Organizational Dynamics and Stewardship in Promoting Innovative Work Behavior and Commitment at Work

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Abstract

The study determined the relationship between organizational dynamics and stewardship in promoting innovative work behavior and commitment at work. The descriptive-correlational research design was used, and statistical tools such as Pearson r correlational analysis were utilized to test the relationship between the independent and dependent variables. The hypotheses testing revealed significant relationship between teachers' innovative work behavior and principals' organizational dynamics and stewardship. In addition, there is significant relationship between teachers' work commitment and principals' organizational dynamics and stewardship. Furthermore, organizational dynamics is highly practiced in schools in terms of cognitive, social, personal, and technological imperative. Similarly, stewardship in the organization regarding relational, contextual, and motivational support is highly manifested by the respondents. The work commitment regarding job involvement, work ethic, and commitment to profession/career is also highly practiced. Based on the findings, the school organizations may organize a training, seminar and team-building activities that promotes camaraderie among colleagues.

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1. Introduction

An organization is a social group formed by a group of individuals to perform a specific purpose or objective. From a sociological standpoint, the educational system is an administrative organization that encapsulates a variety of elements and influences (Gitman et al., 2018). In terms of procedure, organization, structure, and functional dimensions, all types of innovations and societal changes directly impact education and school. As an educational institution, the school ensures that students learn knowledge, skills, and attitudes consistent with the educational system's goals and ideals. The principal, teachers and students' roles, authority relationships, and school discipline are relevant in this setting (Turkkahraman, 2015).

According to Republic Act 9155 or the Basic Education Act of 2001, the school leaders are regarded as the managers of the schools who are held liable and accountable for the school's entire operations. These individuals are empowered to make decisions about the school's operations in conjunction with internal and external stakeholders, create a learning environment within the school, and administrate or manage the school's personnel, physical, and resources. Every organization, including schools, expects management to provide outcomes. Thus, school leaders can manage depending on their abilities, skills, attitudes, behavior, and leadership style.

School leaders are expected to be leaders and managers. As leaders, they are expected to influence the performance of teams, groups, and organizations while being a manager they turn information and knowledge into action (Kamble et al., 2011). A school principal's administrative leadership is crucial and required to manage education effectively and efficiently in schools to provide the high-quality education that all parties expect. As a manager, the school principal must be able to conduct managerial duties such as planning, coordinating, and managing actuating activities (Tobin, 2014). They are the highest office in a school organization, and play an essential role in the development of the school as an institution (Fitriati et al., 2014).

Changes in the educational system enable school leaders to seek out more successful organizational behaviors and use various leadership mentoring techniques. These leadership types influence the teacher's feeling of motivation and other emerging behaviors. The management or leadership styles of a principal may have a significant impact on a teacher's experience at the school and are frequently noted as a source of dissatisfaction. Educational leaders have a critical job in influencing teacher conduct and building a thriving academic environment, essential to teacher motivation and student academic progress. Examining teachers'

views of principles and professional demands can help schools adjust to stricter and demanding performance standards.

Leadership plays a vital part in the diverse and complex structures in schools in the Philippines. School heads as leaders establish the working environment, allocate resources, and impact employees' innovative work behaviors by regulating, motivating, and inspiring them, which has been demonstrated to be a critical factor in innovative work behavior. The present COVID-19 epidemic may emphasize the necessity of leadership, as employees who are compelled to work virtually may not know how to act and require help to adjust to their new work environment. During a crisis, organizational leadership and stewardship are put to the test.

This paper serves as a public proclamation of what school leaders must know, understand, and do, in whatever circumstances, to be successful in their roles. Managing school operations and resources, focusing on teaching and learning, building relationships, and improving oneself and others are some examples. As such, this study aimed to determine the relationship between organizational dynamics, stewardship, innovative work behavior, and commitment at work among teachers in public elementary schools. Specifically, this study sought to determine the extent organizational dynamics is imperatively practiced in schools in terms of cognitive, social, personal, and technological, manifestation of stewardship in an organization with regards to relational, contextual, and motivational support, innovative work behaviors of teacher-respondents as to their idea generation, idea promotion, and idea realization and work commitment with regards to job involvement, work ethics, and commitment to profession/career. This study also tested the following hypotheses:

HO1: There is no significant relationship between organizational dynamics and teachers' innovative work behavior and work commitment.

HO2: There is no significant relationship between stewardship and teachers' innovative work behavior and work commitment.

2. Literature review

2.1. *Organizational Dynamics*

According to Von Fischer and De Jong (2017), leadership significantly impacts an organization's atmosphere and operation. Antonakis and Day (2017) explains that leadership is reliant on the traits and behaviors of the leaders, which include integrity, honesty, the ability to

communicate with empathy, and the desire to manage, all of which necessitate effort, time, energy, and long hours of dedicated work. Moreover, there is considerable evidence in the literature that there is a link between quality leadership and organizational effectiveness. The school environment, clarity in school mission and goals, teacher attitudes, classroom routines and practices, instruction and curricular organization, and students' ability to access education are all areas that are strongly linked to school leadership.

