

The Relationship Between Secondary School Teachers' Creativity and Job Satisfaction*

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Abstract

This research aims to determine secondary school teachers' creativity and job satisfaction. For this purpose, a simple random sampling method was used in the study conducted with teachers working in secondary schools in Bağlar, Kayapınar, Sur, and Yenişehir districts of Diyarbakır province. The research used short forms of the "Minnesota Job Satisfaction Scale" and the "Teacher Creativity Scale" as data collection tools. Teachers' perceptions about the sub-dimensions of job satisfaction and teacher creativity scales were described with arithmetic mean and standard deviation. Whether the job satisfaction levels of the teachers can be estimated from the creativity levels was tested by multiple regression analysis. According to the research findings, teachers have found themselves highly creative. In addition, the teachers expressed that they were satisfied with their work. Furthermore, it has been observed that teachers' job satisfaction levels can be estimated statistically from their expertise, creative thinking skills, and motivation perceptions. The relative importance of the predictive dimensions on job satisfaction is as follows; "motivation," "expertise," and "creative thinking skills."

Keywords: Teacher, Teacher Creativity, Job Satisfaction.

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INTRODUCTION

As in all organisations, changes and development affect educational organisations as well. As an educational organisation, the school needs creative teachers who can think, take risks, and produce and solve problems to adapt to the changes and developments in the school. Teachers who have the opportunity to exhibit their creativity can apply their thoughts, have the opportunity to work differently and independently, and have the opportunity to perform original applications can show a positive attitude towards their work and thus get satisfaction from their work. In this context, it can be assumed that there may be a relationship between teacher creativity and job satisfaction. When the related literature is examined, it is seen that the studies examining the relationship between teacher creativity and job satisfaction are limited. Therefore, this study examining the relationship between these two concepts is considered to contribute to the literature.

Teacher Creativity

Creativity can be defined as the process of retrieval of information and reorganisation until a new form, or new thought is formed (Bentley, 1999); the ability to produce new and valuable ideas (Luecke, 2011); the process of detecting problems or lack of information, creating hypotheses, testing, modifying these hypotheses and transmitting the results (Torrance, 1977). As it is understood from the definitions, it is emphasised that creativity should include originality and effectiveness (Runco & Jaeger, 2012).

When creativity is considered in the individual dimension, three components of creativity are mentioned. These include expertise, work motivation, and creative thinking skills (Amabile, 1998; Luecke, 2011). Expertise refers to an individual's knowledge and experience in his or her field. Creative thinking is the capacity to combine an individual's existing ideas into new combinations. On the other hand, job motivation is expressed as a state of willingness that stimulates expertise and creative thinking skills (Amabile, 1998) and uncovers the potential of creativity (Robins & Judge, 2012).

To survive, grow and develop in the globalising world, produce better goods and services, and implement a more effective marketing strategy, depends on the inclusion of creative individuals (Yanik, 2007). In the information society, what is essential is not numerical superiority but qualified human resources. The quality of education measures the quality of human resources. In this case, it has become inevitable to establish a structure in educational organisations that questions information, teaches learning and research, and can bring new information to life (Eriç, 1998). Teachers have an essential role in the formation of such a structure. Teachers play an important role in the formation of such a structure. In the classroom, the role of teachers in teaching is not only to present information but also to present knowledge, which includes several behaviours such as choosing activities, involving students in activities, arranging problem situations, acting as a catalyst, and enabling students to produce divergent solutions (Bevevino et al., 1999). It is to respond to the learning efforts of students to establish the infrastructure that will enable them to acquire knowledge and present it (Pepe, Addimando, & Veronese, 2017). Because the primary role of a teacher is to help learning happen, they play specific roles. One of the most famous roles of teachers is as a facilitator. This role is significant because students are preoccupied with problems when learning takes place. Therefore, teachers need to create a conducive learning environment for their students. Suwartono (2016) argues that creativity is the point to be considered in this regard.

