The relation between organizational culture and creativity: A case study on physical education experts in Education Administrations

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ABSTARCT: The purpose of this research was the relation between organizational culture and the creativity of physical education experts at Education administrations in Guilan province of Iran. The statistical society formed of all physical education experts in Education administrations in cities of Guilan province. In addition, the numbers of samples were the same as statistical society, and it was 40. The method of this research is descriptive and correlational. Measurement tools this research was two standard questionnaires about organizational culture (Sashkin, 1996) and creativity (Randsip, 1979). Experts in the field of sports management confirmed content validity. The questionnaire's internal reliability by Cronbach's alpha for the organizational culture was 0.81, and for organizational creativity was 0.89. In order to analyze the data, tests of Kolmogorov-Smirnov and Spearman correlation coefficient in significant level of (p≤0.05) was used. The results showed that there is no significant relationship between the organizational culture and its subset with the creativity of physical education experts in Education Administrations. In addition, Education Administrations in terms of organizational culture are desirable, but in terms of creativity are very weak. According to the results a stimulating, creative and talented environment in Education Administrations seem to be necessary and the authorities should make all their efforts to identify appropriate culture for the administrations of Education, and Then, to strengthen it, Thus to prepare the organizations growth and employees progress.

Key Words: Organizational Culture, Organizational Creativity, Physical education experts

INTRODUCTION

Today is advanced and modern organizations are knowledge-based organizations and their success and survival is based on creativity, innovation, discovery and invention. An effective reaction to these needs, leads to not only changes in individuals and their behavior, but also to innovative changes in organizations and this in turn will ensure the survival of these organizations. Apparently parallel to the increase of idea generation, new knowledge and their global diffusion, the rate of changes is also accelerating rapidly. Creativity and innovation in this change process, that take place in order to ensure the survival of these organizations, are effective. The result is that the organizations and leaders try to create an institutional framework in which creativity and innovation will be accepted as basic cultural norms in the midst of technological and other changes. It seems that the organizational culture influences the amount of encouragement to
creativity and innovation in an organization (Martins et al, 2003).

On the other hand, organizational culture plays an indirect role in influencing behavior by using appropriate management tools, such as strategic leadership, goals, tasks, technology, structure, communication, decision making, cooperation and interpersonal relationships, etc., which all of them are designed to do things. Moreover, culture can also have influence on employee's motivation, goodwill and staff morale, productivity and efficiency, the quality of work, innovation and creativity and the attitude of staff at workplace (Sun, 2008). Consequently, considering the impact that organizational culture have on perception, thinking and feelings of employees, goals and means and methods of operation, the process of decision making and problem solving, motivation, satisfaction, employee morale and the level of creativity and innovation in organizations, Nothing in organization should be considered away from the impact of culture (Shojaei et al, 2005).

Smith and Munn, (2000) forecast future’s global success will be achieved only with lower cost as well as improved operational efficiency. They believe that "creativity" is what that will be required for doing this work (Smith et al, 2000). Shapiro (2002) also agrees that the today's business world progress based on "creativity" in a condition of uncertainty, unstable, and continuous change. When most organizations are competing with each other due to their importance in global market, Creativity and innovation become one of the most important factors in establishing and maintaining a competitive advantage (Meisinger, 2007). It has become clear that "the unwritten rules of the game" Namely the norms of behavior and shared values influence morale, performance and the application of creativity and innovation in many different ways. In addition, interesting and new ideas helps people think and act in new ways. In this regard, the need that how should be dealt with organizational culture to promote creativity as part of a permanent change is felt. Schuster has considered this need in 1986. Michela and Burke (2000) stated that the innovation and creativity in organizations are inextricably inter twined with the corporate culture (Martins et al, 2002).

There were some researchers that found a significant positive relationship between creativity and organizational culture (Salehi Mobarakeh, 2011; Pandey et al, 2009; Eisteine, et al, 2007; Goncalo, et al, 2006; Martins et al, 2003). In contrast, other researchers found that there is no relationship between organizational culture and creativity, and therefore, creativity is not influenced by culture (Koberg, et al, 1991; Ahmadi, et al, 2009; Yazdi mohajer, 2007).