Today's school leaders aspire to advance their professional development in areas where they are under-represented. The study of Beauchamp (2021) looked into how independent school administrators saw their leadership growth. The administrators believe that a structured mentor program could help them enhance their leadership skills, especially if it is tailored to the organization's needs. Similarly, Ylimaki (2012) conducted observations and interviews with administrators, teachers, parents, and students to better understand how recent conservative cultural-political developments affect curricular leadership. The findings illustrate the principal's role as the leading pedagogical decision-maker in a school and the growing interest in curricular leadership.

2.2. Stewardship

According to Macias (2020), leader recognizes leading as secondary to serving. As a servant leader, he has a natural feeling that one wants to serve first. There are ten critical components that are integral to servant leadership: commitment to the growth of other people, healing, awareness, persuasion, empathy, listening, stewardship, building community, foresight, and conceptualization.

Korn (2016) explained that the old idea of servant leadership and the newer stewardship model have a lot in common. Both reject the emphasis of agency theory on power and control. Both necessitate a focus on others. Servant leaders enable others to attain team and organizational goals. Stewardship is an important part of servant leadership since it focuses on the trust that has formed as the organization's lifeblood (VanBenschoten, 2020). The study of Zeng and Xu (2020) suggest that servant leadership is related to increased innovative behavior due to its positive influence on teachers' self-concept. It highlights the importance of developing a favorable supervisor-subordinate relationship.

2.3.   Innovative Work Behavior

Innovative Work Behavior is seen as a crucial factor in improving educational quality by school administrators. The central concept is that motivating teachers bring out their creative tendencies and help them grow professionally. It is a process that consists of three stages. The intention to produce ideas is seen in the first stage. The concepts are promoted in the second stage. The idea is accomplished at the final step. This process-based IWB definition is intended to occur while executing a work role or in a workgroup or organization to benefit the role's performance, the group's performance, or the organization's performance. (Johari, 2021)

Nellitawati (2018) expanded on the function of school principals, stating that as innovators, they are significant change agents in the company, guiding the workforce to complete high-quality tasks. According to other studies, school principals should not only supply innovative, creative, and insightful intellectualization to actualize the school's vision and goal, but they should also carry out their duties to the best of their abilities.

2.4.   Work Commitment

According to Redmond (2016), commitment is a multi-faceted and complex concept that can take many different forms. The relative importance of work and oneself has been defined as a work commitment. A person's commitment to a work ethic, career/profession commitment, and job involvement are all considered work commitments. Individuals can experience a strong sense of loyalty to a company, its top management, supervisors, or a specific work group. Keskes et al. (2018) assert that transformational leadership is linked to organizational commitment because it allows subordinates to create relationships with their leaders. It also encourages the formation of emotional bonds with leaders, which in turn leads to the impression by subordinates of a sense of responsibility to the company.

The sudy of Kawiana et al. (2021) confirmed the influence of leadership and psychological climate on organizational commitment. The findings revealed that, in the digital age, the administration has a favorable impact on corporate dedication, psychological environment, and, ultimately, organizational commitment in the long run. Similarly, Thien et al. (2021) examined the relationship between instructional leadership and the dimensions of teacher commitment. The findings demonstrated that instructional leadership has a significant and direct

association with teacher commitment to school, students, and teaching, except for the dimension of teacher commitment to the profession.

2.5. Theoretical framework

The study was anchored on organizational leadership performance imperatives of Zaccaro and Klimoski (2002), stewardship behavior in an organization as explained by Hernandez (2008), innovative work behavior of Jannsen (2000), and work commitment by Palmer (2020). In this study, the organizational dynamics and stewardship were chosen to investigate their association with teachers' innovative work behavior and work commitment.

According to Zaccaro and Klimoski (2002), organizational leadership involves acts and proximal consequences (such as worker commitment) that contribute to the event and realization of organizational purpose. They emphasized that leader's influence is rooted in cognitive, social, personal and technological processes. The cognitive imperative refers to the complicated information processing and problem-solving challenges that organizational leaders must face, social imperative exemplifies the behavioral complexity demanded of corporate leaders, personal imperative refers to leaders' responsibility to perform activities such as career and reputation management and power acquisition in a timely and skillful way and technological imperative identifies organizational leaders who use technology to transform their working environments.

