Research Article

Cultivating a Culture of Innovation: The Experience of Al Salam Private School in Dubai, United Arab Emirates

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ABSTRACT

Innovation, being one of the initiatives of the UAE, has been mandated to be promoted and cultivated in all government sectors including education. In response to the mandate, schools incorporated innovation into their system and operation. Al Salam Private School, in its existence for more than 30 years, has made a lot of innovative steps to address the call and demands of the time. The culture of innovation in Al Salam Private School may already be existing, but in order to know how to move forward, an assessment was made to determine the perception of the staff. The Six Building Blocks of an Innovative Culture instrument of Rao and Weintraub (2013) was modified to suit and fit the need of the survey. The survey revealed that overall, the culture of innovation in Al Salam Private School is to a great extent. Specifically, the culture of innovation in terms of values, behaviors, climate, and processes are to a great extent while resources and success are to a moderate extent. The focus areas derived from the three least rated elements in the survey are: having good incentive systems which recognize and reward innovation, rewarding people for participating in potentially risky opportunities, irrespective of the outcome, and having inspiring physical spaces for staff to collaborate, be creative and engage in innovative practice. Three emerging themes were extracted from the interview with the key informants, and these are incentives and recognition, risk-taking activities, and collaborative and inspiring space. These themes were consistent with the focus areas derived from the survey. From the integration of the quantitative and qualitative analysis, an eidetic model of the culture of innovation was developed. The three pillars of the model served as the key priority areas in the crafting of the Innovation Plan.

Keywords: collaborative and inspiring spaces, incentives and recognition, innovative culture, risk-taking activities

Introduction

The United Arab Emirates (UAE) is the most innovative country in the Arab world and ranks 35th globally, according to the annual Global Innovation Index 2019. Sultan Bin Saeed Al Mansoor, minister of economy of the UAE, during the Technology Innovation Pioneers (TIP) Summit in February 2020 said that "Breakthrough technological transformations of the industrial and economic structure are very much the need of the hour, and we are confident that the developments in the areas of innovation and technology can change the nature of our future professions, industry, cities and the way humans live." Innovation is critical to addressing the pressing challenges of the time and essential to keeping pace with the advancements in technology. Over the past years, the UAE government has launched various initiatives to promote innovation as part of the pillar 'United in Knowledge' of its Vision 2021.

In support of the government's initiatives, the Knowledge and Human Development Authority (KHDA), which is a regulatory authority, responsible for the growth, direction, and quality of private education in Dubai, mandated private schools to embed innovation across the school leadership, curriculum, learning and teaching (KHDA News, 2019). Schools were challenged to develop and cultivate a culture of innovation through various activities and projects to be planned, implemented, and reviewed. Al Salam Private School in response to the mandate of KHDA and the demands of the time created a committee that spearheaded all actions related and relevant to innovation. Year after year, programs, activities, and projects are planned and implemented by the said committee but no proper evaluation or assessment is done to know the present status of the culture of innovation in the school and plans an intervention on specific areas that might need reinforcement for improvement.

Since innovation is one of the key priorities or initiatives of the United Arab Emirates, all sectors of the government, including education, have integrated and cascaded innovation as a key indicator in their development plans. Various strategies were devised and implemented to ensure that innovation becomes part of their culture and that it eventually be embedded into everyday life. The ability to innovate in organizations is highly dependent on the innovation culture of organizations (Manohar & Pandit, 2014). Therefore, for any organization to successfully innovate, one has to cultivate and embed an innovation culture. Al Salam Private School, like any other school in Dubai, aims to cultivate that culture so that innovation can flourish within the school. Collaborative meetings were done with stakeholders to ensure that all voices and ideas were heard and considered. An agreement was reached and the final decision was, to begin with, the staff, who were considered to be the prime movers and key implementers of the plan. The strategy was to conduct a survey of all staff, interview key informants, and use the integrated/triangulated result in determining key priorities that were used as the Key Result Areas (KRAs) in the development of the innovation plan. The plan aims to serve as an intervention to boost and improve the areas of strength, weakness, and inconsistency of the culture of innovation at Al Salam Private School.

