EXPLORING INNOVATIVE WORK BEHAVIOR AMONG UNIVERSITY TEACHERS: A REVIEW REPORT

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ABSTRACT: *To fabricate innovations, faculty members must be trained. However, the weak productivity growth shows that most countries inactively require creativity and innovation, as evidenced by the inactive contribution of the entire aspect of productivity and education to the increase in output. This is despite the development of a world-class education system that produced excellent and creative human capital. Innovative job behavior is the intentional development, introduction, and use of innovative concepts in a work setting to enhance individual or organizational success. As a result, lecturers who exhibit innovative work behavior are capable of working creatively, contributing ideas, and producing fruitful results for the institution where they are employed. The factors or antecedents of innovative work behavior. According to earlier research investigations, these indicators include commitment to the job, workplace facilities, autonomy, job instability, rewards, and job design. However, the majority of earlier studies held that job autonomy and commitment had a significant impact on innovative work behavior. To close a knowledge gap regarding innovative work behavior in educational institutions tasked with supplying faculty members with valuable and useful knowledge, this paper sought to develop a conceptual framework on the determinants of innovative work behavior among university faculty members. Through a comprehensive analysis of the relevant literature, this paper was investigated. The research concludes that job autonomy and job commitment have a favorable influence on establishing the necessary circumstances to motivate university professors to exhibit innovative work behavior. It is anticipated that this article will present important data on innovative work behavior that will assist the government in creating an efficient educational reform that would benefit its citizens.*

Keywords: innovative work behavior, job autonomy job commitment, university teachers

1. INTRODUCTION AND BACKGROUND

Industrial reconsideration has changed several factors that influence workforce competencies and skills to become more imaginative. Adopting a work ethic can promote organization, management, and production competence, enable quality improvement, and foster creativity [1]. It can also raise effectiveness, increase efficiency, and reduce costs. In the intervening time Business uprising has given educational change a new momentum [2]. Educationist, professionals have recently come to understand the significant impact that a wide range of technical advancements in information and communication technology (ICT) are having on education[3]. The impact of information and communication technology (ICT) on education is well-documented [4]. It is clear that Education will be shaped by innovations and that faculty members will need to be taught how to create them[5]. However, the weak productivity growth shows that most countries still lack creativity and innovation as evidenced by the stagnant contribution of entire aspects of productivity and education to output growth [6]. This is despite the development of a world-class education system that produces excellent and creative human capital. Additionally, it is claimed in the 2010 publication of the New Economic Model that attempts to innovate and create are still insufficient. However, findings from earlier studies indicate that the educational system is not sufficient [7]. Furthermore, innovative people are essential in the field of education, especially for university faculty members who take part in various teaching and learning processes [8]. However, most of the faculty members lack of motivation to innovate in their employment. Teachers prefer to stick to the tried-and-true conventional learning strategies in university because they feel at ease there and don't see the need to develop or implement new learning strategies [9]. This ignores the fact that faculty are diverse and need various teaching strategies. From a personal point of view, innovative work behavior is

described as the development, dissemination, and application of fresh concepts within the company to promote [10]

Innovative work behavior is the deliberate development, preamble, and implementation of novel concepts in a work setting to enhance individual or organizational appearance. As a result, teachers who exhibit innovative work behavior is able in the direction of operate creatively, contribute a concept, and produce fruitful results for the organization in which they are employed [11]. Identified several factors that contribute to innovative work behavior. The aspects or antecedents of innovative work behavior vary, according to earlier research investigations. Workplace commitment, amenities, autonomy, job insecurity, rewards, and job designs are some of these factors. However, according to the majority of earlier research [12], job autonomy and dedication are strongly correlated with innovative work behavior [13]. The majority of these research studies on innovative work behavior are concentrated in the service, up-to-date, and industrial sectors. the field of education has not yet given research studies on innovative work behavior the same level of attention[14]. The researcher made very slight mention of research on how faculty members engage in innovation-related work behaviors and how their active contributions might be encouraged and supported [15]. This research proposed to close a knowledge gap regarding innovative work behavior in educational institutions whose goal is to give faculty members relevant and practical knowledge to combat this phenomenon. Therefore, the purpose of this study was to explore the factors that affect university faculty members' innovative work behavior. It is anticipated that this study will offer pertinent data on creative work practices that will help the government in creating an efficient educational reform that will benefit its university faculty members [16].

