An Analysis of the Relation between the Organizational Creativity Perceptions and Life Satisfaction Levels of the Teachers

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Abstract

The purpose of this study is to determine the relations between the organizational creativity perceptions and life satisfaction levels of the teachers. This study is conducted in descriptive survey method. Satisfaction with Life Scale and Organizational Creativity Scale were used to collect data from 233 primary and secondary school teachers working in Yakutiye county of Erzurum. In the analysis of the obtained data, arithmetic mean, standard deviation, Pearson's product moment correlation and simple linear regression analysis were used. The findings show that there is a statistically significant and positive relation between the perceived organizational creativity perceptions and life satisfaction levels of the teachers and the life satisfaction levels of the teachers is a significant predictor of their organizational creativity perceptions.

Keywords: organizational creativity, life satisfaction, educational administration

1. Introduction

The organizations are systematic structures formed of people who serves for the same cause. Operation of these structures requires as much ability and intelligence as founding them. Organizational creativity which we refer as the ability to use the intelligence has an important function in operating these structures and reaching their aims.

If creativity is defined as the action to change himself and the world (McGill, Slocum & Lei, 1992, cited by Balay, 2010), it can be concluded that creativity in an organization depends on the change. If considered that the most important factor in an organization is mankind, he plays the most important role in organizational change (Helvacı, 2010). In this context, developing the human resources and revealing the creativity of the employees in an organization form the basic elements of the organizational effectiveness.

Organizational creativity means perceiving the right patterns in the chaos, testing, using one of these after selecting and reinventing them by utilizing the feedback; in another words, maintaining operation by learning and being dynamic (Erçetin, 2004). On analyzing the definitions in the literature, organizational creativity is generally defined as "original thinking", "making innovation", "risk taking", "awareness raising", "transcending the known", "abandoning the usual", and "sharing these with others" to some extent. It is seen that there is no place for the common, repeating, usual, rules and borders in this process (Balay, 2010).

For the organizations, creativity is a process which can be revealed by utilizing the power of thinking of the individuals who operate for the purposes of the organization (Çavuş, 2006). Organizational creativity can be defined as making a bid for a common change and development by displaying the staff's individual creativity in the organization (Karacabey, 2011). Considering the fact that organizational creativity, a process arising with the individual creativity, the characteristics, attitudes, values and believes and behaviors of the individual, has an important role in this process.

The components of creativity which is vital for the organizations should not be neglected. Even individual creativity is not solely adequate in terms of organization, it should be started at individual levels to be more creative. In the literature, the factors below attract attention in improving organizational creativity (Andriopoulos, 2001; Zdunczyk & Blenkinsopp, 2007);

1. The structure and operation of an organization,
2. Leadership style,
3. Organizational culture,

4. Organizational climate and the environment of an organization,
5. Resources and the ability to use them.

The creativity potentials of the employees are one of the basic resources of organizational creativity and competitive advantage. The best way to use this resource is to provide a higher quality living and working environment (Barutçugil, 2004). In the studies of Hawthorne who is among the pioneers in human relations approach, it is stated that the reasons why the productivity increase is continuous are factors like creating a group, having strong attachments and friendship in interpersonal relations, and loyalty to the organization arising from the positive relation between the manager and employee even in the environments where physical and technical conditions are checked and have no change (Eren, 2007). In this context, it can be said that life satisfaction also strengthens individual effort and creativity.

The common attitudes of the individual towards the life and his mood in his experiences determine his life satisfaction level (Özdevecioğlu, 2003). Life satisfaction increases productivity with the developments in the psychological system of the individual rather than structural and technical systems (Walton, 1985). In other words, it can be said that life satisfaction is "the perspective, attitude of the individual towards the life". The attitude towards life can be associated with the factors such as happiness of the individual in his life, the quality of his life, expectations from life, etc. It can be interpreted that his life satisfaction level is affected with these factors (Şahin, 2010).

