*Original Research Article*

ORGANIZATIONAL COMMITMENT AND INNOVATIVE

WORK BEHAVIOR AS PREDICTORS OF

TEACHING COMPETENCE OF PUBLIC

ELEMENTARY SCHOOL TEACHERS

.

ABSTRACT

|  |
| --- |
| This study aimed to determine whether organizational commitment and innovative work behavior significantly predict the teaching competence of public school teachers in Davao City, Philippines. Employing a descriptive-correlational research design, standardized questionnaires were administered through face-to-face surveys to 200 teachers. The mean, standard deviation (SD), Pearson product-moment correlation, as well as simple and multiple linear regression analyses were utilized for data analysis. The results revealed a moderate level of organizational commitment, while the levels of innovative work behavior and teaching competence were high. Significant relationships were found between organizational commitment and teaching competence, as well as between innovative work behavior and teaching competence. Both organizational commitment and innovative work behavior were found to significantly influence teaching competence. These findings suggest that fostering both organizational commitment and innovative work behavior among public school teachers may significantly enhance their teaching competence. It is recommended that educational institutions implement programs and policies that promote organizational commitment and innovative work behavior to improve teaching competence. Additionally, professional development opportunities and a supportive work environment should be prioritized to encourage teachers' engagement and creativity in their roles. |

*Keywords*: Organizational Commitment, Work Task motivation, Teaching Competence, Public Elementary Teachers, Davao City, Philippines

1. INTRODUCTION

The competence of elementary school teachers plays a pivotal role in shaping the foundational skills, attitudes, and knowledge of young learners. Research has shown that the teaching competence of elementary teachers significantly impacts student learning outcomes, classroom management, and overall educational experience (Yunita et al., 2020). However, concerns have been raised globally about the low teaching competence among elementary teachers, which poses a serious challenge to the quality of education delivered at the primary level (Annan, 2020). The reasons for this low competence range from inadequate teacher training, lack of professional development opportunities, to the absence of rigorous teacher evaluation systems (Ingersoll, 2020).

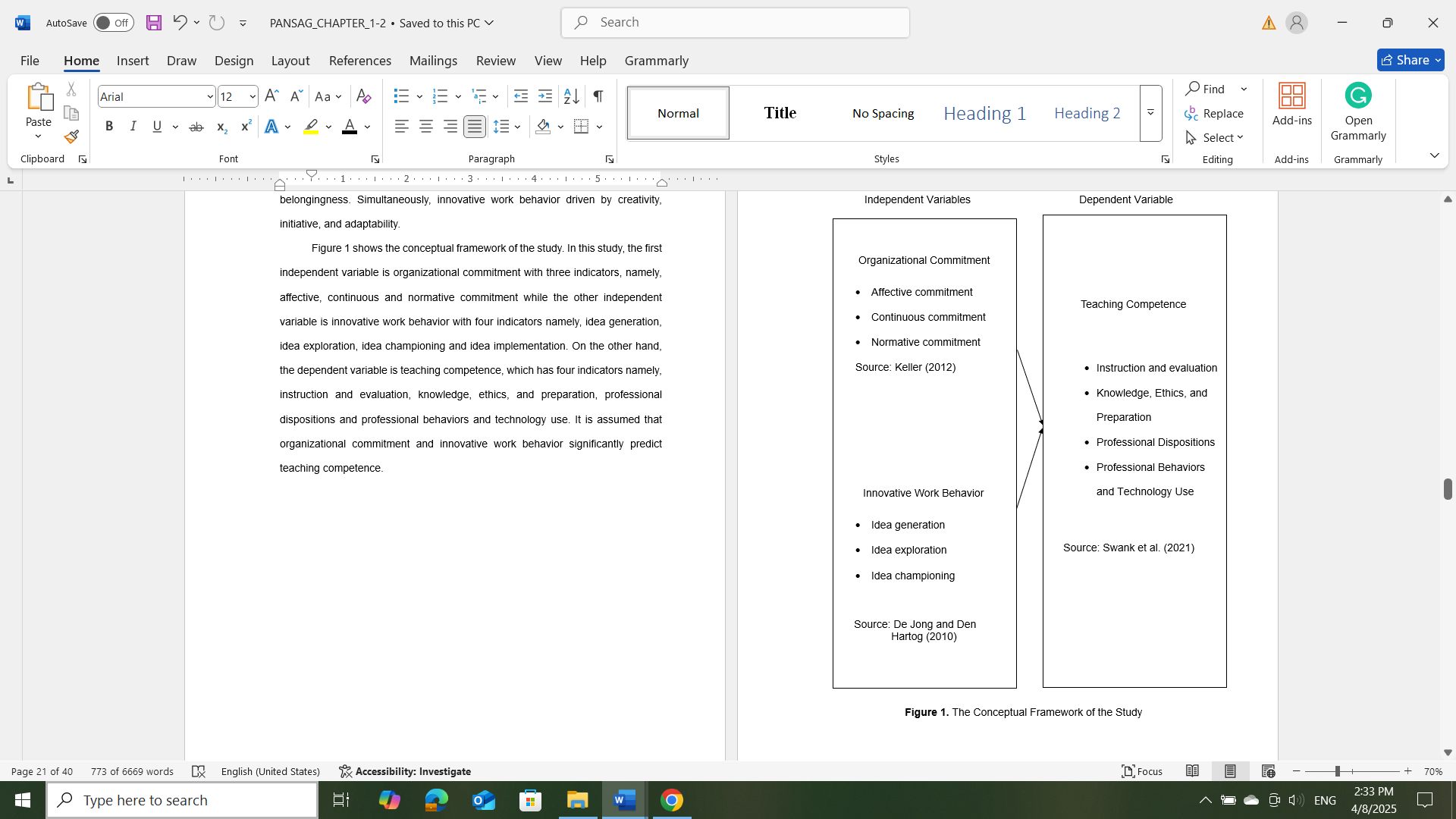
Internationally, the issue of low teaching competence among elementary teachers has become a matter of great concern. According to a report by the World Bank (2023), approximately 44 million elementary teachers worldwide lack the necessary teaching competence to deliver quality education to their students effectively. This statistic reveals a significant gap in the quality of teacher education and professional development across countries, with many elementary teachers ill-equipped to meet the diverse learning needs of their students. Furthermore, the lack of consistent and comprehensive teacher training programs in many countries exacerbates this problem, leading to a decline in the overall educational standards and student performance at the primary level (Mason-Williams et al., 2020).

