

Research Article

THE RELATIONSHIP BETWEEN WORKLIFE QUALITY AND HIGH SCHOOL TEACHERS' CREATIVITY OF RASHT, IRAN

Narges Mahmoodi¹, Zahra Mohamadian¹, Vahid Ghasemi² and Sedigheh Fallah³

¹Department of Educational Management, Alzahra University, Tehran, Iran

²Department of Educational Planning, Allameh Tabatabaee University, Tehran, Iran

³Department of Educational Planning, Tehran University, Tehran, Iran

*Author for Correspondence

ABSTRACT

Every organization wants to utilize all the competences and capacities of its employees make their potential faculties work. This is not possible except with actual knowledge of needs and governing circumstances of work environment. So, opportunities, facilities and appropriate work environment for employees must be created. Accordingly, the aim of this study is to investigate the relationship between work life quality and teachers' creativity of Rasht city. The research method is descriptive - correlation and the research sample is included 260 high school female teachers Rasht city that were selected using stratified random sampling technique. A basic assumption of this research is the relationship between the work life quality and teachers' creativity. Casio and Randsip standard questionnaires have been used to determine the variables relations of this study. The crunbach alpha method was used for reliability of questionnaire questions, after the justifiability-verification by experts. The alpha is 95% and 91% for work life quality dimensions and teachers' creativity respectively. Results showed that there is a significant positive relationship between work life quality and teachers' creativity (0.01level). If the working conditions are better, teachers' motivation will be more for creativity. Also research founds showed that among the work life quality factors include:

- 1) Participation in decision-making in schools and teachers' creativity has a significant positive correlation (at 0.01 levels) and greater involvements of teachers in schools enhance their innovation incentive.
- 2) There is a significant positive correlation (at 0.01 levels) between the training and educational opportunities and teachers' creativity. Training opportunities mostly cause new and novel ways.
- 3) There is a significant positive correlation (at 0.01 levels) between democracy in schools and teachers' creativity. As the emotions and intentions of individuals being appreciated, their creativity is increased.
- 4) There is a significant positive correlation (at 0.01 levels) between salaries and premiums, facilities and health welfare services and teachers' creativity. As the job facilities become more suitable, the innovation incentive will increase.
- 5) There is a significant positive correlation (at 0.01 levels) between job design in schools and teachers' creativity. Enrichment and job development creates greater goals and incentives for creativity.
- 6) There is a significant positive correlation (at 0.01 levels) between workspace in schools and the teachers' creativity. If the workspace is suitable and impressive, the teachers' creativity will increase.

Keywords: *Work Life Quality, Creativity and High School Teachers*

INTRODUCTION

Human civilization is indebted to creative mind of human and its permanency would be impossible without use of creativity. In current situation, creativity is not only a necessity, but also a condition for survival. Therefore, it is necessary that educational system emphasizes on training and educating individuals who are capable of solving unpredictable issues (Torrance, 1994). So far, comprehensive definition which covers all dimensions and aspects of creativity is not provided. Various theories and definitions that have been raised emphasize on specific aspects of each case. Lipe quotes what Glaveanu said defines the creativity as an activity that presents new combination through altering approaches or existing methods (Glaveanu, 2009). Harding believes that creativity is almost beyond

Research Article

imagining or making something that has not existed before. We often understand creation concept from creativity (Harding, 2010). Existence of such theory diversity in this area is due to the highly complex nature of the brain reactions. In the past, it was believed that the creativity is a gift from God which cannot be developed or moved to others, but now, scientists believe that creativity is a trait which is owned in the hands of a few people, but almost all people have it somehow (Jalili, 1382). Various studies show that the most important predisposing factors associated with creativity are environment and environmental conditions. Environment can create physical and social Stimulation in a way that leads to new ideas in individual mind and these new ideas strengthen the creativity incentive. The work life quality is a kind of organizational culture or management method that employees feel ownership, independence, responsibility and autonomy which result in job satisfaction (Mejbel, 2013). Job satisfaction with pay and premiums satisfaction and relationships among employees create general feeling of being good. These entire factors stimulate individual to provide an appropriate and novel work (Gupta, 2013). Many experts define work life quality as joint decision-making process and mutual cooperation between management and staff that implies accepting organization members regardless of their organizational level (Sankar and Mohanraj, 2013). Casio also knows that Work life quality is actual conditions sets of work in an organization such as salary, premiums, health and safety facilities, and participation in decision making and democracy in the organization, and variety and enrichment of occupations (Casio, 1992).

