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Original Research Article

Developing Lecturers' Innovative Work Behavior Based on Grit and OCB

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Abstract: This study explores the empirical effect of grit on innovative work behavior (IWB) mediated by organizational citizenship behavior (OCB). A questionnaire collected research data. The research participant is 230 lecturers in Indonesia selected by accidental sampling. Data analysis uses path analysis supported by descriptive statistics and correlational matrics. The research result indicates that grit significantly affects OCB and IWB. Besides, grit also has an indirectly significant effect on IWB mediated by OCB. Thus, the lecturers' IWB can improve through grit and OCB. A model regarding the effect of grit on IWB mediated by OCB was confirmed. Therefore, researchers and practitioners can adopt an empirical model to increase IWB through grit and OCB in the future and various fields.

Keywords: Grit; Organizational citizenship behavior; Innovative work behavior; Lecturer; Indonesia.

INTRODUCTION

The innovation existence is now increasingly crucial in the midst of a more massive shift in the flow of competition, especially when the world is faced with the impact of the Covid-19 pandemic, which requires a fast and innovative response. On an individual level, innovation manifested in innovative behavior affects job involvement (Hanif & Bukhari, 2015) and OCB (Hwang & Choi, 2017), and performance (Shanker *et al*., 2017; Schuh *et al*., 2018; Rizki *et al*., 2019). Meanwhile, at the organization level, innovation, including innovative behavior, influences the organizations' effectiveness and success (Anderson *et al*., 2014; Laursen & Salter, 2014; Gambardella & Panico, 2014). In the public sector, innovation is viewed as the factor that contributes to the quality of public services and the problem-solving capacity (De Vries, Bekkers, & Tummers, 2016); meanwhile, in the perspective of global markets, innovation has become important for companies (Anderson *et al*., 2018). This fact indicates that innovation and innovative behavior are essential for individuals and organizations, including lecturers in the educational organization context, such as universities. According to Lapple *et al*., (2016), in reality, innovative behavior varies according to regional factors, such as access to educational, advisory, and research services, which tend to be less concentrated in more remote areas. Innovative behavior is individual behavior that aims to reach the stage of introduction or attempt to introduce (in his work, group, or organization) ideas, processes, products, or new and useful procedures (Jong & Hartog, 2008). Innovative behavior also reflects a multiple-stage process in which an individual recognizes a problem for which she or he generates new (novel or adopted) ideas and solutions works to promote and build support for them, and produces an applicable prototype or model for the use and benefit of the organization or parts within it (Carmeli *et al*., 2006). In the work contexts, innovative behavior appears in the term of innovative work behavior (IWB), which is a novel and innovative way of doing some routine tasks. IWB is also a complex behavior and consists of the generation of ideas, their promotion, and realization (Stoffers *et al*., 2018). According to Yuan and Woodman (2010), IWB can describe the development, adoption, and implementation of new ideas for products, technologies, and work methods by employees. Besides, IWB also refers to all employee behavior related to identifying problems and opportunities, searching for innovative solutions, suggesting these innovations to peers and supervisors, and ultimately contributing to

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implementing the innovations in the workplace (De Spiegelaere *et al*., 2016). Kleysen and Street (2001) state that IWB can be measured through five indicators: opportunity exploration, generativity, informative investigation, championing, and application.

LITERATURE REVIEW AND HYPOTHESIS DEVELOPMENT

Grit and IWB

IWB, among others, is influenced by grit. The research conducted by Mooradian *et al*. (2016) indicated that grit influences IWB. Grit is the tendency to pursue challenging long-term goals with perseverance and passion (Duckworth *et al*., 2011). Grit shows how one can achieve long-term goals by overcoming obstacles and challenges. Grit is also one way to determine where someone can put their efforts to survive in facing lifes' challenges (Hochanadel & Finamore, 2015). Grit reflects a psychological variable based on positive psychology, which prioritized persistence as an indicator of long-term success and is associated with achieving high-level goals for a very long time (Von Culin *et al*., 2016). According to Duckworth and Quinn (2009), grit consists of two indicators: consistency of interests, which reflects an individuals' tendency to maintain commitment and maintain focus on achieving goals/tasks over a long period of time; and persistence of effort, reflects an individuals' tendency to pursue long-term goals with sustained efforts despite obstacles and setbacks. If in adequate, stable, and long-term conditions, these indicators can stimulate the emergence of IWB, which is manifested in opportunity exploration, generativity, informative investigation, championing, and application. Based on the studies and argument above, can formulate the hypothesis:

H_1: Grit has a direct effect on IWB.

