INVESTIGATION OF THE RELATIONSHIP BETWEEN THE CREATIVITY AND ORGANIZATIONAL CLIMATE IN EDUCATION CENTER

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ABSTRACT

This study aims to investigate the relationship between the creativity and organizational climate in education center. Organizational climate and culture are used to describe the characteristics of an organization and the related units. Despite the close relationship between these two concepts, they are completely distinct from each other. A creative organization and school require a creative manager who seeks the modern insights and creates the creative and modern culture and make the school staff motivated. Investigation of organizational climate in education is an important factor of creativity. The staffs expect to face the desirable and supportive organizational climate to provide their needs. The managers are responsible to organize the related affairs in order that the individuals participate in different activities. In fact, the creativity and mass innovation are based on the common responsibility. The more positive is the organizational climate is, the easier the humanity relationship will be. Conversely, the closed, fearful, and negative climates cause lack of reliability, fear and hatred. In the present study, we investigated the relationship between the creativity and organizational climate in education by using the descriptive method and documents and reviewing the findings of other studies and articles.

KEYWORDS: creativity, organizational climate

The administrations of education can be effective by creating the flexible, creative and innovative climate and be flexible to the changes. Based on the requirements of creativity and innovation in organizations, the education system should try to bring about the creativity and innovation in members. In fact, the inevitable connection of education system and economy system has imposed the duty of employment on them and converted the education from preparing to living to responding to economy system and now the function of educational system is investigated regarding its economic consequences (Adli; 2005).

Organizational climate: It refers to collection of states and characteristics of an organization which makes them warm or cool, reliable or unreliable, fearful or reassuring, facilitating or deterrent and brings about distinction of two similar organizations (Aminpour; 2002).

The components of organizational climate:

1. Intimacy: It refers to the level of social correlation between the members.
2. Disengagement: It refers to lack of inclination to participate in the affairs.
3. Morale: It refers to the situation in which the
members feel that their needs are met.

4. Deterrence: It refers to the rules of administrative affairs and management which are the deterrent factors on their ways.

5. Influence: It refers to the dynamic behavior which the educational manager considers as a symbol of hardworking.

6. Consideration: It refers to maintaining the human considerations in behavior of the university manager with members.

7. Unsociability: It refers to the social gap between the education manager and the others. (Shirzadi; 2006)

8. Emphasizing on production: It refers to the attempt of university manager to force the members work hard (such as supervision, order and output) (Rober; 2003).

The concept of creativity: The creativity is an issue which its nature and definition have not yet been agreed by the researchers and psychologists. After fifty years of researching and testing the creativity, Torrance believes that it is impossible to deliver an accurate and comprehensive definition for creativity.

In Amid dictionary, innovation or creation means inventing something or doing a new thing, more detailed meaning refers to the creating something which has not been existed so far. In Oxford dictionary, creativity means the power of creating something and the power is subjected to the intelligent and ability of changing. In dictionary of psychology, creativity is a psychological process in which the problem solving, organizing ideas, conceptualizing, creating art images, theories and unique products are implemented. In fact, according to above mentioned definitions, one of the criteria of distinction between the creative and non-creative idea is uniqueness and innovation. Mazloo defined the creativity in this way: This characteristic is fundamental in human nature, a potential which is bestowed to everyone at birth. Most of the people miss this characteristic during their acculturation but just a few people keep it or find it after a while if they miss it. From the point of view of Torrance, creativity is a process which includes sensitivity to the issues, deficiencies, and deadlocks, the sensitivity which is brought about following the detection of problem and seeks to find the solution for problems. Then it tests the hypotheses and solutions and changes them (Pir Khayeghi; 2005).

The most common understanding about creativity is that the individual presents a new idea. Creativity can be evaluated by creating a new and distinct work, but we should remember that creativity does not lead to producing a considerable work. For instance, a child or teenage creates a new thing in his imagination but his mental creation is not observable and assessable. So, creativity is a kind of mental process which is observed in a specific person and time, a process which results in producing a new idea or work. The new production may be verbal or nonverbal, objective or subjective (Abedi; 1993).

