

**MODERATING ROLE OF JOB AUTONOMY IN THE RELATIONSHIP BETWEEN
WORK PASSION AND EMPLOYEE INNOVATIVE BEHAVIOUR AMONG NURSES**

**OFFIAH, ADAEZE DELPHINE
GOU/U22/PSY/183**

**DEPARTMENT OF SOCIOLOGY/PSYCHOLOGY
FACULTY OF MANAGEMENT AND SOCIAL SCIENCES
GODFREY OKOYE UNIVERSITY**

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TITLE PAGE

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BY

**OFFIAH, ADAEZE DELPHINE
GOU/U22/PSY/183**

**A PROJECT SUBMITTED TO THE DEPARTMENT OF SOCIOLOGY/PSYCHOLOGY,
FACULTY OF MANAGEMENT AND SOCIAL SCIENCES, GODFREY OKOYE
UNIVERSITY, ENUGU**

**IN PARTIAL FULFILMENT OF THE REQUIREMENT FOR THE AWARD OF
BACHELOR OF SCIENCE (B.Sc) HONOURS IN PSYCHOLOGY**

SUPERVISOR: SR. DR. VERONICA IRRIGWE

JULY, 2026

CERTIFICATION

I certify that this project was carried out and duly completed by Offiah, Adaeze Delphine, GOU/U22/PSY/183 in the department of Sociology/Psychology, Faculty of Management and Social Sciences, Godfrey Okoye University, Enugu under the supervision of Sr. Dr. Veronica Irrigwe as a requirement for the award of Bachelor of Science (B.Sc) honours in Psychology

OFFIAH, ADAEZE DELPHINE
GOU/U22/PSY/183

DATE

APPROVAL PAGE

This project has been approved as having met the requirement of Bachelor of Science degree (B.Sc) in Psychology, in the Department of Sociology/Psychology, Faculty of Management and Social Sciences, Godfrey Okoye University, Enugu State.

SR. DR. VERONICA IRRIGWE

DATE

DR. JOSEPH AIGBIREMHON
HEAD OF DEPARTMENT

DATE

EXTERNAL EXAMINER

DATE

DEDICATION

This research work is dedicated to all the nurses whose passion and job autonomy influence their innovation in their workplace.

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Firstly, I would like to thank God Almighty for his unwavering love, strength and guidance throughout this journey, in the absence of which I would have lacked the courage and strength to carry on when faced with difficulties.

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ABSTRACT

The research examined the moderating effect of job autonomy in the relationship between work passion and employee innovative behaviour among nurses employed at the International Organization for Migration (IOM), Lagos, Nigeria. One hundred and forty (140) nurses were purposively sampled from the organization. Fifty-one of the participants were male and eighty-nine were female. Data were collected using three scales: the Work Passion Scale (Chen et al., 2019), the Job Autonomy Scale (Van Veldhoven & Meijman, 1994), and the Employee Innovative Behaviour Scale (Scott & Bruce, 1994). A correlational research design was adopted for the study. The data collected from participants were analyzed using the PROCESS macro for SPSS. The results revealed that work passion significantly predicted employee innovative behaviour ($B = 0.82$, $p = 0.02$); job autonomy also significantly predicted employee innovative behaviour ($B = 1.17$, $p = 0.009$). However, job autonomy did not significantly moderate the relationship between work passion and employee innovative behaviour ($B = -0.17$, $p = 0.23$). These findings suggest that employees with stronger work passion are more likely to engage in innovative behaviour regardless of their level of job autonomy. The limitations of the study and recommendations for future research were also presented.

CHAPTER ONE

Background to the Study

In an increasingly competitive market, organizations are continuously striving to attain innovation so they can stay significant, reach long-term stability, and also to improve overall importance. Innovation usually empowers organizations to make themselves unique among competitors, improve efficiency and respond appropriately to dynamic market conditions (Organization for Economic Co-operation and Development [OECD], 2021). When it comes to steering innovations, employees have that ability, as they have a direct association with daily work activities, they discover problems and come up with new ideas that would improve products, services or processes (Anderson et al., 2020). In as much as, all employees are supposed to assist in organizational innovation, there is still noticeable differences to the degree which individuals participate in innovative behaviour, emphasizing the importance of individual and surrounding factors (Bos-Nehles et al., 2017).

Nowadays, organizations operate in environments with continuous change, intense competition and increasing uncertainty. In recent times, there has been an urge for businesses to evolve very quickly in response to technological growth, dynamic consumer expectation and digital transformation. These development and changes have given the need for innovation to be a progressive and ongoing necessity, instead of an occasional activity (Nambisan et al., 2017). It is no longer expected of employees to perform only assigned tasks, as they are also expected to contribute ideas, discover and generate new strategies. Challenging already existing processes that would improve organizational results and outcomes is also expected of employees. Due to this growing expectation, there has become an increased need for understanding psychological and environmental factors that encourage employees to engage in innovative behaviour.

Innovation can come in many forms within organizations; there is product innovation, process innovation, and administrative innovation, among others. The term product innovation refers to the development and execution of new and improved products that meet customers' needs and offer a sustainable competitive edge. Incremental innovation means making small and gradual developments to products, while radical innovation involves generating completely new products (Singh, 2024). The presence of employees is crucial for all these varieties of innovation, as their suggestions and attitudes immediately affect how innovation arises and is maintained in organizations (Anderson et al., 2020).

Apart from all these types of innovation, employee innovativeness is always considered as an evolutionary psychological and behavioral process which includes idea creation, idea promotion, and idea implementation. Innovation starts from the time employees realize the shortcomings and areas that require improvements, and then come up with solutions for those shortcomings. This process continues as employees try to seek support from their organizations, aim to convince colleagues and supervisors of the value of their ideas and then finally engage in actions directed at implementing those ideas. This explanation underlines the fact that innovation does not just stop at creative thoughts; rather, it involves a continuous effort and motivation, that will help in implementing these ideas into meaningful outcomes (Amabile & Pratt, 2016).

In knowledge-driven economies, organizations are gradually recognizing employees to be important assets in strategizing innovation. Modern organizations depend on the ability of employees' ability to think critically, adapt quickly, and suggest new methods that will yield increased performance and sustainability (OECD, 2021). This growing dependence on employee-driven innovation has greatly increased the psychological inquiry which would help determine the factors that increase or reduce the motivation in employees. In such settings,

innovation is seen as an important factor necessary for survival, adaptability and long-term competitiveness (OECD, 2018).

Organizational learning and building of capability could be enhanced by the process of innovation. Employees who continuously engage in creative thinking and problem solving help in the gradual accumulation of organization's knowledge by; fostering resilience, enabling organizations to withstand dynamic market and external shocks (Mohammad et al., 2024). It also enables organizations to have strategic flexibility; which in turn helps in building a foundation that helps improve the overall growth of the organization.

Work passion is one of the main influences of employee innovative behaviour. Work passion is defined as intense liking one has for their work; it shows the degree of eagerness, dedication, internal drive employees experience in their work. Employees who think their work is significant, fascinating, and also consistent with their personal interests, are more likely to direct their efforts towards creativity, including incremental and radical creativity, all of which are important elements of innovation (Yang et al., 2025). Alternatively, employees who lack the zeal or internal drive may only focus on their daily routine tasks, which might then lead to minimal or no contribution to innovation in the organization. It is more than just temporary excitement; it is a phenomenon that occurs when there is a strong and sustained emotional connection between employees and their various roles at work. Having deep passion for work would help the employees feel mentally motivated, emotionally committed and personally fulfilled. Due to this emotional involvement, there is increased creativity, persistence and an increased willingness to delve into new and better methods of working. Passionate employees tend to become deeply involved in their tasks, seek and create opportunities for improvement. They also display keen and intellectual interest when they are faced with challenges at work. With time, these

behaviours, which are positive, would then lead to the development and application of innovative ideas. Empirical evidence reveals that harmonious passion increases employee creativity, which in turn, increases overall innovation in the workplace (Liu et al., 2019).

Psychological approach to work passion is illustrated by what is referred to as the Dualistic Mode of Passion, which was postulated by Vallerand et al. (2015). This research identifies the two forms of passions, which include Harmonious passion and Obsessive passion. Harmonious passion means engaging freely in the activities that one enjoys doing since he/she views them as important. Harmonious passion is linked to psychological well-being, good adaptability and sustained motivation. All these are factors necessary for employee innovative behaviour. Employees that experience harmonious passion are more likely to explore alternative solutions and also withstand the difficulty in the creative process.

Alternatively, employees who experience obsessive passion engage in those activities not because they enjoy them or see them as significant, but because they have to; they have very little to no degree of freedom. Obsessive passion leads to emotional exhaustion, burnout and stress. It is important to understand these two types of passion, in order to; know that not all types of passion yield positive and productive results. In organizational settings, harmonious passion can be developed through good job design, good leadership, and good organizational culture. Supportive leadership and organizational support help in strengthening the internal conditions important for the continuous innovation of employees. Insofar as the passion for work stimulates innovation, the level of innovative behavior exhibited by the employees is directly linked to the freedom they enjoy while performing their work responsibilities.

Job autonomy is defined as the ability or freedom employees have in planning, making judgments, implementing and making decisions about their work. Employees who possess

greater job independence often exhibit greater confidence in testing ideas, suggesting novel solutions, and taking calculated risks, which are necessary for innovation (Deci et al., 2017; Parker et al., 2017). On the other hand, lack of autonomy often restricts innovation as the workers may feel restricted by the existing structure or regulations, which decreases the likelihood of innovation. The research demonstrates that autonomy in the job positively impacts the association between motivation and innovation because the workers become able to implement their ideas. (Dysvik et al., 2018).

