



Organizational Trust and Innovative Work Behavior of Public Elementary Teachers in Davao De Oro Division

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1. The Problem and Its Setting

School managers consider IWB as a key driver in raising the quality of education. The general idea is that the teachers' motivation brings out their innovative tendencies, and develops them professionally. Innovation implementation at schools mainly focused on how teachers embraced and integrated ICT in the classroom while observing the cohort's behavior, specifically known as teachers' innovative behavior. Creativity to is also described as a teacher's innovative behavior. Teachers' changes and reflections of their professional practice is considered as innovative behavior. Teachers, as innovation stewards, are expected to upskill, take on new tasks, take ownership of activities that foster creative growth, and be part of the change processes which shape the new school culture.

Unfortunately, teachers are hesitant to be innovative. The challenges are real and overwhelming, which is why most teachers shun innovation at work. Izzati (2018) reported that Malaysian school teachers are stuck in their comfort zone, preferring to use only conventional and familiar learning strategies, and fall back on blanket solutions. Thus, the heterogeneity of students is not acknowledged, whereby different methods and approaches are much more suited. Even based on data from the Ministry of Education and Culture among 5.6 million teachers in Indonesia, only about 2% are innovative, and the remaining 98% are not innovative (Khayati & Sarjana, 2015). Therefore, the

innovative work behavior of teachers needs to be improved.

In the Philippine educational context, unfolding the 21st century, teaching and learning have particularly been turning the tides considering the fast-paced technological revolution and the growing work environments. Teachers are demanded to be innovative such as incorporating technology in the classroom instruction (Javier, 2021). The challenges experience by teachers in integrating technology in instructions were having poor internet connection, limited electronic materials and equipment, and lack of technological support from the school experts (Del Mundo, 2022). In terms of being innovative, teachers were also looking for more free resources and tools, webinars to share ideas and challenges, and professional development (Bautista et al., 2021).

In the Division of Davao de Oro, the researcher observed that teachers' innovative work behaviors is greatly affected because of limited opportunities and heavy workload. This includes scarcity of trainings that would inspire teachers to be creative and innovative in teaching. Also, teachers are designated with so many tasks which inhibit them to be innovative. They do not have enough time to prepare differentiated and technology-oriented activities. Teachers have no enough resources that would motivate them to be innovative.

However, the status of the innovative work behavior in the Division of Davao de Oro was purely observation and not yet explored through research. Hence, the researcher was motivated to explore the innovative work behavior of public elementary teachers considering teachers' organizational trust. Furthermore, it investigated the correlation of the involved variables and the domains of organizational trust which significantly affect the innovative work behavior of teachers.

In this academic endeavor, the researcher shed light regarding the organizational trust and the innovative work behavior of teachers. This undertaking also hoped to provide insights to the policy makers in crafting policies, programs, interventions, projects, activities that would strengthen the organizational trust and innovative work behavior of teachers. Also, this undertaking intended to be beneficial to the entire school community.

Review of Significant Literature

The related literature and studies of this study provided inputs about organizational trust and innovative work behavior of teachers. The independent variable is the organizational trust. It has two indicators, namely: affect-based trust and cognition-based trust (Warren, 2012). Meanwhile, the dependent variable is innovative work behavior. It has five indicators, namely: opportunity exploration, idea generation, idea promotion, idea realization, and idea sustainability (Lambriex-Schmitz, 2020).

Organizational Trust

Trust is a psychological state in which one party has a favorable view toward the other party regarding their interactions and/or the outcomes of their leadership, job activities, and organization as a whole. Hence, it can be investigated at the individual, social, economic, and organizational levels. Organizational trust is defined as a state in which both employees and employers act as if they are one party, certain that neither will take advantage of the other's shortcomings or vulnerabilities to forward the aims of the organization or act against one another's best interests at work (Solaja, 2018).

Bayraktar and Girgin (2017) highlighted that trust is a further factor that affects organizational effectiveness because people are the inputs and the outcomes of educational organizations. As interpersonal connections depend on trust, it is the most crucial necessity of employees. Trust was a significant factor to take into account in schools, as success was primarily dependent on the cooperative efforts of stakeholders. Trust encouraged educators to adopt more actions that aided in the achievement of their students (Adams, 2013; Harvard-Dew, 2021). Without trust, according to Tschannen-Moran and Gareis (2015), organizational efficiency and efficacy suffered.

One of the most important aspects of being a successful leader is earning the respect of subordinates. The social exchange theory claims that enhancing employee and organizational productivity requires trust (Hsieh & Wang, 2015). According to Mineo (2014), trust is the glue holding employees and their leaders together within a company, and it produces organizational results (Dirks and Ferrin, 2002). A key factor in determining an employee's experience at work is how trustworthy they are with their supervisor (Bligh and Kohles, 2013). They could think that their opinions and suggestions count. Honesty, sharing of control, and prompt and accurate communication while displaying empathy are three behavioral areas that will affect how trustworthy a leader is perceived by their team (May et al., 2004).

Organizational trust highlights how crucial both individuals as well as teams are to a company's operation (Jiang & Chen, 2017). Trust inside an organization is a complex relationship. Employees' readiness to be exposed to their bosses' decisions is what makes this possible. In order to determine whether to trust a leader, one must evaluate his or her competence, goodness, and integrity. Workers in high-trust environments produce more, are more enthusiastic, collaborate more, and stay with their current employers longer than those in low-trust environments (Kohler, 2021).

The underpinning that ignites and sustains trust among all people involved in the school environment has been the direction and leadership of the school leader. Teachers who have confidence in their principal see him or her as a caring individual who is also helpful, egalitarian, dependable, consistent, and willing to delegate authority and decision-making to everyone else (Gleason, 2020; Tschannen-Moran & Gareis, 2015). Trust is at the heart of all significant social judgments and relationships that occur within a school, according to Kars and Inandi (2018). There are two aspects of organizational trust in this study. This encompasses both trust based on cognition and affect (Warren, 2012). (Warren, 2012).

Affect-based trust. It serves as the first measure of organizational trust. It alludes to having the ability to trust someone because of an emotional connection. Interpersonal trust would be strengthened through emotional interchange, but such trust is created via getting along and becoming close to one another, thus it would not be apparent at first in an interpersonal connection. Certain dependency would gradually develop after fully comprehending the other party's goodwill, dependability, and dependability in the ongoing cooperation. Such dependence is interactive, thus one-sided trust would jeopardize trust's ability to be flexible (Jiang & Chen, 2017; Lee et al., 2013).

Affect-based trust is also dependent on how frequently one interacts with the other person and supports their duties and emotions. If done correctly, all of this creates conditions where kindness flourishes. A "sense of emotional security, relying on faith in the interaction" may be used to characterize it (Lu, 2014). It places a strong emphasis on connection and empathy based on relationships with and sentiments for the other person. It can be produced when a leader regularly engages with followers in informal or social settings and the followers feel comfortable approaching the leader with concerns or challenges at work. Both the leader and the follower have to make emotional investments in the working relationship to create high levels of affective trust (Andre, 2015; Zhu & Akhtar, 2013).

Affective trust is characterized in large part by compassion and a readiness to take on another person's issues. By repeated interactions that make people feel as though another person actually cares about them individually, affective trust develops. In these situations, one side exhibits compassion by offering emotional and social assistance to those who are experiencing difficulty or distress. It reflects strong emotional ties between people and goes beyond professional interactions. This explains why individuals who are in relationships with high levels of affective trust frequently exhibit a willingness to take on another person's difficulties as their own and to offer aid even when it is not explicitly asked (Robert, 2020).

In addition, affect-based trust is the emotional connection that unites people and serves as the foundation for trust. Social emotional ties that go beyond typical business or professional interactions are what create it (Du & Jin, 2021). Also, it improves the follower and leader's emotional bond (Zhu & Akhtar, 2014). People establish strong emotional bonds and personal ideals when there is affect-based trust. The regulatory impact on the leader's affect-based trust is reinforced in the relationship between organizational socialization, the participants in the sub-dimensions, and team effectiveness (i.e., team performance, team satisfaction) (Cho, 2015).

Cognitive-based trust. It is an additional aspect of organizational trust. It pertains to the desire to believe that the other party is trustworthy after learning the facts supporting that belief. Such evidence includes traits like personality, history, intention, capability, and actions that are consistent with words. Consideration of such evidence is a cognitive process, and the type of trust that results from this process is known as cognition-based trust (Jiang & Chen, 2017; Zhao et al., 2012).

Cognitive trust may instill confidence in followers regarding the judgments and deeds of the leaders. Because followers are anticipated to be more driven to perform their duties, when this trust is high, it can result in greater follower effectiveness. Followers may do better on their own tasks if they believe

their leader has the necessary knowledge and professionalism. When a follower questions the leader's competency and readiness for the job, the follower sets a poor example and may perform his or her work less accurately (Andre, 2015).