In terms of stewardship, Hernandez (2008) affirmed stewardship as attitudes and actions that prioritize the long-term interests of a community over personal aims that promote an individual's self-interests. It occurs to the extent that organizational leaders accept personal accountability for the consequences of their actions on stakeholders' wellbeing. There are three kinds of support created by leadership behaviors – relational, contextual, and motivational support that affect the stewardship behavior of followers. Relational support establishes a positive relationship between the principal and teachers, helping the principal establish a reputation for reliability. Contextual support fosters clarity of vision and a sense of coherence and coordination among governance structures, policies, and processes. An internal and active orientation to an individual's job function is generated via motivational support rather than an external and passive orientation. It instills in the participants a sense of intrinsic task drive, which shows their trust in their abilities.

According to Jannsen (2000), innovative work behavior consists of three behavioral tasks: idea generation, idea promotion, and idea realization. Idea generation occurs when

employees produce new ideas to address challenges in their job. In teaching and learning, idealization refers to the creation of new conceptions. On the other hand, idea promotion is persuading others, particularly colleagues, to buy your ideas. At the same time, obtain support for putting the plan into action. Meanwhile, idea realization refers to instructors' efforts to apply innovative and creative ideas in teaching and learning activities, resulting in more meaningful teaching and learning sessions in schools and a good impact on student accomplishment and performance. At this point, creative ideas must be implemented in the teacher's teaching and learning procedures, even if the creative vision is at odds with the organization's previous practice (Hashim et al., 2019).

According to Palmer (2020), a person's commitment to a work ethic, career/profession commitment, and job involvement are all considered work commitments. Work ethic refers to how much a person wants to work. It refers to the modelling of character traits and attitude of determination and dedication toward a job whereas commitment to a profession relates to a person's commitment to their job. The level to which a person is involved in their work is called job involvement. At these levels, employees who are devoted have been demonstrated to be the most engaged.

3. Methodology

3.1. Research Design

This study used quantitative research, which refers to collecting and analyzing numerical data. The quantitative analysis finds patterns and averages, makes predictions, tests causal relationships, and generalizes results to broader populations (Bhandari, 2020). It also used a correlational research design that refers to the method that establishes a relationship between two closely-knit entities and how one impacts the other, and the changes that are eventually observed. It investigates relationships between study variables (Bhandari, 2020).

A correlation survey with the questionnaire as the primary data gathering tool was used. This research method was carried out to give value to naturally occurring relationships, and a minimum of two different groups were required to successfully conduct this quantitative research method. Since the study was intended to determine the significant relationship of teachers' innovative work behavior and work commitment to organizational dynamics and stewardship, the correlational research design was used.

3.2.   Respondents of the Study

The respondents were the public elementary school teachers of the West District, Division of Lipa City. Specifically, it included 150 public elementary teaching personnel from nine schools of West District, Cluster I of Division of Lipa City designated as Teachers I to III and Master Teachers. Total numeration sampling was used to get the perceptions of teacher-respondents regarding the survey. Most of the teacher-respondents were 36-40 years old, female, with MAEd units, teaching varied subjects, with 1-5 services years and have attended school-based in-service trainings.

3.3.   Research Instruments

The survey questionnaires were the main instruments for gathering the data. The researcher-made questionnaire described the respondent's profile and assessed measured the organizational dynamics, stewardship, innovative work behavior and work commitment. Thee questionnaire was externally and internally validated by the experts. External validation experts include two school heads, two master teachers, an English expert and two teachers who gave knowledgeable comments and suggestions for the refinement of the instrument. After the external validation, pilot testing to 30 teachers was done.

3.4.   Research Procedure

The study sought permission from the Office of the Schools Division Superintendent to field the survey. The assistance of the school principals was requested to ensure the success of the online distribution of the research instrument via Google form as well as the monitoring of the progress of the response.

3.5.   Statistical Treatment of Data

Descriptive statistics such as mean and standard deviation described the respondents' perception of the organizational dynamics and stewardship. The same statistical procedures were utilized in determining the respondents' perception of their innovative work behavior and work commitment. Meanwhile, Pearson Product-Moment Correlation (Pearson r) determined the

relationship between the school's organizational dynamics and stewardship and innovative work behavior and work commitment of teachers in the West District. Significant relationships were tested at a 5% level of significance.

