

GIG ECONOMY: A MEDIATING ROLE OF MOTIVATION BETWEEN WORKPLACE LEARNING ACTIVITIES AND CREATIVE PERFORMANCE

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ARTICLE INFO	ABSTRACT
<p><i>Article History:</i> Received: January Revised: March Accepted: April Available Online: June</p> <hr/> <p><i>Keywords:</i> Digital Workplace; Gig Economy; Workplace learning Activities; Motivation; Creative performance</p> <hr/> <p><i>JEL Classification:</i> O12, M11</p>	<p>With the advent of the gig economy, learning is seen as an important issue to consider. Due to online work, the working environment is rapidly changing. Gig workers, known as online workers, provide services through online labour platforms. The success of a gig worker is dependent on an accurate portrayal of his work's creative performance. The primary objective of the current study is to investigate the impact of workplace learning activities on the creative performance of gig workers with the mediating effect of motivation. In this regard, survey data was collected from 200 gig workers working online, representing two online labour platforms. The study uses the partial least squared structural equation modeling (PLS-SEM) technique as a statistical tool. The findings provide empirical evidence to show that workplace learning activities have an impact on creative performance. Moreover, a gig worker's motivation significantly mediates the relationship between workplace learning activities and creative performance. As a result, the current study is useful for gig workers who want to improve their overall performance through workplace learning.</p>

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1. INTRODUCTION

The gig economy is taking over the world. It has caused a massive revolution in recent years by redesigning traditional work structures in several modern industrial units, such as tourism, property and real-estate affairs, leisure and tourism [1-3]. Also, it provides several benefits to its customers that are not only easy to access, but also cost-effective and simple to obtain. The benefits and services provided by the gig economy do not impose any sociopolitical or emotional burden of ownership on clients [2]. Being considered a platform-based economy (e.g., freelancing, micro-working, resource sharing) has allowed non-traditional ways of performing tasks [2, 4]. For the year 2025, there are certain goals that gig economy marketers are expecting, where one of the biggest objectives is to reach an economic figure of 335 billion dollars [5], and where the gig business model requires a clear prototype, adequate planning and realistic display of workable scenarios to reach such economic goals [6]. In particular, in the United States of America, a large number of people are associated with the gig economy, where the direct working figure is approximately 57 million [7]. The hiring practices of large corporations have evolved over time. According to a recent Deloitte study report on worldwide trends connected to human capital and investments, industries are now hiring and preferring online gig workers over traditional labour, demonstrating how gig workers have evolved into modern-day mainstream labour [8, 9].

As digitalization is ingrained in recent business operations, the gig economy is increasing in areas such as digital education, home office setup, e-commerce, teaching, and legal writing [10]. The gig economy has exploded in some industries, such as transportation and delivery. It has also changed traditional job structures. In particular, workers are solely accountable for their own success. They value their education, talents, and professional profile, and they try to improve their adaptability so that they can follow capital and compete in the new digital open job market: they become self-investing human capital units [11]. A nascent approach that has been trending in research is gig workers' creative performance. Indeed, the changing nature of work in organizations, flexible workforce strategies and digital labour platforms have all led to a dramatic rise in the use of independent contract workers [12]. The creative performance of gig workers is influenced by a variety of factors, one of the most important of which is workplace learning activities. Workplace Learning Activities are defined as a key practice through which the skills of non-traditional workers (gig

workers) are developed in the gig economy [13]. Because of advancements in modern technology, there is a greater boost in the gig economy, which provides people with better tools to complete their tasks adequately [1].

Clearly, workplace learning in the gig economy is a new concept that helps motivate individuals by improving their abilities. Many gig workers find themselves in a good financial situation with plenty of prospects for stability and progress. The gig economy is anticipated to flourish as a result of workplace learning; gig workers are gaining and upgrading their abilities to ensure that this source of labour remains viable. As a main action, workplace learning in the gig economy aids in the development of workers' diverse abilities, both technical and non-technical. For example, worker education, a discussion forum for online workers, and expert e-book suggestions are some of the components that are included in the workplace learning activities. Naturally, constant changes, technological advancements, and competitions have created intense competition among gig workers, and the new market expects them to acquire and master new skills. One of the examples is Amazon, which provides training platforms for new skills for its workers [14]. After achieving landmark success in the developed nations, the poor and developing nations have also turned towards the gig market, where the gig economy is on the rise in such states [13, 15].

