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Climate for Innovation in Support of Skill-Development Instructions in Higher Education

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ABSTRACT

In a world of intensified competition, it is extremely essential for organizations to adopt change and embrace innovation. Effective and efficient processes and procedures are swiftly replacing traditional ways of doing things. The study aimed to determine the existence of climate for innovation and its influence on teachers' observance of creativity and innovation in instruction was initiated. A correlational survey model was employed to collect data from thirty-five academic heads and teachers in a private higher education institution. Statistical treatments used included mean and Pearson Product-Moment Correlation. Results of study revealed that, despite of uncertainty in the existence of climate for innovation, teachers still exhibited creativity and innovation in their instructions. There is an exigency of inculcating creativity and innovation on their students. Climate for innovation is significantly related to teachers' observance of creativity and innovation. To enhance a climate for innovation, academic heads as school leaders should become aware of how to utilize their authority in order to achieve the desired innovative outcomes. They should value the potential of each individual teacher and assure the top management's commitment to promote creativity and innovation.

Keywords: Climate for Innovation, Creativity, Innovative Behavior, Resource Supply

INTRODUCTION

In this day and age, organizations are confronted with an ever-changing climate typified by brisk scientific progress and fast-paced globalization (Gumusluoglu, 2009). There is an urgency for every organization to change and innovate not only to succeed but simply to stay alive in an environment of stiff competition. Modern breakthroughs and developments are swiftly supplanting customary ways of doing things. Thus, innovation along creativity is vital for the success and viability of organizations (Tsai, 2011). Creativity, in the words of Amabile (as cited in Fidan & Oztürk, 2015), is "the generation of novel and useful ideas … " Meanwhile, innovation involves "the successful implementation of creative ideas within the organization". Whereas creativity flourishes on freedom and diversity to spark new ideas and gain new perspectives, according to Partnership for 21st Century Skills (P21, 2007), it is innovation that keeps the creative spark alive and makes it useful to the wider world by drawing on practical sets of expertise, such as replication and distribution of, and dissemination of information about the object of creation. When it comes to organizations, creativity without innovation is of considerably reduced significance (McLean, 2005). The opposite is likewise valid: devoid of creative ideas to supply the innovation pipeline, innovation is an engine without any fuel. Therefore, the behavior of being innovative is an act of creativity, whereas innovation is the initial utilization of a concept by the organization. Innovation sustains organizations amidst incessant revitalization and development. In the absence of innovative ideas and behaviors, the organization deteriorates and might come to closing down. Henceforth, innovative behavior comes to be a necessity, instead of choice for organizations (Tsai, 2011).

The critical task of organizational leaders, therefore, is to create radical new ideas, processes and products, and subsequently, innovate. Teece (as cited in Tsai, 2011) explained, it is the innovative behavior as a vibrant force that can very well put together, develop and reconstruct inner and outer capabilities to tackle fast shifting circumstances inside and outside of the organization. Obviously, organizations ought to be extra creative and innovative to persist, to compete, to develop, and to get ahead of others (Gumusluoglu, 2009).

Innovation, as affirmed by Moolenaar et al. (2010), is shaped by internal/ external environments which include organizational motivation and climate for innovation. They described innovative climate as the collective discernments of organizational members about the norms, processes, and manners that stimulate the creation of new knowledge and practices. Mumford et al. (2002) arranged

the interactional dimensions of climate effecting innovation and creativity as risk taking, freedom, work challenge, trust, support, intellectual orientation, intrinsic involvement, and activity. On the other hand, Scott & Bruce (1994) analyzed the climate for innovation under support for innovation and resource allocation dimensions. Support for innovation dimension is about the individuals' perceptions about the degree of their organizations' being open, supportive for new ideas and open to the divergent beliefs and opinions of organizational members. As for resource allocation dimension, the resources which include, among others, the personnel, financial resources and time which are provided by the organization for the innovation process are studied. Organizations possessing innovative environment are keen on promoting creativity and innovation, inspiring members to dwell on untested domains and are forbearing to the divergent viewpoints of their members. This aspect also reveals that innovative climates allow organizational members to conduct themselves in a highly ingenious and imaginative manner.