Life satisfaction includes the individual's all positive evaluations related to his all life and appropriate to the criterions that he has created (Diener, Suh, Lucas & Smith, 1985). The level of meeting the employees' needs and their level of satisfaction, in a sense, determine the quality of their occupational life (Jayamma & Naik, 2006). The quality of occupational life is the humanization process of the work and working environment. In this process, the main purpose is to value the employee and to prevail his values as a human (Barutçugil, 2004).

It should be considered that the employee are not just economical creatures but they also have social aspects; they work in an organization to meet their psycho-social expectations and their needs besides their economical expectations. In this sense, organizations have important roles in increasing the life satisfaction levels of their employees (Kaya, 2011). In a study conducted by Gupta & Sharma (2011), it was concluded that variables like adequate wage depending on the quality of their occupational life, fair distribution, safe and healthy working conditions, developing the capacity of the employees and career opportunities affect the life satisfaction levels of the employees.

Teachers are the most important part of educational organizations and without teachers, education services cannot be produced. A teacher, who is self-aware and self-motivating, can understand his feelings, direct himself and his relations, show empathy in his interpersonal relations, find creative solutions to the problems and is satisfied with his life, can be more successful in his professional actions and contribute more to the purposes of the organization (Şahin, 2010).

When life satisfaction is mentioned, the satisfaction of the individual in his all experiences is understood. It is expected that teachers who are satisfied with their lives are more positive in their relations with their students and give more positive energy to their students. In this case, a higher output from the classes and communication with the students can be obtained. That is, whether a teacher is satisfied with his life or not is a situation that has effects on the students, far from being a personal problem of a teacher (Taş, 2011).

Considering that organizational creativity depends on the individuals in the organization, we can see that the life satisfaction levels of the individuals in the organization is another factor that can affect organizational creativity. It can be interpreted that the attitudes and behaviors of the teachers who are in a positive mood in their daily lives besides their professional lives towards the organization can be positive and as a result of this, their ability and will to change and development can be increased. From all reasons above, determining how the life satisfaction levels of the teachers affect their organizational creativity perceptions is of higher importance for the effectiveness of the schools. In this context, it was aimed to determine the relation between the life satisfaction levels and organizational creativity perceptions of the teachers working in primary and secondary schools within the study. Answers to the questions below are sought in line with this purpose:

1. What levels are the life satisfaction of the teachers?
2. How do the teachers perceive the organizational creativity cases in the organizations they work?
3. Is there a significant relation between the life satisfaction levels and organizational creativity perceptions of the teachers?
4. Are the life satisfaction levels of the teachers a significant predictor of their organizational creativity perceptions?

2. Method

2.1 Model

This study was designed in descriptive survey model to determine the relation between the life satisfaction levels and organizational creativity perceptions of the teachers.

2.2 Population and Sample

The population of the study consists of 932 teachers working in state primary and secondary (elementary) schools in Yakutiye County of Erzurum city center in 2013-2014 academic years. The sample of the study consists of 233 teachers working in 8 primary and 8 secondary schools, selected with random sampling method. 109 (46,8 %) of the teachers are males, 124 (53,2 %) of them are females; 104 (44,6 %) of them are classroom teachers (primary school), 129 (55,4 %) of them are branch teachers (secondary school).

2.3 Data Collecting Tools

In the study, two data collecting tools, Satisfaction with Life Scale and Organizational Creativity Scale, were used.

Satisfaction with life scale was developed by Diener, Emmons, Larsen & Griffin (1985) and was adapted into Turkish by Köker (1991). The scale includes five items and each item is evaluated through seven options. The scale is a Likert scale, "Absolutely Inappropriate" (1) and "Absolutely Appropriate" (7) and consists of five items. Cronbach's Alpha of the scale was found .74. Internal consistency coefficient of the scale was calculated as .88 in this study.

