INTENTION TO ADOPT INNOVATION CULTURE AMONG EMPLOYEES IN ONLINE DISTANCE LEARNING HIGHER EDUCATION INSTITUTIONS

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ABSTRACT

The objective of the study is to evaluate both direct and indirect relationships among organizational culture, attitude, intention, and adoption of the innovation culture in Malaysian ODL higher education institutions. The findings of this study are crucial for ODL institutions to maximize employee performance by adopting an innovation culture for their survival and sustainability. The research framework includes two independent variables: organizational culture and attitude, intention as a mediator, and adoption as a dependent variable. Primary data was collected through the survey questionnaire and distributed via e-mail. The study utilized non-probability purposive sampling. This study analyzed 316 questionnaires, representing an 86.5% response rate. The results support the proposed hypotheses, confirming the significant influence of organizational culture and attitude on intention. The findings show that attitude and intention significantly influence adoption. However, organizational culture does not significantly influence adoption. The intention was a critical mediator between independent and dependent variables. This study's model demonstrates high prediction relevance based on statistical analysis with PLS prediction and a validated predictability test (CVPAT). Only one direct relationship hypothesis was rejected, while the four direct and two indirect relationship hypotheses were supported. Overall, this study provides valuable insights into maximizing the adoption of an innovation culture in ODL higher education institutions.

Keywords: Attitude, intention, adoption, innovation culture, organizational culture, open distance learning.

INTRODUCTION

According to Osman (2018), higher education institutions in Malaysia that provide online distance learning (ODL) services to students face intense competition. Hence, improving student services' effectiveness, efficiency, and cost-effectiveness is needed to ensure their survival (Osman et al., 2020). The ever-changing technological landscape necessitates innovation for higher education institutions, particularly those that rely heavily on technology, such as Open and Distance Learning (ODL) institutions. Innovative activities in Open and Distance Learning (ODL) institutions can assist organizations in meeting their objectives. This necessitates innovative approaches from the leadership of ODL institutions to effect positive change and increase their market competitiveness, ultimately attracting more students to study online. Thus, Online Distance Learning (ODL) institutions must actively promote innovation to remain competitive in higher education. This may involve adapting current practices to online learners' needs, integrating new technologies or methods, or exploring new services or programs to meet their changing needs. By being innovative, ODL

institutions can succeed and provide an excellent education to a growing number of online students. In conclusion, establishing and fostering an innovative culture in ODL organizations is crucial. Despite the extensive research on innovation culture within the management discipline, educational institutions have a shortage (Fuad, Musa, & Hashim, 2022), especially in studies focusing on higher education, specifically Open and Distance Learning (ODL) institutions.

The definition of innovation is the creation of something new or a change in practice or perception (Singh & Aggarwal, 2022) where ideas, attitudes, knowledge, skills, products, or services can all be considered (Roffeei, Kamarulzaman Yusop, 2017; Roffeei, Yusop, Kamarulzaman, 2018). While the precise definition of innovation culture is ambiguous (Jucevicius, 2007), it is widely recognized as an essential component of organizational culture and management theories. Culture includes values, norms, beliefs, and assumptions, shaping individual attitudes in Distance Learning (ODL) higher education institutions. Introducing a culture of innovation at ODL is challenging because it can disrupt traditional working methods. Leaders need to prioritize communication and collaboration over hierarchical structures. Support through training and learning opportunities should be tailored to individual expertise to foster an innovative environment. Organizations that emphasize creativity in ODL recognize the importance of long-term investment. Fostering a culture of innovation in ODL institutions can sustain competitiveness, increase student enrollment, and provide exceptional educational experiences. Ensuring staff have adequate resources to stimulate creativity in ODL is vital. Incentives such as rewards for valuable ideas are needed to encourage a culture of innovation among employees. Although innovation is necessary, the culture of innovation in Malaysian ODL institutions needs improvement (Osman, Mohamad, & Mohamad, 2021). The findings of this study benefit various stakeholders, including policymakers, especially the Malaysian Ministry of Higher Education, in formulating policies for Open and Distance Education (ODL) institutions in this country. This study also helps ODL institutions in Malaysia plan strategies to increase the adoption of innovation culture, leading to an improvement in organizational culture.

