



The Role of Perceived Organizational Support in Enhancing Innovative Work Behavior among Vocational School Teachers

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ABSTRACT

This research investigates the connection between perceived organizational support (POS) and innovative work behavior (IWB) among teachers at SMK Negeri X in Surabaya. POS denotes educators' opinions of the school's appreciation for their contributions and concern for their personal and professional welfare, whereas creative work behavior encompasses the creation, promotion, and execution of novel ideas in pedagogy and learning. The research hypothesized a significant positive relationship between POS also innovative work behavior. The product moment correlation test was used in a quantitative correlational scheme. Participants were 72 teachers selected through purposive sampling. Data were gathered utilizing a POS scale derived from Rhoades and Eisenberger (2002) and a novel work behavior measure modified from De Jong&Den Hartog (2010). This finding revealed a substantial value below 0.001 and a correlation coefficient of 0.609, signifying a robust positive impact across the variables. These findings indicate that organizational support correlates with innovation.

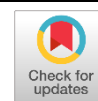
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INTRODUCTION

Schools, as formal educational institutions, serve as centers of learning and foster a culture of continuous learning through leadership, teacher collaboration, and educational resource management (Gouédard et al., 2023). The perspective of schools as knowledge-based institution emphasizes the importance of professional reflection and shared practices to improve teacher competency and the caliber of the instructional and educational process (Sierra-Huedo et al., 2023). Digital developments and curriculum changes increasingly demand the adoption of learning resources for instance school libraries also digital assessments to ensure learning remains relevant to industry needs (Rullyana et al., 2024). In this context, Vocational High Schools provide a crucial function in equipping graduates who are competitive in the workforce through strengthening technical skills, developing industry partnerships, and improving the quality of learning (Mariah et al., 2025).

Vocational high schools or most likely known as SMK are an ideal environment for examining the role of teachers as agents of innovation, as vocational demands require adaptive, creative learning that aligns with industry needs. Previous research has shown that vocational high school teachers with innovative work behaviors can create new pedagogical solutions, modify learning methods, and increase the relevance of classroom practices to workplace demands (Prasetyono et al., 2024). A supportive school environment, including a culture of knowledge sharing also organizational support, describes as vital aspects in promoting IWB among educators (Fongkanta & Buakanok, 2025). Therefore, the vocational high school context logically demands continuous innovation, making innovative work behavior relevant for study.

Innovative work behavior (IWB) denotes a person's competence in generating also implement new innovations in workplace, thereby improving quality of learning. Educators

exhibiting elevated inventive work behavior are generally more amenable to technology, able to find learning solutions, and contribute to curriculum development (Nadia & Kusmaryani, 2025). De Jong & Den Hartog (2010) elucidate that IWB comprises searching for opportunities, developing ideas, supporting those ideas, also translating them into action. This viewpoint is reinforced by Gkontelos et al. (2023), who show that teachers' innovative work behavior is relevant in improving learning effectiveness, adaptability, and innovation in teaching methods. Janssen (2000) asserts that innovative work behavior is a voluntary action aimed at generating and executing novel ideas to boost performance for individuals and the organization. In context of teachers, characteristics of proactivity, perseverance, the ability to face obstacles, and the courage to take risks are evident in how teachers modify teaching methods, design new activities, and overcome learning obstacles. Kleysen and Street (2001) emphasize that innovative work behavior encompasses the entire range of innovation activities from problem identification to solution implementation, thus demonstrating that innovative work behavior is not only creativity but also tangible, beneficial implementation.

Findings from initial interviews with the principal and three teachers provide an initial overview of the existence of organizational support that encourages innovation opportunities. The principal provides space for teachers to develop learning methods, provides trial facilities, and conducts regular evaluations. Teachers also feel they are given equal trust and opportunities to innovate. While demonstrating positive potential, these interviews also uncovered several challenges, such as reliance on individual capacity, administrative demands, and the need to adapt quickly to industry developments. These findings serve as a preliminary overview, indicating that organizational support is indeed available, but innovation still requires significant independent effort. Therefore, there is a need to analyze the degree to which perceived organizational support (POS) supports the development of the promotion of creative work behavior among vocational high school teachers.

