



A Framework of Well-being and Innovative Work Behaviour among Educators.

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ABSTRACT. We examined the extent of how positive emotion and relationships in work influence innovative work behavior among educators. This pilot study involved 35 school educators in Melaka and used Structural Equation Modelling SmartPLS version 3.0 software for data analysis. The findings of the study showed that positive relationships at work have a significant influence on innovative work behavior among educators. However, positive emotion has proven to have an insignificant influence on the innovative work behavior among educators. The findings can provide guidelines and strategies to educational institutions to promote innovative work behavior among educators. Implication and future research are also discussed.

Keywords: Innovative work behavior, positive emotion, work relationship, educators

1 INTRODUCTION

Innovative work behavior among educators is crucial for the continuous improvement of the nation, schools, and institutions (Thurlings et al., 2015). According to study, today's society imposes new requirements in education institutions known for their innovative nature of education (Arkipova & Kuchmaeva, 2018). To help students develop their abilities, strengths, and limitations, educators must provide learning experiences outside the classroom and allow students to exhibit their creativity, talent, and innovativeness. This prompted researchers to identify the importance of examining innovative work behavior among educators for educational institutions, which are currently dealing with increasingly rapid changes (Pukkeeree et al., 2020).

Moreover, during this time of pandemic full of uncertainty, educators have been required to adapt and change their teaching plans and curriculum to online learning and reaching students virtually. Due to that, many educators faced ambiguity and anxiety in dealing with issues of resilience, creativity, and tolerance over high demand workloads. The workload of educators becomes greater, as they have to deal with the high risk of increased stress and burnout during the pandemic (Suganya & Sankarshwari, 2020). Along the outbreak, researchers are struggling to document how educators cope with ongoing changes that create overwhelming stress, and how they develop their capacity to teach creatively and innovatively (Anderson et al., 2021). The condition is getting worse because it causes many Malaysian educators to suffer from mental stress (Sia & Adamu, 2020).

This sequence clearly assumes that, since educators' well-being are affected negatively, their innovative work behavior in teaching and learning is also diminished. From the theoretical standpoint, the measurement of positive well-being among educators' innovation is still not clear (Tai, Ng, & Lim, 2019). Well-being of educators in research and policy and guidelines are hampered by lack of convincing theoretical and valid models (Zulkifli et al., 2022).

Therefore, this study aims to investigate further the assumption of positive well-being that influences educators' innovative work behavior as previous research may emphasize manufacturing rather than educational institutions (Javed et al., 2017). Positive well-being at work is defined as feeling good and able to achieve functional work performance including creativity and innovative behavior resulting from a positive work environment (Ibrahim et al., 2021). As a result, educators who feel and demonstrate positive emotion and positive relationships in their work roles will experience positive outcomes as innovative work behavior.

2 LITERATURE REVIEW

2.1 Innovative Work Behavior

Janssen (2000) and Grosser et al. (2017) discovered that innovative behavior can be projected in three ways, namely idea generation, idea promotion, and idea realization. The ability to display innovative behavior generally requires internal motivation which ensures individuals' innovative behavior to be stimulated when confronted with challenges in the workplace. As a result, positive emotions influence employees' thinking and assist them in enjoying their work, which encourages innovative behavior (Tamir, 2016; Ganji et al., 2021). The formulation of new ideas or anything that are beneficial to organizational behavior is referred to as idea generation (Widmann et al., 2018; Jan et al., 2020). Idea promotion is the mission that an employee accomplishes after generating an idea by identifying supporters (Kanter, 1988). The implementation of the initial idea completes the innovation process (Namono et al., 2021).

The use of various teaching methods, such as problem-based or group learning, has a positive effect on student achievement as a result of educators' innovative teaching approaches. The quality monitoring of the schools also drives the implementation of such innovative teaching (Pagán et al., 2021; Mahajan & Kaushal, 2017). In other words, innovative work behavior entails the implementation of new practices, which can range from minor changes in teaching and learning in the classroom to school-wide changes ranging from curriculum redesign. Educators' innovative work behavior, without a doubt, plays a vital role in improving the performance of schools and society (Hosseini et al., 2021).