One of the most important place where creative people can be brought up is educational environment particularly schools. Teachers are those people who can be creative themselves and cause creativity in their students. As an important element of training systems, teachers play an important role in creativity development process. So by emphasizing on their work conditions and trying to create incentives, significant situation steps can be made in developing countries through training creative generations (Jalili, 1382).

Various studies have emphasized on importance of environmental effects on creativity.

For example, Fasih (1387) has investigated the effects of participating and traditional management styles on teachers' creativity in a study entitled "participating and traditional management styles effects examination on teachers' creativity". His Statistical results showed that management style (one of the work life quality Component) has direct impact on teachers' creativity. Siadat *et al.*, (1386) also examined the working conditions on the creativity of supervisors in a study entitled "the relationship between the nature of work and creativity of employees from the supervisors' point of view in Isfahan steel mill". His results show that there is a significant positive relationship between working conditions and Creativity of employees. However, in a study entitled examination of work life quality effect on manpower productivity, Ghasemi (1379) indicates that there is a greater positive correlation between the work life quality and each indicator of productivity (job satisfaction, input and output rate reduction and per capita production) than creativity and innovation. Hendra (2013) has investigated the work life quality and how to increase human resource management in Google Company in a paper entitled "Learning in Google". His research results show that the work life quality increases the dynamic changes and creativity in workplace. Hope (2010), in an article entitled "creativity, content, policies, educational policy review believes that Creativity requires an environment where supports the effective and philosophical ideas. In order to develop creativity in schools, major reform, structure improvement and equipment are needed to achieve the arbitrary results. King and Gurland (2007), in an article entitled of individual and environment effects on creativity have shown that individual and environmental factors are both important in creativity and the results will be affected by both factors. Palmon and Alice (2004), in an article entitled "leadership and creativity", have come to conclusion that creativity in complex and ambiguous situations that often exist in organizations occurs. They suggest that leaders should create facilitation conditions for creativity process in organizations.

Now, this question poses according to the research results: what is the relationship between work life quality and high school teachers' creativity of Rasht city and what amount of teachers' creativity can be predicted by each component of work life quality.

Research Article

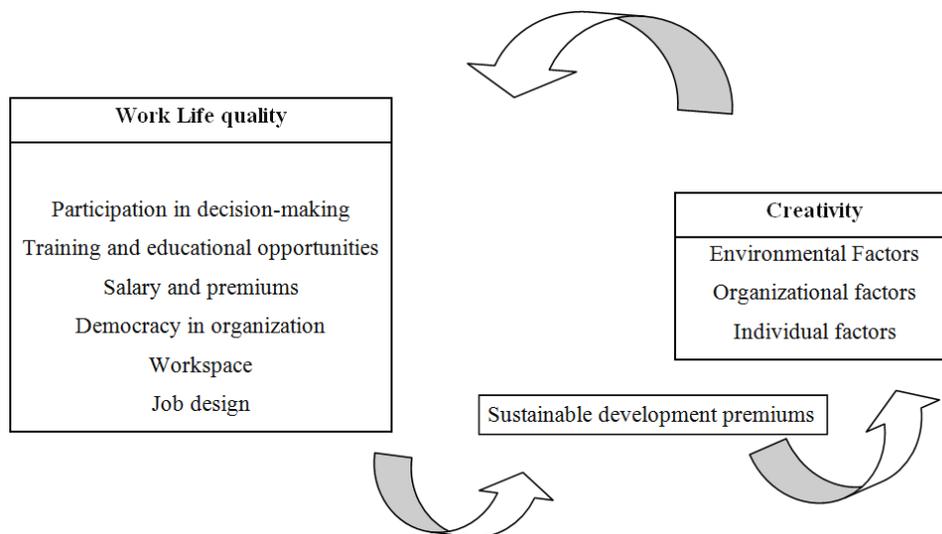
The Research Model

The Casio model has been used in considering work life quality variable and its dimensions. The components of this model are:

