



## Workplace Happiness and Self-Efficacy as Correlates of Innovative Work Behaviour Among Mass Education Employees in Southwest Nigeria: A Mixed Method Approach

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ARTICLE INFO	ABSTRACT
<p><b>Artikel History:</b></p> <p>Received: 17 May 2026</p> <p>Revised: 15 June 2026</p> <p>Published: 03 July 2026</p> <p><b>Keywords:</b></p> <p>Workplace Happiness, Self-Efficacy, Innovative Work Behaviour, Mass Education</p>	<p>The study explored workplace happiness and self-efficacy as correlates of innovative work behaviour (IWB) among mass education employees in southwest Nigeria using a mixed method approach. The study was motivated by the vital role of exhibiting IWB towards ensuring organisational resilience, effectiveness and sustainable performance. The study employed explanatory sequential mixed-method design, while multi-stage and purposive sampling procedures were used to select two-hundred and eight (208) mass education employees from five southwestern states, Nigeria. The study used Innovative Work Behaviour Questionnaire (<math>\alpha=0.86</math>), Workplace Happiness Questionnaire (<math>\alpha=0.84</math>), and Self-Efficacy Questionnaire (<math>\alpha=0.84</math>), respectively, coupled with interview guide. Mean, standard deviation, regression and correlation analysis were used to analyse the generated data while responses from the interview were content analysed. The findings indicated that mass education employees maintained low level of workplace happiness (<math>\bar{x} = 2.33</math>), and high self-efficacy (<math>\bar{x} = 4.05</math>) towards organisation's tasks. The results further revealed that workplace happiness (<math>\beta = 0.255, t = 0.589, 0.005 &lt; .05</math>) and self-efficacy (<math>\beta = 1.597, t = 6.219, 0.000 &lt; .05</math>) had positive contributions to employees' IWB. Results further revealed a significant positive moderately strong association between self-efficacy and IWB (<math>r = .60, p &lt; .001</math>), but a significant positive weak association between workplace happiness and IWB (<math>r = .30, p &lt; .001</math>). The study concluded that workplace happiness and self-efficacy determined mass education employees' IWB. Employees should take ownership of their generated ideas, and be willing to promote them as well as recognise that workplace happiness is contagious in nature.</p>



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## INTRODUCTION

A nation's progress and continued existence depend heavily on literacy. It empowers individuals to interpret written instructions, handle personal finances, and participate responsibly in civic life. Beyond basic skills, literacy cultivates an attitude that welcomes new ideas and innovation. In essence, it provides people with the knowledge and competencies necessary to navigate rapid global change and drive societal development (Aransi, 2025). According to Kester, *et al.*, (2021), non-formal education programs exist to address the literacy gaps of groups overlooked by formal schooling including out of school children, marginalised populations, and those who leave school early.

In Nigeria, the creation of the National Commission for Mass Literacy, Adult and Non-Formal Education (NMEC) at the federal level, and State Agencies for Mass Education/State Agencies for Adult and Non-Formal Education (SAME/AANFE) at the state level, reflects the need for a coordinated and structured approach to adult and out-of-school literacy. NMEC and SAME/AANFE are mandated to raise literacy rates among children, youth, and adults excluded from formal education, with special focus on women, nomadic groups, and other vulnerable populations (Wami, 2022). NMEC is responsible for formulating national literacy policies and providing technical and financial support to SAMEs. SAMEs, in turn, adapt these national policies to local contexts, implement literacy programmes, and mobilise resources to meet the needs of both current and prospective adult learners.

At the state level, SAME/AANFE are responsible for reaching marginalized groups excluded from formal education. These include out-of-school children, street children, rural women, teenage mothers, non-literate nomadic communities, almajiris, and migrant fishing populations, among others (Wami, 2022). The agencies are also expected to recruit and train facilitators, enrol adult learners, monitor and evaluate literacy programmes, provide guidance on selecting and distributing appropriate learning materials, and issue certificates to programme completers (Eze, 2021). Thus, establishing and strengthening SAME/AANFE was expected to offer a timely strategy for closing literacy gaps and providing alternative education pathways for disadvantaged individuals.

