



## INNOVATIVE WORK BEHAVIOUR AS A MEDIATOR IN THE RELATIONSHIP BETWEEN COMMITMENT AND BUSINESS STUDIES TEACHERS' TASK PERFORMANCE IN EDO STATE

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### Abstract

*The focus of this study was to establish the mediating role of innovative work behaviour (IWB) in the relationship between commitment and business studies teachers' task performance in Edo State. Four research questions were raised with four corresponding hypotheses that were tested at the 0.05 level of significance. The study used a correlational survey research approach. The study's population included 306 business studies teachers in Edo State Public Secondary schools. A structured questionnaire titled Commitment, Innovative Work Behaviour and Task Performance Questionnaire (CITPQ) was used to elicit information from the respondents. Two experts validated the instrument. After administering the instrument to 10 business studies teachers who were not part of the sample, the Cronbach's alpha was used to determine the instrument's reliability, yielding a reliability coefficient of .88. The data collated were analysed using the Pearson Product Moment Correlation Coefficient, Simple linear regression and SPSS Process Macro analysis. The findings revealed that commitment has a significant relationship with IWB. It revealed that commitment and IWB have a significant relationship with task performance. It also revealed that IWB significantly mediates the relationship between commitment and business studies teachers' task performance in Edo State. Based on the findings, it was recommended that business studies teachers should be creative at school to ensure enhanced task performance.*

**Keywords:** Commitment, Innovative work behaviour and Task performance

### INTRODUCTION

Business studies is one of the prevocational subjects taught at the Basic Level in Nigeria's secondary school system. The commitment of business studies teachers is a major factor in how well the curriculum is implemented. According to Mowday et al. (1979), commitment is the degree to which a person identifies with and participates in a specific organization. According to this study, commitment is a person's attachment to their workplace and organization. The organization and the job are emphasized, as the aforementioned illustrates. Commitment has been extensively researched in a number of fields, including organizational behaviour, psychology, and sociology. It demonstrates a person's level of commitment to a relationship, organization, or goal and is often linked to motivation, output, and satisfaction. Due to its roles in enhancing satisfaction (Smith, 2023),



promoting organizational success and lowering turnover (Johnson, 2023), and supporting personal growth and performance (Garcia, 2023), researchers have been concentrating on commitment as a construct.

Mayer and Allen (1991) defined commitment as a psychological state that defines an employee's relationship with their employer and influences their choice to stay or leave the organization. Its three components are normative, continuance, and affective commitment. According to Becker (2020), commitment is a psychological state that influences an employee's intention to stay with the organization and indicates how connected or loyal they are to their employer. Whether it is due to moral obligation, emotional attachment, or the potential consequences of quitting, employees' commitment to the organization is what connects them and influences their desire to stay (Ukoima and Udukeke, 2015).

Teachers of business studies and other staff members can show their commitment in a number of ways. Affective, continuance, and normative commitment are the three primary components of commitment, according to Meyer and Allen (1991). An employee's emotional connection to identification and involvement in a company is referred to as affective commitment. Strong affective commitment increases the likelihood that employees will stick with their organization voluntarily rather than out of obligation (Meyer & Allen, 1991). Continuance commitment is the other element of commitment. It describes how much pressure an employee feels to stay with an organization because of the alleged expenses of quitting. An employee makes this kind of commitment after considering the financial, social, and emotional consequences of leaving their job; it usually motivates a sense of obligation rather than a desire to stay. High continuation commitment employees may remain with a company because of fear of losing their social networks and rewards, or because they believe they have no other options.

Normative commitment is the final component. This has to do with how much a worker feels obligated to stick with an organization. This type of commitment is motivated by the conviction that remaining with the organization is the "right" or appropriate course of action, which is typically based on personal objectives, cultural norms, or moral standards. Employees with strong normative commitment may feel morally or socially required to stay on the job due to factors including loyalty, reciprocity, and the organization's investment in them. Innovative Work Behaviour (IWB) and the level of commitment shown by Business Studies teachers are correlated.

A novel idea that emphasizes business studies teachers' creativity at work is called Innovative Work Behaviour (IWB). The accomplishment of the organization's objectives depends on this IWB. "Innovative work behaviour (IWB)" refers to the methods and procedures that employees use to generate, develop, and implement innovative ideas and solutions (Janssen, 2023; Zhou & George, 2023). Idea generation, idea promotion, and idea realization are the three primary components of IWB (Janssen, 2023). Developing original and useful concepts is the initial process, referred to as idea generation. Its distinguishing characteristics include creativity, ideation, and possibility exploration. It creates the foundation for subsequent stages of innovation (De Jong & Hartong, 2023; Baer & Frese, 2023). Business studies teachers will need to use idea promotion to spread these concepts after the initial phase of idea generation. Idea promotion is the process of teaching and encouraging others inside an organization about the value of developed ideas. This phase is essential for transforming creative ideas into feasible projects and gaining the support of pertinent stakeholders (Janssen & Van den Bosch, 2022; Li & Liu, 2023; Wu & Lee, 2023).



