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When motivation does not drive innovation: Understanding employee work behavior

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ABSTRACT

The study aimed to investigate the effect of work motivation on innovative work behavior. To deepen the study's theories, the literature was reviewed. The study used a descriptive assessment and correlational research design. The study's respondents were all employees of the institution, from basic education through college. The data were gathered through validated research questionnaires. The study found that employees' work motivation and innovative work behavior were rated highly; however, there was no significant correlation between them. The study concluded that the variance of innovative work behavior was not attributed to work motivation. Therefore, the hypothesis is rejected. The study also recognizes its limitations due to its small population, and therefore, the results cannot be generalized. Further research is needed to include additional mediating variables that affect innovative work behavior.

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Introduction

Part of the game of business organizations is competition. Winning the competition depends not only on sufficient financial capital but also on human capital. Though this term (human capital) is degrading, such a term has been used by different experts like Becker (1964) and Rosen (1974), who argued that

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each employee has a set of skills or special capabilities that they have learned through education and training that they can apply in their job to achieve organizational objectives. The skills they have learned are not only hard, technical skills acquired through education, but also soft skills developed through experience and exposure. The latter skill is also important to accomplish a task. The term "soft skill" was originally coined by the US Army (Flynn, 2023) to differentiate between interpersonal and technical skills. This skill is often called people skills, core skills, or workplace skills, and is not technical or industry-specific; rather, it helps individuals work effectively and productively in organizations. Examples of these skills are critical thinking, emotional intelligence, collaboration, creativity/innovation, problem-solving, flexibility, communication, and conscientiousness (Donovan, n.d).

Innovation is one of the soft skills needed to boost competitive advantage (Lengnick-Hall, 1992; Weerawardena & Mavondo, 2011; Geroski, 1995). Thus, it would be a mistake for an organization not to consider soft skills in the hiring process, and this case is an example of an innovative skill. Even if such skills are not required at the entry level, there must be a program or activity that develops them, as suggested by Anning-Dorson (2018). His study indicated that innovation is a key determinant of an organization's competitive advantage, and he further argued that leadership should enhance the workforce's innovation skills. Unfortunately, a recent OECD (2023) study on innovation training in small, medium, and large corporations found that small and medium enterprises have lower levels of innovation training than large corporations.

Besides a lack of training in innovative skills, employees also experience a lack of motivation and an innovative environment, which affects their spirit of innovation and creativity (Dai et al., 2022). A previous study by Abun et al (2023) found that an innovative work environment affects innovative work behavior. Unfortunately, no research has yet measured the effects of different motivations, such as extrinsic and intrinsic motivation, on employees' innovative work behavior. The current study aims to investigate the effects of motivation, particularly extrinsic and intrinsic motivation, on employees' innovative work behavior.

The study is divided into several parts. The first part is the introduction, which explains the study's rationale. The second part is the literature review, which presents various theories of motivation and innovative work behavior. The third part is the research methodology, which presents the research design, the study's population and locale, research procedures, research instruments, ethical procedures, and the statistical treatment of data. The fourth part is data presentation and analysis. The fifth part is the results and discussion section, which further explains the findings and their implications.

Literature review

Definition of motivation and work motivation theories

The psychological definition of motivation might differ from the work management definition. Psychologically, motivation is a driving force behind action. It is a force that maintains one's energy to achieve goals. It keeps the person going even when things get tough (Cherry, 2023). It is the reason why a person performs or does not perform certain actions. It is the drive within the individual to achieve

