated that most of the respondents were females (58%), and the majority of the respondents (96) had a Doctorate level of Education. Concerning the respondents' experience, the majority of the present study's respondents had less than 12 years of experience. The demographic information of the present study respondents is demonstrated in table 1.

Table 1: Demographic analysis

Gender		
	Frequency	Percent
Female	116	58.0
male	84	42.0
Total	200	100.0
Education		
Doctorate	96	48.0
M.S.	58	29.0
Bachelor.	46	23.0
Total	200	100.0
Age		
21-30	16	8.0
31-40	29	14.5
41-50	130	65.0
51-60	25	12.5
Total	200	100.0
Experience		
less than 3	13	6.5
less than 8	32	16.0
less than 12	136	68.0
more than 12 years	19	9.5
Total	200	100.0

3.2 Validity and Reliability Analysis

The person correlation analysis was carried out to check the nature and the strength of the relationship between the study variables. A strong, positive, and significant relationship has existed between psychological empowerment and psychological behaviors ($r=.991$). The relationship between all the independent and the dependent variables was significant and positive. Table 2 demonstrates the correlations between the variables.

Table 2: Correlations analysis

Correlation						
	Perception of Innovation	Psychological Empowerment	Behavioral Empowerment	Social Empowerment	Structural Empowerment	Organizational Learning Readiness.
Perception of Innovation	1	.472**	.436**	.650**	.607**	.719**
Psychological Empowerment	.472**	1	.991**	.472**	.345**	.732**
Behavioral Empowerment	.436**	.991**	1	.446**	.308**	.709**
Social Empowerment	.650**	.472**	.446**	1	.677**	.618**
Structural Empowerment	.607**	.345**	.308**	.677**	1	.585**
Organizational Learning Readiness.	.719**	.732**	.709**	.618**	.585**	1

Concerning the Reliability of the instrument, the results from the reliability analysis are demonstrated in table 3, indicating that the items of the instruments had internal consistency.

Table 3: Variables Reliability

Reliability Statistics		
Scale	Cronbach's Alpha	N of Items
Overall	.946	21
Psychological Empowerment	.621	3
Behavioral Empowerment	.895	3
Social Empowerment	.867	3

Structural Empowerment	.930	4
Organizational Learning Readiness.	.900	4
Perception of Innovation	.805	4

3.3 Regression Analysis

Regression analysis was carried out to test the relationship between the perception of innovation and psychological, social, behavioral, and structural empowerment. The results from the analysis in table 4 revealed a R² value of .723, indicating that 72.3% of the variance in the perception of innovation is explained by psychological, social, behavioral, and structural empowerment. Moreover, the D-value was also found satisfactory and within the acceptable limit. It was further discovered that Behavioral Empowerment and social empowerment were not significant predictors of perception of innovation. In contrast, the unstandardized beta slope was significant for the relationship between psychological empowerment, structural empowerment, and perception of innovation.

Table 4: regression results

Perception of Innovation								
Variable	Coefficients		Model Summary		Anova		Multicollinearity	
	Unstandardized Beta	Sig	Adj R ²	Durbin Watson	F	Sig	Toler	VIF
(Constant)	.179	.379	0.553	0.783	127.511	0	.017	57.565
Psychological Empowerment	.440	.000						
Behavioral Empowerment	.434	.087						
Social Empowerment	-.021	.933						

Structural Empowerment	.110	.016						.542	1.846
------------------------	------	------	--	--	--	--	--	------	-------

Regression analysis was carried out to test the relationship of organizational Readiness with psychological and structural empowerment. The results from the analysis revealed a R² value of .502, indicating that 50.2% of the variance in organizational Readiness is explained by psychological and structural empowerment. Moreover, the Durbin-Watson was also found satisfactory and within the acceptable limit(D=0.597). It was further discovered as in table 5 that the unstandardized beta slope was found significant for the relationship between psychological empowerment, structural empowerment, and organizational readiness.

