


Teachers' innovative work behavior and organizational climate: Evidence from public elementary schools in Aritao I District

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Abstract

This study examined the prevailing organizational climate of public elementary schools in Aritao I District and its influence on the innovative work behavior (IWB) of 95 teachers during the 2025–2026 academic year. Utilizing a quantitative, descriptive-correlational research design, data were collected through validated and reliable survey instruments and analyzed using mean computations and Spearman's rank correlation at a 0.05 significance level. The study aimed to determine teachers' perceptions of organizational climate—covering supportive, directive, and restrictive principal behaviors, as well as collegial, intimate, and disengaged teacher behaviors—and their perceptions of IWB, including idea generation, promotion, implementation, continuous improvement, and knowledge sharing. Findings revealed that respondents generally perceived a very good organizational climate ($\bar{X}=3.84$), with Intimate Teacher Behavior ($\bar{X}=4.82$) and Supportive Principal Behavior ($\bar{X}=4.69$) scoring highest, reflecting trust, collaboration, and encouragement. Teachers' innovative work behavior was also rated very good ($\bar{X}=3.77$), with Idea Implementation and Resourcefulness ($\bar{X}=3.80$) scoring highest, indicating strong adaptability and problem-solving skills. The Spearman correlation coefficient ($\rho=0.124$, $p=0.2302$) indicated a weak, non-significant positive relationship between organizational climate and IWB, suggesting that other factors may influence innovation. Based on the findings, a teacher training design was developed to enhance both organizational climate and IWB by promoting leadership support, collegial collaboration, creative risk-taking, reflective practice, and knowledge sharing. The study underscores the importance of supportive school environments while highlighting targeted interventions to foster sustained teacher innovation and professional growth.

Keywords: innovative work behavior, organizational climate, management intervention

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1. Introduction

The dynamics of organizational climate have increasingly drawn scholarly attention worldwide, particularly for their influence on innovative work behavior among educators. In an era of rapid globalization, schools are challenged to go beyond traditional instruction and cultivate a culture that supports creativity, adaptability, and collaborative problem-solving. International research emphasizes that organizational climate serves as a critical factor in shaping teachers' willingness to experiment with new pedagogical practices, integrate technology, and develop contextually responsive solutions to diverse learning needs. These demands highlight the global urgency of understanding how supportive environments can encourage innovation in teaching. Within this context, examining the relationship between organizational climate and teachers' innovative work behavior in public elementary schools in the Aritao I District offers both local relevance and international resonance. Insights from this study not only contribute to the discourse on organizational behavior in education but also provide empirical evidence applicable to global efforts in enhancing teacher professionalism and fostering innovation-driven learning communities.

Today, teachers are confronted with multiple challenges that hinder their ability to consistently engage in innovative work behavior. In many public elementary schools, organizational climates are often characterized by rigid hierarchies, limited autonomy, and inadequate support systems. These conditions create barriers to creativity and experimentation, as teachers may feel constrained by standardized procedures, insufficient resources, or a lack of recognition for their initiatives. Research has shown that organizational climate significantly influences teachers' motivation and capacity to innovate, with unsupportive environments reducing creativity and risk-taking (Afsar & Umrani, 2020; Li et al., 2021). The researcher has also observed that while teachers are expected to respond to evolving educational demands, the environments in which they operate do not always encourage collaboration or professional growth. Furthermore, the increasing complexity of global education trends—such as the integration of digital learning, inclusive pedagogies, and outcome-based instruction—demands that teachers exercise innovation in their daily practices. However, challenges such as limited training opportunities, minimal access to technology, and insufficient administrative support often result in resistance to change or stagnation in pedagogical strategies (Bani-Melhem et al., 2018; Hsiao et al., 2019). In the local context of Aritao I District, these issues are compounded by resource constraints and varying leadership styles that shape the overall organizational climate. These realities underscore the pressing need to investigate the relationship between organizational climate and teachers' innovative work behavior. By doing so, the study seeks to identify conditions that foster supportive environments, contributing to both local improvements and the global discourse on teacher innovation.