something that he/she needs or desires. However, the question of why people become motivated is explained differently by different researchers. Consequently, it leads to different theories of motivation like instinct theory of motivation, that our behaviour is motivated by the desire for survival, drive theory of motivation, that our action is motivated to maintain a state of balance, arousal theory of motivation, a behaviour is caused by a desire to maintain an optimal level of psychological arousal, humanistic motivation theory, that a behaviour is performed to meet certain needs, incentive theory of motivation, a behaviour is pursued to achieve a reward. Expectancy theory of motivation is the idea that behavior is carried out to realize our expectations in the future (Cherry, 2023). Many more theories of motivation that we cannot elaborate on here. In a work setting or organizational setting, motivation is related to work. Work motivation is understood as a process of stimulating people to action to accomplish a desired goal (Scott, 1961). Brech (1969, p.4) defines it as "a general inspirational process which gets members of the team to put their weight effectively to give their loyalty to the group to carry out properly the task that they accepted and generally to play an effective part in the job that the group has undertaken" It is the way how management stimulates or inspires employees to put their loyalty and effort to carry out their tasks and responsibilities. In other words, it is the process by which management inspires or motivates employees to elevate their desire, morale, and willingness to fulfill their responsibilities and achieve organizational objectives.

In a work setting, motivation is directed toward achieving goals. Thus, motivation is an intentional effort by management to awaken employees' spirits to work harder and smarter to achieve the objectives. The challenge for management is motivating employees, a skill they need to master. Several recommended approaches or theories for motivating employees. *The first is the need-based approach/theory, introduced by several scholars, including Maslow (1943, 1954), Alderfer (1969), Herzberg (1959), and McClelland (1976).* This approach is also called the content theory of motivation. According to Maslow (1943, 1954), human beings have needs that are ranked hierarchically, with lower or basic needs and higher needs. Human beings are motivated to act to fulfill basic needs before moving on to higher needs. Maslow identified five needs in a hierarchy. At the lowest level are physiological needs, or the need for survival; without them, human beings cannot survive. The needs include air, food, and water. Only after these needs are fulfilled does one move to the next level: safety needs. People are looking for safety from danger, pain, and an uncertain future. When these needs are met, one moves to the next level of needs, namely social needs. These needs motivate people to connect with other human beings and to be loved. Human beings believe that living without attachment to other people can harm one's health and well-being (Baumeister & Leary, 1995). The fulfillment of social needs leads toward the esteem need, a need to be respected, recognized, to feel important, and to be appreciated. After all those lower needs are fulfilled, the motivation for behavior is to realize the highest need, which is self-actualization, or the ultimate dream one wants to achieve. Work is no longer about fulfilling basic, safety, and social needs, but about realizing one's dream of becoming. Alderfer (1969) questions the Maslow hierarchy of needs. For Alderfer, one's needs cannot be structured because they can be felt at both the lower and the higher levels simultaneously. Thus, the second theory of need motivation is the ERG theory of needs, which is Existence, Relatedness, and Growth needs. This theory is not a new theory but a simplification of Maslow's hierarchy of needs, because existence needs refer to the basic (physiological) and safety needs of Maslow's hierarchy that are necessary for one's existence. While relatedness needs refer to Maslow's social needs, growth needs refer to self-esteem and self-actualization in Maslow's hierarchy of needs.

Alderfer does not rank needs in any particular order because he believes that more than one need may operate simultaneously. However, he argued that a person who pursues higher needs tends to regress to lower needs when he/she cannot achieve them. The third theory of need motivation is the two-factor theory proposed by Herzberg et. al. (1959) and Herzberg (1965). The two factors are hygiene and motivation. Hygiene in the work environment includes company policy, supervision, relationships, working conditions, salary, and security. Motivators include achievement, recognition, interesting work, increased responsibility, advancement, and growth. According to Herzberg, hygiene is not a motivation, but the motivation is achievement, recognition... However, when these factors are not fulfilled, employees are demotivated or dissatisfied. The fourth theory of motivation is the acquired needs theory, proposed by Douglas McClelland. McClelland classified three kinds of needs: achievement, affiliation, and power. The need for achievement is one's need to be successful. Those with a high need for achievement tend to complete work on time, come up with brilliant ideas, and perhaps plan their next career move (Harrell & Stahl, 1981; Trevis & Certo, 2005; Turban & Keon, 1993). The need for affiliation is similar to Maslow's social need: the need to be affiliated, associated with, and accepted by others (Wong & Csikszentmihalyi, 1991). Thus, in this context, one wants to be friends with others and tends to keep harmonious working relationships. The need for power refers to the need to influence and control others and their environment. Though it may be destructive if not managed, the need for power is important for effectiveness in managerial and leadership positions (McClelland & Burnham, 1976; Spangler & House, 1991; Spreier, 2006)

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

performance will lead to a specific outcome. In short, a certain amount of effort will lead to high performance, which, in turn, leads to a specific outcome. Thus, performance is an instrument to achieve the outcome, which is reward.

