

The Impact of Organizational Culture on Creativity and Innovation Among Employees of Selected Higher Educational Institutions (HEIs)

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Abstract— Organizations operate within a distinct culture, and it is widely identified in contemporary discussions of organizational performance that administrators and other corporate practitioners are forced to understand their cultural settings if their organizations are to perform effectively. The Higher Educational Institutions' organizational culture can influence employees' outcomes, such as job satisfaction, motivation, morale, and commitment to school. Organizations seeking a competitive edge must develop a culture that encourages creativity and innovation. The complexity and diversity of these relations make it necessary to study the university's organizational culture based on the stakeholders' attitude to it and their engagement in it. This study aimed to determine the employees' perception of organizational culture, creativity, and innovation among selected Higher Educational Institutions (HEIs) in Zambales and Olongapo City. The study used a descriptive research design with questionnaires as the main data-gathering instrument. Descriptive and inferential statistics were used for data analysis and statistical treatment. The study revealed that organizational culture is highly evident in their HEIs regarding shared values, awards and recognition, and power structure. However, respondents were seen less in their organization, the indicators of ceremonies and celebrations, rules and ethical codes, and physical environment. On the other hand, respondents satisfactorily assessed creativity and innovation in terms of process, procedures, and services as always-observed while very often as to products. Further, it was evident in the study that organizational culture affects organizations' creativity and innovation. Therefore, schools may consider strategizing in developing their corporate culture that will affect the creativity and innovation of employees for effective and efficient transactions of products, services, and processes and procedures for the intended clientele. It is recommended that school administrators may develop a culture in schools that will give equal opportunities among employees, regardless of their profile, to partake in school decision-making and be empowered to become more creative and innovative.

Keywords— Creativity, Culture, Innovation, Higher Educational Institutions, Organizational Culture.

I. INTRODUCTION

Organizational culture is a critical issue that has a significant impact on innovation, which is an essential source of growth and development for any organization. The foundation of innovation in the knowledge-based society is creativity (Hazem & Zehou, 2019). Creativity and innovation are inextricably linked; greater creativity leads to greater innovation. Organizations seeking a competitive edge must develop an organizational culture that encourages and stimulates creativity and innovation. Moreover, organizational culture is the company's social and spiritual field, shaped by material and non-material, visible and disguised, conscious and unconscious processes and phenomena that together determine the consonance of philosophy, ideology, values, problem-solving approaches, and behavioral patterns of the company's personnel, and can drive the organization towards success (Solomanidina, 2007). The particular ways in which organizational culture affects company employees as members of a specific community also include the effect it causes on their

work attitude, their sense of obligation and responsibility towards their colleagues and the entire organization (Umrani et al., 2017).

Most organizations operate within a precise culture, and it is widely identified with contemporary discussions of organizational performance that administrators and other organizational practitioners are forced to understand their cultural settings if their organizations are to perform effectively. Many management problems have their roots in the culture of a society and those that impede progress toward achieving high performance bedevil organizational practitioners. Largely, innovation has become the gateway to growth, economic transformation and decrease in poverty. A country's capacity to influence creativity and promote new commercially relevant ideas and products has become critical to upgrade educational institutions and economic activities that are essential for making use of new tools (Efeoglu & Ulum, 2017).

According to Ghosh (2015) innovation will be encouraged when culture and way of thought collide together creating new ideas. In explaining the relationship between culture, creativity, and innovation it is necessary to highlight some pitfalls. The first problem is the number of definitions of culture and creativity. Both terms – creativity and culture have many connotations, which makes them hard to fully understand and even harder to implement (Burkus, 2014). The second problem is the confusion between the concept's creativity and innovation. Both terms, creativity and innovation are sometimes used interchangeably, although they are not identical. Ismail (2016) explained the differences between the concepts as creativity is closely related with the development of new useful ideas, while innovation is the successful development of new ideas. Therefore, creativity will be the beginning phase of an innovation.

