

Challenge at Work: Innovative Work Behavior among Teachers

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Abstract— Education is one of the biggest challenges for teachers in the millennial era. Study nowadays is not only about transferring knowledge, that is characterized by unidirectional learning. It is more about how far teachers are able to provide an understanding to students that science is not to be memorized as a mere knowledge, but to be implemented in every life aspect. Therefore, it becomes crucial for a teacher to let go of traditional teaching method and leave their comfort zone. They need to experiment —try new things— to make learning process more exciting in digital era. This study is aimed to identify the factors influencing teachers' innovative work behavior. Subject participated in this study were 106 teachers with minimum one-year teaching experience. Multiple regression technique was used to analyze the data. Results show a significant and positive influence from happiness at work and self-efficacy on teachers' innovative work behavior, both partially and simultaneously.

Keywords— *happiness at work, self-efficacy, innovative work behavior, teacher*

I. INTRODUCTION

Teachers play an important role in encouraging the success of Indonesia's golden generation. Back in the days, teachers were referred to as the student's sole source of information and books were considered as the window of the world. Those assumptions are now shifting along with the development of digital era. Information is now accessible for all ages through internet and interactive gadgets. This brings not only benefits, but also concerns in educational fields.

The purpose of education in schools is not only to explore students' potential or develop their talent and creativity, but also to build character so they will become helpful, bright, and wise individuals. Teachers are needed to achieve those purposes as they are the students' parents and role model in School. That is why being a teacher requires special skill and innovation to influence and encourage students' positive development.

Digital era's kids are facing a great challenge in performing their tasks as students. Huge waves of information from mass media could, somehow, undermine their passion and motivation to learn. The Organization for Economic Cooperation and Development (OECD) stated that computers distract children, decrease their willingness to use thinking skills and the over-used effect can result in lower academic standard [1]. Kids these days invest most of their time in front

of digital devices, some are willing to spend more money on internet cafes for hours than food [2]. Further, a study on 120 students even shows that internet usage will become an addiction and lead into less support in learning activities [3].

Those cases are evidence that students now have a unique and special challenge to grow. This can be overcome with the help of teacher. As a facilitator, teachers need to acquire skills to educate students, especially millennial students who have special need of various, fast, and accurate information.

Unlike teachers who have gone through trainings and have standard for providing material in front of classes, information on social media and other digital platforms has no proper filter to begin with. However, using a traditional teaching method does not really encourage students' ability in critical thinking because traditional teaching method is generally teacher-directed [4] and mostly relies on textbooks, lecture notes, memorization, and recitation [5]. Through technologies students are now able to acquire information with various interactive methods which triggered their problem-solving skill. Therefore, teachers should create some kind of innovative breakthrough in the learning process to foster students' interest in learning.

Innovative work behavior requires adequate mental condition. When people work in a healthy and pleasant emotional condition, they will be capable of creating novel and useful ideas. This usually happens to people who feel happy. Results of studies indicate that workplace happiness has a significant impact on teachers' innovative behavior [6][7]. Happiness that arise in the workplace generates passion to do better at tasks and make meaningful result. Feeling happy can bring out positive energy, make people more confident in daily basis, and work with maximum effort. These are the reasons why a workplace environment filled with happy people is always passionate and more productive in many ways.

As for a teacher, the challenges are even greater, not only to inspire and generate students' passion for learning but also to make sure that the students have what it takes to develop themselves. Adequate skills are needed to become professional teacher. Standing in front of the class to share knowledge, accompanying students, and enriching them with creativity, while constantly trying to make it interesting enough for them to pay attention, those are not an easy task. It takes confidence and courage to do those well. Based on

previous studies, there is a positive relationship between self-efficacy and innovative work behavior [8][9] indicating that higher self-efficacy can help exhibit higher levels of innovative behavior in the workplace.

Therefore, the need of innovative behavior in teaching is highly needed, especially in Indonesia [10][11][12]. This study is aimed to test empirically the influence of happiness at work and self-efficacy to teacher's innovative work behavior both partially and simultaneously, also to find out which factor has the biggest influence. The results of this study are expected to be useful in providing positive suggestions to teachers in the ever challenging and globally competitive environment, for innovative behavior and mindset among teachers are crucial in ensuring the success of educational institutions.