This challenge persists because, as of 2020, an estimated 773 million youth and adults globally still lacked basic literacy skills, with 580 million of them living in E-9 countries, including Nigeria (UNESCO, 2021). In several developing countries, formal basic education has not guaranteed literacy. For example, only 49.6%, 33.9%, 27.2%, and 19.5% of primary school graduates in Pakistan, Bangladesh, Uganda, and Nigeria respectively could read and write, meaning most graduates of the basic primary schools remained non-literate (Van-Fleet, 2012). A World Bank projection report further showed that out of Nigeria's population of over 220 million, just 68.38% were literate, leaving 31.62% without basic literacy skills in 2022.

According to the National Bureau of Statistics (2020), out-of-school rates among school-age children vary widely across Nigeria's six geopolitical zones. In the South-East, South-South, North-Central, North-East, South-West, and North-West, 19%, 24%, 26%, 33%, 22%, and 25% of children of school-going age are out of school, respectively. The pattern is similar in the South-West states. In Ekiti, Lagos, Oyo, Ondo, Ogun, and Osun, 17%, 19%, 20%, 22%, 26%, and 27% of school-age children are not enrolled in school, respectively. Aderinoye and Ladan (2021) found that one-third of Nigerian children are not enrolled in school, while one in every three to four adults lacks basic literacy skills. The economic impact is substantial. Cree, *et al.*, (2022) estimate that global illiteracy costs approximately US \$1.2 trillion in lost GDP annually, with Nigeria's share at about US \$4.9 billion. This may be addressed by employees' innovative work behaviour.

Innovative Work Behaviour (IWB) is described as a multifaceted, cyclical process that encourages employees to identify opportunities, generate ideas from those opportunities, promote the

ideas, implement the selected ones, and sustain them to achieve organisational goals (Lambriex-Schmitz et al., 2020; Aransi, 2025). IWB has been identified as one of the most important factors for maintaining long-term organisational viability and gaining a competitive edge (Ye et al., 2022). It reflects how employees develop and apply new ideas to complete tasks in the workplace (Jønsson et al., 2021). If employee IWB is not developed, an organisation's capacity to compete in the market diminishes and the risk of work failure increases (Na-Nan & Arunyaphum, 2021). A large proportion of novel ideas in the workplace result from employees' IWB (DaCosta & Loureiro, 2019).

In developing contexts such as Nigeria, where most employees have limited access to capital and formal human resource management practices, employees with high levels of IWB can serve as a practical means of maintaining organisational resilience (Stoffers *et al.*, 2020; Aransi *et al.*, 2025; Olaniyan *et al.*, 2025). Organisations therefore need to create conditions that encourage employees to develop fresh solutions to organisational problems and challenges (Mutonyi, 2021; Kumar *et al.*, 2022). IWB is a significant determinant of organisational resilience (Fatemi *et al.*, 2022), organisational effectiveness (Vuong & Hieu, 2023), and organisational sustainable performance (Faulks *et al.*, 2021). However, employees' workplace happiness and self-efficacy could, in part, influence their innovative work behaviour.

Workplace happiness is a state of good feelings and behaviour that employees voluntarily perceive as making them feel happy or satisfied while engaging in work-related activities (Fisher, 2010). Workplace happiness gives employees an opportunity to apply their discretion during working hours, take fewer sick days, and work a longer shift. Employees who are happy are usually engaged in their work and consider their jobs important and pleasurable. Employees who are happy might tend to have better sleep, engage in physical activity, and live a stress-free life. Self-efficacy is a self-system component that includes an employee's abilities, dispositions, and cognitive capacity to succeed or otherwise finish a task or situation. Self-efficacy is expected to have a significant impact on how employees deal with the establishment's activities, and issues. Individuals with elevated self-efficacy have confidence in their capability to do such tasks, while those with diminished self-efficacy might exhibit reluctance to engage in such activities (Rahmah, *et al.*, 2022). High self-efficacy boosts employees' adaptability, resilience, and innovative ideas implementation, enhancing proactiveness, job performance, and engagement (Harun, *et al.*, 2022).

