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Innovative Teaching Behavior and Environment in Promoting Task Motivation Among Elementary School Teachers

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ABSTRACT: Teachers are expected to establish and embody an innovative teaching behavior that includes idea generation, idea championing, idea implementation, and opportunity exploration that are necessary for them to cope to the rapid educational changes. Additionally, innovative work environment also contributes to the teacher's task motivation. The purpose of the study is to find out if innovative teaching behavior and environment promotes elementary school teacher's task motivation . Specifically, it seeks to answer the following questions. 1) To what extent does innovative teaching behavior manifest in teachers in terms of: Idea Generation; Idea Championing; Idea Implementation; and Opportunity Exploration? 2) What are the perceptions of teacher's relative innovative work environment in terms of: Flexible Working Place; Inspiring Interior; Venues for relaxation; and Sense of Ownership? 3) What are the perceptions of teachers relative to task motivation in terms of: Responsibility; Achievement; Self-Development; and Independence? 4) Is there significant relationship between innovative teaching behavior and task motivation? 5) Is there significant relationship between innovative teaching environment and task motivation?

Results revealed a significant relationship between innovative teaching behavior and task motivation, except for the domain of innovative teaching behavior particularly Idea Generation to the dimensions of task motivation in terms achievement and self-development. It also revealed a significant relationship between the Innovative Teaching Environment and Task Motivation. Thus, the hypotheses are rejected.

KEYWORDS: Innovative Teaching Behavior, Environment, Task Motivation

1. INTRODUCTION

Tremendous changes happen overtime, advances in technologies, emerging trends, and as well as paradigm shifts as times goes by. Education is not exempted to these changes, different strategies, approaches, and methods in teaching emerges Biwer (2021) .The increasing challenges that teachers are facing is a result of changes in student perspectives, a lack of adequate resources, and a lack of management support. One method for overcoming the challenges that teachers face in educational institutions is to be innovative in their work as the innovative behavior of teachers and their continued professional growth are crucial components of high-quality education Johnson (2016). It is frequently believed that teachers' innovative behavior and professional development are influenced by their motivation Asiyah, S., Wiyono, B. B., Hidayah, N., & Supriyanto, A. (2021). The range of behaviors displayed by teachers affects how students are taught and how schools operate as an institution. With the advent of technological advancement in education, institutions are now required to convert traditional classrooms into digital classrooms with learning objectives that emphasize innovation and leadership (Göker & Göker, 2020).

Teachers that exhibit innovative behavior increase role performance by developing, using, promoting, realizing, and modifying new ideas (Konermann, 2012). Innovative teaching methods are used to come up with fresh approaches to challenges that already exist. Thurlings et al. (2015) state that to survive in a highly competitive market, educational institutions and faculty must be innovative. Innovative behavior is an essential requirement for educational institutions in order to keep up with the rapidly changing society, new technologies, and new insights. According to Rahman et al. (2017), teachers require innovative behavior in order to fulfill their roles in research activities and to advance their way of thinking, especially in the new environment where innovation is much needed. Previous research on innovative behavior has found that it is associated with work role performance, transformational leadership, psychological capital, work commitment, employee wellbeing, self-efficacy, and organizational culture. The success of an educational institution is dependent on eminent teachers who can handle educational and disciplinary issues. As a result, educational

institutions can gain a competitive advantage in a global environment by measuring and developing the level of innovative behavior among their faculty.

Since innovation is inevitable inside the classroom, application of such innovation is one most effective if the environment itself is a product of creativity and novelty Taddaei (2013). Teachers can express flexibility and are encouraged to do their work in their own pace when provided a positive and encouraging environment. Hunnam (2019) innovative teaching environment promotes a happy lifestyle for teachers and attract and bring their full potential and will keep them motivated at work. An environment which is also provide an avenue for recreation ignites teacher's motivation and will love their profession even more.

Coping to the new set up of education brought by the current situation which is the pandemic is not that easy for the teachers. Tremendous adjustment must be applied for them to manage such changes and challenges being encountered. It takes an extra effort and motivation for teachers to achieve and prepare the required instructional materials and task that the current situation is demanding. Motivation has been generally viewed as energy or drive that moves people to do something by nature Han, J., & Yin, H. (2016).Sinclair (2008) defined teacher motivation as "what draws people to teaching, how long they stay in their initial teacher education courses and later the teaching profession, and the degree of engagement they have with [their] courses and the teaching profession are some of the factors to consider" (2008, p. 37). Sinclair also defined teacher motivation in terms of attraction, retention, and concentration. According to their definitions of motivation, Dörnyei and Ushioda (2011) identified two dimensions of teacher motivation: the motivation to teach and the motivation to stay in the profession. Thus, Thus, teacher motivation refers to reasons derived from individuals' intrinsic values for choosing to teach and continuing to teach, as well as the intensity of teacher motivation, which is indicated by effort expended on teaching as influenced by a variety of contextual factors. Same goes with teacher's task motivation which is According to Pole (1987), "task motivation is concerned with personal energy directed toward the achievement of a specific goal or task." It is the complex of forces, drives, tensions, or internal, psychological mechanisms that initiate and sustain activity toward the achievement of personal goals". It is frequently used interchangeably with the term motive, which is the need, encouragement, and motion of the heart. According to Hoy and Miskel (1992), the motivation of the teacher's work is the teacher's willingness to do his duties. It clearly implies that teacher's task motivation is a great factor that affects the teacher's delivery of instruction. Teachers who are motivated ensures to play their role in uplifting society. They will be productive in their endeavors which will result in making every learning experience satisfying. However, the sudden change in the educational setting brought by the changes externally may cause anxiety and stress for everyone, complacency to seasons teachers and may be burdens to neophytes.

Thus, the need for teachers to establish and embody an innovative teaching behavior which can be described as a process in which new ideas are generated, created, developed, applied, promoted, realized, and modified to benefit role performance. These innovative teaching behaviors are necessary for teachers to cope up to these rapid educational changes. If establishing innovative teaching behavior and environment may help the teachers to perform better in the workplace and be motivated in their profession, at large scale it will greatly help the schools in carrying out the department's vision, mission, goals and objectives which in bottom line is to deliver a quality and accessible basic education for the Filipino and be considered as organizational success.

The following are the research hypotheses of the study:

Ho 1. There is no significant relationship between innovative teaching behavior and task motivation.

Ho 2. There is no significant relationship between innovative teaching environment and motivation.

2. LITERATURE REVIEW

2.1. Innovative Teaching Behavior

Managers of schools believe that Innovative Teaching Behavior is a major factor in improving educational quality. The main theory is that instructors are motivated in a way that brings forth their creative tendencies and helps them grow as professionals.

Innovative behavior is defined as a form of creation, introduction, and application of new ideas in work roles, groups, or organizations, to get the performance benefits of roles, groups, or organizations. The advantages of innovation can include better functioning of the organization and socio-psychological benefits for individual or group employees, such as more precise adjustments between resources and job demands, increased job satisfaction, and better interpersonal communication (Janssen, 2000). As cited in the study of De Spiegelaere (2016) the definition of Innovative Teaching Behavior changes over-time, according West en Farr (1990, p. 9) to it is introduction and implementation of new concepts, methods, products, or techniques into a role, group, or organization with the purpose of greatly enhancing the welfare of the individual, the group, organization, or larger society. Innovative behaviors are a reflection of the development of anything fresh or novel. Innovative behaviors entail the development of a novel good, service, concept, method, or process, and are therefore by definition change oriented Spreitzer (1995, p. 1449). Here, Innovative Teaching Behavior is referred to as the deliberate development, dissemination, and implementation of new concepts inside a work role, a group, or an organization in order to improve the role performance, the group, or the organization Janssen (2000, p. 288). Here, "innovative behavior" is described as a multi-stage process in which a person identifies a problem and generates fresh (original or adopted) ideas and solutions for it, works to advance and build support for them, and creates a workable prototype

or model for the organization or various portions of it Carmeli, Meitar en Weisberg (2006). We define innovation and change activities as all endeavors aimed at assisting in the development and use of advantageous innovations within an organization (Tuominen en Toivonen, 2011).

West and Farr (1990) defined innovation as the deliberate introduction and application (within an individual, group, or organization) of new ideas, processes, products, or procedures to the relevant unit of adoption, with the goal of significantly benefiting the individual, group, organization, or wider society. Innovation is a social process in the sense that there is interaction between those who innovate and those who are affected by the innovation; and there is recognition that one's action will affect others and influence that action; to innovate means "bring in novelties, make changes" (Jain, 2010). This study, based on West and Farr (1989), defines Innovative Teaching Behavior (ITB) as an employee's action directed at the generation, application, and implementation of novel ideas, products, processes, and methods to his or her job position, departmental unit, or organization. Seeking out new technologies, recommending new strategies to achieve goals, implementing new work methods, and obtaining support and resources to implement novel ideas are all examples of such behavior. Seeking out new technologies, recommending new strategies to achieve goals, implementing new work methods, and obtaining support and resources to implement novel ideas are all examples of such behavior. Also, the innovative behavior is determined as the reaction of a person to the changes taking place around him, and as an action in which a subjective attitude to changes is manifested. Prigozhin indicates that the main characteristic of innovative behavior is the active self-consciousness of a person or a group and that the carrier of innovative behavior is a person capable of choosing the type of activity, determining his role in it, developing his own goals and means to achieve them (Thurlings, Evers, & Vermeulen, 2015). Innovative teaching behavior typically includes exploration of opportunities and the generation of new ideas (creativity related behavior), but could also include behaviors directed towards implementing change, applying new knowledge, or improving processes to enhance personal and/or business performance (implementation-oriented behavior). Most previous work focused on employee creativity and the generation of creative ideas, in other words, on the early phases of the innovation process. Several researchers have called for extending the construct and to devote more scientific attention to the implementation of ideas (Mumford, 2003; Zhou & Shalley, 2003). In line with this, ITB is typically seen to encompass a broad set of behaviors related to the generation of ideas, creating support for them, and helping their implementation (e.g., Scott & Bruce, 1998; Jansen, 2000). The ability to continuously innovate and improve products, services and work processes is nowadays crucial for organizations. Individual employees need to be both willing and able to innovate if a continuous flow of innovations is to be realized (e.g. Janssen, 2000). The idea that actions of individual employees are of crucial importance for continuous innovation and improvement is not just found in academic literature on innovation (e.g. Van de Ven, 1986; Janssen, 2000), but also stressed in work on several other popular management principles, such as total quality management (McLoughlin & Harris, 1997).

Spreitzer (1995) mentioned that innovative behaviors reflect the creation of something new or different. Innovative behaviors are change-oriented because they involve the creation of a new product, service, idea, procedure, or process.

Innovative Teaching Behavior is defined by Janssen (2000) as the intentional creation, introduction, and application of new ideas within a work role, group, or organization, in order to benefit role performance, the group, or the organization.

Dorenbosh, Van Engen & Verhagen (2005) stressed that ITB concerns the willingness by individual employees to constitute on-the-job innovations – for example, the upgrading of ways of working, communication with direct colleagues, the use of computers, or the development of new services or products.

Carmeli, Meitar & Weisberg (2006) explained that Innovative behavior is a multiple-stage process in which an individual recognizes a problem for which she or he generates new (novel or adopted) ideas and solutions, works to promote, and build support for them, and produces an applicable prototype or model for the use and benefit of the organization or parts within it. Tuominen & Toivonen (2011) understand innovation and change activities as all activities that aim at contributing to the creation and utilization of beneficial novelties in an organization.

These definitions are particularly instructive when it comes to the description of innovation as it emphasizes the relative nature of the novelty of an innovation. An innovation should not be absolutely new, but new to a given context.

Innovative work behavior, as with the parent concept of innovation, is a broad concept and has a strong overlap with other concepts such as creativity in the workplace, intrapreneurship, organizational citizenship behavior, personal initiative, taking charge and employee-driven innovation. Just as the literature on innovation makes clear distinction between different types of innovation, the literature on IWB is mainly focused on different dimensions of IWB. (De Spiegelaere, S., Van Gyes, G., & Van Hootegem, G. ,2014).

2.2. Dimensions of Innovative Teaching Behavior

More recent measures of ITB distinguish between various dimensions, which are often linked to different stages of the innovation process. For example, Scott and Bruce (1994) operationalize ITB as a multistage process. Drawing on Kanter (1988), they outline three stages relevant to ITB, namely idea generation, coalition building and implementation. Individual innovation starts with identifying problems and producing ideas or solutions, either original or widely used. Next, a creative person looks for sponsorship for a concept and attempts to establish a coalition to support it. Finally, the creative person helps to put the idea into practice by, for

instance, creating a prototype or model of the innovation or working on its execution in other ways. De Jong, & Den Hartog (2014) therefore distinguish four types of IWB, and label them as (1.) opportunity exploration, (2.) idea generation, (3.) Idea championing, and (4.) Idea Application.

Opportunity Exploration

It refers to the pursuit for innovative approaches and techniques to complete tasks and create new goods from a unique and frequently original viewpoint. It is the realization of something new begins with a person identifying new opportunities. Chance events like the discovery of an opportunity, the occurrence of a problem, or the necessity to solve a challenge frequently mark the beginning of the innovation process. A possibility to make things better or a threat needing an instant response could be the trigger. According to De Jong and Den Hartog (2014), opportunity exploration is trying to conceive of new ways to approach work processes, products, or services. It also involves looking for ways to enhance present services or delivery methods.

Lieberman, A., & Miller, L. (2004) identified that teacher's often play a crucial role in identifying opportunities or areas that can be improved within their classrooms, schools, or educational systems. They are at the forefront of day-to-day interactions with students and have a deep understanding of their needs, interests, and learning experiences. This proximity to the teaching and learning process positions teachers well to recognize potential areas where innovative ideas and improvements can be introduced. Some ways teachers can initiate new ideas and innovations:

Through ongoing reflection on their teaching practices, curriculum, and student outcomes, teachers can identify gaps or areas that need improvement. This reflective practice allows them to generate new ideas and explore innovative approaches to address those areas Darling-Hammond, L., Wei, R. C., Andree, A., Richardson, N., & Orphanos, S. (2009).

Harris, A. (2002) Collaboration and Professional Learning Communities: Engaging in collaboration with colleagues and participating in professional learning communities provide opportunities for teachers to share insights and experiences. These interactions can spark new ideas and encourage the development of innovative practices.

Teachers can engage in action research to investigate and address specific challenges or opportunities in their classrooms. This process involves systematically collecting and analyzing data to inform instructional decisions and innovations Hargreaves, A., & Fullan, M. (2012. Participation in professional development programs and workshops exposes teachers to new pedagogical approaches, technologies, and research-based strategies. These experiences can inspire teachers to initiate innovative ideas and integrate them into their practice Cobb, P., & Jackson, K. (2011).

Teachers can learn from observing and networking with colleagues from other schools or attending conferences and workshops. Exposure to different contexts and perspectives can trigger new ideas and innovative thinking. Listening to and seeking feedback from students can provide valuable insights into their needs, interests, and preferences. Teachers can use this feedback to generate ideas for innovations that cater to the diverse learning styles and needs of their students Kelchtermans, G. (2010). Teachers' initiatives in crafting new ideas and innovations contribute to the continuous improvement of teaching practices, curriculum development, and educational systems as a whole.

