

Organizational Support for Creativity and Employees' Innovative Behaviours in Tertiary Institutions in Delta State, Nigeria

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Abstract

Original Research Article

This study examined the relationship between organizational support for creativity and employees' innovative behaviours in tertiary institutions in Delta State, Nigeria. Organizational encouragement for creativity (OEC), supervisory encouragement for creativity (SEC) and work group support (WGS) were used as the measures of organizational support. A descriptive cross-sectional survey was adopted and primary data were collected through structured questionnaires administered to the entire population of 152 academic staff in the faculties of administration and management of Southern Delta University, Ozoro; Dennis Osadebay University, Asaba; and Federal Polytechnic, Orogun, of whom 139 (91.4%) returned usable copies. Data were analysed with descriptive statistics and Ordinary Least Squares (OLS) regression. The results show that OEC ($\beta = 0.8592$, $t = 16.16$, $p < 0.001$; $R^2 = 0.6889$), SEC ($\beta = 0.8436$, $t = 18.83$, $p < 0.001$; $R^2 = 0.7502$) and WGS ($\beta = 1.0163$, $t = 17.30$, $p < 0.001$; $R^2 = 0.7173$) each have a positive and statistically significant relationship with employees' innovative behaviours. SEC explained the largest share of the variation in innovative behaviours, while WGS recorded the largest coefficient per unit of support. The study recommends that tertiary institutions in Delta State adopt formal policies that encourage creativity, provide creative resources and innovation-focused training, train supervisors to recognise and support staff creativity, and build collaborative work groups.

Keywords: organizational encouragement for creativity; supervisory encouragement for creativity; work group support; innovative behaviour; tertiary institutions; Delta State.

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1. Introduction

1.1 Background to the Study

In an increasingly knowledge-driven and innovation-focused global economy, organizations, especially academic institutions, are being challenged to foster environments that support creativity and employee innovation. In tertiary institutions, academic and non-academic

employees alike are instrumental to institutional development through idea generation, novel teaching methodologies, research innovation and administrative improvements. The role of organizational support in facilitating these innovative behaviours has therefore become a critical focus of inquiry.

Organizational support refers to the degree to which employees perceive that their institution

values their contributions and cares about their well-being. It is commonly expressed through leadership encouragement, autonomy, and recognition, access to resources and opportunities for skill development. Yang and Tseng (2024) report that organizational support for creativity predicts employees' innovative behaviour by strengthening creative self-efficacy and job satisfaction, with both a cognitive (self-belief) and an attitudinal (satisfaction) mechanism at work. Such mechanisms matter in knowledge-intensive settings like education, where the quality of ideas determines the quality of service. Hussain and Wahab (2021) link this logic to Amabile's componential theory of creativity, which stresses the influence of the work environment on creative performance (Akpomiemie, et al., 2026).

Human resource practices also shape innovation. Jishnu and Hareendrakumar (2024) show that HR systems that support employee autonomy, skill development and knowledge sharing build a culture of innovation, an effect mediated by perceived organizational support and creativity. Support from supervisors and colleagues plays a similar role. Studies from healthcare and media organizations indicate that when institutional and supervisory support are both present, through feedback, rewards or simple recognition, employees are more likely to show innovative behaviour because the climate offers psychological safety and motivation to take initiative (Opoku et al., 2021; Khaliq et al., 2024; Omoye, 2025; Tom et al. 2025).

In Nigeria, organizational support is especially important because public institutions contend with limited funding, bureaucratic constraints and resource shortages. These conditions call for deliberate institutional strategies to foster innovation and sustain staff motivation. Given the growing need for innovation in the education sector in Delta State, this study investigates how organizational encouragement, supervisory encouragement and work group support relate to the innovative behaviours of employees in selected tertiary institutions.

1.2 Statement of the Problem

Despite the recognised importance of creativity

and innovative behaviour for organizational success, there remains a noticeable gap in understanding how organizational support mechanisms influence these outcomes in tertiary education settings, particularly in developing regions such as Delta State, Nigeria. Many studies have examined organizational support in corporate or technology sectors, but empirical evidence on academic environments, where organizational dynamics differ considerably, is limited.

