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Prioritizing an innovative work environment over work motivation for driving innovation: Evidence from Divine Word College of Laoag

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ABSTRACT

This study aimed to examine the relationships among the innovative work environment, work motivation, and innovative work behavior. To strengthen its theoretical foundation, relevant literature was carefully reviewed. A descriptive and correlational research design was employed, involving all 180 employees of the Divine Word College of Laoag through total enumeration sampling. Data were collected using validated questionnaires.

The findings revealed a significant relationship between an innovative work environment and innovative work behavior, supporting the corresponding hypothesis. However, no significant relationship was found between work motivation and innovative work behavior, thereby rejecting that hypothesis.

While the study provides meaningful insights, it is limited by its focus on a single institution. Future research is encouraged to include a broader range of organizations to enhance generalizability and deepen understanding of these relationships.

JEL Classification: M12

Introduction

Traditional business practices are frequently perceived as indicative of stagnation and a lack of creativity and innovation. Competitors often surpass organizations that fail to foster creativity and innovation and may face bankruptcy. In the current highly competitive business environment, conventional management approaches are considered obsolete; instead, managers and leaders must demonstrate creativity and innovation. Creativity and innovation are closely linked to organizational success

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and prosperity (Alsawat & Alharbi, 2022) and are widely recognized as essential for individual, organizational, and national development (Karande et al., 2011; Cooper et al., 2001). The prevailing view is that the future favors companies that continuously innovate, particularly in response to evolving consumer preferences. Product failures are frequently attributed to an inability to meet customer needs (Gatignon & Robertson, 1985; Vandecasteele & Geuens, 2010; Steenkamp & Gielens, 2003; Goldsmith, 2001). Empirical studies indicate that innovation drives firm performance and economic growth, positioning innovative entrepreneurship as a catalyst for societal transformation and a critical factor in achieving sustained economic growth and national prosperity. Furthermore, innovation is increasingly regarded as a means of advancing human welfare and culture, emphasizing collective efforts toward shared prosperity (Alharbi et al., 2025).

Creativity and innovation are influenced by both intrinsic and extrinsic factors (Fischer et al., 2019). Even individuals predisposed to creativity and innovation may not realize their potential if the work environment does not support these qualities (Bessi et al., 2022; Lee & Lee, 2023). Research indicates that a supportive workplace environment and entrepreneurial leadership can enhance employees' creativity and innovation (Nabillah et al., 2025; Kiran, 2025; Malibari & Bajaba, 2022). Therefore, it is management's responsibility to cultivate a work environment that motivates employees to be creative and innovative. Organizational success depends on employee performance, which is significantly influenced by the work environment. A positive work environment is consistently associated with improved organizational performance and success (Hassanain et al., 2024; Rifai et al., 2025). The workplace environment also recognizes that work performance is influenced by individual motivation. Given the importance of the workplace environment, it must be acknowledged that individual work motivation exerts a greater influence on innovative and creative work behaviour, driving them to go beyond basic requirements and generate new ideas, even within a supportive setting. It suggests a cooperation in which environments facilitate, while internal drives fuel true innovation, making it a vital focus for managers (Pratama et al., 2025; Suwaji et al., 2025).

Given the crucial roles of the work environment and individual work motivation in propelling individual work performance and innovation, however, there have been limited studies on the effects of an innovative work environment, individual work motivation, and creative work behaviour. Thus, the current study aims to examine the extent to which innovative work environment and individual work motivation influence innovative work behaviour. The study is divided into several sections. The first part is the introduction, which provides background on the survey. The second part is the literature review, which explains the study's theoretical basis using existing literature. The third part is the research methodology, which describes the research design, population, study locale, research procedures, research instruments, and statistical treatment of data. The fourth part is data presentation and analysis following the statement of the problems. The fifth section presents the results and discussion, in which the results are further discussed and their theoretical and managerial implications are drawn.

Literature review

The concept of work environment

The relationship between the work environment and productivity has attracted the attention of managers and researchers since the early 1900s (Latapi-Agudelo et al., 2019). From the beginning, the work environment was viewed as an important predictor of productivity. Over time, however, the concept has remained somewhat ambiguous and has evolved in its understanding and study.

Early discussions largely equated the work environment with the physical workplace. This perspective encouraged organizations to improve office conditions—such as lighting and workspace layout—but evidence showed that changes in the physical environment and task structure alone did not consistently produce meaningful gains in productivity (Grant & Parker, 2009; Bushiri, 2014; Chowdhury et al., 2020). As a result, attention gradually shifted away from physical arrangements toward task performance and interpersonal dynamics. Under this view, the work environment was understood as a combination of job demands and human or social relations within the workplace (Cooley, 2016; Puspita et al., 2023).

A major influence on this shift was Mayo's (1933) work at the Western Electric Company's Hawthorne plant in Illinois, as cited by Smith (1987). Although the study initially examined how physical working conditions affected performance, its findings contributed to a broader emphasis on psychological and social factors. The results suggested that employee

satisfaction and productivity increased not only because of improvements in the work setting or wages, but also because workers received attention and felt noticed by management (Allen & Davis, 2011). When employees perceive that their efforts are being observed and valued, their performance may improve—an insight that encouraged further research into workplace relationships.

By the 1950s and 1960s, the concept expanded again to include communication patterns and workplace conflict, with growing emphasis on strengthening cooperation among organizational members (Walden, 2004). Given this historical development, it is not surprising that definitions of the work environment differ across scholars. Raziq and Maulabakhsh (2015), for example, defined the work environment as the "interrelationship of employees in their workplace," focusing primarily on human relations. Salunke (2015) retained a more traditional view by defining it mainly in physical terms, emphasizing how workplace conditions influence satisfaction, health, concentration, and productivity. Kohun (1992) offered a broader definition, describing the work environment as the bridge between employees and the workplace—the setting, conditions, and circumstances under which employees perform their jobs.

As shown above, the work environment has remained a major concern in management and research because of its link to organizational success. In recent years, many studies have examined its influence on job outcomes and generally report positive relationships. Demus et al. (2015), Jayaweera (2015), Al-Omari and Okasheh (2017), and Rachman (2021) found positive correlations between the work environment and job performance. Similarly, Raziq and Maulabakhsh (2015), Agbozo et al. (2015), and Taheri et al. (2020) reported positive effects of the work environment on job satisfaction. Pandey (2017) identified a significant correlation between the work environment and employee productivity, while Kamanja et al. (2019) found a positive effect on work engagement. Taken together, these findings suggest that the work environment shapes employee behavior and, in turn, influences performance-related outcomes. Therefore, management should prioritize developing a supportive work environment. A hostile or unsupportive work environment may undermine job performance and hinder an organization's ability to achieve its objectives.

