

ORGANIZATIONAL CLIMATE FOR INNOVATION AND CREATIVITY IN THE FIELD OF EDUCATION: A THEORETICAL FRAMEWORK

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ABSTRACT

For 21st-century corporations, transformational leadership are identified as key competences. Together with knowledge and innovation, creativity is a fundamental element in modern economies' expansion. On the other perspective, innovation is even more extensively regarded as a crucial source of protracted competitive advantage that enterprises would leverage to adapt to this new business environment. The new management is universally recognised as a key factor that determines success of an organization and as one of the most challenging part of creativity. The workplace environment really does have an impact on innovation as well. Idea or product gains momentum with a creative idea, which contributes to the formation of new systems, everyday objects, and intangible items with success, all technological innovations are the cornerstone of all innovations. In suitable plant growth, the optimal climate is necessary; there would also be a conducive culture for creativity to bloom, so that young minds and recollections are preserved open to new ideas and openings. Innovation is connected to the development of value, and creativity is the primary driver behind all this. It is not erroneous to assert that, as a part of the installation of knowledge-based economies, all countries strive to encourage creative education. Creativity, known as the tendency to generate new work, is now seen as both the starting point and the root of innovation (Amabile et al., 1996), and education plays a vital role in supporting customers to be even more creative. Education is a lifelong process that's still perpetual, dynamic, and ever changing. In today's competitive world, it is the fourth most common need for man after food, clothing, and shelter. The ultimate goal of education is to intellectual or cognitive, inculcate healthy values, and strengthen technical expertise. Nevertheless, this may be considered that an organization's transformational leadership emanates often from its professionals, and ethical commitment corresponds about how people should behave in an ideology depend on popularly held values, beliefs, and assumptions. Personality traits and the environment each have an impact on performance, as per research (Chang, Chuang & Bennington, 2011). Personnel, along with established leadership considerations, can play a crucial role in promotion of human creativity. The purpose of this study is to understand the organizational environment and the major variables that impact innovation and creativity in the field of education, based on the discussion above.

Keywords: Organizational Climate, Education, Innovation, Creativity, Productivity.

INTRODUCTION

Modern countries desperately seek managers and individuals to endure behavioral breakthroughs in reorienting their perspectives of management, quality, work, and competition. In such scenarios, business executives should eventually evolve further into economy through creativity, innovation; resilience, confidence, and ambiguity tolerance, while also take effective approaches to mitigate the employment catastrophe (Kordnaeesh & Shams, 2007).

The workplace structure outlines ways people interact in a corporation values and beliefs, beliefs, and assumptions. On the other perspective, creativity is the process of developing novel and useful conceptions. Individuals' competence and their aptitude to think creatively, passion to acquire creativity brings all work together to produce creativity. Entrepreneurial intention is regarded as a culture of absorbing new ideas and translating them into achievements. As an outcome, an intellectual mind-set is a state high of a counter culture and has a favorable impact on innovation. Employees are also mostly essential for even an organization's innovativeness. Like a corollary, it's really logical to argue that a creative and innovative workplace environment, mainly in the educational sector, contributes in the growth of a particular organization.

In general, an organization is a collection of people or institutions that interact to achieve a shared target or goals to be achieved. Each member of the organization has a set of activities that individuals had to do in order for an organization to accomplish the goal or objectives. An formalized pattern of interdependent activity clusters designed to promote or obtain desired pre-set aims or objectives is referred to as organizational (Poonam, 2015). Each cluster of activity is referenced to as a role in institutional jargon, and each institution seems to have its own set of roles.

