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**INNOVATIVE BEHAVIOUR AMONG TEACHERS IN PRIMARY SCHOOLS IN
KOTA SETAR, KEDAH**

By

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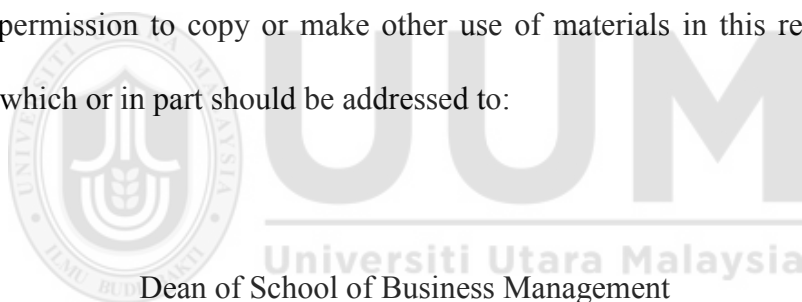
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ABSTRACT

The innovative behaviour is an important aspect in an employees' personality at workplace especially in the era of advancement technology in Malaysia. This is because innovative behaviour not only give an employee a sense of accomplishment but the organization can acquire beneficial outcomes. Therefore, this study was carried out to examine the possible variables that could influence the innovative behaviour among teachers. Specifically, this study aims to examine the relationship between knowledge sharing, psychological empowerment, supervisor support, co-workers support and innovative behaviour. A total of 150 teachers of primary schools in Kota Setar, Kedah were participated in this study. The data of this study was collected through questionnaires and Statistical Packages of Social Science (SPSS) was used to analyse the data and test the hypotheses. Result of analysis indicated that knowledge sharing, psychological empowerment and supervisor support are positively related to innovative behaviour. However, the co-workers support was found to be insignificant determinant for innovative behaviour. Finally, the implication of this study in theoretical and practical aspect and some recommendations for future research are discussed.

Keywords: innovative behaviour, knowledge sharing, psychological empowerment, supervisor support, co-workers support, teachers



ABSTRAK

Tingkah laku yang inovatif merupakan aspek penting dalam keperibadian pekerja di tempat kerja terutama di era teknologi kemajuan di Malaysia. Ini adalah kerana tingkah laku yang inovatif bukan sahaja memberi pekerja prestasi yang mencukupi tetapi organisasi dapat memperoleh hasil yang bermanfaat. Oleh itu, kajian ini dijalankan untuk mengkaji kemungkinan pemboleh ubah yang mungkin mempengaruhi perilaku inovatif di kalangan guru. Khususnya, kajian ini bertujuan untuk mengkaji hubungan antara perkongsian pengetahuan, pemberdayaan psikologi, sokongan penyelia, sokongan rakan sekerja dan tingkah laku yang inovatif. Sejumlah 150 guru sekolah rendah di Kota Setar, Kedah telah mengambil bahagian dalam kajian ini. Data kajian ini dikumpul melalui soal selidik dan Pakej Statistik Sains Sosial (SPSS) digunakan untuk menganalisis data dan menguji hipotesis. Keputusan analisis menunjukkan bahawa perkongsian pengetahuan, pemberdayaan psikologi dan sokongan penyelia positif berkaitan dengan tingkah laku inovatif. Walau bagaimanapun, sokongan rakan sekerja didapati penentu tidak penting untuk tingkah laku yang inovatif. Akhirnya, implikasi kajian ini dalam aspek teori dan praktikal dan beberapa cadangan untuk penyelidikan masa depan dibincangkan.

Kata kunci: tingkah laku inovatif, perkongsian pengetahuan, pemberdayaan psikologi, sokongan penyelia, sokongan rakan sekerja, guru



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CHAPTER ONE

INTRODUCTION

1.1 INTRODUCTION

This chapter discusses on the background of study, problem statement, research questions and research objectives. Then, this chapter also explains scope of study and significance of study. Lastly, definitions of terms, organization of chapter and summary of this chapter are clarified in this chapter.

1.2 BACKGROUND OF STUDY

West and Farr (1990) defined the innovative behaviour as the beginning and application of actions or ideas in order to improve the performance in a better and effective way. It is not only referred to the employees but also organizations, societies, products, services and procedures. Therefore, those individuals who develop innovative behaviour in themselves will allow them to explore opportunities and identify their performance gaps in the way of generate new ideas.

Nowadays, in a highly competitive and technological world, every employee should play innovative behaviour in what they are doing. Due to the changing economic environment, globalization and growing competing demands, innovation and innovative behaviour have become increasingly important (Afsar, Cheema & Saeed, 2017; Bani-Melhem, Zeffane & Albaity, 2017; Yasir & Majid, 2018). The importance of innovative behaviour among employees towards organizational is to maintain their effectiveness. Thus, innovative behaviour is a key concern of human resource in requirement for success (Akram, Lei, Haider

& Hussain, 2018). In order to provide beneficially outcome at work, innovative behaviour also encourages employees to develop their intentional efforts (Janssen, 2000).

In Malaysia, the Malaysian Education Ministry made a transformation by providing The Malaysian Blueprint 2013-2025 (preschool to post-secondary education) which is having a comprehensive and long framework where proposed reforms. It involved an aspect of innovation learning from teachers, student learning approaches, teachers' training and delivery methods. Hence, education indicated that it will become an important factor in the sustainable development of the state, which is it determines the innovative nature of modern education (Arkhipova & Kuchmaeva, 2018).

Therefore, in the ever challenging and globally competitive environment, innovative behaviour among teachers is important to ensure the success of educational institutions and it is a process that teachers can generate new ideas or concepts in learning (Bawuro, Danjuma & Wajiga, 2018; Rashid & Halim, 2013). In addition, in Malaysia, every school provided lesson plans for teachers to fulfil methods of teaching that they need to apply to attract students as well as in order to achieve the key performance indicator that provided by government. Thus, based on the teachers' attitude and willingness to do innovative activity, it will determine the functions of education's innovative environment to produce different instructional materials and instructional techniques (Hashim, Yaakob, Yusuf & Ibrahim, 2019).

Furthermore, innovative behaviour is needed in every employee especially teachers to create activities in order to come out with new methods in delivering knowledge to attract students (Hashim et al, 2019). Innovation is closely linked to teachers' work because it is related with employment as teachers which is teachers constantly create ideas, develop and share knowledge and skills in their work with students (Trapitsin, Granichin, Granichina & Zharova, 2018). Messmann and Mulder (2011) have stated that innovative behaviour among

teachers will perform innovative activities that elaborated such as adapting thoughts and ideas, creating an action plan and evaluating through reflection and assessment in order to get an outstanding performance in organization. Therefore, it can be clearly remarked that innovative teachers will influence the progress of learning in students specially to be innovative in the future.

1.3 PROBLEM STATEMENT

Due to advancement of technology and high demands of qualification of education, the educators facing the problem which is lack of innovation in creating new activities every day in order to enhance and improve their methods of teaching to new generation (Hashim et al, 2019). In Malaysia nowadays, teachers will provide an assessment in every teaching session and they must come out with different styles or techniques of teaching to attract students as well in order to achieve the key performance indicator that provided by government. Due to knowledge society is growing time by time, innovative methods are required among teachers to plan a new strategies and new learning perspectives (Hashim et al, 2019).

The significant elements of innovativeness among teachers are their readiness to expand new knowledge, practices and improvement to achieve organizational goals (Rashid & Halim, 2013). Innovative behaviour can be referred to a development in which new ideas are generated, created, modified and be implemented by teachers to gain benefit in their working performance (Hashim et al, 2019). Thus, in order to maintain up to date with a quickly developing technology, teachers nowadays need to put themselves in the same position as the globalization era.

This study emphasizes on knowledge sharing among teachers because teachers are having different backgrounds, different academic qualifications and different methods of

teaching. Nowadays, students will upgrade their knowledge in following the advancement of technology such as using a Google or YouTube as references. Even though old generations of teachers have more experiences in teaching, some of them cannot follow the advancement of technology and still using old methods of teaching. Thus, teachers need basic knowledge and skills or the appropriate method to promote ideas that can be utilized designing and delivering classes (Mishra, & Koehler, 2006). If teachers choose to not sharing the knowledge quite often with co-workers and students, their social ties and communication will getting weaker and also new ideas will become less open among teachers to generate it (Afsar et al, 2017).

Due to having heavy workload, teachers may feel unmotivated in delivering their teaching (Bawuro et al, 2018). Psychological empowerment has an important influence on employees' innovative behaviour because innovative teachers can attract and stimulate students' minds by applying fun to the content of lessons during teaching (Bawuro et al, 2018). When employees perceive their job requirement as meaningful and important, they will spend more effort on generating the ideas, searching for knowledge and implement it to get beneficial outcomes. It will decrease work pressure among teachers nowadays.

Thurlings, Evers and Vermeulen (2014), stated that teachers who under high pressure will come up with more ideas when they received positive feedback or support from their supervisor and co-workers. In addition, teachers who possessed more variety skills in their jobs have a better effect on their idea implementation. Education nowadays has many challenges that need to be tackled by teachers such as fulfilling demands from government, schools, parents and students. Therefore, supportive supervisor and co-workers will boost the motivation to develop innovative behaviour among teachers. Abdullah and Ling (2016) found that support from supervisor and co-workers can develop the level of innovative behaviour among employees and also improve the effectiveness of organization.

Based on the discussion above, this research will emphasize on the factors that influence innovative behaviour among teachers. The factors that will be discussed are knowledge sharing, psychological empowerment, supervisor support and co-workers support.

1.4 RESEARCH QUESTIONS

In order to understand more on the relationship between knowledge sharing, psychological empowerment, supervisor support, co-workers support and innovative behaviour, the researcher comes up with the research questions below:

- i. Does knowledge sharing influence innovative behaviour among teachers?
- ii. Does psychological empowerment influence innovative behaviour among teachers?
- iii. Does supervisor support influence innovative behaviour among teachers?
- iv. Do co-workers support influence innovative behaviour among teachers?

1.5 RESEARCH OBJECTIVES

Specifically, the objectives of the study are:

- i. To examine the relationship between knowledge sharing and innovative behaviour among teachers.
- ii. To examine the relationship between psychological empowerment and innovative behaviour among teachers.
- iii. To examine the relationship between supervisor support and innovative behaviour among teachers.
- iv. To examine the relationship between co-workers support and innovative behaviour among teachers.

1.6 SCOPE OF STUDY

The scope of this study is covering several important aspects especially in examining the influence of knowledge sharing, psychological empowerment, supervisor support and co-workers support on dependent variable namely innovative behaviour. This study was carried out in education industry mainly focusing on teachers. This study was conducted among teachers since they play an important role in delivering knowledge to students which is teachers are expected having innovative behaviour.