On the other hand, innovative work behavior (IWB) refers to how individuals generate, promote, and implement new ideas in their work setting to improve processes, teaching, or learning (Gkontelos, 2023). Recent studies highlight that teachers' self-efficacy, autonomy, and workplace supports are key predictors of IWB. For example, Safiek Mokhlis and Abdullah (2024) found that in Malaysian primary and secondary schools, school innovation climate fully mediated the relationship between teacher autonomy and their IWB. This implies that even when teachers have autonomy, unless the climate supports innovation (e.g., risk-taking, shared vision, encouragement), innovation behavior is not maximized. In another study, Zargar et al. (2025) observed that ethical leadership positively influenced IWB among university teachers in Turkey; work engagement and perceived organizational support strengthened this link. These findings suggest that IWB is not simply about individual traits but deeply embedded in social and organizational structures. For educational settings globally, supporting IWB among teachers can lead to more adaptive, responsive schools able to meet evolving demands.

On the other hand, organizational climate in schools refers to the shared perceptions of policies, leadership,

collegiality, support, resource availability, fairness, and other environmental factors that shape how teachers feel, interact, and work. Studies in 2024–2025 show that positive climates are strongly associated with better teacher outcomes. For instance, Sun et al. (2024) found that school organizational climate significantly predicted teachers' organizational citizenship behaviors in Chinese primary and secondary schools; teaching efficacy mediated this relationship, and optimistic traits moderated it. This means teachers are more likely to go beyond formal obligations when the climate is supportive and they believe in their teaching capabilities. Also, a recent comparative study by Zahra (2025) in general vs. special secondary schools emphasized that dimensions like teacher-principal relationship, teacher collaboration, morale, and leadership style largely determine the quality of the organizational climate. Such climates contribute not just to job satisfaction but also to emotional wellbeing and professional commitment. Understanding organizational climate is vital because it sets the foundation within which innovation, satisfaction, and performance can either flourish or get stifled.

Moreover, organizational climate is assumed to play a determining role in shaping teachers' innovative work behavior (IWB) because it sets the conditions under which creativity, experimentation, and collaboration are either encouraged or suppressed. A positive climate—characterized by trust, open communication, recognition, and supportive leadership—provides psychological safety for teachers to share novel ideas and take pedagogical risks. Recent studies emphasize that innovation is not solely an individual trait but emerges from conducive organizational contexts (Mokhlis & Abdullah, 2024; Zargar et al., 2025). When schools cultivate climates that value autonomy, professional growth, and collective problem-solving, teachers are more likely to engage in generating, promoting, and implementing innovative practices. Conversely, unsupportive climates marked by rigid structures or lack of encouragement tend to inhibit creativity. Thus, organizational climate is assumed to be a determining factor in motivating teachers to go beyond routine practices and contribute to school improvement through innovative behaviors.

This study is strongly anchored on global, national, and institutional frameworks that emphasize educational quality, teacher empowerment, and organizational innovation. At the global level, it aligns with the United Nations' Sustainable Development Goals (SDGs) by advancing SDG 4: Quality Education, which promotes inclusive, equitable, and quality learning through competent and innovative teachers. It also supports SDG 8: Decent Work and Economic Growth, highlighting the role of innovation, productivity, and positive organizational climates in sustaining meaningful and motivating work environments for educators. Furthermore, the study contributes to SDG 9: Industry, Innovation, and Infrastructure by underscoring innovation as a core driver of institutional improvement, even within public education systems. It resonates with SDG 16: Peace, Justice, and Strong Institutions, as a healthy organizational climate fosters transparency, trust, collaboration, and effective school governance. The emphasis on supportive leadership, collegiality, and participation also reflects SDG 17: Partnerships for the Goals, recognizing collaboration among teachers, school leaders, and stakeholders as essential to sustaining innovation.

By examining the relationship between organizational climate and teachers' innovative work behavior, the study highlights how schools function as learning organizations that nurture creativity, resilience, and continuous improvement. Collectively, these SDG linkages position the research as a contribution to building resilient, innovative, and future-ready public schools, reinforcing education's central role in sustainable national and global development. At the national level, the research is consistent with the National Research Agenda for Teacher Education (NRATE), which prioritizes teacher professionalism, pedagogical innovation, and organizational development. Similarly, it resonates with the DepEd Research Agenda, specifically under the thematic strands of Teaching and Learning and Governance, as it explores how supportive school climates enhance teacher innovation and student outcomes.