Intrinsic and extrinsic motivation

According to Ryan and Deci (2002), not all activities are performed intrinsically; for example, a child may act intrinsically, whereas a parent may act extrinsically. It is purely for the sake of pleasure. However, once a person matures, activities or work are no longer undertaken for pleasure but for external motivation, in which the person performs the activity as an instrument to gain something, such as rewards or other forms of recognition.

Earlier motivation theories, such as those of Maslow, Herzberg, Alderfer, and McClelland, which we have discussed above, have clear classifications of which needs are intrinsic or extrinsic, making them difficult to apply in work settings (Gagne & Deci, 2005). In the workplace, motivation can be classified as intrinsic or extrinsic. Intrinsic motivation means that people do certain things because they find them interesting and satisfying. In contrast, extrinsic motivation holds that people engage in certain behaviors or activities because of consequences such as praise or other forms of recognition, and they derive satisfaction from the rewards rather than from the activity itself (Gagne & Deci, 2005). However, according to Gagne and Deci (2005), the simple dichotomy between intrinsic and extrinsic motivation made the theory difficult to apply to work settings. Thus, regarding work motivation, they proposed Self-Determination Theory. The key concept of Self-Determination Theory is the distinction between *autonomous motivation and controlled motivation*. Autonomous motivation means that the person performing the behavior has free will, or a sense of volition, and can choose or determine their action without external pressure. In other words, one endorses his/her action (Dworkin, 1988). People engage in a certain activity because they want to, not because they have to, and find satisfaction in performing it. One performs the work because it is fun. The pleasurable feeling comes from the work itself, not from rewards or other external recognition. In contrast, controlled motivation is externally motivated. It involves doing things under pressure (Gagne & Deci, 2005). A person performs a certain activity because they have to do it (no choice), and because they want to get something, such as rewards. Using rewards is a controlled motivation (Deci, 1971). Thus, both autonomous and controlled motivation differ in terms of underlying regulatory processes and accompanying experiences. Therefore, behaviors are characterized by the degree to which they are autonomous and controlled (Gagne & Deci, 2005). Following this concept, under SDT, motivation is not treated as a singular construct but is divided into intrinsic and extrinsic motivation, each with its own classification (Gagne & Deci, 2005, pp. 331-362). Intrinsic motivation is defined as the inherent desire to seek challenges; to work and perform activities within one's capacities, and to find enjoyment in such activities (Deci & Ryan, 2000). Extrinsic motivation is defined as the absence of intrinsic excitement and the seeking of excitement in performing the job, rather than performing it to attain a separable outcome. For example, employees do their jobs not because they enjoy them but because of external rewards (Ryan & Deci, 2000).

However, the degree to which they are controlled, as defined by OIT (Organismic Integration Theory), a sub-theory of SDT, classifies extrinsic motivation into ***external regulation, introjected regulation, identified regulation, and integrated regulation***. External regulation refers to motivation that is

externally controlled and whose actions have an external locus of causality (deCharms, 1968). Introjected regulation means accepting regulation without fully internalizing it as one's own. A person performs the job to avoid feeling guilty. He/she performs the job to maintain a feeling of worth (William, Grow, Freeman, Ryan & Deci, 1996). While identified regulation reflects a conscious valuing of a behavioral goal or regulation in which a person accepts that such action is important. Finally, integrated regulation means a person has evaluated certain actions as congruent with their values.