Moreover, cognitive-based trust results from people's evaluations of the competence, moral character, dependability, and accountability of their teammates. This evaluation is carried out over time through engagements in which teammates either uphold or breach their obligations to the team. As teammates successfully carry out their responsibilities, cognitive trust rises; conversely, if teammates fall short of their commitments, cognitive trust falls. Cognitive trust can grow over time to the point where additional proof is either unnecessary or undesirable. At this point, people get unmotivated to take in more details regarding the actions of their teammates. In many collaborative situations, reducing the ambiguity is one of the fundamental goals of cognitive trust. One of the fundamental aspects of cooperation is the need to rely on others, but this often breeds uncertainty among coworkers (Robert, 2020).

Through cognition-based trust, people can fortify professional collaboration and enhance professional relationships. Inferring the veracity of the other party's actions based on the data gathered is known as cognition-based trust. It also alludes to other people's computing prowess and rational traits, such as trustworthiness, honesty, aptitude, and sense of responsibility. Cognition-based trust may seem to be more significant during organizational crises. The impression of distributive fairness acts as a moderator in the link between cognition-based trust and organizational performance. It demonstrates how well cognition-based trust predicts the dissemination of novel ideas. Trust that is founded on cognition has a significant impact on the effect of quest-association on the dissemination of novel ideas (Du & Jin, 2021).

In schools, trust is regarded as one of the fundamental components. According to numerous studies, trust within the school has a significant impact on how well it operates and is an essential tool for principals as they implement improvement strategies. Teachers' confidence in their principals as school leaders, in their administrative decisions, and in their personalities is debatable. Results of a study by Balyer (2017) showed that teachers generally do not have confidence in their principals across all sub-themes. In all sub-themes, it can be said that instructors at schools have little faith in their principals. It is advised that principals be selected and appointed to their positions with greater care.

Interdependent group work and cooperative member interactions are how organizations run (Luuri, 2020; Shockley- Zalabak et al., 2010). The group members' level of trust is impacted by these social interactions. A charismatic principal's ability to foster trust (affective and cognitive) within the team can have both direct and indirect benefits on the organizational learning climate and academic outcomes, according to recent research by Berson et al. (2015), quoted by Da'as (2020).

Any organization will see trust as important. It is becoming more widely acknowledged as a crucial component of successful, energetic schools. This is, partly because it supports the cooperative conduct required to foster excellent performance. When people enter into interdependent relationships where the desired results cannot be achieved without the participation and support of others, it becomes important. As trust in the other person's intentions and ability to live up to expectations is built, one feels more at comfortable with their interdependence and is more willing to take chances. Although trust exists between people, it also exists inside large, complicated human organizations, like schools. Lack of trust undermines the efficiency of organizations and efficiency is restricted (Tschannen-Moran & Gareis, 2015).

Innovative Work Behavior of Teachers

An individual's performance is significantly improved through innovation, which also aids in success and survival. To gain and maintain a competitive advantage, innovation is essential and advantageous for any firm (Ghardashi et al., 2019). Innovations are especially needed in schools to provide them a competitive advantage over others. Teachers are the most important agents in strengthening the academic and social success of schools, and they play a vital part in the success of such educational institutions by boosting the success of students (Balker, 2015).

In addition to using creative teaching methods and unique conduct, excellent instructors also encourage their pupils to express their creativity during the learning process (Mahajan & Kaushal, 2017). (Kaycheng, 2016). Also, a teacher's innovative environment stimulates students' interest in learning and raises their performance (Khikmah, 2019). (Baghaei & Riasati, 2013). Teachers play a variety of responsibilities in facilitating and encouraging school change and development, thus they must exhibit innovative behaviors (Wamalwa & Wamalwa, 2014).

Managers of schools view innovative work behavior (IWB) as a major factor in improving educational standards. The widespread consensus is that teachers' motivation fosters their professional development and brings out their inventive tendencies. The three stages of innovative work behavior are as follows. The desire to produce ideas is visible in the initial step. The concepts are promoted in the second phase. The idea is implemented in the last phase. This process-based IWB definition is intended to take place while carrying out a job function or in a workgroup or organization, and it should do so for the benefit of the job function, the group, or the organization (Johari et al., 2021).

An employee's self-initiated conduct in the generation, creation, development, application, promotion, execution, and modification of new ideas to improve role performances or to earn rewards is referred to as innovative work behavior (IWB) (Yeoh & Mahmood, 2013). A teacher's IWB is characterized by a wide range of innovative performances, including observation, idea elicitation and adaptation, development of strategic action, assessment through reflection and evaluation, innovation adjustment, and ally construction, according to Messmann et al. (2018).

Also, all employee behavior connected to discovering, developing, proposing, and executing innovative ideas in the organization to enhance inventive performance is referred to as innovative work behavior (Spiegelaere, 2014). According to some researchers, it is the deliberate adoption within an organization of novel concepts, methods, products, or techniques that are intended to greatly advance the company or larger society (Odoardi, 2018).

Climate (2016) described creative work behavior is the deliberate development, dissemination, and use of novel concepts inside a work role, group, or organization in order to improve performance. In the context of education, innovative work behavior refers to changes and enhancements made to the learning environment for the benefit of the students, such as the adoption of new instructional strategies, resources, technologies, and materials that benefit the student and foster their creative potential.

Similarly, innovative work behavior is typically described in terms of how people can help achieve the commencement and intentional introduction of novel and helpful concepts, processes, products, or procedures (Leong & Rasli, 2014). It covers employee conduct that both directly and indirectly promotes the creation and adoption of innovations at work (Spiegelaere et al., 2012). Innovative work behavior is one of the key components of organizational growth and development in the commercial and public sectors in the contemporary work environment (Abdullatif et al., 2016). It may serve as a company's competitive edge (Hakimian et al., 2016).

Adequate mental health is required for innovative work behavior. People can come up with new and helpful ideas while they are working in a happy and healthy emotional state. Those who are feeling happy typically experience this. According to research, teachers' inventive activity is significantly impacted by workplace satisfaction (Bawuro et al., 2018). Past research has identified a number of factors, including proactive personality, job demands, organizational climate, transformational leadership, and ethical work setting, that influence innovative work behavior. Few firms could genuinely survive in the competitive climate without innovation since it produces so many beneficial results (Annida & Harsanti, 2019).

In this undertaking, the independent variable is innovative work behavior. It has five indicators, namely: opportunity exploration, idea generation, idea promotion, idea realization, and idea sustainability (Lambriex-Schmitz, 2020).

Opportunity Exploration. It implies an awareness and understanding of issues and requirements that give a chance to modify and enhance work-related products and procedures. An employee must be familiar with his or her work environment and stay up with developments in related businesses in order to explore opportunities. This IWB stage is distinguished by increased cognitive agility and independence (Messman, 2014).

If organizations plan to abandon the established routine and systems, this stage is crucial. Opportunities can be found in a variety of ways. It happens when there are discrepancies and discontinuities that cause things to move away from their usual course, current work procedures become problematic, customers' needs aren't being met, or even warning signals of a change in trend arise (Kheng et al., 2013).

Furthermore, this stage begins with the identification of an opportunity or a problem. In the context of a school, it refers to instructors' reflections on their shortcomings and accomplishments as well as the urgency of finding quick fixes for issues that develop while attempting to differentiate between "as it is" and "how it should be" with reference to a work scenario (Messman, 2014).

Idea Generation. It describes the development of fresh, relevant, and perhaps helpful ideas that go after identified chances for innovation (Messman, 2014). This conduct calls for the person to have the ability to recognize issues, analyze them critically in search of fresh alternatives, or review current procedures in search of enhancements. For this stage, the person must have strong levels of cognitive flexibility and creative self-efficacy. Ideas are crucial for innovation, and people will always be the best source of fresh concepts. Knowledge workers are able to generate ideas when they can direct their behavior toward concept generation for improvement (Kheng et al., 2013).

In the school context, teachers must rearrange and categorize their fresh ideas in order to handle workplace challenges, which is related to their attitudes about problem-solving and performance development. In order to address any issues, this step involves the purposeful creation of a new concept and/or the revision of an existing one.

Idea Promotion. It implies advancing one's views within the context of social work and forming alliances via personal and professional networks. The proposed innovation that assumes responsibility and gives access to knowledge and resources has to persuade others to adopt it (Messman, 2014).

It is the next stage where novel ideas typically diverge from the accepted viewpoints inside an organization. When new ideas are ready for execution, they must be appropriately digested in order to foster a strong willingness to embrace change and a more effective workflow for innovation. After all, it is believed that effective dissemination and comprehension of new concepts are prerequisites for the development of teaching and learning that result in attainable and long-lasting improvements (Gannaway et al. 2013).

Ideation is a scientific and analytical way to incorporate these terms and can be used to design a methodology to integrate idea generation into all phases of business, entrepreneurship, and education. Ideation is typically defined as producing ideas for innovation. Ideators will intentionally integrate multiple methods of thinking and utilize original strategies to generate ideas to progress their disciplines in the Ideation Approach, which aims to facilitate the generation of fresh and valuable ideas (Bjork, 2012).