As cited in Partnership for 21st Century Skills (P21, 2007), Robinson, a leading thinker and speaker on creativity, has said, "We do not grow into creativity, we grow out of it – or rather, we are educated out of it. In today's world of global competition and task automation, innovative capacity and a creative spirit are fast becoming requirements for personal and professional success." Robinson further stated that humanity's future depends on the ability to reconstitute "conception of human capacity and place creativity and innovation in the forefront of educational systems."

In schools, innovative behavior of the teachers cannot be taken lightly because it facilitates in enriching their job performance. Being innovative, one should come up with improved performance at work resting on the teachers' inclination to implement original concepts. Xerri and Brunetto (2011) stated that innovative behavior can be construed as a performance guide. To confirm the circumstances by which they create novel designs, according to Messmann, Mulder & Gruber (2010), it is necessary to affirm their innovative behavior and work performance. Dörner (2012) found out that innovative work behavior significantly impacts on task performance. As further support, it was established in the research of Rhee, Park and Lee (2010) that innovation wields a formidable hold on work performance.

OBJECTIVES OF THE STUDY

Generally, the goal of the study was to establish if there is a significant relationship between climate for innovation and teachers' innovative behavior of creativity and innovation in instruction in a private higher education institution.

Specifically, the study sought to determine the level of agreement of academic heads and teachers of a private higher education institution in the existence of a climate for innovation relative to the two dimensions of support for innovation and resource supply. Likewise, it aimed to establish the teachers' observance frequency of creativity and innovation skill-development instructions in their classes; and the relationship between climate for innovation and creativity and innovation in the instructions of teachers.

FRAMEWORK

The study was anchored on Psychological Climate Theory. James & Ashe (1990) explained that, at the individual level, climate is "a cognitive interpretation of an organizational situation" otherwise known as "psychological climate." Individuals react mainly to cognitive image of the environments instead of the environment per se. Climate corresponds to "signals individuals receive concerning organizational expectations for behavior and potential outcomes of behavior." This information is used by the individuals to form their own impressions and act on these by conforming their personal conduct which aims to achieve affirmative self-assessed outcomes like self-appreciation and self-recognition. Inasmuch as climate is considered as "a determinant of individual behavior, it is predicted that the extent in which organization members perceive an organizational climate as supportive of innovation would affect individual innovative behavior" as diagrammatically represented in Figure 1.

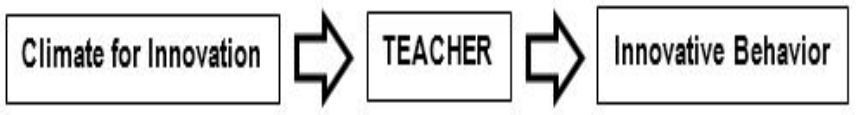

Figure 1. Paradigm of the Study

Despite the growing literature on teachers' innovative behavior internationally, apparently little can be found in the literature highlighting Filipino teachers'

manifestation of such behavior especially in a higher educational institution. Therefore, this study was conducted to look into the progress made by college Filipino faculty members in manifesting innovative behaviors inside their classroom. The results that could be gained from this study would provide essential and useful information for progressive educators in establishing a climate for innovation along with the dimensions of support for innovation and resource supply subscales has substantial impact on the demonstration of teachers' innovative behavior. An affirmative result would serve as an eye opener to the teachers, and most especially to school administrators, that they have the upper hand and utmost responsibility in facilitating a viable climate for innovation. For the students on one hand, since they would be the main recipients of a healthy school climate for innovation, the innovative behaviors of their teachers would definitely redound to their emulation of creativity and innovation in addressing whatever problems they encounter in life.