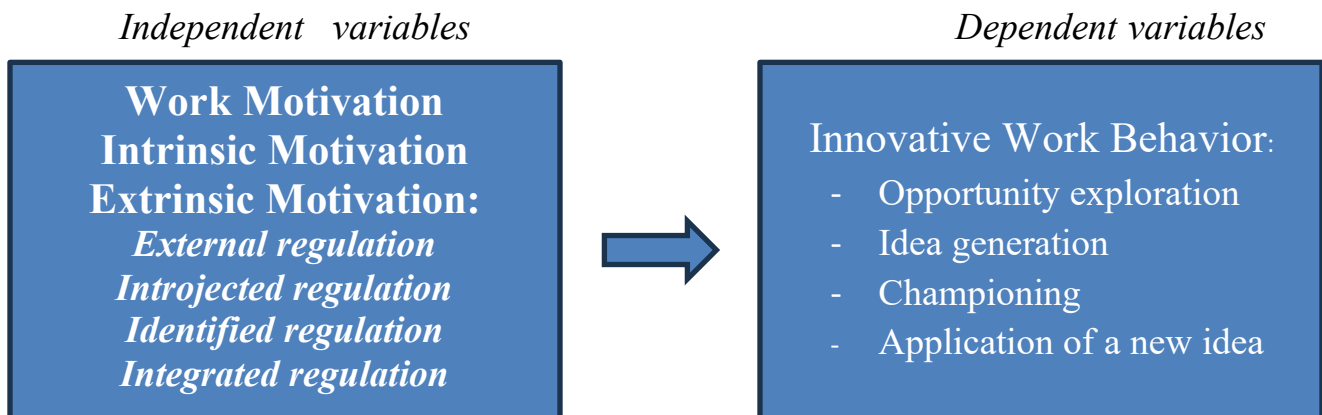
Work behavior and innovative work behavior

Work behavior is one of the key dimensions of performance management. The organization can achieve its objectives when employees' work behaviors are congruent with the task and the organization's objectives. Therefore, management needs to define which work behaviors are required to accomplish tasks and achieve organizational objectives. A clear concept of work behavior is then necessary. Regarding the concept of work behavior, researchers have not developed a common definition. However, reading some available research shows that there is always common ground in understanding work behavior. Campbell (1990) classified work behavior according to its influence on organizational performance, resulting in productive and counterproductive work behavior. On the one hand, productive work behavior is related to task-related behaviors that contribute to performance. On the other hand, counterproductive work behavior concerns behaviors that are not task-related and harm individuals, the organization, and organizational objectives as a whole (Motowidlo, 2003, p. 48). In a similar vein, Murphy (2004) classified work behavior according to its impact on the organization, resulting in behaviors closely related to task, human relations, and destructive behavior. Based on the concepts we have presented, work behaviors are task-related and categorized as productive or counterproductive. Work behaviors are not isolated from personality and work environmental issues. Landis (2015) argued that personality strongly influences work behavior and career success, noting that a person can perform well when there is a fit between personality and the job, the team, and the organization as a whole. This is also emphasized by Barrick et al. (2013), who state that traits and job characteristics explain work behaviors and work outcomes. Regarding the influence of the work environment on innovative work behavior, Wang (2021) found that its dynamics affect both behavior and performance.

After we have understood the concept of work behavior, we understand what innovative work behavior means. De Spiegelaere et al. (2014) define innovative work behavior as “the behaviors that are aimed at the generation, introduction, and application of ideas, processes, products, procedures, new and intended to benefit the relevant unit of adoption”. In this regard, it is understood that innovative work behavior is not just innovative work behavior without purpose, but rather work behavior that serves the organization's purpose. de Jong and Den Hartog (2008) identified four dimensions of innovative work behaviour namely opportunity exploration (paying attention to issues that are not part of daily work and wondering how things can be improved), idea generation (searching out new working methods, techniques or instruments, generate original solutions for problems, find new approaches to execute tasks), championing (make important organizational members enthusiastic for innovative ideas, attempt to convince people to support an innovative idea) and application (systematically introduce innovative ideas into work practices, contribute to the implementation of new ideas, and put the effort in the development of new things).

