

The Predictive Role of Organizational Creativity Components in Job Burnout and Organizational Health of Secondary School Teachers

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ARTICLE INFO

Article type:

Research Article

Article history:

Received: 1 December 2024

Revised: 27 December 2024

Accepted: 29 December 2024

Keywords:

Organizational creativity,
burnout,
organizational health,
teachers.

ABSTRACT

The creativity of employees is a key factor for achieving success in organizations and sustaining their competitive edge. Job burnout and poor organizational health are elements that can either hinder or foster organizational creativity; hence, the current study aimed to explore the predictive influence of components of organizational creativity on job burnout and the organizational health of high school educators. The study utilized a correlation-predictive research design. The study population consisted of all educators teaching in high schools in Zahedan City, Iran, during the academic year 2024-2025. From the aforementioned statistical population, a random cluster sampling method was used to select a sample of 150 teachers. To gather the data, Amabile's Organizational Creativity Questionnaire (2001), Maslach and Jackson's Burnout Questionnaire (1981), and Hoy and Feldman's Organizational Health Questionnaire (1996) were employed, and the data of this research were examined using Pearson's correlation test and stepwise regression through SPSS version 16 software. The correlation findings indicated a notable negative connection between the components of creativity (fluidity, flexibility, innovation, and expansion) and burnout, as well as a significant positive connection with organizational health ($P < 0.05$). The regression analysis results indicated that within the organizational creativity elements, the innovation element displayed a predictive impact ($\text{Beta} = -0.23$) on burnout, while the expansion element exhibited a predictive influence ($\text{Beta} = 0.34$) on organizational health ($P < 0.05$). Consequently, due to the impact of organizational creativity on lowering burnout and enhancing organizational well-being, it is advised that practitioners focus closely on the creativity of teachers.

Introduction

The society we live in today is an organizational one. A major sign of an organization's advantage over others is its dedicated and proficient human resources, and a capable and robust workforce undeniably contributes significantly to the success of nations in diverse economic and social domains (Ozyildirim, 2024). A dedicated human resource to the organization minimizes absenteeism, delays, and turnover, greatly enhances organizational performance, boosts employee morale, articulates the organization's ambitious objectives more effectively, and aids individuals in reaching their goals (Tamini and Kohi, 2011). The significance and function of students as the most vital and precious asset of any nation, which has generated the vigor and strength of the institution, is well-known, and educators play the key role in shaping students (Cayupe et al., 2023). Currently, the expectations placed on employees both within and beyond the social system are rising, and teachers are perpetually facing pressure from their jobs. Factors



DOI: <https://doi.org/>

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Publisher: University of Sistan and Baluchestan

How to Cite: Sajjadi, M. (2024). The Predictive Role of Organizational Creativity Components in Job Burnout and Organizational Health of Secondary School Teachers. *Iranian Journal of Organizational Psychology*, 1(4), 32-39. <https://doi.org/>

such as labor intensity, insufficient income, long working hours, a rigid and overly formal management approach, disturbances, unrealistic demands from superiors, organizational culture, and various other elements can induce psychological stress in educators (Adriana et al., 2023). Stress may exert additional pressure on them, threaten their health and well-being, and create a condition of tension (psychological stress); hence, a direct result of stress and psychological stress is burnout (Sokal et al., 2021). The effective and efficient utilization of human resources stands as a crucial concern for any organization, achievable solely within a thriving organizational environment; thus, evaluating and enhancing organizational health must consistently be regarded from various perspectives (Farmanova et al., 2018). Consequently, it is essential to consistently take into account the development and assessment of organizational health from various perspectives (Xenidis & Theocharous, 2014). Contemplating the idea of organizational health highlights the elements that promote its development and success, along with the circumstances that hinder its complete vitality. Grasping the wellness of an organization can assist us in selecting suitable management and leadership techniques to enhance the organization's effectiveness (Zweber et al., 2016). The idea of organizational health is a distinct notion that provides us with a comprehensive view of the organization's well-being. In thriving organizations, workers are dedicated, diligent, and supportive, and display elevated morale and performance. A thriving organization is one where individuals arrive with eagerness and take pride in their workplace (Al-Hamad et al., 2022). Indeed, the well-being of the organization regarding physical, mental, safety, inclusion, proficiency, and the acknowledgment of stakeholders' knowledge, skills, and personalities, along with the enhancement of their capabilities and the execution of tasks designated by their metasystems, greatly influences the efficiency of any system's behavior (Ebadi Shoar, & Zanganeh, 2021). Ensuring organizational well-being is regarded as a critical responsibility of a manager; therefore, managers must recognize the elements influencing the organization's occupational health, remove detrimental factors, and enhance the beneficial aspects that contribute to it, thereby improving the levels of mental and organizational health within the organization (Brown et al., 2018). The findings from the research conducted by Mahdy et al. (2023) indicated that organizational health positively impacts the reduction of burnout. A chart was created to boost the adoption of organizational health dimensions within healthcare organizations, promoting a healthy and suitable organizational environment that improves the effectiveness of healthcare staff and lessens their related stress and burnout.