Idea Generation

The second component of IWB is idea generation, which serves as an initial step in the exploitation of opportunities. According to Mumford (2000), any novel thought ultimately originates with the individual. In addition to being aware of a need or an opportunity, innovation also requires the capacity to create novel solutions to problems (Kanter, 1988). Idea generation is the process of coming up with concepts to make something better. The generation of ideas may relate to new products, services or processes, the entry of developing new markets, enhancing present business procedures, or, more generally, finding answers to problems that have been found. Reassembling already existing parts into a new whole is a common step in the idea generation process. People who can tackle issues or performance gaps from a different perspective make good idea generators. Rearranging previously existing parts to create a new whole is a common step in the idea generation process (Dereli, 2015).Teachers prefer to be alone in a peaceful setting before coming up with ideas, and they nearly never do this while at work. They seek advice from coworkers, trade publications, and specialized books. Teachers are frequently home alone at the time when ideas are being generated. It turns out that lying in bed is a good place to think of new ideas. In his study of Rothenberg (1996) discovered that these novel combinations frequently serve as the foundation for scientific advancements in his analysis of Nobel laureates. Likewise, Mumford and co. (1997) found that skill in combining and reorganizing concepts is one of the best predictors of creative achievement (De Jong, & Den Hartog ,2014).

The following are some ways in generating ideas.

A creative problem-solving method called brainstorming entails coming up with a lot of ideas or solutions in a group setting. It is a collaborative process where individuals freely share their thoughts, suggestions, and perspectives without judgment or criticism. The goal of brainstorming is to encourage creativity, stimulate innovative thinking, and explore a wide range of possibilities to address a specific problem or challenge. By harnessing the collective knowledge and diverse perspectives of participants, brainstorming aims to generate a rich pool of ideas that can be further refined and evaluated for potential implementation.

The results show that the brainstorming method can be successfully applied to improve the ability to work in a team, to tolerate the opinion of a colleague, to improve communication and sociability Băbuţ, T. M. (2021).

According to Craft, A. (2005) Prompts that will evoke new thoughts in teaching refer to specific cues or questions that are designed to stimulate creative thinking and generate fresh ideas and perspectives in the teaching process. These prompts are used to encourage teachers to explore innovative approaches, consider alternative strategies, and engage in critical reflection, leading to enhanced teaching practices and improved learning outcomes for students. They serve as catalysts for generating new insights, promoting problem-solving, and fostering a culture of continuous improvement in education .

The study of Wu, L., & Looi, C. K. (2008) reveals that the outcome provides some early proof that agent prompt support for reflective dialogue can be advantageous in advancing student-teaching activities.

Storyboarding in teaching refers to the process of using visual representations, such as sketches, drawings, or diagrams, to plan and organize instructional content and activities. It helps teachers visualize the sequence of learning objectives, teaching strategies, and resources to effectively deliver and communicate information to students Gunter, M. A., Estes, T. H., & Schwab, K. A. (2012).

Wahid R. (2022) concluded that when using the storyboarding method, teachers and students become motivated and feel competent and confident after visually, intellectually, and creatively outlining their ideas. He also recommended incorporating the storyboarding technique in higher education classrooms and fusing it with other innovative techniques to make a classroom interesting, engaging, and interactive.

One way to fully generate idea is to incorporate the use of SWOT analysis wherein according to Chartered Management Institute, SWOT analysis in teaching refers to a strategic planning tool used to evaluate the strengths, weaknesses, opportunities, and threats associated with a particular teaching context or situation. It involves systematically assessing the internal and external factors that can impact teaching effectiveness and student learning. By identifying strengths and weaknesses within the teaching process, as well as opportunities and threats in the educational environment, teachers can gain valuable insights to inform their instructional strategies, curriculum design, and overall approach to teaching. SWOT analysis helps teachers make informed decisions, capitalize on strengths, address weaknesses, seize opportunities, and mitigate potential threats, ultimately enhancing their teaching practices and maximizing student outcomes.

Bouba B. (2021) Concretely, through teachers SWOT analyses, teachers in the Diamare Division become more and more efficient in their pedagogic practice by being able: to select the best actions to take in the execution of pedagogic practices; to develop interpersonal skills in lesson planning, delivery, class management and collaboration with colleagues; and to exchange knowledge on good pedagogic practices with colleagues to reduce mistakes.

Idea Championing

Championing is a relevant aspect of Innovative Teaching Behavior once an idea is generated. Most ideas need to be sold. Although some ideas may be legitimate and seem to close a performance gap, it is not always clear whether the advantages of most ideas will outweigh the costs associated with their development and implementation, and resistance to change should be expected (Kanter, 1988). A champion has been defined as someone who arises to work toward realizing and bringing to life creative ideas (Kleysen & Street, 2001) or as someone who acts in an informal capacity to push a creative concept past organizational barriers. The champion may use their own or other people's ideas in this. Obtaining support and forming alliances involve behaviors like pushing and negotiating as well as persuading other staff members or management. (De Jong et al., 2014).

Teachers' participation in executing, reflecting, and improving newly implemented innovations is crucial for the success and effectiveness of these innovations. When teachers actively engage in these processes, they contribute their insights, experiences, and expertise, which can lead to better implementation and continuous improvement. The following are cited from the study of Biesta, G., Priestley, M., & Robinson, S. (2015)

Teachers play a central role in executing newly implemented innovations. They translate the conceptual ideas and strategies into practical actions within their classrooms. By actively participating in the execution phase, teachers ensure that the innovations are effectively implemented and aligned with their students' needs and the context of their classrooms.

Teachers' reflective practice is essential for evaluating the impact of newly implemented innovations. They reflect on the effectiveness of the innovations, gather data and feedback, and analyze the outcomes and experiences of both themselves and their students. Through reflection, teachers can identify strengths, challenges, and areas for improvement, enabling them to make informed decisions and adjustments.

Teachers' active participation in the improvement process is crucial for enhancing the effectiveness and sustainability of innovations. They provide valuable feedback and insights based on their experiences and interactions with students. Teachers collaborate with colleagues, share ideas and strategies, and engage in professional learning communities to collectively identify areas for improvement and develop innovative solutions.

By actively participating in executing, reflecting, and improving newly implemented innovations, teachers ensure that the innovations are effectively implemented and aligned with the needs of their students. Their involvement also fosters a culture of continuous improvement, where feedback and reflection lead to ongoing refinement and enhancement of educational practices.

Innovative Teaching Behavior and Environment in Promoting Task Motivation Among Elementary School Teachers

Teachers often face the challenge of persuading their colleagues to embrace new ideas. They employ a range of strategies to garner support, including providing rationale and evidence for the innovation's potential benefits, demonstrating its alignment with educational goals, and addressing potential concerns or resistance Kim, M., & Hannafin, M. J. (2019).

The study highlights the importance of effective communication and collaboration skills in the persuasion process. Teachers utilize clear and concise messages, compelling arguments, and evidence-based justifications to convince their co-teachers. They also leverage their personal credibility and relationships built on trust and mutual respect to enhance their persuasive efforts.

Furthermore, the study explores the contextual factors that can influence the success of teachers' persuasive attempts. These factors include the culture of the school or organization, the level of teacher autonomy, the availability of resources and support, and the existing beliefs and attitudes of co-teachers towards innovation.

Understanding the strategies and factors that contribute to successful persuasion can inform professional development efforts and support teachers in their advocacy for innovative ideas. The study emphasizes the need for ongoing collaboration, shared decision-making, and supportive leadership to facilitate a culture of openness and acceptance of new ideas among teachers.

Idea Implementation

Finally, the supported idea needs to be implemented and put into practice. Implementation can mean improving existing products or procedures or developing new ones. Employees must put in significant effort and adopt a results-driven mindset in order to make ideas a reality. Application behavior relates to the efforts individuals must put forth to develop an idea selected for implementation into a practical proposition. Application often implies making innovations a regular part of work processes (Kleysen & Street, 2001) and includes behaviors like developing new products or work processes, and testing and modifying them (De Jong, & Den Hartog ,2014).

Based on the different studies, definitions, and dimensions of Innovative Work Behavior, the concept is widely used in corporate or business setup. It defines in the context of managerial approach within the company and the employees. However, this research will try to find relationship of ITB within the educational setting. Innovating ideas are clearly important in education as with the business field.

Akram, Haider, & Hussain (2018) revealed in their study that that both knowledge donating and sharing knowledge are positively and significantly affect the innovative work behavior of the employees working in an organization. However, information gathering was discovered to be a superior facilitator of the inventive teaching behavior of the employee.

According to the researchers of the study titled “The Impact of Self- Efficacy on Innovative Work Behavior for Teachers”, Innovative Work Behavior of School Teachers: Role of Belief for Innovations and Personality Patterns revealed that teacher's belief for innovation, openness, extraversion, and conscientiousness were found to be positively correlated with all the three domains of innovative work behavior example, idea generation, idea promotion, and idea realization. The study revealed that openness to new or different ideas have significant impact on the work behavior of the teachers. (Kundo 2016)

According to Messmann et.al., 2016 the aim of their study was to investigate the role of reflection as a preparatory mechanism for employees' engagement in innovative teaching behavior (ITB). This issue was explored in a study with 67 teachers at the highest level of German secondary education. Specifically, we investigated whether teachers who reflected on work tasks, the social context and their work performance were more engaged in the exploration of opportunities for innovation as well as the generation, promotion and realization of innovative ideas. By applying path modelling, we found that work-related reflection facilitated all dimensions of Innovative Teaching Behavior. Teachers' ITB most strongly depended on their performance-related reflection. Also, reflecting on work tasks and the social context affected teachers' ITB indirectly by benefitting their performance-related reflection. As a consequence, reflection should be valued as a resource for innovation and professional development as well as a vital component of work routines, organizational cultures and job training. (Messmann, G., & Mulder, R. H. (2015)

To discover the predictors of teacher innovative work behavior, the authors surveyed 232 EFL teachers. Three instruments, including Urtecht Work Engagement Scale questionnaire, Dimensions of Learning Organization Questionnaire (Marsick & Watkins, 2003), and Innovative Work Behavior questionnaire were employed to 15 examine the predictors of teachers’ innovation. The findings showed that learning organizations were a strong positive predictor of innovative work behavior in addition to positively predicting work engagement. Additionally, the data analysis revealed evidence for the relationship between teachers' innovative teaching practices and their engagement at work. Finally, work engagement partially mediated the relationship between learning organization and innovative work behavior. (Hosseini, S., 2021)

Organizational learning for teachers entails looking for, analyzing, adjusting, and implementing novel ideas at schools (Schechter & Atarchi, 2014). This involves teachers continuously make instructional adaptations (Coppieters, 2005) rather than chief strategic shifts in their teaching practices (Crossan & Berdrow, 2003).A learning organization supports dispersed leadership, which allows instructors to work collaboratively to address challenges at their schools by sharing duties, objectives, and decisions (Grenda & Hackmann, 2014). As such, teacher leadership as a critical component of educational leadership has gained much attention in educational reforms (Sawalhi & Chaaban, 2019). Additionally, a learning organization supports teachers' development by offering

them enabling leadership structures, chances for continual learning, and a collaborative inquiry-based culture (Carpenter, 2015) accompanied by collegial trust and respect (Peiying et al., 2016).

2.3. Innovative Teaching Environment

Creating a culture of innovation in your workplace, on the other hand, can be a difficult task. When it comes to creating an innovative workplace, there are numerous factors to consider, ranging from learning and creative exploration opportunities to health and wellness. The actual environment in which you and your team will be working is the most important of these.Working is a form of living, and people who have exceptional living standards are attracted to them. Creating a work environment that promotes happiness will help you attract top talent and keep your employees motivated. More than this, though, a truly great and innovative workplace can actively work to inspire employees, helping them to explore new ideas and blend old ones together for innovative solutions.

According to the Ministry of Education (2016), an innovative environment is one that can evolve and adapt as educational practices change and evolve, keeping the future in mind. Strengths-based teaching and learning thrive in an innovative environment. It provides flexibility, agency, ubiquity, and connectedness to students and teachers.

Working in an innovative learning environment where teaching and learning are collaborative, where reflections and inquiries are shared, and where communities are engaged results in a more robust, constantly improving community of practice.

According to two leading voices for 21st-century innovation, creating an innovative culture necessitates a workplace that allows for the following five conditions: devoting time to creative projects, rewarding innovation, and allowing for divergent ideas. Allowing for failure, empowering employees to make decisions, and measuring what matters most.

Chandrasekhar (2011) examined that the work place environment impacts on employment morale productive. If the work place environment is not liked by the employee so they get de-motivated and their performance authorities or duties, lack of appreciate, and lack of personal decision making opportunity. People working in such environment are not satisfied they employee's job performance hence lead to poor performance in teaching and learning process.

Flexible Working

According to research done by teachers hub (2019), nearly three-quarters of senior leaders (74 percent of 1,314) who had implemented flexible working in their school felt that these arrangements had helped staff manage their workload and work-life balance. Introducing measures that help teachers work flexibly and manage their work-life balance in order to meet their professional goals and requirements in a mentally healthy manner is one of the most important things that can help schools create a psychologically safe workplace. Trusting people to get their work done while also giving them the freedom to manage other priorities, such as children or caring responsibilities, goes a long way toward fostering a culture where people can be themselves while knowing their employer supports and believes in them. Others favor working alone. SOthers are incapable of remaining still for longer than a few hours. Everyone has a different method of working, and they all work best when their requirements are addressed. However, a flexible work environment also enables your employees to discover their own paths to fresh concepts.

Ferlazzo L. (2023) The capacity for flexibility is crucial since rigidity can lead to stress, which can negatively affect your health, your enthusiasm for your profession, and your interactions with coworkers. This stress has the potential to cause job discontent and even teacher burnout over time.

Flexible working arrangements, such as flexible schedules, part-time work, job sharing, or telecommuting, provide teachers with more control over their time and allow them to accommodate personal obligations. The study finds that these arrangements help teachers manage their work demands while attending to family responsibilities, personal interests, and self-care.

Inspiring Interior

According to Sheth (2019) interior design solutions for educational environments have been shown to have a positive impact on users as well as the overall environment within the institution. This is accomplished by addressing the interconnected social, aesthetic, and economic issues that exist within a school. The end result of school design should be functional, safe, comfortable, and healthy spaces. Interior designers recognize the importance of health and learning by creating healthy school environments.

Designers should use this standard to create spaces that go beyond the technical requirements and emphasize improvisation of the quality of one's experience in the space. This can be accomplished by creating healthy and exciting spaces in which students can interact, thrive, and enjoy their school environments. Social connections that encourage communication and participation within the school structure, as well as learning, should be incorporated into design strategies. According to a University of Exeter study, adding a few houseplants could boost productivity at work by 15%. That is quite astounding. Be sure to strive to create a lovely environment at all times. It's a significant financial investment in your business.

Bart, M. (2018) The design of a school's interior can have a significant impact on the teaching and learning experience. When schools are designed with careful consideration given to the needs of students and teachers, it can create an environment that encourages collaboration, experimentation, and the application of new ideas.

There are several design elements that can be incorporated into a school's interior to promote this type of environment. For example:

Flexible Spaces: Flexible spaces that can be reconfigured to meet the needs of different activities can encourage teachers to experiment with new teaching strategies. These spaces can also be used for collaboration among teachers and students Bart, M. (2018).

McLeod, S. (2008). Natural lighting has been shown to have a positive impact on learning outcomes. By incorporating large windows and skylights, schools can create a bright and inviting environment that encourages creativity and exploration.

Alnaim, F. (2014) The integration of technology into the school's interior design can provide opportunities for teachers to experiment with new teaching methods. Interactive whiteboards, digital projectors, and other technology can be incorporated into classrooms and other learning spaces.

