

**PERCEPTION OF SECONDARY SCHOOL TEACHERS TOWARDS
INNOVATIVE TEACHING IN RELATION TO ORGANIZATIONAL
CLIMATE**

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ABSTRACT

Present study is an attempt to assess the level of perception of secondary school teachers towards innovative teaching, compare it with regard to gender and find out relationship between the perception towards innovative teaching and organizational climate of secondary schools. Sample consist of 156 secondary school teachers of Aligarh district of Uttar Pradesh. A self-prepared tool 'Innovative Teaching Perception Scale' (ITPS) was used for assessing perception of teachers towards innovative teaching and 'Organizational Climate Scale for Teachers' (OCST) developed by Venita Singh (2015) for determining the organizational climate of secondary schools. The investigators found that 18.59%, 65.38% and 16.03% of secondary school teachers possess high, moderate and low perception towards innovative teaching respectively. No significant difference was found between the perception of male and female secondary school teachers but a positive and significant relationship was found between the perception of secondary school teachers towards innovative teaching and organizational climate ($r=0.548$, $p<0.01$).

KEYWORDS: *Creativity, Innovative Teaching, Organizational Climate, Perception, Secondary School Teachers.*

INTRODUCTION

Teachers are true nation builders, torch bearers and agents of progress and prosperity because they are entitled for a noble duty to work for the all-round development of the learners. Every society needs innovators and creators for achieving greater heights of economic growth and prosperity. Teachers can play a crucial role in cultivating and nurturing creative talents among learners. According to Cropley (1999) creativity, in educational context, can be viewed as a special approach to learning which comprises of creative teaching-learning strategies to facilitate

learning. *Rashtriya Madhyamik Shiksha Abhiyan (RMSA, 2012)* tried to define innovation in context of secondary education as-innovation is an idea or approach that aims at bringing out positive changes in secondary education. It further elaborated that innovative ideas/approaches should be promoted if they are capable of pushing the established boundaries. According to Gilbert et al. (2020) educational innovation relies on certain behaviors and dispositions of teachers such as identifying the need to be addressed, being reflective, readiness or making changes and putting ideas into practice and environmental factors such as flexible norms and availability of resources. Khurshid and Ansari (2012) have found that innovative teaching satisfies learning needs of the students at both individual level and group level and is more efficient than the traditional classroom teaching. Nicolaides (2012) pointed out that innovative teaching methodologies would help in forming a learning society in which the individuals can utilize their creative and intellectual abilities to fulfil the goals of transformation and development. Therefore, teachers are required to inculcate creativity among learners. Lunde and Wilhite (1996) highlighted special characteristics of innovative teaching such as effective interaction with learners, openness to change, persistence, reflective practice, specificity in approach, and discipline-embedded pedagogy.

The attitude and perception of teachers towards creativity and innovation have a great impact on their efforts for educating the learners. Teachers' attitude and level of perception towards innovative teaching has to play a crucial role in making the teaching-learning process innovative, therefore teachers must have favourable attitudes and higher level of perceptions towards innovative teaching. Innovative teaching can be briefly defined as- *when a teacher applies his/her creative potential in teaching-learning activities so as to ensure creative ways of learning for learners as well as foster creativity among them.* Sternberg and Lubart (1991) have viewed the intellectual abilities, knowledge, thinking styles, motivation, personality and environment as the essential resources for creative potential in individuals. The perceptions and attitudes of people towards any phenomenon are made up of various personal and environmental factors. Perceptions and attitudes are at times the result of interaction of the individual with the environment. Therefore, Ferrari et al (2009) have also focused ensuring environmental conditions that could cherish the ideas of learners, encourage them to take risks and initiatives while having control on the process of learning. The schools having such an environment which is conducive for the inculcation of creativity may positively influence teachers' perception towards innovative teaching and vice versa.

The study of Gao et al. (2019) has revealed that school climate has a significant effect on students' trait of creativity of and suggested schools to create an open, tolerant, environment for encouraging innovation. To evaluate the level of quality of environment we need to assess the perception of people belonging to that environment. Organizational climate is often discussed when people talk about the working conditions of any organization. Organizational climate refer to beliefs and attitudes of the members of any organization about the organization. Organizational climate comprise of the following four components i.e. leadership, structure and design of organization, interpersonal relations and quality of its members (Koys and DeCotiis, 1991, as cited in Singh, 2015).