The work climate alludes to something like the working environment where employees work. In the hydrological interpretation, the concept "climate" refers to the average daily weather conditions over a period of time, and in this perspective, an organization's climate is an average of individuals' perceptions of their work environment. It is the individual's observations of several aspects of the environment. The model of corporate climate is probably linked with the concept of enjoyment (Poonam, 2015). Lewin, Lippitt & White (1939) pioneered the principle of work environment. The internal quality of an enterprise that individuals can experience and perceive is influenced by the organizational climate. The concept "organizational structure" includes a set of belonged that define one institution of another and drive employee performance. Organizational environment is defined as (Gilmer, 1966) as "those characteristics that differentiate the organization's performance or shape the behaviors of personnel." In fact, an organization's climate can be conceived of itself as "personality," that is, climate is to enterprises as personality is to individuals. Sharma (1989) termed organizational climate as "the interpersonal relationship within a group, between the group and its leader." Likely, an organization's climate is the after-effect of all the interconnections that affect it, and even the conscious and unconscious impact for everybody involved. Organizational climate is impacted by the level, range, and nature of the interaction or transactions. The prominence of creativity in an operating value, success, and protracted survival has also soared, as it is obvious that interesting trend an incomparable role in an organizational operations, success, and protracted survival (Joo, McLean & Yang, 2013). According to a Boston Consulting Group survey, senior executives' biggest concern is innovation, of the kind that they place as their top priority, whilst the World Economic Forum report revealed creativity skills to really be essential for the progress. Creativity is the act of incorporating two or more ideas to make up an entire novel concept. Creativity is widespread and the outcome of a sharp mind and it is typically the results

of a human's dissatisfaction with its existing system. Individual and lifestyle exposures promote creativity (Jung et al., 2003; Kahai et al., 2003).

Climate with in workforce and innovative thinking through stimulating, honoring, and rewarding human resources through budgets, corporations may fundamentally enhance creativity and innovation. Some individuals believe that ethical commitment pertains to the signs that workers gain in regards to the organization's expectations for their performance and the ramifications of that performance. The open environment of such an institution is driven by robust via empowering people to discover approaches. In fostering creativity, corporations will need to provide a dynamic existing operation in which employees can give their concerns. The ethical climate should enable all individuals feel cherished and nurtured in their innovative thinking (Rice, 2006, 2007).

Kinds of Organizational Climates

Croft & Halpin succeeded in identifying six climate profiles which were viewed as descriptions.

- i. **Open Climate:** The climate with relatively more openness is called as open climate. In such climate employees receive cooperation of others. Their working is stalled by the management. Everyone works with a team spirit without criticism or squabbling. They are understanding, warm and sociable towards each other. Workers are not unnecessarily overloaded but motivated to face troubles and disappointments.
- ii. **Autonomous Climate:** This type of climate is relatively less open in comparison to open climate. Here the employees have relatively free hand in tackling and interacting according to themselves to satisfy their social requirements. In this climate the workers are able to accomplish their task without difficulty and promptly. They work like a team to achieve aims for the organization.
- iii. **Controlled Climate:** The climate with lesser degree of space than both open and autonomous climate types is controlled climate. This climate is featured by stress on attainment even though it may be achieved at the cost of satisfaction of one's social desires. All members neither are hard working to such an extent that there is neither time for friendly interactions with each other nor space for divergence from prescribed commands and directions. Employees must timely complete their task and they also expect to be told personally about the way to accomplish it. There are a few authenticcozy relations but they are normally alienated socially. Job satisfaction is from task execution but not from aspect of satisfaction of social requirements.
- iv. **Familiar Climate:** Friendly manner of principal as well as the teaching staff or employees is the main characteristic feature of the familiar climate as is obvious from its name. Satisfaction of social requirements is important in such climate though the goal achievement and group activities related to it are neglected. Teaching staff compose a big happy family, but job satisfaction is average. Teachers activities are not influenced or interrupted by head. It is a clear cut case of frail management. Head lacks both the capability as well as volition towards achievement of goal.
- v. **Paternal Climate:** The climate with whose characteristic feature is failure of the principal in satiation of social requirements of the teaching staff or control over teachers, despite many efforts. Reason being that the principal is not inspiring and the climate is open enough. Principal is quite dictating and in a hurry to know everything at once. Though futile but still the principal is an always inspecting, vigilant and directing staff member regarding literally everything. The climate shows more affinity with controlled type than the familiar type. There is lack of team spirit and are divided into groups. Principal does most of work himself. Teachers give up work because the principal is himself accomplishing the jobs to the best of his potential.
- vi. **Closed Climate:** It is the climate which is characterised with the least openness and most inauthentic due to its extremeness. The principal is a hopeless person, unable to monitor the teachers and least bothered about their personal wellbeing. He maintains distance with the staff and is not involved