The innovative work environment

Following the discussion of the work environment and its impact on performance, it is necessary to distinguish between the general and the innovative work environments. The work environment encompasses physical, social, and psychological dimensions (Burr et al., 2021; Hansen et al., 2012; Mouazzen et al., 2024). In contrast, an innovative work environment is characterized by conditions that foster the development and implementation of innovative ideas and behaviors (Yousaf et al., 2024; Oeij et al., 2017; Shah et al., 2023; Yesuf et al., 2024). Rogowski (2021) defines an innovative work environment as one that encourages employees to embrace unconventional thinking and challenge established norms to create novel outcomes. This environment is described as an organizational climate oriented toward innovation, experienced collectively by all members (Litwin, 1968). In such climates, knowledge workers perceive their innovative contributions as valued (Xu et al., 2022). Johannessen and Olsen (2011) assert that a supportive organizational climate, built on trust, facilitates cooperation and knowledge sharing, which are essential for generating new ideas. Similarly, Khan (1990) emphasizes that trust within organizations empowers knowledge workers to pursue new ideas and initiatives. Organizations that cultivate trust enable employees to adopt innovative behaviors to achieve organizational objectives (Laufer et al., 2024).

Several studies by different researchers have examined the effect of an innovative work environment on job satisfaction, including those by McKinnon et al. (2003), Zhou et al. (2005), and Berson et al. (2008), which found significant correlations. Within a friendly organizational climate, stress is reduced, thereby improving knowledge workers' satisfaction and work commitment (Farr & West, 1991). Within such an environment, innovative work behavior is encouraged, allowing the workforce to pursue creative ideas and behaviors because they believe they are valued and supported. As Farr and West (1991) pointed out, an innovation-oriented organization significantly affects knowledge workers' psychological state. On the contrary, Hennessey and Amabile (1998) noted that when employees face psychological threats and pressure, they tend to become defensive and show less innovative behavior. Along these lines, Hennessey and Amabile (1998) argued that intrinsic motivation is crucial for individuals to generate creativity and innovation.

An innovative work environment is part of the organizational culture. The influence of innovative organizational culture on performance has been a research interest. Studies have been conducted to measure the effects of innovative organizations on

organizational or employees' performance. Ur Rehman et al. (2019) surveyed the impact of innovative organizational culture and organizational learning on organizational performance. They found that these factors are significantly correlated, suggesting that transforming a bureaucratic environment into an innovative one is essential to increasing organizational performance. A similar study by Aboramadan et al. (2020) examined the effects of organizational and marketing innovation on business performance and found that both significantly influenced it. Regarding the impact of organizational culture and innovation on employees' performance, Naranjo-Valencia et al. (2016) also found that innovation culture significantly influences employees' performance.

Work motivation theories

Psychologically, motivation is a driving force behind action. It helps maintain one's energy to achieve goals and keeps one going even when things get tough (Cherry, 2023; Mannel, 2014). It is the drive within the individual to achieve something that they need or desire (Usher & Morris, 2012). However, the question of why people become motivated is explained differently by different researchers which consequently leads to other theories of motivation like instinct theory of motivation, that our behavior is motivated by the desire for survival (Epstein, 1982), drive theory of motivation, that our action is encouraged to maintain a state of balance (Remley, 1980), arousal theory of motivation, a behavior is caused by a desire to maintain an optimal level of psychological arousal (Ningjian, 2024), humanistic motivation theory, that a behavior is performed to meet specific needs, incentive theory of motivation, a behavior is pursued to achieve a reward (Madsen & Wilson, 2012), and expectancy theory of motivation is a behavior is carried out to realize our expectations in the future (Cherry, 2023). In a work or organizational setting, motivation relates to work. Work motivation is understood as the process of stimulating people to action toward a desired goal (Scott, 1961). Brech (1969, p.4) defines it as "a general inspirational process which gets members of the team to put their weight effectively to give their loyalty to the group to carry out properly the task that they accepted and generally to play an effective part in the job that the group has undertaken" It is the way how management stimulates or inspires employees to put their loyalty and effort to carry out their tasks and responsibilities.

Motivation is management's intentional effort to inspire employees to work harder and smarter to achieve objectives. The challenge for management is motivating employees. Several recommended approaches or theories for motivating employees. The first is the need-based approach/theory, introduced by several scholars, including Maslow (1943, 1954), Alderfer (1969), Herzberg (1959), and McClelland and Burnham (1976). According to Maslow (1943, 1954), human beings have needs that are ranked hierarchically: lower, or basic, needs and higher needs. Human beings are motivated to act to fulfill basic needs before moving on to higher needs. At the lowest level are physiological needs, or the need for survival; without them, human beings cannot survive. The needs include air, food, and water. Only after these needs are fulfilled does one move to the next level: safety needs. People are looking for safety from danger, pain, and an uncertain future. When these needs are met, one moves to the next level of needs, namely social needs. These needs motivate people to connect with other human beings and to be loved. Human beings believe that living without attachment to other people can harm one's health and well-being (Baumeister & Leary, 1995). The fulfillment of social needs leads toward the esteem need, a need to be respected, recognized, to feel important, and to be appreciated.

After all lower needs are fulfilled, the motivation behind behavior is to realize the highest need: self-actualization, the ultimate dream one wants to achieve. Work is no longer to fulfill basic, safety, and social needs, but to realize the dream one dreams of being. Alderfer (1969) questions the Maslow hierarchy of needs. For Alderfer, one's needs cannot be structured because they can be felt at both the lower and the higher levels simultaneously. Thus, Alderfer (1969) proposed the second theory of motivation, the ERG (Existence, Relatedness, and Growth) theory. Apparently, this theory is not a new theory but a simplification of Maslow's hierarchy of needs, because existence needs refer to the basic (physiological) and safety needs of Maslow's hierarchy that are necessary for one's existence. While relatedness needs refer to Maslow's social needs, growth needs refer to self-esteem and self-actualization in Maslow's hierarchy of needs.