Institutionally, the study aligns with the Nueva Vizcaya State University (NVSU) Research Agenda, which emphasizes education, organizational development, and community-responsive innovations as key drivers of local and regional progress. More specifically, it supports the College of Teacher Education Research Agenda, which prioritizes research on teacher effectiveness, educational leadership, and innovative practices in teaching and

learning. Through these linkages, the study demonstrates its relevance not only in addressing local educational challenges but also in contributing to broader efforts to strengthen teacher professionalism, enhance institutional performance, and foster innovation-driven educational transformation.

Although organizational climate and innovative work behavior (IWB) have been widely studied in international contexts, there remains a notable research gap in Philippine public schools, particularly in rural settings such as the Aritao I District. Existing studies often emphasize corporate or higher education environments, leaving limited evidence on how organizational climate influences innovation among elementary teachers. In the district, teachers encounter persistent challenges including inadequate instructional resources, restricted access to training and technology, rigid bureaucratic structures, and inconsistent leadership practices. These conditions often hinder collaboration, risk-taking, and the adoption of innovative strategies in teaching and learning. While teachers are expected to be responsive to evolving curricular and societal demands, the lack of supportive organizational climates discourages sustained creativity and experimentation. This gap in localized research, coupled with the pressing challenges faced by teachers, motivated the researcher to investigate how organizational climate determines teachers' innovative work behavior in public elementary schools.

2. Related Literature

The two main research constructs of the study are anchored on Social Exchange Theory (Blau, 1964) which provides a strong foundation for linking organizational climate and innovative work behavior. The theory posits that workplace interactions are shaped by reciprocal exchanges, where individuals respond positively when they perceive support, trust, and fairness in their environment. In educational settings, a supportive organizational climate—characterized by collegiality, participative leadership, and reduced restrictiveness—serves as a valuable resource that fosters teachers' sense of obligation to reciprocate through constructive behaviors (Cropanzano et al., 2017). Such reciprocity often manifests in innovative work behaviors, including idea generation, promotion, and implementation (Ahmed et al., 2020). When teachers experience a positive climate, they are more motivated to contribute beyond routine tasks, engaging in creativity and collaboration that benefit the institution. Thus, Social Exchange Theory explains how favorable perceptions of organizational climate encourage teachers to demonstrate innovative work behavior as a form of mutual exchange.

First, Social Exchange Theory (Blau, 1964) provides a valuable lens for understanding how organizational climate shapes employee attitudes and behaviors. The theory asserts that workplace relationships are governed by reciprocity, where supportive and fair treatment encourages positive responses from employees. A favorable organizational climate, characterized by supportive leadership, collegial teacher behavior, and reduced restrictiveness, represents the provision of socio-emotional and structural resources within schools. When teachers perceive these conditions, they are more likely to reciprocate with loyalty, commitment, and higher performance (Cropanzano et al., 2017). Recent studies highlight that supportive climates foster trust, cooperation, and psychological safety, which in turn strengthen teacher engagement and well-being (Ahmed et al., 2020; Haider et al., 2021). Conversely, climates dominated by disengagement or overly directive leadership may undermine reciprocity, leading to withdrawal and resistance. Thus, Social Exchange Theory explains why organizational climates built on fairness, collegiality, and support encourage teachers to contribute positively, reinforcing a cycle of trust and commitment.

Second, Social Exchange Theory also explains the mechanisms through which teachers engage in innovative work behavior. Teachers are more likely to go beyond their prescribed roles—generating, promoting, and implementing new ideas—when they perceive that their schools provide support, recognition, and autonomy. Such perceptions create a sense of obligation to reciprocate through behaviors that add value to the institution (Blau, 1964). Empirical evidence suggests that employees who feel supported are more willing to take risks, collaborate, and explore creative solutions, as innovation is seen as part of reciprocating the positive treatment received from the organization (Kurtessis et al., 2017; Dhar, 2020). In educational contexts, supportive leadership and collegiality foster an atmosphere where teachers feel safe to share and implement innovative practices (Farrukh et al., 2019).

Therefore, innovative work behavior can be understood as a reciprocal act within the social exchange framework—teachers contribute novel ideas and practices in return for the trust, respect, and resources provided by their organizational climate.

