

School Organizational Climate and Its Relationship with Teachers' Innovative Work Behavior in Junior High Schools

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ABSTRACT

The level of development of teachers' innovative work behavior is determined by related factors, including the school's organizational climate. This study aims to explain the relationship between school organizational climate and its dimensions with the innovative work behavior of teachers. The research sample was principals in Junior High School (JHS). The method used is a survey and the data collection technique is a questionnaire. For the analysis of research data using correlation techniques. The results showed that each dimension of collegial leadership, professional teacher behavior, emphasis on achievement, and institutional vulnerability was positively and significantly related to teachers' innovative work behavior. Likewise, the relationship between school organizational climate and teachers' innovative work behavior is positive and significant. The results of this study are discussed in relation to previous research and are also presented regarding conclusions and suggestions for future research.

Keywords: *School organizational climate, innovative work behavior*

1. INTRODUCTION

The level of competitiveness between schools is largely determined by the quality of human resources (HR) in schools that have the ability to innovate. Teachers as school human resources have the potential to innovate. One important aspect of a teacher's ability to innovate can be explained by innovative work behavior. The innovative work behavior of teachers is very important to provide high-quality education [1].

Some researchers who take teachers as research targets provide recommendations on the importance of empowered innovative work behaviors in school organizational environments [2,3,4]. Other researchers suggest that "innovative behavior of teachers in schools needs to be created, motivated, supported and empowered" [5]. How the existence of innovative work behavior of teachers in the Indonesian context in the school setting and especially Junior High School (JHS) can be studied from government policies.

As stipulated in the Regulation of the Minister of State for Administrative Reform and Bureaucratic Reform Number Per/16/M.PAN-RB/11/2009 concerning Teacher Functional Positions and Numbers, every teacher is required to create innovative works. The

teacher's innovative work or work includes finding appropriate technology; find or create works of art; make or modify learning tools, teaching aids or practicum tools; and teachers follow the development of the preparation of standards, guidelines, questions, and the like. The arrangement for teachers who are obliged to make innovative work actually emphasizes that the innovative work of teachers is not only as a user of innovation, but what is more expected is for teachers to be innovators. In addition, this regulation contains two issues that need to be understood. First, how is the teacher's innovative work process. This can be referred to the dimensions of the teacher's innovative work. Second, how the innovative work of teachers can be referred to the innovative work products produced by teachers.

This research departs from the problem of how the teacher's innovative work process. Researchers have revealed that the innovative work process of teachers can be studied using a behavioral perspective that gives rise to the concept of teacher innovative work behavior. Research on the innovative work behavior of teachers, among others, can be studied from the dimensions of innovative work which contains the process or stages of the teacher's innovative work.

Teachers' innovative work behavior does not appear by itself, but there are number of factors that determine it. Research on teachers' innovative work behavior has been studied extensively [6, 7, 8]. Findings from several researchers show that organizational climate is correlated with innovative work behavior [9, 10, 11]. However, most of the research on innovative work behavior is mainly carried out in first world countries and focuses on the service, manufacturing, and industrial sectors [12]. In other words, research on the innovative work behavior of teachers is still rarely conducted that focuses on the education sector in a school setting in Indonesia as a Developing country and which takes the case in South Minahasa Regency.

Research on the relationship of organizational climate and especially school organizational climate looks more at the overall dimensions that exist. Although it remains important in academic discourse, research on the relationship between the dimensions of school organizational climate and innovative work behavior individually will provide a more detailed picture. The dimensions of school organizational climate refer to collegial leadership, professional teacher behavior, emphasis on achievement, and institutional vulnerability [13]. Therefore, this study examines the relationship between collegial leadership, professional teacher behavior, emphasis on achievement, and institutional vulnerability with innovative work behavior and the relationship between school organizational climate and innovative work behavior based on the principal's perception. This is done by the researchers because they want to differentiate from the teacher's perception which is commonly used as a data source.

This research is expected to contribute to the development of the body of knowledge about the innovative work behavior of teachers in schools and can be used as a reference for the formulation of policies in the context of developing innovative work behavior of teachers and their relation to the school organizational climate, whether carried out by the government or carried out independently by school management. This study aims to explain the relationship between school organizational climate and its dimensions with the innovative work behavior of teachers. While the hypothesis being tested is that there is a relationship between school organizational climate and teacher innovative work behavior and there is a relationship between collegial leadership, professional teacher behavior, stressing achievement, and institutional vulnerability with teacher innovative work behavior.