In the Philippines, the issue of low teaching competence among elementary teachers is a pressing concern that requires immediate attention and intervention. The World Bank study in 2023 found that 66% of teachers observed in the Philippines had a "medium-low" use of effective teaching practices, 19% had “low” use, and only 15% had “medium-high” use of effective teaching practices. No share of teachers was observed having a "high" use of effective pedagogy. This alarming statistic highlights the urgent need for comprehensive reforms in teacher education, professional development, and teacher evaluation systems at the national level. Furthermore, the lack of stringent entry requirements, inconsistent teacher training programs, and limited opportunities for ongoing professional development contribute to the persistence of this problem (Ingersoll, 2020). As a result, many elementary students in the Philippines are deprived of quality education, which has long-term implications for their academic achievement, cognitive development, and future opportunities.

Organizational commitment and innovative work behavior are two critical factors that significantly influence the teaching competence of elementary teachers. Organizational commitment refers to an individual's emotional attachment, identification, and involvement in their organization, while innovative work behavior refers to the extent to which employees engage in and contribute to innovative activities at work. Studies have shown that teachers who have a high level of organizational commitment are more likely to demonstrate greater teaching competence as they are motivated to invest in their professional growth, engage in continuous learning, and adopt effective teaching strategies to meet the diverse needs of their students (González et al., 2019; Siri et al., 2020). Furthermore, teachers who exhibit innovative work behavior are more likely to experiment with new teaching methods, incorporate technology in their lessons, and adapt to changing educational environments, thereby enhancing their teaching competence and student learning outcomes (Khan et al., 2020). Therefore, improving organizational commitment and encouraging innovative work behavior among elementary teachers are essential strategies to improve their teaching competence and ultimately enhance the quality of education delivered to students.

Despite the extensive research on the factors influencing teaching competence among elementary teachers, there remains a significant research gap concerning the interplay between organizational commitment, innovative work behavior, and teaching competence. While individual studies have explored the relationship between organizational commitment or innovative work behavior and teaching competence separately, there is limited research that comprehensively examines how these two factors interact and collectively contribute to the enhancement of teaching competence in elementary education settings. Moreover, most existing studies have focused on high-income countries, leaving a gap in understanding these relationships in low and middle-income countries such as the Philippines where educational challenges and contextual factors may differ significantly. Therefore, there is a need for further empirical research that investigates the combined effects of organizational commitment and innovative work behavior on teaching competence to develop more effective strategies and interventions for improving the quality of elementary education globally.

This study aims to determine if organizational commitment and innovative work behavior significantly predict the teaching competence of public school elementary teachers in Davao City. The outcomes of this study will provide valuable insights and contributions to the existing body of literature and educational practices concerning teaching competence among elementary teachers. The results will be instrumental for educational policymakers, school administrators, and teacher training institutions in designing and implementing targeted interventions and professional development programs to enhance the teaching competence of elementary teachers.



