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RELATIONSHIP BETWEEN INNOVATIVE WORK BEHAVIOUR AND TEACHERS' COMMITMENT IN THE BUSINESS STUDIES PROGRAM OF EDO STATE PUBLIC SECONDARY SCHOOL

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ABSTRACT

With the dynamism in the educational landscape and with emphasis on the curriculum offerings, the need for business studies teachers to show commitment and display creative ideas at the workplace becomes imperative. The study looked at how Edo State business studies teachers' innovative work behavior (IWB) and commitment relate to one another. At the 0.05 level of significance, three hypotheses were put forth and examined. The study employed a cross-sectional correlational survey design. 306 business studies teachers from Edo State's public secondary schools participated in the study. 153 teachers were chosen from the state's three senatorial districts using a multi-stage sampling approach. Experts in business studies validated the structured questionnaires used to obtain the data. Cronbach's alpha was used to confirm the instruments' dependability, and the results showed a reliability coefficient of 0.81. With the aid of SPSS software version 26.0, data analysis was carried out utilizing regression analysis, mean, standard deviation, and Pearson product-moment correlation. The findings demonstrated a strong correlation between business studies teachers' innovative work behaviour and commitment (such as affective, continuation, and normative). Based on these findings, it was recommended that teachers should be encouraged to source and generates new ideas that can positively impact on the teachers in Business Studies' programme

1. Introduction

One of the Technical Vocational Education and Training (TVET) courses taught in Nigerian secondary schools at the upper basic education level is business studies. According to Ediangbonya and Adebayo (2017), the subject includes Typing, Shorthand, Office Practice, Commerce, and Bookkeeping. It is designed to give students a foundational understanding of business principles and practices, helping them explore essential business skills and the business environment. This exposure prepares students for future careers or academic advancement in business.

Okwuanaso and Nwazor, as cited in Ediangbonya and Adebayo (2017), stated that the aim of Business Studies is to shape students' thinking, attitudes, and values before those habits become

fixed, as psychology shows that people's reasoning, behaviors, and economic decisions tend to follow established patterns as they grow older. To achieve the goals of Business Studies, it is crucial to have qualified and committed teachers who can effectively use available resources to teach students. The success of the Business Studies curriculum relies heavily on the dedication of the teachers.

The degree to which Edo State's secondary schools follow the Business Studies curriculum is largely dependent on the dedication of their business studies teachers. Mowday et al. (1979) define commitment as the extent to which an individual identifies with and engages with a particular organization. This study defines commitment as an individual's relationship with their job and organization. As can be seen from the above, the organization and the job are both prioritized. For instance, a Business Studies teacher can be committed to his/her job of teaching but not necessarily to the organization/Teaching Board. In another vein, a Business Studies teacher can be committed to both his/her job and the organization. The retention rate for Business Studies teachers that is committed to their job only appear lower compared to those that are both committed to their jobs and organizations. The three categories of commitment—*affective*, *continuation*, and *normative*—have been emphasized in studies like Meyer et al. (2022), Allen and Meyer (2023), and Ng and Feldman (2023).

An emotional attachment to a group or relationship is referred to as *affective commitment*. People who exhibit high *affective commitment* frequently feel loyal and belonging. For instance, a Business Studies teachers with high *affective commitment* will be enthusiastic in carrying out all his responsibilities and loyal to the organization and institution. This *affective commitment* will also propel the Business Studies teachers in carrying out extra-role towards the overall realization of goals of the organization. *Affective commitment* and IWB have a favorable correlation, according to a recent study by Meyer et al. (2022). IWB members feel more emotionally connected in the organization because they think their creative ideas are valued and recognized. This emotional attachment, which is characterized by a strong sense of belonging to the firm, increases their *affective commitment*. Individuals who display innovative work behaviors are frequently more satisfied with their jobs, which increases their *affective commitment*. Stronger emotional ties to the company are formed when employees have the chance to innovate and experience personal growth.

