INVESTIGATION OF THE RELATION BETWEEN INTERNALIZING JOB VALUES AND ORGANIZATIONAL CREATIVITY OF HIGH SCHOOL TEACHERS

Ghazaleh Haji Hashemi[*]

Badri Shatalebi [**]

ABSTRACT

This study was conducted in order to determine the relation between internalizing job values and organizational creativity among the high school teachers of Isfahan. Using Sample Volume formula and Stratified Random Sampling method, some 340 participants were selected from the population which is over 3115. Information-gathering tools were Super's (1970) standard questionnaires of internalizing job values, consisting of 18, and verified questionnaire of organizational creativity, comprising 21 items, based on a 5-scale Likert, and their validity and reliability is confirmed by the experts. Furthermore, Cronbach's alpha has been calculated 0.84 for the internalizing job values questionnaire and 0.94 for organizational creativity, which shows the high credibility of the measuring tools. In order to analyze the data, descriptive statistics – including frequency, percentage, and mean – and inferential statistics – including Pearson correlation coefficient – were exploited. Analyzing the date revealed that there is a significant relation between internalizing job values, consisting of social status, and job creativity ($r = 0.38$), financial feedback and job creativity ($r = 0.18$), job independency and organizational creativity ($r = 0.26$), job security and organizational creativity ($r = 0.25$), innovation-encouraging atmosphere and organizational creativity ($r = 0.51$), and promotion and organizational creativity ($r = 0.50$) in the significance level of ($p < 0.01$).

Keywords: values, job values, internalizing job values, organizational creativity, teachers

[*] Department of Educational sciences, Khorasgan (Isfahan) Branch, Islamic Azad University, Isfahan, Iran

[**] Department of Educational sciences, Khorasgan (Isfahan) Branch, Islamic Azad University, Isfahan, Iran

A Quarterly Double-Blind Peer Reviewed Refereed Open Access International e-Journal - Included in the International Serial Directories
Indexed & Listed at: Ulrich's Periodicals Directory ©, U.S.A., Open J-Gage, India as well as in Cabell's Directories of Publishing Opportunities, U.S.A.
International Journal of Research in Social Sciences
http://www.ijmra.us

35

1 INTRODUCTION

In the modern era and due to the advent of bureaucracy, the burden of organizing and creating setting for people in a society to achieve various occupations has been placed on the shoulders of huge managerial organizations and entities. Although bureaucracy has been the cause of progress, development, invention, and striking financial improvement of modern human, who has arisen from renaissance and become the child of modernity, an issue which has always been considered a criticism was the ruling of arid and spiritless laws on the human soul, decline of job values, and depredation of creativity and innovation of every individual in an organization [1]. Job values play a crucial role in doing the work done and result in job satisfaction, motivation, organizational commitment, professional practice, etc [2]. Job values are individual characteristics that explain individual differences in behaviour and working atmosphere [3]. Occupations and carriers own features or attraction in which people may be engrossed or because of which they avoid the job, like or dislike it, prefer it or not. Some of these priorities may be called 'job values' [4]. Super (1980), in his definition of job value, claimed that job value is a behavioural situation which is related to material conditions in order to achieve a goal. Schwartz[4] holds that values are desirable status, issues, goals, and behaviour switch are opted in specific situations as norms for judgments of and selections from different ways of behaviour and do not change drastically during time [5].

2 LITERATURE REVIEW

Job values concentrate on the content of the job ideals; that means individuals are seeking for their ideals by means of their occupations [6]. It is quoted from Macoobi (1988) that younger generation looks for meaningful job values which focus on developing individuals, and prefer it to the traditional material values such as job status and income. This matter creates an attraction for younger generation so that they prefer to have a job in which they can learn and grow, rather than a well-paid, elegant one. This potential difference in job values can be a result of the cultural changes in beyond-material job values in modern and post-modern societies, which have proper economic conditions [2].When choosing a carrier, various values are considered by individuals. Super introduces 15 values such as independence, altruism, social status, financial feedback, progress, security, creativity, etc. important in choosing a job; although peoples' values are different; there is good evidence that values play a role in professional decisions such as selecting a carrier, learning before occupation, or choosing one's field of study in university [7]. Creativity is a complicated concept which has been defined in different ways. It can be defined by the tangible features of productions, individuals, thinking processes, or situations. There is evidence that creativity is associated with the innovative and practical cases [8]. The concept of creativity and innovation often creates new approaches for the issues differently; creativity, as a field, can specially be different from a group or organization, and a new culture to another, and can change over time. Creativity assessment should be done in the lower levels of organizations, industry, and occupations. This is because innovation can be defined as the implementation of ideas for the process of producing new organizational structures for plans or new plans for employees [9]. Employees' creativity can help the organization to achieve the advantage of competitiveness for the sake of organizational innovativeness, long-term success, and carrier continuance [10]. Krach Field believes that creative thinking is facilitated by internal motivation and prevented by external motivation.

