

PREDICTORS OF INNOVATIVE BEHAVIOUR AMONG SECONDARY SCHOOL TEACHERS IN OYO STATE

BY

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Abstract

Innovative behaviour refers to the process of developing, generating, applying or promoting new ideas by teachers to increase job performance. Today, the rapid social and technological changes in our environment highlight the significance of Innovative behaviour of teachers. Thus, this paper intends to examine predictors of innovative behaviour among secondary school teachers. A descriptive research design survey type was adopted in this study. Two research hypotheses were formulated for the study. The population consisted of 100 teachers from secondary schools in Itesiwaju LGA Oyo State, Nigeria. Findings were presented in form of descriptive analysis, which shows that organisational climate and principal leadership styles play a direct role in affecting innovative behaviour. However, the findings, recommends that government should made, improve and make the school climate conducive to teaching-learning. Emphasize the development of teaching beliefs and attitudes that support innovation and school leaders to model innovative behaviour and provide resources and support for teachers. Encourage collaboration and knowledge sharing among teachers by adopting democratic leadership style.

Keywords: *Innovative Behaviour, Organizational climate, Leadership styles and Teachers*

Introduction

In today's rapidly changing educational landscape, innovation has become a crucial aspect of effective teaching and learning. Secondary school teachers are expected to stay ahead of the curve, incorporating new ideas, technologies, and pedagogies into their practice. However, not all teachers embrace innovation with equal enthusiasm. Some may struggle to adapt, while others may be at the forefront of educational innovation. Understanding what drives innovative behaviour among secondary school teachers is essential for fostering a culture of innovation in schools (Muraina & Saleh, 2019).

Innovative behaviour is defined as the deliberate action to develop or produce idea to enhance role performance (Muraina et al., 2022a). Innovative behaviour as the process of introducing new ideas and carrying it to its final stage of implementation (Kheng and Mahmood, 2013). Hence, innovative teaching is important for all teachers to meet the present and future educational needs of today (Abdullah & Ling, 2015). School management must integrate all creative intellectual activities, technical skills, leadership skills, generate change and support various forms of activities that would allow the schools to survive in the modern climate to secure their future (Thurling et al., 2015). However, what is more significant than innovation is how the innovative ideas are developed. Thus Muraina et al. (2022a) proposed four components model of innovative behaviour to provide an explanation on how individual's innovate and implement new ideas. These components include: the opportunity exploration, idea generation, championing or supporting the idea and implementation (Muraina et al., 2022a) highlight that it is significant to note that team work and cooperation enhance innovation, it is difficult for innovation to be forged by an individual alone.

However, the specific predictors of innovative behaviour among secondary school teachers remain unclear. Research has identified various factors that influence innovative behaviour, including organizational climate and leadership styles. According to Peretomode and Bello (2018), the organisational climates or commitment of teachers is the relative strength of teachers' identification with and involvement in a school that is characterised by three factors: a strong belief in and acceptance of the school's organisation's goals and values; a willingness to exert considerable effort on behalf of the school and a strong desire to maintain membership in the school. Feeling this way, teachers believe that any danger to the school may impact teachers' job performance as well (Muraina & Busoery, 2023). Attainment of quality education in today's global world and achieving sustainable development demands a higher level of commitment in teaching. Organisational commitment among

teachers is thus needed if there would be an achievement of educational goals and objectives as this may be impossible without committed teachers (Peretomode & Bello, 2018).

In secondary schools, teachers' organisational commitment is a critical aspect in determining the success of educational reforms and effectiveness because only committed teachers would be willing to contribute extra effort to achieving school vision and goals and also highly perform their duties as if the school belongs to them. In a school system, the achievement of educational goals and objectives may be impossible without committed teachers who are the main facilitators of teaching and learning. Teaching as a life-building profession requires individuals who will go beyond official expectations to help the school and students to achieve the set goals. The multidimensional functions of teachers as facilitators, role models, mentors, fathers, and mothers cannot be effectively carried out without a high level of passion, love, sacrifice, and attachment to students, schools, and teaching as a profession (Akinwale & Okotoni, 2019).

Teachers with powerful job commitment find it easy to be interested in whatever is being carried out in schools and such teachers can get involved wholeheartedly without strict supervision. Akinwale and Okotoni (2019) posited that the organisational commitment of teachers can be conceptualised as a three-dimensional domain, with each dimension describing a core aspect of organisational commitment. They include affective, normative, and continuance organisational commitment. In another piece of literature, the authors noted that affective commitment is teachers' affective attachment to the profession or occupation, which is associated with personal identification and satisfaction as a teacher (Muraina & Busoery, 2023). Affective commitment is also seen as the teacher's emotional connection with the school. Teachers who are committed on an emotional level to staying with the organisation are doing so because their working relationships and values are consistent with the school's values, mission, and ethics (Singh & Gupta, 2015).