Alderfer does not rank needs in any particular order because he believes that more than one need may operate at a given time (Bon, 2017). According to Alderfer (1969), a person who pursues higher needs tends to regress to lower needs when they cannot achieve those needs. The third theory of need motivation is the two-factor theory proposed by Herzberg et. al. (1959) and Herzberg (1965). The two factors are hygiene and motivator. Hygiene in the workplace includes company policies, supervision, working conditions, salary, and security. Motivators include achievement, recognition, interesting work,

increased responsibility, advancement, and growth. According to Herzberg, hygiene factors are not motivators; however, when these factors are not met, employees become demotivated or dissatisfied. The fourth theory of need motivation is the acquired needs theory, proposed by Douglas McClelland. McClelland and Burnham (1976) classified three kinds of needs: the need for achievement, the need for affiliation, and the need for power. The need for achievement is the drive to succeed. Those with a high need for achievement tend to complete work on time, generate brilliant ideas, and perhaps plan their next career move (Harrell & Stahl, 1981; Trevis & Certo, 2005; Turban & Keon, 1993). The need for affiliation is similar to Maslow's social need: the need to be affiliated, associated with, and accepted by others (Wong & Csikszentmihalyi, 1991). Thus, in this context, one wants to be friends with others and tends to keep harmonious working relationships. The need for power refers to the need to influence and control others and their environment. Though it may be destructive if not managed, the need for power is essential for effectiveness in managerial and leadership positions (McClelland & Burnham, 1976; Spangler & House, 1991; Spreier, 2006)

The second theory of motivation is process-based. This theory argues that efforts and behaviors are undertaken to achieve a target. One chooses a target and then sets the level of effort to achieve it. There are four theories within the process theory of motivation: operant conditioning, equity, goal, and expectancy. The operant conditioning theory of Skinner (1953) explains that reward and punishment are essential to modify behavior (Skinner, 1953). People will do only those things they are rewarded for and avoid those they are punished for. One behaves in a certain way after learning the consequences, whether good or bad, and then modifies their behavior. Equity theory states that motivation is influenced by the outcomes one receives relative to the inputs one provides, and these outcomes are then compared with those of others (Adams, 1965). A person evaluates the outcome or what they receive when their inputs are equal, and compares it with others' outcomes and the amounts they receive. One expects to receive something equal to the inputs and to have it applied to others as well. Demotivation occurs when one receives less than their efforts or contributions warrant, and it is more dissatisfying when someone with the same inputs receives more. Goal theory argues that people are motivated when they are given challenging, specific, and accepted goals or objectives (Locke, 1978; Taylor, 1911; Pinder, 1984). At the same time, expectancy theory holds that we exert extra effort to perform at a high level to achieve the valued outcome. Individual motivation to exert extra effort or less is determined by a rational calculation in which individuals evaluate their situation (Porter & Lawler, 1965, 1968; Vroom, 1964). The individual will exert effort to achieve high performance because they expect a desired reward or outcome (Effort-Performance-Reward). The effort-performance expectancy is the individual's perception of the probability that effort will lead to high performance. In short, a certain number of efforts will lead to high performance, which, in turn, leads to a specific outcome.

Intrinsic and extrinsic motivation

According to Ryan and Deci (2002), not all activities are performed intrinsically, as when a child does something purely for pleasure. Once a person becomes mature, activities or work are no longer undertaken for pleasure but for external motivation, in which the person performs the activity as an instrument to gain something, such as rewards or other forms of recognition (Schröder, 2023).

Earlier motivation theories, such as Maslow, Herzberg, Alderfer, and McClelland, offer clear classifications of needs as intrinsic or extrinsic sources of motivation, which makes them challenging to apply in work settings (Gagne & Deci, 2005). According to Gagné and Deci (2005), motivation in the workplace can be classified as intrinsic or extrinsic. Intrinsic motivation means that people do certain things because they find them interesting and derive satisfaction from them (Moller & Deci, 2014; Deci, 1975). In contrast, an extrinsic source of motivation holds that people perform certain behaviors or activities because of consequences, such as praise or other forms of recognition, and derive satisfaction from the rewards rather than from the activity itself (Gagne & Deci, 2005). However, according to Gagne and Deci (2005), a simple dichotomy between intrinsic and extrinsic motivation made the theory difficult to apply to work settings. Thus, regarding work motivation, they proposed the Self-Determination Theory. The key concept of Self-Determination theory is the distinction between autonomous motivation and controlled motivation. Autonomous motivation means that the person performing the behavior has free will, or a sense of volition, and can choose or determine their action without external pressure. In other words, one endorses their action (Dworkin, 1988). People engage in a particular activity because they want to and find satisfaction in performing it. One conducts the work because it is fun. The pleasurable feeling comes from the work itself, not from rewards or other external recognition (Moller & Deci, 2014).

In contrast, controlled motivation is externally motivated. It involves doing things under pressure (Gagne & Deci, 2005). A person performs a particular activity because they have to do it, with no choice, and because they want to get something, such as rewards (Hsieh, 2011; Legault, 2016). Using rewards is a controlled motivation (Deci, 1971). Thus, autonomous and controlled motivation differ in their underlying regulatory processes and accompanying experiences. Therefore, behaviors are characterized by the degree to which they are autonomous and controlled (Gagne & Deci, 2005). Following this concept, under SDT, motivation is not treated as a singular construct but is divided into intrinsic and extrinsic motivation, each with its own classification (Gagne & Deci, 2005, pp. 331-362). Intrinsic motivation is defined as the inherent desire to seek challenges; to work and perform activities within one's capacities, and to find enjoyment in such activities (Deci & Ryan, 2000). Extrinsic motivation is defined as the absence of intrinsic excitement and the pursuit of the job to attain a separable outcome. For example, employees do their jobs not because they enjoy them, but because of external rewards (Deci & Ryan, 2000).

However, the degree to which they are controlled, as defined by OIT (Organismic Integration Theory), a sub-theory of SDT, classifies extrinsic motivation into external regulation, introjected regulation, identified regulation, and integrated regulation (Ryan & Deci, 2014). External regulation refers to motivation that is externally controlled and whose actions have an external locus of causality (deCharms, 1968). Introjected regulation means accepting regulation without fully internalizing it as one's own. A person performs the job to avoid feeling guilty. They perform the job to maintain a sense of worth (William et al., 1996). While identified regulation reflects a conscious valuing of a behavioral goal or regulation in which a person accepts that such action is essential. Finally, integrated regulation means a person has evaluated specific actions and found them to be in congruence with their values.