Continuance commitment may also have an impact on job performance. In this kind of commitment, people weigh the costs and benefits and decide to stay because they believe leaving will cost them a lot. The main factors influencing *continuance commitment* are the alleged expenses of quitting the company, such as forfeiting seniority, benefits, or pay. An employee (such as a business studies instructor) may feel stuck in this circumstance if they are unable to get employment elsewhere with ease. In situations where workers feel a great deal of job instability, IWB might help maintain commitment. Workers' commitment to sticking with the company may grow if they believe that exhibiting innovative behavior helps them maintain their position within the company. This association, however, depends on the context and is more likely to be seen in unstable or extremely competitive employment markets. The correlation between IWB and *continuance commitment* may be higher in companies with innovation-friendly resources. Workers may choose to stay with these companies because they believe they can fully utilize their innovative potential there, and quitting would mean losing these resources. According to research by Allen and Meyer (2023), *continuance commitment* might occasionally result in unfavorable effects like low motivation and excessive turnover.

Normative commitment is another facet of commitment. It displays the sense of duty that a person has to stick with a company. IWB participants may believe that they owe the company for the chances to innovate that they have been given. Employees are more likely to have a *normative commitment* to stick with a business if it fosters innovation, according to this reciprocal relationship. Workers that participate in innovative work behavior (IWB) typically experience an increase in

normative commitment as a result of feeling more duty to their company. The idea that the company appreciates, supports, and fosters their creative efforts gives rise to this sense of duty. Workers believe it is morally right for them to remain loyal to the company in return for the organization's investment in their inventiveness or creativity at the workplace. According to a study by Ng and Feldman (2023), organizational culture and ethical climate can have an impact on normative commitment, which in turn can encourage a sense of obligation among employees. Because they feel the company trusts them to contribute creatively, empowered employees who engage in IWB are more likely to exhibit normative commitment, which increases their sense of obligation to the company (Riaz et al., 2018). The relationship between IWB and normative commitment can vary depending on the cultural context. In collectivist cultures, where loyalty and unity are strongly valued, there is a higher correlation between IWB and normative commitment. Employees in these cultures often feel more obligated to remain with organizations that support innovation because they encourage mutual respect and collaborative progress (Park et al., 2020). There is a correlation between the degree of dedication demonstrated by Business Studies instructors and Innovative Work Behavior (IWB).

Innovative work behavior, or IWB, is becoming more and more popular in the literature on human resource management. Janssen (2000) defined IWB as the collection of actions people take to introduce, implement, and utilize new concepts to improve work processes. De Jong and Den Hartog (2010) define IWB as an employee's work related to the development, application, and sharing of innovative ideas intended to improve performance on an individual or organizational level. Similarly, IWB is the process by which employees engage in brainstorming, idea sharing, and concept execution activities that promote organizational innovation (Afsar et al., 2019). Employee actions and behaviors centered on the introduction, development, and/or implementation of novel and highly advantageous concepts, goods, practices, or processes that are exclusive to the relevant unit of adoption are referred to as IWB (Zyl et al., 2021). IWB is driven by intrinsic motivations such as creativity, problem-solving, and personal growth.

Innovative Work Behavior (IWB) is characterized by Janssen (2000) as (a) idea generation, (b) concept promotion, and (c) idea realization. De Spiegelare et al. (2014) define idea creation as the process by which employees identify problems and provide novel, workable solutions to difficulties in any industry. Ideas are pushed in the idea promotion phase in an attempt to attract the attention and support of potential allies, including friends, coworkers, and sponsors. To sum up, the idea realization phase is the step where newly developed concepts are prototyped and implemented for a team, a job, or the entire business (Janssen, 2000). It is expected that staff members, particularly those teaching business studies, will actively seek out and provide fresh ideas in light of the dynamic nature of the modern world. The landscape of education is changing because new concepts are being recognized and more effective ways of carrying out tasks are becoming more widely used. Teachers of business studies have a lot to contribute in terms of coming up with fresh concepts, spreading them, and putting them into practice to boost output. Empirical studies in this field have resulted from this.