In addition, this study focused on teachers at primary schools in Kota Setar, Kedah because Kota Setar is the most developed area and holding the second largest number of primary schools. Teachers tend to develop their teaching methods following the developing environment. Then, the reason of choosing teachers in primary schools is because primary school students are more likely to increase their potential through innovative activities. In the age group of primary school students, they tend to be less attentive and more playful, therefore, teachers at primary schools need to develop their innovative behaviour in order to tackle their students. Then, this research will use quantitative as a methods of research and data were analyses using Statistical Package of Social Science system.

1.7 SIGNIFICANCE OF STUDY

There are two categories of significance of study which are theoretical and practical contributions.

Firstly, from the aspect of theoretical contribution, it can be said that innovative behaviour will be the one of key drivers of success in long term period among teachers (Bawuro et al, 2018). This study will bridge the gap by exploring the association among knowledge sharing, psychological empowerment, supervisor support and co-workers support in

determining innovative behaviour among teachers. Thus, this study may be a reference to future researchers based on factors that have been identified that may influence innovative behaviour. The literature review and findings on this study can help to contribute more on understanding of innovative behaviour that will be able to respond to the education industry or any industry that will improve following the advancement of globalization.

Besides that, this study is beneficial to practitioner especially teachers or top management of school to improve their scope of environment and motivation. In respond to the new globalization era, teachers need develop innovative behaviour in themselves to improve their performance and students' achievement. Therefore, in enhancing the innovative behaviour, the role of knowledge sharing, psychological empowerment, supervisor support and co-workers support become the important aspects that contribute in generating teachers' ideas and helping them in teaching methods.

The education industry should ensure that schools will emphasize more on these factors in order to enhance innovative behaviour among teachers. They will also help teachers to upgrade their innovative behaviour to a higher level. Teachers should nurture innovative behaviour through various ways to assure that the jobs becomes not only interesting but engaging as well. It also will stimulate teamwork spirit and develop a learning environment (Bani-Melhem et al, 2017).

1.8 DEFINITION OF TERMS

Innovative Behaviour

Innovative behaviour as an employee's intentional introduction or application of new ideas, products, processes, and procedures to his or her work role or organization (Scott & Bruce, 1994).

Knowledge Sharing

Knowledge sharing is referred to the collaboration or cooperation among team members to be able diffuse relevant information to other and concerned about other's work (Davenport & Prusak, 1998).

Psychological Empowerment

Psychological empowerment is about how employees feel good or worth on their tasks and perceive it to be meaningful (Spreitzer, 1995).

Supervisor Support

Supervisor support can be referred as concern of supervisor on employees that will motivate them in doing tasks (Saunders, Sheppard, Knight, & Roth, 1992).

Co-Workers Support

Co-workers support can be referred as emotional support that derived from teamwork among employees (Ladd & Henry, 2000).

1.9 ORGANIZATION OF CHAPTER

The study is organized by chapters for better understanding about systematic view of the factors that influence innovative behaviour. Firstly, chapter one will be consisting of the introduction, background of the study, problem statement, research questions, research objectives, scope of study, significance of the study, definitions of terms and organization of study.

Then, literature review will be discussing in chapter two. It will discuss further about the concept of variables and literature by previous researcher. In the chapter two also, it will consist the underlying theory, hypotheses development and research framework.

In addition, chapter three will deliberate methods of research which include research design, sampling design, and measurement of study, questionnaire design, and pilot test. Then, this chapter continue with the discussion on procedure of data collection and techniques of data analysis. After chapter three, chapter four will present the results and findings from the data collection. The results will be presented in four types of analysis which are descriptive analysis, reliability analysis, Pearson correlation analysis and multiple regression analysis. Then, hypothesis testing will be provided.

Lastly, chapter five will discuss on the interpretation of the research findings from the study. It also will discuss on implication of study, limitation of study and recommendation for the future research.

1.10 SUMMARY

In the end, this chapter noticeably explained the background of the study of innovative behaviour in educational industry. This chapter also described the problem statements regarding knowledge sharing, psychological empowerment, supervisor support and co-workers support that will influence on innovative behaviour. In addition, research questions, research objectives, scope of study and significance of the study are also explained in this study. Organizations of chapter are also explained in order to provide the flow of this research. Next, chapter two will clarify on the literature review of factors that influence innovative behaviour.



CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

This chapter begins with the discussion on variables of study and underlying theory. Then, this chapter will discuss on hypotheses development which is to find out either independent variables and dependent variable have a positive or negative relationship. Then this chapter will indicate a research framework of this research and also summary of this chapter will be provided.

2.2 VARIABLES OF STUDY

2.2.1 INNOVATIVE BEHAVIOUR

Previous studies discussed innovative behaviour relates to the process which workers are creating, generating, implementing or promoting fresh ideas to improve job performance (Bawuro et al, 2018; Hashim et al, 2019; Yasir & Majid, 2018). Employees that who have high innovative behaviour will enable them to develop ideas especially when handling a problem. For instance, when the problems exist in organization which disrupt a work conditions such as the situation that showed changes involve in many aspects in the organization, then, the faster problem solving should implement. Therefore, employees can perform a valuable role in the innovation process such as invest efforts in developing and testing ideas in the implementation phase (Jong & Hartog, 2007).

In addition, innovative behaviour also can be expressed as individual behaviour that produce, introduce and apply new thing which beneficially novel outcomes at work (Carmeli, Meitar & Weisberg, 2005). It can be described as everyday innovation which depends on the deliberate efforts of employees to achieve beneficially results at work (Janssen, 2000).

According to Bani-Melhem et al (2017), the researchers were concerning some factors that have high potential to influence innovative behaviour in order to indicate that having innovative behaviour had beneficial outcomes in carrying out duties at work. For instance, the changes of environments such as advancement of technology leads to innovation and promoting new projects needs employees to express fresh idea that beneficial on organizations.

On the other hand, a study from Hashim et al (2019) stated that innovative behaviour related closely with teachers' work because teachers are referred as a person who have many knowledge which will continuously develop and share the knowledge with their students and colleagues. Research on innovation is really required in the education sector because innovation and innovative behaviour are an important issue and could help school managers and teachers make positive changes and work together to improve the school continuously (Rashid & Halim, 2019).

Furthermore, in the environment of teaching, the innovativeness activities are determined by the innovative behaviour that develop among teachers and the attitude of willingness to create new and innovative teaching materials and teaching techniques (Hashim et al, 2019). Besides, Messmann and Mulder (2011) define innovative behaviour among educator as performing an innovative assignment to students which by adapting ideas, developing a plan of action, assessing and diversify innovation methods of teaching. In order to reach goal of innovation in teaching method, the development of a teaching methods is classified as innovative behaviour (Chang, Cheng-Ping, Hao-Wan & Lynne, 2011).

2.2.2 KNOWLEDGE SHARING

Knowledge sharing define as the process of exchange information, knowledge and ideas that involve between individuals and groups of people (Davenport & Prusak 1998). Several studies also mentioned the knowledge sharing is expressed as a mechanism in which the exchange and development of information between individuals takes place, thus it can be referred to as the interaction between individuals based on the desired transfer of intellectual capital of a person (Akram et al, 2018; Kankanhalli, Tan & Wei, 2005). It also referred to provision of task information that will facilitate others by helping them in problem solving as well as collaborate with them to develop innovative ideas (Cummings, 2004).

Furthermore, knowledge sharing can be expressed as a set of understandings of information that allow employees to learn, share and also access relevant information to be used as networks within organizations (Hogel, Parboteeah & Munson 2003). Several studies mentioned that the essence of knowledge sharing is to reduce redundant of learning efforts in organizations. It also stated that knowledge sharing can be a right vehicle for transferring needed knowledge through different means which is suitable to different groups of receivers (Kankanhalli et al, 2005; Scarbriugh, 2003; Thakur et al, 2012).

Moreover, Kankanhalli et al (2005) discussed that individuals can increase their ability to develop innovative behaviour through knowledge sharing. It also can give advantages to the individual by strengthening inter-relationships, social ties and norms among individuals. Frequent knowledge sharing among employees will facilitate the employees to entertain the ideas with co-workers and also to attract their attention on its opportunity and advantages in organization (Wang & Noe, 2010). The study from Suk Bong, Kihwan, Ullah and Seung-Wan (2015) emphasized the level of organizational innovation depends on how the employees used their ability in exploiting their knowledge, for example, active in giving an ideas and become an innovative person in problem solving. This study also stated that knowledge sharing is a key

indicator in determining the consequence of organization. Hence, knowledge sharing can be the key factor in developing innovative behaviour either individual or organizational levels.

2.2.3 PSYCHOLOGICAL EMPOWERMENT

The study from Zhang and Bartol (2010), it discussed that the psychological empowerment is conceptualized as a set of awareness to develop innovative behaviour. It deliberated that employee self-efficacy can be much derived from the process of psychological empowerment in which exhibit innovative behaviour because they find their work roles is valuable (Zhang & Bartol, 2010). In the organizations, in order to align employees' goals with organizational goals, employees display innovative behaviour when their awareness on work had empowered themselves (Zhang & Bartol, 2010). Once employees feel their tasks are highly meaningful, they will be motivated to become more innovative in carrying their works (Zhang & Bartol, 2010).

In addition, study by Abdullah and Ling (2016) stated that the psychological empowerment also refers to emotional affection of the employees' involvement in work with feeling of pleasure that lead employees and also employers to develop innovative behaviour. It can be argued that employees needed empowerment in developing innovative behaviour among themselves in order to serve their organizations. Psychological empowerment can be considered as individual's ability to have personal decision making, inspiration to achieve goal and influence others to perceive innovative ideas which give impact to organization and in turn promotes innovate behaviour.

On the other hand, several studies considered employees' experienced powerfulness as a psychological empowerment and it is manifested in four aspects such as meaning, competence, impact and self-determination at the individual and also organization levels (Short

& Rinehart, 1992; Singh & Sarkar, 2012). In that studies which discussed in the context of school teacher, it defined clearly psychological empowerment on four manifestations. First, the aspect of meaning is defined when value of employees aligns with the job given to them in the organization and competence is about carrying the duties at workplace by having the sense of being skilled enough.

Impact is defined as the influence of employee towards those who are immediately affected by the job in the organization. Then, while carrying out the work at the job level, decision making is the important part that need to do by employees, thus having self-determination is the ability in decision making. Hence, the manifestation of psychological empowerment indicated that psychological empowerment such a motivational boost on individuals to keep developing and enhancing their innovative behaviour. More specifically, the individuals who believe they are empowered, are likely to be more innovative in their work and expect success (Spreitzer, 1995).

2.2.4 SUPERVISOR SUPPORT

Supervisor support can be referred as a helpful relationship between employers and employees which it will encourage employees to be productive and innovative (Kossek, Pitcher, Bodner & Hammer, 2011). This study also stated that supervisor support involves a concern and emotional support that is intended to enhance the innovative behaviour of the subordinate (Kossek et al, 2011). Employees prefer the support from their superiors in order to be courageous in delivering their ideas and develop ideas or suggestions that provide beneficial outcome to organization.