A university's organizational culture is a very special case, since it is based on the fact that an educational unit is a self-organized system resting on the principles of knowledge and learning, which serves as a platform for relations of various nature, such as the internal relations between management, employees and students (the latter being the consumers of educational services); external relations with alumni, prospective students and their parents, and employers as customers; and, certainly, the partnerships and competitions with other educational institutions. The complexity and diversity of these relations make it necessary to study the university's organizational culture in reliance on the students' attitude to it and their engagement in it. The school's organizational culture can influence employees' outcomes, such as job satisfaction, motivation, morale and commitment to the school. They held regard that for employees to be satisfied in the school, they must perceive the organizational culture of the school as positive. It can be pointed out that school organizational culture stands as the center from which all other factors of creativity and innovation in schools are derived. In some educational institutions, culture may not be strictly enforced that may affect creativity and innovation and might affect competence; thus, this study is to be conducted.

II. OBJECTIVES OF THE STUDY

The research study aimed to determine the impact of organizational culture on creativity and innovation among employees of selected Higher Educational

Institutions (HEIs) in Zambales and Olongapo City during the SY 2019-2020.

III. LITERATURE REVIEW

A. Organizational Culture

The concept "culture" according to Logan (2022) was first explicitly defined in 1871 by the British Anthropologist Edward B. Tylor in his book *Primitive Culture*. He used the term to refer to "that complex whole which includes knowledge, belief, arts, law, customs, and any other capabilities and habits acquired by man as a member of society." The concept of culture is a fabric of meaning in terms of which human beings interpret their experience and guide their actions and that is an ordered system of meaning and symbols in terms of which social interactions take place. Sun (2008) suggests that organizational culture can be a tool of a management control, where managers use selected rites, stories, symbols and common values to control and direct employee behavior, thereby building commitment to the organization and its goals.

Flamholtz and Randle (2011) characterized organizational culture as a "personality" of the organization. One of the best known definitions of organizational culture is Schein's definition according to which the organizational culture is "a pattern of shared basic assumptions that was learned by a group as it solved its problems of external adaptation and internal integration, that has worked well enough to be considered valid and, therefore, to be taught to new members as the correct way to perceive, think, and feel in relation to those problems" (Schein, 2004). Siehl and Martin (1981) in Patel (2014) define organizational culture as "the social or normative glue that holds a company together".

Culture is rooted in relationships of what people talk about, how they talk about it, how often they talk; how much they trust each other, share with each other or forgive each other; what stories they tell each other, what heroes they extol/ admire, what virtues they praise. These things determine the patterns of behavior that become distinctive features of an organization (Brown, 2004).

Every organization has its own unique culture or value set, and different organizations may have its own comprehension of culture meaning. The culture of the organization is typically created unconsciously, based on the values of the top management or the founders of

an organization (Shili, 2008). Schein (1990) argued that an understanding of organizational culture is the key to organizational excellence, in that it makes a difference to performance within the workplace. He asserted that culture matters because decisions made without awareness of operative cultural forces may have unanticipated and undesirable consequences and because elements of culture determine organizational strategy, goals and operational modes. Rafaeli and Worline (1999) said that to understand the cultural system of an organization is to understand the interpretations and actions of organizational members, and how those actions, thoughts and feelings are shaped collectively.

Lubis & Hanum (2020) mentioned that a study of organizational culture literature is one of the most prominent notions in the world of management and organizational theory. According to McShane & Von Glinow (2011), organizational culture is the fundamental set of shared values and presumptions that directs how individuals inside a company view and respond to opportunities and issues. Culture is the social glue that holds an organization together by establishing suitable standards for what workers should say and do. The culture of an organization can influence daily behavior, promote structural and procedural changes, and foster the environment necessary for the successful execution of an innovation strategy (Shahzad, 2012).