About the relationship between organizational culture and creativity, Ghahreman Tabrizi et al, (2006), in their study concluded that the components of power of the organizational culture, adapting to change, achievement of goals, have a linear relationship with the criterion variable, and are eligible for creativity forecasting (Ghahreman Tabrizi, et al, 2006).

Salehi Mobarakeh (2011), in his study showed that among the components of organizational culture, power of the organizational culture and customer orientation has a positive linear relationship with creativity. However, there was no significant relationship between components of organizational culture, achievement of goals, adapting to change, and coordination of work groups with changes in work groups with creativity (Salehi Mobarakeh, 2011).

In addition, Eisteine and Hwang (2007) achieved a significant positive relationship between dimensions of
organizational culture and creativity, in which open communications factor had more influence on creativity among them (Einsteine, et al, 2007).

In contrast, Yazdi mohajer (2007), in the results of his research showed no significant relationship between indicators of organizational culture and creativity (Yazdi mohajer, 2007). Ahmadi and Setorg (2009), in their study concluded that there is no significant relationship between the dimensions of power distance, lack of risk-taking, and individualism with creativity, only Patriarchy had a significant positive relationship with creativity (Ahmadi et al, 2009).

It seems to be to be a paradox about the relationship between organizational culture and creativity. Organizational culture can promote the creativity and innovation that are necessary for competitiveness and success, but, on the other hand, it can also be a barrier to creative and innovative behavior (Martins et al, 2002). The question is does "the organizational culture has a relationship with creativity of Physical education experts"? Which components of organizational culture have the most influence on their creativity? In addition, "organizational culture of education administration is located in which condition"? "What is the amount of creativity in physical education experts"? To what extent there are the mechanisms "adapting to changes", achievement of goals, coordination of work groups, customer oriented and power of the organizational culture? Considering the importance given to creativity in organizations, little research has been done about the organizational culture and creativity in the field of physical education and sport sciences (McLean, 2005).

Although in recent years, research in the field of sports has been increasing and among them, topics including the relationship between organizational culture, creativity and other organizational variables such as leadership style, organizational structure, job satisfaction, productivity, organizational commitment, climate and organizational effectiveness has been studied. Of course, in some cases, these relationship’s mode is still debated (Ghahreman Tabrizi, et al, 2006).

With regard to the cases described above, and especially, Key role of physical education managers and experts for development potential talent of students and help to prosperity of the country's sports, determining relationship between organizational cultures with creativity of physical education experts was necessary. As a result, the researchers decided to examine the role of organizational culture and creativity of physical education experts at Education administrations in Guilan province.

This is a descriptive- correlative study that informat:
Information gathering tool

To gather information needed in research and to measure physical education expert's attitudes toward organizational culture and creativity, Standard questionnaires were used as below:

1 - Demographic questionnaire: Initially, descriptions needed to complete the questionnaire and ensure the confidentiality of information has given to

MATERIALS AND METHODS
the research are found.

Statistical Society and The research sample

The statistical society is formed of all physical education experts in Education administrations in cities of Guilan province of Iran. The number of samples was equal with the Statistical Society that included totally 40 persons.
respondents. Also, seven questions for gathering personal details and background information are included.

2 - Questionnaire to assess organizational culture: This questionnaire is made and standardized by Marshal Sashkin in 1996 (latest revision), that included 30 questions and each of six question measures an index and totally the organizational culture. Answers included five option on a scale measurement of Likert, as (always, often, sometimes, rarely, never) that has been graded of 5 to 1. Scores for each of the indicators is obtained of the questions total scores related to that indicator that can allocate minimum 6 and maximum 30 points to themselves. All indicators constitute the "organizational culture" in the whole that can allocate at least 30 and maximum 150 points.

3 - Organizational Creativity Questionnaire: This questionnaire has been created by Randsip and published in Personnel Journal in 1979. Ivancevich and Matteson (1989) in management and organizational behavior book at the section named "decision" reported the Randsip creativity questionnaire as an instrument for measuring creativity (Ivancevich, et al, 1989). This questionnaire includes 50 questions and answers included five options on the Likert measurement scale: (totally agree, agree no opinion, disagree and totally disagree). Replies is Grading from +2 to -2 and given a choice, each subject can allocate at least -100 and a maximum of 100 points.

