Representation of a Paradigm for Improvement and Development Shiraz High Schools Principals’ Creativity

Vahab Ghaedi, Ali Taghi Poor Zahir, Nader Gholi Ghourchian, Parivash Jafari

1Educational Administration Phd student, College of Management and Economics, Tehran Science and Research Branch, Islamic Azad University(IAU), Tehran, Iran.
2Associate professor, Department of Management, Tehran Science and Research Branch, Islamic Azad University(IAU), Tehran, Iran.
3Full Professor, Department of Management, Tehran Science and Research Branch, Islamic Azad University(IAU), Tehran, Iran.
4Associate professor, Department of Management, Tehran Science and Research Branch, Islamic Azad University(IAU), Tehran, Iran.

ABSTRACT

Objective: This research aims to deliver a paradigm in order to improve and develop Shiraz high schools principals’ creativity. Background: Research method is casual modeling or structural equation model. Sample includes 183 Shiraz high school principals. Data collection obtained through individual factors, organizational factors and creativity questionnaire. In order to evaluate structural model it was used confirmation factor analysis and structural equation model based on LISREL software. Results: According to structural equation model results, individual and organizational factors specified as indigenous variables and exogenous variable is creativity. Dependent variables predicted through observed variables they were showing in this model. Dependent variable of creativity obtained by observed variable of creativity. Individual factors show the significant power to predict principal’s creativity improvement and development. Evaluated model showed proficiency criteria. Conclusion: Due to research results, addressing these two factors play significant role in high schools principals’ creativity development and improvement and they must be considered in curriculum in order to improve principal’s creativity.

INTRODUCTION

Nowadays needs modern organization and modern organizations needs modern leader. Leaders not only have wisdom and classic educations but also in modern organizations equipped with new thoughts based on perception of values and sensitivities and also they believe in interference of various factors in decision making process. Creativity and diversity among subordinates must be allowed by leaders. Cooperation among organizations and sophisticated environment and marginal variable is vital. Organization changes and evolucionobtainned through creativity. In order to sustainable success that issuccess in now and future, organizations must try hard and set continuous optimized performance and changes through creativity as their final goals. Inherent intelligence and individual’s creativity are the main bases of creative society. Enrichment of individual’s creativity through flexible culture and tradition is possible [19].

Nowadays, power of accommodate and handle changes is the key factor of each organization success, such capabilities, require organization care to creativity and innovation among people. Societies which flourish and revive creativity in their organizations they might e expected to have development and flourish. Inverse, as much creativity restricted they must face scientific, cultural, and industrial recession. Nowadays, due to radical changes and progress of humanistic societies and key role of education in breeding creative generation in order to progress along such changes, the importance of creativity and influential factors to progress education get more clearer than ever. In education system, school principals play the most significant role in changing and innovation in education system. Because, pedagogy and learning as the pivot of all education activities must be emphasized in school setting [8].

One of the most important factors influence on creativity is individual factor emananated from individual features and traits and most important individual features influence on creativity are personality features, style ology, divergence thought power, knowledge related to job, skills and aspiration. [5], [16].

Corresponding Author: Vahab Ghaedi, Educational Administration Phd student, College of Management and Economics, Tehran Science and Research Branch, Islamic Azad university(IAU), Tehran, Iran.
E-mail: vahhabghaedi@gmail.com
Shalley and Gilson [17], carried out a research about organizational factors influenced on employee’s creativity and showed that time resource and organizational structure influence on individual’s creativity. Poltizer (2005) in his research showed that organizational factors like organization nice atmosphere encourage employee’s cooperation and in turn excitement influences their creativity. Pandy[12], carried out a research about organizational factors influenced on employees creativity and found that creativity affected by organizational structures, leadership style, and reward systems of organization. Un-concentrated structure, revival leadership style, members participations in activities, rewards met individuals needs and satisfactions are the most influential factors influence on subordinate creativity.

Smail (2005) in his research titled as “organizational learning factors roles and creative atmosphere influence on organizational innovation in Kuala Lumpur” concluded that there is significant and meaningful relationship between organizational learning factors and creative atmosphere with innovation.

Batol Mahin Zaeim (2000) in her article “ comparison creativity level and personality traits of fresh mans (entrance 1998) of art, human science, engineering, and medical courses of Tehran university” compared creativity and personality traits of fresh men. Pierson cooperation coefficient showed that there is significant positive, and meaningful relationship between creativity and independence and diversity traits and there is negative meaningful relationship between creativity and obedience to findings of current research we found that by conformity of educational courses and personality traits and increase creativity level in all courses and breeding features related to creativity help improve education and better educational performance..

S. Pour Tahmasebi and A. Tajvar and S.M. Seyed Kalan (2010) in their research “ relationship between organizational and individual factors Ardebil high schools principals’ creativity”. Multivariable regression analysis showed that organizational and individual factors in 99% predict Ardebil high schools principals’ creativity.