2. METHODS

This study uses a quantitative approach with survey methods and the research design is correlational. The number of members of the research population is 83 principals. The sampling method used is a random

sample. Determination of sample size using the formula from Taro Yamane [14] with a total of 45 respondents. The data collection technique used is a questionnaire that includes a school organizational climate questionnaire and a teacher innovative work behavior questionnaire, which was tested on 30 respondents. The school organizational climate research questionnaire was adapted from The Organizational Climate Index (OCI) which consists of 27 questionnaire items divided into four dimensions, namely: collegial leadership (7 items), professional teacher behavior (7 items), emphasize achievement (8 points), and institutional vulnerability (5 points). The questionnaire was compiled following a Likert scale model that ranged from never appearing = 1 to always appearing = 5. The results of the questionnaire test showed that all items were declared valid and their reliability ranged from 0.850 to 0.939. The innovative work behavior questionnaire was adapted from the Innovative Work Behavior (IWB) questionnaire [15] which consists of 10 questionnaires divided into four dimensions, namely: exploration of ideas (2 points), generating ideas (3 points), fighting for ideas (2 points), and implementing ideas (3 items). The questionnaire was structured following a Likert scale model which ranged from never = 1 to always = 5. The results of the questionnaire test showed that all items were valid and the reliability was 0.890. The data analysis technique used is correlation. Processing of questionnaire trial data and field research data using SPSS version 21.

3. RESULTS AND DISCUSSION

3.1 Result

The results of the descriptive analysis include the mean and standard deviation as presented in table 1.

Table 1. Average Score and Standard Deviation

No.	Variable	Average Score	Standard Deviation
1	School Organizational Climate (X)	99,29	19,76
2	Collegial Leadership (X ₁)	28,64	2,61
3	Professional Teacher Behavior (X ₂)	24,96	6,65
4	Emphasize Achievement (X ₃)	28,47	7,73
5	Institutional Vulnerabilities (X ₄)	17,24	4,48
6	Organizational Behavior (Y)	40,07	3,37

Referring to table 1, collegial leadership has an average score = 28.64 and standard deviation = 2.61; professional teacher behavior has an average score =

24.96 and standard deviation = 6.65; emphasizing achievement has an average score = 28.47 and standard deviation = 7.72; institutional vulnerability has a mean score = 17.24 and standard deviation = 4.48; school organizational climate has a mean score = 99.29 and standard deviation = 19.76; and innovative work behavior has an average score of 40.07 and standard deviation = 3.37.

Table 2. Correlation Value

No.	Variable	Correlation Value	Value Significance
1	X - Y	r = 0,535	0,000
2	X ₁ - Y	r = 0,819	0,000
3	X ₂ - Y	r = 0,497	0,001
4	X ₃ - Y	r = 0,495	0,001
5	X ₄ - Y	r = 0,300	0,045

The results of the correlation analysis as shown in table 2 show that for X and Y it is 0.535, which means that there is a moderate relationship between school organizational climate and innovative work behavior; X₁ with Y of 0.819 which means that there is a very strong relationship between collegial leadership and innovative work behavior; X₂ with Y of 0.497 which means that there is a moderate relationship between professional teacher behavior and innovative work behavior; X₃ with Y of 0.495 which means that there is a moderate relationship between emphasizing achievement and innovative work behavior; X₄ with Y of 0.300 which means that there is a low relationship between institutional vulnerability and innovative work behavior. The determination of the categorization of the correlational relationship is based on the guidelines for interpreting the correlation coefficient from Sugiono [16].

Then the results of hypothesis testing regarding the relationship between variables can include: (1) variable X with Y obtained a significance value of 0.000 and compared to a probability value of 0.05, it turns out that 0.05 is greater than the significance value or $0.05 > 0.000$. It is proven that there is a significant relationship between school organizational climate and innovative work behavior; (2) the X₁ variable with Y obtained a significance value of 0.000 and compared to a probability value of 0.05, it turned out to be 0.05 greater than the significance value or $0.05 > 0.000$. It is proven that there is a significant relationship between collegial leadership and innovative work behavior; (3) the X₂ variable with Y obtained a significance value of 0.001 and compared to a probability value of 0.05, it turned out to be 0.05 greater than the significance value or $0.05 > 0.001$. It is proven that there is a significant relationship between professional teacher behavior and innovative work behavior; (4) the X₃ variable with Y obtained a significance value of 0.001 and compared to a probability

value of 0.05, it turned out to be 0.05 greater than the significance value or $0.05 > 0.001$. It is proven that there is a significant relationship between emphasizing achievement and innovative work behavior; (5) the X₄ variable with Y obtained a significance value of 0.045 and compared to a probability value of 0.05, it turned out to be 0.05 greater than the significance value or $0.05 > 0.045$. It is proven that there is a significant relationship between institutional vulnerability and innovative work behavior.

