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AN INVESTIGATION ON THE RELATIONSHIP BETWEEN CULTURAL ATTITUDES AND CREATIVITY OF MANAGERS OF SPECIAL EDUCATIONAL CENTERS IN THE ACADEMIC YEAR 2009-2010 IN KHORASAN

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ABSTRACT

The present research aimed to investigate the relation between managers' cultural attitude and their creativity in special educational centers of KhorasanRazavi, in academic year 2009-2010. In this study, cultural attitudes of managers are regarded and examined as independent and their creativity as dependent variables. The population of the study constitutes all the managers of Khorasan special centers among which a sample of 85 people was selected randomly according to Morgan and Kerjisy Table. In this study, descriptive non-experimental and a correlation surveying approach is followed. The instruments used include: standard creativity questionnaire and managers' cultural attitudes. The reliability and validity of both is approved. Collected data was analyzed using SPSS software. We used Pearson's correlation coefficient in analytic statistics to make a comparison of means and to take t- test. The main hypothesis of the present study is : there is a significant relation between managers' cultural attitude and creativity. According to the correlation coefficient of cultural attitude and creativity of managers, 36%, and with 99% of certainty, the existence of a meaningful relation between managers' cultural attitude and creativity is confirmed. So we can conclude that managers' cultural attitudes affect their creativity power. The results obtained from the present research are consistent with findings of other researches by domestics and foreign authors.

Keywords: *Cultural Attitudes, Creativity, Managers of Special Educational Centers*

INTRODUCTION

Creativity and innovation is a multidimensional field which can be said to be interwoven with lots of social and cultural grounds in some way. While lots of organizations and their managers in various groups of society acknowledge the importance of creativity and innovation, and creative and innovative persons are lauded in society, innovation and creativity management is unknown in lots of societies and organizations. In improved countries in which commercial and cultural life is linked to continuous creativity, psychology and management are contributing to provide valuable results for organizations managers and authorities. Although creativity and innovation is emphasized in Islamic culture and even is considered one of God's names, in organizational and generally cultural view, there are lots of impediments on the way of innovation and creativity on our country. Creativity is greatest and the most incredible feature of human. Richness, dynamism and life of every culture are dependent on its people creation and this reality is approved repeatedly. Seeing valuable innovations and artifices in present century is caused scientists to gradually find out the value of human thoughts and its role in science and technology progress. So the efforts began to detect the nature of creativity and the secrets of growing it (Zare, 2007).

The major challenge of managers in 21th century is how to use potential talents and skills and accelerate organizational innovations. To achieve this, managers and employees can use their innovation to make the organization more dynamic and promote Criticizability and critic spirit by building and growing their creativity. This can turn an organization to a creative organization that the review of later policies is its new path and modernism as a basic value is among shared beliefs of organization and society (Hosseini, 2002). With better knowledge of cultural values provided by people we can better interpret and understand organizational behavior in a specific culture (Tousi, 1991).

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One of effective factors in emitting creativity in a society is preparing the ground among people to build a culture in which every one is trying to grow each other. One of the required conditions for new thoughts to emerge is a relaxed mind. So it's necessary trying to create conditions in society in which brain can think. Reduction of ethical investments in society causes formation of a convenient condition for extending social relations and with weakening these relations, the conditions required for creativity is going harsher, because there would be no time to think. Culture and the attitude of society toward creativity and innovation is underpinning for innovation (Osborn, 1966). Creativity can not be sought in people, but creativity is a process in natures, values, beliefs, and determined political and commercial systems. Nations' historical experiences showed that the more open, pluralist, dynamic, developed, rich, individualist, realist, democratic, counseling, and responsible society, has more creativity in comparison to other societies. So the type of culture commanding on a society affects significantly on managers' and employees' creativity (Amir, 2005). Nowadays in developed countries, empowering and growing the creativity is one of the greatest goals of education. Managers as observers and authors in educational systems have an important role in forming creativity in students and employees and ultimately in society (Soleymani, 2007). Attitude is someone's opinion about happenings and things which is presented and reflects one's emotion about a thing and in another hand; this can be considered as permanently in everyone's feelings and behaviors (SalehiAmiri, 2007). Cultural attitude is an opinion which is said about customs or happenings and reflects one's feeling about culture (ShoariNejad, 1985).

