

Relation between Organizational Intelligence and Creativity of Managers in Public Junior High Schools of East of Gilan Province

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ABSTRACT

This is research with main purpose study the relation between organization intelligence and creativity and method of the research was descriptive of correlation type. Statistics was included with managers of public junior schools of east of Gilan province in duration of educational year, 280 person. And 162 of them were selected with random sample selecting method. The tools which are used in this research were 2 questionnaires of organization intelligence and creativity. questionnaire of organization intelligence were arranged in 49 five-optioned questions relevant with likret measure and questionnaire of creativity had been arranged with 50. The information gathered in this research were analyzed by using of descriptive statistic of plenty, percentage, drawing of diagrams and codification of tables and elicited statistics of multiple data of regression tests, adhesion coefficient of pierson examination and test of analyzing variance. The outcome of the research showed that is a positive and meaningful relation between creativity and organization intelligence, component of strategic perspective, common fate and use of knowledge is the best forecasting, strategic view, desire of change, unity and agreement, spirit and creativity of schools managers, use of knowledge and operation pressure of schools managers.

KEYWORDS: organization, intelligence, organizational intelligence, creativity, schools managers.

INTRODUCTION

All over the world in all business areas are experiencing rapid growth and development, and these developments are generating new needs[1]. Many scholars in this decade utilize this theory on career development and emphasize the relationship between environment and people[2]. At present, the definitions and assessment scales of emotional intelligence are diversifying. With practical business operations taken into account, a new version of assessment scale developed by Goleman (2006) is composed of five kinds of emotional intelligence: Self-Awareness, Self-Regulation, Motivation, Empathy, and Social Skill [3],[4]. The world is turbulent and hasty that people who have more IQ are more successful and efficient. These people overcome life problems with their granted intelligent. Situation is the same in the organization world, especially in current age as time goes ahead with attention to advancing knowledge and skills and emersion of needs and new challenges, organizations will be more complex and managing them will be harder. Emotional intelligence (EI) is the capability to identify own and others feelings and utilize this awareness to facilitate own-self and others [5]. Emotionally intelligent individuals can handle and perform efficiently in problems and emergencies, as Scott-ladd (2004) argued that emotional intelligence (EI) in employees is self-awareness and an ability to deal with any exceptional uncertainty [6].

This concept of time gets more important when we accept that further than massive and creative source of human kind ; intelligent mechanical tools have their own effects on organizations operation.

Therefore in today's complex organizations, organization intelligence is consequent of human active intellect and organization intelligence. Doubtlessly organizations managers have no way of increasing activity and improving performance without using of these two intelligent streams. Creativity is an innate will which is granted to human and humankind is symbol of divine creativity. The world accelerated development in knowledge and industry made human societies to differently look at their unseen properties and having will to increase their abilities to adapting with these changes.

Schools like any other organizations have especial traits like: having aim, organization structure, having regulations, organized relations. On the other hand spreading new information technology has changed the services and performance of schools and each day it gets improved and deeper.

Until now many models are given for creativity, but now we adequate the first model which is basis of all other models and the last model of complex models which is combined of other methods.

Incorporative model of Paul polsk, 1966. The model can be shown in diagram 1.[7]

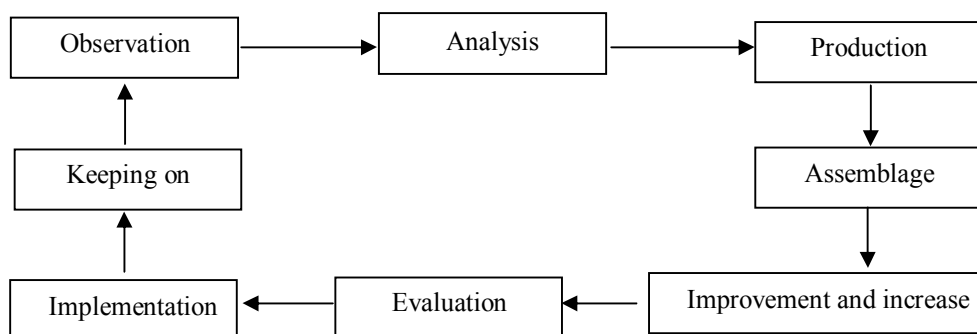


Diagram 1: Incorporative model (Paul polsk, 1966)