Job autonomy's effect on the innovative behavior of employees can be studied through the application of Job Characteristics Theory. This theory focuses on job autonomy being an important psychological factor in motivating people internally. As people become autonomous at their workplace, they generate desire within themselves and a greater sense of responsibility towards their work and hence become more persistent and creative in their performance (Parker et al., 2017). When there is autonomy, employees have a better sense of control, which enables them to explore alternative solutions without being driven by any fear. Having this sense of empowerment is necessary because, the process of innovation involves being able to take calculated risks and engage in trial and error learning, which will help in exploring novel ideas and implementing these ideas.

Job autonomy also serves as a source of psychological strength that builds employee confidence and improves self-efficacy (Main et al., 2018). Job autonomy usually enables employees to have ownership and control over their work processes (van Dorssen-Boog et al., 2020). Because of this developed sense of ownership, employees are motivated to initiate creative approaches, test different solutions, and also introduce strategic problem-solving activities. In contrast, organizations that have excessive management and strict supervision usually enforce obedience

instead of encouraging creativity, which makes employees direct their focus on avoiding mistakes rather than innovation (Wang et al., 2021). This restriction reduces employees' creative ability and reduces their willingness to even want to engage in innovative activities (Mehmood et al., 2024). In the long run, these factors limit organization's growth and adaptability, specifically in places where leaders fail to nurture innovation (Wechtler & Suseno, 2025).

Within the Nigerian organizational environment, employee innovative behaviour is usually affected by cultural, structural, and economic factors. Nigerian workplaces usually operate within relative hierarchical system, which entails emphasis on authority, obedience, and respect for seniors in the workplace. Although, the use of this system may promote decorum and organization's order; in the long run, it suppresses employees' desire to suggest new ideas, limits creativity, and discourages independent decision-making. Employees become uncomfortable and unwilling to speak up and give their own opinions, even on important matters (Ezeaku et al., 2024). With time, this lack of communication slows down the organization's learning and growth. Thus, innovation in Nigeria should not be seen as only a technical or procedural issue; it is influenced by deeper psychological, cultural, and socio-economic factors, which affect how employees act, think, and relate with their work environment (Stanley Ejike Ibeku & Williams Ezinwa Nwagwu, 2024). Despite these difficulties faced by Nigerian employees, they are known for their tenacity, flexibility, and high entrepreneurial spirit. These strengths should be focused on by creating policies and practices in the organization that would empower employees and improve innovative participation.

These situational factors show that there is a significant difference in the Nigerian context when it comes to the relationship among work passion, job autonomy, and innovative behaviour, which justifies the need for Nigerian-focused research.

Most studies have also placed their focus on the Western context, which may not fully represent the dynamics of innovation in Nigerian organizations, where hierarchical structures, social norms, and limited resources can affect employee behaviour. Hence, even zealous employees may be reluctant to participate in innovative behaviour because of concern over critique, penalty, or the absence of leadership assistance. Insight into how job autonomy and work passion relate to innovative behaviour can offer useful understandings for managers pursuing to promote creativity, improve employee involvement, and uphold a market advantage.

Regardless of the identified importance of innovation, some organizations still battle with low levels of employee innovative behaviour. Some employees exhibit zeal for their work, but they lack the autonomy necessary to translate their passion into innovative results. In other cases, employees have the autonomy but lack the intrinsic passion essential to maximize such freedom. This disconnect shows that innovation does not rely on one factor, but depends mainly on the relationship between personal and work-related components.

This research, therefore, seeks to explore the effect of work passion as a predictor of employee innovative behavior, specifically with particular focus on the moderating effect of job autonomy. Through this, this research will seek to offer not only theory but also practice by suggesting practical solutions to foster innovation among employees.

Statement of the Problem

Innovation sets different work organizations apart from themselves; it makes them to be different from their competitors. International Organizations such as the International Organization for Migration (IOM) function in complex and constantly changing settings that need continuous improvements in their service delivery and problem solving. In such organizations, employee

innovative behaviour is necessary, as it will improve working systems, address challenges, and contribute to overall achievement of the organizational goals.

Despite the importance of innovation, some nurses still limit themselves to routine tasks, and they also refrain from exploring other methods of dispensing their work, thus not significantly engaging in innovative behaviour.

This challenge is often seen to be influenced by both personal and organizational factors. It is either nurses lack work passion, which will inherently reduce their willingness to work, make them to put minimal efforts at work, and reduce their motivation to engage in creative and innovative behaviours. Alternatively, nurses could be passionate about their work but, they operate in work environments that: have strict supervision, are rigid in operation, which limits their freedom to make decisions, and prevents them from suggesting, expressing and implementing their ideas. This challenge is supported by current literature, which states that presence of motivation and work passion, and the absence of job autonomy, will reduce employee innovative behaviour (Amabile & Pratt, 2016). Such situations make employees to loose motivation and experience a weakened sense of purpose, as they feel they are not utilizing their full potential.

In high-pressure organizational settings like the International Organization for Migration (IOM), which are characterized by high-demanding humanitarian and diverse operational systems. IOM manages migration, responds to human crises, and aids refugees and displaced groups. These functions require constant problem-solving and responsiveness, making work passion and job autonomy necessary. Passion makes employees have the energy and willingness to invest effort and the desire to give meaningful input. Autonomy on the other hand, gives them the freedom to think independently, implement their ideas, and think critically when faced with challenges.

When employees have passion for their work, but they lack the necessary autonomy to implement their ideas, which will make them not to fully utilize their full innovative potential.

Considering the above paragraph, this research aimed at determining the moderating effect of job autonomy in the relationship between work passion and innovative behavior among nurses employed at the International Organization for Migration (IOM). It was to address the following questions.

1. Will work passion predict innovative behaviour among nurses working at International Organization for Migration?
2. Will job autonomy predict innovative behaviour among nurses working at International Organization for Migration?
3. Will job autonomy moderate the relationship between work passion and innovative behaviour among nurses working at International Organization for Migration?

Purpose of Study

The overall objective of the research is to assess the impact of job autonomy on the effect of work passion on innovation among nurses at the International Organization for Migration (IOM).

The specific objectives of the research include:

1. To determine if work passion will predict innovative behaviour among nurses working at International Organization for Migration.
2. To determine if job autonomy will predict innovative behaviour among nurses working at International Organization for Migration.
3. To determine if job autonomy will moderate the relationship between work passion and innovative behaviour among nurses working at International Organization for Migration.

Operational Definition of Terms

Work Passion: Refers to an individual's strong inclination toward and enthusiasm for their work, as measured by scores on the 10-item Work Passion Scale developed by Chen et al. (2019).

Employee Innovative Behaviour: Refers to an individual's tendency to generate, promote, and implement new ideas that improve work processes, products, or services, as measured by scores on the 14-item Employee Innovative Behaviour Scale developed by Sherman (1999).

Job Autonomy: Refers to the degree of freedom, independence, and discretion an individual experiences in carrying out work tasks, as measured by scores on the 11-item Job Autonomy Scale developed by Van Veldhoven and Meijman (1994).

Conceptual Framework

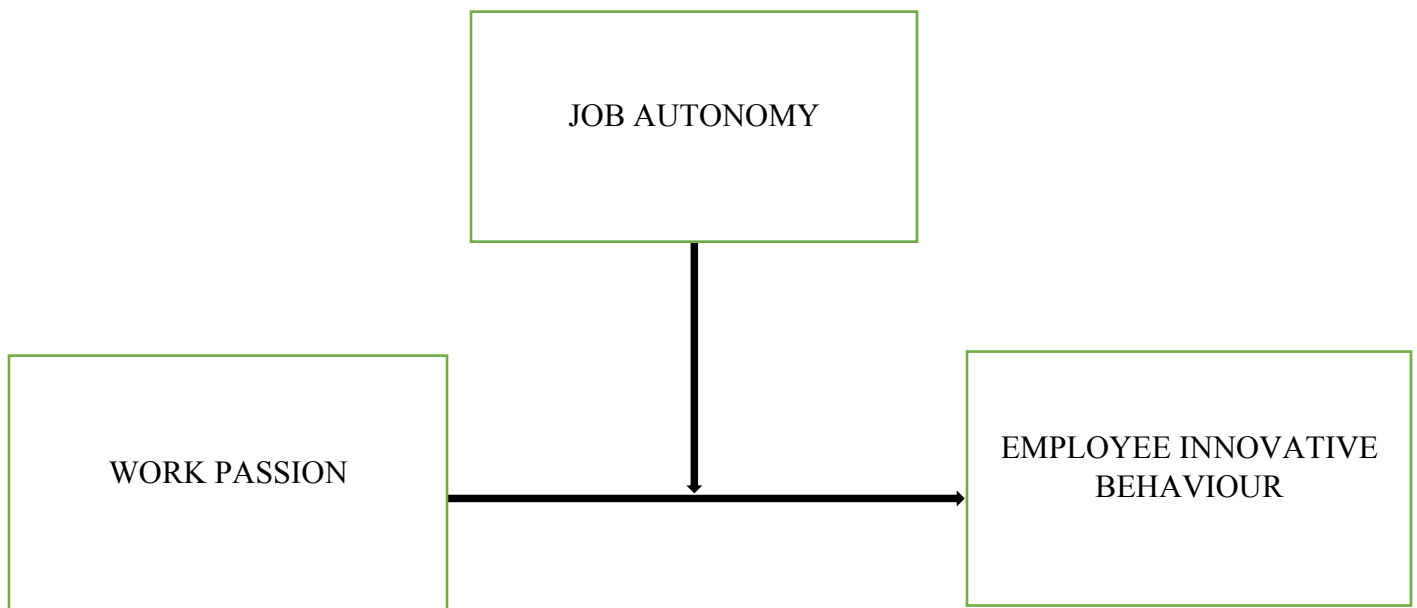


Fig. 1

Illustration of the relationship between work passion and employee innovative behaviour with job autonomy as a moderator. It depicts that work passion predicts employee innovative behaviour, while job autonomy acts as a moderator.