Besides that, the study from Janssen (2005), it mentioned that in order to stimulate employees to engage in an innovative behaviour, supervisor supportiveness should be

interacted with employees. Innovative employees acquire support from supervisor to protect and realize their ideas. The supervisor support will develop the willingness of employees to invest in innovative activities when they perceived the support because they have influence in the workplace. Therefore, employees will feel stimulated to use their influence to persuade supervisors or other people in organization to support the development and realization of their new ideas.

In addition, in the study by Zhou and George (2001), it also stated that supervisor support as a strong supporter that can boost and encourage workers' innovative behaviour. Thus, it is considered as a key driver to innovative behaviour among employees as having supervisor support can stimulate innovativeness, increase performance and employees can gain their potential in working. According to Kanter (1988), employees are highly dependent on their supervisor in the organization in order to acquire information, resources such as materials and legitimacy to develop and understand their new ideas.

On the other hand, the other study mentioned that supervisor support similar to management support and leadership (Sonmez & Yildirim, 2018). It is because the position of supervisor as a superior actor in the organization and lead the people in the organization. Moreover, supervisor support is referred to the trustworthiness which is supervisor will listen to feedback and funding employees (Sonmez & Yildirim, 2018). In the study by Lukes and Stephan (2017), it found that the supervisor support has the most important effect on innovative behaviour and contribute significantly to transform employees' innovative ideas into marketable innovation. Thus, in order for employees to have positive perceptions on innovation supportiveness, support and trust in relationship between employees and their supervisor is essential.

2.2.5 CO-WORKERS SUPPORT

The social supports that employees expect in the organization is the co-workers support (Ladd & Henry, 2000; Li & Liu, 2017; Loi, Ao & Xu, 2014). Co-workers support can be defined to the extent to which employees having a trust towards their co-workers in the organization. Co-workers support refers to co-workers are willing to assist and provide their team with work-related assistance in order to facilitate them in completing task at workplace. Due to supportiveness from co-workers, the employees tend to encourage themselves to build ideas, provide feedbacks to organizations and seeking advice (Li & Liu, 2017).

In addition, in order to enhance innovative behaviour among employees, exchanges of knowledge among employees and their co-workers is significant to the performance of organizations. When employees are faced with a difficult and new task, they expect supportive co-workers may facilitate them with exchange their knowledge and expertise (Scott & Bruce, 1994). Meanwhile, co-workers support may be considered as collaboration of work among teammates and it emerge knowledge sharing, integration that will foster innovative behaviour. (Hsu, Lin, Lawler & Wu, 2007). Thus, in the organization, to encourage employees to be innovative, the establishment of teamwork is essential.

On the other hand, other study mentioned that the co-workers support is more towards socio-emotional support and not only focusing on task-related assistance (Nugent & Abolafia, 2006; Rousseau, Salek, Aube & Morin, 2009). Socio-emotional support can be defined as care and empathy among individuals. It can be argued that co-workers support is referring to employees that do not only care about their co-workers' welfare at workplace, but are also give thoughtful outside at workplace. When employees working with supportive, helpful and mindful co-workers, a positive environment, hence innovative ideas can be discussed openly and freely. Thus, it will boost the innovative behaviour among employees in organizations.

2.3 UNDERLYING THEORY

2.3.1 ABILITY, MOTIVATION, OPPORTUNITY THEORY (AMO)

The Ability, Motivation and Opportunity (AMO) theory has been adopted to potentially explain the complex relationship between how people manage their performance outcomes. The AMO theory is a combination of an individual's ability (A), motivation (M) and their opportunities (O) which aims to propose the beneficial performance or behaviour to ensure individual succeed (Bailey, 1993). The AMO model can also be used to understand behavioural processes between people management initiatives and potential performance improvements (Purcell, Hutchinson, Kinnie, Rayton & Swart, 2003).

In addition, the AMO theory is comprised of basic concepts of psychology (Kroon, Van De Voorde & Timmers, 2013). It is related to three aspects that shape character of individuals which are ensuring employees to have the appropriate abilities, enhance motivation among employees to develop their good behaviour, and empower employees to provide beneficially organizational outcomes (Harney & Jordan, 2008). Ability can be referred to human qualities such as skills, experiences, attitudes, and knowledge that are appropriate for employees to accomplish their tasks. It also can be defined as an acquired or natural capacity that enables employees to perform a task given (Boon, Belschak, Hartog & Pijnenburg, 2014; Minbaeva, 2013). Next, motivation deals with the desire of an employee to perform at workplace, which can be enhanced either by extrinsic or intrinsic motivation. The motivation enhances behaviour and efforts in individual for achieving the goals of organization by giving a high level of performance. The variable of psychology empowerment can be categorized as example of motivation.

Then, opportunity usually takes into consideration on individual characteristics to engage with others in doing job. The opportunity also involves on work environment in organization such as knowledge sharing, quality circles or team working. The ability,

motivation and opportunity theory does engage in a behaviour that arises from within the individual because it is naturally satisfying to individuals. According to the AMO theory, when employees have the capabilities, the adequate motivation and their work environment provides opportunities to participate, employees will carry out their duties well.

2.3.2 ORGANIZATIONAL SUPPORT THEORY

According to organizational support theory (OST), employees develop a general perception concerning the extent to which the organization values employees' contributions and cares about their well-being (Eisenberger, Huntington, Hutchison, & Sowa, 1986; Eisenberger & Stinglhamber, 2011; Shore & Shore, 1995). Research on organizational support theory discussed that in organization, it began with the managers or employers concerned with their employee's commitment to the organization. It initiates a social exchange process wherein organizations are concerned towards employees then provide support and guidance to increase efforts among employees. Reacting to this support and guidance by the employers, employees tend to become more committed and feel obligated to help the organization achieve its goals and objectives.

In addition, based on organizational support theory, supportive supervisor facilitates changes in employees' behaviour to become affective commitment in doing their task given. The high quality of relationship between supervisor and employees are preferred by supervisor because it is indication of perceptions of organizational support. The believer of employers towards their employees is an important aspect because the big commitment is required to their jobs.

Moreover, the organizational support theory assumes that employees observe a behaviour of their supervisor toward them as reflecting an intentions organization, hence, they

tend to respond a favourable treatment to their supervisors with greater organizational involvement (Eisenberger & Stinglhamber, 2011).

2.4 HYPOTHESES DEVELOPMENT

2.4.1 KNOWLEDGE SHARING AND INNOVATIVE BEHAVIOUR

According to Akram et al (2018), knowledge sharing is a booster to develop innovative behaviour in work especially for teachers that always studying to generate ideas in delivering knowledge. In addition, knowledge sharing also provides others to acquire beneficial knowledge because it can be described as a process of information that can be transmitted between individuals, thereby allowing individuals to acquire new advantage through such knowledge transmission to encourage new actions called innovative behaviour (Akram et al, 2018). Then, knowledge sharing also contributes value to organization by adding many information and leads to innovativeness.

In addition, another study by Afsar et al (2017), by achieving beneficial outcomes, knowledge sharing directly and indirectly encourages employee innovative behaviour. The social ties among employees will become weaker and less open to generate new ideas if knowledge sharing among employees do not practices often. The engagement of people in innovative behaviour will become strong when they often share their knowledge (Afsar et al, 2017). Therefore, innovation will emerge when knowledge will be shared among employees because the key for organizational innovation is common knowledge sharing between employees (O'Cass, Song & Yuan, 2013). Based on the discussion above, the following research hypothesis of this study is proposed:

H1: Knowledge sharing is a positively related to innovative behaviour

2.4.2 PSYCHOLOGICAL EMPOWERMENT AND INNOVATIVE BEHAVIOUR

Literatures have shown that employees who are psychologically empowered will feel good about the tasks they are doing and perceive them to be meaningful and more innovative (Afsar, Badir & Saeed, 2014). Psychological empowerment can be described such as having a personal control over decision-making which is autonomy in meeting, the opportunity to influence others, motivation to succeed and an attractive future (Kendal, Chu, Gifford, Hayes & Nauta, 1999).

It can be a clear indication that psychological empowerment tend to create innovative behaviour by having this example of attitude which is it can improve job performance among employees. Thus, empowered employees will exhibit their innovative behaviour, then they will feel their work more meaningful and by time to time, employees will generate more innovation in working. Another previous study suggested that psychological empowerment is important for stimulating and managing change in organization due to more open ideas will create (Spreitzer, 1995).

Furthermore, self-efficacious can be categorized as feeling of psychological empowerment among employees, which is they are likely to be innovative in their work and understand the organization's expectations so they will be better equipped in their skills and behaviour to match organization's expectation (Afsar et al, 2014). However, there are limited studies that examined the relationship between psychological empowerment and innovative behaviour among teachers. Based on discussion of past research, this research hypothesis of this study is proposed:

H2: Psychological empowerment is a positively related to innovative behaviour

2.4.3 SUPERVISOR SUPPORT AND INNOVATIVE BEHAVIOUR

According to Prieto and Santana (2012), having supportive environment such as supervisor support will influence the innovative behaviour among employees. Most of the studies suggest that perception of environment in certain organization having supervisor support will enhance innovative behaviour of employees (Madjar, 2005; Zhou & George, 2001). The individuals shown more positive innovative behaviour such as collaborate in generate new ideas or plans when their supervisor treat them in a kind way (Madjar, 2005), and other study also stated that the employees will develop feelings of anger and frustration towards organization when there are absence of support in working environments (Madjar, 2005).

