

PalArch's Journal of Archaeology
of Egypt / Egyptology

**SOCIAL FACTORS OF CREATIVITY OF EMPLOYEES: EXAMINING
THE RELATIONSHIP BETWEEN ORGANIZATIONAL
MOTIVATION, MANAGEMENT TRAINING, AND AVAILABILITY OF
RESOURCES. A CASE STUDY OF WAPDA, FESCO, FAISALABAD**

**¹Manahil Jabbar, ²Babak Mahmood, ³Muhammad Furqan Ashraf, ⁴Paris Zaka, ⁵Zaid
Mehmood**

^{1,2,3,4,5} GC University Faisalabad, Punjab, Pakistan.

**Manahil Jabbar, Babak Mahmood, Muhammad Furqan Ashraf, Paris Zaka,
Zaid Mehmood , Social Factors Of Creativity Of Employees: Examining The
Relationship Between organizational Motivation, Management Training, And
Availability Of Resources. A Case Study Of Wapda, Fesco, Faisalabad , Palarch's
Journal Of Archaeology Of Egypt/Egyptology 18(7). ISSN 1567-214x.**

**Keywords: Creativity, strict control, organizational motivation, management
training, availability of resources, encouragement.**

Abstract:

This research was based on social factors of creativity of employees and examined the working environment through the relationship between creativity, organizational motivation, management training and availability of resources. Quantitative research method was used to conduct the study through field visits. Middle managers of WAPDA, FESCO were population of study. Simple random sampling was used to select a sample of 120 middle managers. Data was collected through primary source through field visits. A well established questionnaire was used to collect primary information from middle managers. The collected data was analysed by using SPSS 20. Finding of the study revealed that various social factors are responsible for improving creativity skill of middle managers i.e. organizational motivation, management training and available resources, strict control and encouragement were found influential social factors to boost up the creativity skill of middle managers that can help in improving ultimate productivity of employee and also achieve organizational goals within stipulated domain. It was recommended that training of employees must be conducted on consistent basis. Availability of resources create potential work for organizations, therefore, its timely up gradation and availability must be ensured.

Introduction:

Creativity refers to the novel usable products and production (Mumford, 2003; Amabile, 1998), three components are necessary for enhancing business activity as expertise including technical, new knowledge and procedure, creativity behavior that how approachable a problem is by people according their expertise in a definite business domain, third is motivation. Complex traits, capacities, ability to work according to organized plan and skill, credibility to experience, interest (Adams-Price 1998; Albert 1996). Naiman (2010) states that the act promotes new thinking and idea into new reality that involves two main processes i.e. thinking and producing, and, thus creativity is a way to bring something novel into the approach of creating passion commitment.

Two stages of creativity promulgate new mental constructs (generative phase) also known as pre inventive structure and structures come up with new creative ideas that are (exploratory phase). The tendency to recognize new ideas and alternatives for solving practical problems, connecting with and entertaining others need to be able to adopt possibilities and alternatives, talent and productivity are not synonymous. Therefore, maintaining two forms of abilities, initially, it calls self actualizing and later is special talent creativeness (Maslow, 1959).

Creativity and working environment:

Society has become more critical and complex, organizations need to adopt new technology to cope with the existing challengeable and new requirements. Professional government organizations are subjugated with more pressure due to changing in working obligations and structure. Many programs Many new innovative programs focus on organizational level, however, in large organizations, but it is not possible to impart innovativeness for bridging up the employees. The implementation of these programs, depends on introduction and personal effort of personal and team to develop good ideas as compare to old one (Amabile et al., 1996).

Social Factor and creativity:

Group behavior is most likely depend on interaction within member of said group, intimate social values influenced the members of group which they belong. The behavior and actions are captures according to groups' norms for accomplishing organizational goals. Individual efforts try to maintain skill and ability thorough creativity and solve the complex related social issues.

Objectives:

- To identify socio-demographic profile of respondents.
- To explore the social factors of creativity skill of employees personnel.
- To examine the relationship between social factors of creativity skill and working environment of organization.
- To draw some important recommendations for concern departments, students, academicians and future research scholars.

Literature Review/Theoretical Model:

According to model develop by (Amabile 1997) individual componential theory of creativity and componential theory of organizational creativity. This model provided three distinct elements, first is about organizational motivation to innovate, it explains that how an organization provides support and orientation, the second is management practices that

describe freedom and autonomy of work, third element postulated that available resources i.e. available work aid, sufficient time and availability of training.

