Happiness at Work and Its Impact on Innovative - Work Behaviour Among Academics: An Empirical Investigation

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Abstract

In the dynamic contemporary environment, organisations grapple with various challenges such as technological advancements and globalisation that can significantly impact their competitiveness and overall well-being. Existing literature inter alia highlights the efficacy of fostering innovative work behaviour (IWB) as a strategic response to these challenges, recognizing that employees play a pivotal role in driving innovation within an organisation. In tandem with this, studies also indicate that positive work attitudes among employees serve as critical precursors to IWB. However, there is a noticeable gap in research exploring employee attitudes as predictors of IWB, and literature contends that broader attitudinal constructs like Happiness at work (HAW) have been overlooked in previous studies that can effectively forecast IWB. Against this backdrop, the present study seeks to examine the relationship between HAW, a comprehensive attitudinal construct, and IWB. Data for the study were collected from faculty members of higher educational institutions. A response rate of 62.5 per cent was achieved with the collection of 250 questionnaires. Using the PLS-SEM, results revealed that HAW has a positive and significant impact on IWB. These findings suggest that a positive and happy workforce is linked to a notable increase in IWB, emphasizing the importance of fostering workplace happiness for promoting innovative behaviours among employees.

Keywords: *Innovative work behaviour, Happiness at work, Engagement, Job satisfaction, Affective organisational commitment*

1. Introduction

Innovation plays a pivotal role in the long-term success of the organisations(Amabile, 1988; West & Farr, 1989; Kontoghiorghes et al., 2005) with a potential to provide organisations with a competitive edge and enhance their performances(Storey et al., 2015). Literature amply endorses that employees serve as the main catalysts for innovation in organisations, and their collective innovative efforts, commonly referred to as Innovative Work Behavior (IWB) (Dixit &Upadhyay, 2021), play a substantial role in the overall success of the organisation (Abstein&Spieth, 2014). The innovative efforts led by employees have the potential to enable an organisation to stand out from its competitors and gain a competitive edge (Alfy&Naithani, 2021). All in all, IWB involves the initiatives undertaken by individuals and teams in organisations to bring forth new ideas, services, products, or work-related tasks, ultimately

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contributing to the organisation's overall innovativeness and resulting in positive outcomes (Farrukh et al., 2022) with a focus on translating new ideas into practical implementation and generating innovative results (De Jong and Den Hartog, 2010), in a bid to thrive and endure in the contemporary competitive business environment.

In the current global health scenario shaped by the pandemic, innovation is increasingly acknowledged as a valuable asset (Sharma et al., 2021). The incorporation of electronic applications and information technology in the education sector has amplified the necessity for fostering IWB (Khan et al., 2020). The establishment of new knowledge and the cultivation of a competitive culture within higher educational institutions rely on teachers' IWB (Blaskova, Blasko, Figurska&Sokol, 2015). Thurlings et al. (2014) put forth three primary justifications underscoring the significance of teachers' IWB. Firstly, it assists educators in staying abreast of dynamic changes in society. Secondly, it facilitates the adoption of new learning approaches and technologies. Thirdly, teachers' IWB is deemed crucial for fostering a competitive society, serving as the foundation for developing citizens as creative and innovative thinkers. Consequently, beyond global economic competition, developing nations must ensure that their higher education systems contribute to building a skilled workforce capable of meeting the evolving demands of the knowledge-based economy (Ibusa et al., 2020). Despite this imperative, there is a scarcity of studies exploring the factors contributing to IWB in higher education institutions (Dixit &Upadhyay, 2021).

Notwithstanding the above, research argues that various individual and organisational factors contribute to IWB. Notably, researchers have identified supervisory behavior (Scott & Bruce, 1994), job autonomy (Axtell et al., 2000), problem ownership (Dorenbosch et al., 2005), professionalism (Messmann, 2012), work knowledge and skill (Miller & Miller, 2020), training, selective staffing and rewards (Farrukh et al., 2021), and knowledge sharing (Aldabbas et al., 2021) as crucial predictors of IWB. Research also revealed that employees' positive attitudes act as the antecedents to their IWB (Pukkeeree et al., 2020; Mustafa et al., 2021; Yuan and Ma, 2022). However, limited efforts have been made to explore the role of employees' attitudes as predictors of IWB (Coetzer et al., 2018).

In addition to this, while scholarly discussions advocated for investigating broader attitudinal constructs as more effective predictors of behavioral constructs (Harrison et al., 2006), no research can be found examining the relationship between broader attitudinal constructs and IWB. This gap has also been highlighted in a recent research study conducted by Farooq et al. (2024). Therefore, the current study seeks to address this gap by examining the influence of a comprehensive attitudinal concept, happiness at work (HAW), as conceptualized by Fisher (2010), on IWB within the academic context of higher educational institutions in Jammu and Kashmir. HAW offers a holistic viewpoint of the work environment, encapsulating three vital facets: engagement, job satisfaction, and affective organizational commitment, as delineated by Salas-Vallina and Alegre in 2021. This comprehensive approach is instrumental in surmounting the compatibility principle, which posits that broader attitudinal constructs possess greater predictive efficacy for behavioral constructs, as asserted by Harrison et al. in 2006. The stability, certainty, accessibility, and direct derivation from personal experience render HAW dimensions capable of anticipating behavior, as suggested by Fisher in 2010. To our understanding, this study represents the first to examine the role of Fisher's conceptualisation of HAW on IWB. The theoretical framework for the study is based on social exchange theory (Blau, 1964), and this framework is detailed in the Literature Review section. The paper is structured as follows: initially, the authors presented the theoretical background and the development of hypotheses. Following that, the authors detailed their research methodology and presented the results. Finally, the study's implications are then discussed, followed by the limitations and suggestions for future research.