In organizational psychology, POS describes employees' perceptions regarding the level at which the institutions acknowledge their input also looks after their welfare (Eisenberger et al., 1986). POS is important in the school context because it directly impacts teachers' motivation, sense of psychological safety, and willingness to try new approaches. Rhoades and Eisenberger (2002) underscored that POS generates emotional commitment and positive behaviors as a form of reciprocity. Kurtessis et al. (2017) asserted that POS is affected by organizational fairness, supervisory support, and policies that acknowledge employee needs. The three characteristics of POS – fairness, supervisor support, also organizational rewards and employment conditions – are pertinent for educators as they can foster risk-taking and the adoption of novel learning practices.

The linkage among POS and IWB is interesting to study because the two interact to encourage creativity and the implementation of new ideas. Organizational support increases teachers' courage to take risks, provides a sense of security, and facilitates the collaboration necessary in the innovation process (Margaretha et al., 2025). Previous studies such as Zia et al. (2024), Ergun et al. (2025), and Murtadha et al. (2025) have demonstrated the relevance of Perceived Organizational Support (POS) to Innovative Work Behavior (IWB), but most of these studies were conducted in non-educational sectors, used complex variables, or did not provide a specific focus on the role of POS in teacher innovation.

The professional environment of vocational high school teachers has unique characteristics, encompassing pedagogical, technical, and industrial demands, necessitating a deeper understanding of how organizational support influences teaching innovation. The limited study directly investigating the correlation between POS and IWB among vocational high school educators in Indonesia indicates an important research gap that needs to be filled. This study specifically positions POS as a predictor variable to provide a clearer, more focused, and a clearer understanding of how organizational support affects innovative work behavior among vocational high school teachers.

Based on this description, this research aims to examine the correlations between Perceived Organizational Support and Innovative Work Behavior in State Vocational High School Teachers.

METHOD

The study employed a quantitative methodology including a correlational design. This design was selected to explore the correlation between variable X, Perceived Organizational Support, and variable Y, Innovative Work Behavior. Employing a correlational design enables researchers to quantitatively assess hypotheses concerning the magnitude and direction of associations among variables.

The population of study consisted of all 72 state vocational high school teachers in Surabaya. Therefore, this research utilized a saturated sampling approach, where the sample comprised the whole population (Sugiyono, 2019). Furthermore, a separate instrument trial was conducted on 33 respondents not included in the main sample. This trial process was a step to ensure the quality of the instrument. The research was also conducted using a questionnaire facilitated by Google Forms and distributed to teachers at the school.

The research instrument consisted of two scales: the POS scale and the IWB scale, which were constructed utilizing 5 point Likert scale (Sugiyono, 2019). The scales were developed according to the theoretical framework of each construct, with a total of 54 initial items. The IWB scale refers to four aspects according to De Jong & Den Hartog (2010): idea exploration, idea generation, idea championing, also idea implementation, with 30 items. The POS scale was constructed based on the theory of Rhoades and Eisenberger (2002) with three aspects: fairness, supervisor support, also organizational rewards also job conditions, with 24 items. Each scale contains favorable and unfavorable items designed according to theoretical indicators.

The operational definitions in this study are formulated in a measurable manner. IWB is characterized by an person's deliberate efforts to identify, create, advocate for, and execute novel concepts within a professional environment. Perceived organizational support is characterized as employees' conviction that the organization acknowledges their efforts also is attentive to their welfare (Rhoades & Eisenberger, 2002). Both variables are described through observable behavioral indicators and measured through scale items.

Validity testing was conducted on 54 initial items using 33 trial respondents. Validity is a mechanism for evaluating the degree to which an item accurately measures the intended construct (Sugiyono, 2019). The test was carried out through comparison of the computed r value with the r -table value of 0.334 at a significance level of 0.05. An item is classified as valid when the computed r -value is positive and exceeds the critical r -value from the table. The test results showed that most items on both scales had r -value between 0.5 and 0.8 with a significance below 0.001, which means the linkage between the item as well as the overall score being statistically significant. Based on these results, a number of items that did not meet the validity criteria were eliminated.

Cronbach's Alpha was used to examine reliability based on 33 trial participants, and the instrument was deemed reliable when the alpha coefficient surpassed 0.6 (Sugiyono, 2019). The test findings indicated that the Cronbach's Alpha value for the scale of IWB was 0.947 and for the scale of perceived organizational support was 0.962, indicating that both instruments have very high internal consistency. Items that did not contribute optimally were removed, and the final number of items used is explained in the research findings section.