The ability of an organization's performance to adapt to shifting environmental conditions is a key indicator of the strength of its organizational culture. Organizational culture is therefore intended to identify the behaviors that result in performance outcomes (Joseph & Kibera, 2019). The organization is considered strong because a leader shares the same beliefs and values as the teacher who runs the organization, and management also believes that employees are more important than organizational rules (Salehipour, 2018). Visible elements of culture that are present to sustain culture include artifacts, stories, rituals, ceremonies, beliefs, and values. The impact of an organization's culture on its members or teachers will be higher with a strong culture than with a poor one. If the culture is robust, it will promote high ethical standards (Wahyuningsih et al., 2019).

If we were to learn more about the role of organizational culture in schools and the numerous advantages of cultural practices that are observed and implemented,

we would understand the function of organizational culture and its various benefits. Organizational culture is a technique for getting individuals to think healthy, create sense, and make a lot of changes (Ghani, 2019). It establishes common goals that go beyond individual interests, communicates with fellow members and superiors, provides understanding, and fosters attitudes and actions that make the organization delightful and engaging. Organizational culture shapes how members and groups interact with other organizations and has a significant impact on behavior. In order to accomplish shared organizational goals and objectives, duties and responsibilities must be carried out in groups, and organizational culture serves to produce what is accomplished inside the company (Saad & Abbas, 2018).

B. Organizational Culture and Creativity

Corporate or organizational culture is the personality of the organization derived from the sum total of all the norms, values, history, stories and expectations within the organization. It is the personality of the organization. This collective personality can be the largest stumbling block to a more creative environment. It often stymies or kills ideas. As individual members of an organization, most realize the necessity of creative processes at work. Creativity is a key to new ideas and innovation. Creative solutions are needed to improve existing products and services. Creativity allows us to accomplish more tasks with less money. There seems to be a distinct disconnection between the knowledge organizations need to be more creative to survive and a culture that knowingly or unknowingly hinders creative activities (Ali Taha et al., 2016).

Creative thinking is a metacognitive process of generating novel and useful associations, attributes, elements, images, abstract relations or sets of operations that better solves a problem, produces a plan or results in an outcome, pattern, structure or product not clearly present before (Pesut, 2013). However, although creativity is a matter of cognitive process at the individual level, it involves factors beyond individual level. Creativity has also social dimension, it is influenced by social context (Westwood and Low, 2003).

Leadership and its attitude towards creativity permeate throughout the organization. Many leaders come from a traditional system that rewards organizations producing regular, predictable outcomes and profits. Encouraging

more creativity means letting go of control, messing with the status quo, and becoming at ease with uncertainty. If leaders are uncomfortable, unsure, or wary of the process, this can create rules, written or unwritten, keeping the majority of individual members from participating. These rules become barriers to new ideas, forming a culture that is not idea-friendly (Bakiev, 2013).

In the process of inner development in the university system, it is necessary to consider issues such as knowledge, learning, and creativity of the employees. The rate of development and the basic need to use new ideas in making management and organizational acts effective is one of the most important characteristics in organizational systems and the employees should be creative in order to keep their organization dynamic and effective in this turbulent environment where there is a need creative works (Rastgoo, 2017). The creativity of employees depends on several factors, one of which is knowledge management. In recent years, organizations have begun to join the knowledge trend. Knowledge is considered as the main source of creativity which should be managed (Harris et al., 2013).

C. Organizational Culture and Innovation

Organizational culture has been examined by many researchers for many years and much emphasis continues to be put on it due to its considerable impact on educational outputs. Indeed, school climate is multi-dimensional and influences many stakeholders (Munene, 2009). Lu et al., (2016) indicated that a school innovation operation means that the schools create an organizational culture and environment for the members' creativity development. They encourage and guide staff members to participate in innovative activities.

Organizational culture is considered in the literature as one of the factors that can most stimulate innovative behavior among members of the organization. Since it influences employee behavior, it may lead them to accept innovation as a fundamental value of the organization and to feel more involved in the business (Hazem et al., 2019). The majority of businesses have innovation cultures by default, where numerous standards, ideals, presumptions, and beliefs contend for control over employees' behavior in reality. Finally, the dominant individuals who prevail create the culture. A multidimensional setting that includes the purpose to be innovative, the infrastructure to support innovation,

operational level behaviors necessary to influence a market and value orientation, and the environment to implement innovation can be described as the innovation culture (Hazem et al., 2019).