Furthermore, employees will develop positive mood states and it will affect in higher level of innovative behaviour if their supervisor show support for their news ideas (Madjar, 2005). Thus, relationship between employees and supervisor is an important element because it can develop innovative behaviour and affects the employee's intention to succeed, thereby helping to solve problems, increase response speed and work performance. (Shrivastava, Bartol & Locke, 2006). Based on previous studies, the following research hypothesis of this study is proposed:

H3: Supervisor support is a positively related to innovative behaviour

2.4.5 CO-WORKERS SUPPORT AND INNOVATIVE BEHAVIOUR

According to literature of co-workers support in past research, it indicates that employees will enhance their innovation in work when they believe their co-workers are willing to help and provide them with work-related assistance in the accomplishing their duties because the involvement of teamwork will create more innovative behaviour among individuals (Bani-Melhem et al, 2017). In addition, in order to face obstacles or problems at

workplace and be more innovative in problem solving, employees tend to gain more confidence by surrounding with their colleagues who want to share their expertise and knowledge and offer to guide in accomplish work task (Madjar, 2005; Zhou & George, 2001). Thus, the following research hypothesis of this study is proposed:

H4: Co-workers support is a positively related to innovative behaviour

2.5 RESEARCH FRAMEWORK

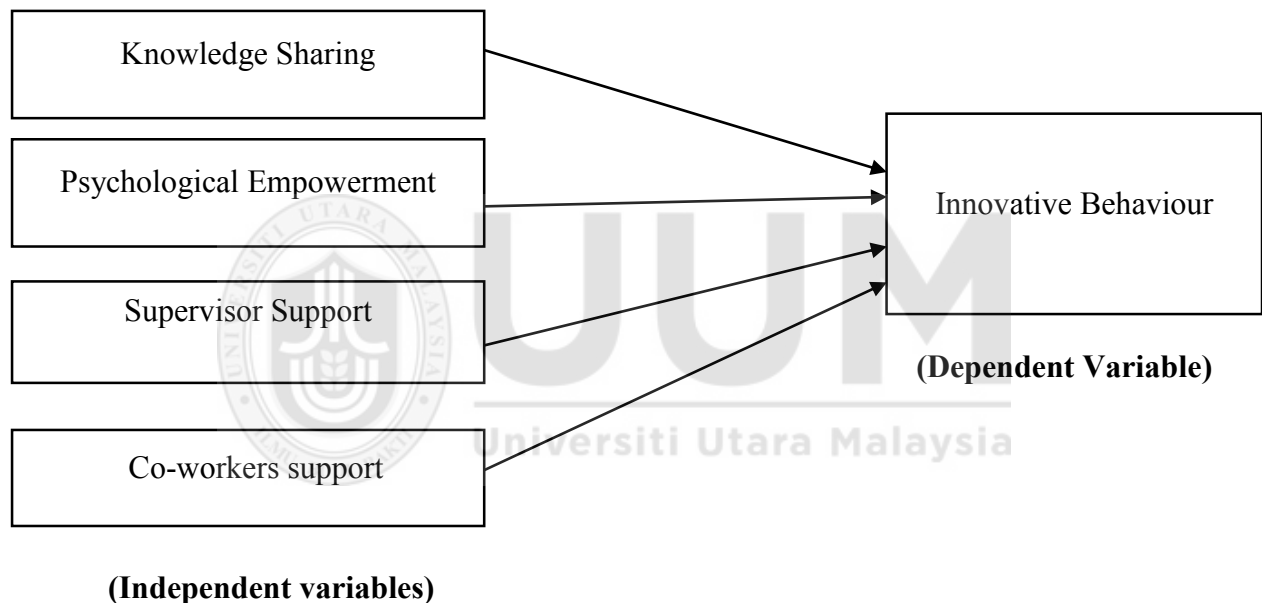


Figure 2.1 Research Framework

This research framework indicates variables that include independent and dependent variables. There are four independent variables that have been discussed in this research which are knowledge sharing, psychological empowerment, supervisor support and co-workers support. These four independent variables will be tested either positively related or not on innovative behaviour (dependent variable).

2.6 SUMMARY

In conclusion, this chapter explained all the variables like innovative behaviour, knowledge sharing, psychological empowerment, supervisor support and co-workers support. Finally, the hypotheses had been developed and it was indicated that positive relationship between independent variables (knowledge sharing, psychological empowerment, supervisor support and co-workers support) and dependent variable (innovative behaviour). Meanwhile, in this research, there are two underlying theories that had been discussed that related with variables which are role theory and organizational support theory. This chapter also summarized that the knowledge sharing, psychological empowerment, supervisor support and co-workers support has a direct effect on innovative behaviour. Next, the chapter three will explain about research methodology.



CHAPTER THREE

METHODOLOGY

3.1 INTRODUCTION

The chapter three presents the methods and techniques of research that are used in conducting this study. In this chapter contains the research design, sampling design, questionnaire design measurement and pilot test. Then, it summarized the procedures of data collection and techniques of data analysis.

3.2 RESEARCH DESIGN

According to Akhtar (2016), a research design is an organizing plan or analysis that required before conducting research which is having structural processes in order to obtain required data and result. In this study, in order to obtain required data regarding the research question, the researcher will use quantitative design to test the layout of this study. The quantitative method will examine the relationship between variables by collecting data through distribution of questionnaire. Quantitative methods enable to answer the questions about the relation among measured variables with the objective to explain, predicting and controlling phenomena (Akhtar, 2016).

In addition, the unit of analysis in this study was tested based on individual level (teachers) at primary schools. It is because teachers are the potential individuals to be respondents on this study. Thus, the primary data for this study was collected directly from them through the distribution of questionnaires. Last but not least, this research design emphasized the perceptions of respondents about the knowledge sharing, psychological

empowerment, supervisor support and co-workers support to understand the influence on their innovative behaviour.

3.3 SAMPLING DESIGN

3.3.1 POPULATION

This study was conducted among teachers who are working at primary schools in area of Kota Setar, which is one of the districts in Kedah. Kota Setar was chosen because it is the most developed area and holding the second largest number of primary schools which is 104 schools. However, due to time constrain, the researcher only can access eight primary schools in Kota Setar. Notably, the total number of teachers in these schools is 455. Thus, the population for this study is 455 teachers.

3.3.2 SAMPLE

In order to determine a definite sample size, this study used the sample size proposed by Krejcie and Morgan (1970). The population of teachers at primary schools is estimating around 455 people, thus, this study requires about 210 minimum samples of questionnaires to distribute to respondents in order to symbolize the whole study population. Therefore, 300 sets of questionnaires of this research will distribute to the respondents which is a common practice to address the problem of unusable responses and low response rate.

3.3.3 SAMPLING TECHNIQUE

This study used convenience sampling to select sample. Convenience sampling is a part of the non-probability sampling technique that relies on data collection from population members who are conveniently available to participate on study. In other words, this sampling technique involve getting respondents those who can be accessed.

3.4 QUESTIONNAIRE DESIGN

In this study, the survey will distribute by two ways which are; using the online Google form and distributed by the researcher herself. There are 51 questions in the questionnaires and comprised of six sections. The first section of this study consisted about the demographic data, and the other sections provide the questions regarding the variables. Section A is the first section provide a questions about the gender, race, marital status, age, level of education, and years of teaching at current school. Then, respondents will response in section B, C, D, E and F through close-ended questions. In variables sections, Likert scale is used which is using a five point from strongly disagree (1) to strongly agree (5).

Innovative behaviour was operationalized via six-item scale and it is originated from Scott and Bruce (1994), knowledge sharing was operationalized via eleven-item scale from Davenport and Prusak (1998), and then psychological empowerment was operationalized via twelve-item scale from Spreitzer (1995). Next, supervisor support was operationalized via seven-item scale from Saunders, Sheppard, Knight, and Roth (1992) and co-workers support was operationalized via nine-item scale and it is from Ladd and Henry (2000).

3.5 MEASUREMENT

3.5.1 INNOVATIVE BEHAVIOUR

In this study, innovative behaviour is a dependent variable. Innovative behaviour was measured by six (6) items adapted from Scott and Bruce (1994). All items will be rated based on a five-point Likert scale, ranging from strongly disagree (1) to strongly agree (5).

Table 3.1

Operational Definition and Items for Innovative Behaviour

Variable	Operational definition	Items
Innovative Behaviour	Innovative behaviour as an employee's intentional introduction or application of new ideas, products, processes, and procedures to his or her work role or organization.	1. At work, I come up with innovative and creative notions. 2. At work, I try to propose my own creative ideas and convince others. 3. At work, I seek new service techniques, methods or techniques. 4. At work, I provide a suitable plan for developing new ideas. 5. At work, I try to secure the funding and resources needed to implement innovations. 6. Overall, I consider myself a creative member of my team.

3.5.2 KNOWLEDGE SHARING

As shown in table below, knowledge sharing was measured by eleven (11) items adapted from Davenport and Prusak (1998). All items will be rated based on a five-point Likert scale, ranging from strongly disagree (1) to strongly agree (5).

Table 3.2

Operational Definition and Items for Knowledge Sharing

Variable	Operational definition	Items
Knowledge Sharing	Knowledge sharing is referred to the collaboration or cooperation among team members to be able diffuse relevant information to other and concerned about other's work.	1. I am pleased to learn and share knowledge among different teams. 2. I believe that members should help each other through teamwork to foster knowledge sharing. 3. In team setting, I would share knowledge with colleagues who had assisted me in the past. 4. I want to become a person who professional knowledge in the eyes of my colleagues. 5. I believe that knowledge sharing among teams can help establish my image as expert.

6. I respect others' impression that I am willing to assist people.

7. Helping my team address work problems would make me feel happy and satisfied.

8. I enjoy exchanging knowledge and I don't ask for anything in return.

9. I am willing to use my spare time to help other team members.

10. I would personally help other team members regardless of whether or not they ask for any help.

11. I am willing to help other team members.



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3.5.3 PSYCHOLOGICAL EMPOWERMENT

As shown in table below, psychological empowerment was measured by twelve (12) items adapted from Spreitzer (1995). All items will be rated based on a five-point Likert scale, ranging from strongly disagree (1) to strongly agree (5).

Table 3.3

Operational Definition and Items for Psychological Empowerment

Variable	Operational definition	Items
Psychological Empowerment	Psychological empowerment is about how employees feel good or worth on their tasks and perceive it to be meaningful.	1. The work I do is very important to me. 2. My job activities are personally meaningful to me. 3. The work I do is meaningful to me. 4. I am confident about my ability to do my job. 5. I am self-assured about my capabilities to perform my work activities. 6. I have mastered the skills necessary for my job. 7. I have significant autonomy in determining how I do my job.

8. I can decide on my own how to go about doing my work.

9. I have considerable opportunity for independent and freedom in how I do my job.

10. My impact on what happens in my department is large.

11. I have a great deal of control over what happens in my department.

12. I have significant influence over what happens in my department.



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3.5.4 SUPERVISOR SUPPORT

As shown in table below, supervisor support was measured by seven (7) items adapted from Saunders, Sheppard, Knight, and Roth (1992). All items will be rated based on a five-point Likert scale, ranging from strongly disagree (1) to strongly agree (5).

Table 3.4

Operational Definition and Items for Supervisor Support

Variable	Operational definition	Items
Supervisor Support	Supervisor support can be referred as concern of supervisor on employees that will motivate them in doing tasks.	1. I take ideas to my boss because he or she deals with them effectively. 2. My supervisor is open and fair when I submit an idea. 3. My supervisor listens carefully to what I say when I bring in an idea. 4. My supervisor is willing to support me when I have a valuable idea. 5. My supervisor handles my ideas promptly. 6. My supervisor takes action in pursuance of my ideas we discussed. 7. My supervisor gives high priority to handling my ideas.

3.5.5 CO-WORKERS SUPPORT

As shown in table below, co-workers support was measured by nine (9) items adapted from Ladd and Henry (2000). All items will be rated based on a five-point Likert scale, ranging from strongly disagree (1) to strongly agree (5).

Table 3.5

Operational Definition and Items for Co-workers Support

Variable	Operational definition	Items
Co-workers Support	Co-workers support can be referred as emotional support that derived from teamwork among employees.	1. My co-workers are supportive of my goals and values. 2. Help is available from my co-workers when I have a problem. 3. My co-workers really care about my well-being. 4. My co-workers are willing to offer assistance to help me to perform my job to the best of my ability. 5. Even if I did the best job possible, my co-workers would fail to notice. 6. My co-workers care about my general satisfaction at work.

