



Research Paper

The relationship between self-management strategies with innovative behaviors in teaching of teachers working in non-profit schools

Reza godarzi

Assistant Professor, Department of Educational Management, Yadegar-e Imam Khomeini (RAH) Shahre Rey Branch, Islamic Azad University, Tehran, Iran

Receive: 26 september 2024
Revise: 17 November 2024
Accept: 10 November 2024
Published online:
20 December 2024

Abstract

The purpose of the present study was to investigate the relationship between self-management strategies and innovative behaviors in teaching of teachers working in non-profit schools. The research method was descriptive-correlation. The statistical population of the study consisted of 177 teachers working in non-profit schools in Khoy city. 121 people were selected as a statistical sample by simple random sampling. The data collection tools were standard self-management questionnaires (Feround & Baltz, 1992) and innovative behaviors in teaching (Johnson, 2014). To measure the validity of the research tool, face and content validity were used, and to measure the reliability of the research tool, Cronbach's alpha coefficient was used. Descriptive and inferential statistics were used to analyze the data using SPSS statistical software. The research findings showed that there was a significant relationship between self-management strategies and all its dimensions with innovative behaviors. There is a positive and significant relationship between innovative behavior in teachers' teaching. The results of the study showed that the selective strategy component had the highest and the optimization component the lowest relationship with innovative behavior.

Keywords:

Self-management strategies,
innovative behavior in
teaching,
selective strategy,
optimization.

Please cite this article as (APA) Godarzi, R. (2024). The relationship between self-management strategies with innovative behaviors in teaching of teachers working in non-profit schools. *Journal of human resource management perspective*, 1(2), 178-190.

Sponsored by: Institute of Samamos Publications	https://www.doi.org/10.22034/jphrm.2024.496213.1017	
Corresponding Author: Reza godarzi	https://orcid.org/0009-0004-3920-3451	
Email: Reza.godarzi@iausr.ac.ir	Creative Commons: CC BY 4.0	



Extended Abstract

Introduction

With the increasing advancement of knowledge and technology and the widespread flow of information, in today's world, new ideas and methods are rapidly replacing old methods, and change and evolution have become commonplace (Liu et al, 2022). With the development of science and technology, the global community is rapidly changing and innovating. Human resources, to a significant extent, enable the improvement of the innovative behavior of organizations (Jamshidi et al, 2020). The innovative behavior of teachers in the workplace is the main basis for improving the performance of the education system; This issue is especially important in elementary education because education in this period is the developmental part of students' cognitive, biological, and social development. By transferring beliefs, ethics, customs, norms, values, and skills to the new generation and providing a suitable environment for the growth of students' talents and potential capabilities, it helps to flourish their talents and increase their academic performance (Kwon & Kim, 2020). Innovative behavior of teachers in the school environment is a complex behavior, and accordingly, it can be said that innovation is a multi-stage process, after which the individual must first understand the problem for which he must present ideas and solutions, and then do something to improve and prove these ideas and introduce a model or example for the practical application of his ideas in schools or part of it. Teachers must provide the necessary resources, such as materials and information required to carry out creative behaviors, to create an innovative organizational climate (Bahmanyar, 2022).

Self-management in various areas of life is a process that includes determining the appropriate goal according to the available internal and external resources, action and reflection. Foresight, goal setting and planning are strategies for desirable management. In pursuit of this goal setting, the individual takes purposeful actions and seeks to find appropriate tools and capital (Eskandari, 2020). Self-management is a process in which individuals manage and control their behavior and individuals are responsible for their own decision-making. In the absence of any external control, they make decisions that are more desirable and desirable and lead to the achievement of goals and improved performance (Zhu & Doo, 2022).

In view of the above, the main question of the research in question is whether there is a significant relationship between self-management strategies and innovative behaviors in teaching of teachers working in non-profit schools in Khoy County?

Theoretical framework

Innovative Behavior:

One of the main components of organizational innovation is individual innovation or innovative behavior. Innovation is not a single and unique activity, the innovative behavior of individuals is determined, at least to some extent, in interactions with others. In a work and business environment, employees are dependent and rely on their leaders to obtain the information, resources and support necessary for innovation and initiative (van Beest et al, 2022). However, individual innovation and creativity can also be useful and fruitful for the organization. By participating in innovative behaviors, employees create, implement, respond and modify perspectives that would otherwise not be created (Padilha et al, 2019).

Self-management:

Self-management does not seek to change attitudes and personalities, but rather wants to control behavior and make changes in it if necessary; in other words, self-management stems from social cognition (van Dongen et al, 2020).

Self-management can be defined and explained in two areas:



-Behavioral sciences: Self-management is the recognition and development of positive psychological dimensions and traits, and the recognition and elimination of negative psychological dimensions and traits of individuals.