The significance of creativity

1. Creativity is developmental.

2. Creativity is personal and evaluation of creativity comes with the evaluation of personal abilities.

3. Creativity is developmental by sensitivity in perception of issues.

4. Creativity grows with experiment, experience and survey.

5. Imaginary and innovative thought leads to provoking the power of creativity.

6. Creativity comes with thought independence and confidence; so, having a strong self- confidence is essential for developing the creativity.

7. Creativity will be enriched by expressing feelings and personal conceptions.

8. Creativity means curiosity and tending to know and experience most affairs; so, the curiosity should be considered.

9. Creativity means awareness development, attraction ability and benefiting from all blessings of life.

The creative ideas of an individual should be praised and let them appear (Seif; 1996).

The process of creative process:

Considering to the creativity process suggests that the creative and innovative organizations make the issues like free time, access to information, freedom of
action, effective system for persuasion, risk taking and innovation important.

1. Attraction: The first stage is attracting to an issue which needs the new information.

2. Inspiration: This stage happens quickly and it is difficult to be defined. In other words, we don’t have any knowledge before its occurrence, sometimes the its material comes with the ideas and this is when we say: Ah!

3. Experiment: In this stage, the idea will be experimented to see if it is efficient or not.

4. Refinery: In this stage, the idea will be refined to be applied, in third and fourth stages, more time is needed so that according to Edison, the talent or inspiration forms just one percent of work and 99 percent is devoted to hardworking.

5. Provide and supply: The last stage of creativity process is the stage in which most of the creativities will be neutralized if it does not occur. This stage must occur inside the organization first which means that the authorized persons purchase the idea or accept and represent it to the customers outside of the organization after fulfilling it. The innovated organizations know that in the stage of attraction, the creative person needs free time, freedom of action and supervising the sections outside of the work area and in the stage of inspiration, the accurate control and strictness should not be included, in the stage of experiment, having the equipment and facilities, the head manager helps the creative people reach a proper conclusion easily and in the stage of refinery, accepting the quick response and persuading the uncompleted proposals lead to increasing the motivation and risk taking morale. Totally, the innovation experience of head manager and recognizing the creativity are the key factors of organization (Abedi; 1993).

Types of creativity

There is a need to consider that the creativity and intelligence are not alike and there are four types of creativity.

1. Practical creativity: Today, the people who have creative idea rather than technical knowledge are needed. This kind of idea is a method in which whatever practical is suspected and is replaced by the best idea.

2. Mental creativity: Today, a good mind which draws the people to create new ideas is needed.

3. Artistic creativity: Art is one of the fundamental issues in life and occupation. This creativity is not only applied in packing and painting the building but also in industrial and technical design.

4. Nonverbal and imaginary creativity: In an organization, it is essential that the human release themselves from the systematic thought and involve in imagination. Today, the organizations need the scientific and creative imagination to progress in competition. In this kind of creativity, the mind flies over the unknown world and captures the new theories, proposes the new hypotheses and presents the innovative patterns (Feghhi; 2000).

The role of managers in enhancing the creativity

The creative organization needs the creative manager who attempts to create and maintain the creativity culture inside the organization and persuades the motivation for the creative behavior of individuals and the groups of the organization. The educational managers should have a useful experience to create this kind of culture and be approved by the staffs of his organization because this kind of effectiveness increases the interest and enthusiast of people (Gholampour; 2000).

Lazarsfeld (1963) stated: A manager should adopt the measures to grow, innovate and change. In the world of revolution, the individuals and organizations should accommodate with the changes this is a main duty for the managers (Alagheh Band; 1997).

Creativity is valuable for the following reasons

The creative managers can adjust the school in case of facing with problems and seizing the opportunity. By increasing the creativity of managers and staffs, the quality and quantity of decisions and activities will increase. The manager and teachers will be satisfied with their jobs and the students will receive better education (Gholampour; 2000).