Yang and Tseng (2024) found that organizational support for creativity enhances innovative behaviour through creative self-efficacy and job satisfaction, but their study was conducted in the Chinese pharmaceutical sector. Hussain and Wahab (2021) emphasised the theoretical links between employee creativity and organizational innovation while acknowledging inconsistencies in empirical applications across sectors. Al-Qahtani (2025) reported positive effects of innovation-oriented climates on employee creativity, yet the evidence comes from corporate organizations in Poland. Nigerian tertiary institutions have distinctive structural and cultural dynamics, such as bureaucratic constraints and limited resources, which remain under-explored. As Sharma and Dahiya (2018) note, the literature offers few holistic frameworks that account for organizational conflict, the costs of innovation and cultural support in less industrialized regions.

This study addresses that gap by examining how organizational encouragement, supervisory encouragement and work group support relate to the innovative behaviours of staff in selected tertiary institutions in Delta State, and by testing whether existing models of organizational support for creativity hold in this setting.

1.3 Research Questions and Objectives

The following research questions guided the study:

- i) What is the relationship between organizational encouragement for creativity

and employees' innovative behaviours in tertiary institutions in Delta State?

- ii) What relationship exists between supervisory encouragement for creativity and employees' innovative behaviours in tertiary institutions in Delta State?
- iii) What is the relationship between work group support and employees' innovative behaviours in tertiary institutions in Delta State?

1.4 Research Objectives

The main objective was to examine the relationship between organizational support for creativity and employees' innovative behaviours in tertiary institutions in Delta State. Specifically, the study sought to

- i) examine the relationship between organizational encouragement for creativity and employees' innovative behaviours;
- ii) examine the relationship between supervisory encouragement for creativity and employees' innovative behaviours; and
- iii) ascertain the relationship between work group support and employees' innovative behaviours.

1.5 Hypotheses

In line with the objectives, the following hypotheses were stated in the null form:

- H₀₁: There is no significant relationship between organizational encouragement for creativity and employees' innovative behaviours in tertiary institutions in Delta State.
- H₀₂: There is no significant relationship between supervisory encouragement for creativity and employees' innovative behaviours in tertiary institutions in Delta State.
- H₀₃: There is no significant relationship between work group support and employees' innovative behaviours in tertiary institutions in Delta State.

2. Literature Review and Theoretical Framework

2.1 Conceptual Review

2.1.1 Employees' Innovative Behaviours

Innovative behaviour refers to the actions involved in developing, promoting and implementing novel ideas, processes, products or procedures within a work context. It spans a range of activities from idea generation to the practical application of those ideas, ultimately leading to positive change and value creation. It involves not just creativity, but also the practical application of ideas to improve work methods, products or services.

In tertiary institutions, employees' innovative behaviour is crucial for driving educational reforms, improving administrative processes and creating an environment conducive to teaching and research. Leadership, institutional culture and available resources shape the innovative behaviours of academic and non-academic staff. Imene and Joy (2023) found that conflict management approaches in Delta State tertiary institutions relate significantly to employee productivity, suggesting that settings in which conflict is handled through collaboration and accommodation are friendlier to creative problem-solving (Eruvwe et al., 2024; Omoye, 2026). Obi and Oghounu (2023) add that work-induced stress and poor job satisfaction in the state's tertiary institutions undermine employees' motivation, which in turn limits creativity (Omoye, et al., 2026). Taken together, leadership, resource availability, conflict management and work satisfaction appear to be decisive in determining how far staff engage in innovation, which points to the need for institutional policies and leadership practices that enhance innovative capacity.

2.1.2 Organizational Encouragement for Creativity

Organizational encouragement plays a crucial role in fostering creativity and innovative behaviour. The ability of employees to contribute novel ideas and solutions depends on how far the institution supports and promotes creative expression. For universities and

polytechnics in Delta State, a culture of innovation is essential for improving the quality of education, research and institutional performance.

Cheng et al. (2019) show that leader encouragement of creativity strengthens employees' engagement in the creative process, which in turn accelerates innovation. Mozie and Mahadi (2024) identify ethical leadership as an organizational mechanism that promotes psychological safety and thereby innovative work behaviour. Tripp (2024) argues that, beyond leadership, organizations can take practical steps such as creativity training and time set aside for brainstorming (Omoye et al., 2024). For academic staff who often carry heavy workloads, designated time for creative thinking or innovation workshops could stimulate new ideas. Rotondi (1974) highlights the role of organizational identification: employees who identify strongly with their institution feel greater ownership of its success and engage more readily in innovation. Vakanjac (2020) similarly stresses that a culture that encourages creativity is essential for long-term success. Organizational encouragement, expressed through policy, resources, recognition and a supportive climate, can therefore be expected to enhance employees' innovative behaviour.

