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PORTRAIT VALUES: THEIR INFLUENCE IN ENHANCING TEACHER'S INNOVATIVE BEHAVIOR

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ABTRACT
Teacher's innovativeness is an important factor in coping up with the challenges brought by advancement in the educational environment. This is a descriptive-correlational study that was conducted to clarify the influence of portrait values in boosting teachers' innovative behavior. Three-hundred twenty-three teachers from nine sectarian tertiary institutions were purposively invited to obtain valid responses. Results of the descriptive statistics reveal that the self-transcendence was extremely high. While openness to change, self-enhancement and conservation are also highly evident portraits. Teachers are also highly involved in exploring opportunities, generating ideas, promoting suggestions, implementing, and sustaining innovations. Pearson-moment correlation results reveal that portrait values and innovative behavior are positively associate. However, based on regression results, only self-transcendence and openness to change are significant predictors of innovative behavior. Results suggest that school administrators endeavor to identify the portrait values of their teacher to provide applicable programs to obtain extreme innovativeness among their teachers. Future research can be conducted to determine more factors that influence innovative behavior.

Keywords: innovativeness, innovative behavior, portrait values

With the advancements in technology and increasing pressures in the society, improving teacher's behavior should be given an ample consideration to level up the education system. Innovative behavior has been identified as a key factor to guarantee that the challenges of the 21st – century education setting are met (Zainal and Matore, 2019). Indrasari and Takwin (2019) as well as Thurlings et al. (2015) highlighted that being innovative promotes being responsive to the challenges brought by developments in education setting.

Lambriex-Schmitz et al. (2020) proposed five components of teachers' innovative behavior. They added idea sustainability to the originally three-dimension model of Jansen (2000) which covers only idea generation, promotion, and realization. They also adopted opportunity exploration as suggested by other scholars such as Zainal and Matore (2019); Messmann and Mulder (2012).

Openness to change includes the person's ability to identify challenges that supports opportunities to innovate. Idea generation is the skill exhibit to form new ideas to address the identified need to create innovations. Idea promotion refers to the capacity of endorsing the generated idea to gain support. Idea realization is putting an innovation into action. Lastly, idea sustainability is the extent to which the innovation is maintained (Lambriex-Schmitz et al., 2020).
Innovation results in a significant increase in performance to achieve an advantage over the competition and to keep track of the developments in technology, demands

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of the economy and society, and restructuring of organizations (Hosseini & Haghighi Shirazi, 2021). Zainal and Matore (2019) explained that innovative behaviors of teachers include their ability to generate new ideas and give their efforts to implement innovations with confidence. Rahmawati et al. (2020), claim that the behavior of teachers to innovate is very significant in achieving the goals of education to obtain a knowledgeable society.

Due to its significance, innovative behaviors of teachers are increasingly becoming the concern of scientific investigation. Yet, many of these studies focus on the intellectual and operational elements of innovative behavior (Trapitsin, 2018).

However, according to reports, the education system proposes little consideration on the knowledge of teachers and their behavior (The World Bank, 2019. Research conducted by Umamah et al. (2021) established that there is a need to identify factors that influence teacher's behavior to provide proper training to help them meet the demands of the fast-changing educational system.

According to Zainal and Matore (2019), to enrich teachers' innovative behaviors, it is vital to identify the direct and indirect attributes that give influence on it. However, despite its importance, they also asserted that there are still limited discussions on innovative behaviors that involve education especially teachers. Thus, it was recommended to conduct a deeper study on factors that will enhance teachers' innovative behavior.

This study aimed to meet that gap by studying the role of portrait values in enhancing the innovative behavior of teachers. According to new Witte et al. (2020), values refer to goals that influence and evaluate one's actions. Values also include what people perceive as pleasurable and important in life (Sagiv et al.,2017). Further, these attributes guide individuals in making decisions and affect their behavior. Moreover, according to Barni et al. (2019), the personal values of teachers influence their aspirations and behaviors in school.

The Basic Human Values Theory of Shalom Schwartz (2012) explained that values are philosophies that are linked to behavior. Values are motivational in nature; they are made up of aspirations that people endeavor to accomplish. They are more than actions and are not just affected by norms. Additionally, they direct the choice and evaluation of people's actions. Furthermore, the person's values are arranged corresponding what is important to him.

The Theory of Basic Human Values considers ten traits that were categorized into four. Openness to change is composed of self-direction, stimulation, and hedonism. Self-transcendence consists of universalism and benevolence. Another is self-enhancement which focuses on getting power and achievement. Lastly, conservation which means being compliant with the norm and values security. These values were examined in this study as contributing factors of the innovative behavior of teachers. This study answered the following specific problems:

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1. What is the level of the portrait values of the teachers as measured by openness to change, self-transcendence, self-enhancement, and conservation?
2. What is the extent of the innovative behavior of teachers in terms of: opportunity exploration, idea generation, idea promotion, idea realization and idea sustainability?
3. Is there a significant correlation between portrait values and innovative behavior?
4. Which of the components of portrait values predict innovative behavior?