Main resources of creating organizational ideas are divided into 2 main groups:

A) Outer organizational resources including goods or services available in the market, business and technological activities, industrial research and development centers, exhibitions, scientific and industrial congresses and meetings, university relation and activities.

B) Inner organizational resources including creative and innovative human resources, strategic plan of organizations or, in other words, organization perspective, exploiting idea creating techniques and investigative projects.

Generally, organizational creativity can be divided into three levels:

1. **Individual creativity level:**

In addition to personality traits, creativity needs a set of skills which are specially related to creativity. Creativity-related activities can be defined as the ability to think creatively, produce options, and apply different notions. These skills are essential, for creativity demands a perceptual-conceptual method, which is a set of various information applications, precise memory, effective innovative use, and the ability to have a tendency toward exploiting it in individual level, having a deep and extended knowledge. In addition to the realm of knowledge, creativity reflects the knowledge, education level, experience, and individual knowledge in a specific field [11], [12].

2. **Group creativity level:**

Most of the additional value comes from group work. Experience shows that groups can offer ideas and solutions more than individuals. Where adjustable, growing innovation is emphasized, teams can act successfully and create synergy. Concentration on group innovativeness is the main motive in workability and success of the organization [13].

3. **Job creativity:**

Job features are influential in individuals' motivation and their approach to their jobs. Considering the specifications of jobs, it is recommended that job be organized in a way that it results in internalizing individual's motivation and his/her creativity in the job. This is especially true for when jobs are complicated and onerous (such as when a job is highly challenging, with a high degree of liberty and complicacy), and individuals have to focus more on their job. In other words, the simpler and the more routine the job, the more it is possible that it fails to create motivation for employees, and the more it is likely that it prevents employees from flexibility to find new ways, risky actions, and potential power to perform creatively [14].

Generally, there exist five main organizational factors that can lead to the achievement of creativity in a job atmosphere [15]. These factors are:

1. Organizational culture

2. Leadership method

3. Organizational atmosphere

4. Resources and skills

5. The structure and system of an organization

Since one of the most important and effective organizations in today's world is educational system, the need to have creative and innovative individuals in educational system and other educational canters becomes even more crucial. Since the output of such a system is the human resources of the society and plays an important role – regarding educating committed and specialist human resource – the importance of human resource is easily noticeable in such

organizations. Neglecting or refuting this power, which is in fact the main source of producing energy, causes the organization to perform weekly. Therefore, through the recognition of individuals' behaviours, traits, and values, managers should provide a setting for them in which they can internalize organizational values. This issue causes motivation to increase in human resources and as a result, reinforce their creativity and innovativeness. Kasof et al. (2007), in a study named "values and creativity" tried to answer the question of whether or not external motivation prevents creativity. The results revealed that A) Creative behaviour is fostered with the determined values and prevented by other values. B) Creative operation is promoted synergistically through the relation between the individual's value type and internal-based motivation. Job values in vocational training and their role in achieving goals was investigated by Braten & Stronso (2008). The results suggested that students whose ideals focused on operation looked for external values such as high salary and promotion opportunities, and those searching for the meaning of goal were after internal values such as individual growth. Furthermore, female students were more after internal values compared to male ones, and engineering students looked more for external values; whereas the story was opposite in the case of teaching majors. Kim et al. (2010) investigated the relation between active personality type and workforce creativity with an emphasis on the modifying role of job requirements and supervisor's control on the process of creativity and concluded that active personality type is related to job creativity and this relation is direct and positive. In addition to this, job requirements and the role of supervisor's control influences the relation between personality type and creativity as a modifying variable. Another finding of the study is that the amount of job creativity when the supervisor acts as a supporter is high.

The aim of the current research is to investigate the relation between internalizing job values and the organizational creativity of high school teachers of Isfahan.

3   RESEARCH QUESTIONS

3.1 Main Question

Is there any relation between internalizing job values and organizational creativity of the high school teachers of Isfahan?

3.2 Secondary Questions

1. Is there any relation between social status and teachers' organizational creativity?
2. Is there any relation between financial feedback and teachers' organizational creativity?
3. Is there any relation between job promotion and teachers' organizational creativity?
4. Is there any relation between job autonomy and teachers' organizational creativity?
5. Is there any relation between job security and teachers' organizational creativity?
6. Is there any relation between innovation-encouraging atmosphere and teachers' organizational creativity?
7. Determining the difference between the amounts of internalizing teachers' job values based on social anthropological variables (age, gender, years of practice, etc.).
8. Determining the difference between the amounts of teachers' organizational creativity based on social anthropological variables (age, gender, years of practice, etc.).