2.1.3 Supervisory Encouragement for Creativity

Supervisory encouragement is a critical factor in fostering creativity among employees, particularly in academic settings. Supervisors who actively support creativity enhance the innovative capacity of their teams, and their role is pivotal where resource constraints, bureaucratic systems and heavy workloads are common, as in Delta State tertiary institutions.

Supervisory behaviours influence creativity through several channels. Zhou et al. (2022) show that family-supportive supervisor behaviours, such as emotional and work-life support, raise creativity by strengthening employees' psychological capital and positive emotions and by increasing work participation. Asmi (2013) points out that supervisory

encouragement, together with challenging work and the necessary resources, positively influences creativity and innovation. Opoku et al. (2021) report that the influence of rewards on creativity is stronger where supervisory support is high. Where staff juggle academic duties with personal commitments, supervisors who offer feedback, emotional support, autonomy and collaboration can therefore lift engagement and innovative output.

2.1.4 Work Group Support

Work group support is the extent to which employees collaborate, share ideas and encourage one another to achieve common goals, including creative and innovative outcomes. Ibegbulam et al. (2017), studying the organizational climate for creativity among librarians in Nigeria, found that employees who feel supported by peers are more likely to contribute innovative ideas and collaborate effectively. Ayadi et al. (2019) found that a respectful, supportive atmosphere within workgroups enhances both individual creativity and collective innovation, with the effect operating through group identification and conditioned by group reflexivity. Ononye (2023) found that tacit knowledge sharing within workgroups in a Nigerian public organization mediates the relationship between perceived organizational support and innovative work behaviour (Israel & Josephine, 2026). In tertiary institutions, where research projects, curriculum development and community programmes depend on teamwork, supportive work groups are likely to raise the creative output of the whole institution.

2.1.5 Conceptual Framework

Drawing on the theories and evidence above, Figure 1 presents the framework that guides the study. Organizational encouragement for creativity, supervisory encouragement for creativity and work group support are the three dimensions of organizational support, and each is hypothesised to relate to employees' innovative behaviours.

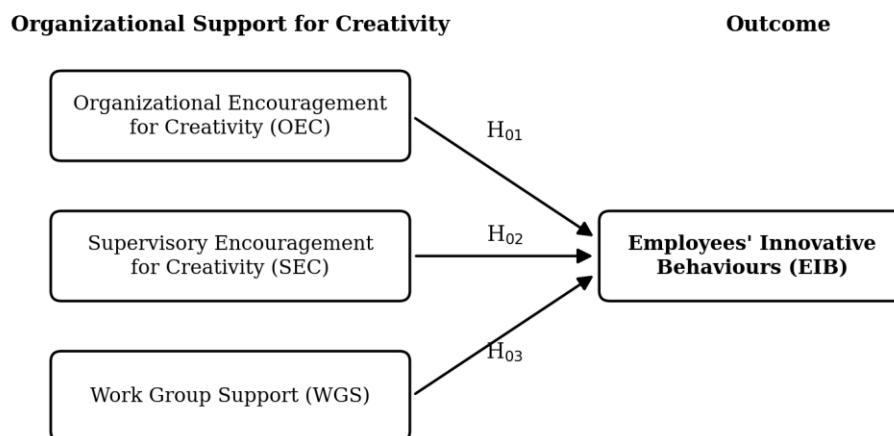


Figure 1: Conceptual Organizational Support for Creativity and Employees' Innovative Behaviours of the study

(Source: Researchers' Construct, 2026).

2.2 Theoretical Framework

The study is anchored on Amabile's (1988) componential theory of organizational creativity and innovation, supplemented by social exchange theory (Blau, 1964) and transformational leadership theory. Amabile's theory holds that creativity results from the interaction of domain-relevant skills, creativity-relevant processes and task motivation, all of which operate within an organizational environment that can either support or inhibit creative work. By providing resources, autonomy and recognition, organizations strengthen creativity, which subsequently leads to innovative behaviour (Hussain & Wahab, 2021).