Literature on mass education employees' poor performance in Nigeria focused largely on variables such as application of Personalised System of Instruction (Kester and Okemakinde, 2008), extrinsic and intrinsic motivation (Oyelami and Alokun, 2019; Kester and Owojuyigbe, 2021), available of programmes, facilities and instructors, as well as accessibility, and distribution of clientele across the mass education programmes (Soyele, and Egunyomi, 2020), insufficient classrooms, reading facilities, educational resources, and power supply (Joseph *et al.*, 2014), gender and age (Aransi, *et al.*, 2025), educational qualifications, job tenure, and job security (Aransi *et al.*, 2026), leadership styles and training opportunities (Aransi and Akinyooye, 2025), economic, social, and psychological influence on adult learners' choices to enrol in and continue in the mass education system (Aransi, 2019), with no attention paid to the extent to which workplace happiness and self-efficacy influence IWB among mass education employees in Southwest Nigeria. Hence, the gap filled by this study.

### **Problem Statement**

The challenges that seem to have confronted effective implementation and delivery of the mass education activities in developing countries like Nigeria include; employees' inability to explore, generate, promote, realise and sustain new ideas. This in part manifested in their incapacity to challenge the conventional work process among the ad hoc literacy instructors, share opinions about recent events with colleagues, discuss personal ideas for improvement with colleagues, offer fresh approaches to problems, and track results of the implemented ideas.

These employees face multiple challenges at the Agency level and beyond. These comprise the need to manage large-scale educational programmes, coordinate multiple stakeholders, navigate bureaucratic structures, and traditional rules, and allocate limited resources among others. The employee's ability to carry out efficient programmes and practices that cater for the various categories of learners might depend on his/her ability to embrace IWB. However, variables like workplace happiness and self-efficacy could mar or make mass education employees' ability to embraced innovative work behaviour. Hence, the need for this study.

### **Objective of the Study**

The study's broad objective was to examine workplace happiness and self-efficacy as correlates of innovative work behaviour among Mass Education employees in Southwest Nigeria, while specific objectives are to;

- i. determine the level of workplace happiness and self-efficacy maintained among employees of the State agencies for Mass Education in Southwest Nigeria; and
- ii. investigate the influence of workplace happiness and self-efficacy on innovative work behaviour among employees of the State Agencies for Mass Education in Southwest Nigeria.

### **Research Questions**

The following research questions were raised and answered.

- i. What is the level of workplace happiness and self-efficacy maintained among employees of the State agencies for Mass Education in Southwest Nigeria?
- ii. What is the influence of workplace happiness and self-efficacy on innovative work behaviour among employees of the State Agencies for Mass Education in Southwest Nigeria?

### **Hypotheses**

The following hypotheses were tested as 5% level of significance.

- i. H<sub>0</sub>: There is no significant correlation between workplace happiness and IWB among SAMEs employees in Southwestern Nigeria.
- ii. H<sub>0</sub>: There is no significant correlation between self-efficacy and IWB among SAMEs employees in Southwestern Nigeria.

## **METHOD**

### **Research Design**

This research employed an explanatory sequential mixed-method design. This design enables the integration of both qualitative and quantitative methodologies for data gathering and interpretation within a single study subject. This design is considered invaluable because the data collected from the instrument's qualitative section (Key Informant Interview, KII) was utilised to complement and better clarify the empirical results of the quantitative instrument (questionnaire).

### **Population, Sample Size and Sampling Techniques**

The target population comprised all two hundred and thirty-five (235) permanent employees of the SAME in the five southwestern states, Nigeria. The study's sample size was two hundred and eight (208) SAME employees of the officer cadres and above (Level 8 and above). This sample was taken from five southwestern states of Nigeria using multi-stage and purposive sampling procedures. Lagos State was not included in the sample states since it was utilised to evaluate the instrument's reliability. The SAME employees were selected from officer cadres and above using the purposive sampling approach. The reason being that the SAME employees of the officer cadres and above are saddled with the responsibilities of direct evaluation, monitoring, and implementation of literacy-oriented programmes of the agency. Two stages were created in each of the five states used. The first stage consisted of the respondents scheduled for the questionnaire, while the second stage contained the participants for the Key Informant Interview (KII). Out of the 208 sampled, 203 were within

officer cadre level and above who completed the questionnaire, while five (5) Executive Secretaries/Coordinating Directors from each sampled state were purposively selected for Key Informant Interviews. They are responsible for managing human and material resources to achieve the agency's literacy mandate. This consisted of fifty (50), twenty-seven (27), thirty-five (35), sixty-five (65) and thirty-one (31) sampled respondents from Oyo, Ondo, Ekiti, Ogun and Osun States, respectively.

