

CREATIVITY IN CONTEXT OF ORGANIZATIONAL CLIMATE

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Abstract

This paper intends to explore the relationship of creative thinking among senior secondary school students of district Rohtak (Haryana) with organizational climate and its dimensions viz. Disengagement, Alienation, Espirit, Intimacy, Psycho-physical hindrance, Controls, Production-emphasis and Humanized-thrust. Creativity is the only phenomenon which separates man from machines and animals. Advanced countries are more keen in study, research and development of creativity. Moreover enhancing creativity is the most certain way of uniting mankind. The process of human brain may be a mystery, but fortunately, we do know there are certain things that an organization can do to make the creative process more likely to occur and even flourish. One of the most important of these elements is an organizational climate, which if conducive may augment free flow of ideas and imagination. Organizational climate of schools is often not so friendly for creative students. Most of the schools can hardly handle the problems of such students. Results of the study revealed that creativity is positively associated with organizational climate and its six dimensions out of eight. Two dimensions of organizational climate, i.e. Alienation and Psycho-physical hindrance, were not found to be significantly associated with creativity.

Key Words: *Creative thinking, Organizational Climate*

The attribute separating man from other beings is his mind with creative imaginations. The trait of imagination cultivating into creativity of some artistic, scientific or religious formations makes the man stand on a higher pedestal above all other living beings. Creativity is the only phenomenon which separates man from machines and animals. The awareness of such creative vision produces happiness and joy within the person. Since creativity is exclusive human

trait, it helps him achieve meaningful life identical to this infinite universe. Most of the people tend to believe that a person can be born an artist, a poet, a writer, a creative problem solver, but teaching these talents is not possible. The process that goes on inside the human brain may still be a mystery, but fortunately, we do know there are certain things that an organization can do to make the creative process more likely to occur and even flourish. One of the most important of these elements is an organizational climate. Organizational climate is the total environmental qualities within an organization. Halpin (1963) defined organizational climate as a multidimensional perception by members as well as non-members of the essential attributes or character of an organizational system. Organizational climate of schools may range from “open to closed” which matters in enhancing creativity among students. Organizational climate varies from school to school and has its effect on students’ creativity. Synoptic view of studies- **Mishra, K.S. (1982), Dubey, Sushma (1986), Rajgopalan, S. (1988), Prdhan, C. (1991), and Thabor, R. (2004)** have indicated that creative thinking is found to be associated with organizational climate.

Though several studies have been conducted to examine relationship of creativity with that of Organizational climate and such studies have outlined the relation. But the survey, review of such studies do not help the investigators in taking an unequivocal stand as there are contradictions and gaps. Therefore the present study was planned to examine the relationship of creative thinking with organizational climate.

OBJECTIVE

- To study the relationship of creative thinking of senior secondary school students of district Rohtak (Haryana) with organizational climate.

HYPOTHESIS

- There is no significant relationship between Creative thinking of senior secondary school students of district Rohtak (Haryana) with organizational climate.

METHOD

Descriptive survey method was used for investigation

Sample

The study was conducted on 300 senior secondary school students and teachers teaching senior secondary classes from Rohtak (Haryana, India). A list of (government/private/public) schools was obtained from District Education Officer. The selection of the schools was done on random basis. Subsequently the participants were selected randomly by lottery system (boys (n = 150), girls (n = 150)). Organizational climate was assessed by the teachers (n = 201). Students were in the age range of 16 to 18 years. As per requirement of the study, a kind of co-relational study design was used for the investigation.

TOOLS

- Verbal Test of Creative Thinking (TCW) by Mehdi (1973)
- School Organizational Climate Description Questionnaire by Sharma (1973) were used to meet the requirement of the study.

DELIMITATIONS OF THE STUDY

The geographical area of the study was delimited to the senior secondary schools of Rohtak district in Haryana. Only 300 adolescents were selected on multi-stage random basis. Since creativity covers a wide area, the research was delimited to verbal creativity; only three components of creativity viz.: fluency, flexibility and originality were taken into consideration as measured by **Verbal Test of Creative Thinking by Baquer Mehdi**. Organizational Climate was taken into consideration as measured by **School Organizational Climate Description Questionnaire by Moti Lal Sharma**.

RESULTS AND DISCUSSION

The present study was conducted with the aim of examining the relationship of creative thinking of senior secondary school students with their organizational climate. The data of 300 (150 male and 150 female) students and teachers (201) teaching senior secondary classes, was

analyzed by calculating co-efficient of correlation. The obtained results are shown in the Table 1 below:

Table : 1
Correlation between Creativity and Organizational Climate of Senior Secondary School Students of District Rohtak (Haryana)

Variables	Coefficient of Correlation
Creativity	0.40**
Organizational Climate	
Creativity	0.18**
Disengagement	
Creativity	0.09
Aloofness/Alination	
Creativity	0.48**
Espirit	
Creativity	0.20**
Intimacy	
Creativity	0.10
Psycho-Physical hindrance	
Creativity	0.12*
Production-emphasis	
Creativity	0.38**
Humanized-thrust	
Creativity	0.20**
Consideration	

*Significant at 0.05 level of significance

** Significant at 0.01 level of significance

Results of the study revealed that creativity is positively associated with organizational climate and its six dimensions out of eight. The obtained coefficients of correlation of organizational climate and its dimensions viz. Disengagement, Espirit, Intimacy, Production-

emphasis, Humanized-thrust and Controls with creativity were in the range of 0.12 to 0.48 ($p < .05$, $p < .01$). This finding is in consonance with the findings of other researchers in the field like **Mishra, K.S. (1982), Dubey, Sushma (1986), Rajgopalan, S. (1988), Pradhan, C. (1991), and Thabor, R. (2004)** who have also indicated that creative thinking is found to be associated with organizational climate. Two dimensions of organizational climate, i.e. Alienation and Psycho-physical hindrance, were not significantly associated with creativity. So, on the basis of present investigation and in the light of previous researches, it can be concluded that teachers and authorities in the school organizations always have opportunity for nurturing the creative talent among students. It points out the need for examining such kind of association with other areas also. Moreover, the findings have implications for students, teachers, parents and policy makers as it can be helpful in planning programmes for enhancing creativity among students which may remain inchoate in the absence of a meaningful exposure.

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