7. My co-workers show very little concern for me.

8. My co-workers care about my opinions.

9. My co-workers are giving compliment on my accomplishment at work.

3.6 PILOT TEST

Before an actual data collection process was carried out, a pilot test was conducted in order to ensure the reliability of the measurement that used in this study. The researcher had distributed 30 questionnaires to the individual who has worked as a teacher to proceed with pilot test. The questionnaires were distributed by using hard copy in order to ensure the respondents can easily answer and submit.

Pilot test is done to test the reliability of the questionnaire that given to the respondents before run the actual output for total respondents. The acceptable Cronbach Alpha values which are above 0.70 are considered good and reliable (Sekaran & Baugie, 2009). Based on the table below, it showed the reliability results of each variables Cronbach Alpha values. It can be concluded that the instruments are valid and the actual data collection process can be carried out.

Table 3.6***Pilot test result***

Croabach's Alpha value	No. of items	Cronbach's Alpha
Innovative behaviour	6	0.841
Knowledge sharing	11	0.816
Psychological empowerment	12	0.912
Supervisor support	7	0.950
Co-workers support	9	0.922

3.7 DATA COLLECTION PROCEDURES

Before the distribution of the questionnaires, initial corresponding with the PPD Kota Setar was made in order to get data of schools at Kota Setar district. After got the permission and data from PPD Kota Setar, the researcher contacted with the school's management regarding the permission to distribute the questionnaires. Once the permission was granted, the researcher started by providing the questionnaire and an official cover letter that was attached together. The purpose of this step is to explain the purpose of this study, to assure the confidentiality of their response and intrusting them to answer the questionnaires. The questionnaires that were provided in this study has six sections which are consisting of demographic data and variables of study.

Besides that, in order to avoid shortage of respondents or any an inevitable obstacles, the questionnaires were distributed by two methods which are by distributing hard copies and also through online form. The questionnaires were collected by the researcher itself and according to the schools, due to tight schedule and not enough time for completing these

questionnaires, a few of teachers had to refuse to participate in this study. The total number of teachers that responded to this study is 175. An estimation of three weeks period was consumed for data collection.

3.9 DATA ANALYSIS TECHNIQUES

The data were statistically analysed using Statistical Package for Social Science (SPSS version 25.0). All the items and variables were coded before keyed into the computer. The results were then summarized using Descriptive Analysis and Inferential Statistics which are consisting a variety analysis. It is consist of Cronbach's Alpha for reliability, Pearson Correlation and Multiple Regression.

In addition, Descriptive analysis was used to analyse the demographics characteristics of the respondents and also to determine the population and sampling information in this research. Furthermore, the Cronbach's alpha coefficients were computed using Reliability analysis to examine the consistency and reliability of the instrument and, the Pearson correlation analysis also was used to examine the relationship between independent variables the dependent variable. Lastly, Multiple Regression analysis was performed to determine which variables significantly influence dependent variable.

3.10 SUMMARY

In conclusion, this chapter is crucial for researcher to explain the methodology in getting the accurate data. Overall, this chapter explains the methods of research design and a procedures how data had been collected, analysed and tested in pilot test. This chapter also clarified clearly on measurement of each variables. Chapter four that come up next will explain on the results of data collection through different types of analysis.



CHAPTER FOUR

RESULTS AND FINDINGS

4.1 INTRODUCTION

Chapter four covers the findings of data analysis which it encompasses the descriptive analysis and inferential statistics. The analysis started by laying off the response rate and profile of respondents whereby it presents the demographic background of respondents such as gender, age, marital status, race, highest level of education and years of teaching at current school. Then, it is followed by descriptive, reliability and correlation analysis. Finally, to analyse the relationship between the dependent variable (innovative behaviour) and independent variables (knowledge sharing, psychological empowerment, supervisor support and co-workers support), multiple regression analysis were used. And lastly this chapter present the hypotheses testing of this study.

4.2 RESPONSE RATE

For this study, 300 questionnaires were distributed to teachers in Kota Setar district. A total of 175 or 58.33% questionnaires were returned and only 150 or 50% could be used for analysis. Table 4.1 shows the response rate of this study.

Table 4.1

Response Rate

	No of Questionnaires	Percentage (%)
Distributed	300	100%
Returned	175	58.33%
Usable	150	50%

4.3 PROFILE OF RESPONDENTS

By using descriptive analysis, the demographic background of respondents (teachers) were analysed. The data analysis enables to understand the differences among respondent such as gender, race, marital status, age, highest educational level and years of teaching at current school.

Table 4.2

Demographic background of respondents

Demographic	Category	Frequency	Percentage (%)
Gender	Male	28	18.7%
	Female	122	81.3%
Race	Malay	146	97.3%
	Chinese	3	2%
	Indian	1	0.7%
Marital Status	Single	71	52.7%
	Married	79	47.3%
Age	20 – 29 years old	76	50.7%
	30 – 39 years old	61	40.7%
	40 – 49 years old	9	6%
	Above 50 years old	4	2.7%
Highest level of education	SPM/STPM	12	8%
	Diploma	13	8.7%
	Degree	113	75.3%
	Master	12	8%
Years of teaching at current school	Less than 5 years	49	32.7%
	5 – 10 years	81	54%
	11 – 20 years	16	10.7%
	More than 20 years	4	2.7%

The respondent demographic characteristics are shown in table 4.2. The frequency analysis shows that majority respondents involved in this study are female with 122 respondents (81.3%), while the male constituted of 28 respondents (18.7%). The majority of respondents involved in this study are Malay with 146 respondents (97.3%). In addition, most of the respondents are married with a total of 79 respondents (52.7%) but 71 respondents are single (47.3%). Then, the age group that dominates this study were between 20 – 29 years old with a total of respondents 76 respondents (50.7%). The next largest age group was 30-39 years old with 61 respondents (40.7%).

Furthermore, the highest level of education in this study is Degree with a total of 113 respondents (75.3%), followed by Diploma with a total of 13 respondents (8.7%) and then followed by SPM/STPM and Master which respectively had 12 respondents (8%). The years of teaching at current school is shown in Table 4.2. Majority of respondents had been teaching between 5 - 10 years (81 respondents or 54%) followed by 49 respondents or 32.7% of respondents had been teaching for less than 5 years. Additionally, 16 respondents or 10.7% had been teaching between 11 - 20 years and 4 respondents or 2.7% had been teaching more than 20 years.

4.4 DESCRIPTIVE ANALYSIS

Descriptive analysis denotes the mean and standard deviation for dependent variable and independent variables as shown in Table 4.3. All the variables are evaluated based on 5-point scale (1 = strongly disagree to 5 = strongly agree). Based on the results, the independent variables with the highest mean value is knowledge sharing (4.26) followed by psychological empowerment (4.11), co-workers support (4.04) and supervisor support (4.03). Then, the mean value for dependent variable which is innovative behaviour is 4.01.

Furthermore, the result analysis showed the standard deviation for all the measured variables. Supervisor support has the highest standard deviation (0.480), while the lowest is knowledge sharing (0.351). Then, innovative behaviour has a standard deviation of 0.438, psychological empowerment has a standard deviation of 0.430 and co-workers support has a standard deviation of 0.423.

Table 4.3

Descriptive Statistics of Dependent and Independents Variables

Variables	Mean	Standard Deviation
Innovative behaviour	4.01	0.438
Knowledge sharing	4.26	0.351
Psychological empowerment	4.11	0.430
Supervisor support	4.03	0.480
Co-workers support	4.04	0.423

4.5 RELIABILITY ANALYSIS

The purpose of reliability test in a research is to ensure that the study is conducted without bias and achieved the consistency of variables to measure a certain concept (Sekaran, 2013). Cronbach's coefficient alpha was used to test the inter-item consistency for this study. Table 4.4 shows the value of Cronbach's Alpha together with the internal consistency. If the value of Cronbach's alpha is more than 0.7, the consistency is considered as strong.

Table 4.4
Internal Consistency Measurement

Cronbach Alpha	Internal Consistency
$\alpha=0.9$	Excellent
$\alpha =0.8 < 0.9$	Good
$\alpha= 0.7 <0.8$	Acceptable
$\alpha= 0.6 < 0.7$	Questionable
$\alpha = 0.5 < 0.6$	Poor
$\alpha <0.5$	Unacceptable

Source: Sekaran (2013)

Based on the result shown in Table 4.5 below, the total number of items measured in this study was 45. Each variable was measured with several numbers of items. The result showed that psychological empowerment had achieved the highest Cronbach's Alpha value at 0.856 followed by supervisor support ($\alpha = 0.850$), co-workers support ($\alpha = 0.817$), knowledge sharing ($\alpha = 0.789$), and lastly, innovative behaviour had achieved the lowest Cronbach's Alpha value at 0.783

Table 4.5
Summary of Reliability Analysis

Variables	No of items	Cronbach's Alpha
Dependent Variable		
Innovative Behaviour	6	0.783
Independent Variables		
Knowledge Sharing	11	0.789
Psychological Empowerment	12	0.856
Supervisor Support	7	0.850
Co-workers Support	9	0.817

4.6 PERSON CORRELATION ANALYSIS

The strength and significance of the variables is analysed using Pearson correlation analysis and also to measure the association between two variables (Sekaran, 2013). In addition, correlation coefficient can be explained in term of positive or negative association. Positive correlation will cause an increasing in one variable and impact another factor to increase. Table 4.6 showed the strength of Pearson correlation coefficient which is range from very low to very high correlation.

Table 4.6

Strength of Pearson correlation coefficient

Correlation Indices Size	Interpretation
< 0.20	Very low correlation
0.2-0.4	Low correlation
0.4-0.6	Moderate correlation
0.6 – 0.8	High correlation
0.8-1.0	Very high correlation

Source: Guildford (1973)

Based on the result of Pearson correlation below, there is a significant and positive relationship between dependent variable (innovative behaviour) and independent variables (knowledge sharing, psychological empowerment, supervisor support and co-workers support). The interpretation result of Pearson correlation in this study based on the table 4.6.

Table 4.7***Result of Pearson Correlation Analysis***

Variables	IB	KS	PE	SS	CS
Innovative Behaviour (IB)	1				
Knowledge Sharing (KS)	0.427**	1			
Psychological Empowerment (PE)	0.367**	0.346**	1		
Supervisor Support (SS)	0.438**	0.236**	0.277**	1	
Co-workers Support (CS)	0.252**	0.384**	0.404**	0.276**	1

N = 150

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

The table 4.7 showed that there are positive relationship between independent variables and dependent variable. The highest correlation in this study is relationship between supervisor support and innovative behaviour which is 0.438. Then, the association between knowledge sharing and innovative behaviour indicated moderate correlation ($r = 0.427$). Besides, co-workers support and psychological empowerment indicated low correlation with innovative behaviour. The relationship between psychological empowerment and innovative behaviour is 0.367 and co-workers support and innovative behaviour indicated 0.252.