METHODOLOGY

The data were collected from 35 participants belonging to 7 academic heads and 28 teachers of a private higher educational institution in the province of Laguna, Philippines. The respondents represented 54% (13) College Deans comprising the population of academic heads and 28% (99) teachers, respectively. Sufficiency of representation for sample groups of a descriptive research was assured by Gay (as cited in Sevilla et al., 1992) as they were within the minimum suggested sample sizes of respondents equal to 10 percent of the population and/or 20 percent for smaller population. Simple random sampling technique was utilized in choosing the sample members. A questionnaire was the main data-gathering instrument. It was administered to the target respondents after the Director of the Calamba City branch of the university granted the requested permission for the survey.

The existence of climate for innovation in the private higher education institution was established through the use of the support for innovation and resource supply model conceptualized by Scott and Bruce (1994). Support for innovation (16 items) measures the degree to which individuals view the organization as amenable to change, and resource supply (6 items) measures the degree to which resources (e.g., personnel, time) are perceived as adequate in the organization. The authors treated these factors as separate dimensions of the climate for innovation in the model. Cronbach's alpha coefficient for the

support for innovation subscale was 0.92. For the resource supply subscale, it was 0.77. Each of the 22 items was rated on a scale from 1 (strongly disagree) to 5 (strongly agree). On the other hand, the creativity and innovation in instruction measures were taken from West Virginia 21st Century Teaching and Learning Survey developed by Ravitz (2014) with a Cronbach alpha coefficient equal to 0.94. Each item was assessed on the following scale: 1 (almost never), 2 (a few times a semester), 3 (1-3 times per month), 4 (1-3 times per week), and 5 (almost daily). Creativity and innovation measure the extent one is "able to generate and refine solutions to complex problems or tasks based on synthesis, analysis and then combining or presenting what they have learned in new and original ways."

The research data were collected, consolidated and tallied and subsequently subjected to analyses. The simple mean was the main descriptive statistics worked out. The five-point Likert scale was likewise utilized to lend the data for statistical treatment and to provide verbal interpretations. To determine whether climate for innovation and teachers' innovative behavior of creativity and innovation in instruction were related significantly, Pearson Product-Moment Correlation analysis was used . The significance tests were performed using two-tailed alpha-level of 0.05. A p-value of equal to or less than 0.05 was considered statistically significant.

RESULTS AND DISCUSSION

Climate for Innovation

Mumford et al. (2002) argued that climate has an important effect on creativity. Specifically, innovative climate influences the generation of new ideas and realization of these ideas successfully. It reflects norms and practices of encouraging flexibility and facilitates unrestrained expression of ideas. In the same context, Jung et al. (2003) stated that an innovative organizational climate supports creativity and enables flow of learning. As innovative climate encourages autonomy and risk taking of members, their intrinsic motivation increases and so they become willing to exhibit innovative behavior. The existence of these features of climate for innovation is what the study aimed to determine in a private higher educational institution.

Table 1. Climate for Innovation In Terms of Support for Innovation

INDICATORS	Mean	Verbal Interpretation
1. Creativity is encouraged here.	4.17	Agree
2. Our ability to function creatively is respected by the leadership.	4.17	Agree
3. Around here, people are allowed to try to solve the same problems in different ways.	4.00	Agree
4. The main function of members in this organization is to follow orders which come down through channels.*	2.31	Disagree
5. Around here, a person can get in a lot of trouble by being different.*	3.26	Uncertain
6. This organization can be described as flexible and continually adapting to change.	3.80	Agree
7. A person can't do things that are too different around here without provoking anger.*	3.40	Uncertain
8. The best way to get along in this organization is to think the way the rest of the group does.*	3.26	Uncertain
9. People around here are expected to deal with problems in the same way.*	3.43	Uncertain
10. This organization is open and responsive to change.	3.89	Agree
11. The people in charge around here usually get credit for others' ideas.*	3.31	Uncertain
12. In this organization, we tend to stick to tried and true ways.*	2.69	Uncertain
13. This place seems to be more concerned with the status quo than with change.*	3.29	Uncertain
14. The reward system here encourages innovation.	3.51	Agree
15. This organization publicly recognizes those who are innovative.	3.74	Agree
16. The reward system here benefits mainly those who don't rock the boat.*	3.34	Uncertain
General Assessment	3.47	Uncertain

