

The Relationships between Organizational Climate, Innovative Behavior and Job Performance of Teachers

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,Betül Balkar

Özet

Organizational climate (OC) is important in creating the essential conditions to ensure high job performance (JP) of teachers and encourage them to show innovative behavior (IB) in both classrooms and school-wide. High JP can be observed for teachers as a result of suitable OC and IB. The aim of this study is to investigate the relationships between the OC characterized by support, cohesion, fairness and pressure, JP and IB of teachers. The study sample consisted of 398 primary and secondary school teachers working at the Adana province of Turkey. Three scales related to OC, JP and IB were used to collect data. Structural Equation Modelling (SEM) was performed to analyze the effects of OC on IB and JP as well as the effect of IB on JP. According to the findings; OCs characterized by support, fairness and pressure had effects on the JP of teachers. OCs characterized by support and pressure had effects on the IB of teachers and the IB of teachers had an effect on JP of teachers.

Anahtar Kelimeler

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Abstract

Organizational climate (OC) is important in creating the essential conditions to ensure high job performance (JP) of teachers and encourage them to show innovative behavior (IB) in both classrooms and school-wide. High JP can be observed for teachers as a result of suitable OC and IB. The aim of this study is to investigate the relationships between the OC characterized by support, cohesion, fairness and pressure, JP and IB of teachers. The study sample consisted of 398 primary and secondary school teachers working at the Adana province of Turkey. Three scales related to OC, JP and IB were used to collect data. Structural Equation Modelling (SEM) was performed to analyze the effects of OC on IB and JP as well as the effect of IB on JP. According to the findings; OCs characterized by support, fairness and pressure had effects on the JP of teachers. OCs characterized by support and pressure had effects on the IB of teachers and the IB of teachers had an effect on JP of teachers.

Keywords

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References

OC; “illustrates a common dilemma in the effort to understand and describe human behavior in organizations” and “a cognitive framework consisting of attitudes, values, behavioral norms and expectations shared by organizational members” (Sacher, 2010, p. 4). Dimensions of school climate may include; “the physical environment of the school, the social system, an orderly school environment, the expectations about teacher behavior and student outcomes” (Creemers & Reezigt, 1999, p. 35). School climate helps to distinguish schools from each other since each climate emphasizes different characteristics (Kallestad, 2010). Lichtman (2007) found that climate factors that enhance feelings of opportunities for personal growth and development seem to be the most influential. Therefore, it is expected from an influential climate to foster the IB of workers to facilitate their personal development. IB is “a multiple-stage process in which an individual recognizes a problem for which she or he generates new (novel or adopted) ideas and solutions, works to promote and

build support for them, and produces an applicable prototype or model for the use and benefit of the organization or parts within it” (Carmeli, Meitar & Weisberg, 2006, p.78). Kirwan (2009, p.80) states that “being open to new ways of doing things” as well as “initiative and creativity” are necessary to create a climate of openness. Yu et al. (2013) determined a positive association between organizational innovation climate and innovative behavior.

De Jong (2007, p.30) expressed antecedents of innovative work behavior at three levels namely the “individual level, work group level, organization level” and environmental factors category. Management of the organization has an influential power on organizational characteristics and group features among these categories. Välimäki, Niskanen, Tervonen and Laurila (2004, p.96) stated that innovativeness is a “strategic, cultural, social and managerial issue.” Yeung, Lai and Yee (2007) explained two different approaches in organizational management. While one emphasizes tangible aspects, the other one emphasizes intangible aspects including innovativeness. Since ensuring that workers exhibit IB in organizations is within the sphere of influence of management, management should carry this out by creating a proper OC for innovativeness.

It is necessary for OC to encourage and reward employees to show IB. There may be different types of climates supporting innovativeness. Motivating and rewarding employees for maintaining their innovativeness is important to enable and sustain a climate of innovation. Providing different learning opportunities to be productive and developing new ideas and tolerance for the failures of employees and empowering them are important and useful administrative practices in organizations in order to create an OC suitable for fostering IBs (Solomon, Winslow & Tarabishy, 1998). Crespell (2007, p.58) concluded that innovativeness can be fostered through a climate supporting innovation by managers. In order to foster innovation through climate, OC should have some characteristics such as “team cohesion (alignment), supervisor encouragement, and autonomy.” Çekmecelioğlu (2006) determined that variables of OC which are organizational encouragement, support of management, support of the team and challenge of work have positive effects on creativity.