Thus, gig workers are online labor-based platform workers who work from anywhere in the world. They engage in online work as a part-time task or as their primary source of income through multiple platform businesses. The demographic profile of gig workers typically ranges from young to older workers, with both men and women participating--the participation rate for young workers is especially high. Besides completing tasks, gig workers earn extra income. Gig workers accomplish tasks in a flexible, accessible work environment, where they not only apply innovative ideas but also create significant economic, social and personal opportunities. They enjoy the status of being autonomous and having entrepreneurial skills while performing their tasks. Besides, gig workers' creative performance has become an important topic of research that emphasizes the necessity of investigating factors that influence gig workers' creative performance. Although research has suggested that workplace learning activities can lead to creative performance, the mechanism by which workplace learning activities can be translated into creative performance in non-traditional workplace settings remains unknown. The study proposes that motivation mediates the relationship between workplace learning activities and creative performance [16]. The results indicate that motivated gig workers will report increased productivity, which will lead to increased creativity.

The remaining part of the paper is organized as follows. The importance of gig workers, as well as their creative performance, are given in Sec. 2, besides the literature of workplace learning activities and motivation. In Sec. 3, Partial Least Squares Structural equation modeling technique estimates the impact of workplace learning activities on the creative performance of gig workers, mediated by motivation. The results and analysis of relationships between workplace learning activities, creative performance and motivation are illustrated in Sec. 4, the conclusion of the study is presented in Sec. 5.

2. REVIEW OF LITERATURE AND HYPOTHESIS DEVELOPMENT

2.1 Creative Performance of Gig workers

First of all, creativity is defined as a unique way of thinking and the production of new ideas [17, 18]. In particular, a company's creative performance is regarded as its soul. Due to the rapidly changing environment, increased competition and unpredictable challenges, it is considered necessary for the survival of an organization [19]. Understanding creative performance is a complex phenomenon that can be influenced by a variety of factors [20]. Workplace learning activities are helpful in increasing the creative performance of an organization. Despite previous research emphasizing the importance of this aspect, little research has been conducted to determine how and when work-place learning leads to creative performance in the gig economy. Gig workers require a variety of skills to perform their tasks [21]. These include professional, administrative, manual, personal services and creative skills. Creative performance is important in a gig work context where individuals and groups have to perform complex tasks that require creative skills like designing or problem solving. When it is considered in traditional workplaces, it has been extensively researched by researchers. However, limited research is available on the antecedents that drive creative performance in nontraditional workplaces or virtual teams.

2.2 Workplace learning Activities and Creative Performance

According to Waston et al. [22], the process of enrolling in training programs and development courses for an individual is intended to help him achieve his current workplace goals as well as future work requirements. In addition, according to Decius, Schaper and Scifert [23], workplace learning is defined as formal and informal learning at the workplace. In particular, digital learning is a type of informal learning that is self-directed and unstructured. Due to technology, the working environment is changing at a rapid rate. As a result of the digital workplace, learning is now regarded as an important aspect of studies. Learning can be both formal and informal. Formal learning consists of

well-planned, structured learning setups and activities for the purpose of enhancing workers' knowledge and skills. Various training development programs are offered to enhance the knowledge of workers in formal learning setups. Workers in the digital workplace, where much of the learning is informal, engage in learning online skills and programs to supplement their knowledge.

We cannot overlook the importance of informal workplace learning in the recent era of the digital workplace and the digital economy. In the digital era, workplace learning strategies for the shared economy are less rigid; practicing most of the learning in an informal way. As a result, we look at workplace learning through the lens of informal learning techniques. Informal workplace learning is defined as workplace learning that is intentional, self-directed, and tied to specific activities or seeking answers to specific problems [24]. On the other hand, in the gig economy, there is often no formal learning environment for employees. Workers who work online use forums, social media-managed groups, and mailing lists to learn off-platform. They engage in an innovative learning process through online forums by exchanging advice on high paying activities, discussions on the mode of earning in the gig economy and finding best practices for executing tasks. Gig workers also discuss their clients in great detail via forums and social-media groups. These strategies are learned in the workplace and are viewed as important sources of information and skill development for success in the gig economy.