In the present study, the investigators tried to study level of perception of secondary school teachers towards innovative teaching and compare the perception towards innovative teaching with respect to gender. The investigators have also tried to study the relationship between

perception of secondary school teachers towards innovative teaching and organizational climate of schools.

Rationale of the Study

The traditional methods of teaching like lecture, chalk and talk and other teacher centric methods are hardly suitable for present day learners. Learners today use smart digital devices and enjoy 24 hour accessibility to internet which provides a lot of attractive ways of knowing the things. Unlike the learners of the past, they no more want to confine themselves to textbooks and classroom notes. Teachers should be innovative in their approach and make classroom environment conducive for students' independent learning and exploration of knowledge. Perception of teachers towards creativity and innovations may influence their teaching style and modify the way they deliver the content to learners. So, in the present study, the researchers have attempted to determine the levels of perception of secondary school teachers towards innovative teaching, to examine whether there is any gender difference in the perception of secondary school teachers towards innovative teaching. As we know that perception or attitude of people towards any phenomenon develops as a result of what people see, observe and experience. Organizational climate of schools can play a very crucial role in promoting as well as curbing the innovative teaching practices in schools. So, the researchers have also tried to find out the relationship between the perception of secondary school teachers towards innovative teaching and organizational climate of schools.

Objectives of the Study

1. To assess the levels of perception of secondary school teachers towards innovative teaching
2. To compare perception of male and female secondary school teachers towards innovative teaching
3. To find out whether perception of secondary school teachers towards innovative teaching is related to organizational climate of the schools or not

Hypotheses of the Study

H₀1. There is no significant difference between the perception of male and female secondary school teachers towards innovative teaching

H₀2. There is no significant relationship between the perception of secondary school teachers towards innovative teaching and the organizational climate of schools

Research Methodology

The researchers have used descriptive research design; the essential information regarding the population, sample, tools and techniques is given below.

Population: Population consists of secondary school teachers of Aligarh district of Uttar Pradesh, India.

Sample: Sample consists of 156 secondary school teachers of Aligarh district, U.P.

Research Tools Used: The investigators administered a self-constructed 'Innovative Teaching Perception Scale' (ITPS) for determining secondary school teachers' perception towards innovative teaching and for measuring organizational climate of schools, Organizational Climate Scale for Teachers (OCST) developed by Venita Singh (2015) was used.

Statistical Techniques: Percentage, t-test and Pearson’s Product Moment Correlation were employed for analyzing data.

Analysis of Data and Interpretation: Parametric tests are used when data is normally distributed. Therefore, normality of the data was estimated by calculating Skewness and Kurtosis for both variables (Perception towards innovative teaching and Organizational climate) as depicted in Tables-1(a) and 1(b) and Figures-1(a) and 1(b).

TABLE 1 (A): NORMALITY OF PERCEPTION TOWARDS INNOVATIVE TEACHING (DEPENDENT VARIABLE)

Sample Size	Mean	S.E. of Mean	Skewness (S _k)	S.E. of S _k	Z-value of S _k	Kurtosis (K _u)	S.E. of K _u	Z-value of K _u
N=156	146.99	.922	-.208	.194	-1.07	.317	.386	0.82

Table-1 (a) shows the Z-values of Skewness and Kurtosis as -1.07 and 0.82 respectively which lie in the range ± 1.96 , so data is normally distributed for perception towards innovative teaching (ITP) (Doane and Seward, 2011). It will be more clear from the Q-Q plot given below as shown in Figure-1 (a).

