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Toward Enhanced Innovative Performance: An Examination of Extrinsic Motivation, Organizational Culture, and Perceived Organizational Support and Job Satisfaction

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Abstract

This study investigates the influence of extrinsic motivation, organizational culture, and perceived organizational support on teachers' innovative performance in Tabuk, Saudi Arabia, with job satisfaction serving as a mediating mechanism. The study used a quantitative design to collect data from 390 teachers through stratified random sampling. The study used Structural Equation Modeling (SEM) to analyze the data and test both direct and indirect relationships. The results show that organizational culture creates a strong positive impact on innovative performance, while extrinsic motivation and perceived organizational support fail to produce direct impacts. Both extrinsic motivation and perceived organizational support improve job satisfaction, but organizational culture does not establish any meaningful connection. Job satisfaction, however, exhibits a strong positive influence on innovative performance. The mediation analysis shows that job satisfaction acts as a significant mediator for the relationships between extrinsic motivation and innovative performance and perceived

organizational support and innovative performance, but does not serve as a mediator between organizational culture and innovative performance. Theoretically, the study develops social exchange and motivation-based theories by demonstrating different pathways that lead to innovation. Practically, the study shows that organizations need to build up both motivational systems and support systems because these systems will help policymakers, school teachers and management become more satisfied with their activities while driving innovation forward. The study has two main limitations, which stem from its cross-sectional design and its focus on a particular context, while offering opportunities for future research through longitudinal and cross-cultural studies.

Keywords: extrinsic motivation, organizational culture, perceived organizational support, job satisfaction, innovative performance, quantitative

1. Introduction

The innovative performance poses a significant challenge for organizations operating these days in a global environment that changes swiftly. In the context of schools, many school teachers still struggle with the motivation to innovate and improve their performance in the classroom (Galynska et al., 2021). Teachers in KSA face multiple obstacles that keep them from putting into action innovative teaching practices that the educational system requires (Alanazi, 2022; Alanazi et al., 2023). To address this, this study puts forward an integrated model that brings extrinsic motivation together with organizational culture, perceived organizational support, and also job satisfaction, in one framework. A number of studies have shown that extrinsic motivation, organizational culture, and perceived organizational support work in tandem to stimulate innovation activities which then, bring about better teacher performance (Astute et al., 2024; Kostmann et al., 2024; Supriyatna et al., 2023).

Several studies have found that organizations can use extrinsic rewards to boost creativity through their positive effect on employee work engagement and organizational support, which works better for workers who possess high intrinsic motivation (Aldabbas et al., 2023; Gerhardt & Fang, 2015; Islam et al., 2025). The research demonstrates that extrinsic motivation in higher education settings which exist in unpredictable conditions produces detrimental effects on teacher performance. The research discovered that organizational culture positively impacts employee performance and organizational commitment in a significant manner (Jufrizen et al., 2021). The presence of a positive organizational culture directly boosts employee skills while increasing their motivation, which results in better performance results (Nurasniar, 2021). Shared values within organizational cultures that create inclusive environments for team work prove to increase employee job satisfaction and help employees achieve better results in educational and organizational environments (Alkhodary, 2023; Janicijevic et al., 2018; Sinniah & Islam, 2026). The results of mediation analyses demonstrate that job satisfaction acts as the central pathway through which organizational culture improves teacher performance while showing that a positive work environment functions as an essential factor for driving innovative work (Wahjoedi, 2021; Rupa et al., 2026). The social resource of perceived organizational support (POS) operates as a critical link that enables organizations to foster innovation through its ability to boost

employee feelings of worth and backing. The study demonstrated that higher education instructors consider institutional support as a major factor that leads to their innovative work behavior (Wahid & Ayub, 2024).

The study uses job satisfaction as the main variable which connects motivation and organizational culture with performance outcomes. A numerous of studies have emphasized that higher job satisfaction, enhanced by supervisor support, incentives, and promotion opportunities, correlates with stronger teacher commitment, reduced turnover intentions, and increased innovation (Jigjiddorj et al., 2021; Singh & Gautam, 2024; Islam & Jantan, 2024). The mediating role of job satisfaction shows that organizations need to create work environments which let their employees experience job satisfaction because it helps employees turn their motivational and cultural benefits into actual improvements in their innovative work and job performance (Kucharska & Bedford, 2019). Numerous studies have investigated the connections between extrinsic motivation and organizational culture and perceived support which exists in Western and European studies (Stephan et al., 2019) and (Kilag et al., 2023) but researchers have not yet studied these relationships in the Kingdom of Saudi Arabia (KS). The educational innovation push of Vision 2030 has not led to improved innovative performance among Saudi teachers because they continue to use conventional teaching methods (Al-Harthi & Al-Mahdy, 2021; Al-Zahrani, 2023). Motivational and organizational factors, together with extrinsic motivation, organizational culture and perceived support, create a unified framework for understanding innovation, yet researchers proceed to investigate these factors as separate elements (Al-Mansour & Al-Shamrani, 2020) and (Alkhateeb & Dalla, 2020). Researchers have studied job satisfaction primarily as an outcome measurement which has restricted their investigation of its potential mediating effects (Al-Mansour et al., 2021; Aloraini et al., 2024). The existing research has not established a unified framework which demonstrates how these three elements combine to impact teachers' ability to create new ideas. This study addresses this gap by examining these relationships and the mediating effect of job satisfaction.

The present study investigates how extrinsic motivation and organizational culture and perceived organizational support affect school teachers' innovative performance while testing job satisfaction as a mediating factor. The study establishes a new contribution to existing research by showing how extrinsic motivation and organizational culture and perceived support and job satisfaction combine to impact teachers' innovative performance in schools. The study results provide three main implications which school administrators and policymakers and educational institutions can use to improve teachers' innovative performance.

