Organizational Factors and Their Effects on Innovative Work Behaviour among Malaysian Special Needs School Teachers: A Literature Review and Model Development

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Abstract
Purpose: Teachers in special needs schools play an essential role in educating special needs students. They must be able to plan, guide, and promote interaction in the classroom. This emphasizes the critical necessity of innovative workplace behaviour. Thus, the purpose of this paper is to conduct a review and synthesis of the literature to develop a model that links organizational factors (organizational climate, learning organization, and organizational justice) to innovative work behaviour among special needs school teachers in Malaysia.
Design/methodology/approach: This conceptual study is purely based on a review and analysis of prior research publications. The approach involved using the Google Scholar search engine to conduct a literature search. 'Organizational climate,' 'learning organization,' organizational justice,' and 'innovative work behaviour' were used as targeted keywords. We retrieved the relevant results and then sorted out the ones that fulfilled the search terms.
Findings: This paper proposes a conceptual model that integrate organizational factors and innovative behaviour in the context of special needs school teachers. We predict that there will be positive correlations between organizational climate, learning organization, and organizational justice and innovative work behaviour.
Research implications/limitations: This article depends solely on prior research findings provided by other researchers. Aside from that, it concentrates primarily on one type of factor, which is organizational factors. Other factors, such as job-related and personal factors, should also be investigated.
Practical implications: The findings will be useful to the Ministry of Education and school administrators in making the best decisions to enhance innovative work behaviour among teachers.
Originality/value: Only a few studies have looked specifically at teachers' innovative work behaviour and the factors that influence it. Therefore, we intend to identify the factors that foster and sustain innovative work behaviour among special needs school teachers because the success of innovation is based on a range of organizational factors. This study will bridge the

knowledge gap given the scarcity of research on innovative work behaviour involving teachers in special needs schools. As a result, the government will be able to design a successful educational reform that will benefit everyone in the field of education.

Keywords: Organizational Factors, Innovative Work Behaviour, Special Needs School Teachers

Introduction

The emergence of the Industrial Revolution 4.0 (IR 4.0) has centred on skills and competencies, transforming people into more innovative individuals (Baharuddin, Masrek, & Shuhidan, 2019). Education 4.0 is the result of IR 4.0, representing a new teaching style and a new learning system paradigm (Bujang et al., 2020). It entails more sophisticated, dialectical, and engaging education, with the potential to transform society for the better (Xing & Marwala, 2017). According to Mirzajani et al. (2016), education 4.0 will be moulded by innovation and teach students to be more innovative. This is because learning in this day and age necessitates everyone being prepared to the best of their abilities, highlighting the significance of an innovative society (Ishak & Mansor, 2020). Education is critical to the development of an individual's intellectual and personal qualities, as well as nation-building (Nasir & Efendi, 2017). According to Sanaky (2017), education entails establishing values and social growth to establish culture and human life foundations.

According to the Persons with Disabilities Act (2008), "Persons with disabilities shall not be exempted from the general education system on the basis of disability, and disabled children shall not be exempt from preschool, primary, secondary and tertiary education, on the basis of equality with persons or children's efforts, including vocational training and lifelong learning". Education is a crucial aspect of life for people with disabilities because it allows them to read and write, speak English, find jobs, and participate in decision-making (Singal et al., 2015). Malaysia's government offers educational opportunities for students with special needs, such as those who are visually impaired, hearing impaired, and children with learning difficulties (Ministry of Education Malaysia, 2021). The objective of the special education programme is to offer all students with equal educational opportunities, regardless of their impairments (Ministry of Education Malaysia, 2021).

Teaching is seen as a noble profession and is highly valued by the community since it plays a significant role in creating society via knowledge (Rodzi et al., 2017). It is critical in education to have innovative teachers who can engage in various teaching and learning activities (Thurlings, Evers & Vermeulen, 2015). This is due to the fact that teachers play a vital role in establishing and maintaining good schools (Balkar, 2015). To teach students with special needs, teachers must plan, regulate, and promote interaction in the classroom (Di Gennaro et al., 2014). Teachers who exhibit innovative behaviour can help improve school performance (Izzati, 2018). However, most teachers nowadays lack the ambition to be innovative in their work (Baharuddin et al., 2019). This is because most teachers are already comfortable with their school jobs and choose to use traditional teaching techniques rather than introducing or developing new learning strategies using alternative methods and approaches (Izzati, 2018).