### **Instruments**

The study employed the IWB Questionnaire (IWBQ), Workplace Happiness Questionnaire (WHQ), and Self-Efficacy Questionnaire (SEQ), respectively, as well as Key Informant Interview guide. These instruments are discussed as thus:

#### **Innovative Work Behaviour Questionnaire (IWBQ)**

The IWB of SAME employees was proxied using a modified version of the multi-dimensional IWB construct created by Lambriex-Schmitz et al., (2020). This instrument consisted of forty-four question items that were utilised by academic and non-academic staff members in the Netherlands' vocational education system. Four items for opportunity exploration, seven for idea generation, seven items for idea promotion, nine items for idea realisation, and seventeen items for idea sustainability made up the construct, which was separated into five dimensions. Consequently, twenty-five out of the forty-four items that met the validity criteria were refined and used. Each of the following areas was covered by five components: opportunity exploration, idea generation, promotion, realisation, and sustainability. The Likert scale employed are: 5 = Very High Extent (VHE), 4 = High Extent (HE), 3 = Moderate Extent (ME), 2 = Low Extent (LE), and 1 = Very Low Extent (VLE).

#### **Workplace Happiness Questionnaire (WHQ) Subscale**

The revised edition of Happiness at Work by Del Junco, *et al.*, (2013) was used to measure workplace happiness. This scale has fifteen (15) items. However, nine (9) items considered relevant were modified and used. The Likert scales employed are: 1 = Strongly Disagree (SD), 2 = Disagree (D), 3 = Undecided (U), 4 = Agree (A), and 5 = Strongly Agree (SA).

#### **Self-Efficacy Questionnaire (SEQ)**

The study adapted the self-efficacy construct by Schwarzer and Jerusalem (1995). The original scale had ten items. However, nine items considered suitable were revised and used. This scale has a 5-point Likert scale ranging from 1 = Not at All True of Me to 5 = Exactly True of Me: 1 = Not at All True of Me, 2 = Barely True of Me, 3 = Moderately True of Me, 4 = Mostly True of Me, 5 = Exactly True of Me.

### **Validity and Reliability of the Instruments**

The instruments were subjected to face and content validity. The items were presented in a straightforward and clear manner on the surface, using basic and unambiguous English language. The input from the educational measurement and evaluation expert was explored with respect to content validity. Twenty-five (25) SAME staff from Lagos State were given the questionnaire to test its reliability. The Cronbach Alpha reliability produced 0.86, 0.84 and 0.84 for innovative work behaviour, workplace happiness and self-efficacy subscales, respectively.

### **Methods of Data Administration and Analyses**

The researchers, two trained research assistants and staff members of the agency used in each of the sampled states involved in the administration of the questionnaire. The Key Informant Interviews (KIIs) sessions were conducted by one of the researchers. The data collected via questionnaire were analysed using, mean, standard deviation, regression and correlation analysis. The responses from the sessions of the Key Informant Interviews (KIIs) were content analysed.

### **Ethical Considerations**

The University of Ibadan Social Sciences Ethics Committee gave its approval with the assigned number UI/SSHREC/2023/0144. This study adhered to anonymity, confidentiality and

voluntary participation. There was no room for inducement before, during and after participation in the research.

## RESULT AND DISCUSSION

**Research Question 1:** What is the level of workplace happiness and self-efficacy maintained among employees of the State agencies for Mass Education in Southwest Nigeria?

**Table 1.** Maintained Level of Workplace Happiness and Self-Efficacy among Employees of the State Agencies for Mass Education in Southwestern, Nigeria.

