ANALYSIS OF SCAMPER CREATIVITY TECHNIQUE AND WORKPLACE HAPPINESS ON INNOVATIVE BEHAVIOUR OF SECONDARY SCHOOL TEACHERS IN OYO STATE, NIGERIA

BY

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Abstract
The study examined the effect of scamper creativity technique and workplace happiness on innovative behaviour of secondary school teachers in Oyo State, Nigeria. Pretest-posttest, control group quasi-experimental design with a 2x2 factorial matrix was used in the study. Multi-stage random sampling technique was used in sampling 100 participants from the State. The respondents were measured with validated instrument of .88 reliability value and the data obtained was analyzed using t-test statistical analysis. Two (2) research hypotheses were formulated and tested at 0.05 level of significance. The result showed that there was significant difference in the innovative behaviour of secondary school teachers exposed to scamper creativity technique and those in the control group and there was significant difference in the innovative behaviour of secondary school teachers with high workplace happiness and those with low workplace happiness. In view of these findings, the study recommended that educational stakeholders should intensify their effort to organize conferences on the implications of scamper creativity technique as effective interventions towards enhancing innovative behaviour of teachers and that educational stakeholders should not only focus on the teachers' teaching methods alone but also their innovative behaviour of teachers.
Keywords: *Scamper creativity technique, Innovative behaviour, Workplace happiness and Secondary school teachers*

Introduction

Teachers play a significant role in creating and maintaining effective learning to face the challenges of teaching in the 21st century. The rapid social, economic and technological changes in the society made it impossible to manage educational institution. Thus, efficient knowledge and teacher's innovative behaviour are crucial for providing high quality education. Innovative behaviour is defined as deliberate action to develop or produce idea to enhance role performance in the school system. Masood and Afsar (2017**)** describe innovative behaviour as the process of introducing new ideas and carrying it to its final stage of implementation. Hence, innovative teaching is important for all teachers to meet the present and future educational needs of today**.** School management must integrate all creative intellectual activities, technical skills, leadership skills, generate change and support various forms of activities that would allow the schools to survive in the modern climate to secure their future **(**Abdullah & Ling, 2016**).** However, what is more significant than innovation is how the innovative ideas are developed **(**Shanker, Bhanugopan, Heijden & Farrell, 2017**).** Thus, Dul & Ceylan (2014**)** proposed four components

model of innovative behaviour to provide an explanation on how individual's innovate and implement new ideas. These components include the opportunity exploration, idea generation, championing or supporting the idea and implementation. Mousa and Alas (2016**)** highlight that it is significant to note that team work and cooperation enhance innovation, it is difficult for innovation to be forged by an individual alone.

Innovative behaviour is intentional or deliberate behaviour of individuals to develop or apply new ideas to enhance role performance. While Zaker, Dadsetan, Nasiri, Azimi and Rahnama (2016**)** define innovative behaviour as the intentional efforts to gain amazing rewards. However, Thurlings, Evers and Vermeulen (2015) argue that individual behaviour should emphasise innovative behaviour and should not be limited to additional role in reward system. As a result, the combination of views formed three components of innovative behaviour which includes generation of idea, idea promotion and realisation of idea in teaching and learning. Ideation means the formulation of new ideas in teaching and learning. While promotional ideas are associated to situations where teachers are bound by the obligations to generate new ideas for teaching and learning (Muraina & Muraina, 2015; Heijden, Geldens, Beijaard & Popeijus, 2015). Thus, teachers need basic knowledge and skills or the appropriate method to promote ideas that can be utilized designing and delivering classes (Chatchawan, Trichandhara & Rinthaisong, 2017). For example, by finding allies or organisers that can support or influence the implementation of new teaching methods or updated curriculum in schools. Also, realization refers to the process of innovation to realize initial idea (Imran, Saeed, Anis-ul-Haq & Fatima, 2010; Jebson & Muraina, 2018). Therefore, Thurlings et al. (2015**)** suggest follow-up process also known as model of education, where ideas can exist in form of teaching experience that constitutes an additional role in the behaviour of the work, especially in teaching and learning. Therefore, Afsar, Badir and Saeed (2014**)** define innovative behaviour of teachers as the ability of the teachers to engage students in the classroom, to improve students' ability to learn, to identify and address the different needs of students by applying strategies. Also, it helps the teachers to identify their creativity in the learning process. Abdullah, Ling and Ping (2017**)** confirm that teacher's innovative behaviour is important for both the teacher and student in the learning process. It improves teaching methods and ensures attention management of students.