Cameron and Quinn's (1999) noted that organizational motivation possesses value of innovation, and management practice that operationalise the system of participating the employees in innovation. Amabile et al. (1996) stated that available resources are social factors of environment creativity; therefore, some researchers have excluded these factors because of its psychological domain that is connected to situate learning theory.

A study was conducted by Lave and Wenger (1991) and observed that ground of new breeding talent of creativity may view as several blending ideas into practice for community innovation system. This system accepts knowledge through training and shares its tendency of accepting and implementing the ideas in real social process of innovation. Knowledge sharing is a part of organizational commitment with employees that stimulate the culture of providing better environment to employees. This argument was also endorsed by Manzoor, et al., (2020) by stating that social factors of organizational commitment improve the creativity of employees that accelerated business success.

Another study was launched by Saether (2019) and examined the motivational antecedent for predicting employees' innovative behaviour and found that person organization fit depicted higher level of work motivation and distributive justice and organizational support of creativity.

Hypothesis:

- H1: Strict control is positively associated with creativity skills.
- H2: Organizational motivation is positively associated with creativity skills.
- H3: Management training is positively associated with creativity skills.
- H4: Availability of resources is positively associated with creativity skills.
- H5: Encouragement is positively associated with creativity skills.

Methodology:

Quantitative research method was obliged and field visits were done for conducting the study. The study was conducted in district Faisalabad. Population of the study were middle managers of WAPDA, FESCO. Sample 120 respondents were selected through simple random sampling. A self structured questionnaire comprising on independent variables as (strict control, organizational motivation, management training, availability of resources and encouragement) and dependent variables as (Creativity) was used to collect primary information through filed visits. Data was analysed by using SPSS software. Part A describes descriptive result analysis that shows uni-variate analysis of socio-economic status of respondents, while Part B about testing of hypothesis (Bi-Variate) analysis.

Instrumentation:

Strict control was measured on five point likert scale (St. Agree, St. Disagree, Neutral, Agree, Disagree) with multiple statements of items as Strict control decrease creativity skills in management, Check and balance provide better performance in innovative skills, Sometime strict control become hurdle in producing new ideas of person, Strict control provide peaceful working environment and discipline, Strict control confers more productivity to management. Organizational motivation was measured on five point liker scale items as I am satisfied with the organization orientation to innovation, Orientation is more prone toward motivation for

problem solving, Motivation of personnel is more productive to promote ideas into practice, do you agree that motivation can affect the creativity, do you agree provision of support has extraordinary affect on creativity. Management training was also measured on 5 likert scale as I am satisfied with the management training, Training provides new skill to improve our work according to organizational objective and availability of resources items as I am satisfied with the facilities provided to my required under my job assignments, Apparatus that has been provided me are according to standard quality, Are the recourses being utilized completely. Encouragement was measured by five point likert scale with items as Do you discourage when you ask novel question, I fell that good encouraging style increases creative ability, Does reward can encourage for giving good performance, My senior encourage my development, I feel gratitude leads to motivate for better performance.

Indexation of variables:

Variable	No. of items in Matrix Question	No. of categories in Index variable	Min. Score	Max. Score	Mean Score	SD	Alpha value
Creativity Skills	5	5	12	22	18.36	2.18	.7204
Strict control	5	5	16	23	21.30	1.35	.7122
Organizational Motivation	5	5	17	24	20.39	1.78	.7102
Interaction with top managers and colleagues	5	5	12	24	18.65	2.12	.7817
Management training	5	5	16	23	19.05	1.65	.8124
Encouragement	5	5	11	22	18.49	1.81	.7144

Results and Discussion:

Part A: Descriptive Analysis

Socio-economic Profile

Table 1: Distribution of the respondents according to their age.

Age of the respondents (in years)	Frequency	Percentage
30-40	62	51.7
41-50	41	34.2

51-60	17	14.2
Total	120	100.0

Above table shows that majority of the respondents belonged to age category of 30-40, while 32.2% were belong to 41-50 age, and only 14.2 come under the category of 51-60.

Table 2: Distribution of the respondents according to their marital status.

Marital status	Frequency	Percentage
Married	85	70.8
Single	32	26.7
Separated	3	2.5
Total	120	100.0

This data describe in table that shows most of the respondents 70.8% were married, only 2.5% were separated.

Table 3: Distribution of the respondents according to their education.

Education	Frequency	Percentage
BS	82	68.3
MS	7	5.8
MBA	31	25.8
Total	120	100.0

Majority of the respondents were educated as 68.3% were BS qualified, while 25.8% holds MBA and only 5.8 % holds MS degree.