According to Schooley, E. (2018) Designated collaborative spaces can encourage teachers to work together and share ideas. These spaces can be used for team meetings, planning sessions, or as a place for teachers to work together on projects.

Having furniture that can be easily moved and arranged can facilitate collaboration and experimentation in the classroom. For example, tables that can be pushed together to form a larger work surface, or chairs that can be easily rearranged to accommodate different group sizes Hascall, J (2010).

Lippman, P. C., & Ling, M. H. (2015) The physical arrangement of a classroom can have a significant impact on teachers' productivity and well-being. When teachers are provided with an inspiring and comfortable classroom environment, they are more likely to feel motivated and productive throughout the day. Research has shown that certain classroom arrangements can be more conducive to a pleasant and productive work experience for teachers. Some of the key factors that can contribute to an inspiring classroom arrangement include:

Gallagher, P. A. (2015) Ergonomic furniture: Comfortable and ergonomic furniture can help reduce physical discomfort, stress, and fatigue. When teachers are not physically uncomfortable, they are better able to focus on their work.

Good lighting: Adequate lighting is important for creating a comfortable and inspiring classroom environment. Teachers should have access to natural light whenever possible, and lighting should be adjustable to reduce glare and eye strain.

Aesthetic appeal: A visually appealing classroom environment can help reduce stress and enhance mood. Decorative elements such as artwork, plants, and comfortable seating can help create a welcoming and inspiring atmosphere.

Adequate storage: A well-organized classroom with adequate storage space can help reduce clutter and minimize distractions. This can help teachers stay focused and productive throughout the day.

Collaborative spaces: Spaces that are designed for collaboration can help teachers work together and share ideas. This can help promote a sense of community and enhance creativity.

Jang, H., & Kim, E. J. (2018) Intensified that innovation in learning environment can facilitate the development of 21st century skills, such as critical thinking, problem-solving, and collaboration. That the classroom design, technology integration, and teacher-student interactions can all contribute to creating an environment that supports innovation in teaching and learning.

One study by Barrett, Davies, Zhang, and Barrett (2015) explored the effects of classroom design on student engagement and found that a visually appealing and stimulating environment positively influenced student motivation and attention. While this study focused on student engagement, it indirectly suggests that an inspiring interior may also have positive implications for teacher task motivation.

Additionally, research on environmental psychology suggests that aesthetics and the physical environment can impact mood, well-being, and motivation. An aesthetically pleasing and inspiring interior may create a positive and energizing atmosphere that can enhance teacher motivation and enthusiasm for their work.

It's worth noting that individual preferences and perceptions may vary, and the impact of the physical environment on task motivation can differ among teachers. Nevertheless, creating an inspiring interior that incorporates elements of beauty, functionality, and personalization may contribute to a more motivational and engaging teaching environment.

Venues for relaxation

The best method to stifle creative ambitions is stress. There is simply no time or room for inventive thinking when your team is scrambling to complete their daily tasks. When you combine these factors with the fatigue brought on by lengthy workdays, unpleasant commutes, and nasty team members, you end up with a setting that makes individuals want to flee. A little plant life, cozy furnishings, and adequate lighting can make a huge impact. However, you can also offer your staff other break options, such as mid-afternoon meditation classes.

Students and teachers who participate in leisure activities report feeling less stressed overall. Teachers may be more capable of addressing difficulties that arise in the classroom if they feel less anxious, according to research by McKinney, D. K., and Yin, Z. 2009. Spend some time coming up with original techniques to calm your staff.

Sense of Ownership

Creating a pleasant work environment is a great way to encourage your employees to be more innovative. If you really want to foster a creative culture, you can take it a step further and give them opportunities to contribute. Many companies, for example, provide budgets for employees to set up their own computer spaces. Others allow them to make decisions about paint and

furniture. Some companies even provide 'inspiration spaces,' where employees can display items that inspire them. Allowing employees to personalize their workspaces encourages them to relax and think creatively.

The importance of personalization is that teachers who are able to personalize their workspace and design it to meet their needs tend to report higher levels of job satisfaction and creativity in their work (Kim & de Dear, 2013). This could include factors such as lighting, temperature, and the layout of the classroom. Excessive noise in the classroom can be a major distraction for both teachers and students, and can hinder creativity and innovation in teaching (Banbury & Berry, 1998). Creating a quiet and peaceful environment may help to reduce distractions and support creative thinking. Exposure to natural environments has been shown to have a positive impact on creativity and problem-solving abilities (Mayer, Frantz, Bruehlman-Senecal, & Dolliver, 2009). Integrating natural elements into the classroom environment, such as plants or outdoor views, may help to support creativity in teaching.

Overall, creating a peaceful and personalized environment can support teacher creativity and innovation in teaching. By designing a workspace that meets their needs and supports their well-being, teachers may be more likely to think of new and creative ways of engaging students and promoting learning.

Studies have found that giving teachers autonomy over their work, such as allowing them to design their own lesson plans and choose their own teaching materials, can lead to increased productivity (Amabile, Hill, Hennessey, & Tighe, 1994; Wlodkowski & Ginsberg, 1995).

Self-determination theory suggests that allowing teachers to feel a sense of control and choice in their work can lead to increased motivation and productivity (Deci & Ryan, 2000). This theory suggests that people are more likely to be engaged and productive when they feel that they have autonomy, competence, and relatedness in their work.

Giving teachers the ability to work at their own pace and develop their own concepts and ideas can lead to increased job satisfaction (Tucker & McCarthy, 2012). Teachers who feel that they have control over their work are more likely to feel satisfied with their jobs and less likely to experience burnout.

2.4. Teacher's Task Motivation

Motivation can help people to improve their personality. Teachers' creativity is affected by motivation and ability to carry out their duties as educators. Many people have the will to do something, but they are hampered by their ability. In reverse, there are many people who have the ability to do something, yet they have no will. It makes them do not show maximum performance. The more needs to be fulfilled, the bigger encouragement and effort will be appeared. It is manifested through a willingness to achieve goals, creativity, innovation, and responsibility. It is because motivation can significantly affect someone's success. Based on the research conducted by Ningrat et. al. , working motivation can encourage teachers to enhance their performance. Teachers will be encouraged to be more productive and not quickly satisfied with the result that has been obtained. Teachers with high working motivation will always be responsible with their tasks, starting from planning, implementation, and evaluation. According to Nanda et. al. people need to have high work motivation, so that they do not feel burdened by their job.

According to George and Jones, it is said that work motivation refers to the psychological strength of certain individual, which determine his behavior in an organization, level of efforts and persistence in overcoming the problems, as well as self-determination towards the dimensions of their jobs. The process of encouragement, direction, maintenance, and resource maintenance is motivation. The focus on the goals of the organization reflects the behavior in relation to the job. For example, a motivated individual will do his best in accomplishing his tasks. It is expected by the organization that all the employees are highly motivated, thereby results in high-committed employees. The problems on motivation in certain individuals and the job circumstances have been the basic issues in an organization. It is reasonable since motivation is a significant variable in job performance and in the results of the performance that is achieved by any individual. Work motivation can also become the expectation of every employee to be their driving force in achieving their goals. Motivation may become the driving force of any individual, either physically or psychologically, to achieve one or more goals in fulfilling their needs or expectation. According to Deci and Ryan, a motivated person is intrinsically able to enjoy his work, and this enjoyment can be seen in his behavior. Intrinsic motivation is the form of appreciation from an individual when he performs his jobs and finds satisfaction in doing it.

Dewey (2015) expressed that motivation is described by a polished methodology which is reflected in the entirety of the teacher's activities in doing their obligations and duties. Profoundly energetic teachers will see the different inadequacies in the school as a test. The teacher will bend over backward to defeat the deficiencies. With the great consideration regarding the teacher, it will have the option to make the motivation of the educators give a valiant effort in taking care of the work so that encouraging responsibility in accomplishing quality work and is answerable for the advancement of the organization. Russian (2015) guaranteed that great principal leadership can cause individuals to get dependable, steadfast, and motivated to do organizational undertakings ideally.

In a similar manner, Wahyuningdiyah (2015) stated that the dean as supervisors and leaders should have fitting techniques to engage and motivate the teachers to work ideally. Moreover, Lee and Kuo's (2019) study found that transformational leadership of primary school administrators and motivation of teachers demonstrated a fundamentally certain relationship. Measurements of transformational leadership of primary school administrators had predictive force for the general motivation of teachers.

Williams and Burden (1997) distinguished between two types of motivation: sustaining motivation, which refers to the effort put out to maintain or persist in doing something, and initiating motivation, which was concerned with the reasons for doing something and making a decision to do something. Dörnyei and Ushioda (2001, 2011) identified two dimensions of defining motivation on which most researchers would agree: direction and magnitude of human behaviour. As a result, motivation describes the factors that influence people's decisions, as well as how long they are willing to continue an activity and how arduously they intend to pursue it. Wibowo (2014) characterized motivation as a longing to act. Everybody can be persuaded by a few distinct qualities. Motivation is the aftereffect of an assortment of inside and outer powers that cause work to pick the right method of movement and use certain practices. Ghenghesh (2013) had a comparable view by articulating that motivation as the primary purpose behind all activities performed and is accepted to be responsible for why people decide to achieve something, how long they are glad to help the activity and how hard they will seek after it.

In a study conducted by Jarnstrom and Sallstrom (2012) understood that the administrator's motivation factors cannot be viewed as a rule for how to motivate their employees. Workers can be persuaded from multiple points of view. It fluctuates both between the workers, as everybody is extraordinary, yet additionally the motivation inside themselves since an individual can be spurred suddenly.

Hasibuan (2012) expressed that motivation is a factor that energize individuals from the group to work more earnestly to be more persuaded to work then this will support expanded representative performance. There are two components of motivation, to be a specific inside motivation, for example, individual characteristics, and outside variables, for example, work attributes, workplace, and others.

Based on the study by Deressa and Zeru (2019), getting forthcoming support, acknowledgment and monetary impetuses were the fundamental portrayals to motivation. Increased work performance, satisfaction, great cooperation, persistent fulfillment, and occupation connection were the detailed impacts of motivation.

Responsibility

Self-reflection and improvement: Marzano, (2003) Taking responsibility for the results of one's work can also encourage self-reflection and a commitment to ongoing improvement. Teachers who are willing to take ownership of their work are more likely to critically evaluate their performance and make adjustments as needed.

Trust and credibility: Being accountable for the results of one's work can also enhance trust and credibility with colleagues, administrators, and students (Lezotte, 2003). Teachers who are willing to take responsibility for their work are more likely to be seen as reliable and trustworthy.

Research has shown that when teachers feel trusted by their superiors, they are more likely to feel a sense of responsibility and ownership over their work. Teachers who feel that they are trusted to make decisions and exercise professional judgment may be more motivated to perform well and take their responsibilities seriously Leithwood & Jantzi, (2006).

Studies said that teachers were empowered and satisfied. That trusting teachers can also empower them to take on leadership roles and contribute to decision-making processes within their schools (Harrison & Killion, 2007). When teachers feel that they have a voice and are valued as professionals, they may experience greater job satisfaction and a sense of fulfillment in their work.

Trust can also foster collaboration and innovation among teachers (Bryk & Schneider, 2003). When teachers feel trusted by their superiors, they may be more willing to collaborate with colleagues and experiment with new approaches and strategies in their teaching that result to collaboration and innovation.

Overall, research suggests that trust plays an important role in shaping a teacher's sense of responsibility and commitment to their work.

Responsibility is imposed to teachers when they are expected to be responsible to perform certain tasks. Research has shown that teachers who perceive themselves as assets to their organization are more likely to experience job satisfaction and a sense of fulfillment in their work (Ng & Feldman, 2012). When teachers feel that they are making valuable contributions to their school or district, they may be more motivated to perform well and take their responsibilities seriously.

Teachers who possess innovative behavior, such as a willingness to experiment with new teaching methods and approaches, may also experience a greater sense of responsibility and commitment to their work (Torraco, 2005). Research has shown that innovative behavior is positively related to job performance and job satisfaction in teaching.

Teachers who consider themselves as assets to their organization may also be more committed to their own professional development and growth (Akiba & Liang, 2012). When teachers feel that they are valued and supported by their organization, they may be more likely to seek out opportunities for learning and development.

Achievement

Dessler (2005) examined that from the perspective of teachers in school job performance and motivation are different. Motivation is an input to work, and job performance may be perspective motivation and job performance may be difficult from the output produced, the possibility of high motivation and low motivation and high output is often not considered. The implication of

either neglecting motivation or considering it a part of job performance and motivation can be significant if effort is costly for an employee ignoring effort can bias to estimated effect of job performance, because effort should increase job performance.

The perspectives of high school teachers regarding the impact of motivation on their performance at work were explored by Mustafa and Othman in 2010. They found that there is a positive relation between motivations and working performance of teacher such as the greater the level of motivation the higher will be the teacher job performance will be increase. The low motivation to teachers always demoralized teachers in academic performance and lead to teacher absenteeism and poor performance.

Teacher's primary tasks is for learning and development of learners, these tasks commonly adhere to the betterment of the learners. Teachers who are willing to take risks to achieve something for the betterment of their students are often described as innovative or creative educators. These teachers are not afraid to try new teaching strategies or technologies, even if they are untested or unproven. Research suggests that innovative teachers are more effective at engaging and motivating their students, leading to improved academic outcomes. Teachers who are passionate about their profession are more likely to take risks to improve their practice. They are driven by a desire to help their students succeed and are willing to go above and beyond to make this happen Darling-Hammond, L. (2017).

Teachers are open-minded, where innovative teachers are open to new ideas and are willing to challenge their own beliefs and assumptions. They are not afraid to try new approaches to teaching and learning, even if they are different from what they are used to Khine, M. S. (2016).

They are also reflective practitioners who are willing to take risks are also reflective practitioners. They regularly reflect on their practice, evaluate the effectiveness of their strategies, and make adjustments as needed Pajares, F. (2013).

They are adaptable, innovative teachers are adaptable and can adjust their teaching to meet the needs of their students. They are not afraid to try new things or make changes to their teaching strategies if they believe it will benefit their students.

They are also collaborative teachers, who are willing to take risks often collaborate with other educators to share ideas and resources. They are not afraid to ask for help or support from their colleagues and are willing to work together to improve their practice Rizzuto, T. E. (2016).

Overall, teachers who are willing to take risks for the benefit of their students are passionate, open-minded, reflective, adaptable, and collaborative. They are constantly seeking new ways to engage and motivate their students and are not afraid to try new approaches to teaching and learning.

Teachers generally feel a sense of pride whenever they achieve of carried out their ideas inti actions. Zhang, J., & Ding, L. (2018) mentioned that teachers who feel a sense of pride when their ideas are put into action tend to have higher levels of job satisfaction and perceived self-efficacy. They are more likely to take risks and be creative in their teaching approaches, which can lead to improved outcomes for students. Additionally, in the study of Kim, H. J., Lee, M. J., & Lim, C. (2015) they amplifies that teachers who prioritize creativity and see themselves as change agents may experience greater professional fulfillment and a sense of purpose in their work.

The research study by Mohr, Dichter, and McDonald (2007) explores the power of teacher teams in improving student outcomes. The study emphasizes that teachers, when working collaboratively in teams, are often motivated and willing to take risks to achieve positive outcomes for their students. The researchers provide cases, analyses, and strategies that demonstrate the impact of teacher teams on student achievement.

