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**THE FACTORS INFLUENCING INNOVATIVE WORK  
BEHAVIOR AMONG ACADEMICIANS IN IRAQ**



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UNIVERSITI UTARA MALAYSIA**

**October 2017**

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BEHAVIOR AMONG ACADEMICIANS IN IRAQ**

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**UUM**  
**Universiti Utara Malaysia**

**Thesis Submitted to  
School of Business Management  
Universiti Utara Malaysia  
In Fulfillment of the Requirement for the Doctor of Philosophy**



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Tajuk Tesis / Tesis  
(Title of the Thesis / Dissertation) : The Factors Influencing Innovative Work Behavior Among Academics in Iraq

Program Pengajian  
(Programme of Study) : Doctor of Philosophy

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## ABSTRACT

In the recent years, higher education in developing countries, such as Iraq, has undergone through rapid changes, and to meet those changes, innovation is highly required. The present study examines the relationship between extrinsic motivation, psychological empowerment, transformational leadership and innovative work behavior. It also examines the quality culture as a moderator on the relationship between extrinsic motivation, psychological empowerment, transformational leadership and innovative work behavior. This research uses a quantitative approach to study the relationship between variables and the unit of analysis is individual academic staff. By using systematic random sampling technique, a total of 700 questionnaires were distributed via e-mail among the academic staff from three universities in Iraq (Baghdad University, Basra University and the University of Mosul). Of the 700 questionnaires distributed, 379 questionnaires were returned, representing a response rate of 54%. However, only 315 of the questionnaires were used for further analysis. Hypotheses regarding the direct effects and moderating effects were tested using the Smart PLS 2.0. Results of direct effects showed that extrinsic motivation, psychological empowerment and transformational leadership are positively related to innovative work behavior. The results also showed that quality culture positively moderates the relationship between extrinsic motivation and innovative work behavior but negatively moderates the relationship between transformational leadership and innovative work behavior. However, quality culture did not act as a moderator for the relationship between psychological empowerment and innovative work behavior. Overall, the research findings suggest the importance of taking into account extrinsic motivation, psychological empowerment, transformational leadership and quality culture to enhance innovative work behavior among academic staff. Based on the results obtained, theoretical and practical implications, limitations and suggestions for future research are discussed and highlighted.

**Keywords:** extrinsic motivation, psychological empowerment, transformational leadership, quality culture, innovative work behavior

## ABSTRAK

Pada tahun-tahun kebelakangan ini, pendidikan tinggi di negara-negara membangun, seperti Iraq, telah melalui perubahan pesat, dan untuk memenuhi perubahan itu, inovasi sangat diperlukan. Kajian ini mengkaji hubungan antara motivasi ekstrinsik, pemeraksanaan psikologi, kepimpinan transformasi dan tingkah laku kerja inovatif. Ia juga mengkaji budaya berkualiti sebagai penyederhana ke atas hubungan antara motivasi ekstrinsik, pemeraksanaan psikologi, kepimpinan transformasi dan tingkah laku kerja inovatif. Penyelidikan ini telah menggunakan pendekatan kuantitatif untuk mengkaji hubungan antara pembolehubah dan unit analisis adalah individu staf akademik. Dengan menggunakan kaedah teknik persampelan rawak sistematik, sebanyak 700 soal selidik telah diedarkan melalui e-mel dalam kalangan staf akademik dari tiga universiti di Iraq (Universiti Baghdad, Universiti Basra dan Universiti Mosul). Daripada 700 soal selidik yang diedarkan, 379 soal selidik telah dikembalikan, mewakili kadar tindak balas sebanyak 54%. Walau bagaimanapun, hanya 315 soal selidik yang digunakan untuk analisis selanjutnya. Hipotesis mengenai kesan langsung dan kesan sederhana telah diuji menggunakan Smart PLS 2.0. Keputusan kesan langsung menunjukkan bahawa motivasi ekstrinsik, pemeraksanaan psikologi dan kepimpinan transformasi berpengaruh positif terhadap tingkah laku kerja inovatif. Hasil kajian juga menunjukkan bahawa budaya berkualiti dapat menyederhanakan hubungan secara positif antara motivasi ekstrinsik dan tingkah laku kerja inovatif tetapi negatif antara kepimpinan transformasi dan tingkah laku kerja inovatif. Walau bagaimanapun, budaya berkualiti tidak bertindak sebagai penyederhana ke atas hubungan antara pemeraksanaan psikologi dan tingkah laku kerja inovatif. Secara keseluruhan, penemuan penyelidikan ini mencadangkan pentingnya untuk mengambil kira motivasi ekstrinsik, pemeraksanaan psikologi, kepimpinan transformasi dan budaya berkualiti bagi meningkatkan tingkah laku kerja inovatif dalam kalangan staf akademik. Berdasarkan keputusan yang diperolehi, implikasi teori dan praktikal, limitasi dan cadangan untuk penyelidikan akan datang dibincangkan dan dikemukakan.

**Kata kunci:** motivasi ekstrinsik, pemeraksanaan psikologi, kepimpinan transformasi, budaya kualiti, tingkahlaku kerja inovatif



## ACKNOWLEDGEMENT

In the name of Allah, the Most Merciful and the Most Compassionate, all praise is due to Him for giving me the capability, patience, perseverance and motivation in completing this thesis. May Allah's peace and blessings be upon His Beloved Prophet Muhammad (SAW), his family and his companions.

I would like to thank the entire academic and administrative staff of Universiti Utara Malaysia, especially the School of Business Management, College of Business for giving me invaluable support throughout my candidature. I also owe an immense debt to Associate Prof. Dr. Husna bt Johari and Dr. Zurina bt Adnan, for all the energy, care and enthusiasm they devoted to this effort. Their brilliant ideas, suggestions and above all, their belief in my potential have made me feel confident and gave me a strong focus from the very beginning of my study. Without their professional guidance and support, I would not be where I am today. To my beloved family, my wife Eman Mahir Jaleel, my son Mohamed and daughter Reyam, thank you for all your prayers, patience, support, and word of encouragement for me to keep me going till the final end of this journey.

Finally, yet importantly, I would like to express my gratitude to all the academicians from Baghdad University, Mosul University, and Basra University, for participating in the study. Without their sincere participation, this study would not be as successful as it is today.

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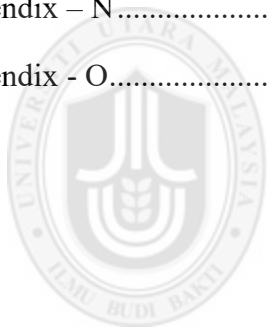
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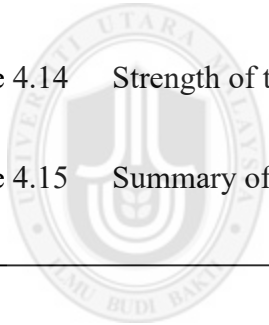




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## LIST OF ABBREVIATIONS

No	Name	ABBREVIATIONS
1.	Innovative Work Behavior	IWB
2.	Extrinsic Motivation	EM
3.	Psychological Empowerment	PE
4.	Transformational Leadership	TL
5.	Quality Culture	QC
6.	Higher Education	HE
7.	Ministry of Higher Education and Scientific Research	MOHESR
8.	Higher Education Institutions	HEI
9.	Gross Domestic Product	GDP
10.	Information Technology	IT
11.	Classroom Learning Environment	CLE
12.	Common Method Variance	CMV
13.	Mahalanobis	MAH_1
14.	Variance Inflated Factor	VIF
15.	Composite Reliability	CR
16.	Average Variance Extracted	AVE
17.	Effect Size	$f^2$
18.	Self- Determination Theory	SDT

# CHAPTER ONE

## Introduction

### 1.1 Background to the Study

In the current global scenario, the higher education sector is faced with numerous challenges brought about by the dynamic technological changes and enhanced demands of consumers, especially in the Iraqi context (Al-Husseini & Dosa, 2016). It is pertinent for the current academic institutions to develop their abilities in order to react to the demands just as business organizations do (Kim & Ju, 2008). Higher education institutions (Henceforth HEI) are significant organizations as they generate innovation from the creation of products and services (Obendhain & Johnson, 2004). It has also been contended that academic experiences of the members of academia reflect the key HEI knowledge and that this may be considered as their major competitive edge (Maponya, 2005).

Additionally, Fullwood, Rowley and Delbridge (2013) stated that colleges, technical institutions and universities work towards providing training, expertise, and personnel to the industries requiring them. Moreover, academic institutions have a key role in the promotion and sustenance of economic growth through their research, studies and the production of graduate workforce with skills (Maponya, 2005). In fact, HEI is believed to generate entrepreneurial graduates who are capable of driving economic growth forward via projects in the economy that is knowledge-centered (Kim & Ju, 2008).

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Dear Participant,

I am conducting a pilot and field study for the purpose of scientific research. Once completed, I will be awarded a PhD in Business Administration from the Universiti Utara Malaysia. The title of my study is “The Factors Influencing Innovative Work Behavior in Higher Education in Iraq: Moderating by Quality Culture”.

I would appreciate your time to answer the enclosed questionnaires. Your answers are very important and significant to the accuracy of the information pertaining to my study. The information gathered will be treated confidentially and only be used the purpose of this study. Thank you in advance for your cooperation.

Tahir Noaman Abdullatif

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## SECTION ONE (Background Information)

---

**DIRECTION:** This part contains statements concerning general information about the participants. Please read the following statements and checks (√) the category that best describes your situation.

---

### 1. Gender:

Male ( ) Female ( )

### 2. Age:

20- 29 years ( ) 30 – 39 years ( ) 40- 49 years ( ) 50 -59 years ( ) More than 60 years ( )

### 3. Work Experience:

1-5 years ( ) 6-10 years ( ) 11-15 years ( ) 16-20 years ( ) More than 20 years ( )

### 4. Academic Qualification:

Master ( ) PhD ( )

### 5. Position Title:

Assistant Lecturer ( ) Lecturer ( ) Assistant Professor ( ) Professor ( )

## SECTION TWO

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**DIRECTION:** Please read each of the following items and indicate your level of agreement to each of the statement. Please indicate your choice by (√) the number in the range given.

