

JOB COMMITMENT AND AUTONOMY FOR TEACHERS' INNOVATIVE WORK BEHAVIOR

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Abstract

This study explored the job commitment and autonomy for teachers' innovative work behavior. It examined the significant correlation between job commitment, innovative work behavior, and job autonomy. Besides, the significant relationship between job commitment, innovative work behavior, and job autonomy. This quantitative research method used descriptive correlation design. Data were collected from a larger group with 5% margin of error using the Slovin's formula that randomly selected 176 teacher respondents through stratified random sampling. To collect the necessary data, a survey questionnaire created by the researcher was used. The statistical tools used were weighted mean, Pearson r, and multiple linear regression analysis to determine the level of job commitment and test the stated hypotheses of the study. The results revealed that there was a significant relationship between job commitment and the innovative work behavior on exploration, generation, and implementation. Similarly, significant relationship was noted between job autonomy and innovative work behavior of teachers. Moreover, job commitment as well as job autonomy had a significant influence on teachers' innovative behavior in terms of exploration, generation, and implementation. In conclusion, the teachers' job commitment and autonomy contribute to the formation of their innovative work behavior in exploring ways to enhance teaching, generating, and utilizing of learning materials.

Keywords: job commitment, autonomy, innovative work behavior

1. INTRODUCTION

The Philippine Department of Education made another modification in its structures and policies as the educational sector handles new issues brought about by the Covid-19 pandemic. It canceled face-to-face training and replaced it with distance-modular instruction. The framework of teachers' tasks and obligations has changed as the educational system has changed. As a result, assessing teachers' innovative behavior at this time is timely significant, as it will help them find effective ways to adapt to and execute new changes in the educational arena.

Different elements have been observed to impact teachers' innovative work behavior. Teachers' innovative work behavior, on the other hand, will be linked to their job dedication and autonomy in this study. Job autonomy is crucial in fostering teachers' creative thinking capabilities Bramwell (2011). For an organization to consistently engage its members in learning and constant information exchange, autonomy among them must be strengthened, which is at the heart of the generation of innovative ideas for innovation (Thepphawan, 2005). Furthermore, those who have a strong sense of autonomy are more probably to attain higher levels of performance and have more confidence in their capacity to deal with discomfort while remaining focused on the task at hand (Bandura, 1994).

As a result, the purpose of this research is to see if teachers' job dedication and autonomy influenced their

innovative work behavior. Even though many studies have sought to correlate the same variables, this study is more current and useful. With the changing nature of teachers' employment, which comes with a slew of problems and uncertainty, this may have an impact on their devotion to the profession and autonomy, which will, in turn, influence their ability to innovate.

2. STATEMENT OF THE PROBLEM

The study is focused to determine the significant relationship between job commitment and job autonomy on teachers' innovative work behavior of Public High School Teachers in the Municipality of M'lang, Cotabato.

Specifically, this study answered the following research questions:

1. What is the level of job commitment of the respondents in terms of affective commitment, continuance commitment, and normative commitment?
2. What is the level of job autonomy of the respondents in terms of control and pressure, and freedom of thought?
3. What is the respondents' level of innovative work behavior in terms of exploration, generation, and implementation?

4. Is there a link between job commitment and innovative work behavior?
5. Do job commitments influence the innovative work behavior of teachers?
6. Is there a link between job autonomy and innovative work behavior?
7. Does job autonomy influence the innovative work behavior of teachers?

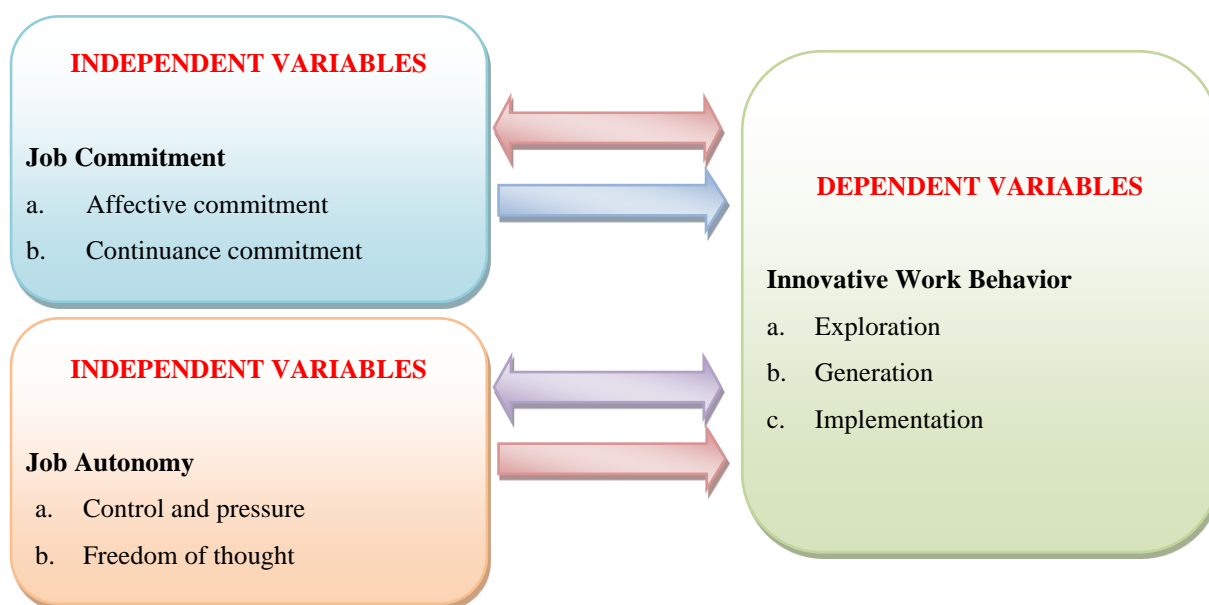


Figure 1 A schematic diagram showing the direct effects of job commitment and autonomy of teachers on innovative work behavior

3. THEORETICAL FRAMEWORK

The social interactions between supervisors and subordinates, as well as among coworkers, can help educational organizations to be more sustainable. This could be due to social attractiveness.