Table 4: Distribution of the respondents according to their working experience.

Working experience	Frequency	Percentage
5 year	57	47.5
6-10 year	63	52.5
Total	120	100.0

Bivariate Analysis:

Hypothesis Testing

Hypothesis 1: Strict control is positively associated with creativity skill.

Table 5: Association between strict control and creativity skill.

Strict control	Creativity skill			Total	
	Low	Medium	High		
Low	-	11	-	11	
	-	100.0%	-	100.0%	
Medium	15	14	19	48	
	31.3%	29.2%	39.6%	100.0%	
High	8	28	25	61	
	13.1%	45.9%	41.0%	100.0%	
Total	23	53	44	120	
	19.2%	44.2%	36.7%	100.0%	

Chi-square = 21.63 d.f. = 4 P-value = .000 Gamma = .217

Chi-square value (21.63) shows a highly significant association between strict control and respondents' creativity skill. Gamma value shows a strong positive relationship between the variables. Above table shows that all of those respondents who had low strict control they had medium level creativity skill. While if the respondents had medium level strict control then they had had low (31.3%), medium (29.2%) and high (39.6%) creativity skill. Whereas in the level of high strict control, 13.3% percent had low creativity skill, 45.9% had medium and 41.0 percent of them had high level of creativity skill. So the hypothesis "Strict control is positively associated with creativity skill" is accepted.

Hypothesis 2: Organizational motivation is positively associated with creativity skill.

Table 6: Organizational motivation attitude and creativity skill.

Organizational motivation	Creativity skill			Total	
	Low	Medium	High		
Low	9	22	20	51	
	17.6%	43.1%	29.7%	100.0%	
Medium	5	14	13	32	
	15.6%	43.8%	39.2%	100.0%	
High	9	17	11	37	
	24.3%	45.9%	40.6%	100.0%	
Total	23	53	44	120	

	19.2%	44.2%	36.7%	100.0%	
--	-------	-------	-------	--------	--

Chi-square = 31.42 d.f. = 4 P-value = .000 Gamma = .763

Chi-square value (31.42) shows a significant association between organizational motivation and creativity skill. While gamma value shows a strong positive relationship between the variables. Above table shows that if the respondents had low attitude then they had low (17.6%), medium (43.1%) and high (39.2%) creativity skill. While if the respondents had medium level professional attitude then they had had low (15.6%), medium (39.2%) and high (40.6%) creativity skill. Whereas in the level of high organizational motivation, 24.3% percent had low creativity skill, 29.5% had medium and 45.9% of them had high level of creativity skill. So the hypothesis “Organizational motivation is positively associated with creativity skill” is accepted.

Hypothesis 3: Management training is positively associated with creativity skill.

Table 7: Association between management training and creativity skill.

Management Training	Creativity skill			Total	
	Low	Medium	High		
Low	4	9		13	
	30.8%	69.2%		100.0%	
Medium	16	41	30	87	
	18.4%	47.1%	34.5%	100.0%	
High	3	3	14	20	
	15.0%	15.0%	70.0%	100.0%	
Total	23	53	44	120	
	19.2%	44.2%	36.7%	100.0%	

Chi-square = 22.41 d.f. = 4 P-value = .000 Gamma = .324

Chi-square value (22.41) shows a highly-significant association between management training of respondents’ and creativity skill. Gamma value (0.324) shows a positive relationship between the variables. Its mean higher the training of employees, higher will be the creativity skill. Above table indicates that if the respondents had low training tendency will lower the creativity, they had low (30.8%) and medium (69.2%) creativity skill. So the hypothesis “management training is positively associated with creativity skill” is accepted.

Hypothesis 4: Availability of Resources is positively associated with creativity skill.

Table 8: Association of availability of resources and creativity skill.

Available	Creativity skill	Total	
-----------	------------------	-------	--

resources	Low	Medium	High		
Low	16	31	14	61	
	26.2%	50.8%	22.9%	100.0%	
Medium	5	11	19	35	
	14.3%	31.4%	54.3%	100.0%	
High	2	11	11	24	
	8.3%	45.8%	45.8%	100.0%	
Total	23	53	44	120	
	19.2%	44.2%	36.7%	100.0%	

Chi-square = 27.34 d.f. = 4 P-value = .032 Gamma = .112

Chi-square value (27.34) shows a significant association between availability of resources and creativity skill. Gamma value shows a positive relationship between the variables. Its mean higher the interaction with colleagues, higher the creativity skill. Above table reveals that if the respondents had low availability of resources then they had low (26.28%), medium (50.8%) and high (22.9%) creativity skill. In medium interaction category, respondents had low (14.3%), medium (31.4%) and high (54.3%) creativity skill. Similar percentages were found in high availability of resources. So the hypothesis “Interaction with colleagues is positively associated with creativity skill” is accepted.