Scamper is defined as a sort of practical and entertaining brainstorming technique which involves the implementation of teaching ideas into practice using divergent thinking processes for secondary school teachers. Scamper was developed by Eberle (1997) and involves the development of thought process sequences regarding an object or subject. Scamper is an acronym where every letter refers to a specific thinking process. "S" as substitute means to figure out alternative ideas/objects instead of the existing idea/object. The main question of this letter is "What else can be used instead of the idea/object already used". "C" as combine means to combine various (connected or disconnected) ideas to form novel ideas. "A" as adapt/adjust means to use/modify former ideas to create new ones (Chatchawan et al., 2017**)**. "M" as modify (minify or magnify) means to make changes on the present object by magnifying (minifying or modifying) it. "P" as put to other uses refers to use an object in a different and preferably an unexpected concept/situation/place. "E" as eliminate refers to eliminate a part of the existing object on behalf of creating a better version of it or of figuring out the consequences of elimination (Heijden et al., 2015). Lastly "R" as rearrange/reverse refers to rearrange or reverse

present status/situations/orders/patterns with the aim of considering alternative ends, practices, ideas.

In this technique, secondary school teachers are required to consider a single object, and to then find ways to change or improve that object through brainstorming (Zaker et al., 2016). For this technique, innovative behaviour is chosen and then changed ad developed through brainstorming. To do so, questions are directed to the teachers to encourage them to think in such a way that they have not been familiar with before. Such questions are, in a sense, a driving force to allow them acquire different innovative behaviour. The technique also teaches how to teach in a flexible fashion and to break patterns (Akram, Lei & Haider, 2016). According to Salas-Vallina, Alegre and Fernandez (2017), the basic philosophy of this technique suggests that every idea is born out of another existing idea (Imran et al., 2010). Nevertheless, Zaker et al. (2016) mentioned that scamper technique allows differentiation in innovative behaviour level of teachers, improving their problem-solving skills and creativity. The scamper technique is not only to provide a framework for teacher to freely use their creative thinking, but also recommends systematic and practical approaches to ensure different, creative and original thinking (Salas-Vallina et al., 2017; Kaya, 2015). The education provided regarding innovative behaviour by the use of scamper technique will provide teachers the necessary skills for creative problem solving which will allow them to be raised as individuals who can contribute to sustainable growth and possess necessary awareness regarding the innovative behaviour. Scamper technique was found to be effective in creating numerous ideas which is expected from divergent thinking process and innovative behaviour (Torres, Espinosa, Dornberger & Acosta, 2017). Scamper provides an enjoyable environment for thinking creatively and innovatively **(**Abdullah et al., 2017**)**. Besides, Kaya (2015) emphasized in their meta-analysis that scamper technique where people were guided about working with given information in a systematic approach were found efficient and effective in terms of accomplishment of the training **(**Akram et al., 2016**)**. In consequence, researches displayed that innovative behaviour can be nurtured through scamper creativity (Salas-Vallina et al., 2017).

Workplace happiness as a moderating variable in this study has been a subject of debate in recent years predicting innovative variable. Happiness refers to the feeling or experience of satisfaction, positive wellbeing, sense of joy combined with meaningful work (Torres et al., 2017). Evidence show that the presence of happiness at work encourages positive outcomes and innovative behaviour (Hoi, Cundiff, Kim & Akhatib, 2018; Kaya, 2015). Thus, happiness is a multidimensional construct that comprises of many components such as satisfaction, autonomy, work integration and aspiration (Andujar, Nijholt & Gilbert, 2016). Dimkpa (2015) believes that happiness at workplace often has positive impact rather than negative impact on employees' innovative behaviour. Hoi et al. (2018) identified that there are two approaches of happiness namely hedonic and eudaimonic approach. Hedonic approach focuses on pleasures of the mind and body by avoiding pain. While eudaimonic approach is a deeper level of perceived happiness that exist through involvement or doing something meaningful and noble that generate progress. Literature reveals a positive connection of happiness at the workplace on innovative behaviour, emotional stability and intention to quit (Salas-Vallina et al., 2017; Fidan & Ozturk, 2015). Choi, Kim, Ullah and Kang (2016**)** found that leaders can improve workplace happiness to increase the

level of innovative behaviour among employees. This means that leaders can affect the mood of their followers to ensure innovativeness.