Based on the results of data analysis, a model of the relationship between variables (school organizational climate and its dimensions with innovative work behavior of teachers) can be constructed as shown in Figure 1.

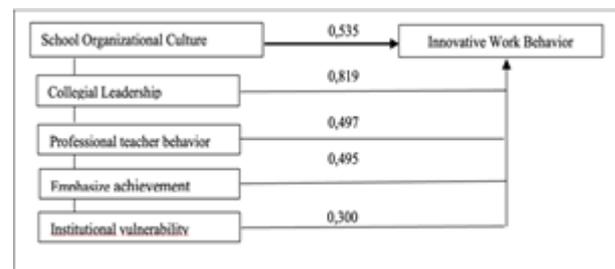


Figure 1. Model of Relationship Between Variables

3.2. Discussion

This study aims to explain the relationship between school organizational climate and innovative work behavior of teachers in schools. The results showed that the school's organizational climate and its dimensions were related to the innovative work behavior of teachers. The results of this study are in line with previous research by researchers in non-education and education fields. Although the dimensions developed for measuring organizational climate from the researchers are different. This is seen as rational because organizational climate is a multidimensional concept.

Dimensions of organizational climate studied by Imran et al. [17] include the open system model and the rational goal model. The open systems model refers to flexibility and external focus values flexibility, adaptability and innovation with climate dimensions of flexibility and innovation, external focus and reflexivity. While the rational goal model refers to external control and focus on respecting productivity, goal achievement. Important dimensions included in this quadrant are clarity of organizational goals, efforts, efficiency, quality, pressure to produce and performance feedback. The results of the study showed that the open systems model and the rational goal model contributed positively and significantly to innovative work behavior.

Dimensions of organizational climate studied by Iyortsuun, et al. [18] includes risk orientation, external orientation, and achievement orientation. The level of

organizational response in dealing with risk is called risk orientation [19]. The results of the research of Iyortsuun, et al showed that risk orientation contributed negatively to innovative work behavior, while external orientation and achievement orientation contributed positively and significantly to innovative work behavior.

The school organizational climate in this study refers to the dimensions of collegial leadership, professional teacher behavior, emphasis on achievement, and institutional vulnerability (It is explained that collegial leadership is directed at meeting the social needs of teachers and achieving school goals. Principals treat teachers as professional colleagues, open, egalitarian, and friendly, but at the same time set clear expectations and standards for teacher performance. Professional teacher behavior is characterized by respect for the competence of colleagues, commitment to students, autonomous assessment, cooperation and mutual support. Emphasizing achievement describes a school that sets high but achievable academic standards and goals. Students persevere, strive to achieve, and are respected by each other and teachers for their academic success. Parents, teachers, and principals put pressure on high standards and school improvement. Institutional vulnerability is the degree to which a school is vulnerable to some vocal parent and citizen groups. High vulnerability indicates that both teachers and principals are unprotected and on the defensive.

The results of this study indicate that the dimensions of collegial leadership, professional teacher behavior, emphasis on achievement, and institutional vulnerability are positively and significantly correlated with the innovative work behavior of teachers in schools. In addition to the correlation between the dimensions of school organizational climate and teacher innovative work behavior, it is categorized as low (correlation of institutional vulnerability with innovative work behavior), moderate (correlation of professional teacher behavior and emphasizing achievement with innovative work behavior), and very strong (correlation of collegial leadership) with innovative work behavior). Meanwhile, the correlation between school organizational climate and teacher's innovative work behavior is categorized as moderate.

4. CONCLUSION

Based on the results of the research and discussion, it can be concluded that the organizational climate of the school and its dimensions which include collegial leadership, professional teacher behavior, emphasis on achievement, and institutional vulnerability are positively and significantly correlated with innovative work behavior of teachers in schools. This means that improvements to the school's organizational climate will have the potential to improve the level of innovative work behavior of teachers in schools.

Referring to the conclusion of the study, it indicates that the increase in the innovative work behavior of teachers is also determined by the school's organizational climate. This implies how important it is to maintain and enhance the school's organizational climate and its dimensions, so that step by step the innovative work behavior of teachers in schools is getting higher. However, since the innovative work behavior of teachers is not in isolation, it will tend to be influenced by other factors. Therefore, in addition to the results of this study that can be used as the basis for previous research, other theoretically influential factors are important to be investigated to enrich the body of knowledge regarding the innovative work behavior of teachers in the present and future.

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