4. Findings and Discussion

Table 1

Organizational Dynamics Practices in Terms of Cognitive Imperative

	Mean	SD	VI
Cognitive Imperative			
The school……			
1. creates a well-developed plan for collaborative problem solving.	3.71	0.45	HP
2. provides coaching and technical assistance so that teachers will improve their performance in the teaching learning process.	3.79	0.41	HP
3. takes preliminary actions before the problem happens.	3.69	0.47	HP
4. exhibits expertise in solving ill-structured problems.	3.6	0.52	HP
5. has an understanding of how to help teachers acquire pedagogical content knowledge.	3.78	0.43	HP
Overall	**3.71**	**0.38**	**HP**
Social Imperative			
1. seeks to identify the will of a group and helps to clarify that will.	3.71	0.49	HP
2. helps the community understand the mission, vision and goal of the school through constant meeting with them.	3.79	0.41	HP
3. taps potential stakeholders to support school activities.	3.86	0.35	HP
4. stimulates a task-oriented atmosphere.	3.76	0.44	HP
Overall	**3.78**	**0.35**	**HP**
Personal Imperative			
1. helps teachers in developing professional growth.	3.83	0.37	HP
2. allows open forum which everyone can give their ideas.	3.71	0.47	HP
3. encourages teachers to keep learning, growing and become leaders in their own rights.	3.8	0.4	HP
4. creates an environment in which teachers can experiment, lead and develop.	3.75	0.45	HP
5. ensures that teachers have a healthy working environment that will benefit pupils in the long term.	3.82	0.4	HP
Overall	**3.78**	**0.36**	**HP**
Technological Imperative			
1. provides training for teachers on instructional technology.	3.77	0.42	HP
2. allows the use of presentation software such as Microsoft PowerPoint for presentations and lesson.	3.86	0.35	HP
3. provides technology resources that are necessary to develop technology- related skills.	3.76	0.44	HP
4. orients school staff on how to be creative and innovative.	3.71	0.46	HP
5. collaborates with other organizations on instructional technology and related services.	3.71	0.47	HP
6. supports the use of emails, voice notes, video recordings, and social media platforms and applications like Zoom, Google Meet and Microsoft Teams in keeping teacher informed.	3.81	0.39	HP
Overall	**3.77**	**0.35**	**HP**

Legend: 3.50-4.00 – Highly Practiced (HP), 2.50-3.49 – Substantially Practiced (SP), 1.50-2.49 – Slightly Practiced (SP), 1.00-1.49 - Not Practiced (NP)

Table 1 shows that organizational dynamics practices as to cognitive imperative is 'highly practiced'. The result suggests that the schools in West District – Cluster I of Division of Lipa City provide opportunities for teachers to work with one another and that the schools willingly help teachers by providing them advice and assistance to improve their performance. Observation in the classroom, learning action cell (LAC) sessions, and individual coaching are essential for delivering technical support. Another implication exhibited in the findings is the expertise of schools in solving an ill-structured problem. For instance, the sudden closure of schools in Lipa City due to Taal volcano eruption and eventually due to pandemic are examples of ill structured problems which have no clear solution path. Despite that, as can be gleaned from the result, schools in West I of Lipa City still exhibited expertise in solving ill-structured problems. The creation of schools' Basic Education-Learning Continuity Plan is a quick response to the challenge brought about by COVID19 pandemic in education. It ensured continuous learning delivery despite the pandemic.

In terms of social imperative, the result reveals it is "highly practiced". It implicates that the schools have initiatives to involve stakeholders on school activities in order to achieve the mission, vision, and goal of the school. For instance, Brigada Eskwela which is done in preparation for the opening of classes, involves parents, barangay officials and other stakeholders to strengthen partnerships in ensuring the delivery of basic education. In addition, the General Parent-Teacher Association which allows parents to take part in school improvement planning also shows school-stakeholders partnership. By listening to the personal stories of stakeholders, school leaders can exhibit both professional and personal concern for them.

In terms of personal imperative, the result indicates that the respondents "highly practiced" organizational dynamics. It suggests that the schools inculcate in its teachers the relevance of professional enhancement, sharing of ideas and the provision of healthy working environment. Professional enhancement among the teachers in West I is evident in the numbers of teachers who have acquired units in MAEd and PhD/EdD. Based on the result, 59 and 10 teachers have units in MAEd and PhD/EdD, respectively and 38 and 4 teachers are MAEd and PhD/EdD graduates, respectively. Professional growth is one of the essential factors required since learning innovatively can aid teachers in uplifting their skills and applying them to helping the learners. It is also significant to mention that the schools recognized the voice of the teachers by expressing their ideas and opinions in an open conversation during meetings and trainings. Training and a healthy working environment must be offered for the teachers to flourish

professionally. These are the exact assertions of Lyon and Maxwell (2020) that to get people to act, a leader must first move them on a personal level.

In terms of technological imperative, the result indicates that the respondents "highly practiced" organizational dynamics. It shows that schools make use of instructional technology and provides technology resources that are necessary to develop technology-related skills. It is evident in classrooms where televisions and projectors are properly installed. The provision of laptops and sim cards by the local government add up to why teachers perceived technological imperative as highly practiced in schools in Lipa. It is also significant to note that proper orientation to instructional technology was given, and collaboration was practiced. Teachers work together in many ways when they talk to their coworkers to share ideas and resources, talk about how their students are learning, do activities together, and make new knowledge. In these ways, teachers can work together to create and improve their learning to give their students good learning experiences. Collaboration is vital for making teachers feel like they are part of a professional community and getting personal satisfaction from their work.