As a result, social interaction and organizational support could improve the organization's understanding of its sustainability behavior. It is critical to ensure that teachers are aware of the impact of the environment, as well as the impact of changes in educational policies.

In this study, the social exchange theory (SET) will be used to investigate job dedication and innovative work behavior. The SET, excellent workplace relationships between employees and managers/supervisors foster mutual understanding, resulting in a productive working environment that benefits both employees and their employers Cole (2007). Employees believe themselves to be supported and encouraged in ideal working conditions, and as a result, they are more willing to return their company through IB and job devotion. According to Cropanzano and Mitchell (2008), such an ideal condition may be reached only when employees in a workplace obey the rules of trade.

According to academics studying the healthcare business, important job attitudes are strongly related to employee behavioral outcomes such as task performance and employee retention within the organization. For a long time, job commitment and employee IB have been investigated. An important job attitude has been strongly connected with employee behavioral outcomes such as task performance and employee retention within the business since the researchers studied the healthcare industry.

4. CONCEPTUAL FRAMEWORK

The purpose of this study is to see how job commitment and autonomy affect innovative work behavior in public school teachers in the Mlang, Municipality. The following indicators are the Dependent Variables (DV) that determine innovative work behavior in this study: exploration, generation, and implementation. The Independent Variables (IV) that determine job commitment and autonomy are similar. Affective commitment, continuation commitment, and normative commitment are the measures for teachers' job commitment. Meanwhile, control and pressure, as well as freedom of thought, are indicators of job autonomy.

5. METHODS

Research Design

The researcher used a descriptive-correlation research design in this study. The variables in this study are described, as well as the natural correlations that exist between and among them. In particular, the variables of teacher commitment and autonomy, as well as innovative work behavior. The descriptive method was used to describe the respondents' level of job commitment in terms of affective commitment, continuance commitment, and normative commitment; the descriptive method was used to describe the respondents' level of job autonomy in terms of control and pressure, and freedom of thought; and the descriptive method was used to describe the respondents' level of innovative work behavior in terms of exploration, generation, and implementation. Meanwhile, the correlation methodology was employed to explain the link between teacher job dedication and autonomy, as well as inventive work behavior.

Data Gathering Procedure

The researcher informed the Superintendent of Schools Division (SDS) of her plan to conduct this study in a letter. It included consent to collect data from the respondents, as well as a statement of the purpose and study objectives. After receiving the approval, the researcher delivered copies of the letter to the principals of the ten public high schools.

The researcher recovered the questionnaires after giving them to the respondents for encoding, interpretation, and analysis.

Respondents of the Study

The respondents in this study were one hundred seventy-seven (176) public high school teachers on the Municipality of Mlang, Cotabato Division.

Table 1 Data distribution showing the population and sample of the study

M'lang, Cotabato Schools	Population	Sample	Percentage
Bialong High School	6	3	1.89
Calunasan High School	8	4	2.52
Katipunan High School	9	5	2.84
Lepaga High School	11	6	3.47
Lika National High School	58	32	18.30
Luz Village High School	6	3	1.89
Mariano Untal High School	55	31	17.35
Mlang National High School	109	61	34.38
New Rizal High School	19	11	5.99
Nueva Vida High School	36	20	11.36
Total	317	176	100%

Statistical Analyses

On the quantitative part, this study employed descriptive statistics such as:

Frequency counts and Weighted mean. This was used in describing the level of job commitment, level of job autonomy, and level of innovative work behavior (Hu, 2010).

Pearson Product Moment Correlation/Pearson r (Franzese and Iuliano 2010). This will be used to determine the significant relationship between the indicators presented in the independent and dependent variables of the study.

Multiple regression analysis was utilized to explain the effect of job commitment on teachers' innovative work behavior (Uyanik & Guler, 2013).

6. RESULTS AND FINDINGS

This chapter includes the study's findings as well as the associated discussion, analyses, and data interpretation. The presentation follows the sequence of the research problems indicated in the first chapter of this paper.

Job Commitment of the Teachers

The first research problem focused to determine the level of teachers' job commitment in terms of affective, continuance, and normative.

Affective

Table 2 reveals the level of teachers' job commitment in terms of affective aspect. They were committed to doing things with a strong sense of belongingness to their school and giving attention to the achievement of school goals as

indicated in the SIP by willingly exerting efforts. They are also committed to resolving school-related problems sincerely, giving concern for the attainment of continuous development of the school and in resolving disputes among school constituents.

Likewise, they are committed to attaining short-term objectives desirously for the school's success by applying the principle of ownership. Affective commitment has a weighted mean of 4.15, which means that teachers are committed towards their job.

The result implies that the teachers are seriously committed doing things with a strong sense of belongingness to their school. Teachers appreciate what they do and are dedicated to the school's success and improvement. They participate in the achievement and improvement of the school. To them, the school routine is no longer a burden but a part of their lives. They work with the feeling that teaching is not only a profession but a passion. The work for the school in whatever manner they can in order to meet the demands of the students and the school's growth.

