

JOB SATISFACTION AND TRAINING EFFECTIVENESS: MEDIATORS BETWEEN PERCEIVED ORGANIZATION SUPPORT AND INNOVATIVE WORK BEHAVIOR IN VOCATIONAL TRAINING CENTER

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Abstract

This study explores the influence of Perceived Organizational Support (POS) on Innovative Work Behavior (IWB) in the context of public vocational training institutions in Indonesia, with Job Satisfaction and Training Effectiveness examined as mediating variables. Grounded in Organizational Support Theory and Human Capital Theory, the research aims to understand how perceived support from organizations can promote innovation at the individual level, particularly among public-sector instructors who play a critical role in workforce development. The study population includes vocational training centers across Indonesia, and a total of 275 instructors were selected through proportionate random sampling to serve as respondents. Data were collected using a standardized questionnaire and analyzed using Partial Least Squares Structural Equation Modeling (PLS-SEM). The results reveal that POS significantly influences IWB both directly and indirectly through Training Effectiveness. Specifically, instructors who perceive greater organizational support are more likely to view training programs as relevant and applicable, which subsequently encourages them to engage in innovative behaviors. Interestingly, Job Satisfaction—while positively influenced by POS—was not found to have a significant direct or mediating effect on IWB. These findings suggest that capability-enhancing mechanisms such as effective training are more influential than affective states like satisfaction in driving innovation behavior within public institutions.

Keywords: perceived organizational support, training effectiveness, job satisfaction, innovative work behavior, vocational training, SEM-PLS, public institutions.

1. Introduction

In an era marked by digital transformation, workforce automation, and dynamic labor market demands, innovative work behavior (IWB) has become an indispensable competency for employees across sectors, including public vocational training institutions. IWB referring to the intentional generation, promotion, and implementation of novel ideas is increasingly recognized as a driver of adaptability and performance in public organizations facing institutional and environmental changes (Afsar & Umrani, 2020; Almagro et al., 2024; Peng et al., 2023; Puspitasari et al., 2023).

One of the most influential predictors of IWB is perceived organizational support (POS), defined as employees' beliefs regarding the extent to which their organization values their contributions and cares about their well-being (Eisenberger et al., 1986; Kurtessis et al., 2017; Peng et al., 2023). Recent empirical studies have confirmed that POS significantly enhances employees' willingness to go beyond formal roles, particularly by engaging in innovative and proactive behaviors (Fan et al., 2022). Employees who perceive a supportive organizational climate tend to feel more secure, trusted, and valued conditions conducive to innovation (Eisenberger et al., 1986; Fan et al., 2022; Peng et al., 2023).

However, contemporary research highlights the importance of mediating mechanisms that explain how POS translates into IWB. Two such mechanisms are job satisfaction and training effectiveness. Job satisfaction has been linked to increased motivation, commitment, and creativity—all essential antecedents of IWB (Maan et al., 2020; Sari & Amalia, 2022). Furthermore, effective training—particularly when aligned with employee needs and organizational goals—can strengthen individual capabilities, self-confidence, and innovation-readiness (Freitas, 2023; Wu, 2025). This aligns with human capital theory, which posits that well-trained and satisfied employees are more likely to engage in high-value, discretionary behaviors, including innovation (Siswanto, 2023).

Despite a growing interest in these variables, there is limited empirical research that examines their

interrelationships within the context of government-run vocational training centers in developing countries, such as Indonesia. These institutions commonly known as Government Vocational Training Center, play a strategic role in national workforce development but often operate under bureaucratic constraints, resource limitations, and shifting competency frameworks. Understanding how organizational support, satisfaction, and training effectiveness interact to influence IWB is critical for advancing the performance and responsiveness of these institutions.

Accordingly, this study aims to investigate the effect of perceived organizational support on innovative work behavior, mediated by job satisfaction and training effectiveness, in the context of Indonesian vocational training centers. This research offers a novel contribution by integrating psychosocial and human capital perspectives to explain innovation behavior in public training organizations in the Global South.

2. Literature Review and Hypothesis Development

2.1. *Perceived Organization Support*

Perceived Organizational Support (POS) is a fundamental concept in organizational behavior that refers to the extent to which employees believe their organization values their contributions and cares for their well-being. This perception plays a crucial role in shaping various employee outcomes, particularly job satisfaction, training effectiveness, and innovative work behavior.

Research demonstrates a strong correlation between POS and job satisfaction. Employees who perceive that their organization provides support are more likely to experience heightened job satisfaction and commitment (Alshaabani et al., 2021; Yanbei et al., 2023). For example, a study by Sadaf et al. (Sadaf et al., 2022) found that POS positively influences job satisfaction, which in turn enhances employee loyalty and emotional commitment to the organization (Obeng et al., 2020). This indicates that cultivating an environment of perceived support can lead to improved employee morale and overall satisfaction at work.

In relation to training effectiveness, POS significantly impacts how employees engage with training programs. Employees who feel supported are more likely to view training as beneficial, thereby enhancing their skills and translating this learning into practical innovative work behavior (Eisenberger et al., 2020). Research reveals that effective training, combined with a supportive organizational climate, fosters motivation and encourages employees to apply new skills creatively (Hughes et al., 2020).