II. LITERATURE REVIEW

A. Innovative Work Behavior

Innovative work behavior is defined as an intentional introduction and application (within an individual, group or organization) of ideas, processes, products or procedures which purpose is to benefit the individual, the group, organization or wider society [13]. Innovative work behavior is also said to be a complex behavior consisting three different behavioral tasks which are (1) idea generation or the production process of original and useful ideas; (2) idea promotion—in which it engages in social activities to find potential backup and promotes the ideas; and (3) idea realization—when ideas are being implemented within a work role, group, or a whole organization [14]. Innovativeness and creativity are often linked to one another, but actually have big difference. Creativity does not include implementation process, only conceiving new ideas. Innovation, on the other hand, is about putting ideas to work and applying creativity to benefit all parties involved [35].

Previous studies have found various variables that affect innovative work behavior, such as proactive personality [15][16][17], job demands [14], organizational climate [18], transformational leadership [19], ethical work context [20]. Innovation brings a lot of positive outcomes and only few organizations could, actually, survive in the competitive environment without innovation [21].

B. Happiness at Work

Happiness is a common form of good-pleasant mood and emotions, welfare, and positive attitude [22] which now has extended into professional fields like in a workplace. Furthermore, Pryce-Jones defines happiness at work as a mindset or mental state which allows people to maximize their performance and achieve their potential while maintaining the mindfulness of the highs and lows when working individually or with others [23]. Happiness may lead to various kinds of positive outcomes in the workplace such as high-level productivity and engagement, higher work quality [24], promoting career success [25], also better at generating creative ideas, higher motivation, confidence, achievement, and contribution level [23].

C. Self-efficacy

Self-efficacy, rooted on Bandura's social-cognitive theory, is individual's conviction of their own ability to plan, organize, and perform actions which are required to attain

desired goals [8]. Efficacy is about confidence and how people believe that they can deal with various obstacles along their journey to reach one's goals. This will influence the way people think, feel, motivate, and act for themselves. Most individuals will try to avoid environments or activities they believe exceed their coping capabilities and, on the contrary, they will try to undertake challenging activities or select environments they judge themselves capable to control [26].

Therefore, it can be assumed that self-efficacy holds an important role to help people function better in everyday life. Previous studies have linked self-efficacy with academic self-efficacy [27], academic procrastination [28], and knowledge sharing [29]. Self-efficacy also positively and strongly affects relationship between knowledge sharing behavior and organizational citizenship behavior [30].

D. Hypothesis

There is a significant influence from happiness at work and self-efficacy on teachers' innovative work behavior, partially and simultaneously.

III. METHODOLOGY

Participants were randomly selected from professional online platform to match sample study requirement. The final sample consists of 106 teachers, including 38 (35.8%) males and 68 (64.2%) females. The average age of participants in this study was 30.06 years, ranging from 20 to 59 years old. Marital status shows that 73 participants (68.9%) were married and 33 (31.1%) others were single. All instruments used in this study are translated into Bahasa Indonesia from its original language. IBM SPSS Statistics 25 was used to test the hypothesis, assumptions of normality, linearity, and multicollinearity.

A. Innovative Work Behavior

Janssen's 9-item scale [14] was used to rate teachers' innovative work behavior. It is a five-point Likert scales ranging from 1 (Never) to 5 (Always). Sample items include "I create new ideas for difficult issues" and "I create new ideas for difficult issues". The Cronbach's alpha for this self-ratings scale was 0.88 which indicates a high degree of internal consistency.

B. Happiness at Work

The iPPQ implemented in this study is developed by Lutterbie and Pryce-Jones [31], consisting of 25-items, each of which is followed by a 5-point response scale ranging from 1 (Strongly disagree) to 5 (Strongly agree). Cronbach's alpha value for this scale was 0.90 which indicates high internal consistency. Sample items include "I feel motivated while at work" and "I lack interest in my work".

C. Self-efficacy

The Cronbach's alpha value for general self-efficacy scale [32] was 0.88 indicating a high degree of internal consistency. The 10-item scale is ranging from 1 (Not at all true) to 5 (Exactly true). The sample items include "Thanks to my resourcefulness, I know how to handle unforeseen situations". The scale is unidimensional.

IV. RESULT AND ANALYSIS

We ran several assumption tests for more accurate data interpretation. Results from Kolmogorov-Smirnov test proved

that the data in this study were normally distributed with significance values 0.070 ($p > 0.05$) for happiness at work and innovative work behavior and 0.084 ($p > 0.05$) for self-efficacy and innovative work behavior. Next, results showed that linearity assumption in this study is met with significance values of 0.000 ($p < 0.01$) between all variables. Last, results showed no symptoms of multicollinearity has been found in this study with Tolerance value 0.867 ($p > 0.10$) and VIF value 1.153 ($p < 10.00$).

