Innovative Work Behavior and Job Satisfaction among Public Elementary School Teachers in Trento Agusan Del Sur

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ABSTRACT

This study investigated the interplay between innovative work behavior and job satisfaction among public elementary school teachers. A descriptive-correlational research design was employed. The sample comprised of teachers from diverse backgrounds within the public elementary schools using universal as sampling technique. This study utilized survey questionnaires to measure innovative work behavior and job satisfaction levels. Weighted Mean was used to assess the levels of innovative work behavior and job satisfaction while Pearson correlation coefficient was employed to determine the relationship between these variables. Findings showed that the level of work behavior was high, interpreted as evident and the level of job satisfaction was also high indicating that teachers were satisfied in their job. Results revealed a strong positive correlation between innovative work behavior and job satisfaction among public elementary school teachers, suggesting that teachers who exhibited higher levels of innovative work behavior reported increased job satisfaction. This study contributes valuable insights to educational practices by highlighting the importance of fostering an environment that encourages innovation among elementary teachers, ultimately enhancing job satisfaction. It also included the suggested professional development programs and the creation of supportive structures to cultivate innovative work behavior and, consequently, elevate overall job satisfaction among public elementary school teachers.

Keywords: innovative work behavior, job satisfaction, elementary teachers

INTRODUCTION

Background of the Study

The teaching profession demands a continuous commitment to creative pedagogical approaches and a positive work environment to foster effective learning. Teachers who experience high levels of job satisfaction create a positive ripple effect throughout the entire educational ecosystem and are more likely to be motivated and engaged in their work, leading to increase effectiveness in the classroom (Buric & Kim, 2021). However, teachers often encounter a range of challenges that impact their job satisfaction. One prevalent issue is the increasing workload and administrative demands (Ansley, Houchins, & Varjas, 2019). Teachers also find themselves managing not only the traditional responsibilities of classroom instruction but also dealing with paperwork, assessments, and compliance-related tasks (Stacey, Wilson, & McGrath-Champ, 2022). Additionally, limited resources, both in terms of classroom supplies and professional development opportunities, pose another challenge. The lack of adequate support and recognition can also contribute to feelings of burnout and diminished job satisfaction (Rasanen, et.al., 2020).

Several studies have investigated the job satisfaction of teachers, shedding light on various factors influencing their professional contentment. Existing research has explored elements such as administrative support (Lasseter, 2013), workload (Chughati & Perveen, 2013), interpersonal relationships (Jung, 2018),

and professional development opportunities (Easterly & Myers, 2019) as key contributors to teachers' job satisfaction. However, a specific focus on the relationship between innovative work behavior and job satisfaction among elementary teachers remains relatively unexplored in the literature. In this regard, the researcher positioned and prompted to conduct this research study.

This research study addresses a critical area within the realm of education, emphasizing the need to explore the connection between innovative work behavior and job satisfaction among elementary teachers. Addressing these challenges is crucial to ensuring the well-being and motivation of elementary teachers, fostering an environment where they can thrive and, in turn, provide the best possible education for their pupils.

Objectives of the Study

1. To assess the level of innovative work behavior.
2. To identify the level of job satisfaction.
3. To determine the significant relationship between innovative work behavior and job satisfaction among public elementary school teachers in Trento, Agusan del Sur.

METHODOLOGY

This study used descriptive correlational research design. According to Seeram (2019), descriptive correlational research design is used in research studies to provide static pictures of situations as well as establish the relationship between different variables. This design was appropriate for this study because it sought to determine the relationship of innovative work behavior and job satisfaction among public elementary school teachers. This study was conducted in four public elementary schools of Trento, Agusan del Sur with a total population of 121 teachers. Universal sampling technique was employed and to gather data, the researchers used adopted questionnaires. To analyze the gathered data, weighted mean was employed to provide light on the descriptive issues, like the levels of innovative work behavior and job satisfaction. Inferential statistics like Pearson Product-Moment Correlation Coefficient was applied to find the correlation between the identified variables.

RESULTS AND DISCUSSION

Level of Innovative Work Behavior

Table 1 shows the level of innovative work behavior among public elementary school teachers. Data revealed that it obtained an overall mean of 4.09 and is described as high. This means that the work behavior of teachers is evident. This implies that teachers search out new working methods and techniques, transform innovative ideas into useful applications and generate solutions for problems. These implications agree with the study of Kinshuk, et.al. (2016) that embracing innovative ideas and transforming them into useful applications allows teachers to adapt their teaching methodologies to the evolving needs of students and the educational landscape. By staying innovative, teachers can engage students more effectively, making learning experiences dynamic and relevant (Bada & Olusegun, 2015). Also, Ribble (2015) highlighted the importance of teachers being proactive in seeking out and implementing new methods cannot be overstated, as it not only enhances the quality of education but also prepares students for the demands of the future.