Furthermore, POS is closely linked to innovative work behavior. Employees who perceive strong organizational support exhibit greater willingness to take risks and experiment with new ideas (Thompson et al., 2014). Neves et al. (Neves et al., 2014) highlight that enhanced POS encourages a culture of innovation by fostering trust and safety, which are essential for employees to propose novel solutions and improvements (Hoa et al., 2020).

In conclusion, fostering perceived organizational support is vital for enhancing job satisfaction, maximizing training effectiveness, and encouraging innovative work behavior. By prioritizing support mechanisms, organizations can cultivate a more engaged and productive workforce, thus driving overall success.

2.2. *Innovative Work Behavior*

Innovative work behavior (IWB) refers to the proactive behaviors of employees aimed at introducing new ideas, processes, products, or services within their organizations. This construct is crucial for fostering organizational growth and maintaining a competitive advantage in rapidly changing environments. The relationship between perceived organizational support (POS) and IWB has been extensively researched, indicating that strong perceptions of support from the organization significantly enhance employees innovative capabilities (Alshaabani et al., 2021; Obeng et al., 2020).

Studies have shown that when employees perceive their organization as supportive through fair treatment, supervisory encouragement, and proper work conditions, they are more likely to engage in innovative work behaviors. For instance, research by Rahmah (Rahmah & Dwarawati, 2023) confirms

that the dimensions of POS directly correlate with increased IWB among teachers by fostering a supportive atmosphere for idea generation and implementation (Alshaabani et al., 2021). This is echoed by Ergun et al.(Ergun et al., 2025), who found that higher levels of engagement and psychological empowerment, bolstered by perceived support, lead to greater IWB (Obeng et al., 2020).

Furthermore, a model established by (Lin, Qingjin; Beh, Loo-See; Mohd Kamil, 2024) highlights how interpretations of organizational justice and support mediate the relationship between work engagement and IWB. The findings suggest that empowered employees, when supported by their organization, are likely to initiate innovative projects confidently, thereby uplifting organizational performance (Eisenberger et al., 2020). Additionally, Tjoa(Tjoa & Arief, 2022) demonstrated that job satisfaction mediates the connection between perceived support and IWB, reinforcing the notion that a nurturing work environment cultivates innovative thinking (Hughes et al., 2020).

Moreover, the effects of POS on IWB are further elucidated by studies examining organizational structures and leadership styles. For instance,Ghonem and Abdrabou(Ghonem & Abdrabou, 2023) found that pro-innovative organizational characteristics enhance nurses' innovative behavior, stressing the importance of a supportive cultural climate (Thompson et al., 2014). Similarly,Mustika et al.(Mustika et al., 2020) posited that perceived organizational support fosters a culture of knowledge sharing, which is pivotal for enhancing innovative work behavior (Hoa et al., 2020).

In conclusion, perceived organizational support is a critical facilitator of innovative work behavior within organizations. By creating a supportive environment characterized by recognition, resources, and empowerment, organizations can significantly enhance employee innovation, facilitating improved performance and adaptability in a competitive landscape.

2.3. Perceived Organization SupportandInnovative Work Behavior

Perceived Organizational Support (POS) is a critical construct influencing innovative work behavior (IWB) among employees. Defined as the extent to which employees believe their organization values their contributions and cares for their well-being, POS significantly shapes employees' engagement and creativity at work. Research indicates that high levels of perceived support foster an environment where employees feel encouraged to innovate, take risks, and propose new ideas, ultimately leading to enhanced organizational performance (Eisenberger et al., 2020; Hughes et al., 2020).

Numerous studies have established a positive relationship between POS and IWB. For instance, Eisenberger et al. and Aslan(Aslan, 2021; Eisenberger et al., 2020); found that perceived organizational support positively affects innovative work behavior, suggesting that organizations that actively demonstrate care and support for their employees are likely to see increased levels of innovation among their workforce. This relationship is reinforced by the reciprocal nature of organizational support, where employees feel a duty to contribute positively to their organization, thereby initiating innovative behaviors as a form of reciprocal obligation (Eisenberger et al., 2020; Linda et al., 2019).

Moreover, Alshaabani et al. and Haholongan et al.(Alshaabani et al., 2021; Haholongan & Kusdinar, 2019) highlighted the importance of management leadership in creating a participative organizational climate that promotes innovative behaviors. They argue that when management fosters a supportive atmosphere characterized by participation and open communication, employees are more likely to engage in innovative practices. This participatory climate enhances employees' commitment, involvement, and motivation to innovate, resulting in a more dynamic and creative work environment.

Additionally, Obeng et al. and Sabra et al.(Obeng et al., 2020; Sabra et al., 2021) emphasize that organizational characteristics, including visible management support and available rewards, significantly influence innovative behavior among employees. Their research demonstrated strong correlations between POS and factors such as work discretion, time availability, and rewards, all of which contribute to a culture of innovation. When employees perceive adequate support and resources, they are more likely to engage in innovative work behaviors that contribute to organizational success (Alshaabani et al., 2021).

Furthermore, workplace dynamics, such as inclusivity and ethical leadership, can enhance the perception of support and, consequently, innovation. Hughes et al. and Khan et al. (Hughes et al., 2020; Khan et al., 2022) stress the role of ethical leaders in fostering a supportive environment that motivates employees to share innovative ideas. Employees view ethical leadership as a form of organizational support, which encourages knowledge sharing and creative contributions essential for driving innovation.