TABLE I. CORRELATION RESULT

Variables	Happiness at Work	Self-Efficacy	Innovative Work Behavior
Happiness at Work	-	-	-
Self-efficacy	0.364**	-	-
Innovative Work Behavior	0.392**	0.545**	-
Mean	86.84	39.98	32.41
Standard Deviation	11.089	5.060	5.347

** Correlation is significant at less than 0.01 level ($p < 0.01$)

Results in Table 1 indicated a positive correlation between happiness at work and innovative work behavior ($r = 0.392$, $p < 0.01$), also between self-efficacy and innovative work behavior ($r = 0.545$, $p < 0.01$). The happier teachers are in the workplace and the higher their self-efficacy level is, then the more innovative behavior they will show. This relationship can help build a healthy work and study environment for both teacher and student.

TABLE II. REGRESSION RESULT

Variables	R Square	F	Sig.
Happiness at Work	0.154	18.910	0.000
Self-efficacy	0.297	43.844	0.000
Happiness at Work*Self-efficacy	0.340	26.523	0.000

Dependent: Innovative Work Behavior

The result from the simple linear regression and multiple regression analysis on Table 2 shows that happiness at work and self-efficacy have a significant contribution to teachers' innovative work behavior. Happiness at work explains 15.4% ($F = 18.910$ ($p < 0.01$)) of innovative work behavior on teachers. In other words, happiness in the workplace is significantly able to encourage innovative behavior. The happier teachers feel in the workplace, the easier it will be for them to channel their creative self to build interesting learning methods which are going to be effective and fun, not only for themselves but also for students. As stated by Bani-Melhem, Zeffane and Albaity [33], workplace happiness has been one of various significant determinants, a key driver, to employees' innovative behavior. This is due to happiness can stimulate creativity, maximize performance, and enable employees to achieve their potential [23].

Next, self-efficacy plays a bigger role (29.7%) in predicting innovative work behavior ($F = 43.844$ ($p < 0.01$)). According to Bandura [26], individuals with high sense of self-efficacy are more likely to have higher tolerance to frustration and commitment to remain task-focused when obstacles arise. With self-efficacy teachers will have the courage and ability to try which teaching methods is best for them and their students. Neither the pressure or trial and error part will easily back them down. High level self-efficacy makes no place for fear of failure and stress [26]. Self-efficacy is also proven as one of the most important components of innovative behavior in any field [34], therefore it is viewed as the first layer of innovative behavior phenomenon, representing potential for teachers' innovative behavior.

Furthermore, both independent variables simultaneously contributed to teachers' innovative behavior as much as 34% ($F = 26.523$ ($p < 0.01$)). The influences from happiness at work and self-efficacy are greater simultaneously than separately. These indicate that developing happiness and self-efficacy together would be more beneficial in encouraging teachers' innovative behavior.

TABLE III. T-TEST RESULT

Gender	N	Mean	Std. Deviation	Levene's Test (Sig.)	Sig. (2-tailed)
Male	38	33.55	5.931	0.195	0.099
Female	68	31.76	4.921	0.195	0.099

Dependent: Innovative Work Behavior

Also as seen on Table 3, among our participants, there was no statistically significant difference between innovative behavior on male teachers ($M = 33.55$, $SD = 5.931$) and female teachers ($M = 31.76$, $SD = 4.921$), $t(1.665) = 0.099$ $p > 0.05$. Teachers can be innovative, despite their gender, as long as they maintain happiness and self-efficacy level to help build innovation.

V. CONCLUSION AND RECOMMENDATION

This study has shown the partial, also concurrent, contribution of happiness at work and self-efficacy to teachers' innovative work behavior and that self-efficacy has a bigger role in predicting innovative behavior. Developing teachers' level of self-efficacy and building their happiness in the workplace could be some of the many ways to help encouraging innovative behavior, reinforce the effectiveness of teaching process, and make learning as an interesting activity. Several limitations are present in this study, i.e the number between male and female participants is slightly unbalanced, and the scale that is used to rate self-efficacy level was a general one and not specific for teacher. There are other factors that may influence innovative work behavior, aside from the ones used in this study, that is worthy to explore in future research.

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