---

No	Items	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
<b>A</b>	<b>Extrinsic Motivation</b>					

1.	I am strongly motivated by the money I earn through work.	1	2	3	4	5
2.	I am keenly aware of the promotion goals I have for myself.	1	2	3	4	5
3.	I usually think about salary or promotions.	1	2	3	4	5
4.	I am keenly aware of the income goals I have for myself.	1	2	3	4	5
5.	I am strongly motivated by the recognition I can earn from other people.	1	2	3	4	5
6.	I want other people to find out how good I am really at my work.	1	2	3	4	5
7.	To me, success means doing better than other people.	1	2	3	4	5
8.	I am concerned about how other people are going to react to my work performance.	1	2	3	4	5
<b>B</b>	<b>Psychological Empowerment</b>					
9.	The work I do is very essential to me.	1	2	3	4	5
10.	I am confident about my ability to do my work.	1	2	3	4	5
11.	I have significant autonomy in determining how I do my work.	1	2	3	4	5
12.	My impact on what happens in my department is large.	1	2	3	4	5
13.	My job activities are personally meaningful to me.	1	2	3	4	5
14.	I have mastered the skills necessary for my job.	1	2	3	4	5
15.	I can decide on my own how to go about doing my work.	1	2	3	4	5
16.	I have a great deal of control over what happens in my department.	1	2	3	4	5
17.	The work I do is significant to me in the university.	1	2	3	4	5
18.	I am self-assured about my capabilities to perform my work.	1	2	3	4	5
19.	I have considerable opportunity for independence and freedom in how I do my job.	1	2	3	4	5

20.	I have a significant influence over what happens in my department.	1	2	3	4	5
<b>C</b>	<b>Transformational Leadership</b>					
21.	My leader re-examines critical assumptions to question whether they are appropriate.	1	2	3	4	5
22.	My leader talks about his/her most important values and beliefs.	1	2	3	4	5
23.	My leader seeks differing perspectives when solving problems.	1	2	3	4	5
24.	My leader talks optimistically about the future.	1	2	3	4	5
25.	my leader instills pride in me for being associated with him/her.	1	2	3	4	5
26.	My leader talks enthusiastically about what needs to be accomplished.	1	2	3	4	5
27.	My leader specifies the importance of having a strong sense of purpose.	1	2	3	4	5
28.	My leader spends time teaching and coaching subordinates.	1	2	3	4	5
29.	My leader goes beyond self-interest for the good of the group.	1	2	3	4	5
30.	My leader treats me as an individual rather than just as a member of a work group.	1	2	3	4	5
31.	My leader acts in ways that build my respect.	1	2	3	4	5
32.	My leader considers the moral and ethical consequences of decisions.	1	2	3	4	5
33.	My leader displays a sense of power and confidence.	1	2	3	4	5
34.	My leader articulates compelling visions of the future.	1	2	3	4	5
35.	My leader considers me as having different needs, abilities, and aspirations from others.	1	2	3	4	5

36.	My leader gets me to look at problems from many different angles.	1	2	3	4	5
37.	My leader helps me to develop my strength.	1	2	3	4	5
38.	My leader suggests new ways of looking at how to complete assignments.	1	2	3	4	5
39.	My leader emphasizes the importance of having a collective sense of mission.	1	2	3	4	5
40.	My leader expresses confidence that goals will be achieved.	1	2	3	4	5
<b>D</b>	<b>Quality Culture</b>					
41.	I believe that when I have a lot of experience in doing something, I need to spend time collecting a lot of information to figure out how doing it better.	1	2	3	4	5
42.	Trying to improve the way the work gets done is part of my job.	1	2	3	4	5
43.	An important part of my job is to study the way I work.	1	2	3	4	5
44.	The regular meetings to analyze the way work gets done makes an important contribution to improve the quality and innovation of my work.	1	2	3	4	5
45.	The idea of continually studying the way I work so that I can improve literally applies to my job.	1	2	3	4	5
46.	If something seems to be working well and if I am trying to improve it, this it, this thing may become better.	1	2	3	4	5
47.	I believe that the people in different departments help each other.	1	2	3	4	5
48.	The people I work with are suggesting changes and improvements to each other.	1	2	3	4	5
49.	I believe that, there is a lot of cooperation between work groups in my university.	1	2	3	4	5
50.	I think most work groups in my university work together to solve problems.	1	2	3	4	5

51.	I believe that work groups in my university always communicate with each other easily.	1	2	3	4	5
52.	I know how my work contributes to the university's mission.	1	2	3	4	5
53.	I believe that my university's mission is understood by everyone who works here.	1	2	3	4	5
54.	I think that the university goals have much to do with my work.	1	2	3	4	5
55.	I think that the people who work here know exactly how their work contributes to the goals of the university.	1	2	3	4	5
56.	I believe that everyone who works here understands exactly what specific goals are.	1	2	3	4	5
57.	I believe what I hear from our management.	1	2	3	4	5
58.	In our university, the leader can make changes in the way things are done, the leader talks first with the people who will be affected.	1	2	3	4	5
59.	If I have an idea for improving the way of work, the leadership in the university will usually listen to it.	1	2	3	4	5
60.	The people who run this university are willing to spend money to improve the quality of the services.	1	2	3	4	5
61.	In my work position, I get all the facts before I make decisions.	1	2	3	4	5
62.	Senior managers in this university are completely committed to the idea that if I study the way I do my work, I can make things better around here.	1	2	3	4	5
63.	My performance is judged more by how much work I do than by how well I do it.	1	2	3	4	5
64.	In this university, I am satisfied as long as my work just meets the required criteria.	1	2	3	4	5
65.	In my work situation, I have control over how things are done.	1	2	3	4	5
66.	In this university I put more energy into catching mistakes than into figuring out how to do things right the first time.	1	2	3	4	5

67.	I have much influence on how things are done in my work group	1	2	3	4	5
68.	I think that the way things are organized makes it easy for me to do.	1	2	3	4	5
<b>E</b>	<b>Innovative Work Behaviour</b>					
69.	I try to create new ideas for difficult issues.	1	2	3	4	5
70.	I have confidence in searching out new working methods, techniques, or instruments.	1	2	3	4	5
71.	I feel that I am good at generating original solutions for problems.	1	2	3	4	5
72.	I have mobilizing support for innovative ideas.	1	2	3	4	5
73.	I try to acquire approval for innovative ideas.	1	2	3	4	5
74.	I make the university's academic staff enthusiastic for innovative ideas.	1	2	3	4	5
75.	I have confidence in my ability to transform innovative ideas into useful applications.	1	2	3	4	5
76.	I have confidence in my ability to introduce innovative ideas into the work environment in a systematic way.	1	2	3	4	5
77.	I have confidence in evaluating the utility of innovative ideas.	1	2	3	4	5

**Thank you**

**Appendix - A 2**  
**Questionnaire Arabic Version**





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عزيزي! مشارك.....

أفيدكم بانني أقوم حاليا بـإجراء دراسة ميدانية غرضها بحث علمي لحصول على درجة دكتوراه في إدارة الأعمال من جامعة أوتارا ماليزية. وعنوان الدراسة هو "عوامل مؤثرة على سلوك العمل الابداعي في التعليم العالي العراقي". شاكر لكم قضاء وقتكم ثمين في إجابة الأسئلة المرفقة.

إن إجاباتكم ذات أهمية كبيرة فيما يتعلق بدقة المعلومات المتعلقة بهذه الدراسة. وستعامل المعلومات التي يتم الحصول عليها من خلال هذه الدراسة بسرية تامة وسيتم استخدامها لأغراض الدراسة فقط.

شاكرا ومقدرا لكم حسن تعاونكم والله وبي توفيق.

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## المقدمة

يتضمن هذا الجزء بيانات تتعلق بالمعلومات العامة خاصة بالمشاركين. نرجو ومنكم قراءة البيانات التالية ووضع علامة على الفئة التي تصور موقفكم على الو4 مناسب.

### 1- الجنس

ذكر ( ) انثى ( )

### 2- العمر

20- 29 سنة ( ) 30- 39 سنة ( ) 40- 49 سنة ( ) 50- 59 سنة ( ) 60 سنة ( ) سنة فأكبر ( )

### 3- عدد سنين الخدمة

5 - 10 سنة ( ) 6 - 10 سنة ( ) 11 - 15 سنة ( ) 16 - 20 سنة ( ) 20 سنة ( ) سنة فأكثر ( )

### 4 - المؤهل العلمي

ماجستير ( ) دكتوراه ( )

### 5- اللقب العلمي

استاذ ( ) مساعد استاذ ( ) مدرس ( ) مساعد مدرس ( )

### ( أ ) القسم

يرجى قراءة الاسئلة التالية بدقة وتحديد مستوى الموافقة أو عدم الموافقة على البيانات التالية من خلال وضع اشارة على الرقم المناسب.

مفتاح الرموز:

= 1 لأوافق بشدة = 2 لأوافق = 3 محايد = 4 اوافق = 5 أوافق بشدة

رقم	البند	لا اوافق بشدة	لا اوافق	محايد	اوافق	اوافق بشدة
	<b>A</b>					
1.	اني متشجع بقوة <input type="checkbox"/> ايا مال <input type="checkbox"/> الذي يمكن ان اكسبه من خلال <input type="checkbox"/> عمل <input type="checkbox"/>	1	2	3	4	5
2.	انا مدرك تماما <input type="checkbox"/> لاهداف <input type="checkbox"/> التي تساعدني <input type="checkbox"/> لحصول على ترقية <input type="checkbox"/>	1	2	3	4	5
3.	انا دائما افكر <input type="checkbox"/> بارتب <input type="checkbox"/> او <input type="checkbox"/> ترقيات <input type="checkbox"/>	1	2	3	4	5
4.	انا مدرك تماما <input type="checkbox"/> لاهداف <input type="checkbox"/> التي اعمل على تحقيقها <input type="checkbox"/>	1	2	3	4	5
5.	انا متشجع بقوة <input type="checkbox"/> بتقدير <input type="checkbox"/> الذي يمكن ان اكتسبه من <input type="checkbox"/> ناس <input type="checkbox"/> الاخرين <input type="checkbox"/>	1	2	3	4	5
6.	انا اريد من <input type="checkbox"/> الاخرين ان يكتشفوا كيف يمكنني ان اصبح فعلا <input type="checkbox"/> يد في عملي <input type="checkbox"/>	1	2	3	4	5
7.	<input type="checkbox"/> ايا نسبي <input type="checkbox"/> ي <input type="checkbox"/> نجاح يعني ان اعمل بشكل افضل من <input type="checkbox"/> ناس <input type="checkbox"/> الاخرين <input type="checkbox"/>	1	2	3	4	5
8.	ان رد فعل <input type="checkbox"/> الاخرين على ادائي في <input type="checkbox"/> عمل هو امر مهم <input type="checkbox"/> ي <input type="checkbox"/>	1	2	3	4	5
	<b>B</b>					
9.	<input type="checkbox"/> عمل <input type="checkbox"/> الذي اقوم به هو ضروري <input type="checkbox"/> دا <input type="checkbox"/> ايا نسبي <input type="checkbox"/> ي <input type="checkbox"/>	1	2	3	4	5
10.	<input type="checkbox"/> دي <input type="checkbox"/> ثقة <input type="checkbox"/> ايا نفس لانجاز عملي بكفاءة <input type="checkbox"/>	1	2	3	4	5
11.	<input type="checkbox"/> دية <input type="checkbox"/> الاستقلالية <input type="checkbox"/> ايا كافية <input type="checkbox"/> تحديد <input type="checkbox"/> كيفية <input type="checkbox"/> التي انجز بها عملي <input type="checkbox"/>	1	2	3	4	5
12.	<input type="checkbox"/> دي <input type="checkbox"/> تاثير كبير حول ما يحدث في قسمي <input type="checkbox"/>	1	2	3	4	5
13.	اقوم بالانشطة ذات قيمة <input type="checkbox"/> ايا اثناء تنفيذ مهام عملي <input type="checkbox"/>	1	2	3	4	5
14.	<input type="checkbox"/> دي <input type="checkbox"/> خبرة <input type="checkbox"/> و <input type="checkbox"/> مهارات <input type="checkbox"/> ضرورية لانجاز مهام عملي <input type="checkbox"/>	1	2	3	4	5
15.	استطيع ان اقرر بنفسي كيف يمكنني انجاز عملي دون تدخل <input type="checkbox"/> الاخرين <input type="checkbox"/>	1	2	3	4	5
16.	<input type="checkbox"/> دي <input type="checkbox"/> قدرة كبيرة في <input type="checkbox"/> تاثير على <input type="checkbox"/> قرارات <input type="checkbox"/> التي تتخذ في <input type="checkbox"/> قسمي <input type="checkbox"/>	1	2	3	4	5
17.	<input type="checkbox"/> عمل <input type="checkbox"/> الذي اقوم به ذو قيمة ومن الاعمال <input type="checkbox"/> ايا هامة في <input type="checkbox"/> جامعة <input type="checkbox"/>	1	2	3	4	5
18.	<input type="checkbox"/> دي <input type="checkbox"/> ثقة <input type="checkbox"/> بقدراتي على <input type="checkbox"/> مو <input type="checkbox"/> ايا مهمة <input type="checkbox"/> صعوبات <input type="checkbox"/> التي تو <input type="checkbox"/> ايا هني <input type="checkbox"/> اثناء قيامي بمهام وظيفتي <input type="checkbox"/>	1	2	3	4	5
19.	<input type="checkbox"/> دي <input type="checkbox"/> الاستقلالية <input type="checkbox"/> و <input type="checkbox"/> حرية <input type="checkbox"/> ايا كافية في كيفية اداء عملي دون <input type="checkbox"/> تدخل <input type="checkbox"/> الاخرين <input type="checkbox"/>	1	2	3	4	5
20.	<input type="checkbox"/> دي <input type="checkbox"/> تاثير هام على <input type="checkbox"/> تطورات <input type="checkbox"/> التي تحدث في قسمي/ادارتي <input type="checkbox"/>	1	2	3	4	5
	<b>C</b>					
21.	<input type="checkbox"/> مدير <input type="checkbox"/> يدقق في الافتراضات <input type="checkbox"/> حساسة قبل اتخاذ <input type="checkbox"/> لقرار <input type="checkbox"/> لتأكد من صحتها <input type="checkbox"/>	1	2	3	4	5
22.	<input type="checkbox"/> مدير <input type="checkbox"/> يلتزم <input type="checkbox"/> ايا قيم <input type="checkbox"/> و <input type="checkbox"/> معتقدات <input type="checkbox"/> مثلى في سلوكه <input type="checkbox"/>	1	2	3	4	5
23.	<input type="checkbox"/> مدير <input type="checkbox"/> يشجع على <input type="checkbox"/> حل <input type="checkbox"/> مشكلات بطرق مبتكرة وتشخيصها <input type="checkbox"/> من منظورات مختلفة <input type="checkbox"/>	1	2	3	4	5
24.	<input type="checkbox"/> مدير <input type="checkbox"/> يتحدث بتفائل عن <input type="checkbox"/> مستقبل <input type="checkbox"/>	1	2	3	4	5
25.	<input type="checkbox"/> مدير <input type="checkbox"/> يغرس <input type="checkbox"/> دي <input type="checkbox"/> حماس <input type="checkbox"/> و <input type="checkbox"/> التزام <input type="checkbox"/> و <input type="checkbox"/> ثقة <input type="checkbox"/> و <input type="checkbox"/> فخر عند <input type="checkbox"/> عمل <input type="checkbox"/> معه <input type="checkbox"/>	1	2	3	4	5