Teachers are being asked to change their educational methods, the way their professional role is served, their opinions and beliefs about educational purposes and contribute to the social and economic growth in line with changing conditions (Sachs, 1997). Teachers can address the different needs and characteristics of students using new strategies thus helping them to reveal their creativity in learning processes with innovative teaching. Teachers also determine the content of lessons which can stimulate the learning interests of students through innovative teaching (Zhu, Wang, Cai & Engels, 2013). Eade (2011) stated that teacher innovation is necessary for improved student learning and that the teaching profession requires pedagogy including innovation. The school climate and work environment supporting teachers in this way should also be provided in order to ensure the innovativeness of teachers in line with these new requirements. Sağnak (2012) put forth that there is a significant relationship between an innovative climate and the IB of teachers.

Betül Balkar Work environment is sometimes used equally with work climate. Perceptions towards factors of work environment may affect the innovativeness and creativity of employees. In order to boost the creativity of employees, a climate with supportive characteristics and a reward system should be created (Eren & Gündüz, 2002). Chang, Chuang and Bennington (2011) expressed that creative teaching is in place at schools if their atmosphere supports innovation. Creative teaching is associated with working conditions and work 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) determined that a supportive school environment, especially a supportive relationship with colleagues, encourages the innovative teaching performance of OC perceived positively by teachers can also foster the JP of teachers, along with their IB. JP is “proficiency, that is, how well an incumbent can do the job”, “not how well the incumbent does do the job” (Wigdor & Green, 1991, p. 5-6). Creative (Chang and et al., 2011) and innovative (Zhu and et al., 2013) teaching performance are discussed together with school climate and environment. Meglino (1976) stated that evaluative characteristics of OC and competence in tasks are ingredients of JP. Abdel-Razek (2011) determined a significant relation between the JP effectiveness and the OC dimensions, as well as between the total degree of both performance and climate. Studies also point out the relationship between OC and the concepts related to JP, such as work efficacy (Zhang & Liu, 2010) and productivity (Putter, 2010).

This close relationship between OC and JP can be observed in school settings as well. Adeyemi (2006) determined a significant relationship between OC and teachers' JP. Raza (2010) determined that an open climate is positively correlated to teacher performance, while a closed climate is negatively correlated to teacher performance. Whereas on the one hand, OC is conducive to increasing the IB and JP of teachers; the IB of teachers plays a facilitator role in increasing the JP of teachers. Being innovative may help to show better performance at the workplace depending on the willingness to put new ideas into practice. Xerri and Brunetto (2011) stated that IB can be considered as a performance indicator. In order to know in which ways teachers generate new ideas, it is important to examine their IB and professional performance (Messmann, Mulder & Gruber, 2010). Dörner (2012) determined that innovative work behavior positively influences task performance. It was determined in the study by Rhee, Park and Lee (2010) that innovativeness exerts a positive influence on performance. Messmann et al. (2010) examined the characteristics of professionalism under professional knowledge, performance and development and determined that there is a positive relationship between characteristics of professionalism and innovative work behavior of teachers. Aim of the Study The aim of the study is to investigate the relationships among OC characterized by support, cohesion, fairness and pressure, JP and IB of teachers. With this aim, a structural equation model was developed in line with the hypothesis given below: H1. A positive OC characterized by support has a positive effect on the JP of teachers. H2. A positive OC characterized by cohesion has a positive effect on the JP of teachers. H3. A positive OC characterized by fairness has a positive effect on the JP of teachers. H4. A positive OC characterized by pressure has a positive effect on the JP of teachers. H5. A positive OC characterized by support has a positive effect on the IB of teachers. H6. A positive OC characterized by cohesion has a positive effect on the IB of teachers. H7. A positive OC characterized by fairness has a positive effect on the IB of teachers. H8. A positive OC characterized by pressure has a positive effect on the IB of teachers. H9. The IB of teachers has a positive effect on the JP of teachers.

[Tam metne ulaşmak ve tüm referansları görmek için tıklayın.](#)