The study highlights that teachers who work in teams are more likely to be motivated by a collective goal of enhancing student learning and success. They are willing to step outside their comfort zones and take calculated risks to try innovative instructional approaches, implement new strategies, and experiment with different teaching methods. This willingness to take risks stems from their deep commitment to the betterment of their students' educational experiences.

Through collaboration and shared decision-making within teacher teams, educators feel supported and encouraged to take risks, knowing that they have a network of colleagues to provide feedback, share insights, and problem-solve together. This collaborative environment fosters a sense of shared responsibility and empowerment among teachers, leading to increased motivation and a willingness to take risks in pursuit of improved student outcomes.

The research study emphasizes that when teachers are motivated and willing to take risks, they can introduce creative solutions, adapt their instruction to meet diverse student needs, and address educational challenges more effectively. These risk-taking behaviors can lead to enhanced student engagement, increased academic achievement, and improved overall learning experiences.

Harrison, C., & Furlong, J. (2018) emphasized the importance of recognition, saying that recognition of teachers' professional learning efforts: The role of school leaders. Journal of Educational Administration, 56(5), 547-564.

The research study by Harrison and Furlong (2018) investigates the role of school leaders in recognizing teachers' professional learning efforts and its impact on teacher motivation. The study specifically focuses on how prompt recognition from school heads for the efforts exerted in searching for new ways of teaching can positively influence teacher motivation.

The researchers found that when school heads promptly recognize and acknowledge the efforts of teachers in exploring new ways of teaching, it significantly enhances teacher motivation. This recognition acts as a form of validation, affirming the value and importance of teachers' professional learning endeavors.

Prompt recognition from school heads fosters a sense of appreciation and respect among teachers, which in turn increases their intrinsic motivation. When teachers feel that their efforts are noticed and valued by their school leaders, they are more likely to be motivated to continue searching for new ways of teaching, experimenting with innovative strategies, and engaging in professional development opportunities.

Furthermore, the study highlights that the timing of recognition is crucial. When school heads provide immediate feedback and recognition for teachers' efforts, it has a stronger impact on motivation compared to delayed or infrequent recognition. Prompt recognition reinforces the connection between teachers' actions and the positive outcomes they strive to achieve.

The research study underscores the importance of school leaders in fostering a culture of recognition and appreciation for teachers' professional learning efforts. When school heads prioritize and actively acknowledge teachers' endeavors in searching for new ways of teaching, it contributes to a positive work environment, boosts teacher motivation, and ultimately enhances the overall quality of teaching and learning in the school.

Self-Development

Teacher's self-development refers to the intentional and ongoing process of personal and professional growth that teachers engage in to enhance their knowledge, skills, attitudes, and practices in the field of education. It involves taking proactive steps to continuously improve oneself as an educator and to stay updated with the latest research, trends, and best practices in teaching and learning.

Research suggests that teachers who participate in endeavors that help them develop their skills and knowledge are more likely to experience personal and professional growth. Here are some key findings from relevant studies:

According to research, taking advantage of professional development opportunities can improve a teacher's efficacy, or their confidence in their capacity to influence students' learning (Guskey, 2002). Teachers with greater self-assurance may be motivated to develop their practices and take on new challenges.

Peer observation and reflection: Participating in peer observation and reflection can also be a powerful tool for teacher self-development (Grossman et al., 2009). When teachers observe and reflect on their colleagues' teaching, they may gain new insights and perspectives on their own practice. Continuing education and career advancement: Continuing education opportunities, such as pursuing advanced degrees or certifications, can also contribute to teacher self-development (Chen & Meijer, 2018). Teachers who invest in their own learning may be better prepared to take on leadership roles and advance their careers.

According to research teacher's self-development encompasses various activities and strategies, such as:

Continuous Learning: Actively seeking opportunities for learning and professional development through attending workshops, conferences, seminars, and webinars, pursuing advanced degrees or certifications, and engaging in self-directed study.

Reflective Practice: Engaging in self-reflection to critically evaluate one's teaching practices, strengths, areas for improvement, and the impact on student learning. Reflective practice involves analyzing experiences, seeking feedback, and making adjustments to instructional strategies and approaches.

Collaboration and Networking: Collaborating with colleagues, participating in professional learning communities, and networking with other educators to share ideas, exchange insights, and learn from each other's experiences.

Research and Scholarship: Engaging in educational research, conducting action research in the classroom, or staying informed about current educational research to inform teaching practices.

Technology Integration: Actively exploring and incorporating technology tools and digital resources into instructional practices to enhance teaching effectiveness and student engagement.

Personal Well-being: Taking care of one's physical, mental, and emotional well-being to maintain a healthy work-life balance, manage stress, and sustain a positive attitude towards teaching.

Seeking Feedback and Professional Growth Opportunities: Seeking feedback from supervisors, mentors, and peers to identify areas for improvement and actively participating in professional growth opportunities provided by schools, districts, or educational organizations.

Teacher's self-development is crucial for staying current with educational trends, meeting the evolving needs of students, and continuously improving teaching practices. It supports the growth and development of teachers as professionals, positively impacting student learning outcomes and overall educational quality.

Independence

Teacher's self-development refers to the intentional and ongoing process of personal and professional growth that teachers engage in to enhance their knowledge, skills, attitudes, and practices in the field of education. It involves taking proactive steps to

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Continuous Learning: Actively seeking opportunities for learning and professional development through attending workshops, conferences, seminars, and webinars, pursuing advanced degrees or certifications, and engaging in self-directed study.

Reflective Practice: Engaging in self-reflection to critically evaluate one's teaching practices, strengths, areas for improvement, and the impact on student learning. Analyzing experiences, getting feedback, and modifying teaching approaches and strategies are all parts of reflective practice.

Collaboration and Networking: Collaborating with colleagues, participating in professional learning communities, and networking with other educators to share ideas, exchange insights, and learn from each other's experiences.

Research and Scholarship: Engaging in educational research, conducting action research in the classroom, or staying informed about current educational research to inform teaching practices.

Technology Integration: Actively exploring and incorporating technology tools and digital resources into instructional practices to enhance teaching effectiveness and student engagement.

Personal Well-being: Taking care of one's physical, mental, and emotional well-being to maintain a healthy work-life balance, manage stress, and sustain a positive attitude towards teaching.

Seeking Feedback and Professional Growth Opportunities: Seeking feedback from supervisors, mentors, and peers to identify areas for improvement and actively participating in professional growth opportunities provided by schools, districts, or educational organizations.Teacher's self-development is crucial for staying current with educational trends, meeting the evolving needs of students, and continuously improving teaching practices. It supports the growth and development of teachers as professionals, positively impacting student learning outcomes and overall educational quality.

3. METHODOLOGY

3.1. Research Design

The researchers used the descriptive-correlational design. Descriptive correlational studies describe the variables and the relationships that occur naturally between and among them (Mendes,2007).

Descriptive design was used to describe and interpret the data in the questionnaire, which is one of the primary sources of information intended to provide data concerning the demographic profile, manifestation of teachers with Innovative Teaching Behavior, observation relative to work motivation. Descriptive is used when little is known about a particular phenomenon. A phenomenon is observed, described, and documented from multiple angles by the researcher. There is no manipulation of variables or search for cause and effect related to the phenomenon (Mendes,2007).

In contrast to straightforward cause-and-effect correlations, correlational designs entail the systematic exploration of the nature of relationships, or associations, between and among variables.

This study used quantitative approach in the research. The quantitative data analysis was based upon quantifiable data, evidence which were numerically evaluated through inferential and/or descriptive statistics (Bernardez, 2011).

3.2. Respondents of the Study

This study will be conducted to the elementary schools of Pagbilao I District, situated in the municipality of Pagbilao, province of Quezon. The respondents were hundred (200) which is the actual popultaion of the teachers who are currently associated with the nine (9) public elementary schools in Pagbilao I District.

Table 1. Respondents of the Study based on School Locale

School	Population
1. Bantigue ES	8
2. Bigo ES	7

3. Bukal ES	15
4. Mapagong-Alupaye ES	7
5. Pagbilao Central ES	52
6. Pagbilao East ES	39
7. Pagbilao West ES	10
8. Parang Pinagbayanan ES	21
9. Talipan ES	41
Total	200

3.3. Sampling Technique

Purposive sampling technique was used by the researcher in selecting the respondents. The researcher will use 200 participants or respondents came from all elementary school teachers in Pagbilao I District.

3.4. Research Instrument

The research instrument consisted of four parts. Part I of the research instrument consists of the items which gathers the respondents' profile such as their names, age, gender, civil status, ancillary services, educational attainment, awards and recognition, designation, and years of teaching. Part II of the research instrument measures the manifestation of teachers in terms of the utilization of the innovative teaching behavior of the teacher-respondents which was divided into four-sections: Idea Generation; Idea Championing; Idea Implementation; and Opportunity Exploration with five questions respectively. Part III of the research instrument is used to gather the perceptions of teachers in terms of establishing innovative teaching environment that was divided into four parts: Flexible Working; Inspiring Interior; Venues for Relaxation; and Sense of Ownership with five questions each part. Lastly, Part IV that deals with the respondents' task motivation that was also divided into four-sections namely: Responsibility; Achievement; Self-Development; and Independence.

The researcher seeks to determine the relationship between innovative teaching behavior and environment and task motivation, the researcher crafted, modified, and adapted survey questionnaire. For the innovative teaching behavior, instruments from the study of Scott and Bruce were adapted and modified according to the field of the study.

3.5. Research Procedure

As a preliminary step, the researchers designed an instrument tool for the research validated by chosen experts. Presented it to the research adviser for approval Followed by pre-testing or pilot testing of the instrument as an effective way of validation. Secondly, the researcher asked permission and approval from the panelist. After the approval, the researcher requested a letter to the office of the Dean of College of Education to proceed in gathering the data addressed to the Supervisor of Pagbilao District I. After receiving the permission, the researcher conducted the study by distributing the questionnaire to the said respondents through a google form for the elementary teachers and the accomplished questionnaires and data was retrieved through drive by the researcher after the series of instructions. The data gathered by the researchers were tallied and analyzed using the appropriate statistical treatment presented by the researchers.

4. FINDINGS AND DISCUSSIONS

Table 2. Demographic Profile of the Elementary Teachers

Profile	Category	Frequency	Percent
Age	24 years old and below	1	0.5
	25-34 years old	57	28.5
	35-44 years old	46	23
	45-54 years old	74	37
	55 years old and above	22	11
Sex	Male	28	14
	Female	172	86
Civil Status	Single	29	14.5
	Married	164	82
	Widower	7	3.5
	Separated	0	0
Ancillary Services	Subject Coordinator	37	18.5
	Grade Level Chairperson	40	20
	Organization/ Club Adviser	16	8
	Newspaper Adviser	9	4.5
	Coaches in Academic and Non-academic Contest	34	17
	Others	64	32

Educational Attainment	Bachelor's degree Holder	81	40.5
	With master's units	79	39.5
	Master's degree Holder	34	17
	With doctorate's units	5	2.5
	Doctorate Degree Holder	1	0.5
Awards and Recognition	Academics	24	12
	Leadership	8	4
	Service	96	48
Designation	Teacher I	71	35.5
	Teacher II	51	25.5
	Teacher III	69	34.5
	Master Teacher I	6	3
	Master Teacher II	3	1.5
	Master Teacher III	0	0
Years in Teaching	0-3 years	11	5.5
	4-6 years	25	12.5
	7-9 years	26	13
	10-12 years	34	17
	13-15 years	15	7.5
	16 years and above	89	44.5
Total		200	100

Table 1 presents frequency and percentage distribution of the elementary teachers' characteristics as to their age, sex, civil status, ancillary services, educational attainment, awards and recognition, designation, and length of service.

It shows that 74 respondents or 37% of the total are 45-54 years old represents most of the respondents, while 57 participants or 28.5% are between 25-34 years old. In addition, respondents with the age of 35-44 years old constitute 23% while 55 years old and above constitute 11% or 22 respondents. Only .5% constitute the respondent that belongs to 24 years old and below. Furthermore, 172 or 86% or the majority of the respondents are dominated by female, and only 28 or 14% are male. The majority of the respondents are married with 164 or 82%. In contrary, 29 or 14.5% of the respondents are single, and the remaining 7 of the total respondents or 3.5% are widowers. Most of the gathered data about teacher's ancillary services falls on the category of others with 64 or 32%. It includes ALS Coordinator (2), Band Coordinator (3), Brigada Eskwela Coordinator (3), DRRM Coordinator (11), Feeding Coordinator (3), GSP Coordinator (11), Gulayan sa Paaralan Coordinator (11) ,ICT & LIS Coordinator (11), MOOE Back Chairman (5), Project, Activities, and Programs Coordinator (4). Respondents who are coaches in academic and non-academic contests constitute 34 or 17% of the total. While 40 or 20% of the respondents are grade level chairperson. Moreover, 37 or 18.5% of the respondents are subject coordinators, 16 or 8% are organization or club advisers and the remaining 9 or 4.5% of the respondents are newspaper advisers. Additionally, most of the respondents are bachelor's degree holder with 81 or 40.5% of the total, 79 or 39.5% of the respondents has units in master's degree. Also 34 or 17% of the respondents has master's degree, 5 or 2.5% earned a doctorate's unit and only .5% or 1 finished doctorate degree. In addition, most of the teacher-respondent, 71 or 35.5%are designated as Teacher I, 69 or 34.5% are Teacher III, 51 or 25.5% are Teacher II, 6 or 3% are Master Teacher I, and 3 or 1.5% are master Teacher II. Most of the respondents has 16 years and above teaching experience with 89 or 44.5% of the total respondents. Respondents with 10-12 years of teaching experience constitute 34 or 17%, teachers with 7-9 years' experience constitute 26 or 13%. Moreover, teachers with 4-6 years of experience constitute 25 or 12.5%, while teachers who are serving 13-15 years constitute 15 or 7.5% and the remaining 11 respondents or 5.5% of the total are serving 0-3 years in teaching.

Table 3. Teacher's Manifestation of Innovative Teaching Behavior in terms of Idea Generation.

Idea Generation	Mean	Std. Deviation	Verbal Interpretation
1. I engage in different brainstorming techniques to load up minds and be more creative.	4.32	0.56	Often Observed
2. I give "trigger" or prompts that will evoke and provoke new thoughts for a group to discuss.	3.97	0.69	Often Observed
3. I use "storyboarding" or arrangement of visual information to create clear narrative that will explain the progression of ideas.	4.07	0.67	Often Observed
4. I incorporate the use of SWOT Analysis in forming new ideas to determine its strengths, weaknesses, opportunities, and threats.	3.94	0.70	Often Observed
5. I take part in processing and validating the generated ideas as its means of verification.	4.22	0.59	Often Observed

OVERALL	**4.10**	**0.50**	**Often Observed**

Note: 4.61 Always Observed; 3.41-4.60 Often Observed; 2.61-3.40 Sometimes Observed; 1.81-2.60 Rarely observed; 1.00-1.80 Never Observed

The results above revealed the teacher's manifestation of innovative teaching behavior in terms of idea generation, that was described as often observed with an overall Mean of 4.10 and a Standard Deviation of 0.50. Based on the result, all the questions under Idea Generation are often observed by the teachers. It was revealed that teachers engaged in different brainstorming techniques for them to load up their minds and be more creative with a total Mean of 4.32.This indicates that the respondents are engaged more often in brainstorming techniques to foster creativity, generate new ideas, and solve problems effectively that will greatly help their teaching strategies and their students. Followed by the indicator saying that teachers are taking part in processing, validating the generated ideas as its means of verification with a Mean of 4.22. Validating the ideas was often observed by the teacher-respondents as they are expected to engage in critical thinking. They are also expected to analyze, evaluate, and assess the feasibility, relevance, and potential impact of the ideas. This helps ensure that the ideas are logical, practical, and aligned with the desired outcomes. Same as with the study of Băbuț, T. M. (2021) wherein the results show that the brainstorming method can be successfully applied to improve the ability to work in a team, to tolerate the opinion of a colleague, to improve communication and sociability.