**Figure 1:** Conceptual Framework of the Study

2. methodology

**2.1 Research Design**

This study utilized a descriptive correlational design, a quantitative research method widely employed in educational research. Quantitative research, as described by Weyant (2022), involves the systematic collection and analysis of numerical data to understand phenomena and establish relationships between variables. Specifically, as outlined by Remler and Van Ryzin (2022), the descriptive correlational approach focuses on identifying associations among variables and describing their relationships without inferring causality.

Additionally, the study adhered to a non-experimental research paradigm involving observing and analyzing naturally occurring relationships and patterns among variables. Unlike experimental research, non-experimental research did not manipulate variables but sought to understand and describe relationships as they naturally existed (Dougal, 2019).

In context, the descriptive-correlational research design was considered appropriate for the study because it described the levels of organizational commitment, innovative work behavior, and teaching competence. It also determined the significance of the relationship between organizational commitment, innovative work behavior and teaching competence.

**2.2 Research Respondents**

The research involved 200 respondents who were public elementary teachers in Davao City. The selection of respondents utilized a simple random technique, as described by Semakdji, (2022). This technique ensured that each teacher in the population had an equal chance of being included in the study. Through random selection, the process aimed to minimize bias and ensure the representativeness of the sample. The inclusion criteria required respondents to be public elementary teachers in Davao City with at least three years of teaching experience. This criterion aimed to ensure that respondents had sufficient experience in their teaching roles to provide valuable insights into the research variables.

Exclusion criteria were applied to exclude respondents who did not meet the specified requirements. Teachers who did not meet the minimum requirement of three years of teaching experience and those who were not employed as public elementary teachers in Davao City were excluded from the study. Additionally, teachers who were on temporary or substitute contracts, as well as those who were on leave during the data collection period, were also excluded. These criteria were implemented to ensure that the selected respondents represented experienced public elementary teachers actively engaged in teaching roles within the specified geographic location.

**2.3 Research Instrument**

The research instrument used in this study comprised three validated scales to measure key variables. Organizational commitment was assessed using the scale developed by Goetz and Wald (2022). Innovative work behavior was measured using the developed scale developed by Pramudita and Seger (2019). Additionally, teaching competence was assessed using the scale developed by Swank et al. (2021). By utilizing these established instruments, the study ensured the reliability and validity of data collection, enabling a comprehensive investigation into the relationships between organizational commitment, innovative work behavior, and teaching competence among public elementary school teachers.

A panel of three experts evaluated the survey to ensure its content validity. These experts were requested to assess the survey's clarity and readability, and to provide written feedback on the issues table included in the expert review packet. Subsequently, a pilot survey involving 30 participants was conducted to assess the survey items' face validity and logical ordering. This process also aimed to identify any potential issues such as item redundancy or omissions during data collection. Based on feedback from the expert panel and the pilot survey, revisions were made to the survey. Additionally, the pilot survey was used to evaluate the instrument's reliability, with the Cronbach alpha coefficient indicating a score of 0.7 and above, signifying the survey's reliability.

**2.4 Data Gathering Procedure**

# The following is the structured approach employed to obtain permission to conduct the study and acquire necessary approvals.

# *Permission to conduct the study.* The data-gathering procedure for this study followed a structured approach to ensure ethical considerations and the acquisition of necessary permissions. Initially, formal permission to conduct the study was sought from the Dean of the Graduate School. Upon approval, the request was forwarded to the School's Division Superintendent for further review. This sequential approval process ensured compliance with institutional and educational authorities.

# *Collection of Data Information.* Subsequently, the collection of data and information occurred through developing and distributing survey questionnaires carefully crafted to address the study's objectives. Coordinating with school authorities, specifically the school principal, facilitated the smooth distribution of questionnaires to public elementary school teachers, accompanied by a clear explanation of the study's purpose. The data collection phase prioritized the confidentiality and anonymity of respondents to encourage honest responses.

# *Retrieval of Data and information.* Following the data collection, the retrieval process involved meticulous organization and analysis of the gathered information. Completed questionnaires were tallied, and the responses were systematically tabulated for statistical analysis.

# 2.5 Data Analysis

In analyzing and interpreting the data gathered for this study, the following statistical tools were employed:

*Mean.* This was used to determine the respondents’ level of organizational commitment, innovative work behavior, and teaching competence.

*Pearson-r Moment Correlation.* This was used to determine the significant relationship among the respondents' organizational commitment, innovative work behavior, and teaching competence.

*Multiple Linear Regression.* This was used to determine whether the respondents' organizational commitment and innovative work behavior significantly predict their teaching competence.