Organizational climate in educational settings refers to the collective perceptions, attitudes, and experiences of teachers regarding their work environment, which influence professional behaviors, motivation, and overall school effectiveness. Hoy et al. (1991) conceptualized organizational climate through six key dimensions. Supportive principal behavior involves leadership that encourages, motivates, and provides guidance to teachers, fostering trust, collaboration, and a positive work atmosphere. In contrast, directive principal behavior emphasizes close monitoring, strict supervision, and the enforcement of policies, which can ensure accountability but may limit teacher autonomy. Restrictive principal behavior pertains to bureaucratic controls and excessive administrative demands, potentially constraining instructional focus and innovation. Among teacher behaviors, collegial teacher behavior reflects collaboration, information sharing, and teamwork that enhance professional growth and collective efficacy, while intimate teacher behavior denotes warm, personal, and supportive relationships that create a sense of belonging.

Conversely, disengaged teacher behavior refers to apathy, withdrawal, and minimal participation in school activities, which can undermine morale and organizational effectiveness. Recent studies emphasize that a positive organizational climate characterized by support and collegiality promotes teacher engagement, satisfaction, and instructional effectiveness, whereas climates dominated by restrictiveness, disengagement, or excessive control may impede school performance (Alqarni, 2020; Özgenel, 2020; Haider et al., 2021).

Innovative work behavior (IWB) on the other hand refers to the intentional generation, promotion, and implementation of new ideas within the workplace, contributing to organizational improvement and adaptability. In educational settings, teachers' innovative behaviors play a crucial role in enhancing instructional practices, curriculum design, and overall school effectiveness. Building on existing research frameworks, IWB is commonly conceptualized through five dimensions. Idea generation and creativity involve teachers developing novel approaches, strategies, or solutions to address instructional challenges, encouraging creative thinking among both educators and students. Idea promotion and collaboration refers to advocating for these innovative ideas and engaging colleagues in joint problem-solving, fostering a culture of shared ownership and teamwork. Idea implementation and resourcefulness emphasizes translating concepts into actionable practices, efficiently utilizing available resources to achieve desired outcomes.

Continuous improvement and reflective practice highlight teachers' commitment to ongoing self-assessment, learning, and refinement of instructional methods based on feedback and evidence. Finally, knowledge sharing and community engagement focus on disseminating insights, best practices, and innovations to colleagues, students, and the broader school community, strengthening collective capacity and school development. Research has shown that teachers who actively engage in these dimensions demonstrate higher adaptability, professional growth, and contribution to organizational success (Janssen, 2020; Haider et al., 2021). Thus, IWB is not only a personal attribute but also a relational and organizationally embedded process that enhances both teaching quality and institutional performance.

It is assumed that organizational climate can serve as a key determinant of teachers' innovative work behavior, providing the rationale for the conduct of this study. A positive organizational climate, characterized by supportive leadership, collegial teacher interactions, and reduced restrictiveness, creates an environment in which teachers feel valued, motivated, and psychologically safe to experiment with new ideas (Haider et al., 2021; Alqarni, 2020). Such a climate fosters trust, collaboration, and open communication, which are essential for generating, promoting, and implementing innovative practices in teaching and curriculum development. Conversely, restrictive or disengaged climates may inhibit creativity and diminish the willingness of teachers to share knowledge or engage in reflective practice. Based on Social Exchange Theory (Blau, 1964), teachers tend to reciprocate favorable organizational conditions by exhibiting constructive behaviors, including innovation. Thus, understanding the

influence of organizational climate on innovative work behavior is crucial, as it can inform strategies to enhance teacher performance, professional growth, and overall school effectiveness.

3. Methodology

Research Design. This study employed a quantitative descriptive–correlational research design to examine the relationship between organizational climate and teachers’ innovative work behavior (IWB) in Aritao I District during the 2025–2026 school year. The quantitative approach enabled systematic measurement and statistical analysis of variables to identify patterns and relationships without manipulation (Leedy & Ormrod, 2015; American Psychological Association, 2020). The study investigated six dimensions of organizational climate: supportive principal behavior, directive principal behavior, restrictive principal behavior, collegial teacher behavior, intimate teacher behavior, and disengaged teacher behavior (Hoy, Tarter, & Kottkamp, 1991). These were examined in relation to teachers’ innovative work behavior, conceptualized through idea generation and creativity, idea promotion and collaboration, idea implementation and resourcefulness, continuous improvement and reflective practice, and knowledge sharing and community engagement. The design allowed for the determination of whether positive organizational climate dimensions were associated with higher levels of teacher innovation.