In summary, perceived organizational support serves as a crucial enabler of innovative work behavior. Organizations that prioritize supportive practices, foster participatory climates, and emphasize management support are likely to cultivate a workforce that is motivated to innovate. This reciprocal relationship between POS and IWB highlights the need for organizations to invest in creating supportive work environments that not only value employee contributions but also empower them to strive for innovation. Context this study formulates the following first hypothesis:

H1: Perceived Support Organizational has a positive effect on Innovative Work Behavior.

2.4. Perceived Organization Support and Job Satisfaction

Perceived Organizational Support (POS) is a crucial construct that significantly influences job satisfaction among employees. It reflects employees' belief in the extent to which their organization values their contributions and cares for their well-being. POS is most effectively measured through aspects such as supervisor support, fairness, and recognition within the organizational context (Maan et al., 2020).

Research consistently shows that higher levels of POS correlate positively with increased job satisfaction. Employees who perceive strong organizational support tend to report greater job satisfaction, as they feel valued and recognized for their contributions (Alshaabani et al., 2021; Ferawati, 2023). For instance, Ferawati (Ferawati, 2023) found that POS significantly impacts employee engagement, which is closely tied to job satisfaction. This finding aligns with the notion that when employees feel supported, they are more likely to exhibit positive attitudes towards their work environment.

The relationship between POS and job satisfaction is mediated by other factors, such as employee engagement. Maan et al. (Maan et al., 2020) argue that employees with higher levels of POS experience greater psychological empowerment and are more engaged at work. This enhanced engagement subsequently leads to higher job satisfaction (Maan et al., 2020). Furthermore, Jufrizen et al. (Jufrizen, Salman Farisi, 2024) emphasize that when employees perceive their organization as supportive, they are inclined to develop strong emotional ties with the organization, resulting in increased job satisfaction and organizational citizenship behaviors.

Moreover, the context of organizational climate also plays a significant role in influencing the relationship between POS and job satisfaction. A participative organizational climate enhances the effects of POS, leading to higher job satisfaction levels (Haholongan & Kusdinar, 2019). This climate fosters an environment where employees feel comfortable sharing their ideas, which is essential for cultivating both satisfaction and innovation (Ferawati, 2023).

In summary, perceived organizational support is fundamental to enhancing job satisfaction within the workplace. By creating a supportive organizational climate and acknowledging employee contributions, organizations can significantly improve employee satisfaction and retention. This study formulates the following second hypothesis:

H2: Perceived Organization Support has a positive effect on Job Satisfaction.

2.5. Perceived Support Organizational and Training Effectiveness

Perceived Organizational Support (POS) plays a significant role in shaping training effectiveness within organizations. POS refers to employees' perception of how much the organization values their input and cares about their well-being. When employees feel supported, they are more likely to engage positively with training programs and transfer their new learning into practical applications (Alshaabani et al., 2021).

Research indicates that organizational support significantly affects training outcomes. For instance,

Alshaabani et al. and Kim et al.(Alshaabani et al., 2021; Kim et al., 2019) found that POS enhances supervisor support for training, which in turn promotes employees' motivation to learn and transfer training to their work. This relationship underscores the importance of a supportive environment in helping employees overcome barriers to training application. Similarly, Obeng et al. and To et al.(Obeng et al., 2020; To & Leung, 2024); demonstrate that organizational support for training mediates the relationship between employees' perceived value of training and their training satisfaction, further establishing a link between POS and effective training outcomes (Obeng et al., 2020);

Moreover, the effectiveness of training is contingent on employees' perceptions of the organizational climate. Training is more likely to succeed when employees perceive that their organization supports continuous learning and professional development. Eisenberger et al. and Kim et al.(Eisenberger et al., 2020; Kim et al., 2019) highlight that a supportive training environment, characterized by firm provision and employee participation, is crucial for fostering affective commitment to training initiatives, which is essential for employees to fully engage in training opportunities and effectively apply their newly acquired skills.

Ultimately, a strong POS framework within organizations not only enhances training satisfaction and effectiveness but also cultivates a culture of continuous learning and improvement. This holistic approach can lead to improved organizational performance, as employees feel motivated to engage actively with their training and apply their skills innovatively in their work environments (Eisenberger et al., 2020; Kim et al., 2019; Obeng et al., 2020)this study formulates the following third hypothesis:

H3: Perceived Support Organization has a positive effect on Training Effectiveness.

2.6. Job Satisfaction and Innovative Work Behavior

Job satisfaction plays a critical role in fostering innovative work behavior (IWB) among employees. Research demonstrates a clear link between job satisfaction and an individual's propensity to engage in innovative activities at work, making it a vital focus for organizations aiming to enhance their innovative capacities. When employees feel satisfied with their jobs, they often display higher levels of creativity and the willingness to take risks necessary for innovation (Aslan, 2021; Idrus, 2019).

A pivotal study highlights how various leadership styles contribute to employee job satisfaction, which in turn influences IWB. Transformational leadership, characterized by supportive and empowering practices, significantly enhances job satisfaction, thereby paving the way for increased innovative behaviors among employees. Conversely, leadership styles that do not actively promote employee engagement can hinder innovative potential.

Moreover, the mediating role of psychological ownership has been identified as significant in the relationship between work values and job satisfaction, particularly in how these aspects contribute to IWB (Aslan, 2021). Employees who feel a sense of ownership over their work are more likely to innovate, as they perceive their input as valuable and impactful.