In the modern digital workplace, most learning takes place informally. This is to increase the skills of an employee. Workplace learning is associated with personal development, increased performance and better understanding of work. Furthermore, it is an important learning practice these days that contributes to an organization's success. The importance of workplace learning has increased when working in a digital workplace. Due to a flexible work structure and rapidly changing work requirements, it is important for workers working in a digital workplace to learn new skills to enhance performance. Previous research was based on workplace learning activities in a formal working organization. This research focuses on workplace learning activities in the digital economy and how they lead to creative performance, and formulates the following hypothesis:

Hypothesis 1. *Workplace learning activities have a significant positive impact on the creative performance of gig workers.*

2.3 Workplace learning Activities and Motivation

According to a study on employee behavior regarding workshops and training, employees invest very little time in learning and participating in work-related training programs. Most of the time, such activities are provided by organizations [25]. But these trends have changed dramatically once the traditional workplace has shifted towards a global, crowd-based online and digital workplace. Employees, particularly those in the gig economy, are increasingly emphasizing the importance of learning new skills in order to perform multiple tasks on gigs flawlessly. Employees in freelancing online tasks are responsible for their own learning, and with today's fast-paced technology, they are increasingly participating in such training. The decision to participate in training is now driven by their desire to succeed in the gig economy, rather than an external factor that influences employee decisions in traditional settings.

There are several opportunities presented for workers who work in classical and traditional settings to learn and be educated, opportunities such as incident-oriented and motivational or deliberate. The motivational factors behind that participation were peer collaboration, physical benefits and team requirements. Employees in the gig economy and crowded labor, on the other hand, are classified in an unconventional manner. Crowdwork does not take advantage of these opportunities for traditional learning. There is a lot of work being done to assess how far and how often the learning process takes place in crowdwork. Even though freelance workers connect to each other for collaboration and knowledge sharing, it is not clearly explained by researchers. Researchers have not thoroughly investigated worker self-organization and learning processes. Individual and environmental contextual factors are both the major factors influencing the occurrence of workplace learning. Research has been conducted on workplace learning in traditional organizations. However, little research has been conducted on the relationship between workplace learning and motivation in crowdwork. As a result, researchers have called for additional research into the relationship between workplace learning and motivation in crowd work. This research study checked the effect of workplace learning activities on the creative performance of gig workers. Consequently, the following hypothesis was formulated:

Hypothesis 2. *There exists a relationship between workplace learning activities and motivation.*

2.4 Motivation and Creative Performance

In organizational settings, researchers have extensively studied the relationship between motivation at work and the productivity of workers, i.e., motivated employees will perform much better and more effectively than dissatisfied employees [26]. Many studies have shown that motivation at work not only happens at the individual level, but also at the group level. However, previous research was conducted in traditional workplace settings, and research on the

relationship between motivation at work and creative performance in non-traditional workplaces is limited [27]. Motivation at work enhances creative performance. It is explained by Kuhn and Galloway [28] that while interacting with each other, employees build social groups according to their understanding and interpersonal dynamics, which helps them to achieve creative performance. Hence, the study calculated its third hypothesis:

Hypothesis 3. *There is a positive relationship between motivation and creative performance.*

2.5 Mediating Role of Motivation

Motivation is defined as a process related to an individual's decision-making ability in which they prioritize their objectives, channelize their behaviors, and then make a decision to achieve desired outcomes [29]. Many theories have examined and defined motivation in great detail. One of the most famous theories that studies human behaviors and perspectives was given by two researchers, i.e., Maslow and a famous expert on this matter, Herzberg. Rewards for employees motivate and affect how they work in an organization and what incentives managers provide to improve their performance in the workplace [30]. Also, motivation can be defined as those forces that are linked with a person's feelings of hard work, patience and determination required to achieve the said objective [31]. Motivation actually drives those feelings to achieve those objectives [32]. In a similar vein, this study linked motivation to human needs, explaining that food, security, shelter, and so on are some of the necessities required by people, and that these needs actually drive and burn a feeling of motivation in individuals, causing them to exhibit specific behaviors to meet these needs. Hence, we are able to achieve extrinsic and intrinsic rewards through this motivation [27].

One form of motivation is internal. That is also known as intrinsic motivation. The internal one is directly related to the person's internal satisfaction and the desirability of the derived force. Internal motivation has a direct and immediate impact on achieving goals. Hence, it is related to the enhancement of some attributes of a person's personality [33]. Internal motivation takes the form of increased boosts, various challenges, and goals that are solely determined by the nature of the work at hand [34]. Some factors, such as financial or other benefits, applaud and praise good work. Perks and privileges also play a great role in attaining external motivation [35]. Motivation (intrinsic, extrinsic) is the mediator for someone to perform an action. Therefore, it can be assumed that such an individual is motivated. The literature review reveals that there are numerous variables, with motivation playing a critical role in mediating between them. Rajput and Talan [34] show in their study that motivation has a direct impact on and is mediated by the big five personality traits and knowledge sharing. Hence, the presence of motivation is a strong mediator between leadership styles and employee commitment.