OCB and IWB

IWB is also influenced by OCB. The investigation by researchers claimed that OCB influences IWB. (e.g., Haider *et al*., 2017; Gerke *et al*., 2017; Kim *et al*., 2017; Naqshbandi *et al*., 2016). Scholars (e.g., Kreitner & Kinicki, 2013; McShane & Von Glinow, 2018) state that OCB is employee behavior that is beyond the call of duty exceeds formal job duties, such as cooperation and helpfulness to others that support the organizations' social and psychological context, but is often necessary for the organizational survival. OCB is also referring to the set of behaviors that sustain or enhance the cooperative system of the organization but are not systematically or generally recorded in the formal system of the organization or tied in any consistent way to specific rewards (Organ, 2018). OCB includes such behaviors as taking on additional assignments, voluntary assisting other people at work, keeping up with the developments in ones' field or profession, following company rules even when no one is looking, promoting and protecting the organization, and keeping a positive attitude and tolerating inconveniences at work (Schultz & Schultz, 2016). OCB reflects the contribution of all organization members that can add to the positive socialization of members and leads to extra-role behavior. OCB is the discretion of each member. If a sufficient number of members does it, it will help the organization achieve higher performance and effectiveness in achieving its goals (Organ, 2018). According to Klotz *et al*., (2018), employees in different organizations may engage in different patterns of citizenship, depending on the organizational context. OCB consist of five indicators: altruism, conscientiousness, sportsmanship, courtesy, and civic virtue (Organ *et al*., 2006). These indicators, if at a high level, can be someone who increases their IWB. For example, lecturers who have strong conscientiousness and sportsmanship tend to be proactive in conducting an informative investigation, championing, and application related to teaching, research, scientific publications, and community service. Based on the studies and arguments above, can formulate the hypothesis:

H_2: OCB has a direct effect on IWB.

Grit and OCB

Besides affecting IWB, OCB is also influenced by grit. Studies conducted by Arifin and Puteri (2018), Arifin *et al*. (2019), and Lee *et al*., (2018) prove that grit has a significant effect on OCB. As an illustration, lecturers with adequate and stable in consistency of interests and persistence of effort for a long time to fight for their life goals (Duckworth & Quinn, 2009) will tend to have high levels of altruism, conscientiousness, sportsmanship, courtesy, and civic virtue (Organ *et al*., 2006) which makes it possible to achieve his life goals. Therefore, based on the studies and arguments above, can formulate the hypothesis:

H_3: Grit has a direct effect on OCB

Grit and IWB Mediated by OCB

The various studies above show that grit affects OCB (Mooradian *et al*., 2016) and OCB affects IWB (e.g., Haider *et al*., 2017; Gerke *et al*., 2017; Kim *et al*., 2017). This opens the opportunity for grits' effect on IWB mediated by OCB. As an illustration, when lecturers in high grit reflect the consistency of interests and persistence of effort (Duckworth & Quinn, 2009), they will tend to have strong conscientiousness and sportsmanship (Organ *et al*., 2006). It then encourages the emergence of IWB, which is reflected, especially, in exploratory, investigative, competitive, and applicable behaviors (Kleysen & Street, 2001). However, it still requires empirical testing, so that it can be hypothesized:

H_4: Grit had an indirect effect on IWB mediated by OCB.

RESEARCH METHODS

This research uses a quantitative approach to the survey method through a questionnaire in the form of a Likert scale model with five option answers: strongly disagree, disagree, neutral, agree, and strongly agree to verify the hypotheses (Hair *et al*., 2018). The questionnaire makes by researchers themselves was based on the theoretical dimensions or indicators from the experts. Grit indicators are the consistency of interests and persistence of effort (Duckworth & Quinn, 2009). OCB consist of five indicators: altruism, conscientiousness, sportsmanship, courtesy, and civic virtue (Organ *et al*., 2006). IWB indicators, including opportunity exploration, generativity, informative investigation, championing, and application (Kleysen & Street, 2001). The grit questionnaire consists of eight items with an alpha coefficient = .926, OCB consists of ten items with an alpha coefficient = .854, and IWB consists of ten items with an alpha coefficient = .882. All variables have a coefficient of alpha > .7, so it is valid and reliable as a research instrument (Van Griethuijsen *et al*., 2014; Hair *et al*., 2018).