Research Setting. The study was conducted in Aritao I District, a public school district under the Department of Education (DepEd) in Nueva Vizcaya, Philippines. During School Year 2025–2026, the district served 2,985 learners and employed 123 teachers across 12 public elementary schools under the leadership of the District Supervisor. The district was selected due to its active engagement in school-based management, instructional innovation initiatives, and professional development programs. Recent recognitions at the division level reflected its strong culture of collaboration and institutional improvement, making it an appropriate setting for examining how organizational climate influences teachers’ innovative practices.

Participants and Sampling. The respondents consisted of 94 public elementary school teachers, representing 76.42% of the total teacher population ($N = 123$). The sample size was determined using Slovin’s formula. A stratified sampling technique was employed, with each school serving as a stratum to ensure proportional representation. Within each stratum, participants were selected using simple random sampling to minimize bias and enhance generalizability.

Research Instruments. Two validated instruments were utilized:

- **Organizational Climate Descriptive Questionnaire for Elementary Schools.** Developed by Hoy, Tarter, and Kottkamp (1991), this 42-item instrument measures six dimensions of organizational climate. The scale demonstrated acceptable reliability ($\alpha = 0.852$). Responses were rated on a five-point Likert scale (1 = Never to 5 = Always). Restrictive principal behavior and disengaged teacher behavior were reverse interpreted. Mean scores were categorized from Very Low to Very High, with corresponding qualitative descriptions of overall organizational climate.
- **Innovative Work Behavior Questionnaire.** Developed by Bolintao et al. (2025), this 30-item instrument assesses teachers’ innovative work behavior across five dimensions. The instrument demonstrated high internal consistency ($\alpha = 0.915$). Responses were rated on a four-point Likert scale (1 = Strongly Disagree to 4 = Strongly Agree), with mean scores interpreted from Low to Very High.

Data Collection Procedure. Prior to data collection, formal approval was secured from the District Supervisor, and coordination was conducted with school heads to ensure minimal disruption to school operations. An orientation session was provided to participants outlining the study’s objectives, procedures, and ethical safeguards. Written informed consent was obtained before administration of the questionnaires. Instruments were distributed either in printed format or electronically via Google Forms. Participants were given three to five working days to complete the survey. Completed responses were collected and encoded in a secure database accessible only to the

researcher and adviser. Only aggregated data were reported to maintain confidentiality.

Ethical Considerations. The study adhered to established ethical standards, including voluntary participation, informed consent, confidentiality, and anonymity. Participants were informed of their right to withdraw at any time without penalty. No personally identifiable information was included in the analysis, and data were securely stored.

Statistical Analysis. Descriptive statistics, particularly the mean, were used to determine levels of organizational climate and innovative work behavior. Spearman Rank Correlation was employed to examine the relationship between organizational climate and teachers' innovative work behavior. Correlation coefficients were interpreted following Schober et al. (2018), classifying relationships as negligible, weak, moderate, strong, or very strong. All hypotheses were tested at the 0.05 level of significance.

4. Results and Discussion

This study examined the prevailing organizational climate of public elementary schools in Aritao I District and its determining role on the innovative work behavior of 95 teachers during the academic year 2025–2026. The study employed a quantitative research design using the descriptive-correlational method. Data were collected through valid and reliable instruments and were analyzed using appropriate statistical procedures, including the computation of means and Spearman's rank correlation. The hypotheses were tested at the 0.05 level of significance.

The study aimed to achieve the following objectives. First, it sought to determine the perceptions of the respondents regarding their organizational climate, focusing on the dimensions of supportive principal behavior, directive principal behavior, restrictive principal behavior, collegial teacher behavior, intimate teacher behavior, and disengaged teacher behavior. Second, it aimed to assess the respondents' perceptions of their innovative work behavior, considering the dimensions of idea generation and creativity, idea promotion and collaboration, idea implementation and resourcefulness, continuous improvement and reflective practice, and knowledge sharing and community engagement. Third, the study intended to examine the significant relationship between the perceived organizational climate and the innovative work behavior of the respondents. Finally, based on the significant findings of the study, it aimed to develop an educational management intervention designed to strengthen organizational climate and foster teachers' innovative practices within the school setting.