3. results and discussion

**3.1 Organizational Commitment of Public Elementary School Teachers**

Table 1. *Level of Organizational Commitment of Public Elementary School Teachers*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Indicators** | | **Mean** | | **Descriptive Level** | |
| Affective Commitment | | 3.10 | | Moderate | |
| Continuous Commitment | | 3.17 | | Moderate | |
| Normative Commitment | | 3.29 | | Moderate | |
| **Overall** | **3.19** | | **Moderate** | |

Presented in Table 1 is the level of organizational commitment among teachers. It garnered a moderate overall mean rating of 3.19, with the mean rating of the different indicators ranging from 3.10 to 3.29. This implies that the teachers' organizational commitment was sometimes observed. The indicator “Affective Commitment” had a mean rating of 3.10, while “Normative Commitment” had a mean rating of 3.29.

This implies that teachers exhibit a moderate level of organizational commitment, suggesting that their emotional attachment and sense of obligation to the organization are not consistently strong. While teachers feel some level of connection and responsibility, their commitment is not deeply ingrained, indicating that factors such as job satisfaction, career stability, or external circumstances may influence their decision to stay. The moderate level of organizational commitment highlights the need for efforts to strengthen teachers' emotional attachment and engagement with the organization, which could lead to greater long-term dedication and overall job satisfaction.

This finding is in line with a study conducted by Bashir Gani (2020), which suggested that moderate levels of organizational commitment among teachers are associated with positive organizational outcomes, such as job satisfaction, performance, and retention. Teachers with moderate organizational commitment are likely to demonstrate a healthy balance between their personal investment in the organization and their awareness of external opportunities or constraints. Similarly, Larkin (2019) indicated that moderate organizational commitment reflects a balance between teachers' emotional attachment to the organization and their recognition of its limitations. Furthermore, Khan (2019) highlighted that moderate levels of organizational commitment may indicate a supportive organizational climate characterized by clear communication, effective leadership, and opportunities for professional growth. Moreover, Khaskheli et al. (2020) emphasized that teachers feel valued, respected, and empowered in such environments, allowing them to contribute meaningfully to the organization's mission and goals.

**3.2 Innovative Work Behavior of Public Elementary School Teachers**

Table 2. *Level of Innovative Work Behavior of Public Elementary School Teachers*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Indicators** | | **Mean** | | **Descriptive Level** | |
| Idea Generation | | 4.05 | | High | |
| Idea Exploration | | 4.15 | | High | |
| Idea Championing | | 4.12 | | High | |
| Idea Implementation | | 4.16 | | High | |
| **Overall** | **4.12** | | **High** | |

Presented in Table 2 is the level of innovative work behavior among teachers. It garnered a high overall mean rating of 4.12, with the mean rating of the different indicators ranging from 4.05 to 4.16. This implies that the teachers' innovative work behavior was often observed. The indicator “Idea Generation” had a mean rating of 4.05, while “Idea Implementation” had a mean rating of 4.16.

This implies that teachers exhibit a high level of innovative work behavior, suggesting that they actively engage in all stages of the innovation process, from generating new ideas to exploring, championing, and implementing them. Their strong commitment to creativity and continuous improvement leads to the adoption of novel teaching strategies, the use of new technologies, and the exploration of diverse methods to enhance student learning. The high level of innovative work behavior reflects teachers’ proactive approach to problem-solving and their willingness to drive positive change within their classrooms, ultimately contributing to a more dynamic and effective educational environment.

This finding is in line with the study of Brown (2022), which suggested that high levels of innovative work behavior among teachers are associated with increased adaptability, effectiveness, and job performance. Similarly, Ngan (2020) highlighted that teachers who exhibit innovative work behavior are more likely to embrace change, seek opportunities for improvement, and contribute to organizational innovation and growth. Furthermore, Ye et al. (2022), revealed that high levels of innovative work behavior may indicate a supportive organizational climate that values creativity, encourages risk-taking, and fosters collaboration among educators.

**3.3 Teaching Competence of Public Elementary School Teachers**

Table 3. *Level of Teaching Competence of Public Elementary School Teachers*

|  |  |  |  |
| --- | --- | --- | --- |
| **Indicators** | **Mean** | **Descriptive Level** | |
| Instruction and Evaluation | 4.15 | High | |
| Knowledge, Ethics, and Preparation | 4.18 | High | |
| Professional Dispositions | 4.17 | High | |
| Professional Behaviors and Technology Use | 4.18 | High | |
| **Overall** | **4.17** | **High** |

Presented in Table 3 is the summary of indicators in the level of teaching competence among teachers. It garnered a high overall mean rating of 4.17, with the mean rating of the different indicators ranging from 4.15 to 4.18. This implies that the teachers' innovative work behavior was often observed. The indicator “Instruction and Evaluation” had a mean rating of 4.15, while “Knowledge, Ethics, and Preparation” and “Professional Behaviors and Technology Use” had a mean rating of 4.18.