The teacher also guarantees that the learning is intentionally prepared and managed in order to respond to the students. It confirms Abdullah et al. (2017)'s premise that affective commitment leads to teachers becoming stronger if their school experiences are congruent with expectations and meet their basic needs, such as friendship, work environment or culture, and comfort abilities in achieving duties.

Table 2 Level of job commitment of the teachers in terms of affective.

#	Statements	Mean	Description
1	Giving attention for the achievement of school goals as indicated in the SIP by willingly exerting efforts.	4.19	Committed
2	Resolving school-related problems sincerely	4.16	Committed
3	Attaining short-term objectives desirously for the school's success by applying the principle of ownership.	4.09	Committed
4	Giving concern in resolving disputes among school constituents.	4.11	Committed
5	Giving concern for the attainment of continuous development of the school.	4.15	Committed
6	Doing things with strong sense of belongingness to my school.	4.21	Committed
Weighted Mean		4.15	Committed

Continuance

Table 3 reveals the job commitment of the teachers in terms of continuance. Particularly they are committed to the extent of not leaving their school because it is where they developed their teaching skills. They render continuous services in their school even on week-long holidays and long vacations. Teachers are dedicated and eager to perform their duties and responsibilities. As they perform school-related job beyond official hours since it is a joy on their part as teachers. The parameter obtained a weighted mean of 4.11 that shows teachers' commitment level.

The result in Table 3 implies that the teachers' job commitment is shaped and internalized as they

continuously served the school. They recognized that they were developed by the school.

It implies further that the teachers developed their continuous commitment must likely because they felt that the school need their expertise being given the chance to enhance their expertise in teaching. Other teachers seemingly believe their options are limited. Therefore, they tend to develop commitment for their teaching job.

The implication of the result in this part of the study matches with what Allen and Meyer (1990) proposed that there are two considerations why a teacher stays in the institution where he/she is presently working. First, he/she has already acquired senior personnel recognition, has knowledge and membership that cannot be transferred, local associations, family bonding, and so on that necessitate financial sacrifice. Second, he or she believes there are no alternative employment options.

Table 3 Level of job commitment of the teachers in terms of continuance

#	Statements	Mean	Description
1.	Leaving this school where my teaching skills was developed is not easy for me.	4.18	Committed
2.	Doing school-related job beyond official hours is a joy on my part as a teacher.	4.11	Committed
3.	Excessive efforts in doing my job remain as my desire.	4.13	Committed
4.	Leaving the school where I had been for a long time is not the best recourse in case of disagreements with other teachers, head or staff.	4.07	Committed
5.	Leaving the school where I had been for a long time is not the best solution for having more or avoiding scarcity of school resources.	4.04	Committed
6.	Rendering continuous service in my school even on a week-long holidays and long vacations is my concern as a teacher.	4.14	Committed
Weighted Mean		4.11	Committed

Normative

Table 4 reveals that the job commitment of the teachers in terms of normative. It obtained a weighted mean of 4.31, which gives a description of committed. This indicates that the teachers are committed to working to the best of their abilities to repay the benefits they received, working efficiently to satisfy the stakeholders' expectations that staying in their school right now is their sense of commitment to work for the benefit of their school.

They feel rewarded being in a performing school, and it is their obligation to work hard according to the expectation of the school to attain its set goals. Hence, leaving the school due to call of duty elsewhere is ignored.

It implies that the teachers are committed as part of their professionalism and dedication they still do their job. They serve the needs of the learners even the stakeholders especially the situation that is being faced nowadays. Working hard to the best of their ability to repay the benefits they received from the organization. They work efficiently to meet the high expectations and sense of devotion.

Seemingly, the implication to the result matches with what Gelaidan and Ahmad (2013) pointed that normative

commitment occurs when a person feels compelled to reciprocate after receiving some rewards or benefits.

Table 4 Level of job commitment of the teachers in terms of normative

#	Statements	Mean	Description
1.	Working to the best of my ability to reciprocate the benefits I enjoyed from this school.	4.35	Committed
2.	Leaving the school due to call of duty elsewhere, I will still serve the left school as need arises.	4.22	Committed
3.	Working efficiently to meet the stakeholders' expectation is my concern.	4.35	Committed
4.	Working hard according to the expectation of the school to attain its set goals is an obligation.	4.30	Committed
5.	Staying in my school right now is my sense of obligation to it.	4.35	Committed
6.	Working for the advantage of my school is a good sense because I feel rewarded being in a performing school.	4.32	Committed
Weighted Mean		4.31	Committed

Job Autonomy of the Teachers Control and Pressure

Table 5 shows the level of job autonomy of the teachers in terms of control and pressure. It obtained a weighted mean of 4.26, which means that the indicators were agreed. They agreed in prioritizing compliance of important tasks over the less needed ones, adapting quickly to the school heads' direction on the accomplishment of needed documents for school compliance. They also agreed utilizing the self-tested teaching strategy that is best for a group of learner. They work confidently even with close supervision to finish an interrupted work. They also agreed making a timeline to complete reports before the set general deadline and working with higher accuracy.