Methods

The researcher used a systematic integration of both quantitative and qualitative data in a single study. This methodology is popularly known as the explanatory sequential mixed methods (ESMM). This approach was used to follow up the quantitative results with qualitative data. The qualitative data was used in the subsequent interpretation and clarification of the result for the quantitative data analysis. Moreover, the quantitative design was used to emphasize while the qualitative design was used in the explanatory approaches. A survey of all the staff was conducted for the quantitative part. Interviews were also conducted with the key informants to verify and confirm the result of the quantitative analysis. The results of both the quantitative and the qualitative analysis were integrated to identify the key priority areas that served as the basis for writing the innovation plan.

This study took place in Al Salam Private School which is located in Al Nahda 2, Al Qusais in the Emirate of Dubai in the United Arab Emirates. With over 30 years of expertise, Al Salam Private School is a pearl in the heart of

historic Dubai and a great example of a school that reflects both the legacy and ambition of the UAE.

Quantitative Method

A questionnaire developed by Rao and Weintraub in 2013 was adopted in this study with some modifications. Instead of using all of the 54 questions from the Six Building Blocks of an Innovative Culture instrument, 34 questions were used and some rewordings were done to ensure that the survey questions fit the context of the school. Two additional items were added by the researcher. One was added to the 34 adopted questions and one open-ended question at the end of the survey. Insights were taken from (i) the respondents' evaluation/assessment of the school's present culture of innovation, and (ii) the open feedback that was asked toward the end. A 5-point Likert scale was used for the first part of the survey which assessed the extent to which the 35 elements are being practiced or are emanating in the school. Responses to the survey were summarized and then analyzed to determine which elements required intervention. The open feedback was also analyzed to derive significant insights from the respondents of the study. A test of differences was done on the perceptions of the cohorts. It was used as a basis for creating just one general plan for the whole school.

The staff in Al Salam Private School are categorized as either academic or non-academic and each category is sub-categorized as either leader or colleague. Academic staff refers to those who are directly involved in teaching such as the teachers, the teaching assistants, and the learning support, while the non-academic staff are the non-teaching staff in the school who are either admin, management, or operations. Leaders are staff who hold a leadership role in the school and act as line managers to other staff. It was the intention of the researcher to include the population of Al Salam Private School as the respondents of the study. Based on the data from the Human Resource Department, there is a total of 220 staff for this academic year, however, only 145 were able to participate in the survey. The missing 75 were noted to be from the operations department (cleaners, helpers, and maintenance staff) from

which the majority do not have an internet connection on their mobile phone while at work, or do not have a device at home to answer and participate in the survey, and staff who are on leave or in quarantine during that time.

The Six Building Blocks of an Innovative Culture by Rao and Weintraub (2013) was used in the development of the modified survey questionnaire. Each building block has nine (9) elements giving a total of fifty-four (54) elements. Out of the fifty-four (54) elements, thirty-four (34) were adapted and rephrasing was done to suit and fit the intention of the survey. Two (2) additional items were added by the researcher. One is about the existence of an incentive framework to reward staff initiatives and another is an open-ended feedback item to ask respondents if there are other matters that were missed in the survey. The questions were turned into an online form using Google Forms which was sent to all staff to answer. To formalize the conduct of the survey, the use of the name of the school and the data to be derived from the survey, a formal letter of communication was sent to the school director of Al Salam Private School to seek his permission and approval. The survey, which was turned into an online form using Google Forms, was sent out to all the staff to get their perception of the present culture of innovation in Al Salam Private School. The link was sent to their school-provided Gmail and a form limiter was created to allow the form to be open only for a week. An introductory message was added at the beginning of the survey form to inform the respondents of the purpose of the survey and that the survey was totally anonymous.