Culture in Persian is made of two parts: The first part means forward and the second means heaviness. In Persian culture, culture is used with different meanings according to time spans. Ferdowsi in his poems considers culture synonym with knowledge and art. In general dictionaries of Farsi, culture has various meanings: knowledge, research, wise, scientific works and literary works of a nation, lexical book, goodness (Kazemi, 1996). According to UNESCO, culture is a complete generality of spiritual, material, thought and emotional features of a social group. Not only culture encompasses art and literature, but also contains life styles, human rights, value systems, customs and beliefs (unesco, Mexico conference, 1982; as cited in culture and development). Every society has its own culture. The culture of every society has features which makes it distinguished from others. In fact, culture is the result of human activity on one word, and in another word is the way of thinking which determines and organizes the attitude of society (Saatchi, 2003).

The characteristics of culture can be summarized as below:

1. Culture is acquisitive. Human learns the concept of culture during his life. That is, society teaches its members custom, values and beliefs it deems approval.
2. Culture is transferable. Human achievements can be transferred to next generations according to process of accepting culture. This is one of features of human that he can convey his knowledge, experiences and traits to others. Some developed animals can learn to some extent but they can not convey it.
3. Culture is a social phenomenon. Culture is a product of social life. Culture is the result of thought, activity and social works of people and enjoys general adjectives of social phenomena. That is, it can change and develop itself, it is general and obeyed, and at the same time it is obeyed by people.
4. Culture meets the requirements and needs of society members. Basically culture is born is such a dynamism to systematize the needs and the way of meeting them.
5. The culture in every society is made of spiritual and material parts. Custom, ethic, religion, art and philosophy forms the spiritual part and, new and old buildings, organizations, tools, techniques, cities , forms the material culture.
6. Cultures can not be valued. Studying cultures cause development is completion of material part of culture but we can not value cultures.
7. Cultures can build and continue society system.
8. Culture is a collection of smaller cultures. Generally, there is correlation between smaller cultures which finally emerges like society culture.
9. Culture cause correlation between people.

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10. Tool making and speaking is two basic factors between people.

11. No culture is superior to other (Golmohammadi, 2002).

Lexically, creativity in Dehkhoda dictionary means creation and building. Creativity is the talent and ability to find a new way to solve a problem, having new ways and styles of art criticism. Creativity is the ability of detecting abstract phenomenon among the combination of all phenomena, shedding light in darkness and new arrangements of knowledge (Amabiltras, 2002).

- Creativity is a process composed of sensitivity to matters, deficits, problems and inconsistencies. Following the sensitivity built after problems, there begins the research. Then some hypotheses are presented accordingly. Hypotheses are examined and balanced and the final result is obtained (Torrence, 1979).

- Creativity is the ability of a person to make opinions , hypotheses , attitudes and new things or rebuilding it in other sciences and fields which is considered an innovation by experts (Vernon, 1989).

- Creativity is building new and valuable artifacts according to the type of thought existing in all people (Weisberg, 1992).

The ultimate goal of this research is to determine the relation between cultural attitude and the creativity of the special education centers' managers of Khorasan province, so the sub targets are presented as below:

1. Determination of the relation between religious attitudes and creativity of managers of special education centers of khorasan.

2. Determination of the relation between study field and creativity of managers of special education centers of khorasan.

3. Determination of the relation between development and creativity of managers of special education centers of khorasan.

4. Determination of the relation between individual thinking style among the managers of special education centers of khorasan.

Review of the Literature

- Smith and Carlson (1985, 1983) based their works on the fact that until the child can distinguish between internal dimensions and real world outside, creativity is not achieved. They found that between 5-6 years, neurotic growth happens. Smith and Carlson (1985) reported that in 7-8 years, creativity reduces and in 10-11 maximizes, in 12 reduces again but has nothing in common with 7-8 years. After the age of 12, and later up to teenager age there is a constant increase, and it maximizes again in 16. Ultimately they concluded that the real achievement to creativity happens in 10-11 years.

- Gorden and Comins (1979) carried out a research on the relation between strong culture and two independent cultural values with company performance. Strength and constancy of cultures is resulted by the constancy of responses to evaluate the types among all people. The information about culture is collected from management atmosphere investigation (Gorden and Comins, 1979) and this article examined data from 11 insurance companies in 1981 (Tousi, 1991).

- Ameri (2007) studied about relation between organizational culture and productivity from the view point of sport office managers of western and eastern Azerbaijan provinces. His population consisted of 80 managers of mentioned provinces. Results showed that there is a positive relation between organizational culture and productivity indices of managers.