This research participant is 230 lecturers in Indonesia spread across four provinces: Jakarta, Banten, West Java, and Riau Islands, determined by accidental sampling based on participant willingness to fill in the questionnaire at the time the research was conducted (Widodo, 2019). Description of the participants shown in Table 1.

Table-1: Profile of the Research Participant

Profile	Amount	Percentage
Gender		
Male	152	66.09
Female	78	33.91
Ages		
< 26 years	0	0
26 – 35 years	77	33.48
36 – 45 years	49	21.30
46 – 55 years	65	28.26
> 55 years	39	16.96
Education		
Bachelor (S1)	2	.87
Postgraduate (S2)	162	70.43
Doctoral (S3)	66	28.70
Status		
Married	204	88.70
Unmarried	26	11.30
Length of Teaching		
< 5 years	70	30.43
6 – 10 years	69	30.00
11 – 15 years	36	15.65
> 16 years	55	23.91

As shown in Table 1, the majority of gender is male (66.09%), ages 26 – 35 years (33.48%), postgraduate (S2) education (70.43%), marital status (88.70%), and length of teaching ≤ five years (30.43%). Data analysis using the path analysis and path coefficients significance uses a t-test supported by descriptive statistics and correlational. Descriptive and correlational analyzes were performed by SPSS version 26, while path analyzes by LISREL 8.80.

RESULT AND DISCUSSION

The descriptive statistical analysis and correlations of the three research variables are present in Table 2. The mean values of the three variables from the lowest to the highest in succession are grit (34.65), IWB (43.06), and OCB (43.10). Meanwhile, the standard deviation values of the three variables from the lowest to the highest in succession are IWB (3.816), grit (4.324), and OCB (4.325). G\generally, the standard deviation value is smaller than the mean values so that it reflects a good representation of the overall data. The correlation analysis results in all variables had significant relationships with the other variables at level $p < .01$. This condition indicates that all the variables had a mutual relationship with each other. The correlation coefficients from the lowest to the highest in succession are grit and OCB (.423), grit and IWB (.506), and OCB and IWB (.672).

Table-2: Descriptive Statistics and Correlational Matrix of Variables

Variables	Mean	Std. Deviation	1	2	3
1. Grit	34.65	4.324	1.00		
2. OCB	43.10	4.325	.423**	1.00	
3. IWB	43.06	3.816	.506**	.672**	1.00

** p < .01

The results of hypothesis testing with path analysis of the effects of grit on IWB mediated by OCB are summarized in Table 3 and visualized in Figure 1 and Figure 2. The hypothesis testing results show that all hypotheses were supported (t value > t table at α = .01). Therefore, this study is grit has a significant direct effect on OCB and IWB, and OCB had a significant direct effect on IWB. Grit has a significant direct effect on OCB (.42; 7.03) and IWB (.27; 5.31). The OCB has a significant direct effect on IWB (.56; 10.89). Besides, grit had a significant indirect effect on IWB mediated by OCB (.23; 5.91).

Table-3: Summary of Path Coefficients and T values

Path	Path Coefficients	T Value	Hypothesis Testing
H_1: Grit on IWB	.27**	5.31	Supported
H_2: OCB on IWB	.56**	10.89	Supported
H_3: Grit on OCB	.42**	7.03	Supported
H_4: Grit on IWB mediated by OCB	.23**	5.91	Supported

** p < .01

In Figure 1 and Figure 2, the test results of the model with the goodness of fit statistics show the significant with Chi-Square = 0.000, df = 0, p-value = 1.00000 > .05, and RMSEA = .000 < .08, so that the model tested is fit. This result indicates that the empirical data support the theoretical model being test.