This implies that teachers exhibit a high level of teaching competence, demonstrating exceptional skills in instruction, evaluation, and overall classroom management. Their ability to effectively plan and deliver lessons, assess student progress, and maintain a positive learning environment reflects their expertise and commitment to student success. The high level of teaching competence highlights teachers' proficiency in both content knowledge and pedagogical practices, ensuring they provide a high-quality education that meets the diverse needs of their students.

This finding corroborates with the study of Yu et al. (2021), which suggested that high levels of teaching competence among educators are associated with improved student outcomes, including higher academic achievement, increased engagement, and greater satisfaction with the learning experience. Moreover, Schiefele and Schaffner (2023), teachers who exhibited high levels of teaching competence demonstrate mastery in instructional strategies, assessment techniques, classroom management, and student support practices. Furthermore, Kelly & Cherkowski (2019), highlighted that high levels of teaching competence may indicate a commitment to ongoing professional development, reflective practice, and collaboration with colleagues to improve instructional effectiveness. In addition, Sawyer (2019), teachers continuously seek opportunities to enhance their pedagogical knowledge and skills, adapt to diverse student needs, and innovate in their teaching approaches to meet the challenges of 21st-century education.

**3.4 Significance of the Relationship between Organizational Commitment, Innovative Work Behavior on Teaching Competence among Teachers**

Table 4. *Significance of the Relationship between Organizational Commitment, Innovative Work Behavior on Teaching Competence among Teachers*

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Teaching Competence** | | |
| **Independent Variables** | R | p-value | Remarks |
| Organizational Commitment | 0.558 | 0.000 | Significant |
| Innovative Work Behavior | 0.612 | 0.000 | Significant |

Presented in Table 4 is the significance of relationship between organizational commitment, innovative work behavior on teaching competence among teachers. The organizational commitment is significantly related to teaching competence, with an R-value of 0.558 and it reflects a p-value of 0.000, which is less than the alpha set at .05 (two-tailed). It means that as the level of organizational commitment increases, the level of teaching competence of teachers also significantly increases. In similar manner, innovative work behavior revealed a significant relationship with teaching competence (r=0.612, p<0.05). This means that as the innovative work behavior increases, the level of teachers' teaching competence significantly increases.

The finding of a significant relationship between organizational commitment and teaching competence among students aligns with research by Van Waeyenberg et al. (2022). They emphasized the importance of organizational commitment in fostering employee effectiveness and performance, which in the educational context translates to teachers' ability to facilitate student learning and achieve positive educational outcomes effectively. This alignment suggests that teachers who are committed to their educational institution are more likely to demonstrate higher levels of teaching competence, contributing to overall educational quality and student success. Moreover, numerous studies have highlighted the significant relationship between organizational commitment and teaching competence. For instance, research by Soomro and Shah (2019) emphasized the impact of organizational commitment on employee performance and effectiveness. Similarly, studies by Alzoraiki et al. (2023) demonstrated the association between teachers' commitment to their educational institution and their ability to facilitate student learning and academic achievement effectively.

**3.5. Significance of the Influence of Organizational Commitment, Innovative Work Behavior on Teaching Competence among Teachers**

**Table 5.** Significance of the Influence of Organizational Commitment, Innovative Work Behavior on Teaching Competence among Teachers

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | | **Teaching Competence** | | | |
| Singular Influence of the  Predictors | | Standardized Coefficients | T | p-value | Remarks |
| **Organizational Commitment** | | 0.139 | 3.792 | 0.019 | Significant |
| **Innovative Work Behavior** | | 0.498 | 8.955 | 0.000 | Significant |
| Combined Influence of the Predictors | | | | |  |
| R | 0.661 |  |  |  |  |
| R2 | 0.437 |  |  |  |  |
| F | 73.398 |  |  |  |  |
| P | 0.000 |  |  |  | Significant |

Presented in Table 5 is the results of the multiple regression analysis. In singular capacity, the organizational commitment shows a p-value of 0.019, which is less than 0.05 level of significance (2-tailed) with a positive standardized beta value of 0.13. It means that for every unit increase in the value of the level of organizational commitment, there is a corresponding increase of 0.13 in the level of teaching competence of teachers.