The results of the survey were tabulated and analyzed. The responses sheet that was generated from Google Forms was summarized using frequency distribution and weighted mean which determined the elements and blocks that were rated low compared to the rest. Text analysis was used for the open-ended questions which determined common responses and served as significant insights that were derived from the respondents. Data summary per cohort was encoded in SPSS to find out whether significant differences in the responses exist between the cohorts of respondents using a one-way ANOVA. The test of

significant differences helped decide whether there was a need to develop two separate plans (one for each cohort) or one general plan was more suitable.

Qualitative Method

In determining the key informants for this study, the researcher set these 3 significant and relevant criteria: (1) someone holding a key role in the school, (2) someone who has demonstrated creativity and innovation in the performance of his/her role and responsibilities, and (3) someone who is open-minded and has the initiative to always try something new, different, and risky in pursuit of a better quality of education. A shortlist of 10 names qualified for the criteria that were set by the researcher. In consultation with the research adviser and upon a deeper look at the profile, the 10 who first qualified as key informants were trimmed to 5 who, based on their profile, fitted very well to the criteria. All of the five final key informants were asked to sign a consent form for the interview. Appointments were made, and the interviews were conducted and audio recorded for the purpose of the transcription.

The researcher followed the systematic process by Creswell (2007) for the analysis of qualitative data. It began with the careful transcription of the key informants' interviews and was followed by identifying the meaning units through an open coding process to identify the category and condensed meaning units. Constant comparisons were made between the codes generated and the data gathered in the interview. Then it was moved to axial coding the data from every single key informant. This process was used to extract the key informants' understanding of the culture of innovation in Al Salam Private School in terms of their experience and the challenges that they met in trying to improve or promote the culture of innovation. Meaning units and condensed meaning units were formulated and categorized into codes in order to surface the essence through emergent themes which were labeled as carefully and as accurately as possible to preserve the meaning of the phenomenon being described following Colaizzi's method.

Quan-Qual Integration

After analyzing the data from both the quantitative (Innovation Survey) and the qualitative (Interview with Key Informants) methods, they were integrated to finalize and derive the key priorities for the Innovation Plan. As an intervention to cultivate the culture in Al Salam Private School, an innovation plan was written. The three (3) pillars derived from the integration of the QUAN QUAL analysis served as the key priorities for planning the different strategies to cultivate the culture of innovation in Al Salam Private School. Considerations were made from the ideas that were presented by the key informants during the interview. Collaborative meetings were done as well with the Innovation Committee and the Senior Leadership, together with the school director to plan and make it as comprehensive as possible.

Results
Quantitative Phase
1.   Profile of Respondents.

Table 1 presents the frequency and percentage distribution of the respondents according to their role in the school. 79% (115) of the respondents are colleagues while the remaining 21% (30) are leaders. Leaders are those staff who are holding leadership roles in the school, such as the principal, the department heads, and the middle leaders (year leaders or subject heads). The rest of the staff who are not leaders are called colleagues.

Table 1. Frequency and Percentage Distribution of Respondents in Terms of Role

Role	Frequency	Percentage
Colleague	115	79%
Leader	30	21%
Total	**145**	**100%**

Table 2 shows the frequency ad percentage distribution of respondents according to the classification of their role. 75% (109) of the respondents are classified as academic while 25% (36) are non-academic. The academic staff are those who are directly linked to teaching such as the academic heads, the teachers, the teaching assistants, and the learning support staff. All non-teaching staff are classified as non-academic.