2. Literature Review

2.1 Innovative Work Behaviour (IWB)

Farr and Ford (1990) characterized IWB as a voluntary and proactive conduct displayed by individuals within an organisation. This behavior encompasses the creation, development, and implementation of fresh and valuable ideas, processes, products, or services. In contrast, Spreitzer's (1995) definition of IWB underscores its creative nature, emphasizing the generation of novel and original ideas or solutions distinct from previous approaches. Meanwhile, Scott and Bruce (1994) defined IWB as the production of practical and goal-oriented products, processes, or services resulting from problem identification and idea generation. This definition underscores the significance of innovation in enhancing organisational effectiveness and competitiveness, emphasizing a practical orientation.

This study adopts Janssen's (2000) definition of IWB, emphasizing its purposeful and intentional nature, along with a focus on shared benefits. According to this definition, individuals demonstrating IWB are motivated by a desire to introduce and implement new ideas that can yield advantages for themselves, their group, or the entire organisation. The definition is broken down into three phases: 1) Idea generation, involving brainstorming and problem-solving; 2) Idea promotion, primarily encompassing the sharing of ideas on formal platforms; 3) Idea realization, which involves the application of ideas and their transformation into reality.

2.2 Happiness at Work (HAW)

The fields of management and psychology have witnessed the emergence of various constructs that share considerable overlap with the overarching concept of happiness, as outlined by Fisher (2010). Notably, the construct such as job satisfaction, a well-established variable in organisational research, have been extensively studied as both an independent and dependent variable, holding significant importance and frequent usage (Brief, 1998; Cranny et al., 1992). Other constructs include subjective well-being, which encompasses an overall evaluation of life and experiences, considering both positive and negative emotions (Diener, 1984), and psychological well-being, defined as a sense of fulfillment or flourishing in life, encompassing aspects like purpose, autonomy, personal growth, positive relationships, and self-acceptance (Ryff, 1989). The array of constructs related to HAW may seem confusing due to this diversity. In addition to this, Warr (2011) noted that some positive attitude measures predominantly focus on positive affect and job satisfaction, neglecting crucial factors like meaningfulness at work. Harrison et al. (2006) introduced a higher-level concept that originates from job satisfaction and organisational commitment. They recommended that future studies delve into aspects such as job involvement or job identification within this overarching construct.

To address this complexity, Fisher (2010) introduced a higher-order construct of positive attitudes, namely, HAW, which encompasses engagement, job satisfaction, and affective organisational commitment. HAW is characterized as experiencing positive emotions related to the work tasks, the job along with its contextual elements, and a positive attitude towards the organisations as a whole. Fisher's definition also underscores the significance of the HAW compatibility principle, suggesting that a broad range of positive attitudes predict behavior more effectively when they align with each other (Harrison et al., 2006). In essence, employees exhibiting positive attitudes toward their work, job, and the organisation as a whole are more likely to be engaged, motivated, satisfied with their jobs, and inclined to display positive behaviors.

i. Engagement

Kahn (1990) described engagement as the psychological condition wherein organisational members fully commit themselves to their job roles, involving and expressing their physical,

cognitive, and emotional aspects during their performance of assigned tasks. Essentially, engagement, according to Kahn, is a process wherein employees bring their entire selves to their work, extending beyond mere physical presence. Engaged employees invest emotionally in their work, utilizing cognitive and emotional resources to perform their job to the best of their abilities. Similarly, Maslach et al. (2001) defined engagement in a manner akin to Kahn's description, portraying it as a psychological and emotional state involving a persistently motivating sense of fulfillment.

This study adheres to Schaufeli et al.'s (2002) definition of engagement, akin to Zigarmi et al.'s (2009) conceptualisation, understanding it as "employee work passion." In this context, engagement goes beyond mere job satisfaction or commitment; it entails a profound emotional connection and a robust sense of motivation and energy directed toward work. This perspective aligns with Warr's assertion that work should provide employees with a sense of purpose and fulfillment, emphasizing that meaningful work plays a crucial role in fostering engagement and passion.

ii. Job Satisfaction

In accordance with Locke's (1976) definition, job satisfaction is articulated as a state of enjoyment or positive emotional well-being arising from the assessment of one's job or job-related experiences." Spector (1997) offers a similar definition, characterizing job satisfaction as "the extent to which people like or dislike their jobs." Although Spector's definition echoes Locke's emphasis on the subjective evaluation of the job, it does not explicitly reference the emotional aspect or the appraisal process.