Social exchange theory provides a complementary lens. It posits that employees engage in reciprocal exchanges with their employers, offering creativity and effort in return for organizational support, so that innovative behaviour is likely when employees perceive that the institution values their contributions. Zhang et al. (2021) similarly show that external support, such as government policy, can raise creativity and innovation by enhancing motivation and perceived value. Transformational leadership theory adds that leaders who inspire, intellectually stimulate and

individually support staff foster a culture of creativity; Liu et al. (2020) show that such leadership influences creativity at both the individual and team levels.

Together, the three theories suggest that effective leadership, a supportive organizational climate and reciprocal trust enable employees not only to generate creative ideas but also to implement them within their academic and administrative roles. They underpin the three dimensions of support examined here: organizational, supervisory and work group.

2.3 Empirical Review

Cheng et al. (2019), using structural equation modelling on data from 245 participants in China, found that leader encouragement of creativity influences innovation speed through creative process engagement, with organizational ambidexterity as a positive moderator. Ayadi et al. (2019) studied 204 employees and found that the indirect effect of workgroup interpersonal justice on innovative work behaviour through group identification is moderated by group reflexivity. Opoku et al. (2021), using moderated path analysis on data from rural healthcare employees in the United States, found that organizational support for

innovation mediates the relationship between rewards and creativity, and that supervisory support strengthens this indirect effect. Zhou et al. (2022) showed through structural equation modelling that family-supportive supervisor behaviour raises employee creativity by increasing motivation and efficacy, generating positive emotional spillover and stimulating work participation.

Closer to the study setting, Obi and Oghounu (2023) surveyed 670 employees of Delta State tertiary institutions and found a significant relationship between job satisfaction and work-induced stress. Ononye (2023) analysed data from 258 employees of the Delta State Ministry of Health using partial least squares and found that tacit knowledge sharing mediates the links of perceived organizational support and organizational trust with innovative work behaviour. Imene and Joy (2023) surveyed staff of two Delta State institutions and found that collaborating, accommodating and avoiding approaches to conflict were significantly related to employee productivity, while the compromising approach had no effect. Lilian et al. (2025) reported that sexual harassment reduces job satisfaction, commitment and engagement among staff of tertiary institutions in Delta State.

Other recent work supports the same direction of effect. Tripp (2024) observed that while leadership and supervision dominate the literature on creativity, employee creativity training may be a more practical lever for organizations. Mozie and Mahadi (2024) found ethical leadership to be a key foundation for innovative work behaviour in academic environments, with effects that vary with employees' proactive personality. Yang and

Tseng (2024), with a quota sample of 385 research and development staff, found that organizational support relates positively to innovative behaviour, with job satisfaction a stronger mediator than creative self-efficacy. Khaliq et al. (2024) found a moderate, significant positive relationship between perceived organizational support and creativity among 471 media employees. Salsabila and Mansyur (2024) found that organizational climate and employee creativity each affect innovative work behaviour positively and significantly. Al-Qahtani (2025), using data from 32 companies in Poland, found that self-directed workability, team cooperation and organizational incentives positively influence innovation behaviour.

3. Research Methodology

3.1 Research Design

A descriptive cross-sectional survey design was adopted. The design is suited to examining the relationship between organizational support for creativity and employees' innovative behaviour because it permits the collection of data at a single point in time, providing a snapshot of the variables and their interrelationships. The study was carried out in Southern Delta University (SDU), Ozoro; Dennis Osadebay University (DOU), Asaba; and Federal Polytechnic, Orogun (FPO).

3.2 Population of the Study

The population comprised academic staff of the three institutions in the faculties of administration and management. Table 1 shows the distribution of the population by department and institution.

Table 1: Population of the Study

S/N	Department	SDU	DOU	FPO
1	Accounting	9	15	9
2	Banking and Finance	9	9	-
3	Business Administration	11	8	10
4	Entrepreneurship	11	8	-

S/N	Department	SDU	DOU	FPO
5	Marketing	10	10	6
6	Office and Information Management	8	-	-
7	Public Administration	4	8	-
8	Transport and Marine Management	7	-	-
	Total	69	58	25

Source: Official websites of the institutions, 2026.

The table shows that SDU contributed 69 academic staff, DOU 58 and FPO 25, giving a total population of one hundred and fifty-two (152) employees. Accounting and Business Administration are the largest departments across the institutions.

3.3 Sample and Sampling Technique

Given the size of the population, the entire population of 152 academic staff was studied; hence, no sampling was necessary.