According to Andujar et al. (2016), positive mood state of a leader can influence the followers to experience the same positive mood. This is because a leader's mood can provide a better or conducive environment to influence or control the interaction of resources and innovative behaviour (Dimkpa, 2015; Jebson & Muraina, 2018). Thus, teacher's emotional state or mood can affect teaching and learning in the school and innovative behaviour (Salas-Vallina et al., 2017). Choi et al. (2016) explains that since happiness is an element of mood that encourages a person to feel, think or act towards achievement of goals, a positive mood of a teacher can affect co-workers and students. This positive act can promote a healthy climate and social relationship among the school community and innovative behaviour. For example, healthy school environment can provide teachers with happiness, and through the positive mood, students can learn with joy and lead to teachers' innovative behaviour. Fidan and Ozturk (2015) highlighted that happiness is always displayed on the face of the teachers, which has a direct impact on the students during learning and general innovative behaviour. Thus, it can be argued that the feeling of happiness can encourage innovative behaviour of teachers. Also, innovative and creative teachers can attract and stimulate students' minds by applying fun to the content of lessons during teaching (Abdullah et al., 2017).

Despite the effort of scholars and researchers in finding lasting solution to the problems of low innovative behaviour among secondary school teachers, little studies have concentrated on the effects of scamper creativity technique and workplace happiness on innovative behaviour of secondary school teachers. In order to fill the gaps in the previous study and add more to the existing literatures, the present study intends to investigate the effect of scamper creativity technique and workplace happiness on innovative behaviour of secondary school teachers in Oyo State, Nigeria.

Statement of the Problem

The National Policy on Education succinctly states that no education system can rise above the quality of its teachers, thus implying the important role played by teachers in facilitating teaching and learning and in determining the quality of education service delivery. Training teachers on innovative behaviour has become a priority in the 21st century which is characterized by explosion of knowledge and technology in all fields. In this state, teachers face numerous challenges that require novel and unique solutions. Educational institutes are therefore required to prepare teachers to face challenges innovatively, which reflects positively on the individual and society. Innovative behaviour is associated with producing change. Thus, teachers need to be aware that continuous change is essential in society and they need to be trained to deal with change by using different innovative behaviour. Innovative behaviour is known to produce ideas, solutions, concepts and theories that are characterized by uniqueness and originality. Innovative behaviour results from synthesis, re-synthesis, generation and idea formulation. It produces new and surprising ideas that have not occurred to the individual before.

The standard of education in Nigeria has fallen to a considerably sad state; the performance of candidates in public examinations in Nigeria has been consistently abysmal. Poor performance of

secondary school students in public examinations is indication that many things have gone wrong in the educational sector. The success of the school system in achieving its goals and objectives depends on the innovative behaviour of teachers. Innovative behaviour in the school requires a measure of both efficiency and effectiveness of teachers. Teachers determine what ultimately happens to educational policies, to curriculum guidelines, the use to which teaching-learning materials are put and in fact the fate of a nation's huge investments in education. As such, the present study concentrates on investigating the effect of scamper creativity technique and workplace happiness on innovative behaviour of secondary school teachers in Oyo State, Nigeria.

Purpose of the Study

The main objective of this study is to examine the effect of scamper creativity technique and workplace happiness on innovative behaviour of secondary school teachers in Oyo State, Nigeria. Specifically other objectives include to;

1. find out the difference in the innovative behaviour of secondary school teachers exposed to scamper creativity technique and those exposed to conventional lecture method
2. investigate the difference in the innovative behaviour of secondary school teachers with high workplace happiness and those with low workplace happiness

Hypotheses

The following null hypotheses were formulated and tested at 0.05 level of significance.

HO_1: There is no significant difference between the innovative behaviour of secondary school teachers exposed to scamper creativity technique and those exposed to conventional lecture method

HO_2: There is no significant difference between the innovative behaviour of secondary school teachers with high workplace happiness and those with low workplace happiness

Methodology

The study adopted the pretest-posttest, control group quasi-experimental design with a 2X2 factorial matrix. In essence, the row consists of scamper creativity technique and the control. The row was crossed with workplace happiness varied at two levels (High and Low). The population for the study comprised 11,814 public secondary school teachers in 33 Local Government Areas (LGAs) of Oyo State, Nigeria (TESCOM, 2019). Multi-stage sampling technique was used for the study. The first stage involved the use of stratified random sampling technique by dividing the state into 3 senatorial districts where only 2 districts were randomly selected. The second stage witnessed the randomly selection of 5 LGAs from each senatorial district. Also, the third stage involved the selection of 5 public secondary schools from each sampled LGAs. Lastly, 2 secondary school teachers were selected in each sampled public secondary school through balloting. On the whole, 100 teachers constituted the sample for the study. However, the whole sample was grouped into two, one group formed scamper creativity technique class and the remaining one served as control group. Out of 100 sampled participants only 94 were able to complete the experimental stage.