Contrastingly, Schriesheim and Tsui (1980) provide a definition of job satisfaction that emphasizes an emotional reaction tied to the appraisal of one's job or job experiences. This definition underscores the role of the appraisal process in shaping job satisfaction, asserting that it is not solely determined by the objective characteristics of the job but is also influenced by an individual's subjective evaluation and interpretation of their job experiences.

iii. Affective Organisational Commitment

Affective organisational commitment, as defined by Meyer and Allen (1991), is characterized as the emotional connection, sense of identification, and active engagement that an employee has with the organisation. Meyer et al. (2002) further characterize affective organisational commitment as "a psychological state that binds an individual to the organisation and its goals." They differentiate affective commitment from other forms of commitment, such as continuance and normative commitment. Continuance commitment is linked to the employee's assessment of the expenses involved in leaving the organisation, whereas normative commitment is based on the employee's feeling of duty or obligation to remain with the organisation. On the other hand, affective commitment is rooted in the employee's emotional connection to and identification with the organisation.

The current research adopts Allen and Meyer's conceptualization, considering affective organisational commitment as sentiments directed toward the entire organisation. Consequently, it emphasizes a distinct dimension from job satisfaction and engagement, focusing on the unique aspect of emotional attachment and identification with the organisation.

2.3 HAW as a Driver of IWB

Our research is grounded in the argument that HAW encompassing engagement, job satisfaction, and affective organisational commitment, leads to IWB. This relationship, as per the tenets of social exchange theory (Blau, 1964), suggests that employees, motivated by financial and socio-psychological recognition, demonstrate commitment and superior performance when they feel

valued by their organisation. Consequently, empirical evidence from various studies (Niu, 2014; Olanrewaju, Musa, 2019; Contreras, 2022; Yuan & Ma, 2022) supports the idea that employees who are satisfied with their job and organisation are more likely to exhibit IWB.

Employee engagement, recognized as a potent driver of favorable behavior, is expected to enhance productivity and performance compared to disengaged counterparts (Tims et al., 2012; Kim et al., 2013). The blend of cognitive, emotional, and physical energy characterizing employee engagement fosters a conducive environment for innovation and supports the development of novel ideas and practices (Hakanen et al., 2008). Scholars emphasize the multitude of benefits associated with innovative work behavior and work engagement for organisational success, warranting further investigation (Monica &Krishnaveni, 2019). Recent studies affirm a significant positive impact of work engagement on employees' IWB (Nazir& Islam, 2020; Pukkeeree et al., 2020; Contreras et al., 2022).

Job satisfaction, a key work-related attitude, combines affective and cognitive evaluations of job experiences (Brief, 1998). Scholars recognize job satisfaction as intrinsic motivation for employees' creativity (Amabile et al., 1996; Schleicher, 2004; Shipton et al., 2006). In alignment with social exchange theory, highly satisfied employees are expected to reciprocate through engagement in IWB (Cropanzano R, Mitchell, 2005; Mustafa et al., 2021). Positive relationships between job satisfaction and IWB have been observed in various studies (Niu, 2014; Mustafa et al., 2021).

Furthermore, employees committed to their organisation are more likely to display innovative behaviors (Xerri&Brunetto, 2011; Xerri&Brunetto, 2013). Affective organisational commitment (AOC) fosters positive emotions and attachment, akin to identifying with the organisation (Mustafa et al., 2021). Workers exhibiting strong Affective Organisational Commitment (AOC) are inclined towards intrinsic motivation, directing their efforts toward behaviors that contribute to the organisation, including knowledge sharing, thereby fostering Innovative Work Behavior (IWB) (Auger & Woodman, 2016). Past studies indicate that positive emotional experiences associated with AOC play a role in inspiring creative ideas (Baas et al., 2008). AOC also prompts employees to challenge existing norms and explore novel working methods and strategies (Park et al., 2018; Ribeiro et al., 2020). Yuan and Ma's (2022) study indicates that employees with affective commitment tend to be more innovative.

While numerous studies have explored various forms of positive attitudes as determinants of IWB, the broad attitudinal construct of positive attitudes as a determinant of IWB remains unexplored. Therefore, considering HAW as a higher-order construct encompassing engagement, satisfaction, and commitment to the organisation, it is proposed that this construct may be more relevant to study as an antecedent to IWB, given that higher-order constructs predict behavioral constructs more effectively (Harrison et al., 2006). In line with the above arguments, the following hypotheses are proposed:

H1. HAW is positively related to IWB.

H1 (a) Engagement is positively related to IWB.

H1 (b) Job satisfaction is positively related to IWB.

H1 (c) Affective organisational commitment is positively related to IWB.