5	4	3	2	1	مدير يتحدث بحماس عن إنجازات التي يجب إنجازها.	26
5	4	3	2	1	مدير يركز على أهمية وود شعور قوي تجاه هدف الذي نعمل من له.	27
5	4	3	2	1	مدير يقضي اوقات في تعليم وتدريب موظفين.	28
5	4	3	2	1	مدير يفضل مصلحة مجموعة على مصلحة فردية.	29
5	4	3	2	1	مدير يعاملني كإنسان أكثر من أي عضو في مجموعة عمل يا جامعة.	30
5	4	3	2	1	مدير يعمل بطرق تجعله محل احترام الآخرين واعجابهم.	31
5	4	3	2	1	مدير يأخذ بعين الاعتبار الامور الاخلاقية والمعنوية عند اتخاذ قرار.	32
5	4	3	2	1	مدير يتمتع بثقة وقدرة ذاتية عالية .	33
5	4	3	2	1	مدير يتبنى رؤى مقنعة وواضحة لمستقبل.	34
5	4	3	2	1	مدير يأخذ بعين الاعتبار احتياجات وقدرات وتطلعات كل موظف بشكل مختلف عن الآخرين.	35
5	4	3	2	1	مدير ينصحنى بانظر في مشكلات من زوايا مختلفة للمساعدة على حلها.	36
5	4	3	2	1	مدير يساعدني في تطوير وتنمية قدراتي.	37
5	4	3	2	1	مدير يشجع على اقتراح طرق جديدة كيفية إنجاز مهام.	38
5	4	3	2	1	مدير يركز بشدة على أهمية وود شعور ماعي اتجاه رسالة جامعة.	39
5	4	3	2	1	مدير يعبر عن ثقة بان الاهداف مرسومه سوف تتحقق.	40
					<b>ثقافة الجودة</b>	<b>D</b>
5	4	3	2	1	انا اعتقد انه عندما امتلك خبرة طويلة بعمل شيء ما , احتاج الى قضاء وقت في تحصيل الكثير من المعلومات فهم طريقة قيام بهذا العمل على نحو أفضل.	41
5	4	3	2	1	إن محاولة تحسين طريقة إنجاز العمل هي جزء من عملي.	42
5	4	3	2	1	جزء مهم من عملي هو دراسة طريقة التي أعمل بها.	43
5	4	3	2	1	إن الاتماعات منتظمة تحليل طريقة إنجاز العمل تشكل مساهمة هامة في تحسين جودة والابتكار عملي.	44
5	4	3	2	1	إن فكرة دراسة مستمرة طريقة قيامي بالعمل بحيث أتمكن من تحسين هذا العمل تنطبق حقيقة على عملي.	45
5	4	3	2	1	إذا كان هناك شيئاً ما يبدو أنه يعمل جيداً، فإن محاولة تحسينه قد تجعل هذا شيء أفضل.	46
5	4	3	2	1	انا اعتقد اننا في الاقسام مختلفة نساعد بعضنا الاخر.	47
5	4	3	2	1	الأشخاص الذين أعمل معهم يقترحون تغييرات وتحسينات بعضهم البعض.	48
5	4	3	2	1	اعتقد ان هناك الكثير من تعاون بين تدريسيين في هذه جامعة.	49
5	4	3	2	1	انا اعتقد ان غاية تدريسيين في هذه جامعة يعملون معا لتسوية مشكلات.	50

5	4	3	2	1	انا اعتقد ان فرق العمل في جامعة تتصل دائما مع بعضها بعضا بسهولة.	51
5	4	3	2	1	انا على علم بمدى مساهمة عملي في تعزيز رسالتنا جامعة.	52
5	4	3	2	1	انا اعتقد ان رسالتنا جامعة مفهومة لدى ميع من يعمل هنا.	53
5	4	3	2	1	انا اعتقد بأن أهداف جامعة تتعلق كثيرا بعملنا.	54
5	4	3	2	1	انا اعتقد ان تدريسيين في هذه جامعة يعرفون بتحديدنا أي مدى يساهم عملهم في تحقيق أهداف جامعة.	55
5	4	3	2	1	انا اعتقد ان كل واحد يعمل هنا يفهم بتحديد ماهي أهداف جامعة.	56
5	4	3	2	1	انا اصدق ما أسمع من الإدارة.	57
5	4	3	2	1	في جامعة عند راء تغييرات في طريقة قيام بالاعمال، مسؤولين غالبا يتحدثون مع الأشخاص الذين سوف يتأثرون بهذه التغييرات.	58
5	4	3	2	1	إذا كانت لدي فكرة تحسين طريقة قيامنا بعملنا، فغالبا مايقوم مسؤولين بنا جامعة بالاستماع هذه الفكرة.	59
5	4	3	2	1	الأشخاص الذين يديرون هذه جامعة لديهم الاستعداد لإنفاق مالنا تحسين وودة خدمات.	60
5	4	3	2	1	في موقع عملي انا احصل على كل المعلومات قبل اتخاذ قرار.	61
5	4	3	2	1	مسؤولين في هذه جامعة ملتزمون تماما بفكرة اذا انا ادرس طريقة التي اودي بها عملي، استطيع ان اعلم اشياء افضل هنا.	62
5	4	3	2	1	يحكم على ادائي من ناحية كمية العمل الذي أقوم به اكثر من ودة العمل الذي اقوم به.	63
5	4	3	2	1	في هذه جامعة انا مقتنع طاماعلي يلبي معايير المطلوبة.	64
5	4	3	2	1	في موقع عملي، دي سيطرة كاملة على طريقة تنفيذنا عملنا.	65
5	4	3	2	1	في هذه جامعة انا ابدل طاقة في اكتشاف الأخطاء اكثر من فهم طريقة تنفيذنا عملنا على نحو صحيح من مرة الأولى.	66
5	4	3	2	1	دي كثير من تأثير على طريقة أدائنا عملنا في مجموعة عملي.	67
5	4	3	2	1	انا اعتقد أن طريقة التي يتم بها تنظيم الأمور تجعل من أسهل بنا نسبة في أن اعلم بشكل أفضل.	68
					<b>سلوك العمل المبدع</b>	<b>E</b>
5	4	3	2	1	انا احاول خلق افكار جديدة حل مشاكلنا صعبة.	69
5	4	3	2	1	دي ثقة بنا نفس في اكتشاف طرق وتقنيات عملنا جديدة.	70
5	4	3	2	1	اشعر بانني يد في توليد حلول مبتكرة لمشاكلنا.	71
5	4	3	2	1	احاول ان احصل على دعم قوي لافكارنا مبتكرة.	72
5	4	3	2	1	انا احاول ان احصل على موافقة لافكارنا مبدعة.	73
5	4	3	2	1	دي قدرة على تشجيع تدريسيين في جامعة نحو الافكار المبدعة.	74

5	4	3	2	1	دي ثقة بمقدرتي على تحويل الافكار مبدعة الى تطبيقات مفيدة.	75
5	4	3	2	1	دي ثقة بمقدرتي على تقديم افكار مبدعة في بيئة عمل باسلوب منظم.	76
5	4	3	2	1	دي ثقة بتقييم فائدة من الافكار مبدعة.	77

جزيلاً شكراً



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## Appendix - B

### Summary of the Past Studies

No	Author	Iv	Med	Mod	Dv	Sector and country	Sampling	Result
1	Michael, et al (2011)	creative self-efficacy		Optimism	IWB	services / Taiwan	340 employees	positive
2	Carmeli, Meitar & J Weisberg(2006)	self-leadership skills				public sector/ Israel	170 employees and supervisors	positive
3	Yidong & Xinxin (2013)	ethical leadership				companies/ China	302 employees	positive
4	De Spiegelaere & Gyes( 2012)	JOB DESIGN				companies/ Belgium	952 employees	job control positive job demand negative
5	Messmann, et al (2010)	individual characteristics				HE/ German	58 teachers	positive
6	Stoffers, et al (2015)	organizational culture				manufacturer /Netherlands	53 employees	positive
7	Mura, et al (2012)	Intellectual Capital				organization / Italian	226 physicians	positive
8	Imran, et al, (2010)	organizational climate				organizations / Pakistan	320 managers	positive
9	Khaola, (2013)	Leadership				companies/Lesotho	100 participants	positive
10	Schermuly, et al, (2013)	leadership	psychological empowerment			companies/German	225 employees	positive

11	Bammens, et al (2014)	family businesses	Perceived Organizational Support			different setting/Dutch	1000 employees	positive
12	Reuvers, et al (2008)	transformational leadership				Hospitals/ Australian	335 participants	Positive
13	Janssen, (2000)	Job demands				Industrial/ Dutch	170 employees	Positive
14	Janssen, (2005)	employees' perceived influence		supervisor supportiveness		Industrial/ Dutch	170 employees	Positive
15	Rahman, et al (2014)	psychological empowerment				HE/ Malaysia	393 lecturers	Positive
16	Ghani, et al, (2009)	psychological empowerment				HE private / Malaysia	312 lecturers	Positive
17	Chughtai, (2011)	between work engagement and	learning goal orientation			HE/ Ireland	168 research scientists	partially mediated
18	Imran & Haque, (2011)	transformational leadership	organizational climate as			Service/ Pakistan	320 managers	partial mediating
19	Sanders, et al, (2009)	LMX Satisfaction	HR practices			organizations /Dutch and German	272 employees	Mix
20	Afsar, et al (2014)	transformational leadership				Companies/ china	639 employees	Positive
21	Khan and Aslam, (2012)	transformational, transactional				bank / Pakistan	100 bank managers	Mix

		laissez-faire leadership style						
22	Agarwal, (2014)	LMX organizational support	engagement on			Service/ India	510 managers	Positive
23	Sapie, et al ,(2015)	work environment				Industry / Malaysia	254 employees	Mix
24	Dincer and Orhan, (2012)	emotional intelligence				banks / turkey	332 employees	Positive
25	Kheng, et al (2013)	Pro-Innovation Organizational Climate Leader-Member Exchange Social Capital				Services/ Malaysia	380 knowledge workers	Positive
26	Wong, (2013)	Management involvement	Organizational innovation  Administrative innovation			manufacturing firm/ China	196 respondents	Positive
27	Hsiao, et al (2011)	Self-efficacy on				education/ Taiwan	546 teachers	positive
28	Scott and Bruce (1994)	leadership, individual prob-	Psychological climate			Industry/ us		