2.2 Positive Emotion

Positive emotion is measured as a crucial factor of employee innovative work behavior, as happiness, cheerful at the workplace can arouse creativity, maximize work performance, and allow employees to attain their potential (Melhem et al., 2018). Particularly, if employees are happy, he or she will be more positive and comfortable at work. In turn, it increases the brain chemicals that are required for creativity and effective problem-solving (Vallina et al., 2017). Educators' cognition and motivation are intertwined with their positive emotion (Uitto et

al., 2015). Positive emotions have been discovered, and it tends to inspire more in-depth teaching and learning thoughts, whereas negative emotions frequently demoralize educator motivation. Meanwhile, it has been discovered that educator emotions are associated with their well-being (Yin et al., 2017). Positive emotions in educators motivate them to adopt flexible and innovative teaching approaches, but negative emotions harm their flexibility and creativity (Chen, 2019). The role of educator emotion is significant to various parts of education such as teaching and learning identified in the relevant literature. Educator's emotions influence both teaching and them as they are intertwined with their cognition and motivation, which are linked to their organizational behaviors (Uitto et al., 2015). Many aspects of educators' cognitive processes have been found to be influenced by educator's emotions. For instance, educator emotions can affect their focus, cognitive, and problem solving, which are the stages of innovative work behavior (Chen 2019; Ibrahim et al., 2020). Given the above literature, one would expect:

H1: There is a significant positive relationship between positive emotion and innovative work behavior among educators.

Relationship at work

Relationships at work are one of the most basic social supports that employees receive at work (Melhem et al., 2018). It is defined as "the extent to which employees believe their work colleagues are ready and willing to provide them with work-related assistance to assist them in carrying out their duties" (Susskind et al., 2003, p. 81). When surrounded by co-workers who are keen to share expertise and help with tasks, an employee will gain confidence in his or her abilities to overcome obstacles and be more creative and innovative (Melhem et al., 2018; Peng et al., 2017). Working with helpful and supportive co-workers fosters an environment in which innovative ideas can be shared openly without restriction, thus encouraging innovative work behavior in the workplace (Li & Liu, 2017). Employees with high-quality relationships with their colleagues, supervisors, or leaders are more likely to be innovative than employees with low-quality relationships (Saeed et al., 2019). It is true that employees with higher degrees of workplace relationship feelings of love are more open to challenging job tasks, obtain higher levels of esteem, as well as task-related appreciation and personal direction. As a crucial driver of innovative work behavior among educators, effective support from the management and people are highly encouraging the development and implementation of new ideas by setting inspiring goals, cultivating a learning environment, and facilitating productive interaction among themselves (Schuh et al., 2018).

H2: There is a significant positive relationship between relationships at work and innovative work behavior among educators.

3 METHODOLOGY

For pilot study data collection, this study proposed a quantitative research design. Purposive sampling was implemented to select the sample of respondents. This study's unit analysis consists of educators from Melaka's schools. This is a cross-sectional study, and data were collected at a cross-sectional study prior to the educators' consent. The minimum number for a pilot study is 10 as referred to (Saunders et al., 2007). Nevertheless, this study managed to collect 35 samples as that is enough for a valid pilot study. The three variables in this study were analyzed using a five-point Likert scale with response options ranging from (1) strongly disagree to (5) I strongly agree. From previous studies, a total of 43 validated measurement items were adapted and modified (Lambriex-Schmitz et al., 2020; Wang et al., 2017; Butler et al., 2016). Partial Least Squares (PLS) version 3.3.5 was used to test all hypotheses.