Pourgaz, Kazemi, and Mohammadi [14], in their research “study of thought methods relationship and entreprenurship personality traits off Birjand schools principals” in causal analysis found that there is meaningful and positive relationship between judicial thought methods, free-minding’s, and endogenously with creativity and risk taking traits of schools principals.”

Hashemi, Sadeghi Fard, and Hemmati [6 ], in their research “ study of relationship between thought styles types and Lamerd schools principals innovation and creativity showed that paradigm people tend to ambitious and analytic thought styles and seldom turn to other styles. Also, there is significant and positive relationship between schools principals though styles with innovation and pragmatic thinking styles is the most predictor of organizational innovation.

Mohammadi [10], studied relationship between organizational atmosphere and organizational learning with Kerman education department employee creativity. Results showed that there is positive and meaningful relationship between organizational atmosphere and employee creativity and also there is positive and meaningful relationship between organizational learning and employee creativity.

Amani [1] studied relationship between knowledge management and organizational learning with organizational creativity and innovation among Tehran area 9 and 4 schools principals. Results showed that knowledge management and its dimensions and organizational learning showed positive and meaningful relationship with organizational creativity and innovation.

Gh. Tabrizi et al. carried out a research titled as “study of presence and lack of relationship between organizational culture and creativity of physical training departments and group faculty members. Results showed that correlation between organizational culture and creativity showed positive relationship. Also, multi variable regression showed that sub sets of organizational culture power, cooperation with changes and conformity of group and individual goals have linear relationship with measure variable and have requirement to predict creativity.

Bayat [2], studied and analyzed organizational culture influence on organizational creativity and innovation among Zanjan public organizations. Resultsshowed that there is relationship between organization creativity and culture. Relationship between organization creativity and culture is correlational. Organization culture is the main parameter in organization creativity. And relationship between organizational culture and creativity is linear relationship. In the other words, through culture setting of organization it might increase organization creativity or decrease it. As organization culture got near to cooperative culture the creativity of organization increase more and as it approaches to hierarchy culture the creativity decrease.

Previous researches suggested that creativity belongs to special individuals and it’s impossible to influence on traits distinct creative people from others. But over times, they found that features led to creativity are common among all people. Research didn’t confirm trait inherency. Then it’s possible to recognize, educate, breed and promote traits and prepared for creativity. Principals creativity development related to various organizational and individual factors like personality traits, organizational culture and... although, creative thinking power potentially and inherently, its innate in human being but its emergence require appropriate education.
Amongst influential factors of creativity, are individual factors emanated from individual traits. The most significant individual factors with confirmed influence on creativity, are personality traits, style logy, extrovert thinking power, knowledge related to job and skills and aspirations [5],[16].

Rapid changes of external factors, complicated organizational relations with environments and territory expansion, organization duties and complicated level of required technologies for organization handling make principals functions more difficult in fields like recognition, conception, sharing ideas, exchanges data among various groups, so that nowadays, every organization success relied on creative management because, employees freedom in action, cooperation and conformity among job and occupations, multiple and continuous communicational channels in organization, internal and external aspiration, sense of security in work places, job attractions, and justified evaluation are the results of manager creativity in organizations, therefore, school principals creativity as managers of educational organizations who breed creative generation in society, in particular, high school because, this educational stage have significant point in educational fields. In fact, after study of models and theoretical fundamentals, various articles, books and other related references of these areas, this research, identified some factors as the influential factors on principals creativity development factors and a conceptual; model designed for principal’s creativity development and also, it was studied using structural equation methods. In facts, in fact, research question figured so that how much is each factor contribution on high school principals creativity development? What paradigm represented for high school principals creativity development?

MATERIALS AND METHODS

Current research method in data collection form is field study and about variables controls is non-experimental research. Due to examine special model of relations among variables its structural equation models. Research statist sample includes all Shiraz areas 1,2,3,4, and 4 high school principals about 350 participants. It uses stratified random sampling method. Thus, high school principals of each area separated then due to number of principals in each area sampling was done accordingly and samples were determined. Data collection tools are questionnaires and in order to achieve research goals three questionnaires were prepared: First questionnaire (individual factors): this is researcher made questionnaire includes 49 questions related to 2 dimensions of thinking style and personality traits and have structural and spatial validity. Alpha Cranach for most structures are higher than 0.5 reveal this fact that questionnaire questions have appropriate internal strength. Second questionnaire (organizational factors): this questionnaire includes TIF (2001) organizational learning questionnaire with 31 questions and Denison (2000) organizational culture questionnaire with 36 questions. It also has spatial temporal validity. Alpha Cranach for most structures are higher than 0.5 reveal this fact that questionnaire questions have appropriate internal strength.

Third questionnaire: Rendsip creativity questionnaire translated by M. Moghim (2011). Alpha Cranach coefficient is /88. Alpha Cranach for most structures are higher than 0.5 reveal this fact that questionnaire questions have appropriate internal strength. In order to data analysis, it was used Anderson and Gring (1998, quoted by Li 2004) proposed two-staged trends. At first step, it was used confirmation factor analysis methods in order to evaluate latent variable approach. In the other words, in this step, it was studied if observed sizes measure hypothetical latent structures accurately. In second step, it was used structural equation model in order to evaluate hypothetical model; and all data analysis performed by SPSS software (version 21) and LISREL (version 8.8).