1. Salaries and premiums, facilities, health and welfare services which mean regular and fixed payments amount to a job incumbent for compensating work or services that has been done in a given period with premiums, health and welfare services.
2. Training and Fellowships which mean providing opportunities for continuous and lifetime learning of organization's staffs.
3. Democracy in workplace which means a system that values individual goals and emotions and allows the policies are moderated by group continuously.
4. Participation in decision making which means people emotional –subjective involvement in gregarious situations to achieve group goals.
5. Job design which includes combination of necessary and meaningful components of job with employees' features for creating organizational positions in a way those positions meets the staff and management expectations.
6. The workplace situation in which people work. This place is manifestation of personnel understanding of management style and the organization value system.

In addition to this research, Casio-Najafi (1385) in a study entitled “examining the work life quality relation with productivity of Iranian Gas Company middle managers” and Hashemian-bidgoli (1387) in a study entitled “examining the work life quality relation and job satisfaction of teachers” have also been used these work life quality model.

Finally, the theoretical framework of this study is:



Research Hypotheses

The Main Hypothesis: There is a relationship between quality work life and teachers' creativity.

Alternative hypothesis:

1. There is a relationship between salaries and premiums, facilities, health and welfare services and teachers' creativity.
2. There is a relationship between education, fellowships and teachers' creativity.
3. There is a relationship between democracy in school and teachers' creativity.
4. There is a relationship between participation in decision making in schools and teachers' creativity.
5. There is a relationship between Job design in schools and teachers' creativity.
6. There is a relationship between workplace in schools and teachers' creativity.

Research Article

Research Methodology

Current study is a descriptive-correlative and objective in terms of method and application respectively. The library and field methods have been applied for collecting data.

The research sample consisted of all high school female teachers in regions 1 and 2 of Rasht city who has been engaged in teaching in 89-90 academic year that are 857 people. The sample size was 260 high school teachers who were selected by stratified random sampling method and with reference to Morgan’s table (1970).

In order to collect data, the questionnaires of work life quality consisting of 29 questions designed by Casio (1997) and standardized by Najafi (1385) has been used that includes components of participation in decision-making, trainings and fellowships, Democracy in organization, salaries and premiums, facilities , health and welfare services, job and workplace design. Also, Randsip creativity questionnaire (1979) has been used to investigate the teachers’ creativity.

This questionnaire consisted of 19 questions which is provided by Fasih (1387) after matching with educational organizations. It has been viewed by management professors to determine the justifiability of the questionnaire, and the questionnaire was codified after their intended improvements. The crunbach alpha method was used to investigate the reliability of questionnaire questions which equals to 95% and 91% for work life quality and creativity dimensions respectively.

The results of this research were achieved by using SPSS software and included descriptive statistics (frequency, percentage, median, mean and exponent) and inferential statistics (Pearson correlation) respectively.

Research Findings

In this section, findings are presented in the table based on the research hypotheses.

The Main Hypothesis: There is a relationship between quality work life and teachers’ creativity.

Table 1: The calculated indicators of being meaningful test for the relationship between two variables of work life quality and creativity

Variables	Number	correlation coefficient	Freedom degrees	Calculated value of T_r	Outcome
Work life quality and creativity	260	0.391	258	5.826	$P < 0.01$

As can be seen, there is a significant relationship between work life quality and teachers’ creativity in 99.9% and the correlation coefficient is 391%. So, we can predict the teachers’ creativity changes as 15.3%.bywork life quality variance.

Alternative Hypothesis

1. There is a relationship between participation in decision-making and teachers’ creativity in schools.

Table 2: The calculated indicators of being meaningful test for the relationship between two variables of participation in decision-making and creativity

Variables	Number	correlation coefficient	Freedom degrees	Calculated value of T_r	Outcome
participation in decision-making and creativity	260	0.331	258	5.632	$P < 0.01$

According to Table 2, there is a meaningful relationship between participation in decision-making and teachers’ creativity at the level of 99.9% and null hypothesis due to the lack of relation is rejected. The correlation coefficient is 331%. So, we can predict the creativity changes to the extent of 11% by participation in decision making variance.