Furthermore, affective commitment refers to teachers' willingness to stay within an organisation because of the belief that their role and job goals are clearly defined and receive management support (Muraina & Busoery, 2023). Teachers in schools who are affectively committed to their schools may show their commitment because of extrinsic factors such as good working relationships, good working environment, fairness in the workplace, organisational policies and administration, supervision, and the rest (Muraina et al., 2022a). However, being a teacher and lecturer, it has been observed in Oyo State that some teachers seem no longer identified and involved with school activities, rather business has taken their attention from their primary assignment. This has somehow increased absenteeism, turnover, support to school administrative heads, and excitement to deliver instructions amongst teachers which often results in classroom ineffectiveness.

Democratic management style is also sometimes referred to as consultative, consensus, participative, collaborative, or afflitive style. This style is based on the philosophy that two heads are better than one and that everyone deserves to have a say, no matter what their position or title (Muraina, 2014). Managers who adopt a democratic style encourage idea sharing and regular employee participation. The focus is on encouraging your team to share their thoughts, ideas, suggestions, and potential solutions in order to help each other, and the company grows. (Meyer, Rose, & Gordon, 2014). Many investigations have been carried out on the impact of management leadership styles on school administration. For instance, a study by Shanti et al. (2020) determined the relationship between democratic leadership and organizational climate in the performance of high school teachers in Kediri, Indonesia. The results showed that the principal's democratic leadership was in the high category, the organizational climate was in the high category, and the teacher's performance was in the high category. The results of the study concluded that there was a positive relationship between democratic leadership and teacher attitude on innovation.

Muraina et al. (2022a) did a study that determined how high leadership style and lecturers' performance on students' achievement in STIKes Muhammadiyah Palembang. The results obtained disclosed that there is no effect of visionary leadership on students' achievement, but there is an effect of lecturers' performance toward students' achievement. While tested simultaneously, the visionary leadership style

and lecturers' performance toward students' achievement had significant effects (Muraina et al., 2022b).

Statement of the Problem

Secondary school teachers' innovative behaviour remains a significant concern in today's educational landscape, despite the importance of innovation in teaching and learning, many secondary school teachers struggle to adopt innovative practices, hindered by various barriers and limitations. The lack of innovation in teaching methods and approaches may lead to: - Stagnant student learning outcomes, inadequate preparation for the demands of the 21st century, limited teacher professional growth and development. The specific predictors of innovative behaviour among secondary school teachers remain unclear, making it challenging for school administrators and policymakers to develop effective strategies for promoting innovation in teaching leads to this research work 'Predictors of innovative behaviour among secondary school teachers in Oyo State'.

Purpose of the Study

This study examines Predictors of innovative behaviour among secondary school teachers in Oyo State. Specifically, the study set out to:

1. Find the nexus between organisational climates and innovative behaviour among secondary school teachers in Oyo State.
2. Identify the nexus between leadership styles and innovative behaviour among secondary school teachers in Oyo State.

Research Hypotheses

The following hypotheses was addressed for the purpose of this study;

1. There is no nexus between organisational climates and innovative behaviour among secondary school teachers in Itesiwaju LGA Oyo State.
2. There is no nexus between leadership styles and innovative behaviour among secondary school teachers in Itesiwaju LGA Oyo State.

Methodology

The design is descriptive of the survey type. It was considered appropriate because the study does not require manipulation of variables, but seeks respondents' response to questionnaire on Predictors of innovative behaviour among secondary school teachers in Itesiwaju LGA Oyo State. The population for this study was all Public Secondary school teachers in Itesiwaju local government area of Oyo State. There are eleven (11) public secondary schools and one hundred and nine (109) teachers in Itesiwaju. The sample of this study consisted of 100 selected teachers. The simple random sampling techniques was used to select 100 teachers in Itesiwaju LGA. The instrument used for the study was structured research questionnaire. The instrument was validated and Cronbach Alpha value of 0.87 was obtained. Two research hypotheses were generated and tested at 0.05 level of significance. Data were analyzed using Pearson Product Moment Correlation (PPMC) statistics.

Results

Research Hypothesis One:

There is no nexus between organisational climates on innovative behaviour among secondary school teachers in Oyo State

Table 1:

Relationship between organisational climates and innovative behaviour among secondary school teachers

Variable	Mean	SD	DF	N	R	P	Remark
Organisational Climates	35.67	8.52					
Teachers Innovative Behaviour	43.16	11.23	98	100	.774	.000	Significant

The table 1 above showed that there was significant relationship between organisational climates on innovative behaviour among secondary school teachers in Itesiwaju LGA in Oyo state ($r = .774$; $p < 0.05$). The implication of this showed that organisational climates had significant influence on innovative behaviour among secondary school teachers in Itesiwaju LGA in Oyo state Oyo state.