4.7 MULTIPLE REGRESSION ANALYSIS

Regression analysis was carried out in order to predict a value of dependent variable (innovative behaviour) and independent variables (knowledge sharing, psychological empowerment, supervisor support and co-workers support). The result of analysis is presented in table 4.8.

Table 4.8

Multiple regression result

Variable	Standardized Coefficients Beta	t	Sig.
(Constant)		1.334	0.184
Knowledge Sharing	0.296	3.894	0.000
Psychological Empowerment	0.185	2.386	0.018
Supervisor Support	0.323	4.461	0.000
Co-workers Support	-0.025	-0.321	0.749
Sig.	0.000		
F	17.800		
R Square	0.329		
Adjusted R Square	0.311		

Based on table above, knowledge sharing is found to be significant to innovative behaviour with a value of ($\beta = 0.296$, $p < 0.05$) while psychological empowerment is found to be significant to innovative behaviour with a value of ($\beta = 0.185$, $p < 0.05$) respectively. Supervisor support also is found to be significant to innovative behaviour with a value of ($\beta = 0.323$, $p < 0.05$). However, co-workers support seems not to be significant to innovative behaviour.

4.8 HYPOTHESES TESTING

Table 4.9 indicated the summary of hypotheses testing for this study. In chapter two, the hypotheses had already been proposed. Then after obtaining the result, it showed that knowledge sharing, psychological empower and supervisor support influences innovative behaviour among teachers.

Table 4.9

Summarize of Hypothesis

Hypotheses Statement	Results	Findings
H1: Knowledge sharing is a positively related to innovative behaviour	Significant	Supported
H2: Psychological empowerment is a positively related to innovative behaviour	Significant	Supported
H3: Supervisor support is a positively related to innovative behaviour	Significant	Supported
H4: Co-workers support is a positively related to innovative behaviour	Not significant	Not supported

4.9 SUMMARY

Generally, this chapter covers the overall result analysis of this study. To summarize, the findings showed that knowledge sharing, psychological empowerment and supervisor support significantly determine the innovative behaviour among teachers while co-workers support is insignificant determinant of innovative behaviour. The results also illustrate that out of the four hypotheses that was proposed, only three were accepted (H1, H2 and H3). The next chapter will discuss the objective based on the findings, contribution of the study, limitation and recommendation for future study.



CHAPTER FIVE

DISCUSSIONS, RECOMMENDATIONS AND CONCLUSION

5.1 INTRODUCTION

Chapter five discusses the findings of this study regarding the study hypotheses. Besides that, this chapter also clarifies the discussion on implication and limitation of study. The recommendations of study that will be useful for future research will also be discussed in this chapter. Lastly, a conclusion of this study is formed in this chapter.

5.2 DISCUSSION OF FINDINGS

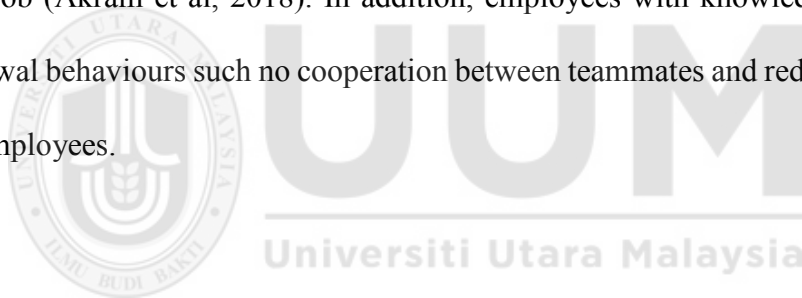
5.2.1 KNOWLEDGE SHARING AND INNOVATIVE BEHAVIOUR

The collaboration or cooperation among team members to be able diffuse relevant information to other and concerned about other's work is referred to description of knowledge sharing (Davernport & Prusak, 1998). In this study, the Pearson correlation analysis confirmed relationship between knowledge sharing and innovative behaviour is significant, with a sig value of 0.000 ($p < 0.01$, Sig. 2-tailed). In addition, the Pearson correlation had a positive value of $r = 0.427^{**}$ which indicated that there is a relationship between knowledge sharing and innovative behaviour.

Then, in examining the influence, there is a significance influence between knowledge sharing towards innovative behaviour among teachers at primary schools. It is based on the result of the regression analysis of coefficient test which demonstrated the knowledge sharing has value of Beta coefficient of 0.296 and the p value was less than 0.05 ($p = 0.000$) which indicated that knowledge sharing had a significant influence towards innovative behaviour.

These results showed positive relationship between knowledge sharing and innovative behaviour and it was consistent with previous studies (Afsar et al, 2017; Akram et al, 2018). Knowledge sharing plays an essential role in encouraging employee innovative behaviour (Afsar et al, 2017). In addition, another study found that employees that implemented knowledge sharing in organization is be able to show a contribution in organization by add on information or knowledge that facilitate individual's innovation (O'Cass, Song & Yuan, 2013).

Employees especially teacher that possessed vast amount of knowledge tend to have good relationship with others, giving commitment towards their organization and develop more innovation ideas in order to achieve beneficial outcome when said knowledge is shared around. It can be indicated that knowledge sharing influences employees to become more innovative in doing their job (Akram et al, 2018). In addition, employees with knowledge sharing will reduce withdrawal behaviours such no cooperation between teammates and redundancy of new ideas among employees.



5.2.2 PSYCHOLOGICAL EMPOWERMENT AND INNOVATIVE BEHAVIOUR

The second research objective is to examine the relationship between psychological empowerment and innovative behaviour. The psychological empowerment is explained as a worth feeling of employees by doing their tasks and perceive it to be meaningful. (Spreitzer, 1995). In this study, relationship between psychological empowerment and innovative behaviour is significant, with a sig value of 0.000 ($p < 0.01$, Sig. 2-tailed). In addition, the Pearson correlation had a positive value of $r = 0.367^{**}$ which indicated there is a relationship between psychological empowerment and innovative behaviour.

Then, there is a significance influence between psychological empowerment towards innovative behaviour among teachers. It is based on the result of the regression analysis of

coefficient test which demonstrated the psychological empowerment has value of Beta coefficient of 0.185 and the p value was less than 0.05 ($p = 0.018$) which indicated that psychological empowerment had a significant influence towards innovative behaviour.

Psychological empowerment is significantly related to innovative behaviour because those employees who having a personal control over decision-making which is autonomy in organization, the opportunity to influence others and motivation to succeed will develop more innovative behaviour at workplace (Kendal et al, 1999). Generally, individuals with high psychological empowerment are more likely to exert effort in completing their task compared those who have low psychological empowerment.

Moreover, in this study, the findings found that majority of the respondents are female and considered as the younger generation (20 – 30 years old) who are young, enthusiastic and highly spirited individual. Individuals in these categories are likely to be more innovative in their work and understand the organization's expectations. Furthermore, employees that psychologically empowered will become more innovative and the task given will be meaningful for them (Afsar et al, 2014). Thus, it showed that the psychological empowerment influences innovative behaviour,

5.2.3 SUPERVISOR SUPPORT AND INNOVATIVE BEHAVIOUR

A concern of supervisor on employees will motivate them in doing tasks and be more innovative in handling task (Saunders et al, 1992). Thus, the third research objective is to examine the relationship between supervisor support and innovative behaviour. Based on the result, there is a significant relationship between supervisor support and innovative behaviour, with a sig value of 0.000 ($p < 0.01$, Sig. 2-tailed). The Pearson correlation showed a positive

value of $r = 0.438^{**}$ which point out that there is a relationship between supervisor support and innovative behaviour.

In order to identify the significance of supervisor support towards innovative behaviour, the regression analysis was done. It indicated that there is a significance influence between supervisor supports towards innovative behaviour among teachers. The result of the regression analysis of coefficient test demonstrated the supervisor support has value of Beta coefficient of 0.323 and the p value was less than 0.05 ($p = 0.000$). Hence, the supervisor support does influences innovative behaviour among teachers.

These results are showed supervisor support had positive effects on innovative behaviour and it consistent with previous studies that (Madjar, 2005; Zhou & George, 2001). Employees who have supportive supervisor tend to be braver in creating new ideas, deliver the feedback either positive or negative and more innovative in doing the task. In addition, the relationship between employees and supervisor is important an aspect that emphasized in the organizations. It is because supervisor is the one who will guide the task given to employees, provide knowledge and enhance employees' skills (Madjar, 2005).

Furthermore, supportive supervisor facilitates employees to be more focused on the intention to succeed, thereby helping to solve problems, increase response speed and work performance (Shrivastava et al, 2006). Thus, it indirectly develops and enhances employees' innovative behaviour. Employees with supervisor support also will reduce withdrawal behaviours such as absenteeism and disciplinary problems at the workplace.

5.2.4 CO-WORKERS SUPPORT AND INNOVATIVE BEHAVIOUR

Co-workers support deliberated about the cooperation between employee and co-workers as an emotional support that derived from teamwork among employees in order to enhance innovative behaviour among employees (Ladd & Henry, 2000). In this study, the fourth objective is to examine the relationship between co-workers support and innovative behaviour. Thus, based on the result of Pearson correlation analysis, there is a positive relationship between co-workers support and innovative behaviour, with a sig value of 0.002 ($p < 0.01$, Sig. 2-tailed). Then, the Pearson correlation had a positive value of $r = 0.252^{**}$ which indicated there is a relationship between co-workers support and innovative behaviour.

However, based on the result of the regression analysis in determining the influence of co-workers support and innovative behaviour, there is no significant influence between co-workers support towards innovative behaviour among teachers at primary schools. It is demonstrated the co-workers support has value of Beta coefficient of -0.025 and the p value was more than 0.05 ($p = 0.749$) which confirmed that co-workers support had no significant influence towards innovative behaviour.

In addition, previous studies have claimed that the positive relationship between co-workers support and innovative behaviour indicated the importance of co-workers support in the organizations. In order to gain confidence in employee's skills and ability to meet challenges and become more innovative in delivering thoughts, surround by co-workers who want to share their expertise and knowledge and offer to guide in accomplish work task will enhance their capability to do (Madjar, 2005; Zhou & George, 2001). However, it is depend on the individuals itself on how they will react and involve in teamwork to provide the guidance and support among colleagues.

Based on this study, there is insignificant influence of co-workers support towards innovative behaviour because it looks like the influence of co-workers support may not change the capability of individuals to gain innovative behaviour since it depends more on personality of the individuals itself. Moreover, in this study, since most of the participants are of younger generation, they will just ignore and not giving support towards their colleagues when they feel dissatisfied with their colleagues. It is different with the supervisor support because providing support to employees is a responsibility of supervisor.

5.3 IMPLICATIONS OF STUDY

The implications that obtained in this study have several theoretical and practical implications that can be related to innovative behaviour among teachers.