4 RESULTS AND DISCUSSION

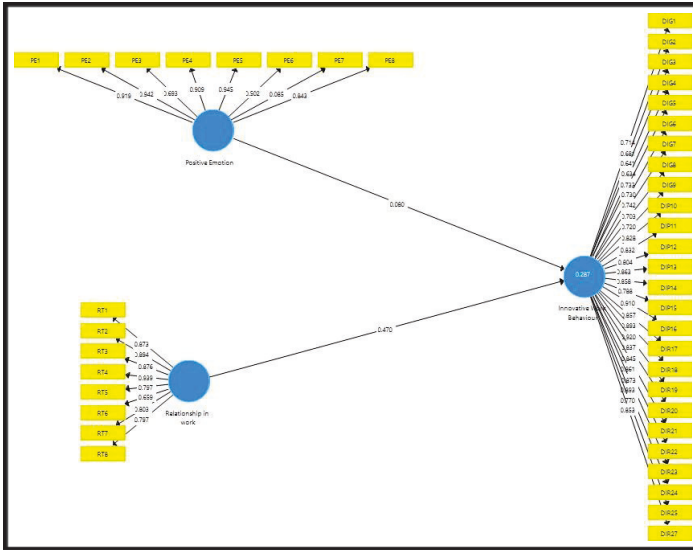
Within the time frame specified, a total of 35 questionnaires for this pilot study were returned. According to Saunders et al. (2007), the pilot test is used to fine-tune the questionnaire so that respondents have no problem answering the questions or recording the data. According to Hair et al. (2013), the "10-times rule" method is the minimum sample size acceptable for structural equation modeling using smart PLS. It is based on the rule that the sample size in a PLS SEM model should be greater or 10 times than the maximum number of paths from independent variables to dependent variables. Since there are two paths to innovative work behavior (Positive emotion and Relationship in Work), a minimum of 20 samples are required to run analysis of smart PLS. This pilot study collected 35 samples, which is sufficient to run the PLS SEM model. This study's respondents are dominated by females with 74.3 percent, with the highest proportion of age between 31 and 40 years old. The distribution of current working institutions revealed 57.1 percent from primary schools' educators and the rest 42.9 percent from secondary school educators. Furthermore, 75 percent of respondents have more than 5 years of teaching experience.

This data is then analyzed to meet the quality feasibility by taking into consideration the following values: "Cronbach's Alpha (0.7), Composite Reliability (0.7), AVE (0.5), and Loading Factor (0.7)" (Hair et al. 2013; Quoquab et al. 2017). As shown in Table 1, all convergent validity assessments meet the minimum requirements.

Table 1: Measurement model

Research Construct	PLS Code Item	Cronbach's Alpha	Composite Reliability	Average Variance Extracted (AVE)	Loading Factor
Innovative Behaviour	Work	0.978	0.979	0.646	0.714
	DIG 1				0.681
	DIG 2				0.641
	DIG 3				0.634
	DIG 4				0.733
	DIG 5				0.730
	DIG 6				0.742
	DIG 7				0.703
	DIG 8				0.720
	DIG9				
	DIP10				0.828
	DIP11				0.832
	DIP12				0.804
	DIP13				0.863
	DIP14				0.858
	DIP15				0.788
	DIP16				0.910
	DIR17				0.857
	DIR18				0.893
	DIR19				0.920
	DIR20				0.837
	DIR21				0.845
	DIR22				0.861
DIR23				0.873	
DIR24				0.893	
DIR25				0.770	
DIR27				0.853	
Positive Emotion	PE1	0.883	0.917	0.613	0.919
	PE2				0.942
	PE3				0.693
	PE4				0.909
	PE5				0.945
	PE6				0.502
	PE7				0.085
	PE8				0.843
Relationship in work	RT1	0.942	0.948	0.695	0.873
	RT2				0.894
	RT3				0.876
	RT4				0.939
	RT5				0.797
	RT6				0.659
	RT7				0.803
	RT8				0.797

Figure 1: Measurement model



The square root of each construct of AVE score exceeded its correlations. This supports our model's discriminant validity at the construct level (Fornell & Larcker, 1981). Table 2 shows the loading and cross-loadings for the measurement model used in this study. All items were found to be highly loaded in relation to their respective constructs. According to Chin (1998), this provides adequate support for convergent validity at the item level.

Table 2: Loadings and cross-loadings for the measurement model

	Innovative Work Behaviour	Positive Emotion	Relationship in work
DIG1	0.714	0.355	0.489
DIG2	0.681	0.033	0.219
DIG3	0.641	0.121	0.270
DIG4	0.634	0.296	0.368
DIG5	0.733	0.236	0.333
DIG6	0.730	0.250	0.325
DIG7	0.742	0.338	0.376
DIG8	0.703	0.319	0.417
DIG9	0.720	0.394	0.524
DIP10	0.828	0.304	0.494
DIP11	0.832	0.493	0.501
DIP12	0.804	0.457	0.473
DIP13	0.863	0.328	0.426
DIP14	0.858	0.269	0.446
DIP15	0.788	0.280	0.397
DIP16	0.910	0.305	0.425
DIR17	0.857	0.432	0.406
DIR18	0.893	0.414	0.519
DIR19	0.920	0.440	0.444
DIR20	0.837	0.320	0.361
DIR21	0.845	0.468	0.448
DIR22	0.861	0.460	0.448
DIR23	0.873	0.404	0.401
DIR24	0.893	0.411	0.413
DIR25	0.770	0.311	0.324
DIR27	0.853	0.565	0.559
PE1	0.380	0.919	0.741
PE2	0.411	0.942	0.751
PE3	0.227	0.693	0.568
PE4	0.412	0.909	0.725
PE5	0.359	0.945	0.758
PE6	-0.027	0.502	0.386
PE7	0.225	0.085	-0.029
PE8	0.419	0.843	0.685
RT1	0.579	0.740	0.873
RT2	0.590	0.788	0.894
RT3	0.539	0.637	0.876
RT4	0.468	0.715	0.939
RT5	0.225	0.613	0.797
RT6	0.117	0.538	0.659
RT7	0.258	0.618	0.803
RT8	0.291	0.562	0.797