Patterson (2009) emphasized the significance of knowing the traits and behaviours of innovative individuals and promoting innovative work behaviour among employees of an organization. This highlights the critical importance of innovative work behaviour in the workplace, particularly in educational institutions (Izzati, 2018). In light of the current demanding period, teachers must always act creatively in preparing their students to confront the difficult challenges that lie ahead (Prayudhayanti, 2014). An innovative teacher may engage students in classrooms, increase students' learning capacity, and recognize each student's

specific needs (Kivunja, 2015). This will be beneficial to teachers in identifying their creativity as a part of the educational process (Kivunja, 2015). Teachers' innovative work behaviour includes observing, listening to, and adapting ideas, creating action plans, and assessing through reflection and evaluation (Messmann & Mulder, 2010). Teachers' innovation is critical to the learning process because it helps them develop more effective teaching strategies and attention management skills in their students (Buxton, Phillippi & Collins, 2015).

According to Thurlings, Evers and Vermeulen (2015), it is crucial for teachers to engage in innovative work behaviours. Firstly, it assists teachers in keeping pace with rapidly changing societal conditions. The second benefit is that it promotes new forms of education and technological advancements. Third, it's seen as a catalyst for creating innovative and creative citizens. As a result, teachers who exhibit innovative work behaviours will be better equipped to work creatively and provide beneficial outcomes for their organizations (Baharuddin et al., 2019). After all, education is crucial in encouraging students' creativity and innovativeness (Andiliou & Murphy, 2010).

An organization's climate was found to be a significant predictor of innovative work behaviour in a Turkish study of primary school teachers (Balkar, 2015). According to Balkar (2015), an organization's climate is critical in fostering settings that allow teachers to provide their best efforts while encouraging them to engage in innovative work behaviour. Besides that, learning-oriented organizations tend to promote the acceptance of new concepts and innovations. Learning organizations tend to encourage creative thinking and innovativeness (Hurley & Hult, 1998). Additionally, another factor that is deemed essential to promote innovative work behaviour is organizational justice (Khan et al., 2020). Organizational justice is vital because it influences employee behaviour toward the institution's long-term strategic goals to improve its efficiency and performance (Khan et al., 2020). In organizations, justice has been demonstrated to impact employees' innovative behaviours (Akram et al., 2020). In addition to the generally acknowledged value of teachers' innovative behaviour, it is critical for special needs schools to ensure that their teachers consistently give their students their best effort when educating them. The purpose of this paper is to review the existing literature and then develop a model linking organizational variables (organizational climate, learning organization, and organizational justice) with innovative work behaviour among Malaysian special needs school teachers.

Literature Review
Innovative Work Behaviour

According to Alnajjar and Hashim (2020), innovative work behaviour is a set of recurring activities initiated by individuals and executed by groups inside organizations in response to continuous change requirements that benefit individuals, groups, and organizations. Such behaviours include searching for new technologies, applying new work practices, suggesting new approaches to achieve goals, and collecting resources to put new ideas into action (Yuan & Woodman, 2010). Furthermore, innovative employees may have higher job satisfaction, better workplace performance, better relationships with coworkers, less stress, greater personal growth, and constructive conflicts (Shih & Susanto, 2011).

Teachers' innovative behaviour has also been defined as self-initiated activities such as proposing, developing, implementing, promoting, or enhancing new ideas (Thurlings, Evers & Vermeulen, 2015). According to Messman and Mulder (2010), it involves observing and listening to ideas, modifying them, developing a plan, analyzing the approach, getting assistance, and revising evaluation. Different techniques are required to address students' diverse needs and traits, thus necessitating innovative teaching (Balkar, 2015). According to Eaude (2011), teachers must be innovative in order to increase student learning. Furthermore, the teaching profession needs innovation (Eaude, 2011). Teachers' innovative behaviour is

shown to elicit new ideas that may assist them address challenges encountered during the teaching process, enhance their outcomes, or contribute to resolving organizational challenges (Carmeli et al., 2006).

Organizational Factors

As mentioned in the aforesaid discussion, this paper will focus on three forms of organizational factors (organizational climate, learning organization, and organizational justice) and how these elements affect innovative work behaviour. One of the most fundamental aspects of an organization is its climate (Khan, 2019). Besides, a learning organization is equally vital because it initiates and sustains the organizational changes required to preserve competitive capability (Senge, 1990). Organizational justice, on the other hand has grown in prominence in recent decades in relation to a variety of dynamic outcomes (Nasurdin & Khuan, 2011). In light of the generally acknowledged significance of these three variables, the purpose of this study is to delve deeper into them.