5.3.1 THEORETICAL IMPLICATION

The results of this study provide a significant implication towards innovative behaviour among teachers at primary schools. The purpose of this study is to examine the relationship between knowledge sharing, psychological empowerment, supervisor support and co-workers support with innovative behaviour among teachers. From the findings, it is verified that only knowledge sharing, psychological empowerment and supervisor support has significant relationship with innovative behaviour. Thus, this study has supported previous studies that indicate knowledge sharing, psychological empowerment and supervisor support as the predictors of innovative behaviour.

In general, this study contributed to expand existing knowledge, especially when it is related to innovative behaviour. The findings from this study could be used as a reference and could be applied to future research of the same topic. The validity of the literature in this study will be helpful for future researchers.

5.3.2 PRACTICAL IMPLICATION

The findings of this study provide an essential influence not only for teachers but to the educational industry as well. Due to globalization era that having rapid technology growth, it does not only affect the individual but also the industry. From this study, the possibility of teachers to develop innovative behaviour is determined by knowledge sharing. There is a significant relationship between knowledge sharing and their innovative behaviour. Knowledge sharing is important in order to develop new ideas or new methods for teaching especially when teachers need to teach different level of students. The knowledge sharing among teachers such an ability that provide beneficial knowledge and outcome as well as to encourage them to improve their innovative behaviour.

In addition, being a teacher is not an easy job and needs psychological empowerment as they are dealing with students, parents, society and other domestic issues. In order to make teachers feel worthy in doing their job, having psychological empowerment is an important aspect. Therefore, the results also highlighted that the psychological empowerment is significant for the teachers in order to face difficult situations at workplace. It is necessary for them to have psychological empowerment to have a good motivation and opportunity to develop innovative behaviour.

Furthermore, having the support from supervisor is a significance as well as it indirectly increases the level of innovative behaviour among teachers. Supervisors are the strength source of their knowledge, skills and expertise in their field. Therefore, supervisor support is contributing the biggest impact to teachers in handling their task at school. In order for teachers to exhibit the innovative behaviour during work, supervisor support is crucial to enhance their innovative behaviour as it does influence teacher's emotional support.

On the other hand, co-workers support is found to be insignificant in this study as the attention from individual itself and organization as well is more needed. Individual who tend to develop more innovative behaviour among their teamwork, will facilitate the organization to ensure performance of teachers and students as well, Thus, the organization should enhance the training session among teachers in developing their innovative behaviour that will not only benefit for individuals but organization as well.

5.4 LIMITATIONS AND SUGGESTIONS FOR FUTURE STUDIES

There were several limitations found in this study that happened due to the inability of the researcher to control external factors during the conduct of the research. For this reason, some limitations had been listed and several initiatives could be taken to solve the problems which might arise for future research in the area concerned.

Firstly, the data in this research was collected only among teachers at primary school. This may lead to bias and inaccuracy when interpreting the results. In order to reduce any biases of findings, future researchers are suggested to collect data in both primary and secondary schools which it can grasps how the level of innovative behaviour differs in both primary and secondary schools.

Secondly, due to the time constrain, the data in this study had been collected in only a short span of four weeks. In addition, most of schools had sport activities and it took some time to teachers for answering the questionnaire. Thus, it resulted in the lacking amount of respondents for the data collection purpose. Future researchers are suggested to collect data in two months in order to avoid the deficiency of respondents.

Thirdly, another limitation that had been identified is related to the respondents' demography in questionnaire. Some of respondents did not state or provided the number of age

and years teaching at current schools. This could be due to unwillingness to share said information in the questionnaire. Thus, future researchers are suggested to use ranking scales rather than directly stating the number.

The fourth limitation in this research is the respondents only revolving around teachers at primary schools. Future researchers should widen the scope of study that includes teachers at secondary school, staffs at schools or lecturers. Future researchers are also suggested to study the innovative behaviour in other industries such as banking, manufacturing, transportation or hospitality.

The final identified limitation in this study was related to the data that gathered through questionnaire, not by interview session. Thus, the reliability and honesty of respondents is unknown. The researcher cannot control the answers that were given by respondents. Therefore, to increase the reliability and significance of findings, future researchers are suggested to use both quantitative and qualitative method in order to examine the innovative behaviour.

5.5 RECOMMENDATIONS

As the results from the study, a few recommendations have been made to help teachers exhibit their good innovative behaviour in this development era. For the management of schools, the organization itself should provide more support for the teachers as they are the backbone of schools. The concern and emotional support from organization towards the teachers is important to encourage them to be innovative in teaching, hence, to ensure that the students are attracted to the learning process.

In order to encourage knowledge sharing and co-workers support in schools, the organization should arrange the teamwork training sessions among teacher. With a different

idea, different knowledge and cooperation, they will develop innovative behaviour through the training and applying it in the future respectively. By having these teamwork program, they will be able to look in detail of the effects of work-related problems and create a problem solving. In that way, it is indirectly enhanced their innovative behaviour.

Besides that, in order to boost motivation among teachers for them to enhance more innovative behaviour at workplace, the organization should also show some recognition and appreciations the teachers at schools. This action will enrich psychological empowerment among teachers to do their work and realize their task is worthy and the organization does care for them.

5.6 CONCLUSION

This study attempted to provide a theoretical explanation regarding the factors influencing and related to innovative behaviour among teachers at primary schools. From this study, the independent variables are knowledge sharing, psychological empowerment, supervisor support and co-workers support and the dependent variable was innovative behaviour. In addition, the objective was to examine the relationship between knowledge sharing, psychological empowerment, supervisor support and co-workers support with innovative behaviour. The population of this study was the teachers at primary school in Kedah and convenience sampling was used in this study.

In this study, the results discovered that knowledge sharing and supervisor support are the most significant determinants of innovative behaviour among teachers and the psychological empowerment also significant with value $p < 0.05$. Therefore, it indicates that in order to enhance innovative behaviour in every individual, they need to expand their knowledge by sharing to each other, having support system from organization especially from

their supervisor to guide them. Besides that, psychological empowerment is also needed to lift their motivation up and improve their skills.

Overall, based on the findings, there are several limitations and future suggestions that can be identified. This will help future researchers in conducting their study. Furthermore, the research results do provide some practical implication to help practitioners to gain in depth understanding on factors that influence innovative behaviour at workplace. Last but not least, although there are many researches that examined the factors that influenced innovative behaviour, the present research still contributed to the individual, organization and the future academic research especially in the Malaysian context.



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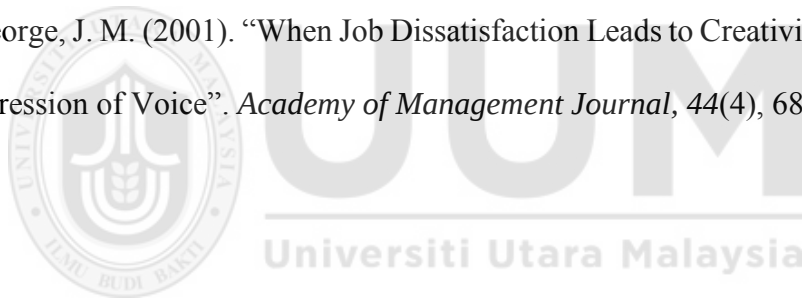
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APPENDIX A : QUESTIONNAIRE



College of Business Management
Universiti Utara Malaysia

INNOVATIVE BEHAVIOUR AMONG TEACHERS

Dear Sir/Madam,

I am inviting you to participate in my research project entitled “Innovative Behaviour among Teachers”. The study aims to identify **the factors that will influence innovative behaviour among teachers in globalization era nowadays.**

I hope you will be able to assist me by completing the enclosed questionnaire. This research shall be completed through your cooperation by providing your valuable time and honest reply. This questionnaire is divided into six (6) sections: Section A (Demographic information of the respondent), Section B, Section C, Section D, Section E and Section F. All information provided will be treated as private and confidential. It will be solely used for the purpose of my project paper only.

Please answer ALL questions by fulfilling the appropriate boxes. Your cooperation and contribution for this survey is highly appreciated. Please do not hesitate to contact me at +60134364053 if you need further clarification. I shall be grateful if you could complete the enclosed questionnaire.

Thank you in advance for your time and cooperation.

Yours faithfully,

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SECTION A:

DEMOGRAPHIC DATA

Question below are about your background. For this section, please select the required information.

1. Gender;

- a) Male
- b) Female

2. Race;

- a) Malays
- b) Chinese
- c) Indian
- d) Others; _____

3. Marital Status;

- a) Single
- b) Married
- c) Divorced

4. Aged; _____ years old

5. Highest level of education;

- a) SPM/STPM
- b) Diploma
- c) Degree
- d) Master
- e) PHD

6. Years of teaching at current school; _____ years



Please read the following instruction for next sections.

For sections B, C, D, E, and F, please mark “X” or tick in the box provided to indicate the extent of your agreement with the given statement based on 5 point scale below.

1	2	3	4	5
Strongly Disagree (SD)	Disagree (D)	Either agree or disagree (A/D)	Agree (A)	Strongly Agree (SA)

SECTION B: INNOVATIVE BEHAVIOUR

Innovative behaviour as an employee's intentional introduction or application of new ideas, products, processes, and procedures to his or her work role or organization.

No.	Question	1 (SD)	2 (D)	3 (A/D)	4 (A)	5 (SA)
1	At work, I come up with innovative and creative notions					
2	At work, I try to propose my own creative ideas and convince others.					
3	At work, I seek new service techniques, methods or techniques.					
4	At work, I provide a suitable plan for developing new ideas.					
5	At work, I try to secure the funding and resources needed to implement innovations.					
6	Overall, I consider myself a creative member of my team.					

SECTION C: KNOWLEDGE SHARING

Knowledge sharing is referred to the collaboration or cooperation among team members to be able diffuse relevant information to other and concerned about other's work.

No.	Question	1 (SD)	2 (D)	3 (A/D)	4 (A)	5 (SA)
1	I am pleased to learn and share knowledge among different teams.					
2	I believe that members should help each other through teamwork to foster knowledge sharing.					
3	In team setting, I would share knowledge with colleagues who had assisted me in the past.					
4	I want to become a person who professional knowledge in the eyes of my colleagues.					
5	I believe that knowledge sharing among teams can help establish my image as expert.					
6	I respect others' impression that I am willing to assist people.					
7	Helping my team address work problems would make me feel happy and satisfied.					
8	I enjoy exchanging knowledge and I don't ask for anything in return.					
9	I am willing to use my spare time to help other team members.					

10	I would personally help other team members regardless of whether or not they ask for any help.					
11	I am willing to help other team members.					

SECTION D: PSYCHOLOGICAL EMPOWERMENT

Psychological empowerment is about how employees feel good or worth on their tasks and perceive it to be meaningful.