Table 2. Frequency and Percentage Distribution of Respondents in Terms of Role Classification

Role Classification	Frequency	Percentage
Academic	109	75%
Non-Academic	36	25%
Total	**145**	**100%**

The distribution of respondents according to their cohort are summarized in Table 3. There is a total of four (4) cohorts in this study as follows: (1) academic leaders, (2) non-academic leaders, (3) academic colleagues, and (4) non-academic colleagues. 22 (15.17%) of them are academic leaders, 8 (5.52%) are non-academic leaders, 87 (60%) are academic colleagues, and 28 (19.31%) are non-academic colleagues. The academic colleagues are the highest in terms of numbers because these are teachers, teaching assistants, and teaching support staff, who comprise the biggest percentage of the population of staff in the school.

Table 3. Distribution of Respondents According to Cohort

Role Classification	Frequency	Percentage
Academic Leader	22	15.1%
Non-Academic Leader	8	5.52%
Academic Colleague	87	60.00%
Non-Academic Colleague	28	19.31%
Total	**145**	**100%**

2. Culture of Innovation in the Institution

Using the adopted 34 questions from the Six Building Blocks of an Innovative Culture instrument that was developed by Rao and Weintraub in 2013 with one additional item from the researcher, the culture of innovation at Al Salam Private School was assessed in terms of values, behaviors, climate, resources, processes, and success. The building block "values" was rated the highest with a mean rating of 3.76 and interpreted as "to a great extent," while the building block "resources" was rated the lowest with a mean rating of 3.32, which is interpreted to be "to a moderate extent."

Behaviors (3.68), climate (3.57), and processes (3.52) were all rated "to a great extent," while success (3.47) was rated "to a moderate extent." Overall the culture of innovation in Al Salam Private School was evaluated to be "to a great extent" as evidenced by the average mean rating of 3.55, based on the result of the survey. The data suggest that the three intrinsic building blocks (values, behaviors, and climate), which are claimed to be the hardest to measure and most often neglected, are the strongest building blocks of Al Salam Private School's culture of innovation.

Table 4. Mean Rating of the Respondents on the Culture of Innovation in ASPS

Building Block	Mean	Interpretation	Rank
Values	3.76	To a great extent	1
Behavior	3.68	To a great extent	2
Climate	3.57	To a great extent	3
Resources	3.32	To a great extent	4

Building Block	Mean	Interpretation	Rank
Process	3.52	To a great extent	5
Success	3.47	To a moderate great extent	6
Average Mean	**3.55**	**To a great extent**	

The top three rated elements were: provision of freedom to explore new opportunities by the workplace (Rank 1), inspiration from the values and mission of Al Salam Private School prompted creativity and innovation (Rank 2), and the quality of feedback loops between our school and the 'customer' voice (Rank 3).

Table 5. Top 3 Rated Elements

Elements	Mean	Interpretation	Rank
Our workplace provides the freedom to explore new opportunities	3.93	To a great extent	1
The values and mission at Al Salam inspire creativity and innovation	3.87	To a great extent	2
We have good feedback loops between our school and the 'customer' voice (student/parent)	3.85	To a great extent	3

On the other hand, having a good incentive system that recognizes and reward innovation was rated the least with a mean rating of 3.17 (to a moderate extent) while rewarding people for participating in potentially risky opportunities, irrespective of the outcome, and having inspiring physical spaces for staff to collaborate, be creative and engage in innovative practice, were both rated to be at a moderate extent (3.22). These elements were considered areas to prioritize based on the analysis made of the quantitative data.

Table 6. Least 3 Rated Elements

Elements	Mean	Interpretation	Rank
We reward people for participating in potentially risky opportunities, irrespective of the outcome	3.22	To a moderate extent	33.5
We have inspiring physical spaces for staff to collaborate, be creative and engage in innovative practice	3.22	To a moderate extent	33.5
We have good incentive systems which recognize and reward innovation	3.17	To a moderate extent	35

The data from the innovation survey were also analyzed by cohort. Of the four cohorts, non-academic leaders gave the lowest average rating of 2.39 which is interpreted to be "to a moderate extent." The rest of the cohorts: academic leaders (2.46), academic colleagues (2.56), and non-academic colleagues (2.90), were rated "to a great extent."