Organizational Climate

According to Campbell et al. (1970), organizational climate is a set of characteristics of a certain organization that may be derived from how it interacts with its members and surroundings. Organizational climate is one of the chances to grow human resources by altering attitudes and behaviours that may adapt to the organization's present and future difficulties (Manik, 2019). It is often an unseen force that may motivate people to do work duties (Suprapti et al., 2020). For teachers, organizational climate refers to a working environment characterized by a sense of security, calmness, serenity, and excellent interaction among all school personnel (Lestari et al., 2020). The organizational climate of schools is critical since it covers several elements such as school administrators, coworkers, work environment, and job quality (Balkar, 2015). Similarly, Creemers and Reezigt (1999) claimed that school climate elements include the school's physical environment, the social system, and expectations regarding teachers' behaviour and student outcomes.

Learning Organization

A learning organization adheres to perceptual learning to continuously grow and evolve (Watkins & Marsick, 1996). According to Senge (1990), a learning organization is one in which people constantly extend their ability to produce the outcomes they genuinely desire, where new and expanded patterns of thought are encouraged, collective aspiration is unleashed, and people always learn together. Organizational learning for teachers entails looking for, evaluating, adapting, and applying innovative ideas in the classroom (Schechter & Atarchi, 2014). This involves teachers making continual instructional adjustments (Coppieters, 2005) rather than altering their teaching approaches (Crossan & Berdrow, 2003). Furthermore, Egriboyun (2019) emphasized that it is critical for schools to become learning organizations since they educate and spread information. According to Oneren (2008), every experience obtained in a learning organization contributes to the learning process, inspiring people to do their best. Furthermore, learning organizations will always instil a learning culture in their present and future employees (Marsick & Watkins, 2003). A learning organization is critical because it helps teachers communicate their mission, create organizational relationships with the school and community, and provide strategic learning leadership (Marsick & Watkins, 2003).

Organizational Justice

Organizational justice refers to the ethical treatment of employees in the workplace, which includes the equitable distribution of job duties, strategies, and methods (Karem et al., 2019). There are three types of organizational justice: distributive justice, procedural justice, and interactional justice (Greenberg, 1987). The fairness of the outcome in terms of employee allocation is referred to as distributive justice (Sufian et al., 2017). The distribution might be monetary or non-monetary, including pay and promotion (Mensah et al., 2016), and will be regarded as fair if the outcomes satisfy the employees' expectations (Wang et al., 2010). Meanwhile, procedural justice is concerned with the fairness of the process, which is linked to decision making based on the outcomes (Wang et al., 2010). Employees expect, whatever the outcome, that the measures used to assess distributive results are visible, open, and fair (Karem et al., 2019). Finally, interactional justice refers to the treatment of employees with fairness, respect, honesty, and justice while making choices (Bies & Moag, 1986). Interactional justice indicates that employees are treated fairly when resources are allocated, and decisions are made (Wang et al., 2010). Employees' opinions of appropriate behaviour and their reactions to those beliefs are reflected in organizational justice (Karem et al., 2019). Organizational justice is an important phenomenon that centres on employee behaviour, with fairness serving as a facilitator in favourably influencing behaviour (Tahseen & Akhtar, 2015). On the other hand, unfairness has negative consequences such as reduced engagement and performance (Tahseen & Akhtar, 2015).

Hypothesis Development

The following section focuses on the effects of organizational factors (organizational climate, learning organization and organizational justice) on innovative work behaviour.

Organizational Climate and Innovative Work Behaviour

According to Sagnak (2012), there is a strong positive link between organizational climate and teachers' innovative work behaviour. A good working atmosphere with numerous learning opportunities will inspire teachers to develop innovative teaching approaches to improve their students' learning process (Fidan & Ozturk, 2015). There is a relationship between organizational climate and innovative behaviour (Yu et al., 2013). Furthermore, a positive organizational climate will inspire teachers to engage in innovative teaching practices (Zhu et al., 2013). Employees will engage in innovative work behaviour if they believe their organization has a great environment (Yuan & Woodman, 2010). A positive organizational climate encourages employees to think creatively and solve problems, which leads to the development of innovative ideas, processes, and services (Beh, 2019). Similarly, Suprapti et al. (2020) asserted that organizational climate has a significant and positive impact on innovative work behaviour. This implies that a more positive organizational climate will result in more innovative workplace behaviour (Waheed et al., 2019). Based on the preceding explanation, it is reasonable to anticipate that organizational climate will positively impact innovative work behaviour. As a result, the following proposition is postulated:

H1: Organizational climate will be positively related to innovative work behaviour among Malaysian special needs school teachers.