4   METHODOLOGY

The descriptive study is correlation. The population of this study is all the teachers of girls' and boys' high schools, which is totally 3115. 1095 of this number are men and 2020 are women. Sampling method in this study was Stratified Random Sampling proportional to the volume: first, among the five educational zones, zones number 3, 4, and 5 were selected randomly to participate in the study. Then, several schools in each zone were selected randomly, and based on the number of teachers in boys' and girls' schools, some 340 participants were chosen to take part in the study.

5   ANALYSES

5.1   The Main Question of the Study

Is there any relation between internalizing job values and teachers organizational creativity?

Table 1: correlation coefficient between internalizing job values and teachers organizational creativity

Groups	Organizational creativity		
	Correlation Coefficient	Squared Coefficient	Significance Level
Internalizing Job Values	0.522	0.272	0.001

Findings of the table show that the correlation coefficient between internalizing job values and teachers' organizational creativity is significant. That means there is a significant relationship between internalizing job values and teachers' organizational creativity. Based on the coefficient (r^2) internalizing job values shared 27.2% of its variance with organizational creativity. Therefore, the main question of the study "Is there any relation between internalizing job values and teachers organizational creativity?" is proved.

5.2   Questions 1 to 6 of the Study

Table 2: correlation coefficient between social status and teachers' organizational creativity

Groups	Organizational creativity		
	Correlation Coefficient	Squared correlation Coefficient	Significance Level

A Quarterly Double-Blind Peer Reviewed Refereed Open Access International e-Journal - Included in the International Serial Directories
Indexed & Listed at: Ulrich's Periodicals Directory ©, U.S.A., Open J-Gage, India as well as in Cabell's Directories of Publishing Opportunities, U.S.A.

International Journal of Research in Social Sciences
http://www.ijmra.us

39

Social status	0.385	0.148	0.001
Financial feedback	0.183	0.033	0.001
Promotion	0.503	0.253	0.001
Job autonomy	0.267	0.071	0.001
Job security	0.295	0.087	0.001
Innovation-encouraging atmosphere	0.513	0.263	0.001

The findings of the table show that the correlation coefficient between mini scales of social status, financial feedback, job promotion, autonomy, security, and innovation-encouraging atmosphere; and teachers' organizational creativity is significant. That means there is a significant relationship between mini scales of internalizing job values and organizational creativity of teachers. Based on the coefficient (r^2), 14.8, 3.3, 25.3, 7.1, 8.7, 26.3 were the shared percentages of the mini scales of job values and organizational creativity.

5.3 Question 7

Determining the difference between the amounts of internalizing teachers' job values based on social anthropological variables (age, gender, years of practice, etc.).

Table 3: comparing the mean of the scores of internalizing job values based on gender

Groups	Gender	Mean	Standard Deviation	**T**	**P**
Internalizing Job Values	female	61.09	9.06	5.292	0.001
	male	54.92	10.25		

The findings of the table show that the observed t is significant in the level of p<0.05 for the variable of internalizing job values. That means the degrees of internalizing job values are different.

Table 4: comparing the mean score of internalizing job values based on age

Groups	Age	Mean	Standard Deviation	**F**	**P**
Internalizing Job Values	Younger then30	56.25	8.87	3.128	0.026
	Between 30-35	59.11	8.71		
		56.46	10.90		
	Between 36-40	60.42	9.45		
	Older than 40				

A Quarterly Double-Blind Peer Reviewed Refereed Open Access International e-Journal - Included in the International Serial Directories
Indexed & Listed at: Ulrich's Periodicals Directory ©, U.S.A., Open J-Gage, India as well as in Cabell's Directories of Publishing Opportunities, U.S.A.
International Journal of Research in Social Sciences
http://www.ijmra.us

40

The results show that the amount of F observed in the level of $p<0.05$ is not significant for the variable of internalizing job values based on age. That means there is no significant difference between the teachers' ideas with different ages. Following exam presented in the tables signifies the differences between groups.

Table 5: comparing the mean score of organizational creativity based on university degree

variable	University Degree	Mean	Standard Deviation	**T**	**P**
Organizational Creativity	Bachelors	79.94	11.68	-0.988	0.327
	Master and Higher	81.41	8.57		

The results show that the observed t is not significant in the level of $p \square 0.05$ for the variable of organizational creativity based on university degree. That means there is no significant relation between teachers' opinions and their university degrees.

Table 6: comparing the mean scores of organizational creativity based on their working experience

variable	Working Experience	Mean	Standard Deviation	**F**	**P**
Organizational Creativity	Less than 10 year	81.12	10.13		
	Between 10 and 20	79.89	12.14	0.222	0.801
	More than 20 year	79.95	11.15		

The results show that the amount of F observed is not significant in the level $p \square 0.05$ for the variable of organizational creativity based on working experience. That means there is no significant relation between teachers' opinions and their organizational creativity.