Table 5 Level of job autonomy of the teachers in terms of control and pressure

#	Statements	Mean	Description
1	Making timeline to complete reports before the set general deadline.	4.24	Agree
2	Prioritizing compliance of important tasks over the less needed once.	4.30	Agree
3	Working on overtime once the continuity of doing a task is interrupted.	4.25	Agree
4	Working with confidence even with close supervision.	4.27	Agree
5	Even under the pressure of superiors, they were able to work accurately and at their own pace.	4.25	Agree
6	Working with higher accuracy when pressure or control is within.	4.22	Agree
7	Utilizing the self-tested teaching strategy that is best for a group of learners.	4.28	Agree
8	Adapting quickly to the school heads' direction on the accomplishment of needed documents for school compliance.	4.30	Agree
Weighted Mean		4.26	Agree

It implies that teachers easily adopt the school head's implementation by doing their daily tasks. They prioritize things that are important and ensure that their reports are accurate. Even under close monitoring and pressure of supervisors, they may work with confidence. They were able to work accurately and at their own pace. They feel

more satisfied and motivated to work despite this situation.

According to Meyer and Allen (1997), employees' influence at work is vital for their job satisfaction, motivation, and loyalty to the organization for which they work.

Furthermore, Kohn and Schooler (1983) asserted that participation in workplace decision-making has been demonstrated to have major repercussions for people's ability to take initiative in their lives outside of work.

Freedom of Thought

Table 6 shows the job autonomy of the teachers in terms of freedom of thought, which obtained a weighted mean of 4.26 that particularly show that the teachers agreed that they were acting as they should be leading them to have an output done out of their best, and deciding independently how they do their job. They attend meeting to completely free to express their opinions, encourage participation in conferences is giving an opportunity to freely contribute in decision-making, and the opportunity to freely express their thoughts gives a better way to decide things related to their job and have expressed them in work-related opinions during meetings.

It implies that when teachers act as they should, they produce a work that is of the highest quality, choosing that they carry out their duties on their own. It implies further that teachers contribute idea in decision-making in their school. As they manifest their ability of open-mindedness for the betterment of learners they feel the freedom to express their thoughts. Also the teachers have the feeling that they are completely free to express their opinions and freely participate in decision-making in meeting. Doing this made them confident and optimistic about their work.

The ability to think freely is extremely important to a person's identity. According to Halliburton (2009), it is crucial to the pursuit of autonomy. Employees' opportunity to express their thoughts and opinions is described as the confidential transmission of ideas, suggestions, concerns, or opinions about work-related matters to (Morrison, 2011).

Table 6 Level of job autonomy of the teachers in terms of freedom thoughts.

#	Statements	Mean	Description
1	Deciding independently how I do my job.	4.27	Agree
2	Acting as I should be, leads me to have an output done out of my best.	4.34	Agree
3	Having the opportunity to freely express my thoughts gives a better way to decide things related to my job.	4.23	Agree
4	Having expressed my work-related opinions during meetings makes me confident in doing my tasks in school.	4.22	Agree
5	Encouraging participation in conferences is giving an opportunity to freely contribute in decision-making.	4.24	Agree
6	Attending a meeting makes feel completely free to express my opinions.	4.25	Agree
Weighted Mean		4.26	Agree

Innovative Work Behavior of the Teachers

Exploration

Table 7 shows the innovative works of the teachers in terms of exploration. They were highly innovative in terms of finding ways to enhance the teaching-learning process, searching for new ideas to improve productivity, and ways to improve learners' study habit. They make alternatives to less effective IMs, giving time for searching innovative opportunities, establishing new working method, techniques or an instrument for better output, with a total weighted mean of 4.27 respectively.

The result implies that teachers are highly innovative. They use different strategies to enhance teaching-learning skills. It further implies that they perform their duties as facilitators of developing strategies to help students improve their study habits. They also find ways to arouse students' interests in learning by using instructional materials. Using gadgets is essential in learning especially in this time of crisis. Teachers attend forums and webinars to enhance their teaching skills. Moreover, they explore to search for appropriate instructional materials to suit to what the learners find interesting.

Individuals who have a strong sense of self-efficacy are also more likely to have higher levels of performance and a greater commitment to overcoming frustration and being task-focused when faced with problems (Bandura 1994). According to Woolfolk (2000), self-efficacy has an impact on professional innovation. A high sense of self-efficacy, in instance, can lead to increased creative activity.

Table 7 Level of innovative works of the teachers in terms of exploration

#	Statements	Mean	Description
1	Finding ways to enhance teaching-learning process.	4.34	Highly Innovative
2	Finding ways to improve learners' study habit.	4.29	Highly Innovative
3	Making alternatives to less effective IMs.	4.26	Highly Innovative
4	Giving time for searching innovative opportunities.	4.23	Highly Innovative
5	Establishing new working method, techniques or instrument for better output.	4.21	Highly Innovative
6	Searching for new ideas to improve productivity.	4.30	Highly Innovative
Weighted Mean		4.27	Highly Innovative

Generation

Table 8 shows the innovative works of the teachers in terms of generation, teachers were highly innovative in collaborating with co-teachers to come up with better output, working together with colleagues to form new ways to reinforce the teaching-learning process, transforming innovated concepts into helpful applications, sharing concepts as a way to implement new school policies, with 4.32 weighted mean, describing teachers as highly innovative.

Noting the result, it implies that teachers collaborating with co-teachers come up with better output and develop new ways to improve the teaching-learning process, and innovative implementation concepts to develop into practical and useful applications. They also shared

thoughts on how to cooperate and put new school policies into particularly throughout this crisis.

The key to plan generation, in line with Kanter (1988) is that the combining and reorganization of knowledge on existing concepts to resolve issues or improve performance. Meanwhile, school learning organizations produce nurturing settings for novelty creation and innovation plan development by permitting teachers to interact and build shared decisions (Valle & Jimenez, 2011).