There is a partial role for motivation in mediating between employee commitment and a transactional leader's skills, and a significant role for motivation in mediating between employee commitment and transformational leadership [36]. The work related fatigue and soreness and relationship of employees' organizational support are two variables that are motivated by internal motivation [37]. In a similar manner, external and internal motivation play a great role in how mobile users respond and transform their attitude towards mobile ads [38,39]. However, there is still a gap in determining how motivation mediates gig workers' activities at their workplace and has a relationship with creative performance. This research examines how motivation (intrinsic, extrinsic) in the workplace mediates the relationship between workplace learning activities and creative performance. As a result, scholarly research has a theme of conducting work on problem-driven research, and there is an absolute requirement and need for adequate, concise, and better understanding of how and why organizations should focus on workplace motivation and how gig workers can benefit from that workplace motivation. There is an extremely important initial step in understanding and explaining in detail how both international and external motivation mediate between interactive performance and workplace learning in online and digitalized modern workplaces, such as gig economy platforms. Based on supportive literature and relevant arguments, the following hypothesis has been formulated:

Hypothesis 4. *Motivation mediates the relationship between workplace learning activities and gig workers' creative performance.*

Based on the above literature and discussion, the following proposed research model has been framed (see Figure 1).

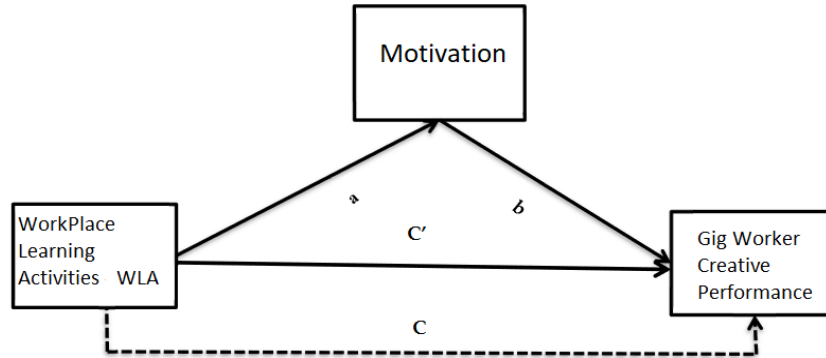


Figure 1. Proposed research model: This figure is drawn based on the authors’ conception.

There are three variables in this research model, among which are workplace learning activities (WLA), creative performance and motivation of gig workers. In Figure 1, C' represents the direct effect of X on Y, C shows the total effect of X on Y, “a” shows the effect of workplace learning activities on motivation and “b” shows the effect of motivation on gig workers creative performance. Motivation is a mediating variable between WLA and creative performance. It is observed that workplace learning activities impacts on motivation. Also, inverting the causal direction between motivation and WLA creates the same impact. Further, it is also observed that when a worker is motivated to perform a task, his creative performance is impacted significantly due to this motivation. If a gig worker is motivated to complete a task in a certain amount of time, he will effectively complete the task online.

3. METHODOLOGY

Our methodology is as follows. The survey-based research collected primary data from gig workers representing two multinational online labour platforms (i.e., Fivver and Upwork) in Pakistan. A non-probabilistic convenience sampling technique is used to recruit the respondent’s data. The reason for choosing Fivver and Upwork gig workers was primarily due to their convenient access to the gig workers and receiving direct information from the respondent. The survey forms were sent out via mail. Also, they were explained about the confidentiality of their profiles, participation and responses. Moreover, the reference [40] provided a series of sample sizes for inferential statistics. According to their statistics, a sample size of less than 50 respondents is a poor sample, a sample size of 100 respondents is poor, a sample size of 200 respondents is adequate, 300 is good, and 1000 is excellent. Hence, a sample size of two hundred (200) respondents was selected. Workplace learning activities are assessed using a fourteen-item workplace learning activities scale adapted from the adapted study [41]. The sample items were “I use paid online tutorials or other paid learning resources to acquire skills/knowledge for my Fivver/Upwork tasks”. All items were measured on a 5-point Likert scale. The Cronbach’s alpha reliability coefficient on this scale was 0.978. Motivation is measured using a ten item scale of motivation from the adapted study [42]. The sample items were “Curiosity is the driving force behind much of what is done in online freelancing tasks”. All items were measured on a 5-point Likert scale. The Cronbach’s alpha reliability coefficient on this scale was 0.978. Creative performance is measured using a thirteen-item scale from the study [43]. Sample items include “The freelancer has fresh perspectives on old problems”. All items were measured on a 5-point Likert scale. The Cronbach’s alpha reliability coefficient on this scale was 0.969.