PURPOSE OF THE STUDY

Despite the extensive research on innovation culture within the management discipline, educational institutions are lacking (Fuad, Musa, & Hashim, 2022), especially in studies focusing on higher education, specifically Open and Distance Learning (ODL) institutions. Although innovation is crucial for the success of higher education institutions, the culture of innovation in Malaysia's ODL institutions is not yet at the desired level, and there is a need for improvement (Osman, Mohamad, & Mohamad, 2021). Hence, this study aims to assess direct and indirect relationships between organizational culture, attitude, intention, and adoption of the innovation culture in Malaysian ODL higher education institutions.

LITERATURE REVIEW

Organizational Culture

Organizational culture is regarded as one of the most essential factors in stimulating innovative behavior among employees. A strong organizational culture will be more crisis-resistant (Scaliza et al., 2022). According to Qi and Chau (2018), organizational culture is a critical indicator for assessing an organization's overall innovation culture. The organizational factors that promote innovation are the organizational strategy, structures, and working culture (Spannari, Juntunen, Pessi & Ståhle, 2023). According to M. Hazem and Zehou (2019), organizational culture determinants that foster innovation and creativity are support mechanisms, strategy, structure, and behavior. In recent years, organizational culture has remained a critical factor in adopting an innovation culture. Recent research has demonstrated the importance of fostering innovation adoption through a positive and supportive culture. Shahzad, Xiu, and Shahbaz (2017) discovered a statistically significant positive relationship between organizational culture and innovation adoption. According to a survey conducted in the United States, perceived organizational innovativeness and cohesiveness influenced physician adoption of electronic health records and increased individual adoption (Heinze & Heinze, 2020). As a result, it is possible to conclude that organizational culture positively influences the adoption of an innovation culture (Schuldt & Gomes, 2020).

Attitude

According to previous studies, attitude and intention are significant predictors of adopting an innovation culture. Recent studies show that organizations must foster a positive attitude towards innovation to encourage people to embrace a culture of innovation. Positive attitudes will influence the decision to adopt an innovation culture. It will promote creative thinking and practices. According to the literature, for employees to come up with new ideas, they should be creative, well-prepared, leaders, and willing to take risks. It has also been determined that managers who supported and guided their employees were more innovative. Hence, manager support is critical in developing an innovation culture (Ayvaz, Akyol, & Demiral, 2019). In addition, a study of consumer attitudes and behavioral intentions in the United States, France, and China found that positive attitudes toward mobile marketing are related to positive behavioral intentions to use mobile marketing (Wells, Kleshinski, & Lau, 2012).

Intention

In creating an organization's innovation culture, intention is very important. The word "intention" refers to a person's mental and emotional attitude towards a particular behavior and how ready they are to participate. Research findings indicate a significant positive correlation between intent and innovation culture adoption. The intention to use electronic health records (EHRs) has been discovered to be one of the most important factors influencing physicians' adoption patterns (Iqbal et al., 2013). According to a study by Nassar, Othman, and Nizah (2019) on the Palestinian MoHE staff, they highly intend to incorporate ICT into their daily work and are willing to accept change. It demonstrates that behavioral intention positively mediates the effect of social influence on ICT adoption. The results of recent studies indicate that individuals who are more inclined to embrace an innovation culture are more inclined to implement such a culture within their respective organizations. In summary, intention significantly influences the adoption of an innovation culture within organizational contexts. Hence, organizations should develop a positive attitude toward innovation and foster a culture that encouraging employees to adopt new and creative ideas and practices.

RESEARCH MODEL

Figure 1 includes the exlanation of research model.