No.	Variables	Mean ( $\bar{x}$ )	Standard Deviation	Decision
1	Workplace Happiness	2.33	0.81	Low
2	Self-Efficacy	4.05	0.64	High

**Note:** Mean scores were interpreted as follows: Low = 0.00–2.49, Moderate = 2.50–3.49, High = 3.50–5.00.

The findings in Table 1, using a threshold of 2.50, revealed that employees of the State Agencies for Mass Education had a low feeling of happiness at the workplace ( $\bar{x} = 2.33$ ), while maintained a high degree of self-efficacy ( $\bar{x} = 4.05$ ) in monitoring, evaluating, and implementing Agency programmes. This indicates that the quality of services to be rendered by these employees may suffer due to decreased motivation, engagement, and work satisfaction as occasioned by low level of workplace happiness. As unhappy employees are more likely to experience burnout, leading to increased absenteeism and turnover rates, which can negatively impact the agency's reputation and ability to attract new employees and learners. On the other hand, the employees expressed a high degree of self-efficacy towards agency activities, this showcases that their confidence in accomplishing jobs and achieving the mandates of the State Agency for Mass Education. This confidence associated with self-efficacy serves as a strong foundation for success; however, constant monitoring and support are necessary to ensure they remain effective and motivated in their roles. In consonance, recent studies showed that there were low levels of happiness at the workplace among employees in the banking industry (Adeyinka, *et al.*, 2022), manufacturing sector (Ojo, *et al.*, 2020), oil and gas firm (Akintayo *et al.*, 2022), and information and technology companies (Rao and Kumar, 2020), to mention a few which are in support with the finding of this study. On the basis of this, Olive and Clayton (2023) concluded that favourable working conditions, fair compensation, promotion of work-life balance, opportunities for career growth, and a supportive culture are all necessary to boost workplace happiness among employees in businesses.

Majority of the employees in United States of America expressed feeling of happiness at work (Al-shamia, *et al.*, 2023). Happiness at the workplace is high among employees in Nigeria which refuted the result of this research work (Azhar and Megawati, 2018). A key psychological resource that helps people perform better, adjust to changing work situations, and have a positive attitude at work is high self-efficacy (Alnoor *et al.*, 2019). Feeling of high self-efficacy influences an employee's willingness to adopt new behaviour like using information technology and their expectation of successful performance (Bandura and Locke, 2022). This is to infer that employees who have strong self-efficacy might be less anxious and reluctant to use new technologies. In his own response, an informant corroborated the essence of workplace happiness by asserting that:

Happiness at work is a major motivator for creative behaviour. Employees that are engaged, motivated, and innovative are more likely to be content. Employees are more willing to take chances, exchange ideas, and work together in a favourable work atmosphere. As a result, there is a culture of experimentation and invention where workers are encouraged to create novel ideas and methods (KII/Ondo/Director/Male/2023).

Similarly, another informant concurred that:

Happy workers typically exhibit higher levels of creativity, problem-solving skills, adaptability, openness to learning, job satisfaction, productivity, and a sense of autonomy  
**(KII/Ekiti/Executive/Female/2023).**

**Research Question 2:** What is the influence of workplace happiness and self-efficacy on innovative work behaviour among employees of the State Agencies for Mass Education in Southwest Nigeria?

**Table 2.** Influence of workplace happiness and self-efficacy on innovative work behaviour among employees of the State Agencies for Mass Education in Southwest Nigeria.

Mode	Unstandardized Standardized			t	Significant value
	B	Standard error	Beta		
Constant	45.921	12.127	<b>3.787</b>	-	0.000
Workplace Happiness	0.255	0.324	0.051	0.589	0.005
Self-Efficacy	1.597	0.257	0.461	6.219	0.000

The results in Table 2 indicated that workplace happiness ( $\beta = 0.255$ ,  $t = 0.589$ ,  $0.005 < 0.05$ ) and self-efficacy ( $\beta = 1.597$ ,  $t = 6.219$ ,  $0.000 < 0.05$ ) had positive contributions to mass education employees' innovative work behaviour in southwestern, Nigeria. This is to say happy employees perform better with excitement and ease in comparison to their unhappy counterparts. Such employees might explore novel routes unafraid and boldly, with enjoyment and lightheartedness as essential components. It follows that joyful workers are more likely to be innovative and efficient. Workplace happiness at work has a beneficial and substantial impact on university lecturers' IWB in Malaysia (Al-shamia, et al., 2023). Workplace satisfaction was a significant factor contributing to the variation in Innovative Work Behaviour among Indonesian university lecturers (Azhar and Megawati, 2018). This means that the employee's self-efficacy has a positive contribution to mass education employees' capacity to explore prevailing opportunities, generate ideas from the identified opportunities, promote the already-generated ideas, and advance idea realisation and sustainability, respectively. Hence, the higher the ability of mass education employees to make efforts to fix literacy problems, endure challenging literacy circumstances, and monitor and evaluate literacy events, the higher the innovative work behaviours on literacy exercise within the agency.