4. RESULTS AND DISCUSSION

4.1 Measurement Model Assessment

This section represents the results of measurement model assessment through SmartPLS 3. Internal consistency was examined through factor loading, which confirms its convergent validity. Discriminant validity was examined through external consistency. Besides, Cronbach’s alpha and composite reliability were examined. Factor loading of all the constructs is shown in Figure 2. Average median and maximum values, standard deviations, excess kurtosis and skewness are given in Table 1 (Table 1 is in Appendix A), where WLA stands for workplace learning activities and WLA 1 represents the first question of workplace learning activities, WLA 2 is the second question of workplace learning activities, and so on. WLA 14 is the fourteenth question about workplace learning activities. Whereas MO represents motivation, MO1 is question 1 of motivation and, similarly, M10 represents question 10 of motivation. CP stands for creative performance of gig workers, CP1 stands for question 1 of creative performance, and CP13 stands for question 13 of the CP.

All the constructs have a factor load of more than 0.8. According to Hair, Sarstedt, Hopkins and Kuppelwieser [44], the factor loading of the construct should be at least more than 0.5 to achieve the acceptance level of convergent validity. Consequently, in the current study, convergent validity was achieved.

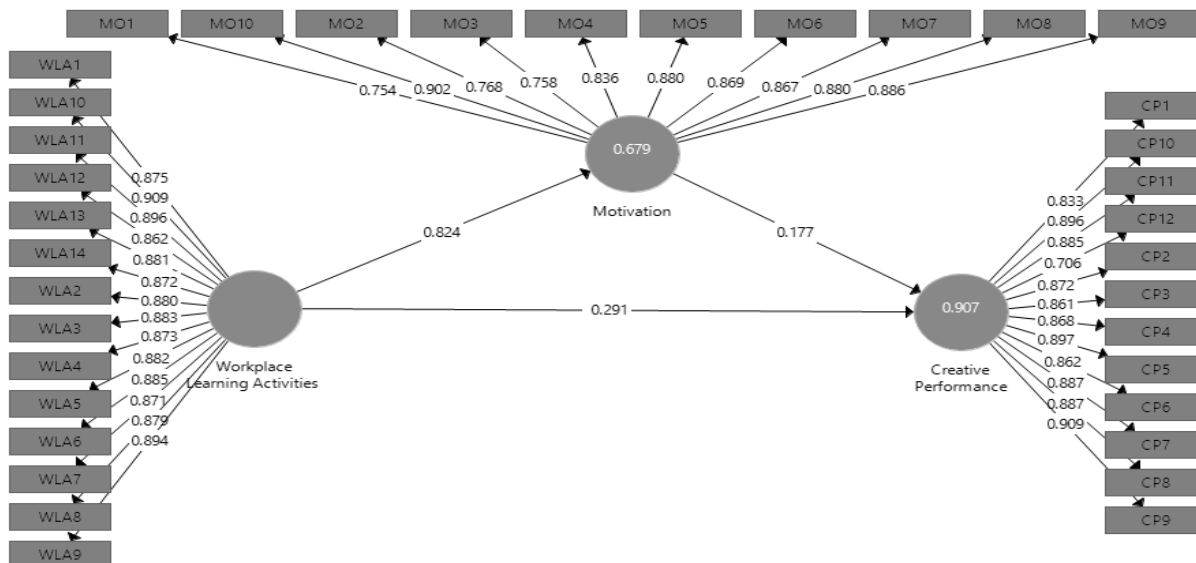


Figure 2. Measurement Model Assessment

Figure 2 indicates the convergent validity of all the constructs in the study. The left side of the figure represents the convergent validity of workplace learning activities and the right-hand side of the figure represents the convergent validity of the creative performance of gig workers. The motivation is given at the top of the table, the convergent validity of which is also shown in the figure. All the constructs on the left hand side, Workplace learning activities WLA1 to WL9 have convergent validity values of more than 0.5. Additionally, on the right hand side of the figure, the creative performance of gig workers CP1 to CP12 has a convergent validity of more than 0.5, which is an acceptance value. Furthermore, the top of the figure depicts the convergent values of motivation from MO1 to MO9, all of which are at the acceptance values depicted in Figure 2. Factor loadings of all the constructs of creative performance, motivation and workplace learning activities are given in Table 2 (Table 2 is in Appendix A), CP1 has a factor loading of 0.833, which is more than the acceptance range of 0.5. Similarly, the factor loadings of CP9 have factor loadings of more than 0.5. Furthermore, the table depicts motivational factors. The factor loading of MO1 is 0.75, which is more than 0.5 and so on for the factor loadings of MO9. The factor loadings for workplace learning activities in WLA have factor loadings from WL1 to WLA 14. WLA 1 has a factor level of 0.875, which is greater than 0.5.