The researchers have observed that business studies teachers seem not to be creative in the discharge of their professional duties especially as it relates to embracing modern methods or techniques in instructing their students. This scenario which was observed during teaching practice programme is alarming and it gives cause for concern. Could it be that the teachers are not committed to their duties? Could it be that they do not intend to remain in the organization? These worries have informed this study and some empirical studies have equally been done in this regard. Several empirical have been conducted with a view to establishing the relationship existing between commitment and IWB across organizations. Scholars such as Jafri (2010), Xerri (2013), Xerri and Brunetto (2013), Khalili (2018), Yu et al (2018), Afsar and Umrani (2020), Kim et al. (2021) and Jiang and Chen (2021) have established a significant relationship between affective commitment and IWB.

Dhar (2016), Riaz et al (2018), Khalili (2018) Park et al (2020) and Afsar and Umrani (2020) in their studies found that normative commitment has a significant relationship IWB. Studies by Dhar (2016), Afsar and Umrani (2020), Park et al. (2020) and Jiang and Chen (2021) have equally shown that continuance commitment is significantly related to IWB. However, the studies by Jafri (2010) and Kim et al. (2021) did not establish a significant relationship between IWB and continuance commitment. Despite the studies that have been done in this area, there is still a dearth in literature and a research gap. Most of the studies reviewed were conducted in Western World (developed countries). From the reviewed so far, none of the studies have investigated the IWB of Business Studies teachers in relation to their commitment in developing countries such as Nigeria. This is a research gap which was filled in this study by investigating the relationship between commitment and business studies teachers' innovation work behaviour in Edo State. The following hypotheses were therefore formulated and tested:

- (a) There is no significant relationship between affective commitment and business studies teachers' innovative work behavior in Edo State.
- (b) There is no significant relationship between continuance commitment and business studies teachers' innovative work behavior in Edo State.
- (c) There is no significant relationship between normative commitment and business studies teachers' innovative work behavior in Edo State.

1.1 Theroretical Framework

The theoretical basis of this study is based on Blau's 1964 Social Exchange Theory (SET). According to SET, it clarifies how employees' perceptions of mutually advantageous connections with their employers influence their behavior, such as commitment and innovative problem-solving. When employees receive positive support from their employers in the form of training and development opportunities, fair evaluations, and rewards—such as pay, bonuses, and other allowances—they will want to return the favor by being committed to their work and organization, according to SET. This includes business studies teachers. In exchange for the organization's support, employees can want to take part in IWB activities such idea generation, concept promotion, and idea realization (Janssen, 2000; De Jong & Den Hartog, 2010). This is predicated on the reciprocity norm, which holds that when a business takes positive acts, employees feel obligated to "pay back" by adopting positive attitudes and behaviors (Cropanzano & Mitchell, 2005). Employers who recognize employee contributions and create supportive work environments should anticipate loyal, committed, and creative responses from their workforce.

1.2 Literature Review

This section is focused on the review of related literature in the study which will be discussed below:

1.2.1 Commitment

A complex concept, commitment has been extensively researched in a number of fields, including organizational behavior, psychology, and sociology. It is frequently associated with motivation, output, and satisfaction and shows how committed a person is to a relationship, organization, or objective. Researchers have been focusing on commitment as a construct because of its functions in improving happiness (Smith, 2023), supporting personal growth and performance (Garcia, 2023), and fostering organizational success and decreasing turnover (Johnson, 2023). According to Mayer and Allen (1991), commitment is a psychological condition that characterizes an employee's relationship with their employer and determines their decision to remain or quit the company. Affective, continuance, and normative commitment are its three constituent parts. According to Jaros (2017), commitment is an emotional and critical connection that employees have with their organization that may promote ongoing engagement and reduce attrition. Similar to this,

Mathieu and Bacerra (2019) define commitment as a sense of devotion to the business that can inspire individuals to align their goals with those of the organization and make a commitment to see it through to completion. Becker (2020) defines commitment as a psychological state that affects an employee's intention to remain with the organization and reveals their degree of connection or loyalty to their employer. What unites employees and influences their desire to remain is their commitment to the company, whether it is out of moral obligation, emotional attachment, or the imagined repercussions of leaving.