Kaasa & Vadi (2010) claim that culture is a key factor in innovation. Positive cultural traits provide the firm with vital components for innovation. Active organizations can incorporate innovation into their management practices and organizational culture. Different aspects of culture can either encourage innovation or hinder it.

According to Hazem et al. (2019), culture influences innovation through shaping models coping with novelty, individual initiatives, collective activities, understandings, and behaviors addressing risks and possibilities. On an operational level, the elements customer orientation, management support, and trust relationships demonstrated changes in emphasis under the new paradigm. Particularly in the context of relationships based on trust, transparency and sincerity were demonstrated. Employees' willingness to accept change and the likelihood that change will succeed are both impacted by trust, which has an impact on how much innovation and creativity are encouraged.

Innovative culture, as defined by Szczepaska-Woszczyna (2014), is a way of thinking and acting that develops and establishes values and attitudes within a firm. These values and attitudes may then raise, accept, encourage, and promote ideas and changes that would improve the functioning and efficiency of the firm, even though these changes might mean going against conventional and traditional behavior. Six different types of attitudes must be present for specific conditions to be met in order to create an inventive culture: the ability of managers to take risks, encouraging creativity, participation of all employees in building innovation-oriented culture, responsibility of both managers and employees for their actions, allowing employees to develop their interests and use their unique talents, developing the company's mission, which the employees will identify with; providing employees with a sense that their work is meaningful and has a positive impact on the achievement of objectives.

The level of education and general management, economic and social knowledge, effective organizational communication systems, ambition and a competitive environment, incentive programs, the free

exchange of innovative idea proposals, the absence of arrogance and egotistical attitudes, the recognition of authors of success and those who supported in this process are all characteristics of an organizational culture that supports innovation (Perenc & Holub-Ivan, 2011).

IV. METHODOLOGY

This research utilized descriptive research to present and analyze information in a convenient, usable, and understandable form. This method is mostly appreciated by the experts because of the major advantages. The process of descriptive research goes beyond mere gathering and tabulation of data. It involves the elements or interpretation of the meaning or significance of what is described. Thus, description is often combined with comparison and contrast involving measurement, classification, interpretations, and evaluations.

A survey questionnaire was used in gathering data from the three hundred (300) employees of selected Higher Educational Institutions (HEIs) in Zambales and Olongapo City. The questionnaire was used to collect the needed data for the perceptions towards organizational culture, creativity and innovation of employees.

The researcher personally distributed the questionnaire to the respondents explaining the research and how their responses would be vital towards the success of this study. Data were tallied, tabulated, analyzed, and interpreted according to the information needed to answer the stated problems through the use of statistical tools.

Frequency distribution was employed to determine the frequency counts and percentage distribution of personal related variables of the respondents. Weighted mean was utilized to measure the perception of

employee-respondents on the determinants of organizational culture as to ceremonies and celebrations, rules and ethical codes, physical environment, shared values, awards and recognition, and power structure and on the creativity and innovation as to products, services and process and procedures.

V. RESULTS/FINDINGS

A. Profile of the Respondents

Table 1 shows the profile of the respondents in terms of age, sex, civil status, employment status, length of service, and academic rank. Most of the respondents with 57 or 19.00% are from age group 25-29 years old; 48 or 16.00% are from age groups 30-34 years old and 35-39 years old, respectively; 39 or 13.00% are from age group 20-24 years old; 30 or 10.00% are from age group 40-44 years old; 23 or 7.70% are from age groups 50-54 years old and 55-59 years old, respectively; 20 or 6.60% are from age group 45-49 years old; and 12 or 4.00% are from age group 60-64 years old. The computed mean age of employee-respondents was 37.20 or 37 years old. The data clearly implies that the majority of the employee-respondents were from age group of 25-29 years old. This scenario is similarly observed by Umali et al., (2013) that school employees are at their middle adulthood characterized by their willingness to share their knowledge and experiences that will help to sustain their daily needs or even studies.