While creativity and ideation can be achieved by individual work, they are typically group efforts. Innovation and creativity have a significant social component. Social interactions, activities, and teamwork lead to collective creativity and invention because they foster the generation of ideas (Mascia, Magnusson, & Bjork, 2015). To increase a group's ability to generate ideas, collaborative ideation is necessary (Bergendahl & Magnusson, 2015).

Good idea creation is the key to success because it ensures that all potential solutions to a problem are considered, rather than simply the first one that comes to mind. This increases the likelihood of success. The quality of the finest prospects found is typically more important than the quantity when it comes to idea generation (Brown & Tunnicliffe, 2022).

Idea Realization. It reveals how teachers view the practical application of the implementation. It requires the development of members' attitudes that are adapted to the outcomes of the inventive process. To successfully integrate the novelty in the educational setting, thorough preparation and an innovation paradigm must be created with the goal of familiarizing the participants with its specifics (Messmann and Mulder 2012).

Cerna (2014) emphasized that innovative activities are happening in classrooms and schools where gifted and imaginative school leaders are promoting change in the educational system. With the introduction of issue-based learning, it is proposed that an atypical learning environment can be given a representation of a problem from a real-life scenario.

Teachers are given a lot of importance since they are the ones who open doors for innovation in educational environments (Bakkenes, Vermunt, & Wubbels, 2010). Technology has the potential to inspire creative learning and innovative teaching, and by advocating for the improvement of teacher training programs, this potential is recognised. But, if teachers do not actively participate in the innovation of education, this potential will be modest. By arguing that teachers' views and attitudes will also have a significant impact on educational innovation, Kirkland and Sutch (2009) expanded on this notion.

Idea Sustainability. It serves as a marker for the teachers' perspectives on how new concepts should be incorporated into the organization as well as how they should be spread more widely outside of it. This phase is essential because it tries to apply fresh ideas to make a constructive contribution to society. A complex development component with long-term advantages for the school is sustainability of innovative concepts. The curriculum will be updated as a result, student participation will increase, and educators' research activities are

anticipated to increase (Loh et al. 2013).

Organizational Trust and Innovative Work Behavior of Teachers

Innovation is a prerequisite for quality, efficiency and flexibility in organizations and is crucial for the permanency of organizational life (Bulbul, 2013). The cause of the innovation and competitiveness of organizations is the talent of their employees to produce and perform these innovative solutions (Anser et al., 2020). So as for organizations not to wear off, the knowledge, skills and attitudes of their employees should not be outdated. It is expected employees to not only renew themselves but also contribute to the innovation of their organizations.

Since it requires new skills, knowledge and skills, renewal is a very hard process. It is essential to conduct the innovation process eloquently. Individuals who are against innovation in the organization should be convinced to open up to this situation. Supportive and promotive behaviours should be displayed for the supporters of innovation (Genc, 2012). Because innovation elicits many circumstances such as uncertainty, hardship and distrust (Basaran, 1982).

A significant issue here is to specify the factors that will encourage and support teachers to adopt innovative behaviors and encourage teachers to adopt innovations. Barker (2001) has expressed that the innovation process will cover many challenges and its outcomes may be unpredictable. Thereby, experiencing uncertainty and difficulties in this process may come into question for teachers. Duran and Saracoglu (2009) have clarified that uncertainty restricts people's movements and causes them anxiety. It should be obviated that this situation conduces to the restriction of productive thought and the innovation view in teachers. The significance of creating a trustful atmosphere where attendance in the decision process is backed up, ideas are appreciated, peace is sensed, relationships are healthy and it is easier to take risks comes into prominence in this context. The more trust perception in organization, the more innovative behaviour and organizational performance will be (Celik et al., 2011).

It has been put emphasize that it is possible for employees to feel more comfortable and to spend their energy and talents on achieving organizational aims if they have a high level of trust in their organizations. Because, trust decreases conflicts and rises the harmony among employees. This contributes to increase in organizational performance. Thus, there is a positive relationship between trust of employees in manager, friends, organizations and their work performance (Turhan et al., 2018).

Furthermore, Carmeli and Spreitzer (2009) have empirically connected trust with innovative behavior. They argue that trust creates a psychological contract between employer and employee. Psychological contract augments relationships with organizational peers. This relational connectivity affects thriving among individuals. They explicate that employees' trust that their organization will listen to their suggestions will have positive effect on idea implementation aspect of innovative behavior. In other words, the more the employees have belief that their suggestions are taken considerately, they will argue for the application of their ideas. Alternatively, the "trust that benefit" will operates at personal level. It is linked with the perception of outcomes and rewards. The more the employee have trust that their effort will bring rewards, the more they will engage in innovative behavior (Clegg et al., 2002).

Trust in supervisor refers to the level of trust toward their supervisor that leads to positive outcomes within organizations based on an individual's belief or confidence that their supervisor is competent, open, reliable, and helpful in an uncertain or risky situation (Xiong et al., 2016). Supervisors can be viewed as a face-to-face representative of the organization because employees experience their organization directly through the supervisor's actions, directions, and decisions. The development of trust between a trustee and a trustor has characteristics of reciprocity, in that individuals trust someone who offers growth possibilities, reduces uncertainty, provides useful resources, and gives information about performance (Bak, 2020).

In addition, the norm of reciprocity posits that employees who perceive supervisor support through feedback are more obligated to reciprocate toward their supervisors (Jin & McDonald, 2017). Feedback from supervisors may act as a vehicle for the building of trust between employees and supervisors in an organization (Peterson & Behfar, 2003). The sense of trust in supervisor is positively associated with the development of IWB among public employees. Although several researchers contend that public employees working in a pervasive hierarchical culture are prone to avoid unknown risks

(risk aversion) and are likely to work with guidance and clear rules (Hofstede et al., 2010; Kim, 2017), previous studies have suggested that trust in supervisors or leaders is an important proximal predictor of risk-taking behaviors, such as IWB (Colquitt et al., 2007).

Risk refers to the extent to which there is uncertainty about whether potentially significant and/or disappointing outcomes of a decision will be realized. Researchers have suggested that IWB can be risky because IWB has uncertainty and unpredictability over the outcomes and there could be the aftermath of the failure of IWB (Miao et al., 2018).

However, trust in supervisor plays an important role in motivating employees to involve in risk-taking. In other words, when employees trust their supervisors, they are more likely to perform IWBs because they believe that their supervisors are reliable or competent enough to back them up in a risky situation. In addition, the risk-taking behavior (i.e., IWB) is affected by a contextual factor (Rodrigues and Veloso, 2013). Employees are more likely to attempt IWB in an organization where employees trust in their supervisors.

Synthesis

The gathered relevant literature and studies firmly affirmed the relationship of the variables in this study. It also provides varied inputs for each variable. It is presented in this section that organizational trust is connected to that innovative work behavior of teachers as supported by several studies. The presentations and discussions of related studies offered essential information which would be valuable in the professional discussion of the findings of the study and in the sound formation of the recommendations.

Theoretical and Conceptual Framework

Trust is a factor that can significantly influence the willingness of employees to undertake non-standard and innovative actions in the workplace. This study was mainly anchored to Social Exchange Theory by Homans (1958). According to social exchange theory (Cropanzano & Mitchell, 2005), the more employees trust the organization, the more work and energy they are willing to devote to working in the organization. If an employee trusts his or her colleagues and supervisors, then he or she will show greater organizational commitment, pro-activity and risk-taking (Dirks and Ferrin, 2002; Colquitt et al., 2007).

Specifically, the greater the employees' trust in the supervisor, the greater the sense of security and comfort when it comes to the supervisor's reaction to the subordinate's behavior (Erkutlu and Chafra, 2015). As a consequence, the chance of an employee engaging in innovative behavior increases (Mayer et al., 1995; Hughes et al., 2018), which is usually associated with the risk of failure. On the other hand, when there is a lack of trust, employees will focus more on self-protection than on entrepreneurial behavior (Hughes et al., 2018).

Both horizontal and vertical trust can play an important role for innovative behaviors. As Hughes et al. (2018) noted, "trust among the team members provides the lubricant for individuals to jointly devise new plans and actions". Where employees have a bond of trust, collaborative discussions and debates develop that stimulate new useful ideas (Yu et al., 2018). If an employee trusts his/her supervisor, then he/she is willing to take more risky actions without fear that he/she will be punished by the supervisor if his/ her ideas and actions do not bring the intended results (Hughes et al., 2018).