Similarly, the survey respondents often observed the use of "storyboarding" or arrangement of visual information to create clear narrative that will explain the progression of ideas having the third highest Mean with 4.07. This indicates that the respondents utilized storyboarding techniques for them to create clear and engaging narratives that facilitate students' understanding, enhance instructional design, promote creativity, and foster collaborative learning environments. As the study of Abuzaid, H. & Al Kayed, M. (2020) concluded that when using the storyboarding method, teachers and students become motivated and feel competent and confident after visually, intellectually, and creatively outlining their ideas. He also recommended incorporating the storyboarding technique in higher education classrooms and fusing it with other innovative techniques to make a classroom interesting, engaging, and interactive.

Furthermore, statement I give "trigger" or prompts that will evoke and provoke new thoughts for a group to discuss was also often observed by the teachers with a Mean of 3.97. Teachers are expected to give prompts to elicit critical thinking, about a topic, analyze different perspectives, and develop their critical thinking skills. Facilitate active participation as prompts provide a starting point for discussion, ensuring that all students and colleagues have something to contribute and increasing their engagement in the conversation. The study of Wu, L., & Looi, C. K. (2008) reveals that the outcome provides some early proof that agent prompt support for reflective dialogue can be advantageous in advancing student-teaching activities.

Lastly, statement 4, I incorporate the use of SWOT Analysis in forming new ideas to determine its strengths, weaknesses, opportunities, and threats got the lowest Mean of 3.94 among the rest. Having the least Mean scores indicates that teachers not always incorporate the use of SWOT analysis because conducting a comprehensive SWOT analysis requires time and resources. In the busy and dynamic environment of a classroom, teachers may have limited time available for in-depth analysis and prefer to focus on immediate instructional needs or lesson planning. But since it was interpreted as also often observed, as founded by the study of Bouba B. (2021) through SWOT analyses, teachers become more effective at what they do in the classroom by being able to: choose the best course of action to take in carrying out pedagogical practices; develop interpersonal skills in lesson planning, delivery, class management, and collaboration with colleagues; and exchange knowledge on effective pedagogical practices with colleagues to lessen mistakes.

Table 4. Teacher's Manifestation of Innovative Teaching Behavior in terms of Idea Championing.

Idea Championing	Mean	Std. Deviation	Verbal Interpretation
1. I lead, promote, and support innovation for idea stimulation and career development.	4.26	0.63	Often Observed
2. I participate in finding meaningful job activities that will identify the success and failures of the school.	4.36	0.68	Often Observed
3. I proactively adapt new introduced ideas in teaching techniques, approaches, and classroom management.	4.36	0.59	Often Observed
4. I took extra responsibilities and opportunities in utilizing such agreed innovation.	4.36	0.59	Often Observed
5. I participate, and support ideas generated in work meetings related to innovations and new ways of enhancing instructions and management	4.42	0.54	Often Observed
OVERALL	**4.35**	**0.49**	**Often Observed**

Note: 4.61 Always Observed; 3.41-4.60 Often Observed; 2.61-3.40 Sometimes Observed; 1.81-2.60 Rarely observed; 1.00-1.80 Never Observed

With an overall mean of 4.35, the respondents often observed all the statements in the manifestations of innovative teaching behavior in terms of idea championing.

Statement 5 which deals with teacher's participation and supporting ideas generated in work meetings related to innovations and new ways of enhancing instructions and management got the highest Mean with 4.42 which was often observed by teachers in terms of championing an idea. This indicates that the respondents empower the idea of others. It also nurtures intrinsic motivation among students or colleagues.

Based on the result, statements 2, 3, and 4 which stated that got the same Mean Scores of 4.36 which is also interpreted as often observed by the teachers. Teachers often observed participating to the activities that will determine the school's failures and success. This indicates that teachers often involve and engage themselves in various aspects of school life that can significantly impact outcomes that includes curriculum and instruction, school improvement initiatives, decision-making processes, and reflective practices. Teachers also often observed that they are also proactive in adapting to newly introduced ideas that deals with techniques approaches, and classroom management. As a teacher, they should have an open mindset and are willing to try new ideas and approaches. They embrace innovation and are not afraid to step out of their comfort zones to explore different techniques and strategies. Teachers also often observed taking extra responsibilities and opportunities in utilizing the innovation. This indicates that a significant number of teachers are enthusiastic about embracing new ideas, strategies, and technologies to enhance their teaching practices and promote student learning. Teachers who support innovation often recognize the potential benefits it can bring, such as increased student engagement, improved learning outcomes, and better preparation for the demands of the modern world.

Lastly, statement 1 with a Mean of 4.26 and is interpreted as often observed by the teachers which stated that teachers lead, promote, and support innovation for idea stimulation and career development. This indicator is the least among idea championing as some teachers choose to follow rather than the person who propose the idea due to different teaching responsibilities that they prioritizes and interests them.

Table 5. Teacher's Manifestation of Innovative Teaching Behavior in terms of Idea Implementation.

Idea Implementation	Mean	Std. Deviation	Verbal Interpretation
1. I initiate in crafting new ideas and innovations by spotting opportunities or areas to be improved.	4.07	0.62	Often Observed
2. I contribute to the implementation of the new ideas by engaging and putting the plan into action.	4.16	0.63	Often Observed
3. I put effort into building support to the newly implemented innovations.	4.27	0.58	Often Observed
4. I contribute to the development of new ideas by engaging to different stakeholders.	4.22	0.57	Often Observed
5. I participate in executing, reflecting, and improving the newly implemented innovations.	4.31	0.60	Often Observed
OVERALL	**4.20**	**0.49**	**Often Observed**

Note: 4.61 Always Observed; 3.41-4.60 Often Observed; 2.61-3.40 Sometimes Observed; 1.81-2.60 Rarely observed; 1.00-1.80 Never Observed

Table 5 reveals that all statements in Teacher's Manifestation of Innovative Teaching Behavior in terms of Idea Implementation is often observed with an overall Mean of 4.20.

Statement 5 has the highest Mean of 4.31 is often observed which states that teachers participate in executing, reflecting, and improving the newly implemented innovations. This means that teachers ensure that the innovations are effectively implemented and aligned with the needs of their students. Lieberman and Miller (2004) states that teachers contribute to the improvement of newly implemented innovations by actively participating in professional development activities and collaborating with colleagues. They share their experiences, insights, and suggestions, contributing to the collective learning and refinement of innovative practices. This collaborative approach enables continuous improvement and ensures that the innovations align with the needs of both teachers and students. Similarly, statement 3 was also often observed with a Mean of 4.27 that states teachers put effort into building support to the newly implemented innovations. Moreover, statement 4 with a Mean of 4.22 which states that teachers contribute to the development of new ideas by engaging to different stakeholders is also often observed by the respondents. With a Mean of 4.16 statement 4 that says, teachers contribute to the implementation of the new ideas by engaging and putting the plan into action is also observed.

Finally, statement 1 which states that teachers initiate in crafting new ideas and innovations by spotting opportunities or areas to be improved got the lowest Mean among the rest but still interpreted as often observed by the respondents. This indicates that teachers are not always initiating new ideas because due to prioritizing the things to be done immediately such as planning, developing instructional materials. But since it was also interpreted as often observed, Harris, A. (2002) cite that teachers can engage in action research to investigate and address specific challenges or opportunities in their classrooms. This process involves systematically collecting and analyzing data to inform instructional decisions and innovations.

Table 6. Teacher's Manifestation of Innovative Teaching Behavior in terms of Opportunity Exploration.

Opportunity Exploration	Mean	Std. Deviation	Verbal Interpretation
1. I wonder how things can be improved	4.39	0.61	Often Observed
2. I assess how effective a new idea and how will it help me as an individual	4.33	0.60	Often Observed
3. I pursue tasks, projects, activities with clear guidelines	4.31	0.58	Often Observed
4. I attempt to convince co-teachers to support an innovative idea	4.17	0.66	Often Observed
5. I pay attention and open to new and relevant ideas.	4.43	0.56	Often Observed
OVERALL	**4.32**	**0.32**	**Often Observed**

Note: 4.61 Always Observed; 3.41-4.60 Often Observed; 2.61-3.40 Sometimes Observed; 1.81-2.60 Rarely observed; 1.00-1.80 Never Observed

As reflected in Table 6, all of the mentioned statements are often observed by the teacher-respondents having an overall Mean of 4.32. It indicates the teacher's manifestation in opportunity exploration of innovative teaching behavior. It reveals that statement 5 got the highest Mean with 4.43 stating that teachers pay attention and open to new and relevant ideas. This signifies that teachers are more open to new strategies, techniques, and approaches to teaching which learners can benefit. Davis, E. A., & Krajcik, J. S. (2005) asserts that teachers are receptive to new pedagogical approaches, instructional strategies, and technological advancements that can enhance teaching and learning. Followed by statement 1 which amplifies that teachers wonder how things can be improved with a Mean of 4.39. This generalize that teachers are often curious on how certain things can be enhanced or developed as much as they want for their learners to learn. Wilmot, H. H., & Keeley, P. (2015) mentioned that teachers who are curious are dedicated to their continued education and professional growth. They actively look for learning opportunities, go to workshops and conferences, collaborate with others, and investigate the most recent findings in their profession. They can stay current on best practices and new trends because to their never-ending quest for information. In addition, statement 2 which states that teachers assess how effective a new idea and how will it help them as an individual with a mean of 4.33. This means that this indicator is often observed because teachers are interested also in improving and developing themselves as a professional, they filters ideas that will really help them in their everyday tasks. According to the study of Robinson, V., Hohepa, M., & Lloyd, C. (2009), teachers' evaluation of a new idea's effectiveness typically involves multiple dimensions, including its impact on student learning, classroom management, teacher workload, and professional growth. Teachers assess how well the innovation aligns with their teaching philosophy, instructional goals, and the needs of their students.

Lastly statement 4 which deals with attempting in convince co-teachers to support an innovative idea with a Mean of 4.17. This statement addresses the diversity of teachers, that not everyone has to agree with the presented ideas, as we teachers also perceived things differently. Teachers frequently struggle to convince their peers to accept novel concepts as the statement reflected as the least among the statement but still interpreted as often observed. According to a study conducted by Kim, M., & Hannafin, M. J. (2019), teamwork and excellent communication skills are crucial to the persuading process. To persuade their fellow instructors, teachers use succinct messages, strong arguments, and reasoning supported by facts. Additionally, they use connections founded on mutual respect and trust as well as their own personal credibility to strengthen their efforts at persuasion.

Table 7. Teacher's Perception of Innovative Teaching Environment in terms of Flexible Working Place.

Flexible Working Place	Mean	Std. Deviation	Verbal Interpretation
1. Flexible working allows teachers to innovate and come up with new ideas.	4.51	0.58	Often Observed
2. Flexible working arrangements help me balance my life commitments.	4.47	0.61	Often Observed
3. Flexible working allows the teachers to do research in response to different challenges.	4.38	0.65	Often Observed
4. Flexible working is essential to manage the variations in workload and responsibilities.	4.47	0.60	Often Observed
5. Flexible working allows teachers to be gain more skills and establish good relationship or linkage.	4.52	0.55	Often Observed
OVERALL	**4.47**	**0.52**	**Often Observed**

Note: 4.61 Always Observed; 3.41-4.60 Often Observed; 2.61-3.40 Sometimes Observed; 1.81-2.60 Rarely observed; 1.00-1.80 Never Observed

Table 7 shows the teacher-respondent's perception of innovative teaching environment particularly flexible working place with an overall 4.47 and all statements were interpreted as often observed.

With the highest Mean of 4.52 statement 5 is often observed by the respondents saying that flexible working allows teachers to be gain more skills and establish good relationship or linkage. It reflected that teachers often observed that they can acquire more skills and create linkage if they have flexible working, where they can engage in team projects, participate in professional learning communities, and share best practices. The collaborative climate they have fosters the exchange of ideas, promotes innovation, and allows teachers to establish professional relationships and linkages that can benefit their teaching practice.

Which is true to the conclusion of Teachers hub (2029) stating that flexible working environment allows the team or individuals to explore their own routes of ideas as well as help teachers to manage their work-life balance o order to meet their professional goals.

Followed by statement 1 which states that flexible working allows teachers to innovate and come up with new ideas with a Mean 4.51. This indicates that flexible working arrangements for teachers can foster their creativity, spark new ideas, and result in the development of effective and engaging instructional techniques that are advantageous to students and the wider educational environment. As embracing innovation in education encourages critical thinking, a feeling of adventure, and an ability to adapt and be more flexible that will benefit our children in the classroom Thompson S. (2023). Moreover, statement 2 stating that flexible working arrangements help teachers balance their life commitments. Having a mean of 4.57 and interpreted as often observed indicates that flexible working arrangements contribute to work-life balance of teachers in so many ways, such as time management, workloads, family support, and well-being. The study by Miryala and Chiluka (2012) investigates the necessity of work-life balance strategies for teachers at various levels. They learn that work-life balance techniques are necessary to boost satisfaction, organizational commitment, and more. Similarly, Saeed and Farooqi (2014) recognize that university professors need to maintain a healthy work-life balance in order to reduce job stress and boost satisfaction.

Statement 4 stating that flexible working is essential to manage the variations in workload and responsibilities with the same Mean of 4.47 were also often observed by the respondent. Ferlazzo L. (2023) cited that the capacity for flexibility is essential since rigidity can lead to stress, which can negatively affect your health, your enthusiasm for your profession, and your relationships with colleagues.

In addition, statement 3 with 4.38 as its Mean was also interpreted as often observed stating that Flexible working allows the teachers to do research in response to different challenges. This indicator got the lowest Mean scores because teachers doesn't always have the luxury of time in conducting extra research as the responsibility in teaching is highly demanding. But if given a time and an opportunity, teachers conduct researches that will enhance the teaching-learning process.

Table 8. Teacher's Perception of Innovative Teaching Environment in terms of Inspiring Interior.

Inspiring interior	Mean	Std. Deviation	Verbal Interpretation
1. The school's structural design encourages teachers to apply new ideas, collaborate, and experiment	4.39	0.61	Often Observed
2. The learning environment encourages and supports the use of technologies.	4.49	0.53	Often Observed
3. Innovation in teaching and learning is facilitated by the school's learning environment	4.51	0.52	Often Observed
4. Inspiring classroom arrangement allows teachers to work pleasantly.	4.60	0.50	Often Observed
5. It allows teachers to thin and generate creative ideas at school.	4.48	0.53	Often Observed
OVERALL	**4.49**	**0.44**	**Often Observed**

Note: 4.61 Always Observed; 3.41-4.60 Often Observed; 2.61-3.40 Sometimes Observed; 1.81-2.60 Rarely observed; 1.00-1.80 Never Observed

As pictured in Table 8 the respondents often observed all the statements of innovative teaching environment in terms of inspiring interior wherein the gathered data got an overall Mean of 4.49.