Table 3. Reliability and Convergent Validity.

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
Creative Performance	0.969	0.971	0.973	0.749
Motivation	0.954	0.954	0.96	0.709
Workplace Learning Activities	0.978	0.979	0.98	0.777

Table 3 shows values for mean, standard deviation and average variance extracted (AVE) and reliability. According to George and Mallery [45], having a value of Cronbach’s alpha of more than 0.7 ($\alpha > 0.9$) is considered to be excellent. It was greater than 0.9 in the current study, which is excellent. Besides, AVE should be equal or more than 0.5 and composite reliability should be 0.7 or above [46, 47]. The current study shows both AVE and composite reliability values in a more than acceptable range. To ensure the external consistency of the model, discriminant validity analysis was conducted. Additionally, Table 4 shows the discriminant validity, based on the comparison between the values of latent variables. The discriminant validity matrix shows the average of the variables, which are creative performance, motivation and workplace learning activities. The average value of creative performance is

0.865, while the average value of motivation is 0.842. Moreover, the average value of workplace learning activities is 0.882.

Table 4. Discriminant Validity Matrix.

	Creative Performance	Motivation	Workplace Learning Activities
Creative Performance	0.865		
Motivation	0.738	0.842	
Workplace Learning Activities	0.679	0.824	0.882

4.2 Structural Model Assessment

After the assessment of the measurement model, a structural model shown in Figure 3 was analyzed with the help of Smart PLS 3. Direct and indirect effects were checked to achieve this purpose. Considering the path coefficient and "t" value, the hypothesis was confirmed.