The starting point of SET is based on norm of reciprocity which is the most elementary rule behind governing the human behavior (Gouldner, 1960). Secondly, trust is the manifestation of social exchange, which underpins mutual loyalty, goodwill and support. Employee perception of ethics and justice makes organization trustworthy and enables the employee to take risk to the extent at which he /she feels psychologically safe and trusted. From this mutual trust building relationship will create social networks for exchanging knowledge (Cropanzano & Mitchell, 2005) and from this sharing and transfer of knowledge will ultimately generate innovative work behavior

Employees innovative work behavior today is considered as the strongest asset in gaining competitive advantage for the organizations. Similarly, creation of new knowledge and development of competitive culture at higher educational institutions resides on teachers innovative work behavior (Blaskova, Blasko, Figurska & Sokol, 2015). This study follows Janssen (2000) definition for explaining innovative work behavior (IWB) concept as the intentional creation by introducing and applying new ideas within work at individual, group or organizational level for the purpose of achieving shared benefits. This definition was operationalized into three phases: idea generation which is based on brain storming and problem solving; idea promotion which mainly sharing of ideas on formal platforms; and idea realization means application of ideas and converting them into reality.

Thurlings, Evers and Vermeulen (2014) also highlighted the significance of teachers innovative work behavior by advocating three main reasons. First, it helps the educators in keeping themselves up to date with dynamic changes in the society. Secondly, it facilitates new learning and technologies. Thirdly, in order to create a competitive society teacher's innovative work behavior is the starting point for developing citizens as creative and innovative thinkers.

Figure 1 shows the conceptual model of the study. It focuses on the extent of organizational trust and work behavior of public elementary teachers. The independent variable is the organizational trust. It has two indicators, namely: affect-based trust and cognition-based trust (Warren, 2012). In this study, affect-based trust refers to trust that is based on feelings of emotional fondness for the authority, encompassing mutual respect, and confidence that the authority genuinely cares about the needs of others. Cognition-based trust refers to the willingness to act on the words, actions, and decisions of an authority, based on a rational assessment of the authority's knowledge, competence, benevolence, responsibility and integrity.

Meanwhile, the dependent variable is innovative work behavior. It has five indicators, namely: opportunity exploration, idea generation, idea promotion, idea realization, and idea sustainability (Lambriex-Schmitz, 2020). In this study, opportunity exploration refers to teachers' thoughts about their failures

and successes, and the need for instant solutions to problems that arise from the attempt to distinguish between “how it is” and “how it should be” regarding a work situation. Idea generation is associated with the teachers’ beliefs about problem-

INDEPENDENT VARIABLE

DEPENDENT VARIABLE

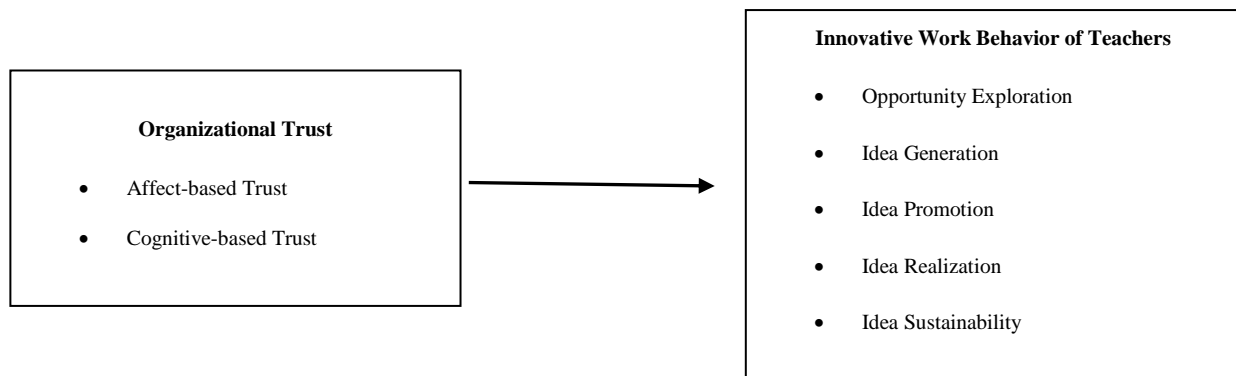


Figure 1. The Conceptual Framework of the Study

solving and performance improvement, as teachers have to reorganize and classify their new ideas and address them to work-related obstacles. Idea promotion is where innovative ideas usually contrast with the prevailing perceptions within an organization. Idea realization indicates teachers’ perceptions about the implementation into practice. Idea sustainability points out the teachers’ thoughts on the integration of new ideas through the organization, as well as their dissemination on a larger scale outside of it.

Statement of the Problem

This study determined the relationship between organizational trust and innovative work behavior of teachers in selected public elementary schools in Davao de Oro Division. More specifically, it sought to answer the following questions:

1. What is the extent of organizational trust of public elementary teachers in terms of:
 - 1.1 affect-based trust; and
 - 1.2 cognitive-based trust?
2. What is the extent of innovative work behavior of public elementary teachers in terms of:
 - 2.1 opportunity exploration;
 - 2.2 idea generation;
 - 2.3 idea promotion;
 - 2.4 idea realization; and
 - 2.5 idea sustainability?
3. Is there a significant relationship between organizational trust and innovative work behavior of teachers?
4. Which domains of organizational trust significantly influence innovative work behavior of teachers?

Hypothesis

The null hypotheses were tested at 0.05 level of significance:

Ho1. There is no significant relationship between organizational trust and innovative work behavior of teachers.

Ho2. None of the domains of organizational trust significantly influence the innovative work behavior of teachers.

This research journey may serve as an avenue to have a deeper analysis and insights innovative work behavior since it is really essential for all members of the school community specifically teachers to showcase an outstanding work role performance and be innovative in crafting teaching activities relevant to the needs and demands of the learners. Innovative work behavior is believed to have been affected by organizational trust. In this academic pursuit, it is well-established that organizational trust is associated and have influenced on innovative work behavior.

In the academe be it in primary, secondary, or tertiary level, this study is advantageous to relevant institutions, namely: DepEd officials, school heads, teachers, and researchers. These would help the beneficiaries to create policies, programs, interventions, and projects that would pave way to attain outstanding innovative work behavior among teachers.

DepEd Officials. This undertaking may give ideas to the higher officials on how to keep on guiding teachers to be innovative teaching and showcase an innovative work behavior. Sustainable programs, projects, interventions, activities may be crafted by these policymakers that would lead to developing a solid foundation of innovative work behavior among teachers.

School Heads. This study would guide the school principals to help teachers to be innovative in teaching. It would also help them to craft initiatives and means to motivate teachers to attain an innovative work behavior which is deeply influenced by their organizational trust.

Teachers. This study would serve as an opportunity for teachers to assess their innovative work behavior. Furthermore, this study would also serve as an eye-opener for teachers that the extent of their organizational trust is very essential to achieve a commendable the innovative work behavior.

Students. This study would help students to develop trust to their teachers who exemplify organizational trust. More so, it would help students to be innovative in their own ways since it is expected that teachers would teach them to be innovative.

Future Researchers. This endeavor may serve as a paradigm model for future researchers. Also, future researchers may explore other factors relevant to organizational trust and innovative work behavior of teachers which have not been explored in this current study. Considering other research approach may also provide an in-depth analysis about the innovative work behavior of teachers.

Important terms were being defined conceptually and operationally in order to provide a clear view of the content of this study.

Organizational Trust. It is defined as positive expectations individuals have about the intent and behaviors of multiple organizational members based on organizational roles, relationships, experiences, and interdependencies (Baek-Kyoo et al., 2021). In this study, it refers to affect-based trust and cognitive-based trust (Warren, 2012)

Affect-based Trust. It refers to trust that is based on feelings of emotional fondness for the authority, encompassing mutual respect, and confidence that the authority genuinely cares about the needs of others (IGI Global, 2023).

Cognitive-based Trust. It refers to trust that is based on the willingness to act on the words, actions, and decisions of an authority, based on a rational assessment of the authority's knowledge, competence, benevolence, responsibility and integrity.

Innovative Work Behavior. This refers to 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 (Coun et al., 2021). In this study, it refers to opportunity exploration, idea generation, idea promotion, idea realization, and idea sustainability (Lambriex-Schmitz, 2020).

Opportunity Exploration. It refers to the search for novel ideas and methods to perform tasks and design new products from a different and often original perspective (IGI Global, 2023).

Idea Generation. It is described as the process of creating, developing and communicating abstract, concrete or visual ideas (Kylliäinen, 2019).

Idea Promotion. It connotes promoting one's ideas in the social work environment, building coalitions through social and professional networks which requires to convince others of the envisioned innovation that takes over responsibility and provides access to information and resources (Messman, 2014; Janssen, 2000).

Idea Realization. It refers to the effort and energy a student exerts in the pursuit of operationalization of an idea to full-scale application (IGI Global, 2023).

Idea Sustainability. It refers to the ability to maintain or support a process continuously over time (Mollenkamp et al., 2023).

2. Method

This chapter introduces the methodological aspect of the study. This covers the research design, research respondents, research instruments, data gathering procedure and data analysis which were employed on this investigation.

Research Design

This study was a quantitative research approach utilizing the descriptive correlational approach. Quantitative research is a way to learn about a particular group of people, known as a sample population. Using scientific inquiry, quantitative research relies on data that are observed or measured to examine questions about the sample population. It is used by social scientists, including communication researchers, to observe phenomena or occurrences affecting individuals. The purpose of quantitative research is to generate knowledge and create understanding about the social world (Allen, 2017). Moreover, a descriptive correlation study is a study in which the researcher is primarily interested in describing the relationships between variables without attempting to establish a causal relationship (Noah, 2021).