Methodology

Research Design

This study employed the descriptive-correlational design to explain the association between the variables (Quaranta, 2017). Openness to change, self-transcendence, self-enhancement, and conservation were used to describe the portrait values while opportunity exploration, idea generation, idea promotion, idea realization and idea sustainability were utilized to quantify innovative behavior.

Population and Sampling Techniques

Nine sectarian tertiary institutions from the Philippines approved the participation of their teachers in this study. Participants were purposively sampled until the required number proportionate to the population of each institution were achieved. Three-hundred twenty-three valid responses were included in the data analysis.

Research Instrumentation

Thirteen experts and laymen were asked to validate the research instruments used for this study. Pilot study was participated by 37 teachers from one of the tertiary institutions to establish the internal consistency of the instruments. They were excluded to participated during the actual study.

The first part of the data gathering instrument collated the respondents' demographic profiles. It collected their age, educational attainment, years in teaching, and salary range.

The second section is a 22-item questionnaire to describe the portrait values of the respondents. The Scale for Human Values (PVQ21) developed by Schwartz (2021) was adapted and modified to suit the needs of the study. The results of the reliability analysis resulted to a "good" internal consistency of $\alpha = .843$. Even the scale for each of the dimension yielded considerable reliability: openness to change $(\alpha = .793)$; self-enhancement $(\alpha = .752)$; self-transcendence $(\alpha = .696)$ and conservation $(\alpha = .743)$.

Innovative behavior of teachers was quantified using a 33-item multidimensional teacher's innovative work behavior instrument adapted from the developed and evaluated tool of Lambriex-Schmitz et al. (2020). Analysis results from the pilot study generated a good to excellent Cronbach alpha coefficients; opportunity exploration $(\alpha = .841)$; idea generation $(\alpha = .950)$; idea promotion $(\alpha = .901)$; idea realization

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($\alpha = .935$); and idea sustainability ($\alpha = .968$). The complete scale granted an excellent reliability ($\alpha = .977$).

Both the portrait value and innovative behavior instruments are five-Likert scale type. The teachers rated their self-description of the items as: (1) not like me at all; (2) not much like me; (3) somewhat like me; (4) mostly like me; and (5) very much like me.

Data Gathering Procedures

Approval from the institution heads was secured after the research instruments were refined based on the results of the experts' validation and pilot study. List of teachers was requested from the respective human resource offices.

The link of the Google Form for the invitation to answer the research instrument were sent to the teachers' institutional e-mail addresses. Follow-ups of request to participate were also made through the teachers' social media accounts. An informed consent was attached to the research questionnaire. They have signified their participation before they continued with the actual questions for the study.

Ethical Considerations

An approval of the researcher's Ethics Research Board (ERB) was also secured prior to the data gathering to ensure that the guidelines stated in RA 10173, or the Data Privacy Act of 2012 in the Philippines was upheld. The participation of the teachers in this study was voluntary. They were assured of the confidentiality of their identity and responses.

Data Analysis

Responses were retrieved from the Google Form generated results. Data were managed and analyze using Jamovi version 2.3.2.Decriptives statistics using mean and standard deviation were used to quantify the teachers' portrait values and innovative behavior. Pearson-Moment correlation was used to determine the association between portrait values and innovative behavior. Lastly, multiple linear regression was utilized to determine the components of portrait values that predict innovative behavior.

Results and Discussion

This section presents a systematic discussion of analysis results. Tables are used to provide condensed outcomes. The findings were also assessed using past studies and related literatures. Implications and recommendations were discussed.

Level of Portrait Values

Table 1 describes the magnitude of the teachers' portrait value. Among the four indicators, teachers exhibited an "extremely high" regard to self-transcendence (M = 4.68; SD = 0.367). While the other three dimensions as well as the grand mean for the portrait values were categorized as "high": openness to change (M = 4.23; SD =

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0.524); conservation (M = 4.17; SD = 0.573); self-enhancement (M = 3.986; SD = 0.635).

Table 1

Descriptive Statistics for Portrait Values

	Mean	SD	Verbal Interpretation
Openness to change	4.23	0.524	High
Self-Enhancement	3.99	0.635	High
Self-Transcendence	4.68	0.367	Extremely High
Conservation	4.17	0.573	High

Scoring System: 1.00 – 1.49 = Not like me at all (Extremely Low), 1.50 – 2.49 = Not like me (Low), 2.50 – 3.49 = A little like me (Moderate), 3.50 – 4.49 = Somewhat like me (High), 4.50 – 5.00 = Very Much Like me (Very High).