Staff members, including Business Studies teachers, can demonstrate their level of commitment in a variety of ways. Meyer and Allen (1991) identified three main components of commitment: affective, continuation, and normative commitment. Affective commitment is the term used to describe an employee's emotional connection to identification and involvement in a business. Strong affective commitment makes it more likely that workers will remain with their organization because they truly want to, not because they have to (Meyer & Allen, 1991).

The other component of commitment is continuance commitment. It explains the degree to which an employee feels under pressure to remain with a company due to the purported costs of leaving. This type of commitment results from an employee weighing the emotional, social, and financial ramifications of quitting their work; it frequently inspires a sense of duty rather than a desire to stay. High continuance commitment workers may stick with a company because they don't think they have any other options or because they are afraid of losing their rewards and social networks.

The last element is normative commitment. This relates to how much an employee feels compelled to remain with a company. This kind of commitment is driven by the belief that sticking with the organization is the "right" or proper course of action, which is usually founded on moral standards, cultural norms, or individual goals. Because of things like loyalty, reciprocity, and the organization's investment in them, employees with strong normative commitment may feel morally or socially obligated to stay on the job.

1.2.2 Innovative Work Behavior (IWB)

Innovative Work Behavior (IWB) is a new concept that highlights workers' creativity at work. This IWB is essential to achieving the organization's goals. The actions and processes that employees utilize to develop, advance, and execute creative ideas and solutions are referred to as a "innovative work behaviour (IWB) (Janssen, 2000; Janssen, 2023; Zhou & George, 2023). The three main elements of IWB are idea generation, idea promotion, and idea realization (Janssen, 2023). The first step, known as idea generation, entails coming up with fresh and practical concepts. Creativity, ideation, and possibility exploration are its defining traits. It establishes the framework for further phases of innovation (De Jong & Hartong, 2023; Baer & Frese, 2023). Following the first stage of idea generation, these concepts will need to be promoted by staff members through idea promotion. Promoting and educating others within an organization on the importance of created ideas is known as idea promotion. This stage is crucial for turning innovative concepts into workable projects and getting the cooperation of relevant parties (Janssen & Van den Bosch, 2022; Li & Liu, 2023; Wu & Lee, 2023). Idea realization is the last step in the IWB process. It focuses on putting created ideas into practice. This phase entails taking ideas and translating them into concrete results. Planning, allocating resources, working together, and conquering challenges are all part of realizing ideas (Fagerberg & Srholec, 2022; Kallio & Kallio, 2023; Naranjo-Valencia & Fernandez, 2023).

2. Methods

The cross-sectional correlational survey design was used in the study. Because the study sought to determine the relationship between the independent variables— affective commitment, continuation commitment, and normative commitment—and the dependent variable—innovative work behavior—this design is deemed appropriate for the research. The 309 Business Studies teachers employed by Edo State government comprise the study's population. The sample for the

study was chosen using the multi-stage sampling procedure. The teachers were initially categorized by senatorial districts (Edo South, Edo North, and Edo Central) by the researchers. A proportion of 50% was then chosen from each of the Senatorial Districts using the proportionate sampling technique. There were 153 business studies teachers in the entire sample. Structured questionnaires that were adapted from earlier scales served as the study's instruments. We took the IWB scale from Janssen (2000). A typical item from the scale reads: "I search out new working methods, techniques, or instruments." Meyer and Allen's (1991) commitment scale was used. The following is an example of a scale item: "I would be very happy to spend the rest of my career with this organization." Two business education specialists were provided the instruments and validated them. The Cronbach Alpha was employed in determining the reliability of the instrument. Ten teachers of business studies were given the instrument. After the responses were examined, a coefficient of 0.81 was obtained. A total of 139 instruments were returned after the researchers gave them to the respondents via a Google Form. The Statistical Packages for Social Sciences (SPSS) Version 26.0 was used to analyze the collected data. The data was analyzed using regression analysis and the Pearson Product Moment Correlation (PPMC). Additionally, the descriptive statistics of mean, standard deviation, percentage, and frequencies were employed.