Innovative work behavior

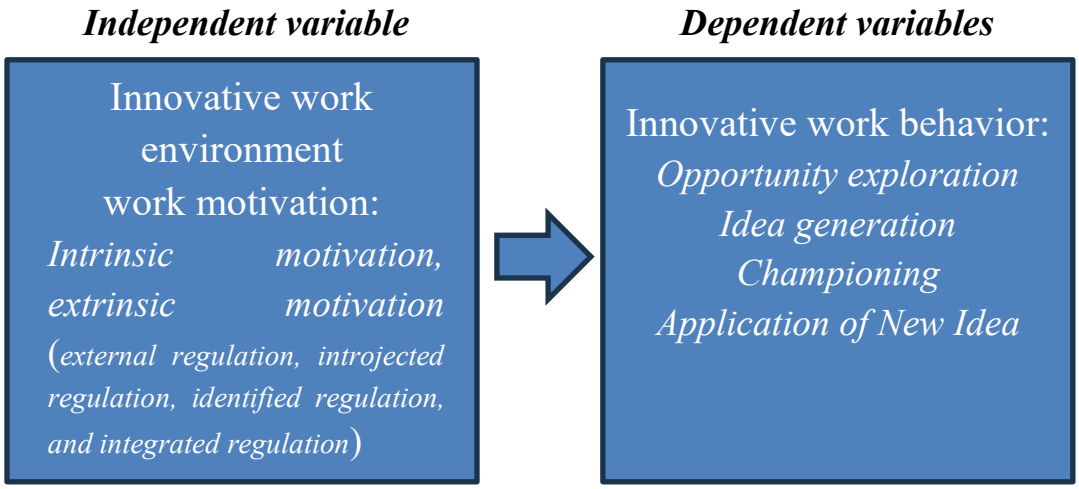
Scott and Bruce (1994, 1998) introduced the concept of innovative work behavior; however, the founding fathers did not define IWB. Though many articles proposed definitions, according to De Spiegelaere, et al. (2014) most of these definitions are copied from West and Farr (1990), who defined innovative work behavior as the intentional introduction and application of ideas, processes, products, or procedures, new to the relevant unit of adoption, designed to significantly benefit the individual, the group, organization, or wider society. Later definitions are similar to West and Farr's (1990) definition. For example, Spreitzer (1995) defines it as the creation of something new or different. Innovative behaviors are, by definition, change-oriented because they involve creating a new product, service, idea, procedure, or process. Janssen (2000, p. 288) also views it as "the intentional creation, introduction and application of new ideas within a work role, group or organization, to benefit role performance, the group, or the organization. Dorenbosh et al. (2005, p. 129) consider it "the willingness by individual employees to constitute on-the-job innovations – for example, the upgrading of ways of working, communication with direct colleagues, the use of computers, or the development of new services or products. "Those definitions are repetitions of the definition provided by West and Farr (1990) because there are no new dimensions added to the existing definition. Most definitions emphasize the novelty of Innovation. However, De Spiegelaere et al. (2014) have criticized the notion that novelty alone is sufficient to determine an innovation, as novelty is a dependent result. Novelty is only known after something has been done successfully. Suppose innovative work behavior is measured only as result-dependent and neglects the generation, introduction, and application of new ideas, which lead to positive change or novelty (De Spiegelaere et al., 2014). In that case, it fails to describe innovative work behavior. Thus, to solve such an issue De Spiegelaere, et al. (2014) proposed a definition of innovative work behaviors to include other dimensions such as the generation of an idea, introduction and the application of an idea as they define it as "all behaviors aimed at the generation, introduction and/or application (within a role, group or organization) of ideas, processes, products or procedures, new and intended to benefit the relevant unit of adoption"

Thus, according to this definition, innovative work behavior is not a single construct but a multidimensional construct that includes generating ideas, introducing them, applying them, and achieving a positive result (benefit to the relevant unit) (Kleysen & Street, 2001). In terms of the dimensions, de Jong and Den Hartog (2008) identified four dimensions of innovative work behavior namely opportunity exploration (paying attention to issues that are not part of his daily work and wondering how things can be improved), idea generation (search out new working methods, techniques or instruments, generate original solutions for problems, find new approaches to execute tasks), championing (make important organizational members

enthusiastic for innovative ideas, attempt to convince people to support an innovative idea) and application (systematically introduce innovative ideas into work practices, contribute to the implementation of new ideas, and put the effort in the development of new things). Although de Jong and Den Hartog's definition does not include the benefit, it is sufficient to define the innovative work behavior we adopt in this study. The reason is that Innovation should focus on idea generation, introduction, championing, and application (Kabir, 2019; Simon, 2009). The benefit is not included as an innovative work behavior variable because there is no result or benefit without opportunities for exploration, idea generation, introduction, championing, and application.

Many researchers have studied the function of innovative behavior. Several studies have examined the impact of innovative work behavior on organizational performance. For example, Shanker et al. (2017) examine the effect of innovative work behavior on organizational performance and find that it is a contributing factor. Organizational performance is the output of individual performance, and the study also suggests that individual performance is influenced by innovative work behavior, as noted by Leong and Rasli (2013). Innovative work behavior is also influenced by other factors, such as entrepreneurial culture or the entrepreneurial work environment, as indicated by Nguyen et al. (2021). These studies suggest that improving organizational performance requires paying attention to the work environment and assessing whether it motivates employees to be innovative, as Purwanto (2020) recommended. Two key dimensions of the work environment that require attention are leadership and entrepreneurial culture.

Conceptual framework



Source: *Australian Government (2022), Ryan and Deci* (2000), *de Jong and Den Hartog (2008*)

Figure 1: The conceptual framework outlines the study's objective. It intends to examine the influence of an innovative work environment on innovative work behavior.

Statement of the problems

The study aimed to examine the influence of an innovative work environment and work motivation on creative work behavior. It specifically seeks to answer the following questions:

1 What is the level of innovative work environment of the Divine Word College of Laoag?

2. What is the level of work motivation in terms of intrinsic and extrinsic work motivation?

3. What is the level of innovative work behavior in terms of opportunity exploration, idea generation, championing, and application of new ideas?

4. Is there a relationship between an innovative work environment and innovative work behavior?

5. Is there a relationship between work motivation and innovative work behavior?

Hypothesis

H1: There is a correlation between innovative work behavior and innovative work behavior.
H2: There is a correlation between work motivation and innovative work behavior.

Scope and delimitation of the study

The study limited its investigation to the Divine Word College of Laoag and its employees. It focused on the influence of an innovative work environment and work motivation on creative work behavior.

Research methodology

In adherence to established research standards, this study employs a structured research methodology, as advocated by Wilkinson (2000) and Leedy (1974). Research methodology involves using specific methods to identify, select, and analyze data relevant to the study's focus. Accordingly, this research employs various investigative processes, including the research design, data collection instruments, target population, study location, data collection procedures, and statistical analysis techniques.

Research design of the study

The research design employed in this study is descriptive-correlational, as outlined by Ariola (2006). Descriptive correlational research aims to elucidate relationships among variables without establishing causal connections. In essence, descriptive research endeavors to portray a population, situation, or phenomenon, often answering questions about what, when, how, and where, rather than why (McCombes, 2020).

The locale of the study

The study was conducted at Divine Word College of Laoag. This college is located in Laoag City, the capital of Ilocos Norte.

Population

The study's participants consist of the college's employees. Given the manageable number of employees, the study used total enumeration sampling, including all faculty and staff from the college as respondents.

Data gathering instruments

The study used validated questionnaires from the Australian Government (2022) on the innovative environment, from Ryan and Deci (2000) on work motivation, and from de Jong and Den Hartog (2008) on creative work behaviour.

Data gathering procedures

In adherence to scientific standards, data collection commenced after obtaining approval from the college Presidents. The researcher formally requested permission via letter, which was subsequently granted. Following approval, questionnaires were distributed by a designated representative. Upon completion, the college representative collected the data and forwarded it to the researcher for analysis and tabulation.

Ethical procedures

The study proceeded following approval from the research ethics committee, ensuring compliance with ethical standards and preventing harm to human life and the environment.