Table 2 shows stewardship practices in schools concerning relational support. The result indicates that stewardship is highly manifested in schools in West District – Cluster I of Lipa. It means school heads practice effective communication to convey policies and processes that establish motivation, respect and good interests among teachers. It is evident in Teacher Induction Program of Department of Education wherein teachers are being oriented with the mission and vision of the organization, being offered support, guidance and orientation during the transition to their teaching jobs and being communicated with their role in the field of education. In addition, team building activities and open forum during meetings are good way to foster relational support. It is noteworthy to mention that biases and self-centered decisions of the administration are not encouraged thus opinions are being acknowledged to foster fairness.

In terms of contextual support, the result indicates that stewardship in contextual support is highly manifested. It means schools foster clarity of vision and promotes shared understanding among teachers to make complex issues or problems easier to understand and resolve. When the change is that big, everything ends up being the same. Here is where good leaders step in, no matter what level they are. They ensure that teachers know the priorities and stay inspired and guided by a single vision.

Table 2

Manifestation of Stewardship

	Mean	SD	VI
Relational Support			
The school head……			
1. communicates the extensive mission and vision of the organization.	3.75	0.44	HM
2. communicates clear role expectations.	3.7	0.47	HM
3. acts to the policies and processes of the organization itself.	3.75	0.44	HM
4. understands the individual needs and motivations of teachers within the school context.	3.75	0.44	HM
5. shows concern, respect, and fairness for the teacher's needs and interests.	3.75	0.46	HM
6. is unbiased in decisions and seek out others' opinions on important issues.	3.67	0.5	HM
Overall	**3.73**	**0.39**	**HM**
Contextual Support			
1. provides a clear vision for the school.	3.8	0.4	HM
2. promotes a shared understanding about complex issues.	3.72	0.47	HM
3. cuts through complex or ambiguous problems to make them easier to understand.	3.67	0.49	HM
4. explains why things are being done a particular way.	3.76	0.43	HM
5. resolves conflicts constructively.	3.71	0.45	HM
6. creates processes that facilitate the work.	3.76	0.44	HM
7. ensures that teachers take account the need of their work.	3.76	0.43	HM
8. makes clear how responsibilities are being designated.	3.74	0.46	HM
Overall	**3.74**	**0.39**	**HM**
Motivational Support			
1. praises teachers on tasks accomplished on time.	3.79	0.41	HM
2. acknowledges teacher's capability to perform work-related activities.	3.79	0.41	HM
3. shows trust to those teachers who have a sense of accountability.	3.81	0.4	HM
4. assigns work to qualified and skilled teachers.	3.79	0.41	HM
5. provides activities that allow teachers to discover their sense of purpose.	3.7	0.51	HM
6. gives incentives and rewards to performing teachers.	3.61	0.55	HM
Overall	**3.75**	**0.39**	**HM**

Legend: 3.50-4.00 – Highly Manifested (HM), 2.50-3.49 – Substantially Manifested (SM), 1.50-2.49 – Slightly Manifested (SM), 1.00-1.49 - Not Manifested (NM)

In terms of motivational support, respondents highly manifested stewardship that school leaders instill among teachers a sense of intrinsic teaching drive by means of praising teachers, acknowledging teacher's work, showing trust and giving incentives and rewards. Showing trust to those teachers who have a sense of accountability implies that the school and its administrator notice the potential of a responsible teacher. It includes giving chairmanship or a coordinator of a specific project. It would be irresponsible for school administrators to place unquestioning faith in their colleagues and permit everyone to work freely and without strategic guidance. However, at the opposite extreme of this trust continuum is the repressive, judgmental, deficit model, which posits that no teachers can be trusted and that all teaching personnel require regular checking, monitoring, and measuring. School leaders can design accountability mechanisms

grounded on trust and professional esteem while allowing for the iterative tracking and improvement of standards. On the other hand, awards and incentives were still given but not abrupt. Nevertheless, the majority of teachers have a daily routine. Lesson preparation, grading, classroom management, and administrative duties comprise the landscape. These findings were similar to Wang et al. (2016) that motivation is a personal condition that drives a person's desire to participate in particular activities to achieve their goals. Therefore, motivation is a driving force that manifests itself as active for a person to attain the goals he has set for his fulfillment.