emotionally with them. He pretends to be rule following and exhibits arbitrary rules for the staff, to be strictly followed by them. He is non-impressive and none motivating for the teachers.

REVIEW OF LITERATURE

West (1990) found that the level of new ideas has been positively influenced by the sense of belongingness and assurance. When employees know that they will not be criticized or punished they tend to be more willing to share their opinions and ideas. Such similar principles may pertain towards interactions between professionals working together. Motivation also denotes the scholarly community's emotional commitment to its actions, including its ability to achieve the goals (Ekvall, 1996). When people experience joy and feel helpful at work, they are highly motivated to generate new ideas. The amount of stress connected to the workers and the time pressure is also another important key influencing the organizational climate.

Giri & Kumar (2007) when performing study, it was discovered that organizational atmosphere had a major influence on worker satisfaction and productivity. As a result, the environment might act as a modifier, increasing or decreasing the entity's effectiveness and productivity.

Rasulzada & Dackert (2009) conducted a study to explore the link connecting organizational innovation and motivation of its workers, also studies the relationship between the characteristics of organization and its innovativeness. The project drew 95 participants from the high-tech industry. The relationships were assessed using a LISREL model, and the results indicated a significant link between perceived organizational innovation and workers emotional safety as well as motivation. Among the organizational components, the organizational environment and operational facilities were found to be highly related to positive innovation and creativity in the firm. According to the research results, increasing the conditions for creativity and innovation improves workers in terms of positive emotional stability and motivation.

Raza (2010) conducted a study with the aim to ascertain the effect of organizational environment on college faculty member's efficiency. Principals and teachers working at Punjab's public sector degree institutions are included in the population of the study and to choose the sample a technique called simple random sampling approach was utilized. Seventy (70) degree colleges, their heads, and five lecturers from each institution were sampled. The study was confined to all of Punjab's public sector degree colleges. According to the findings, the majority of public college administrators believe that open environment is extremely strong and favourably associated to teacher performance, whereas authoritarian or paternal environment and closed environments are adversely connected to teaching effectiveness.

Çekmecelioğlu & Günsel (2013) found that in order to lead in a competitive changing world change, creative thinking and inventiveness are acknowledged as key qualities for 21st-century companies. The purpose of this research was to experimentally identify the interdependencies between creative thinking, creative environment and company performance. Data from 181 employees from 48 manufacturing businesses in Kocaeli, Turkey, were selected to check the observed connections between research variables. Factor analysis, regression and correlation reliability are performed on the data. The findings of the study show that both workers creativity and creative atmosphere of the workplace have significantly benefits the company innovation capacity, however when their impacts are examined holistically, the benefit

of individual creativity is overshadowed by the workplace environment. These findings underlined the significance of fostering a creative environment that motivates employees to be creative in order to enhance the firm's innovation capability further.

Ahmadi & Emamipour (2013) in their study investigates the association between Tabriz Red Crescent Organization's organizational atmosphere and the inventiveness of its female worker. 100 instances were chosen for the planned study from a group of 120 women working by the Red Crescent, the research approach is descriptive correlation. The results indicate that a positive connection existed between supervisor and subordinate behaviors and creativity.