Creative teachers participate in the exploration, push the boundaries, and involve their students in the process (Aschenbrener et al., 2007) and create their teaching style and classroom management with intuition and intuition observation (Sungur, 2001). Furthermore, teacher creativity is considered as creating a creative and innovative learning process in the classroom to enrich the objectives to be achieved (Terry et al., 2018), encouraging reasonable risks and unforeseen situations while reinforcing creative activities (Morais & Avezedo, 2011).

Man's creative power and self-realisation, passions, intuitions, and experiences are essential. Knowledge and skills that do not respond to a need, curiosity, or fantasy can not be acquired. Therefore, future generations are the responsibility of multi-faceted teachers. In this context, what the student feels, what he is doing, and thinks are essential for teaching. The responsibility of preparing the environment for the transition of the individual from being an object in the class to being the subject belongs to the teachers (Riedler & Eryaman, 2016; Sungur, 2001). In this context, teachers need to use their creativity for the multi-faceted development of children (Çelebi Öncü, 2012). Because nowadays, students live in an ever-changing, technology-oriented world. Therefore, teachers can constantly struggle with the attention and time of the students. The charms of computer games contradict the minds of young minds, and in this context, educators struggle to attract the attention of students. However, the learning process also changes in parallel with the developments. Therefore, teachers are expected to develop more creative approaches to keep up with the changes and developments and plan for the new generation (An, 2011).

Teachers who have the opportunity to exhibit their creativity can apply their thoughts, have the opportunity to work differently and independently, and have the opportunity to perform original applications can show a positive attitude towards their work and thus get satisfaction from their work.

Job Satisfaction

Job satisfaction, which is the subject of significant research in the social sciences, is a critical determinant of the continuation of employees' work (Perrachione et al., 2008). Job satisfaction is defined as the pleasure and the positive emotional state that a person feels by evaluating his or her work or work-life (Başaran, 2008). Job satisfaction is shaped by the job itself, wage, workplace safety, promotion opportunities, recognition and appreciation, decision-making power and influence, and a sense of productivity that does good work (Bota, 2013). Job satisfaction is essential in the contemporary management approach. It is considered a responsibility and necessity to create the conditions to provide job satisfaction in administrations where the individual is kept at the forefront and which give importance to humans (Kumas & Deniz, 2010). As an educational organisation, the human element is the most critical factor in schools. The attitude, behaviour, and satisfaction of the human resources other than students in schools can determine the quality of the service. In this context, it can be stated that teachers' job satisfaction in schools is essential.

The teacher's job satisfaction emerges as a function of the relationship between what he wants from teaching and what he perceives and refers to the emotional relationship associated with the teaching role. While the warm, sincere, and personal relationships of teachers with students; the intellectual and challenging work of teaching, and autonomy and independence of the teaching profession contribute to satisfaction, a series of factors such as the monotony of daily routines; the lack of motivation and discipline of some of the students, the lack of support and appreciation of colleagues and managers also lead to teachers' disappointment and negative perceptions of self-esteem; therefore, they can negatively affect job satisfaction (Şahin, 2013). However, the fulfilment of these responsibilities by teachers who undertake essential responsibilities in raising the human resources needed by the country may depend on their peaceful and productive work.

Teachers who are satisfied with their professions have positive feelings about what they know and teach and attach importance to their professional development ((Sonmezer & Eryaman, 2008; Ma & MacMillan, 2010). At the same time, teachers' job satisfaction is related to their motivation, happiness, and commitment to teaching. Moreover, the continuation of the work of the teachers that make up the most significant human capital of a school (Collie et al., 2012) is also affected by job satisfaction (Perrachione, Rosser, and Petersen, 2008).

The Relationship Between Teacher Creativity and Job Satisfaction

Teaching is considered a predominant practice profession rather than a theory, which aims to provide intellectual and emotional development for individuals along with their social and physical

development (Schreglmann & Kazancı, 2016). Nevertheless, teachers play an essential role in achieving the education system's goals. Therefore, it should not be surprising to say that the foundation of a successful education system is the teacher (Taherkhani, 2015). The role of teachers in teaching is not only to provide information but also to establish the infrastructure for acquiring that information and to respond to students' learning efforts to present information (Çağlar, 2010).