CHAPTER TWO

Review of Related Literature

Pertinent literature on work passion, employee innovative behaviour, and job autonomy was discussed under theoretical and empirical review.

Theoretical Review

The list of theories that were reviewed in this study are:

Work Passion Theories

1. Dualistic Model of Passion (Vallerand et al., 2003)
2. Self-Determination Theory (Deci and Ryan, 1985)

Employee Innovation Behaviour Theories

1. Componential Theory of Creativity and Innovation (Amabile, 1988)
2. Social Exchange Theory (Blau, 1964)

Job Autonomy Theory

1. Job Characteristics Theory (Hackman and Oldham, 1976)
- 2.

Work Passion Theories

Dualistic Model of Passion (Vallerand et al., 2003)

Vallerand and colleagues postulated the Dualistic model of passion theory in the early 2000s in order to explain why humans have varied results or outcomes of passion. There are several assumptions on which the theory is built. Firstly, this theory proposes that individuals experience different outcomes, even when they are passionate about the same activity. Secondly, this model assumes that passion is a gradual process, which surfaces when the activity has been integrated into the individual's identity; passion is not an automatic construct. Additionally, passion is

influenced by social environment, some of which include: workplace, family, rewards, and pressure. This theory came to light due to observations that passion leads to both positive experiences and negative psychological consequences. Passion is rooted in a deeper and more persistent psychological connection with that activity, not just mere liking for an activity (Zhou, 2021). Passion shapes the quality and persistence of their engagement in activities; it influences how people engage in activities. This theory categorizes passion into two: Harmonious Passion and Obsessive Passion.

Harmonious Passion (HP): is an intense and strong desire to engage in an activity that an individual chooses and values, and integrates into their identity, while still maintaining a sense of control. It is formed through autonomous internalization. In harmonious passion, you have the freedom to choose the ability. There is no external pressure whatsoever; you want to do it, not by coercion, but because it matters to you. Harmonious passion usually yields a positive outcome or experience. People with harmonious passion usually experience joy, satisfaction, and a sense of fulfillment, and they are less likely to experience anxiety, burnout, and emotional exhaustion. It aids better focus, better performance, psychological well-being, sustainable achievement, and is directly connected to optimal functioning.

Obsessive Passion (OP): is a strong and irresistible compulsion someone has to participate in an activity that usually overwhelms the individual's life and identity. In this type of passion, the person feels obliged to engage in these activities even though they clash with other responsibilities. The person feels controlled when taking part in those activities. Obsessive passion is gradually formed through the process of controlled internalization. This means that the activity becomes a central part of the individual's identity under external pressure and influences instead of being formed by internal freedom. There are different sources of this external pressure,

which are: recognition and rewards, social requirements, fear of failing, desire to be approved, and self-esteem, often measured by success in the activity. Because of this pressure, the individual feels they can increase their self-worth by ensuring continued participation and success in the activity, thus making discontinuing quite difficult. They usually feel guilty or uncomfortable when they are not engaging in the activity. Obsessive passion is associated with more negative emotions as opposed to Harmonious passion. Some of the emotional outcomes experienced as a result of Obsessive passion include: stress, anxiety, emotional exhaustion and burnout, and frustration. In cases where the individual cannot engage in that activity or performs poorly, they might also experience reduced self-esteem.

Although both types of passion require strong engagement in an activity, they vary in the way individuals go through their involvement in activities and how they handle it. Employees may internalize their work by freedom of choice or due to external pressures. This variation would affect the type of passion they experience. Therefore, the quality of passion would affect how employees carry out their tasks at work and sustain their involvement in activities and roles at work. The Dualistic Model of Passion helps in understanding how individuals form strong connections with their work activities, but it tends to over-simplify passion into two types, without considering the possibility of individuals having mixed forms of passion.

Self-Determination Theory (Deci and Ryan, 1985)

Self-Determination Theory was developed by Deci and Ryan in 1985. It explains how motivation in humans develops, and how it relates to performance and behaviour. This theory has a centralized idea that human beings are surrounded by an environment that provides basic psychological needs; they tend to lean towards growth, psychological development, and learning.

SDT explains that individuals exhibit different behaviours, and the reason for such behaviours usually influences how excellent the outcome is.

In Self-Determination Theory, it is believed that humans usually engage in activities that would help them acquire knowledge, sharpen their skills, and reach personal growth. Individuals' motivation and satisfaction in their activities depend on the support from their social environment. Environments that give room for constructive criticism, encourage choice, and provide support to personal initiative are usually prone to strengthening motivation and well-being. In contrast, motivation and satisfaction are weakened by environments that operate by extreme control, pressure, and the absence of support whatsoever. Social surroundings like school, family, and workplace play an important role in affecting how individuals handle their responsibilities and tasks.

The variation between Intrinsic motivation and Extrinsic motivation is a key concept in this theory. Intrinsic motivation refers to engaging in activities just because you find them interesting and you enjoy them. In this motivation, individuals participate in activities because they find them satisfying. For example, someone may play instruments, cook, read books, etc, because they like and enjoy the activity itself. In this case, they feel as though the activity is the reward on its own. The individuals are persistent in engaging in the activity because it is something that they enjoy.

On the other hand, Extrinsic motivation is a situation where individuals engage in activities in order to reach an outcome or avoid negative outcomes. Such outcomes include recognition, reward, and avoiding punishments or sanctions. For example, a worker may complete tasks efficiently in order to receive promotions and awards. Extrinsic motivation encourages behaviour, but does not always generate the same satisfaction as that of intrinsic motivation. In work

environments, when employees enjoy their work, they tend to be fully engaged in their work. They also develop a sense of curiosity which enables them to think creatively, explore ideas and take initiatives.

Other key concepts in this theory include the psychological needs of an individual. There are three basic psychological needs that according to the theory should be met for motivation, psychological well-being and effective performance. They are; autonomy, competence and relatedness. Autonomy is all about feeling that your actions arise out of personal freedom rather than being influenced by anything outside yourself. Autonomy allows workers to feel in charge of what they are doing. Where individuals feel some degree of freedom to make choices and express their preferences, they often become more interested and enthusiastic about the activity involved.

Competence is when one feels capable and effective, especially when performing tasks and carrying out duties. There is a natural urge to showcase abilities and continue to seek opportunities that would develop their skills. Feeling of competence ensures feeling more confident in your ability to solve problems and accomplish tasks. Helpful feedback, skill development, and learning opportunities give room for feeling competent, thus satisfying this need. Feeling competent usually gives room for persistence in the activity and creates an urge to strive for improvement.

The relatedness needs of people refer to the human need to bond with other individuals and have the feeling of belonging in social settings. Human beings are naturally social creatures who strive to form bonds with other people. When they feel supported, encouraged, valued, and respected by the people in their environment, they are more likely to have improved motivation and

psychological well-being. On the other hand, when an individual feels a lack of support, they usually feel isolated and experience a drop in motivation.

In organizational scenarios, the theory will explain how the organizational context and organizational activities affect the behavior of the employees in an organization. This is because in an organizational setting whereby autonomy prevails, the workers will be more in control of their actions, and hence will be revolutionary. In the occurrence of productive feedback, opportunities for learning and skill development, employees' feeling of competence is increased. Likewise, a positive work relationship helps in achieving the need for relatedness. Presence of autonomy creates feeling of ownership which gives room for passion. When there is confidence, the passion grows, and when there is an emotional connection, that passion is usually sustained.

This theory gives an understanding of how individuals carry out their roles and interact with their environment. It also explains that organizations that identify and sustain the psychological needs can create an environment that would help achieve individual and organizational success. Although, this theory lays more emphasis on intrinsic motivation. When in the real world, most people yield better results with extrinsic motivation.

Employee Innovative Behaviour Theories

Componential Theory of Creativity and Innovation (Amabile, 1988)

Amabile developed the Componential Theory of Creativity and Innovation in 1988, in order to explain the concept of creativity and innovative performance in individuals and in organizations. This theory explains that creativity is not spontaneous, but it occurs from the combination of different components within an individual and their surrounding environment. This theory is one of the most common theories used to explain how creativity is developed in individuals and also how organizations can initiate and sustain employees' innovation.

According to this theory, Creativity is the ability to create ideas, products and also to offer useful solutions. An idea is perceived as creative when it is original and when it is also appropriate for the situation which it is applied to. The main focus of creativity is on generating of ideas while, the main focus of innovation is on transforming those ideas into actions or products that are valuable. This theory explains that creativity is the building block for innovation, and the outcome of innovation depends on whether there is creative thinking combined with a supportive environment.

The theory states that there are three essential components of creativity that should be present in an individual for him/her to become creative and express his/her creativity. The components include: intrinsic motivation, domain relevant skills and creativity relevant processes. The knowledge, technical know-how, and expertise that a person has are known as domain-relevant skills. Examples of these skills are: theoretical knowledge, qualified training, and hands-on experience necessary to perform that particular task. Presence of Domain- relevant skills is the first step to building creative ideas. Individuals who deeply understand their work have a better chance at identifying problems, opportunities, and suggesting meaningful solutions. If one does not have an ample amount of knowledge or expertise, it would be difficult to create original and creative ideas.

Creativity- relevant processes include the thought strategies and patterns that help in creative problem- solving. Such processes include the ability to weigh different opinions and combine ideas. Having creative skills enables one to take intellectual risks, challenge present theories, and explore different alternatives. In all, it enables individuals to go beyond daily responses and encourages them to be innovative.

Intrinsic motivation creates room for creativity. It is the innate desire to partake in an activity because you find it interesting or meaningful. According to this theory, individuals are more creative when they have innate motivation, because they have an interest in that thing and not because of external reward or pressure. The presence of intrinsic motivation helps individuals give more attention, put in effort, and be more persistent in their work. When people are intrinsically motivated, they tend to be more curious, explore alternative options, and experiment more; these all aid in creativity.