In today's world, demands on employees both within and outside organizations have significantly risen, and they are perpetually subjected to work-related stress. This pressure is expected to impact them more than previously, jeopardizing their health and well-being, and leading to stress (Sotoodeh Ghorbani, & Soori, 2021). Due to the pressures exerted on them, the initial strength and energy of this crucial force diminishes over time, which can lead to a decline in their efficiency and effectiveness. If this stress persists, it leads to fatigue and burnout (Page & Nilsson, 2017); hence, burnout results from ongoing and frequent work demands or insufficient advancement at the job. Consequently, individuals experience workplace pressure stemming from both internal and external influences, and this pressure is ongoing and recurrent, ultimately resulting in a sense of fatigue (Lubbadeh, 2020). Burnout is characterized by diminished energy and vitality, and an individual experiencing burnout exhibits a sense of monotony in engaging with job tasks (Pflügner et al., 2024). Burnout brings various repercussions and expenses for organizations and employees, including increased job and workplace transitions (more transfers), frequent absences and leaves, a decline in work quantity and quality, impacts on individual mental health, diminished service quality for clients, and stagnation and delays in specialized and administrative responsibilities, among others (Cheng et al., 2023). Burnout leads to ongoing stress due to a disparity or inconsistency between the worker and their role, often affecting those in human service professions. In this situation, the challenges of the role and its current environment lead to aggression, hopelessness, negativity regarding the job's future, a decline in positive drive, diminished productive efforts, absence of empathy, pessimism, inclinations towards self-harm or harming coworkers, irritability, a tendency to rationalize failures by blaming others and circumstances, resistance to change, heightened inflexibility and stubbornness in perspectives and beliefs, absence of professional creativity, and reduced performance,

quality, and competence in the workplace. To put it differently, a fulfilling job can eventually turn into a source of discontent and push an individual towards burnout (Yang & Ling, 2023).

Contemporary organizations, particularly educational ones, encounter swiftly evolving environments and must consistently be innovative and imaginative to stay competitive, which can be achieved through the development of robust ideas and responses arising from the processes of organizational creativity and innovation. Researchers claim that creativity is the key element for human growth and advancement in every area (Rumanti et al., 2023). Creativity is essential for the advancement and development of human existence, making it a crucial element for the survival of communities in today's intensely competitive landscape filled with challenges and issues (Greenier et al., 2023). Creativity and innovation touch virtually every facet of work, activity, life, and both the micro and macro elements of organizational existence; hence, it can be asserted that organizations must continuously foster creativity and creative processes within their environment not only to enhance the quality of their service delivery but also to adapt and sustain their organizational survival (Zhou & Shalley, 2024). The significance of creativity in organizations extends beyond just manufacturing companies or industrial sectors. Schools, as entities that develop human resources, require innovative processes within their organizational settings and have the potential to foster creativity and innovative processes. Universities and higher education institutions serve as the cornerstone of development and are essential for generating change in society, concentrating on the training of skilled and specialized human resources capable of propelling societal growth through innovative ideas and perspectives. Undoubtedly, schools hold a unique status as a crucial and sensitive social system (Jeong & Shin, 2019). The findings of the study by Alonso et al. (2020) indicated that individuals who approach their work with method and discipline experience lower chances of burnout, and a direct correlation exists between creativity and burnout levels. The findings from Moosavi & Mousavi Gilani's (2023) research indicated a direct and meaningful connection among organizational health, creativity, and productivity along with their respective dimensions. The findings from the regression analysis indicated that the organizational health variable is capable of forecasting 68 percent of variations in creativity and 35 percent of variations in productivity. Based on the study's findings, it can be concluded that the General Directorate of Sports and Youth in Sistan and Baluchestan Province exhibits moderate organizational health but ranks low regarding creativity and organizational productivity.

