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## **STUDYING THE RELATIONSHIP BETWEEN MANAGERS' POWER SOURCES WITH THE EXTENT OF THE CREATIVITY OF THE FACULTY OF ISLAMIC AZAD UNIVERSITY OF ZAHEDAN**

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### **ABSTRACT**

Power is the ability to persuade others to do things you wish. Creativity is creating a fusion of ideas in a new way. Knowledge of power sources of management and the extent of creativity in work, especially faculty members', and the quality of the relationship of these variables can enhance educational goals, and on the other hand, increase the understanding of the managers in knowing which power base is more effective about the professors. The main objective of this study is to investigate the relationship between power sources of managers with the extent of creativity of faculty members of Islamic Azad University of Zahedan. In this study, 40 managers and heads of departments by census, and 101 full-time faculty members of Islamic Azad University, Zahedan, from among 165 faculty members were randomly selected. Research tool has been Rend sip's creativity questionnaire used to measure the creativity, and 21-item questionnaire by Powell and Walter Netemeyer was used to assess the strength.

In the analysis of the data, independent t-test and Pearson's correlation coefficient, and Spss17 were used. The creativity of the subjects under study was very low, so that 94.1% of them non-creative and 5.9 percent of them had creativity below average. The atmosphere in the educational environment in the studied university is not a dynamic atmosphere and managers have had no roles in operating their creativity. Due to the non-significant relationship....., to create motivation and creativity, such as self-confidence, it is recommended that the daily chores' length, especially teaching hours, and overtime daily routines be reduced, and a peaceful environment be created where professors can think of new ideas by more concentration.

**Keywords:** *Sources of Power, Creativity, Managers, Faculty Member, Zahedan*

### **INTRODUCTION**

In today's world, to survive all organizations require new and fresh ideas. Creativity is of the issues that many organizations need so that they can remain competitive and preserve themselves. Human resource, which is considered as one of the most stable resources of every organization, can be efficient and have effectiveness in the organization when they have new and innovative ideas. Moreover, creativity happens in a context where the needed space is created for it. Power that many experts consider it as the ability to influence subordinates, and by which they can conduct their subordinates to their own set of organizational goals, is a very delicate task that should be used in accordance with the subordinates' ability and willingness to be effective. Power is divided into two major parts. Personal power or authority that is classified into seven sub-categories and includes the power of information, expertise, relationship, legal reward force and reference. With the increasing development of knowledge and extensive flow of information, today our society requires skills that help it keep pace with the development of science and technology. Life is full of struggle. The struggle between the known and the unknown, the unknown is not imaginable. Nevertheless, with the knowledge and creativity that God has given us, they are obtainable. The goal is not just to know, but the main goal is to be able to use our knowledge for the development and promotion of our society and ourselves. Therefore, creativity can be viewed as a means to explore the unknown that is needed and necessary for human evolution and still have not been discovered (Osanloo, 2004). All organizations need new and fresh ideas to survive. New ideas and thoughts are blown like a soul into the body of the organization and save it from destruction and

