

# Pharmacophore

ISSN-2229-5402

Journal home page: <http://www.pharmacophorejournal.com>



## EXAMINING THE RELATIONSHIP BETWEEN FACTORS RELATED TO THE CREATIVITY OF THE MANAGERS OF NAZARKAHRIZI DISTRICT

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### ARTICLE INFO

#### Received:

03<sup>th</sup> Jun 2017

#### Accepted:

29<sup>th</sup> Nov 2017

#### Available online:

14<sup>th</sup> Dec 2017

**Keywords:** *creativity, self-confidence, perseverance*

### ABSTRACT

The study was conducted to examine the relationship between the factors related to the creativity of managers of Nazarkahrizi District. The research method is descriptive-correlational. The population was 135 managers of Nazarkahrizi District and all teachers working in schools who are 335 people. The sample was composed of 58 managers and 116 teachers who were selected through random stratified sampling. The opinions of the supervisor and advisor professors were used for instrument validity and for calculating the reliability, Cronbach's alpha test was used which was 0.949. The results showed no direct and significant relationship between the elimination of managers' habits and creativity in different educational levels in the population, but there was a direct and significant relationship between encouragement, perseverance, courage, evaluation, self-confidence with creativity. Some suggestions were presented according to the findings.

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**To Cite This Article:** Mohammad Reza Kazemi Mehr\*, Asadollah Khadivi, (2017), "Examining the relationship between factors related to the creativity of the managers of Nazarkahrizi District", *Pharmacophore*, 8(6S), e-1173367.

### Introduction

A question continuously preoccupies the mindset of the curious people that why an organization has made better progress, whereas a similar one, which has had better conditions in resources and productivity facilities, has lagged behind.

People always have this question in their minds about the performance of a group compared to a similar group or someone with relatively similar conditions to another successful person. In response to the above questions through a realistic view, we can recite a variety of causes, including beliefs, values, and cultural, economic, geographical, and other ones. There is little disagreement in the overall response so far. What takes us into the context of the larger realities is a secondary question: what important element determines the progress and success of some countries, groups, the individuals and causes some others to be retarded and have poor performance? An in-depth study of the history of the progress of a group or successful people compared with others show that the main reason for the success of individuals is the creativity and innovation, and the success of organizations comes from the creativity of their managers. The phenomena of creativity and innovation, as well as many human attributes, are found in many human species, and motivations and environmental and personal circumstances reveal the creativity. Managers can accelerate the dynamics and efforts of their colleagues with their own creativity. Here, the role of the staff of organizations, especially top managers and inspectors, in creating the necessary context for the emergence and growth of success in comparison with other similar organizations, is the creativity and innovation of managers of successful organizations. For instance, schools with the same conditions that can overtake other similar schools (in terms of education, training, etc.) are clear reasons for this. However, several factors can also affect

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managers' creativity, or in other words, different factors can create the creativity of managers, and this study tries to reveal those factors.

Leadership and management are the ability to influence a group to achieve a goal or goals, the source of which can be formal, such as being the authority for the management of an organization.

The definitions used about management show that successful managers and leaders are those who can help the subordinates to achieve their goals by fostering hope in their hearts. The most important question raised by the Greek scholars of the ancient time and even today in the 21st century has not received a convincing answer is:

“How can people be motivated to maximize their talent and ability to reach the organization's goals?” After this general question, several similar questions have been raised on how people and even managers can be encouraged to utilize their thinking, power, expertise, innovation, and initiative in group-work and help the organization fully with their great efforts (1).

The managers of the educational centers can be a source of great changes in the schools given their potential capabilities, talents, and skills they have gained during their studies and education. However, what matters and is the issue of this research too is how one can cause their volunteer and eager strive to achieve educational goals, what factors can flourish their creativity for effective school management as any kind of creativity and ability of school administrators encourages school teachers, and increases the incentive for their efforts. If senior managers of Education cannot use the creativity of school principals in the management of scientific and educational centers, the organization's dynamism and creativity will be questioned gradually. Thus, the creativity, potential abilities and talents of managers of educational centers must be utilized to prevent the burnout of education.