Just as work behavior is not isolated from the organizational environment, the same holds for innovative work behavior. It is the effect of other organizational factors, such as leadership and the work environment. Zhang et al. (2021) studied the effect of transformational leadership styles and innovative work behavior of employees, and their study found that there is a positive correlation between the two variables. Earlier, Sharifirad (2013), Tangrukwaraskul, and Kulchanarat (2018) conducted similar studies and found that transformational leadership affects not only innovative work behavior but also employees' well-being. Regarding the influence of the work environment on innovative work behavior, Shah et al. (2022) examined the effect of workplace learning. They found it to be significantly correlated with innovative work behavior.

Conceptual framework



Source: Gagne and Deci (2005), de Jong and Den Hartog (2008).

Figure 1: The framework explains the main concept of the study. It shows that work motivation, specifically extrinsic and intrinsic motivation, affects workers' innovative behavior.

Statement of the problems

The study aims to determine the effect of work motivation on employees' innovative work behavior. It specifically seeks to answer the following questions:

1. What is the intrinsic motivation of the employees?
2. What is the extrinsic motivation of employees in terms of:
 - a. External regulation
 - b. Introjected regulation
 - c. Identified regulation
 - d. Integrated regulation
3. What is the innovative work behavior of the employees in terms of:
 - a. Opportunity exploration
 - b. Idea generation
 - c. Championing
 - d. Application of new ideas.

4. Is there a relationship between work motivation and Innovative work behavior?

Hypothesis

Drawing on motivation theories, this paper argues that motivation predicts employee performance. Building on theories of motivation, the current study argues that the extent of motivation affects employees' innovative work behavior.

Scope and delimitation of the study

The study covers only a limited number of populations: the employees and faculty of Divine Word College of Laoag. The variables to be investigated are limited to intrinsic and extrinsic work motivation, including external regulation, introjected regulation, identified regulation, integrated regulation, and innovative work behavior, along with opportunity exploration, idea generation, championing, and the application of new ideas.

Research methodology

As required by scientific research, it must follow prescribed procedures or methodologies. In line with these requirements, the current research employs a specific method of investigation. Wilkinson (2000) and Leedy (1974) opined that research methodology is an established process for conducting the inquiry. It applies specific methods to determine, select, and analyze data related to the topic in question. Therefore, the current study employs certain methods of investigation, including the research design, the data-gathering instrument, the study population, the study locale, the data-gathering procedures, and the statistical treatment of data.

Research design of the study

The study's research design is descriptive and correlational. Ariola (2006) argued that a descriptive correlation study is intended to describe the relationship among variables without seeking to establish a causal connection. Descriptive research describes a population, a situation, or a phenomenon. It is also used to describe profiles, frequency distribution, and characteristics of people, situations, or phenomena. In short, it answers the questions of what, when, how, and where, but not the why question (McCombes, 2020).

The locale of the study

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

Population

The respondents in the study are all the college's employees. Since the number of employees was limited, total enumeration sampling was used, and thus all faculty and employees of the college were included as respondents in the study.

Data gathering instruments

The study used validated questionnaires: the Blanchard, Taylor, Pelletier, and Villeneuve (2009) questionnaires for intrinsic and extrinsic work motivation, and the de Jong and Den Hartog (2008) questionnaire for innovative work behavior (IWB).

Data gathering procedures

To preserve the integrity of scientific research, the data were collected with the approval of the college presidents. The researcher sent a letter to the president, and after it was approved, the researcher's representative distributed the questionnaires. Then the researcher's representative from the college collected the data and submitted it to the researcher for tabulation.

Ethical procedures

The study was carried out after the research ethics committee reviewed it. It approved the paper, ensuring compliance with ethical standards and the prevention of harm to human life or the environment.

Statistical treatment of data

To analyze the data, descriptive and inferential statistics were used. The weighted mean was used to determine the levels of intrinsic and extrinsic work motivation and innovative work behavior, and Analysis of Variance (ANOVA) was used to assess correlations among intrinsic and extrinsic work motivation and between innovative work behavior and both. The following ranges of values with their descriptive interpretation will be used:

<i>Statistical Range</i>	<i>Descriptive Interpretation</i>
4.21-5.00	Strongly agree/ Very High (SA/VH)
3.41-4.20	Agree / High (A/H)
2.61-3.40	Somewhat agree/ Moderate (SWA/M)
1.81-2.60	Disagree/Low (D/L)
1.00-1.80	Strongly disagree/Very Low (SD/VL)

Data presentation and analysis

Problem 1: What is the intrinsic motivation of the employees?