-Management sciences: Self-management is the correct identification of abilities and capabilities and the effort to develop and flourish them. Another definition states that self-management is a technique that helps a system to automatically control and direct itself (Beheshti, 2016).

(van Beest et al, 2022) In a study conducted on teachers in Tunisian public schools, they examined the successful implementation of educational innovations based on teachers' self-management and concluded that there is a positive and significant relationship between teachers' self-management and the emergence of innovative educational behaviors. (Padilha et al, 2019) In their study, they measured innovation in nursing education with the predictive role of self-management and concluded that there is a significant relationship between self-management and innovation in teachers' teaching.

Research Methodology

The present study is descriptive-correlational in nature and applied in purpose. The statistical population of the study consisted of 177 teachers working in non-profit schools in Khoy city. The sample size of the study was estimated based on the Krejci and Morgan 121 table. The simple random sampling method was used. The data collection tools were standard self-management questionnaires (Feround & Baltz, 1992) and innovative behaviors in teaching (Johnson, 2014). To assess the validity of the research tools, face and content validity were used, and to assess the reliability of the research tools, Cronbach's alpha coefficient test was used. Data analysis was performed at two levels of descriptive and inferential statistics using the SPSS statistical software.

Research Findings

Descriptive statistical results showed that 37% (45) of the teachers were male and 63% (76) of the teachers were female. 24% (29) were in the age range (20-30 years), 52% (63) were in the age range (31-40 years), 13% (16) were in the age range (41-50 years), and 11% (13) were in the age range (6-51 years). 78% (95) had a bachelor's degree, and 22% (26) had a master's degree. 49% (60 people) had less than 10 years of work experience, 38% (46 people) had work experience (11-20 years) and 13% (15 people) had more than 20 years of work experience. The highest average of the variable components of self-management strategies related to the selective strategy component with a mean of 14.17 with a standard deviation of 1.05, the lowest average of the variable components of self-management strategies related to the compensation strategy component with a mean of 14.05 with a standard deviation of 1.10, the average of the variable of innovative behaviors was 46.67 with a standard deviation of 3.21.

Conclusion

The results of the first hypothesis test showed that there is a significant relationship between the selected strategy and innovative teaching behavior of teachers.

The result of the first hypothesis test is that teachers in this style believe that they choose the best option to improve student performance. They explain the short-term educational goals clearly to students and in this regard, they try to provide constructive and innovative ideas and manage the classroom in such a way as to implement the best choice in teaching students. The results of the second hypothesis test showed that there is a significant relationship between the loss-based strategy and innovative behavior in teachers' teaching. The result of the second



hypothesis test is that teachers who make a special effort to achieve their educational goals but relatively achieve these goals will try to focus on small educational goals such as improving the academic performance of students in the classroom and providing feedback to them. Such teachers will have a high motivation to achieve these educational goals and will always show a desirable potential to improve their job performance. The results of the third hypothesis test showed that there is a relationship between the optimization strategy and innovative behavior in teachers' teaching. There is a significant difference. The result of the third hypothesis test is explained as follows: the optimization process in educational activities includes investing in educational methods and presenting original ideas in the classroom. This tool is based on the principle that in order to achieve a desired result, educational ideas must be refined and the methods of achieving them must be done correctly, which requires the presence of creative teachers. The results of the fourth hypothesis test showed that there is a significant relationship between the compensation strategy and innovative behavior in teaching by teachers. The result of the fourth hypothesis test is explained as follows: Compensation refers to the use of alternative tools to maintain a certain level of performance when specific educational tools are not available in accordance with the set goals. The self-management strategy model from the compensation dimension shows that teachers do not reduce their performance in the event of temporary or permanent loss of educational tools. The results of this hypothesis are consistent with and supported by the findings of (Shahiri, 2022) and (van Beest et al, 2022). They acknowledged in their research that self-management skills have a positive and significant effect on behavioral ambidexterity, job involvement, and innovative behavior of employees.

Based on the results of the research, it is suggested that by cultivating and promoting professional competencies in teachers, who are in a way the pioneers of change, innovation, prosperity, and sustainable development in every country, it is suggested that their innovative behaviors be strengthened. It is suggested that by cultivating and promoting teachers' job self-efficacy, their innovative behaviors be strengthened. It is also possible to provide the context and opportunity for teachers to continue their education to acquire professional skills, improve their scientific, skill, attitudinal, and spiritual skills, as well as activate professional discussions in the school environment and give importance to the professional activities of educational groups to exchange experiences, opinions, and professional suggestions among teachers, thereby strengthening their job self-efficacy and, as a result, their innovative behavior.