The results of the study show that teachers have an extreme portrayal of self-transcendence. The study of Barni et al. (2019) also identified self-transcendence as the most regarded trait among teachers. However, their results also identified conservation next to self-transcendence, and followed by openness to change. Conservation was also regarded as the least portrait value.

In this study, the teachers regarded openness to change to be higher than their conservation. Prinsloo & Lew (2021) stated that values and behaviors interconnect with each other in various circumstances. Additionally, Schwartz theory of basic values asserted that personal values are influenced by individual's desires, interaction with others, and collections welfare needs. Thus, they differ among societies and groups.

The findings of the study indicate that participants have extreme regard for the welfare of others. Additionally, they are also opened to accept change. Their interest for self-enhancement and preservation of norms are also regarded as high yet least among the four indicators of portrait value.

Extent of Innovative Behavior

Table 2 gives a synopsis on the amount of innovative behavior of the teachers who participated in this study. Among the five components, the level of opportunity exploration is considered the highest (M = 4.09; SD = 0.583). The other dimensions successively followed as: idea generation (M = 4.06, SD = 0.727); idea realization (M = 4.03; SD = 0.670); idea promotion (M = 3.93; SD = 0.795) and idea sustainability (M = 3.88; SD = 0.749).

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Table 2

Descriptive Statistics for Innovative Behavior

	Mean	SD	Verbal Interpretation
Opportunity Exploration	4.09	0.583	High
Idea Generation	4.06	0.727	High
Idea Promotion	3.93	0.795	High
Idea Realization	4.03	0.670	High
Idea Sustainability	3.88	0.749	High

Scoring System: 1.00 – 1.49 = Not like me at all (Extremely Low), 1.50 – 2.49 = Not like me (Low), 2.50 – 3.49 = A little like me (Moderate), 3.50 – 4.49 = Somewhat like me (High), 4.50 – 5.00 = Very Much Like me (Extremely High).

The outcome of the analysis indicates that teachers have high inclination towards innovate procedures. Trapitsin (2018) stated that high innovative behavior implies desirable mindset towards innovation. Their willingness, competency, and desire to develop new educational tools and practices are displayed. However, numerical values tell that enhancement should be done to achieve extremely high innovative behaviors. Therefore, factors should be identified to increase innovative behavior of teachers. So that, school administrators can provide proper trainings for their teachers to upgrade their skills and competencies to innovate.

Relationship Between Portrait Values and Innovative Behavior

Table 3 establishes the association between portrait values and innovative behavior. It shows that all the components of portrait values, are significantly associated to each of the dimensions of innovative behavior at 99% confidence level ($\alpha = .01$).

Table 3 Correlation Between Portrait Values and Innovative Behavior

	Opportunity Exploration	Idea Generation	Idea Promotion	Idea Realization	Idea Sustainability
Openness to Change	0.455 ***	0.483 ***	0.458 ***	0.512 ***	0.490 ***
Self-Enhancement	0.353 ***	0.333 ***	0.339 ***	0.356 ***	0.352 ***
Self-Transcendence	0.313 ***	0.311 ***	0.302 ***	0.341 ***	0.314 ***
Conservation	0.180 **	0.179	0.184 ***	0.234 ***	0.191 ***

Note. * p < .05, ** p < .01, *** p < .001

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Evidently, all the indicators of portrait values are positively correlated to all the dimensions of innovative behavior. Cieciuch (2017) asserts that portrait values are directly associated with motivation and thus describe behavior. Additionally, personal traits of teachers influence their goals and behaviors which impact their performance and improve learning (Barni et al., 2019). Thus, it entails that the teachers who participated in this study based their goals, behavior, and actions on their values.

The results of past studies support the positive relationship between openness to change, self-transcendence and self-enhancement to innovative behavior as reflected in the results of this study. However, there is a contradiction when it comes to conservation. For some studies, conservation causes negative relationship, but the result of this study shows its positive influence on innovative behavior.

Participants of this study are from sectarian institutions, thus even their customs and traditions are being preserved they still indicated positive correlation on their behavior. This is supported by Barni et al. (2019) when they concluded that conservation values still showed a positive influence on the self-efficacy of individuals. Further, when conservation values are properly controlled over one's own motivation, behavior, and social environment, they still yield positive results. Nevertheless, these contradicting results of the present and past studies should convince researchers to conduct more investigations to accurately identify which of the portrait values can increase innovative behavior.

Hence, the identified positive relationship between portrait values and innovative behavior should encourage institution heads to determine the portrait values of their teachers. Specifically, since openness to change significantly has the highest correlation to innovative behavior, institution heads should provide avenues to enhance teachers' ability to embrace change and provide ways to cope with it.