Legend: VI – Verbal Interpretation; 4.50 – 5.00, Strongly Agree (SA); 3.50 – 4.49, Agree (A); 2.50 – 3.49, Uncertain (U); 1.50 – 2.49, Disagree (D); 1.00 – 1.49, Strongly Disagree (SD)

*** Reverse Coded**

Table 1 shows how the respondents assessed the existence of support for innovation in school. Some indicators with asterisks are reverse coded, and therefore, their meanings are taken in opposite of what are stated. As displayed in Table 1, the respondents agree on creativity being encouraged (M = 4.17) and respected by the school leaders (M = 4.17). These encouragements are in the forms of action and outright communication. The teachers' positive view of school communication, as concurred by Tuazon & Padiernos (2016), elicits their cooperation and tacit approval of the leadership of the school head which lead to a

viable teamwork towards the attainment of school goals and objectives. According to Fidan & Oztürk (2015), it is highly probable that one displays his creativity in a climate where bold moves and creation of new ideas are given credence. Gumusluoglu (2009) explained that organizational leaders may encourage their subordinates to demonstrate greater degrees of creativity at workplace, may bring about a work atmosphere conducive to creativity, may create an example to follow in order to bring out further creativity, and may create and sustain a scheme which pays creative accomplishment with benefits and incentives. This also augers well with the observation of Kazama et al. (2002) when they declared that the affirmative actions of leaders have positive implications for climate for innovation. Reiter-Palmon and Illies (2004) found it was unlikely that veritable outputs of creativity could be achieved without sufficient support of organizations and organizational leaders. Likewise, Tuazon (2016) clarified that organizational support by the school administration "should be given according to the needs, desires and expectations of the teachers which include awarding teachers' ideas, appreciating teachers' success, and acknowledging the extra work done by teachers".

As presented (Table 1), the respondents agreed that the school is continually adapting (M = 3.80) and responsive to change (M = 3.89). These positive attitudes toward change are healthy for any organization. In this regard, Daft (2004) acknowledged that "today's organizations face a need for dramatic strategic and cultural change and for rapid and continuous innovations in technology, services, products and processes. Change, rather than stability, is the norm. Whereas change once occurred incrementally and infrequently, it is now usually dramatic and constant". Thus, an essential facet of accomplishments of modern organizations involves their positive posture to change.

Data revealed positive findings on the observance of the reward system and recognition of those who are innovative in the school. On these matters, Solomon, Winslow & Tarabishy (as cited in Balkar, 2015) concurred that it is necessary for organizational climate to encourage and reward members that show innovative behavior. Encouraging and recognizing members in sustaining their innovative behavior is crucial in allowing and supporting a climate for innovation. Keeping various learning opportunities to be fruitful, creation of new ideas, allowances for the shortcomings of members, and empowering them are deemed beneficial in organizations in order to create a climate conducive for innovative behaviors to flourish. It is in this frame of mind Crespell (2007) concluded that innovation can be encouraged with an environment that supports

innovativeness by organizational managers. As such, organizational climate must possess attributes of team cohesion, supervisor motivation, and independence.

Fischer & Montalbano (2014) insinuated that the school should facilitate an environment of freedom and autonomy among teachers. Freedom indicates that teachers "are permitted to take initiative in the task at hand" while autonomy "taps into their motivation to innovate when their creativity can be integrated with their expertise". The academic heads should provide teachers the motivation to assume new roles in highly creative manners and inspire them to acquire compliant convictions as well as to aspire for enhanced knowledge foundation. While a climate ordinarily depends on the viewpoints of school heads, perceived leader commitment to creativity and innovations facilitate an affirmative, anxiety-free setting for teachers to cultivate their unrestrained effort to adopt creative and innovative ways in their instructions.