3. Methodology

3.1 Sample and Target Population

The primary focus of this study was on faculty members of higher educational institutions in J&K. Both colleges and universities were considered as the sampling frame from which the

sample was drawn. In J&K, there are a total of 362 higher educational institutions, comprising 209 private colleges, 141 government colleges, and 12 universities. For the present study, 25 educational institutions were selected for data collection purpose, including 14 private colleges, 10 government colleges, and one university. The selection was proportionate to their representation in the overall population. These colleges and the university were chosen using Systematic Random Sampling for colleges and simple random sampling for the university. Once the sampling frame was established, the next step involved was determining the sample size. Cochran's (1963) formula, suitable for large populations, was used for sample size determination in this study. Following this formula, the sample size was determined to be 385. Survey questionnaires were distributed to 400 faculty members, and 250 responses were received, resulting in a response rate of approximately 62.5 percent. Data were collected using the Systematic Random Sampling technique, involving the selection of elements from a target population by choosing a random starting point and then selecting other elements at fixed intervals from each college and a university under study.

3.2 Measurement

In the current research, the measurement of IWB was facilitated through the implementation of the IWB scale developed by Janssen in 2000. This scale, comprised of nine items, was selected for its demonstrated high reliability and validity in assessing the phenomenon of interest. Moreover, the widespread usage of this instrument across diverse cultures and contexts as evidenced by studies conducted by Dincer and Orhan (2012), Al-Omari (2017), and Akram et al. (2018), further validated its appropriateness for the present investigation. The decision to adopt the Janssen IWB scale was informed by its established efficacy, both in terms of psychometric properties and alignment with the operationalization of the study's objectives, reinforcing its suitability as a robust tool for measuring IWB in the specific context under examination.

In the assessment of Happiness at Work (HAW), the Shortened Version of HAW (SHAW) scale, comprising nine items and developed by Salas-Vallina and Alegre in 2021, was employed for its suitability in operationalizing the study. The SHAW scale encompasses three key dimensions: Engagement, job satisfaction, and affective organizational commitment. Utilizing a five-point Likert scale, respondents rated their agreement levels on a spectrum from 1, "strongly disagree," to 5, "strongly agree." The decision to employ the SHAW scale was based on its alignment with the study's operational goals and its demonstrated reliability and validity across diverse international studies and contexts, as evidenced by various studies (Andre de Waal , 2018; Palihakkara N. and Weerakkody W.A.S., 2019, and Andres Salas-Vallina, 2020).

4. Results

The data underwent analysis through Partial Least Squares Structural Equation Modeling (PLS-SEM), which consists of two models: the measurement model and the structural model. However, literature suggests two different ways to measure unobserved latent constructs as reflective measurement model and formative measurement model. In this study, the authors have used disjoint two-stage approach for testing reflective-formative model.

4.1. Validating the Reflective Measurement Model

The association between constructs and their respective indicators was evaluated using a measurement model, as depicted in Figure 1. The measurement model requires the scale to demonstrate robust reliability and validity. In validating reflective constructs, four crucial aspects must be considered: the reliability of individual indicators, the internal consistency of latent variables, the convergent validity of the constructs, and the discriminant validity of the latent variables (Hair et al., 2021a).