Results:

According to obtained results, 60% of high school principals participants are male and 40% were female. 69% were bachelor of art, 25% master of science, and 4.4% were undergraduate individuals. 1.6% have less than 5 years’ experience, 4.4% more between 5 to 10 years, 5.5% between 10 to 15 years, 29.5% among 15 to 20 years, and 59% have more than 20 years’ experience. In answer to this question that, what paradigm must be represented for high school principal’s creativity development? Data obtained from 3 questionnaires analyzed and results represented in two parts as follow.

Confirmatory factor analysis(CFA): Before hypothetical structure model evaluation in order to create appropriate and proficiency measurement model and determining if indices measure infrastructural theoretical structure accurately, Confirmatory factor analysised executed about all latent factors. Evaluated hypothetical model of this research includes 5 latent factors of personality traits, organizational learning, organizational culture and creativity. Each latent factor measured by multi variable indices. Potentiality loads of creativity measurement variable are 1. Latent factor potentiality loads of personality traits varied from 70 to 7/6. Latent factor potentiality loads of thinking style vary from 1/4 to 5/4. Latent factor potentiality loads of organizational learning vary from 4/9 to 7/3. Latent factor potentiality loads of organizational culture vary from 5/9 to 8/1. Individual features. And organizational features influenced on participants creativity. (figure1.). Due to Confirmatory factor analysis(CFA) and evaluation indices, measurement model showed acceptable proficiency.
Structural model obtained from results:

In current research. First, based on studies results in creativity field, a conceptual model was assigned. In order to evaluate revised evaluation model after measurement models determination, hidden variables used from structural methods. Current research model have 2 main independence variables of organizational and individual features each of them have two sub-category. Individual feature subcategory includes personality traits and thinking style. Each of them has 3 components. Subcategory of organizational factors includes organizational learning and organizational culture. Subcategories of organizational learning have 7 components and organizational culture sub-variable have 4 components studied as follow. Organizational and individual factors defined as exogenous dependent variable and endogenous dependent variable is creativity. Dependent variables predicted through observed variables they were showing in this model. Dependent variable of creativity obtained by observed variable of creativity. As seen before, both factors focus on schools principals’ creativity development. Individual factors (B=0.52) showed the highest predictive power of principals creativity development. While, organizational factors (B=0.31) predicts principals creativity development.

Due to proficiency indices (conformity proficiency index =94, proficiency softened index =91, approximate error variance square root 0.08, GFI index 0.85, AGFI index 0.80, NCP index 165/1, structural model have good proficiency.

Discussion and conclusion:

As mentioned before, current research aims to deliver a paradigm in order to improve and develop Shiraz high schools principals’ creativity. It was used latent variable approach based on set of confirmation factor analysis methods and structural equation model used for conceptual model evaluation. Confirmation factor analysis methods results showed that latent variable approach have high proficiency. In the other words, measurement model showed observed data good value.

In the other hand, structural model evaluation results showed that in relation to predict schools principals creativity development, organizational culture variables (B=0.183), systemic thinking (B=-0.228), extrovert (B=0.217), experience openness (B=0.191), stability and integrity culture (B=0.1600), and dependent variable have meaningful relationship.

Coefficient sign indicate that in addition to systemic thinking variable, relations of other variables with principles creativity is positive and straightforward. Among all variables, introvert (B=0.217) and integrity and stability culture (B=0.215) has the highest prediction power of schools principals creativity development. (Accordwith Kristien Etal (1987), Rey (1999), Shalley and Gilson [17], Pandey [12], S.Pourtahmasb and A. Tajvar, S.M. Seyed Kalan (2010), [18], Bayat (1997), Rezaei (2008), Amabil (1998), Raskin (1995), Virpy Asi Kanin .V. Rotama (1998), kettle, ibrotatosoko (1970), Nokar (2009), Batool Mahin Zaeim (2000), S. P ours taha m as and a. Tajvar, and S.M. Seyed Kalan (2010).

Due to these findings, creative principals might have significant changes in current education system styles. Thus, representation of a paradigm for high school principal’s creativity development not only is essential but also it’s vital for young generation breeding, teacher’s education, and principals and education system. Current research dealt with some restrictions like limited research areas to high schools, limited sample to high school principals, limited data collection tools to questionnaires, also, restrictions related to structural equation modeling that is even though, each model oppose to other data, still, there are other models oppose to data. Therefore, while structural model opposing confirm the model, inever confirms that that the only variable model. Instead of these restrictions, evaluated structural model showed significant results about principal’s creativity development.
Due to current research results, in order to improve principal’s creativity in curriculum it might consider such influential variables (organizational culture, systemic thinking, extrovert, experience openness, stability and integrity culture, flexibility culture). In current study, structural relationships of a set of variables related to high schools principals’ creativity development were studied. It’s suggested that in following researches, proficiency of this model in other educational stages and other cities should be evaluated.

REFERENCES


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