This showcases that self-efficacy relates to the achievement of employees' job goals and their potential success. The mass education employees' self-efficacy would encourage them to apply successful tactics aimed at enhancing the standard of monitoring, evaluating, and implementing literacy programmes. A feeling of self-efficacy and involvement in the creative process would enhance workers' capacity for creation; thus, they would be more adept at problem-solving, exhibit more creativity, and develop innovative ideas. This suggests that those who possess confidence in their multitasking capabilities and the completion of complex tasks are more inclined to exhibit innovative thinking. Intrinsically driven individuals can enhance the level of innovative work behaviour in the workplace, ultimately resulting in improved job performance. Incorporating self-efficacy is significant as it highlights the importance of inner motivation over extrinsic drive, especially in enhancing creativity. According to the self-cognitive theory, workers have the ability to plan and carry out certain behaviour, independent of the circumstances. Therefore, when individuals enhance their internal qualities in relation to their jobs, they will develop improved work characteristics, such as innovative conduct.

In other words, the self-efficacy of the mass education personnel helps them overcome obstacles within the cycle of monitoring, assessing, and putting literacy-oriented exercises into practice. In addition, it gives students more self-assurance that they can do certain literacy tasks. Self-efficacy is a component of an individual's self-system, including their attitudes, talents, and cognitive

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abilities. As a result, this system significantly affects how people see the world and respond to various circumstances. The capacity to have faith in one's own capabilities is an essential element of this self-system. Recruiting employees with elevated positive self-efficacy would foster the emergence of creative behaviour. Consequently, those with higher self-efficacy are more predisposed to do challenging tasks than those with lower self-efficacy. The employees whose exhibiting elevated self-efficacy consistently possess confidence in their ability to complete tasks, whereas those with diminished self-efficacy tend to be reluctant to attempt and complete similar activities (Hosseini and Shirazi, 2021). This confirms the findings of prior research that self-efficacy has a favourable impact on employees' IWB (Wijayana, et al., 2022; Gkontelos, et al., 2023). According to recent research by Rais and Yuyun (2024), self-efficacy directly and significantly affects Indonesian teachers' IWB. This contradicts the findings of Ginting, which Christianto and Handoyo (2020) cited, who argued that self-efficacy had no appreciable effect on the creative work practices of staff members at Radio Station X in Surabaya, Indonesia.

**Hypothesis 1:** There is no significant correlation between workplace happiness and IWB among SAMEs employees in Southwestern Nigeria.

**Table 3.** Relationship between workplace happiness and SAME employees' IWB

Correlation	IWB	WH	Significant Value (2-tailed)
IWB (Pearson Correlation)	1	0.30**	0.000

**Note:** IWB stands for Innovative work behaviour, WH represents workplace happiness, the double asterisk (\*\*) indicated that the correlation is significant at the 0.01 level (2-tailed).

The study in Table 3 found a significant positive but weak correlation ( $r = 0.30$ ,  $p < 0.05$ ) between workplace happiness and innovative work behaviour among mass education employees in Southwestern Nigeria. This significant relationship led to the rejection of the null hypothesis, indicating that workplace happiness is a contributing factor to employees' innovative work behaviour. The positive weak association suggests that improving workplace happiness can contribute to higher innovative work behaviour, but directors of the Agency should address other organisational factors to achieve stronger results. The significant positive correlation suggests that higher workplace happiness is associated with greater innovative work behaviour, though this relationship does not imply causation.

The finding implies that fostering workplace happiness among mass education employees in Southwestern Nigeria may encourage innovative work behaviour, but additional organisational and contextual factors will also need attention to drive stronger innovation. This suggests that while creating a happier work environment can support innovation among mass education employees in Southwestern Nigeria, it alone is insufficient and must be combined with other strategies like training, resources, or leadership support. This is to infer that happy employees are more likely to be motivated, engaged, and creative, fostering a collaborative atmosphere that encourages idea-sharing, feedback, and innovative solutions. This, in turn, can lead to better well-being, reduced stress, and increased mental space for innovative thinking. However, the study highlights that bureaucratic constraints, lack of autonomy, and limited resources can weaken this positive relationship between workplace happiness and innovative work behaviour. In alignment, Rosdaniati and Muafi (2021) found a positive correlation between workplace happiness and IWB among employees of a private university in Indonesia.