As for the importance of organizational intelligence and creativeness, different researches have been done. For example: A research about the relationship between organizational intelligence and creativeness of Shiraz University's staff was done in year 1387 by Narjes Sadat Nasabi. Results confirmed a meaningful and positive relation between organizational intelligence and creativeness: against each increase or decrease in organizational intelligence and its components, creativeness increases or decreases as well [8].

A research about the relation between subsystems of knowledge management in learner's organization and organizational intelligence components was carried out by Mehdi Sattari Ghahfarkhi in 1387. Finally, by the utilization of the results of analyzing Regression from the organizational intelligence components, common fate, usage of knowledge and union and agreement, they are able to predict the subsystems of knowledge management in the learner's organization [9].

A research about evaluation of the organizational intelligence of libraries' staff of Mashhad University and Astan Ghods Razavi was done by Dr Fahime Bab Al-havayej, Dr Javad Ghazi Mir saeed and Ali Elahian in 1388. The main hypothesis of this investigation was that there would be no difference between the organizational intelligence in Astan Ghods Razavi library and in Ferdousi University of Mashhad, and it became confirmed. But the secondary hypothesis like: "strategic prospect, belief of common fate, alteration tendency, union and agreement, morality, usage of knowledge and operation of staff would be the same in Ferdousi University and Astan Ghods Razavi library" are rejected [10].

Carl Albert (2003), who has carried out plenty of researches about organizational intelligence, says: when smart people are employed in an organization they gain a tendency of Collective Stupidity. Generally, these are organizations that hurt themselves rather than their opponents. Inability of administrating, office conflicts, political struggles in all levels, organizing disorders and meaningless rules are all conspiracies toward restraining a trade from exerting all of its power that pays for it; which we can call it a Collective Stupidity. Maybe people are very smart and able to do a lot of things, but their collective energy is wasted on. Let's think about it in this way: when the staffs come to work each morning, they carry a defined number of intelligence portions with themselves- including their practical intelligence and their capacity of learning. When we pay them an amount of money, we have bought one switch of their intelligence score. At the end of each day we could have either taken advantage out of that intelligence score or we could have lost it [11].

Sanderson (1998) in his researches came to conclusion that the beginning of the world alterations will be the emersion of mental power against the power of pecuniary sources. The new theory about competitive advantage is based on mental power rather than pecuniary sources [12].

In a research, Rangiaho (2007), discovered that the administrators of organizations play an important role in the alterations of simplifying the emersion of creativity. The outbreak of creativity needs a trustful atmosphere in which people are encouraged to present creative ideas and this is the duty of senior managers. If this group works with alacrity in organizations and pays attention to the creativity of staff, the staff will look up to them and will try to do the same [13].

Jill Guar (2007) in his research expresses: knowledge is a property and intelligence can be improved through exercises and if there is no exercise then it will weaken. It is recommended to managers and experts leading an effective management and helping the organizational intelligence improve [14].

Antonio Rosa Jose (2008) mentions four bases of management which affect the creativity in organizations:

1. Managing organizations in a way that they have more various knowledge.
2. Encouraging the staff to have supportive theory about the organization and its goals.
- 3-By making everything ready for using quick examinations test of ideas and solutions in emergency.
- 4-By appreciating supportive actions of workers and headman and punish available resistance of performing new ideas.

In this case main purpose of the research is to analyze the relation between intelligence organization and creativity of schools managers. Hypothesizes below here are made by paying attention to purpose of research.

MAIN hypothesis: There is relation between intelligence organizations and creativity of schools managers in public junior high schools of east of Gilan province.