Table 3

Innovative Work Behaviors

	Mean	SD	VI
Idea Generation			
1. I discover new teaching strategies related to planning and implementation of lessons.	3.63	0.48	HP
2. I generate original ideas for challenges regarding teaching and learning process.	3.62	0.5	HP
3. I select appropriate innovative activities suited to the needs of my pupils.	3.71	0.46	HP
4. I take new/relevant ideas and proposals seriously regardless of their source.	3.6	0.52	HP
5. I participate in continuous professional development and learning to learn about new practices in education.	3.79	0.41	HP
Overall	**3.67**	**0.41**	**HP**
Idea Promotion			
1. I take risks to support new ideas about trends in education and convince co-teachers to support them as well.	3.57	0.51	HP
2. I push ideas forward so that they have a chance to be implemented.	3.55	0.51	HP
3. I inspire others to adopt new teaching practices.	3.63	0.49	HP
4. I mobilize support and acquire approval for innovative ideas in education.	3.52	0.54	HP
5. I encourage colleagues to propose innovations to improve quality education.	3.61	0.49	HP
Overall	**3.58**	**0.45**	**HP**
Idea Realization			
1. I work collaboratively across the school to develop and implement new practices.	3.79	0.41	HP
2. I apply changes that are beneficial to teaching and learning process.	3.77	0.42	HP
3. I adopt new teaching practices into my daily work.	3.82	0.39	HP
4. I transform innovative ideas in education into useful applications.	3.71	0.46	HP
5. I evaluate the utility of innovative ideas.	3.59	0.56	HP
Overall	**3.74**	**0.37**	**HP**

Legend: 3.50-4.00 – Highly Practiced (HP), 2.50-3.49 – Substantially Practiced (SP), 1.50-2.49 – Slightly Practiced (SP), 1.00-1.49 - Not Practiced (NP)

Table 3 manifests the innovative work behaviors of teacher-respondents in idea generation. The result indicates that the respondents "highly practiced" idea generation. It implies that the teachers are discovering new teaching ideas while generating and selecting genuine concepts that are beneficial to teaching. Teachers are interested in attending professional development opportunities. Professional development programs offered by private and public

entities may help teachers grow professionally and learn new teaching strategies that can be applied in day-to-day teaching. Another reason is that CPD is required to renew a teacher's license and must be presented to the Professional Regulation Commission (PRC).

In terms of idea promotion, the result indicates that the respondents "highly practiced" idea promotion. This means that teachers take risks in supporting and pushing ideas forward and encourage others to adopt new teaching practices and propose innovations. It implies that the teacher-respondents are open to assisting and helping other teachers adopt new teaching practices that may help other teachers. Idea promotion can result in the preparation of proactively new teaching ideas and approaches in the classroom. Using these innovative teaching styles and methodologies is to improve academic achievements and address real challenges to promote equal learning. Hence, teachers may share innovative strategies through Learning Action Cell (LAC) session. In this way, it can be used and adopted by other teachers not only in your school but also in other schools in the district or division.

In terms of idea realization, the result indicates "highly practiced." This suggests that teachers introduce, adopt, and apply new ideas in teaching and learning processes in school in the form of new procedures. Realization of ideas can be collaboratively applied by adopting new teaching practices in transforming innovative ideas into practical applications that may benefit both the teachers and the learners. The findings show that teachers are willing to share best practices among colleagues. It is healthy in a teaching organization because it can benefit all teachers. Best practices of a teacher can be utilized by all teachers that can result in learner proficiency and academic achievement. The findings support the study of Mascareo et al. (2021) on the idea realization where closing behaviors are crucial, as planning and organization are required for successful implementation.

Table 4 shows work commitment practices as to job involvement. The result indicates that the respondents are "highly committed." Participating in school activities such as meetings, trainings, seminars or webinars and being responsible for performing the duties and completing all tasks in school are some evident indicators of teachers being highly committed. It is not surprising since it is included in the duties and responsibilities of a teacher. School activities that focus on professional development are a requirement. As a teacher, the task assigned such as teaching, preparation of lessons, computation of grades, and others, are part of daily tasks. Furthermore, overtime at work is something innate to teachers. Most teachers stay in school until dark to finish all the work needed to be submitted. It implies that teachers are willing to

extend working hours to finish the work and submit papers on time. Some teachers perform their job outside office hours most of the time since their homes are considered an extension of the school.