Table 1: Intrinsic work motivation

Indicator	Mean	DI
I work because I derive much pleasure from learning new things in my job	4.01	A/H
I work for the satisfaction I experience from taking on interesting challenges	3.95	A/H
I work for the satisfaction I experience when I am successful at doing a difficult task	4.09	A/H
Overall Mean	4.02	A/H

Source: Ryan & Deci (2000).

Legend:

Statistical Range	Descriptive Interpretation
4.21-5.00	Strongly agree/ Very High (SA/VH)
3.41-4.20	Agree / High (A/H)
2.61-3.40	Somewhat agree/ Moderate (SWA/M)
1.81-2.60	Disagree/Low (D/L)
1.00-1.80	Strongly disagree/Very Low (SD/VL)

The data in the table show that overall, employees' work motivation obtained an overall mean rating of 4.02, which is high, suggesting that the driving force of why they work is pleasure from learning new things from the job, satisfaction that they feel after taking on new challenges, and success in doing it. Noted that employees with high intrinsic work motivation tend to perform better in terms of creativity, innovation, and increased resilience by fostering deep engagement and self-regulation compared to those who have low intrinsic work motivation (Sun et al., 2022; Sulistamtama et al., 2024; Mishra et al., 2026; Engidaw, 2021).

Problem 2: What is the extrinsic motivation of employees in terms of:

- External regulation**
- Introjected regulation**
- Identified regulation**
- Integrated regulation**

Table 2: Extrinsic work motivation

Indicator	Mean	DI
External regulation. I work:		
For the income, it provides me	3.77	A/H
Because it allows me to earn money	3.80	A/H
Because this type of work provides me with security	3.68	A/H
Composite Mean	3.75	A/H
Introjected regulation. I work:		
Because I want to succeed at this job; if not, I would be very ashamed of myself	3.82	A/H
Because I want to be very good at this work; otherwise, I would be very disappointed	3.88	A/H
Because I want to be a winner in life	3.84	A/H
Composite Mean	3.85	A/H
Identified regulation. I work:		
Because this is the type of work I chose to do to attain a certain lifestyle	3.73	A/H
Because I chose this work to attain my career goals	4.01	A/H
Because it is the type of work I have chosen to attain certain important objectives	3.86	A/H
Composite Mean	3.87	A/H
Integrated regulation. I work:		
Because it has become a fundamental part of who I am	3.86	A/H
Because it is part of how I have chosen to live my life	3.86	A/H
Because this job is part of my life	3.77	A/H

Composite Mean	3.83	A/H
Overall Mean	3.83	A/H

Ryan & Deci (2000).

The data reveal that the four dimensions of extrinsic work motivation had a mean rating of 3.83, which is high, indicating that employees perform their tasks not for enjoyment but because of external pressures. Taking those dimensions singly, it appears that *external regulation* gained a composite mean of 3.75, which is considered high. Such a rating implies that the primary motivation for doing the job is to achieve external rewards (bonuses, praise, etc.) or to avoid punishment (Parker et al., 2021; Harde & Reeve, 2009). They work hard to avoid feeling incompetent or to gain pride. The second dimension is *introjected regulation*, which is also high (3.85). It indicates that the employees are motivated by internal pressures such as guilt, shame, anxiety, or the need to boost their ego rather than genuine enjoyment (Gajenderan et al., 2023; Uzun & Eydemir, 2019). The third dimension, regulation, received a high mean rating of 3.87 and indicates that they are motivated by a personal conviction that their work is important and valuable, and that it aligns with their own goals, even if the tasks themselves are not inherently enjoyable. This level of motivation suggests that employees have internalized the purpose of their tasks and exhibit a strong sense of volition, autonomy, and self-endorsement (Gagne et al., 2026; Gajenderan et al., 2023). The fourth dimension, integrated regulation, received a composite mean rating of 3.83, which remains high. It implies that the employees have fully internalized the value of their work, aligning external goals with their own core values, needs, and identity. This represents the most autonomous form of extrinsic motivation, in which employees act out of personal choice and commitment rather than external pressure (Gajenderan et al., 2023; Turner et al., 2022).