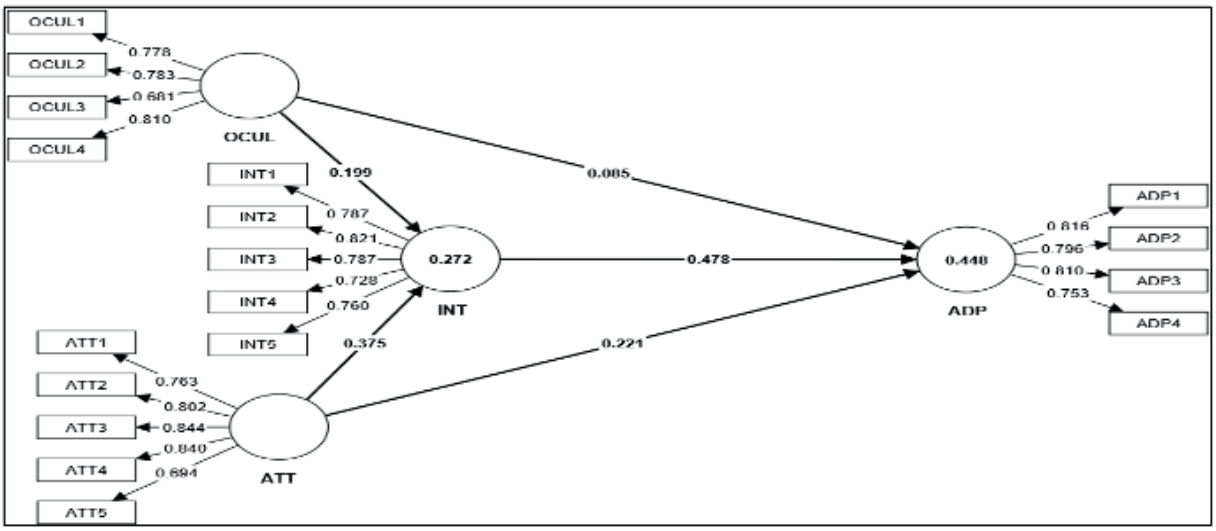

Figure 1. Research Model

METHODOLOGY

This study examined employees in Malaysian higher education who were online distance learning employees. Primary data were collected using a survey instrument designed after a comprehensive analysis of previous studies. The survey questionnaire contained measurement items that were frequently employed and had strong reliability and validity. The selected respondents were e-mailed the survey questionnaires. This study had 18 observed variables, including independent and dependent variable measurement items. Four constructs were measured in the study, including organizational culture with four measurement items, attitude with five measurement items, intention with five measurement items, and adoption with four measurement items. The organizational culture construct comprised four measurement items, while the attitude and intention constructs consisted of five measurement items each. The adoption constructs also had five measurement items. The measurement of all constructs in this study was conducted with a 5-point Likert scale that ranged from strongly disagree to strongly agree.

Respondents

The respondents for this study were the employees in online distance learning higher education institutions Due to a lack of a sample frame, purposeful sampling, a non-probability sampling technique was used to collect the data. In this study, 59% of respondents identified as male, compared to 41% as female. Regarding age, the largest age group, comprising 42% of respondents, was 31-40 years old, followed by 41-50 years old at 35%. According to the distribution of respondents by job category, 69% of respondents were classified as academics, while 31% were classified as non-academics. The distribution of years of service revealed that 30% of respondents fell within the 11-15 years range, followed by 27% in the 6-10 years range. The highest percentage of respondents with a doctorate was 31%, followed by those with a master's degree at 26%. 86% of respondents responded positively when asked about their recommendation, while 14% responded negatively.

Data Collection and Analysis

385 questionnaires were disseminated, of which 333 were successfully collected, with a response rate of 86.5%. The response rate obtained in this study is deemed adequate for data analysis using SEM, the structural equation modelling technique. After data screening and removing outliers, 316 questionnaires were considered suitable for analysis. In this study, PLS-SEM was used to test the relationship of the proposed model, while in a pathway model, it assesses the extent to which a construct influences the target construct (Hair, Hult, Ringle, & Sarstedt, 2022). This method supports explanatory and predictive goals while assisting in developing existing and new theories (Richter, Cepeda, Roldan, & Ringle, 2016). PLS-SEM is a versatile method for estimating complex structural and measurement models (Hair, Risher, Sarsted, & Ringle, 2019). It can handle complex models with many variables and includes modelling of latent variables and their relationships in various fields and scope of studies such as information systems (Chin et al., 2020), higher education (Ghasemy, Teeroovengadum, Becker, & Ringle (2020), human resource management (Ringle, Sarstedt, & Gudergan (2020) and marketing (Liu, Yu, & Damberg, 2022), have used PLS-SEM method. Finally, as Ringle, Wende, and Becker (2022) suggested, SmartPLS4 is used in this study to estimate and model the evaluation results.