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annihilation. In our time, to survive and thrive and even to maintain the status quo, we should continue the innovativeness and innovation in the organization to stop its stagnation and ruin. To be able to survive in today's turbulent and changing world, we must turn to innovation and creativity, and while recognizing innovation and creativity, we must come up with new and innovative responses to deal with them, and at the same time with being affected by them affect them as well and give them the desired shape (Alvani, 2003). Another researcher sees their creativity as the shining of a thought and creation of new ideas. He considers creativity as discovering what is available that cannot be seen due to habitual mental blindness. Creativity is a curious and probing look at an old phenomenon that finds it and makes it clear (Koestler, 1967). Here, it is not inappropriate to point out that innovation creates a change. It is clear that not all changes can be called innovation. Innovation is a new change, based on new ideas, which previously did not exist. Although innovation is a change, not every change is an innovation (Robbins, 1983). Now, it is the age of learner organization, whose members in all ranks make commitments to forgo told types and work the best way possible together to achieve the plans. Organization must continuously adapt to the environment in order to survive and succeed over time. To accomplish this, they must have the capacity to manage through progressive methods. Max Depri, Chairman and CEO of Herman Mooler, who is known by his creative power and says that you have to have an environment whose individuals are truly compatible with the development and can cope with conflicts resulting from change and innovation (Iran-Nejad, Parizi, 2005). In the era of the rule of sciences, technology and industries on all aspects of life, what has attracted the attention of agencies more than any other issue is the question of creativity, innovation, guidance and support of creative thinkers. Therefore, talk about creativity is talking about the most valuable and innovative concepts and phenomena. Therefore, offering such a vital issue in the community is of great importance. One of the most important tasks of our country's education system is training people whose existence is full of creativity in various fields, so that they can bear important roles and take science, culture, and art and society responsibilities. Teachers and professors are of those people who can think creatively, and according to the power that managers apply, and make their students' creativity emerge or vice versa by applying wrong practices kill their innovation. Inappropriate creativity thwarts them. It is so amazing, but life without creativity is difficult and cumbersome. If we look past from the highest place of the present life, we will find how much the modern life has changed in terms of facilities and equipment compared to the past. For example, the speed of the modern man due to invention of airplane or the way of writing in the world today compared to the past or travel to other planets, horizons, skies, and the depths of the seas are all thanks to the brilliance of human creativity. Thus, it can be observed that creativity is not something strange and unfamiliar that needs reasoning (Khanian, 2002). The base for power motive is the tendency of matching the individual's material and social world by the picture or the plan he has for it. The need to have impact, control, or influence over another person, group, or people or in the real sense gives everyone the motivation to have power. The impact gives one the possibility to initiate and control their power, and control give the possibility of consolidation of power and influence gives the possibility to maintain or restore the power to someone. Such interest in power is often with the need to dominate, fame, position and job. Motivation gives power to people and thus they get more likely to have a powerful social position and put their diligence on it. This topic and the approach towards them are usually less considered by organizations, particularly non-governmental organizations. This may be partly due to the ambiguity and complexity of power (Goel Kohan, 2005).

### **Dimensions of Power**

- 1 – Power is relationship-based.
- 2 - Power is relative and position-dependent.
- 3 –Power has two real and potential aspects.
- 4 – Power is the ability to influence others.
- 5 - Power should have sanction and support.
- 6 - Power should be purposeful.

### **The Use of Power by Leaders and Determining Areas of Strength**

- 1 - *Responsible Leaders*: These leaders are the center of their own decision-making and power.

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2 - *Participatory Leaders*: In this case, leaders avoid centralization of power and decision-making and get help from the others in decision-making and responsibilities (they divide the power and decision-making).

3 - *Liberal Leaders*: They set responsibility and power free; they set group free to solve their work problems.

### The Way to Use Power

1. *Using the Power of Authority*: Authority power can be of great help to the leader. In a compulsory (mandatory) method, the director may increase his power of authority through selecting subordinates with similar records. For example, he may create his power by hiring subordinates who were at the same school as him. Another method to use the power of authority is applying it through shaping role. In this method, the leader acts in a way that he wants the subordinates to act so. As noted above, since the subordinates would like to be tied to the leader and connect their identity to a leader who has the authority, they may want to imitate his behaviour (Alvani and Memarzadeh, 2004).

2. *Using Power of Allocation*: through making others aware of the level of education, experience and knowledge in a subtle way, managers can cleverly increase others idea of their expertise. Preserving credit means that the director should not pretend to know something that he really does not know. If it turned out that the manager had pretend to have or know something, they quickly lose their special powers. For increasing his specialized power, the manager must keep himself aware of the changes related to his duties and valuable to the organization and his expertise.

3 - *Using the Legal Power*: The leader applies the legal power by demanding work to be done by subordinates. When subordinates are sensitive to their relationship with the leader, he should ask his requests sincerely and politely. Meanwhile, the request should be obvious question, and there may be need to explain the reason of issuing orders to others to ensure that his orders are legal and appropriate.

4 - *Using the Power of Rewards*: Reward power, in some aspects, is the simplest power to exploit. Managers can increase the potential value using Yokel Guide. Checking the willingness means that the manager should know whether subordinates accept his request before receiving the bonus or not. Otherwise, the subordinates may not recognize the link between performance and reward.

Gary Yokel has offered some tips for taking advantage of the authority power:

- Treat subordinates fairly
- Defend their demands
- Be sensitive to their needs and feelings
- Choose subordinates like you
- Interfere in shaping the role (Alvani, 2004).

### The Applications of Power

When using power by leader, three potential results can be achieved.