Meanwhile, in descriptive research, the researcher does not manipulate the variables in the study. It simply intends to describe the nature of the involved variables (Korrapati, 2016). On the other hand, correlational [research design](#) explores and measures the relationship between the variables of the study with no attempt of manipulating them. Also, correlation investigates the strength and direction of the variables. This can be a positive direction or a negative direction, and a strong and a weak relationship.

This research journey was considered as quantitative since it depended on the numerical data when analyzing and interpreting the data. It was descriptive since its purpose was to determine the extent of organizational trust and innovative work behavior of teachers. In addition, this academic pursuit was correlational since its purpose was to measure the connection between organizational trust and innovative work behavior of public elementary teachers in the Division of Davao de Oro.

Research Respondents

This study catered the 120 public elementary teachers in the Division of Davao de Oro. It was claimed that 50 to 100 samples are enough when testing the regression analysis (Hair et al., 2018). Hence, the 120 respondents were enough to address the purpose of this study.

Probability sampling specifically two-staged cluster sampling will be used to identify the sample of the study. It is a kind of sampling technique in which the likelihood or probability of each piece being included may be defined. In other words, every member of the population must have an equal and independent probability of being included in the sample (Ragab & Arisha, 2018). Cluster sampling is a popular method in conducting researches wherein the population is being divided into different clusters. A cluster is a group of elements that are made up of individual units that represent mutually exclusive and exhaustive subsets (Thomas, 2020). It is two-staged cluster sampling since the sample of elements from each selected cluster or division is chosen randomly. In the context of the study, all elementary teachers from the public elementary schools in Davao de Oro Division were considered.

In the inclusion and exclusion criteria, all public elementary teachers of the Division of Davao de Oro were given an equal chance to be part of the study. Elementary teachers with 3 years teaching experience were chosen in this endeavor since their 3 years stay in the public school would help them to assess their organizational trust and innovative work behavior. Respondents who felt awkward and uncomfortable in answering the survey questionnaire were free to withdraw from their participation. They were not forced to be part of the study. Their decision to withdraw was respected. Apparently, the respondents' welfare was given utmost importance in the conduct of the study.

Research Instruments

For data collection, this study utilized an adapted survey questionnaire. The questionnaire that was employed in this undertaking was divided into two sets. The first set was focusing on organizational trust while the second set was about innovative work behavior.

Organizational Trust. The questionnaire on organizational trust was adapted from Warren (2012). This tool has eleven statements. Of which 5 items are intended for affect-based trust and 6 items for cognitive-based trust. The questionnaire was subjected to a pilot testing having a result of .76 suggesting that the items have relatively *high* internal consistency. Below was the rating scale of organizational trust.

Mean Interval	Descriptive Level	Descriptive Interpretation
4.20-5.00	Very Extensive	The organizational trust of teachers is always evident.
3.40-4.19	Extensive	The organizational trust of teachers is oftentimes evident.
2.60-3.39	Moderately Extensive	The organizational trust of teachers is occasionally evident.
1.80-2.59	Less Extensive	The organizational trust of teachers is seldom evident.
1.00-1.79	Not Extensive	The organizational trust of teachers is never evident.

Innovative Work Behavior. The innovative work behavior questionnaire was adapted from Lambriex-Schmitz (2020). The instrument consists of 44 items. It has the following indicators, namely: opportunity exploration (1-4), idea generation (1-7), idea promotion (1-7), idea realization (1-9), and idea sustainability (1-17). The questionnaire was subjected to a pilot testing having a result of .75 suggesting that the items have relatively *high* internal consistency. Below was the rating scale of innovative work behavior.

Mean Interval	Descriptive Level	Descriptive Interpretation
4.20-5.00	Very Extensive	The innovative work behavior of teachers is always evident.
3.40-4.19	Extensive	The innovative work behavior of teachers is oftentimes evident.
2.60-3.39	Moderately Extensive	The innovative work behavior of teachers is occasionally evident.
1.80-2.59	Less Extensive	The innovative work behavior of teachers is seldom evident.
1.00-1.79	Not Extensive	The innovative work behavior of teachers is never evident.

The instrument in this study was contextualized to achieve the purpose of this study. The researcher incorporated all the comments and suggestions of the adviser, panel members and expert validators for the refinement of the tools and to achieve construct validity.

Data Gathering Procedure

In gathering the data, the researcher followed a strict procedure and protocol.

1. *Permission to conduct the study.* After seeking approval to the Dean of Graduate Studies, the researcher asked permission and endorsement from the Department of Education Region XI. After the approval, a request letter was submitted to the office of the Schools Division Superintendents. Upon approval, an endorsement letter was submitted to the School Head.
2. *Distribution and Retrieval of the Questionnaire.* After which, a schedule was made for the distribution of the survey questionnaire. In observance to health and safety protocols, the survey questionnaire was personally administered the survey questionnaire but still following the safety health protocols. The rationale was explained to the respondents. They were given an hour to answer the survey. Retrieval of the respondents' responses was automatically recorded and generated in the form.
3. *Collation and Statistical Treatment of Data.* All the data gathered were tallied, tabulated, analyzed and interpreted confidentially and accordingly.

Data Analysis

For more comprehensive interpretation and analysis of the data, the following statistical tools were utilized.

Mean. This was used to measure the extent of organizational trust and innovative work behavior of teachers.

Pearson r. This was utilized to determine the relationships between organizational trust and innovative work behavior of teachers.

Regression Analysis This was employed to determine the significant influence of organizational trust on the innovative work behavior of teachers.

3. Results and Discussion

This chapter presents the results of the study. These are the findings of the problems raised in the previous chapter. They are presented both in the textual and tabular forms.

Extent of Organizational Trust in terms of Affect-Based Trust

Table 1 reflects the organizational trust in terms of affect-based trust. It shows that the overall mean is 4.22, in a very extensive level. This means that the organizational trust in terms of affect-based trust is always evident.

It can be gleaned from the data that all 5 statements reveal a very extensive result. Of which, the four (4) items which have the highest mean score are as follows: talking freely express my concerns I am having at work (4.25), having an amicable and harmonious relationship with my school head (4.22), having affected if my head will be transferred (4.21), and sharing my problems for I know my head would respond constructively and caringly (4.21). These items prove that the organizational trust in terms of affect-based trust is always evident.

The findings of this study implies that teachers are emotionally attached to their school as an organization. They could feel that there is sense of belongingness in the organization and trust is apparently and very extensively evident among teachers. As reflected, teachers are not afraid to speak out their

Table 1. Extent of Organizational Trust in terms of Affect-Based Trust

No	Affect-based trust	Mean	Descriptive Equivalent
1	sharing my ideas, feelings, and hopes freely.	4.20	Very Extensive
2	talking freely express my concerns I am having at work.	4.25	Very Extensive
3	having affected if my head will be transferred.	4.21	Very Extensive
4	sharing my problems for I know my head would respond constructively and caringly.	4.21	Very Extensive
5	having an amicable and harmonious relationship with my school head.	4.22	Very Extensive
Overall		4.22	Very Extensive

problems and other concerns at work. The trust and the emotional attachment in the school has helped teachers to foster a positive and healthy relationship with their school head. With that, it is difficult for them to accept if their school head will be transferred in other schools. Teachers' trust towards their school head has been developed because of the constructive response of their school heads to their problems.

The result is aligned to the statement of Du and Jin (2021) citing that affect-based trust is the emotional connection that unites people and serves as the foundation for trust. Social emotional ties that go beyond typical business or professional interactions are what create it. Zhu and Akhtar (2014) emphasized that affect-based trust improves the follower and leader's emotional bond. More so, Cho (2015) indicate that people establish strong emotional bonds and personal ideals when there is affect-based trust. The regulatory impact on the leader's affect-based trust is reinforced in the relationship between organizational socialization, the participants in the sub-dimensions, and team effectiveness.

This also confirms the beliefs of Robert (2020) highlighting that affective trust is characterized in large part by compassion and a readiness to take on another person's issues. By repeated interactions that make people feel as though another person actually cares about them individually, affective trust develops. In these situations, one side exhibits compassion by offering emotional and social assistance to those who are experiencing difficulty or distress. It reflects strong emotional ties between people and goes beyond professional interactions. This explains why individuals who are in relationships with high levels of affective trust frequently exhibit a willingness to take on another person's difficulties as their own and to offer aid even when it is not explicitly asked.

Extent of Organizational Trust in terms of Cognitive-Based Trust

Table 2 reflects the extent of organizational trust in terms of cognitive-based trust. It shows that the overall mean is 4.35, in a very extensive level. This means that the organizational trust in terms of cognitive-based trust is always evident.