Further evidence suggests that perceived organizational support enhances job satisfaction, which subsequently boosts IWB (Efridah, 2019). Employees who feel supported are more likely to engage proactively with their work environment, leading to higher innovation rates within organizations. Similarly, Efridah (Efridah, 2019) asserts that a positive organizational culture is crucial for enhancing both job satisfaction and innovative behavior, emphasizing that cultural factors significantly influence employee attitudes and performance.

In summary, fostering job satisfaction is essential for motivating innovative work behavior in employees. By implementing supportive leadership practices and cultivating a positive organizational culture, organizations can enhance job satisfaction, which will ultimately lead to higher rates of innovation and improved organizational performance. With the aforementioned arguments and empirical evidence from several previous studies, the following fourth hypothesis is developed:

H4: Job Satisfaction has a positive effect on Innovative Work Behavior.

2.7. Training Effectiveness and Innovative Work Behavior

Training effectiveness is a critical factor in facilitating innovative work behavior (IWB) among employees. A well-structured training program enhances employees' skills, knowledge, and confidence, enabling them to contribute creatively to their organizations. Research indicates that investments in employee training lead to higher levels of innovation within firms, highlighting training as a pivotal human resource management strategy that directly influences IWB (Adhikari, 2023; Aziz et al., 2022).

Aziz et al. (Aziz et al., 2022) emphasize that effective training initiatives significantly impact employee innovative behavior by engaging them in knowledge sharing and the application of acquired skills within their work roles. Their findings support the notion that employees exposed to comprehensive training programs are more adept at generating and implementing innovative ideas, ultimately driving organizational performance forward. Similarly, Adhikari (Adhikari, 2023) corroborates this relationship, demonstrating that human resource development (HRD) programs enhance employees' knowledge and abilities, thereby promoting their innovative behaviors.

Further supporting this perspective, Chaubey et al. (Chaubey et al., 2022) assert that the frequency and quality of training directly correlate with an organization's capacity for innovation. They argue that firms with robust training mechanisms are better positioned to engage employees in creative processes, fostering an environment that encourages experimentation and risk-taking. This is particularly relevant in high-tech industries, where rapidly evolving challenges necessitate a workforce that is not only skilled but also innovative in their approach (Jánská & Olšová, 2020).

Moreover, Nile and Galal (Nile & Galal, n.d.) found that training is one of the key human resource management practices influencing IWB. Their study highlights that organizations prioritizing training can cultivate a workforce that is resilient and adaptable, leading to enhanced innovative work behaviors. This aligns with observations made by Grund and Titz (Grund & Titz, 2022), who discuss how firm support for training significantly affects employee commitment and participation, further encouraging innovative contributions.

In conclusion, effective training is integral to promoting innovative work behavior among employees. It equips individuals with the necessary skills and knowledge while fostering a culture that values creativity and supports ongoing development. Organizations that invest in training initiatives can expect not only improved employee satisfaction and retention but also enhanced overall performance and innovation. Hence, the following fifth hypothesis is proposed:

H5: Training Effectiveness has a positive effect on Innovative Work Behavior.

2.8. Perceived Organization Support, Job Satisfaction and Innovative Work Behavior

Perceived Organizational Support (POS), job satisfaction, and innovative work behavior (IWB) are interrelated constructs that significantly influence employee performance and organizational effectiveness. POS refers to employees' belief in how much the organization values their contributions and cares for their well-being. This perception is foundational for fostering job satisfaction, which in turn enhances innovative work behavior among employees.

Research consistently shows that higher levels of POS lead to increased job satisfaction. For example, Obeng et al. and Nile et al. (Obeng et al., 2020; Pinnington et al., 2024) found that employees who perceive strong organizational support report higher levels of job satisfaction and a reduced intention to leave the organization, thereby fostering loyalty and commitment. Alshaabani et al. and Neves et al. (Alshaabani et al., 2021; Neves et al., 2014) provided evidence of a positive correlation between POS and job satisfaction, indicating that supportive work environments promote engagement and motivation.

Job satisfaction, in turn, acts as a critical mediator in the relationship between POS and IWB. Eisenberger et al. and Tjanturi et al. (Eisenberger et al., 2020; Tjanturi et al., 2024) highlighted that satisfaction derived from positive workplace relationships and supportive organizational practices fosters innovative behaviors. Employees who feel satisfied with their jobs are more likely to engage in IWB, perceiving their work environment as conducive to creativity and experimentation (Eisenberger et al., 2020). This relationship is further supported by Thompson et al. and Tjanturi et al. (Li et al.,

2020; Thompson et al., 2014), who noted that job satisfaction enhances employees' willingness to engage in innovative behaviors, ultimately benefiting the organization.

Additionally, effective training and development initiatives, underpinned by high levels of POS, encourage IWB. According to Hughes et al. and Efridah(Efridah, 2019; Hughes et al., 2020), organizations that prioritize employee growth and recognize their contributions foster an environment conducive to innovation. By creating a culture of support and recognizing employee efforts, organizations can effectively stimulate both job satisfaction and IWB (Hughes et al., 2020).