2. Literature Review

2.1 Theoretical Foundation

Social Exchange Theory (SET) is a sociological and psychological framework that explains human interactions as a series of exchanges where individuals seek to maximize benefits and minimize costs (Blau,1964). Social Exchange Theory (SET) shows how people interact with each other through their efforts to gain advantages while their minimum expenses between

their different interactions with others (Blau, 1964). SET establishes that social behavior, which develops from economic and behavioral principles, emerges through an exchange process that people use to acquire rewards while evading punishments. The theory demonstrates how people interact with organizations through multiple disciplines, including sociology and psychology and organizational studies (Cook & Emerson, 1987). Studies have shown that employees who receive rewards for their work show higher rates of creative problem-solving and innovation activities (Amiable et al.,1996). Cropanzano and Mitchell (2005) demonstrated that organizations create their organizational culture through reciprocal exchanges which result in employee engagement because supportive environments will drive innovation. The theory explains how extrinsic motivation, organizational culture, perceived support and job satisfaction together influence innovative performance because it serves as a theoretical framework. The process of reciprocal exchanges demonstrates how organizations should invest their resources to create environments that make teachers feel appreciated, which will lead to their innovative work. Organizational Support Theory (OST) serves as a supporting framework that explains how perceived organizational support and job satisfaction connect to innovative performance among school teachers. OST establishes that employees develop overall beliefs about their organization's recognition of their work and its concern for their personal welfare (Eisenberger et al., 1986).

3. Hypotheses Development and Conceptual Framework

3.1 Extrinsic Motivation, Organizational Culture, Perceived Organizational Support and Innovative Performance

The study's hypotheses develop from Social Exchange Theory (SET), which asserts that people and organizations establish connections through mutual resource sharing and support provision and reward distribution (Blau, 1964). The educational environment exists as a framework through which teachers achieve their highest levels of dedication and job satisfaction and their most creative work when they perceive their schools offer them sufficient assistance and acknowledgment and equitable treatment. Teachers will show lower drive to create new solutions when their organization fails to provide necessary assistance and its cultural values do not support their work. The concept of extrinsic motivation describes everything outside a person which causes them to work, including their income, career advancement, public acknowledgment and all types of rewards (Bio, 2022; Morris et al., 2022). Teachers establish innovation through their teaching methods when they receive physical rewards which make them feel respected because their efforts become recognized. Research has shown that extrinsic motivation increases employee readiness to test new concepts and approaches because performance-based incentives create direct connections to their job results (Susan to et al., 2023, Islam et al., 2023). Teachers develop their professional conduct and mental state through organizational culture which consists of common values and established norms and institutional practices that exist throughout the school (Wadis et al., 2023). A culture that provides support through its cooperative approach and trust framework and professional development system creates an atmosphere which supports creative thought. The leadership styles and institutional values present in Saudi schools determine how teachers practice their creative teaching techniques (Almalki & Alshoraydi, 2021).

The Social Exchange Theory model shows that teachers who feel supported by their school culture will respond with greater work dedication and creative abilities. The Positive Organizational Support framework explains teachers' beliefs about their school systems, which treat them as important members and show concern for their personal welfare (Côte et al., 2021). Teachers who receive resource support along with recognition and access to professional development opportunities will achieve higher job satisfaction and increased innovative work (Mahmoud et al., 2020). The Social Exchange Theory states that teachers will demonstrate dedication and creative work when schools provide them with substantial assistance. The study predicts that Positive Organizational Support will enhance innovative performance through job satisfaction, which will function as the linking element between both factors. Job satisfaction reflects teachers' overall contentment with their roles, including working conditions, recognition, and opportunities for growth (Judge et al., 2020). Research highlights its importance as a mediator in linking motivation, organizational culture, and support with innovative performance (Alzahrani, 2022). Teachers who are satisfied are more likely to feel motivated, engaged, and willing to implement innovative practices. Based on the above discussion, the following hypotheses are proposed:

H1: Extrinsic motivation has a significant impact on innovative performance.
H2: Organizational culture has a significant impact on innovative performance.
H3: Perceived organizational support has a significant impact on innovative performance.
H7: Job satisfaction has a significant impact on innovative performance.

3.2 Extrinsic Motivation, Organizational Culture, Perceived Organizational Support and Job Satisfaction

The combination of Organizational Support Theory and Social Exchange Theory creates a powerful framework which explains how organizational elements affect employee attitudes and their capacity to innovate. According to OST, employees create their perceptions of organizational value and organizational support for their well-being (Eisenberger et al., 1986). Employees who receive organizational support will show positive attitudes and work behaviors which include better performance results and creative solutions. According to SET, workplace relationships involve mutual exchange because employees show different work results when they receive organizational recognition and rewards together with a supportive corporate environment (Blau, 1964). Employees who perceive the organization as providing external rewards together with a supportive culture and positive organizational support will respond by developing greater work dedication and job contentment and innovative performance. Organizational support creates positive employee attitudes which enhance employees' motivation to perform their job tasks and collaborative work and problem-solving and continuous learning activities (Chen et al.,2019, Zara et al., 2024).