Research Article

2. There is a relationship between training and teachers’ educational opportunities and their creativity.

Table 3: The calculated indicators of being meaningful test for the relationship between two variables of training and educational opportunities and creativity

Variables	Number	correlation coefficient	Freedom degrees	Calculated value of T_r	Outcome
Training and educational opportunities and creativity	260	0.287	258	4.812	P<0.01

According to Table 3, there is a meaningful relationship between training and teachers’ educational opportunities and their creativity at the level of 99.9%. So, we can predict the creativity changes to the extent of 8.2% by training and teachers’ educational opportunities variance.

3. There is a relationship between democracy and teachers’ creativity in schools.

Table 4: Calculated indicators of being meaningful test for the relationship between two variables of democracy in organization and creativity

Variables	Number	correlation coefficient	Freedom degrees	Calculated value of T_r	Outcome
Democracy in organization and creativity	260	0.343	258	5.867	P<0.01

According to Table 4, there is a positive meaningful relationship between democracy in organization and teachers’ creativity with 99.9% confidence. The correlation coefficient is 343%. So, we can predict the teachers’ creativity changes to the extent of 11.8% by democracy in organization variance.

4. There is a relationship between salary and premiums, facilities, health and welfare services of teachers and their creativity.

Table 5: Calculated indicators of being meaningful test for the relationship between two variables of Salary and premiums and Creativity

Variables	Number	correlation coefficient	Freedom degrees	Calculated value of T_r	Outcome
Salary and premiums and Creativity	260	0.199	258	3.262	P<0.01

According to Table 5, there is a positive meaningful relationship between salary and premiums, facilities, health and welfare services of teachers and their creativity with 99.9% confidence. So, we can predict their creativity changes to the extent of 4% by salary and premiums, facilities, health and welfare services variance.

5. There is a relationship between Job design in schools and teachers’ creativity.

Table 6: Calculated indicators of being meaningful test for the relationship between two variables of job design and creativity

Variables	Number	correlation coefficient	Freedom degrees	Calculated value of T_r	Outcome
Creativity and job Design	260	0.315	258	5.332	P<0.01

Research Article

According to Table 6, there is a positive meaningful relationship between job design in schools and creativity with 99.9% confidence. The correlation coefficient is 315%. So, we can predict their creativity changes to the extent of 9.9% by job design variance.

6. There is a relationship between workplace in schools and teachers’ creativity.

Table 7: Calculated indicators of being meaningful test for the relationship between two variables of workplace and creativity

Variables	Number	correlation coefficient	Freedom degrees	Calculated value of T_r	Outcome
workplace and creativity	260	0.396	258	5.929	$P < 0.01$

According to Table 7, there is a positive meaningful relationship between workplace in schools and creativity with 99.9% confidence. The correlation coefficient is 396%. So, we can predict their creativity changes to the extent of 9.9% by teachers’ workplace variance.

As the findings show that there is positive correlation between components of work life quality and teachers’ creativity at 0.01 percent level.

The correlation obtained with the lowest value between the components of salary and premiums, training and educational opportunities and job design compared to the components of democracy in organization and participation in decision making.

CONCLUSION

Discussion and conclusions

According to the main hypothesis of this research, there is a significant positive relationship between work life quality and teachers’ creativity with correlation coefficient of 391%. The reason can be expressed of as the work life quality components increase, the teachers’ creativity increases. Therefore, the environment can create social and physical stimulation in a way that would arise new ideas in individual mind. The results of these findings are consistent with the researches results of Hope (2010), Najafi (1385), Hendra (2013), and Siadat (1386). Hendra (2013) believes his researches results show that the work life quality increases the creative dynamic changes in the workplace. The results are not consistent with the findings of Ghasemi (1379) who believes that there is no significant relationship between the creativity as one of the productivity indicators and work life quality.