Likewise, the independent variable, innovative work behavior, reflects a positive standardized beta value of 0.498 and a p-value of 0.000, less than the 0.05 level of significance (2-tailed). This means that, in a singular capacity, the level of innovative work behavior is a significant predictor of teachers' teaching competence. In addition, the combined influence of the two independent variables, organizational commitment and innovative work behavior, towards teaching competence is significant (F=73.40 p<0.05). Meanwhile, the model explains 43 percent of the variance of teaching competence based on the independent variables included in this study, as indicated by R2= 0.43. This means that 57 percent of the variance in teaching competence can be attributed to other factors aside from organizational commitment and innovative work behavior. The findings indicated that organizational commitment and innovative work behavior are significant predictors of teaching competence among teachers.

This finding is consistent with the research of Demır (2020), who emphasized the significant impact of organizational commitment and innovative work behavior on teaching competence. Their study revealed that teachers who exhibit higher levels of organizational commitment are more likely to demonstrate enhanced teaching skills, as they feel a stronger sense of responsibility toward their roles and students. Similarly, research by Lambriex‐Schmitz et al. (2020) showed that teachers who engage in innovative work behaviors, such as idea generation and implementation, tend to be more effective in their teaching, as these behaviors foster creativity and adaptability in the classroom. Furthermore, the study by Hong and Zainal (2022) highlighted that a combination of organizational commitment and innovative work behavior significantly contributes to teachers' teaching competence, as it drives both their dedication to the profession and their willingness to adopt new, effective instructional strategies.

4. FINDINGS

This study aimed to determine if organizational commitment and innovative work behavior significantly predict the teaching competence of public school teachers in Davao City. Five specific objectives were set to accomplish the general objective of the study. First, the study determined the level of organizational commitment in terms of affective, continuous and normative commitment. Second, the study determined the level of innovative work behavior in terms of idea generation, idea exploration, idea championing and idea implementation. Third, the study determined the level of teaching competence in terms of instruction and evaluation, knowledge, ethics, and preparation, professional dispositions and professional behaviors and technology use.

Fourth, the study determined the significance of the relationship of organizational commitment, innovative work behavior and teaching competence of the teachers. Finally, the study determined the significance of the singular and combined influence of organizational commitment and innovative work behavior on the teaching competence of the teachers.

Utilizing a descriptive-correlational research design, a total of 200 public elementary teachers, were surveyed using standardized questionnaires administered through face-to-face survey. The mean, standard deviation (SD), Pearson product-moment correlation, as well as simple and multiple linear regression analyses were employed to analyze the collected data.

From the data gathered, the following findings were drawn:

1. The level of organizational commitment among public school elementary teachers obtained an overall mean of 3.19, which was described as moderate. The indicators, affective, continuous and normative commitment, showed a mean of 3.10, 3.17 and 3.29 respectively.

2. The level of innovative work behavior among public school elementary teachers obtained an overall mean of 4.12, which was described as high. The indicators, idea generation, idea exploration, idea championing and idea implementation, showed a mean of 4.05, 4.15, 4.12 and 4.16 respectively.

3. The level of teaching competence among public school elementary teachers obtained an overall mean of 4.17, which was described as high. The indicators, instruction and evaluation, knowledge, ethics and preparation, professional dispositions and professional behaviors and technology use showed a mean of 4.15, 4.18, 4.17 and 4.18 respectively.

4. The correlation between organizational commitment and teaching competence obtained an r-value of 0.558, which was significant (p=.000) at a 0.05 alpha level of significance. Meanwhile, the correlation between innovative work behavior and teaching competence obtained an r-value of 0.612, which was significant (p=0.000) at a 0.05 alpha level of significance.

5. When the singular influence of the independent variables on the dependent variable was determined, organizational commitment (β=0.139, p=0.019) significantly influenced teaching competence. In the same way, innovative work behavior (β = 0.498, p=0.000) significantly influenced teaching competence. When the combined influence of the independent variables on the dependent variable was examined, both organizational commitment and innovative work behavior (F=73.398, p<0.000) significantly influenced teaching competence.

**5. CONCLUSIONS**

Based on the findings of the study, the following conclusions were formulated:

1. The organizational commitment of public elementary teachers was sometimes observed.

2. The innovative work behavior of public elementary teachers was often observed.

3. The teaching competence of public elementary teachers was often observed.

4. There was a significant relationship between organizational commitment and teaching competence. Also, a significant relationship was observed between innovative work behavior and teaching competence.

5. Organizational commitment and innovative work behavior significantly influenced teaching competence.

The assertion that both organizational commitment and innovative work behavior significantly predict teachers' competence can be related to Social Exchange Theory (Homans, 1958) and Job Characteristics Theory by Oldham and Hackman (1975). Social Exchange Theory suggests that individuals engage in reciprocal relationships with their organizations, wherein they invest effort and commitment in exchange for valued outcomes such as recognition, support, and opportunities for growth. In this context, teachers who demonstrate high levels of organizational commitment may receive greater support and resources from their educational institution, which can enhance their competence through access to professional development opportunities, mentorship, and collaboration with colleagues.