As illustrated from the table, all 6 statements reveal a very extensive result. Of which, the three (3) items which have the highest mean score are as follows: considering my head to be trustworthy as also perceived by as other work associates of mine who interact with him/her (4.38), having seen my head performance as my role model (4.37), and trusting and respect my head as a coworker like what most people do (4.36). These items prove that organizational

Table 2. Extent of Organizational Trust in terms of Cognitive-based trust

No	Cognitive-based trust	Mean	Descriptive Equivalent
1	dealing the job with professionalism and dedication	4.35	Very Extensive
2	believing on my school head's competence and preparation for the job given his/her track record	4.30	Very Extensive
3	making my job easy by relying on my head.	4.32	Very Extensive
4	trusting and respect my head as a coworker like what most people do.	4.36	Very Extensive
5	considering my head to be trustworthy as also perceived by as other work associates of mine who interact with him/her.	4.38	Very Extensive
6	having seen my head performance as my role model.	4.37	Very Extensive
Overall		4.35	Very Extensive

Trust in terms of cognitive-based trust is always evident.

The findings of the study indicate that teachers are rationally trusting their school heads based on the support they receive from them. Most of the teachers trust their school principal because they observed that their colleagues and other affiliates of their leaders trust them. More so, they see their school heads as having values worthy of emulation. In fact, these values inspired teachers to trust their school head. Another factor that teachers has considered in trusting and respecting their school heads is based also on the big respect and trust that their co-teachers have shown to their school leaders. Apparently, the amount of trust and respect that some of the members of the school community have shown to their school heads helps teachers to pay respect and trust to their school heads.

The results confirmed the notion of Robert (2020) specifying that cognitive-based trust results from people's evaluations of the competence, moral character, dependability, and accountability of their teammates. This evaluation is carried out over time through engagements in which teammates either uphold or breach their obligations to the team. Cognitive trust can grow over time to the point where additional proof is either unnecessary or undesirable. In many collaborative situations, reducing the ambiguity is one of the fundamental goals of cognitive trust. One of the fundamental aspects of cooperation is the need to rely on others, but this often breeds uncertainty among coworkers.

Furthermore, Du and Jin (2021) pointed out that through cognitive-based trust, people can fortify professional collaboration and enhance professional relationships. Inferring the veracity of the other party's actions based on the data gathered is known as cognition-based trust. It also alludes to other people's computing prowess and rational traits, such as trustworthiness, honesty, aptitude, and sense of responsibility. Cognitive-based trust may seem to be more significant during organizational crises. The impression of distributive fairness acts as a moderator in the link between cognition-based trust and organizational performance. It demonstrates how well cognitive-based trust predicts the dissemination of novel ideas. Trust that is founded on cognition has a significant impact on the effect of quest-association on the dissemination of novel ideas (Du & Jin, 2021).

Summary on the Extent of Organizational Trust

Table 3 provides the summary on the extent of organizational trust of teachers. It is exhibited that the overall mean of organizational trust of teachers is 4.29, which is in a very extensive level. This means that the organizational trust of teachers is always evident.

Data show that all two (2) indicators are in a very extensive level. As

Table 3. Summary on the Extent of Organizational Trust

No	Indicators	Mean	Descriptive Equivalent
1	Affect-based trust	4.22	Very Extensive
2	Cognitive-based trust	4.35	Very Extensive
Overall		4.29	Very Extensive

arranged chronologically, cognitive-based trust has the highest mean score (4.35). This is followed by affective-based trust (4.22).

The results of the study affirm the claim of Hsieh and Wang (2015) stating that one of the most important aspects of being a successful leader is earning the respect of subordinates. The social exchange theory claims that enhancing employee and organizational productivity requires trust. According to Mineo (2014), trust is the glue holding employees and their leaders together within a company, and it produces organizational results. Bligh and Kohles (2013) stressed that key factor in determining an employee's experience at work is how trustworthy they are with their supervisor.

Furthermore, Bayraktar and Girgin (2017) highlighted that trust is a further factor that affects organizational effectiveness because people are the inputs and the outcomes of educational organizations. As interpersonal connections depend on trust, it is the most crucial necessity of employees. Trust was a significant factor to take into account in schools, as success was primarily dependent on the cooperative efforts of stakeholders. Trust encouraged educators to adopt more actions that aided in the achievement of their students (Adams, 2013; Harvard-Dew, 2021). Without trust, according to Tschannen-Moran and Gareis (2015), organizational efficiency and efficacy suffered.

Extent of Innovative Work Behavior of Teacher in terms of Opportunity Exploration (OE)

Table 4 reflects the extent of innovative work behavior of teachers in terms of opportunity exploration (OE). It shows that the overall mean is 4.17, in an extensive level. This means that the innovative work behavior of teachers in terms of opportunity exploration (OE) is oftentimes evident.

As can be gleaned from the data, all 4 statements reveal an extensive result. Of which, the three (3) items which have the highest mean score are as follows: discussing the possible leeway for change with colleagues. (4.19), exchanging thoughts on recent developments or problems at work with colleagues (4.18), and questioning the effectiveness of the current way of working (4.17). These items prove that innovative work behavior of teacher is oftentimes evident.

The findings of the study suggest that teachers are very much welcome in exploring and searching for more new ideas that would help them improve their craft. With all the entertained possibilities, teachers are open to entertaining the flexibility and adaptability of teachers to changes. Part of exploring new ideas is to have a thorough discussion of the recent advancement or challenges at work. More so, they need to cater the ideas whether the newly developed ideas would be effective in their current workplace.

The results of the study mirrored the concept of Messman (2014) indicating that opportunity exploration implies an awareness and understanding of issues and requirements that give a chance to modify and enhance work-

Table 4. Extent of Innovative Work Behavior of Teacher in terms of Opportunity Exploration (OE)

No	Opportunity Exploration (OE)	Mean	Descriptive Equivalent
1	questioning the current concepts, work processes and results with the goal to improve them.	4.15	Extensive
2	discussing the possible leeway for change with colleagues.	4.19	Extensive
3	questioning the effectiveness of the current way of working.	4.17	Extensive
4	exchanging thoughts on recent developments or problems at work with colleagues	4.18	Extensive
Overall		4.17	Extensive

related products and procedures. An employee must be familiar with his or her work environment and stay up with developments in related businesses in order to explore opportunities. This IWB stage is distinguished by increased cognitive agility and independence.

Furthermore, Kheng et al. (2013) highlighted that opportunities can be found in a variety of ways. It happens when there are discrepancies and discontinuities that cause things to move away from their usual course, current work procedures become problematic, customers' needs are not being met, or even warning signals of a change in trend arise. Messman (2014) added that in the context of a school, it refers to instructors' reflections on their shortcomings and accomplishments as well as the urgency of finding quick fixes for issues that develop while attempting to differentiate between "as it is" and "how it should be" with reference to a work scenario.

Extent of Innovative Work Behavior of Teacher in terms of Idea Generation (IG)

Table 5 exhibits the extent of innovative work behavior of teachers in

Table 5. Extent of Innovative Work Behavior of Teacher in terms of Idea Generation (IG)

No	Idea Generation (IG)	Mean	Descriptive Equivalent
1	asking critical questions about current situations at work.	4.25	Very Extensive
2	suggesting improvements on expressed ideas	4.28	Very Extensive
3	exchanging ideas on concrete changes at work with one's colleagues.	4.27	Very Extensive
4	working on specifying which elementary improvements can be implemented.	4.29	Very Extensive
5	discussing personal ideas for improvements with one's colleagues	4.26	Very Extensive
6	expressing a personal opinion of underlying problems in the workplace.	4.30	Very Extensive
7	suggesting new ideas to solve problems in the current work situation	4.31	Very Extensive
Overall		4.28	Very Extensive

terms of idea generation (IG). It shows that the overall mean is 4.30, in a very extensive level. This means that the extent of innovative work behavior of teachers in terms of idea generation (IG) is always evident.

It is reflected in the data that all 7 statements reveal a very extensive result. Of which, the three (3) items which have the highest mean score are as follows: suggesting new ideas to solve problems in the current work situation (4.31), expressing a personal opinion of underlying problems in the workplace (4.30), and working on specifying which elementary improvements can be implemented (4.29). These items prove that the innovative work behavior of teacher in terms of idea generation (IG) is always evident.

The result of the study signifies that teachers are generating and sharing ideas specifically for school improvement. They also generate ideas that would help them address school concerns. Suggesting ideas is very welcome most especially if it can be applied in the current work situation. With this, teachers are not afraid to express their opinions which they believe as relevant in coming up with a concrete solution to their problems. More so, teachers determining whether their generated ideas can make improvements to their school concerns.

The results of the study affirmed the claim of Messman (2014) mentioning that the development of fresh, relevant, and perhaps helpful ideas that go after identified chances for innovation. This conduct calls for the person to have the ability to recognize issues, analyze them critically in search of fresh alternatives, or review current procedures in search of enhancements. For this stage, the person must have strong levels of cognitive flexibility and creative self-efficacy. Ideas are crucial for innovation, and people will always be the best source of fresh concepts. Knowledge workers are able to generate ideas when they can direct their behavior toward concept generation for improvement.