- Ghanbari (1998) carried out a research to investigate the effects of organizational culture on research innovation. According to the results there is a meaningful relation between organizational culture and managers' innovation, and attitudes, values and beliefs of organization, affects generally on innovation of managers.

- Marhamat (2007) in his study titled an investigation on the role of organizational behavior on innovation of scientific party members of Azad universities of Tehran to present an appropriate approach, has found that organizational culture has an important role in growth of innovation among the members of organization.

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- YazdiMohajer (2006) in an investigation on the relation between organizational culture and the creativity of bank employees of Khorasan found that there is a direct relation between organizational culture and creativity but it's not significant.
- Shirin (2003) studying on the relation between organizational culture and organizational structure in scheduling and management organization of Iran found out that there is a relation between organizational culture and organizational structure.

MATERIALS AND METHODS

Methodology

Study type: this study is non-empirical and descriptive and is carried out field and correlative based. The author is trying to find a relation between cultural attitude and its determinants with the creativity of managers of special education centers of Khorasan.

Population and sampling: the population of this research consists of all managers of special education centers (100 people) of Khorasan which are working in academic year 2009-2010. According to Morgan and kerjsi table, 85 people were randomly chosen as sample.

Data collection and instrumentation: to determine the creativity, we used a creativity questionnaire provided by Ghorbani and Mirkhorsandi (2008) containing 50 question with 5 answers (strongly agree, agree, neutral, disagree, strongly disagree).

The second instrument of cultural attitude is based on Likert 5 scaled according to 4 factors: religious attitude, study field, development thought and individual thoughts. The content validity is approved and has a Chronbachalpha of 0.90.

To collect the information, the author after gaining the permission of the management of education and security and with companion of elementary school official in managers meeting, after pronouncing the aims of research, the questionnaires were distributed and after completion were analyzed with SPSSsoftwareand were issued in two parts of deductive and descriptive. We used the items mean, standard deviation andfrequency to describe the data. In deductive statistics we used Pearson correlation test to determine the correlation betweenmain and sub-questions of research.

RESULTS AND DISCUSSION

Results and Analysis

- Most of participants were among 30-39 years which composes 55.3% of all. 55% are female.
- Employment status of most of them is official which contains 77.6% of all.
- Working place of nearly all of participants is in Mashhad which composes 29.4% of all.
- The study major of most of them is related to special children composing 27.1% of all. The academic certification of 78.80% of all is BA.
- Most managers have strong individual thoughts composing 98.9% of all.
- Most managers think of progress composing 96.9% of all.
- Most managers have religious thoughts composing 98% of all.

The main hypothesis of this work is: there is a meaningful relation between cultural attitude and managers' creativity. Table1 examines this hypothesis.

Table 1: Correlation between cultural attitude and creativity among participants

| | | Cultural attitude | Creativity |
|-------------------|---------------------|-------------------|------------|
| Cultural attitude | Pearson correlation | 1 | ** .368 |
| | Sig.(2-tailed) | | .001 |
| | N | 85 | 85 |
| creativity | Pearson correlation | ** .368 | 1 |
| | Sig.(2-tailed) | .001. | |
| | N | 85 | 85 |

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Conclusion: according to correlation coefficient between cultural attitude of managers and their creativity equal to 36% and with 99% of confidence there is a significant relation between cultural attitude and creativity of managers and we can conclude that cultural attitude affects managers' creativity.

The results of the present study are consistent with the findings of Chandler (2003), YazdiMohajer (2006), Tahmasebi (2005), Bayat (1996). And although the studies of Norouzi (2005) Asadi and Rahavi (2004) is considering the relation between culture and productivity and the relation is confirmed, in fact we can say there is a strong relation between productivity and creativity, and increasing the level of culture and creativity, can result in enhancement of organizational productivity. Generally we can say the creativity and innovation of managers and employees and necessary so that the can enter to work field and play they role in achieving to their goals.

To produce creativity and increase innovation we should make some changes in organization and create team culture according to situations, because the emphasis in this culture is on creation, detection and innovation. Perhaps one of the important factors of creativity and innovation in organization is appropriate structure with determined targets which are considered as organic structure and appropriate for creation and innovation in organization (Torrence, 2002).

In following we account for 4 sub hypotheses of the research:

Sub hypothesis 1: there is a meaningful relation between religious attitude and creativity of managers.