It is determined that managers need to enhance organizational health by fostering social connections and interactions, as a healthy work atmosphere leads to creativity and higher productivity. While the significance of fostering creativity and organizational commitment is increasingly recognized, there remains a lack of empirical evidence regarding the impact of creativity on burnout and organizational wellness. Furthermore, earlier research regarding the influence of organizational creativity on burnout and organizational health, particularly within educational institutions in the country, remains inconclusive. Thus, the researcher can formulate the following research question: do the elements of organizational creativity influence burnout and the health of teachers within the organization?

Research Method

This research is a cross-sectional analysis that explores the predictive power of organizational creativity elements regarding job burnout and organizational well-being among secondary school teachers in Zahedan City, Iran. The research's statistical population consisted of all secondary school instructors in Zahedan during the years 2024-2025. Taking into account the size of the statistical population, the sample comprised 150 individuals chosen through a random cluster sampling technique utilizing the Cochran formula with an error margin of eight percent, in a manner where district two was selected from the first and second districts of Zahedan. Subsequently, ten schools were picked from the schools in Zahedan, and 15 individuals from each school completed the questionnaires. The criteria for entering the study required participants to consent to fill out the questionnaires and be secondary school teachers residing in Zahedan, while the criteria for exiting the study were a lack of willingness to remain involved and failure to complete the questionnaires. In this research, ethical aspects like obtaining consent from the sample

participants, ensuring confidentiality and privacy of identity details, as well as the overall data analysis were carefully followed.

Tools Used

Organizational Creativity Questionnaire: This survey was created by Amabile (2001) and consists of 23 questions, with responses given on a five-point Likert scale (very much = 5, much = 4, somewhat = 3, little = 2, and very little = 1). The analysis of this questionnaire is as such: If the results on the questionnaire range from 23 to 46, the degree of variability within this society is low. If the results on the questionnaire fall between 46 and 92, the level of variability is considered average, while scores exceeding 92 indicate a very good level of variability. This survey assesses four aspects: fluidity (1 to 6), flexibility (7 to 12), initiative (13 to 18), and expansion (19 to 23). Salari (2015) stated that the internal consistency of this questionnaire, measured by Cronbach's alpha, was 0.82.

Maslach Burnout Inventory (MBI): This inventory was created by Maslach and Jackson (1981) and consists of 22 questions, where each question is responded to using a six-point Likert scale (never=0, very rarely=1, rarely=2, sometimes=3, moderately=4, often=5, and always=6). This survey consists of three subscales assessing emotional exhaustion (9 items), depersonalization (5 items), and lack of personal achievement (8 items). Maslach and Jackson (1981) assessed the reliability of this test by applying Cronbach's alpha to each of the subscales of the questionnaire and found these coefficients: emotional exhaustion 0.90, depersonalization 0.79, and lack of personal accomplishment 0.71. In the research conducted by Mehrabizadeh Honarmand et al. (2013), the reliability of the overall questionnaire using Cronbach's alpha is 0.91, with emotional exhaustion at 0.93, depersonalization at 0.84, and lack of personal accomplishment at 0.92.

Organizational Health Questionnaire: This survey was created by Hoy and Fieldsman (1996) and contains 44 questions, where each question is rated on a five-point Likert scale (very much = 5, much = 4, somewhat = 3, little = 2, very little = 1) for positive statements and the opposite scale for negative statements. This survey contains seven subscales: institutional unity (1 to 7), manager influence (8 to 12), consideration (13 to 17), structuring (18 to 22), resource support (23 to 27), morale (28 to 36), and scientific emphasis (37 to 44). Earlier research has demonstrated the dependability and consistency of the seven-dimensional framework of the questionnaire. The factor structure and reliability of the seven dimensions have been validated through factor analysis conducted on a sample of 78 secondary schools (Abbaspour, 2011). Furthermore, Lowe (2010) research demonstrates the consistency of the OHI dimension framework across different cultures (Solimani, 2010). The reliability figures for this questionnaire in Solimani's (2010) research were 0.58, 0.69, 0.50, 0.73, 0.79, 0.88, 0.81 for each organizational health indicator (institutional unity, manager influence, consideration, structuring, resource support, morale, and scientific emphasis), and a combined score of 0.90 for the entire questionnaire.