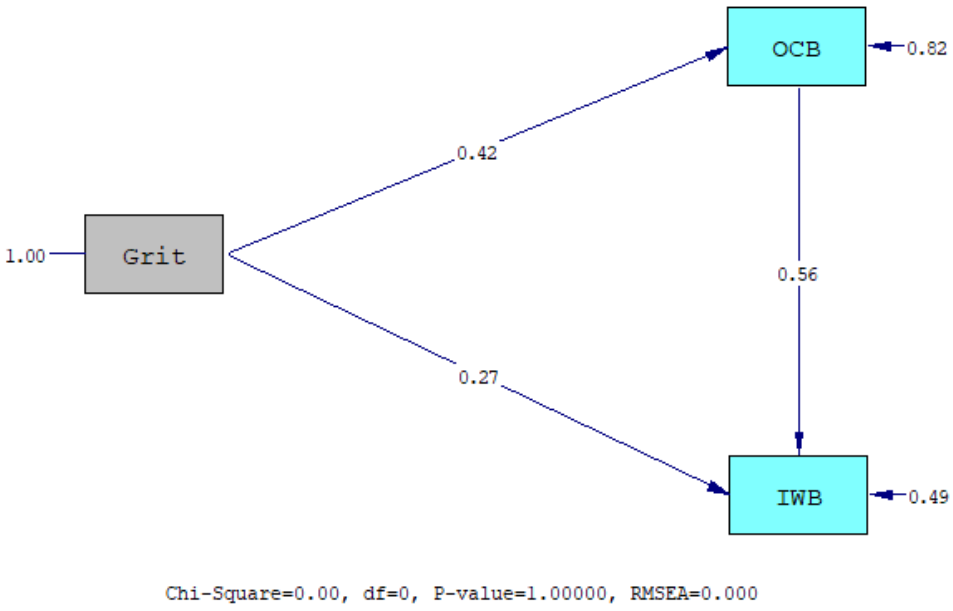

Figure-1: Path Coefficients

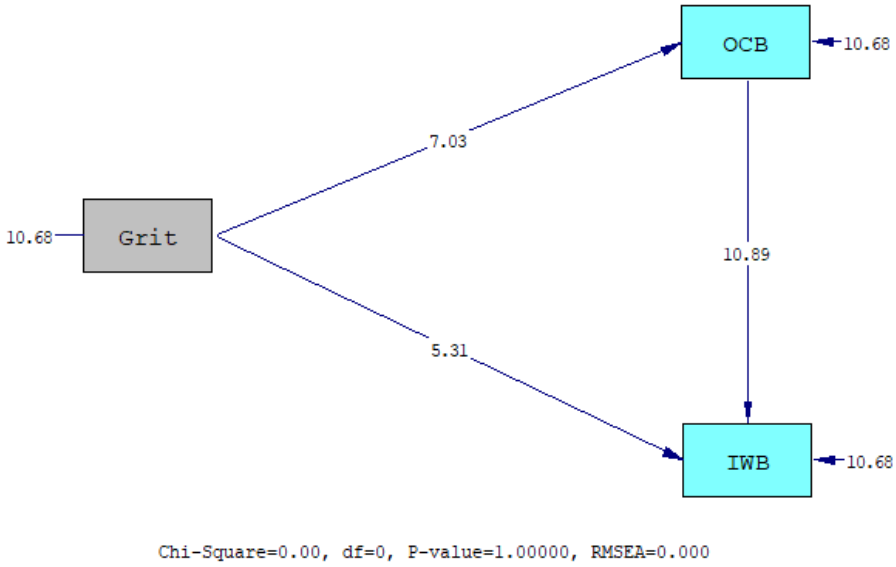

Figure-2: T Values

This research revealed that grit significantly affects IWB. These findings indicate that grit is essential for IWB. The path coefficient obtained was positive (.27) with t value (5.31) > t table (2.345), indicating that the improvement in grit, which includes: consistency of interests (an individuals' tendency to maintain commitment and maintain focus on achieving goals/tasks over a long period time) and persistence of effort (an individuals' tendency to pursue long-term goals with sustained efforts despite obstacles and setbacks) (Duckworth & Quinn, 2009) can have implications for enhancing IWB manifested in opportunity exploration, generativity, informative investigation, championing, and application (Kleysen & Street, 2001). This also means that lecturers in high grit tend to adequate opportunity exploration, generativity, informative investigation, championing, and application. These findings are consistent and confirm the previous studies' result from Mooradian *et al*. (2016) that grit influences IWB. This study result also indicates that grit has a positive and significant effect on OCB with a path coefficient = .42 and t value (7.03) > t table (2.345). These findings indicate that improving grit, particularly consistency of interests and persistence of effort, can stimulate increasing OCB manifested in altruism, conscientiousness, sportsmanship, courtesy, and civic virtue (Organ *et al*., 2006). For example, lecturers in high persistence of effort manifested in an individuals' tendency to pursue long-term goals with sustained efforts despite obstacles and setbacks will tend to strong altruism, conscientiousness, and sportsmanship in various university activities. These findings are in line, consistent, and confirm previous studies by Arifin and Puteri (2018), Arifin *et al*. (2019), and Lee *et al*., (2018) that grit has a significant correlation with OCB.