Common Method Bias

A common challenge in management research is the presence of measurement method bias, which occurs when observed variability in data is attributed to the measurement method rather than the underlying construct. This study addressed this issue by employing Harman's single-factor test to detect the presence of such bias. According to the test results, the main factor only explained 37.4% of the variance, indicating that method bias did not play a significant role in this study. As a result, the potential impact of method bias in this study can be minimal, supporting Podsakoff and Organ (1986) view that bias is not significant when the principal component explains less than 50% of the variance.

Measurement Model

This study evaluated the constructs' validity and reliability using the PLS-SEM algorithm (Hair, Hult & Ringle, 2017). The model was evaluated to establish the reliability and validity of the outer loadings. Table 1 demonstrates that all constructs exceeded the minimum threshold of 0.5 for average variance extracted (AVE), with the lowest AVE being 0.584 and the highest AVE being 0.631. This indicated that convergent validity for all constructs was established. Additionally, the composite reliability values for the constructs ranged from 0.848 to 0.893, exceeding the threshold of 0.7 recommended by Hair, Hult & Ringle (2017).

Moreover, Cronbach's alpha coefficients for all constructs ranged from 0.761 to 0.836, confirming the measures' reliability. In evaluating discriminant validity, it is crucial to analyze if the indicators of a specific construct demonstrate more significant loadings on their respective construct when compared to other constructs. The diagonal elements in Table 2 represent the loadings of indicators on their corresponding constructs. Overall, based on the cross-loadings observed in Table 2, it can be concluded that discriminant validity has been established. Key indicators show strong loadings on their constructs compared to other constructs, show clarity and can be distinguished from each other. Table 3 uses the Hetrotrait-Monotrait ratio (HTMT) to assess discriminant identifiability. This ratio compares the correlation between different constructs (heterotrait) with the correlation within the same construct (monotrait). The HTMT ratio below 0.9 indicates discriminant identifiability, indicating that the constructs can be distinguished. Examining the value of the HTMT ratio in Table 3 shows all values below 0.9. Therefore, discriminant identifiability is achieved between the constructs of ADP (Usage), ATT (Attitude), and INT (Intention), in line with the findings suggested by Henseler, Ringle, and Sarstedt (2015).

Table 1. Construct Reliability and Validity

	CA	CR	AVE
ADP	0.806 (0.765, 0.840)	0.872 (0.849, 0.892)	0.631 (0.585, 0.674)
ATT	0.850 (0.815, 0.880)	0.893 (0.870, 0.912)	0.625 (0.574, 0.675)
INT	0.836 (0.799, 0.866)	0.884 (0.861, 0.903)	0.604 (0.554, 0.651)
OCUL	0.761 (0.705, 0.805)	0.848 (0.818, 0.873)	0.584 (0.529, 0.633)

Notes: CA=Cronbach Alpha CR=Composite Reliability AVE=Average Variance Extracted

Table 2. Cross Loadings

	ADP	ATT	INT	OCUL
ADP1	**0.816**	0.481	0.568	0.406
ADP2	**0.796**	0.412	0.447	0.340
ADP3	**0.810**	0.425	0.480	0.350
ADP4	**0.753**	0.281	0.476	0.237
ATT1	0.302	**0.763**	0.318	0.476
ATT2	0.406	**0.802**	0.376	0.417
ATT3	0.506	**0.844**	0.507	0.596
ATT4	0.420	**0.840**	0.400	0.465
ATT5	0.340	**0.694**	0.318	0.459
INT1	0.553	0.433	**0.787**	0.390
INT2	0.494	0.403	**0.821**	0.352
INT3	0.442	0.325	**0.787**	0.318
INT4	0.469	0.362	**0.728**	0.289
INT5	0.453	0.397	**0.760**	0.306
OCUL1	0.335	0.442	0.331	**0.778**
OCUL2	0.315	0.381	0.254	**0.783**
OCUL3	0.294	0.475	0.356	**0.681**
OCUL4	0.354	0.561	0.357	**0.810**