Further, the data revealed uncertainty responses among academic heads and teachers (GA = 3.47) on the existence of support for innovation in the school, in the long run, prevail. Eight (8) indicators highlight such uncertainties. Support for being different and doing differently did not gain agreement nor disagreement from respondents as well as thinking and dealing with problems in the same way. These also hold true on indicators "people getting credit for others' ideas," "sticking to tried and true ways," and being "more concerned with the status quo than with change." These findings, however, indicate that the school environment has no adequate support in promoting a climate for innovation for it to be felt and concurred upon by the school community.

Ideally, creativity and innovation is driven by encouraging diversity. In other words, diversity in the organization embraces different cultural concepts of members and caters to the individual needs that make individuals believe that they are important parts of the organization. Respecting individual members' different points of view allows intellectual creativity development and formulates diverse networks, which can be effective in producing the most novel ideas within the organization (Grant & Berry, 2011).

Table 2. Climate for Innovation In Terms of Resource Supply

INDICATORS	Mean	Verbal Interpretation
1. Assistance in developing new ideas is readily available.	3.37	Uncertain
2. There are adequate resources devoted to innovation in this organization.	3.34	Uncertain
3. There is adequate time available to pursue creative ideas here.	3.34	Uncertain
4. Lack of funding to investigate creative ideas is a problem in this organization.*	2.40	Disagree
5. Personnel shortages inhibit innovation in this organization.*	2.57	Uncertain
6. This organization gives me free time to pursue creative ideas during the workday.	3.49	Uncertain
General Assessment	3.09	Uncertain

Legend: VI – Verbal Interpretation; 4.50 – 5.00, Strongly Agree (SA); 3.50 – 4.49, Agree (A); 2.50 – 3.49, Uncertain (U); 1.50 – 2.49, Disagree (D); 1.00 – 1.49, Strongly Disagree (SD)

*** Reverse Coded**

As revealed in Table 2, the academic heads and teachers are uncertain on the availability of assistance in developing new ideas (M = 3.37), adequate resources devoted to innovation (M = 3.34), time available to pursue creative ideas (M = 3.34), presence of enough personnel (M = 2.57), and free time during workday (M = 3.49). These data contribute to a general assessment of uncertainty (GA = 3.09). Such findings imply that, in general, there is also no enough resource supply for the teachers to pursue creative ideas.

In this regard, West & Hirst (2003) declared that having sufficient material resources to carry out the job of being creative is naturally a prerequisite for innovative outcomes. The availability of material resources is central for testing different solutions. More important than the question of material resources is, nevertheless, time (Lawson, 2002). In today's workplaces, employees are too often time constrained, causing them to feel overworked, fragmented and burnt-out. At times, employees may accept and want to be involved in many projects, but at others, the rush may reflect the constantly evolving nature of tasks and increases in work-load, which is detrimental to employee innovativeness. In the same context, Amabile, Hadley and Kramer (2002) have found in their studies that giving enough time to think creatively and toying with fresh ideas in entirely different perspectives is one of the highly quoted factors for being innovative. When employees are not pressured with time, they display utmost creativity and

are open and motivated to try and generate novel ideas. Sarros, Cooper & Santora (2008) likewise observed in their studies that visionary leaders were associated with organizations that were reported to provide adequate resources, funding, personnel, and rewards to innovate, as well as time for employees to pursue their creative ideas. In addition, Tuazon (2016) suggested that school administration itself should take the time to discover the organizational resources that individual teacher values and take measures to provide such resources where possible.

As put forward by Dulaimi, Nepal & Park (2005), the signals members receive from the organization about the expectations for innovation may play a crucial role in activating or inhibiting innovation. The conduct by which organizations signal an expectation for innovation is by providing resources and support for innovation. A supportive organizational climate may include acknowledgement of and reward for creativity; tolerance of risk, failure, and mistakes; and commitment of necessary resources (manpower, money, information, and time), among others.