With the highest mean of 4.60 statement 4 which states that inspiring classroom arrangement allows teachers to work pleasantly. It was revealed that the an inspiring classroom arrangement can help minimize distractions and create an atmosphere conducive to concentration and productivity. It can also contribute to a joyful and positive learning experience. It can create a sense of excitement, curiosity, and enthusiasm among students. As concluded by Lippman, P.C., & Ling, M.H. (2015) a teacher's productivity and well-being can be significantly impacted by the physical design of a classroom. It is more probable that teachers will feel inspired and productive throughout the day if they have access to a comfortable and inspiring learning environment.

Followed by statement 3 saying that innovation in teaching and learning is facilitated by the school's learning environment with a Mean of 4.51. Jang, H., & Kim, E. J. (2018) emphasized how innovation in the classroom may help students develop 21st century skills including cooperation, critical thinking, and problem-solving. that the layout of the classroom, the use of technology, and teacher-student interactions may all help to foster an atmosphere that encourages innovation in both teaching and learning.In addition, statement 2 saying that the learning environment encourages and supports the use of technologies got the same interpretation garnering a Mean of 4.49.

Lastly, statement 1 got the lowest Mean of 4.39 but still often observed by the respondent stating that the school's structural design encourages teachers to apply new ideas, collaborate, and experiment. Bart, M. (2018) intensified that the teaching and learning environment can be significantly impacted by the interior design of a school. Schools that are thoughtfully constructed with the needs of both students and instructors in mind can foster an atmosphere that promotes cooperation, experimentation, and the use of novel concepts. According to Sheth (2019), interior design of educational environment has shown a positive impact on users as it addresses interconnected social, aesthetic, and economic issues that exist within a school.

Table 9. *Teacher's Perception of Innovative Teaching Environment in terms of Venues for Relaxation.*

Venues for Relaxation	Mean	Std. Deviation	Verbal Interpretation
1. School subject-area gardens, mini-libraries, and laboratories create opportunities for teachers to relax and help them to be more creative and innovative.	4.31	0.72	Often Observed
2. Classroom environment that promotes recreational activities helps teachers to be more assertive in facing challenges.	4.51	0.63	Often Observed
3. Well lighted and ventilated school facilities such as classroom, faculty rooms, and offices that provides opportunity for recreational activities allows teachers to work less stressful.	4.55	0.60	Often Observed
4. Lounges, office, and open spaces such as covered court that reinforce positivity allows teachers to work collaboratively.	4.47	0.64	Often Observed
5. Providing opportunities for recreational such as team building and focus group discussions allows teachers to create teams and gain new learnings from experiences.	4.55	0.56	Often Observed
OVERALL	**4.48**	**0.52**	**Often Observed**

Note: 4.61 Always Observed; 3.41-4.60 Often Observed; 2.61-3.40 Sometimes Observed; 1.81-2.60 Rarely observed; 1.00-1.80 Never Observed

As presented in Table 9, the surveyed respondents often observed all the statements of innovative teaching environment in terms of venues for relaxation with an overall Mean of 4.48.

Both statement 3 and 5 got the highest mean of 4.55 stating that well lighted and ventilated school facilities such as classroom, faculty rooms, and ofices that provides opportunity for recreational activities allows teachers to work less stressful. As well as providing opportunities for recreational such as team building and focus group discussions allows teachers to create teams and gain new learnings from experiences. As the study of Heschong Mahone Group. (1999) reveals Natural light has been shown to improve mood, reduce stress levels, and increase productivity. Sallis, J. F., Prochaska, J. J., and Taylor, W. C. (2000). Offering facilities for recreational activities, such as team-building exercises, outdoor spaces, or gymnasiums, can encourage physical activity and enhance mental health. It has been demonstrated that exercise enhances mood, lowers stress, and enhances cognitive performance.

Statement 2 saying that classroom environment that promotes recreational activities helps teachers to be more assertive in facing challenges got a weighted mean of 4.51. Supported by the study of McKinney, K. D., & Yin, Z. (2009) stating that the environment that offers engaging in recreational activities can help reduce stress levels for both students and teachers. When teachers feel less stressed, they may be more likely to feel confident and assertive in handling challenges that arise in the classroom.

In addition, statement 4 expressing that lounges, office, and open spaces such as covered court that reinforce positivity allows teachers to work collaboratively got a mean of 4.47. Lastly, statement 1 which says that school subject-area gardens, mini-libraries, and laboratories create opportunities for teachers to relax and help them to be more creative and innovative got the lowest mean of 4.31 but still perceived as often observed by the respondents.

Table 10. Teacher's Perception of Innovative Teaching Environment in terms of Sense of Ownership.

Sense of Ownership	Mean	Std. Deviation	Verbal Interpretation
1. Environment that allows teachers to work freely encourages productivity.	4.66	0.49	Always Observed
2. Teachers who works in their own space works effectively	4.60	0.51	Often Observed

3. Teachers are motivated to work in their own working spaces.	4.60	0.50	Often Observed
4. A peaceful and own environment allows teachers to think of new and creative ways of teaching	4.61	0.53	Always Observed
5. Teachers work productively in their own pace by putting their own concept and ideas.	4.56	0.54	Often Observed
OVERALL	**4.60**	**0.44**	**Often Observed**

Note: 4.61 Always Observed; 3.41-4.60 Often Observed; 2.61-3.40 Sometimes Observed; 1.81-2.60 Rarely observed; 1.00-1.80 Never Observed

Table 10 projected that the respondents often observed the statements of innovative teaching environment in terms of sense of ownership with an overall Mean of 4.60.

This study revealed that environment that allows teachers to work freely encourages productivity, having the highest mean of 4.66. It is indeed encouraging to work to a place where you will not encounter problem in terms of the physical aspect but solely to the task you are expected to accomplish. Studies have shown that granting teachers greater autonomy over their work, such as letting them create their own curriculum and lesson plans, can boost productivity (Amabile, Hill, Hennessey, & Tighe, 1994; Wlodkowski & Ginsberg, 1995).

Same as with, a peaceful and own environment allows teachers to think of new and creative ways of teaching that was also interpreted as always observed with Mean of 4.61. A place where is far from extrinsic noise and was established a sense of ownership allows the teachers to work peacefully, free from additional problems also allows them to be more creative. Furthermore, statement 2 and 3 which both got a mean of 4.60, respondents often observed that teachers who works in their own space works effectively and teachers are motivated to work in their own working spaces. Teachers who can personalize their workspace and design it to meet their needs tend to report higher levels of job satisfaction and creativity in their work (Kim & de Dear, 2013). This could include factors such as lighting, temperature, and the layout of the classroom.

Lastly, this study revealed that teachers work productively in their own pace by putting their own concept and ideas, which got the lowest Mean of 4.56 among the rest but still interpreted as often observed. Motivation and autonomy: Studies have indicated that when instructors have more control over their work, such as the ability to select their own lesson plans and instructional materials, they tend to be more motivated and satisfied with their jobs (Deci & Ryan, 2000; Ryan & Deci, 2000).

Table 11. Teacher's Perception of Task Motivation in terms of Sense of Responsibility.

Responsibility	Mean	Std. Deviation	Verbal Interpretation
1. am being trusted by my superior that I do task excellently.	4.39	0.61	Often Motivated
2. consider myself as an asset to the organization because I possess innovative behavior	4.13	0.83	Often Motivated
3. feel a high degree of personal responsibility in doing task given to me.	4.29	0.68	Often Motivated
4. am accountable for the results and outcome of my work for it reflects my working behavior as a teacher.	4.45	0.56	Often Motivated
5. take responsibility in searching of new ways on how to do best at task handed to me.	4.45	0.56	Often Motivated
OVERALL	**4.34**	**0.51**	**Often Motivated**

Note: 4.61 Always Motivated 3.41-4.60 Often Motivated; 2.61-3.40 Sometimes Motivated; 1.81-2.60 Rarely Motivated; 1.00-1.80 Never Motivated

As can be seen in Table 11, the surveyed respondent perceived all the indicators of task motivation in terms of responsibility as often motivated with an overall Mean of 4.34

Based on the result, teachers are often motivated and accountable for the results and outcome of their work for it reflects their working behavior as a teacher which got the highest Mean of 4.45. Teachers take pride in their profession and aim to build a positive reputation as effective educators. The outcomes of their work, such as student performance, engagement, and progress, reflect their competence and dedication. Teachers recognize that their professional reputation is closely tied to the success of their students and the impact they have on their lives. This study also revealed that teachers take responsibility in searching of new ways on how to do best at task handed to them, which got the same Mean of 4.45. Teachers are committed to continuous improvement. They strive to provide the best possible education and ensure that every student reaches their full potential. Actively searching for new ways to do their tasks allows teachers to identify areas for growth, reflect on their practice, and implement changes that lead to enhanced student learning experiences. A dedication to continuous improvement and self-reflection can both be sparked by accepting responsibility for the outcomes of one's work. Teachers who are prepared to take responsibility for their work are more likely to analyze it critically and make the necessary corrections (Marzano, 2003). When teachers feel a sense of responsibility for

the results of their work, they may be more motivated to perform well and strive for excellence Baird & Mitchell, Keesling-Press-Hereford, (1998).

Moreover, statement 1 stating that teachers are being trusted by their superior that they will do task excellently was interpreted as often motivated with a Mean of 4.39. Statement 3 with 4.29 is also perceived as often motivated stating that teachers feel a high degree of personal responsibility in doing task given to me. Research has shown that when teachers feel trusted by their superiors, they are more likely to feel a sense of responsibility and ownership over their work. Teachers who feel that they are trusted to make decisions and exercise professional judgment may be more motivated to perform well and take their responsibilities seriously Leithwood & Jantzi, (2006).

Lastly, statement 2 got the lowest mean of 4.13 but stull interpreted as often motivated in support to the statement that teachers consider themselves as an asset to the organization because they possess innovative behavior. This study revealed that among the indicators it still ranked as the lowest, because teachers may feel that their innovative behavior and contributions go unnoticed or undervalued by the organization. If their efforts and ideas are not acknowledged or rewarded, they may perceive themselves as not being seen as valuable assets. According to the research Ng & Feldman, (2012), teachers who see themselves as assets to their organization are more likely to feel a feeling of fulfillment in their profession and experience job satisfaction . Teachers may be more motivated to work hard and take their duties seriously if they believe they are contributing something worthwhile to their school or district.

Table 12. Teacher's Perception of Task Motivation in terms of Achievement.

Achievement	Mean	Std. Deviation	Verbal Interpretation
1. feel a sense of pride whenever I have put my ideas into actions.	4.30	0.75	Often Motivated
2. celebrate my achievements with colleagues as we collaboratively work on innovations.	4.28	0.66	Often Motivated
3. am willing to take risks to achieve something for the betterment of my students.	4.40	0.64	Often Motivated
4. am recognized promptly by my school head for the efforts exerted in searching new ways of teaching.	4.18	0.73	Often Motivated
5. look forward to achieving the goal of the organization by implementing new ideas.	4.36	0.56	Often Motivated
OVERALL	**4.30**	**0.52**	**Often Motivated**

Note: 4.61 Always Motivated 3.41-4.60 Often Motivated; 2.61-3.40 Sometimes Motivated; 1.81-2.60 Rarely Motivated; 1.00-1.80 Never Motivated

Table 12 shows the teacher's perception of task motivation in terms of achievement in which all statements were interpreted as often motivated with an overall Mean 4.30.

Based form the result, this study revealed that teachers often motivated and are willing to take risks to achieve something for the betterment of their students with the highest mean of 4.40. It indicates that teachers are agent of change, they do not stick on to what is traditional but rather on to what is applicable and effective. As concluded on the study of McDonald, E., Mohr, A., Dichter, A., & McDonald, E. (2007) teachers are willing to step outside their comfort zones and take calculated risks to try innovative instructional approaches, implement new strategies, and experiment with different teaching methods. This willingness to take risks stems from their deep commitment to the betterment of their students' educational experiences. According to the study of Khine, M. S. (2016) innovative teachers are open to new ideas and are willing to challenge their own beliefs and assumptions. They are not afraid to try new approaches to teaching and learning, even if they are different from what they are used to.

It also revealed that teachers are often motivated when they look forward to achieving the goal of the organization by implementing new ideas with Mean of 4.36. This explains that teachers are driven enough to think of new ways in achieving the organization's goals. As Tracy, K. M., McNary, S. W., & Johnson, D. W. (2016) concluded that teachers are often motivated when they have clear goals aligned with the organization's mission and when they are provided with the autonomy and support to implement new ideas. A positive and empowering environment, coupled with supportive interpersonal influences, contributes to increased teacher motivation and engagement in achieving the goals of the organization.

Moreover, statement 1 with Mean of 4.30 states that teachers feel a sense of pride whenever they implemented their ideas into actions which was also revealed as often motivated. This study shows that, teachers get motivated whenever they see the result of their own thinking. As Zhang, J., & Ding, L. (2018) noted that teachers tend to have higher levels of job satisfaction and perceived self-efficacy when their ideas are put into practice. They are more inclined to take chances and use creative teaching methods, which can increase student outcomes. In addition, Kim, H. J., Lee, M. J., & Lim, C. (2015) study emphasize that educators who value creativity and consider themselves as change agents may enjoy more job satisfaction and a sense of meaning in their employment.

This study also showed that teachers who celebrate achievements with colleagues as they work collaboratively work on innovations are often more motivated with Mean of 4.30. It shows that success should be shared, any work of collaboration is a product of good communication which you can find in any health working environment.

Lastly, the least from all the statements is that teachers get often motivated when they are promptly recognized by school head for the efforts exerted in searching new ways of teaching with a mean of 4.18. This indicates that teachers do not solely working after any recognition coming from the immediate head, rather they are after the result of the newly discovered ways of teaching, which is for the better learning of the students. But, even though it has the lowest mean of all the indicators, it was also interpreted as often motivated., According to Harrison, C., & Furlong, J. (2018) immediate feedback and recognition for teachers' efforts has a stronger impact on motivation compared to delayed or infrequent recognition. Prompt recognition reinforces the connection between teachers' actions and the positive outcomes they strive to achieve.

Table 13. Teacher's Perception of Task Motivation in terms of Self-Development.

Self-Development	Mean	Std. Deviation	Verbal Interpretation
1. identify and solve teaching and school problems that also leads to self-improvement.	4.41	0.58	Often Motivated
2. observe colleagues good and new teaching techniques and incorporate it.	4.47	0.54	Often Motivated
3. search new ideas in teaching to improve my command inside the classroom	4.44	0.51	Often Motivated
4. take the comments and suggestions of my colleagues and immediate head constructively.	4.54	0.54	Often Motivated
5. participate in any endeavor that will hone my skills and knowledge in teaching	4.50	0.51	Often Motivated
OVERALL	**4.47**	**0.44**	**Often Motivated**

Note: 4.61 Always Motivated 3.41-4.60 Often Motivated; 2.61-3.40 Sometimes Motivated; 1.81-2.60 Rarely Motivated; 1.00-1.80 Never Motivated

As can be seen to Table 13, respondents are often motivated in all statements under their perceptions of task motivation in terms of self-development with an overall Mean of 4.47.

Based on the drawn results, the respondents were often motivated with a Mean of 4.54 when they take the comments and suggestions of their colleagues and immediate head constructively. Teachers who accept criticism constructively are open-minded and responsive to fresh ideas. They are conscious of the fact that there is always room for improvement and are open to considering many viewpoints Van Veen, K., Zwart, R., & Meirink, J. (2011).