**Hypothesis 2:** There is no significant correlation between self-efficacy and innovative work behaviour among mass education employees in Southwestern Nigeria.

**Table 4.** Relationship between self-efficacy and mass education employees’ innovative work behaviour

Correlation	IWB	SE	Significant Value (2-tailed)
IWB (Pearson Correlation)	1	0.60**	0.000

**Note:** IWB stands for Innovative work behaviour, SE represents self-efficacy, the double asterisk (\*\*) indicated that the correlation is significant at the 0.01 level (2-tailed).

The results in Table 4, indicated a moderately strong positive correlation ( $r = 0.60, p < 0.05$ ) between self-efficacy and innovative work behaviour among mass education personnel in Southwestern Nigeria. This significant relationship indicates that employees with high self-efficacy are more likely to exhibit innovative work behaviour, effectively generating, managing, and assessing literacy initiatives. The findings led to the rejection of the null hypothesis, confirming a statistically significant link between self-efficacy and innovative work behaviour. The moderately strong positive relationship suggests that self-efficacy plays a substantial role in shaping innovative work behaviour among mass education personnel in Southwestern Nigeria. This implies that personnel who believe in their ability to handle challenges and achieve goals are more likely to engage in generating, promoting, and implementing new ideas at work. Therefore, interventions aimed at building confidence, providing mastery experiences, and strengthening professional development may serve as effective strategies for enhancing innovation within mass education institutions. However, while self-efficacy appears influential, other organisational and contextual factors should also be considered to fully support innovative practices. In consonance, Christianto and Handoyo (2020) found a strong and favourable correlation between the creative work practices of workers in Egypt's tourist sector and their self-efficacy. They further argued that there is no appreciable correlation between self-efficacy and creative work practices among Radio Station X personnel in Surabaya, Indonesia. Similarly, Hosseini and Shirazi (2021) found that motivating staff members will encourage creative behaviour. Therefore, those who have higher degrees of self-efficacy are far more inclined to take on difficult jobs than those who have lower levels.

## CONCLUSION

The findings indicate that employees of the State Agencies for Mass Education report deficient workplace happiness, yet demonstrate strong self-efficacy in the execution of monitoring, evaluation, and programme implementation responsibilities. The findings reveal that both workplace happiness and self-efficacy significantly contribute to innovative work behaviour among mass education employees in Southwestern Nigeria. However, self-efficacy demonstrates a more substantial predictive influence compared to workplace happiness.

Workplace happiness has a positive but weak association with innovative work behaviour among mass education employees in Southwestern Nigeria, suggesting it contributes to innovation, though its influence is limited compared to other factors. Self-efficacy demonstrates a moderately strong positive relationship with innovative work behaviour among mass education personnel in Southwestern Nigeria, indicating that confidence in one’s capabilities is a key driver of generating and implementing new ideas at work.

Future research should expand on these findings by exploring additional organisational, psychological, and contextual factors that may influence innovative work behaviour among mass education personnel beyond workplace happiness and self-efficacy. Longitudinal or mixed-methods designs are recommended to establish causal relationships and to capture how changes in self-efficacy and workplace conditions over time affect innovation. Comparative studies across other geopolitical zones in Nigeria or similar agencies in different countries would also help determine the generalisability of these results. Furthermore, intervention-based studies that test specific strategies

for building self-efficacy and improving workplace happiness could provide practical evidence for policymakers on the most effective approaches to fostering innovation in public education agencies.

State Agencies for Mass Education should prioritise interventions that improve workplace conditions, recognition, and staff welfare to enhance employee happiness, while leveraging their existing high self-efficacy through opportunities for autonomy, professional growth, and involvement in decision-making to sustain effective programme implementation. State Agencies for Mass Education should prioritise policies and programmes that systematically build employee self-efficacy. This can be done through structured training, mentorship, job rotation, and granting greater autonomy in programme monitoring, evaluation, and implementation, as these are likely to yield substantial improvements in innovative work behaviour.

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