Validity and reliability of research instruments

To determine the validity of the questionnaires, comments and advices of 15 experts and professors in sports management and physical education experts were used and in final revised after consultation with faculty advisors, their comments were considered. Also the internal reliability of the questionnaires was calculated using Cronbach's alpha. The obtained internal reliability coefficients for Sashkin's organizational culture 81/0 and Randsip's creativity 89/0 indicate its high and acceptable reliability.

Methods of data collection

The survey data was collected by questionnaire. Initially, the researcher earned necessary permits from the general administration of Physical education Provincial. Then, after relevant coordination went to administrations of Education of the province's regions. First of all, the subjects justified well and their questions were answered. Then, the questionnaire completed in the presence of the researcher, and finally was delivered to him.

Methods of data analysis

In this study, subjects' personal characteristics, organizational culture status and physical education expert's creativity were evaluated by descriptive statistic methods including (Calculating the average, frequency and standard deviation). To analyze collected data also the SPSS 16.0 software at significant levels (p ≤0/05) was used. Therefore, that, at first the status of variables in terms of normal and abnormal conditions was studied by the Kolmogorov-Smirnov test. Results of this test indicate that organizational culture has a normal distribution and the creativity distribution of non-normal. For this reason, the correlation between organizational culture and creativity, also between components of organizational culture and creativity were determined by Spearman correlation test, also, to measure the internal reliability
of questionnaires Cronbach's Alpha test was used.

RESULTS

1- The average age of physical education experts was 75/40 years and their ages range was between 24 to 54 years.
2 - Checking the status of the subjects according to gender showed that 82/5% of them were men and 7/5% of them were women.
3 - In terms of marital status, 5% of people were single and 95% were married.
4- In terms of educational level 12/5% of people had Associates degree, 80% Bachelor's degree and 7/5% Master degree.
5- Checking the job experience of the subjects showed that 72/5% of them were people with a background of 16 years.
6 - The Physical education expert's attitude towards the existing organizational culture status in education administrations according to their responses was studied. The obtained scores have been reported in Table 1.

Table (1), descriptive statistics of organizational culture and its Subsets

<table>
<thead>
<tr>
<th></th>
<th>Average</th>
<th>Standard deviation</th>
<th>The minimum score</th>
<th>The maximum score</th>
<th>The maximum possible score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adapting to changes</td>
<td>20/92</td>
<td>3/300</td>
<td>14</td>
<td>27</td>
<td>30</td>
</tr>
<tr>
<td>Achievement of goals</td>
<td>21/28</td>
<td>2/846</td>
<td>16</td>
<td>27</td>
<td>30</td>
</tr>
<tr>
<td>Coordination of work groups</td>
<td>23/52</td>
<td>3/097</td>
<td>17</td>
<td>29</td>
<td>30</td>
</tr>
<tr>
<td>Customer Oriented</td>
<td>22/92</td>
<td>2/635</td>
<td>18</td>
<td>29</td>
<td>30</td>
</tr>
<tr>
<td>Power of the</td>
<td>24/82</td>
<td>3/335</td>
<td>17</td>
<td>29</td>
<td>30</td>
</tr>
<tr>
<td>organizational culture</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organizational culture</td>
<td>113/48</td>
<td>11/834</td>
<td>91</td>
<td>135</td>
<td>150</td>
</tr>
</tbody>
</table>

As you see in the Table (1), among the dimensions of organizational culture, the Power of the organizational culture has the highest average (24/82) and adapting to changes has the lowest average (20/92). In addition, the average total score for the organizational culture obtained 113/48, which is indicating that the culture is in strong and desirable status.

7- Amount of creativity in physical education experts according to their responses was calculated and the results are shown in Table (2). As seen, of the maximum 100 possible score, the creativity average of total subjects, was 5/55 and a standard deviation of 16/072, which shows extremely low creativity. Amount of creativity in men have the 2/73 average and standard deviation of 6/385 and in women, 18/86 average and the standard deviation of 34/801. Thus It is clear that in the under investigation sample, the women were more creative than the men were.