Table 7. Culture of Innovation by Cohort

Cohorts	Mean	Interpretation
Academic Leaders	2.46	To a great extent
Non-Academic Leaders	2.39	To a moderate great extent
Academic Colleagues	2.56	To a great extent
Non-Academic Colleagues	2.90	To a great extent

Using a one-way ANOVA, the hypothesis to find out whether significant differences exist between and within cohorts was tested. As presented in Table 14, the F-value was found to be 2.47 with a p-value of 0.065. Since the p-value of 0.065 is greater than alpha (α) which was set at 0.05, therefore the test was not significant. This led us not to reject the null hypothesis and claim that there is no significant difference be-tween the assessments of the culture of innovation in Al Salam Private School across all cohorts. This brought the researcher to decide of writing one general innovation plan for the school. Since no significant difference was found across all cohorts, there is no need to prepare a separate plan for academics and non-academics and for leaders and colleagues.

Table 8. One-way ANOVA among Cohorts in their Assessment of the Culture of Innovation in ASPS

Source	df	Sum of Squares	Mean of Squares	F	p-value	Decision
Between Treatments	3	3.39	1.13		0.065	Not
Within Treatments	141	64.55	0.46	2.47	at α = 0.05	significant
Total	144	67.94				

A post hoc Tukey HSD was used in this study to ensure that no single comparison re-sulted to be significant. The result of the post hoc test is presented in Table 15. Looking at the data, we can see that for all six (6) pairwise comparisons, all were found to be not signifi-cant. This means none of the cohorts' assess-ments when compared pairwise, showed a sig-nificant difference. This further supports the computed ANOVA.

Table 9. Pairwise Comparisons of the Cohorts in their Assessment of the Culture of Innovation in ASPS

Pairwise Comparisons	HSD	Q	p-value	Decision
Academic Leaders: Non-academic Leaders	0.06	0.41	0.99	Not significant
Academic Colleagues: Non-academic Colleagues	0.34	2.12	0.44	Not significant
Academic Leaders: Academic Colleagues	0.10	0.66	0.97	Not significant
Non-academic Leaders: Non-academic Colleagues	0.50	3.20	0.11	Not significant
Academic Leaders: Non-academic Colleagues	0.44	2.78	0.20	Not significant
Non-academic Leaders: Academic Colleagues	0.17	1.07	0.87	Not significant

3. Insights derived from the Feedback of the Survey Respondents

The open feedback provided by the re-spondents of the survey was coded and tallied in terms of commonality. The most repeated answers were identified and were taken into consideration. The following are the insights that were derived from this process:

a. Time and opportunities. Allocating time to innovate is very important. It is the same as providing opportunities for staff to be creative and innovative because the time that they usually have during the week is used up already by lesson preparations, markings, and others. Providing opportuni-ties specifically to try something new, dif-ferent and risky would encourage staff to exert efforts because they know they were given the time for it. In planning staff time-tables, provisions should be made to allo-cate a time where staff can sit together and talk about innovation.

b. Recognition, incentives, and support. When people are motivated by what they are doing, they tend to be more productive. In terms of support, staff needs to feel that taking risks on trying something new will never be taken against them in case they fail. Initiatives whether or not it is successful are always a learning experience. Success will never be experienced without meeting some failures in between. Organizations should make adjustments to their routines and policies to allow staff to be more risk-takers and innovative.

c. Resources and space. Many ideas usually gather dust on the shelves because there are no available resources to realize them. Key informant #3 also mentioned in her interview that there are a lot of lost opportunities to collaborate and share whatever they are trying in class because there is no space that is available for them to do such. Staff rooms therefore must be inspiring enough and must have needed resources so that creative thinking can happen and be a regular routine.

d. Communication and Training. Putting clarity on what innovation is, in terms of what the organization aspires to cultivate, must be made so that staff knows what exactly may be done. Training and workshops must be provided to ensure that the organization as a whole knows what innovation is and what are the programs and projects that are made available for them to get involved. The communication channel should also be made fluid so that there is a smooth flow of two-way information for generating ideas and putting them into action. Sometimes the staff are afraid to try something because they don't have the appropriate knowledge and skills needed to bring out the ideas that they have.