1.1 Innovative work behavior

The literature utilizing innovative work behaviors (IWB) has continued to flourish. Any employee behavior, including the

discovery, development, presentation, and implementation of creative ideas inside an organization to promote innovative performance, is considered creative work behavior [17]. Another definition provided by some academics is the deliberate adoption and use inside an organization of ideas, processes, goods, or procedures that are unique to the unit of adoption and are intended to greatly benefit the organization or society [18]. It is the systematic development, diffusion, and use of new concepts within a job operation, group, or organization to improve performance. Innovative work behavior (IWB) in the educational setting refers to changes and improvements made to the learning environment for the benefit of students, such as the implementation of new teaching techniques, resources, technologies, and materials that benefit faculty members and foster their creative potential [19]. Similar to how new and beneficial ideas, processes, items, or procedures can be begun and actively introduced, innovative work behavior (IWB) is generally characterized in terms of how individuals can accomplish their tasks [20]. Innovative work behavior refers to how an employee behaves, directly or indirectly, which contributes to the creation and acceptance of innovations at work [21]. In the modern workplace, innovative work behavior is a critical component of organizational growth and development in both the public and commercial sectors [22]. Innovative work behavior can provide a business with a competitive advantage [23]. In contrast, innovation is often viewed as a one-time undertaking [24]. Innovation is sometimes viewed as a multi-step process that necessitates a variety of actions and innovative work behaviors at each stage. A human being can engage in any combination of these behaviors. An individual can thus be expected to engage in a variety of these acts at any given time [25]. Innovative work behavior is a critical component of organizational growth and development in the modern workplace, both in the public and commercial sectors. Hakimian et al. (2016) argue that innovative work behavior can provide a company with a competitive advantage. In contrast, innovation is often viewed as a one-time undertaking. This tendency motivated organizational academics to investigate the organizational characteristics that significantly influence workers' innovative work habits [26].

According to a review of related literature, the majority of previous studies into workers' innovative work behaviors were conducted at the organizational level. There are compelling reasons to foster educational innovation as a means of increasing the return on public investment. According to previous studies, there are three key and important reasons why universities require faculty members to demonstrate creative work habits. First, to keep up with society's rapid development, new work methods are required. Their faculty face increased demands in a modern knowledge-based society [27].

Second, because faculty and their teaching methods, in particular, have the largest influence on students' self-determination toward learning and motivation, future innovations and new understandings of teaching require novel work behaviors [28]. To be competitive, society needs creative work practices. Creativity is a major driving force in society and economic growth. Furthermore, innovation is viewed as a tool for improving an organization's ability to adapt to changing circumstances [29]. Education is required to develop pupils' innovative and creative thinking, after all. In other words, innovative work behavior is critical for the long-term development of educational professions and organizations, as well as the advancement of knowledge in society. Few studies have focused on university faculty members' innovative work behavior and its determinants. In research, numerous elements, including function or task, self-efficacy, work engagement, job control and creative requirements, openness, motivation, job satisfaction, and workplace interaction, have been demonstrated to influence university faculty members in research by [20]. Despite this, research suggests that a range of incentive factors might promote creative workplace engagement. Numerous studies have shown that job autonomy and job dedication have a positive impact on creative work and job performance across industries, including education. On the other hand, the internal rewards that are offered by the working environment and the external rewards (money, position, degree, etc.) that the business provides are both crucial aspects for encouraging individuals in the notion of [30].

Several previous studies have proposed that the elements of innovative work behavior include opportunity exploration, idea production, idea promotion (championing), and idea realization (implementation). Furthermore, emphasize that the innovation process begins with opportunity discovery, which entails becoming aware of opportunities to make something new out of current difficulties. It is described as a dynamic process of production and association, the generation of representations and categories of opportunity, and the communication of ideas, that may be abstract, tangible, or visual. Exploring opportunities helps to generate new ideas. It is believed that this is the phase in which new ideas are produced for products, processes, or services to improve them. Novel ideas emerge during the idea-generation stage and are then promoted. Idea promotion entails introducing and propagating these concepts in the workplace by influencing key actors or influential figures and rallying champions for the innovation process. It can also refer to a person who does not hold a formal position but is capable of advancing a new service by exceeding all expectations [31]. The goal of concept promotion, also known as the implementation stage, is to gain the group's acceptance as well as the necessary resources required to carry out the idea. When an organization decides to promote an idea, also known as the implementation stage, the goal is to gain group acceptance and the resources necessary to make the idea a reality. When an organization decides to develop, test, and sell an idea, concept realization or implementation begins to occur. Innovation is then incorporated into the organization's operations [32].