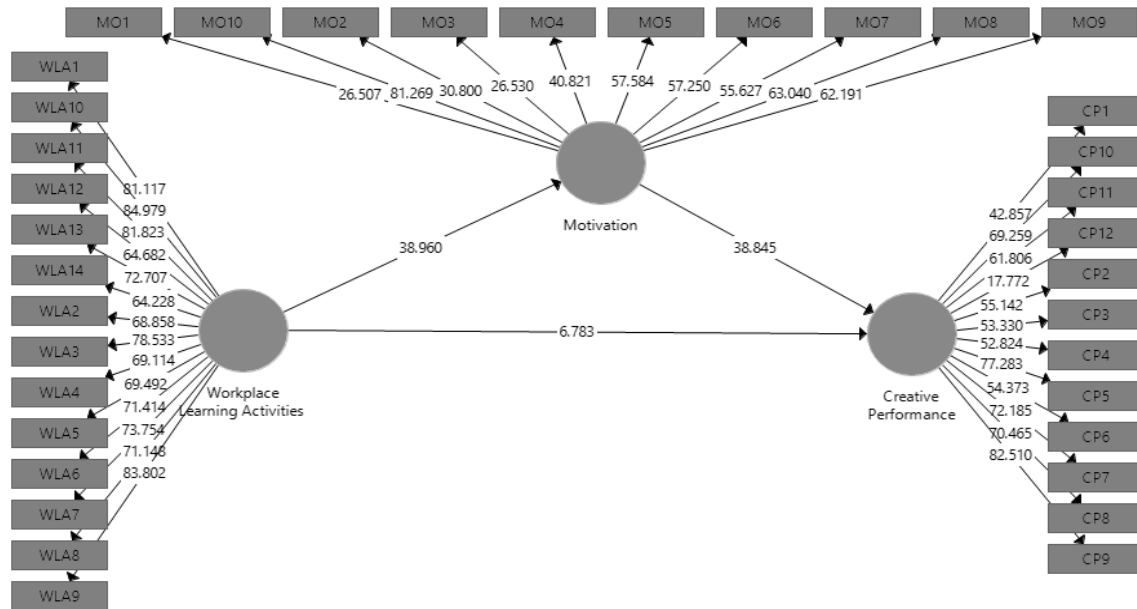


Figure 3. Structural Model Assessment

Figure 3 represents the structural model, which shows the relationship between given variables. The value of 6.783 represents the accepted hypothesis, which is greater than the statistical threshold value of 1.96 at $p < 0.001$. Similarly, the relationship between motivation and creative performance shows a t-statistic of 38.845, which is greater than 1.96 at $p < 0.001$. Also, the value of the t-statistic between workplace learning activities and motivation is 38.960, which is also an accepted value due to being greater than 1.96 at $p < 0.001$. The models in Figures 2 and 3 differ; Figure 2 depicts the measurement model, whereas Figure 3 depicts the structural model. Individual item reliability, internal consistency, convergent validity, and discriminant validity are all examined by the measurement model. The structural model in Figure 3 determines the significance of path coefficients. The current study has 3 direct hypotheses. All the direct hypotheses were accepted as the t-value was greater than 1.96. Additionally, PLS (SEM) bootstrapping was considered to check the mediation effect. According to Preacher and Hayes [48], in checking the mediation effect, the in-direct effect was examined. Therefore, the current study analyzed the effect of motivation as a mediator through Smart PLS 3.0. Table 5 and Table 6 depict the results of direct effects and indirect effects.

Table 5. Direct Effect Results.

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistic ((O/STDEV))	P Value
Motivation -> Creative Performance	0.177	0.176	0.0051	38.845	0
Workplace Learning Activities -> Creative Performance	0.291	0.288	0.043	6.783	0
Workplace Learning Activities -> Motivation	0.824	0.826	0.021	38.96	0

The numerical measures, such as sample meanings, standard deviation, t statistics and p values for motivation, creative performance and workplace learning activities, are given in Table 5. This table shows the direct relationships between the variables, like the relationship between motivation and creative performance, the relationship between workplace learning activities and creative performance and the relationship between workplace learning activities and motivation. The study accepts the direct relationship as the value of a t-statistic between motivation and creative performance is 38.845, which is greater than the threshold value of 1.96. Also, the direct relationship between workplace learning activities and creative performance is accepted, as the t-value in Table 5 shows a statistic of 6.783, which is greater than the acceptable value of 1.96. Moreover, the direct relationship between workplace learning activities and motivation is also accepted as the t-statistic shows a value of 38.96 at $p < 0.001$.

Table 6. Indirect Effect Results (Mediation).

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistic (O/STDEV)	P Value
Workplace Learning Activities -> Motivation -> Creative Performance	0.97	0.971	0.035	27.966	0

The numerical measures such as sample mean, standard deviation, t statistic and p value for motivation, creative performance and workplace learning activities are given in Table 6. This table shows the indirect relationships between the variables, like the relationship between workplace learning activities, motivation and creative performance. The study accepts the indirect relationship due to the mediation effect of motivation between workplace learning activities and creative performance. The study accepts the indirect hypothesis in Table 6 because the value of the t-statistic is 27.966, which is greater than the threshold value of 1.96 and $p < 0.001$.

5. CONCLUSION

The study aimed to demonstrate how the gig economy is reshaping the world of work by causing significant global economic shifts in both the private and public sectors. Several attempts were made in this study. First, it examines how digital advancement brings shifts in employment patterns. The service economy rapidly continues to expand while employment in manufacturing has declined. The data collected for the study indicates that the gig economy includes but is not limited to low-skill repetitive tasks such as data entry, copy typing, to major tasks like content writing, marketing and selling online, websites and software development. On this aspect, the study concludes that digitalization has introduced various new skills to replace the old physical workplace skills of traditional workers. Workers, previously proficient as graphic designers, film editors, fashion designers, typesetters, animators, architectural draftsmen & prop makers, are now replaced by gig workers.

In addition, the study has attempted to extend the positive concept of workplace learning activities to non-traditional workplace setups. Empirical results from the survey data of study also supported the fact that informal learning in the workplace enhances the creative performance of workers during their online task performance. Furthermore, the study finds that workers can improve their performance in the gig economy by enhancing their learning, skills, dispositions, and mindsets. The results and analysis showed that within the new online labour-based digital economy, there is very little or no support for the training or development of workers. It is the ultimate responsibility of workers to engage themselves in various workplace learning activities, like long-distance knowledge sharing and collaborations with other gig workers. Despite the fact that little previous research exists determining the mediating role of motivation between workplace learning activities and creative performance, little is known about the mechanism imparted through motivation that leads workers to exhibit creative performance. On another plan, this study attempted to relate workplace learning activities and motivation by proposing that workplace learning activities during work cause a feeling of motivation in online workers and, in return, enhance gig workers' creative performance. As a result, theoretical and practical contributions are made, with the hope that the framework of this research will be applied to other developing countries to be empirically tested.