Learning Organization and Innovative Work Behaviour

According to Lemon and Sahota (2004), learning is critical in ensuring that information is constantly replenished and changed, allowing for optimal job behaviour in response to changes in the competitive environment. There is a strong positive link between learning organization and innovative work behaviour among teachers (Hosseini & Haghighi, 2021).

Similarly, Bae et al. (2012) discovered that learning organization leads to innovative job behaviour in teachers. Hsiao and Chang (2011) found that learning organizations predict innovative work behaviour in research involving teachers. Learning organizations play a crucial part in enhancing employee work behaviour (Park et al., 2014). According to Anwar and Niode (2017), learning organizations are positively and significantly related to innovative behaviour. Similarly, Allouzi et al. (2018) asserted that employees working in learning organizations exhibit higher levels of innovative work behaviour. Based on the preceding explanation, it is reasonable to anticipate that learning organizations will positively impact innovative work behaviour. Thus, we propose the following:

H2: *Learning organization will be positively related to innovative work behaviour among Malaysian special needs school teachers.*

Organizational Justice and Innovative Work Behaviour

According to Khaola and Oni (2020), employees who believe their organization is fair exhibit more innovative work behaviour. According to Ismail (2020), there is a positive association between organizational justice and employees' innovative work behaviour. Khaola and Coldwell (2017) discovered a significantly positive relationship between organizational justice and innovative work behaviour in a study involving school teachers. Kumari and Afroz (2013) revealed that organizational justice was strongly connected to employees' innovative behaviour in another study on the influence of organizational justice on employee innovative behaviour. According to Khan et al. (2020), organizational justice is critical in transforming employee behaviour and achieving the desired outcome in today's competitive environment. Employees who perceive their organization as fair exhibit more innovative work behaviour (Khaola & Oni, 2020). Moreover, according to Ismail (2020), there is a positive relationship between organizational justice and employees' innovative work behaviour. The foregoing discussion prompts the following proposition:

H3: *Organizational justice (distributive justice, procedural justice, and interactional justice) will be positively related to innovative work behaviour among Malaysian special needs school teachers.*

Conceptual Model For Future Research

In the proposed framework, the inclusion of three forms of organizational factors as possible predictors of special needs school teachers' innovative work behaviour is consistent with Ajzen's (1985) Theory of Planned Behaviour (TPB). This theory is characterized into three constructs: attitude, subjective norms and perceived behavioural control. The first construct in the Theory of Planned Behaviour is attitude , and it is defined as an individual's thoughts about engaging in particular behaviours (Ajzen, 1991). The theory's second construct discusses subjective norms, which are a person's beliefs about whether or not other people believe they should or should not execute a specific behaviour (Ajzen, 1991). The theory's third construct, perceived behavioural control, refers to people's perceptions of how easy or difficult it is to perform a behaviour (Ajzen, 1991). Ajzen (1985) discovered that attitude, subjective norm, and perceived behavioural control all positively influenced behavioural intention and predicted behaviour. The organizational factors in this study (organizational climate, learning organization, and organizational justice) can represent the three constructs of the TPB.

Figure 1: Proposed Model
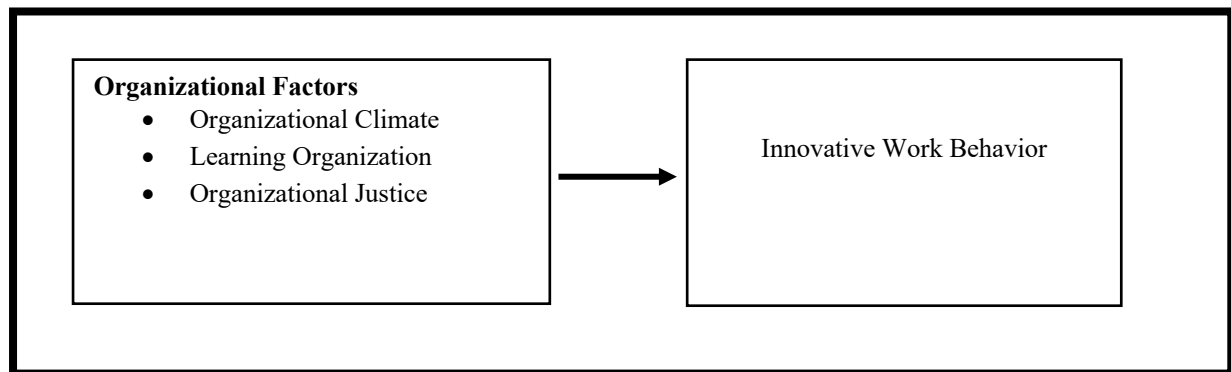
Methods

This conceptual study is solely based on a review and analysis of previously published material. The method involves doing a literature search using the Google Scholar search engine. As targeted keywords, 'organizational climate,' 'learning organization,' organizational justice,' and 'innovative work behaviour' were utilised. We obtained the relevant results and then sorted them according to whether or not they met the search criteria. The articles were analyzed and thereafter were discussed in the context of the paper accordingly.

