The Relationship between Organizational Development and Creativity among High School Teachers in the Education District Two of Tehran

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ABSTRACT
The aim of this study was to examine the relationship between organizational development and creativity. Statistical population consisted of all high school teachers in the education district two of Tehran in the academic year 2013-14 which composed of 643 persons (179 males and 464 females). The research sample consisted of 240 subjects which were selected for the study using stratified random sampling and based on Cochran formula. The study was conducted in correlational descriptive method, and organizational development questionnaire (French and Bell) and creativity questionnaire (Randsepp) were used to collect data, also the Pearson correlation coefficient and multivariate regression coefficient were used to analyze the data. The results showed that there is a significant correlation between the organizational development and creativity, also there is a significant correlation between all aspects of organizational development and creativity and among its dimensions, and supervision is the stronger predictor for creativity than other variables.

Keywords: organizational development, creativity, education, teachers.

INTRODUCTION

Undoubtedly today's world is the world of human beings, and human beings are the custodians of various organizations. Without human, organizations not only do not have any significance but also it will not be possible to manage them. On the other hand, the human social life requires cooperation, collaboration and satisfaction of mutual needs. This has led to division of labor and development of various expertise and skills, and has added to quantitative and qualitative progress,
and its implications and has extended its organized social relations in the form of institutions, agencies and more or less specialized units.

Development of the country is not possible without development of human resources. Human resource development in general can be applied by quantitative and qualitative increasing and improving of his abilities and skills. In terms of French and Bell, organizational development (OD) is a long-range effort and it is supported by senior management to improve organizational problems and the reconstruction processes, particularly through an effective management and based on teamwork and a corporate culture with cooperation of a facilitator consultant and applying theory and technology of practical behavioral sciences including scientific research. Organizational development is planned as a strategy for change and it is significant in using techniques and technologies of behavioral sciences. Considering the role it plays in the behavioral attitude and change, it could provide the necessary conditions for required changes in the organization which are sometimes accompanied with creativity and innovation.

According to the importance of creative and innovative workforce, organizations that provide proper atmosphere for innovation, derive benefit from competitive advantages. On the other hand, to create creativity and innovation, it is needed that managers attract the attention of staff to development of the organization and creation of jobs and processes and new products. In other words, the more open the atmosphere is, the more the creativity and innovation will be; and the more closed the environments is, the lower the creativity and innovation will be.

Creativity is taking a different look at those events that other people also see them. Creativity is trying to make a purposeful change in the social or economic ability of the organization and using mental abilities to create a new thought or concept. Torrance has introduced creativity as the process of feeling the problems, issues, gaps in information of missing elements, conjectures and development of hypotheses about these defects and testing these conjectures and possibly revising them and eventually transferring of results. So considering the above introduction, it was found that in the current complicated world in which we are witness to the very intense competitions of various communities for access to the latest technology and power supplies, gifted and creative people and innovative thinkers have very high and valuable status as the most precious capitals. Therefore, the chance to acquire potential creativity can be a vital issue in every society. However, the organizational development is equal with the transformation of corporate culture as well as a planning process. Also, if managers seek to change and improve the development, efficiency, performance and organizational effectiveness; they should pay special attention to factors such as personnel creativity. With regard to the above introduction, in this study the researcher attempts to work on the relation between organizational development and creativity.
Pourthahmasebi et al. conducted a research on “the relationship between personal and organizational factors and the creativity of secondary school managers in Ardebil”. The results of data analysis showed that personal and organizational factors affect creativity. Among the personal factors; personality traits, cognitive styles and learning styles and among organizational factors; leadership styles, organizational structure, reward system in the organization, the atmosphere and resources of organization have a significant relation with creativity.

Edward investigates in a study the factors facilitating the application of innovations in organization. He also shows that when the atmosphere is receptive and facilitator of change and also a creative, innovative and supportive leader manages the organization, the staff will be more receptive of innovation and creativity in the organization and the organization itself will be more willing to change and creativity. Politz by conducting a study entitled “Predicting the result of scattered leadership from the environment of creativity and productivity” found that organizational factors such as the favorable environment, encourage employees to cooperate and influence their creativity by inducing motivation.

Thus, according to the above introduction and based on the review of literature, the following hypotheses were considered for doing this study:
- There is a significant relationship between organizational development and creativity.
- There is a significant relationship between the dimensions of organizational development and creativity.
- Creativity of teachers is predictable through the components of organizational development.

METHODOLOGY

This study is practical in terms of purpose and correlational in terms of methodology and it is applicable in the form of fieldwork. The statistical population consists of all secondary school teachers in the education district two of Tehran in the academic year 2013-14 that their number according to the department of education in the district two was 643 people (179 males and 464 females). A sample of 240 subjects (67 males and 173 females) was selected from the statistical population by the stratified random sampling based on Cochran formula. For data collection, two standardized questionnaires were used: 1. Organizational development Questionnaire of French and Bell (1989) and (2) creativity questionnaire of Randsepp (1979). In order to test the reliability of the questionnaire, the Cronbach's alpha was used. The reliability of the organizational climate questionnaire was 0.735, and in creativity questionnaire it was 0.724. To test the validity of the questionnaire, content validity; and to analyze the data gathered, the
methods of inferential statistics (Pearson correlation coefficient and multivariate regression coefficient) were used.