Moreover, Job Characteristics Theory emphasizes the role of task significance, autonomy, and feedback in shaping employees' motivation and job satisfaction. Teachers who engage in innovative work behavior, driven by a sense of autonomy and mastery over their work, are more likely to experience intrinsic rewards and satisfaction in their roles. This intrinsic motivation, combined with a strong sense of commitment to their organization, can contribute to the development of teaching competence as teachers are more willing to invest effort and creativity in their instructional practices, leading to improved student outcomes and overall educational quality.

**6. RECOMMENDATIONS**

Based on the findings and conclusions of the study, the following recommendations were created:

1. The Department of Education may prioritize strategies to bolster organizational commitment among public elementary teachers in Davao City. This can be achieved by implementing programs that cultivate a positive school culture, recognize teachers' efforts, and provide opportunities for professional growth. Additionally, initiatives may be designed to encourage innovative work behavior among teachers, fostering creativity and adaptability in teaching practices.

2. School administrators play a crucial role in nurturing a conducive work environment within their schools. They may focus on fostering a culture of support and appreciation for teachers, promoting open communication, and providing opportunities for professional development. Administrators may also encourage and recognize innovative teaching approaches, empowering teachers to explore new methods that enhance student learning. By creating an environment that values organizational commitment and innovation, administrators can contribute to the overall improvement of teaching competence among their staff.

3.Teachers may actively engage in opportunities to strengthen their organizational commitment and innovative work behavior. This may involve participating in professional development activities, collaborating with colleagues, and seeking out resources to enhance their teaching skills. By demonstrating dedication to their organization and embracing innovative practices, teachers can enhance their teaching competence and positively impact student learning outcomes.

4.Future researchers may further investigate the dynamics between organizational commitment, innovative work behavior, and teaching competence among public elementary school teachers in diverse contexts. They may explore additional factors that may influence these relationships and consider longitudinal studies to assess the long-term effects of organizational commitment and innovation on teaching effectiveness. By deepening our understanding of these interconnections, researchers can inform the development of targeted interventions and policies to support teacher development and enhance educational quality.

Consent (where ever applicable)

This quantitative study adhered to strict ethical guidelines to safeguard the privacy and confidentiality of all participants. Before data collection, informed consent was obtained from each participant, who was thoroughly briefed on the study's objectives and the measures in place to ensure confidentiality. To maintain anonymity, no personally identifiable information was gathered, and participants were assigned a unique code for data analysis. The collected data were securely stored on encrypted servers, with access limited to the research team. The findings were presented in an aggregated form, ensuring that individual responses could not be traced back to any specific participant. Furthermore, statistical analyses were carried out in a manner that preserved the anonymity and protected the privacy of the respondents throughout the entire study.

References

Alzoraiki, M., Ahmad, A. R., Ateeq, A. A., Naji, G. M. A., Almaamari, Q., & Beshr, B. A. H. (2023). Impact of teachers’ commitment to the relationship between transformational leadership and sustainable teaching performance. *Sustainability*, *15*(5), 4620.

Annan, J. K. (2020). Preparing globally competent teachers: A paradigm shift for teacher education in Ghana. *Education Research International*, *2020*(1), 8841653.

Bashir, B., & Gani, A. (2020). Testing the effects of job satisfaction on organizational commitment. *Journal of Management Development*, *39*(4), 525-542.

Brown, D. D. (2022). *The Dynamics of Organizational Culture and Work Climate for Employee Innovative Work Behavior in Highly Regulated Industries* (Doctoral dissertation, University of Maryland University College).

Demır, S. (2020). The role of self-efficacy in job satisfaction, organizational commitment, motivation and job involvement. *Eurasian Journal of Educational Research*, *20*(85), 205-224.

Dougal, R. L. (2019). *Registered Nurses Perceptions of Medication Administration: A Non-experimental Quantitative Research Study* (Doctoral dissertation, Idaho State University).

Goetz, N., & Wald, A. (2022). Similar but different? The influence of job satisfaction, organizational commitment and person-job fit on individual performance in the continuum between permanent and temporary organizations. *International Journal of Project Management*, *40*(3), 251-261.

González, A., Conde, Á., Díaz, P., García, M., & Ricoy, C. (2019). Instructors’ teaching styles: Relation with competences, self-efficacy, and commitment in pre-service teachers. *Higher Education*, *75*, 625-642.

Hong, L., & Zainal, S. R. M. (2022). The Mediating Role of Organizational Culture (OC) on the Relationship between Organizational Citizenship Behavior (OCB) and Innovative Work Behavior (IWB) to Employee Performance (EP) in Education Sector of Malaysia. *Global business & management research*, *14*.