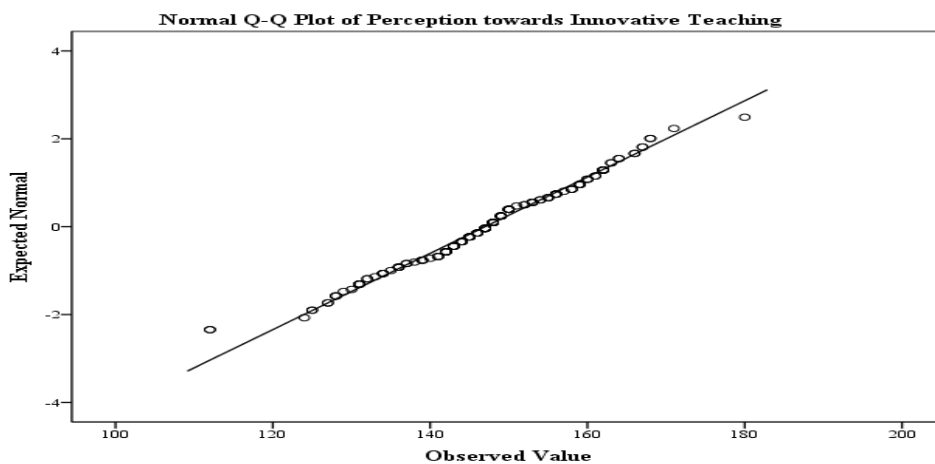


Figure 1 (a): Showing the normality of data for Perception of Secondary School Teachers towards Innovative Teaching

TABLE 1 (B): NORMALITY OF ORGANIZATIONAL CLIMATE OF SECONDARY SCHOOLS (INDEPENDENT VARIABLE)

Sample Size	Mean	S.E. of Mean	Skewness (S _k)	S.E. of S _k	Z-value of S _k	Kurtosis (K _u)	S.E. of K _u	Z-value of K _u
N=156	241.85	2.22	.072	.194	0.37	-.849	.386	-2.20

As indicated in the above Table-1(b), the Z-values of Skewness and Kurtosis are 0.37 and -2.20 respectively which lie in the range ± 3 , so data is normally distributed for organizational climate

(OC) also (Huck, Cross and Clark, 1986). It will be more clear from the following Q-Q plot as shown below in Figure 1 (b).

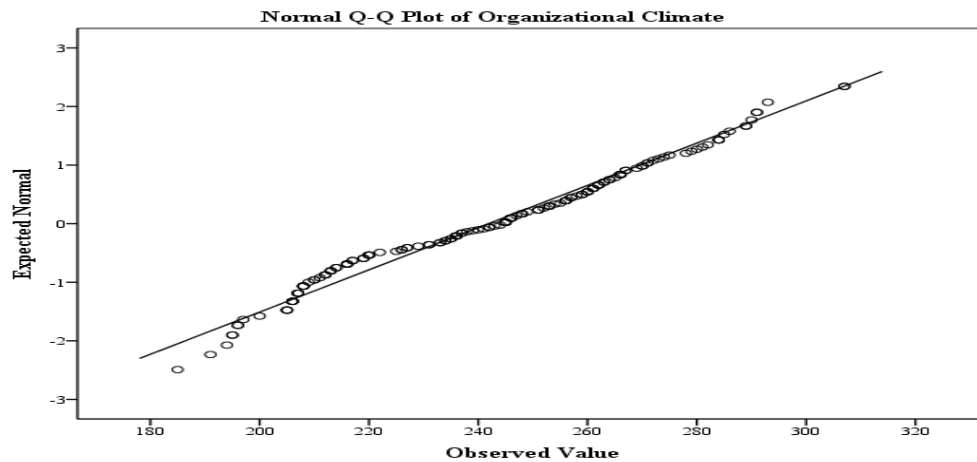


Figure 1(b): Showing the normality of data for Organizational Climate of Secondary Schools

Objective-wise analysis and interpretation are given below.

Objective 1. To assess the levels of perception of secondary school teachers towards innovative teaching

TABLE 2. LEVELS OF PERCEPTION OF TEACHERS TOWARDS INNOVATIVE TEACHING

Levels of Perception towards Innovative Teaching			
Level	Range of Raw score	Frequency	Percentage
High	159 to 180	29	18.59%
Moderate	136 to 158	102	65.38%
Low	112 to 135	25	16.03%
Total		156	100%

As is clear from the above Table 2, out of 156 secondary school teachers 18.59% have high 65.38% have moderate while 16.03% have low perception towards innovative teaching. So, it can be inferred that majority of secondary school teachers have moderate perception towards innovative teaching. The result is also represented in the form of Piechart (Fig. 2) below.