Figure 1: Reflective Measurement Model

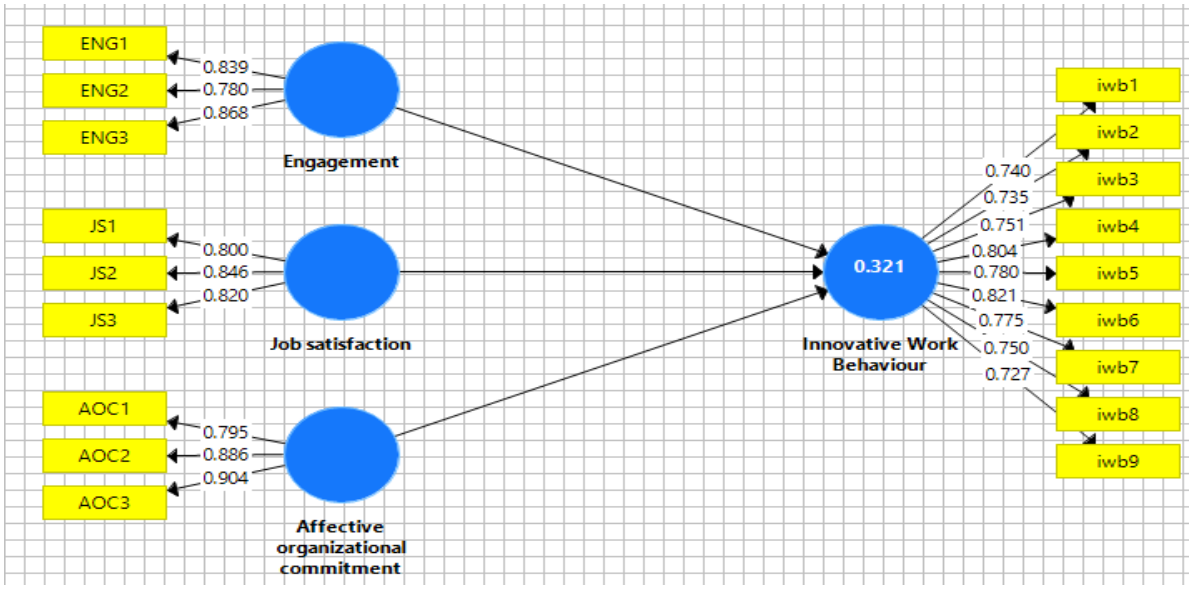


Table 1: Factor Loadings, VIF values, AVE, CR, and Alpha

Items	Loadings	VIF	AVE	CR	Cronbach's α
Innovative Work Behaviour					
IWB1	0.740	2.670	0.586	0.927	0.911
IWB2	0.735	3.201			
IWB3	0.751	3.216			
IWB4	0.804	2.595			
IWB5	0.780	2.615			
IWB6	0.821	3.190			
IWB7	0.775	3.017			
IWB8	0.750	3.088			
IWB9	0.727	2.944			
Happiness at Work					
ENG1	0.839	1.672	0.689	0.869	0.774
ENG2	0.886	1.461			
ENG3	0.904	1.728			
JS1	0.800	1.478	0.676	0.862	0.760
JS2	0.846	1.604			
JS3	0.820	1.546			
AOC1	0.795	1.688	0.745	0.897	0.830
AOC2	0.886	2.034			
AOC3	0.904	2.217			

The reliability of the scales employed in this study meets the established minimum requirement by Nunnall (1978): all constructs in the model surpass the criteria with composite reliability exceeding 0.7 and Cronbach's alpha surpassing 0.60 (Table 1). Convergent validity was also assessed using average variance extracted (AVE), and the AVE values for all variables exceeded the recommended threshold of 0.50 (Table 1). Additionally, all items demonstrated robust factor loadings, surpassing the designated threshold of 0.50 (Hair et al., 2010).

Table 2: Discriminant Validity Assessment by Fornell Larcker Criteria AVE > r

	AOC	ENG	**IWB**	**JS**
AOC	**0.863**			
ENG	0.421	**0.830**		
IWB	0.488	0.398	**0.765**	
JS	0.642	0.507	0.509	**0.822**

Note: Diagonals represent the square root of the AVE while the other entries represent the squared correlation

Table 3: 7 Discriminant Validity: Heterotrait-Monotrait Ratio of correlations
HTMT Ratio < 0.90

	AOC	ENG	IWB	JS
AOC				
ENG	0.521			
IWB	0.547	0.470		
JS	0.811	0.660	0.609	

Discriminant validity was assessed using Fornell-Larcker criteria (1981) and HTMT ratio. Through Fornell-Larcker criteria, the present study established discriminant validity as the Square-roots of AVE values (highlighted in bold in table 2) for constructs were greater than the correlations between the constructs. The HTMT (Heterotrait-Monotrait) ratio revealed that the correlation among all constructs was under 0.90, thus confirming discriminant validity (See Table 2).

4.2. Validating the Formative Measurement Model

In the present study, HAW is formulated as higher-order formative construct consisting of three dimensions viz. Engagement, job satisfaction and affective organisational commitment, as depicted in Figure 2. The Relevant criteria for the assessment of formative measurement model include the assessment of indicator collinearity, statistical significance and relevance of the indicator weights.

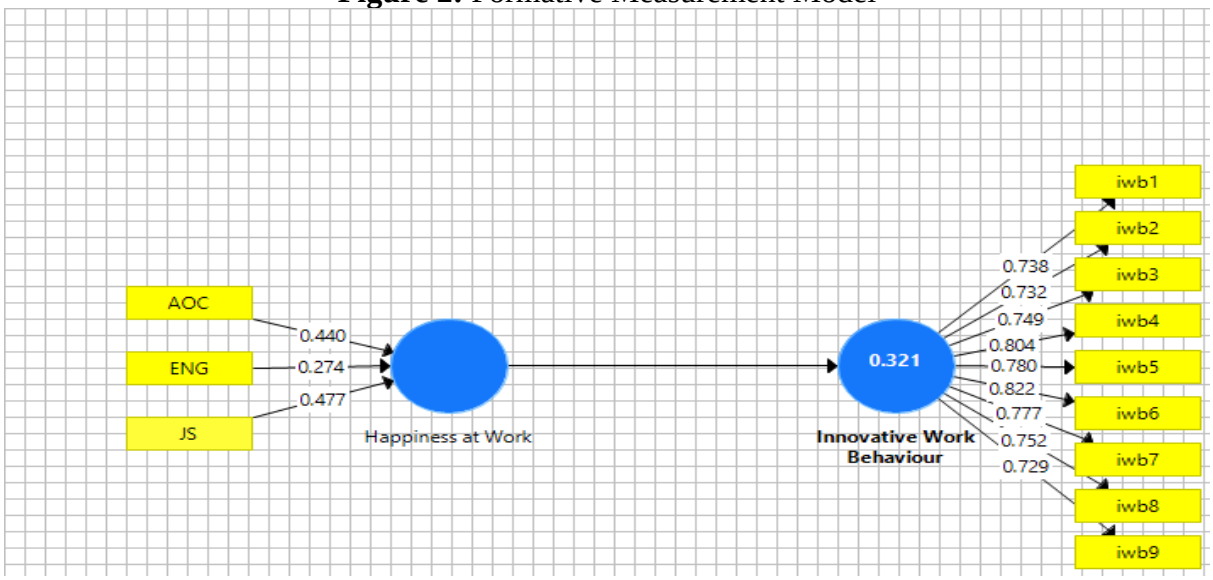
Table 4: Indicator Weights of Higher-Order Formative Construct