Thiruvankadam & Kumar (2018) undertook a study with the goal of understanding the significance of the following factors in fostering a creative climate. Workplace features includes administration and colleague support, mental safety, resource availability/accessibility, workforce diversity, innovation and risk-taking tendency, and organizational structures, protocols, and practices into consideration. The study also focuses on the influence of employees' demographic variables on their impression of the innovative atmosphere. The study also intends to investigate the impact of demographic characteristics on employees' perceptions of the creative environment. The research was carried out at a Leather Research Institute in Chennai, India. According to the findings of the study, the organization has an innovative culture and that the environment may be further nurtured in order for the company to become highly inventive. Work qualities and variety have been discovered to be key factors to an inventive climate. The results also suggest a substantial relationship between the organizational creative atmosphere and demographic characteristics such as qualification and designation.

DISCUSSION

Role and Importance of Organizational Climate in Education

The education system is the backbone of any nation's advancement, and this will never perform better without the spontaneous performance of teachers and faculty (Selamat, Samsu & Kamalu, 2013). In the educational system, teachers assume a fundamental and dynamic role. It is considered that a student's effective quality has a positive impact on their teachers' academic excellence. Recognizing teacher effectiveness, or identifying between more effective and less competent teachers, is one of the most serious issues in educational research (Coleman, 1998). Teachers' quality is viewed as a teacher' attitudes even during teaching process, and it is correlated to overall effectiveness. As per research, the workplace environment seems to have a strong effect on teacher performance and effectiveness (Medly & Shannon, 1994). Teachers in more open settings scored substantially better than teachers in less open environments, and most educational institutions operated on an open statistical model (Singh, 1985).

Organizational climate, as formerly indicated as a notion that can influence people's behavior, perceptions, and motivation in the workplace. The reason why other companies are better in performance, profitability, and successful than others are also being explained and various subjects such as management, psychology, behavioral science and social science are involved have been researching this organizational climate in the field of education as well. Those who have engaged in scientific research on organizational environment believe that an institution's effects were noted the attitudes and behavior of its personnel (Hoy, Tarter & Kottkamp, 1991; Judge, Thoreson, Bono & Patton, 2001). As an outcome, people who possess

stronger progressive attitudes toward the establishment are thought to be more creative, culminating in a more effective institution. The school's workplace culture, the natural environment where it is situated, the built interaction, and the dynamic relationship between the processes and systems are all the result of its survival as an education system (Brenner, 1994). The school climate, and according to ecological theory articulated by, illustrates the processes in which all individuals in the school successfully involve and contribute. An open and welcoming work atmosphere is directly related to good teaching behaviors, attitudes, and competent approaches, as per the concept of organizational climate. In early childhood education, all aspects of the organizational environment are important for academic performance, effective teaching, and quality of education. According to (Sirin, 2010), the school climate, containing some of its needs, is a coordinated work by learners, teachers, and parents, taking into account the social and economic milieu. Examining how certain factors of the school climate interact allow for a more qualified and creative learning environment.

A positive organizational climate can be regarded to embed sustainability and inspiration within the enterprise, but also have a beneficial effect in achieving organizational objectives. As a response, managers should maintain a constant eye on the work situation (Ghasemi & Keshavarzi, 2014). The organization culture serves as a crucial link between the leaders and the enterprise world in general. The organization's vision to develop its staff or employees by emphasizing the value work place and conditions, but also assisting and supporting them so they can achieve job satisfaction, depicts the ethical environment (Suliman & Isles, 2000).

Organizational climate factors influencing creativity and productivity

The organization climate is one of the components that now have a substantial impact on the employee commitment. The concept of organizational climate begins with a review of the present incarnation of the individuals and a focus on the elements that determine the psychological climate (James, Choi, Ko, McNeil, Minton & Kim, 2008). As a response, among the most important concepts in organizational culture is organizational climate. Zhang and Liu (2010) explored at the aspects of organizational climate and how they impacted key dimensions. The educational level, position, and length of time working for the organization all had considerable main effects on organizational context, as per a study of 419 participants, including both managers and employees. Organizational climate had significant main effects on human resource management effectiveness, such as turnover intention, creativity, job satisfaction, and work efficacy; ethical commitment also had significant main effects on organizational performance, such as staff members' employee engagement. Iqbal, Hersona & Suswardji (2020) revealed that institutional climate affected lecturer performance by 27.86%, job characteristics impacted lecturer performance by 13.30%, and inventiveness impacted lecturer performance by 16.69%. The available literature suggests that corporate environment, job demographics, and creativity collectively influence to lecturers' performance by 57.86 percent.