Table (2), Statistical indicators of creativity in the sample under investigation
<table>
<thead>
<tr>
<th>Variable</th>
<th>Gender</th>
<th>Number</th>
<th>Minimum</th>
<th>Maximum</th>
<th>The minimum score</th>
<th>The maximum score</th>
<th>Average</th>
<th>Standard deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creativity</td>
<td>Males</td>
<td>33</td>
<td>-9</td>
<td>22</td>
<td>-100</td>
<td>+100</td>
<td>2/73</td>
<td>6/385</td>
</tr>
<tr>
<td></td>
<td>Females</td>
<td>7</td>
<td>-8</td>
<td>77</td>
<td>-100</td>
<td>+100</td>
<td>18/86</td>
<td>34/801</td>
</tr>
<tr>
<td></td>
<td>Total people</td>
<td>40</td>
<td>-9</td>
<td>77</td>
<td>-100</td>
<td>+100</td>
<td>5/55</td>
<td>16/072</td>
</tr>
</tbody>
</table>

Information contained in the chart (1), suggests that 92.5 percent of education's physical education experts, are non-creative people. Also in none of them, a very creative person observed.

Graphs (1), Percent of frequency of creativity physical education experts

8- Finally, all the hypotheses research using the Spearman correlation test at the significance level (p ≤ 0.05) had a test that results in tables (3) has been reported. The Table information indicates that there is no significant relationship between organizational culture and its subset with the creativity of physical education experts in education administrations.
### Table (3), Results of analysis of research hypotheses by Spearman correlation coefficient test

<table>
<thead>
<tr>
<th>Variable</th>
<th>Adaptin g to changes</th>
<th>Achieveme nt of goals</th>
<th>Coordinatio n of work groups</th>
<th>Custome r Oriented</th>
<th>Power of the organization al culture</th>
<th>Organization al culture</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creativit y Spearman correlation coefficient</td>
<td>0.139</td>
<td>0.125</td>
<td>0.022</td>
<td>0.144</td>
<td>0.035</td>
<td>0.131</td>
</tr>
<tr>
<td>Sig.(2- tailed)</td>
<td>0.391</td>
<td>0.443</td>
<td>0.893</td>
<td>0.374</td>
<td>0.832</td>
<td>0.420</td>
</tr>
<tr>
<td>N</td>
<td>40</td>
<td>40</td>
<td>40</td>
<td>40</td>
<td>40</td>
<td>40</td>
</tr>
</tbody>
</table>

### DISCUSSION AND CONCLUSION

Statistical description of the findings showed that 87.5% of subjects are in the age range 31 to 50 years and average of age 41 years. This suggests that most of them are older people. Also, findings obtained from checking the job experience of the subjects indicates that 72.5% of them were people with a background of 16 years. Therefore, these results should be consider by the units of selection and employment of personnel in order to plan for employing young staff with creative ideas and dynamic thinking in future years. As a result, the amount of presenting new and innovative ideas in the workplace and employee readiness in response to environmental changes within the organization can be increased. Descriptive results related to gender showed that the distribution of subjects according to gender was Unequal and beneficial to men, so that men with a rate of 82.5% formed the majority. According to the results, managers should consider the necessary measures in order to achieve a balanced position. In addition, with their support, cause women development and progress in the field of sports and increase the motivation of constructive competition among employees in the workplace.

In investigating the results of this study in order to estimate the total organizational culture, the average of scores was obtained 113.48, which is indicating that the culture is in strong and desirable status. This result conforms to the findings of researchers such as Salehi Mobarakeh (2011) and Ghahreman Tabrizi et al (2006).

Achieving a strong culture in the research findings indicate that all employees are in agreement with the values that govern their organization. According to the theoretical foundations of research, this viewpoint consensus can cause solidarity, loyalty and commitment of employees to the organization. Therefore, the department of management should not be worry about applying official rules for employee’s behavior control. But, we should not forget the fact that a strong organizational culture can also barrier creative and innovative behavior in the organization, because the organizations according to their nature are conservative. When, the organization's culture is strong, the entire organization and its members in terms of behavioral resist against the phenomenon of change when facing with it. Also, the analyze of answers of physical education experts about the organizational culture of their
administrations indicated that among the dimensions of organizational culture, the Power of the organizational culture has the highest average and adapting to changes has the lowest average. These results conform to the findings of Ghahreman Tabrizi et al (2006) in the Faculty members of University. The findings of this study indicate that coordination of staff in order to provide changes in the organization is low. In other words, the existing cultures act in the absence of supporting new ideas. In fact, it is looking to create an environment that is not favorable for the growth and nurturing creativity. This shows the necessity to provide appropriate solutions in order to develop and promote desired organizational culture.