Majority of the respondents with a total of 161 or 53.70% are females while 139 or 46.30% are males. This is similarly observed in other educational institutions in the Philippines where female employees outnumber the male employees. It can be noted in the study of Beriales et al. (2017) that majority of teachers are females who are much equipped and dedicated in teaching jobs. The number of females engaging in school works were accounted on their mindset to teach and nurture children.

Table 1: Frequency and Percentage Distribution on the Employee-respondents' Profile Variables

Profile Variables		Frequency (f)	Percentage (%)
Age (years) Mean = 37.20 or 37 years old	60-64	12	4.00
	55-59	23	7.70
	50-54	23	7.70
	45-49	20	6.60
	40-44	30	10.00
	35-39	48	16.00
	30-34	48	16.00
	25-29	57	19.00
	20-24	39	13.00

Sex	Male	139	46.30
	Female	161	53.70
Civil Status	Married	145	48.30
	Single	131	43.70
	Separated	14	4.70
	Widowed	10	3.30
Employment Status	Regular	194	64.70
	Contractual	78	26.00
	Casual	13	4.30
	Job Order	15	5.00
Length of Service (years) Mean= 10.18 or 10 years	35 & above	9	3.00
	30-34	14	4.70
	25-29	12	4.00
	20-24	7	2.30
	15-19	33	11.00
	10-14	39	13.00
	5-9	79	26.30
	0-4	107	35.70
Academic Rank / Position	Instructor	185	61.70
	Assistant Professor	33	11.00
	Associate Professor	18	6.00
	Professor	16	5.30
	Staff/Personnel	41	13.70
	Administrator/ Head	7	2.30
Total		300	100.00

The majority of the respondents with 145 or 48.30% are married; 131 or 43.70% are single; 14 or 4.70% are separated; and 10 or 3.30% are widowed. Lingat (2017) pointed out that married persons tend to engage in employment as source of income in order to support the needs of their family. They are usually more responsible and engaged in decision making and assigned job tasks.

Out of three hundred (300) respondents, 194 or 64.70% are regular; 78 or 26.00% are contractual; 15 or 5.00% are job order; and 13 or 4.30% are casual employees. There is a higher number of employees enrolling and completing their graduate studies to comply with the requirements for regularization.

There were 107 or 35.70% with 0-4 years in service; 79 or 26.30% with 5-9 years in service; 39 or 13.00% with 10-14 years in service; 33 or 11.00% with 15-19 years in service; 14 or 4.70% with 30-34 years in service; 12 or 4.00% with 25-29 years in service; 9 or 3.00% with 35 and above years in service; and 7 or 2.30% with 20-24 years in service. The computed mean for length of service 10.18 or 10 years. The data reveals that the

majority of the respondents had served in the public school for 0-4 years. One of the reasons why most teachers staying long in the teaching profession is the provision of the Magna Carta for Public School Teachers to keep the teachers economically stable as manifested on salary increase for teachers to motivate them to serve in the government.

The academic rank/position of most respondents 185 or 61.70% is Instructor; 41 or 13.70% are Staff/Personnel; 33 or 11.00% are Assistant Professors; 18 or 6.00% are Associate Professors; 16 or 5.30% are Professors and 7 or 2.30% are Administrators/Heads. Performance rating, experience, outstanding accomplishments, education, training, potential, and psycho- social are factors for ranking of instructors and promotion to higher positions in Higher Educational Institutions (HEIs).

B. Perception of Employee-respondents towards Organizational Culture

Table 2 revealed the perception of the employee-respondents towards organizational culture in terms of Ceremonies and Celebrations, Rules and Ethical Codes,

Shared Values, Physical Environment, Awards and Recognitions, and Power Structure. The respondents agreed on the organizational culture in terms of Ceremonies and Celebrations manifested on its computed overall weighted mean of 3.22 interpreted as agree. Likewise, respondents strongly agree that their

organization is holding year end and Christmas parties where all employees, faculty and staff get a chance to get involved and celebrate, manifested on its high weighted mean of 3.62 while on celebrating and acknowledging birthdays of employees had the lowest weighted mean value of 2.55 interpreted as agree.