1.2　Job Autonomy
Job autonomy is one of these perceived environmental factors. According to Sazandrishvili [33], this concept plays a vital role in influencing an employee's attitudes, motivation, and conduct. Job autonomy refers to the

amount of control employees have over how their work is arranged [34]. For example, Autonomy is defined as an employee's level of control over how to complete a particular task. Employees can experiment with different work strategies and techniques through their autonomy. Furthermore, by using these ideas on a small scale, students can find new ideas and develop them further. Job autonomy refers to employees' ability to select how they approach their work. Job autonomy, also known as job control, is seen as a valuable job resource that is intrinsically rewarding and prepares employees to handle large workloads. According to the literature [33], job autonomy is a strong predictor of an employee's creative and innovative work behavior. If job autonomy has a significant influence, innovation managers should provide employees with a lot of leeway in how they carry out their obligations [35]. Hackman and others were among the first to discuss innovative workplace behavior. They defined autonomy as the degree to which an employee has control over how to complete a job task. Employees who have autonomy in their occupations can experiment with different working styles and techniques. It allows students to generate and enhance ideas by applying them on a small scale. Additionally, previous research revealed that workers tend to participate more in information sharing in completely independent occupations [36]. Furthermore, it has been demonstrated that job autonomy has the greatest impact on innovative workplace behavior. For example, job autonomy enables employees to develop innovative working techniques and approaches while also assisting them in putting ideas into action [37]. In addition, occupational autonomy allows employees to devise more effective and efficient methods of performing their jobs. Because of the link between these two concepts, there is reason to believe that the motivating elements that support proactive activity may also encourage [38]. Furthermore, workplace autonomy influences innovative work behavior. It offers employees a sense of control over their work in the first place, and job autonomy likely has a significant impact on innovative work behavior. First and foremost, it offers employees a sense of control over their work and is likely to increase their overall intrinsic motivation, which is a crucial driver of employee creativity. Furthermore, it gives employees the necessary space to experiment with new working methods and procedures that they might subsequently offer as an innovation. Third, having a high degree of job autonomy helps a person feel more accountable for completing a good job, which should lead to more proactive behavior like idea generation and proposal. As a result, workplace autonomy or independence may allow employees to engage in "trial and error" and develop more effective and efficient means of carrying out their jobs [39]. Job autonomy allows people to experiment with new ideas, even if they fail because creativity requires trial and error, successes and failures. Employees are no longer required to follow a predetermined set of bureaucratic rules and regulations, thanks to autonomy. Furthermore, research has revealed that autonomy is one of the most important aspects that employees have come to expect from their workplace. However, the concept of autonomy has been defined in a variety of ways, particularly in education, and it has also been the subject of heated debate in philosophy. The theory has

also been questioned from a variety of perspectives in educational research, such as by scholars working on legal issues focusing on creative work behavior and problems affecting university lecturers. As a result, highly controlling teachers try to affect behavior through external controls such as rewards, restrictions, and directives rather than cultivating inner motivational resources. Instead, autonomy-supportive educators attempt to remove external controls and take into account students' internal frames of reference for issues, concepts, and activities [20].
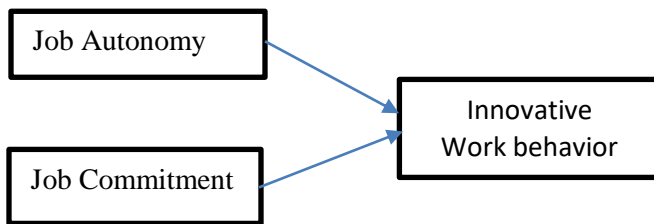
1.3   Job Commitment

Ideas for innovation did not originate from knowledge workers explicitly. Instead, ideas emerged from those who were truly dedicated and believed that other people would accept their ideas [40, 41]. Organizational research is currently particularly interested in commitment. According to this notion, devoted employees have varied levels of organizational and personal outcomes, such as employee turnover, performance, and their decision to stay with or leave a business. Furthermore, the tough business environment requires firms to rely on human resources. [42]. Similar situations occur in the educational setting, notably at universities. Any university would regard having a faculty with a high level of devotion as advantageous. [43] According to previous studies by [44], About 57% of university teachers agreed that their lack of commitment is due to their low pay, and feelings of dissatisfaction typically arise because they are not included in the decision-making process, especially when it comes to teaching, and there is no teamwork or collaborative work. [45]. A study of the literature revealed a large number of studies on organizational commitment [20]. Meyer and Allen later developed three variants of the commitment paradigm in 1987: emotional commitment, continued commitment, and normative commitment. According to their research, these attitudinal commitment components (affective, continuance, and normative) were conceptually and experimentally distinct, although not necessarily connected. Organizations with dedicated employees reap a variety of benefits, including cheaper expenses, higher performance, lower absenteeism, and increased output. There is a significant link between teachers' dedication to their workplaces and work groups and their careers as instructors [46]. There was a clear link created between the teachers' organizational commitment and a sense of pride in belonging to such a university and workgroup. There were also strong connections between the teachers' dedication to their university, workgroup, and teaching profession. According to [47], the characteristics of teacher dedication include commitment to students, commitment to teaching, commitment to school, and commitment to the profession. Meanwhile, commitment is expected to have a positive effect on innovative work behavior. Teachers' passion enables them to be innovative and implement new concepts into their practices [48].