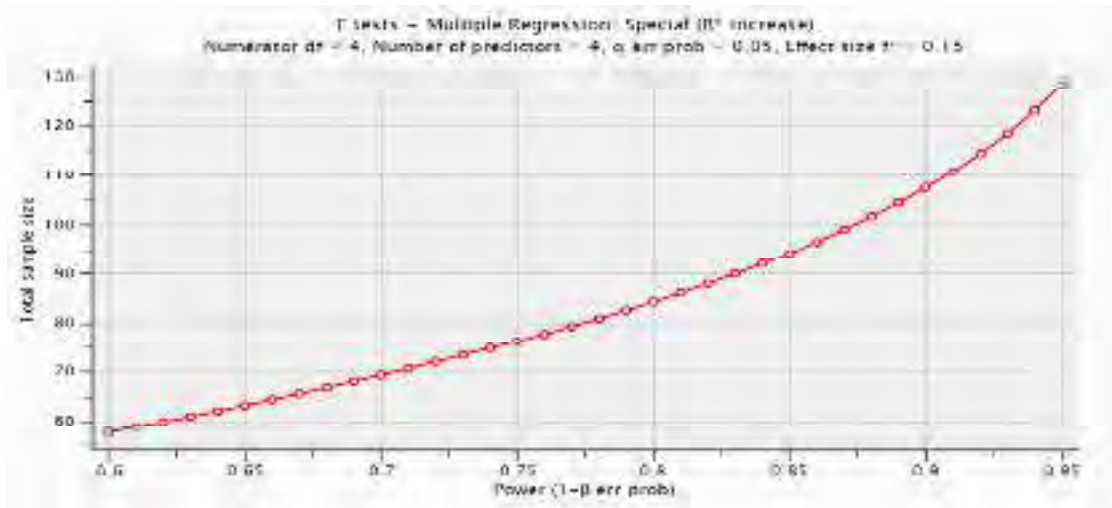
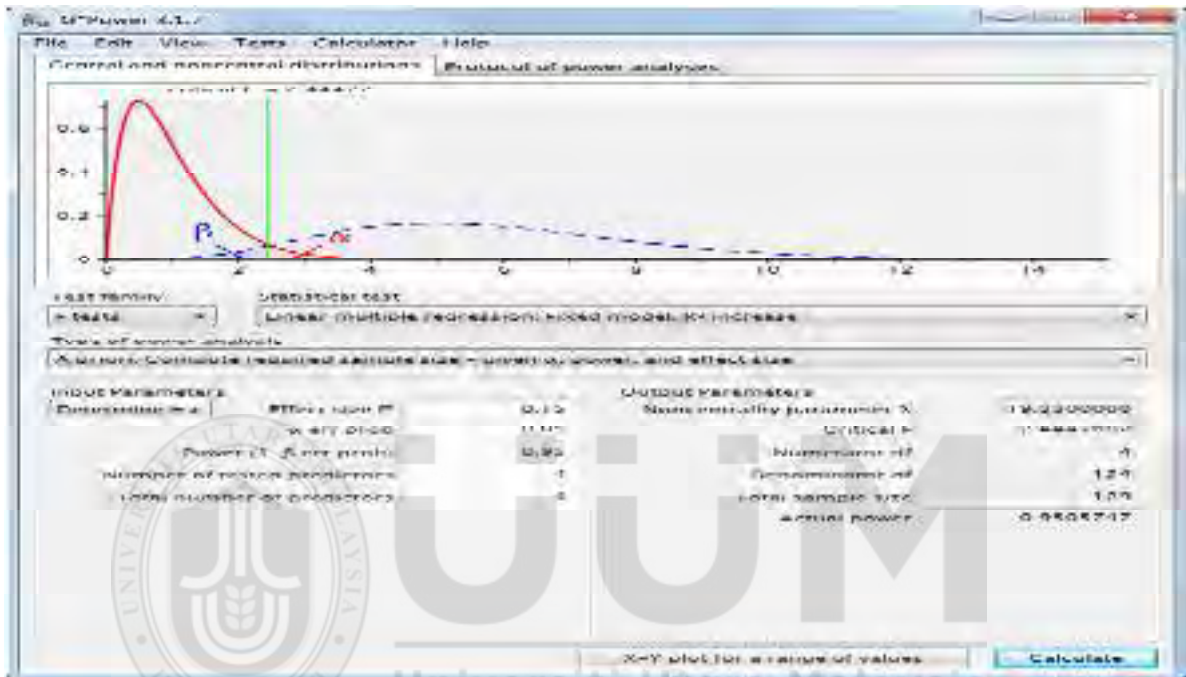
		lem-solving style, work group relations						
29	Singh and Sarkar (2012)	psychological empowerment				Education/ India	401/teacher	Mix
30	Marane, (2012)	psychological empowerment	Trust			Manufacturing/ Iraq	245 managers	partial mediating
31	Niu, (2014)	personality		job satisfaction		service /Taiwan	626 employees	Positive
32	Xerri (2012)	leader-member exchange	perceived organizational support			hospitals / Australia	104 nurses	Positive
33	Tsai, et al (2015)	LMX	psychological empowerment	motivational orientations.		companies /Taiwan.	359 employees	Positive
34	Lu ,Zhou & Leung, (2011)	conflict		contextual variables		China.	166 pairs of supervisors	Positive
35	Rune, (2013)	Personality traits		Job satisfaction		Danish financial company/ Denmark	294 employees	Positive
36	Jong & Hartog, (2007)	Leaders				knowledge- intensive service firm	consultants, researchers, engineers	Positive
37	Chang and et al (2011)	Team cohesion		Perception of E-R Fairness		post-secondary schools in Taiwan	546 administrative	Positive

							staff in	
38	Salanova, et al (2007)	Job demands job resources				Spanish companies	244 participants	Positive
39	Chen et al (2010)	Personality Traits	Intrinsic Motivation Extrinsic Motivation			marine tourism commercial resort in Penghu, Taiwan.	215 valid	Positive
40	Zhang And Bartol (2010)	leadership, empowerment				large information technology company in China	670 professional employees	Positive
41	Hogan and Coote (2014)	organizational culture				service firm	100 principals of law firm	Positive
42	Jong and Hartog (2008)	Participative leadership External work contact				institute for business and policy research in the Netherlands	703 knowledge workers	Positive
43	Lin, et al (2011)	Leadership ,	Organizational Culture			Taiwan.	125 Taiwanese owned SBUs	Positive
44	Riivari et al (2012)	ethical culture				the public sector in Finland.	147 respondents	Positive
45	Uzkurt, et al, (2012)	environmental uncertainty				(SMEs) Turkey	156 SMEs in Turkey	market/demand turbulence and technological turbulence have a positive effect on the

								innovativeness of SMEs competitive intensity was not found to have significant effect on an SME's innovativeness
46	Sethibe and Steyn, (2016)	transformational and transactional leadership				from 52 South African companies	A sample of 3180 respondents	Mix
47	Spanuth and Wald (2017)	characteristics of temporary organizations		reward system		various industry sectors Austrian-German	sample of 583 professionals,	Positive
48	Afsar, et al (2017)	Person-Organization Fit	Psychological Empowerment	Knowledge Sharing Behaviour		hospitals in Thailand.	800 nurses in hospital	Positive
49	Nusair, et al (2011)	transformational leadership				different public sector organizations located in the Northern region of Jordan.	358 employees	Positive
50	Odoardi, (2015)	proactive goal generation		role breadth self-efficacy		institutions in central Italy	395 male and female administrative employees	Positive

# Appendix - C Power Analysis

## For Medium Effect



## Appendix - D

### Test of Non-Respondent Bias

#### Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
EM_MEAN	Equal variances assumed	30.402	.850	.189	313	.850	.02210	.11675	-.20761	.25181
	Equal variances not assumed			.167	161.967	.867	.02210	.13200	-.23856	.28276
PE_MEAN	Equal variances assumed	2.040	.154	-1.126	313	.261	-.09111	.08092	-.25032	.06810
	Equal variances not assumed			-1.051	187.271	.295	-.09111	.08671	-.26217	.07995
TL_MEAN	Equal variances assumed	.110	.741	-.520	313	.603	-.06355	.12215	-.30389	.17680
	Equal variances not assumed			-.526	236.029	.600	-.06355	.12089	-.30171	.17462
QC_MEAN	Equal variances assumed	1.285	.237	2.591	313	.610	.31979	.12340	.07699	.56259

	Equal variances not assumed			2.174	142.25	.431	.31979	.14711	.02898	.61060
	Equal variances assumed	.055	.816	.962	313	.337	.07061	.07338	-.07377	.21498
IWB_MEA N	Equal variances not assumed			.930	207.01	.354	.07061	.07594	-.07911	.22033
					6					



## Appendix - E

### Profiles of Respondents

**Statistics**

		Age	WE	G	AQ	PT
N	Valid	315	315	315	315	315
	Missing	0	0	0	0	0

**WE**

		Frequency	Percent	Valid Percent	Cumulative Percent
	1	31	9.8	9.8	9.8
	2	102	32.4	32.4	42.2
	3	1	.3	.3	42.5
Valid	3	91	28.9	28.9	71.4
	4	47	14.9	14.9	86.3
	5	43	13.7	13.7	100.0
	Total	315	100.0	100.0	

**AQ**

		Frequency	Percent	Valid Percent	Cumulative Percent
	1	176	55.9	55.9	55.9
Valid	2	139	44.1	44.1	100.0
	Total	315	100.0	100.0	

**PT**

	Frequency	Percent	Valid Percent	Cumulative Percent
1	122	38.7	38.7	38.7
2	98	31.1	31.1	69.8
Valid 3	63	20.0	20.0	89.8
4	32	10.2	10.2	100.0
T	315	100.0	100.0	

	Frequency	Percent	Valid Percent	Cumulative Percent
1	24	7.6	7.6	7.6
2	136	43.2	43.2	50.8
Valid 3	3	1.0	1.0	51.7
3	105	33.3	33.3	85.1
4	27	8.6	8.6	93.7
5	20	6.3	6.3	100.0

**G**

	Frequency	Percent	Valid Percent	Cumulative Percent
1	175	55.6	55.6	55.6
Valid 2	140	44.4	44.4	100.0
Total	315	100.0	100.0	