Therefore, the officials of education departments should utilize innovative and creative managers to lead the training centers according to the indices affecting creativity of managers, of which self-confidence, the elimination of habits of traditional managers, courage, perseverance, evaluation of managers, encouragement of managers can be cited.

In an organization, creativity can be manifested in a new commodity, in offering a new service or in a new way of doing things, although this discussion diverts the process of creativity. At the same time, this implies that organizations not only create new ideas but also convert them into scientific subjects in the working world (2).

According to Bennard Boss, creative leaders show two kinds of behaviors: leaders who have a scientific behavior and those who bring about change. Leaders with a scientific behavior, or are the man of action, determine what subordinates must know do to reach their own and organizational goals, classify the needs and conditions, help subordinates to gain self-confidence, and achieve their goals through increased activities. However, the leaders causing changes (so-called creative leaders) provoke subordinates to do more than they are expect to do, and the subordinates are justified to understand the value of what they do. Such a feeling gives the impression that for the sake of an organization or a larger institution, we must boost our personal profits- raise our needs at a higher level- have self-respect, and try to be successful. Elsewhere, in his research findings, Nikjou writes “To crate creativity, only by working hard and persevering, and putting off fears, and habits one can be innovative and creative (3).

The results of the research by Nikjou are valuable when used for the growth and excellence of individuals and society. In the history of human civilization, those inventions and discoveries have been sustained and accepted by the society that have been able to prevent the loss of energy, bring about ease in any field, and facilitate human growth and development. In fact, no innovation is valuable alone and it is validated when compared with and evaluated by its impact on society. In short, anything new must be useful to humans to be considered as a product of creativity (4).

The low level of creativity of managers has made the majority of schools be run in a stereotyped way, making it impossible to use potential capabilities at schools. However, several factors such as existing rules can have a role in this. Nevertheless, without examining and addressing the problem, the possibility of developing education is improbable.

Given the points examined in Bernard Bass's study, one can claim that what can transform the existing education into dynamic and creative education is creating a creative and innovative spirit in the members of the system, and most importantly, creating a creative spirit at the level of its managers. In other words, some conditions should be created in management of education that individuals accept the phenomenon of change. The field of creativity must be provided for the managers of educational centers, and this is of great importance because if we cannot coordinate the education structure with the new social needs and conditions, we will have old and dilapidated schools not able to estimate the current needs of the students. Therefore, any research and study aimed at creating creativity, dynamism, and transformation in education is of particular importance. Thus, the studies that lead to recognition of factors affecting the creativity of managers should be supported.

### **Different perspectives on creativity**

Creativity is a complex concept. This complexity is due to its being examined from various aspects and perspectives, some researchers have considered it the product of the nature, and some others nurture. Most scholars nowadays consider creativity as the shared product of genetic make-ups and environmental stimulus. According to different perspectives, various definitions they been provided. The most commonly used definition is “presentation of a new and different idea.”

Divine inspiration, vital force, cosmic force, auto-associativity, flourishing and the result of thought and divergence are among the terms educators put forward in the definition of creativity.

From Torrance's point of view, creativity is a process that involves sensitivity to issues, deficiencies, and deadlines, the sensitivity that is followed by identifying the problem, followed by search for solutions to problems, and the design of hypotheses for this purpose. Then the hypotheses and solutions are tested and the necessary changes are made.

From Piaget's point of view, creativity is one of the central issues in the psychological system. This system is essentially a psychological or genetic process that studies cognitive phenomena, including intelligence and creativity, in the process of human transformation from the beginning of life to the old ages. In this approach, creativity is relative since originality or newness must be measured in relation to the person self. Therefore, all children from infancy to adolescence find and create new things through sensory-motor, pre-operative, operational and abstract thinking experiences.