As a consequence, the work environment plays an essential part in stimulating and cultivating employee inventiveness. A lecturer's key purpose is about an educator. Through their ability to teach numerous knowledge and skills, lecturers have the moral obligation of helping learners to become individuals who have the expertise and abilities that are useful for their existence and needed to enter the world of work. Universities must reconcile organization's objectives with the personal values of each lecturer and other members of staff in order to boost lecturer performance. Employees are likely to feel highly enthusiastic if all of essential expectations are addressed, and they're more aware of and responsibility towards executing each

task or job. Employee job satisfaction, but at the other hand, can be affected by a combination of positive elements simultaneously internal to the employee and extrinsic to the employee, such as the type of work, management design, title, and promotion, amongst many others (Iqbal, Hersona & Suswardji, 2020).

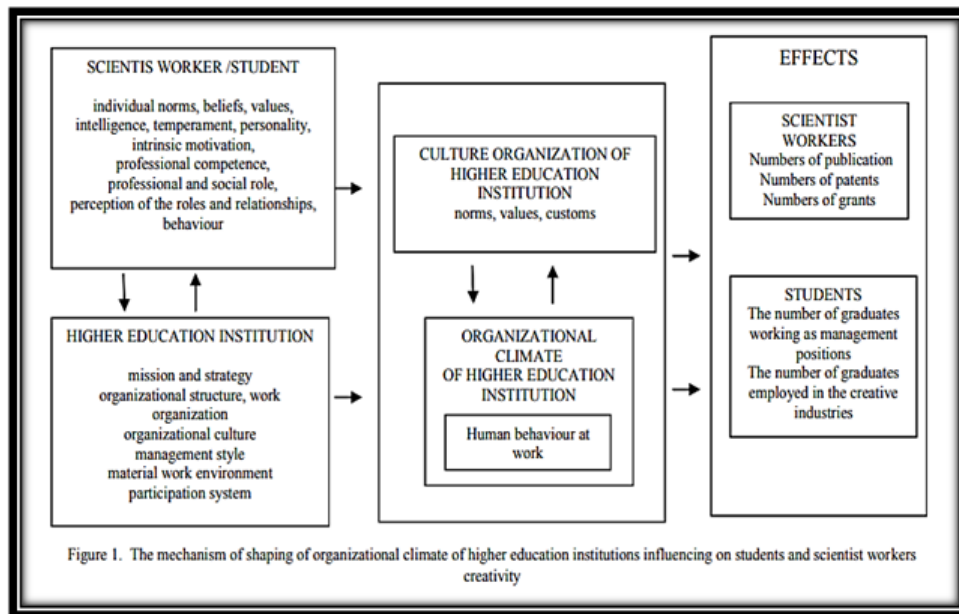


FIGURE 1
ORGANIZATIONAL CLIMATE ALTERING MECHANISM

Source: Sokol, Gozdek, Figurska & Blaskova (2015).

Investigating higher education institutions' organizational atmosphere as a source of innovation for students and young researchers is exceptional in the world. This seemed to be a delicate subject because the system of education must provide environment that will foster creative talents. It should be the degree of orientation of universities and the professionals employed there, specifically the degree of their creativity, which thus impacts how students, and thus future employees, will have characteristics that allow them toward being creative and engage in the creative fields. Group problem-solving, decision-making, management styles, norms, values, and culture of higher education institution, communication, and coordination are among some of the variables that determine the organizational culture of higher education institute proceedings. Likewise, organizational development, individual problem solving, generating, influencing, and devotion are all psychological processes (Ekvall & Britz, 2001). As mentioned earlier, the workplace environment in universities and colleges determines the amount of creativity across both students and faculty members.