The analysis utilizing the Pearson ProductMoment correlation to measure the linear association between variables. Prior to hypothesis testing, assumption tests were performed, including a normality assessment using the Kolmogorov-Smirnov test and a linearity evaluation utilizing ANOVA, which examined linearity and deviation from linearity. In the normality test, data is deemed normal if the p -value exceeds 0.05 (Sugiyono, 2019). In linearity test, data is considered linear if the linearity value is significant ($p < 0.05$) also the deviation from linearity value is insignificant ($p > 0.05$) (Sugiyono, 2019).

FINDINGS AND DISCUSSION

Findings' Descriptive Statistics

Pearson product-moment correlation analysis is applicable when the data satisfies the requirements of normal distribution and linearity. Therefore, before conducting a hypothesis test, normality and linearity tests were first performed. The data obtained from the research were then processed using descriptive statistics. The findings obtained from this analysis are summarized in the following table:

Table 1. Result of Descriptive Statistics

Statistics		Gender	Age	Marital Status	Teacher Tenure
N	Valid	72	72	72	72
	Missing	0	0	0	0
Mean		1.35	4.04	1.97	3.46
Std. Error of Mean		.057	.209	.034	.086
Median		1.00	4.00	2.00	4.00
Mode		1	4	2	4
Std. Deviation		.479	1.772	.289	.730
Variance		.230	3.139	.084	.533
Range		1	6	2	2
Minimum		1	1	1	2
Maximum		2	7	3	4
Sum		97	291	142	249

According to descriptive statistical data collected from research participants, most teachers in this study, amounting to 72 respondents, were male who were categorized as 1, with details of 65.3%, while females represented by 2 in categories numbered 34.7%. This is seen from the mean value of 1.35, with a median and mode each of 1, indicating that the male category was the most dominant group. The standard deviation of 0.479 indicates a relatively low variation in gender distribution.

The age of teachers involved in this research ranged from 25 to 59 years. The largest age group was 40–44 years old at 22.2%, followed by 45–49 years old at 13.9% and 30–34 years old at 18.1%. The mean value of 4.04 and median of 4 indicate that most respondents were in the middle age category. The standard deviation of 1.772 indicates a fairly large age variation among respondents.

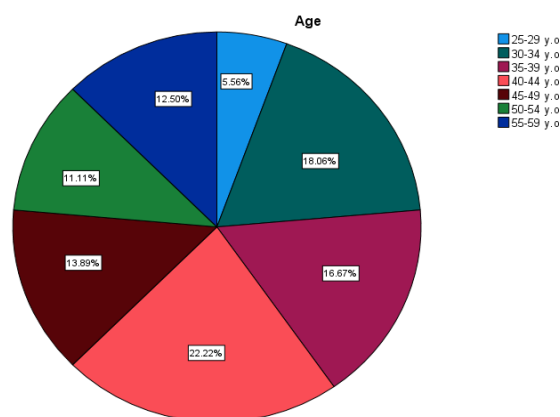


Figure 1. Pie Chart of Age Distribution

The marital status of respondents was dominated by married teachers, amounting to 91.7%. Only 5.6% of respondents were unmarried, while 2.8% were divorced or deceased. The mean value of 1.97, with a median and mode of 2, indicates that the married category is the most dominant group. With a standard deviation of 0.289, it can be inferred that the differences in the marital status of the people who answered were not very big.

Teacher tenure indicates that most respondents had tenure of more than five years, at 59.7%. Teachers with tenure of three to five years accounted for 26.4%, while teachers with tenure of one to three years accounted for 13.9%. The mean of 3.46 and median of 4 indicate that respondents' tenure generally tended to be long. The standard deviation of 0.730 indicates moderate variation in tenure.

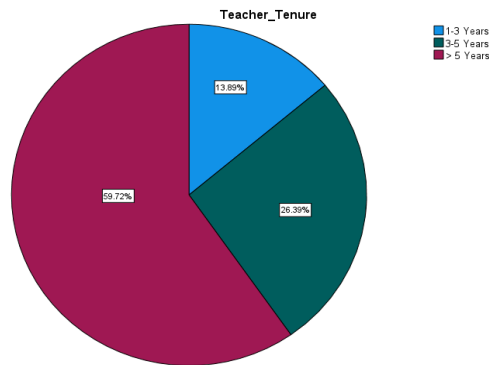


Figure 2. Pie Chart of Teacher Tenure Distribution

The data indicates that the demographic characteristics reveal that the research sample was predominantly comprised of male teachers, middle-aged adults, primarily married, and possessed considerable work experience.