Qualitative Phase
Analysis of the Interview with the Key Informants

Meaning units and condensed meaning units were formulated and categorized into codes in order to surface the essence through emergent themes which were labeled as carefully and as accurately as possible to preserve the meaning of the phenomenon being described following the Colaizzi's method.

Table 10. Summary of Themes Derived from the Interview with Key Informants

Emerging Theme 1			
Meaning Unit	**Condensed Meaning Unit**	**Sub-Themes**	**Theme**
"...whatever culture there may have been was not explicit, it wasn't being celebrated, it wasn't being recognized."	Innovation culture must be explicit, celebrated and recognized	Celebration and recognition	**Incentives and Recognition**
"One of what would really motivate staff would be if there could be some kind of incentives scheme or rewards or some recognition, for them to think outside the box, going above and beyond…"	Staff would be motivated to be innovative through an incentive scheme/rewards/recognition	Motivation through incentives/ rewards/ recognition	
"I always get motivated with, you know, with constructive criticism coming from my immediate supervisor or immediate line manager. And aside	Both intrinsic and extrinsic motivation will keep staff from moving and trying	Intrinsic and extrinsic motivation	

from that, there must be a fuel for us (laughed) to try something new."	something new		
"...clarified what innovation is and what it is not, and do some workshops around that and definitely create a platform for celebration..."	It is crucial to have a platform where innovation is understood and attempts are celebrated	Platform to understand and celebrate innovation	
"...recognizing effort done by teachers when they try out something new and appreciating them for that, so linking them with rewards and incentives on trying something new in their lessons, and recognizing that effort for going above or trying something really new..."	Efforts and attempts of going above and trying something new should be recognized and appreciated	Recognition and appreciation	

Emerging Theme 2

Meaning Unit	**Condensed Meaning Unit**	**Sub-Themes**	**Theme**
"...coming to a clear sense of what needs to be done and how are we going to, how we're gonna walk through those steps in a coherent way, through partnership, through collaboration to deliver some results." *"... making people feel that it is worth their time and important."*	A sense of direction in terms of what is expected, how things can be done, and what support may be provided for the people to feel the importance to innovate	Providing support to deliver results	**Risk-Taking Activities**
"...the staff being afraid and being scared to come forward any ideas that they have, that would be one of the biggest ones and that's why we are trying to create this culture of it is safe to have a goal of doing it, and don't feel that it wrong if it doesn't go right."	The culture that someone will get punished when something goes wrong has to be stopped in order to promote a culture where it is safe for staff to fail	Shifting mindset	
"...let staff know that it is okay to take a risk and that only through failure can we actually innovate."	Failures are part of successes and to achieve such, staff need to take risk	Taking risk to innovate	
"...if you are trying something risky, that is really new in our school, that is an innovation, whether you, if you fail, if you succeed, congratulations, if you did not succeed, still congratulations because that is something new that you have learned from it."	Every effort to try something new is a learning experience regardless of the outcome	Learning from taking risk	

Meaning Unit	Condensed Meaning Unit	Sub-Themes	Theme
"They [staff] are scared to try something new, they're scared to try something different because they are scared to fail. So, I think that should be the first step, where we encourage them to be risk takers and no one is judging them on this, they are free to fail. You fail once, you try out again. You fail another time, you again try out something."	When staff are provided a safe environment where failing is okay and is part of a process to achieve a goal, they will get encourage to take risks	Safe environment	