## Appendix - F

### Case Processing Summary (Missing Values) (Before replaced)

#### Replace Missing Values

##### Univariate Statistics

	N	Mean	Std. Deviation	Missing		No. of Extremes <sup>a</sup>	
				Count	Percent	Low	High
EM1	338	3.59	1.158	0	.0	24	0
EM2	338	3.94	1.122	0	.0	42	0
EM3	336	3.19	1.293	2	.6	0	0
EM4	338	4.03	1.150	0	.0	40	0
EM5	336	3.96	1.169	2	.6	45	0
EM6	335	3.81	1.157	3	.9	0	0
EM7	338	3.84	1.210	0	.0	0	0
EM8	338	3.84	1.151	0	.0	0	0
PE9	337	4.00	.937	1	.3	26	0
PE10	337	4.33	.857	1	.3	18	0
PE11	338	3.90	1.045	0	.0	0	0
PE12	338	3.66	1.030	0	.0	12	0
PE13	338	3.90	.934	0	.0	0	0
PE14	338	4.14	.838	0	.0	15	0
PE15	338	3.99	.897	0	.0	21	0
PE16	338	3.52	1.039	0	.0	13	0
PE17	338	3.93	.931	0	.0	0	0
PE18	338	4.12	.844	0	.0	18	0
PE19	338	3.51	1.071	0	.0	14	0
PE20	338	3.59	.993	0	.0	10	0
TL21	338	3.45	1.286	0	.0	48	0
TL22	338	3.45	1.284	0	.0	47	0
TL23	338	3.59	1.137	0	.0	36	0
TL24	338	3.48	1.294	0	.0	49	0
TL25	338	3.47	1.282	0	.0	48	0
TL26	338	3.46	1.282	0	.0	46	0
TL27	338	3.49	1.269	0	.0	46	0
TL28	338	3.76	1.160	0	.0	0	0
TL29	338	3.56	1.152	0	.0	30	0

TL30	338	3.46	1.287	0	.0	45	0
TL31	338	3.78	1.197	0	.0	0	0
TL32	338	3.58	1.148	0	.0	36	1
TL33	338	3.24	1.394	0	.0	0	1
TL34	338	3.56	1.173	0	.0	32	0
TL35	338	3.68	1.181	0	.0	0	0
TL36	338	3.64	1.220	0	.0	0	0
TL37	338	3.66	1.206	0	.0	0	0
TL38	338	3.59	1.132	0	.0	27	0
TL39	338	3.49	1.257	0	.0	44	0
TL40	338	3.46	1.282	0	.0	47	0
QC41	338	3.65	1.243	0	.0	42	0
QC42	338	3.88	1.262	0	.0	45	0
QC43	338	3.82	1.221	0	.0	44	0
QC44	338	3.74	1.243	0	.0	0	0
QC45	338	3.59	1.217	0	.0	40	0
QC46	338	3.62	1.206	0	.0	40	0
QC47	338	3.51	1.201	0	.0	40	0
QC48	338	3.36	1.196	0	.0	41	0
QC49	338	3.32	1.188	0	.0	42	0
QC50	338	3.26	1.194	0	.0	46	0
QC51	337	3.29	1.197	1	.3	41	0
QC52	337	3.44	1.214	1	.3	41	0
QC53	338	3.35	1.255	0	.0	46	0
QC54	335	3.43	1.204	3	.9	41	0
QC55	338	3.31	1.233	0	.0	46	0
QC56	337	3.31	1.208	1	.3	43	0
QC57	337	3.29	1.236	1	.3	46	0
QC58	336	3.24	1.234	2	.6	47	0
QC59	338	3.23	1.233	0	.0	46	0
QC60	334	3.08	1.304	4	1.2	0	0
QC61	338	3.26	1.262	0	.0	51	0
QC62	338	3.32	1.208	0	.0	44	0
QC63	338	3.37	1.210	0	.0	42	0
QC64	338	3.48	1.191	0	.0	41	0
QC65	338	3.49	1.194	0	.0	39	0
QC66	338	3.30	1.208	0	.0	45	0
QC67	338	3.49	1.197	0	.0	42	0
QC68	338	3.45	1.218	0	.0	41	0
IWB69	338	3.91	.916	0	.0	.	.

IWB70	338	4.09	.791	0	.0	10	0
IWB71	336	3.92	.894	2	.6	0	0
IWB72	338	3.79	.971	0	.0	11	0
IWB73	337	3.55	1.082	1	.3	24	0
IWB74	337	3.77	.877	1	.3	9	0
IWB75	338	3.93	.794	0	.0	4	0
IWB76	338	3.95	.844	0	.0	.	.
IWB77	338	3.94	.868	0	.0	0	0

a. Number of cases outside the range ( $Q1 - 1.5*IQR$ ,  $Q3 + 1.5*IQR$ ).

## Appendix - G

### Assessment of Outliers



NO	No of respondent	Outlier
		Maha
1	316	336.003
2	321	336.003
3	322	318.8824
4	318	277.0028
5	328	267.5208
6	317	244.617
7	320	237.0315
8	333	227.6092
9	325	212.5656
10	319	209.7604
11	327	208.9835
12	329	204.3589
13	334	203.9236
14	335	200.5398
15	326	194.204
16	323	189.3517
17	337	183.7488
18	330	183.2234
19	324	176.9767

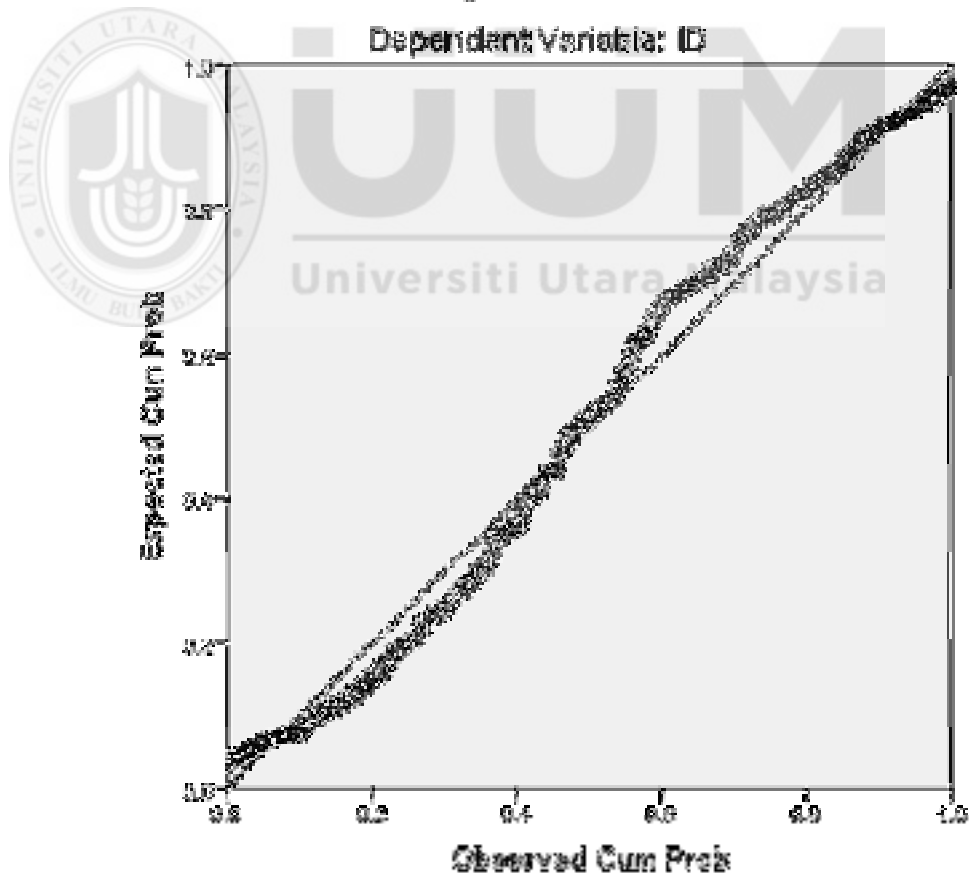
20	332	170.1664
21	331	163.0348
22	6	122.7343
23	8	121.62

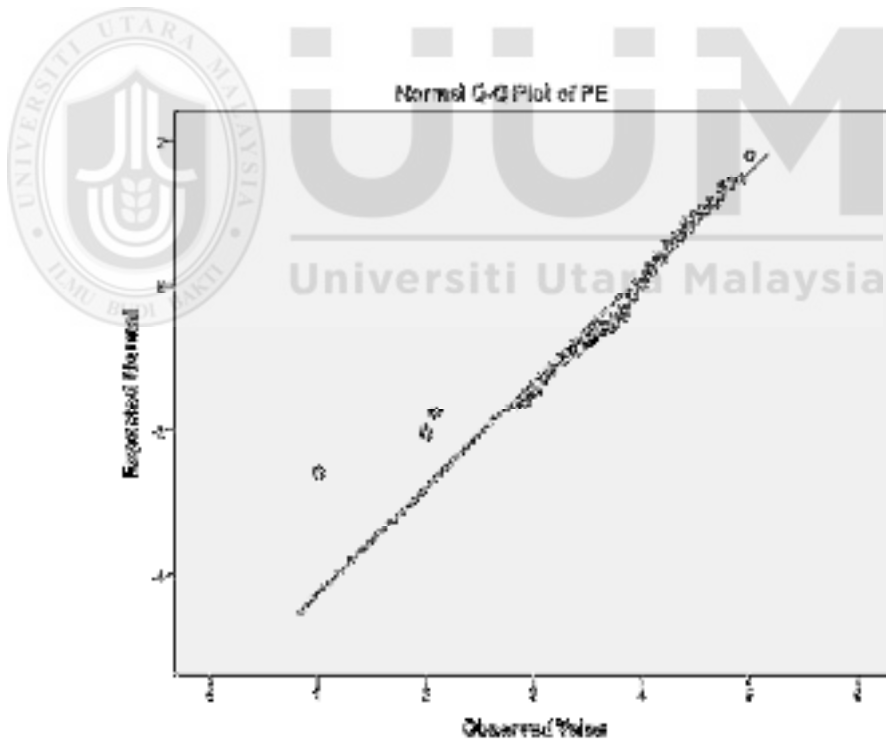
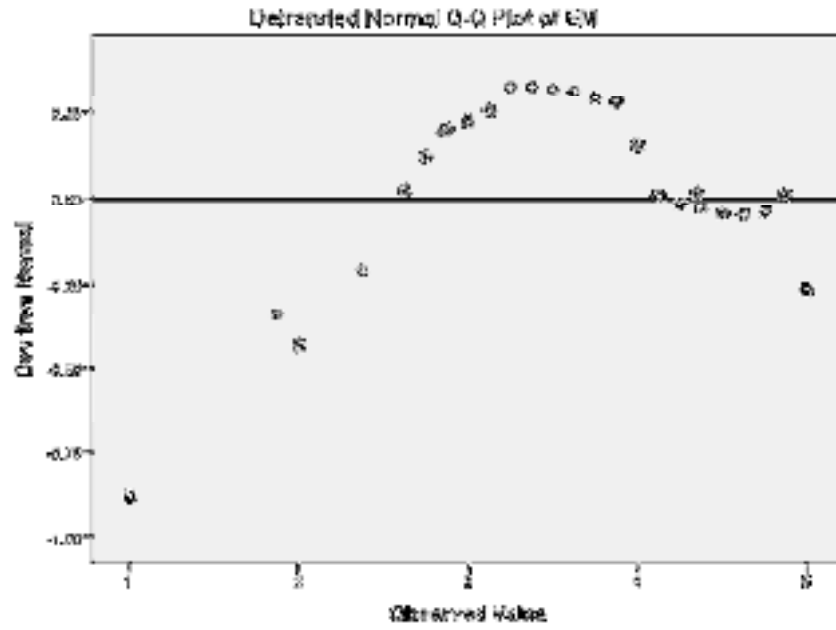
## Appendix - H