Teachers' Observance Frequency of Creativity and Innovation Skill-Development Instructions

The concepts of creativity and innovation, according to McLean (2005), were often used interchangeably but they actually have significant differences. While creativity is "about the process of developing a new idea, invention or solution", innovation is "about the process of implementing it." In short, innovation cannot be valued without the presence of creativity, thus, without creativity, innovation is a vehicle without a fuel. As such, creativity is considered a pre-requisite of innovation.

In educational setting, teachers are bombarded with daunting challenges of the modern era. A heavy responsibility of developing the human capital of a nation is laid upon their shoulders. Teachers train students with skills necessitated by a knowledge-based economy (Subramaniam, 2012). This they are expected to do by encouraging their students to acquire knowledge and key skills for the new information society with emphasis on creativity and innovation. As to creativity and innovation skills, Ravitz (2014) referred it to "students being able to generate and refine solutions to complex problems or tasks based on synthesis, analysis and then combining or presenting what they have learned in new and original ways." It can be realized when teachers successfully provide all their students with challenging and enriching learning experiences. However, it is unattainable in the absence of creativity and innovation in the teaching-learning process

within which the other intent of the current investigation is hinged on, that is, to ascertain the teachers' innovative behavior of observing creativity and innovation in their instruction.

Table 3. Observance Frequency of Creativity & Innovation in Instruction

INDICATORS The teachers were asked "In your teaching, how often have you asked students to do the following:"	Mean	Verbal Interpretation
1. Use idea creation techniques such as brainstorming or concept mapping?	3.61	One to Three Times per Week
2. Generate their own ideas about how to confront a problem or question?	3.65	One to Three Times per Week
3. Test out different ideas and work to improve them?	3.53	One to Three Times per Week
4. Invent a solution to a complex, open-ended question or problem?	3.58	One to Three Times per Week
5. Create an original product or performance to express their ideas?	3.44	One to Three Times per Month
General Assessment	**3.56**	**One to Three Times per Week**

Legend: MA – Mean Assessment; 4.50 – 5.00, Almost Daily (AD); 3.50 – 4.49, 1-3 Times per Week (OTTPW); 2.50 – 3.49, 1-3 Times per Month (OTTPM); 1.50 – 2.49, A Few Times a Semester (FTS); 1.00 – 1.49, Almost Never (AN)

Table 3 demonstrates the teachers' observance frequency of creativity and innovation in their instruction (GA = 3.56) one to three times per week. Specifically, the teachers enable and encourage their students to use idea creation techniques (M = 3.61); to generate their own ideas on how to confront a problem (M = 3.65); to test out different ideas and work to improve them (3.53); and to invent solution to complex problem (3.58) one to three times per week. From this, it can be construed that the teachers are aware of the exigency of inculcating creativity and innovation on their students in these times of expanding scientific and technological milieu.

In this regard, the Pacific Policy Research Center (2010) acknowledged that just as business and industry ought to be continuously adjusting to the brisk changes in this 21st century, so must education. This calls for a culture of innovation replete with data, research, and critical and creative thinking. Such proficiency array stimulates creative thinking and the skill to function creatively with others. Creativity, as Triling & Fadel (2009) argued, can be cultivated by

teachers. They can very well provide a classroom setting that encourages inquiry, supports novel viewpoints, and accepts students' mistakes and failures while learning. Thus, creativity and innovation skills can be nurtured, like other skills, with practice and over time (Wegerif & Dawes, 2004).

Furthermore, teachers can identify the difficulties and strengths of learners with the use of new strategies that aid them to reveal their creativity while undergoing the process of learning under innovative teaching. Zhu, Wang, Cai & Engels (2013) added that teachers can likewise ascertain parts of lessons that motivate students through innovative teaching. Meanwhile, Eaude (2011) suggested that it is necessary for a teacher to be innovative to improve learning process and that the vocation calls for familiarity of pedagogy which includes creativity and innovation. The school environment and workplace setting in support of teachers in this way is similarly essential to assure of innovation to thrive among them. In the same context, Sağnak (2012) had proven that an innovative climate is significantly related to the innovative behavior of teachers. This pronouncement laid down the background for the next problem tackled by the current study.