Table 4

Work Commitment

	Mean	SD	VI
Job Involvement			
1. I participate in school activities such as meetings, trainings, seminars and/or webinars.	3.91	0.29	HC
2. I am responsible in performing my duties and completing all my tasks in school.	3.91	0.29	HC
3. I am willing to extend my working hours if needed.	3.87	0.33	HC
4. I collaborate with parents, teachers and head in completing a task.	3.9	0.3	HC
Overall	**3.9**	**0.27**	**HC**
Work Ethics			
1. I model strong character traits, including perseverance, honesty, respect, justice, fairness, patience, and unity.	3.88	0.33	HC
2. I treat every student with kindness and respect without displaying any bias, prejudice, or discrimination.	3.91	0.29	HC
3. I commit wholly to the teaching profession.	3.87	0.34	HC
4. I keep all of the school's agreements, follow all of the rules, and keep track of all of the money and resources they have.	3.83	0.4	HC
5. I develop good relationships with school employees, parents, and other stakeholders.	3.91	0.29	HC
6. I avoid disclosing personal information regarding colleagues and pupils unless it is authorized by law.	3.86	0.35	HC
7. I stay away from any form of gossip, even whether it's about co-workers or pupils.	3.86	0.35	HC
8. I collaborate with fellow teachers, parents, and administrators to support and establish a learning and growing environment.	3.89	0.31	HC
Overall	**3.88**	**0.29**	**HC**
Profession			
1. I research on how pupils learn best, as well as how culture and socioeconomic factors affect them individually.	3.81	0.41	HC
2. I keep up with the times and adapt to the exploration of technology and major changes in the way the world works.	3.84	0.37	HC
3. I am constantly willing to learn and adapt, not just with new curricular content, but also with new teaching procedures, approaches and strategies.	3.89	0.31	HC
4. I abide by rules and regulations and able to cope with the principles of teaching profession despite challenges.	3.91	0.29	HC
5. I never stop learning new methods and techniques as well as strategies.	3.87	0.33	HC
6. I actively contribute to the profession by striving to expand and develop my knowledge in all areas.	3.86	0.35	HC
7. I value variations in ethnicity, culture, social status, disability, and sexual orientation, among other things.	3.87	0.34	HC
8. I like working with pupils and care about their development.	3.91	0.28	HC
Overall	**3.87**	**0.29**	**HC**

Legend: 3.50-4.00 – Highly Committed (HC), 2.50-3.49 – Substantially Committed (SC), 1.50-2.49 – Slightly Committed (SC), 1.00-1.49 – Not Committed (NC)

In terms of work ethics, the result indicates that the respondents are also "highly committed.' It implies that the teachers model character traits and attitude of determination and dedication toward teaching job. It is reflected in classes during class sessions and class observations. It is evident with the frequent visits of parents and other stakeholders during PTA meetings and school activities where they are engaged and included in the school program and activities. Also, teachers track all school spending and adhere to school rules and agreements. The findings are congruent with Marri et al. (2012) that work ethics include accommodating, compassionate, proactive, and responsive.

In terms of profession/career, this shows that teachers are "highly committed" to their profession. The findings show that teachers adhere to the school's and the PRC's norms and regulations. It also signifies that the teachers do their utmost to assist the students by caring about their growth.   As a teacher, there are many challenges and difficulties experienced. Lack of materials, insufficient funds, government support, and others. All of these are faced with strength by the teachers. There are many times when teachers felt giving up, but they stand still to help the learners. Being a teacher is not just a profession but a vocation.

Table 5

Significant Relationship Between Organizational Dynamics, Stewardship and Innovative Work Behavior

Organizational Dynamics	Innovative Work Behavior			Stewardship	Innovative Work Behavior		
	IG	IP	IR		IG	IP	IR
Cognitive imperative	.600**	.572**	.632**	Relational support	.644**	.588**	.668**
Social imperative	.598**	.550**	.641**	Contextual support	.645**	.554**	.684**
Personal imperative	.655**	.553**	.679**	Motivational support	.633**	.547**	.671**
Technological imperative	.641**	.543**	.675**				

**. Correlation is significant at the 0.01 level (2-tailed).
Legend: (0 - ±0.35) Weak, (±0.35 - ±0.65) Moderate, (±0.65 - ±1.0) Strong
IG – Idea Generation, IP – Idea Promotion, IR – Idea Realization

Table 5 shows that there is a significant relationship between organizational dynamics and innovative work behavior as well as stewardship and innovative work behavior. There is a

moderate relationship between cognitive imperative and idea generation, idea promotion and idea realization. In addition, there is a moderate correlation between social imperative and idea generation, idea promotion and idea realization. This suggest that the involvement of stakeholders in Brigada Eskwela, GPTA projects and programs and other school activities help teachers develop creative and innovative learning environment for the learners. This allows teachers to be innovative and adoptive to new practices in transforming ideas into practical applications that may benefit both teachers and learners.

Moreover, there is a strong correlation between personal imperative and idea realization as well as technological imperative and idea realization. This implies that schools in West I – Division of Lipa City give importance to personal and professional enhancement as well as to technological and digital transformation. This is evident in the number of teachers who have acquired units in post graduate studies. This enables teachers to enhance instructional services and processes.