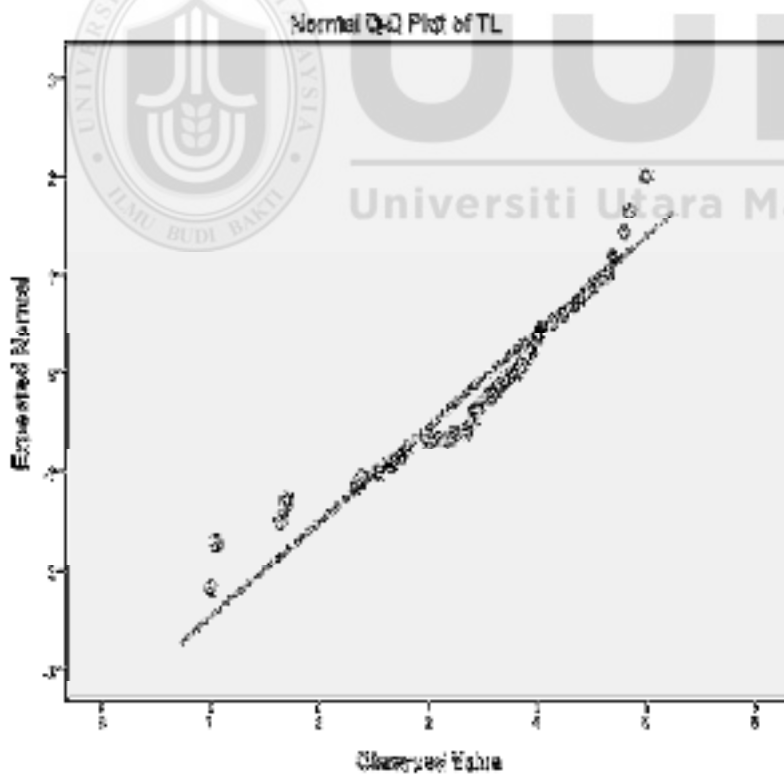
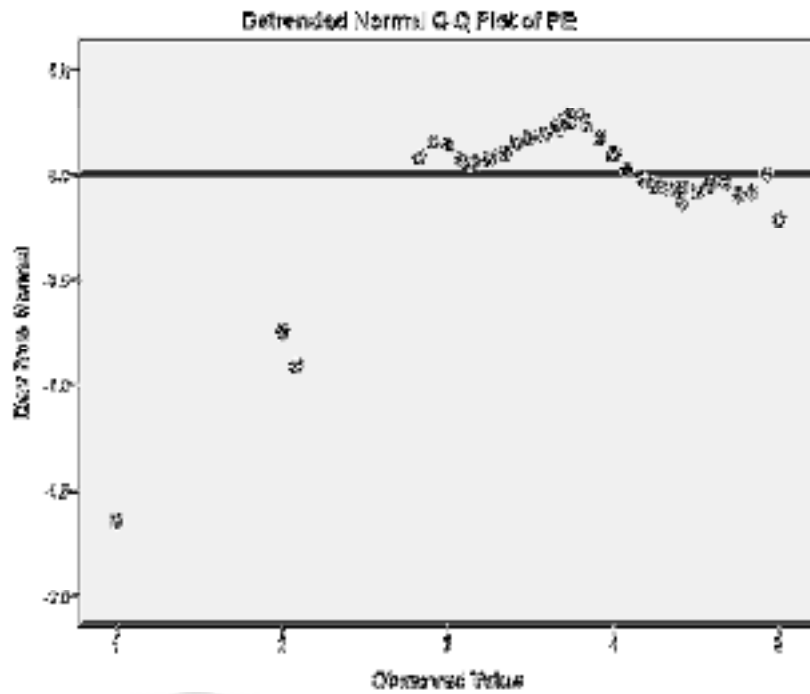
### Test of Linearity

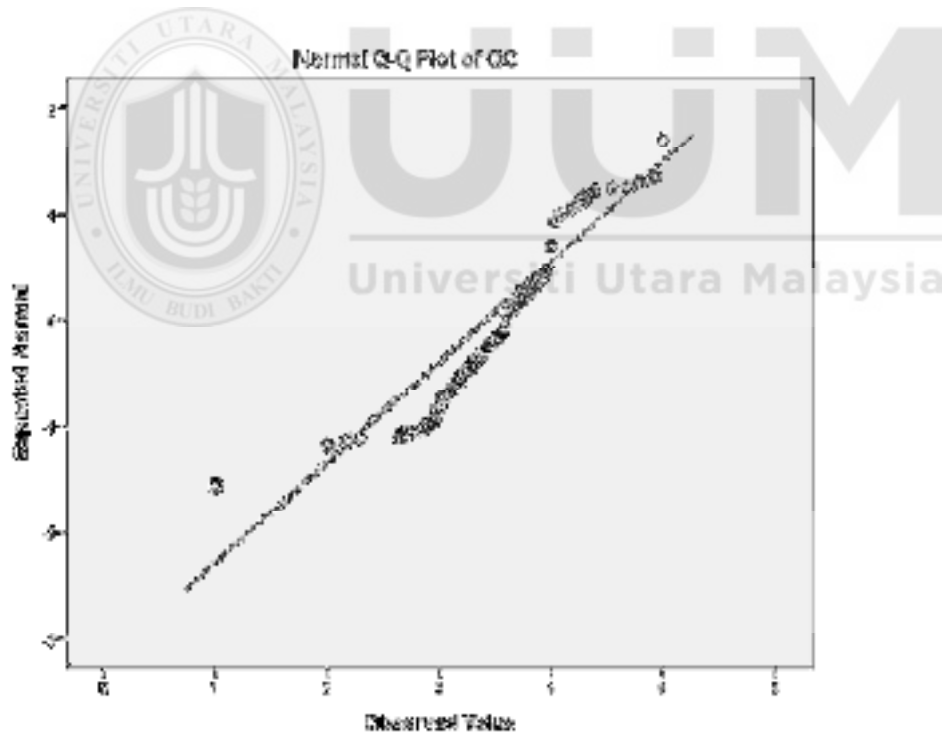
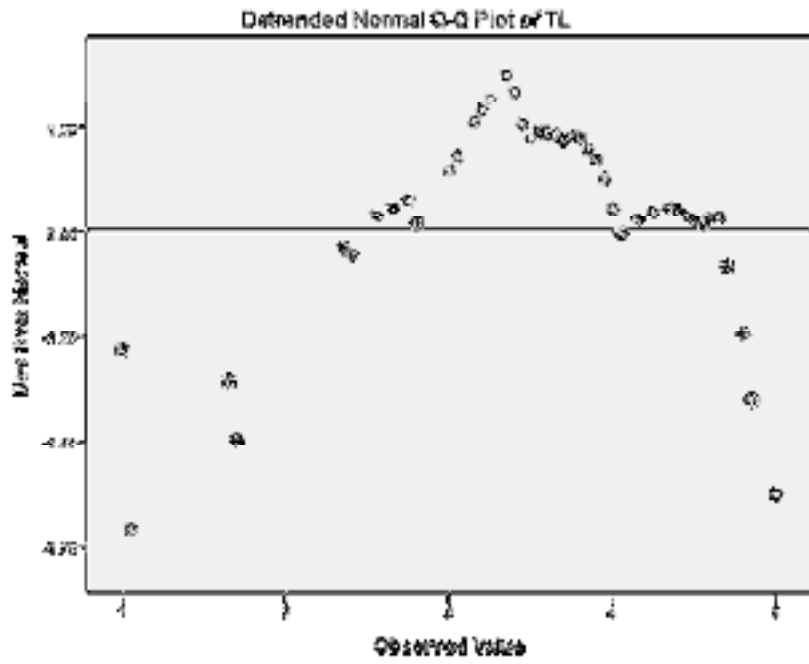
Normal P-P Plot of Regression Standardized Residual

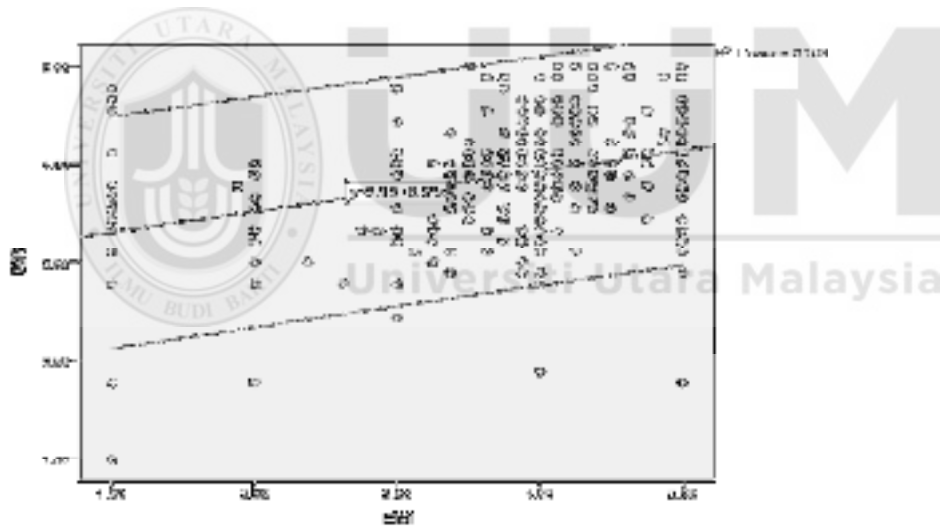
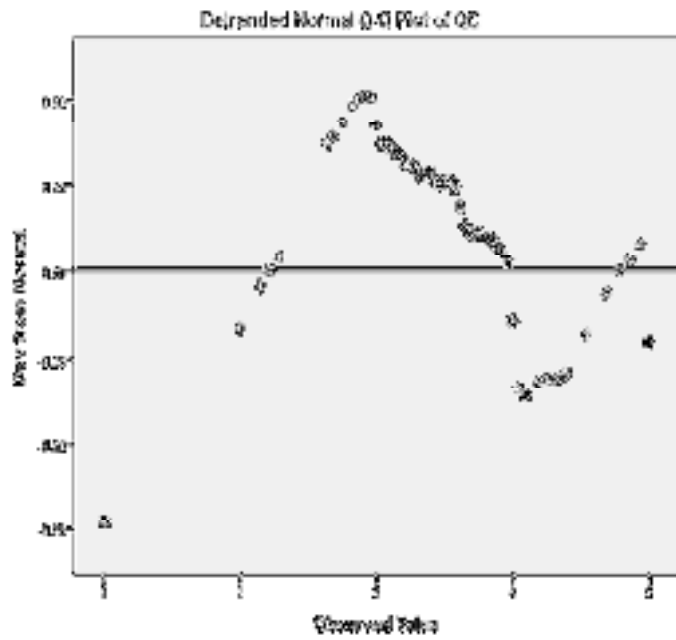
Dependent Variable: ID