Ingersoll, R. M. (2020). Misdiagnosing the teacher quality problem. In *The state of education policy research* (pp. 291-306). Routledge.

Kelly, J., & Cherkowski, S. (2019). Collaboration, collegiality, and collective reflection: A case study of professional development for teachers. *Canadian Journal of Educational Administration and Policy*, (169).

Khan, N. (2019). The Impact of Organizational Climate on Teachers Commitment. *Journal of Education and Educational Development*, *6*(2), 327-342.

Khaskheli, A., Jiang, Y., Raza, S. A., Qureshi, M. A., Khan, K. A., & Salam, J. (2020). Do CSR activities increase organizational citizenship behavior among employees? Mediating role of affective commitment and job satisfaction. *Corporate social responsibility and Environmental Management*, *27*(6), 2941-2955

Lambriex‐Schmitz, P., Van der Klink, M. R., Beausaert, S., Bijker, M., & Segers, M. (2020). When innovation in education works: stimulating teachers' innovative work behaviour. *International Journal of Training and Development*, *24*(2), 118-134.

Larkin, I. M. (2019). Job satisfaction, organizational commitment, and turnover intention of online teachers in the K-12 setting.

Mason-Williams, L., Bettini, E., Peyton, D., Harvey, A., Rosenberg, M., & Sindelar, P. T. (2020). Rethinking shortages in special education: Making good on the promise of an equal opportunity for students with disabilities. *Teacher Education and Special Education*, *43*(1), 45-62.

NGAN, P. T. (2020). ORGANISATIONAL INNOVATIVENESS: MOTIVATION IN AN EMPLOYEE'S INNOVATIVE WORK BEHAVIOUR. *Scientific Bulletin-Economic Sciences/Buletin Stiintific-Seria Stiinte Economice*, *14*.

Pramudita, A., & Seger, H. (2019). The effect of leader exchange on innovative work behavior through work engagement. *Russian Journal of Agricultural and Socio-Economic Sciences*, *96*(12), 237-242.

Remler, D. K., & Van Ryzin, G. G. (2021). *Research methods in practice: Strategies for description and causation*. Sage Publications.

Sawyer, K. (2019). *The creative classroom: Innovative teaching for 21st-century learners*. Teachers College Press.

Schiefele, U., & Schaffner, E. (2023). Teacher interests, mastery goals, and self-efficacy as predictors of instructional practices and student motivation. *Contemporary educational psychology*, *42*, 159-171.

Semakdji, F. Z. (2022). Exploring Students’ Awareness of Research Methodology: The Case of Second Year Master Students of English at Frères Mentouri University, Constantine1, Algeria. *Journal of Human Sciences*, *33*(1), 801-816.

Siri, A., Supartha, I. W. G., Sukaatmadja, I. P. G., & Rahyuda, A. G. (2020). Does teacher competence and commitment improve teacher’s professionalism. *Cogent Business & Management*, *7*(1), 1781993.

Soomro, B. A., & Shah, N. (2019). Determining the impact of entrepreneurial orientation and organizational culture on job satisfaction, organizational commitment, and employee’s performance. *South Asian Journal of Business Studies*, *8*(3), 266-282.

Swank, J. M., Houseknecht, A., & Liu, R. (2021). Development of the teaching competencies scale. *Assessment & Evaluation in Higher Education*, *46*(3), 483-493.

Van Waeyenberg, T., Peccei, R., & Decramer, A. (2022). Performance management and teacher performance: the role of affective organizational commitment and exhaustion. *The International Journal of Human Resource Management*, *33*(4), 623-646.

Weyant, E. (2022). Research Design: Qualitative, Quantitative, and Mixed Methods Approaches: by John W. Creswell and J. David Creswell, Los Angeles, CA: SAGE, 2018, $38.34, 304pp., ISBN: 978-1506386706.

World Bank (2023). Teachers. Retrieved from <https://www.worldbank.org/en/topic/teachers>

Ye, P., Liu, L., & Tan, J. (2022). Creative leadership, innovation climate and innovation behaviour: the moderating role of knowledge sharing in management. *European Journal of Innovation Management*, *25*(4), 1092-1114.

Yu, Z., Gao, M., & Wang, L. (2021). The effect of educational games on learning outcomes, student motivation, engagement and satisfaction. *Journal of Educational Computing Research*, *59*(3), 522-546

Yunita, E., Arafat, Y., & Mulyadi, M. (2020). The Function of Class Teacher Educational Management in Improving Student’s Learning Outcomes. *Journal of Social Work and Science Education*, *1*(2), 168-180.