Findings

Based on the preceding discussion of the literature, related theory, and our understanding of the education context, a research model is recommended as depicted in Figure 1. In this model, organizational factors (organizational climate, learning organization, and organizational justice) are posited to be positively related to innovative work behaviour.

According to previous research, employees' innovative work behaviour demands the establishment of an internal organizational climate that encourages the invention of ideas through monetary, collaborative, and decentralized methods (Bysted & Jespersen, 2014). Furthermore, a positive organizational climate fosters innovation and plays an important role in accomplishing the organization's objectives (Ghasemi, & Keshavarzi, 2014). Furthermore, prior studies have discovered a significant positive relationship between organizational climate and innovative work behaviour (Shanker et al., 2017).

According to Therin (2010), knowledge mastery is the basic input in the organization, thus learning organizations will contribute directly to the knowledge that produces employees' innovative work behaviour. Learning organisations play a critical role in enhancing employee work behaviour (Park et al., 2014). Hosseini and Haghighi (2021) also asserted that there is a strong positive correlation between learning organisation and teachers' innovative work behaviour.

Moreover, employees who believe they are treated fairly in their organizations in terms of resources, processes, and relationships are more likely to work innovatively and perform to their full potential (Saboor et al., 2018). Organizational justice is also crucial for organisations in influencing employees' behaviours toward the institution's long-term strategic goals, which aim to enhance efficiency and success (Khan et al., 2020). Employees' innovative behaviours, attitudes, and beliefs in organisations have been found to be influenced by fairness (Akram et al., 2020).

According to Zirpoli (2013), students with special needs are frequently disruptive, non-compliant, impulsive, disengaged, hyperactive, and aggressive. This has posed a significant

challenge to teachers, particularly in the areas of behaviour and classroom management (Ali et al., 2014). The extant literature has highlighted the presence of organizational factors as predictors of innovative work behaviour. Thus, an improved understanding of these organizational factors and how they lead to innovative behaviour among teachers is warranted. Based on a review and synthesis of the extant literature, a conceptual model has been established where organizational factors (organizational climate, learning organization, and organizational justice) have been postulated to have positive impacts on innovative behaviour among Malaysian special needs school teachers.

Discussion and Conclusion

Teachers have a lot of responsibility when it comes to educating and developing students (Ghani et al., 2014). Their duty is to teach, educate, and lead their students and equip themselves with positive characteristics and abilities to never make mistakes and serve as a role model for them (Karim & Aman, 1998). The Covid-19 epidemic has caused disruption, particularly for special needs students, whose classroom routines and learning activities have been disrupted and replaced with online courses and printed modules (Malaysia Now, 2020). Furthermore, school bureaucracies stress teachers due to role overload and a lack of autonomy (Ghani et al., 2014). Additionally, teachers must manage the behaviour of special needs students.

This study has added to the body of knowledge on innovative work behaviour literature in the setting of special needs school teachers. This study made a significant theoretical contribution by assessing organizational factors that have been shown to positively affect innovative work behaviour using a quantitative approach. Following that, this study offered further theoretical evidence associated with innovative work behaviour via the Theory of Planned Behaviour (Ajzen, 1985).

Furthermore, this study studied the role of organizational factors in encouraging innovative work behaviour among special needs school teachers, and it has a lot of practical implications for the Malaysian Ministry of Education and school administrators. The findings of this study will provide information on the significance of innovative work behaviour in the context of Malaysian special needs school teachers and will assist the Ministry of Education Malaysia in realizing the importance of organizational factors on innovative work behaviour. Following that, the ministry can develop appropriate techniques or approaches to increase teachers' innovativeness.

This study, however, has limitations because it primarily focuses on special needs school teachers. It would be preferable if this study was extended to other types of schools as well. As a result, various contributions from teachers can be compiled. Furthermore, more extensive samples from the education sector would broaden the generalizability of the findings.

Acknowledgement

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