3.4 Source of Data

Primary data were collected through structured questionnaires administered to academic staff in the three institutions. Structured questionnaires allow systematic collection of data directly from

staff on their perceptions, attitudes and experiences regarding organizational support for creativity. The instrument used closed-ended items on a five-point Likert scale (Strongly Agree = 5, Agree = 4, Undecided = 3, Disagree = 2, Strongly Disagree = 1) for ease of analysis, with separate sections for organizational encouragement, supervisory encouragement, work group support and innovative behaviours.

3.5 Validity and Reliability of the Instrument

The researcher adopted scales and items previously developed in other studies. The Cronbach alpha test was used to determine the internal consistency of the instrument. As shown in Table 2, the coefficients for all sections exceeded the recommended benchmark of 0.5, which indicates that the instrument is reliable.

Table 2: Results of Cronbach Alpha Coefficients

Construct	Alpha index
Organizational Encouragement	0.82
Supervisory Encouragement	0.74
Group Support	0.81
Employees' Innovative Behaviours	0.77

Source: Researchers' computation, 2026.

The alpha values range from 0.74 for supervisory encouragement to 0.82 for organizational encouragement, with work group support at 0.81

and innovative behaviours at 0.77. All four constructs therefore exceed the benchmark, so the items within each construct are internally

consistent.

3.6 Method of Data Analysis and Model Specification

Descriptive statistics (mean, standard deviation, minimum and maximum values, skewness and kurtosis) and covariance and reliability analyses were used to summarise the variables, while Ordinary Least Squares (OLS) regression was used to test the hypotheses. The dependent variable is employees' innovative behaviours (EIB), and the independent variables are organizational encouragement for creativity (OEC), supervisory encouragement for creativity (SEC) and work group support (WGS). The functional and empirical models are:

$$EIB = f(OEC, SEC, WGS)$$

$$EIB = \alpha_0 + \beta_1 OEC + \beta_2 SEC + \beta_3 WGS + \varepsilon$$

where α and β are regression coefficients, ε is the error term and i denotes individual respondents. Each hypothesis was tested with its own model, with EIB regressed on one dimension of support at a time (Models I, II and III), and the results are reported with coefficients, standard errors, t -statistics, p -values, R^2 , adjusted R^2 and the F -statistic. A hypothesis was rejected where the p -value was below 0.05. Analysis was carried out with STATA 13.0.

4. Results and Discussion

4.1 Response Rate

A total of 152 questionnaires were distributed to academic staff of the selected tertiary institutions in Delta State, of which 139 were fully retrieved, representing a response rate of 91.4%. The results are presented in the tables that follow.

4.2 Descriptive Statistics

Table 3: Summary of Descriptive Statistics

Variable	Mean	Std. dev.	Minimum	Maximum	Skewness	Kurtosis
EIB	4.53333	0.60935	1.0000	5.0000	-2.71536	11.71961
OEC	4.46428	0.58865	1.0000	5.0000	-4.21831	20.51251
SEC	4.68333	0.62563	1.0000	5.0000	-4.46295	21.68674
WGS	4.48333	0.50781	1.0000	4.6000	-4.59630	22.54415

Source: Researchers' computation, 2026.

Table 3 summarises the four variables. Employees' innovative behaviours (EIB) has a mean of 4.53, which suggests that, on average, employees rate their innovative behaviour highly. The standard deviation of 0.61 indicates moderate variability. The negative skewness (-2.72) shows that responses are concentrated at the upper end of the scale, and the high kurtosis (11.72) indicates a sharply peaked distribution with relatively few low ratings.

Organizational encouragement for creativity (OEC) has a mean of 4.46 and a standard deviation of 0.59, so employees generally perceive substantial encouragement from their

institutions. Its skewness (-4.22) and kurtosis (20.51) again indicate that most respondents rate organizational encouragement highly, with only a few low outliers. Supervisory encouragement for creativity (SEC) records the highest mean (4.68) and a standard deviation of 0.63, which means that respondents perceive their supervisors as highly supportive, although opinions differ slightly more than for OEC. Work group support (WGS) has a mean of 4.48 and the lowest standard deviation (0.51), indicating the most consistent perceptions across respondents; its maximum value of 4.60 is below the scale maximum, and its skewness (-4.60) and

kurtosis (22.54) are the most pronounced of the four variables.