The theory also explains that the social environment influences innovation and motivation. Organizational factors could either promote or reduce the chances of creative performance. Such factors include: leadership style, work climate, available resources, and management practices. When employees are in a supportive environment, they are encouraged to share ideas, experiment with new ideas, and cooperate. When individuals feel their ideas are valued and they have the freedom to explore ideas, they are more likely to express their creativity.

Alternatively, environments that have excessive control and rigid rules can reduce creativity. When employees continuously feel pressured to follow rules and are worried that they'll be criticized, they do not have the freedom or desire to explore creative ideas. An environment such should be created so that, employees can think freely and explore creative ideas without continuously thinking about negative consequences for creativity.

Both individual abilities and the surrounding environment influence creativity and innovation. For example, individuals who have strong expertise may find it difficult to perform creative tasks if they are in an environment that discourages experimentation or new ideas. Also, even if the employee is in a supportive environment, if the employee lacks the expertise and necessary skills, there would be no creativity and innovation when performing tasks.

In essence, this theory explains that organizations should strive to develop employee expertise, increase intrinsic motivation, and encourage flexible thinking. They also explain that leaders and managers have their own contributing role they play. They should create a supportive environment where employees feel comfortable experimenting with ideas and exploring alternatives. When employees work in environments that provide the necessary support, value creativity and innovation, they create new ideas that are applicable and will proffer beneficial solutions that could skyrocket the organization's growth. This theory is valuable because it properly explains the concept of creativity and innovation. However, it views creativity as a positive and motivating process, overlooking the degree to which innovation can be psychologically demanding.

Social Exchange Theory (Blau, 1964)

The Social Exchange Theory (SET) was developed by Blau in 1964. This theory was proposed to explain how individuals or groups develop social relationships and how they maintain them. The knowledge of Social Exchange Theory is quite important and has been applied in different fields such as psychology, sociology, and organizational behaviour. Knowledge of this theory helps in understanding how relationships influence human behaviour in different social situations. This theory, when applied to the workplace, helps in understanding the relationship between employees and their organizations. A core idea of this theory is that individuals assess relationships by analyzing the benefits they receive and at what expense those benefits come. Such benefits may include: recognition, emotional support, resources, respect, and opportunities. These benefits may come at the expense of time, stress, or obligations. When individuals feel like the benefits are greater than the cost of obtaining those benefits, they tend to maintain the relationship. But when they feel like the cost is greater than the benefits, they lose satisfaction

and motivation, thus making them reduce their involvement in the relationship. How people behave towards others is influenced by this process of evaluation. This process of evaluation also helps ascertain how stable such relationships are.

Reciprocity is an important concept in Social Exchange Theory and it refers to the expectation that the positive action you give to a party is the same positive action you will receive from the party. The relationship is balanced by feelings of reciprocity. Reciprocity also helps ensure cooperation between individuals. When someone receives a kind gesture from someone, they usually feel the need to repay that person with a kind gesture. Social relationships are usually strengthened by the exchange of benefits, and this also gives room for trust. When there is no reciprocity, one party may feel like the exchange is one-sided, and this will weaken the relationship.

Trust is a necessary factor in the exchange process, which continues to develop as long as individuals continue to engage in fair and beneficial exchanges. Presence of trust usually makes individuals more willing to cooperate, interact, share information, and also put effort in strengthening the relationship. Trust reduces feelings of uncertainty and also assures individuals that their actions will be reciprocated and rewarded. In other words, when there is no trust, individuals feel like they are being cheated on and not treated fairly, and thus they will hesitate to engage in exchanges. It is important to note that trust is important in ensuring successful and long-term relationships.

This theory further explains that relationships are built overtime, they are formed gradually and through continuous interaction. In the early stages of a relationship, exchanges may not be often, because individuals are still trying to assess themselves, so they become cautious as they also assess the risks and benefits of engaging in that exchange. Continuous interactions and the

presence of positive exchanges enable the relationship to become stronger. As time goes on, individuals will develop a sense of loyalty and commitment towards one another. This gradual process shows that relationships are not formed right away, but it is formed by continuous and positive effort and exchanges, ones that are beneficial to the parties involved.

Employees give of their time, effort, and abilities while getting rewarded for it with recognition, pay, growth opportunities, and a positive working environment by the organizations. Employees feel appreciated when they realize that their efforts are being recognized and rewarded within the organization and they respond well to it.

When there is a positive exchange between employees and employers in the organization, it leads to increased job satisfaction and commitment. Employees may be more willing to contribute to the organization's goals and dedicate additional efforts to their tasks when they feel supported and appreciated. When there are fair policies, supportive leadership, and recognition of employee achievements, it would strengthen the exchange relationship between employees and employers in the organization. The presence of such positive interactions encourages employees to reciprocate such actions, by increasing their dedication to work and increasing their overall performance. Also, when employees feel a lack of recognition, inadequate support, or a feeling of unequal treatment, this exchange relationship may weaken. When employees believe that their contributions are not valued, they may feel less motivated, reduce their effort, and their involvement in the activities of the organization. At times, employees might even develop and display negative attitudes towards their work and the organization at large. Therefore, to sustain positive employee behaviour and organizational effectiveness, a fair and balanced exchange relationship between employees and employers should be maintained.

In conclusion, the provides an understanding of how relationships influence social and organizational behaviour. It emphasizes the importance of reciprocity, trust, and mutual benefits in relationships. In organizational settings, this theory provides an understanding of how commitment, cooperation, and improved performance are improved by the presence of positive exchanges between employees and employers. It helps in understanding the interactions within the workplace. It also helps in analyzing the factors that shape or determine employee attitude and behaviour. Notwithstanding that, this theory treats relationship as transactional, thus making the theory feel mechanical.

Job Autonomy Theory

Job Characteristics Theory (Hackman and Oldham, 1976)

The Job Characteristics Model was formulated in 1976 by Hackman and Oldham. This theory elaborates on how the job design of the individual affects their performance, motivation, and job satisfaction. According to this theory, apart from extrinsic motivation of the employees, there are intrinsic characteristics of the job itself which motivate the employees.

The key concept of this theory states that the proper design of jobs tends to make employees' work more meaningful and fulfilling and hence motivate them. They generally perform better and are satisfied with their work. Design of work is a factor that has an effect on the attitudes and behavior of employees at work. As per this theory, there are 5 major job characteristics, which include: skill variety, task identity, task significance, autonomy, and feedback. These factors affect the quality of performance and also impact on the performance behavior of the employees. Skill Variety means the extent to which a job demands various skills, abilities, and talents. When the employees get a chance to exercise their skills and talents in their jobs, it will provide them intellectual stimulation and prevent boredom and monotony. This variety of tasks allows the

employees to be engaged in their jobs. Task Identity indicates the extent to which an employee can accomplish a complete and identifiable piece of work. When the employees are allowed to undertake and complete a task from beginning to end, they are able to appreciate the results of their efforts. It makes them feel proud of their work. Task significance refers to how significant a job is in influencing the lives of other people. When people realize that the task they do has significance and impacts the lives of other people, they will be motivated. In particular, employees working in the health care industry have the knowledge that their tasks affect the people who are involved.

Autonomy refers to the amount of freedom and independence that an employee has when performing his duties. The freedom enables him to be responsible and takes initiative. Autonomy gives individuals the ability to make independent decisions on how to perform work related activities. This makes them more motivated since they are not suffocated while performing the activities. Feedback is the information employees receive about how effective their performance was. It allows the employees to know how they are performing and also, areas they need to improve on. Constructive feedback builds learning and motivates employees to do better. It also helps to monitor the progress of employees and modify their behaviour when necessary. These are the three psychological states that employees go through as a result of these five features. The first one is experienced meaningfulness of work. This is when employees feel that their jobs have value and meaning. Skill variety, task identity and task significance increase the meaningfulness of work. The presence of these features helps employees feel that their jobs have value and meaning.

The second psychological state is the feeling of responsibility for the outcome of work. This is directly affected by autonomy. When there is freedom to make choices, it makes employees

responsible for the results of their work. They will be motivated to work hard and perform well. The third and final psychological state is the knowledge of results. This is directly linked to feedback. Employees must know how they have performed in their work so that they are able to measure their performance and learn from the mistakes and shortcomings in their performance.

These psychological states are beneficial to the organization. When jobs are designed to meet include the five core characteristics, it increases internal motivation, increases job performance, and higher satisfaction. For example: organizations may improve task identity by allowing employees finish tasks, improve skill variety by giving employees diverse range of activities, increase autonomy by giving employees more control over how they carry out their tasks, and by providing feedback that helps employees evaluate their performance and understand their progress.

Overall, Job Characteristics Theory helps in understanding how job structure influences employee motivation and behaviour. It highlights the importance of having an effective job design while identifying the key job characteristics. This theory is an important tool for organizations that want to create work environments that support motivation, creativity, and effective performance. Despite its role in explaining job autonomy, it gave a broad generalization of employees' responses, meaning that, some employees may choose having structured work and routine and also, too many tasks can make some people feel overwhelmed: employees differ in personality.

Theoretical Framework

The theory that forms the basis of this research is the Social Exchange Theory by Blau (1964). The theory explains the entire process of how people develop relationships as a result of exchanging benefits among themselves. As far as organizations are concerned, it means that

employees offer their time and effort through hard work, while the organization offers something in return. This includes recognition, reward, and fairness. When employees believe that they are being treated fairly and with value, they tend to put more trust in the organization. This feeling of trust increases employee commitment and engagement, thus fueling work passion. This theory also posits that it is natural for employees to maintain relationships that feel beneficial and balanced. When employees feel valued and supported, they tend to go above and beyond their formal job requirements; they become willing to suggest new ideas, and offer creative input. Alternatively, when they feel undervalued, neglected or feel they are not being treated fairly, they may reduce their effort: causing a drift in their commitment, performance and willingness to engage in innovative behaviour. Social Exchange Theory explains why positive work relationship results to better employee behaviour and attitudes. This theory also highlights the importance of reciprocity; adequate support from the organization will encourage employees to reciprocate with higher commitment and engagement. It helps organizations understand why fairness and appreciation causes employees to respond positively. Overall, the theory provides a useful explanation on how employee behaviour is shaped by work place exchanges. It associates human relationships with performance.