Hypothesis 5: Encouragement is positively associated with creativity skill.

Table 9: Association between encouragement and creativity skill.

Encouragement	Creativity skill			Total	
	Low	Medium	High		
Low	7	2	2	11	
	63.6%	18.2%	18.2%	100.0%	
Medium	14	32	35	81	
	17.3%	39.5%	43.2%	100.0%	
High	2	19	7	28	
	7.1%	67.9%	25.0%	100.0%	
Total	23	53	44	120	
	19.2%	44.2%	36.7%	100.0%	

Chi-square = 10.57 d.f. = 4 P-value = .032 Gamma = .212

Chi-square value (10.57) shows a significant association between encouragement and respondents' creativity skill. Gamma value shows a positive relationship between the variables. Its mean higher the encouragement, higher the creativity skill. Above table indicates that majority (63.6%) of those respondents who had low encouragement they had low creativity skill. While a majority of medium and high encouragement categories had medium to high level creativity skills. So the hypothesis "Encouragement is positively associated with creativity skill." Is accepted.

Discussion and Conclusion:

The study has depicted that social factors have greater influence on creativity level of employees working WAPDA, FESCO. Organizational motivation boost up the orientation level of employee for innovative behaviour, and while motivation of employees share their working behaviour through strict control on employees, the result was also endorsed by Manzoor, et al., 2020) that social factors like strict control, encouragement are organizational traits responsible for boosting up the creativity level of employees, Therefore, availability of resources also does stretching the level of creativity skill, sociological factors also involve multiple factors in changing behaviour about business in perspective global culture (Mahmood, 2008).

It was concluded on the basis of study findings that social factors i.e. strict control, organizational motivation, management training, availability of resources and encouragement have influential for creativity of employees. In order to improve working environment these factors enhance the employees adoptability of new ideas generation and innovation for organizational purpose. These factors are also held responsible to create a good working environment at work place.

Recommendations:

It was recommended that training of employees must be conducted on consistent basis. Availability of resources create potential work for organizations, therefore its timely up gradation and availability must be ensured.

References:

- Adams-Price, C. E., ed. CREATIVITY AND SUCCESSFUL AGING. New York: Springer, 1998.
- Amabile, T. M., Conti, R., Coon, H., Lazenby, J., & Herron, M. (1996). Assessing the work environment for creativity. *Academy of Management Journal* (39) 1154-1184.
- Amabile, T.M.(1997): Motivation creativity in organizations: On doing what you love and loving what you do. In *California Management Review*, Vol.3, p.39.
- Cameron K, Quinn R. (2006); Diagnosing and changing organization culture, Revised Edition, Jossey-Bass, San Francisco
- Lave, J., and Wenger, E. (1991). Situated learning. Legitimate peripheral participation. Cambridge, U.K.: Cambridge University Press
- Mahmood, B. (2008). Sociological study of behavioral change in textile manufacturing organizations of Punjab, Pakistan: In context of global business culture. Ph.D. Thesis, Department of Rural Sociology, Univ. of Agri., Faisalabad.

Manzoor, H., Ashraf, M. F., & Ch, A. (2020). The Influence of Social Factors on Business Performance: A Study of Middle Level Managers of Textile-Based Organizations. *Amazonia Investiga*, 9(33), 59-67. <https://doi.org/10.34069/AI/2020.33.09.7>

MASLOW. A. H. (1959) Creativity in self-actualizing people. In Anderson. H. H. (ed.). *Creativity and its cultivation*. NYC: Harper.

Mumford, M. D. (2000). Managing creative people: Strategy and tactics for innovation *Human Resource Management Review*, 10 (2000), pp. 1-29

Naiman L. What is Creativity. 2010. [Last retrieved on 2017 Dec 03]. Available from: <http://www.creativityatwork.com/articlesContent/whatis.htm><http://www.creativityatwork.com/articlesContent/whatiscreativity> .

Sather, E. A. (2019). Motivational antecedents to high-tech R&D employees' innovative work behavior: Self-determined motivation, person-organization fit, organization support of creativity, and pay justice