Innovative Behaviour Scale: Innovative behaviour scale (IBS) developed by Abdullah et al (2017**)** was used as a measure of innovative behaviour of participants. The scale in its' original

form contained 30 items of which 20 most relevant items were used in this study. The instrument according to the Author had reliability coefficient of 0.83. The instrument was based on a 4-point scale which include Strongly Agree (SA = 4); Agree (A = 3); Disagree (D = 2 and Strongly Disagree (SD =1). However, Cronbach alpha of .89 was obtained in a pilot study which involved an administration of the instrument to a selected sample of twenty (20) public secondary school teachers in Kwara State, Nigeria which were not part of the participants for the study.

Workplace Happiness Scale: workplace happiness scale (WHS) developed by Afsar et al. (2014**)** was used as a measure of workplace happiness of participants. The scale in its' original form contained 26 items of which 20 most relevant items were used in this study. The instrument according to the Author had reliability coefficient of 0.80. The instrument was based on a 4-point scale which include Strongly Agree (SA = 4); Agree (A = 3); Disagree (D = 2 and Strongly Disagree (SD =1). However, Cronbach alpha of .86 was obtained in a pilot study which involved an administration of the instrument to a selected sample of twenty (20) public secondary school teachers in Kwara State, Nigeria which were not part of the participants for the study.

The following criteria were used in selecting the participants for the study:
i. Participants should be bonafide teachers of public secondary schools in Oyo State
ii. Participants with consent/approved letter from the school selected
iii. Participants willing to participate in the treatment programme.
iv. Participants should not less than 5 years in teaching profession

The study was carried out in four phases: pre-sessional activities, pre-test, treatment and post-test. At the pre-session, activities include the screening, recruitment and assignment of participants to the two experimental and control group. Advertisement was made to request for participants in selected public secondary schools. A preliminary meeting was organised to familiarise with the interested participants and to solicit their willingness to participate in the study. At the pre-test stage innovative behaviour and workplace happiness scales was administered to the participants. Participants in the experimental group only were exposed to 8 sessions of treatment. Each session spanned for an average of 60 minutes (an Hour). Though the control group was not treated, they were exposed to a lecture titled *"Drug Abuse among Adolescents".* The post-test was administered following the conclusion of the programme.

Extraneous variables are those factors or attributes that may affect the outcome of the experimental study aside from the treatment to be employed. The researchers guided against effects of such variables through the following; appropriate randomisation of participants into the two intervention groups and the control group; adherence to inclusion criteria and effective use of the 2x2 factorial matrix design used equally takes care of likely extraneous variables. T-test statistical analysis was employed to analyse the data in this study. T-test was used so as to establish any significant difference in the innovative behaviour of participant in treatment group and control as well as workplace happiness differences.

Results

Two (2) null hypotheses were formulated and tested at 0.05 level of significance. The results are presented in tabular form:

Hypothesis One: There is no difference between the innovative behaviour of secondary school teachers exposed to scamper creativity technique and those in the control group

Table 1: Summary of t-test of teachers exposed to scamper creativity technique and those exposed to conventional lecture method

Groups	N	Mean	SD	Std. Error	Df	T	p	Remark
Scamper Creativity Technique	44	68.74	25.59	5.49	92	81.56	0.000	* S
Lecture Method	50	27.39	11.04	1.61				

** Significant at p<0.05*

The result in table 1 showed that there was significant difference between the innovative behaviour of secondary school teachers exposed to scamper creativity technique and those in the control group (t= 81.56; p<0.05). The mean value of the table further revealed that the teachers in scamper creativity technique had higher innovative behaviour than their counterpart in the control group. This further meant that the treatment had significant influence on innovative behaviour of secondary school teachers.