Empirical Review

The review of related empirical studies is separate into two sub-headings:

1. Work Passion and Employee Innovative Behaviour
2. Job Autonomy and Employee Innovative Behaviour

Work Passion and Employee Innovative Behaviour

Nwibere (2024) examined the relationship between work passion and employees' creativity among academic staff in Federal universities in the Niger-Delta area. A cross-sectional survey of

245 academic and non-teaching staff was used for this study. The study analyzed harmonious and obsessive passion together with creativity indicators, such as idea generation and problem-solving effectiveness. Results showed a positive relationship between harmonious passion and employee creativity, while obsessive passion showed weaker and inconsistent creativity. Which indicated that, employees who participated in challenging tasks and idea generation were motivated by their personal interest and the intrinsic satisfaction they experienced at work.

Al Issawi and AlTae (2024) examined work passion and employee innovative behaviours. The study was conducted from a population of 2229 employees. The study employed a stratified random sample of 328, with 322 valid questionnaires used for analysis. The study on work passion considered variables such as; enjoyment of the job, identity, motivation and learning; whereas the variables associated with the employees innovative behavior include; coming up with new ideas and proposals, coming up with creative solutions, and being able to take risks. In this study, the Cronbach's alpha value for the whole work passion variable was .815, while the Cronbach's alpha value for the whole employee innovative behavior variable was .889. The study found out that there is a positive relationship between job passion and innovative behavior.

Olabimitan et al. (2024) focused on individual characteristics. This study examined the influence that personal attributes have on innovative work behaviour. Quantitative survey methods were used in conducting this study among 420 bank employees in Lagos State. The study recorded that innovative behaviour is predicted by openness to experience, extraversion, and resilience. It further explains that employees' willingness to engage creatively is also influenced by psychological traits and personal motivation. These psychological traits are linked with higher levels of engagement, which in turn supports the notion that internal motivation supports innovation in Nigerian organizational contexts.

Further support comes from the study by Oginyi et al. (2024). It was conducted among 104 bank employees in Ebonyi State to investigate the link between innovative work behaviour and outcome expectations. This study is proof that employees who exhibit high levels of innovative behaviour also experience a stronger belief in their ability to reach desired work outcomes. This study did not directly assess work passion, but it explained that employees who are internally motivated and confident tend to engage in innovation. It supports the view that work passion and internal motivation create circumstances necessary to sustain innovation. If you genuinely love what you do and you have internal motivation, you tend to put more effort into creativity and innovation.

Amadi et al. (2023) explored the link between meaningfulness and employees' innovative behaviour in the Nigerian telecommunications industry. Survey data from 310 employees was collected. This study showed that employees who displayed higher levels of idea generation and implementation did so because they perceived their work as meaningful. It explains that when employees perceive their work as meaningful, they tend to engage in creative processes, an outcome in line with the stimulating principles of work passion.

Collectively, these studies all suggest a stable pattern: employees who are emotionally engaged, intrinsically motivated, and have a psychological connection to their work tend to display stronger innovation-related behaviour. It is also observed that a healthy type of passion is good because it enables people to adapt and try new ideas, which in turn leads to innovation.

Job Autonomy and Employee Innovative Behaviour

Pederson and Slowiak (2026) investigated the influence of job autonomy on employee innovative behaviour. The study was conducted using a cross-sectional design, among 607 healthcare professionals in the United States. The study focused on how perceived autonomy in the

workplace influences employees' ability to create and apply new ideas. The researchers explored deeper and found that job autonomy influences employees' cognitive appraisal of their work situation. Their findings showed that giving employees freedom and control over their work will increase their innovation.

Owusu et al. (2025) have studied the link between autonomy at work and innovative behavior of workers. In the above research, quantitative design of research was utilized. This research was carried out among teachers in Ghana. Data for this research was gathered from a sample of education professors in various institutions. Autonomy both directly and indirectly led to innovation. This implies that giving teachers more autonomy over their method of teaching would help create innovative teaching methods.

The link between job autonomy and innovative behavior of employees was investigated by Basnet (2025). Data were gathered from 409 Nepalese workers who operated in diverse service sectors. Creative self-efficacy served as a mediator in this research, and a structured questionnaire was used. The findings from this research revealed that the more autonomous the role of an employee, the more confident he/she was in his/her creative skills and innovative activity.

Nathaniel and Dewi (2024) explored the relationship between employee innovative behaviour and job autonomy. It was conducted using survey research design among banking employees. The study examined how job characteristics like, autonomy influenced employee innovative behaviour. Although, job autonomy was found to directly influence innovative behaviour positively, the study also reported that work engagement did not significantly mediate this relationship. This further suggested that autonomy can influence innovation, even without the inclusion of other psychological mechanisms.

One empirical study that investigated the correlation between experiences with autonomy and innovative behaviors is the one by Omoeffe (2024). The study examined the relationship between managers' cultural intelligence and innovative work behavior, as well as the moderation effect of psychological empowerment. The research was conducted in the South-South part of Nigeria among supervisors of four major telecommunication companies. Utilizing a cross-sectional survey methodology, a sample size of 283 supervisors was selected using Taro Yamane Formula. Data were gathered from 166 valid questionnaires and the method used was structured questionnaires. Cronbach alpha established the reliability of all the item scales with coefficients greater than 0.70 (Omoeffe, 2024). The context for psychological empowerment within this study involved autonomy in decision making, competence, influence and self-determination. The process of idea generation and application of ideas was employed in measuring innovative work behavior. According to the findings of the analysis, psychological empowerment had a strong effect on the link between cultural intelligence of managers and innovative work behavior. In addition, it was noted that managers feeling in control while making decisions and influencing outcomes are likely to exhibit innovative behavior. Even though the study's main focus was on cultural intelligence, the strong influence of psychological empowerment highlights how important perceived autonomy is in increasing employees' innovative behaviour.

Suhandiah et al. (2023) examined the influence of job autonomy and employee innovative behaviour and incorporated resilience as a mediating variable. The study used a quantitative approach and was conducted among first-line managers in Indonesian Islamic banks. This research indicated that job autonomy significantly improved innovative behavior among employees by improving resilience. This implies that employees who enjoy more autonomy in their work are able to deal with difficulties more effectively.

De Spiegelaere et al. (2016) analyzed how different dimensions of autonomy are related to innovative behaviour. The study analyzed autonomy by using dimensions, which are; work methods, decision-making authority, work scheduling, and work time. The analysis reported that autonomy in work methods and decision-making authority had the most positive effects, as it encourages employees to generate ideas, alternative solutions, and apply them. The effect of work scheduling and time autonomy on employee innovative behaviour was the least significant compared to other dimensions. This shows that control over how employees carry out their tasks and employees' freedom in making independent decisions tend to have a greater effect in fostering innovation.

Collectively, all studies consistently demonstrate that experiences of forms of autonomy, either directly or through related concepts, improve employee innovative behaviour.

Summary of Literature Reviewed

The review of related theoretical and empirical literature underscores the importance of work passion, job autonomy, and employee innovative behaviour in organizations.

Theoretical approaches like the **Dualistic Model of Passion(DLP)** and **Self-Determination Theory(SDT)** help in understanding how intrinsic and extrinsic motivation influence employee engagement. Harmonious passion, marked by voluntary internalization and personal motivation, encourages job satisfaction, engagement, and positive work outcomes. While obsessive passion, which often comes from external pressure, leads to negative psychological outcomes, e.g., burnout and stress.

The Componential Theory of Creativity(CTC) and the Innovation and Social Exchange Theory help further our understanding by offering an analysis of the interaction between individual factors, intrinsic motivation, and working environment that leads to innovation. CTC holds that

for creativity to take place, the following conditions must be satisfied: domain-related skill, intrinsic motivation, creativity-relevant process, and a conducive working environment.

Social Exchange Theory explains that employee behaviour is influenced by the feelings of reciprocity, the presence of trust, and a supportive organization. It also highlights that when there is a positive exchange between employee and management, it increases the chances of commitment and innovation. Self-Determination theory explains where intrinsic motivation comes from, while Amabile's theory of creativity explains how that motivation results to innovation and creativity. People are more creative when they are passionate about their work. Job Characteristic Theory also emphasizes the significance of designing a job in relation to the concept of autonomy. This theory elaborates on the aspects which include skill variety, task significance, autonomy, and feedback that make jobs more meaningful and contribute to innovation.

The empirical findings by Nwibere (2024), Al Issawi and AlTae (2024), Olabimitan et al. (2024), Oginyi et al. (2024), and Amadi et al. (2023) reveal that there exists a strong relationship between work passion and innovative behaviour of the employees. From these empirical findings, it can be seen that the employees who have an emotional connection to their work exhibit high levels of innovative behaviour through the following: idea generation, suggesting novel ideas, implementation, and application of these creative ideas.

Both Nigerian and international studies provide empirical evidence that supports that job autonomy, whether direct or indirect (through psychological empowerment), influences employees' creative and innovative behaviour (Pederson and Slowiak (2026); Owusu et al. (2025); Basnet (2025); Nathaniel and Dewi (2024); Omoefe (2024); Suhandiah et al. (2023); De Spiegelaere et al. (2016)

Research on job autonomy also shows its positive relationship with innovative behaviour. Autonomy in decision making, scheduling, and work methods usually gives room for employees to engage in the generation of ideas, experimenting, and applying those ideas. Nevertheless, there is a limited empirical study on the direct influence of autonomy, as most studies focus on related constructs like psychological empowerment (Omoeffe, 2024)

In conclusion, the literature reviewed above demonstrates that the work passion has an effect on the innovative behavior, and there have been previous studies that have also demonstrated that autonomy has a positive effect on innovative behavior. However, very few studies have examined the effect of the interaction of work passion with job autonomy on innovative behavior. It is through this reason that this study comes into existence.