These results depend on leader power source, how to use it and subordinates' individual features:

1 - *Commitment*: When people accept the leader and see themselves the same as him one knows, most likely they are added to exercise power. Facing requests they think are important to leader, such people will have great motivation.

2 - *Compliance and Acceptance*: This means subordinates carry out the leaders' wishes to the point that there is no need to try to spend more force. Therefore, subordinates may act in an acceptable period, but they will not act out of the schedule.

3 - *Resistance*: This means that the subordinates are in conflict with the wishes of the leader. A dissident subordinate may even ignore the projects largely to ensure that the project will does not progress as the leader wishes.

### The Definition of Creativity

- Creativity is one of the topics that has become of interest to educators, psychologists, practitioners and universities authorities and one of the fundamental objectives of the training is training creative people.
- There are many definitions of creativity, and it is of the words that has always attracted the attention of psychologists, scientists, and philosophers of social sciences and so on.
- In the dictionary, creativity means to create, produce and to cause "Arianpour dictionary."

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- Creativity is combining, gathering, and mixing elements in new ways.
- Creativity means creating combinations of any kind such as works of art, mechanical tricks and is of the works that are fundamentally new and previously unknown to their creators.
- Creativity also means a new capacity, seeing new relationships, creating, unusual thoughts, and getting away from traditional patterns of thinking.
- Creativity is showing an act or behavior and a creative ability and creative action, in general, which means to provide an adequate solution to the problems (Farnoudian, 1991).

#### *Barriers to Creative Thinking*

There are several obstacles in the way of the emergence of creativity. Some of the main obstacles to creativity are pointed out here briefly:

1 - Lack of confidence, 2 - fear of criticism and failure, 3 - tendency to fit in with the community, 4 - lack of mental focus, increase in innovation lies in removing these obstacles (Terry, 1977).

Domestic and foreign research carried out

In a study, Karimi (2004) tried to determine the power source of sport managers in Mashhad and its relation to the level of preparedness of staff. The study population of that study consisted of physical training managers of Mashhad and employees under their direct command of whom 40 managers via census and 420 employees under their direct command were selected by random clustering. To collect information questionnaires and to analyze the information Kolmogorov-Smirnov and Kruskal-Wallis tests were used. He finally achieved the following results: sources of management power are more personal and less institutional. There is a significant relationship between different levels of staff preparation with power sources of information allocation, legal powers, and bonuses. In addition, there is no correlation between different levels of preparedness of the staff with referential and coercive power sources. Various power sources are not used with different level of preparedness of personnel.

In that research, it was found that the source of personal power is mostly personal, especially specialty-referral power source, but information and organizational power resource are used less. Mohammadi (2002) conducted a study on the growers of creativity that showed creative people can foster students' creativity more than non-creative ones, and he generally pointed out the creativity of the creativity fostering coach. Alavi (2003) in a study titled "The study of the relationship between job commitment and creativity of managers" found that there is a significant correlation between job commitment and managers' creativity, and there is a significant difference between managers with high and low job commitment about the amount of creativity. In demographic variables effect, it was confirmed that gender, age, management area, education, and managing work experience are affective in the relationship between job commitment and the extent of creativity of managers. Cruse (2004) in a study on the impact of using different power sources on creative behavior and preventing them came to the conclusion that using the power of knowledge, expertise and information has the most positive impact on cognitive processes and innovative behaviors and maximum negative effect on innovation preventing behaviors. TJOsvold in a study in (2004) examined the differences in the heads and its impact on the behavior of their subordinates. The primary target of some heads is coordination and the others' is competition. The first group took the advantage of positive expectations, useful reactions, and restatement of tasks to subordinates, positive response to the request of others, and development of relationships compared to the second group. Supervisors who were high in authority used their special powers while coordinating to provide guidance to subordinates.

This group was able to benefit from their power, but it should be noted that the social context influences behavior and on how to use the power with subordinates. Another study by Ron Line (2007) offers the relationship between two major variables of strength and success in implementing and fundamental changes. According to the study, on the impact of social power and the impression, it is assumed that power affects successful implementation of tactics. According to the literature of strategic management, effective tactics and reasonable participation that are linked together have been developed for this condition. Power is identified as a factor inconsistent with use of effective tactics, and some direct relationship have shown a relation between executive success and power. Results show that the



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relationship between power and success of execution has been balanced to some extent by using different influence tactics.