HOC	LOC's	Outer weights	T statistics	P Values	Outer Loadings	VIF
HAW	Engagement	0.274	1.930	0.054	0.701	1.374
	Job satisfaction	0.477	3.287	0.001	0.898	1.923
	Affective Organisational Commitment	0.440	2.845	0.004	0.862	1.738

***HOC, Higher order construct, LOC's, Lower order constructs

The first step in validating the formative measurement model is the assessment of the collinearity issues. In PLS-SEM, the level of collinearity is assessed through variance inflation factor (VIF). VIF values less or equal to 5 indicate no collinearity issue (Hair et al., 2021b). Since, all the VIF values were below 5 (Table 4), therefore there is no collinearity issue. Subsequently, the statistical significance and importance of outer weights were examined, following the methodology outlined by Sarstedt et al. (2019). All outer weights were deemed significant except for engagement. Moreover, the outer loadings for each indicator comprising HAW were statistically significant according to Sarstedt et al. (2019). Consequently, the higher-order construct was validated, affirming the reliability and validity of the reflective and formative measurement model.

Figure 2: Formative Measurement Model



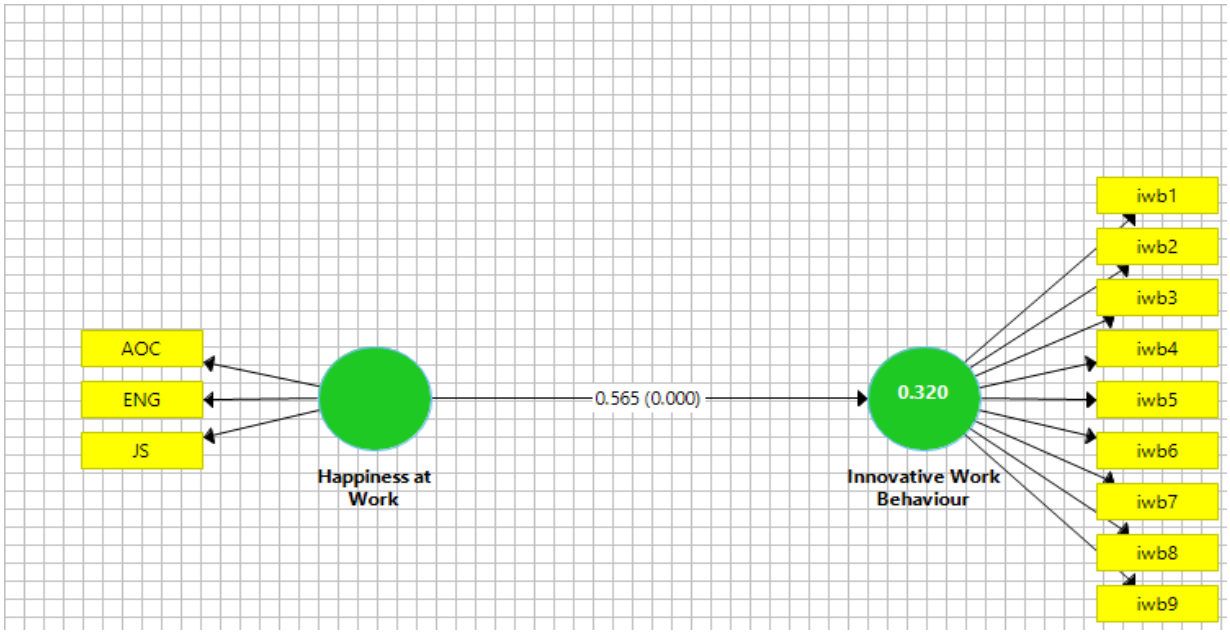
4.3 Structural Model Assessment

The first step in structural model assessment involves examining multicollinearity using VIF. The VIF values were below the threshold value of 5 (Hair et al., 2021b), signifying the absence of multicollinearity concerns. Following this, the study evaluates the hypotheses to determine the significance level using 5000 bootstrap samples at a 95% confidence interval. The results are highlighted in Figures 3 & 4, and Table 5. Table 5 indicates that all the hypotheses were accepted. The main hypothesis H1 was related to the association of HAW and IWB. This hypothesis was divided into three sub-hypotheses to investigate the association of three dimensions of HAW with the IWB.