The alternative hypotheses results also show that:

- 1) There is a positive relationship between participation in decision-making and teachers’ creativity with a correlation coefficient of 331%. Accordingly, the manager can make innovation incentive among the staffs by devolving authority and consult with their employees and the work progresses regularly and desirably. The results of this finding are consistent with the research results of Fasih (1387), Palmon and Alice (2004). Fasih believes that participating management style has direct impact on teachers’ creativity.
- 2) There is a positive relationship between training and educational opportunities and teachers’ creativity with a correlation coefficient of 287%. The reason can be expressed that the teachers’ participation in training courses has beneficial effect on their labor and employment. This achieved knowledge will be an incentive for creativity and innovation. The results are consistent with the findings of Najafi (1385) and Shiar (1371). Shiar suggests that over 80% of teachers say participation in these courses is necessary and they are very much beneficial training courses.
- 3) There is a positive relationship between democracy in schools and teachers’ creativity with a correlation coefficient of 343%. Accordingly, in democracy based organization by valuing the ideas, suggestions, innovations and participation of employees in decision-making helps them to activate toward achieving more efficient goals of organization. The research findings are consistent with the findings of Rice (2006), Hashemian-bidgoli (1387). Rice believes that in an open and trustworthy organization, the creative behavior scale of staffs is high.

Research Article

4) There is a positive relationship between salaries and premiums, facilities, health and welfare services and teachers' creativity with a correlation coefficient of 199%. Although the teachers have chosen the components of salary and premiums at a lower degree than other factors for motivation of creativity and innovation. However, if the facilities, health and welfare services and sufficient salaries are provided, staff discontent is low and participation incentives will be more. The results of this study are coincided with the findings of Khezri (1381). According to Khezri's findings, there is a significant positive relationship between received rewards and the personnel creativity.

5) There is a positive relationship between job design and teachers' creativity with a correlation coefficient of 315%. Because By changing employees' needs, the organizations align themselves with the changes. Job designing is a response to the needs of employees for doing work more efficiently. The results of this research have relationship with Abtahi's findings (1374) who believes that there is a significant relationship between job design and employees' creativity indirectly.

6) There is a positive relationship between workplace and teachers' creativity with a correlation coefficient of 396%. Because if the physical and mental conditions of organization organized properly, it would have desired effect on efficiency of employees' creativity. The results of this study are matched with Liravi's findings (1379). He believes that there is a positive relationship between physical conditions of the workplace and motivational factors and creativity.

Given the above, it can be stated that one of the situation for making creativity incentive in organization staffs is to provide favorable environmental conditions, these conditions starts from the most important needs of human (physiological needs) to meet more fundamental needs for success and promotion.

In an organization like education, by valuing the ideas, suggestions, creativity, training and participation of members in decision-making helps them to activate toward achieving more efficient and effective goals of organization. According to the results of the present study, there is a positive correlation between components of work life quality and teachers' creativity. The correlation were obtained with the lowest values for the components of salary and premiums, training and educational opportunities and job design compared to components of democracy, participation in decision-making and workplace. This suggests that in the present circumstances most of the teachers do not get enough satisfaction from the atmosphere of the educational enterprise. Most of them, if they had creativity incentive and innovation, the lack of facilities and resources, lack of enough time, lack of management and education organization supports from new ideas would prevent them. On the other hand, our education organizations are heavily concentrated and view the teachers as a force for what they consider and less emphasize their thought, ideas and suggestions. Most school administrators are engaged in their activities in separate rooms from teachers which cause separation and lack of knowledge for management and teachers of each other needs. In such a case, teachers' incentives for innovation are reduced, and the teachers inspire the students what textbooks have been written like their progenitors. Finally, situations are causing a lot of creativity and creation of favorable environmental circumstances is one of the factors. Educational leaders can facilitate and emerge the teachers' creativity by making open and reliable environment, participative, responsible and devolving authority and also supporting new ideas.

Suggestions

According to significant relationship between work life quality and teachers' creativity, it is necessary for education organization to pay serious attention to the work life quality of teachers through considering their material and spiritual needs, participation in decision-making, creating a suitable environment for teaching, providing proper training course in accordance with teachers' education level and etc.