Hypothesis Two: There is no difference between the innovative behaviour of secondary school teachers with high workplace happiness and those with low workplace happiness

Table 2: Summary of t-test of teachers with high and low workplace happiness

Groups	N	Mean	SD	Std. Error	Df	T	p	Remark
High	39	56.83	23.64	4.71	92	36.71	0.002	* S
Low	55	25.69	10.37	1.42				

* Significant at p<0.05

Table 2 showed that there was significant difference between the innovative behaviour of secondary school teachers with high workplace happiness and those with low workplace happiness (t= 36.71; p<0.05). The mean value of the table further revealed that the teachers with high workplace happiness had higher innovative behaviour than their counterpart with low Workplace happiness. This further meant that workplace happiness had significant influence on innovative behaviour of secondary school teachers.

Discussion

The result in the Table 1 showed that there was significant difference between innovative behaviour of secondary school teachers exposed to scamper creativity technique and those in the control group. The mean value of the table further revealed that the teachers in scamper creativity technique had higher innovative behaviour than their counterpart in the control group. This further meant that the treatment has significant influence on innovative behaviour of secondary school teachers. This is in line with the study of Zaker et al. (2016) who found that

scamper technique allows differentiation in innovative behaviour level of teachers, improving their problem solving skills and creativity. The scamper technique is not only to provide a framework for teacher to freely use their creative thinking, but also recommends systematic and practical approaches to ensure different, creative and original thinking (Salas-Vallina et al., 2017; Kaya, 2015). Scamper technique was found to be effective in creating numerous ideas which is expected from divergent thinking process and innovative behaviour (Torres, Espinosa, Dornberger & Acosta, 2017). The technique also teaches how to teach in a flexible fashion and to break patterns (Akram, Lei & Haider, 2016). Kaya (2015) emphasized in their meta-analysis that scamper technique where people were guided about working with given information in a systematic approach were found efficient and effective in terms of accomplishment of the training **(**Akram et al., 2016; Abdullah et al., 2017**)**. In consequence, researches displayed that innovative behaviour can be nurtured through scamper creativity (Salas-Vallina et al., 2017).

The result of Table 2 revealed that there was significant difference between the innovative behaviour of secondary school teachers with high workplace happiness and those with low workplace happiness. The mean value of the table further revealed that the teachers with high workplace happiness had higher innovative behaviour than their counterpart with low workplace happiness. This further meant that workplace happiness had significant influence on innovative behaviour of secondary school teachers. This is consistent with the study of Andujar et al. (2016) who found that positive mood state of a leader can influence the followers to experience the same positive mood. This is because a leader's mood can provide a better or conducive environment to influence or control the interaction of resources and innovative behaviour (Dimkpa, 2015; Jebson & Muraina, 2018). Literature revealed a positive connection of happiness at the workplace on innovative behaviour, emotional stability and intention to quit (Salas-Vallina et al., 2017; Fidan & Ozturk, 2015). Choi, Kim, Ullah and Kang (2016**)** found that leaders can improve workplace happiness to increase the level of innovative behaviour among employees. Teacher's emotional state or mood can affect teaching and learning in the school and innovative behaviour (Salas-Vallina et al., 2017). Choi et al. (2016) explained that since happiness is an element of mood that encourages a person to feel, think or act towards achievement of goals, a positive mood of a teacher can affect co-workers and students. Fidan and Ozturk (2015) found that happiness is always displayed on the face of the teachers, which has a direct impact on the students during learning and general innovative behaviour.

Recommendations

Based on the findings from the study, the following recommendations were made:

1. Counseling/Educational psychologists should intensify their effort to organize seminars/conferences on the implications of scamper creativity technique as effective interventions towards enhancing innovative behaviour of secondary school teachers.
2. Teachers and other stakeholders in the school system are to be trained on how to improve teachers' workplace happiness. This will serve as collaborative efforts to assist the teachers in overcoming the challenges of low workplace happiness which will in turn enhance the innovative behaviour of secondary school teachers.
3. The teachers should be encouraged and trained on the effective usage of this intervention (scamper creativity technique). This will make the teachers to adopt effective innovative behaviour in the school.

Conclusion

This paper showed that scamper creativity technique and workplace happiness had significant effects on innovative behaviour of secondary school teachers. The outcomes can be used to assist future study on the effectiveness of creativity techniques and workplace factors on teachers' innovative behaviour. The knowledge acquired from the findings will add to the existing knowledge regarding innovative behaviour in Nigeria. Also, it can be used as a guideline to support teachers in developing innovative behaviour to improve effectiveness of the teaching profession and quality education. Based on the findings of this study, persistent low innovative behaviour of Nigerian secondary school teachers need not to continue indefinitely. There is hope that with the improvement of workplace happiness and scamper creativity technique, the situation can be changed for the better.

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