Although this study has yielded novel insights into the subject matter discussed above, it still has a few limitations, which could be better utilized as future research opportunities. First, it is worth noting that primary data has been collected through the survey method. But in the future, the mixed methodology approach of survey method and interview can be used. Motivation was used as a mediating variable in this study. It can, however, be used as an independent variable in future researches.

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APPENDIX A

Table 1. Data Statistics.

	No.	Missing	Mean	Median	Min	Max	Standard Deviation	Excess Kurtosis	Skewness
WLA1	1	0	3.282	3	1	7	1.524	-0.496	0.091
WLA2	2	0	3.273	3	1	7	1.829	-0.637	0.44
WLA3	3	0	3.551	3	1	7	1.895	-0.815	0.313
WLA4	4	0	3.546	3	1	7	1.931	-0.858	0.36
WLA5	5	0	3.546	3	1	7	1.737	-0.493	0.293
WLA6	6	0	3.528	4	1	7	1.82	-0.732	0.217
WLA7	7	0	3.528	4	1	7	1.826	-0.871	0.132
WLA8	8	0	3.731	4	1	7	1.886	-0.819	0.188
WLA9	9	0	3.731	3	1	7	1.901	-0.829	0.297
WLA10	10	0	3.718	3	1	7	1.931	-0.788	0.367
WLA11	11	0	3.602	3	1	7	1.912	-0.779	0.365
WLA12	12	0	3.616	3	1	7	1.882	-0.674	0.366
WLA13	13	0	3.625	3	1	7	1.93	-0.854	0.308
WLA14	14	0	3.481	3	1	7	1.818	-0.533	0.454
MO1	15	0	3.574	4	1	7	1.93	-0.938	0.206
MO2	16	0	3.491	3	1	7	1.843	-0.678	0.323
MO3	17	0	3.648	4	1	7	1.815	-0.713	0.239
MO4	18	0	3.093	3	1	7	1.494	-0.159	0.57
MO5	19	0	3.231	3	1	7	1.491	0.451	0.913
MO6	20	0	3.259	3	1	7	1.455	0.689	0.902
MO7	21	0	3.19	3	1	7	1.461	0.409	0.733
MO8	22	0	3.134	3	1	7	1.403	0.443	0.661
MO9	23	0	3.236	3	1	7	1.517	0.247	0.684
MO10	24	0	3.19	3	1	7	1.455	0.517	0.837
CP1	25	0	3.065	3	1	7	1.435	-0.3	0.396
CP2	26	0	3.218	3	1	7	1.382	0.329	0.631
CP3	27	0	3.157	3	1	7	1.448	0.123	0.617
CP4	28	0	3.139	3	1	7	1.49	0.15	0.689
CP5	29	0	3.255	3	1	7	1.422	-0.209	0.466
CP6	30	0	3.19	3	1	7	1.37	0.2	0.557
CP7	31	0	3.069	3	1	7	1.347	-0.218	0.514
CP8	32	0	3.153	3	1	7	1.333	0.196	0.579
CP9	33	0	3.134	3	1	7	1.452	-0.154	0.669
CP10	34	0	3.171	3	1	7	1.444	0.08	0.663
CP11	35	0	3.236	3	1	7	1.338	0.224	0.669
CP12	36	0	3.389	4	1	7	1.589	-0.503	0.187
CP13	37	0	3.356	4	1	7	1.726	-0.651	0.286

Table 2. Factor Loadings.

	Creative Performance	Motivation	Workplace Learning Activities
CP1	0.833		
CP2	0.872		
CP3	0.861		
CP4	0.868		
CP5	0.897		
CP6	0.862		
CP7	0.887		
CP8	0.887		
CP9	0.909		
CP10	0.896		
CP11	0.885		
CP12	0.706		
MO1		0.754	
MO2		0.768	
MO3		0.758	
MO4		0.836	
MO5		0.88	
MO6		0.869	
MO7		0.867	
MO8		0.88	
MO9		0.886	
MO10		0.902	
WLA1			0.875
WLA2			0.88
WLA3			0.883
WLA4			0.873
WLA5			0.882
WLA6			0.885
WLA7			0.871
WLA8			0.879
WLA9			0.894
WLA10			0.909
WLA11			0.896
WLA12			0.862
WLA13			0.881
WLA14			0.872