This study also revealed that teachers are often motivated when they participate in any endeavor that will hone their skills and knowledge in teaching with a Mean of 5.40. According to research, taking advantage of professional development opportunities can improve a teacher's efficacy, or their confidence in their capacity to influence students' learning (Guskey, 2002). Teachers with greater self-assurance may be motivated to develop their practices and take on new challenges.

With a Mean of 4.47, teachers are also often motivated when they observe their colleagues' good and new teaching techniques and incorporate it. This indicates that modelling is also present in the culture of teaching, you can drawn inspiration from your colleague's way of teaching. Collaboration and innovation can be helpful for teachers' self-development . Teachers can collaborate with peers and share innovative methods of instruction. Teachers may be more inclined to adopt new methods into their own practices when they collaborate and share ideas and solutions Johnson & Birkeland, (2003).

Moreover, statement 3 got a Mean of 4.44 implying that teacher search new ideas in teaching to improve my command inside the classroom. Lastly, statement 1 which states that teachers identify and solve teaching and school problems that also leads to self-improvement got the lowest Mean of 4.41. This shows that in solving the school wide problem, you must first solve a classroom-based problem because bigger problems can be solved by starting from the small ones which can be encountered inside the classroom. According to Schön, (1983) teachers may be inspired to reflect on their teaching practices and make improvements as a result of problem-solving activities. In order to find solutions and enhance their profession, instructors may become motivated when they become aware of issues with their classroom or school environment.

Table 14. Teacher's Perception of Task Motivation in terms of Independence.

Independence	Mean	Std. Deviation	Verbal Interpretation
1. freely express my ideas when working on my task independently.	4.46	0.59	Often Motivated
2. am driven and able to plan and do my task on time.	4.37	0.61	Often Motivated
3. seek answers and do research to the concept I am not enlightened.	4.30	0.63	Often Motivated
4. am open to independently face challenges and new tasks.	4.40	0.56	Often Motivated
5. can set the right tasks priorities.	4.43	0.56	Often Motivated

OVERALL	**4.39**	**0.47**	**Often Motivated**

Note: 4.61 Always Motivated 3.41-4.60 Often Motivated; 2.61-3.40 Sometimes Motivated; 1.81-2.60 Rarely Motivated; 1.00-1.80 Never Motivated

Table 14 reveals that teacher-respondents perceived that they are often motivated to all the statements with regards to task motivation in terms of independence with an overall mean of 4.39.

Based on the results, this study revealed that often motivated when they can freely express their ideas when working on their task independently, which got the highest Mean of 4.46. Autonomy, or the freedom to work independently and express one's ideas, has been found to be positively related to task motivation among teachers. Teachers who have an opportunity to share what's in their mind and given a chance to be heard feel more motivated and valued inside the organization. When teachers are given autonomy, they may feel more in control of their work and be more motivated to complete their tasks. (Deci & Ryan, 1985).

Followed by the last statement 5, which states that teachers can set the right tasks priorities with mean of 4.43. Priorities are personal choices, when a particular task is done out of the voluntary decision of doing it, the higher the possibility that a particular task will be successfully done. Gibson and Dembo (1984) found that teachers who have a strong sense of efficacy, which refers to their belief in their own ability to influence student learning and outcomes, are more likely to take proactive steps to set task priorities independently. In addition, statement 4 got a mean of 4.40 that tells teachers are often motivated when they are open to independently face challenges and new tasks.

Lastly, statement 3 which says that teachers seek answers and do research to the concept they are not enlightened got the lowest mean of 4.30 but still interpreted as often observed. Teachers are researcher in nature, where in they seek to find answers for them to be backed up by facts and information, but due to time constraints and overlapping tasks and responsibilities, conduct of full-blown research might be viewed as least among the indicators. The study of Feldman and Matjasko (2005) reveals that teachers who demonstrate curiosity and engage in independent learning experiences are more likely to achieve higher levels of professional growth and effectiveness. By actively seeking answers and conducting research on unfamiliar concepts, teachers expand their understanding, develop new insights, and enhance their instructional practices.

Table 15. Test of Significant Relationship between Innovative Teaching Behavior and Task Motivation

	Task Motivation			
Innovative Teaching Behavior	RESPONSIBILITY	ACHIEVEMENT	SELF-DEVELOPMENT	INDEPENDENCE
1.1. Idea Generation;	**-.152***	**-.061**	**-.078**	**-.159***
1.2. Idea Championing;	**.411****	**.406****	**.431****	**.462****
1.3 Idea Implementation; and	**.448****	**.476****	**.432****	**.464****
1.4. Opportunity Exploration	**.297****	**.267****	**.304****	**.346****

Note: ***. Correlation is significant at the 0.05 level (2-tailed).**

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

Table 15 highlighted the result of test of significant relationship between innovative teaching behavior and task motivation. The data revealed that Innovative Teaching Behavior particularly, Idea generation has a strong correlation at the 0.05 level to task motivation particular to independence with r value of 0.159, supporting that teachers who are independent thinkers and exhibit a sense of autonomy in their work are more likely to engage in idea generation. Their independence allows them to think critically, explore diverse perspectives, and take ownership of their teaching practices. Furthermore, studies emphasize the importance of teachers' independence in fostering innovation and adapting to changing educational contexts. Independent teachers are more inclined to experiment with new instructional strategies, adapt curriculum to meet student needs, and seek out professional development opportunities that enhance their teaching practices.

In addition, idea generation has significant relationship to responsibility with p-value 0.152 at 0.05 level of significance. Idea generation often requires a sense of responsibility on the part of teachers. When teachers feel accountable for their students' learning outcomes and the quality of their instruction, they are more likely to actively engage in idea generation as a means of improving their teaching practices. Taking responsibility for their role as educators motivates teachers to seek innovative ideas, strategies, and approaches to enhance student learning. Furthermore, idea generation itself can be seen as a form of responsibility. Teachers have a responsibility to continuously develop and improve their instructional methods to meet the diverse needs of their students.

On the other hand, this study revealed that idea generation has significant relationship between in self-development with a p-value of 0.078. This study shows that there was no significant relationship between idea generation and self-development due to various factors and circumstances, it can be affected by limited focus, lack of reflection idea implementation challenges, external factors, and individual differences. Sometimes, teachers may engage in idea generation without a specific focus on their personal

self-development. They may generate ideas primarily to address immediate instructional challenges or to meet specific goals, without considering how those ideas contribute to their overall self-development. Idea generation can be a creative and generative process, but it doesn't guarantee reflective practice. Teachers may generate ideas without critically reflecting on their own teaching practices or seeking feedback from others. Without reflection, the connection to personal self-development may be less realized. Generating ideas is only the first step. For self-development to occur, ideas need to be implemented, tested, and refined. If teachers face significant barriers or challenges in implementing their ideas, the connection to self-development may be hindered. Teachers' ability to engage in idea generation and self-development can be influenced by external factors such as time constraints, workload, and institutional support. If teachers have limited time or resources to dedicate to idea generation or self-development activities, the connection between the two may be weakened. Not all teachers may see idea generation as an avenue for self-development. Some teachers may have different priorities or preferences when it comes to their professional growth, focusing on other aspects such as content knowledge, pedagogical techniques, or leadership skills.

This study also revealed that innovative teaching behavior particularly in idea generation shows no significant relationship to achievement as a domain of task motivation with r-value of 0.061. It just shows that a generated idea is not a determinant of success. Coming up a single idea is not yet a success but carrying it out is. Teachers generally do not view on the result alone, on to the process their going to implement. it is important to note that the relationship between idea generation and achievement is complex and multifaceted. The implementation, refinement, and effectiveness of the generated ideas, as well as other factors such as teacher expertise, instructional practices, and student engagement, also play a significant role in determining achievement outcomes.

The findings of the study of Smith, J., Johnson, L., & Thompson, R. (2019) reveal a positive correlation between idea generation and task motivation. Teachers who reported higher engagement in idea generation activities also exhibited higher levels of task motivation. Furthermore, both intrinsic and extrinsic motivation factors were found to contribute to task motivation in the context of idea generation. Intrinsic motivation, such as a sense of autonomy and enjoyment of the idea generation process, positively influenced task motivation. Extrinsic motivation, including recognition and rewards for idea generation, also played a role in enhancing task motivation.

In terms of Idea Championing, the data shows that there is a significant relationship to all the domains of task motivation at 0.01 level namely, responsibility with r-value 0.411, achievement with r-vale 0.406, Self-development with p-value 0.431, and Independence with r-value 0.462,

Idea championing has a significant relationship with responsibility with a r-value of 0.411. This study reveals that idea championing involves a sense of responsibility that goes beyond merely generating ideas. Idea champions take ownership, are accountable for outcomes, show initiative, and demonstrate resourcefulness to make their ideas a reality and drive positive change.

Idea championing is directly connected to responsibility as idea champions take ownership of their ideas, being accountable for their outcomes. They demonstrate initiative and proactivity in identifying opportunities and driving change, taking responsibility for overcoming challenges. Idea champions also exhibit resourcefulness in seeking the necessary resources and collaborating with others to implement their ideas effectively. Overall, responsibility is inherent in the process of idea championing, involving ownership, accountability, initiative, and resourcefulness.

With a r-value of 0.406 at 0.01 level of significance, this study revealed that there is a significant relationship between idea championing and achievement. Teachers support an idea whenever they see its importance and its perceived impact to their causes. They tend to push solutions to the problems they are encountering. Idea championing is directly connected to achievement, teachers as an idea champions set goals, persist in the face of challenges, are driven by motivation and passion, take action to implement their ideas, and strive to make a significant impact. These factors contribute to their overall achievement and success. Idea champions aspire to make a meaningful impact through their ideas. When their ideas lead to positive outcomes and improvements, it enhances their sense of achievement. Additionally, the recognition and validation they receive for their contributions further motivate them to continue championing new ideas.

Idea Championing has also a significant relationship between self-development with a r-value of 0.431. idea championing and self-development is supported by the notion that championing ideas requires individuals to actively engage in personal growth, expand their knowledge and skills, and cultivate traits such as adaptability and resilience. Idea championing and self-development are interconnected in several ways, as teachers want to win a particular idea, there is this eagerness to acquire such and use it as a tool for improvement and development. As research described Idea champions are the ones who possess a continuous learning mindset and actively pursue personal growth and development through idea generation, implementation, and reflection. They are motivated to acquire relevant knowledge and skills, engaging in self-directed learning and professional development. Idea champions demonstrate adaptability and resilience, embracing challenges as opportunities for growth and learning. They are willing to step outside their comfort zones, learn from failures, and adapt their ideas. This process of self-reflection and resilience contributes to their ongoing self-development.

Idea Championing is directly connected to independence with a r-value of 0.462 at 0.01 level of significance. This shows that teachers who participate in championing ideas often demonstrate a high degree of independence by taking ownership of their ideas and driving them forward. They show initiative in identifying opportunities for improvement and developing innovative solutions. Idea champions often think independently and creatively to identify new approaches and solutions. They are willing to explore unconventional ideas and approaches, showing a sense of independence in their thinking and problem-solving abilities. It has a significant relationship because teachers tend to push the implementation and adaptation or championing an idea if they see the connection and its importance to achieving their task. They tend to win an idea if they see the feasibility and effectivity of it that will help them work and take their duties independently.

The study of Lee, S., Park, J., & Kim, D. (2020) reveal a significant positive relationship between idea championing and task motivation. Employees who engaged in idea championing behaviors, such as advocating for new ideas and driving their implementation, exhibited higher levels of task motivation.

The third domain of innovative teaching behavior which is the idea implementation has also a significant relationship to the domains of task motivation; Responsibility with r-value of 0.448, Achievement with r-value of 0.476, Self-development with r-value 0.432, and Independence with r-value 0.464.

This study revealed that idea implementation has a significant relationship with responsibility. Teacher respondent reveals that in implementing a newly created idea, they feel a sense of responsibility and autonomy in putting that certain idea into action, because they see its impact and importance to the craft they are doing. Implementing an idea involves taking ownership of the process and being responsible for overcoming obstacles, managing risks, and addressing any challenges that arise along the way. It requires individuals to be proactive, organized, and committed to seeing the idea through to its completion. When teachers take responsibility for implementing an idea effectively, they are more likely to achieve the intended goals and generate positive results. By being accountable for the implementation process, individuals can monitor progress, make necessary adjustments, and ensure that the idea is aligned with the organization's objectives which explains responsibility.

It also revealed the relationship of idea implementation to achievement with 0.476 at the 0.01 level of significance. Stating that when ideas are effectively implemented, they have the potential to lead to positive outcomes and contribute to the achievement of goals and objectives. Furthermore, idea implementation often involves overcoming challenges, adapting to changing circumstances, and making necessary adjustments along the way. This process of navigating obstacles and finding solutions can contribute to personal and professional growth, as individuals learn from their experiences and develop new skills and competencies.

With a r-value of 0.432, idea implementation is significantly related to self-development. The moment teacher decided to carry out certain idea be it in a teaching approach or techniques, this is also the moment he or she decide to improve himself/ herself. Implementing ideas requires individuals to take on new responsibilities, step outside their comfort zones, and acquire new skills and knowledge. Through the process of idea implementation, individuals can expand their capabilities, develop problem-solving skills, enhance their decision-making abilities, and gain valuable experience.

This also disclosed that idea implementation has a significant relevance to independence with a r-value of 0.462. Supporting that idea implementation can foster independence by empowering individuals to take ownership of their ideas, think critically and creatively, make independent decisions, and navigate through challenges with autonomy and resilience. This independence not only contributes to the successful implementation of ideas but also promotes personal growth, confidence, and a sense of empowerment.

Studies have shown that effective implementation of tasks or projects can positively influence task motivation. When individuals experience a sense of progress, accomplishment, and success in implementing their tasks, it can enhance their intrinsic motivation and engagement with the work. They may feel a greater sense of purpose and satisfaction, which in turn can increase their motivation to continue and excel in their tasks. Moreover, research suggests that idea implementation can have a positive impact on task motivation. When individuals actively implement their ideas and see progress in turning them into reality, it can enhance their motivation and engagement with the task. The sense of accomplishment and fulfillment derived from implementing ideas can fuel intrinsic motivation and drive individuals to invest more effort and dedication into their work.

The last domain of innovative teaching behavior; Opportunity Exploration has also recorded a significant relationship to the domains of task motivation with corresponding r-values at 0.01 level of significance, Responsibility with 0.297, Achievement with 0.267, Self-development with 0.304, and Independence with 0.346.

This study shown that opportunity exploration is related to responsibility, when teachers saw an opportunity of enhancement and development, they feel a sense of responsibility to look for solutions on how to improve things. Teachers who embrace opportunity exploration demonstrate a willingness to take ownership and initiative. They feel accountable for identifying and capitalizing on opportunities that align with their goals and the goals of their organization. They recognize the importance of contributing to the success and growth of their work or field and are motivated to fulfill their responsibilities in this regard.

With an r-value of 0.267, opportunity showed a significant relationship towards achievement. When teachers engage in opportunity exploration, they actively seek out and identify new possibilities, strategies, and approaches that can enhance their

teaching practice and improve student outcomes. By exploring various opportunities, such as attending professional development programs, trying out innovative teaching methods, or seeking feedback from colleagues, teachers can expand their knowledge, skills, and resources, which can positively impact their achievement. It allows teachers to discover new ways of teaching, adapt to changing educational contexts, and stay abreast of the latest research and best practices. By exploring opportunities for growth and improvement, teachers can enhance their instructional effectiveness, student engagement, and overall teaching performance, which can ultimately contribute to their achievement.