Extrinsic motivation increases job satisfaction for employees when their expected external rewards, which include salary, recognition and promotion opportunities, are fulfilled. The study conducted by Chang et al. (2021) proved that workers experience higher job satisfaction when their organization provides them with structured reward systems which include extrinsic motivators (Ajmal et al., 2015; Masini & Dlodlo, 2014). The overuse of

extrinsic rewards leads to negative results because it decreases intrinsic motivation, which results in decreased job satisfaction. The phenomenon appeared in studies that identified a "crowding-out" effect where extrinsic rewards diminished the positive connection that person-organization fit created with job satisfaction (Lim et al., 2019). Liu and Chen (2023) prove that using extrinsic rewards together with methods that boost intrinsic motivation leads to improved job satisfaction and better employee performance (Al-Ansi et al., 2023; Ajmal et al., 2015). The way organizations develop their work environment through specific values and norms creates workspaces which employees experience as either supportive or meaningful. A study demonstrated that different organizational cultures lead to different levels of job satisfaction, with task-oriented cultures producing the highest satisfaction power, cultures creating moderate satisfaction and role cultures delivering the lowest satisfaction because cultural content determines satisfaction levels despite employee needs (Janicijevic et al., 2018). Research shows that inclusive and supportive workplaces which promote diversity through open communication channels lead to greater job satisfaction and employee dedication, as demonstrated in studies of multinational companies (Cahyono, 2025; Ardebilpour et al., 2024; Islam et al., 2025). Organizational culture impacts employee performance through two main pathways, which include job satisfaction and perceived organizational support, as these two factors serve as mediators of the organizational culture effect (Wahjoedi, 2021; Korda & Rachmawati, 2022; Jos éet al., 2025).

Perceived organizational support (POS) functions as a fundamental factor which determines job satisfaction because it shows how employees perceive themselves to be valued and supported by their organization. The research results demonstrate that organizations with higher POS levels create better job satisfaction results, which lead to better employee performance and organizational commitment (Li et al., 2020; Donald et al., 2016). The research results show that banking sector research identifies POS as a factor which connects internal and external rewards to employee attitudes about job satisfaction and organizational commitment (Ajmal et al., 2015). Research findings show that POS creates different effects on job satisfaction between male and female employees because male employees in public educational institutions experience these effects in a more intense manner (Mascarenhas et al., 2022). The research findings show that organizations should develop work environments which provide employees with organizational support because this approach leads to better job satisfaction results and other beneficial outcomes (Aim Gyekye & Salmine, 2007; Miao & Kim, 2010; Sinniah & Islam, 2026). Strategic human resource management needs to create harmony between these two factors because this approach will lead to better job satisfaction and better organizational performance. Based on the above discussion, the following hypotheses are proposed:

H4: Extrinsic motivation has a significant impact on job satisfaction.

H5: Organizational culture has a significant impact on job satisfaction**.**

H6: Perceived organizational support has a significant impact on job satisfaction**.**

3.3 Job Satisfaction as a Mediator

Extensive empirical evidence supports the fact that extrinsic motivation, organizational culture, and perceived organizational support (POS) significantly impact innovative performance, with job satisfaction serving as a crucial mediating mechanism. The job satisfaction mediating function explains how organizational elements produce better innovative results. The research about extrinsic motivation demonstrates how this factor affects innovative performance in a complex way. The study shows that extrinsic rewards need to improve employee satisfaction to create a positive impact on their work performance in order to drive innovation (Al-Ansi et al., 2023). The study demonstrates that when companies use relational rewards as extrinsic motivators, they create a powerful combination with intrinsic motivation that results in better creativity and innovation outcomes (Fischer et al., 2019).

Innovative performance shows strong direct and indirect effects from organizational culture as its main factor (Ding & Hong, 2025). The study results indicate that organizations which create goal-oriented environments with supportive elements and precise operational guidelines achieve better results in perceived organizational support (Yang & Zhou, 2022). Which leads to job satisfaction that produces performance results which employees themselves and others see. The study showed that job satisfaction acts as a partial mediator between organizational culture and performance outcomes because cultural elements better job satisfaction, which drives innovation capacity (Wu et al., 2022; Ridlwan et al., 2021). Employees in organizations with supportive goals report higher satisfaction levels, which leads to increased innovation activities (Aldrin & Yunanto, 2019). Perceived organizational support functions as an essential element that strengthens an employee's conviction about the importance of their wellbeing and work contributions. Employees who perceive organizational support (POS) tend to experience higher levels of job satisfaction, which in turn leads to their innovative work behavior and better overall performance. The research findings show that job satisfaction functions as a partial mediator between POS and performance outcomes because organizational support boosts employee satisfaction. The study found that perceived organizational support (POS) protects employees from the adverse effects of high-pressure work environments because it preserves their ability to innovate through work satisfaction (Chang et al., 2024). Additional studies show that these factors interact with one another to affect job satisfaction in educational and knowledge-work environments. The study found that teacher empowerment acts as a mediator between perceived organizational support and both intrinsic and extrinsic job satisfaction, which the study identifies as two important yet separate elements that affect performance (Boiler & Nir, 2012). Employee contentment, which comes from intrinsic and extrinsic motivation together with the organizational environment, leads to higher job satisfaction and helps improve performance, results that include innovation (Mardanov, 2020). The combined insights show that organizations should create a supportive culture which includes motivational rewards and organizational support to increase employee job satisfaction because this approach leads to better innovation results. Based on the above discussion, the following hypotheses are proposed:

H8: There is a significant mediating role of job satisfaction in the relationship between extrinsic motivation and innovative performance.
H9: There is a significant mediating role of job satisfaction in the relationship between organizational culture and innovative performance.
H10: There is a significant mediating role of job satisfaction in the relationship between perceived organizational support (POS) and innovative performance.