In this context, teachers should be able to organise and implement individualised programmes according to their developmental characteristics and needs. From this point of view, it can be stated that teachers should have enough creativity to plan activities as much as the number of students in their classes (Yenilmez & Yolcu, 2007). With meaningful and challenging work, teachers can provide students with pleasure and satisfaction, and thus, they can transform their students into lifelong learners and conscious individuals. In addition, by creating different school activities, students can be provided with the opportunity to learn what they need to learn (Schlechty, 2005). However, when teachers try different practices, can apply their thoughts, and show their original ideas, they can also be satisfied with their work. The job satisfaction of teachers, who play a crucial role in the education process and have high job satisfaction, can contribute to the healthy functioning of the education process. because teachers' satisfaction with their jobs is essential in fulfilling the mission of education (Bogler, 2001; Sahito & Vaisanen, 2017). Teachers with high job satisfaction have high performance (Koç et al., 2009; Chamundeswari, 2013) and high commitment (Karataş & Güleş, 2010).

On the other hand, job satisfaction is considered an indicator of emotional well-being. It is stated that teachers' satisfaction with their work can effectively communicate with their students or colleagues (Chamundeswari, 2013). At the same time, the job satisfaction of teachers can affect student achievement and teacher motivation. Satisfied teachers are more likely to provide higher-quality teaching services. Therefore, teachers' job satisfaction can seriously affect school development and the teachers themselves. Because satisfied teachers are more interested in professional development, this situation affects school development (Dorozynska, 2016). In this respect, knowing the concepts related to teachers' job satisfaction is essential. This study was designed to study the relationship between teachers' creativity and job satisfaction. For this purpose, the following questions were sought:

- 1) What are secondary school teachers' creativity and job satisfaction levels?
- 2) Does secondary school teachers' creativity predict their job satisfaction?

METHOD

The universe, sample, data collection tools, and data analysis process of the research conducted in the relational survey model are given below.

Population and Sample

This study was conducted on teachers working in secondary schools in Bağlar, Kayapınar, Sur, and Yenişehir districts of Diyarbakır province. Considering the difficulty of reaching all the teachers in the universe, the sampling method was used. In this context, 357 teachers were identified by a simple random sampling method. Of the 312 returned questionnaires, 304 forms filled by the instruction were evaluated.

One hundred thirty-nine teachers who participated in the research were female, and 165 were male. Two hundred eighty of the participants are at the undergraduate level, and 24 are at the graduate level. The professional seniority of teachers varies between 5 months and 35 years.

Data Collection Tools

"Teacher Creativity Scale" and the "Minnesota Job Satisfaction Scale" were used as data collection tools in the research.

The Teacher Creativity Scale. The scale was developed by Uçar (2015), consisting of 28 items and three sub-dimensions: expertise, creative thinking skills, and motivation. In the original scale, Cronbach's alpha value is $\alpha = .87$ for expertise, $\alpha = .88$ for creative thinking skills and $\alpha = .92$ for motivation. In this study, Cronbach alpha values have been found as; $\alpha = .87$ for expertise, $\alpha = .87$ for creative thinking skills and $\alpha = .90$ for motivation.

Minnesota Job Satisfaction Questionnaire. The questionnaire developed by Weiss et al. (1967), and the short form of the Job Satisfaction questionnaire, adapted to Turkish by Baycan (1985), were used. The questionnaire consists of 20 items. Baycan (1985) found the Cronbach alpha value as .77. While Özkan (2017) found .88, and Kahveci et al. (2019) identified it as .92. In this study, the Cronbach alpha value of the questionnaire was found to be .93.