Table 8 Level of innovative works of the teachers in terms of generations.

#	Statements	Mean	Description
1.	Collaborating with co-teachers to come up with better output.	4.40	Highly Innovative
2.	Working together with colleagues to create new ways to enhance teaching-learning process.	4.34	Highly Innovative
3.	Transforming innovated ideas into useful applications.	4.33	Highly Innovative
4	Sharing ideas how to implement new school policies	4.22	Highly Innovative
Weighted Mean		4.32	Highly Innovative

Implementation

Table 9 shows the level of the innovative works of the teachers in terms of implementation. They were committed to transforming innovated ideas into useful applications, encouraging school constituents to be enthusiastic in the implementation of innovations, and convincing people to support the implementation of innovations, and mobilizing support for the application of innovations.

It implies that the innovative works encourage school constituents to take an active role in the implementation of new ideas. Persuading others support the execution of new ideas for developing innovative concepts into practical application. A teacher's innovation is one of the important factors to make the organization successful.

The finding supports what Kanter (1988) asserted that implementation relates to the extent to which firms make a significant effort to materialize ideas developed for innovativeness, such as testing and modifying them. Furthermore, it supports the claim of Roper, Du, and Love (2008) that when new ideas are applied, they contribute to enhanced efficiency and, as a result, greater competitiveness of the business.

Table 9 Level of innovative works of the teachers in terms of implementation.

#	Statements	Mean	Description
1.	Encouraging school constituents to be enthusiastic in the implementation of innovations.	4.20	Highly Innovative
2.	Convincing people to support the implementation of innovations.	4.20	Highly Innovative
3	Transforming innovated ideas into useful applications.	4.22	Highly Innovative
4	Mobilizing support for the application of innovations.	4.18	Highly Innovative
Weighted Mean		4.20	Highly Innovative

Relationship of the Job Commitment and Innovative Work Behavior

Table 10 Correlation matrix showing the relationship of the job commitment and innovative work behavior of the teachers

Job Commitment		Exploration	Generation	Implementation
Affective	Pearson r	0.556**	0.503**	0.625**
	Probability	0.000	0.000	0.000
	N	177	177	177
Continuance	Pearson r	0.485**	0.451**	0.429**
	Probability	0.000	0.000	0.000
	N	177	177	177
Normative	Pearson r	0.583**	0.645**	0.633**
	Probability	0.000	0.000	0.000
	N	177	177	177

** Correlation is significant at the 0.01 level (2-tailed)

Job Commitment and Affective

Table 10 presents the data on the 4th research problem of the study. As noted, a significant relationship exists between job commitment innovative work behaviour of teachers in terms of exploration, generation, and implementation as indicated by the value of correlation ($r=0.556^{**}$, 0.503^{**} and 0.625^{**}) and probability ($p=0.000$, 0.000 and 0.000) respectively. The result means that the affective job commitment has a moderate to highly significant correlation with the innovative work behaviour of teachers. The hypothesis in this part of the study is rejected, since the p-values are lesser than the set level of significance.

This implies that the higher is the job commitment of teachers on affective aspects the higher is their innovative work behavior. The teachers strongly give attention on how to attain schools' objectives. They may find ways to develop learners' study habit and seek innovative opportunities to improve their performance in school.

The findings back up the theory of Abdallah, A. B., Obeidat, B. Y., Aqqad, N. O., Al Janini, M., and Dahiyat, S. E. (2017) found that high affective commitment leads to teachers becoming stronger if their experiences in a school are consistent with expectations and meet their basic needs, such as friendship, workplace or culture, comfortability in accomplishing tasks, and it also helps to see how far teachers determine and include themselves with the school. Also, the finding of Lovakov (2016) aims to boost employees' identification with the organization through positive links with physical and psychological well-being, as well as job satisfaction.

Job Commitment and Continuance

In the same table (10), the correlation matrix reveals that the job commitment in continuance aspect has a highly significant relationship with all the parameters used to measure the exploration, generation, and implementation as indicated by ($r=0.485^{**}$, 0.451^{**} , and 0.429^{**}) and probability ($p=0.000$; 0.000 ; and 0.000). The hypothesis is rejected in this section of the investigation because the p-values are less than the stated level of significance.

The study's findings imply that teachers are dedicated to remaining in the school where they were trained. Staying in school where the teachers' skills are enhanced indicates a good decision it shows that continuance commitment to mark on the same organization.

The implication supports the concept of Balassiano & Salles (2012) continuation commitment, which states that employees stay within the organization as a result of they are aware of the costs associated with quitting. It conforms to what Karakus (2009) stated that if employees believe that something will be lost if they discontinue their membership, such as valued investments (e.g., time, effort, money) that an employee will lose if he or she leaves the organization, this tends to raise theory continuance commitment.

Job Commitment and Normative

Table 10 reveals that the job commitment in terms of normative aspect has a highly significant relationship with innovative work of the teachers in exploration correlation values ($r=0.583^{**}$), generation (0.645^{**}), and implementation (0.633^{**}), as indicated and probability values (p 0.000, 0.000 and 0.000) respectively. The result means that normative contains significant correlation from moderate to high degree. The hypothesis in this a part of the study is rejected since the p -values are lesser than the set level of significance.

The result in Table 10 implies that, if teachers are committed to their job most likely teachers establish ways for collaborating works with colleagues and convince others to transform their innovations into a helpful application.