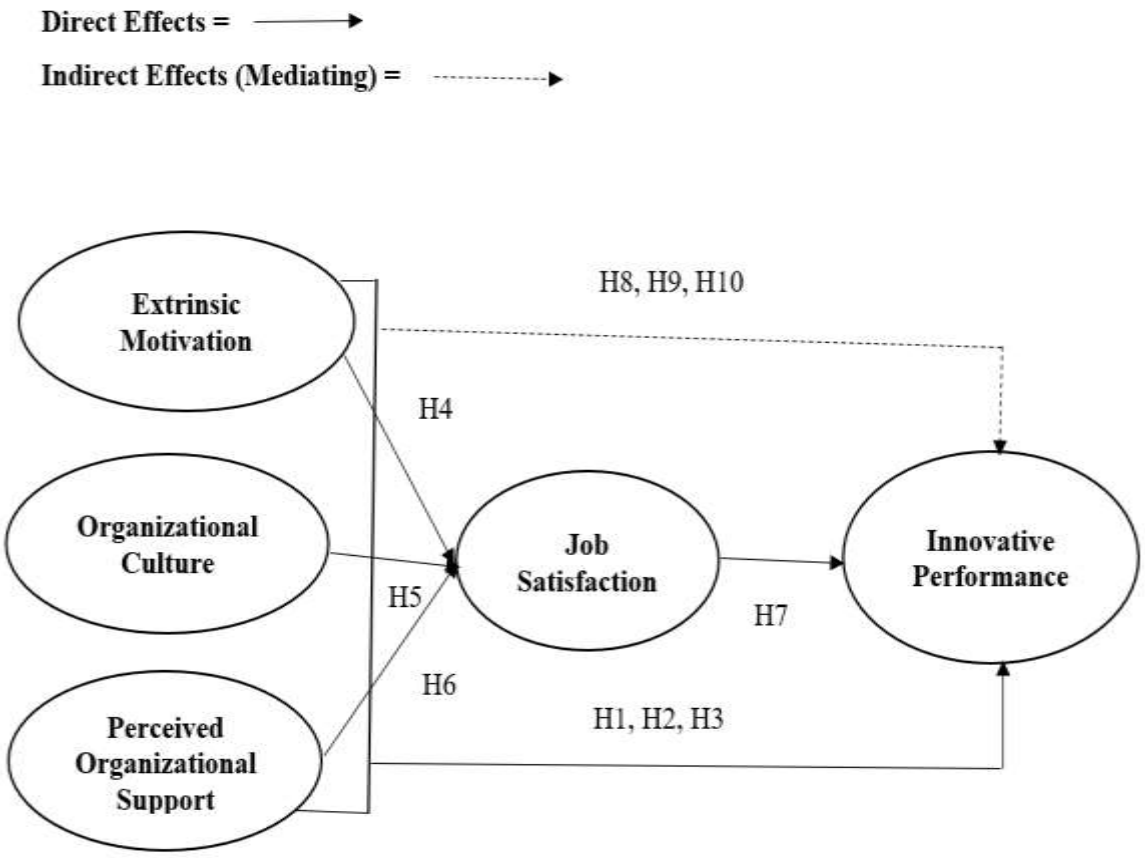

Figure 1. Summary of Study Conceptual Framework and Hypotheses

4. Methodology

The research uses a quantitative method to investigate how extrinsic motivation and organizational culture and perceived organizational support and job satisfaction affect innovative performance. The research study selected school teachers from the Tabun region as its target population using data from the Ministry of Education database as its sampling frame. The researchers used stratified random sampling to select participants from urban and rural school types and different school teacher gender categories, which improved the results' applicability to other situations. The study required a minimum of 375 participants based on the Krejcie and Morgan (1970) table for a population above 15000, but the research collected 390 valid responses which exceeded the required sample size. The researchers used a five-point Likert scale to collect data which ranged from 1 for strong disagreement to 5 for strong agreement. The research team conducted data analysis through Structural Equation

Modeling (SEM), which tests measurement validity and structural relationships between variables while assessing mediating effects.

4.1 Measures

The study measured all constructs on previously validated scales which researchers modified from established literature. The evaluation of innovative performance utilized eight items which were derived from Janssen (2001) and Kanter (1988). The researchers assessed extrinsic motivation through eight items which they derived from Tao and Wang (2014). The researchers used seven items which they developed by Cameron and Quinn (1999) to measure organizational culture. The researchers used seven items which they derived from Eisenberger et al. (1997) and Rhoades and Eisenberger (2002) to measure perceived organizational support. Job satisfaction was measured through 6 items which McLean (1979) and Acarpellous and Campbell (1983) developed. The participants evaluated all items by using a five-point Likert scale.

5. Results

5.1 Demographic Profile

The demographic profile of the respondents reveals several noteworthy patterns. The sample shows a major gender imbalance because 80.8% of the participants (n = 315) identify as male while 19.2% (n = 75) identify as female. The study area shows male dominance, which creates a problem for researchers because it limits their ability to apply research results to both genders. A majority of respondents belong to the 31–38 years old group, which includes 145 participants or 37.2% of the total. A smaller proportion belongs to the 39–46 years group (21.0%, n = 82), while only 6.9% (n = 16) are above 47 years. The sample shows a majority of young to middle-aged people who belong to an active professional group that includes potential career-oriented individuals. The majority of respondents (75.1%, n = 293) report being married, while 24.9% (n = 97) report being unmarried. The majority of participants probably bear family obligations, which will impact how they think and act during the research process. The educational background of respondents shows an equal distribution between postgraduate degree holders (50.5%) and undergraduate or honors degree holders (49.5%). The sample consists of individuals with high educational attainment which will improve the accuracy of their answers, especially in studies that demand cognitive testing and decision-making based on knowledge. The work history demonstrates that most of the developed experience exists between the early and middle stages of professional development. The largest group has 1–5 years of experience (36.7%, n = 143), followed closely by those with 6–10 years (34.6%, n = 135). The group of respondents who have 11–15 years of experience makes up 22.3% (n = 87) of the total, while only 6.4% (n = 25) have more than 16 years of experience. The distribution demonstrates that the sample consists mainly of experienced professionals who are in the process of developing their careers. Thus, the results will affect how researchers understand the study participants' attitudes and their ability to perform and behave.