Findings' Data Analysis

Assumption Test

Normality Test

One of the requirements for doing a correlation analysis is that the normality test must be passed. A p-value above 0.05 indicates that the data are normally distributed, whereas a p-value below 0.05 indicates non-normal distribution (Sugiyono, 2019). This study employed the Kolmogorov-Smirnov method for the normality test, utilizing SPSS software version 27.0 for Windows.

Table 2. Result of Normality Test

Tests of Normality			
	Kolmogorov-Smirnov ^a		
	Statistic	df	Sig.
IWB	.097	72	.091
POS	.103	72	.058

This test was performed utilizing the Kolmogorov-Smirnov method due to the sample size of 72 respondents in the primary study, exceeding the 50 respondent limit recommended for using this method. The test results indicated that both variables, innovative work behavior (IWB) and perceived organizational support (POS), had significance values over 0.05. The innovative work behavior variable had a significance value of 0.091, whilst the perceived organizational support variable demonstrated a value of 0.058. Both results above the alpha threshold, indicating that the data distribution for both variables was normal.

Linearity Test

Linearity testing is carried out to identify the presence of a linear association between two variables: POS and IWB. This test can be determined through two indicators: the linearity value and the deviation from linearity, which are listed in the linearity test results table (Sugiyono, 2019). In this research, the SPSS application program version 27.0 for Windows was also used to complete the linearity test.

Table 3. Result of Linearity Test

ANOVA Table			
	F	F Table	Sig.
IWB * POS	1.275	1.745	.233

To make sure that the link between perce POS and IWB is linear, a linearity test is utilized. The critical factor is the significance value of the divergence from linearity, which must exceed 0.05. The outcomes of the test demonstrated that the deviation from linearity has a significance value of 0.233, thus fulfilling the linearity requirement and indicating that there was no deviation from the linear relationship pattern. The second requirement to declare a linear relationship is the comparison between the computed F value with the F table value. In this study, the F table-value was 1.275, while the calculated F was 1.745. The condition where the computed F exceeded the tabulated F signifies that the relational model between variables remained within acceptable linear boundaries.

Hypothesis Test



The author did hypothesis testing to find out how perceived organizational support (POS), the independent variable, also innovative work behavior, the dependent variable, were related. In this study, the hypothesis test used a simple correlation analysis with the product moment method, which was processed using the SPSS application version 27.0 for Windows. The results of product moment analysis can be categorized into several levels of relationship, namely very low, low, sufficient, strong, and very strong as stated by Sugiyono (2019). The degree of the relationship indicates the extent of the linkage between the independent and dependent variables in this research. The association between the two variables is considered statistically significant when the p-value is under 0.05 (<0.05). Alternatively, when the significance value is higher than 0.05 (>0.05), the linkage between the two variables is regarded as insignificant.

This study posits a correlation between POS and IWB among educators. The outcomes of the hypothesis test employing product-moment correlation analysis are detailed below:

Table 4. Result of Hypothesis Test

Correlations			
		IWB	POS
IWB	Pearson Correlation	1	.609**
	Sig. (2-tailed)		.000
	N	72	72
POS	Pearson Correlation	.609**	1
	Sig. (2-tailed)	.000	
	N	72	72

Table 5. Relationship Levels according to Sugiyono (2019)

Coefficient Interval	Relationship Level
0,00 - 0,199	Very Weak
0,20 - 0,399	Weak
0,40 - 0,599	Moderate
0,60 - 0,799	Strong
0,80 - 1,000	Very Strong

This study employed the Pearson Product Moment correlation method for hypothesis testing to ascertain the association between POS and IWB. Statistical significance of an association is established when the pvalue is under 0.05. The analysis reveals that the significance value is at <0.001 with a correlation coefficient of 0.609. Consequently, H_0 is rejected and H_1 is approved, thus concluding a significant association between the POS and IWB. Based on the correlation strength category according to Sugiyono (2019), the value of 0.609 is within the range indicative of a robust positive connection, as illustrated in the fifth table.

Discussion

The study's findings reveal a substantial and robust correlation between perceived organizational support (POS) and innovative work behavior (IWB) in teachers, with a correlation coefficient of 0.609. This finding is theoretically in accordance with the basic concept of POS (Eisenberger et al., 1986), which posits that when individuals perceive themselves as valued, cared for, and supported by the company, they are motivated to exert additional efforts, including engaging in IWB. Thus, a strength of this relationship is consistent with the assumption that organizational support is one of the psychological conditions that facilitate the emergence of innovation in the teacher work environment.