6 FINDINGS AND DISCUSSION

The results and findings proved that there is a significant relationship between internalizing job values and its mini scales; also, job values are different in different ages and the amount of internalizing job values is more in women comparing to men. That is the reason why organizational creativity is higher in women. Therefore, it is suggested that:

Managers take some steps to teach internalizing values, as well as tasks such as planning, organizing, controlling, and motivating. Codifying a value chart for the organization and sharing values are factors that lead to internalizing values, and consequently enhance organizational creativity

Paying attention to teachers' psychological needs and providing proper conditions for job promotion help teachers to understand the sacredness and value of their job and perceive themselves as holding a high status in the structure of the society.

Designing various systems such as database and emphasizing knowledge management provide a situation in which employees can be aware of the ways of job promotion and acquire appropriate knowledge of different ways of making variety in their carrier and profession.

Creating a secure atmosphere for hardworking teachers and enhancing individual and organizational security through reinforcing organizational citizenship behaviour and human relationships.

Regarding the importance of risk-taking and the fact that highly creative people have higher risk-taking capabilities, and considering the findings that show innovation-encouraging atmospheres has a significant relationship with creativity, it is recommended that school heads provide a proper setting for teachers' creativity growth through establishing an innovation-encouraging atmosphere, taking risks, and supporting new plans and innovations both financially and psychologically.

The results of this study were in line with Kassof et al.'s (2007) in which they found out creative behaviour is fostered with various determined values and is prevented by some others, and the fact that creative revenue promotes synergistically by means of relationships between individual's value type and internal motivation. It also concurs with the results of Kim et al.'s (2010) study, in the sense that the manager enhances employees' creativity through creating an appropriate setting for the creativity to emerge. In the current study, atmosphere has been considered as a component to internalize job values that results in creativity enhancement. Increasing creativity in organizations can improve the quality and quantity of services, decrease the costs, prevent resources from being wasted, decrease bureaucracy, increase efficiency, and make the employees motivated and satisfied. If the organization can realize individual job values, it can exploit employees' creativeness to the full and put all their energy, innovation, and aptitude under one shared goal.

REFERENCES

[1] Rahimi-Moghaddam (2005), Entrepreneurial organization. Janan Publications.

[2] Berings D.Fruyt F.D.Bowen R. (2004). Work values and personality traits as predictors of enterprising and social vocational interests. Personality and Individual Differences. 36:349-364

[3] Bilke G,Frohlich J,Ehiert S,Pirer K,Dietl E,Hanes T.J,Frerris G.R. (2011). Socialist theory and work behaviour: olls of work vaus and political skill in job per romance and perform ability assessment orals of Vocational Behaviour. Available from: Eslevir.com

[4] Rounds J B. and Armstrong P I. (2005) .Assessment of needs and vales. in S.D. Brown and R. w. lent,(EDS).career development and counselling .Hoboken, Nil Wiley

[5] Leuty M.E. & Hansen J I C. (2011). Violence of construct validity for work vales. Journal of vocational behaviour. In Press

[6] Braten. L. & Stromso. H.I. (2008). Job values in professional education: the role of achievement goals. Scandinavian Journal of Educational Research. 25:3.259- 277

[7] Super D E and Super. (2001) .Opportunities in psychology careers. New York: Mc Grow-Hill

[8] Munoz Doyague M F. Gonzale Z. Alvarez N and veto M. (2008) .An examination of individual factors and employee is creativity: the case of Spain. 20(21)-33

[9] Matins E C. Terblanche F. (2003), building organ notational culture that stimulates creativity and innovation. European Journal Of In novationManagement.6(1):64-47

[10] Kim T. Alice Hon H Y. Rolee D. (2010). Proactive personality and employee creativity: the effects of job creativity. requirement and supervisor support for creativity

[11] Vincent Deeger M. Lens W. and Deci E L. (2006) .Intrinsic versus extrinsic goal contents in self-determination theory: Another look at the quality of academic motivation. Educational psychologist, 41:19-31

[12] Yam.Rc.M.Guan.J.C.Pun.Kf.anTang.E.P.Y.2004. An audit of technological innovation capabilities in Chinese firms: some empirical findings in Beijing Hina. Research policy,33(8): 112 3-1140

[13] Tidd, J., Bessant, J. and Pavitt, K. (2001), *Managing Innovation Integrating Technological Market and Organizational Change* (Second edition), Wiley, Chichester.

[14] Christina E. shally, Lucy l,Gilson.2004.what leaders need to know :a review of social and Contextual factors that can factors or hinder creativity .The Leadership Quarterly 15:33-53

[15] Andriopoulos C.2001. Determinants of organizational creativity. Journal of Management Decision 39:10: 834-840. www-emerald-library.com