Hypotheses

1. There is significant relationship between work passion and employee innovative behaviour.
2. There is a significant relationship between job autonomy and employee innovative behaviour.
3. Job autonomy will moderate the relationship between work passion and employee innovative behaviour.

CHAPTER THREE

Method

Participants

Data for this study were collected from a total of 140 nurses who were purposefully sampled from a population of nurses working in Lagos at the International Organization for Migration (IOM). The participants comprised 51 males and 89 females, with the mean age group being 25 to 34 and a standard deviation of 1.080. The nurses were considered suitable for the study because they work in an organized healthcare environment where work passion, job autonomy, and innovative behaviour are pertinent to job performance and provision of services.

Instruments

A questionnaire comprising of demographic information and three instruments were used in collecting data for this study. The three instruments that were adopted for this study include: The Work Passion Scale developed by Chen et al. (2019), the Job Autonomy Scale developed by Van Veldhoven and Meijman (1994), and the Employee Innovative Behaviour Scale developed by Sherman (1999).

Work Passion Scale

Work passion was developed by Chen et al. (2019). The scale was designed to measure the extent to which individuals experience a strong propensity towards their work. It is expressed through enthusiasm, emotional attachment, and a sense of identity gained from work activities. The scale consists of 10 items, and each item is rated on a 4-point Likert scale, ranging from 1(not at all) to 4(extremely), was used. The scale showed acceptable internal consistency with a Cronbach's alpha of 0.70 (Chen et al., 2019). A pilot study conducted by the researcher with a sample of nurses revealed a good reliability score of 0.91.

Job Autonomy Scale

Job Autonomy Scale, an 11-item scale designed by Van Veldhoven and Meijman (1994), originally part of the Dutch Questionnaire on the Experience and Evaluation of Work (QEEW). It assesses the degree to which employees feel that they have control over their work. It includes features like: how tasks are carried out, the order in which tasks are completed, and the methods used in performing tasks.

The scale has a total of 11 items, and the response format uses a 4-point Likert scale, ranging from 1= never to 4= always. Higher scores show a higher level of autonomy in the workplace. In developing the test, Van Veldhoven and Meijman (1994) found that the 11-item version produced a Cronbach's alpha of 0.85, while the pilot study by the researcher with a sample of nurses had a reliability of 0.89.

Employee Innovation Behaviour Scale

The Employee Innovation Behaviour Scale was designed by Scott and Bruce (1994) and was obtained by Sherman (1999). This scale assesses the degree to which employees generate, promote, and apply novel ideas within the organization. The scale represents five important dimensions of innovative behaviour, which include: opportunity exploration, idea generation, formative investigation, championing, and application. These dimensions show the full process of innovation, from identifying opportunities to the implementation of ideas. There are 14 items in total; the items on this scale are scored using a 7-point Likert scale, with 1 being very ineffective and 7 being extremely effective. The scale reports a Cronbach's alpha of 0.94 (Sherman, 1999) and 0.89 (Scott & Bruce, 1994) for the global scale. It reported a reliability of 0.903 on a sample of nurses during a pilot study by the researcher.

Procedure

Before carrying out the main study, a pilot study was conducted among 30 nurses working at Lagos University Teaching Hospital (LUTH), Lagos State. The participants for the pilot test were chosen because they possess characteristics that were similar to those of the target population, specifically being practicing nurses. The pilot study was conducted in order to determine the reliability of the scales and the clarity of the question items. The results from the pilot study showed good internal consistency for the instruments used. The Work Passion Scale, The Job Autonomy Scale, and The Employee Innovative Behaviour Scale obtained a Cronbach's alpha of 0.908, 0.89, and 0.903 respectively. After establishing that all instruments were reliable the researcher proceeded to carry out the main study.

Data for the main study was collected using an online questionnaire that was developed with Google Forms. The link to the online survey was shared among nurses working at the International Organization for Migration (IOM), with the help of research assistants who are nurses working at IOM, but also trained in the area of distribution and collection of data. Before the data collection, the research assistants were trained by the researcher on the inclusion and exclusion criteria, objectives of the study and procedure for collecting data. Due to the research assistants being conversant with the organization, they were able to identify the selected participants, distribute the Google link to them, and also supervise the administration of the questionnaire. The participants filled out the questionnaire at their workplace and the assistants were available to address questions if any, and to also ensure that only study participants filled out the questionnaire. The researcher combined the use of purposive and availability sampling techniques. IOM was conveniently selected, due to its availability to the researcher. The participants were selected using both purposive and availability sampling techniques. Purposive

sampling ensured that it was only nurses that are working at IOM who took part in the study. On the other hand, the availability sampling technique enabled participation to be according to those who were available and willing to complete the questionnaire then.

A detailed informed consent section was presented at the beginning of the questionnaire, and it stated the purpose of the study and the rights of participants. Respondents were required to give their consent before they filled out the questionnaire. They were also informed that they could withdraw from the study at any point in time, without any consequence. It also clearly stated the inclusion criteria, which is nurses currently working at IOM. The exclusion criteria included the following: individuals who are not nurses, nurses who were not employed at IOM during the time of this research, and those who did not give their full consent before participating. This approach was to ensure that only respondents relevant to this study were included.

Clear instructions were provided at each section of the questionnaire to guide the participants on how they are to respond to items. This included descriptions for responding using the rating scale. This helped to reduce confusion and improve the overall quality of responses.

The participants were assured confidentiality and anonymity, and as such, no personally identifiable information, such as name, email address, or phone numbers, was collected. The data collected was stored confidentially in a password-protected account accessible only to the researcher. The purpose of the information obtained was purely for academic purposes.

The questionnaire was divided into different sections that measured work passion, job autonomy, and employee innovative behaviour, as well as demographic information. Completion of the questionnaire was at the participant's convenience, with an average completion time of 10 minutes. The online questionnaire was designed such that every question must be completed, thus there were no missing questions in the form. In all, 140 responses were collected for the

study. After the data was collected, the responses were downloaded from Google Forms, coded and prepared for analysis.

Design and statistics

This study was done using cross-sectional research design, which helped the researcher investigate the relationship between variables without controlling or manipulating them. The data collected from participants were analyzed using Hayes Regression-Based Macro PROCESS for SPSS version 27. With the help of statistics, the researcher was able to test the hypotheses.

CHAPTER FOUR

Results

This chapter presents the data analysis and interpretation of the data that was collected for the purpose of this study.

Table 1: Descriptive Statistics and Correlations Among Study Variables

S/N	Variable	M	SD	1	2	3	4	5	6	7	8	9
1	Age group in years	2.00	1.080	1								
2	Gender	1.36	.483	.083	1							
3	Marital status	1.42	.576	.312*	.065	1						
4	Length of service	2.54	1.406	.735*	-.067	.252**	1					
5	Rank/position level in organization	3.16	1.806	.734*	-.053	.265**	.690**	1				
6	Educational Qualifications	3.07	.979	.653*	-.071	.240**	.552**	.551**	1			
7	Work passion	3.0621	.59063	.380*	.003	.102	.362**	.408**	.211*	1		
8	Job autonomy	2.6149	.75390	.214*	.081	.069	.275**	.362**	.156	.481**	1	
9	Employee innovative behaviour	4.7974	1.02532	.241*	.126	.071	.218**	.252**	.185*	.473**	.595**	1

Note. M = mean; SD = standard deviation. Pearson correlations (r) are shown below the diagonal.

* $p < .05$. ** $p < .01$.

Results in Table 1 showed that work passion was significantly related to employee innovative behaviour (EIB) ($r = .473$, $p < .01$), which shows that higher level of passion is associated with greater employee innovative behaviour. Also, job autonomy was significantly related to employee innovative behaviour ($r = .59$, $p < .01$), which shows that employees that experience greater autonomy tend to be more innovative. With respect to the variables, age ($r = .241$, $p < .01$)

and length of service ($r = .218$, $p < .05$) were significantly related to employee innovative behaviour, while other demographic variables showed no significant relationships.

Table 2: Hayes PROCESS macro results for work passion predicting employee innovative behaviour with job autonomy as moderator.

Dependent variable: Employee Innovative behaviour						
	B	T	p-level	CI	ULCI	LLCI
WP	0.82	2.29	0.02	95%	1.52	0.11
JA	1.17	2.63	0.009	95%	2.05	0.29
WP*JA	-0.17	-1.20	0.23	95%	0.11	-0.44

(WP= Work passion, JA= Job autonomy)

In Table 2, it was found that work passion was significantly associated with employee innovative behaviour ($B = 0.82$, $p = 0.02$). Job autonomy was significantly associated with employee innovative behaviour ($B = 1.17$, $p = 0.009$). The interaction of work passion and job autonomy was not significant ($B = -0.17$, $p = 0.23$), indicating that job autonomy did not moderate the relationship between work passion and employee innovative behaviour

The model accounted for 63% variance in the Dependent variable (Employee innovative behaviour), $R^2 = .64$, $F(3, 136) = 30.99$.

Summary of Result

1. Work passion was positively and significantly associated with employee innovative behaviour.
2. Job autonomy was positively and significantly associated with employee innovative behaviour.
3. Job autonomy did not moderate the relationship between work passion and employee innovative behaviour.