This result aligns with the statement of Balassiano and Salles (2012), which he explained that normative commitment happens once workers commit owing to an ethical obligation kept within the organization and workers feel that they have to stay in the organization. Furthermore, Allen and Meyer (1990) stated that a person's aspiration to remain in an organization because of tasks and work obligations, dedication, or morale to which this commitment is often inspired by individual culture and work ethics, creating the feeling of obligation to remain in the organization.

Influence of the Job Commitment on the Innovative Work Behavior

Influence of Job Commitment on Exploration

Table 11 presents the result on the combined effect of teachers' job commitment, which manifests a significant influence on innovative work in terms of exploration (F -value=38.469, Probability=0.000**). The hypothesis was rejected because the probability value was significantly less than the stated 0.05 level of significance.

However, 40% of the variation of the teachers' innovative work in terms of exploration was accounted for by the teachers' job commitment. The remaining 60% was accounted for by factors that were not included in the context of the study. Affective, continuance, and normative job commitments were found to be important determinants of teachers' innovative work in terms of exploration.

It implies that the teachers attained short-term objectives by giving continuous service to stakeholders. They give enough time to find innovative opportunities by sharing ideas with colleagues and ask for support to apply innovations as shown in the exploration.

People who have a strong sense of self-efficacy are more likely to have greater levels of performance and a stronger

sense to resolve and withstand frustration to stay focused on the work at hand (Bandura, 1994). As a result, this is more likely to assist instructors in engaging in higher levels of creativity in their work, which is required for finding out new ideas, promoting ideas at work, and collecting funds/planning for the execution of ideas (Gong, Huang, & Farh, 2009).

Furthermore, the findings confirm Allen and Meyer's (1990) assertion that normative commitment is a person's desire to remain in an organization due to individual culture and work ethics, making one feel required to remain in the organization.

Table 11 Influence of the teachers' job commitment on their innovative work behaviour in terms of exploration.

Job Commitment	Coef. B	Std. Error	t - value	Probability
(Constants)	1.117	0.301	3.709	0.000
Affective	0.274	0.090	3.032	0.003**
Continuance	0.180	0.078	2.323	0.021*
Normative	0.301	0.091	3.322	0.001**

Multiple $R=0.400$

F - Value = 38.469

Probability=0.000**

**=Significant at 1% level

* = Significant at 5% level

Influence of Job commitment on Generation

Table 12 shows the combined effect of teachers' job commitment that significantly influenced their innovative work in terms of exploration (F -value=42.798, Probability=0.000**). The hypothesis was rejected because the probability value was significantly less than the stated 0.05 level of significance.

However, job commitment accounted for 42 percent of the variation in the teachers' innovative work in terms of generation. The remaining 58 percent was accounted for by factors not included in the scope of the study.

Among the included job commitments, normative emerged as a strong predictor of teachers' innovative work in terms of generation. It further implies that if teachers do their best and enjoy working in a school, they could transform collaboration with co-teachers to come up with better output on the innovative ideas into useful applications. It goes with the group decisions to come up with one direction like in the preparation of instructional materials.

According to Langfred, Claus, and Moye (2004), workplace commitment results in a fundamental psychological state of experienced responsibility for work outcomes. It leads to consequences such as increased work effectiveness and internal work motivation.

Table 12 Influence of the teachers' job commitment on their innovative work behavior in terms of generation

Job Commitment	Coef. B	Std. Error	t - value	Probability
(Constants)	1.184	0.304	3.900	0.000
Affective	0.085	0.091	0.938	0.350
Continuance	0.096	0.078	1.221	0.224
Normative	0.558	0.091	6.109	0.000**

Multiple $R=0.426$

F - Value = 42.798

Probability = 0.000**

**= Significant at 1% level

Influence of Job Commitment on Implementation

Table 13 discloses the result on the combined effect of teachers' job commitment that significantly influences their innovative work in terms of implementation (F -value

= 38.469, Probability = 0.000**). The hypothesis was rejected since the probability value is significantly less than the 0.05 level of significance.

However, 46% of the variation of the teachers' innovative work in terms of implementation was accounted for by the teachers' job commitment. Some factors that were not included in the context of the research accounted for the remaining 54%.

Among the job commitments included, affective, continuance, and normative aspects of commitment were considered the significant predictors of a teacher's innovative work in terms of implementation.

It implies that if teachers are committed to their job; most likely, they would give attention to achieve goals and work hard base on what is expected of them were commitment in terms of exploration teachers were doing things with a strong sense of belongingness to their school. The implication is related to the claim of Lewis's (2000) theory that an innovation-oriented business can transform a current practice into a valuable result, inspire employees' creativity, and effectively address new difficulties. As a result, when new ideas are applied, they contribute to higher efficiency and, as a result, enhanced competitiveness for the company Roper, Du, and Love (2008).

Table 13 Influence of the teachers' job commitment on their innovative work behavior in terms of implementation

Job Commitment	Coef. B	Std. Error	t - value	Probability
(Constants)	0.809	0.295	2.738	0.007
Affective	0.390	0.089	4.404	0.000**
Continuance	0.027	0.076	0.357	0.722
Normative	0.388	0.089	4.362	0.000**

Multiple R=0.465

F - Value =50.057

Probability=0.000**

**= Significant at 1% level

Relationship of the Job Autonomy and the Innovative Work Behavior

Table 14 Correlation matrix showing the relationship of the job autonomy and innovative work behavior of the teachers.