Table 1. Demographic Profile

Variables	Category	Frequency	Percent
Gender	Male	315	80.8
	Female	75	19.2
Age	23-30 Years	129	33.1
	31-38 Years	145	37.2
	39-46 Year	82	21.0
	Above 47 Years	16	6.9
Marital Status	Married	293	75.1
	Unmarried	97	24.9
Education	Undergraduate /Honors	193	49.5
	Postgraduate	197	50.5
Experience	01-05 Year	143	36.7
	6- 10 Year	135	34.6
	11-15 Years	87	22.3
	Above 16 Years	25	6.4

5.2 Reliability Test

The measurement model assessment shows that the constructs maintain sufficient reliability together with their ability to establish convergent validity. According to Hair et al. (2021) recommendations, factor loading should exceed 0.70 as their minimum requirement, which allows loading above 0.60 to meet exploratory and social science research standards. The research demonstrated that most items achieved the 0.70 benchmark, which establishes their reliability as strong indicators. The items EM7 (0.625), OC7 (0.652) and POS7 (0.689) maintain acceptable range performance while falling short of the 0.70 threshold. The composite reliability values for the study range from 0.776 to 0.859, which means all values exceed the preset minimum threshold of 0.70. The measurement items display a high degree of internal consistency according to this finding. Job Satisfaction (CR = 0.859) and Perceived Organizational Support (CR = 0.853) show particularly strong reliability, followed by Organizational Culture (CR = 0.822), Extrinsic Motivation (CR = 0.801), and Innovative Performance (CR = 0.776).

In addition, the Average Variance Extracted (AVE) values for all constructs are above the threshold of 0.50, as suggested by Hair & A lamer (2022), which established this requirement. The AVE values, which range from 0.503 to 0.670, demonstrate that each construct explains more than 50% of the variance of its respective indicators. Job Satisfaction demonstrates the highest convergent validity, which has an AVE value of 0.670, whereas Extrinsic Motivation shows the lowest but still acceptable level, which has an AVE value of 0.503. The research findings demonstrate that the measurement model successfully meets requirements for indicator reliability, internal consistency reliability and convergent validity which makes it suitable for upcoming structural model evaluation.

The values presented in Figure 2 (Measurement Model) indicate that all constructs meet the recommended criteria for reliability and convergent validity.

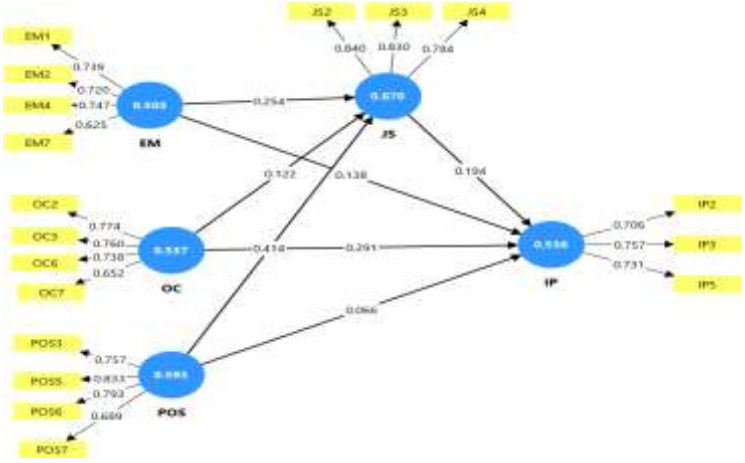

Figure 2. Measurement Model

Table 2. Internal Consistency (Composite Reliability, Outer Loading, AVE)

Variables	Items	Factor Loadings	Composite Reliability	Average Variance Extracted (AVE)
Innovative Performance	IP2	0.706	0.776	0.536
	IP3	0.757		
	IP5	0.731		
Extrinsic Motivation	EM1	0.739	0.801	0.503
	EM2	0.720		
	EM4	0.747		
	EM7	0.625		
Job Satisfaction	JS2	0.840	0.859	0.670
	JS3	0.830		
	JS4	0.784		
Organizational Culture	OC2	0.774	0.822	0.537
	OC3	0.760		
	OC6	0.738		
	OC7	0.652		
Perceived Organizational Support	POS3	0.757	0.853	0.593
	POS5	0.833		
	POS6	0.793		
	POS7	0.689		

5.3 Heterotrait–Monotrait (HTMT) Ratio

The Heterotrait–Monotrait (HTMT) ratio was applied to examine discriminant validity.HTMT values reveal the level of construct similarity which results in adequate discriminant validity when values stay beneath 0.85 at the conservative threshold and 0.90 at the liberal threshold (Henseler et al. 2015; Hair et al. 2021). The HTMT ratio assessed

discriminant validity through its results, which appeared in the lower-triangular (corner) format. The values extended from 0.764 to 0.853, which all stayed beneath the 0.90 threshold. The results establish strong proof of discriminant validity, which demonstrates the measurement model maintains reliability and soundness for the upcoming structural analysis.

Table 3. Heterotrait–Monotrait (HTMT) Ratio

Constructs	EM	IP	JS	OC	POS
EM					
IP	0.764				
JS	0.836	0.721			
OC	0.868	0.811	0.739		
POS	0.825	0.700	0.859	0.853	

5.4 Collinearity Assessment (Variance Inflation Factor)

Table 4 shows the Variance Inflation Factor (VIF) values, which assess multicollinearity for all measurement items. According to Hair et al. (2021), VIF values that stay under 5 show no multicollinearity issues, which researchers deem acceptable. The study found all items showed VIF values between 1.152 and 1.849, which stayed under the critical limit. The results show that all constructs maintain their individual characteristics because no multicollinearity exists between their indicators.