CHAPTER FIVE

Discussion

This study investigated the moderating role of job autonomy in the relationship between work passion and employee innovative behaviour among nurses working at the International Organization for Migration (IOM). The first hypotheses stated that work passion will significantly predict employee innovative behaviour among nurses working at International Organization for Migration (IOM). The results from the data analysis accepted the hypotheses which states that work passion will predict employee innovative behaviour. The finding implies that the more employees are passionate about their work, the better their innovative behaviour will be.

The finding is consistent with the previous empirical research findings that were reviewed in this study. For instance, Nwibere (2024), and Al Issawi and AlTae (2024) revealed that higher work passion tends to increase the innovative behaviour of the employee.

The second hypotheses stated that job autonomy will significantly predict employee innovative behaviour among nurses working at the International Organization for Migration. The results according to the analysis proved that job autonomy was a significant antecedent of employee innovative behaviour. Hence, the hypothesis was accepted. The implication of this finding is that the greater autonomy employees experience in their work, the better their innovative behaviour will be. The finding is consistent with the works of Pederson and Slowiak (2026), and Basnet (2025).

The third hypothesis stated that job autonomy will moderate the relationship between work passion and innovative behaviour among nurses working at the International Organization for Migration. The results from the data analysis failed to confirm the hypotheses, which state that

job autonomy will moderate the relationship between work passion and innovative behaviour among nurses working at the International Organization for Migration. Hence, this present study proves that job autonomy plays no role in buffering the relationship between work passion and employee innovative behaviour.

Implications of the study

This study has theoretical, empirical and practical implications in society. Firstly, the positive relationship between work passion and employee innovative behaviour provides support for the Dualistic Model of Passion theory proposed by Vallerand et al. (2003) and confirms its applicability, by proving that employees who are passionate about their work are more likely to engage in innovative behaviour. The study showed that job autonomy has a significant and positive effect on employee innovative behaviour.

Empirically, the findings of this study agree with works by Pederson and Slowiak (2026), Owusu et al. (2025), and Nathaniel and Dewi (2024), amongst others, which implies that job autonomy will significantly influence employee innovative behaviour.

Results from this study also proffer important real-life applications in terms of boosting employee innovative behaviour. To begin with, employers should create work environments that encourage work passion. This can be possible by designing roles that are engaging and tasks, and that also align with the interests of the employee. When nurses feel emotionally connected to their work and when they see their work as meaningful, they are more likely to dedicate their efforts and contribute by engaging in creative thinking and innovative behaviour, which will improve the overall performance of their workplace.

Another implication is the need for nurses to have autonomy in their workplace. The study shows that nurses tend to be more innovative when they have the freedom to make work-related

decisions. Therefore, instead of managers enforcing extreme rigidity and excessive limitation, they should enable flexibility in how they perform their work. The presence of flexibility in the workplace builds confidence and motivation, which enables employees to think independently and also come up with new and creative ideas. The employment of constructive criticism should be encouraged, in order not to demean the employees and thus discourage them from suggesting new ideas and engaging in innovative behaviour.

Furthermore, employers should organize training programs and skill development programs that will help sharpen the skills of the employees. It will strengthen their competence, professional growth, and it will stimulate their willingness to engage in innovative behaviour.

In conclusion, the work environment should be a place conducive for everyone in the workplace. It is necessary for a good work environment to be in existence, one that also supports teamwork and collaborative existence, as this will encourage the employees to work together in harmony, sharing their ideas and contributing to solving problems, which will all play a role in improving innovative behaviour.

Limitations of the study

One limitation of this study is that the generalization of findings may be limited to nurses working at the International Organization for Migration and may not apply to other private or public health centers in Nigeria. Also, because the participants were not randomly selected, this may limit the representativeness of the sample.

Another limitation is the cross-sectional design that was employed in the study, because the data were captured at a single point in time, which limits the ability to infer the relationships between work passion, job autonomy, and employee innovative behaviour over time.

Furthermore, even with the assurance of confidentiality, the use of self-reported measures tends to make participants give responses that will make them seem socially desirable.

Suggestion for further studies

According to the limitations of this study mentioned above, the researcher suggests that further researchers who have an interest in this study should consider using a larger sample size, as well as including nurses from health centers all over the country, as this would improve generalization and ensure the findings of this study are consistent.

Also, future researchers should consider adopting a longitudinal study design to better investigate how work passion, job autonomy, and employee innovative behaviour interact over time.

Future researchers should use alternative methods of collecting data, such as using supervisor ratings, in order to reduce self-reported bias. Furthermore, future research should examine other variables that may influence employee innovative behaviour, such as leadership styles, perceived organizational support, and job satisfaction.

Summary and conclusion

The study investigated the moderating role of job autonomy in the relationship between work passion and innovative behaviour among nurses working at the International Organization for Migration (IOM), and 140 participants were in the sample size for this study. The results from the data analysis indicated the following: work passion positively predicted innovative behaviour among nurses working at IOM; job autonomy had a significant relationship with innovative behaviour among nurses working at IOM; job autonomy did not moderate the relationship between work passion and innovative behaviour among nurses working at IOM. The findings suggested that work passion and job autonomy independently influenced innovative behaviour

among nurses working at IOM, while job autonomy does not necessarily weaken or strengthen the effect of work passion on innovative behaviour among nurses working at IOM. Therefore, it is pertinent for nurses to have passion for their work so they can contribute to the organization's growth by engaging in innovative behaviours such as: suggesting new ideas, taking risks and implementing these ideas. It is also important that employees are provided with at least a certain degree of autonomy with regard to their work. When nurses are able to make work-related decisions, they feel in control of their work, and they will be able to take initiatives, explore alternative options, and implement these ideas. Organizations should create work environments that; it gives room so that the passion of nurses is strengthened and also give them a reasonable degree of freedom when making decisions. As a result, all these factors work together to promote innovative behaviour, improve the quality of services being offered, and also improve the effectiveness of the organization.

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APPENDIX A

Introduction and Consent Form

Dear participant,

You are hereby invited to participate in a research study conducted by Offiah Adaeze Delphine. This study is being conducted as part of the academic requirements for the award of a B.Sc. degree in Psychology, Department of Psychology.

Before you decide you want to participate, you need to understand what this study is about. Please read the following carefully:

This study aims to examine the moderating role of job autonomy in the relationship between work passion and employee innovative behaviour. This study particularly targets nurses working at the International Organization for Migration(IOM). Only participants who fit into this criteria are eligible to take part in this study.

If you give your consent to participate, you will be asked to fill out a questionnaire that will only take about 5-10 minutes of your time. Your participation is voluntary, and you may also choose to withdraw at any time without any consequence. There are no known risks in this study, nor is there a direct benefit to you. However, your participation will support this study and improve understanding of the topic. Please respond to the survey as honestly as possible; there is no right or wrong answer. All responses collected will be kept confidential and treated anonymously.

Thanks for your participation.

Yours sincerely,

Offiah Delphine

Researcher

I have read and understood the information above,

-I agree to participate in this study

-I do not agree to participate

QUESTIONNAIRE USED IN THE STUDY

APPENDIX B

SECTION A: DEMOGRAPHICS

Instruction: Please provide the following personal information that best describes you

Age group (in years)

18-24

25-34

35-44

45-54

55 and above

Gender

- Male
- Female

Marital status

- Single
- Married
- Divorced/separated
- Widowed

Length of service (Please select the option that describes how long you have worked in your organization)

- Less than 1 year
- 1-3 years
- 4-6 years
- 7-10 years
- Above 10 years

Rank (Position level in organization)

- Intern/Trainee
- Junior staff
- Mid-level staff
- Senior staff
- Supervisor/Team lead
- Manager
- Top management/Executive

Educational Qualifications

- Secondary Education
- Diploma
- Bachelor's Degree
- Master's Degree
- Ph.D

APPENDIX C

SECTION B: WORK PASSION SCALE

Instruction: Below are statements that express your feelings towards your work. Please select the options that apply to you, using the scale provided.

(1= Not at all, 2= slightly, 3= very, 4= extremely). Please answer as honestly as possible.

Remember that there are no right and wrong answers.

1. How much would you say you love doing your work?
2. How positive do you feel about your work?
3. How important is your work to you?
4. How much do you look forward to working in the morning?
5. How much do you enjoy doing your work?
6. How central is your work to your identity?
7. How much time do think about your work because you enjoy it (not because you have to)?
8. How fast does time seem to pass when you are fully engaged in your work?
9. To what extent is your work fulfilling to you?
10. How motivated are you to do a good job at work?

APPENDIX D

SECTION C: JOB AUTONOMY SCALE

Instruction: This section relates to the level of independence you have in your job.

Please indicate the degree to which each item applies to you, using the following scale. (1= never, 2= sometimes, 3= often, 4= always)

All responses will be treated anonymously, so you're urged to be honest and open.

1. Can you choose the methods to use in carrying out your work?
2. Do you plan your own work?
3. Do you set your own pace?
4. Can you vary how you do your work?
5. On your job, do you have the freedom to take a break whenever you wish to?
6. Do you decide on the order in which you do things?
7. Do you decide when to finish a piece of work?
8. Do you have full authority in determining how much time you spend on particular tasks?
9. Can you decide how to go about getting your job done?
10. Does your work allow you to organize your work by yourself?
11. Do you have full authority in determining the content of your work?