Research Hypothesis Two:

There is no significant relationship between leadership styles and innovative behaviour among secondary school teachers in Itesiwaju LGA Oyo State

Table 2:

Relationship between leadership styles on innovative behaviour among secondary school teachers

Variable	Mean	SD	DF	N	r	p	Remark
Leadership styles	31.26	6.01					
Teachers Innovative Behaviour	45.27	10.31	98	100	.548	.001	Significant

The table 2 above showed that there was significant relationship between Leadership styles on innovative behaviour among secondary school teachers in Itesiwaju LGA in Oyo state. ($r = .548$; $p < 0.05$). The implication of this showed that principal leadership styles had significant influence on innovative behaviour among secondary school teachers in Itesiwaju LGA in Oyo state.

Discussion

The first hypothesis revealed that there was significant relationship between organisational climates on innovative behaviour among secondary school teachers in Itesiwaju LGA in Oyo state. The implication of this showed that organisational climates had significant influence on innovative behaviour among secondary school teachers in Itesiwaju LGA in Oyo state. This is in line with This also similar to discovery of Peretomode and Bello (2018), who were of opinion that organisational climates leads to teachers commitment and commitment of teachers is the relative strength of teachers’ identification with and involvement in a school that is characterised by three factors: a strong belief in and acceptance of the school’s organisation’s goals and values, a willingness to exert considerable effort on behalf of the school and a strong desire to maintain membership in the school. Feeling this way, teachers believe that any danger to the school may impact teacher’s job performance as well. In secondary schools, organisational climate which leads to teachers’ commitment is a critical aspect in determining the success of educational reforms and effectiveness because only committed teachers would be willing to think and bring innovation, contribute extra effort to achieving school vision and goals and also highly perform their duties as if the school belongs to them. In a school system, the achievement of educational goals and objectives may be impossible without committed teachers who are the main facilitators of teaching and learning. Teaching as a life-building profession requires individuals who will go beyond official expectations to help the school and students to achieve the set goals. The multidimensional functions of teachers as facilitators, role models, mentors, fathers, and mothers cannot be effectively carried out without a high level of passion, love, sacrifice, and attachment to students, schools, and teaching as a profession. These can be achieve through good organisational climate. (Akinwale & Okotoni, 2019).

Second research hypothesis showed that there was significant relationship between leadership styles on innovative behaviour among secondary school teachers in Itesiwaju LGA in Oyo state. The implication of this showed that there was significant relationship between leadership styles on innovative behaviour among secondary school teachers in Itesiwaju LGA in Oyo state. This is in agreement with (Muraina, 2014, Muraina & Saleh, 2019) who there study revealed that democratic style is based on the philosophy that two heads are better than one and that everyone deserves to have a say, no matter what their position or title (Muraina, 2014, Muraina & Saleh, 2019). Principal who adopt a democratic style encourage idea sharing and regular staffs participation. The focus is on encouraging your team to share their thoughts, ideas, suggestions, and potential solutions in order to help each other, and the company grows (Meyer et al., 2014). Many investigations have been carried out on the impact of management leadership styles on school administration. For instance, a study by Shanti, Gunawan & Sobri (2020) determined the relationship between democratic leadership and organizational climate in the performance of high school teachers in Kediri, Indonesia. The results showed that the principal's democratic leadership was in the high category, the organizational climate was in the high category, and the teacher's performance was in the high category. The results of the study concluded that there was a significance relationship between democratic leadership and teacher attitude on innovation. Herdayati, Harapan, Tobari, & Samsonova, (2020) did a study that determined how high leadership style and lecturers' performance on students' achievement, the results obtained disclosed that there is

significance relationship between principal leadership style on students' achievement, and teachers' performance toward students' achievement while tested simultaneously (Muraina et al., 2022b).

Conclusion

This study investigated the predictors of innovative behaviour among secondary school teachers, revealing a complex interplay of organizational climates and leadership styles that influence teachers' propensity for innovation. The study highlights the importance of cultivating a growth mindset and creativity, fostering autonomy and support for innovation, providing opportunities for professional development and training and encouraging a culture of innovation and experimentation. By recognizing and addressing these, educators, administrators, and policymakers can work together to create an environment that encourages and supports innovative behaviour among secondary school teachers. This, in turn, can lead to improved student learning outcomes, increased teacher job satisfaction, and a more effective education system. By prioritizing innovation in teaching, we can unlock the full potential of our education system and prepare students for success in an ever-changing world.

Recommendations

The following recommendations were put forwards based on the findings of this study:

1. Teacher Education Programs: Incorporate courses and workshops on creativity, risk-taking, and growth mindset. Emphasize the development of teaching beliefs and attitudes that support innovation.
2. School Administrators: Foster a culture of innovation, providing autonomy and support for teachers to experiment and take risks. Encourage school leaders to model innovative behaviour and provide resources and support for teachers. Encourage collaboration and knowledge sharing among teachers by adopting democratic leadership style.
3. Policy Initiatives: Develop and implement policies that promote innovation in teaching, such as grants for innovative projects. Recognize and reward innovative teaching practices.
4. Teacher Autonomy: Give teachers the autonomy to design and implement innovative lessons and projects. Encourage teachers to continuously update their knowledge and skills to stay current with best practices in education.

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