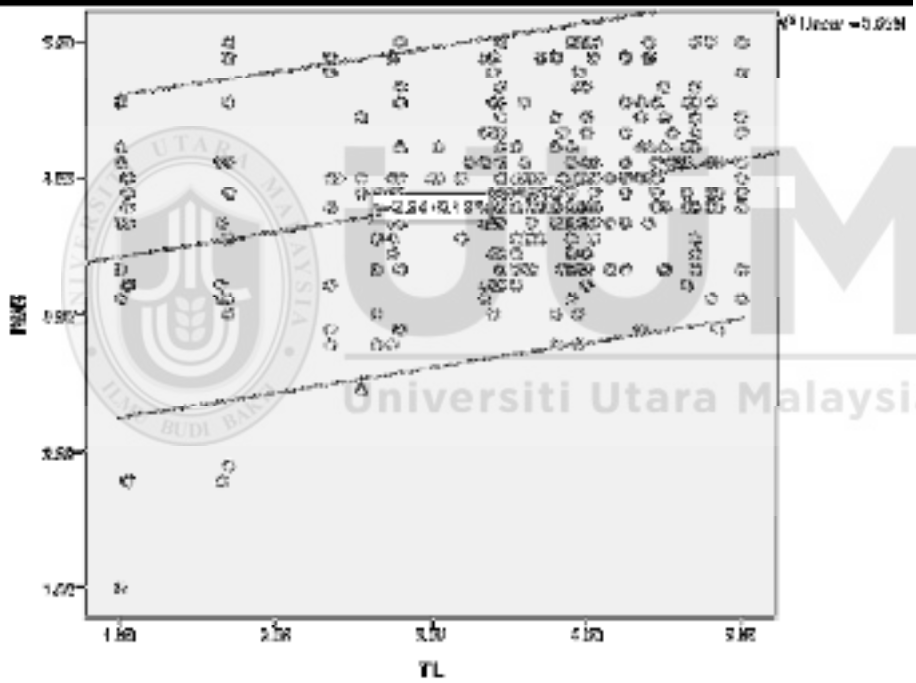
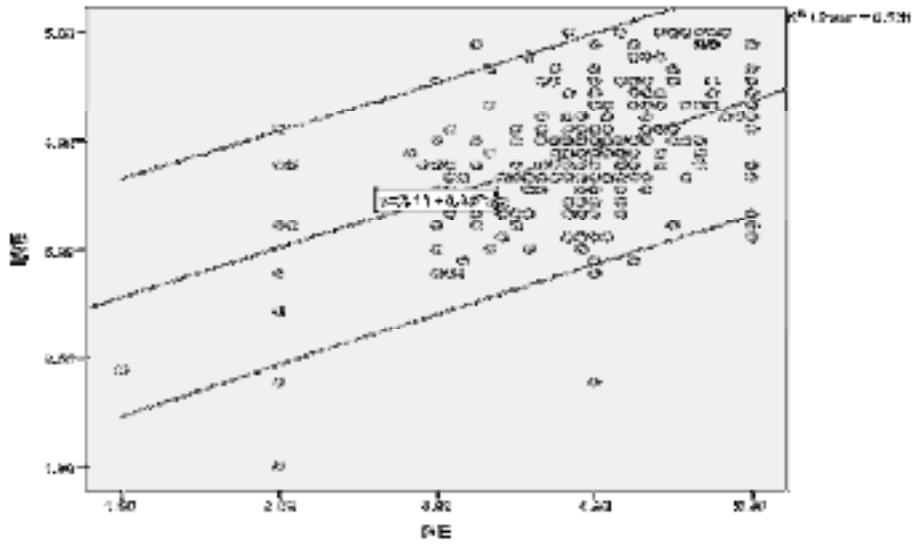


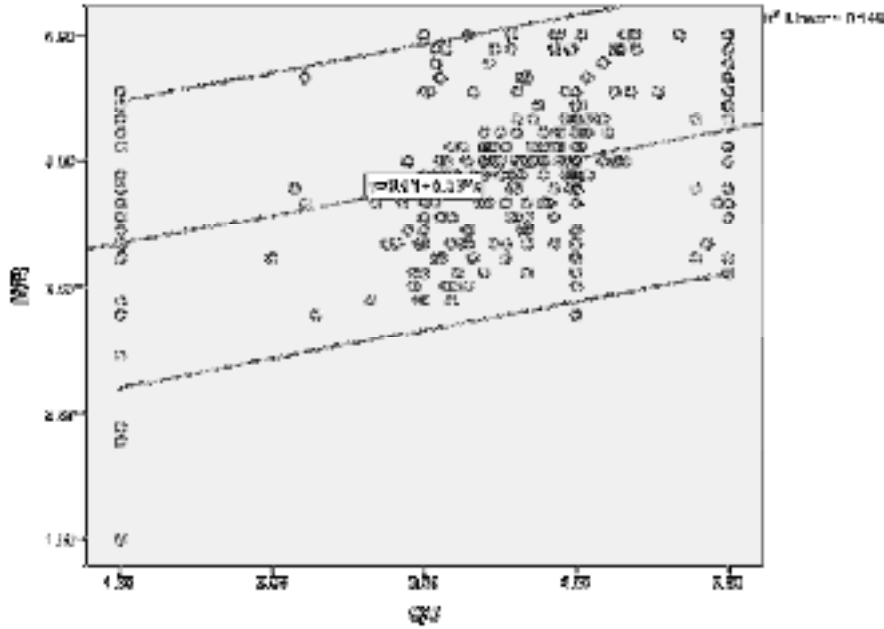












# UUM

Universiti Utara Malaysia

## Appendix - I

### Correlations

**Correlations**

		IWB	EM	PE	TL	QC
Pearson Correlation	IWB	1.000	.323	.501	.300	.385
	EM	.323	1.000	.224	.155	.197
	PE	.501	.224	1.000	.170	.290
	TL	.300	.155	.170	1.000	.069
	QC	.385	.197	.290	.069	1.000
Sig. (1-tailed)	IWB	.	.000	.000	.000	.000
	EM	.000	.	.000	.003	.000
	PE	.000	.000	.	.001	.000
	TL	.000	.003	.001	.	.111
N	QC	.000	.000	.000	.111	.
	IWB	315	315	315	315	315
	EM	315	315	315	315	315

PE	315	315	315	315	315
TL	315	315	315	315	315
QC	315	315	315	315	315

**Appendix - J**  
**Loadings and Cross Loadings (Before Deletion) (Original Model)**

	EM	IWB	PE	QC	TL
EM1	<b>0.828506</b>	0.244653	0.19261	0.15705	0.168448
EM2	<b>0.911416</b>	0.340398	0.238255	0.227878	0.14205
EM3	<b>0.618123</b>	0.114977	0.039109	-0.00091	0.046264
EM4	<b>0.897563</b>	0.332895	0.303595	0.219308	0.167553
EM5	<b>0.918781</b>	0.352689	0.257585	0.206133	0.144207
EM6	<b>0.884777</b>	0.268187	0.192855	0.172237	0.10581
EM7	<b>0.860219</b>	0.300639	0.184136	0.204632	0.124037
EM8	<b>0.892092</b>	0.372453	0.202965	0.194184	0.174346
IWB69	0.318251	<b>0.819339</b>	0.453456	0.361492	0.310263
IWB70	0.279576	<b>0.799376</b>	0.524098	0.297495	0.308723
IWB71	0.350494	<b>0.710313</b>	0.420133	0.26363	0.204685
IWB72	0.194459	<b>0.728991</b>	0.394555	0.225234	0.17183
IWB73	0.10077	<b>0.421245</b>	0.181219	0.218509	0.029451

IWB74	0.205909	<b>0.780353</b>	0.378871	0.257299	0.264725
IWB75	0.258264	<b>0.729404</b>	0.326636	0.345362	0.200201
IWB76	0.324244	<b>0.783849</b>	0.384441	0.312917	0.274777
IWB77	0.262405	<b>0.804286</b>	0.407055	0.315075	0.266936
PE10	0.288253	0.48744	<b>0.807697</b>	0.377371	0.220509
PE11	0.184397	0.340347	<b>0.735751</b>	0.184812	0.141161
PE12	0.183233	0.338044	<b>0.772775</b>	0.159028	0.093658
PE13	0.20127	0.463734	<b>0.849977</b>	0.240483	0.148613
PE14	0.241163	0.515248	<b>0.792769</b>	0.349788	0.123572
PE15	0.118574	0.321621	<b>0.755799</b>	0.262147	0.085498
PE16	0.110576	0.402755	<b>0.723027</b>	0.148137	0.08118
PE17	0.200861	0.378083	<b>0.792178</b>	0.235592	0.127405
PE18	0.194663	0.5147	<b>0.844081</b>	0.370885	0.146638
PE19	0.085102	0.232042	<b>0.486832</b>	0.057966	0.12035
PE20	0.131761	0.362192	<b>0.762458</b>	0.130167	0.090757
PE9	0.266074	0.403297	<b>0.770233</b>	0.275469	0.176865
QC41	0.218809	0.393218	0.340942	<b>0.816473</b>	0.083389
QC42	0.241545	0.406809	0.346499	<b>0.819047</b>	0.086546
QC43	0.22725	0.406927	0.310908	<b>0.896882</b>	0.08855
QC44	0.246289	0.380722	0.338344	<b>0.886659</b>	0.081119
QC45	0.200432	0.359979	0.242214	<b>0.874153</b>	0.042481
QC46	0.168144	0.295643	0.244986	<b>0.876945</b>	0.040547
QC47	0.199971	0.394031	0.310184	<b>0.918607</b>	0.078648
QC48	0.188586	0.358366	0.303228	<b>0.918903</b>	0.058342

QC49	0.193526	0.366143	0.306408	<b>0.923339</b>	0.041358
QC50	0.140849	0.261985	0.197514	<b>0.831081</b>	0.056186
QC51	0.176126	0.343478	0.302407	<b>0.913053</b>	0.074795
QC52	0.227602	0.415736	0.35536	<b>0.921982</b>	0.08228
QC53	0.192555	0.328651	0.314606	<b>0.897866</b>	0.092649
QC54	0.145889	0.310649	0.242095	<b>0.869446</b>	0.037687
QC55	0.127388	0.232137	0.213359	<b>0.835345</b>	0.049275
QC56	0.179216	0.317753	0.281528	<b>0.897417</b>	0.059736
QC57	0.17177	0.311096	0.256226	<b>0.891173</b>	0.056061
QC58	0.204451	0.318112	0.289266	<b>0.885993</b>	0.050889
QC59	0.218205	0.351205	0.308468	<b>0.890374</b>	0.009246
QC60	0.190067	0.325547	0.321254	<b>0.846014</b>	0.02869
QC61	0.156491	0.279309	0.190911	<b>0.822404</b>	-0.00274
QC62	0.122318	0.240764	0.175464	<b>0.837756</b>	-0.02139
QC63	0.17912	0.32322	0.239632	<b>0.83505</b>	0.095067
QC64	0.210458	0.341349	0.286995	<b>0.906603</b>	0.02848
QC65	0.221545	0.398829	0.344931	<b>0.912242</b>	0.057261
QC66	0.133248	0.308915	0.215705	<b>0.832705</b>	0.087891
QC67	0.163149	0.337547	0.229438	<b>0.861627</b>	0.118378
QC68	0.159156	0.314102	0.242601	<b>0.844032</b>	0.095198
TL21	0.110062	0.296061	0.139467	0.055569	<b>0.94146</b>
TL22	0.110062	0.296061	0.139467	0.055569	<b>0.94146</b>
TL23	0.219163	0.277214	0.197563	0.071051	<b>0.790896</b>
TL24	0.110062	0.296061	0.139467	0.055569	<b>0.94146</b>

TL25	0.110062	0.296061	0.139467	0.055569	<b>0.94146</b>
TL26	0.110062	0.296061	0.139467	0.055569	<b>0.94146</b>
TL27	0.110062	0.296061	0.139467	0.055569	<b>0.94146</b>
TL28	0.170738	0.275012	0.168847	0.077159	<b>0.837217</b>
TL29	0.16956	0.26074	0.116648	0.048725	<b>0.822255</b>
TL30	0.121723	0.305092	0.14968	0.061527	<b>0.938551</b>
TL31	0.14696	0.297359	0.201555	0.051282	<b>0.863646</b>
TL32	0.213127	0.269314	0.193377	0.067844	<b>0.783753</b>
TL33	0.065638	0.15036	0.138162	0.080866	<b>0.469091</b>
TL34	0.16956	0.26074	0.116648	0.048725	<b>0.822255</b>
TL35	0.170738	0.275012	0.168847	0.077159	<b>0.837217</b>
TL36	0.170738	0.275012	0.168847	0.077159	<b>0.837217</b>
TL37	0.170774	0.274112	0.163751	0.078262	<b>0.84046</b>
TL38	0.169107	0.260896	0.108554	0.046042	<b>0.825222</b>
TL39	0.110062	0.296061	0.139467	0.055569	<b>0.94146</b>
TL40	0.110062	0.296061	0.139467	0.055569	<b>0.94146</b>