Overall, employees perceive high levels of organizational, supervisory and work group

support for creativity. The presence of some low ratings, however, suggests that support is not experienced equally by all staff, so there is room to make it more consistent across the institutions.

4.3 Reliability Analysis

Table 4: Cronbach Alpha Analysis

Item	Item-test correlation	Item-rest correlation	Average interitem covariance	Alpha
EIB	0.9206	0.8570	0.3181	0.9857
OEC	0.9721	0.9495	0.3014	0.9588
SEC	0.9866	0.9745	0.2825	0.9521
WGS	0.9807	0.9681	0.3274	0.9587
Test scale			0.3073	0.9728

Source: Researchers' computation, 2026.

Table 4 reports the reliability of the four scales in the analysed data. The alpha values for EIB (0.9857), OEC (0.9588), SEC (0.9521) and WGS (0.9587) indicate excellent internal consistency, and the item-test correlations (0.9206 to 0.9866) and item-rest correlations (0.8570 to 0.9745) show that each item is strongly related to its overall scale and to the remaining items. The

average interitem covariances (0.2825 to 0.3274) are moderate and positive, meaning that the items move together. The overall alpha for the test scale is 0.9728, so the combined measurement tool is also highly reliable. These values confirm that the scales are suitable for the regression analysis that follows.

4.4 Covariance and Correlation Analysis

Table 5: Variance–Covariance Matrix of the Study Variables

Variable	EIB	OEC	SEC	WGS
EIB	0.3713			
OEC	0.2977	0.3465		
SEC	0.3302	0.3544	0.3914	
WGS	0.2621	0.2880	0.3118	0.2579

Source: Researchers' computation, 2026.

The diagonal entries of Table 5 are the variances of the four variables (0.3713 for EIB, 0.3465 for OEC, 0.3914 for SEC and 0.2579 for WGS),

while the off-diagonal entries are covariances. All covariances are positive, which means that higher perceived support goes together with

higher innovative behaviour. SEC has the largest covariance with EIB (0.3302), followed by OEC (0.2977) and WGS (0.2621). Among the support dimensions themselves, OEC and SEC (0.3544) move together most closely, followed by SEC

and WGS (0.3118) and OEC and WGS (0.2880). Covariances depend on the scale of each variable, so the correlation coefficients implied by Table 5 are given in Table 6 for easier comparison.

Table 6: Correlation Coefficients Derived from the Variance–Covariance Matrix

Variable	EIB	OEC	SEC	WGS
EIB	1.000			
OEC	0.830	1.000		
SEC	0.866	0.962	1.000	
WGS	0.847	0.963	0.981	1.000

Source: Researchers' computation from Table 5, 2026.

Table 6 shows strong positive correlations between innovative behaviours and each dimension of support (0.830 with OEC, 0.866 with SEC and 0.847 with WGS), with SEC again the strongest. The three dimensions of support are very highly correlated with one another (0.962 to 0.981), which reflects how closely organizational, supervisory and group support are experienced together. This is also why each dimension is tested in a separate regression model in the next section, so that the effect of one

dimension is not blurred by the others.

4.5 Test of Hypotheses

Hypothesis One

H_{01} : There is no significant relationship between organizational encouragement for creativity and employees' innovative behaviours in tertiary institutions in Delta State.

Table 7: Results of Model I and Test of Hypothesis I (Dependent Variable: EIB)

Variable	Symbol	Coefficient	Std. error	t-statistic	p-value
Organizational Encouragement for Creativity	OEC	0.85919	0.05315	16.16	0.000
Constant	_cons	0.69764	0.23932	2.92	0.004
R-squared					0.6889
Adjusted R-squared					0.6863
Prob > F					0.0000
F (1, 118)					261.29

Source: Researchers' computation via STATA 13.0, 2026.

Table 7 presents Model I. The coefficient of OEC is 0.85919, so a one-unit increase in organizational encouragement for creativity is associated with an increase of about 0.86 units in employees' innovative behaviours. The t-statistic of 16.16 and the p-value of 0.000 (below 0.05) show that the relationship is positive and statistically significant; H_{01} is therefore rejected. The constant (0.69764; $t = 2.92$; $p = 0.004$) is also significant, indicating a baseline level of innovative behaviour even without organizational encouragement. The F-statistic of 261.29 ($p = 0.0000$) confirms that the model is

significant overall, and the R^2 of 0.6889 means that organizational encouragement explains about 68.89% of the variation in innovative behaviours (adjusted $R^2 = 0.6863$).