Some other experts in psychology believe that creativity is based on two attitudes "ingenious" and "ordinary thinking," or in other words, they consider two methods to define creativity. Ingenious attitude, in which creativity is considered due to the exceptional processes of thinking that can be clearly seen in solving the problem, creativity is limited to "ordinary thinking" in conjugation with the past. This means that creative thinking begins with our knowledge, but based on new information due to situations, it goes beyond the past.

In the case of creativity, theorists of attitude "ingenious" suggest several patterns of thought (e.g. divergent thinking, unconscious thinking, developmental thinking, insight, and distant association). The aim of these theorists is to give the creative thinker the chance to go beyond tradition and go beyond his own experience.

#### **Barriers to creativity**

1) Individual barriers to creativity include lack of self-confidence, fear of criticism and failure, the desire for convergence, lack of mental focus, shyness, inability to tolerate ambiguity and conflict, commitment and flexibility.

2) Social barriers to creativity: familial issues and educational environment

3) Organizational barriers to creativity include factors related to organizational structure management, corporate culture, organizational culture and education.

A) Management: In this regard, issues such as intolerance to failure, intolerance of criticism, leadership practices, and negative attitudes toward subordinates' ability can be mentioned.

B) Organizational Structure: In this regard, issues such as limited organizational communication, inaccurate evaluation of performance, mechanical structure, and inflexibility can be mentioned.

C) Organizational culture: In this regard, factors such as lack of space for innovation support, and lack of social responsibility can be mentioned.

D) Education: In this regard, we can note issues such as the weakness of sustainable education and lack of continuous education in the field of work issues (5).

#### **Literature:**

In a study, entitled "Investigating the relationship between the motivation for advancement, the source of creativity control and academic achievement among high school students in Tabriz," Ghafouri (6) found a positive and significant relation between creativity and motivation, the source of internal control with academic achievement.

In a study entitled "Self-development measurement and its relation to creativity," a positive correlation was found between self-development and creativity.

Smith and Tegano (7) conducted a study on the relationship between self-concept and creativity in late adolescence. The results showed that subjects whose creativity score was low had better psychological actions in six dimensions out of eleven dimensions of self-concept questionnaires.

In another study, McDougall (8) points out that one of the important factors that promote creativity in the individual is mental health of the personality. McDougall refers to the contribution of environmental and external factors in the development of individual creativity, including the internal factors associated with this issue of sexual personality.

McDougall points out that for being creative, a unique and independent identity is necessary and essential.

In their study entitled "Self-esteem is a necessity for creativity and creation," Shackle and Sinha (9) found that self-esteem and self-respect are meaningfully associated with creativity. In other words, these researchers find that self-esteem is essential for creators and creativity.

Michigan State University of the United States conducted some experiments on creativity on 250 students at the University of Michigan about spending more time thinking about a problem. The mentioned experiments have proven the hypothesis that with more investment, a more flexible and creative approach to deal with the problem is made possible.

#### **Research Questions**

1. What is the status of creativity of the managers of Nazarkahrizi ?
2. What is the status of each of the factors associated with creativity?
3. Is there a relationship between the encouragement of school principals and their creativity?
4. Is there a relationship between the perseverance of school principals and their creativity?
5. Is there a relationship between the courage of school principals and their creativity?
6. Is there a relationship between the elimination of habits of school principals and their creativity?

7. Is there a relationship between the assessment of school principals and their creativity?
8. Is there a relationship between self-confidence of school principals and their creativity?
9. Is the creativity of school principal different according to their education?

### Research Methodology

This research used descriptive-correlation method.

The population consisted of all male and female managers and teachers working at the schools in Nazarkahrizi area in 2007. According to the statistics from the Education Office of that region, the number of directors is 135, and the number of teachers is 335. According to Cochran's formula and by applying the formula of adjusting sample size, the managers were estimated 58 and for each manager, 2 teachers of their schools (116 teachers) were randomly selected and answered the questionnaire.

Gagulin's Creativity Questionnaire was used to assess the creativity of the managers; and to assess perseverance, courage, tendency to eliminate habits, interest in evaluating managers, interest in encouragement and trust in managers, a 30-item researcher made questionnaire was used with option very low, low, average, high, and very high.