Based on Hair et al., (2013), the statistical significance of the path coefficients of the structural model was then determined using the bootstrap procedure. Table 3 shows that the direct relationship of relationship in work ($\beta=2.058$, $p<0.01$) have significant positive relationship with innovative work behavior whereas positive emotion ($\beta=0.322$, $p>0.05$) were found to have no significant relationship with innovative work behavior. This research's finding is consistent with Kim's (2022) study, which found that positive relationships between leaders and subordinates generate a positive working environment, which is able to lead innovative work behavior.

Despite positive emotion is generally believed to have a positive impact on innovative work behavior (Langely,2018; Wu and Wu 2019) it is worth noting that several studies have found contradictory evidence suggesting that positive emotion may not significantly affect innovative work behavior among educators. For instance, Pukkeeree et al. (2020) positive emotions did not have a significant effect on innovative work behavior, suggesting that additional factors might be more influential in stimulating innovation.

Table 3: Results of the hypothesis testing

Hypothesis	Path	Beta Value	Standard Deviation	t – Value	p – Value	Result
H1	Positive Emotion □ Innovative Work Behavior	0.322	0.249	0.322*	0.748	Not Supported
H2	Relationship in Work □ Innovative Work Behavior	2.058	0.228	2.058**	0.040	Supported

p<0.01, *p<0.05, p<0.001* Bootstrapping

To verify the significance of the measurement model, coefficient of determination (R^2) and effect size (f^2) were performed, reviewed, and evaluated. The coefficient of determination R^2 is used to evaluate explanatory power of dependent variables. If the R^2 value is between (0-1), regression model fits accurately with the observed data or model. The results of verifying the coefficient of determination R^2 by executing the PLS algorithm are shown in Table 4.

Table 4: Evaluation R Square

	R Square	R Square Adjusted
Innovative Work Behavior	0.287	0.242

It is appropriate to use Cohen's f^2 for determining effect size in a multiple regression model in which the independent variable of interest and the dependent variable are both continuous variables (Cohen, 1988). The results of verifying the evaluation of effect size f^2 by executing the PLS algorithm are shown in Table 5. f-square is effect size (≥ 0.02 is small; ≥ 0.15 is medium; ≥ 0.35 is large) (Cohen, 1988). As shown in Table 5 with innovative work behavior as the dependent variable, positive emotion as independent variable effect size is small with f^2 value < 0.02 , and the medium effect size is determined on relationship in work variable with f^2 value of 0.115.

Table 5: Evaluation effect size (f^2)

	Innovative Work Behavior
Innovative Work Behavior	
Positive Emotion	0.003
Relationship in Work	0.115

5 CONCLUSION:

The aim of study was to determine the positive emotion and positive relationship in work that have a significant influence on innovative work behavior among educators. Based on the findings, we found no significant relationship between positive emotion and innovative work behavior among educators. This finding is aligned with the study have been conducted by Conner et al (2015) and Peñalver, et al. (2019) that mentioned on positive emotion but not capture emotions across a range of innovation and creativity behavior simulation.

Therefore, for future research, the researcher may look at mediating factors to enhance the relationship between positive emotion and innovative work behavior. Conner et al. (2015) emphasized that creative and innovative experiences were typically high in activation level of work engagement. A previous study discovered that work engagement acted as a moderator between positive emotions and innovative work behavior (Diener et al., 2020). Thus, this study suggests that work engagement has the potential to mediate the relationship between educators' positive feelings, thereby increasing their intention to engage in their work and demonstrate innovative behavior. Meanwhile, this study discovered that relationships in the workplace had a significant impact on educators' innovative work behaviors. Therefore, to foster workplace creativity and innovation, it is vital for the management to build supportive and positive relationships with educators.

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