

## INNOVATIVE WORK BEHAVIOR AND PROFESSIONAL COMPETENCIES AS PREDICTORS OF WORK PERFORMANCE OF TEACHERS

CRISTELYN M. CADUNGOG  
CHRISTIAN JAY R. PASANA  
RODELYN M. RAMOS  
THERESA MAE S. GALLETO  
JAYMIE RELLON

### ABSTRACT

This study attempted to investigate the innovative work behavior, professional competencies and performance of work of elementary and secondary public-school teachers. Four hundred (400) elementary and secondary public-school teachers are being conducted from Central, North and South district in Matalam, Cotabato for the S.Y. 2021 – 2022. The study employed a structural model using quantitative approach. The data gathering tool contained an adopted questionnaire coming from the different authors which was used in conducting the study. Mean, standard deviation, and Pearson product moment correlation were used in statistical tool. The findings of the study reveals that innovative work behavior, professional competencies and performance of teachers were described as high. The results also revealed that there is a significant relationship between innovative work behavior, professional competencies and performance of work of teachers.

**Keywords:** *innovative work behavior, performance of teachers, professional competencies, descriptive-correlational, Matalam Districts*

### INTRODUCTION

Teachers are the most important members of an educational structure, and their knowledge and abilities have a direct impact on the educational system's performance (Adib et al., 2017). Because each country's educational system is shaped by its teachers, and the success and dynamism of that system, as well as the achievement of educational goals, necessitate an increase in the level of knowledge and ability of these teachers, the strengthening and development of this sector, particularly teachers, is seen as the heart and soul of education (Khoroshi et al., 2017). As a result, an educational system must pay special attention to the upkeep and upgrading of its teachers and not ignore it.

Poor managerial abilities and a lack of proper supervision are two key external sources of poor performance. Some principals lack general leadership abilities or are unable to properly deal with their instructors' challenges. They do not take corrective action when it is still possible to benefit from such instruction. Administrators also point the finger onto their predecessors, who may have lacked the competence to deal with inept instructors or were hesitant to confront or aid them. Half of the troublesome teachers were mid-career veterans who had seen a significant internal and external upheaval. Their troubles were most likely planted early in their lives. Others were dealing with a personal issue at the time, which hampered their performance.

Previous studies have been conducted on work performance of teachers in many different countries using an exploratory design utilizing qualitative method, however, there is no similar study in Matalam, Cotabato examining the relationship between innovative work behavior and competencies on work performance of teachers using structural model design utilizing quantitative method. Thus, the researcher intends to conduct a study that fill the gap on the relationship between these variables. Formulating a model and theoretical concepts and frameworks will be done after examining the relationship of the variables.

The study will be a very significant one in the absence of similar studies in the educational context here in the province of Cotabato. The findings assist practitioners, local and national authorities, and all those interested in school education in understanding how variables associated with devolution of power and authority to school level decision-makers contribute to school improvement and student achievement, as well as the problems and challenges faced by school leaders in implementing leadership behavior and competencies of teachers, as well as their performance.

### **FRAMEWORK**

This study is anchored on three theories namely: Role Theory and Social Cognitive Theory by Katz and Kahn (1978); Teacher Competence Theory by Medly (1977) and Elger's Theory of Performance (ToP) as cited by Caine (2005). According to role theory, each individual performs out socially defined categories of work in a predictable manner based on expectations and social norms, such as mother, cleaner, factory worker, scientist, and so on. Role conduct, i.e., behavior regulated by norms (determining a social context), internal and external expectations, and social punishments and incentives are all linked to the social role.

Competence that teaches people to believe, know, and do specific things is related to the effectiveness of these attributions, but none of the others are. The repertoire of competences possessed by a teacher was referred to as competence. Overall competencies refer to a teacher's mastery of a set of specific competencies, some of which were more important than others in determining overall competence.

In relation to the study, teachers, perform their tasks assigned to them whatever course they have finished since they have chosen teaching as their profession. The theory is most significant in the determination of how respondents perceived their performance in a kind of task that they have least prepared academically but which they have to perform at their best level. The study will be enriched by looking at the respondents personal and professional circumstances and how it will affect their performance given the extra ordinary demand on them by the organization.

### **METHOD**

#### **Research Design**

The descriptive correlational survey research design was used in this study. When the study focuses on the current situation and the goal is to discover new truth, a descriptive research design was adopted, according to Calmorin (1996). Correlational design, on the other hand, is useful for supplying facts upon which scientific judgment may be made, as well as determining the relationship between two variables utilizing correlation analysis based on calculated and analyzed data. In the study, it determines the levels of innovative work behavior, professional competencies, and work performance of teachers. Moreover, the relationship of innovative work behavior and professional competencies with work performance of teachers were also investigated.