Problem 3: What is the innovative work behavior of the employees in terms of:

- a. *Opportunity exploration*
- b. *Idea generation*
- c. *Championing*
- d. *Application of new ideas.*

Table 3: Innovative work behavior

Indicator	Mean	DI
Opportunity exploration		
I pay attention to issues that are not part of my daily work	3.82	A/H
I wonder how things can be improved	4.09	A/H
Composite Mean	3.96	A/H
Idea Generation		
I search out new working methods, techniques, or instruments	4.15	A/H
I generate original solutions for problems	4.09	A/H
I find new approaches to executing tasks	4.14	A/H
Composite Mean	4.13	A/H
Championing		
I make important organizational members enthusiastic about innovative ideas	4.03	A/H

I attempt to convince people to support an innovative idea	4.03	A/H
Composite Mean	4.03	A/H
Application of new ideas		
I systematically introduce innovative ideas into work practices	4.06	A/H
I contribute to the implementation of new ideas	4.02	A/H
I put the effort into the development of new things	4.08	A/H
Composite Mean	4.05	A/H
Overall Mean	4.04	A/H

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

The data demonstrate that the employees' innovative work behavior had an overall mean rating of 4.04, which is high. Taken separately, opportunity exploration is rated at 3.96, which is high. High opportunity exploration means that employees are proactive individuals who continually seek new knowledge, experiment with new ideas, look for new possibilities to improve, and venture into the unknown (Parker et al., 2025; Stevenson et al., 1985). At the same time, the idea generation received a mean rating of 4.13, which is still high. Such a high rating demonstrates that employees are proactive, creative, and valuable assets who constantly contribute original ideas to improve work processes. They go beyond merely performing their assigned tasks and actively seek solutions to existing problems (Park et al., 2024; Gerlach & Brem, 2017). The third dimension of innovative work behavior is championing, which is also rated high (4.03). This indicates that employees are not only generating new ideas (creativity) but also actively and persistently promoting them, building coalitions to support the practical application of those ideas (Cerne et al., 2024; Srirahayu et al., 2023). Lastly, the application of new ideas gained a composite mean rating of 4.05, which is high. Such a rating indicates that employees are not only generating creative ideas but also successfully implementing them to improve work processes, products, or services. This is the culmination of the innovation process, focusing on transforming creative ideas into practical, tangible, and beneficial outcomes (Palazzeschi et al., 2018; Zhang et al., 2018).

Problem 4: Is there a relationship between work motivation and Innovative work behavior?

Table 4: Correlation

Work Motivation		Opportunity exploration	Idea generation	Championing	Application of new ideas	Overall innovative work behavior
Intrinsic motivation	Pearson	.133	.046	.058	.009	.078
	Correlation					
	Sig. (2-tailed)	.074	.542	.438	.904	.295
Extrinsic motivation	Pearson	.103	.098	-.002	-.005	.062
	Correlation					
	Sig. (2-tailed)	.168	.189	.974	.947	.407
	Pearson	.146*	.085	.037	.004	.087
	Correlation					

	Sig. (2-tailed)	.050	.254	.620	.962	.246
Overall work motivation						

*Correlation is significant at .05 level (2-tailed)

The Pearson correlation analysis shows that work motivation has no significant relationship with innovative work behavior (IWB). Intrinsic motivation has very weak correlations with opportunity exploration ($r = .133, p = .074$), idea generation ($r = .046, p = .542$), championing ($r = .058, p = .438$), application of new ideas ($r = .009, p = .904$), and overall IWB ($r = .078, p = .295$). Extrinsic motivation also shows negligible, non-significant correlations with all IWB dimensions, and overall work motivation shows similarly weak correlations, with only opportunity exploration approaching marginal significance ($r = .146, p = .050$).