Table 5: Summarizes the regression results

Organizational learning Readiness								
Variable	Coefficients		Model Summary		Anova		Multicollinearity	
	Unstandardized Beta	Sig	Adj R ²	Durbin Watson	Δ F	Sig	Toler	VIF
(Constant)	.928	.000	0.502	0.597	101.45	0	.578	1.730
Psychological Empowerment	.324	.000						
Structural Empowerment	.452	.000						

The relationship between the perception of innovation and organizational Readiness was tested by conducting a multiple regression analysis. The results from the analysis are summarized in table 6. It was found that a significant relationship existed between organizational Readiness and perception of innovation.

Table 6: Multiple regression analysis

Perception of Innovation							
Variable	Coefficients		Model Summary		Anova		Multicollinearity
	Unstandardized Beta	Sig	Adj R ²	Durbin Watson	Δ F	Sig	Toler VIF
(Constant)	1.979	0					
Organizational learning Readiness	0.559	0	0.339	0.487	102.923	0	1 1

The mediating role of organizational Readiness in the relationship between psychological empowerment, structural empowerment, and perception of innovation was examined by conducting a multiple regression analysis. All the prerequisites and the assumptions for conducting the mediating analysis were satisfactory. The results from multiple regression analysis revealed the relationship between psychological empowerment, structural empowerment, and perception of innovation remained significant in the presence of organizational Readiness as a mediator, indicating rejection of the organizational readiness role as mediator in the relationship between psychological empowerment, structural empowerment, and perception of innovation. The results from the analysis are summarized in table 7.

Table 7: Summarizes the multiple regression analysis

Perception of Innovation							
Variable	Coefficients		Model Summary		Anova		Multicollinearity
	Unstandardized Beta	Sig	Adj R ²	Durbin Watson	Δ F	Sig	Toler VIF
(Constant)	.693	.003	0.561	0.561	0.722	85.75	

Psychological Empowerment	.541	.000							
Structural Empowerment	.166	.008						.451	.526
Organizational Readiness	.144	.026						.493	2.030
								2.216	1.900

The present study's findings indicated that psychological empowerment and structural empowerment are the factors that influence the perception of innovation of the teaching faculty of three universities. The previous studies' findings also reported a positive and significant association between psychological empowerment, structural empowerment, and innovation of perception [22, 29, 30, 31, 33].

Concerning the mediating role of organizational Readiness in the relationship between psychological empowerment, structural empowerment, and the perception of innovation, the results derived from the correlation analysis revealed that the variables were positively and significantly associated with each other; however, the results obtained from the Multiple regression analysis was not supported the mediating role of organizational Readiness in the relationship between psychological empowerment, structural empowerment and the perception of innovation.

4 Conclusion

The present study aimed to identify the factors that influence the perception of innovation in the lecturers working in different universities. Moreover, the present study was also intended to examine the mediating role of organizational learning readiness in motivating and empowering the academic staff to develop their innovative perception. The quantitative method was employed, and 200 responses were collected using the snowball sampling technique. The SPSS v22 was used for the analysis of the collected responses. The results generated from the demographic, correlation, Reliability, and Regression analysis revealed that most of the respondents were females between 41-50 with a working experience of less than 12 years with a Doctorate level degree. The reliability analysis indicated that the instrument of the present study was reliable for conducting further analysis. Furthermore, the Pearson Correlation coefficient also indicated positive and

significant values for all the variables.

The results from the regression analysis indicated that structural empowerment and psychological empowerment are the factors that influence the perception of innovation. Whereas no empirical evidence was found supporting the mediating role of organizational learning readiness influencing the relationship between structural empowerment, psychological empowerment and perception of innovation. Psychological empowerment and structural empowerment helps in motivating the university lecturers to develop a perception regarding innovation. The scope of the present work will be expanded by including the respondents from other sectors. The future work could use the objectives of the present study and conduct interviews with the lecturers to present a piece of literature with more insights and knowledge. Moreover, the literature study revealed that psychological empowerment consists of four dimensions; impact, self-determination, meaning, and competence; future researchers may study the influence of dimensions of psychological empowerment on the perception of innovation.