## Respondents

Elementary and secondary public-school teachers in central, north and south district were the respondents of this study. Using the Slovin's formula to compute the sample size, a total of 400 teachers were selected using the stratified sampling technique.

## Instruments

Sets of adopted questionnaires were used to gather data from the respondents. Even if the tools already have validity and reliability assessment. These instruments were subjected to validity and reliability test. The instruments include: innovative work behavior (Hsiao et al., 2011), professional competencies questionnaire (Adetayo, 2016), and performance of teacher questionnaire (Catolos & Catolos, 2017).

## Statistical Tools

Mean and Standard Deviation was used to determine the levels of innovative work behavior, professional competencies and performance of teachers. Moreover, the Pearson Product Moment Correlation was utilized to determine the relationship between innovative work behavior, professional competencies and performance of teachers. Furthermore, the multiple regression analysis was used to measure the influence of innovative work behavior and professional competencies on the performance of teachers.

# RESULTS AND DISCUSSION

## Level of Innovative Work Behavior

Table 1 presents the level of innovative work behavior of teachers. The variable innovative work behavior contains three indicators namely, idea generation, idea promotion and idea realization. It garnered an overall mean of 4.18 with a description of high.

The idea generation of teachers has a mean score of 4.32 which described as frequently. This means that teachers frequently exhibit idea generation in the workplace. This supported the study of Kanter (2018) that the key to idea generation appears to be the combination and reorganization of information and existing concepts to solve problems or to improve performance. Good idea generators approach problems or performance gaps from a different angle.

In the same way, the mean of idea promotion is 4.52 which described as frequently. This entails that teacher frequently manifested idea promotion in the workplace. This conforms the study of Kanter (2018) that most ideas need to be promoted as they often do not match what is already used in their work group or organization. Even if ideas have legitimacy or appear to fill a performance gap, for most ideas it is uncertain whether their benefits will exceed the cost of developing and implementing them, and resistance to change often occurs.

Particularly, the level of idea realization is also frequently with a category mean of 4.03. This suggests that the idea realization of the teachers is frequently exhibited. This result is aligned to the study of Kleysen and Street (2016) and Kanter, (2018) that ideas need to be implemented. Considerable effort and a result-oriented attitude are needed to make ideas happen. Idea implementation also includes making innovations part of regular work processes and behaviors like developing new products or work processes, and testing and modifying them.

**Table 1. Level of Innovative Work Behavior of Teachers**

| Innovative Work Behavior Items | Mean        | Std. Deviation | Description |
|--------------------------------|-------------|----------------|-------------|
| Idea Generation                | 4.32        | .677           | High        |
| Idea Promotion                 | 4.52        | .696           | High        |
| Idea Realization               | 4.03        | .797           | High        |
| <b>OVERALL</b>                 | <b>4.18</b> | <b>.723</b>    | <b>HIGH</b> |

### Level of Professional Competencies of Teachers

Table 2 shows the level of professional competencies of teachers. The variable professional competencies of teachers contain four indicators namely, attitude to teaching, commitment to teaching profession, teachers' morale and motivation to work. The overall mean is 4.23 with a description of high.

In terms of attitude to teaching, the mean score is 4.10 which described as frequently. This means that teachers are frequently exhibit attitude to teaching. The result is aligned to the study of Duapete & Akkus-Cikla, (2017) that Attitude towards the teaching profession is considered to be an essential issue in understanding teacher behavior, and feelings about teaching, their students and the school environment.

As of commitment to teaching profession, it generates a mean score of 4.18 which described as frequently. This entails that teacher are frequently committed to their teaching profession. This finding is aligned to the study of Rahmatulla (2016), an effective teacher is a remarkable factor which predicts effective performance and the attainment of quality education. Committed teachers are determinants of quality education and academic performance of students or schools.

With regards to teachers' morale, the mean score is 4.21 which described as frequently. This suggests that morale of teachers is frequently manifested in the workplace. This finding is supported the study of Bentley and Rempel (2016) that teacher morale as the degree to which the needs of a person are satisfied, and the person's perception of how the job situation brought the state of satisfaction of the worker to fruition.

On the other hand, the mean of motivation to work is 4.28, described as frequently. This indicates that teachers are frequently motivated to their work. This conforms the study of Gokce (2015) that work motivation and job satisfaction are moderating factors of the teaching process, as well as teaching social interaction, professional self-actualization, and professional development.