Table 3. Hetrotrait-Monotrait (HTMT) Ratio

	ADP	ATT	INT
ATT	0.593 (0.484, 0.692)		
INT	0.751 (0.653, 0.827)	0.572 (0.450, 0.672)	
OCUL	0.534 (0.388, 0.662)	0.750 (0.651, 0.835)	0.529 (0.394, 0.647)

Note: A two-tailed percentile bootstrap test was performed using 5,000 subsamples, with a confidence interval of 5% (ranging from 2.5% to 97.5%).

FINDINGS

Structural Model

The structural model was evaluated using a methodology inspired by Hair, Hult, and Ringle (2017), which included a simultaneous analysis of pathway coefficients () and coefficients of determination (R2). The analysis employed the partial least squares (PLS) method and 5000 subsamples to determine the significance level of the path coefficients. The results of the confidence interval hypothesis tests are summarized in Table 4, including the path coefficients (beta), t-statistics, p-values, and interpretations. Hypothesis 1 (OCUL -> INT) exhibits a beta coefficient of 0.199, a t statistic of 3.181, and a p-value of 0.001. The findings support the hypothesis by demonstrating a significant positive relationship between organizational culture (OCUL) and intention (INT). Hypothesis 2 (ATT -> INT) has a beta coefficient of 0.375, a t statistic of 6.180, and a p-value of 0.000. This signifies a significant positive relationship between attitudes (ATT) and intention (INT), supporting the hypothesis. Hypothesis 3 (OCUL -> ADP) has a beta coefficient of 0.085, a t statistic of 1.388, and a p-value of 0.165. The findings indicate no significant relationship between organizational culture (OCUL) and adoption (ADP); thus, the hypothesis is not supported. Hypothesis 4 (ATT -> ADP) displays a beta coefficient of 0.221, a t statistic of 3.674, and a p-value of 0.000. The findings of this study demonstrate a significant positive relationship between attitudes (ATT) and adoption (ADP), thereby supporting the proposed hypothesis. Hypothesis 5 (INT -> ADP) exhibits a beta coefficient of 0.478, a t statistic of 9.123, and a p-value of 0.000. The findings demonstrate a significant positive relationship between intention (INT) and adoption (ADP), supporting the hypothesis. Hypothesis 6 (OCUL -> INT -> ADP) has a beta coefficient of 0.095, a t statistic of 2.977, and a p-value of 0.003. This shows that organizational culture (OCUL), intention (INT), and adoption (ADP) have a significant positive mediating relationship, which supports the hypothesis. The beta coefficient for Hypothesis 7 (ATT->INT->ADP) is 0.179, the t statistic is 4.845, and the p-value is 0.000. This supports the hypothesis by showing a significant positive mediating relationship between attitudes (ATT), intention (INT), and adoption (ADP). According to the analysis, Hypotheses 1, 2, 4, 5, 6, and 7 are supported, proving meaningful relationships between the various variables. Although there is no conclusive evidence linking organizational culture and adoption, hypothesis 3 is not supported.

Table 4 summarizes the findings of the hypothesis testing, including information on effect sizes. Regardless of the sample size, the effect size is a measurement that captures the magnitude of an effect. This study used Cohen's criteria (1992), which categorizes effect sizes as small (ranging from 0.020 to 0.150), medium (ranging from 0.150 to 0.350), or large (greater than or equal to 0.350), to evaluate the effect sizes. This study's observed effect sizes ranged from small (0.008) to large (0.120). The inflation rate of intrinsic value (VIF) values, as shown in Table 5, were all below the less strict threshold of 5. The highest VIF value recorded was 1.801. This level of collinearity enables meaningful comparisons of sizes and facilitates the interpretation of coefficients in the structural model. The recruitment process resulted in significant explained variance for the endogenous construct, as evidenced by an R2 value of 0.448 (see Figure 1). As indicated by an R2 value of 0.272, the model explained approximately 27.2% of the variance in the structure in terms of the mediator.