Table 2: Perception of Employee-Respondents towards the Organizational culture of Selected Higher Educational Institutions (HEIs)

ASPECTS		Overall Weighted Mean	Descriptive Equivalent
1	Ceremonies and Celebrations	3.22	Agree
2	Rules and Ethical Codes	3.24	Agree
3	Shared Values	3.34	Strongly Agree
4	Physical Environment	2.93	Agree
5	Awards and Recognitions	3.26	Strongly Agree
6	Power Structure	3.25	Strongly Agree
Grand Mean		3.21	Agree

The respondents also agreed on the organizational culture in terms of Rules and Ethical Codes indicators revealed on it overall weighted mean of 3.24 interpreted as agree. The respondents strongly agree that employees shall remain true to the people at all times, manifested on its high weighted mean of 3.39 while the respondents agree that employees always uphold the public interest over, and above personal interest had the lowest weighted mean value of 3.09.

On the other hand, the computed over-all weighted mean on the respondents' perception towards organizational culture in terms of Shared Values was 3.34 interpreted as strongly agree.

The respondents strongly agree that their organization value trust and respect for self and others, manifested on its high weighted mean of 3.43, while taking appropriate steps in enriching the organization's historical and cultural heritage had the lowest weighted mean of 3.22 interpreted as agree.

In terms of the respondents' perception towards organizational culture with regards to Physical Environment the computed over-all weighted mean on was 2.93 interpreted as agree.

The respondents strongly agree that their organizations' white boards for writing and clarifying lesson discussions, together with bulletin boards are available for posting important messages and outstanding pieces of student's work, art and illustrations, manifested on its high weighted mean of 3.12 while the organization's

physical environment culture in terms of enough rooms to accommodate all classes, had the lowest weighted mean of 2.68 interpreted as agree.

Furthermore, the respondents' perception towards organizational culture in terms of Awards and Recognition the computed over-all weighted mean was 3.26 interpreted as strongly agree.

The respondents strongly agree that their organization determines the forms of awards and incentives to be granted, manifested on its high weighted mean of 3.36.

The culture that their organization documents best practices, innovative ideas and success stories which will serve as promotional materials to sustain interest and enthusiasm, obtained the lowest weighted mean of 3.19 interpreted as agree.

The respondents strongly agreed on the organizational culture in terms of Power Structure manifested on its overall weighted mean of 3.25 interpreted as strongly agree.

The respondents likewise strongly agree on the culture that the communications in their organization will be addressed to the heads of offices, manifested on its high weighted mean of 3.37 whereas the culture that personnel have been notified of their placement to the retained or new offices in the approved matrix-design organizational structure, reflected the lowest weighted mean of 3.14 interpreted as agree.

C. Creativity and Innovation of the Respondents

Table 3: Creativity and Innovation of Selected Higher Educational Institutions (HEIs) in Zambales and Olongapo City as Perceived by Employee-respondents

ASPECTS		Overall Weighted Mean	Descriptive Equivalent
1	Products	3.12	Very Often
2	Services	3.25	Always
3	Process and Procedures	3.32	Always
Grand Mean		3.23	Very Often

Table 3 shows the creativity and innovation of selected Higher Educational Institutions (HEIs) in Zambales and Olongapo City as perceived by the respondents. The computed overall weighted mean on the perception of employee-respondents towards creativity and innovation in terms of products was 3.12 interpreted as very often.

The employee-respondents perceived the school engages in extension and allows exchange programs for faculty and students as always manifested on its high weighted mean of 3.30. The respondents perceived as very often the student enrollment process efficiency to maximize the use of technology and observe paperless student registration reflected on its lowest weighted mean of 2.92 interpreted as very often.