The support of school heads to the teachers in West I – Division of Lipa City is reflected in the strong correlation between relational, contextual and motivational support and idea realization. Relational support such as guidance and orientation to new teachers, team building activities and open forum during meetings enable teachers to build good working relationships thus, making it easier for teachers to work collaboratively with each other and work easily on discovering, trying and implementing new ideas. Likewise, fostering clarity of goals and promoting shared understanding among teachers provide contextual support which help them to think 'beyond the box' and translate creative thinking into tangible changes and solutions that improve the work unit and organization. On the other hand, motivational support such as praising teachers, acknowledging teacher's work, showing trust and giving incentives and rewards drive teachers to work hard, discover new ways of doing things and innovate.

Institutional success and the principal's function are mutually constitutive and interdependent. Principals provide stewardship of new ideas, as well as support and motivate teachers in enhancing their knowledge and skills, extending the role of school principals so that, as innovators, they are powerful change agents in the organization, where he or she steers the staff toward the completion of quality tasks. The school principals must not only provide innovative, creative, and perceptive intellectualization to fulfill the school's vision and goal, but also perform their duties to the best of their ability. Innovative work behavior such as idea generation, idea promotion, and idea realization have a significant relationship to how the

stewardship of an organizational leader fosters supports in the form of relational, contextual, and motivational support. The role of the school principal and the success of an institution go hand in hand and depend on each other. Principals are in charge of new ideas and help and encourage teachers to improve their skills and knowledge (Hallinger & Lee, 2013). This is the assertions of Nellitawati (2018) that the role of school principals as innovators are powerful change agents in the organization, guiding the staff to do good work.

Table 6

Significant Relationship Between Organizational Dynamics, Stewardship and Work Commitment

Organizational Dynamics	Work Commitment			Stewardship	Work Commitment		
	JI	WE	CP		JI	WE	CP
Cognitive imperative	.495**	.518**	.511**	Relational support	.463**	.486**	.504**
Social imperative	.543**	.544**	.575**	Contextual support	.518**	.538**	.519**
Personal imperative	.581**	.571**	.608**	Motivational support	.518**	.562**	.560**
Technological imperative	.545**	.576**	.593**				

**. Correlation is significant at the 0.01 level (2-tailed).
Legend: (0 - ±0.35) Weak, (±0.35 - ±0.65) Moderate, (±0.65 - ±1.0) Strong
JI – Job Involvement, WE – Work Ethic, CP – Commitment to Profession

Table 6 shows that there is a significant relationship between organizational dynamics and work commitment as well as stewardship and work commitment. There is a moderate correlation between organizational dynamics as to cognitive, social, personal and technological imperative and work commitment as to job involvement, work ethic and commitment to profession. This implies that organizational dynamics practices in West I – Division of Lipa City intensify teacher's commitment to work. This is evident in schools' quick response to sudden unexpected ill-structured problems such as the Taal Volcano eruption and the COVID 19 pandemic which both drastically affected the education of learners. Sudden closures of schools due to these challenges paved way to the creation of learning continuity plan which ensured continuous learning delivery particularly during the pandemic. This exhibited teacher's extreme commitment to their profession as they became frontliners distributing modules and other

learning materials. Technology also played important role during these times as online classes became one of the modalities during the pandemic. Teachers attended several webinars to familiarize themselves and be oriented with the latest applications and trends in educational technology. This explains that organizational dynamics practices such as creating a well-developed plan, taking preliminary actions and exhibiting expertise in solving ill-structured problems enable teachers to be involved and committed to their work.

With all these challenges faced by the teachers, stewardship employed by the school heads became very important. Table 6 shows that there is a moderate correlation between stewardship as to relational, contextual and motivational support and work commitment as to job involvement, work ethic and commitment to profession. This implies that school heads' effective communication to convey policies and processes helps teachers to understand the value of their work better making them more committed and involved with their tasks. This is evident in schools in West I – Division of Lipa City particularly in the relational, contextual and motivational support they received from the school heads and other stakeholders. It is noteworthy to mention that the continuous professional development done through webinars, guidance and orientation done through Teacher Induction Program and the provision of laptops and sim cards to teachers with the help of the local government unit as well as the giving of incentives and awards are some of the practices that help teachers to be more committed to work. School heads play major role in making all these practices possible with their stewardship styles.

5. Conclusion

This study confirms that organizational dynamics and stewardship in school are significantly related to innovative work behavior and work commitment. Thus, the null hypotheses posited in the study are not supported. Furthermore, organizational dynamics is highly practiced in schools in terms of cognitive, social, personal, and technological imperative. Similarly, stewardship in the organization regarding relational, contextual, and motivational support is highly manifested by the respondents. The work commitment regarding job involvement, work ethic, and commitment to profession/career is also highly practiced.

Based on the findings, the school organizations may organize a training and team-building activities that promotes camaraderie among colleagues. Future researchers may conduct

a study to determine the relationship between organizational dynamics and stewardship in promoting innovative work behavior and commitment at work in other districts.

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