## Appendix - K

### Prediction Relevance of the Model

<b>Blindfolding Excluding Extrinsic Motivation</b>			
Total	SSO	SSE	1- SSE/SSO
IWB	2520	1858.053	0.263
Case 1	SSO	SSE	1- SSE/SSO
IWB	498.7683	366.259	0.2657
Case 2	SSO	SSE	1- SSE/SSO
IWB	460.1627	306.2732	0.3344
Case 3	SSO	SSE	1- SSE/SSO
IWB	340.9956	281.4191	0.1747
Case 4	SSO	SSE	1- SSE/SSO
IWB	439.7561	308.6256	0.2982
Case 5	SSO	SSE	1- SSE/SSO
IWB	444.3693	319.5082	0.281
Case 6	SSO	SSE	1- SSE/SSO
IWB	335.9479	275.9676	0.1785

<b>Psychological Empowerment</b>			
Total	SSO	SSE	1- SSE/SSO
IWB	2520	1884.634	0.252
Case 1	SSO	SSE	1- SSE/SSO

IWB	498.7683	367.8046	0.2626
Case 2	SSO	SSE	1-SSE/SSO
IWB	460.1627	296.8309	0.3549
Case 3	SSO	SSE	1-SSE/SSO
IWB	340.9956	304.1841	0.108
Case 4	SSO	SSE	1-SSE/SSO
IWB	439.7561	315.1424	0.2834
Case 5	SSO	SSE	1-SSE/SSO
IWB	444.3693	304.8588	0.314
Case 6	SSO	SSE	1-SSE/SSO
IWB	335.9479	295.8135	0.1195

	Quality culture		
Total	SSO	SSE	1-SSE/SSO
IWB	2520	1955.893	0.224
Case 1	SSO	SSE	1-SSE/SSO
IWB	439.7561	340.7024	0.2252
Case 2	SSO	SSE	1-SSE/SSO
IWB	444.3693	328.6951	0.2603
Case 3	SSO	SSE	1-SSE/SSO
IWB	335.9479	271.454	0.192
Case 4	SSO	SSE	1-SSE/SSO
IWB	498.7683	407.134	0.1837
Case 5	SSO	SSE	1-SSE/SSO
IWB	460.1627	323.3356	0.2973
Case 6	SSO	SSE	1-SSE/SSO
IWB	340.9956	284.5721	0.1655

	Transformational leadership		
Total	SSO	SSE	1-SSE/SSO
IWB	2520	1972.023	0.218
Case 1	SSO	SSE	1-SSE/SSO
IWB	498.7683	394.1836	0.2097
Case 2	SSO	SSE	1-SSE/SSO
IWB	460.1627	341.0987	0.2587



Case 3	SSO	SSE	1-SSE/SSO
IWB	340.9956	272.6897	0.2003
Case 4	SSO	SSE	1-SSE/SSO
IWB	439.7561	335.5812	0.2369
Case 5	SSO	SSE	1-SSE/SSO
IWB	444.3693	363.9952	0.1809
Case 6	SSO	SSE	1-SSE/SSO
IWB	335.9479	264.474	0.2128

**Appendix - L**  
**Common Method Variance Test**

**Total Variance Explained**

Component	Initial Eigen values			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	24.771	32.170	32.170	24.771	32.170	32.170
2	15.385	19.980	52.150			
3	7.208	9.361	61.512			
4	4.943	6.420	67.931			
5	2.621	3.404	71.336			
6	2.141	2.780	74.116			
7	1.674	2.173	76.289			
8	1.221	1.586	77.875			
9	1.121	1.456	79.331			
10	1.023	1.329	80.659			
11	.964	1.252	81.911			
12	.804	1.044	82.956			
13	.765	.993	83.949			
14	.735	.955	84.904			
15	.672	.873	85.777			
16	.618	.802	86.579			
17	.604	.784	87.363			
18	.542	.703	88.066			
19	.505	.656	88.722			
20	.461	.598	89.320			
21	.447	.581	89.901			
22	.415	.540	90.440			
23	.390	.506	90.946			

24	.380	.493	91.439
25	.360	.467	91.907
26	.354	.460	92.366
27	.342	.445	92.811
28	.317	.412	93.223
29	.308	.399	93.623
30	.290	.376	93.999
31	.268	.348	94.347
32	.267	.347	94.694
33	.259	.336	95.030
34	.253	.328	95.358
35	.230	.299	95.657
36	.227	.295	95.952
37	.220	.286	96.238
38	.203	.263	96.501
39	.189	.245	96.747
40	.181	.235	96.982
41	.170	.220	97.202
42	.162	.211	97.413
43	.157	.203	97.616
44	.146	.190	97.806
45	.140	.182	97.988
46	.133	.173	98.161
47	.129	.167	98.328
48	.126	.164	98.491
49	.116	.151	98.642
50	.112	.145	98.787
51	.109	.141	98.928
52	.094	.122	99.050
53	.092	.120	99.170
54	.081	.105	99.275
55	.077	.100	99.375
56	.075	.097	99.472
57	.068	.089	99.561
58	.064	.083	99.644
59	.056	.073	99.717
60	.051	.066	99.783
61	.042	.054	99.837
62	.039	.051	99.888
63	.033	.043	99.930

64	.026	.034	99.964		
65	.012	.016	99.980		
66	.009	.012	99.992		
67	.006	.008	100.000		
68	1.000E-013	1.000E-013	100.000		
69	1.000E-013	1.000E-013	100.000		
70	1.000E-013	1.000E-013	100.000		
71	1.000E-013	1.000E-013	100.000		
72	1.000E-013	1.000E-013	100.000		
73	1.000E-013	1.000E-013	100.000		
74	1.000E-013	1.000E-013	100.000		
75	1.000E-013	1.000E-013	100.000		
76	-1.000E-013	-1.000E-013	100.000		
77	-1.000E-013	-1.000E-013	100.000		

Extraction Method: Principal Component Analysis.



## Appendix - M

### Ranking Web Universities (2017)

Rank	URL	University	MAJESTIC	AHREFS	SE	DA	PA
1	www.uomus.edu.iq	University of Mosul	124	124	124	124	124
2	www.uoanbar.edu.iq	University of Anbar	120	120	120	120	120
3	www.uobaghdad.edu.iq	University of Baghdad	116	116	116	116	116
4	www.uoerbil.edu.iq	University of Erbil	110	110	110	110	110
5	www.uoalqadisiyah.edu.iq	University of Al-Qadisiyah	105	105	105	105	105
6	www.uoibaq.edu.iq	University of Baquba	100	100	100	100	100
7	www.uoqadisiyah.edu.iq	University of Qadisiyah	95	95	95	95	95
8	www.uoalsharhiyah.edu.iq	University of Al-Sharhiyah	90	90	90	90	90
9	www.uoalramadi.edu.iq	University of Al-Ramadi	85	85	85	85	85
10	www.uoalbilad.edu.iq	University of Al-Bilad	80	80	80	80	80
11	www.uoalsharhiyah.edu.iq	University of Al-Sharhiyah	75	75	75	75	75
12	www.uoalsharhiyah.edu.iq	University of Al-Sharhiyah	70	70	70	70	70
13	www.uoalsharhiyah.edu.iq	University of Al-Sharhiyah	65	65	65	65	65
14	www.uoalsharhiyah.edu.iq	University of Al-Sharhiyah	60	60	60	60	60
15	www.uoalsharhiyah.edu.iq	University of Al-Sharhiyah	55	55	55	55	55
16	www.uoalsharhiyah.edu.iq	University of Al-Sharhiyah	50	50	50	50	50
17	www.uoalsharhiyah.edu.iq	University of Al-Sharhiyah	45	45	45	45	45
18	www.uoalsharhiyah.edu.iq	University of Al-Sharhiyah	40	40	40	40	40
19	www.uoalsharhiyah.edu.iq	University of Al-Sharhiyah	35	35	35	35	35
20	www.uoalsharhiyah.edu.iq	University of Al-Sharhiyah	30	30	30	30	30

Kod Saham	Nama Saham	Bid	Ask	Bid Size	Ask Size	Bid Price	Ask Price
50	MAYANG	1.00	1.01	100	100	1.00	1.01
51	MAYANG	1.00	1.01	100	100	1.00	1.01
52	MAYANG	1.00	1.01	100	100	1.00	1.01
53	MAYANG	1.00	1.01	100	100	1.00	1.01
54	MAYANG	1.00	1.01	100	100	1.00	1.01
55	MAYANG	1.00	1.01	100	100	1.00	1.01
56	MAYANG	1.00	1.01	100	100	1.00	1.01
57	MAYANG	1.00	1.01	100	100	1.00	1.01
58	MAYANG	1.00	1.01	100	100	1.00	1.01
59	MAYANG	1.00	1.01	100	100	1.00	1.01
60	MAYANG	1.00	1.01	100	100	1.00	1.01
61	MAYANG	1.00	1.01	100	100	1.00	1.01
62	MAYANG	1.00	1.01	100	100	1.00	1.01
63	MAYANG	1.00	1.01	100	100	1.00	1.01
64	MAYANG	1.00	1.01	100	100	1.00	1.01
65	MAYANG	1.00	1.01	100	100	1.00	1.01
66	MAYANG	1.00	1.01	100	100	1.00	1.01
67	MAYANG	1.00	1.01	100	100	1.00	1.01
68	MAYANG	1.00	1.01	100	100	1.00	1.01
69	MAYANG	1.00	1.01	100	100	1.00	1.01
70	MAYANG	1.00	1.01	100	100	1.00	1.01
71	MAYANG	1.00	1.01	100	100	1.00	1.01
72	MAYANG	1.00	1.01	100	100	1.00	1.01
73	MAYANG	1.00	1.01	100	100	1.00	1.01
74	MAYANG	1.00	1.01	100	100	1.00	1.01
75	MAYANG	1.00	1.01	100	100	1.00	1.01
76	MAYANG	1.00	1.01	100	100	1.00	1.01
77	MAYANG	1.00	1.01	100	100	1.00	1.01
78	MAYANG	1.00	1.01	100	100	1.00	1.01
79	MAYANG	1.00	1.01	100	100	1.00	1.01
80	MAYANG	1.00	1.01	100	100	1.00	1.01



Universiti Utara Malaysia

## Appendix – N

### Certificate of translation office



SCHOOL OF BUSINESS ADMINISTRATION  
UNIVERSITI UTARA MALAYA (SUM)  
110 000 Simpang, Kuala Lumpur, Malaysia  
www.uum.edu.my/sab

Dear Participant ....

I would like to inform you that I am currently conducting my PhD in Business Administration at Universiti Utara Malaysia. The title of my study is "THE CAUTIONS INFLUENCING INNOVATIVE WORK BEHAVIOUR IN HIGHER EDUCATION IN PIAQ". I really appreciate your valuable time and efforts that you will spend in filling out this questionnaire. I expect to have your positive answers that will enable me to obtain good results. The information obtained through this study will be treated strictly confidential and will be used for study purposes only.

I sincerely appreciate your time, cooperation and kind wishes.


Yours Sincerely,  
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## Appendix - O Certificate for editing




**REVIEWS INDIA** 

**To Whomsoever It May Concerns**

This is to certify that the dissertation listed below has been proofread and edited meticulously by an expert English editor. The issues concerning following areas have been corrected: grammar, punctuation, word choice, spelling and sentence structure:

**Manuscript title:** The Factors influencing Innovative Work Behavior among Academicians in Iraq

**Author:** Talib Noman Abdullatif

Date issued: 12/12/2017

Dr. Mohd Hafid Salim  
Director,  
Reviews India  
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