Hypothesis Two

H_{02} : There is no significant relationship between supervisory encouragement for creativity and employees' innovative behaviours in tertiary institutions in Delta State.

Table 8: Results of Model II and Test of Hypothesis II (Dependent Variable: EIB)

Variable	Symbol	Coefficient	Std. error	t-statistic	p-value
Supervisory Encouragement for Creativity	SEC	0.84363	0.04481	18.83	0.000
Constant	_cons	0.58235	0.21171	2.75	0.007
R-squared					0.7502
Adjusted R-squared					0.7481
Prob > F					0.0000
F (1, 118)					354.45

Source: Researchers' computation via STATA 13.0, 2026.

Table 8 presents Model II. The coefficient of SEC is 0.84363, meaning that each unit increase in supervisory encouragement for creativity is associated with an increase of about 0.84 units in innovative behaviours. With a t-statistic of 18.83 and a p-value of 0.000, the relationship is positive and significant, and H_{02} is rejected. The constant (0.58235; $t = 2.75$; $p = 0.007$) is significant, implying that innovative behaviour does not depend entirely on supervisory encouragement. The F-statistic of 354.45 ($p = 0.0000$) supports the overall significance of the

model, and the R^2 of 0.7502 shows that supervisory encouragement explains 75.02% of the variation in innovative behaviours (adjusted $R^2 = 0.7481$), the highest explanatory power of the three models.

Hypothesis Three

H_{03} : There is no significant relationship between work group support and employees' innovative behaviours in tertiary institutions in Delta State.

Table 9: Results of Model III and Test of Hypothesis III (Dependent Variable: EIB)

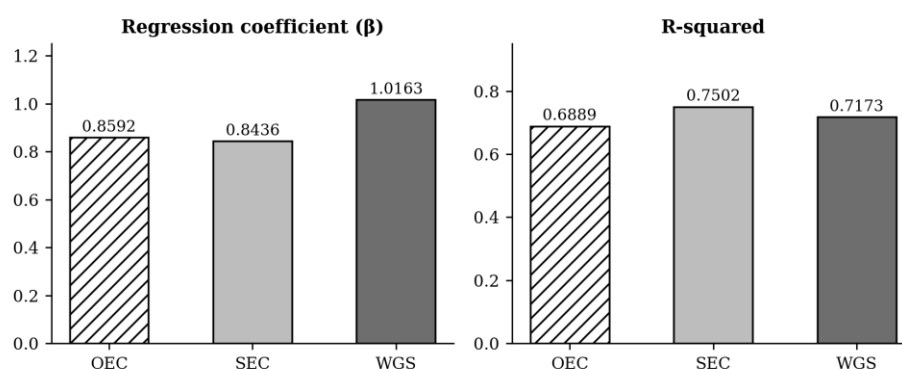
Variable	Symbol	Coefficient	Std. error	t-statistic	p-value
Work Group Support	WGS	1.01629	0.05874	17.30	0.000
Constant	_cons	-0.02305	0.26499	-0.09	0.931
R-squared					0.7173
Adjusted R-squared					0.7149
Prob > F					0.0000
F (1, 118)					299.39

Source: Researchers' computation via STATA 13.0, 2026.

Table 9 presents Model III. The coefficient of WGS is 1.01629, so a one-unit increase in work group support is associated with an increase of about 1.02 units in innovative behaviours. The t-statistic of 17.30 and the p-value of 0.000 confirm that the relationship is positive and significant, and H_{03} is rejected. The constant (-0.02305) is not significant ($t = -0.09$; $p = 0.931$), which means the baseline level of innovative behaviour without work group support is

negligible. The F-statistic of 299.39 ($p = 0.0000$) indicates that the model is significant, and the R^2 of 0.7173 shows that work group support explains 71.73% of the variation in innovative behaviours (adjusted $R^2 = 0.7149$).

Figure 2 compares the three models. Work group support has the largest coefficient, supervisory encouragement has the highest R^2 , and organizational encouragement has the lowest R^2 .

**Figure 2: Regression coefficients and R^2 of Models I–III**

Source: Researchers' computation via STATA 13.0, 2026.

4.6 Discussion of Findings

The study sought to establish how three forms of organizational support for creativity relate to employees' innovative behaviours in tertiary institutions in Delta State. All three relationships

are positive and statistically significant, and in each case the null hypothesis was rejected.