The final stage of the IWB process is idea realization. It focuses on applying ideas that have been developed. This stage involves taking concepts and turning them into tangible outcomes. Realizing ideas involves planning, allocating resources, collaborating, and overcoming obstacles (Fagerberg & Srholec, 2022; Kallio & Kallio, 2023; Essien and Udukeke, 2023; Naranjo-Valencia & Fernandez, 2023). These creative behaviours are often demonstrated in how they carry out their task performance, which ultimately determines the success of the organization.

Task performance describes the responsibilities and functions outlined in the job description for an employee (business studies teacher). According to Borman and Motowidlo (1997), task performance is the term used to describe behaviours that are directly related to an employee's primary responsibilities. It entails carrying out given tasks successfully and efficiently. This obligation is regarded as an employee's primary responsibility since it serves as the foundation for an unbiased evaluation of the worker's performance. Because task performance ignores performance elements shared by most professions, it is profession-specific. According to Abd Kadir and Taha (2019), it is described as conduct associated with fulfilling anticipated, stipulated, or formal role commitments as members of an organization. It is the efficiency with which an employee carries out tasks that support the technical core of the organization, either directly through the implementation of a portion of its technological process or indirectly through the provision of necessary resources or services (Hetland et al., 2022). Task performance, according to Limon and Sezgin-Nartgun (2020), is directly related to achieving organizational objectives and relates to predetermined actions, the details of which are outlined in job descriptions. For business studies teachers, this includes teaching, script marking, and student progress assessment. Business studies teachers' task performance is considered extremely seriously since it gives management an objective foundation for effectively assessing employee performance within a given time frame. This has led to empirical research in this area.

It has been observed that business studies teachers do not appear to be innovative in carrying out their professional responsibilities, particularly when it comes to adopting contemporary teaching strategies. This situation, which was seen during the teaching practice programme, is worrisome. Is it possible that the teachers are not committed to their work? Is it possible that they have no intention of staying with the organization or profession? This work was influenced by these concerns, and similar empirical research has been conducted in this area. To determine the relationship between commitment and IWB across organizations, a number of empirical studies have been carried out. Affective commitment and IWB are significantly correlated by researchers, including Afsar and Umrani (2020), Kim et al. (2021), and Jiang and Chen (2021). According to research findings by Park et al. (2020) and Afsar and Umrani (2020), normative commitment and IWB are significantly correlated.

Research findings by Afsar and Umrani (2020), Park et al. (2020), and Jiang and Chen (2021) have also demonstrated a strong correlation between IWB and continuance commitment. Nevertheless, Kim et al. (2021) found no evidence of a meaningful relationship between IWB and continuance commitment. IWB and task performance are significantly correlated, according to studies by Dita and Wiwik (2023), Kogulan and Anuslya (2023), Hasana et al. (2023), and Shazia et al. (2023). Similarly, studies by Mohammed, et al. (2025), Shin, et al. (2025), Ateeq, et al. (2025) also found that there is a positive and significant relationship between commitment and task performance. There is still a research gap and a dearth of literature in this field despite the studies that have been conducted. The majority of



the reviewed studies were carried out in developed or Western nations. The mediating role of IWB in the relationship between commitment and task performance by business studies teachers in underdeveloped nations like Nigeria has not been examined in any of the reviewed studies thus far. By examining the mediating role of IWB in the relationship between commitment and business studies teachers' task performance in Edo State, this study addressed a research gap.

### **Hypotheses**

The following hypotheses were therefore formulated and tested:

1. There is no significant relationship between commitment and business studies teachers' innovative work behaviour in Edo State.
2. There is no significant relationship between commitment and business studies teachers' task performance in Edo State.
3. There is no significant relationship between innovative work behaviour and business studies teachers' task performance in Edo State.
4. Innovative work behaviour is not a significant mediator in the relationship between commitment and business studies teachers' task performance in Edo State.