1. The respondents' perceptions of organizational climate in public elementary schools were generally positive, with a grand mean of $\bar{X} = 3.84$ (Very Good). Intimate Teacher Behavior scored highest ($\bar{X} = 4.82$), reflecting strong trust, camaraderie, and emotional support among teachers. Supportive Principal Behavior ($\bar{X} = 4.69$) indicated approachable, encouraging leadership, while Collegial Teacher Behavior ($\bar{X} = 4.40$) highlighted active professional collaboration. Directive Principal Behavior ($\bar{X} = 4.18$) showed structured guidance, and Restrictive Principal Behavior ($\bar{X} = 2.93$) suggested moderate administrative constraints. Disengaged Teacher Behavior was lowest ($\bar{X} = 2.08$), indicating high teacher involvement and commitment. Overall, the findings suggest a positive, supportive climate conducive to professional growth and innovation.
2. The respondents' perceptions of their Innovative Work Behavior (IWB) were generally very positive, with a grand mean of $\bar{X} = 3.77$ (Very Good), indicating high engagement in creativity, collaboration, reflective practice, and knowledge sharing. Idea Implementation and Resourcefulness scored highest ($\bar{X} = 3.80$), reflecting practical problem-solving and adaptability, followed by Idea Generation and Creativity ($\bar{X} = 3.79$) and Continuous Improvement and Reflective Practices ($\bar{X} = 3.78$). Idea Promotion and Collaboration ($\bar{X} = 3.74$) and Knowledge Sharing and Community Engagement ($\bar{X} = 3.72$) also scored very high. Overall, teachers are creative, resourceful, collaborative, and committed, fostering a climate conducive to innovation and continuous school improvement.
3. The Spearman rank correlation coefficient between perceived organizational climate and Innovative Work

Behavior (IWB) among the respondents was $r_s = 0.124$ with a p-value of 0.2302, indicating a **weak positive correlation**. This suggests that, within the sample, higher perceptions of a supportive organizational climate were slightly associated with increased innovative work behavior. However, the relationship is minimal, implying that organizational climate accounts for only a small portion of the variance in teachers' innovative practices. While the positive direction highlights a potential link, it is not statistically significant at the 0.05 level, indicating that other factors may play a larger role in influencing innovative work behavior.

4. Based on the study's significant findings, the researcher developed a teacher training design to strengthen both organizational climate and innovative work behavior. In organizational climate, teachers perceived participative leadership positively, but occasional autocratic practices and moderate engagement beyond school hours indicated areas for improvement. Collegial relationships and administrative processes also required attention. For innovative work behavior, benchmark statements with lower ratings highlighted the need to enhance creative risk-taking, peer and administrative support, implementation of practices under resource constraints, reflective journaling, and sharing innovations. These findings informed targeted training interventions promoting collaboration, resourcefulness, reflective practice, and sustained innovation in schools.

5. Conclusions

Based on the significant findings of the study, the following conclusions were drawn:

- The respondents perceived the organizational climate in their schools as very good, indicating that the work environment is generally supportive, collaborative, and conducive to effective teaching and professional engagement.
- The respondents' perceptions of their innovative work behavior were also rated as very good, suggesting that teachers are proactive in generating, promoting, and implementing new ideas, and demonstrate creativity, resourcefulness, reflective practice, and knowledge sharing in their professional roles.
- A weak positive correlation was observed between organizational climate and innovative work behavior, though it was not statistically significant, indicating that while a supportive climate may slightly influence innovation, other factors likely play a stronger role in fostering teachers' innovative practices.
- Based on these findings, the researcher developed a teacher training design aimed at enhancing both organizational climate and innovative work behavior, providing targeted interventions to strengthen leadership support, collegial collaboration, creative risk-taking, reflective practice, and the dissemination of innovations within schools.

Recommendations - Based on the conclusions presented, the following recommendations were offered:

- School administrators may continue to foster a supportive and collaborative work environment by encouraging teacher input, providing constructive feedback, and balancing guidance with autonomy, thereby strengthening the overall organizational climate that facilitates professional engagement.
- Schools may implement programs and practices that encourage teachers to take creative risks, engage in reflective practice, share knowledge, and collaborate with peers, enhancing both instructional quality and student learning outcomes.
- Training interventions, such as workshops, seminars, and mentoring programs, may be designed to build teachers' capacity in idea generation, resourceful implementation, and dissemination of innovations, aligning with the identified areas needing improvement.
- Schools may encourage collegiality, peer support, and structured opportunities for professional

networking, social interaction, and shared problem-solving to sustain innovation and a positive school climate.

- Future researchers are encouraged to replicate this study in other districts or regions to validate the findings, explore additional factors influencing organizational climate and innovative work behavior, and enhance the generalizability of the results to different educational contexts.

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