In addition, this study also proves that OCB has a significant effect on IWB with the path coefficient = .56 and t value (10.89) > t table (2.345). It indicates that the improvement OCB, manifested in altruism, conscientiousness, sportsmanship, courtesy, and civic virtue (Organ *et al*., 2006), can encourage enhancing IWB reflected in opportunity exploration, generativity, informative investigation, championing, and application (Kleysen & Street, 2001). This also means that lecturers in high altruism, conscientiousness, sportsmanship, courtesy, and civic virtue tend to have strong exploration, generativity, informative investigation, championing, and application (Kleysen & Street, 2001). As an illustration, lecturers who are sportsmanship will tend to actively explore, investigate and apply intensely new things that can be relied on to advance the university. This empirical fact is in line and confirms the previous studies' results by Haider *et al*., (2017), Gerke *et al*., (2017), and Kim *et al*., (2017) that OCB influences IWB.

Moreover, this study also found that grit has a significant indirect effect on IWB mediated by OCB with path coefficient = .23 and t value (5.91) > t table (2.345). This evidence was addressing that OCB is vital in the correlation between grit and the IWB context. This suggests that OCB manifested in altruism, conscientiousness, sportsmanship, courtesy, and civic virtue (Organ *et al*., 2006) can be a good intermediary for the relationship between grit and IWB. It also means that when the lecturers' OCB is high, it will be crucial goodwill for the relationship between grit and IWB. These findings are in line and consistent with studies by scholars that IWB is influenced by OCB (e.g., Haider *et al*., 2017; Gerke *et al*., 2017; Kim *et al*., 2017) and OCB is affected by grit (Arifin & Puteri, 2018; Arifin *et al*., 2019; Lee *et al*., 2018).

Overall, this empirical fact confirms that grit and OCB are vital for developing lecturers' IWB, so they needs to manage and develop optimally. Consequently, university leaders need to give more attention to lecturers' grit and OCB. This attention can be manifested in strategic approaches that enhance lecturers' grit and OCB. This approach must support developing all dimensions or indicators of grit and OCB in practice. For grit, the implementation of the strategic approach must provide goodwill for improvement of consistency of interests, reflects an individuals' tendency to maintain commitment and maintain focus on achieving goals/tasks over a long period of time; and persistence of effort, which demonstrates an individuals' tendency to pursue long-term goals with sustained efforts despite obstacles and setbacks (Duckworth & Quinn, 2009). Likewise, implementing the strategic approaches must also stimulate the emergence of altruism, conscientiousness, sportsmanship, courtesy, and civic virtue (Organ *et al*., 2006) among lecturers to reflects their OCB. Implementation of the strategic approaches can be done through training, workshop, focus group discussions, counseling, or other activities that stimulate improving lecturers' grit and OCB.

Finally, the research results confirmed an empirical model of the effect of grit on IWB mediated by OCB based on the lecturers' data in Indonesia. This model can discuss among scholars, researchers, and educational practitioners to built models and enhance lecturers' IWB.

CONCLUSION

This research found that grit significantly affects IWB, directly and indirectly, mediated by OCB. Thus, the lecturers' IWB can develop through grit and OCB. Furthermore, a model regarding the effect of grit on IWB mediated by OCB was confirmed. Therefore, scholars, researchers, and practitioners can discuss or adopt an empirical model to develop IWB through grit and OCB in the future and various fields. Future studies can take a larger number of samples, using structural equation modeling (SEM) and different locus. Meanwhile, practitioners can schedule IWB development programs through the revitalization of grit and OCB. Revitalization can be started by doing strategic planning along with scenarios in implementation, supervision, evaluation, and feedback that are true to improving grit and OCB.

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