More so, Kheng et al. (2013) specified that in the school context, teachers must rearrange and categorize their fresh ideas in order to handle workplace challenges, which is related to their attitudes about problem-solving and performance development. In order to address any issues, this step involves the purposeful creation of a new concept and/or the revision of an existing one.

Extent of Idea Extent of Innovative Work Behavior of Teacher in terms of Idea Promotion (IP)

Table 6 exhibits the extent of extent of innovative work of teacher in terms of idea promotion (IP). It shows that the overall mean is 4.17, in an extensive level. This means that the extent of innovative work behavior of teachers in terms

Table 6. Extent of Extent of Innovative Work Behavior of Teacher in terms of Idea Promotion (IP)

No	Idea Promotion (IP)	Mean	Descriptive Equivalent
1	suggesting the new idea to key persons who are authorized to allocate resources for this new idea.	4.15	Extensive
2	convincing others of the importance of a newly developed idea or solution	4.18	Extensive
3	promoting new ideas to the supervisor in order to gain his/her active support.	4.17	Extensive
4	promoting new ideas to colleagues in order to gain their active support.	4.19	Extensive
5	promoting the application of a new solution within one's work context.	4.16	Extensive
6	getting colleagues acquainted with the utilization of the new idea or solution.	4.16	Extensive
7	making it clear to others, how a new idea can be stepwise put into practice.	4.15	Extensive
Overall		4.17	Extensive

It is reflected in the data that all 7 statements reveal an extensive result. Of which, the three (3) items which have the highest mean score are as follows: promoting new ideas to colleagues in order to gain their active support (4.19), convincing others of the importance of a newly developed idea or solution (4.18), and promoting new ideas to the supervisor in order to gain his/her active support (4.17). These items prove that the innovative work behavior of teachers in terms of idea promotion (IP) is oftentimes evident.

The result of the study implies that teachers do not only stop in generating ideas. They find means to promote their generated ideas. In fact, though it is oftentimes evident, teachers share their ideas with their colleagues to gain approval and support. To achieve this, they need to relay to their colleagues the importance of the newly developed ideas. Apart from their colleagues, they also present their generated ideas to their superiors to gain support and consideration from them.

The results substantiated the idea of Messman (2014) expounding idea promotion as advancing one's views within the context of social work and forming alliances via personal and professional networks. The proposed innovation that assumes responsibility and gives access to knowledge and resources has to persuade others to adopt it.

As highlighted by Gannaway et al. (2013), when new ideas are ready for execution, they must be appropriately digested in order to foster a strong willingness to embrace change and a more effective workflow for innovation. After all, it is believed that effective dissemination and comprehension of new concepts are prerequisites for the development of teaching and learning that result in attainable and long-lasting improvements.

Extent of Innovative Work Behavior of Teacher in terms of Idea Realization (IR)

Table 7 exhibits the extent of innovative work behavior of teachers in terms of idea realization (IR). It shows that the overall mean is 4.16, in an extensive level. This means that the extent of innovative work behavior of teachers in terms of idea realization is oftentimes evident.

It is reflected in the data that all 9 statements reveal an extensive result. Of which, the three (3) items which have the highest mean score are as follows: reflecting critically on the actions you execute when putting the idea into practice (4.19), monitoring the progress during the process of putting ideas in practice.

Table 7. Extent of Innovative Work Behavior of Teacher in terms of Idea Realization (IR)

No	Idea Realization (IR)	Mean	Descriptive Equivalent
1	defining criteria of success for the realization of the idea.	4.16	Extensive
2	monitoring the progress during the process of putting ideas in practice	4.18	Extensive
3	analyzing the solutions that are found on undesired effects, when putting ideas into practice.	4.17	Extensive
4	testing solutions for unexpected problems that emerge, when putting ideas into practice.	4.14	Extensive
5	obtaining information from people who have already put the idea into practice, about possible bottlenecks during the implementation process	4.15	Extensive
6	designing operational strategies for future, comparable situations.	4.15	Extensive
7	reflecting critically on the actions you execute when putting the idea into practice.	4.19	Extensive
8	reflecting systematically on your experiences when putting the new idea into practice.	4.14	Extensive
9	keeping colleagues posted about the progress of the realization of the idea.	4.15	Extensive
Overall		4.16	Extensive

(4.18), and analyzing the solutions that are found on undesired effects, when putting ideas into practice (4.17). These items prove that the innovative work behavior of teacher in terms of idea realization (IR) is oftentimes evident.

The result of the study indicates that teachers are making an effort in putting the generated ideas into reality. This focuses on the implementation of the ideas. When teachers are planning to put the ideas into reality, they think of the possible consequences of the realized ideas. They also monitor the progress of the practiced ideas. When undesired results are being identified, they find means to provide solutions for those undesired effects.

The findings of the study mirrored the notion of Messmann and Mulder (2012) revealing how teachers view the practical application of the implementation. It requires the development of members' attitudes that are adapted to the outcomes of the inventive process. To successfully integrate the novelty in the educational setting, thorough preparation and an innovation paradigm must be created with the goal of familiarizing the participants with its specifics.

In the same vein, Cerna (2014) emphasized that innovative activities are happening in classrooms and schools where gifted and imaginative school leaders are promoting change in the educational system. With the introduction of issue-based learning, it is proposed that an atypical learning environment can be given a representation of a problem from a real-life scenario.

Extent of Innovative Work Behavior of Teacher in terms of Idea Sustainability (IS)

Table 8 exhibits the extent of innovative work behavior of teachers in terms of idea sustainability (IS). It shows that the overall mean is 4.17, in an extensive level. This means that the extent of innovative work behavior of teachers in terms of idea sustainability (IS) is oftentimes evident.

It is reflected in the data that all 17 statements reveal an extensive result. Of which, the three (3) items which have the highest mean score are as follows: organizing activities for professional development for yourself and your colleagues, to continue the development of the idea (4.23), visualizing the output of the implemented ideas to a broader audience (4.22), and discussing with colleagues how implemented ideas can be embedded more firmly in the system of the organization (4.21). These items prove that the innovative work behavior of

Table 8. *Extent of Innovative Work Behavior of Teacher in terms of Idea Sustainability (IS)*

No	Idea Sustainability (IS)	Mean	Descriptive Equivalent
1	discussing broader applications of the implemented idea with colleagues outside your team.	4.10	Extensive
2	participating in networks that have the innovation or new idea as a theme.	4.15	Extensive
3	initiating collaboration with other groups in the organization to apply the idea in other contexts also.	4.17	Extensive
4	initiating collaboration with other groups outside of the organization to apply the idea in other contexts also.	4.19	Extensive
5	communicating explicitly the returns of the implemented idea outside the team.	4.18	Extensive
6	visualizing the output of the implemented ideas to a broader audience.	4.22	Very Extensive
7	exchanging information about bottlenecks with people who have already implemented the idea.	4.15	Extensive
8	comparing the results of the implemented idea with the predetermined, original goals.	4.14	Extensive
9	having aware of the steps that can be made to make a success of the implementation process.	4.16	Extensive
10	communicating explicitly the returns of the implemented idea, in the team.	4.20	Very Extensive
11	executing improvement activities to optimize the implemented solutions.	4.17	Extensive
12	organizing activities for professional development for yourself and your colleagues, to continue the development of the idea.	4.23	Very Extensive
13	gathering results of the implemented ideas or solutions.	4.19	Extensive
14	showing initiative to anchor the new idea in existing procedures or structures of the organization.	4.18	Extensive
15	discussing with colleagues how implemented ideas can be embedded more firmly in the system of the organization.	4.21	Very Extensive
16	initiating quality assurance systems that support the implemented idea.	4.18	Extensive
17	substantiating the implemented ideas with figures.	4.19	Extensive
Overall		4.17	Extensive

teacher in terms of idea sustainability (IS) is oftentimes evident.

The result of the study signifies that teachers are encouraged to sustain the means of generating, promoting, and realizing ideas. In doing so, teachers need to continue learning by participating to varied professional development activities. Also, they need to think the possible result of the implemented ideas can be applied in different context. Other than that, sustainability of the implemented ideas can be made possible if everything is thoroughly discussed with all the members of the school community.

The results of the study affirm the claim of Loh et al. (2013) stating that idea sustainability serves as a marker for the teachers' perspectives on how new concepts should be incorporated into the organization as well as how they should be spread more widely outside of it. This phase is essential because it tries to apply fresh ideas to make a constructive contribution to society. A complex development component with long-term advantages for the school is sustainability of innovative concepts. The curriculum will be updated as a result, student participation will increase, and educators' research activities are anticipated to increase.

Summary on the Extent of Innovative Work Behavior of Teacher

Table 9 provides the summary on the extent of innovative work behavior of teacher. It is exhibited that the overall mean of innovative work behavior of teacher is 4.19, which is in extensive level. This means that innovative work behavior of teacher is oftentimes evident.