Table2 is examining this hypothesis

Table 2: Correlation between religious attitude and creativity

| | | Creativity | Religious attitude |
|--------------------|---------------------|-------------------|---------------------------|
| creativity | Pearson correlation | 1 | .105 |
| | | | .341 |
| | | 85 | 85 |
| | Sig.(2-tailed) N | | |
| Religious attitude | Pearson correlation | .105 | 1 |
| | | .341 | |
| | | 85 | 85 |
| | Sig.(2-tailed) N | | |

Table 3: Correlation between study field and creativity

| | | Creativity | Study field |
|-------------|---------------------|-------------------|--------------------|
| creativity | Pearson correlation | 1 | ** .542 |
| | | | .000 |
| | | 85 | 85 |
| | Sig.(2-tailed) N | | |
| Study field | Pearson correlation | ** .542 | 1 |
| | | .000. | |
| | | 85 | 85 |
| | Sig.(2-tailed) N | | |

Conclusion: according to correlation coefficient between religious attitude and creativity equal to 0.341 and the possibility of it equal to 0.105 we assume that the correlation is 0, in other word we conclude that religious attitude doesn't affect on creativity.

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Testing the Second Sub Hypothesis

There is a significant relation between study field and creativity of managers. To examine this hypothesis we use table 3.

Conclusion: according to the table, correlation coefficient between creativity and study field is 0.542 and the possibility is 0 which is lower than 0.01. So with 99% confident, there is a meaningful relation between managers' creativity and their study major. According to the positive correlation coefficient we conclude that study field of managers' affects on their creativity. These results are consistent with the findings of Hashemi (2005), Karimi (2002), Bahr (2008).

The Examination of Sub Hypothesis 3

There is a meaningful relation between development thought and creativity of managers. We use table to examine the hypothesis.

Table 4: Correlation between development thought and creativity of managers

| | | Creativity | Development thought |
|---------------------|---------------------|------------|---------------------|
| creativity | Pearson correlation | 1 | ** .363 |
| | | | .001 |
| | | 85 | 85 |
| | Sig.(2-tailed) | | |
| | N | | |
| development thought | Pearson correlation | ** .363 | 1 |
| | | .001. | |
| | | 85 | 85 |
| | Sig.(2-tailed) | | |
| | N | | |

Conclusion: according to table above, the correlation coefficient is 0.363 and the possibility is 0.001 which is lower than 0.01. So with 99% confident, there is a significant relation between development thought and creativity of managers. According to the positive coefficient we conclude that development thought can affect on creativity of managers. The results are consistent with the findings of Franco, Binette, kanfro stabling (2007), Madani (2003) and Ranko (1999).

Forth Sub Hypothesis Examination

There is a significant relation between individual thinking and creativity. The below table is used for examination.

Table 5: Correlation between individual thinking and creativity

| | | Creativity | Individual thinking |
|---------------------|---------------------|------------|---------------------|
| creativity | Pearson correlation | 1 | * .255 |
| | Sig.(2-tailed) | | .019 |
| | N | 85 | 85 |
| individual thinking | Pearson correlation | * .255 | 1 |
| | Sig.(2-tailed) | .019. | |
| | N | 85 | 83 |

Conclusion: according to table above, the correlation coefficient is 0.255 and the possibility is 0.019 which is lower than 0.05. So with 95% confident, there is a significant relation between individual thinking and creativity of managers. According to the positive coefficient we conclude that individual thinking can affect on creativity of managers. The results are consistent with the findings of Strenberg (1989), Ketrax (1999), Deyhimi (2003) and Elahi (1999).

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Conclusion

Creativity and innovation is a multidimensional field which can be said to be interwoven with lots of social and cultural grounds in some way. While lots of organizations and their managers in various groups of society acknowledge the importance of creativity and innovation, and creative and innovative persons are lauded in society, innovation and creativity management is unknown in lots of societies and organizations. In improved countries in which commercial and cultural life is linked to continuous creativity, psychology and management are contributing to provide valuable results for organizations managers and authorities. Dennison (2006) believes that culture in a successful society should show all features, so it should be adjustable and counseling. The reality is that we can not look at creativity with emphasizing on one dimension. Individual, environmental, social and cultural dimensions can not present the nature of creativity. But a collection of them are interacting in the society. So we suggest managers to consider all cultural indices and dimensions to reinforce general and organizational culture.

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