Table 1. Level of Innovative Work Behavior

Innovative Work Behavior	Standard Deviation	Mean	Descriptive Interpretation
Idea Generation	0.53	4.07	High
Idea Promotion	0.85	4.09	High

Idea Realization	0.90	4.10	High
Over-all	**0.81**	**4.09**	**High**

Level of Job Satisfaction

Depicted in Table 2 is the level of job satisfaction among public elementary school teachers. It can be gleaned from the table that it garnered an overall mean value of 3.74 and is described as high. This means that teachers are satisfied with their job. This implies that teaching provides teachers the opportunity to help their students learn, opportunity to use a variety of skills and encourages them to become more creative. This result confirms to the statement of Bray and McClaskey (2014) that when teachers are empowered to actively engage in shaping their students' learning experiences, they can tailor their methods to suit individual needs, creating a more personalized and impactful education. In like manner, offering teachers the chance to employ a variety of skills, from effective communication to innovative instructional techniques, not only enriches their professional repertoire but also enhances their sense of efficacy and job satisfaction (Stronge, 2018). Furthermore, Lucas and Spencer (2017) also averred that encouraging creativity among teachers not only benefits their professional growth but also permeates into the classroom, inspiring students to think critically and fostering a culture of curiosity and exploration.

Table 2. Level of Job Satisfaction

Job Satisfaction	Standard Deviation	Mean	Descriptive Interpretation
Supportive and Appreciative Supervisor	0.49	3.61	High
Collegiality and Workplace Relationship	0.64	3.79	High
Income and Job Security	0. 65	3.44	High
Autonomy, Creativity at Work and Student Relationship	0.65	3.98	High
Working Condition and School Culture	0.71	3.89	High
Advancement and Professional Growth	0.44	3.72	High
Over-all	**0.46**	**3.74**	**High**

Significant Relationship between Innovative Work Behavior and Job Satisfaction

Table 3 represents the correlation between innovative work behavior and job satisfaction among public elementary school teachers. In testing the significant relationship between the variables, Pearson Product-Moment Correlation Coefficient was used. As shown, the interpretation of the Pearson Product-Moment Correlation Coefficient (r-value) between innovative work behavior and job satisfaction reveals a strong positive correlation, as evidenced by the computed r-value of 0.580**. A correlation coefficient ranges from -1 to +1, with 1 indicating a perfect positive correlation. In this case, the positive sign indicates that as innovative work behavior increases, job satisfaction also tends to increase. The strong correlation suggests that there is a robust and consistent relationship between these two variables among the study participants. Furthermore, the p-value of 0.000 is lower than the predetermined significance level of 0.05, indicating that this correlation is statistically significant. In practical terms, this means that the observed relationship is highly unlikely to be a result of random chance. Therefore, the study concludes that there is a highly significant correlation between innovative work behavior and job satisfaction, affirming the interconnectedness of these variables among the individuals under investigation. In support to the findings, Tam (2015) affirmed that when teachers are encouraged and empowered to exhibit innovative work behavior, such as incorporating creative teaching methods, experimenting with new instructional technologies, and implementing novel approaches to engage students, it often leads to a more dynamic and fulfilling professional experience. Also, when teachers perceive that their innovative efforts are valued and

recognized, it significantly influences their overall job satisfaction (Emo, 2015).

Table 3. Significant Relationship between Innovative Work Behavior and Job Satisfaction

Independent	Dependent	r-value	p-value	Remarks
Innovative Work Behavior	Job Satisfaction	0.580**	0.000	Highly significant

CONCLUSIONS

In conclusion, the innovative work behavior of teachers is evident and while for their job, they are satisfied. It was also found that there is a strong positive significant relationship between innovative work behavior and job satisfaction among teachers. Therefore, any variance in the level of innovative work behavior has a corresponding variance in the level of job satisfaction. In other words, any increase or decrease in innovative work behavior has a corresponding increase or decrease of job satisfaction, and vice versa.

RECOMMENDATIONS

School leaders are encouraged to continuously provide opportunities for teachers to attend workshops, conferences, and training sessions that expose them to innovative teaching practices. Additionally, school leaders may endure to facilitate platforms for educators to share successful practices, collaborate on projects, and learn from each other. Teachers are also encouraged to engage in peer collaboration and mentoring relationships. As teachers engage in innovative practices, they not only enhance the quality of education but also experience a greater sense of fulfillment and contentment in their professional roles.

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