In summary, perceived organizational support plays a crucial role in enhancing job satisfaction, which subsequently drives innovative work behavior. Organizations aiming to boost employee performance and innovation should focus on cultivating supportive environments and fostering satisfied, motivated employees. Hence, the following sixth hypothesis is proposed:

H₆: Job Satisfaction mediates the effect of Perceived Organization Support on Innovative Work Behavior.

2.9. Perceived Organization Support, Training Effectiveness and Innovative Work Behavior

The intersection of Perceived Organizational Support (POS), training effectiveness, and Innovative Work Behavior (IWB) is a critical area of research that underscores the dynamic relationship between an organization's support functions and its capacity for innovation. POS plays a pivotal role in enhancing the effectiveness of training programs and fostering an environment conducive to IWB. When employees believe that their organization genuinely values their contributions and well-being, they are more likely to engage actively in training initiatives and demonstrate innovative behaviors (Alshaabani et al., 2021).

A strong POS framework facilitates training effectiveness by providing a supportive atmosphere that enables employees to fully engage with learning opportunities. Alshaabani et al. and Qawamesh et al.(Alshaabani et al., 2021; Qawasmeh & Wahab, 2022) established that effective training programs significantly boost IWB, particularly when paired with a supportive organizational context. Their findings emphasize that employees who perceive high organizational support are not only more satisfied with training opportunities but are also more likely to apply their learning creatively within their work roles, thereby enhancing innovation outcomes.

Moreover, training effectiveness itself is contingent upon POS. Research by Hughes et al. and Aziz et al.(Aziz et al., 2022; Hughes et al., 2020) affirmed that organizations that emphasize training and development significantly impact innovative work behaviors. They argue that training helps in enhancing employees' skills, ultimately fostering a culture of innovation. POS enhances employees' engagement in training, making them more likely to adopt and implement new ideas and practices developed through such training programs (Hughes et al., 2020). This link is further supported by the findings of Neves et al. and Kim et al.(Kim et al., 2019; Thompson et al., 2014), who pointed out that a supportive training environment encourages employees to adopt innovative practices, thereby promoting an organizational culture that values creativity.

Furthermore, Eisenberger et al. and Aslan(Aslan, 2021; Eisenberger et al., 2020) demonstrated that POS has a significant positive impact on IWB, illustrating that perceived support not only enhances job satisfaction but also directly influences employees' willingness to innovate. This relationship highlights the importance of nurturing a supportive organizational climate where training is seen as an essential driver for developing innovative work behaviors. Employees who feel supported are more inclined to take risks and propose creative solutions, contributing to their organization's overall innovation strategy (Alshaabani et al., 2021).

In conclusion, POS and training effectiveness are crucial for promoting IWB. By fostering an organizational climate that supports employee development, organizations can enhance training outcomes and, subsequently, drive innovative behavior among their workforce. Such investment in training and support structures not only leads to improved employee performance but also positions organizations competitively in their respective markets. Hence, the following seventh hypothesis is proposed:

H7: Training Effectiveness mediates the effect of Perceived Organization Support on Innovative Work Behavior

3. Research Method

3.1. Research Design

The present study examined the mediation model, which explores the mediation effect of job satisfaction and training effectiveness on the relationship between perceived organizational support and innovative work behavior. Job satisfaction and training effectiveness serves as the mediator, followed by perceived organizational support as the independent variable and innovative work behavior as the dependent variable. **Figure 1** shows the complete conceptual framework.

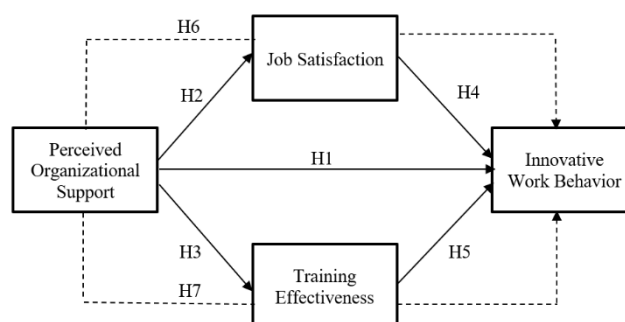


Figure 1. Conceptual framework

3.2. Data and Sample

The population of this study was public vocational training centers in Indonesia with a sample size of 275 instructor samples. The number of samples was determined by considering the needs of structural equation modeling analysis, considering the number of indicators and constructs in the research model. Sample stratification ensures adequate representation of various vocational training centers throughout Indonesia.

3.3. Data Processing Method

The analysis was conducted using the Structural Equation Model – Partial Least Squares (SEM-PLS) approach, which is suitable for testing complex relationships involving multiple variables and mediating effects. SEM-PLS is a robust statistical technique that does not require strict assumptions about data distribution, making it particularly useful for analyzing real-world data. This method enables the simultaneous examination of direct and indirect relationships among the study's variables, providing comprehensive insights into the mediating role of sustainability value-based performance. The SmartPLS 3.0 software was employed for data processing and hypothesis testing, as it offers advanced tools for model estimation, path analysis, and bootstrapping techniques to assess the significance of relationships (Joseph F. Hair et al., 2022).

4. Results and Discussion

SmartPLS allows the measurement of constructs through a variety of indicators, including loading factors, Cronbach's Alpha, Composite Reliability, AVE, and discriminant validity. The process ensures that the measurement model is robust and that the constructs are accurately represented by their corresponding items. Validating the measurement model using these criteria is crucial for confirming that the constructs in the model are reliable, valid, and meaningful before proceeding to test structural relationships between them.