Table 4. Variance Inflation Factor (VIF)

Constructs	VIF Value	Remark
EM1	1.255	No collinearity issue
EM2	1.257	No collinearity issue
EM4	1.369	No collinearity issue
EM7	1.214	No collinearity issue
IP2	1.180	No collinearity issue
IP3	1.152	No collinearity issue
IP5	1.171	No collinearity issue
JS2	1.531	No collinearity issue
JS3	1.573	No collinearity issue
JS4	1.458	No collinearity issue
OC2	1.375	No collinearity issue
OC3	1.451	No collinearity issue
OC6	1.398	No collinearity issue
OC7	1.199	No collinearity issue
POS3	1.629	No collinearity issue
POS5	1.849	No collinearity issue
POS6	1.579	No collinearity issue
POS7	1.432	No collinearity issue

5.5 Coefficient Determination (Level of R ²Value)

The R ²values show how much of the dependent variables' variance the model can explain. The R ²value of Innovative Performance (IP) at 0.343 represents a weak to moderate level of explanation. The R ² value of Job Satisfaction (JS) at 0.493 shows a moderate level of explanatory power. According to Hair & Alamer (2022), R ²values of 0.25, 0.50, and 0.75 are interpreted as weak, moderate, and substantial respectively. The model accounts for a major part of the variance in the results, according to the findings, but other factors continue to influence IP and JS.

Table 5. The Results of R^2

Constructs	R-square
IP	0.343
JS	0.493

5.6 Assessing the F ²Effect Size

The F ² values indicate the effect size of each predictor on the endogenous constructs, following Cohen (2013), where 0.02, 0.15, and 0.35 represent small, medium, and large effects, respectively. The largest organizational culture effect on innovative performance occurs at 0.067, while job satisfaction and extrinsic motivation follow at 0.029 and 0.014 respectively, and perceived organizational support operates at a minimal effect level of 0.003. Perceived Organizational Support (POS) shows the strongest impact on Job Satisfaction (JS) with an effect size of (F ²= 0.161), whereas EM (0.063) and OC (0.015) follow in strength. The results demonstrate that Organizational Culture serves as the primary factor which predicts Innovative Performance, while Perceived Organizational Support functions as the key element which determines Job Satisfaction. The strength of each predictor shows different effects on the various constructs.

Table 6. F ²Effect Size

Constructs	Innovative Performance (IP)	Job Satisfaction (JS)
Extrinsic Motivation (EM)	0.014	0.063
Job Satisfaction (JS)	0.029	
Organizational Culture (OC)	0.067	0.015
Perceived Organizational Support (POS)	0.003	0.161

5.7 Assessing the Predictive Relevance of Q ²Effect

The Stone–Geisser Q ²statistic was used to assess the predictive power of the structural model through its blindfolding method (Geissler, 1974; Stone, 1974). The Q ²predict values demonstrate that the model can make predictions because both IP (0.301) and JS (0.476) show results above zero, which proves that the model has predictive capabilities. The RMSE and MAE values demonstrate the model's prediction errors, which show IP results with RISE = 0.841 and MAE = 0.618 and JS results with ROSE = 0.728 and MAE = 0.521. The model

demonstrates better prediction accuracy for Job Satisfaction than it does for Innovative Performance, which proves its strength and dependability.

Table 7. Predictive Relevance-Q^2

Constructs	Q ²predict	RMSE	MAE
IP	0.301	0.841	0.618
JS	0.476	0.728	0.521

5.8 Hypotheses Analysis (Direct Effects)

The results of hypotheses testing show different degrees of evidence which support the proposed relationship between the variables. The direct effect of Extrinsic Motivation (EM) on Innovative Performance (IP) produced a positive result (β = 0.138, t = 1.771, p = 0.077) which failed to show statistical significance at the 0.05 threshold. Thus, H1 was rejected. The hypothesis H2 received support because Organizational Culture (OC) showed a strong positive relationship with IP (β = 0.291, t = 4.223, p < 0.001). Perceived Organizational Support (POS) showed no significant relationship with IP because the results showed (β = 0.066, t = 0.830, p = 0.407), which proved H3 to be rejected. EM showed a strong positive relationship with Job Satisfaction (JS) because the results showed (β = 0.254, t = 4.159, p < 0.001), which confirmed H4. The effect of OC on JS was not significant (β = 0.122, t = 1.797, p = 0.072) which resulted in the rejection of H5. The results showed that POS had a strong effect on JS because the (β = 0.414, t = 6.705, p < 0.001) results confirmed H6. Job Satisfaction (JS) had a positive effect on Innovative Performance (IP) because the results showed (β = 0.194, t = 2.918, p = 0.004) which supported H7.

The values presented in Figure 3 (Structural Model) summarize the path coefficients (β), t-statistics, and p-values for both direct and indirect relationships among the study constructs