Emerging Theme 3

Meaning Unit	Condensed Meaning Unit	Sub-Themes	Theme
"...we work within an environment where there isn't unlimited resources, and there are challenges that we face as a basis for inevitably people trying to overcome problems within the environment that are, you know, coming as a basis from the absence of resources and things like that."	Availability of resources is important to be creative and innovative	Provision of resources	**Collaborative and Inspiring Space**
"...we do need some kind of space, some area, some staff room, some dedicated space where staff can go, they can sit and collaborate and talk about innovation..."	Having a space to incubate innovative ideas is vital	Innovative Ideas	
"...reflective time was often spent by themselves in isolation at a desk in a corridor and not on a communal space where they could collaborate or maybe talk about innovative strategies or things that they are trying in the classroom with the colleagues."	Dedicated communal media where staff can collaborate and share strategies would be very helpful	Communication media	
"I think if they give them that chance, you know, it's your space, use it as it is, so it's like you know, make them recognize that it's your school, you try to use it, and you're free to try it out, anything that you want to try in your workspace..."	Being able to explore and use your workspace the way you want it may be significant to encourage innovation	Ownership of space	

Integration of QUAN-QUAL Data

The three key priorities based on the integration made are as follows: (1) Design an incentive framework to recognize and reward creativity and innovation, (2) Identify resources and communication media that will spark and catalyze creativity and innovation around the school, and (3) Review routines in

the school to integrate elements that support systematic risk-taking, exploration and experimentation. These key priorities were the key considerations that were used in planning the different strategies in the innovation plan.

Table 11. Integration of the Quan-Qual Data Analysis to Arrive at the Pillars/Key Priority Areas

QUANTITATIVE Least rated elements	QUALITATIVE Themes derived from the interview	INTEGRATED THEME Pillars/Key Priority Areas
We have good incentive systems which recognize and reward innovation	Incentives and Recognition	*Design an incentive framework to recognize and reward creativity and innovation*
We have inspiring physical spaces for staff to collaborate, be creative and engage in innovative practice	Collaborative and Inspiring Space	*Identify resources and communication media that will spark and catalyze creativity and innovation around the*
We reward people for participating in potentially risky opportunities, irrespective of the outcome	Risk-taking activities	*Review routines in the school to integrate elements that support systematic risk-taking, exploration, and experimentation*

Discussion

In the innovation survey conducted on staff of Al Salam private school, it was noted that of the six building blocks of an innovative culture, values, behavior, and climate appeared to be the strongest attributes of the school. They are considered the hardest to measure since their nature is subjective. It is therefore noteworthy that the school is perceived to be strong in its innovative culture in terms of intangible aspects. The result of the survey was subjected to an ANOVA and the Post Hoc Tukey HSD to find out whether significant differences exist between the perception of the respondents when grouped according to the different cohorts. This was done to determine if a separate innovation plan would be necessary per cohort. Since no significant differences were found, there is only a need to craft a single plan for the school. The interview was transcribed verbatim and was analyzed to derive the meaning units, condensed meaning units, sub-themes, and themes using Colaizzi's method. With the result of the quantitative analysis, an interview with key informants was done to confirm and validate the result. This was done through the use of a sequential explanatory mixed methods approach. The themes were then integrated with the least rated items derived from the innovation survey. The pillars or key priority areas were identified and used in crafting the innovation plan.

Conclusion

The culture of innovation in Al Salam Private School was found to be to a great extent. It, therefore, indicates that there is an already existing culture of innovation in the school. The top-rated elements are to be celebrated but must be ensured also that they are not neglected as the usual scenario with most cases when strengths are identified. Many organizations would immediately dive into finding solutions and fixes to priority areas and forget that the areas of strength also need to be recognized or acknowledged. Even when the overall culture of innovation in school was evaluated to be to a great extent, significant areas of concern have surfaced and are believed to further cultivate the culture of innovation in the school. The survey was further supported by the result of the interview with the key informants.

Integration of the Quan and Qual data resulted in the identification of 3 priority areas that are considered pillars in cultivating the culture of innovation in Al Salam Private School.

Acknowledgment

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