Statistical treatment of data

To analyze the data, both descriptive and inferential statistics were employed. The weighted mean was used to assess the levels of innovative work environment, work motivation, and innovative work behavior. Additionally, Analysis of Variance (ANOVA) was utilized to examine the relationships among innovative work environment, work motivation, and innovative work behavior. The resulting values will be interpreted descriptively according to the following ranges:

Statistical Range	***Descriptive Interpretation***
4.21-5.00	*Strongly Agree/ Very High*
3.41-4.20	*Agree / High*
2.61-3.40	*Somewhat Agree/ Moderate*
1.81-2.60	*Disagree/Low*
1.00-1.80	*Strongly Disagree/Very Low*

Data presentation and analysis

Problem 1: What is the level of innovative work environment of the Divine Word College of Laoag?

Table 1. Level of innovative work environment of employees at Divine Word College of Laoag (n= 180)

	Innovative Work Environment	Weighted Mean	DI
A.	**Leadership**		
1.	Makes innovation an integral part of leadership and management activities.	4.10	A/H
2.	Demonstrate positive reception of ideas from others and provide constructive advice	4.08	A/H
3.	Establish and maintain relationships based on mutual respect and trust	4.12	A/H
4.	Take considerate risks to open up opportunities for innovation	4.10	A/H
5.	Regularly evaluate one's own approaches for consistency with the wider organizational context	4.06	A/H
	Composite Mean	**4.10**	**A/H**
B.	**Work Practices**		
1.	Consult and establish working conditions that reflect and encourage innovative practice.	3.97	A/H
2.	Introduce and maintain workplace procedures that foster innovation and allow for rigorous evaluation of innovative ideas.	3.97	A/H
3.	Facilitate and participate in collaborative work arrangements to foster innovation	3.99	A/H
4.	Build and lead teams to work in ways that maximize opportunities for innovation	4.00	A/H
	Composite Mean	**3.98**	**A/H**
C.	**Promoting Innovation**		
1.	Acknowledge suggestions, improvements, and innovations from all colleagues	4.08	A/H
2.	Find appropriate ways of celebrating and promoting innovation	4.05	A/H
3.	Promote and reinforce the value of innovation according to the vision and objectives of the organization	4.05	A/H
4.	Promote and support the evaluation of innovative ideas within the wider organizational context	4.07	A/H
	Composite Mean	**4.06**	A/H
D.	**Physical Environment**		

1.	Evaluate the impact of the physical environment on innovation	3.96	A/H
2.	Collaborate with colleagues about ideas for enhancing the physical work environment before taking actions	4.03	A/H
3.	Consider the potential for supporting innovation when selecting physical resources and equipment	4.00	A/H
4.	Design, fit-out, and decorate workspaces to encourage creative mindsets, collaborative working, and the development of positive workplace relationships.	3.98	A/H
	Composite Mean	**4.00**	A/H
E.	**Providing Learning Opportunities**		
1.	Proactively share relevant information, knowledge, and skills with colleagues	3.93	A/H
2.	Provide or encourage formal and informal learning opportunities to help develop the skills needed for innovation	3.99	A/H
3.	Create opportunities in which individuals can learn from the experience of others	3.98	A/H
	Composite Mean	**3.96**	**A/H**
	OVERALL MEAN	**3.85**	A/H

Source: *Australian Government (2022)*

Legend:

Statistical Range	***Descriptive Interpretation***
4.21-5.00	*Strongly Agree/ Very High*
3.41-4.20	*Agree / High*
2.61-3.40	*Somewhat Agree/ Moderate*
1.81-2.60	*Disagree/Low*
1.00-1.80	*Strongly Disagree/Very Low*

Based on the data in the table, the institution's overall innovative work environment received a mean rating of 3.85, which is considered high (agree). Such a rating suggests that, overall, the institution's innovative work environment is not very high or very low, but it is high. Even when the dimensions are considered individually, all measured factors receive the same high mean rating. In terms of innovative leadership (4.10), employees agree that innovation becomes an integral part of leadership and management by welcoming employees' ideas and taking risks to create new opportunities. Studies suggested that innovative leadership increases employees' work engagement and job satisfaction (Caro-Gonzalez, 2023; Yesuf et al, 2024). Concerning work practices (3.98), the employees also agreed that the institutional environment encourages innovative practices by improving work procedures that foster innovative ideas and innovation. According to Caro-Gonzalez (2023), motivating employees to take calculated risks and view failures as part of the learning process can foster a culture of continuous improvement and adaptability. Related to promoting innovation (4.06), the employees also recognized that management has been open to accepting employees' suggestions to improve work practices and to providing support for those who are creative enough to solve institutional problems. Similarly, the physical environment (4.00) received high employee recognition because the institution's workspaces and facilities support innovation. Lastly, employees evaluated the institution's efforts to provide learning opportunities (3.96) positively, including sharing relevant knowledge and conducting formal training.

Many studies have recognized the role of an innovative work environment in enhancing employees' work performance, job satisfaction, and productivity (Zhenjing et al., 2022; Zhang et al., 2023; Pham et al., 2024). These studies imply that management must take the necessary steps to maintain a positive work environment that motivates employees to exercise greater flexibility and autonomy in carrying out their duties and responsibilities.

Problem 2: What is the level of work motivation in terms of intrinsic and extrinsic work motivation?

Table 2. Level of employees' work motivation in terms of intrinsic and extrinsic work motivation (N=180)

	Work Motivation	Weighted Mean	DI
A.	**Intrinsic Work Motivation**		
1.	Because I derive much pleasure from learning new things in my job	4.00	A/H
2.	For the satisfaction I experience from taking on interesting challenges	3.95	A/H
3.	For the satisfaction I experience when I am successful at doing a difficult task	4.10	A/H
	Composite Mean	**4.02**	**A/H**
B.	**Extrinsic Work Motivation**		
B.1	***External Regulation: I work***		
1.	For the income, it provides me	3.77	A/H
2.	Because it allows me to earn money	3.80	A/H
3.	Because my work provides me with security	3.68	A/H
	Sub-Mean	**3.75**	**A/H**
B.2.	***Introjected Regulation. I work:***		
1.	Because I want to succeed at this job, if not, I would be very ashamed of myself	3.82	A/H
2.	2. Because I want to be very good at this work, otherwise, I would be very disappointed	3.88	A/H
3.	3. Because I want to be a winner in life	3.82	A/H
	Sub-Mean	**3.84**	**A/H**
B.3.	***Identified Regulation. I work:***		
1.	Because I want to attain a certain lifestyle	3.72	A/H
2.	Because I want to attain my career goals	4.01	A/H
3.	Because it is the type of work I have chosen to attain certain important objectives	3.86	A/H
	Sub-Mean	**3.86**	**A/H**
B.4	***Integrated Regulation. I work:***		
1.	because it is a fundamental part of who I am	3.86	A/H
2.	Because it is part of how I have chosen to live my life	3.86	A/H
3.	Because this job is part of my life	3.77	A/H
4.	**Sub- Mean**	**3.83**	**A/H**
	Composite Mean	**3.82**	**A/H**
	OVERALL MEAN	**3.92**	**A/H**

Source: Ryan and Deci (2000).