The computed overall weighted mean on the perception of employee-respondents towards creativity and innovation in terms of services was 3.25 interpreted as always. The employee-respondents perceived that there is a student’s scholarship and financial assistance in various forms and accessible modalities available to students with appropriate screening and monitoring

procedures, and guidelines understood by applicants and recipients as always manifested on its weighted mean of 3.44 (ranked 1st).

The employee-respondents perceived that the institution sets criteria for safety and sanitary conditions and food choices of food outlets within the compound of the institution as very often with a computed weighted mean of 3.12.

The computed overall weighted mean on the perception of employee-respondents towards creativity and innovation in terms of process and procedures was 3.32 interpreted as “Always”.

The employee-respondents perceived that the institution supports faculty and students to involve in extension and production with pre-defined steps and procedures as always manifested on weighted mean of 3.52.

The employee-respondents perceived that the enrolment process is student friendly as very often with a weighted mean of 3.13.

D. Test of Difference on Creativity and Innovation among Employees

Table 4: Test of Difference on Creativity and Innovation Among Employees

Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	6.50	2	3.25	16.89	6.27489E-08	3.00576
Within Groups	172.64	897	0.19			
Total	179.14	899				
Decision : Reject Null Hypothesis (Significant)						

Table 4 shows the test of difference on creativity and innovation among employee-respondents. There was significant difference on creativity and innovation of employees in selected Higher Educational Institutions (HEIs) in Zambales and Olongapo City as to Products, Services and Process and Procedures manifested on the computed F-value of 16.89455 which is greater than (>) F-critical value 3.00576, therefore the Null hypothesis was rejected.

The findings conform to the study of Stakes (2010) as he stressed that creativity and innovation of employees in an organization expressed at different levels based on different factors, beliefs, values, attitudes and nationality.

Further, creativity and innovation is usually long-term development and is rooted in one’s beliefs and values (Poskiene, 2006).

E. Relationship between Organizational Culture and Creativity and Innovation among Employees

Table 5: Pearson Product Moment Coefficient of Correlation to determine the Relationship between Organizational Culture and Creativity and Innovation among Employees

Sources of Correlations		Organizational Culture	Creativity and Innovation
Organizational Culture	Pearson Correlation	1	0.727**
	Sig. (2-tailed)		0.000
	N	300	300
Creativity and Innovation	Pearson Correlation	0.727**	1
	Sig. (2-tailed)	0.000	
	N	300	300

****.** Correlation is significant at the 0.01 level (2-tailed).

The computed Pearson r value of 0.727 denotes high positive correlation between the organizational culture and creativity and innovation of employees. The computed P-value of 0.000 is less than ($<$) 0.01 Level of Significance, therefore the Null Hypothesis is Rejected, hence there is a significant relationship between the organizational culture and creativity and innovation of employees.

This implies that a well-defined organizational culture results in creative and innovative employees. Further, as the level of organizational culture increases, employees' creativity and innovation also increases.

VI. CONCLUSION AND RECOMMENDATIONS

Based on the summary of the findings, the researcher concluded that the employee-respondent is a typical female in middle adulthood, married, regular employee, with adequate length of service as instructor. Moreover, it is concluded that the employee-respondents agreed on the organizational culture among Selected Higher Educational Institutions (HEIs) in Zambales and Olongapo City. The extent of creativity and innovation of Higher Education Institutions were perceived very often. Furthermore, as to Products, Services, and Process and Procedures there was significant difference on creativity and innovation of employees in selected Higher Educational Institutions (HEIs) in Zambales and Olongapo City. There is a significant relationship between the organizational culture and creativity and innovation.

In the literature, organizational culture is regarded as one of the elements most capable of encouraging members of the organization to act in an innovative manner, and organizational creativity and innovation are essential components of every organization. Thus, this study recommends that School Administrators may

develop a culture in schools that will give equal opportunities among employees regardless of age, sex, civil status, employment status, length of service and academic rank/position to partake on school decision making and be empowered to become creative and innovative on school's products, services and process and procedures. Schools may also consider strategizing in developing their organizational culture that will affect creativity and innovation of employees for effective and efficient transactions of products, services and process and procedures for the intended clientele.

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