Job Autonomy	Exploration	Generation	Implementation
Control and pressure	Pearson r 0.638**	0.589**	0.609**
	Probability 0.000	0.000	0.000
	N 177	177	177
Freedom thoughts	Pearson r 0.639**	0.607**	0.629**
	Probability 0.000	0.000	0.000
	N 177	177	177

**Correlation is significant at 0.01 level (2-tailed)

Control and Pressure

Table 14 presents the data on the 6th research problem of the study. As noted, a significant relationship exists between job autonomy control and pressure teachers in exploration ($r=0.638^{**}$), generation ($r=0.589^{**}$), and implementation ($r=0.609^{**}$) as indicated ($p=0.000$, $p=0.000$, and $p=0.000$) respectively. The result means that there is a moderate ($r=0.41 - 0.60$) to high ($r=0.61 - 0.80$) correlation level between control and pressure. The hypothesis in this part of the study is rejected since the p-values are lesser than the set level of significance.

The finding implies that when the teachers ingrain a strong job autonomy, they develop innovative work behavior of exploring, generating, and in implementing what they have innovated. They have the ability to adopt control and

pressure around them. They can have their own way to the best of their abilities to develop a teaching-learning materials strategies to improve their productivity in the work place, which coincides with the statements of Chandola (2010) that the ability of employees to govern their job is related to both psychological and physical health, likewise with Zhou (2001) that commitment has a significant impact on their job satisfaction.

Freedom of Thought

In the same table (14), the correlation matrix reveals that there is a significant relationship between job commitment in terms freedom of thoughts and exploration ($r=0.639^{**}$), generation ($r=0.607^{**}$), and implementation ($r=0.629^{**}$) as indicated ($p=0.000$, $p=0.000$ and $p=0.000$) respectively. The result means that freedom of thoughts has a significant correlation to a high degree. The hypothesis in this part of the study is rejected since the p-values are lesser than the set level of significance.

This result implies that if teachers provide a timeline to finish their task before the deadline of submission, they would agree to comply on time or even ahead of time. They decide independently how they do their job and transform ideas to encourage others in implementing their innovations.

The finding agrees to Blitz's (2010) theory that freedom of thought leads to dignity, democracy, and self-esteem. Having the ability to think freely is so essential to a person's identity that it is important to the need for autonomy (Halliburton, 2009). Also, it confirms what Metzinger (2013) pointed out that the feeling of autonomy is having the ability control one's mental functions.

The Influence of Job Autonomy on the Innovative Work Behavior

Job Autonomy on Exploration

Table 15 Influence of the teachers' job autonomy on their innovative work behavior in terms of exploration.

Job Autonomy	Coef. B	Std. Error	t - value	Probability
(Constants)	1.015	0.279	3.640	0.000
Control and pressure	0.435	0.101	4.298	0.000**
Freedom thought	0.333	0.097	3.441	0.001**

Multiple R=0.445

F-Value=69.800

Probability=0.000**

**= Significant at 1% level

In Table 15, the result on the combined effect of teachers' job autonomy manifests a significant influence on innovative work in terms of exploration (F-value =69.800, Probability =0.000**). Since the probability value is less than the set 0.05 level of significance, the hypothesis was rejected.

However, 44% of the variation in the teachers' innovative work in terms of exploration was accounted for by the teachers' job autonomy. The remaining 56% was accounted for by some factors not included in the context of the research.

Among the job autonomy, control and pressure, and freedom of thought appeared as essential predictors on teachers' innovative work in terms of exploration. It implies that if teachers have autonomy in their job, they would find ways to look for ideas to make them productive. In addition, the teachers' strong sense of belongingness to their school leads them to feel that they

are effective in seeking opportunities to apply their innovations.

Unexpected successes and failures, as well as gaps between "what is" and "what should be"; process requirements in response to recognized problems or failures; and changes in industrial or organizational structures. Demographic shifts, shifts in perception, and, lastly, new information and ideas (Drucker 1985).

Teachers' self-efficacy, on the other hand, has been identified as a determinant in their ability to discover chances for innovation. Stated by Woolfolk (2000), the study discovered that self-efficacy has an impact on professional innovation. A high sense of self-efficacy, in instance, can lead to increased creative activity.

Job Autonomy on Generation

Table 16 Influence of the teachers' job autonomy on their innovative work behavior in terms of generation

Job Autonomy	Coef. B	Std. Error	t - value	Probability
(Constants)	1.172	0.301	3.898	0.000
Control and pressure	0.360	0.109	3.306	0.001**
Freedom thought	0.382	0.104	3.660	0.000**

Multiple R=0.394

F-Value=56.469

Probability=0.000**

**=Significant at 1% level

Table 16 shows the combined effect of teachers' job autonomy on their innovative work in terms of generation (F-value = 56.469, Probability = 0.000**). The hypothesis was rejected because the probability value was significantly less than 0.05.

However, 39% of the variation of the teachers' innovative work in terms of generation was accounted for by the teachers' job autonomy. The remaining 61 percent was accounted for by factors not included in the scope of the study.

Among others, control and pressure, and freedom of thought were considered vital predictors on teachers' innovative work in terms of generation. It implies that if teachers have control and pressure and freedom of thought in terms of exploration, they could simply transform innovative ideas into an application. Teachers who work confidently and decide independently would find ways to collaborate with their colleagues to come up with better outputs.

Amabile (1988) mentioned that idea generation is generating new services or processes for the enhancement of current work processes, or find solutions to identified problems. Teachers' job autonomy provides significant freedom, independence, and choice in scheduling work and selecting the procedures to be used in carrying out a task (Finn, 2001).