## MATERIALS AND METHODS

### Methodology

The aim of this study is to investigate the relationship between power sources of managers with the creativity of faculty members of Islamic Azad University of Zahedan.

Methods: In this study, 40 managers and heads of departments by census, and 101 full-time faculty members of Islamic Azad University, Zahedan, from among 165 faculty members were randomly selected. Research tool has been Rend Sip's creativity questionnaire used to measure the creativity, and 21-item questionnaire by Powell and Walter Netemeyer was used to assess the strength. In the analysis of the data, independent t-test and Pearson's correlation coefficient, and Spss17 were used. The creativity of the subjects under study was very low, so that 94.1% of them non-creative and 5.9 percent of them had creativity below average. The atmosphere in the educational environment in the studied university is not a dynamic atmosphere and managers have had no roles in operating their creativity. Due to the non-significant relationship....., to create motivation and creativity, such as self-confidence, it is recommended that the daily chores' length, especially teaching hours, and overtime daily routines be reduced, and a peaceful environment be created where professors can think of new ideas by more concentration.

## RESULTS AND DISCUSSION

### Findings

The results showed that of 101 faculty members 22.8 percent under age 30 and 8.9% above 50 years of age. In addition, managers, and heads of departments who were 20, 40% were under 35 years, and 5% above 46 years of age. Of total 101 faculty members of the university, 25.7 percent were female and 74.3 percent were male. The findings also showed that 25% of managers are female and 75% of them are men. The findings also showed that 84% of the subjects are married and 15.8% were single. Of male and female staff members, studied 64.4 percent have a master's degree and 35.6 percent had PhD degrees. In addition, it is seen that among the heads of departments and heads of different schools, 85% have postgraduate studies and 15 percent of them have PhD and higher education. Of 101 faculty members studied, 57.4 percent have less than 10 years, 34.7 percent between 11 and 20 years, 5% between 21 and 30 and 3% more than 31 years of service. Table 8 shows that 30% of managers and heads of departments have between 1 and 5 years, 50% between 6 and 10 years, and 20% more than 11 years of management experience and above have management experience. None of the subjects studied as faculty members are in creative groups of very creative, above-average creativity, or average creativity, just 5.9 percent are in the below the average in creativity and other subjects that is 94.1% of the studied group are non-creative. Seven power sources used by managers of groups and heads of different schools under review are different so that the average of expertise power is 11.6, information power is 9.55, authority power 10.25, legitimate or legal authority or power 8.45, reward power 9.20, relationship power 5.05 and coercive power 8.05.

**Table 1: Comparison of Creativity Between Male and Female Faculty Members of the University**

Variable	Test	Frequency	Average	The	Standard	Statistics	Significance
Statistic				Deviation		T	Level
Creativity	Man	75	78.5	26.9		63.0	52.0
	Female	26	08.7	79.6			

The results of the statistical test show that there is no statistically significant difference between the creativity of men and women faculty members of the University ( $p=0.52$ ) and t obtained is equal to 0.63.

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**Table 2: The Relationship Between Power Resources of Managers and the Creativity of University Faculty Members**

Test Statistic			
Variable	Frequency	The Correlation Coefficient	Statistically Significant Level (Sig)
Creativity	101		
Expertise Power	20	341.-0	141.0
Creativity	101		
Knowledge Power	20	341.-0	138.0
Creativity	101		
Authority power	20	347.-	104.0
Creativity	101		
Legal power	20	381.0	097.0
Creativity	101		
Reward Power	20	190.0	421.0

By seeing Table 2, we can see that there is no statistically a significant relationship between the creativity of faculty members and expertise power of departments heads ( $p=0.141$ ), and the correlation coefficient is equal to ( $r=-0.341$ ) that is an inverse relationship. It could also be understood that there is no statistically significant relationship ( $p=0.138$ ) between the creativity of faculty members and information power of group managers and heads of departments. The correlation coefficient obtained is ( $r=-0.343$ ) that shows an inverse relationship between these two variables. By observing the above table, we can see that there is no statistically significant relationship between creativity and authority power source of managers and heads of different schools of Islamic Azad University of Zahedan  $p=0.104$ , and the correlation coefficient is equal to  $r=-0.347$ . by seeing the above table, it is observed that there is no statistically significant relationship between creativity and legal source of power legal of managers and heads of different schools of Islamic Azad University of Zahedan ( $p=0.097$ ). According to the statistics of the above table, it can be seen that there is statistically a significant relationship between creativity and reward power of managers and heads of different schools of Islamic Azad University of Zahedan ( $p=0.421$ ). The correlation coefficient is equal to  $r=0.190$ .