**Table 2. Level of Professional Competencies of Teachers**

| Innovative Work Behavior Items    | Mean | Std. Deviation | Description |
|-----------------------------------|------|----------------|-------------|
| Attitude to Teaching              | 4.10 | .740           | High        |
| Commitment to Teaching Profession | 4.18 | .593           | High        |

|                    |             |             |             |
|--------------------|-------------|-------------|-------------|
| Teacher's Morale   | 4.21        | .499        | High        |
| Motivation to Work | 4.26        | .534        | High        |
| <b>OVERALL</b>     | <b>4.23</b> | <b>.455</b> | <b>HIGH</b> |

### Level of Performance of Work of Teachers

Table 3 presents the level of performance of work of teachers. The variable performance of work of teachers contains five indicators namely, instructional skills, guidance skills, management skills, interpersonal skills and leadership skills. The overall mean of the variable performance of work of teacher is 4.06 and described as high.

In particular, instructional skills show a mean of 4.12 which described as frequently. This suggests that instructional skills are frequently evident among teachers in the workplace. This conforms to the study of Weston and Cranton (2016) who viewed instructional skills as both the teaching method and the materials used in the process of teaching. Instructional skills determine the approach a teacher may take to achieve learning objectives.

Similarly, the mean score for guidance skills is 4.13 and described as frequently. This indicates that guidance skills are frequently evident among teachers in the workplace. This finding can be explained by Archer (2016) that good guidance is not a duty in excess of teaching load, but it is part of that load, and should not be made an additional burden. The teacher as a guidance worker should be able to identify individual problem in his/her classroom and be able to treat these problems with understanding.

In terms of management skills, the mean score is 4.05 which described as frequently. This entails that teacher are frequently exhibit management skills in the workplace. This conforms the study of Alvarez (2016) that teachers who can effectively demonstrate managing skills, whether consciously or unconsciously, appear to be some our better teachers.

Furthermore, interpersonal skills gained a mean score of 4.08 and described as frequently. The result indicates that interpersonal skills are frequently exhibited by teachers in the workplace. The finding is aligned to the study of Thomas, Karmas, and Altekruise (2018) that effective relationships between teachers and students are essential if students are to have more time to learn and teachers are to have more time to teach.

On the other hand, leadership skills generate a mean score of 3.92 which described as frequently. This suggests that leadership skills of the teachers are frequently manifested in the workplace. The finding corresponds to the study of Moller (2018) that effective teacher leaders share a set of dispositions and attitudes. They are energetic risk takers whose integrity, high efficacy, and content knowledge give them credibility with their colleagues.

**Table 3. Level of Performance of Work of Teachers**

| Innovative Work Behavior Items | Mean        | Std. Deviation | Description |
|--------------------------------|-------------|----------------|-------------|
| Instructional Skills           | 4.12        | .586           | High        |
| Guidance Skills                | 4.13        | .614           | High        |
| Management Skills              | 4.05        | .538           | High        |
| Interpersonal Skills           | 4.08        | .631           | High        |
| Leadership Skills              | 3.92        | .669           | High        |
| <b>OVERALL</b>                 | <b>4.06</b> | <b>.509</b>    | <b>HIGH</b> |

## Relationship between the Variables

Table 5 shows the test of correlation of innovative work behavior and professional competencies on performance of work of teachers. The results show that there is a significant relationship between innovative work behavior and professional competencies with the performance of work of teachers ( $p < .05$ ).

Particularly, from the result presented, it shows that the correlation between innovative work behavior and performance of work of teachers revealed a p value of .000 which is less than the value of 0.05 level of confidence and correlation coefficient of .614 which indicates that there is a relationship that can be drawn from the two variables indicated. This result is congruent to the findings of Scott and Bruce (2016) that creative performance depends on individual characteristics such as personality traits (i.e., openness to experience), cognitive styles, and skills relevant to creativity, practices to enhance creativity traditionally that focus on the recruitment and selection of creative talent, and on training creativity itself. Innovation starts with the activation of someone to produce creative ideas.

Similarly, from the result presented, it shows that the correlation between professional competencies and performance of work of teachers revealed a p value of .000 which is less than the value of 0.05 level of confidence and correlation coefficient of .477 which indicates that there is a relationship that can be drawn from the two variables indicated. The findings support the study of Dorman (2016) that competencies are being concerned with three areas of learner's behavior which are basic for teachers to shoulder prime obligations. Simple acquiring of learning and ensured capability gives no certification to meet the previously stated objectives.