The assessment of the model's capacity to draw inferences and offer management suggestions was of particular significance and was conducted using out-of-sample predictive analysis. For this purpose, the PLSpredict method was utilized (Shmueli, Ray, Velasquez & Chatla, 2016; Shmueli et al., 2019). As displayed in Table 6, Q2 predictions exceeding 0 indicated that the predictions made by PLS-SEM outperformed the standard naive mean predictions. Furthermore, the PLS-SEM predictions' root means square error (RMSE) values

were lower across all nine cases than the linear model (LM) prediction benchmark. This outcome indicates that the proposed model possesses predictive capability (refer to Table 6). In addition, Liengaard et al., 2021 conducted a Cross-Validated Predictive Ability Test (CVPAT) and PLS prediction analysis to evaluate and validate their model's predictive capabilities. CVPAT uses an out-of-sample approach to average loss values and evaluate model prediction errors. This value is compared with two indicators: the average loss value of the forecast with the average indicator as a smart indicator and the average loss value of the linear model as a cautious indicator. Expected lower PLS-SEM mean loss values indicate superior predictability compared to markers, resulting in negative heterogeneity. CVPAT determines the difference in average loss value between PLS-SEM and significant markers. A negative difference indicates superior predictability. Table 7 shows the CVPAT results, which show that the average loss value of PLS-SEM was lower than the benchmarks, as evidenced by the negative discrepancy in the average loss values.

Hair, Hult, Ringle and Sarstedt (2016) and Hair, Hult and Ringle (2017) suggest utilizing Importance Performance Analysis (IPMA) to evaluate the significance and effectiveness of latent variables in explaining acceptance. The outcomes of this analysis are presented in Table 7. Regarding overall impact, intention had the most decisive influence on adoption, with a value of 0.478, followed by attitude (0.400) and organizational culture (0.180). These values represent the relative significance of each latent variable within the context of recruitment. On a scale from 0 to 100, organizational culture received the highest performance score of 66.569, while intention received the lowest score of 60.650. This indicates that social norms performed relatively well, whereas intention had the lowest value of achievement.

Consequently, despite being the most important factor in recruitment, intention demonstrated the lowest level of performance. These findings suggest that top management in ODL higher education institutions prioritize and emphasize activities to enhance employees' intentions. Concentrating on enhancing intent makes it possible to boost overall performance.

Table 4. Hypotheses Testing Results & f2

	Beta	T statistics	P values	f2	2.50%	97.50%	Decision
H1: OCUL -> INT	0.199	3.181	0.001	0.034	0.069	0.317	Supported
H2: ATT -> INT	0.375	6.180	0.000	0.120	0.249	0.488	Supported
H3: OCUL -> ADP	0.085	1.388	0.165	0.008	-0.039	0.200	Not Supported
H4: ATT -> ADP	0.221	3.674	0.000	0.049	0.101	0.337	Supported
H5: INT -> ADP	0.478	9.123	0.000	0.301	0.373	0.578	Supported
H6: OCUL -> INT -> ADP	0.095	2.977	0.003		0.034	0.158	Supported
H7: ATT -> INT -> ADP	0.179	4.845	0.000		0.111	0.256	Supported

Table 5. Hetrotrait-Monotrait (HTMT) Ratio Collinearity Statistics – Inner VIF

	ADP	INT
ATT	1.801	1.608
INT	1.373	
OCUL	1.662	1.608

Table 6. Collinearity Statistics – Inner VIF

	Q^2predict	PLS-SEM_RMSE	LM_RMSE	PLS-LM
ADP1	0.237	0.637	0.643	-0.006
ADP2	0.172	0.634	0.645	-0.011
ADP3	0.184	0.692	0.692	0.000
ADP4	0.063	0.757	0.762	-0.005
INT1	0.200	0.632	0.636	-0.004
INT2	0.171	0.639	0.647	-0.008
INT3	0.112	0.681	0.688	-0.007
INT4	0.128	0.696	0.708	-0.012
INT5	0.152	0.631	0.636	-0.005