Relationship Between Climate for Innovation and Creativity & Innovation in Instruction

The relationship between climate for innovation and creativity and innovation in instruction is shown in Table 4.

Table 4. Level of Correlation of Climate for Innovation and Creativity & Innovation in Instruction

Paired Variables	Pearson r	Correlation Level	p-value	Decision	Remarks
Support For Innovation and Creativity & Innovation in Instruction	0.552	High (Positive)	0.001	Reject Ho	Significant Relationship
Resource Supply and Creativity & Innovation in Instruction	0.652	High (Positive)	0.000	Reject Ho	Significant Relationship
Overall Climate for Innovation and Creativity & Innovation in Instruction	0.685	High (Positive)	0.000	Reject Ho	Significant Relationship

Test Used: Pearson Correlation @ 0.05 Level of Significance

Level of Correlation: ± 1.00, Perfect Positive/Negative Correlation; ± 0.75 - ± 0.99, Very High Positive/Negative Correlation; ± 0.50 - ± 0.74, High Positive/Negative Correlation; ± 0.25 - ± 0.49, Small Positive/Negative Correlation; ± 0.01 - ± 0.24, Very Small Positive/Negative Correlation, 0.00, No Correlation

As presented, the three conducted analyses generated probability values less than the level of significance equal to 0.05. In all these cases, the decisions are the same, that is, to reject the null hypotheses. It can then be concluded that teachers' innovative behavior of observing creativity and innovation in instruction is significantly related pairwise to support for innovation, resource supply, and overall climate for innovation.

This is in consonance with the findings of Jung et al. (2003) that innovative climate significantly predicted teachers' innovative behavior. Perceptions toward factors of organizational environment affect the innovation and creativity of its members. That is, impressions of organizational members on the degree to which creativity and innovation are supported in the place of work and the organizational resources are provided in sustaining creativity are expected to impact on their innovative behavior. When members recognize d that their organization is amenable to change and promote creative ideas as well as resources are adequate which include time, personnel and funding, it is highly probable they will consider the environment as accommodating to innovation, and hence, embrace risks and advocate innovative behaviors.

Teaching that promotes creativity, according to Chang, Chuang and Bennington (2011), exists in schools where there is support for innovation. Creative teaching is dependent on workplace situations and environment. "Providing a good working environment and opportunities for study and treating them in a good manner enables teachers to try out different teaching methods thus creating new challenges in the education process for their students". Zhu et al. (2013) found out that a supportive school environment encourages the innovative teaching performance of teachers.

As stated by West (2002), "organizations with innovative climates are more eager for creativity and innovation, allowing their members to pursue new ideas and are tolerant to the differences between their members". Several studies supporting this viewpoint reveal that organizations with innovative environment inspire their members to display creativity and innovation in their works (Moon & Choi, 2014). Furthermore, a culture that promotes innovation, according to Gupta (2009), support the generation of ideas from each organizational member, thus, an environment that stimulates innovation is one that fosters independence, upholds decentralized decision making, and delivers adequate resources.

CONCLUSION

The results of the study showed that the academic heads and teachers were uncertain on the existence of climate for innovation in the school. The school had neither adequate support for innovation nor enough resource supply for the teachers to pursue creative and innovative ideas in their work. But despite of this, the teachers still exhibited creativity and innovation in their instruction, and it could be expected to be more so, if there existed a more visible and felt climate for innovation in the school. In addition, it was ascertained that climate for innovation is significantly related to teachers' innovative behavior of observing creativity and innovation in their instructions. In this regard, school leaders should become aware of how to utilize their authority in a manner that achieves the desired innovative outcomes. Continuous promotion of a learning culture is necessary in encouraging teachers' creativity by further honing specific skills that allow the advancement of creative thinking. More importantly, it is a fact that unless top management is committed to innovation it is very unlikely to happen. While it is easy to claim support for innovation, concrete evidence must be provided such as ensuring sufficient resource supply that include support personnel, financial resources and enough time for innovative undertakings.

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