Job Autonomy on Implementation

Table 17 Influence of the teachers' job autonomy on their innovative work behavior in terms of implementation

Job Autonomy	Coef. B	Std. Error	t - value	Probability
(Constants)	0.903	0.295	3.061	0.003
Control and pressure	0.362	0.107	3.384	0.001**
Freedom of thought	0.413	0.102	4.037	0.000**

Multiple R=0.400

F - Value=21.592

Probability=0.000**

**=Significant at 1% level

Table 17 presents the combined effect of the teachers' job autonomy that significantly influenced their innovative work in terms of implementation (F-value = 21.592, Probability = 0.000**). Since the probability value is significantly less than 0.05, the hypothesis was rejected.

However, 40% of the variation of the teachers' innovative work in terms of implementation was accounted for by the teachers' job autonomy. Some factors not considered in the study accounted for the remaining 60%.

Among the job autonomy included control and pressure and freedom of thought was considered a significant indicator of teachers' innovative work in terms of implementation. It implies that job autonomy has highly influenced innovative work behavior in terms of implementation teachers who work accurately and contribute in decision making would convince others to help in implementing innovation into a useful application.

This result coincides with the statement of Lewis (200) that an innovation-oriented organization can transform an existing practice into a useful result, stimulate employees' creativity, and effectively face new challenges, despite the multidimensional structure of achieving effective implementation of innovative ideas.

7. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter summarizes the current study's findings, conclusions, and recommendations.

Summary

The title of this research was "Job Commitment and Autonomy for Teachers Innovative Work Behavior", specifically determined the following: the level of job commitment of the respondents in terms of affective commitment, continuance commitment, and normative commitment; the level of job autonomy of the respondents in terms of control and pressure, and freedom of thought; level of innovative work behavior of the respondents in terms of exploration, generation, and implementation; the significant relationship between job commitment and the innovative work behaviour; job commitment influence innovative work behaviour of teachers; the significant relationship between job autonomy and the innovative work behaviour; and the job autonomy influence innovative work behaviour of teachers.

This study made use of the quantitative research design, which is a descriptive correlational method. Data was gathered from a larger group and 5% margin of error using the Slovincs' formula that randomly selected through stratified random sampling to participate in some aspects of the study. The respondents were identified to obtain one hundred seventy-seven (176) teachers in the entire public high school teachers in the municipality of Mlang. A researcher-formulated survey questionnaire, pattern, and some modification based on the reviewed literature were used to gather the data needed for the study. The questionnaire was designed to extract data. A weighted mean was used to analyze the quantitative data. Hypotheses were tested using multiple regression and correlation techniques. For the quantitative results, phenomenal analyses were made. Findings were presented according to the sequence of the stated research problems.

The initial findings showed that the job commitment and innovative work behaviour of the teachers' affective, continuance, and normative were found committed. In job autonomy and innovative work behavior of the teachers' control and pressure and freedom of thoughts, teachers were agreed.

On the relationship of the job commitment and innovative work behaviour in terms of affective, continuance, normative found having a highly significant in terms of exploration, generation, and implementation.

Concerning the impact of job commitment on innovative work behavior in terms of exploration, generation, and implementation, it has significantly influenced affective, continuance, and normative. Moreover, all factors in job commitment and autonomy showed significant influence on innovative work behaviour.

Relationship of the job autonomy and the innovative work behavior in terms of control, pressure, and freedom of taught having a highly significant relationship on exploration, generation, and implementation.

The influence of the job autonomy and the innovative work behaviour in terms of control, pressure, and freedom of taught having a highly significant effect on exploration, generation, and implementation.

8. CONCLUSION

Based on the results and analysis in this study, it could be concluded that the job commitment of teachers in terms of affective, continuance, and normative were committed. It can be manifested that job commitment on their work innovative in terms of exploration, generation, and implementation, teachers were also highly innovative.

Moreover, teachers' job commitment and job autonomy on their innovative work behaviour in terms of exploration, generation, implementation have a highly significant relationship and influence on affective, continuance, and normative. It can also be concluded that and job commitment, job autonomy has a highly significant response between the variables stated in the study, and these will be considered as the best predictor of the aforementioned of this research study.

Generally, job commitment, job autonomy possesses positive responses to the innovative work behaviour of the public high school teachers.

9. RECOMMENDATIONS

Based on the findings and conclusions, the following recommendations were drawn:

1. Teachers should mobilize support for the application of innovations.
2. Teachers should share ideas on how to implement new school policies.
3. Teachers should establish the new working method, techniques, or instrument for better output.
4. Teachers should express their work-related opinions during meetings to make them confident in doing their tasks in school.
5. Teachers should work with higher accuracy when pressure or control is within.

6. Teachers should attain short-term objectives desirously for the school's success by applying the principle of ownership.

Table 18 Intervention Plan on job commitment and autonomy for teachers' innovative work behavior

#	Action Steps	Person Responsible	Time line	Expected Output
1.	Consider attaining short-term objectives desirously for the school's success by applying the principle of ownership	Teachers	SY 2021	Show commitment and Passion for the job
2.	Find leaving the school where they had been for a long time is not the best solution for having more or avoiding scarcity of school resources	Teachers	SY 2021	Show interest in facing new task and challenges
3.	Consider leaving the school due to a call of duty elsewhere, they will still serve the left school as the need arises.	Teachers	SY 2021	Engage activities related to these particular crises
4.	Find working with higher accuracy when pressure or control is within	Teachers	SY 2021	Enjoy the challenge in the different task given as call of duty

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