APPENDIX E

SECTION D: EMPLOYEE INNOVATION BEHAVIOUR SCALE

Instruction: below are statements that describe behaviours related to innovation in the workplace. Please select the options that indicate how effectively you perform each of these behaviours in your job using the scale provided: (1= Very Ineffective, 2= Moderately Ineffective, 3= Slightly Ineffective, 4= Somewhat Effective, 5= Moderately Effective, 6= Very Effective, 7= Extremely Effective)

1. Operating new technologies, procedures, and techniques
2. Focusing on undefined or ambiguous problems
3. Mastering new skills
4. Securing funds for new proposals and projects
5. Generating creative or novel ideas
6. Seeking out relevant people who can evaluate new proposals
7. Assessing how marketable a new idea will be
8. Finding new ways to perform one's job with scarce or limited resources
9. Gathering relevant information to evaluate new projects
10. Seeking new business opportunities
11. Evaluating new proposals and ideas
12. Pursuing projects with unclear guidelines
13. Tackling unsolved problems
14. Finding solutions for difficult problems

APPENDIX F

FREQUENCIES

		Statistics					
		Age group in years	Gender	Marital status	Length of service	Rank/position level in organization	Educational Qualifications
N	Valid	140	140	140	140	140	140
	Missing	0	0	0	0	0	0

Age group in years

	N	%
18-24	63	45.0%
25-34	29	20.7%
35-44	36	25.7%
45-54	9	6.4%
55 and above	3	2.1%

Gender

	N	%
Female	89	63.6%
Male	51	36.4%

Marital status

	N	%
Single	87	62.1%
Married	47	33.6%
Divorced/separated	6	4.3%

Length of service

	N	%
Less than 1 year	39	27.9%
1-3 years	44	31.4%
4-6 years	24	17.1%
7-10 years	9	6.4%
Above 10 years	24	17.1%

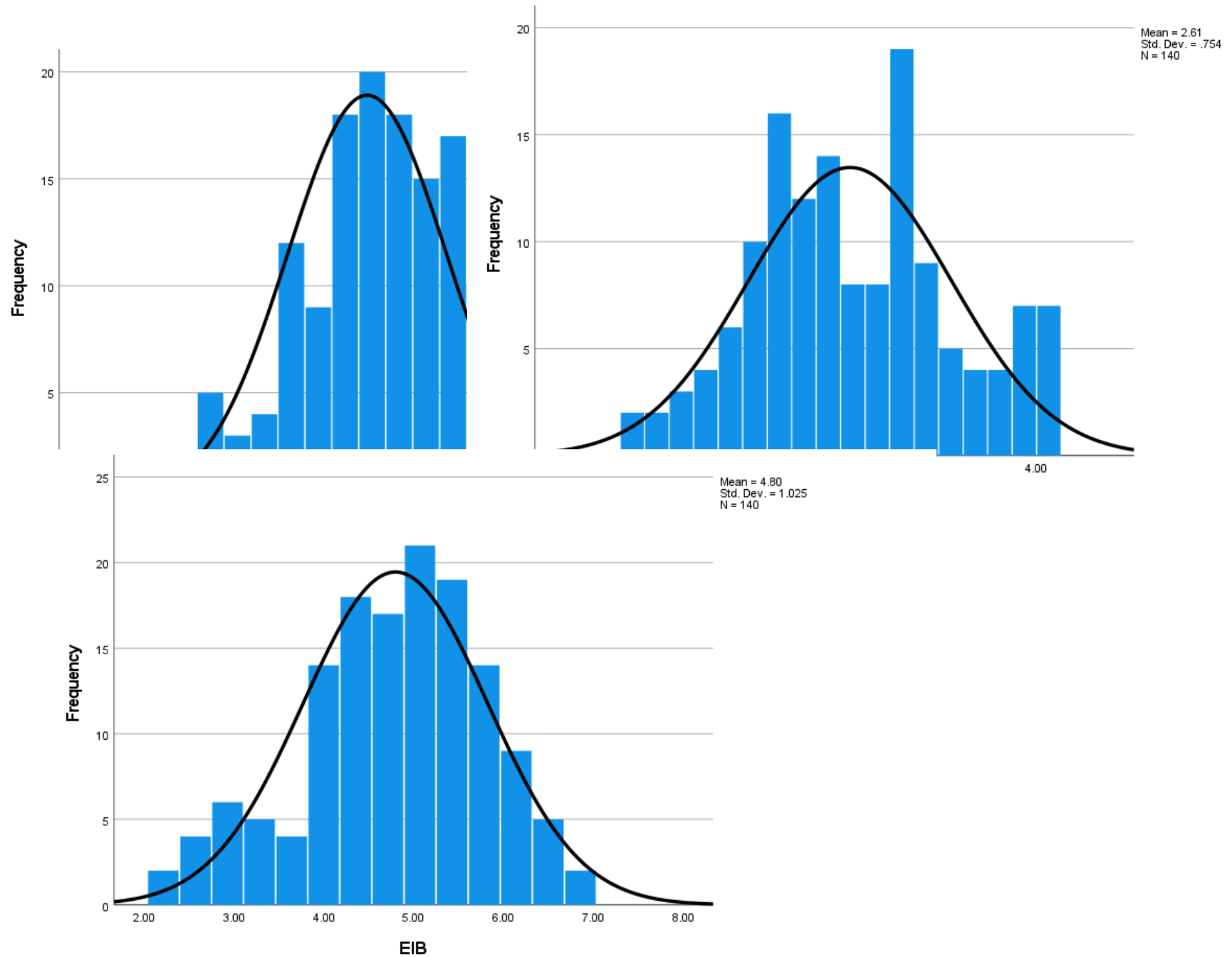
Rank/position level in organization

	N	%
Intern/Trainee	34	24.3%
Junior staff	25	17.9%
Mid-level staff	26	18.6%
Senior staff	18	12.9%
Supervisor/Team lead	18	12.9%
Manager	14	10.0%
Top management/Executive	5	3.6%

Educational Qualifications

	N	%
Secondary School	17	12.1%
Diploma	5	3.6%
Bachelor's Degree	75	53.6%
Master's Degree	37	26.4%
Ph.D	6	4.3%

TEST OF NORMALITY



CORRELATIONS

		Correlations								
		Age group in years	Gender	Marital status	Length of service	Rank/position level in organization	Educational Qualifications	WP	JA	EIB
Age group in years	Pearson Correlation	1	.083	.312**	.735**	.734**	.653**	.380**	.214*	.241**
	Sig. (2-tailed)		.331	.000	.000	.000	.000	.000	.011	.004
	N	140	140	140	140	140	140	140	140	140
Gender	Pearson Correlation	.083	1	.065	-.067	-.053	-.071	.003	.081	.126
	Sig. (2-tailed)	.331		.447	.432	.537	.407	.969	.342	.137
	N	140	140	140	140	140	140	140	140	140
Marital status	Pearson Correlation	.312**	.065	1	.252**	.265**	.240**	.102	.069	.071
	Sig. (2-tailed)	.000	.447		.003	.002	.004	.230	.417	.406
	N	140	140	140	140	140	140	140	140	140
Length of service	Pearson Correlation	.735**	-.067	.252**	1	.690**	.552**	.362**	.275**	.218**
	Sig. (2-tailed)	.000	.432	.003		.000	.000	.000	.001	.010
	N	140	140	140	140	140	140	140	140	140
Rank/position level in organization	Pearson Correlation	.734**	-.053	.265**	.690**	1	.551**	.408**	.362**	.252**
	Sig. (2-tailed)	.000	.537	.002	.000		.000	.000	.000	.003
	N	140	140	140	140	140	140	140	140	140
Educational Qualifications	Pearson Correlation	.653**	-.071	.240**	.552**	.551**	1	.211*	.156	.185*
	Sig. (2-tailed)	.000	.407	.004	.000	.000		.012	.065	.028
	N	140	140	140	140	140	140	140	140	140
WP	Pearson Correlation	.380**	.003	.102	.362**	.408**	.211*	1	.481**	.473**
	Sig. (2-tailed)	.000	.969	.230	.000	.000	.012		.000	.000
	N	140	140	140	140	140	140	140	140	140
JA	Pearson Correlation	.214*	.081	.069	.275**	.362**	.156	.481**	1	.595**
	Sig. (2-tailed)	.011	.342	.417	.001	.000	.065	.000		.000
	N	140	140	140	140	140	140	140	140	140
EIB	Pearson Correlation	.241**	.126	.071	.218**	.252**	.185*	.473**	.595**	1
	Sig. (2-tailed)	.004	.137	.406	.010	.003	.028	.000	.000	
	N	140	140	140	140	140	140	140	140	140

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

* . Correlation is significant at the 0.05 level (2-tailed).

HAYES REGRESSION BASED PROCESS MACRO

Run MATRIX procedure:

Copyright 2013-2025 by Andrew F. Hayes. ALL RIGHTS RESERVED.
 This version of PROCESS requires SPSS version 26 or later
 Workshop schedule available at haskayne.ucalgary.ca/CCRAM
 In SPSS 29 and later, change default output font to Courier New for tidier
 output. More information about PROCESS at processmacro.org/faq.html.
 This beta release has not been completely tested. Use at your own risk.

***** PROCESS Procedure for SPSS Version 5.0 *****

Written by Andrew F. Hayes, Ph.D. www.afhayes.com
 Documentation available in Hayes (2022). www.guilford.com/p/hayes3

Model: 1
 Y: EIB
 X: WP
 W: JA

Sample
 Size: 140

OUTCOME VARIABLE:
 EIB

Model Summary

	R	R-sq	Adj R-sq	F	p	SEest
	.6372	.4060	.3929	30.9868	.0000	.7989

	SS	df	MS
Regress	59.3299	3.0000	19.7766
Residual	86.7988	136.0000	.6382
Total	146.1287	139.0000	1.0513

Model

	coeff	se	t	p	LLCI	ULCI
constant	.5898	1.0767	.5478	.5847	-1.5394	2.7190
WP	.8191	.3566	2.2971	.0231	.1139	1.5242
JA	1.1725	.4457	2.6304	.0095	.2910	2.0540
Int_1	-.1662	.1383	-1.2015	.2316	-.4398	.1074

Product terms key:

Int_1 : WP x JA

Test(s) of highest order unconditional interaction(s):

	R2-chng	F	df1	df2	p
X*W	.0063	1.4436	1.0000	136.0000	.2316

***** ANALYSIS NOTES AND ERRORS *****

Level of confidence for all confidence intervals in output:
 95.0000

----- END MATRIX -----