As indicated by the table data, employees' work motivation has an overall mean rating of 3.92, which is high. Such a rating suggests that employees have high motivation across the two dimensions of intrinsic and extrinsic work motivation. The reasons why they work are explained clearly under intrinsic and extrinsic work motivation. Along with employees explained why they work: for the sake of pleasure and to learn new things by taking on new challenges. Employees work not only for external rewards but also for enjoyment or a sense of achievement (Senda, 2025). Similarly, employees' extrinsic work motivation had a composite mean of 3.82, which remains high. The employees explain their external motivation for working, recognizing that they do so for income (money) and security. Further, they believe they can only measure their success through work and enjoy a certain level of lifestyle; beyond that, work is part of their lives.

The results indicate that, in the context of the institution where the study is conducted, work is motivated not only by job enjoyment but also by external rewards. Therefore, the two dimensions of work motivation must be balanced, as they are not mutually exclusive and can affect one another; both must be carefully managed to foster long-term employee commitment and high performance (Corpuz et al., 2012; Frey & Osterloh, 2002).

Problem 3. What is the level of innovative work behavior in terms of opportunity exploration, idea generation, championing, and application of new ideas?

Table 3. Level of innovative work behavior of employees in terms of opportunity exploration, idea generation, championing, and application of new ideas? (n= 180)

	Innovative Work Behavior	Weighted mean	DI
A.	**Opportunity Exploration**		
1	I pay attention to issues that are not part of my daily work	3.69	A/H
2.	I wonder how things can be improved	4.08	A/H
	Composite Mean	**3.88**	**A/H**
B.	**Idea Generation**		
1.	I search out new working methods, techniques, or instruments	4.16	A/H
2.	I generate original solutions for problems	4.08	A/H
3.	I find new approaches to executing tasks	4.14	A/H
	Composite Mean	**4.12**	**A/H**
C.	**Championing**		
1.	I make important organizational members enthusiastic about innovative ideas	4.02	A/H
2.	I attempt to convince people to support an innovative idea	4.03	A/H
	Composite Mean	**4.03**	**A/H**
D.	**Idea application**		
1.	I systematically introduce innovative ideas into work practices	4.06	A/H
2.	I contribute to the implementation of new ideas	4.02	A/H
3.	I put the effort into the development of new things	4.08	A/H
	Composite Mean	**4.05**	**A/H**
	OVERALL MEAN	**4.02**	**A/H**

Source: *de Jong and Den Hartog (2008*)

The data in the table indicate that, overall, employees' innovative work behavior received a mean rating of 4.02, which is high. Such a rating implies that the institution's employees' innovative work behavior is considered high rather than very low or moderate. Even when the dimensions are considered separately, all three receive the same high mean rating. The employees agreed that, in addition to their main responsibilities prescribed by their job descriptions, they also pay attention to other factors that affect their work and offer new solutions to improve it. They consistently search for new working methods to replace old ways of doing things and to convince other employees to support and implement new ideas.

Highly innovative work behavior always benefits the organization by enhancing its performance and competitive standing. However, research also suggests that it is not universally beneficial, as it can create negative effects, such as increased conflict, stress, or unethical behavior, depending on the context (Srirahayu et al., 2023; Jankelova et al., 2021; Xu & Wei, 2023).

Problem 4. Is there a relationship between an innovative work environment and innovative work behavior?

4.1 Innovative work environment and innovative work behavior-opportunity exploration

The regression analysis between the five factors of innovative work environment such as: leadership; work practices; promoting innovation; physical environment; and providing learning opportunities when taken together could significantly predict the employees' innovative work behavior in terms of opportunity exploration, $F(5, 174) = 44.766$, $p < .01$ with 56.30 percent overlap between the five predictor variables and the dependent variable opportunity exploration.

The results imply that differences in respondents' innovative work behavior in opportunity exploration are attributable to variations in their work environments.

Further, when the five innovative work environment factors were taken separately, all of them could significantly predict the employees' innovative work behavior, such as: work practices $B = .453$, $p < .01$; physical environment $B = .357$, $p < .01$; promoting innovation $B = .240$, $p < .01$; leadership $B = .136$, $p < .05$; and providing learning opportunities $B = .210$, $p < .05$; .240 quantified the Y-intercept for the regression equation.

Therefore, the observed differences in employees' opportunity exploration are attributed to variations in their innovative work environments.

Model Summary

Model	R	R Square	Adjusted R-Square	Std. Error of the Estimate
1	.750[a]	.563	.550	.47409

a. Predictors: (Constant), Providing learning opportunities, leadership, promoting innovation, work practices, and physical environment

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	50.308	5	10.062	44.766	.000[b]
	Residual	39.108	174	.225		
	Total	89.415	179			

a. Dependent Variable: Innovative work behavior- opportunity exploration

b. Predictors: (Constant), Providing learning opportunities, leadership, promoting innovation, work practices, and physical environment

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.240	.333		.720	.472
	Leadership	.136	.053	.130	2.569	.011
	Work practices	.453	.110	.410	4.132	.000
	Promoting innovation	-.240	.091	-.237	-2.636	.009
	Physical environment	.357	.091	.389	3.921	.000
	Providing learning opportunities	.210	.100	.203	2.101	.037

a. Dependent Variable: Innovative work behavior opportunity exploration

4.2 Innovative work environment and innovative work behavior-idea generation

The different innovative work environment factors, such as leadership, work practices, promoting innovation, physical environment, and providing learning opportunities, when taken collectively, significantly predicted the employees' innovative work behavior of idea generation, F (5, 174) = 32.038, with 47.90 percent overlap between the five predictor variables and the dependent variable idea generation.

These results indicate that variations in employees' innovative work environment contributed to differences in their innovative work behavior and idea generation.

However, when the predictor variables were considered separately, only the variable providing learning opportunities predicted the respondents' innovative work behavior of idea generation (B = .482, p < .01); the Y-intercept of the regression equation was 1.415.

This suggests that the variations observed in employees' idea generation are due to differences in their work environment, which provides learning opportunities.