This also disclosed that opportunity exploration has a direct relationship to self-development. Engaging in opportunity exploration also promotes self-reflection and self-awareness among teachers. Through exposure to diverse learning experiences and interactions with colleagues, teachers can reflect on their teaching practices, identify areas for improvement, and set goals for their self-development. They can assess their strengths and weaknesses, seek feedback, and engage in self-directed learning activities to enhance their teaching skills and professional growth. Opportunity exploration allows teachers to expand their understanding of teaching practices, instructional approaches, and educational theories. By exploring various opportunities such as attending workshops, conferences, or pursuing advanced degrees, teachers can gain new perspectives, insights, and knowledge that can contribute to their self-development.

Lastly, with an r-value of 0.346, this shows a significant relationship between opportunity exploration and independence by By actively seeking new opportunities for professional growth and learning, teachers become more self-directed and autonomous in their approach to teaching. They become independent thinkers and learners who are not solely reliant on prescribed curriculum or established methods. They are willing to step outside their comfort zones, experiment with new strategies, and adapt their teaching practices based on their own insights and experiences.

Table 16. Test of Significant Relationship between Innovative Teaching Environment and Task Motivation.

	Task Motivation			
Innovative Teaching Environment	RESPONSIBILITY	ACHIEVEMENT	SELF-DEVELOPMENT	INDEPENDENCE
2.1 Flexible Working Place;	**.430****	**.474****	**.542****	**.484****
2.2 Inspiring Interior;	**.494****	**.431****	**.456****	**.425****
2.3 Venues for relaxation; and	**.396****	**.346****	**.387****	**.407****
2.4 Sense of Ownership	**.401****	**.327****	**.412****	**.440****

Note: ***. Correlation is significant at the 0.05 level (2-tailed).**
****. Correlation is significant at the 0.01 level (2-tailed).**

As projected in Table 16, the highlighted data shows that there is a significant relationship between the domains of innovative teaching environment and domains of task motivation wherein the first domain of innovative teaching environment which is flexible working place has a significant relationship in a 0.01 significant level to Responsibility with 0.430, studies showed that flexible working arrangements can support a healthy work-life balance for teachers, which can contribute to their overall job satisfaction and commitment. When teachers have the flexibility to manage personal responsibilities and attend to their well-being, they are more likely to approach their professional responsibilities with a greater sense of responsibility and dedication.

With an r-value of 0.474, Achievement also showed a significant relationship to flexible working place, teachers having more control over their work, teachers can create a conducive and personalized environment that promotes productivity and achievement. It also offer opportunities for better work-life balance, which can enhance teacher well-being and job satisfaction. When teachers have the flexibility to manage personal responsibilities and maintain a healthy work-life balance, they are more likely to feel motivated, engaged, and focused on their tasks, which can ultimately contribute to their achievement. In a flexible working environment, teachers have the chance to customize their teaching methods and cater to their students' individual needs. This environment encourages creativity, innovation, and the exploration of new instructional approaches. Teachers can adapt their teaching strategies, resources, and assessments to accommodate the diverse requirements of their students, resulting in enhanced learning outcomes and academic achievement.

This study also shows that Self-development with a r-value of 0.542 has correlation to flexible working place, supporting that in a flexible environment, teachers have the autonomy and freedom to explore new ideas, engage in continuous learning, and seek professional growth opportunities. They can pursue personal interests, engage in self-reflection, and enhance their teaching skills and knowledge. The flexibility allows teachers to take ownership of their professional development and adapt their practices to align with their goals and aspirations, leading to continuous self-improvement and growth.

Lastly, flexible working place also related to Independence with 0.484 r-value. In a way that in a flexible environment, teachers have the autonomy and freedom to make decisions and take initiative in their teaching practices. This fosters a sense of independence and ownership in their work, allowing them to exercise their professional judgment and creativity. Teachers in flexible environments are empowered to be independent thinkers and innovators in their classrooms.

All the Task Motivation domains has a significant relationship to the second domain of innovative teaching behavior which is the Inspiring Interior at 0.01 level of significance wherein Responsibility has a r-value of 0.494, Achievement with 0.431 Self-development with 0.456,and Independence with 0.425.

The result implied the relationship of inspiring interior to responsibility, the physical environment, including the interior design of a classroom, can shape behavior and attitudes. An inspiring interior can create a positive and conducive atmosphere for teaching and learning. When teachers work in an environment that is aesthetically pleasing, organized, and stimulating, they are more likely to feel motivated and take their responsibilities seriously. An inspiring interior can instill a sense of pride and ownership among teachers. When the classroom is thoughtfully designed and reflects the teacher's personality and teaching philosophy, it creates a space that they can take ownership of. This sense of ownership can lead to a greater sense of responsibility in ensuring that the classroom is well-maintained, resources are organized, and learning opportunities are maximized.

This research also revealed that inspiring interior correlated to teacher's achievement. The physical environment, including an inspiring interior, can have an impact on teacher's achievement indirectly by influencing various factors such as motivation, engagement, and well-being. A well-designed and inspiring interior can create a positive and conducive learning environment that can enhance teacher's overall satisfaction, motivation, and engagement in their work. When teachers feel inspired and motivated, they are more likely to be effective in their teaching practices, which can positively influence student achievement. It's important to note that the impact of the physical environment on achievement is multi-faceted and can be influenced by various other factors such as teaching strategies, curriculum, and student characteristics. Therefore, creating an inspiring interior should be considered as one element among many in fostering a conducive learning environment that supports teacher's and student's achievement.

Teacher's self-development has a correlation to inspiring interior as revealed by the result of this study. Supporting the fact that the physical environment can indirectly contribute to self-development by creating a positive and supportive atmosphere for teachers. An inspiring interior can have a psychological impact on individuals, promoting a sense of well-being, creativity, and motivation. When teachers feel inspired and comfortable in their surroundings, it can positively influence their mindset and willingness to engage in self-reflection, professional growth, and continuous learning. A visually appealing and stimulating environment can serve as a source of inspiration and motivation for teachers to explore new ideas, seek professional development opportunities, and engage in self-directed learning.

Lastly, inspiring interior also related to teacher's independence, implying that an inspiring interior can promote a sense of autonomy and empowerment among teachers. It can provide a visually appealing and comfortable space that allows teachers to have a sense of ownership and control over their teaching practices. When teachers feel inspired by their surroundings, it can enhance their confidence and willingness to take initiative, make independent decisions, and explore innovative approaches to teaching. Moreover, an inspiring interior can stimulate creativity and imagination, which are essential elements of independence. It can foster an atmosphere that encourages teachers to think outside the box, take risks, and explore new ideas independently. When teachers feel inspired and motivated by their environment, it can contribute to their sense of self-efficacy and belief in their own capabilities, thus promoting independence in their teaching practices.

One study by Barrett, Davies, Zhang, and Barrett (2015) explored the effects of classroom design on student engagement and found that a visually appealing and stimulating environment positively influenced student motivation and attention. While this study focused on student engagement, it indirectly suggests that an inspiring interior may also have positive implications for teacher task motivation. Additionally, research on environmental psychology suggests that aesthetics and the physical environment can impact mood, well-being, and motivation. An aesthetically pleasing and inspiring interior may create a positive and energizing atmosphere that can enhance teacher motivation and enthusiasm for their work.

Moreover, Venues for relaxation domain also found a significant relation to the domains of task motivation at 0.01 level of significance. In Responsibility with 0.396, Achievement with 0.346, Self-development with 0.387, and Independence with 0.407.

This study found out that the domain venues for relaxation is significantly related to responsibility, it is commonly understood that providing opportunities for relaxation and stress reduction can have a positive impact on a teacher's overall well-being and job performance. By promoting a healthy work-life balance and creating a supportive environment, teachers are more likely to feel a sense of responsibility and commitment to their work. Additionally, relaxation can contribute to stress management and prevent burnout, allowing teachers to fulfill their responsibilities effectively.

Venues for relaxation also relates to teacher's achievement because when teachers have opportunities to relax and rejuvenate, it can improve their overall well-being, reduce stress, and enhance their mental and physical health. This, in turn, can positively impact their job performance, effectiveness in the classroom, and overall achievement as educators. By prioritizing self-care and relaxation, teachers can maintain their energy, focus, and motivation, which can ultimately lead to improved achievement outcomes.

This study also realized that venues for relaxation correlated to self-development supporting the fact that in creating spaces or opportunities for relaxation allows teachers to engage in activities that promote self-care, stress reduction, and personal well-being. When teachers prioritize their own self-development by engaging in relaxation activities, they can enhance their emotional

resilience, creativity, and overall personal growth. Taking time for relaxation and self-reflection can also support introspection, self-awareness, and a deeper understanding of oneself, all of which are important components of self-development.

Lastly, environment that provide venues for teacher's relaxation affects the teachers independence by stating the truth that venues for relaxation can play a significant role in supporting a teacher's self-development. These spaces provide opportunities for teachers to engage in activities that promote personal growth, reflection, and rejuvenation. By having access to venues for relaxation, teachers can engage in practices such as mindfulness, meditation, reading, or pursuing hobbies that contribute to their overall well-being and personal development. Relaxation can help reduce stress, improve mental clarity, and enhance creativity, all of which are essential for self-reflection and growth. Taking time for self-care and relaxation allows teachers to recharge, gain new perspectives, and develop a deeper understanding of themselves, which can positively impact their professional practice and contribute to ongoing self-development.

The last domain of innovative teaching environment which is sense of ownership also reflects a significant relationship to task motivation as it shows the relationship at 0.01 level of significance. Starting with Responsibility with 0.401, Achievement with 0.321 p-value, Self-development with 0.412, and Independence with 0.440 r-value

Sense of ownership significantly related to task motivation's domain responsibility, due to the fact that when teachers feel a sense of ownership over their work and their classroom, they are more likely to take responsibility for their actions, decisions, and outcomes. They feel a personal stake in their teaching practice and are committed to delivering the best possible results. An environment that fosters a sense of ownership encourages teachers to take initiative and be proactive in their work. They are more likely to identify areas for improvement, set goals, and take the necessary steps to achieve them. This sense of ownership motivates them to go above and beyond their assigned tasks and contribute to the overall success of their students and school.

This study also found out that the environment that promotes teacher's sense of ownership affects the teacher's achievement through commitment, perseverance, and continuous improvement. Teachers who feel a sense of ownership are more committed to their students' success and are willing to go the extra mile to ensure positive outcomes. They take ownership of their students' progress and provide quality education, which can result in improved achievement.

With an r-value of 0.412, self-development also correlated to the environment that fosters sense of ownership. When teachers feel a sense of ownership, they are more inclined to take initiative, engage in self-reflection, and seek out opportunities for growth. They actively pursue professional development, engage in reflective practices, and explore innovative teaching methods.

Lastly, environment that advocates sense of ownership also directly affects teacher's independence backing up with the fact that when teachers have a sense of ownership over their work and decisions, they feel empowered to take initiative and make autonomous choices. They are more likely to exercise independent thinking, problem-solving, and decision-making skills. This sense of ownership allows teachers to take control of their professional practice, explore new ideas, and implement innovative approaches. It cultivates their confidence and self-reliance, leading to increased independence in their teaching methods and overall professional autonomy.

Johnson D. (2019) mentioned that an environment that promotes a sense of ownership among teachers has a positive impact on their task motivation. When teachers feel a sense of ownership over their work and responsibilities, they are more likely to be motivated and engaged in their tasks. They take pride in their work and have a greater sense of personal investment in the outcomes. This ownership motivates teachers to set high standards for themselves, strive for excellence, and take on challenges with enthusiasm. They are more likely to demonstrate initiative, perseverance, and a proactive attitude towards their tasks. The sense of ownership creates a supportive and empowering environment that fuels their intrinsic motivation and commitment to their work.

5. CONCLUSION

Based on the findings as summarized, the following were concluded:

Based on the results of the study, it can be concluded that the teacher-respondents often exhibit innovative teaching behaviors in terms of idea generation, idea championing, idea implementation, and opportunity exploration. The indicators included in each domain were also often observed. This indicates that the teachers are open to exploring and implementing new ideas in their teaching practices. Such innovative behavior can potentially improve the quality of education and enhance student learning outcomes. In conclusion, the study revealed that the teacher-respondents often manifest innovative teaching behavior, specifically in the domains of idea generation, idea championing, idea implementation, and opportunity exploration. The Innovative Teaching Environment, particularly in terms of flexible working place, inspiring interior, venues for relaxation, and sense of ownership, was also perceived as often observed. The respondents also showed high levels of task motivation, particularly in the dimensions of responsibility, achievement, self-development, and independence. Moreover, the study found a significant relationship between innovative teaching behavior and task motivation, except for the domain of Innovative Teaching Behavior particularly Idea Generation to the dimensions of task motivation in terms achievement and self-development. Therefore, the null hypothesis was rejected. Overall, the study highlights the importance of creating an innovative teaching environment that promotes task motivation, which can positively impact student learning outcomes. Thus, the hypothesis is rejected.

Innovative Teaching Behavior and Environment in Promoting Task Motivation Among Elementary School Teachers

Based on the results of the study, it was found that there is a significant relationship between the Innovative Teaching Environment and Task Motivation, rejecting the null hypothesis. This indicates that the Innovative Teaching Environment, specifically in terms of Flexible Working Place, Inspiring Interior, Venues for Relaxation, and Sense of Ownership, can significantly affect the Task Motivation of teachers. It is important for educational institutions to provide an environment that fosters innovation and task motivation among teachers in order to improve their teaching performance and ultimately benefit the students. Therefore, the null hypothesis is rejected.

1Based on the conclusion of the study, it is recommended that schools and educational institutions promote and encourage their teachers' ongoing use of cutting-edge teaching strategies. Teachers' abilities and understanding of cutting-edge teaching techniques can be improved through the organization of professional development programs and training workshops. Additionally, school administrators should give teachers the tools and assistance they need to adopt cutting-edge teaching methods in their classrooms. Additionally, schools can foster an innovative culture by encouraging teacher cooperation and idea exchange. This can promote a favorable and encouraging climate that motivates teachers to constantly refine their instructional strategies and increase student learning outcomes.

Educational institutions should continue to provide teachers with opportunities to explore and implement innovative teaching practices. This can be done through professional development programs, mentoring, and collaboration with other teachers. Furthermore, educational institutions can also focus on creating a supportive and stimulating work environment that promotes task motivation, which can lead to improved teaching practices and ultimately, better student learning outcomes. This can include providing teachers with access to flexible working spaces, creating inspiring and well-designed classrooms, and promoting a sense of ownership and belonging among teachers.

Schools can create a supportive and stimulating teaching environment that can enhance teachers' motivation and productivity by providing flexible workspaces, comfortable relaxation areas, and aesthetically pleasing interiors. Finally, schools can consider implementing task-motivating strategies to help teachers maintain a sense of responsibility, achievement, self-development, and independence, such as regular feedback and recognition of achievements, opportunities for professional growth, and autonomy in their teaching practices.

To promote ongoing improvement, it is crucial for schools to commend and reward creative teaching methods as well as give teachers feedback. Schools should also look for ways to increase instructors' task motivation, such as by giving them opportunities for autonomy, recognition, and career advancement. Schools may enhance the quality of instruction and better equip students for the challenges of the future by supporting creative teaching methods and task motivation.

Future researchers may conduct a similar study using the domain of Innovative Teaching Behavior particularly Idea Generation and what other dimension of teaching does it affects.

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