No.	Question	1 (SD)	2 (D)	3 (A/D)	4 (A)	5 (SA)
1	The work I do is very important to me.					
2	My job activities are personally meaningful to me.					
3	The work I do is meaningful to me.					
4	I am confident about my ability to do my job.					
5	I am self-assured about my capabilities to perform my work activities.					
6	I have mastered the skills necessary for my job.					
7	I have significant autonomy in determining how I do my job.					
8	I can decide on my own how to go about doing my work.					
9	I have considerable opportunity for independent and freedom in how I do my job.					

10	My impact on what happens in my department is large.					
11	I have a great deal of control over what happens in my department.					
12	I have significant influence over what happens in my department.					

SECTION E: SUPERVISOR SUPPORT

Supervisor support can be referred as concern of supervisor on employees that will motivate them in doing tasks.

No.	Question	1 (SD)	2 (D)	3 (A/D)	4 (A)	5 (SA)
1	I take ideas to my boss because he or she deals with them effectively.					
2	My supervisor is open and fair when I submit an idea.					
3	My supervisor listens carefully to what I say when I bring in an idea.					
4	My supervisor is willing to support me when I have a valuable idea					
5	My supervisor handles my ideas promptly.					
6	My supervisor takes action in pursuance of my ideas we discussed.					
7	My supervisor gives high priority to handling my ideas.					

SECTION F: CO-WORKERS SUPPORT

Co-workers support can be referred as emotional support that derived from teamwork among employees.

No.	Question	1 (SD)	2 (D)	3 (A/D)	4 (A)	5 (SA)
1	My co-workers are supportive of my goals and values.					
2	Help is available from my co-workers when I have a problem.					
3	My co-workers really care about my well-being.					
4	My co-workers are willing to offer assistance to help me to perform my job to the best of my ability.					
5	Even if I did the best job possible, my co-workers would fail to notice.					
6	My co-workers care about my general satisfaction at work.					
7	My co-workers show very little concern for me.					
8	My co-workers care about my opinions.					
9	My co-workers are giving compliment on my accomplishment at work.					

APPENDIX B: SPSS OUTPUT

a) RESPONDENTS PROFILE

GENDER

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	28	18.7	18.7	18.7
	Female	122	81.3	81.3	100.0
	Total	150	100.0	100.0	

RACE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Malay	146	97.3	97.3	97.3
	Chinese	3	2.0	2.0	99.3
	Indian	1	0.7	0.7	
	Total	150	100.0	100.0	

MARITAL STATUS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Single	71	47.3	47.3	47.3
	Married	79	52.7	52.7	100.0
	Total	150	100.0	100.0	

AGED

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20 – 29 years old	76	50.7	50.7	50.7
	30 – 39 years old	61	40.7	40.7	91.3
	40 – 49 years old	9	6.0	6.0	97.3
	Above 50 years old	4	2.7	2.7	100.0
	Total	150	100.0	100.0	

HIGHEST LEVEL OF EDUCATION

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SPM/STPM	12	8.0	8.0	8.0
	Diploma	13	8.7	8.7	16.7
	Degree	113	75.3	75.3	92.0
	Master	12	8.0	8.0	100.0
	Total	150	100.0	100.0	

YEARS OF TEACHING AT CURRENT SCHOOL

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 5 years	81	54.0	54.0	54.0
	5 - 10 years	49	32.7	32.7	86.7
	11 – 20 years	16	10.7	10.7	97.3
	More than 20 years	4	2.7	2.7	100.0
	Total	150	100.0	100.0	

b) RESULT OF DESCRIPTIVE STATISTIC

	N	Minimum	Maximum	Mean	Sd. Deviation
Innovative behaviour	150	3	5	4.01	0.438
Knowledge sharing	150	3	5	4.26	0.351
Psychological empowerment	150	3	5	4.11	0.430
Supervisor support	150	2	5	4.03	0.480
Co-workers support	150	3	5	4.04	0.423
Valid N (listwise)	150				

c) RELIABILITY RESULT

Reliability Result of Innovative Behaviour

Case Processing Summary			
		N	%
Cases	Valid	150	100.0
	Excluded ^a	0	.0
	Total	150	100.0
a. Listwise deletion based on all variables in the procedure.			

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.783	.786	6

Item-Total Statistics					
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
At work, I come up with innovative and creative notions.	20.07	4.881	.638	.431	.725
At work, I try to propose my own creative ideas and convince others.	20.01	5.429	.509	.353	.758
At work, I seek new service techniques, methods or techniques.	19.93	5.290	.473	.297	.764
At work, I provide a suitable plan for developing new ideas.	20.02	4.570	.642	.464	.721
At work, I try to secure the funding and resources needed to implement innovations.	20.21	5.323	.357	.194	.795
Overall, I consider myself a creative member of my team.	20.03	4.489	.609	.468	.730

Reliability Result of Knowledge Sharing

Case Processing Summary			
		N	%
Cases	Valid	150	100.0
	Excluded ^a	0	.0
	Total	150	100.0
a. Listwise deletion based on all variables in the procedure.			

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.789	.790	11

Item-Total Statistics					
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
I am pleased to learn and share knowledge among different teams.	42.65	12.498	.453	.290	.772
I believe that members should help each other through teamwork to foster knowledge sharing.	42.50	11.956	.619	.480	.754

In team setting, I would share knowledge with colleagues who had assisted me in the past.	42.65	12.727	.467	.318	.771
I want to become a person who professional knowledge in the eyes of my colleagues.	42.61	12.011	.505	.399	.766
I believe that knowledge sharing among teams can help establish my image as expert.	42.65	12.525	.399	.383	.779
I respect others' impression that I am willing to assist people.	42.73	12.586	.410	.432	.777
Helping my team address work problems would make me feel happy and satisfied.	42.55	12.222	.512	.390	.765
I enjoy exchanging knowledge and I don't ask for anything in return.	42.57	12.689	.436	.372	.774
I am willing to use my spare time to help other team members.	42.67	13.177	.325	.395	.785

I would personally help other team members regardless of whether or not they ask for any help.	42.79	12.997	.343	.241	.784
I am willing to help other team members.	42.63	12.880	.429	.499	.775

Reliability Result of Psychological Empowerment

Case Processing Summary			
		N	%
Cases	Valid	150	100.0
	Excluded ^a	0	.0
	Total	150	100.0
a. Listwise deletion based on all variables in the procedure.			

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.856	.856	12

Item-Total Statistics					
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach 's Alpha if Item Deleted
The work I do is very important to me.	45.01	24.295	.350	.486	.855
My job activities are personally meaningful to me.	45.09	23.462	.439	.563	.850
The work I do is meaningful to me.	45.02	23.067	.455	.330	.850
I am confident about my ability to do my job.	45.19	21.660	.698	.570	.833
I am self-assured about my capabilities to perform my work activities.	45.24	22.788	.483	.389	.848
I have mastered the skills necessary for my job.	45.19	22.922	.560	.358	.843
I have significant autonomy in determining how I do my job.	45.24	21.472	.717	.612	.831
I can decide on my own how to go about doing my work.	45.18	22.028	.606	.529	.839
I have considerable opportunity for independent and	45.23	22.405	.617	.430	.839

freedom in how I do my job.					
My impact on what happens in my department is large.	45.29	22.045	.604	.446	.839
I have a great deal of control over what happens in my department.	45.29	22.676	.487	.475	.848
I have significant influence over what happens in my department.	45.26	23.308	.361	.393	.858

Reliability Result of Supervisor Support

Case Processing Summary			
		N	%
Cases	Valid	150	100.0
	Excluded ^a	0	.0
	Total	150	100.0
a. Listwise deletion based on all variables in the procedure.			

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.850	.852	7

Item-Total Statistics					
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
I take ideas to my boss because he or she deals with them effectively.	24.18	8.417	.657	.536	.823
My supervisor is open and fair when I submit an idea.	24.19	8.233	.677	.532	.820
My supervisor listens carefully to what I say when I bring in an idea.	24.22	8.213	.675	.506	.820
My supervisor is willing to support me when I have a valuable idea.	24.21	8.192	.710	.545	.815
My supervisor handles my ideas promptly.	24.19	8.475	.660	.452	.823
My supervisor takes action in pursuance of my ideas we discussed.	24.20	8.859	.517	.305	.843
My supervisor gives high priority to handling my ideas.	24.22	9.072	.403	.231	.861

Reliability Result of Co-Workers Support

Case Processing Summary			
		N	%
Cases	Valid	150	100.0
	Excluded ^a	0	.0
	Total	150	100.0
a. Listwise deletion based on all variables in the procedure.			

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.817	.819	9

Item-Total Statistics					
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
My co-workers are supportive of my goals and values.	32.29	11.846	.539	.518	.797
Help is available from my co-workers when I have a problem.	32.32	11.602	.526	.585	.798

My co-workers really care about my well-being.	32.33	12.022	.465	.412	.805
My co-workers are willing to offer assistance to help me to perform my job to the best of my ability.	32.38	11.405	.563	.562	.793
Even if I did the best job possible, my co-workers would fail to notice.	32.43	11.885	.433	.455	.810
My co-workers care about my general satisfaction at work.	32.29	11.736	.576	.485	.793
My co-workers show very little concern for me.	32.43	11.912	.445	.515	.808
My co-workers care about my opinions.	32.28	11.626	.537	.445	.797
My co-workers are compliment on my accomplishment at work.	32.39	11.299	.572	.376	.792

Result of Pearson Correlation between Dependent Variable and Independent Variables

Correlations						
		IB	KS	PE	SS	CS
Pearson Correlation	Innovative Behaviour (IB)	1.000	.427	.367	.438	.252
	Knowledge Sharing (KS)	.427	1.000	.346	.236	.384
	Psychological Empowerment (PE)	.367	.346	1.000	.277	.404
	Supervisor Support (SS)	.438	.236	.277	1.000	.276
	Co-workers Support (CS)	.252	.384	.404	.276	1.000

Multiple Regression

Variables Entered/Removed ^a			
Model	Variables Entered	Variables Removed	Method
1	Co-workers support, Supervisor support, Knowledge sharing, Psychological empowerment	.	Enter
a. Dependent Variable: Innovative behaviour			
b. All requested variables entered.			

Model Summary^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.574 ^a	.329	.311	.36335
a. Predictors: (Constant), Co-workers support, Supervisor support, Knowledge sharing, Psychological empowerment				
b. Dependent Variable: Innovative behaviour				

ANOVA^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	9.400	4	2.350	17.800	.000 ^b
	Residual	19.144	145	.132		
	Total	28.544	149			
a. Dependent Variable: Innovative behaviour						
b. Predictors: (Constant), Co-workers support, Supervisor support, Knowledge sharing, Psychological empowerment						

Coefficients^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.577	.433		1.334	.184
	Knowledge sharing	.370	.095	.296	3.894	.000
	Psychological empowerment	.188	.079	.185	2.386	.018

	Supervisor support	.295	.066	.323	4.461	.000
	Co-workers support	-.026	.081	-.025	-.321	.749
a. Dependent Variable: Innovative behaviour						