2.   THEORETICAL FRAMEWORK AND CONCLUSION

Teaching in the digital age is a difficult task since teachers' responsibilities are shifting from being primary knowledge suppliers to assisting students in becoming self-assured in surroundings that promote innovation. As a result, the

university teacher must have the information, abilities, competencies, and attitudes required to adapt education to meet the changing needs of society. With the inclusion of new competencies, teachers' creative work behavior will improve, leading to a successful outcome.

As a result, in addition to filling knowledge gaps, this study aims to contribute to expanding our awareness of the elements that influence university teachers' creative work practices today. It enables us to effectively plan for future developments that will benefit the entire country. To aid university teachers, this research proposes a theoretical framework for identifying the elements that influence innovative work behavior. The relationship between job autonomy, job commitment, and innovative work behavior among university professors is highlighted. The framework shows an obvious relationship between workplace commitment and influencing innovative workplace behavior. This view was consistent with past conceptions of innovative work behavior from previous studies. According to [49], job autonomy is one of the most frequently cited variables.

Figure 1: Theoretical framework showing the relationship between job autonomy, job commitment and innovative work behavior of university faculty members

Figure 1 depicts the association between employment autonomy, commitment, and innovative work behavior among university teachers. The framework demonstrates that job autonomy and job commitment have a direct influence on innovative work behavior. This proposition corresponded with the first novel work behavior concepts from previous investigations. According to Thien et al. [43], teachers' dedication is commonly acknowledged as one of the primary antecedents of employee creativity, and it boosts the generation of ideas for improvement in any innovation development [50]. It is also one of the major antecedents of employee creativity and facilitates the presentation of recommendations for improvement in the creation of any invention [51]. According to a study of 204 employees from Irish industrial firms, job autonomy or adaptability may allow individuals to experiment and discover more productive ways to complete their tasks. [52] An employee's sense of responsibility for his job should stimulate proactive behaviors such as idea generation and suggestion.

3.   CONCLUSIONS

Job autonomy and creative requirements, in which instructors should feel in control of their professions while also being challenged to be creative, positively influence idea creation. Indeed, workplace commitment is one of the most important variables for promoting innovative work behavior. Employees' loyalty to their employer influences their ability to be creative, share information, and solve problems at work [53]. University teachers' passion helps students create and assimilate new concepts into their own practice. To aid university teachers, this research proposes a framework for identifying the elements that influence innovative work

behavior. The framework highlights the relationship between job autonomy, task dedication, and innovative work behavior. This study aims to assess the government's efforts to create a world-class education system by focusing on the importance of dynamic and innovative human capital in enhancing resilience and economic progress, as well as developing a community with outstanding values by identifying an area for improvement in education innovation.

Figure 1 shows the relationship between job autonomy, job commitment, and the innovative work behavior of university teachers. The framework shows that job autonomy and job commitment directly influence and affect innovative work behavior. This proposition aligned with the initial innovative work behavior concepts of previous studies. Teachers' commitment, according to Thien et al. (2014), has frequently been identified as one of the major antecedents of employee creativity and increases the making of suggestions for improvements in any innovation development. [50] the main precursors of employee creativity and promotes the offering of proposals for enhancements in the creation of any innovation. [51]. According to the study of 204 employees from Irish industrial organizations, job autonomy or freedom may allow individuals to experiment and discover more productive ways to do their tasks. [52] The employee's sense of responsibility for his work, which should encourage proactive conduct such as idea generation and proposal. It was concluded that job autonomy and creative requirements, whereby instructors should feel they have control over their professions, and at the same time they need to be challenged to be creative, positively influence idea development. Indeed, workplace dedication is one of the most important factors influencing innovative work behavior is workplace dedication. Employees' devotion to their employer will affect their capacity for creativity, information sharing, and problem-solving at work. [53] Students' ability to create and incorporate new concepts into their own practice is supported by teachers' dedication. In order to assist university instructors, this paper suggests a framework for the factors that determine innovative work behavior. The framework illustrates the connection between job autonomy, commitment to the task, and innovative work behavior. By utilizing the instrument from this study, the proposed conceptual framework can assist educational institutions, particularly universities, in identifying existing teachers' innovative work behaviors because the relationship between these aspects can be looked at. This study hopes to assist the government's efforts to create a world-class education system and focus on the aspect of dynamic and innovative human capital in enhancing its resilience and economic progress, as well as developing a community with exemplary values, by identifying an area of improvement needed to improve innovation in education.

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