Khezri (2002) in a research entitled “Investigating the relationship between the creativity of staffs and organizational climate in Bahonar copper industries corporation in Kerman” concluded
That: The results from the research suggest that the main hypothesis which investigated the relationship between the creativity of staffs and organizational climate is approved and there is positive and significant relationship between these two variables in Bahonar copper industries corporation in Kerman. The second hypothesis which investigated the relationship between the level of creativity and the role of staffs is approved and there is positive and significant relationship between these two variables. The third hypothesis which investigated the relationship between the level of creativity of staffs and the bonus they receive in organization is approved, the fourth hypothesis which investigated the relationship between the level of creativity in staffs and the measures adopted in the organization is approved and there is positive and significant relationship between these two variables and the fifth hypothesis which investigated the relationship between the level of creativity in staffs and the manner of their communications in organization is approved and there is positive and significant relationship between these two variables. The level of creativity in staffs is alike with regard to the job experience and the level of creativity is different with regard to the age groups so that the creativity level in staffs with M.A degree or higher is more than the others, the creativity of the staffs in Bahonar cooper industries is not favorable and to solve this problem, it is recommended that the factors effecting on the creativity be investigated and the measures be adopted to reinforce and develop it (Khezri; 2002).

Pashavand (2003) in a research about investigating the factors effecting on the creativity of managers in high schools of Bonab and Maragheh, concluded that there is not relationship between the majors of managers and the level of their creativity and the managers graduated in management are not more creative than the others. The structure of centralized and non-centralized organizations does not affect on increasing and decreasing the level of creativity of managers in high school of Bonab and Maragheh. The motivation of managers effected on increasing the level of creativity and the managers who gained the high score in motivation tests were more creative. Due to the identical environment and organizational culture, the level of creativity is not significantly different compared to the others (Pashavand; 2003).

Samadi and Shirzadi (2008) in a research entitled the relationship between the dimensions of organizational climate and creativity have found that there is positive relationship between the cooperative dimension of climate and the creativity of teachers (Samadi and Shirzadi; 2008).

Amin Bidokht et al (2009) in a research entitled “Investigation of the relationship between the dimensions of organizational climate and creativity in teachers of primary school in Sennan” found that the mean of ordering style in studied schools was high. There was positive and significant relationship between the teachers’ and managers’ behaviors and creativity of teachers (P value =0.05). Also investigation of the relationship between six dimensions of organizational climate and creativity suggests that there is significant relationship between the cooperation aspect, pretending to work and the creativity of teachers (Amin Bidokht, Paravaresh; 2008).

Zare et al (2010) in a research entitled “Investigation of the relationship between the organizational climate and occupational stress and creativity of the staffs in Western Azerbaijan Education center” concluded that: in open organizational climate, the parameters like intimacy, considerations, influence and dynamism and ….cause creativity and stress reduction and in close organizational climate, the factors like distancing, lack of interest, lack of occupational commitment, emphasis on production and disturbing decrease the motivation of staffs and increase their stress (Zare; 2007).

Goodarzi (2008) in a research concluded that the creativity of managers is not related with the age, experience and position of staffs but there is direct and significant relationship between the creativity and experience of managers. Totally, it was determined that there is direct and significant relationship between the creativity of managers and organizational climate and the level of creativity in statistical population was average and the organizational climate was semi-open (Goodarzi; 2008).
METHODS

In the present study, we investigated the relationship between the creativity and organizational climate in education by using the descriptive method and documents and reviewing the findings of other studies and articles.

CONCLUSIONS

The commercial, industrial and educational organizations need different factors to achieve the aims and one of the most important factors is proper organizational climate which can effect on function of organization. Life is difficult without creativity and all the changes and developments are thankful to creative idea. Since the management is one of the most important elements in an organization, the creative idea can effect on the development of organization.

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