Especial hypothesizes:

1-there is relation between strategic perspective and creativity of schools managers. 2-There is relation between common fate and creativity of schools managers. 3-There is relation between desire of change and schools managers creativity. 4-There is relation between unity and agreement and creativity of schools managers. 5- There is relation between spirit and creativity of schools managers. 6-There is relation between use of knowledge and creativity of schools managers

METHODOLOGY OF RESEARCH

By considering of subject and purpose of the research, the method of this research is descriptive with adhesion type. Statistics of this research are included with managers of public junior schools of east of Gilan province in duration of educational year of 1389-90 which were 280 person. And 162 of them were selected as sample with random sampling method. Gathering information in this research is done in 2way:

1-library method: the available sources are used for theories and perspective of clear sighted persons and gathering information related to scientific ideas about the research variants and older research about the subject.

2-questionnaire method: For statistic part (meydani) method is used to distribution and assemblage questionnaires and data and needed information. The tools which are used in this research were 2 questionnaires of organization intelligence and creativity. Questionnaire of organization intelligence were arranged in 49 five-optioned questions relevant with likret measure and questionnaire of creativity had been arranged with 50 five-optioned questions pursuant to likret measure. Data which are gathered in this research analyzed by using of spss software to make descriptive statistic by plenty, percentage, drawing diagrams and codification of tables and elicited statistics of multiple variant of regression examinations, adhesion coefficient of pierson examination and examination of variance analyses.

Achievements of research:

Descriptive analyzing of data and information of variants of research is shown in table 1:

Table 1: Descriptive statistics

Variable	Mean	Std. Deviation
Creativity	152.82	12.51
Strategic perspective	23	6.25
Common fate	25.84	5.128
Desire of change	23.94	5.401
Courage and dare	23.14	5.541
Unity and agreement	24.83	5.56
Use of knowledge	24.93	5.09
Pressure of performance	25.62	5.014

Analyzing of variants of research

There is a relation between organization intelligence and creativity. Multiple regression is used to answer hypothesizes of the research. Step by step method is the most complicated method in regression equation. Because every variant has entered the equation by sequence then its amount is determined. If adding the variant to the model can help it, remained variant in this case all remained variants in the model will re-examined again to determine that they share a success in model. Thus to use this model should be sure that fewest amount of variants remain in the model and outcome is in the table 2.

Table 1. Correlations between emotional organization intelligence and creativity

Variable	Creativity	Strategic perspective	Common fate	Desire of change	Courage and dare	Unity and Agreement	Use of knowledge	Pressure of performance
Creativity								
Strategic perspective	0.453							
Common fate	0.427	0.38						
Desire of change	0.37	0.413	0.426					
Courage and dare	0.391	0.416	0.397	0.406				
Unity and agreement	0.289	0.427	0.361	0.440	0.314			
Use of knowledge	0.434	0.428	0.540	0.478	0.439	0.407		
Pressure of performance	0.29	0.446	0.548	0.422	0.41	0.417	0.496	

The datum of the table show that there is relationship between strategic prospect, common fate, alteration tendency, courage and bravery, union and agreement, usage of knowledge, operation pressure and creativity. A model of Regression with step-by-step method has been used in order to determine the best predictor of creativity.

The results strategic prospect and common fate and usage of knowledge have been shown in the table 3.

Table 3: Regression with step-by-step method

Model	Variable forecasting	R	R ²	ΔR ²	Std. Deviation
1	Strategic prospect	0.453	0.205	0.2	11.191
2	Strategic prospect and common fate	0.53	0.281	0.272	10.679
3	Strategic prospect and common fate and usage of knowledge	0.553	0.306	0.292	10.528

The results of the table demonstrate that the “strategic prospect” is able to justify by 20% variance of creativity. The addition of “common fate” to “strategic prospect” in the second model causes the 8% addition of creativity variance and can justify about 28% of creativity variance. The addition of “usage of knowledge” to “strategic prospect” and “common fate” in the third model causes the 3% addition of creativity variance and can justify about 31% of creativity variance.