Table 5: Path Coefficients

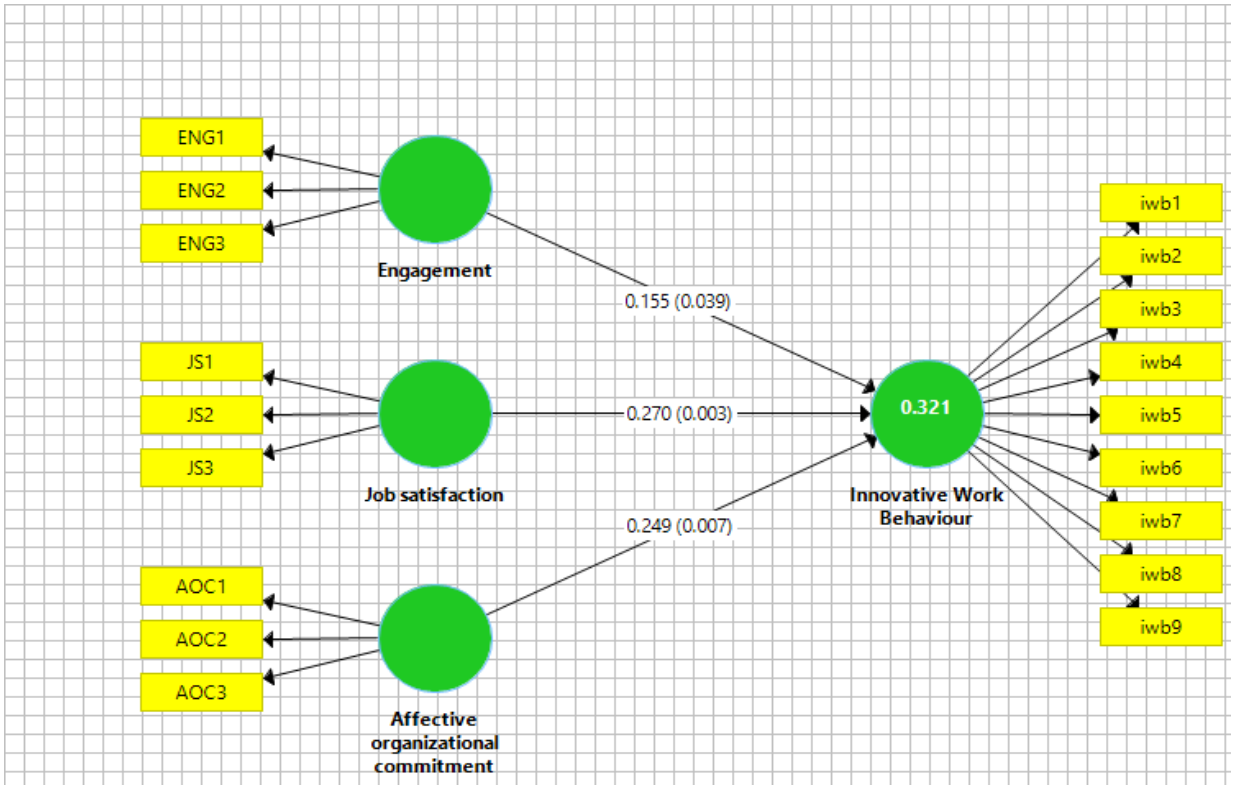
Hypotheses	Original Sample (β)	STDEV	T statistics	P values	Decision
HAW -> IWB	0.566	0.053	10.074	0.000	Supported
ENG -> IWB	0.155	0.077	2.022	0.043	Supported
JS -> IWB	0.270	0.090	3.004	0.003	Supported
AOC -> IWB	0.249	0.093	2.692	0.007	Supported

Figure 3: Structural Model (Higher-Order Construct)



For hypothesis H1, bootstrapping results revealed that there is a positive and significant impact of HAW on IWB ($\beta = 0.565$, $p < 0.001$) as shown in Table 5 and Fig 3. Next, explanatory power of the model was assessed. R-sq value for IWB was found as 0.320 which is over 0.1 (Falk & Miller, 1992). The assessment of predictive relevance was conducted through the Q-sq value, with the endogenous construct yielding a Q-sq value of 0.180. These Q-sq values, characterized as moderate according to Hair et al. (2021a), provide insights into the predictive capability of the model.

Figure 4: Structural Model (Lower-Order Constructs)



For hypotheses H1 (a), H1 (b) and H1 (c), the findings revealed significant impact of engagement ($\beta = 0.155$, $p = 0.039$), job satisfaction ($\beta = 0.270$, $p <= 0.003$) and affective organisational commitment ($\beta = 0.249$, $p = 0.007$) on IWB (Table 5 and Fig 4). R-sq value of IWB was found as 0.321 which is above 0.1 (Falk & Miller, 1992). Stone-Geisser's Q-sq value for IWB was 0.180 which reveals moderate predictive relevance of exogenous variables for endogenous variables (Hair et al., 2021a).

5. Findings and Discussion

The primary objective of the present study was to investigate the influence of HAW on IWB among academics of higher educational institutions. The findings of this study indicated a positive and significant impact of HAW on IWB. It's noteworthy that this study contributes novelty to the existing literature, as there were no prior studies identified that specifically examined the association between HAW and IWB. HAW is conceptually defined by a combination of factors, including engagement, job satisfaction, and affective organisational commitment, as articulated by Fisher (2010). According to this definition, HAW encompasses a comprehensive set of positive attitudes that collectively contribute to shaping behavior. The interplay of these factors suggests that a harmonious alignment of positive attitudes is more effective in predicting behavior, a concept supported by Harrison et al. (2006). This theoretical perspective aligns with the study's findings, which reveal a positive influence of HAW on Innovative Work Behavior (IWB). The interconnectedness of engagement, job satisfaction, and affective organisational commitment within the construct of HAW contributes to fostering an environment conducive to innovative behaviors among academics. The study's results, therefore, not only validate the conceptualisation of HAW but also underscore the significance of a holistic approach to positive attitudes in predicting and promoting IWB.