Data show that all five (5) indicators have varying results ranging from extensive to very extensive level. As arranged chronologically, idea generation (IG) has the highest mean score (4.28). This is followed by opportunity exploration (OE) (4.17), idea promotion (OP) (4.17), and idea sustainability (IS)

Table 9. Summary on the Extent Innovative Work Behavior of Teacher

No	Indicators	Mean	Descriptive Equivalent
1	Opportunity Exploration (OE)	4.17	Extensive
2	Idea Generation (IG)	4.28	Very Extensive
3	Idea Promotion (IP)	4.17	Extensive
4	Idea Realization (IR)	4.16	Extensive
5	Idea Sustainability (IS)	4.17	Extensive
Overall		4.19	Extensive

(4.17), and idea realization (IR) (4.16).

With the very extensive innovative work behavior of teacher, this reaffirms the widely held belief of Balkar (2015) underscoring that innovation is essential and advantageous for any firm to gain and maintain a competitive advantage. Innovations are especially needed in schools to provide them a competitive advantage over others. Teachers are the most important agents in strengthening the academic and social success of schools, and they play a vital part in the success of such educational institutions by boosting the success of students. Similarly, Wamalwa and Wamalwa (2014) pointed out that teachers play a variety of responsibilities in facilitating and encouraging school change and development, thus they must exhibit innovative behaviors. In addition to using creative teaching methods and unique conduct, excellent instructors also encourage their pupils to express their creativity during the learning process (Mahajan & Kaushal, 2017). Also, a teacher's innovative environment stimulates students' interest in learning and raises their performance (Khikmah, 2019).

Significance of the Relationship Between the Organizational Trust and Innovative work Behavior of Teacher

Presented in Table 10 are the data on the significance of the relationship

Table 10. Significance of the Relationship Between the Organizational Trust and Innovative Work Behavior of Teacher

Organizational Trust Indicators	Dependent Variable	r-value	p-value	Decision on Ho
Affective-Based Trust	Innovative Work Behavior	0.495	0.000	Ho is Rejected
Cognitive-Based Trust		0.515	0.000	Ho is Rejected
Overall		0.505*	0.000	Ho is Rejected

*Significant at 0.05 significance level.

between organizational trust and innovative work behavior of teacher. Reflected in the hypothesis, the relationship was tested at 0.05 level of significance. The overall r-value of 0.505 with a p-value of <0.05 signified the rejection of the null hypothesis. It means that there is a significant relationship between organizational trust and innovative work behavior of teacher. This shows that organizational trust is correlated with innovative work behavior of teacher.

Doing a pairwise correlation among the measures of both variables, it can be gleaned that affect-based trust and cognitive-based trust revealed computed r-values of 0.495 and 0.515, respectively with p-values which are less than 0.05 in the level of significance. This implies that as affect-based trust and cognitive-based trust increase, innovative work behavior also increases.

The result is in consonance to the study conducted by Celik et al. (2011) revealing that the significance of creating a trustful atmosphere where attendance in the decision process is backed up, ideas are appreciated, peace is sensed, relationships are healthy and it is easier to take risks comes into prominence in this context. The more trust perception in organization, the more innovative behavior and organizational performance will be.

Turhan et al. (2018) emphasized that it is possible for employees to feel more comfortable and to spend their energy and talents on achieving organizational aims if they have a high level of trust in their organizations. Trust decreases conflicts and rises the harmony among employees. This contributes to increase in organizational performance. Thus, there is a positive relationship between trust of employees in manager, friends, organizations and their work performance.

Similarly, Rodrigues and Veloso (2013) reinforced that trust in supervisor plays an important role in motivating employees to involve in risk-taking. In other words, when employees trust their supervisors, they are more likely to perform IWBs because they believe that their supervisors are reliable or competent enough to back them up in a risky situation. In addition, the risk-taking behavior is affected by a contextual factor. Employees are more likely to attempt IWB in an organization where employees trust in their supervisors.

Regression Analysis on the Influence of Organizational Trust and Innovative Work Behavior of Teachers

Shown in table 11 is the regression analysis on the influence of organizational trust on the innovative work behavior of teacher. The overall p-value ($p < 0.05$) denotes that organizational trust is a predictor of innovative work behavior. The B values of the independent variable, organizational trust terms of affect-based trust and cognitive-based trust are 0.474 and 0.487 respectively.

Table 11. Regression Analysis on the Influence of Organizational Trust and Innovative Work Behavior

Innovative Work Behavior				
	B	B	T	Sig.
Organizational trust	(Standardized Coefficients)	(Unstandardized Coefficients)		
Constant	0.712	0.111	5.425	0.000
Affect-based trust	0.474	0.445	10.786	0.000
Cognitive based-trust	0.487	0.443	10.815	0.000
R	0.529			
R²	0.528			
F	225.395			
p	0.000			

One unit change in affect-based trust will lead to .474 unit change in innovative work behavior if the other predictor is at "0". In the same way, one unit change in cognitive-based trust will lead to .487 unit change in innovative work behavior if the other predictor is at "0".

Among the two, cognitive-based trust indicates a higher influence on innovative work behavior compared to other indicators. Lastly, the coefficient of determination of r-squared value is also shown in the table which was 0.528 or 52.8% of the innovative work behavior is explained by the domains of organizational trust which are affect-based trust and cognitive-based trust. Hence, the hypothesis that there is no domain in organizational trust that significantly influences innovative work behavior is rejected.

The result of the study conforms to the social exchange theory of Cropanzano and Mitchell (2005). This emphasized that the more employees trust the organization, the more work and energy they are willing to devote to working in the organization. If an employee trusts his or her colleagues and supervisors, then he or she will show greater organizational commitment, pro-activity and risk-taking (Dirks and Ferrin, 2002; Colquitt et al., 2007).

Specifically, Erkutlu and Chafra (2015) observed that the greater the employees' trust in the supervisor, the greater the sense of security and comfort when it comes to the supervisor's reaction to the subordinate's behavior. As a consequence, the chance of an employee engaging in innovative behavior increases (Mayer et al., 1995; Hughes et al., 2018), which is usually associated with the risk of failure. On the other hand, when there is a lack of trust, employees will focus more on self-protection than on entrepreneurial behavior (Hughes et al., 2018).

4. Conclusion and Recommendations

Presented in this chapter are the findings based on the results of data gathered, the conclusions drawn from the findings and the recommendations for consideration.

Findings

The main focus of the study was to determine the significance of the relationship between organizational trust and innovative work behavior of public elementary teachers. The study was conducted in the selected public elementary schools in Davao De Oro Division. There were one hundred

twenty (120) elementary teachers who participated in this study. Descriptive correlational method of research was used in this study utilizing adapted research instruments. The said instruments were validated by the panel of experts and subjected to pilot testing before it was made ready for administration. Mean, Pearson Product Correlation of Coefficient and Regression Analysis were the statistical tools used in analyzing the data. The hypotheses raised in this study were tested at 0.05 level of significance.

The major findings of the study were the following: extent of organizational trust is very extensive. Meanwhile, the extent of innovative work among the respondents is extensive. It was found out that there is a significant relationship between organizational trust and innovative work behavior of public elementary teachers. Moreover, it was revealed that all domains of organizational trust significantly influenced the innovative work behavior of teachers. Hence, the hypothesis of no significant relationship between organizational trust and innovative work behavior, and the no domains of organizational trust significantly influenced innovative work behavior were rejected.

Conclusions

Based on the findings of this study, the following conclusions were offered:

The extent organizational trust implies that it is always evident among teachers. In fact, the affect-based trust and cognitive-based trust of teachers are always evident. Meanwhile, the extent of innovative work behavior of public elementary teachers is oftentimes evident in the schools. In particular, idea generation is always evident among teachers while opportunity exploration, idea promotion, idea realization and idea sustainability are oftentimes evident.

Based on the findings, organizational trust and innovative work behavior of teachers are correlated. Also, organizational trust significantly influences the innovative work behavior of public elementary teachers. In fact, all domains of organizational trust namely, affect based-trust, cognitive based-trust significantly influence innovative work behavior of teacher by registering a p-value of .000 which is less than .05 in the level of significance. This leads to the rejection of the null hypotheses. Further, the result indicates that for every unit increase in the two domains of organizational trust, the innovative work behavior of teacher will increase.

Recommendations

The following suggestions were offered based on the conclusions of the study:

The higher officials in the Department of Education may craft effective policies, programs, projects, interventions and activities which may sustain the organizational trust and may intensify the innovative work of teachers specifically on opportunity exploration, idea promotion, idea realization and idea sustainability.

School principals may find means in further enhancing the innovative work behavior of teachers by sustaining the organizational trust of the teachers. Moreover, they may also craft a concrete and specific interventions further intensifying the opportunity exploration, idea promotion, idea realization and idea sustainability.

Moreover, teachers may take an effort keep on upgrading themselves. They may attend various seminars, webinars, or any undertaking that would help them reinforce their innovative work behavior.

Lastly, future researchers may explore relevant information about organizational trust and innovative work of teachers. Also, other means of research approach may be utilized to further explore the involved variables in this study.

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