Results

The information gathered from this research was examined utilizing SPSS-16 software along with descriptive and inferential statistics, incorporating Pearson correlation analysis and stepwise regression.

Table 1- Mean and standard deviation of organizational creativity, burnout, and organizational health components.

Variable	Sub-scales	Mean	SD
Organizational creativity	Fluidity	18.18	3.37
	Flexibility	18.42	3.11
	Initiative	17.17	3.24
	Expansion	14.11	3.06
	Total score	67.88	1.17
Job burnout	Emotional exhaustion	30.07	5.23
	Depersonalization	22.12	2.87
	Personal accomplishment	33.58	1.04

Organizational health	Overall score	85.58	1.04
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Table 1 presents the average and standard deviation of the research variables.

To address the inquiry: Is there a notable connection among the factors of organizational creativity, job burnout, and the organizational well-being of secondary school educators in Zahedan? The Pearson correlation test was utilized, and the findings are presented in Table 2.

Table 2- Pearson correlation coefficient test between the components of organizational creativity, burnout, and organizational health

Variable	1	2	3	4	5	6	7	8
1. Fluidity	1							
2. Flexibility	.79**	1						
3. Initiative	.78**	.86**	1					
4. Expansion	.68**	.85**	.79**	1				
5. Emotional exhaustion	-.18*	-.24**	-.25**	-.25**	1			
6. Depersonalization	-.22**	-.18*	-.21**	-.16*	.13	1		
7. Personal accomplishment	.21**	.26**	.24**	.29**	.25**	.06	1	
8. Organizational health	.16*	.29**	.34**	.34**	-.20*	-.09	-.19*	1

** $p < .01$, * $p < .05$

Findings in Table 2 illustrate the correlation coefficients between elements of organizational creativity and the components of burnout and organizational health. Emotional exhaustion showed a noteworthy negative correlation with fluidity ($r = -.18$, $p < .05$), flexibility ($r = -.24$, $p < .01$), initiative ($r = -.25$, $p < .01$), and expansion ($r = -.25$, $p < .01$). Depersonalization exhibited a notable negative correlation with fluidity ($r = -.22$, $p < .01$), flexibility ($r = -.18$, $p < .05$), initiative ($r = -.21$, $p < .01$), and expansion ($r = -.16$, $p < .05$). Personal accomplishment showed a notable positive correlation with fluidity ($r = .21$, $p < .05$), flexibility ($r = .26$, $p < .01$), initiative ($r = .24$, $p < .01$), and expansion ($r = .25$, $p < .01$). Ultimately, organizational health showed a notable positive correlation with fluidity ($r = .16$, $p < .05$), flexibility ($r = .29$, $p < .01$), initiative ($r = .34$, $p < .01$), and growth ($r = .34$, $p < .05$).

To address the issue of whether the elements of organizational creativity predict burnout and the health components of secondary school teachers in Zahedan City? A stepwise regression analysis was conducted, as illustrated in Tables 3 and 4.

Table 3- Results of the regression for predicting emotional exhaustion based on organizational creativity components

Step	Predictors	R	R ²	ΔR ²	Beta	T	Sig.
First	Expansion	.25	.06	.06	-.25	-3.26	.05

The findings in Table 3 indicate that, out of the components of organizational creativity (fluidity, flexibility, innovation, and expansion), solely the expansion component could account for the emotional exhaustion in teachers. The expansion sub-scale was included in the equation and accounted for 6% of the variance in emotional exhaustion. It had an adverse association with emotional exhaustion (Beta = -.25, $p < .05$). It served as an important negative indicator for emotional exhaustion.

Table 4- Results of regression for predicting depersonalization based on organizational creativity components.

Step	Predictors	R	R ²	ΔR ²	Beta	t	Sig.
First	Fluidity	.22	.04	.04	-.22	-2.76	.05

The findings in Table 4 indicate that of the organizational creativity elements (fluidity, flexibility, innovation, and expansion), just the fluidity element could account for the depersonalization in educators. The fluidity sub-scale was included in the equation and accounted for 4% of the variance in depersonalization. It exhibited a negative association with depersonalization (Beta = -.22, $p < .05$). It was an important adverse predictor for depersonalization.