Predictors of Innovative Behavior

This study hypothesized that thee four components of portrait value significantly predicts the amount of innovative behavior. Table 4 shows the four components of portrait values as predictors of innovative behavior.

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Table 4

Regression Coefficients for Predicting Innovative Behavior

						95% Confidence Interval	
Predictor	β	SE	t	p	Stand. Estimate	Lower	Upper
Intercept	0.2905	0.3772	0.770	0.442			
Openness to change	0.5109	0.0664	7.690	< .001	0.4313	0.32094	0.542
Self-Enhancement	0.1071	0.0553	1.938	0.054	0.1095	-0.00168	0.221
Self-Transcendence	0.1958	0.0959	2.043	0.042	0.1157	0.00426	0.227
Conservation	0.0485	0.0581	0.835	0.404	0.0448	-0.06073	0.150

Note: $R^2_{adj} = 0.321$; $R^2 = 0.329$;

The result of the multiple regression tells that 32.9% of the variance is explained by the four predictors, F(3, 318) = 39. Specifically, self-transcendence (β = 0.1958, t = 2.043, p = .0042) and openness to change (β = 0.5109, t = 7.690, p < .001) are positively associated with innovative behavior.

On the other hand, self-enhancement (β = 0.1071, t = 1.938, p = .054) and conservation (β = 0.0485, t = 0.835, p = 0.404) are not significantly associated with innovative behavior. This suggests that those who have higher self-transcendence and are more often to change are more inclined to exhibit innovative behaviors.

Stepwise regression was conducted to identify the predicted level of innovative behavior when only self-transcendence and openness to change are included in the equation. Table 5 presents the results of the analysis.

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Table 5

Stepwise Regression Coefficients for Predicting Innovative Behavior

						95% Confidence Interval	
Predictor	Estimate	SE	t	p	Stand. Estimate	Lower	Upper
Intercept	0.336	0.3771	0.891	0.374			
Self-Transcendence	0.271	0.0859	3.151	0.002	0.160	0.0601	0.260
Openness to change	0.566	0.0601	9.413	< .001	0.478	0.3780	0.578

Note: $R^2_{adj} = 0.317;\ R^2 = 0.313$

The result of the stepwise regression tells that 31.7% of the variance is explained by the two significant predictors, F(2, 320) = 74.4. Self-transcendence (β = 0.271, t = 3.151, p = . 0.002) and openness to change (β = 0.566, t = 9.413, p < .001) are positively influenced innovative behavior. This imply that when self-enhancement and conservation are excluded from the model, the effect decreased slightly.

The findings imply that in this study self-transcendence is a significant predictor of innovative behavior. A study organized by Le et al. (2021) also determined that self-transcendence suggested a significant positive influence on innovative behavior. Osin et al. (2016) conducted an experimental study on self-transcendence and creative tasks. They concluded that self-transcendent individuals find it easier to achieve the simplicity of goals and recognize the balance of tasks and abilities. Thus, they are inclined to perceived new tasks as an avenue for innovation.

Openness to change is also a significant predictor of innovative behavior in this study of Arieli and Tenne-Gazit (2017). They have reasoned that because of motivational values, people who are open to change look for innovation, excitement, and adventures in life. Based on Schwartz (2012), people who are open to change are inclined to experiment, explore and exhibit innovative behavior. These teachers are also good at pursuing new and creative activities. Moreover, they are also good at connecting varied concepts and ideas. Thus, since the teachers of this study have high openness to change, they are also more inclined to explore, create, endorse, perform, and nurture innovations.

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Conclusion and Recommendation

The calculations of the descriptive statistics indicated that the level of portrait values according to their self-transcendence is extremely high. Moreover, the level of openness to change, self-enhancement and conservation are also high.

The results of this study also reveal that the level of innovative behavior of teachers is high. This means that the teachers who participated in the study are willing to take part in innovative practices. However, improvement can still be done to achieve an extreme level of innovativeness among teachers. Thus, school leaders should identify ways to support and sustain innovation.

Additionally, it was shown that portrait values are significant correlates of innovative behavior. This means that respondents highly rely on their portrait values to exhibit desirable behaviors. Thus, this study confirms Schwartz's Basic Human Values Theory which asserts that values serve as personal sources to exhibit innovative behavior.

Moreover, it was concluded that the self-transcendence and openness to change are the significant predictors of innovative behavior among the components of portrait values. Thus, it is suggested that institutional leaders should be able to identify the portrait values of their teachers so that they could provide appropriate training to enhance their inclination to innovate. Furthermore, since only about 32% of the variance of innovative behavior is explained by portrait values, it is recommended that further studies be conducted to identify more factors that can influence it.

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