### Conclusion

The first hypothesis, there is no significant difference between creativity of male and female faculty members of Islamic Azad University of Zahedan ( $P=0.52$ ). The results of this study show that gender does not play a major role in the level of creativity in both males and females, and the creativity in men is, on average, 5.78 and 7.08 in women that does not show statistically significant differences and in both groups creativity is below average. This shows that there is no creative atmosphere in the faculty

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members' workplace. It is possible that one of the main reasons for this is the weekly teaching hours of these teachers, who play the role of a teacher rather than a professor, because one of the main roles of professors is offering new ideas in their specialized job that is not achieved due to workload. Therefore, it is necessary that, like working hours of faculty members of state universities, their teaching hours be reduced (weekly teaching hours required of faculty members of state universities is 10 and Azad University is 15 hours.), and have more time to study and have the opportunity to create new methods of teaching. The research findings are consistent with the findings of Ebizadeh (1998), Naderinia (1996), Husseini (1997) and Osanloo (2006), and inconsistent with ideas of Mohammadi (2002), Alavi (2003), Manaafi (2002) and Sharifzadeh (2005). The hypotheses three to nine have examined the relationship between information specialty, authority, legal, reward power sources, and the relationship with creativity of Islamic Azad University of Zahedan faculty members, and the result showed that there is no significant relationship between creativity and the power sources applied by managers of groups and heads of departments.

Average powers except for the relationship power in managers are very close together. The results indicate that manager's power, as a factor influencing the creativity of faculty members, cannot be effective and the role of manager, and using the type of power have no relationship with creativity. In addition, we must seek other factors causing lack of creative faculty. Lack of mental focus is the major obstacle to the faculty members, and it seems that by strengthening the power of creativity through consultation, guidance and training, we can create the needed motivation for creativity. Creativity does not just depend on talent and innovation, but with hard and long work on the issues, it can be achieved. Dealing with subordinate and minor issues in the workplace stops creativity. To solve this problem, many organizations daily allocate some hours to thinking and creativity, which due to many teaching hours per week for Azad University faculty members is not possible for them. Nevertheless, manager, as a stimulant, can support new ideas and thoughts and provide the conditions so that people get away from routine and include new proposals in the context of their work. The results of this study are in line with studies by Brennan *et al.*, (2003), Cruse (2004), and non-aligned with the findings of Neat and Meyer (1970), Yokel Falbi (1991) and Brennan (2003).

### **Final Conclusions**

Overall, the results showed that the types of powers used by the managers in various sources are close to each other, there is no dominant power, and the creativity of the subjects under review was very low: 94.1% non-creative, and 5.9 percent below-average creativity. The atmosphere in the educational environment in the studied university is not a dynamic atmosphere and managers have had no roles in operating their creativity. Thus, it is recommended that, according to the results of research, proposed suggestions in the field of creating motivation such as building confidence, reduction of teaching hours especially routines teaching hours and overtime, and creating a relaxed environment where teachers can focus more on new ideas. It should be noted that, organizational culture and work environment of professors that can play an important role in the development of creativity has not been studied in this study.

### **Suggestions**

1. Creativity, which is considered as one of the main variables of the study, and its results showed that, the creativity of the individual studied was very low and even more than 94% of them lack creativity. Some methods are used to take their motivation closer to create new ideas, and in this context, the role of the managers of the groups is highlighted.
2. According to the type of power used by the managers under investigation in the university and groups that are not much different, it is recommended that managers rely more on personal power rather than position and give the opportunity to their subordinate professors so that they can easily present their ideas and by holding several meetings get their motivation closer to offer creative ideas.
3. Since in this study, it was shown that there is no significant difference between male and female professors and no connection with their age and creativity, it is recommended that by creating a healthy competitive environment, managers and heads of departments try to stimulate male and female

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professors, and some professors who are younger than the others, and consider material and non-material rewards for creative ideas.

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