In order to ensure the validity, the questionnaire was given to two professors and their views were applied in the questionnaire. Then, 20 teachers completed the questionnaire and Cronbach's alpha of reliability was determined 0.949.

### Findings and Discussion

Question 1: What is the status of creativity of managers of Nazarkahrizi District?

Using descriptive statistical indices, we estimated the level of creativity of the managers of Nazarkahrizi District as follows: mean 2.31, standard error 0.02, standard deviation of 0.14, variance 0.02, skewness 0.47, kurtosis 1.18, minimum creativity 2.02, and maximum creativity 2.76. Creativity in Nazarkahrizi District had an average to high score that is acceptable. The reasons for this can be giving importance to creativity by the Education of the region, presenting initiatives and initiatives, encouragement of initiative and creative managers, the introduction of innovative and creative managers by the administration that can be an incentive for other regional managers.

Question 2: What is the status of each of the factors associated with creativity?

Using statistical indices, we determined the status of each of the factors associated with creativity as follows:

	Encouragement	Evaluation	Self-confidence	Courage	Elimination of habits	Perseverance
Mean	3.88	3.81	4.09	4.14	4.01	4.16
standard error	0.05	0.04	1.05	0.05	0.06	0.07
Standard deviation	0.42	0.34	0.38	0.40	0.47	0.54
Variance	0.175	0.11	0.15	0.16	0.19	0.29
Skewness	-0.34	0.66	0.3	-0.26	0.32	-0.25
Kurtosis	-0.56	1.55	0.05	0.01	0.47	-0.91
Minimum	2.93	3.07	3.25	3.08	3.08	3.1
Maximum	4.73	4.93	5	5	5	5

Examining minimum score for creativity (2.93) and the maximum creativity scores (4.73) indicates that the creativity scores in Nazarkahrizi District is high, which is due to its encouragement, evaluation, self-confidence, courage, elimination of habits, the perseverance of managers, giving importance to creativity, and the presentation of initiatives and plans by the Education of Nazarkahrizi District.

Question 3: Is there a relationship between the encouragement of school principals and their creativity?

In this hypothesis, according to the Pearson correlation test, at the level of 0.05, the null hypothesis is rejected and the hypothesis is confirmed, so that as the school principals are encouraged to be prevented from a particular behavior, their creativity grows. This research is in line with the research of Ghafouri (6) regarding encouragement. From my point of view, as motivation can be created by encouragement and be an introduction to creativity, and as self-control is high, it explains the cause of the relationship.

Question 4: Is there a relationship between the perseverance of school principals and their creativity?

In this hypothesis, based on the Pearson correlation test at the level of 0.05, the null hypothesis is rejected and the assumption of the research is confirmed. Thus, the more school principals do their best to carry out their duties and responsibilities, the more their creativity grows and nurtures. This research is consistent with the research by Ghafouri (6) and Michigan State University regarding perseverance. From my point of view, as creative people can drown themselves in their jobs for hours and spend more time on solving the problem, it explains their belief in their ability, talent, determination, which is a reason for the existence of the relationship.

Question 5: Is there a relationship between the courage of school principals and their creativity?

In this regard, according to the Pearson correlation test at the level of  $\alpha=0.05$ , the null hypothesis was rejected confirming the assumption of the research. Thus, the more courage the school principals have in carrying out their responsibilities and tasks and are not afraid of providing new solutions to problems and issues, and have new methods in daily work and stand up to the controversy of their colleagues, the more their creativity grows and nurtures. This result is more consistent with the research of McDougall (8).

From my point of view, as courageous people can spend hours on carrying out a job, have a lot of effort, and face some resistance to their innovations at schools, but continue with courage to do their job, they eventually nurture their creativity, and this explains the cause of the relationship.

Question 6: Is there a relationship between the elimination of the habits of school principals and their creativity?