Model Summary

Model	R	R Square	Adjusted R-Square	Std. Error of the Estimate
1	.692[a]	.479	.464	.43715

a. Predictors: (Constant) Providing learning opportunities, leadership, promoting innovation, work practices, and physical environment

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	30.613	5	6.123	32.038	.000[b]
	Residual	33.252	174	.191		
	Total	63.864	179			

a. Dependent Variable: Innovative work behavior- idea generation

b. Predictors: (Constant), Providing learning opportunities, leadership, promoting innovation, work practices, and physical environment

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.415	.307		4.613	.000
	Leadership	.035	.049	.039	.710	.479
	Work practices	.074	.101	.079	.733	.465
	Promoting innovation	.149	.084	.174	1.773	.078
	Physical environment	-.060	.084	-.078	-.721	.472
	Providing learning opportunities	.482	.092	.552	5.237	.000

a. Dependent Variable: Innovative work behavior- idea generation

4.3 Innovative work environment and innovative work behavior-championing

The results of the regression analysis indicate that when the innovative work environment factors of leadership, work practices, promoting innovation, physical environment, and providing learning opportunities were taken collectively, they could significantly predict the employees' innovative work behavior along championing, F (5, 174) = 40.66, $p < .01$, with 53.90 percent overlap between the five predictor variables and the dependent variable championing.

These findings indicate that the observed variations in employees' assessments of their innovative work environment contributed to differences in their innovative work behavior, specifically championing.

However, when the innovative work environment factors were examined separately, only the factors providing learning opportunities (B = .414, p < .01) and work practices (B = .196, p < .05) contributed to the Y-intercept of the regression equation.

These results indicate that the variations observed in employees' innovative work behavior along the championing dimension stem from differences in their innovative work environment, learning opportunities, and work practices.

Model Summary

Model	R	R Square	Adjusted R-Square	Std. Error of the Estimate
1	.734[a]	.539	.526	.39906

a. Predictors: (Constant), Providing learning opportunities, leadership, promoting innovation, work practices, and physical environment

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	32.373	5	6.475	40.657	.000[b]
	Residual	27.709	174	.159		
	Total	60.082	179			

a. Dependent Variable: Innovative work behavior- championing

b. Predictors: (Constant), Providing learning opportunities, leadership, promoting innovation, work practices, and physical environment

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.449	.280		5.174	.000
	Leadership	-.017	.045	-.019	-.374	.709
	Work practices	.196	.092	.216	2.120	.035
	Promoting innovation	.037	.077	.045	.483	.629
	Physical environment	.019	.077	.025	.248	.804
	Providing learning opportunities	.414	.084	.488	4.926	.000

a. Dependent Variable: Innovative work behavior-championing

4.4 Innovative work environment and innovative work behavior-idea application

The results obtained from the regression analysis indicated that when leadership, work practices, promoting innovation, physical environment, and providing learning opportunities were considered together, they could significantly predict the employees' innovative work behavior of idea application, F (5, 174) = 39.190, p <.01, with 53.00 percent overlap between the five predictor variables and the outcome variable idea application.

The results imply that variations in respondents' innovative work environment across the previously mentioned factors contributed to differences in their innovative work behavior regarding idea application.

However, when the innovative work environment factors were considered separately, only the variable providing learning opportunities significantly predicted respondents' innovative work behavior of idea application (B = .464, p < .01); the Y-intercept of the regression equation was 1.293.

Model Summary

Model	R	R Square	Adjusted R-Square	Std. Error of the Estimate
1	.728[a]	.530	.516	.41145

a. Predictors: (Constant), Providing learning opportunities, promoting innovation, work practices, and physical environment

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	33.173	5	6.635	39.190	.000[b]
	Residual	29.456	174	.169		
	Total	62.629	179			

a. Dependent Variable: Innovative work behavior _idea application

b. Predictors: (Constant), Providing learning opportunities, leadership, promoting innovation, work practices, and physical environment

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.293	.289		4.479	.000
	Leadership	.016	.046	.018	.339	.735
	Work practices	.170	.095	.184	1.789	.075
	Promoting innovation	.083	.079	.098	1.048	.296
	Physical environment	-.039	.079	-.050	-.488	.626
	Providing learning opportunities	.464	.087	.535	5.346	.000

a. Dependent Variable: Innovative work behavior _idea application

Problem 5. Is there a relationship between work motivation and innovative work behavior?

5.1 Work motivation and innovative work behavior- opportunity exploration

The regression analysis of intrinsic and extrinsic work motivation factors, taken together, did not significantly predict employees' innovative work behavior of opportunity exploration, $F(5, 174) = .473$, $p > .05$, with 1.30 percent overlap between the predictor variables and the dependent variable.

The results indicate that, regardless of differences in employees' intrinsic and extrinsic work motivations, their innovative work behavior of opportunity exploration remains the same.

Model Summary

Model	R	R Square	Adjusted R-Square	Std. Error of the Estimate
1	.116[a]	.013	-.015	.71203

a. Predictors: (Constant), Integrated regulation, Introjected regulation, Intrinsic Work Motivation, External regulation, Identified regulation

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.199	5	.240	.473	.796[b]
	Residual	88.217	174	.507		
	Total	89.415	179			

a. Dependent Variable: Innovative work behavior-opportunity exploration

b. Predictors: (Constant), Integrated regulation, introjected regulation, intrinsic work motivation, external regulation, identified regulation

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.719	.403		9.240	.000
	Intrinsic work motivation	.101	.082	.109	1.238	.217
	External regulation	-.038	.070	-.049	-.537	.592
	Introjected regulation	.073	.095	.074	.771	.442
	Identified regulation	-.075	.124	-.081	-.609	.544
	Integrated regulation	-.023	.106	-.027	-.217	.828

a. Dependent Variable: Innovative work behavior-opportunity exploration

5.2 Work motivation and innovative work behavior- idea generation

When intrinsic and extrinsic motivation factors were considered together, they did not significantly predict employees' innovative work behavior in idea generation, F (5,174) = 1.184, $p > .05$.

This finding indicates that, regardless of variations in employees' work motivations, their innovative work behavior, along with idea generation, remains the same.

Model Summary

Model	R	R Square	Adjusted R-Square	Std. Error of the Estimate
1	.181[a]	.033	.005	.59578

a. Predictors: (Constant), Integrated regulation, introjected regulation, intrinsic work motivation, external regulation, identified regulation

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2.102	5	.420	1.184	.319[b]
	Residual	61.763	174	.355		
	Total	63.864	179			

a. Dependent Variable: Innovative Work Behavior-Idea Generation

b. Predictors: (Constant), Integrated regulation, introjected regulation, intrinsic work motivation, external regulation, identified regulation

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.741	.337		11.106	.000
	Intrinsic work motivation	.025	.068	.032	.372	.711
	External regulation	.096	.059	.146	1.634	.104
	Introjected regulation	.058	.079	.070	.736	.462
	Identified regulation	-.165	.104	-.208	-1.589	.114
	Integrated regulation	.089	.089	.123	1.000	.319

a. Dependent Variable: Innovative work behavior-idea generation

5.3 Work motivation and innovative work behavior- championing

The intrinsic and extrinsic work motivation factors, taken together, did not significantly predict employees' innovative work behavior of championing, F (5,174) = .536, p > .05, with 1.50 percent overlap between the predictor and dependent variables.