**Table 4. Relationship between Variables**

| INDEPENDENT VARIABLES     | PERFORMANCE OF WORK |         |             |
|---------------------------|---------------------|---------|-------------|
|                           | R                   | p-value | Remarks     |
| Innovative Work Behavior  | .614**              | .000    | Significant |
| Professional Competencies | .477**              | .000    | Significant |

\*Significant at .05 level

## CONCLUSION

The teachers have high level of innovative work behavior, professional competencies and performance of work. Meanwhile, significant relationship was observed between innovative work behavior and performance of work of teachers and professional competencies and performance of work of teachers.

## REFERENCES

Adetayo, J.O. (2016). Teachers' factors as determinants of the professional competence of Nigeria certificate in education teachers. Department of Science and Technology

Education, Faculty of Education, Olabisi Onabanjo University, *Journal of Education and Practice*. Vol.7, No.13.

Adib, M., Doolan, J., Brady, J., & Aviss-Spedding, E. (2017). New Jersey Professional Standards for Teachers and School Leaders. New Jersey Department of Education.

Alvarez, I. (2016): University teacher roles and competencies in online learning environments: a theoretical analysis of teaching and learning practices. *European Journal of Teacher Education*, 32(3), 321-336.

Archer A.L (2016). Active Participation. Classroom Procedures, San Diego State University.

Bentley, M. & Rempel, S. (2016). Professional learning communities: A review of the literature. *Journal of educational change*, 7(4), 221-258.

Caine, R.N. (2005). Six Foundational of Theory of Performance. *Journal of Human Resource*, Vol. 8 (3), pp. 476-495.

Catolos, L.C. & Catolos, F.G. (2017). Teaching performance of selected secondary school teachers in Tanay, Rizal. Faculty of Management Science, Suan Sunandha Rajabhat University. ICMSIT 2017: 4 th International Conference on Management Science, Innovation, and Technology 2017, pp. 193-213.

Dorman, J. (2018). Associations between classroom environment and academic efficacy. *Learning Environments Research*, 4(2001), 243–257.

Duatepe, A. & Akkus-Cikla, O. (2017). Attitudes towards the teaching profession of in-service and pre-service primary school teachers, Paper presented in ECER 2019 Conference, (Electronic reference retrieved date 31/12/2009), [www.eera-ecer.eu/ecer-programmes-and-presentations/.../1199/](http://www.eera-ecer.eu/ecer-programmes-and-presentations/.../1199/)

Gokce, F. (2015). Assessment of teacher motivation. *School Leadership and Management*, 30(5), 487-499.

Hsiao, H.C., Chang, J.C., Tu, Y.L., & Chen, S.C (2011). The impact of self-efficacy on innovative work behavior of teachers. *International Journal of Social Science and Humanity*, Vol. 1, No. 1.

Kanter, R. M. (2018). When a thousand flowers bloom: structural, collective and social conditions for innovation in organization. *Research in Organizational Behavior*, 10, 169-211.

Kleysen, R.F. & Street, C.T. (2016) Towards a Multi-Dimensional Measure of Individual Innovative Behavior. *Journal of Intellectual Capital*, Vol. 2, pp.284–96.

Katz, D., & Kahn, R. L. (1978). The social psychology of organizations.

Khoroshi, S., Kashani, M., & Rostampur, M. (2017). Education the most vital tool in sustainable development. *Social sciences*, 67, 81- 89. 2017.

Medley, D. M. (1977). *Teacher competence and teacher effectiveness: A review of process-product research*. Washington, D. C: American Association of Collages for Teacher Education Retrieved from <http://files.eric.ed.gov/fulltext/ED143629.pdf>.

Moller, G. (2018). *Awakening the sleeping giant*. Thousand Oaks, CA: Corwin Press.

Rahmatullah R. (2016). The relationship between learning effectiveness, teacher competence and teachers' performance madrasah Tsanawiyah at Serang, Banten, Indonesia. *Higher Education Studies*, 6 (1).

Scott, S. G., & Bruce, R. A. (2016). Determinants of innovative behavior: A path model of individual innovation in the workplace. *Academy of Management Journal*, 3(37), 580– 607. doi:10.2307/256701.

Thomas, C., Karmos, J.S., & Altekruise, M.K. (2018). Skills for interpersonal communication in the classroom. *Illinois Schools Journal*. (1-4), 67-73.

Weston C, Cranton, P.A. (2016). Selecting instructional strategies. *J.Higher. Educ.* 5(3):260-254.