First, organizational encouragement for creativity ($\beta = 0.8592$; $p < 0.001$) relates strongly to innovative behaviour. This is consistent with

Hussain and Wahab (2021), who link organizational support for creativity to innovative behaviour, and with Yang and Tseng (2024), who show that organizational support raises creative self-efficacy and job satisfaction and through them innovative behaviour. When institutions provide resources, policies and a supportive climate, employees are more willing and better able to generate and implement new ideas.

Second, supervisory encouragement for creativity ($\beta = 0.8436$; $p < 0.001$) is significantly related to innovative behaviour and explains the largest share of its variation ($R^2 = 0.7502$). This agrees with Cheng et al. (2019), who show that leader encouragement strengthens engagement in the creative process, and with Opoku et al. (2021) and Zhou et al. (2022), who find that supportive supervision strengthens the effect of rewards and enhances creativity through motivation and psychological resources. Supervisors are the day-to-day interface between the institution and its staff, which may explain why their encouragement accounts for so much of the variation in innovative behaviour.

Third, work group support ($\beta = 1.0163$; $p < 0.001$) has the largest coefficient of the three, so a unit increase in group support is associated with a larger increase in innovative behaviour than a unit increase in either of the other two forms of support. This agrees with Ibegbulam et al. (2017), Ayadi et al. (2019) and Ononye (2023), who emphasise peer support, respectful interaction and knowledge sharing in workgroups as drivers of innovation. Because the constant in this model is not significant, innovative behaviour appears to depend heavily on the collaborative climate within the work group.

The practical implication is that no single source of support is sufficient. Organizational, supervisory and work group support are experienced together (Table 6), and each is significantly associated with innovative behaviour, so tertiary institutions should foster a climate of creativity at the institutional, supervisory and team levels at the same time. Theoretically, the results support Amabile's (1988) view that the work environment shapes creative performance, and they are consistent

with social exchange theory, under which employees reciprocate perceived support with creative effort.

5. Summary, Conclusion and Recommendations

5.1 Summary of Findings

The findings reveal significant positive relationships between organizational encouragement for creativity ($\beta = 0.8592$), supervisory encouragement for creativity ($\beta = 0.8436$), work group support ($\beta = 1.0163$) and employees' innovative behaviours in tertiary institutions in Delta State. Supervisory encouragement explained the largest share of the variation in innovative behaviours ($R^2 = 0.7502$), followed by work group support ($R^2 = 0.7173$) and organizational encouragement ($R^2 = 0.6889$). When institutions and supervisors provide the right resources, recognition and encouragement, employees are more likely to engage in innovative behaviours.

5.2 Conclusion

The study concludes that organizational encouragement, supervisory encouragement and work group support each contribute significantly to employees' innovative behaviours in tertiary institutions in Delta State. Despite resource limitations and organizational constraints in the region, the right kind of support, whether delivered through policy, leadership behaviour or team dynamics, is associated with higher levels of innovative behaviour. Creativity should therefore be not only encouraged but actively nurtured at all levels of the institution.

5.3 Recommendations

- i) Tertiary institutions in Delta State should implement formal policies and initiatives that actively encourage creativity, such as providing creative resources, offering innovation-focused training programmes and fostering an open, supportive organizational culture, so that employees feel empowered to contribute new ideas and solutions.

- ii) Supervisors should be trained to recognise and support the creative potential of their staff by providing constructive feedback, recognising innovative efforts and offering mentorship. They should also create a psychologically safe environment in which employees can share ideas without fear of criticism.
- iii) Institutions should promote collaboration and teamwork by creating opportunities for employees to work together across departments and roles. Encouraging collective responsibility and mutual support within work groups, and fostering diversity within teams, can stimulate new perspectives and more innovative solutions.

5.4 Limitations and Suggestions for Further Research

The study covers academic staff of the faculties of administration and management in three institutions in one state and relies on self-reported data collected at a single point in time, so the findings should be generalised with care. Future studies could use a longitudinal design to establish whether the effects of support are sustained or diminish as employees become accustomed to it. They could also compare tertiary institutions in other regions or countries to determine whether the relationships hold across cultural, economic and educational contexts, and could examine additional factors, such as organizational structure, reward systems or job autonomy, that may influence the relationship between support for creativity and innovative behaviours.

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