RESULTS
First hypothesis: there is a significant relationship between organizational development and creativity.
To investigate this hypothesis, the statistical method of Pearson correlation coefficient is used.

Table 1. Correlation between the organizational development and creativity

<table>
<thead>
<tr>
<th>Creativity</th>
<th>The correlation coefficient</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organizational development</td>
<td>0.608</td>
<td>0.0001</td>
</tr>
</tbody>
</table>

According to the above table, it can be found that the obtained correlation coefficients are equal to (0.608) in the level (0.0001), and since this level is lower than the acceptable amount (0.05), so this coefficient has become significant (p<0.01). Therefore, there is a significant correlation between the organizational development and creativity.

The second hypothesis: there is a significant relationship between the dimensions of organizational development and creativity.
To investigate this hypothesis, the statistical method of Pearson correlation coefficient is used.

Table 2. Correlation between the dimensions of Organizational development and creativity

<table>
<thead>
<tr>
<th>Creativity</th>
<th>The correlation coefficient</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge of objectives</td>
<td>0.391</td>
<td>0.0001</td>
</tr>
<tr>
<td>Standards</td>
<td>0.536</td>
<td>0.0001</td>
</tr>
<tr>
<td>leadership</td>
<td>0.198</td>
<td>0.002</td>
</tr>
<tr>
<td>cooperation</td>
<td>0.627</td>
<td>0.0001</td>
</tr>
<tr>
<td>Supervision</td>
<td>0.649</td>
<td>0.0001</td>
</tr>
<tr>
<td>Professional development</td>
<td>0.549</td>
<td>0.0001</td>
</tr>
<tr>
<td>Learning environment</td>
<td>0.385</td>
<td>0.0001</td>
</tr>
<tr>
<td>Participation</td>
<td>0.404</td>
<td>0.0001</td>
</tr>
</tbody>
</table>

Considering the above table, it can be found that the correlation coefficients were equal to (0.391, 0.536, 0.198, 0.627, 0.649, 0.549, 0.385, 0.404) that all are
obtained in a significance level less than (0.01), therefore all the coefficients have become significant (p<0.01), so there is a significant correlation between all aspects of organizational development and creativity.

The third hypothesis: the creativity of employees is predictable through elements of organizational development.

To investigate this hypothesis, multivariate regression was used in stepwise manner.

Table 3. Analysis of variance and statistical characteristics of regression between dimensions of organizational development and employee creativity

<table>
<thead>
<tr>
<th>steps</th>
<th>Variables</th>
<th>R</th>
<th>R²</th>
<th>F</th>
<th>P</th>
<th>β</th>
<th>T</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td>supervision</td>
<td>0.649</td>
<td>0.42</td>
<td>172.7</td>
<td>0.0001</td>
<td>0.649</td>
<td>13.1</td>
<td>0.0001</td>
</tr>
<tr>
<td></td>
<td>Supervision Awareness of goals</td>
<td>0.593</td>
<td>0.35</td>
<td>95.8</td>
<td>0.0001</td>
<td>0.396</td>
<td>4.4</td>
<td>0.0001</td>
</tr>
<tr>
<td></td>
<td>cooperative</td>
<td>0.587</td>
<td>0.34</td>
<td>67.5</td>
<td>0.0001</td>
<td>0.232</td>
<td>2.5</td>
<td>0.01</td>
</tr>
</tbody>
</table>

According to the above table, it can be found that the regression between the dimensions of organizational development and creativity has progressed up to three steps. The data in the above table shows that the F ratio and significance level of it in the first stage represent the significant effect of supervision variable in the regression equation. In this stage, the effect of regression was obtained (F = 172.7) that is significant at the significant level (0.0001). The calculated coefficient of determination on the basis of this variable is (0.42), that is, the variable (42) predicts the percentage of variance in creativity. F ratio and the significance level of it in the second stage represents the significant effect of supervision variables and awareness of the objectives in the regression equation. In this stage, the effect of regression is obtained (F = 95.8) that is significant at the significance level (0.0001), and the calculated coefficient of determination on the basis of this variable is (0.44), this means that these variables predict (44) percent of the variance of creativity. F ratio and the significance level of it in the third stage represent the significant effect of supervision, awareness of the objectives and the cooperation variables in the regression equation. In this stage, the effect of regression is obtained (F = 67.5) that is significant at the significance level (0.0001), and the calculated coefficient of determination on the basis of this variable is (0.46), this means that these variables predict (46) percent of the variance in creativity. According to results of this hypothesis, it can be concluded that supervision is stronger predictor for creativity compared to other variables.
CONCLUSION

The purpose of this study is to investigate the relationship between the organizational development and creativity of high school teachers in education district two of Tehran. The results showed that: there is a direct and significant relationship between organizational development and all aspects of it with creativity and among its aspects, supervision is stronger predictor for creativity compared to other variables.