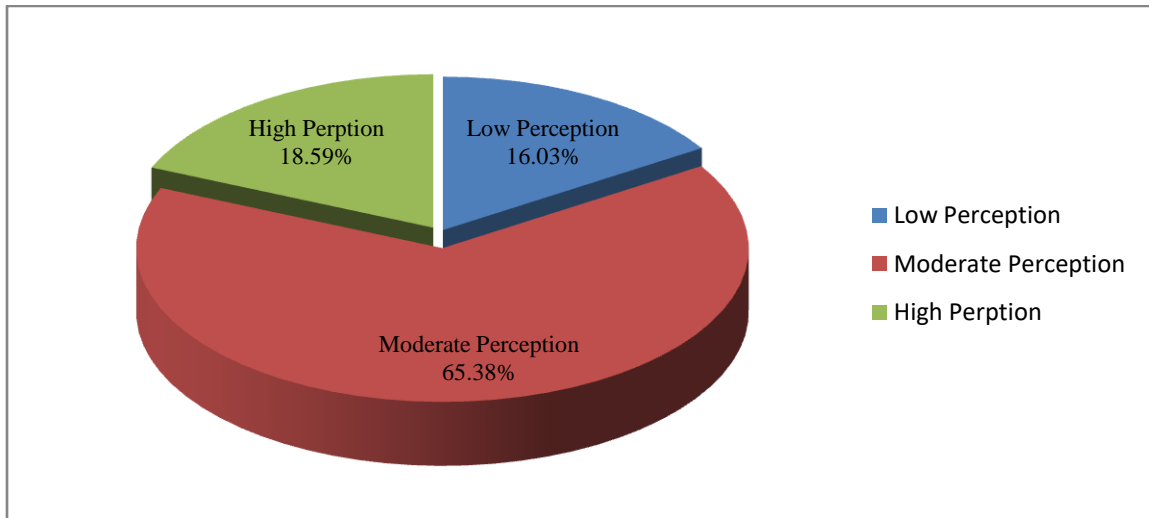


Figure 2: Showing Levels of Perception of Secondary School Teachers towards Innovative Teaching

Objective 2. To compare perception of male and female secondary school teachers towards innovative teaching

Null Hypothesis (H₀₁). There is no significant difference between the perception of male and female secondary school teachers towards innovative teaching.

TABLE 3. PERCEPTION OF MALE AND FEMALE TEACHERS TOWARDS INNOVATIVE TEACHING

Demographic Variable	Group	N	Mean	SD	f	t-value	p-value	Result
Gender	Male	76	146.84	12.26	154	0.15	0.88	Not Significant
	Female	80	147.13	10.26				

As depicted in Table-3, the calculated t-values is 0.15 ($p=0.88 > .05$ which is not significant at 0.05 level of significance. So there is no significant difference in the perception of male and female secondary school teachers' towards innovative teaching. Hence the null hypothesis **H₀₁**: "There is no significant difference between the perception of male and female secondary school teachers towards innovative teaching" is **accepted**.

Objective 3. To find out whether perception of secondary school teachers towards innovative teaching is related to organizational climate of the schools or not

Null Hypothesis (H₀₂). There is no significant relationship between the perception of secondary school teachers towards innovative teaching and the organizational climate of schools.

TABLE 4: SHOWING THE RELATIONSHIP BETWEEN PERCEPTION TOWARDS INNOVATIVE TEACHING AND ORGANIZATIONAL CLIMATE OF SCHOOLS

Total Sample: N=156	Independent variables	Dependent Variable (Perception towards Innovative Teaching)
	Organizational Climate	0.548**