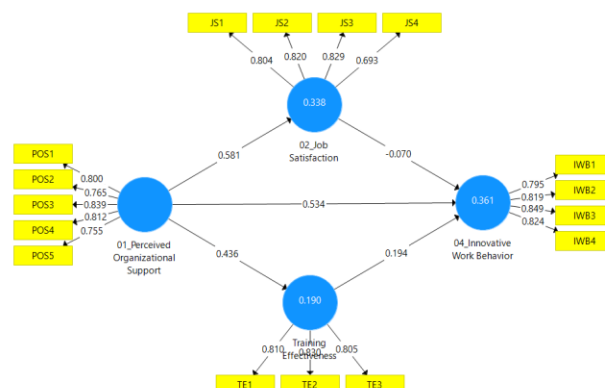


Figure 2.The Result of Structural Model – Algorithm Analysis

In the context of Structural Equation Modeling (SEM) with SmartPLS, the measurement of a construct refers to the process of assessing how well the observed variables (or items) represent the underlying latent variables (or constructs). This is a critical step in developing a robust SEM model, as it ensures the validity and reliability of the measurement model before testing the relationships between constructs.

Table 1. Measurement of the Constructs.

Construct	Items		Loading Factors	Cronbach's Alpha	Composite Reliability	AVE
Perceived Organizational Support	POS1	Appreciation of contributions	0.800	0.854	0.895	0.631
	POS2	Support during difficulties	0.765			
	POS3	Recognition of achievement	0.839			
	POS4	Responsiveness to employee concerns	0.812			
	POS5	Concern for employee well-being	0.755			
Job Satisfaction	JS1	Career and promotion opportunities	0.804	0.796	0.867	0.621
	JS2	Fair treatment	0.820			
	JS3	Work environment support	0.829			
	JS4	Coworker support	0.693			
Training Effectiveness	TE1	Training relevance	0.810	0.840	0.893	0.676
	TE2	Training impact	0.830			
	TE3	Training application	0.805			
Innovative Work Behavior	IWB1	Idea exploration	0.795	0.748	0.856	0.665
	IWB2	Idea generation	0.819			
	IWB3	Idea championing	0.849			
	IWB4	Idea implementation	0.824			

Based on **Table 1**, the outer loading results indicate that all measurement items across the constructs demonstrate strong contributions to their respective latent variables, with most loading values

exceeding the recommended threshold of 0.75. Items under Perceived Organizational Support (POS), Training Effectiveness (TE), and Innovative Work Behavior (IWB) all exhibit high indicator reliability. One item under Job Satisfaction (JS4 – Coworker Support) shows a slightly lower loading of 0.693, yet remains acceptable based on the guideline by Hair et al. (2021), which allows items with loadings above 0.60 to be retained if composite reliability (CR) and average variance extracted (AVE) are adequate. All constructs exhibit good internal consistency, as evidenced by Cronbach's Alpha values above 0.74 and CR values exceeding 0.85, meeting the criteria for reliability in reflective measurement models (Henseler et al., 2015; Joseph F. Hair et al., 2022).

Regarding convergent validity, all constructs display AVE values above 0.50, indicating that each latent variable accounts for more than 50% of the variance in its indicators—a key requirement for acceptable construct validity (Fornell & Larcker, 1981). This confirms that the measurement model possesses strong convergent validity and internal consistency. Thus, the constructs of Perceived Organizational Support, Job Satisfaction, Training Effectiveness, and Innovative Work Behavior are deemed reliable and valid for further analysis within the structural model, including hypothesis testing and path coefficient evaluation.

Based on the Fornell-Larcker criterion (**Table 2**), all constructs in the model demonstrate satisfactory discriminant validity. The square roots of the Average Variance Extracted (AVE) for each construct, presented on the diagonal of the matrix, are consistently higher than the correlations between that construct and all other constructs. For instance, the square root of AVE for Perceived Organizational Support is 0.795, which exceeds its correlations with Job Satisfaction (0.581), Training Effectiveness (0.436), and Innovative Work Behavior (0.578). Similarly, the square root of AVE for Job Satisfaction is 0.788, which is greater than its correlations with POS (0.581), Training Effectiveness (0.505), and Innovative Work Behavior (0.339).

The same pattern is observed across all constructs. Training Effectiveness has a square root of AVE of 0.815, exceeding its correlations with other constructs, and Innovative Work Behavior has the highest square root of AVE at 0.822, surpassing its correlations with all other variables in the model. These results confirm that each construct shares more variance with its own indicators than with other constructs, thus satisfying the requirement of discriminant validity. This implies that the constructs are empirically distinct and the measurement model possesses adequate construct uniqueness. These findings are consistent with the criteria proposed by Fornell and Larcker (Fornell & Larcker, 1981), further supported by contemporary SEM-PLS literature (Joseph F. Hair et al., 2022).

Table 2.
Discriminant Validity – Fornell-Laker Criteria.