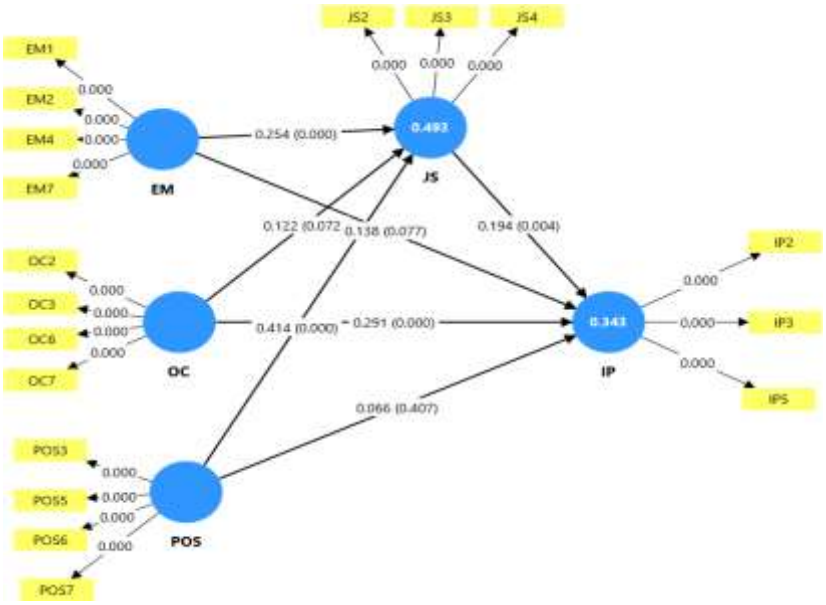

Figure 3. Structural Model

Table 8. Hypotheses Testing – Direct Effects

Hypotheses	Paths	Original Sample	Sample Mean	Standard Deviation	T Statistics	P Values
H1	EM -> IP	0.138	0.139	0.078	1.771	0.077
H2	OC -> IP	0.291	0.294	0.069	4.223	0.000
H3	POS -> IP	0.066	0.068	0.080	0.830	0.407
H4	EM -> JS	0.254	0.258	0.061	4.159	0.000
H5	OC -> JS	0.122	0.120	0.068	1.797	0.072
H6	POS -> JS	0.414	0.414	0.062	6.705	0.000
H7	JS -> IP	0.194	0.193	0.066	2.918	0.004

5.9 Mediating Analysis (Indirect Effects)

The study investigates how Job Satisfaction serves as a mediating factor between Extrinsic Motivation, Organizational Culture, and Perceived Organizational Support and their impact on Innovative Performance. The study found that EM through Job Satisfaction to Innovative Performance produced a significant positive effect with a value of (β = 0.049, t = 2.320, p = 0.020), which showed that Job Satisfaction functions as a partial mediator between EM and IP. The research demonstrates that EM improves employee satisfaction which leads to better IP outcomes for their work performance. The research found that OC through JS to IP demonstration in H9 showed no significant results because the indirect effect produced a (β = 0.024, t = 1.389, p = 0.165) result which showed that JS did not function as a mediator for this relationship. The H10 study found that POS through Job Satisfaction to Innovative Performance had a significant indirect effect with (β = 0.080, t = 2.840, p = 0.005) results which showed that POS primarily boosts Innovative Performance through its effect on Job Satisfaction.

Table 9. Mediating Analysis (Indirect Effects)

Hypotheses	Paths	Original Sample	Sample Mean	Standard Deviation	T Statistics	P Values
H8	EM -> JS -> IP	0.049	0.050	0.021	2.320	0.020
H9	OC -> JS -> IP	0.024	0.024	0.017	1.389	0.165
H10	POS -> JS -> IP	0.080	0.079	0.028	2.840	0.005

6. Discussion

The tested hypotheses demonstrate that extrinsic motivation, organizational culture, perceived organizational support (POS), job satisfaction, and innovative performance interact with one another to produce distinct effects on employee performance which research studies have documented. The first hypothesis, which predicted that extrinsic motivation would positively influence innovative performance, showed no evidence to support it. Research shows that extrinsic motivators do not boost innovation directly while they create detrimental effects on environments where intrinsic components emerge as the most important factor (Venketsamy, & Lew, 2022; Al-Ansi et al., 2023). The research proved that extrinsic

motivation increased job satisfaction (H4) because extrinsic rewards brought positive emotions to employees, yet their effects on innovation fell short of direct impact (Mardanov, 2020). The research showed that organizational culture positively impacted innovative performance (H2) because organizations with clear objectives and supportive cultural norms bring their members to think about organizational backing which supports their innovation work (José et al., 2025). The research found that organizational culture did not directly affect job satisfaction (H5) because its impact needed other factors to control its effect (Iran et al., 2020; Wahjoedi, 2021).

Perceived organizational support did not lead to significant direct effects on innovative performance (H3) but it created a positive relationship with job satisfaction (H6) which supported the extensive research that shows how POS improves employee well-being and constructs positive work attitudes which serve as essential foundations for high performance (Abdullahi et al., 2024; Roy et al., 2025).The intermediary role of job satisfaction was supported because it demonstrated a direct positive connection to innovative performance (H7), which shows that employee emotional states play a key role in determining their creative performance and voluntary work activities (Shipton et al., 2006; Chung & Kim, 2017). Job satisfaction served as a mediator for the relationship between extrinsic motivation and innovation (H8) because satisfaction functions as the main pathway through which motivation impacts performance improvement (Al-Ansi et al., 2023). The study showed that job satisfaction failed to act as a mediator between organizational culture and innovation (H9) because other psychological factors or situational factors provide better explanations for how culture affects organizational performance (Wahjoedi, 2021). The study proved that job satisfaction maintained a crucial role in connecting organizational support with innovative performance (H10). The research demonstrated that organizational support leads to job satisfaction, which creates a psychological path toward innovation development (Islam & Ahmed, 2018; Rubaca & Khan, 2020).

The research establishes essential knowledge by demonstrating how motivation and cultural factors and organizational support systems work together through job satisfaction to drive innovation, which resolves previous research inconsistencies. The study provides a validated mediation model that proves valuable to both theoretical research and practical application by combining empirical evidence from different cultural settings and industrial sectors, which helps organizations create their strategies for achieving sustainable innovative performance.

7. Theoretical Implications

The new proposed model shows its value for innovation research because it links together three essential elements which drive motivation and cultural understanding and provide assistance to individuals. Organizational Culture (OC) demonstrated a strong direct effect on Innovative Performance (IP), supporting the idea that a supportive, innovation-oriented environment enhances employee creativity (Amiable et al., 1996). The Social Exchange Theory (SET) research of Blau (1964) and the Perceived Organizational Support (POS) theory of Eisenberger et al. (1986) explain how Job Satisfaction (JS) operates as a mediator between Extrinsic Motivation (EM) and Perceived Organizational Support (POS) and IP. Therefore, employees who perceive high organizational support reciprocate with greater

satisfaction and innovative behaviors, confirming the psychological mechanism proposed in the model. The research found that organizational culture affects innovation growth through direct practices which operate independently of employee satisfaction.