In the context of state vocational high school teachers, perceived support from the school, such as performance appreciation, professional development opportunities, and adequate facilities, creates a sense of security and heightened competence. These conditions directly support the emergence of IWB, including the use of alternative learning methods, the development of new teaching media, or the implementation of creative classroom strategies.

Field findings, such as teachers experimenting with interactive digital media or developing project-based learning approaches, indicate that innovation emerges primarily when teachers perceive their work environment as providing space for experimentation.

In line with these findings, teachers' innovative work behavior may be comprehended through four fundamental processes according to De Jong & Den Hartog (2010) for instance opportunity exploration, idea production, concept promotion, also idea implementation. In this study, indications of innovative work behavior were seen in teachers who were able to identify students' learning needs, generate new ideas related to teaching methods, communicate these ideas to colleagues or leaders, and implement them in the classroom. What is relevant to the discussion is that all of these processes are more probable when educators see support and acknowledgment by the organization, rather than because of the definition of each dimension itself. Thus, perceived organizational support acts as a condition that strengthens the sustainability of these four stages of innovation.

The notion of POS reinforces this association by highlighting three essential components: equity, managerial assistance, and incentives and work environment. These three aspects are interrelated with teachers' intrinsic motivation. When teachers perceive fairness in the appraisal system, support from the principal, and conducive working conditions, they are more confident and willing to try new ideas. This means that the theory's relevance in the context of this study lies not in its description of its dimensions, but rather in how they explain the psychological mechanisms that drive innovation. This finding aligns with the established trend of prior studies indicating that POS significantly predicts IWB. Several studies, such as Ayuni and Etikariena (2020), Putri and Izzati (2022), Al-Taei and Khattak (2024), and Sastro et al. (2023), show the same direction of the relationship, although the contexts vary. Overall, these studies conclude that organizational support increases psychological safety, motivation, and individual readiness to create and implement new ideas.

In addition to theoretical factors, the strength of the 0.609 relationship can also be explained by the work context of state vocational school teachers. State school environments generally have a more formal organizational structure, a strict assessment system, and certain limitations in learning facilities. Differing views of organizational support may affect instructors' sense of autonomy to innovate. This may explain why the relationship found is categorized as strong rather than very strong. Organizational support plays a significant role, but structural factors and the school's work culture also contribute to limiting or strengthening IWB.

Furthermore, innovative work behavior in other studies has also been influenced by factors such as work engagement, affective commitment, HR practices, and intrinsic motivation. Research by Thurlings et al. (2015), for example, showed that teachers' innovation is formed through a confluence of individual, demographic, also organizational factors. This indicates that although perceived organizational support is an important factor, other variables were not investigated in this reserach that may contribute growth of teachers' IWB.

The outcomes of this investigation offer an important contribution to the literature, demonstrating that organizational support significantly affects IWB among teachers. These findings strengthen empirical evidence that a supportive work environment is a prerequisite for educational innovation. By understanding these mechanisms, schools can design more effective managerial strategies to foster teacher creativity and enhance the educational standards of public vocational institutions.

CONCLUSIONS

The findings reveal a substantial and positive relationship between perceived organizational support and innovative work behavior among vocational high school teachers. The moderately substantial association suggests that instructors' perceptions of organizational support significantly influence their efforts to discover, create, and implement innovative ideas in learning. This finding strengthens the theory that organizational support can create a sense of psychological safety and reciprocal commitment, as explained in social exchange

theory, which ultimately relates to an increased tendency for teachers to innovate. Practically, these findings emphasize that teacher management in vocational high schools needs to pay attention to structural and interpersonal support, such as institutional justice and principal support, as both have the potential to strengthen a culture of innovation in vocational education environments. However, this research has limitations, notably the limited size of the sample also a research setting confined to a single school, so the findings cannot be broadly generalized. Furthermore, the correlational research design does not allow for causal conclusions. For additional research, it is advisable to incorporate larger and more diverse samples, consider the use of longitudinal designs or causal models, and incorporate mediator or moderator variables including psychological safety, work engagement, or empowerment to achieve a deeper understanding of the correlations between organizational support and innovative work behavior among teachers.

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