Thus, intrinsic and extrinsic work motivation factors have nothing to do with variations in employees' innovative work behavior in championing. Their championing behavior remains consistent regardless of variations in their intrinsic and extrinsic work motivation factors.

Model Summary

Model	R	R Square	Adjusted R-Square	Std. Error of the Estimate
1	.123[a]	.015	-.013	.58315

a. Predictors: (Constant), Integrated regulation, Introjected regulation, Intrinsic Work Motivation, External regulation, Identified regulation

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.911	5	.182	.536	.749[b]
	Residual	59.171	174	.340		
	Total	60.082	179			

a. Dependent Variable: Innovative work behavior-championing

b. Predictors: (Constant), Integrated regulation, introjected regulation, intrinsic work motivation, external regulation, identified regulation

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.919	.330		11.888	.000
	Intrinsic work motivation	.056	.067	.073	.829	.408
	External regulation	.027	.057	.042	.463	.644
	Introjected regulation	.019	.077	.024	.246	.806
	Identified regulation	-.133	.101	-.173	-1.309	.192
	Integrated regulation	.060	.087	.085	.687	.493

a. Dependent Variable: Innovative work behavior-championing

5.4 Work motivation and innovative work behavior- idea application

The intrinsic and extrinsic work motivation factors, taken together, did not significantly predict employees' innovative work behavior of idea application, F (5,174) = 1.203, $p > .05$, with 3.30 percent overlap between the predictor and dependent variables.

Therefore, regardless of the levels of intrinsic and extrinsic work motivation exhibited by employees, their innovative work behavior and idea application remain the same.

Model Summary

Model	R	R Square	Adjusted R-Square	Std. Error of the Estimate
1	.183[a]	.033	.006	.58984

a. Predictors: (Constant), Integrated regulation, introjected regulation, intrinsic work motivation, external regulation, identified regulation

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2.092	5	.418	1.203	.310[b]
	Residual	60.537	174	.348		
	Total	62.629	179			

a. Dependent Variable: Innovative work behavior- idea application

b. Predictors: (Constant), Integrated regulation, introjected regulation, intrinsic work motivation, external regulation, identified regulation

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.009	.333		12.022	.000
	Intrinsic work motivation	.028	.068	.036	.412	.681
	External regulation	.069	.058	.106	1.189	.236
	Introjected regulation	.064	.078	.078	.822	.412
	Identified regulation	-.231	.103	-.295	-2.251	.026
	Integrated Regulation	.084	.088	.118	.958	.339

a. Dependent Variable: Innovative Work Behavior -Idea Application

Results and discussion

The study aimed to examine the relationship between an innovative work environment, work motivation, and innovative work behavior. The weighted mean results indicate that employees rated the innovative work environment, work motivation, and innovative work behavior highly. However, regression analysis revealed a significant relationship between an innovative work environment and innovative work behavior, but no significant relationship between work motivation and innovative work behavior. More specifically, work motivation—whether intrinsic or extrinsic—did not significantly influence employees' innovative work behavior across areas such as opportunity exploration, idea generation, championing, and idea application. This suggests that, at Divine Word College of Laoag, employees tend to exhibit similar levels of innovative behavior regardless of differences in motivation.

These findings imply that improving and sustaining employees' innovative work behavior is more effectively achieved by enhancing the innovative work environment—through leadership, work practices, and the physical environment—rather than relying solely on incentives or salary-based motivation (Abun & Macaspac, 2023; Bos-Nehles et al., 2017). While work motivation remains important for overall performance, it may not be sufficient on its own to foster innovation or cultivate an innovative culture in this specific context.

Promoting innovative work behavior, therefore, requires innovative leadership that combines creativity, strategic thinking, and adaptability. Leaders must foster a culture that encourages experimentation and calculated risk-taking, even in uncertain environments, to enhance productivity and deliver greater value (Zhu et al., 2024; Alharbi, 2021; Tigre, 2024). This also

involves transforming work practices by moving away from rigid, bureaucratic systems that restrict employees to narrowly defined roles. Instead, leaders should adopt a more change-oriented and transformational approach that emphasizes empowerment, trust, and autonomy (Indrayanti et al., 2025; Wechtler & Suseno, 2025; Bak et al., 2021). Encouraging innovation further includes recognizing achievements, supporting new ideas, promoting critical thinking, and providing continuous learning opportunities through training (Clack, 2021; Lundkvist & Gustavsson, 2017; Qin et al., 2023).

Although the study did not find a direct relationship between work motivation and innovative work behavior, this does not mean that motivation should be overlooked. A motivated workforce is still essential for maintaining high levels of performance, engagement, and overall productivity. Rather, the findings suggest that organizations should look beyond motivation alone and consider other drivers of innovation. Research highlights that factors such as leadership support, perceived organizational support, psychological safety, and intrinsic interest in tasks play a critical role in encouraging innovative behavior (Halimatussakdiah et al., 2018; Layek & Koodamara, 2024; Vo et al., 2022).

The results support existing theories on innovation, particularly the idea that the work environment plays a central role in fostering innovative behavior (Amabile, 1997). Moreover, this study contributes to the growing body of research on innovation within educational institutions, especially in the Philippine context, where approaches to promoting innovation may differ. In this setting, practices such as open communication, strong administrative support, and a collaborative culture appear to be more effective in encouraging innovative work behavior. Despite challenges such as administrative workload and limited resources, promoting innovation—through opportunity exploration, idea generation, and implementation—remains vital for enhancing institutional effectiveness and teacher commitment (Saron, 2025).

The findings also suggest the need for policy adjustments that prioritize fostering an innovative work environment. Management should focus on strengthening organizational support, promoting autonomy, and empowering employees. Additionally, reinforcing policies on training, development, and resource allocation can further support employees in engaging in innovative practices.

Finally, the study acknowledges its limitations, particularly its focus on a single institution. As such, the findings may not be generalizable to other contexts. Future research is recommended to include a broader range of organizations and a larger population to gain a more comprehensive understanding of the factors influencing innovative work behavior.

Conclusion

The study aimed to examine the associations among the innovative work environment, work motivation, and innovative work behavior. Specifically, it was intended to determine whether the innovative work environment and work motivation affect innovative work behavior. Weighted mean analysis suggested that both the innovative work environment and employees' work motivation were high; regression analysis indicated that only the innovative work environment affects innovative work behavior, while there was no correlation between work motivation and innovative work behavior. Therefore, the hypothesis concerning the relationship between the innovative work environment and innovative work behavior is accepted, whereas the hypothesis concerning the relationship between work motivation and innovative work behavior is rejected. The study recognizes its limitations: its coverage is limited to Divine Word College of Laoag, and thus, the results may apply only to the context of the institution where the study is conducted. There is a need to conduct further study to include a wider population and different institutions.

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