** Indicates that Correlation is Significant at 0.01 Level of Significance

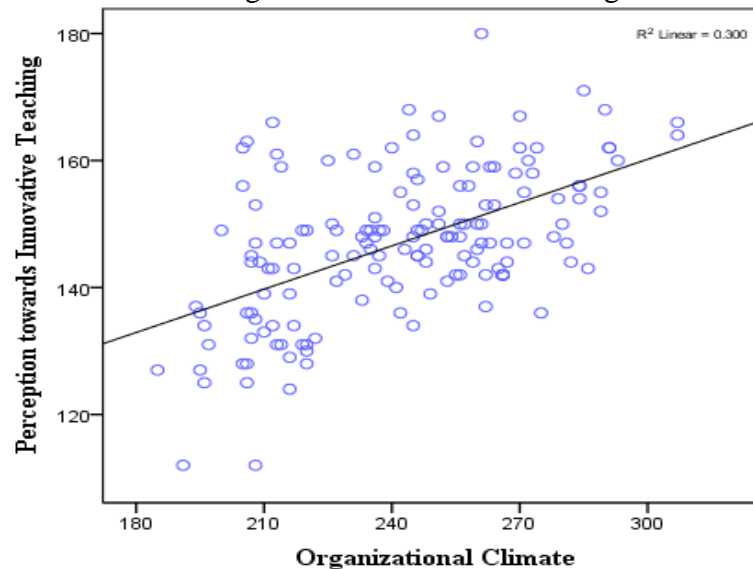


Figure 3: Scatterplot for correlation between Perception towards Innovative Teaching and Organizational Climate of Schools

As is clear from the above Table (4) and scatter plot (Fig. 3), positive and significant relationship has been found between the perception of secondary school teachers towards innovative teaching and organizational climate of their schools. Hence, the null hypothesis **H₀2**: “*There is no significant relationship between the perception of secondary school teachers towards innovative teaching and the organizational climate of schools*” is **rejected**.

Discussion

This study reveals that majority of secondary school teachers (65.38 %) have moderate level of perception towards innovative teaching. On the other hand 16.03% teachers have low perception while 18.59% have high level of perception towards innovative teaching (As depicted in Pie Chart, Fig. 2).

Male and female secondary school teachers do not differ in their perception towards innovative teaching. This means that perception towards innovative teaching is gender neutral. This may be due the fact that both male and female teachers have equal opportunities and inclination towards innovation and equal access to available resources and facilities in their schools. The result however contradicts with Sungkachai, P. (1999) who found that male teachers were having greater perception of innovative values than female teachers. But the result is supported by the studies of Sundararaj (1988) and Savariammal (2011) according to which gender has no significant role in innovativeness of school and college teachers.

Positive and significant correlation ($r=0.548$, $p<0.01$) was found between perception of secondary school teachers towards innovative teaching and organizational climate of secondary schools. This indicates that better quality of organizational climate will lead to higher perception towards innovative teaching. This may be due to the fact that good quality of organizational climate helps in promoting and having good interpersonal relationships, cooperation, collaboration and administrative support which may be helpful in enhancing the perception

towards innovative practices. This result is supported by Chou et al.(2019), according to which organisation's innovation climate is significantly and positively correlated with innovative teaching by using ICT, Chang et al. (2010) found a moderate and significant correlation between level of organizational innovation climate and creative teaching and Ren and Zhang (2015) also found that organizational innovation climate had a significant and positive correlation with idea generation and idea implementation.

CONCLUSION

Majority of secondary school teachers of Aligarh district found to possess moderate level of perception towards innovative teaching, male and female secondary school teachers have almost equal perception towards innovative teaching and perception of secondary school teachers towards innovative teaching is found to have a positive and significant relationship with organizational climate of their schools.

Educational Implications

Based on the findings of the study, some educational implications are listed below-

- a) The educational administrators may pay more attention to improve the quality of organizational climate of all schools, so that congenial and conducive environment may be created for innovative teaching practices. Better quality of organizational climate will result in better perception of teachers towards innovative teaching.
- b) Not only administrators are responsible for creating better organizational climate of schools, rather it should be a collective effort of policy makers, administrators, teaching and non-teaching staff.
- c) Administrators may motivate their teachers to take initiative for innovative teaching and ensure regular and effective supervision and inspection of secondary schools.
- d) Administrators may also provide guidance and essential human-technological support to their teachers.
- e) Teachers are suggested to create a climate of team spirit and collaboration for innovative teaching practices.

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