### **Theoretical Framework**

Blau's 1964 Social Exchange Theory (SET) serves as the theoretical foundation for this investigation. According to the SET, employers and employees have a symbiotic connection in which both parties gain from it. In other words, it is believed that "mutual give and take" is the foundation of an employer-employee relationship. When business studies teachers, for example, receive positive support from their employers in the form of training and development opportunities, fair evaluations, good leadership, and rewards like recognition, fringe benefits, pay, bonuses, and other allowances, they will want to return the favour by being more dedicated and performing better (e.g. task performance). Employees may wish to participate in IWB activities such as idea development, concept promotion, and idea realization in return for the organization's support (De Jong & Den Hartog, 2010). This is based on the reciprocity norm, which maintains that employees feel required to "pay back" by adopting positive attitudes and actions when a company performs good deeds (Cropanzano & Mitchell, 2005). Commitment and improved task performance are examples of these positive attitudes and behaviours. Employers who value their workers' contributions and foster a positive work environment should expect devoted, devoted, and innovative replies from their staff, particularly when it comes to employee performance (e.g. business studies teachers).

### **Conceptual Framework**

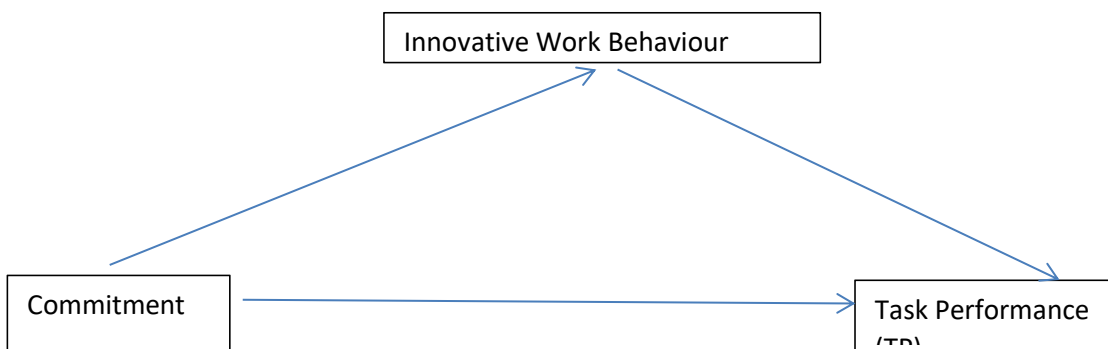




Figure 1. Conceptual model on the mediating role of IWB in the commitment and task performance relationship

A conceptual model that aims to describe the relationships between the variables under research is shown in Fig. 1. Commitment is the independent variable in this framework, innovative work behaviour is the mediator, and task performance is the dependent variable. According to this framework, business studies teachers who are committed will want to exhibit creative and innovative behaviour at the workplace, which will further impact their task performance. This study was primarily designed to determine if innovative work behaviour will significantly mediate the relationship between commitment and task performance, in addition to establishing the interactions among the study variables. This was proven in the research.

### **Methods**

The cross-sectional correlational survey design was used in the study. Because the study sought to determine the relationship between the independent variable - commitment, mediating variable – innovative work behaviour and the dependent variable - task performance. This design is deemed appropriate for the research. The study's participants are the 306 Business Studies teachers who work for the Edo State government. The multi-stage sampling approach was used to choose the study's sample. The researchers then divided the teachers into three senatorial districts: Edo South, Edo North, and Edo Central. The proportionate sampling technique was then used to select a 50% respondents from each of the Senatorial Districts. The total sample consisted of 153 business studies teachers. A structured questionnaire entitled: Commitment, Innovative Work Behaviour and Task Performance Questionnaire (CITPQ) was used to elicit information from the respondents. The questionnaire was divided into two sections: A and B. Section A contained the demographic profile of the respondents, while Section B covered both the independent and dependent variables. We took the IWB scale from Janssen (2000). A typical item from the scale reads: "I search out new working methods, techniques, or instruments." Meyer and Allen's (1991) commitment scale was used. The following is an example of a scale item: "I would be very happy to spend the rest of my career with this organization." The task performance scale was adapted from Koopmans et al. (2014), with a sample item like "I am able to perform my job duties without needing extra supervision". Two business education specialists were provided with the instruments and validated them. The instrument's reliability was assessed using Cronbach's Alpha. The instrument was distributed to ten business studies teachers who were not part of the sample, and the analysis yielded an overall coefficient of 0.88. The commitment, IWB and task performance yielded the following reliability coefficients of 0.81, 0.79 and 0.83, respectively After the researchers sent the instruments to the respondents via a Google Form, 139 of them were returned. The data was analyzed using the Statistical Packages for Social Sciences (SPSS) Version 26.0. Regression analysis, SPSS Process Macro, and Pearson Product Moment Correlation (PPMC) were used to examine the data. Additionally, the descriptive statistics of mean and standard deviation were employed.