From a theoretical perspective, motivation is the internal or external driving force that energizes employees to act toward achieving goals (Cherry, 2023; Scott, 1961). Intrinsic motivation reflects engagement in tasks for personal satisfaction, while extrinsic motivation reflects actions driven by external rewards (Ryan & Deci, 2000; Gagné & Deci, 2005). The lack of significant correlations suggests that, **despite** being motivated, employees may not necessarily engage in behaviors that generate, champion, or apply innovative ideas.

This aligns with research indicating that innovative work behavior is not solely driven by motivation, but is also influenced by organizational and environmental factors such as leadership, workplace learning, and job design (Zhang et al., 2021; Shah et al., 2022). Furthermore, innovative work behavior is purposive and goal-directed, requiring contextual support to translate motivation into action (de Spiegelaere et al., 2014; de Jong & Den Hartog, 2008).

In short, while motivation provides energy and willingness, other workplace conditions—like supportive leadership, learning opportunities, and resources—may play a stronger role in enabling employees to explore opportunities, generate ideas, and implement innovations. Motivation alone may not suffice to drive IWB.

Discussion

The findings revealed that DWCL employees' work motivation is high, as reflected in the mean ratings for intrinsic motivation (4.02) and extrinsic motivation (3.85). High intrinsic motivation indicates that employees enjoy their work, experience satisfaction, value autonomy, and pursue personal growth through challenges and learning opportunities. Intrinsically motivated employees are driven by personal interest, curiosity, and the desire to learn rather than solely by external rewards (Bandhu et al., 2024; Aljumah, 2023). Likewise, the high rating for extrinsic motivation (3.83) suggests that employees are influenced by external factors, including rewards, recognition, praise, punishment, and social status (Chen, 2022; Bandhu et al., 2024; Chinh et al., 2025). When intrinsic and extrinsic motivation are both high, they may create synergy that enhances productivity, performance, and satisfaction (Aljumah, 2023).

In terms of innovative work behavior (IWB), the overall mean rating was also high (4.04), including opportunity exploration (3.96), idea generation (4.13), championing (4.03), and application of new ideas (4.05). These findings imply that employees are actively engaged in the innovation process, from recognizing opportunities to implementing innovative ideas that benefit the organization (Srirahayu et al., 2023; Effendy & Sukmarani, 2021; Awang et al., 2018).

Despite high levels of work motivation and innovative work behavior, the correlation analysis revealed no significant relationship between them. This suggests that changes in employees' motivation levels do not necessarily correspond to changes in innovative behavior (Herbiyanti et al., 2024). Although work motivation is considered an important driver of innovation, its influence may depend on mediating and moderating factors within the work environment (Salanova et al., 2012; Gkontelos et al., 2025). Thus, highly motivated employees are not always more innovative, while less motivated employees are not necessarily less innovative (Herbiyanti et al., 2024; Karadeniz, 2021).

The findings further contribute to the discussion on the role of work motivation in innovative work behavior. While motivation may influence innovation in some contexts, other studies suggest that its effect depends on mediating and moderating variables, indicating that motivation alone does not automatically lead to innovation (Jameel et al., 2025; Encarnacion et al., 2025; Srirahayu et al., 2023). Innovative work behavior may instead be influenced by factors such as self-efficacy, technical competence, organizational demands, and external pressures.

Practically, the findings imply that fostering a motivated workforce alone is insufficient to stimulate innovation. Organizations must also address structural, procedural, and cognitive factors such as autonomy, resources, organizational support, and innovation self-efficacy to encourage creativity and innovation.

The study also acknowledges its limitations, as it was conducted at a single institution and involved only its employees. Therefore, the findings may be context-specific and cannot be generalized to other organizations or settings.

Conclusion

The study aimed to examine the effect of work motivation on innovative work behavior. The findings revealed that both work motivation and innovative work behavior were rated high. However, the correlation analysis showed no significant relationship between the independent and dependent variables. This suggests that variations in innovative work behavior are not necessarily attributable to work motivation alone but may instead be influenced by other organizational factors not included in the study. Therefore, the study hypothesis is rejected. The findings further suggest the need for future investigations that include additional variables as potential moderating factors to explain innovative work behavior better.

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