Data Analysis

In the data analysis process conducted in the SPSS program, the teachers' perceptions about the sub-dimensions of teacher creativity and job satisfaction were described with arithmetic mean and standard deviation. Before regression analysis, the skewness and kurtosis values, Q-Q graphs, and histogram graphs were examined to determine whether the data were normally distributed or not. As a result of the analysis, the skewness values of the variables varied between -, 58 and -, 18, while the kurtosis values varied between -, 01 and 47. When skewness and kurtosis values are between -1.5 and +1.5, the distribution is assumed to be expected (Tabachnick & Fidell, 2013). Q-Q and histogram graphs also showed that the distribution of variables meets the assumption of normality (Can, 2014; Büyükoztürk, 2010). To determine whether the study's data was suitable for regression analysis, it was examined whether there was a suspicion of auto-correlation and the normal distribution of the data. Durbin and Watson's analysis tests autocorrelation suspicion. The closer the Durbin-Watson value is to 2, the more auto-correlation suspicion disappears for the multiple linear regression model (Çokluk et al., 2017). The Durbin-Watson value was found to be 1.85 in the research. This result can be interpreted as no auto-correlation. In addition, VIF (Variance Inflation Factor) and tolerance values were examined for independent variables to determine the degree of multiple correlations for predictive variables. While VIF values were found to be between 1.29 and 2.06, tolerance values were more significant than 0.2. The fact that the VIF value is less than ten and the tolerance value is more significant than 0.2 eliminates the suspicion of multiple connections (Can, 2014; Çokluk et al., 2013). All these analyses showed that the data set was suitable for regression analysis. In this direction, multiple regression analysis tried to determine whether the teachers' job satisfaction could be estimated from their creativity levels.

FINDINGS

This section presents the findings obtained as a result of the analysis of the data collected for research with the techniques explained in the method section. In this context, firstly, the creativity and job satisfaction levels of secondary school teachers were examined, and it was tried to be determined whether teachers' job satisfaction is predicted by their creativity perception.

The averages of teachers' creativity levels are given in Table 1 within the scope of these dimensions.

Table.1 Average and Standard Deviation Scores of Teacher Creativity and Job Satisfaction

Scale / Size		n	\bar{X}	ss	Range of participation
Teacher Creativity	Expertise	304	4,30	,493	Extremely satisfied
	Creative Thinking Skills	304	3,83	,584	Very satisfied
	Motivation	304	3,41	,738	Very satisfied
	Total	304	3,88	,482	Very satisfied
Job Satisfaction		304	3,63	,626	Satisfied

In Table 1, the creativity levels of secondary school teachers were found to be 4.30 in the expertise sub-dimension, 3.83 in the creative thinking skill sub-dimension, 3.41 in the motivation sub-dimension, and 3.88 in the teacher creativity total score.

Table 2 shows the regression analysis results for estimating teachers' job satisfaction from teacher creativity dimensions.

Table 2. Results of Regression Analysis of Estimation of Job Satisfaction of Teachers from Teacher Creativity Dimensions

Variable	B	Std. Error	β	T	P	Binary r	Partial r
Constant	1,080	,264		4,090	,000		
Expertise	,372	,079	,293	4,696	,000	,37	,26
Creative thinking skills	-,136	,072	-,127	-1,884	,061	,31	-,11
Motivation	,431	,045	,508	9,540	,000	,54	,48

R= ,59 R² = ,34
 F = 51,97 p= ,000
 (3-303)

When Table 2 is examined, it is seen that teachers' job satisfaction can be estimated as statistically significant from teacher creativity perceptions ($R=.59$; $F=51.97$; $p=.000$). According to the regression analysis results, it is understood that teachers' expertise, creative thinking skills, and motivation perceptions explain 34% of the variance in job satisfaction. When the correlations between teachers' job satisfaction and teacher creativity, expertise, creative thinking skills, and motivation perceptions are examined together, it is observed that the correlations are .37 with expertise, .31 with creative thinking skills, and .54 with motivation. When the correlation between teacher creativity dimensions and teachers' job satisfaction is examined separately, it is understood that the correlation is .26 ($p = .000$) with expertise, -.11 ($p = .061$) with creative thinking skills and .48 ($p = .000$) with motivation. According to the standardised regression coefficient, the relative importance order of the predictive dimensions on job satisfaction is motivation, expertise, and creative thinking skills. When the results of the t-test regarding the significance of the regression coefficients were examined, it was seen that the "motivation" and "expertise" subdimension were important predictors of job satisfaction. On the other hand, the creative thinking skill sub-dimension has no significant effect on teachers' job satisfaction.