3. Result and Discussion

3.1 Result

This section displays the findings of the data analysis, with a focus on participant demographics and the testing of research hypotheses. Table I shows the distribution of Business Studies teachers who took part in the survey. Ninety-five (65%) and 48 (35%) of the responders were female. Age-wise, 94 teachers (68%), were in the 47–60 age range, with 41 teachers (23%) being between the ages of 36 and 46 and 13 teachers (9%) being between the ages of 25 and 35. With respect to work experience, 95 teachers (69%) had between 21 and 35 years of experience, 7 teachers (5%) had between 6 and 10 years, 26 teachers (19%) had between 11 and 20 years, and 10 teachers (7%) had less than 6 years.

Table 1. Display of Demographic Profile of Respondents

	Number of Respondents	Percentage of Respondents
<i>Sex</i>		
Male	48	35
Female	90	65
<i>Age</i>		
25-35 years	13	9
36-46 years	41	23
47-60 years	94	68
<i>Experience</i>		
1-5 years	10	7
6-10 years	07	5
11-20 years	26	19
21-35 years	95	69
<i>Qualification</i>		
NCE	48	35
B.Sc/B.A (Ed)	83	60
PGDE	1	1
Med	6	4

Table 2. Correlation matrix showing the relationship among innovative work behavior, affective commitment, continuance commitment and normative commitment (N=138)

Variables	Mean	Standard Deviation	1	2	3	4
AC	4.00	0.81	1			
CC	3.90	0.90	.357**	1		
NC	3.86	0.89	.504**	.368**	1	
IWB	4.25	0.71	.547**	.219**	.245**	1

** . Correlation is significant at the 0.01 level (2-tailed).

Note: Note: IWB – Innovative Work Behavior; AC – Affective Commitment; CC – Continuance Commitment; NC – Normative Commitment

Table 2 shows the relationships between Innovative Work Behavior (IWB), affective commitment (AC), continuance commitment (CC) and normative commitment (NC) among Business Studies teachers in Edo State. The correlation coefficients for the variables range from 0.219 to 0.547. There is a moderate relationship between the teachers' affective commitment and their IWB ($r = 0.547$, $n = 138$). A weak relationship exists between the teachers' IWB and their continuance commitment ($r = 0.219$, $n = 138$). There is also a weak correlation between the teachers' normative commitment and their IWB ($r = 0.245$, $n = 138$).

The results of the data analyses of the hypotheses were presented as shown in Table 3.

Table 3. Linear regression estimates of the direct relationship between the study variables

Pathways								Bootstrap with BCa 95% CI	
	SE(β)	F	T	Bias	R ²	AdjR ²	P	Lower Limit	Upper Limit
AC → IWB	.097 (.547)	58.15 2	7.626	.000	.300	.294	.000	.494	.991
CC → IWB	.110 (.219)	6.879	2.623	.004	.048	.041	.010	.043	.537
NC → IWB	.102 (.245)	8.676	2.945	.003	.060	.053	.004	.075	.535

Note: IWB – Innovative Work Behavior; AC – Affective Commitment; CC – Continuance Commitment; NC – Normative Commitment; AdjR² – Adjusted R-squared

Table 3 shows that affective commitment (AC) had a significant positive effect on Innovative Work Behavior (IWB). The statistical results ($F(1, 136) = 58.152$, $SE = 0.097$, $\beta = 0.547$, $t = 7.626$, 95% confidence interval = 0.494 to 0.991) indicate that AC significantly influences IWB. The adjusted R-square value of 0.294 means that AC accounts for 29.4% of the variation in IWB. The results from the 5000-resample bootstrap (bias = 0.000, $p = 0.000$) confirmed this finding. Therefore, the study rejects hypothesis 1, confirming a significant relationship between Business Studies teachers' affective commitment and IWB in Edo State.