The ARC model of organizational effectiveness is a team-based, participatory, phased intervention intended to boost workplace culture and climate, promote innovation, and remove obstacles to effective service in mental health and social service enterprises. ARC strengthens organization culture and climate, employee satisfaction and commitment, workforce turnover, and product quality. To link organizational culture processes, change mechanisms, and personal

characteristics associated to mental health and social service improvement efforts, the ARC system incorporated organizational structure and climate theory with well-established social cognitive theory of motivation behavior (Glisson & Williams, 2015). Three ARC strategies, notably, embedding guiding principles, developing shared mental models, and enacting institutional component tools, are aimed at increasing corporate culture and climate, but also address systemic problems, by blending practitioners' intentions with corporate opportunities to achieve constructive change.

Model of a Learning Organization: Marsick & Watkins (2003) proposed the learning community dimensions, which were eventually, recommended by the two international bodies i.e. the United Nations Children's Fund (UNICEF) and the Organization for Economic Cooperation and Development (OECD) promoting to develop as an integrated model. The institution is defined as an educational environment whereby the teaching and learning is central to the paradigm (Kools & Stol, 2016). Educational institutions as a learning platform should also give a common vision for children's educational experiences, support professional growth, encourage employees teamwork and cooperation, foster an innovative culture, and foster an interactive kind of governance.

CONCLUSION

The personnel, i.e. the entity's external environment, the resources accessible to the organisation, as well as its ethos and administration principles, were already found to have an effect on the work environment, which plays an important role in bringing innovation and creativity. Another critical part in the creative process in the field of education is support among colleagues, which is defined as a commitment between peers (researchers and students) to interact with and serve one another. This can be accomplished through awareness or the creation of a healthy competitive atmosphere. Employing brilliant individuals is adequate; corporations also provide a culture that fosters and increases productivity, and enterprises must also be intended to ensure that organizational changes are supported rather than impeded. In addition to encouraging investments for creativity, academic teachers must inspire students for their contemporaries. It is necessary to reflect progress in an organization's work environment by monitoring it over time and then analytically analyzing the results.

Recommendation for Future Research

There is possibility for further research on this issue in the future. It may be carried out as an empirical study to evaluate the relationship and the impact of organizational climate on educational establishment performance as a whole. The components under the study should be statistically analyzed, take into account the expanded geographical area and sample size, which may provide a more comprehensive description of the study. Apart from that, it is proposed, in light of the premise, that the whole organization of higher education institutions should be centered on student instruction innovative work behavior. Classes in secondary education should be offered methodologies for fostering creativity in intended to facilitate education in this sector. Universities should respond instantly and proactively to the uncertainty in the surroundings and the pressures of internationalization in areas of knowledge in order to be creative and innovative. Teachers may be offered support to examine problems in the classroom in small clusters, seminars, and conferences. Workshops might have been organized more periodically for this purpose. In-service training, seminars, workshops, departmental meetings, and supervision too

can benefit principals strengthen overall management style. Teachers' performance can be enhanced by fostering simultaneously open and controlled climates and avoiding closed climates. Administrative policy and initiatives might seek to ensure these climates. Directors and teachers should expand their ability to nurture a safe and healthy workplace. Effective interventions for all employees should be implemented, and their impacts on the work environment, academic performance, and children's outcomes should be explored. To strengthen their knowledge and skills, teachers should continue their education while working. As per research, teachers and administrators are also as important as teachers with regard to academic effectiveness (Howes, 1997). The amount and type of feedback employees receive from directors seems to have an impact on the learning they provide. As a consequence, enterprises must understand each employee's requirements in order for employees to remain calm and contented at work.

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