References

- [1] Alaa Abdulaziz Qamber, Ahmed Kh. Muttar, Adel Ali Alzyoud, 2021. The Impact of Employee Empowerment on Managerial Creativity: An Empirical Study in the Ministry of Information Affairs in the Kingdom of Bahrain. *Information Sciences Letters*, Vol.10, No. S1 (Jun. 2021), PP: 301-316.
- [2] Edwards-Schachter, M. The nature and variety of innovation. *International Journal of Innovation Studies*, 2(2), 65-79. (2018).
- [3] Lee, J., Suh, T., Roy, D., & Baucus, M. Emerging technology and business model innovation: The case of artificial intelligence. *Journal of Open Innovation: Technology, Market, and Complexity*, 5(3), 44. (2019).
- [4] Oeij, P., Torre, W. V., Vaas, F., & Dhondt, S. Understanding social innovation as an innovation process: Applying the innovation journey model. *Journal of Business Research*, 101, 243-254. (2019).
- [5] Stofkova, Z., & Sukalova, V. Sustainable Development of Human Resources in Globalization Period. *Sustainability*, 12(18), 7681. (2020).
- [6] Putra, A. S., Novitasari, D., Asbari, M., Purwanto, A., Iskandar, J., Hutagalung, D., . . . Cahyono, Y. Examine Relationship of Soft Skills, Hard Skills, Innovation and Performance: The Mediation Effect of Organizational Learning. *International Journal of Science and Management Studies (IJSMS)*, 3(3), 2581-5946. (2020).
- [7] Sharma, M. K., & Sharma, R. Innovation framework for excellence in higher education institutions. *Global Journal of Flexible Systems Management*, 141-155. (2021).
- [8] Priyadarshany, A. J., & Sujatha, S. Psychologically Empowered Employee Satisfied with Job: A Direct Analysis with Faculty Members of Private Universities. *AAYAM: AKGIM Journal of Management*, 11(1), 8-13. (2021).
- [9] Irgatoglu, A. Exploring the Relationship between Professional Development Attitudes, Activities and Self-Directed Learning Readiness of EFL Instructors. *International Journal of Progressive Education*, 17(4), 122-134. (2021)..
- [10] Saray, H., Patache, L., & Ceran, M. B. Employee Empowerment and Innovative Work Behavior: The Moderating Role of Leader-Member Exchange. *SEISENSE Journal of Management*, 3(5), 13-23. (2020).
- [11] Baird, K., Sophia, S., & Munir, R. The relationship between the enabling use of controls, employee empowerment, and performance. *Personnel Review*. (2018).
- [12] Usman, M., Musa, A. P., Adams, B. G., & Gaundo, A. Effect of Employee Participation and Empowerment on Effective Decision Making: A Study of Kano Electricity Distribution Company (KEDCO). *African Scholar Journal of Mgt. Science and Entrepreneurship (JMSE-7)*, 60-75. (2021).
- [13] Turkmenoglu, M. A. Investigating Benefits and Drawbacks of Employee Empowerment in the Sector of Hospitality: A Review. *International Research Journal of Business Studies*, 12(1). (2019).
- [14] Tegethoff, T., Santa, R., Schlupe, I., Morante, D. F., & Cruz, M. L. The challenges of strategic innovation: achieving operational effectiveness in developing countries. *International Journal of Innovation Management*, 25(3), 2150031. (2021).
- [15] Mignenan, V. Collective Intelligence and University Entrepreneurial Performance: An Exploratory Study Among Teacher Researchers and Students from Chadian Universities. *Science Journal of Business and Management*, 9(2), 103. (2021).
- [16] Davidson, P. Democratizing Innovation in Organizations. *Democratizing Innovation in Organizations. De Gruyter*. (2022).
- [17] Wang, Y.-c., Phillips, F., & Yang, C. Bridging innovation and commercialization to create value: An open innovation study. *Journal of Business Research*, 255-266. (2021).
- [18] Faulks, B., Song, Y., Waiganjo, M., Obrenovic, B., & Godinic, D. Impact of Empowering Leadership, Innovative Work, and Organizational Learning Readiness on Sustainable Economic Performance: An Empirical Study of Companies in Russia during the COVID-19 Pandemic. *Sustainability*, 13(22), 12465. (2021).
- [19] Campbell, J. L. *Institutional change and globalization*. Princeton University Press. (2021).
- [20] Russ, M. Knowledge management for sustainable development in the era of continuously accelerating technological revolutions: A framework and models. *Sustainability*, 13(6), 3353. (2021).