In this hypothesis, according to the Pearson correlation test at the level of  $\alpha=0.05$ , the null hypothesis has been confirmed and the research hypothesis has been rejected, so the elimination of the habits of school principals is ineffective in their growth and creativity. From my point of view, as in this research the elimination of the habits of school principals are ineffective in the growth and development of their creativity, the reason for the lack of a relationship is explained.

Question 7: Is there a relationship between the assessment of school principals and their creativity?

In this hypothesis, based on the Pearson correlation test at the level of  $\alpha=0.05$ , the null hypothesis is rejected and the assumption of the research is confirmed. Thus, the more the school administrators are evaluated for the goals are realized or are being realized, and the extent to which the goals are researched, their creativity grows and develops. This research is consistent with the research by Backmaster and Davis (10). Measurements related to self-actualization and realization of the desired goals has led to creativity. From my point of view, as in this study the evaluation of school principals, which reveals the extent to which the desired goals are realized, brings about the growth and prosperity of their creativity and in Backmaster and Davis (10) study, the measurement of self-actualization and realization of goals have led to creativity, the cause of the relationship is justified.

Question 8: Is there a relationship between the self-confidence of school principals and their creativity?

In this hypothesis, based on the Pearson correlation test at the level of  $\alpha=0.05$ , the null hypothesis is rejected and the assumption of the research is confirmed.

Thus, as administrators of schools have self-confidence and accept their own abilities and skills, their creativity grows and develops.

This research is consistent with the studies at the University of California-Berkeley Personality Assessment Research Institute and Carnegie Endeavor Foundation and Ghafouri (6), which means that the managers' motivation, self-confidence, and belief in their skills and abilities have contributed to their creativity. From my point of view, as in this research, the more school administrators are confident and accept their own abilities and skills are, the more they progress and flourish, and in the research conducted in this regard, the self-confidence of managers and belief in their skills abilities have caused their creativity the cause of the relationship is explained.

Question 9:

Is the creativity of school administrators different according to their education?

In this hypothesis, according one-way ANOVA test, at the level of  $\alpha=0.05$ , the null hypothesis is confirmed and the assumption of the research is rejected. Thus, the increase in the level of education of school principals does not have much effect on the growth and development of their creativity. This research is not consistent with Ghafouri's research (6) i.e., the level of education and academic achievement has given rise to creativity. From my point of view, because in this study, increase in the level of education of school principals did not have much effect on their creativity development, but in the researches done in this regard, the level of education and academic achievement has led to creativity, the reason for the lack of the relationship is explained.

### **Discussion and conclusion**

Lack of attention to the creativity of the managers creates a number of problems in resolving administrative affairs in schools. These problems include solving administrative problems of schools over a long and some other unresolved problems, the wastage of material resources and work force at schools, the disappointment of principals in issues related to teaching and other duties, and negative effects on students' academic achievement. Each of these problems are seen in the field of administrative and educational affairs in Nazarkahrizi District. Therefore, the officials of the education departments should use managers innovative and creative in the leadership of the educational centers of the region with regards to the effective indicators of creativity of managers, including self-confidence, the removal of habits of traditional management of managers, perseverance, the evaluation of managers, and the encouragement of managers. These problems are considered as problems of neglecting the creativity of managers in Nazarkahrizi District, and through scientific research study of these problems, we can access the optimal results for solving problems.

### **Suggestions:**

1. Considering the significant relationship between encouragement of managers and their creativity, it is recommended that heads and managers of educational encourage more managers to create their creativity and talent.

2. Considering the significant relationship between managers' perseverance and their creativity, it is recommended that school principals increase their perseverance and study at an excellent level to create creativity.
3. Considering the relationship between courage of managers and their creativity, it is suggested that school principals show courage in solving various problems and issues so that their creativity develop.
4. Considering the direct relationship between the evaluation of managers and their creativity, it is recommended that managers and heads of education departments evaluate school administrators on an ongoing basis to increase their creativity.
5. Given the relationship between managers' self-confidence and their creativity, school principals are encouraged to boost their self-confidence and believe in their creativity.

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