**RESULTS AND DISCUSSIONS**

This section displays the findings of the data analysis, with a focus on the correlation matrix and the testing of research hypotheses.

**Table 1: Correlation matrix showing the relationship among innovative work behavior, commitment task performance (n=138)**

| Variables | Mean | Standard Deviation | 1      | 2      | 3 |
|-----------|------|--------------------|--------|--------|---|
| IWB       | 4.25 | 0.71               | 1      |        |   |
| COM       | 4.15 | 0.78               | .427** | 1      |   |
| TP        | 3.92 | 0.87               | .431** | .628** | 1 |

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

Note: IWB – Innovative Work Behaviour; COM – Commitment; TP – Task Performance

Table 1 shows the relationships between Innovative Work Behavior (IWB), commitment task performance among Business Studies teachers in Edo State. The correlation coefficients for the variables range from 0.427 to 0.628. There is a moderate relationship between the teachers' commitment and their IWB ( $r = 0.427$ ,  $n = 138$ ). A moderate relationship exists between the teachers' IWB and their task performance ( $r = 0.431$ ,  $n = 138$ ). There is a moderately strong correlation between the teachers' commitment and their task performance ( $r = 0.628$ ,  $n = 138$ ).

**Hypotheses Testing**

The results of the data analyses of the hypotheses were presented as follows.

**Table 2: Linear regression estimates of the direct relationship between the study variables**

| Pathways  | SE( $\beta$ )  | F      | T     | Bias | R <sup>2</sup> | AdjR <sup>2</sup> | P    | Bootstrap with BCa 95% CI |             |
|-----------|----------------|--------|-------|------|----------------|-------------------|------|---------------------------|-------------|
|           |                |        |       |      |                |                   |      | Lower Limit               | Upper Limit |
| Com → IWB | .043<br>(.427) | 30.380 | 5.512 | .000 | .183           | .177              | .000 | .148                      | .326        |
| Com → TP  | .026<br>(.628) | 88.414 | 9.403 | .000 | .394           | .390              | .000 | .199                      | .290        |
| IWB → TP  | .054<br>(.431) | 31.027 | 5.570 | .006 | .186           | .180              | .000 | .185                      | .445        |

Note: IWB – Innovative Work Behavior; Com – Commitment; TP – Task Performance; AdjR<sup>2</sup> – Adjusted R-squared

Table 2 shows that commitment had a significant positive effect on Innovative Work Behaviour (IWB). The statistical results ( $F(1, 136) = 30.380$ ,  $SE = 0.043$ ,  $\beta = 0.427$ ,  $t = 5.512$ , 95% confidence interval = 0.148 to 0.326) indicate that commitment significantly influences IWB. The adjusted R-square value of 0.177 means that commitment accounts for 17.7% of the variation in IWB. The results from the 5000-resample bootstrap (bias = 0.000, p



= 0.000) confirmed this finding. Therefore, the study rejects hypothesis 1, confirming a significant relationship between commitment and Business Studies teachers' IWB in Edo State.

Table 2 also shows that commitment had a significant positive effect on task performance (TP). The statistical results ( $F(1, 136) = 88.414$ ,  $SE = 0.026$ ,  $\beta = 0.628$ ,  $t = 9.403$ , 95% confidence interval = 0.199 to 0.290) indicate that commitment significantly influences task performance (TP). The adjusted R-square value of 0.390 means that commitment accounts for 39% of the variation in task performance. The results from the 5000-resample bootstrap (bias = 0.000,  $p = 0.000$ ) confirmed this finding. Therefore, the study rejects hypothesis 2, confirming a significant relationship between commitment and Business Studies teachers' task performance in Edo State.

Similarly, Table 2 also shows that Innovative Work Behaviour (IWB) had a significant positive effect on task performance (TP). The statistical results ( $F(1, 136) = 31.027$ ,  $SE = 0.054$ ,  $\beta = 0.431$ ,  $t = 5.570$ , 95% confidence interval = 0.185 to 0.445) indicate that IWB significantly influences TP. The adjusted R-square value of 0.180 means that IWB accounts for 18% of the variation in TP. The results from the 5000-resample bootstrap (bias = 0.006,  $p = 0.000$ ) confirmed this finding. Therefore, the study rejects hypothesis 3, confirming a significant relationship between IWB and Business Studies teachers' TP in Edo State.