Table 3 also shows that continuance commitment (CC) had a significant positive effect on Innovative Work Behavior (IWB). The statistical results ($F(1, 136) = 6.879$, $SE = 0.110$, $\beta = 0.219$, $t = 2.623$, 95% confidence interval = 0.043 to 0.537) indicate that CC significantly influences IWB. The adjusted R-square value of 0.041 means that CC accounts for 4.1% of the variation in IWB. The results from the 5000-resample bootstrap (bias = 0.004, $p = 0.010$) confirmed this finding. Therefore, the study rejects hypothesis 2, confirming a significant relationship between Business Studies teachers' continuance commitment and IWB in Edo State.

Similarly, Table 3 also shows that normative commitment (NC) had a significant positive effect on Innovative Work Behavior (IWB). The statistical results ($F(1, 136) = 8.676$, $SE = 0.102$, β

= 0.245, $t = 2.945$, 95% confidence interval = 0.075 to 0.535) indicate that NC significantly influences IWB. The adjusted R-square value of 0.053 means that NC accounts for 5.3% of the variation in IWB. The results from the 5000-resample bootstrap (bias = 0.003, $p = 0.004$) confirmed this finding. Therefore, the study rejects hypothesis 3, confirming a significant relationship between Business Studies teachers' normative commitment and IWB in Edo State..

3.2 Discussion

The study of the first hypothesis found a substantial correlation between the innovative work behavior and affective commitment of Edo State's business studies teachers. In other words, the innovative behavior that business studies teachers usually exhibit in the course of their work is greatly influenced by their affective commitment. Teachers of business studies who are affectively committed are likely to exhibit creative work practices meant to guarantee the success of the organization. This finding corroborates earlier findings by Jafri (2010), Xerri (2013), Xerri and Brunetto (2013), Khalili (2018), Yu et al (2018), Afsar and Umrani (2020), Kim et al. (2021) and Jiang and Chen (2021) have established a significant relationship between IWB and affective commitment.

The examination of hypothesis two indicates a noteworthy correlation between the continuance commitment of Business Studies teachers and IWB in Edo State. That is to say, the creative behavior that business studies teachers frequently display when performing their jobs is highly dependent on their ongoing continuance commitment. Teachers of business studies in this category demonstrate commitment since they are compelled to continue working for the organization and have no other option. Consequently, they begin to demonstrate creative behavior in an effort to fulfill their share of the organization's overall objectives. This finding corroborates earlier findings by Dhar (2016), Afsar and Umrani (2020), Park et al. (2020) and Jiang and Chen (2021) who have equally shown that continuance commitment is significantly related to IWB. However, the studies by Jafri (2010) and Kim et al. (2021) did not establish a significant relationship between continuance commitment and IWB.

According to the study of hypothesis three, there is a substantial correlation between Edo State's business studies teachers' normative commitment and innovative work behavior. In accordance with the Social Exchange Theory, employees will feel obligated to stay with a company that fosters innovation in the workplace as a means of rewarding the organization for its efforts. This finding corroborates earlier findings by Janssen (2000), Xerri and Brunetto (2013), Dhar (2016), Kim and Park (2017), Riaz et al (2018), Khalili (2018) Park et al (2020) and Afsar and Umrani (2020) where they found that normative commitment has a significant relationship with IWB.

4. Conclusion

This study examines the relationship between Edo State's IWB and the commitment of business studies teachers. This study found a strong relationship between IWB in Edo State and the affective, continuance, and normative commitment of business studies teachers. According to these findings, teachers of business studies who are committed to their work will be more creative at work, which will ensure higher performance. This study has greatly enhanced understanding because it is a novel study in this part of the world and it fills a gap in the literature.

5. Recommendations

Based on the findings, the following recommendations are advanced:

1. Workplace environment should be structured to promote the commitment of teachers;
2. Employees should be encouraged to source and generates new ideas that can positively impact on the Business Studies' programme; and
3. Employers should make efforts to reciprocate the innovative behavior of Business Studies teachers by rewarding them in consonance with the Social Exchange Theory (SET)

Conflicts of Interest

The authors declare no conflict of interest regarding the publication of the paper.

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