Descriptive results related to creativity showed that the creativity of Physical Education experts with the average 5/55 is in the undesirable situation. In other words, it was found that they are non-creative individuals and this result conforms to the findings of Ghahreman Tabrizi et al (2006) in the Faculty members of universities. In justification, it can be said according to the theoretical principles of research; there are many factors such as individual and organizational factors to avoid the creative behavior in individuals. As a result, considering these factors and adopting appropriate strategies in order to fill created gaps, provides the context for the emergence of a creative culture in individuals and consequently in organizations and administrations of education.

The results of research hypotheses test showed that there is no significant relationship between organizational culture and the creativity of physical education experts in education administrations. These results conform to the findings of researchers such as Ahmadi and Setorg (2009), Yazdi mohajer (2007), and Koberg and Hood (1991) that in their research concluded that organizational culture does not affect on the creativity of individuals.

In contrast these results do not conform to findings from other researchers, such as Salehi Mobarakheh (2011), Pandey and Sharma (2009), Einstein and Hwang (2007), Goncalo and Staw (2006), and Martins and Terblanche (2003), which believed that the organizational culture has a positive and significant relationship with creativity.

The results of this research do not conform to other research findings about the relationship between organizational culture and creativity, including, Woodman, Sawyer and Griffin (1993). The researchers' findings show that there is a significant and positive relationship between the rational, participatory, supportive and risk-taking culture's with creativity of individuals, and a significant and negative relationship between the hierarchical and bureaucratic culture with creativity of individuals. In addition, the results of this research do not conform to the findings of Koberg and Chusmir (1987) that shows a positive and significant relationship between the bureaucratic culture and the creativity of individuals.

The other results of research hypotheses test showed that there is no significant relationship between all the dimensions of organizational culture with the creativity of physical education experts in education administrations. These results conform to the findings of researchers such as Salehi Mobarakheh (2011), Ahmadi and Setorg (2009), Yazdi mohajer (2007), and Koberg and Hood (1991). In contrast, do not conform to the findings of researchers such as Einstein and Hwang (2007) and Ghahreman Tabrizi et al (2006) that obtained in their research a positive and significant relationship between the dimensions of organizational culture with creativity.
In the comparison between the results of the research hypotheses with findings from other researchers, it can be realized that there is a disagreement about the relationship between organizational culture and creativity. However, the question is that whether there is a relationship between the organizational culture and creativity or not? In answer to this question can be said although the results of research indicate no significant relationship between the organizational culture and its subset with the creativity of physical education experts in education administrations. Nevertheless, the obtained coefficients indicated that there is a very weak and but positive correlation between organizational culture and creativity. The review of theoretical research also confirms the existence of such a relationship. Thus, cannot be ignored the important role of organizational culture in flourishing and development of their creative and innovative ideas in the organization. Therefore, the creation of new thoughts and ideas requires a favorable cultural environment.

But, this study found no significant relationship between organizational culture and creativity. Perhaps, its reason is the low capability of organizational culture model used in this study (Sashkin model) in predicting creativity of physical education experts. Although this model is currently the newest model in the world. In other words, it can be inferred that the organizational culture of Sashkin and its subsets is ineffective on creativity of physical education experts. Because, the existing models of organizational culture are largely commensurate with other countries organization’s prevailing condition and are incompatible with the patterns within our country. Consequently, the lack of an indigenous culture is strongly felt.

Thus, it is recommended that by accurate survey all models of organizational culture on organizations and administrations, also obtaining a sufficient understanding of the characteristics of the organizations and their employees, act to design an indigenous model of organizational culture that is entirely consistent with organizations of our country especially (the administrations of education). Also, because the lack of a stimulating environment, talented and generally creative in education administrations, and low levels of innovation and creativity in employees, it is recommended to consider this basic steps such as: creating a dynamic and flexible organizational structure, giving authority and enough freedom of action to employees in innovative activities, using the results of creative activities and giving appropriate rewards to creative and innovative individuals, budget allocation and sufficient financial resources for employee's innovative efforts and providing facilities and conditions appropriate for research in the organization, and ultimately, improve the quality of staff training and attract creative and innovative forces in the organization.

REFERENCES