Table 7. VIF Cross-Validated Predictive Ability Test (CVPAT)

	Average loss difference	t value	p-value
ADP	-0.089	4.467	0.000
INT	-0.077	3.904	0.000
Overall	-0.082	4.789	0.000

Table 8. Importance-Performance Map Analysis (IPMA)

	Total Effect	Performance
ATT	0.400	66.491
INT	0.478	60.650
OCUL	0.180	66.569

DISCUSSIONS

This study assessed both direct and indirect relationship associations among organizational culture, attitude, intention, and the adoption of innovation culture in Malaysian Online Distance Learning (ODL) higher education institutions. The finding indicates that a strong organizational culture significantly influences employees' intention to adopt an innovation culture. ODL-HEIs should focus on cultivating a positive and innovative organizational culture by promoting collaboration, openness to change, and a shared commitment to continuous improvement. This finding is consistent with the study done by Spannari, Juntunen, Pessi, and Ståhle (2023) and Scaliza et al. (2022). Leadership should actively communicate and reinforce the institution's values and vision, emphasizing the importance of innovation in online education. The finding of hypothesis 2 underscores the pivotal role of attitude in shaping employees' intentions. The result is well supported by Ayvaz, Akyol, and Demiral (2019) findings. ODL-HEIs should implement strategies to foster positive attitudes toward innovation among Faculty and staff. This may involve providing training programs, creating awareness campaigns, and recognizing and rewarding innovative practices. Leadership should communicate the benefits of embracing innovation and create an environment encouraging risk-taking and creative thinking. The finding from this study indicates that organizational culture might not directly impact adoption; ODL-HEIs should not overlook the importance of aligning organizational culture with the goals of innovation adoption and emphasize the role of intention as a mediator.

With the presence of intention as a mediator, organizational culture has a positive and significant indirect impact on the adoption. This finding concurred with the study by Nassar, Othman, and Nizah (2019). Strategies to bridge this gap may involve refining organizational processes, communication channels, and incentives to ensure the innovation culture is embedded in daily practices. The findings of this study also suggest that intention serves as a mediator between organizational culture/attitude and adoption. This is proven to be accurate based on the findings from the study by Schuldt and Gomes (2020) and Heinze and Heinze (2020). ODL-HEIs should focus on nurturing employees' intention to innovate by providing training programs that enhance skills and confidence. Communication channels should allow for a continuous feedback loop, reinforcing the connection between intention and the organizational culture or attitude.

IMPLICATION

The implication of this study is to provide meaningful findings about the factors that influence intentions in online distance learning institutions to foster an innovation culture. The findings emphasize the importance of organizational culture and attitudes towards innovation culture. The findings contribute significantly to current knowledge and provide valuable insights and recommendations for institutions seeking to foster a culture of innovation in online learning institutions and build an environment that fosters innovation in line with changing educational needs.

RECOMMENDATION FOR FUTURE STUDY

Future comparative studies can be conducted to explore the similarities and differences in promoting a culture of innovation between online distance learning institutions and conventional institutions, providing valuable insights into the main obstacles and opportunities that online distance learning institutions face. It can be used to examine the strategies and interventions that are most effective in increasing adoption to foster the innovation culture in online distance learning institutions. In addition, future studies may also involve experimental studies or the implementation of intervention programs to assess the impact of different approaches on individuals in adopting innovative practices. The study will help to assess the impact and sustainability of the culture of innovation, including its influence on student achievement. Thus, it will improve our understanding of the most effective strategies for fostering and sustaining a culture of innovation in higher education institutions that provide online learning.

CONCLUSION

Within the context of Malaysian online and distance learning (ODL) higher education institutions, this study investigates the relationship between organizational culture, attitude, intention, and acceptance of innovation culture. Based on the study's findings, it can be concluded that organizational culture and attitude significantly impact intention. Although attitudes and intentions have a significant impact on acceptance, organizational culture does not influence acceptance in a significant way. On the other hand, it was discovered that intention is a significant mediator. These findings significantly contribute to the body of knowledge and offer direction to online learning institutions, allowing them to cultivate a culture of innovation to meet the requirements of ever-changing educational challenges.

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