

Effectiveness of Group-based Creativity Acquisition on Job Self-efficacy in a Welfare Organization in Iran

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Abstract– The aim of this study was to assess the effectiveness of a group-based technique of creativity learning on self-efficacy in a welfare organization in Ahvaz (Iran) in 2009. The statistical universe consisted of all the staff in the organization. A total of 40 people were selected randomly. They were matched with respect to age, education level, salary, and gender and then allocated to experimental and control groups. The applied treatment consisted of 9 sessions of creativity learning, and the applied instrument was the Utrecht Work Engagement Scale. In effect of the intervention, results showed a significant change in experimental group compared to control group. Subjects function in job motivation and its components, vigor, dedication, absorption, and self-efficacy were improved.

Key words- group creativity learning; job motivation; Ahvaz; Iran

I. INTRODUCTION AND PROBLEM STATEMENT

Creativity and self-efficacy at work can lead to job motivation and job satisfaction. Job motivation in an organization is defined as a situation which includes a positive attitude and mental satisfaction towards job. It has three main components; vigor, dedication, and absorption. Job motivation has also been defined as a sustained, effective, and inclusive state, accompanied with high level of ability, pride, and full engagement with and concentration on work. On the other hand, lack of job motivation is correlated with negative consequences such as job burn-out, mistakes, sabotage, and loss of the resources which all of them can lead to low productivity [1]. Self-efficacy has been defined as consisting of people's judgment about their abilities to organize and administrate the requirements to do a specified duty [2]. Thus, self-efficacy is one of the necessities of creative function at work, but there are more variables which relate to creativity. Self efficacy can also be used as a predictor of creativity at work [3].

I. LITERATURE REVIEW

Studies show that there is a positive relationship between creativity, job function and mental health of staff [4, 5]. One study found that creative people could work for a long time with fewer mistakes than the control group, and showed less psychological problems in interpersonal relationships at both work and home [6]. Creative people in organizations can cause others to be more active thereby helping to achieve organizational purposes, as they act as signs of making motivation in others [7]. On the other hand, it has been found that people who have problems with regard to self-efficacy and creative thinking show psychological problems such as depression, anxiety, burn-out and psychosomatic reactions [8]. In another study it was found that creativity learning could positively affect the mental health of staff in organizations positively and increase productivity; at the same time e problems such as absenteeism and sabotage decrease [9].

II. METHODOLOGY

The statistical universe consisted of all the staff of a welfare organization located in Ahvaz (Iran). A mixed method of sampling consisted of simple random and paired matched sampling were used. Initially, 40 people were selected among the staff, randomly. Next, they were matched among each other with regard to their age, education level, gender, and salary. Finally, the pairs were allocated randomly to either an experimental or a control group. Thus, it can be said the variables as the intervening agents, according to the previous study, were controlled.

In this study, an experimental design with and without treatment and with pre-tests and post-tests was applied. The intervention took the form of 9 sessions of creativity learning, each of which lasted for 90 minutes. Group creative learning is a well-known technique for increasing job motivation and self-efficacy which has been used successfully for a long

time [10]. During the process, subjects learned to look at job, colleagues, and problems from different perspectives in order to find new solutions for possible conflicts. It was expected that the technique lead to positive changes in their opinions with regard to the understudied variables.

Subjects consisted of the 40 people who had been matched with respect to the variables of age, education, salary and gender as the most important agents with this regard; they were then randomly allocated to the experimental and the control group (12 men and 8 women in each group). The instrument applied was the Utrecht Work Engagement Scale, which had three subscales for vigor, dedication, and absorption. The reported validity coefficient between the scale and a burn-out questionnaire was -0.83 [11] which can be counted high. The achieved coefficients to determine reliability in this study were 0.86, 0.85, 0.70, and 0.67, corresponding, respectively, to the total test, vigor, dedication, and absorption.

III. FINDINGS

To assess the effect of intervention on job motivation, the groups, experimental and control, were compared and produced values of $F(1,36) = 110.05$, $p < 0.001$, thereby indicating that the intervention resulted in a greater increase in job motivation among members of the experimental group compared to the control group. When the job engagement of the groups was compared it produced $F(1, 36) = 90.12$, $p < 0.001$ which was a significant effect and can be counted as sign of effectiveness of the intervention. Again, a significant change in the experimental group with regard to the variable of job engagement was observed. However, because job engagement has three main components, each component was then tested to determine whether they all contributed to the observed change or some of them had more contribution in the process of increasing in job motivation. In the comparison between the experimental and control groups, the first component of job engagement, vigor, showed a variance of $F(1, 35) = 55.39$, $p < 0.001$, indicating a significant difference between the performance of subjects in the experimental and the control groups. For the second component, dedication, the achieved value was, $F(1, 35) = 59.23$, $p < 0.001$, which also implied a significant difference in the change that occurred in the experimental group compared to that of the control group. Test statistics for the third component, absorption, were, $F(1, 35) = 56.17$, $p < 0.001$. Again, the change seen in the component, absorption, in the experimental group was significantly greater than that which occurred in the control group. Therefore, it can be said that all components of the variable showed significant differences in the amount of change that occurred in the two groups and the subjects in the experimental group showed a better level of function in the variable of job motivation.

IV. DISCUSSION AND CONCLUSION

Findings of this study showed the effectiveness of creativity learning in encouraging the staff to be more active, more engaged, and more focused with respect to their job. In

addition, it was found that all components of the variable were changed significantly. As the subjects were matched in terms of possible intervening variables such as age, education, salary, and gender, the achieved result can confidently be ascribed to the effectiveness of the intervention. According to health and insurance organizations, every year a high cost is imposed on organizations and society by the consequences of lack of motivation on the job [12]. By applying the method described here, such costs can be reduced. In addition, the technique can increase productivity, which is one of the best indexes of functional improvement in organizations.

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