- Education organization should be more sensitive to teachers' prominent activity (their innovations) and encourage them by providing material rewards, promotion and introducing them to other employees.
- It deserves that the Ministry of Education offers programs to prepare and justify the managers for participating teachers in school decisions making.
- According to correlation between the workplace and qualified teachers' creativity, education should pay serious attention to mental and physical environment of schools through considering the standards of school construction.

Research Article

- Improvement of training courses for teachers, utilization of specialist teachers for each subject, increasing teachers' motivation to continue to serve in education, paying attention to the social status of teachers.

REFERENCES

- Abdellah Mejbel, Mahmoud Khalid Almsafir, Rusinah Siron, Ahmad Salih and Mheidi Alnaser (2013).** The Drivers of Quality of Working Life (QWL): A Critical Review. *Australian Journal of Basic and Applied Sciences* 7(10) 398-405.
- Abhishek Gupta (2013).** Quality of Working Life and Organizational Development. *Open Access Scientific Reports*.
- Cassio Wayne F (1992).** *Applied- Psychology in Personnel*, 4th edition.
- Fasih B (2008).** Effects of participative and traditional management style on teachers creativity of High schools. Master Thesis, Faculty of Psychology and Educational Sciences, University of Alame Tabatabaee.
- Ghasemi M (2000).** The effect on the quality of work life and productivity of human resources. Master Thesis, University of Tehran, Higher Education Complex Qom.
- Glaveanu Vlad Petre (2010).** Paradigms in the study of creativity: Introducing the perspective of cultural psychology. *New Ideas in Psychology*.
- Harding Tayloe (2010).** Fostering Creativity for Leadership and Leading Change. *Arts Education Policy Review* 111 51–53.
- Hashemian Bidgoli F (2008).** Relationship between quality of work life and job satisfaction of teachers in Tehran. Master Thesis, Faculty of Education and Psychology, University of Azahra.
- Hendra Bunyamin (2013).** Learning from Google: Increasing the Quality of Work Life. *International Conference on Business, Economics, and Accounting, Bangkok – Thailand*.
- Hope Samuel (2010).** Creativity, Content, and Policy. *Arts Education Policy Review* 111 39–47.
- Jalili M (2003).** Investigate the relationship between job satisfaction and creativity training managers. Master Thesis, Institute for Research and Planning.
- Khezri M (2002).** The relationship between organizational climates with employee creativity on Copper Industries Co. Mes Bahonar Kerman. Master Thesis, Faculty of Literature and Humanities, Islamic Azad University.
- King Lauren and Suzanne T Gurland (2007).** Creativity and experience of a creative task: Person and environment effects. *Journal of Research in Personality* 41 1252–1259.
- Liravi Masood (2000).** The relationship between the physical conditions of the workplace and motivational factors (Participation in decision-making) on Belonging to the organization and operation of the production staff of Tehran Cement Co. Master Thesis, Faculty of Management, University of Tehran.
- Najafi Ali (2006).** The relationship between quality of work life and productivity of middle managers National Iranian Gas Company. Master Thesis, Faculty of Education and Psychology, University of Alame Tabatabaee.
- Reiter-Palmon, Roni Jody J and Illies (2004).** Leadership and creativity: Understanding leadership from a creative problem-solving perspective. *The Leadership Quarterly* 15 55–77.
- Sankar M and Mohanraj R (2013).** Quality of work life sustain robust work culture: a field experience sampling study on sago industry. *International Journal of Advanced Research* (6) 269-273.
- Shiar J (1992).** Amol city school physical education teachers' opinions on the job training. Master Thesis, Faculty of Physical Education and Sports Science, University of Tarbiat Moalem, Tehran.
- Siyadat A, Yarmohamadzadeh P et al., (2007).** Reviewing the nature of the job and the creative staff of supervisors in Esfahan Steel Company. *Journal of Administrative Sciences and Economics* 19(2).
- Toranse B (1994).** *Creative Talents and Skills*, Translated by Ghasemzadeh (Donyaye no) Tehran.