Table 4: ANOVA

Model		Sum of squares	Df.	Mean square	F	Sig.
1	Regression	5178.542	1	5178.542	41.347	0.001
	Residual	20039.267	160	125.245		
	Total	25217.809	161	-		
2	Regression	7084.063	2	3542.031	31/057	
	Residual	18133.747	159	114.049		
	Total	25217.809	161	-		
3	Regression	7706.009	3	2568.67	23.176	
	Residual	17511.8	158	110.834		
	Total	25218.809	161	-		

With considering the upper table, due to calculated F variant of strategic perspective in the level of 0.01 is meaningful. $P=0.01$, $(f(1,160)=41.347$ therefore with 99% of certainty I recognize that there is relation between variant of strategic perspective and creativity and strategic perspective variant have the authority of forecasting variant of the creativity . and in the second model as it shows that gotten F, variant of strategic perspective and common fate in level of 0.01 is meaningful.($F(2,159)=31.057$, $P=0.01$) therefore I recognize with 99% certainty that there is a relation between strategic perspective and common fate variants and the Creativity variant. And variants of strategic perspective and common fate which are can forecast creativity variant. And in the third model, as it can be seen Gotten F, variant of strategic perspective and common fate and use of knowledge, in the level of 0.01 is meaningful.($f(3,158)=79.753$, $P=0.01$) therefore I recognize with 99% certainty that there is a relation between amenity variant and individual skills and controlling stress with creativity. And forecasting variant of strategic perspective and common fate and use of knowledge can forecast the criterion creativity variant.

Table 5: Regression Analysis

Model	Indicators	Disaggregated regression coefficient(b)	Standard error	Standardized coefficients (Beta)	t-statistic	Sig.
1	Steady amount	131.962				0.001
	Strategic perspective	0.907	0.141	0.453	6.43	
2	Steady amount	118.421				
	Strategic perspective	0681	0.146	0.34	4.678	
	Common fate	0.725	0.177	0.297	4.088	
3	Steady amount	114.293				
	Strategic perspective	0.58	0.15	0.29	3.877	
	Common fate	0.51	0.197	0.209	2.59	
	Use of knowledge	0.481	0.203	0.196	2.369	

Regarding the table 5 outcome, it shows that calculated t for analyzing level of meaning in regression slant line (b) for strategic perspective is in level of 0.01 is meaningful. Therefore authority of forecasting of strategic perspective and common fate and use of knowledge for creativity is meaningful by statistics.

But judging about the share and role of strategic perspective and common fate and use knowledge in forecasting the main variant (creativity amount) should be done by standard severance amount of regression (Beta). Because this amount is standard and can compare and determine the relative share of each variant. In the table 6 is reported:

Table 6:Contribution and role of predictor variables

predictor variables	The criterion variable scores	
	predicted change in the regression equation step by step, based on st.d Beta values on predictor variables	The change in st.d scores per unit change in st.d of each of the predictor variables Beta
Strategic perspective(x ₁)	0.453	0.141
Common fate(x ₂)	0.297	0.177
Use of knowledge(x ₃)	0.196	0.203

The result of this research shows that there is a relation between strategic prospect and the creativity of school managers. Of course this unity is direct and positive; it means that by the increase in the score of strategic prospert, the score of creativty increases as well and vice versa.

Thers is a relation between common fate and the creativity of school managers. Of course this unity is direct and positive; it means that by the increase in the score of common fate, the score of creativity increases as well and vice versa.

Conclusion

The result of this research shows that there is a relation between strategic prospect and the creativity of school managers. The research showed that is a positive and meaningful relation between creativity and organization intelligence, component of strategic perspective, common fate and use of knowledge is the best forecasting , strategic view , desire of change ,unity and agreement, spirit and creativity of schools managers, use of knowledge and operation pressure of schools managers.

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