Organizational Creativity Scale developed by Balay (2010) consists of 36 items and 3 dimensions as individual, executive and social. The reliability and validity analyses of the scale were done by Balay (2010). Cronbach's Alpha coefficient of the first dimension was found as .92, Cronbach's Alpha coefficient of the second dimension as .93, and Cronbach's Alpha coefficient of the third dimension as .95. In this study, it was determined that Cronbach's Alpha coefficients were, on the basis of dimensions, .88, .84, .95, respectively.

2.4 Data Analysis

In the analysis of the data obtained through the study, arithmetic mean, standard deviation values were used to determine the life satisfaction levels and organizational creativity levels of the teachers. Moreover, Pearson's Product-Moment Correlation coefficient was used to determine the relations between the scores obtained from satisfaction with life and organizational creativity scales, and Simple Linear Regression Analysis was used to determine the prediction level of the scores obtained from satisfaction with life scale for the scores obtained from the organizational creativity scale.

3. Findings

Table 1 indicates arithmetic means and standard deviation values related to dependent and independent variables of the study and correlation coefficients between these variables.

Table 1. Arithmetic mean, standard deviation and correlation values of the variables

Variables	X	S	1	2	3	4
1- Individual	4,02	0,50				
2- Executive	3,53	0,66				
3- Social	3,63	0,54				
4- Life Satisfaction	4,93	0,38	.24**	.21**	.19**	-

n=233, **p<.01

According to the data in Table 1, the average of the life satisfaction scores of the teachers participating in the study is ($\overline{X} = 4,93$). On analyzing the organizational creativity levels of the teachers, the highest point average was found in individual creativity dimension ($\overline{X} = 4,02$) and the lowest one was found in executive creativity dimension ($\overline{X} = 3,53$). On analyzing the correlation coefficients between the variables, it was determined that there is a statistically significant and positive relation between the life satisfaction levels and individual creativity [r=.24], executive creativity [r=.21] and social creativity [r=.19] scores of organizational creativity levels of the teachers working in primary and secondary schools.

Table 2. The results of simple linear regression analysis related to life satisfaction levels and organizational creativity perceptions of the teachers

Individual	B	SH$_B$	β	t	P
Fixed	56,543	2,085		27,121	,000
Life Satisfaction	,317	,082	,246	3,863	,000
n=233, R=.25, R^2=.061, F=14,921 p<.01					

When Table 2 is analyzed, it can be seen that the teachers' life satisfaction score statistically and significantly predicts "individual creativity" dimension of organizational creativity scores [F=14,921, p<.01]. On analyzing standardized regression coefficient (β) and t values in Table 4, it is seen that life satisfaction levels of the teachers is a significant predictor of "individual creativity" dimension of organizational creativity. The results of the study show that 6 % [R=.25, R^2=.06] of total variance in "individual creativity" dimension of organizational creativity can be explained with

the life satisfaction levels of the teachers, and the other 94 % change can be explained with other variables.

Table 3. The results of simple linear regression analysis related to life satisfaction levels and organizational creativity perceptions of the teachers

Executive	B	SH$_B$	β	t	p
Fixed	33,374	2,783		11,991	,000
Life Satisfaction	,367	,110	,215	3,344	,001

n=233, R= .22, R^2=.046, F=11,183   p<.01

On analyzing Table 3, it can be seen that life satisfaction scores of the teachers predicts statistically and significantly "executive creativity" dimension of organizational creativity [F=11,183, p<.01]. When analyzing standardized regression coefficient (β) and t values in Table 3, the life satisfaction levels of the teachers is a significant predictor of "executive creativity" dimension of organizational creativity. The results of the study show that 5 % [R=.22 R^2=.046] of total variance in "executive creativity" dimension of organizational creativity can be explained with the life satisfaction levels of the teachers, and the other 95 % change can be explained with other variables.