**Table 3: The mediating effect of IWB in the relationship between Commitment and TP**

| Pathways/Effects       | Estimates ( $\beta$ ) | SE    | P     | Bootstrap with BCa 95% CI |             |
|------------------------|-----------------------|-------|-------|---------------------------|-------------|
|                        |                       |       |       | Lower Limit               | Upper Limit |
| <b>Total effect</b>    |                       |       |       |                           |             |
| Com → TP               | .2437                 | .0259 | .0000 | .1925                     | .2950       |
| <b>Direct effect</b>   |                       |       |       |                           |             |
| Com → TP               | .2107                 | .0280 | .0000 | .1553                     | .2661       |
| Com → IWB              | .2373                 | .0431 | .0000 | .1522                     | .3225       |
| IWB → TP               | .1393                 | .0504 | .0065 | .0396                     | .2390       |
| <b>Indirect effect</b> |                       |       |       |                           |             |
| Com → IWB → TP         | .0330                 | .0166 | Sig   | .0004                     | .0664       |

Note: IWB – Innovative Work Behavior; Com – Commitment; TP – Task Performance

Source: Researchers' Fieldwork, 2025

The data in Table 3 reveals that the total effect of commitment on task performance ( $\beta = 0.2437$ ,  $SE = 0.0259$ ;  $p = 0.000$ , 95% CI = [0.1925-0.2950]). Also, Table 3 reveals that the direct effect of commitment on IWB ( $\beta = 0.2373$ ,  $SE = 0.0431$ ;  $p = 0.000$ , 95% CI = [0.1522-0.3225]) were statistically significant. Table 3 also reveals that the indirect effect of commitment on task performance via IWB ( $\beta = 0.0330$ ,  $SE = 0.0166$ ;  $p < 0.05$ , 95% CI = [0.0004-0.0664]) were statistically significant. However, since the direct effect of commitment on TP ( $\beta = 0.2107$ ,  $SE = 0.0280$ ;  $p = 0.000$ , 95% CI = [0.1553-0.2661]) is statistically significant; the direct effect of commitment on IWB ( $\beta = 0.2373$ ,  $SE = 0.0431$ ;  $p = 0.000$ , 95% CI = [0.1522-0.3225]) is statistically significant; and the direct effect of IWB on task performance ( $\beta = 0.1393$ ,  $SE = 0.0504$ ;  $p = 0.006$ , 95% CI = [0.0396-0.2390]) is statistically significant, IWB is regarded as a partial mediator in the relationship. Therefore, hypothesis 4 is rejected in the study.



### **Discussion of Findings**

The findings from hypothesis one revealed that there is a significant relationship between commitment and business studies teachers' innovative work behaviour in Edo State. It implies that when business studies teachers are committed, they are more willing to carry out innovative and creative ideas in the workplace. These creative ideas are useful in moving the organization forward. This finding corroborates the findings of Afsar and Umrani (2020), Kim et al. (2021), and Jiang and Chen (2021), who in their various studies established a significant relationship between commitment and IWB.

The findings from hypothesis two revealed that there is a significant relationship between commitment and business studies teachers' task performance in Edo State. It means that business studies teachers that are committed will most like have enhanced task performance. This finding also supports the findings by Chu et al. (2024), Mohammed, et al. (2025), Shin, et al. (2025), Ateeq, et al. (2025) who found that there is a positive significant relationship between commitment and task performance.

The findings from hypothesis three revealed that there is a significant relationship between innovative work behaviour and business studies teachers' task performance in Edo State. It means that business studies teachers who are creative in workplace are bound to have increased task performance and thereby lead to the actualization of the organizational goals. This finding also supports the findings by Dita and Wiwik (2023), Kogulan and Anuslya (2023), Hasana et al. (2023), and Shazia et al. (2023), who in their various studies established a significant relationship between IWB and business studies teachers' task performance.

According to the results of the fourth hypothesis, IWB has a major mediating role in the relationship between commitment and business studies teachers' task performance in Edo State. Although this research is novel, it suggests that IWB is essential in promoting task performance.

### **CONCLUSION**

This study concludes that commitment and IWB both significantly influence business studies teachers' task performance in Edo State. It further established the mediating role of IWB in the relationship between commitment and business studies teachers' task performance in Edo State. These findings underscore the need for human resource experts and policymakers to put appropriate mechanisms in place aimed at promoting commitment in the workplace. This study has made a novel contribution to knowledge by filling an empirical and literature gap in this particular area.

### **Recommendations**

Based on the findings, the following recommendations are therefore put forward:

- i. business studies teachers should be creative at school to assure enhanced task performance;
- ii. Schools should put a mechanism in place to promote employee commitment;
- iii. The work environment should be improved upon to create an atmosphere where employees can be more innovative in their teachings; and
- iv. Researchers should be encouraged to explore more areas that relate to business studies teachers' innovative work behaviour.



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