Within the examination of HAW, the initial focus was on the dimension of engagement, revealing a noteworthy impact on IWB. This finding aligns with prior research by Pukkeeree et al. (2020), and Contreras et al. (2022). For example, Pukkeeree et al. (2020) conducted a study on human resource officers and found that employee engagement influenced IWB. In another study, Contreras et al. (2022) found that a positive relationship exists between employee work engagement and innovative work behaviour of Latin American female employees of B Corps.

The second dimension, job satisfaction, was also found as having a positive and significant impact on IWB, aligning with the research by Niu (2014) and Mustafa et al. (2021). For instance, Niu (2014) conducted a study within the service industry in Taiwan, revealing a positive influence of job satisfaction on individual innovative behavior. Additionally, Mustafa et al. (2021) investigated the relationship between job satisfaction and IWB among employees in small-sized enterprises, finding a positive correlation between job satisfaction and innovative work behavior.

Thirdly, the study revealed a positive and significant association between affective organisational commitment and IWB. This outcome resonates with the findings of Yuan and Ma (2022) and Torlak et al. (2023). For example, Yuan and Ma (2022) conducted a study among employees in small and medium-sized ICT (Information and Communication Technology) companies and their research results supported the notion that affective organisational commitment positively contributes to Innovative Work Behavior. In another study, Torlak et al (2023) found that employees' affective commitment to their companies significantly positively affects their IWB.

These results collectively underscore the importance of multifaceted positive attitudes, encapsulated within the dimensions of engagement, job satisfaction, and affective organisational

commitment, in influencing IWB. The findings not only reinforce the significance of these individual components but also highlight the interconnected nature of positive attitudes in fostering a conducive environment for innovative work behaviors.

5.1 Theoretical Contribution

The study outcomes contribute to the HAW and IWB literature. First, the study's findings reveal that positive attitudes, including engagement, job satisfaction, and affective organisational commitment, exert a direct and significant positive impact on IWB. This aligns with previous research (Niu, 2014; Pukkeeree et al., 2020; Mustafa et al., 2021; Contreras et al., 2022; Yuan & Ma, 2022). In addition, the investigation also delves into the relationship between a broad attitudinal construct, namely, HAW and IWB among academic professionals in higher educational institutions. The results indicate a positive and significant association between HAW and IWB. Therefore, the current study suggests that employees experiencing HAW are more likely to exhibit engagement, satisfaction, and commitment in their roles, ultimately fostering IWB. The study underscores the importance for organisations to enhance HAW through strategies such as offering professional development opportunities, recognizing and rewarding employees, promoting work-life balance, and cultivating a positive and supportive workplace culture to encourage IWB. Notably, this study is the first to explore the higher-attitudinal construct of HAW as a predictor of IWB. Second, this study examines the higher education context, where a scarcity of research exists on the role of employees' attitudes as predictors of Innovative Work Behavior (IWB). Third, a notable contribution of the current study is the provision of new empirical evidence for the HAW and IWB scales within the context of higher education in India.

5.2 Managerial Implications

The recent COVID-19 pandemic and the inclusion of e-applications and information technology in education has heightened the demand for IWB, especially in the higher education sector, which has been significantly impacted. The findings of the present research found that the happiness of the faculty members at work has the significant impact on IWB. Therefore, it is emphasized that higher education managers should actively promote and maintain Happiness at Work (HAW) among academics to enhance their levels of IWB in the workplace.

To achieve elevated levels of HAW, measures to enhance it should be implemented. First, academic staff should be encouraged and supported through training, development, and motivational activities to boost employee engagement. Second, higher education managers need to be mindful of how Human Resource Management (HRM) policies and practices impact employee job satisfaction as their organisations evolve.

A third approach involves the implementation of High-Commitment Work Systems (HCWSs). HCWSs seek to create an enduring reciprocal relationship between organisations and employees, strengthening the organisational identity and psychological commitment of academics to a sustained affiliation with their institution. Such practices may foster stronger connections between academics and their organisation, leading to increased commitment. Finally, there should be a focus on exploring effective ways to enhance work-life balance for both women and men. Creating a supportive work environment allows academics to make the most of their leisure time, engage in personal relationships, or pursue hobbies, ultimately recharging their personal energy and fostering positive emotions. This approach is expected to enable higher education managers to attain elevated levels of HAW, consequently contributing to higher levels of IWB among academics.

6. Limitations and Future Research Directions

The study encounters three limitations. Firstly, self-reported questionnaires were employed to measure the two constructs, potentially introducing response distortion. Future research should explore alternative methodologies, such as multi-level approaches. Secondly, the primary objective of this study was to identify factors influencing IWB. However, IWB could be influenced by additional variables that were not taken into consideration. Hence, there is an imperative for continuous exploration into the determinants of IWB. Finally, while findings of the present study provide important insights into the relationship between HAW and IWB in the higher education context, it is important to replicate the study in other sectors to determine the generalizability of the results.

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