	Perceived Organizational Support	Job Satisfaction	Training Effectiveness	Innovative Work Behavior
Perceived Organizational Support	0,795			
Job Satisfaction	0,581	0,788		
Training Effectiveness	0,436	0,505	0,815	
Innovative Work Behavior	0,578	0,339	0,392	0,822

The results of the direct effect analysis using SEM-PLS (**Table 3**) indicate that Perceived Organizational Support (POS) has a significant and positive impact on all three dependent constructs. Specifically, POS positively influences Job Satisfaction ($\beta = 0.581$, $t = 12.940$, $p < 0.001$), Training Effectiveness ($\beta = 0.436$, $t = 8.110$, $p < 0.001$), and Innovative Work Behavior (IWB) ($\beta = 0.534$, $t = 10.488$, $p < 0.001$). These findings suggest that when employees perceive strong support from their organization, they tend to experience greater job satisfaction, view training programs as more effective, and are more likely to engage in innovative behaviors. This aligns with the theoretical

expectation that POS enhances psychological and motivational conditions conducive to discretionary work behaviors such as innovation.

In contrast, the direct effect of Job Satisfaction on Innovative Work Behavior is negative and statistically insignificant ($\beta = -0.070$, $t = 1.132$, $p = 0.258$), indicating that job satisfaction alone does not directly influence employees' engagement in innovative actions in this context. Meanwhile, Training Effectiveness shows a positive and significant direct effect on IWB ($\beta = 0.194$, $t = 3.447$, $p = 0.001$), highlighting the role of relevant and applicable training in fostering innovation-readiness among employees. In summary, the model demonstrates that POS is a central driver of both satisfaction and innovation, while training serves as a more immediate antecedent to innovative behavior than job satisfaction does.

Table 3.
The Result of Direct Effect Assessment.

Direct Effect	Original Sample (O)	Sample Mean (M)	Std Dev (STDEV)	T Statistics (O/STDEV)	P Values
Perceived Organizational Support -> Job Satisfaction	0,581	0,583	0,045	12,940	0,000
Perceived Organizational Support -> Training Effectiveness	0,436	0,441	0,054	8,110	0,000
Perceived Organizational Support -> Innovative Work Behavior	0,534	0,540	0,051	10,488	0,000
Job Satisfaction -> Innovative Work Behavior	-0,070	-0,075	0,062	1,132	0,258
Training Effectiveness -> Innovative Work Behavior	0,194	0,197	0,056	3,447	0,001

Table 4.
The Result of Direct Effect Assessment.

Indirect Effect	Original Sample (O)	Sample Mean (M)	Std Dev (STDEV)	T Statistics (O/STDEV)	P Value s
Perceived Organizational Support -> Job Satisfaction -> Innovative Work Behavior	-0,041	-0,044	-0,117	0,025	-0,041
Perceived Organizational Support -> Training Effectiveness -> Innovative Work Behavior	0,085	0,086	0,038	0,139	0,085

Table 4 presents the indirect effect analysis reveals contrasting outcomes across the two mediation pathways. The pathway from Perceived Organizational Support (POS) to Innovative Work Behavior (IWB) through Job Satisfaction shows an indirect effect of $\beta = -0.041$, with a very low t-statistic (0.025) and a p-value of 0.980. This indicates that the mediation effect via Job Satisfaction is statistically insignificant. In other words, Job Satisfaction does not function as an effective mediator between POS and IWB in this model. This finding is consistent with the earlier result that the direct path from Job Satisfaction to IWB was also not significant, suggesting that satisfaction alone is not a sufficient psychological mechanism to explain innovation behavior in this context.

In contrast, the mediation path from POS through Training Effectiveness to IWB is positive and

statistically significant ($\beta = 0.085$, $t = 2.139$, $p = 0.033$). This indicates that Training Effectiveness plays a partial mediating role in explaining how organizational support translates into innovative behavior. Employees who perceive organizational support are more likely to evaluate training as effective, and this enhanced training perception contributes positively to their engagement in innovation. This highlights the critical role of aligning training with organizational support efforts to foster innovation through employee development.

5. Implication

5.1. Theoretical Implications

The findings of this study provide meaningful contributions to the theoretical development of organizational behavior and human resource management, particularly in the context of innovation within public vocational institutions. First, the strong and significant effect of Perceived Organizational Support (POS) on Innovative Work Behavior (IWB) affirms the relevance of Organizational Support Theory (Eisenberger et al., 1986), which argues that employees who perceive their organization as supportive are more likely to engage in positive discretionary behaviors as a form of socio-emotional reciprocation. This study extends the applicability of the theory to public-sector vocational institutions in Indonesia, where innovation is increasingly vital to institutional performance and responsiveness (Kurtessis et al., 2017).

Second, the finding that Training Effectiveness significantly mediates the relationship between POS and IWB contributes to the extension of Human Capital Theory, particularly in relation to learning and capability-building mechanisms. Training that is perceived as relevant and applicable enhances employee competencies, self-confidence, and innovation-readiness—aligning with the theoretical proposition that investments in employee development yield higher-value work behavior (Ployhart & Moliterno, 2011). On the other hand, the absence of a significant mediation effect by Job Satisfaction suggests that positive affective states alone may not be sufficient to stimulate innovation in the absence of functional enablers such as training. This nuanced finding enriches our understanding of the mechanisms through which organizational support translates into innovation, emphasizing the role of instrumental support (e.g., training) over attitudinal factors in public workforce institutions.