8. Practical Implications

The study contributes to multiple stakeholders by highlighting the mechanisms that enhance innovative performance in schools. The study shows teachers and educational practitioners that job satisfaction, together with perceived organizational support functions as the main factor which drives innovative teaching practices, because it enables educators to create new classroom strategies. The study results show school management officials that they must develop an environment which supports innovative work, and they require proper resources together with supporting staff members to boost employee creative efforts. The integrated model, which combines extrinsic motivation with organizational culture, POS and job satisfaction, provides academic researchers with a framework which advances theoretical understanding of innovation in educational settings. The study shows government officials, together with policymakers, that schools can boost innovation through their supporting policies and professional development programs and organizational incentives, which lead to greater teacher satisfaction and engagement.

9. Limitations and Future Research

This study presents value through its findings yet has multiple constraints which impact its research results. First, the research used a cross-sectional design, which limits the ability to infer causal relationships between extrinsic motivation, organizational culture, perceived organizational support, job satisfaction, and innovative performance. The study investigated teachers from one particular area, which restricts its results to only that educational setting and the rest of the globe. The research study used self-reported data collection methods, which create the potential for answering bias problems. Future research studies should use two types of performance assessment methods to decrease the impact of self-reporting bias through objective performance evaluation and data collection from multiple sources. Researchers have the option to investigate additional factors which mediate or moderate relationships between innovative educational performance and leadership style and organizational climate and teacher engagement.

10. Conclusion

The study examined the effect of extrinsic motivation, organizational culture, and perceived organizational support on teachers' ability to innovate. Organizational culture has a significant direct effect on innovative performance, while extrinsic motivation and perceived organizational support do not show significant direct effects. Job satisfaction plays an important role, as it significantly influences innovative performance and is significantly affected by both extrinsic motivation and perceived organizational support. In terms of mediation, job satisfaction significantly mediates the relationships between extrinsic motivation and innovative performance, and between perceived organizational support and innovative performance. However, it does not mediate the relationship between

organizational culture and innovative performance. The study provides practical management recommendations to school leaders, teachers, policymakers and researchers by demonstrating how supportive environments which focus on innovation can improve teacher satisfaction to achieve sustainable educational institution innovation. Future research should examine different contexts and additional factors influencing innovative performance. The proposed model establishes a comprehensive framework which enables organizations to understand and control elements that drive school innovation.

Competing Interests

Authors have declared that no competing interests exist.

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Appendix

Please put a Tick Mark (✓) on the number between 1 and 5 that best indicates the extent to

which you are satisfied or dissatisfied with each of the following statements.

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

No	Extrinsic Motivation	Scale				
1	Teachers in this school have opportunities to participate in decision-making.	1	2	3	4	5
2	School policy enhances teachers' motivation.	1	2	3	4	5
3	School motivates teachers for leadership roles in school.	1	2	3	4	5
4	The school established good relationships with teachers.	1	2	3	4	5
5	The school encourages teachers to attend conferences and seminars.	1	2	3	4	5
6	I work in a school where teaching and learning are the primary concerns.	1	2	3	4	5
7	Teaching in this school allows me to help students develop as effective members of society.	1	2	3	4	5
8	A solid education for the students takes place in a disciplined atmosphere.	1	2	3	4	5
	Organizational Culture					
1	In my school, teachers are given time to support learning.	1	2	3	4	5
2	My school supports teachers who take calculated risks.	1	2	3	4	5
3	My school recognizes teachers for taking initiative.	1	2	3	4	5
4	In my school, teams/groups have the freedom to adapt their goals as needed.	1	2	3	4	5
5	In my school, teachers give open and honest feedback to each other.	1	2	3	4	5
6	In my school, teachers spend time building trust with each other.	1	2	3	4	5
7	My school makes its lessons learned available to all teachers.	1	2	3	4	5

	Perceived Organizational Support					
1	The school wishes to give me the best possible job for which I am qualified.	1	2	3	4	5
2	A good performance is well appreciated by the school.	1	2	3	4	5
3	The school appreciates my extra work.	1	2	3	4	5
4	The school is concerned with my well-being.	1	2	3	4	5
5	The school would ignore any claim made by me.	1	2	3	4	5
6	The school strongly considers my goals and values.	1	2	3	4	5
7	The school is willing to help me if I need a special favor.	1	2	3	4	5

	Job Satisfaction					
1	I like doing the things I do at work.	1	2	3	4	5
2	Those who do well on the job stand a fair chance of being promoted.	1	2	3	4	5
3	My superior is quite competent in doing his/ her job.	1	2	3	4	5
4	When I do a good job, I receive the recognition for it that I should receive.	1	2	3	4	5
5	Many of our rules and procedures make doing a good job simple.	1	2	3	4	5
6	I feel satisfied with my chances of salary increases.	1	2	3	4	5
	Innovative Performance					
1	I consciously share new ideas with colleagues.	1	2	3	4	5
2	Innovative ideas are highly valued in the school.	1	2	3	4	5
3	Teachers' skills tend to improve in the school.	1	2	3	4	5
4	As a team, we spontaneously apply new ideas for solving difficult problems.	1	2	3	4	5
5	I consciously try to get active support from colleagues for new ideas.	1	2	3	4	5
6	As a team, we spontaneously promote new ideas to colleagues outside the team	1	2	3	4	5
7	I spontaneously get new ideas to carry out my work as a teacher.	1	2	3	4	5
8	I spontaneously get new ideas for solving difficult problems.	1	2	3	4	5