Table 5- Results of the regression for predicting personal accomplishment based on organizational creativity components.

Step	Predictors	R	R ²	ΔR ²	Beta	t	Sig.
First	Expansion	.29	.08	.08	.29	3.73	.05

The findings of Table 5 indicate that of the components of organizational creativity (fluidity, flexibility, innovation, and expansion), solely the expansion component could account for the personal accomplishment in teachers. The expansion sub-scale was included in the equation and accounted for 8% of the variance in personal accomplishment. It showed a favorable association with personal accomplishment (Beta=.29, $p < .05$). It served as an important positive indicator for personal accomplishment.

Table 6. Results of the regression for predicting organizational health based on organizational creativity components

Step	Predictors	R	R ²	ΔR ²	Beta	t	Sig.
First	Expansion	.34	.12	.11	.34	4.50	.05

The findings in Table 6 indicate that out of the components of organizational creativity (fluidity, flexibility, innovation, and expansion), only the expansion component could account for the organizational health in teachers. The expansion sub-scale was incorporated into the formula and accounted for 12% of the variation in organizational health. It demonstrated a beneficial connection with organizational health (Beta=.29, $p < .05$). It served as an important favorable indicator for organizational health.

Discussion

The objective of this study was to examine how components of organizational creativity predict burnout and organizational health among secondary school teachers in the city of Zahedan. The study's results indicated a significant negative correlation between the elements of organizational creativity and those of burnout, with organizational creativity being a predictor of burnout components. A noteworthy and significant correlation existed between the components of organizational creativity and organizational health, with organizational creativity playing a predictive role in organizational health. The outcomes of this research align with several conclusions from (Moosavi and Mousavi Gilani, 2023; Hosseini and Karimi, 2021; Nasr Esfahani et al., 2015; Mahdy et al., 2023; Alonso et al., 2020).

Research gathered from various sources indicates that so far, there has been no study published regarding the influence of organizational creativity on teacher burnout and organizational health; hence, this current research is seen as innovative and aims to explore the use of organizational creativity in addressing burnout and organizational health among teachers. Consequently, the findings of this study were analyzed in relation to similar studies and were ultimately established. The findings from the aforementioned studies typically indicated a direct and important correlation between organizational health and creativity, along with their dimensions (Moosavi and Mousavi Gilani, 2023), and that organizational health has a noteworthy positive impact on decreasing burnout (Mahdy et al., 2023). Consequently, individuals who engage in structured and disciplined practices experience lower chances of burnout, which establishes a clear connection between creativity and burnout (Alonso et al., 2020). Ultimately, the creative environment plays a significant mediating role in how organizational health impacts organizational entrepreneurship (Nasr Esfahani et al., 2015). Consequently, in discussing the current study, it can be stated that the managers and specialists of the General Directorate of Education in Sistan and Baluchestan Province can enhance organizational health and mitigate employee burnout by emphasizing employee creativity. It is recommended that a legal and adaptive framework be established to motivate employees, while managers should foster organizational creativity through the development of social ties and interactions. Ultimately, this creativity will lead to improved organizational health and decreased burnout. As the significance of the human factor as a strategic resource and the architect and executor of organizational systems and processes has risen considerably compared to earlier times, advanced organizational thinking now regards humans as the organization's most vital resource and asset. Consequently, managers and specialists must take substantial actions to enhance their employees'

creativity. To foster creativity, managers need to establish opportunistic traits within their organization, enhance openness to change along with a willingness to innovate, and bolster teamwork, tolerance for uncertainty, responsibility, and employees' insight and foresight, while also backing employees' ideas and implementing a reward system to promote idea generation. Foster positive and beneficial disagreements among team members. Organize discussion meetings with staff and motivate them to approach tasks differently, fostering diversity in their ideas.

One of the limitations of this study is the use of a questionnaire for data collection, which relies on self-reporting and can be influenced by various factors, including the inclination of respondents to give extreme responses. Furthermore, this research was carried out with teachers in Zahedan City, Iran, and we need to be careful about extending the findings to other regions and cities. In this research, it was not feasible to thoroughly investigate intervening variables like the mental health condition of educators and confirming that they do not experience psychiatric disorders. Hence, it is recommended that a study akin to the current one be performed in different cities to allow for generalization to other areas. Researchers should explore additional variables influenced by organizational creativity, while also considering and assessing intervening variables in future research.

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