5.2. Practical/Managerial Implications

The findings of this study offer several practical implications for organizational leaders and human resource practitioners, particularly within public vocational training institutions. First, the significant role of Perceived Organizational Support (POS) in enhancing both training effectiveness and innovative work behavior suggests that institutions must go beyond formal policy to actively foster a supportive work climate. This includes recognizing employee contributions, showing genuine concern for their well-being, responding constructively to complaints, and providing consistent support during challenging periods. When employees perceive such support, they not only report higher satisfaction with training programs but also display greater willingness to engage in creative and initiative-driven work behavior.

Second, the demonstrated mediating role of Training Effectiveness in the POS–IWB relationship highlights the importance of designing training programs that are highly relevant to employee tasks, aligned with organizational goals, and supported by a learning culture that encourages the application of new skills. Managers should ensure that training is not viewed as a procedural requirement, but rather as a strategic investment that strengthens employee confidence and readiness to innovate. Moreover, since Job Satisfaction did not show a direct or mediating effect on innovative behavior, it suggests that simply improving morale or emotional contentment may not be sufficient. Innovation appears to rely more heavily on capability-enhancing mechanisms, reinforcing the need for HRM strategies that integrate support with skills-based development initiatives. For vocational institutions under state management, such insights are particularly relevant in driving transformation agendas, enhancing public service delivery, and aligning employee innovation with national workforce

development goals.

5.3. Policy Implications

The findings of this study generate valuable implications for policy-making, particularly in the realm of public human capital development and institutional innovation strategy. First, the strong influence of Perceived Organizational Support (POS) on Training Effectiveness and Innovative Work Behavior (IWB) suggests that policies aimed at improving public workforce performance should institutionalize supportive management practices. This includes formulating clear guidelines on employee recognition, grievance responsiveness, and organizational care for employee well-being as part of human resource governance. Embedding these elements into civil service regulations or internal SOPs (Standard Operating Procedures) will help standardize supportive environments that enable innovation across vocational training institutions.

Second, the significant mediating effect of Training Effectiveness implies that national training policy should not merely emphasize volume or frequency of training, but should instead focus on relevance, applicability, and alignment with organizational innovation goals. Policy frameworks developed by Ministry of Manpower must promote competency-based training models, encourage participatory training design involving employees, and establish post-training application mechanisms to evaluate impact on innovation behavior. Moreover, since Job Satisfaction alone does not significantly influence innovation, policy efforts should shift from traditional satisfaction-centric measures (e.g., incentive-based morale boosting) toward capability-based interventions that link support systems with performance and innovation mandates. This would support a more strategic and outcome-driven approach to human capital development in public institutions, especially within the context of Indonesia's broader digital and vocational transformation agenda.

6. Conclusions

This study examined the influence of Perceived Organizational Support (POS) on Innovative Work Behavior (IWB), with Job Satisfaction and Training Effectiveness as mediating variables, within the context of public vocational training institutions in Indonesia. The findings confirm that POS significantly enhances innovative behavior both directly and indirectly, particularly through the mediating role of training effectiveness. While job satisfaction was positively influenced by POS, it did not demonstrate a significant direct or mediating effect on IWB, suggesting that emotional fulfillment alone may not be sufficient to stimulate innovation in public sector settings.

Theoretically, this study reinforces the relevance of Organizational Support Theory by demonstrating that perceived support promotes discretionary behavior such as innovation, even within bureaucratic public institutions. Additionally, the findings support and extend Human Capital Theory by showing that training effectiveness serves as a critical mechanism linking organizational support to innovation. Practically, the results highlight the importance of cultivating a supportive organizational climate and implementing training programs that are relevant, applicable, and aligned with innovation goals. From a policy perspective, the study recommends institutionalizing support-based HR practices and adopting a capability-oriented approach to training and development, as these are more predictive of innovative behavior than satisfaction-based interventions.

Overall, the study contributes to both theory and practice by providing a nuanced understanding of how supportive organizational environments and effective training can drive innovation among public employees. It offers actionable insights for HR managers, institutional leaders, and policymakers aiming to enhance organizational innovation capacity within the framework of workforce development and public service transformation.

While this study provides meaningful insights into the mechanisms through which perceived organizational support influences innovative work behavior in public vocational training institutions, several opportunities remain for future research. First, the current study employed a cross-sectional design, which limits the ability to draw causal inferences. Future research could adopt longitudinal or

experimental designs to better capture the dynamic processes underlying innovation behavior and the evolving impact of support and training over time.

Second, although the study focused on job satisfaction and training effectiveness as mediators, other potential psychological or contextual mechanisms—such as psychological empowerment, learning orientation, or organizational climate for innovation—could be explored to provide a more comprehensive understanding of how innovation is fostered in the public sector. Moreover, the finding that job satisfaction did not mediate the POS–IWB relationship raises questions about the boundary conditions under which satisfaction contributes to innovation, warranting further investigation into moderating variables such as leadership style, digital literacy, or individual innovation orientation.

Third, future studies could extend this research to other sectors or countries, particularly within developing economies, to test the generalizability of the findings and explore the role of cultural or institutional differences. Comparative studies between public and private sector training institutions could also offer valuable insights into how organizational support and training are perceived and operationalized across different contexts.

Lastly, incorporating multi-source data—such as supervisor assessments or behavioral indicators of innovation—could mitigate the limitations of self-reported measures and strengthen the robustness of future research. Addressing these avenues will not only refine theoretical understanding but also enhance the practical relevance of organizational innovation strategies in the evolving world of work

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