- [21] Kim, K., & Lee, S. *Psychological Empowerment*. Oxford University Press. (2020).
- [22] Rehman, W. U., Ahmad, M., Allen, M. M., Raziq, M. M., & Riaz, A. High involvement HR systems and innovative work behaviour: the mediating role of psychological empowerment, and the moderating roles of manager and co-worker support. *European Journal of Work and Organizational Psychology*, 28(4). (2019).
- [23] Suryani, I. Psychological Empowerment, Innovative Work Behavior and Job Satisfaction. *Proceedings of the 3rd International Conference on Accounting, Management and Economics 2018 (ICAME 2018)* (pp. 636-643). Atlantis Press. (2019).
- [24] Rehman, W. U., Ahmad, M., Allen, M. M., Raziq, M. M., & Riaz, A. High involvement HR systems and innovative work behaviour: the mediating role of psychological empowerment, and the moderating roles of manager and co-worker support. *European Journal of Work and Organizational Psychology*, 28(4). (2019).
- [25] Conger, J., & Kanungo, R. The empowerment process: integrating theory and practice. *Academy of Management Review*, 13(3), 471-82. (1988).
- [26] Hasan, I., & Sulaeman, A. Social Empowerment Based on Mosque. *6th International Conference on Community Development (ICCD 2019)* (pp. 656-659). Atlantis Press. (2019).
- [27] Kumari, R., Kwon, K.-S., Lee, B.-H., & Choi, K. Co-Creation for Social Innovation in the Ecosystem Context: The Role of Higher Educational Institutions. *Sustainability*, 12(1), 307. (2019).
- [28] Moura, L. N., Camponogara, S., Santos, J. L., Gasparino, R. C., Silva, R. M., & Freitas, E. D. Structural empowerment of nurses in the hospital setting. *Revista latino-americana de enfermagem*, 28, e3373. (2020).
- [29] Singh, M., & Sarkar, A. Role of psychological empowerment in the relationship between structural empowerment and innovative behavior. *Management Research Review*. (2018).
- [30] Dan, X., Xu, S., Liu, J., Hou, R., Liu, Y., & Ma, H. Relationships among structural empowerment, innovative behaviour, self-efficacy, and career success in nursing field in mainland China. *International journal of nursing practice*, 24(5), e12674. (2018).
- [31] Alaa Abdulaziz Qamber, Ahmed Kh. Muttar, Adel Ali Alzyoud, 2021. The Impact of Employee Empowerment on Managerial Creativity: An Empirical Study in the Ministry of Information Affairs in the Kingdom of Bahrain. *Information Sciences Letters*, Vol.10, No. S1 (Jun. 2021), PP: 301-316.
- [32] Dalal Helal Al-Doseri, Adel Ali Alzyoud, Ahmed Kh. Muttar, The Impact of Empowerment on Organizational Commitment: The Case of Islamic banks in Bahrain. *Information Sciences Letters*, No. S1 (Jun. 2021), PP:00-00. 2021.