Creativity and organizational innovation, stimulate the growth, development and maturation and provide capabilities, facilities and new opportunities for the activities and programs of the organization. Positive and constructive outcomes of creativity and innovation increase flexibility and improve the learning potencies and capabilities of the organization. The best existing cultures always encourage creativity. In today's turbulent world, creativity and innovation seem essential to any organization and organizations cannot play only mechanical role like the past. The growing trend of technology and intense competition in the industry and various organizations, has made the need for creativity and innovation inevitable. In a world that is rapidly changing, stagnation and lack of innovation will bring nothing to the organization but failure. So creativity is essential to any organization and the organizations should create necessary conditions in this field. The education system is the pillar and foundation of any development in human society and development in all aspects of life depends on this system. Therefore, any negligence about the system is irreversible.

Creativity and innovation are the most important objectives of education and one of the most important missions of educational organizations. To develop and strengthen creativity in educational organizations, most of all, creative and innovative management is effective and efficient, because the attitude and belief of educational managers towards creativity and modernistic enthusiasm in organization and themselves can transform the learning environment to the center of changes and innovation. So if school managers along with management skills, take advantage of knowledge and skills of creativity and innovation, the fields for creation and development of creativity will be provided in the schools.

Beliefs about the required characteristics of an ideal organization, of course, will affect the way for development of organizations. Organizational development consists of procedures that are intentionally used and as a result, overall effectiveness of the organization is promoted and also the capacity for future changes increases. Two objectives should be pursued in the development of organization:

1. Improvement of the overall effectiveness and not just the efficiency in a duty area.
2. The capacity of future changes (i.e., development does not stop after the initial improvement.)

In general, organizational development can be summarized in to conscious practices that through these practices, the overall effectiveness of organization that is an important part of its productivity will be improved and the capacity to change for the future will be expanded. In fact, organizational development is aimed to resolve known weaknesses of the organization and strive to achieve the predetermined and ideal conditions of it for a bright future. In both mentioned cases, organizational culture and organizational climate influence the decisions taken in relation to organizational goals and means of its development. Excellent organizations, by applying the criteria of organizational development as a framework for the management of their organization which covers all the aspects of it, move towards excellence and objectify the core concepts of organizational development and excellence in an environment based on the values of organizational development. These organizations consider the achievement of sustainable objectives due to the implementation of measures which have become integrated within the framework of excellence criteria and the organizational development approaches and always improve. However, the organizational development as a planning process is equal to the organizational creativity and any change in the organization cannot be effective regardless of creativity and innovation.

The results indicate this important issue that the organization development and its dimensions are significantly associated with staff creativity. By regulating the development culture in an organization such as education, the creativity of it and its employees can be increased or decreased, that is, as much as the development culture of an organization is close to its collaboration culture, creativity in that organization and the staff will be higher and vice versa. Hence, based on the results and the theoretical principles of research in order to institutionalize creativity and innovation, it is essential for the management to use a variety of ways to bring creativity and innovation as a high value to the corporate culture and strengthen it.

Therefore and due to this fact that some of the experts have considered the discipline and existence of development-oriented organizations as a proper platform for outburst of creativity, and according to these conducted researches, factors such as wise court, applying rules, appropriate administrative system, the correct guidance of affairs in process of the progression in solving and especially, the meritorious establishment and management of survey and evident seeking meetings, and motivation of sudden and new ideas (brainstorming) play an important role in promoting effective creativity.

Also the other factors that facilitate and enhance the creativity of the organization are proper structure and formations in accordance with the objectives of the
The Relationship between Organizational Development and Creativity among...

organization that in this regard, the organizational development acts as a proper structure for creativity and innovation in the organization.

Therefore, based on the obtained results, following recommendations are offered to improve organizational affairs:

- Holding educational workshops to familiarize the teachers with the effective elements of organizational development in realizing the work environment and their effects on creativity and give them more knowledge, information and skills related to making effective human relations in the education and schools. Also by conducting training workshops, make the staff more aware about their roles and responsibilities and place these duties in line with the objectives of the organization to increase staff accountability.

- To develop creativity among teachers and to activate the working groups of teachers and increase cooperative and friendly relations in them, it is recommended that in addition to considering appropriate formation of groups, their needs such as sufficient interest, autonomy and the possibility of continuous training members should be fulfilled. Also, to create more intimacy and cooperation among teachers, the creation of formal and informal groups among them will be encouraged.

- It is recommended that, to maintain the originality of educational organizations and improve staff motivation, the cooperative styles be used to create commitment and accountability in the staff. It is also hoped that with the participation of employees in decision-making and taking necessary measures to improve the organizational environment, more effective steps could be taken to improve organizational development.

Management based on partnership is one of the features of development and it is required according to the study results and other similar researches in this field that, directors of education adopt this approach in their management style to replace some of the conventional methods. Because this management style in addition to sharing and handing over the responsibility to employees and the exchanging of ideas and freedom of thought, strengthens the organizational environment and provides pleasant environment for the growth and development of staff and makes more information resources available for managers to make decisions. This will lead to such a condition that managers could establish effective internal and external communications.
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