Table 4. The results of simple linear regression analysis related to life satisfaction levels and organizational creativity perceptions of the teachers

Social	B	SH$_B$	β	t	p
Fixed	29,464	2,310		12,752	,000
Life Satisfaction	,278	,091	,197	3,053	,003

n=233, R=.20, R^2=.039,   F=9,319   p<.01

On analyzing Table 4, it can be seen that life satisfaction scores of the teachers predicts statistically and significantly "social creativity" dimension of organizational creativity [F=9,319, *p*<.01]. When analyzing standardized regression coefficient (*β*) and t vales in Table 4, the life satisfaction levels of the teachers is a significant predictor of "social creativity" dimension of organizational creativity. The results of the study show that 4 % [*R*=.20 *R*^{2}=.039] of total variance in "social creativity" dimension of organizational creativity can be explained with the life satisfaction levels of the teachers, and the other 96 % change can be explained with other variables.

4. Conclusion and Discussion

As a result of the study, the organizational creativity of the teachers is at high levels in individual, executive and social creativity dimensions. It can be said that the teacher's perception levels in executive and social creativity dimensions is low score interval compared to individual creativity dimension. The results of several similar studies support these findings (Uğurlu & Neslihan, 2014; Karacabey, 2011; Balay, 2010; Celep, 2004; Çift ġi, 2002). It can be thought that this finding has its roots in the tendency of thinking himself superior and different from others. On the other hand, there are studies in the literature which have found that the creativity levels of the teachers and the managers are at low levels (Şahin, 2010, Çoban, 1999). Creative teachers have important roles in training creative individuals. Creativity is a process, however, more importantly creativity can occur not at the end of its process but at any phase of the process (Cengiz, Acuner & Baki, 2006). In such a process, it is thought that having higher life satisfaction levels will contribute to the development of creativity and will make it easier to occur.

It is seen in the study that the life satisfaction levels of the teachers working in primary and secondary schools are at good levels. The results of the studies by Şahin (2010) and Taş (2011) support this finding. There are studies which have found it to be at medium levels. Acar Arasan (2010) determined in his study on academicians that the life satisfaction levels of academicians are at medium levels. Teachers should have adequate life satisfaction levels to develop their student's creative thinking, to create positive learning environment for them and to conduct necessary guidance and assistance.

It was determined in the study that there are positive and significant relations between the life satisfaction levels and organizational creativity perceptions of the teachers working in primary and secondary schools according to the perceptions of the teachers. On analyzing the literature about the subject, we haven't found any study which directly deals with the relation between life satisfaction levels and organizational creativity perceptions of the teachers while we have found that there are several studies which analyze the relation between life satisfaction and organizational creativity characteristics of the teachers with different variables and whose results show similarities with this study. Among these studies, Yılmaz & Izgar (2009) determined in their study titled "analyzing work satisfaction of the teachers working in elementary schools in terms of organizational creativity" that there is a positive and significant relation between work satisfaction of the teachers and organizational creativity in schools. In another words, according to the results of this study, it is expected that the satisfaction from the life of the teachers who consider themselves positively and whose sense of achievement increase depending on their creativity characteristics should be increased.

On analyzing another finding of the study, it is seen that life satisfaction perceptions of the teachers predicts significantly all three dimensions, "individual", "executive" and "social", of organizational creativity characteristics. It was determined that "individual creativity" dimension has the highest prediction level while "social creativity" has the lowest.

Teachers need creative ideas and to learn from these ideas to reach productivity in the schools. Thinking that they display their creativity in their organizations can affect the life satisfaction of the teachers. Some of the conducted studies show that life satisfaction levels of the individuals who are creative are higher (Yılmaz & Sümbül, 2009).

5. Suggestions

As a result of the study, it can be recommended that adequate payments, fair distribution, safe and healthy working conditions, creative and innovative working environment, developing the capacity of workers, career opportunities of personal benefits of teachers should be improved to contribute the teachers to be creative, productive and effective trainers.

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