RESULTS, DISCUSSION, AND SUGGESTIONS

The study was conducted to determine the relationship between secondary school teachers' creativity levels and job satisfaction levels; While the teachers stated that "I extremely satisfied " with the "expertise" sub-dimension of teacher creativity, they expressed their idea as " very satisfied " with the "creative thinking skills" and "motivation" sub-dimensions and the teacher creativity total scale score. Creativity is essential for achieving actual results in terms of organisational continuity and plays an essential role in the effectiveness of the group or team (Valentine et al., 2011). The quality of education depends on the creative ideas of those involved in education. In this context, the fundamental element of the quality of education is the development of teachers' creativity. Teachers can develop more effective and dynamic new learning methods using creativity. Teachers' creativity is related to designing and preparing materials and managing the classroom using different methods and

strategies. Therefore, teachers have a role in enriching the goals of the school. The teacher's responsibility is not only about teaching but also about educating how to share knowledge, culture, and togetherness. This means that the teacher must have the creativity to become a professional (Terry et al., 2018). In this context, teachers' high assessment of the level of their self-creativity can be considered an actual result in the existence of original practices in schools and the continuation of the activities of schools with effective teams for the school. In the studies conducted by Uçar and Köseoğlu (2019), Uçar and Dağlı (2017), Yuvacı (2017), and Çoban (2016), teachers evaluated themselves as creative as well. In addition, in the studies related to organisational creativity conducted by Yurter (2016), Balay et al. (2014), Eroglu (2014), and Karacabey (2011), teachers also expressed themselves as creative in the individual creativity dimension of organisational creativity. On the other hand, in the studies by Kurnaz (2011) and Şahin (2010), teachers' creativity levels were found to be low.

While teachers were most involved in the expertise sub-dimension of teacher creativity, they showed negligible participation in the motivation sub-dimension of teacher creativity. In other words, teachers stated that their knowledge, reservoir, and experience were conducive to creativity, but their motivation to bring out creativity was less than in other dimensions. Expertise is related to the knowledge of individuals and what they can do in their working lives (Amabile, 1998). Knowledge about the work done is the raw material that will uncover creativity. However, if the motivation is missing, this raw material may not be used (Uçar, 2015). Motivation is essential in transforming the creative potential of individuals into creative ideas (Robbins & Judge, 2012). Motivation fully combines expertise and creative thinking skills and contributes to the uncovering of creative performance (Amabile, 1997). In this context, teachers' participation in the motivation dimension that will uncover their creativity less than the dimensions of expertise and creative thinking skills can be interpreted as not being able to demonstrate their creative potential fully.

Another result of the research is that teachers are satisfied with their work. The concept of job satisfaction, which expresses satisfaction or dissatisfaction with work, in other words, explains the positive attitude towards work-related conditions. Therefore, high job satisfaction is related to the appreciation of the person's work, colleagues, and work environment; in other words, developing a positive attitude towards work (Eğinli, 2009). In this context, it can be stated that as a result of teachers' satisfaction with their jobs, teachers developed a positive attitude towards their jobs. In the research, because teachers' job satisfaction is an essential determinant of the quality of education (Persevica, 2011) and affects teachers' performances and student achievement (Suriansyah & Aslamiah, 2018), the satisfaction of teachers with their jobs may affect the education process positively. In the studies conducted by Demirtaş (2010), Erdem, Ilgan, and Uçar (2014), Kahveci et al. (2019), Kumaş and Deniz (2010) and Ordu (2016); teachers are satisfied with their work. While Altinkurt and Yılmaz (2014), Koç et al. (2009), Özkan (2017), and Yılmaz (2012) have found that teachers' job satisfaction is moderate in their studies, Şahin (2013) has determined that teachers are partially satisfied with their work. In this context, the results obtained correspond significantly with the research findings in the literature. Different results related to job satisfaction in the literature may be due to the different cultures and climates of each teacher's school.

It has been observed that teachers' job satisfaction levels can be statistically significant from their expertise, creative thinking skills, and motivation perceptions. The relative importance of predictive dimensions on job satisfaction follows as; "motivation," "expertise," and "creative thinking skills." When the t-test results regarding the significance of the regression coefficients were examined, it was seen that the sub-dimensions of "expertise" and "motivation" were significant predictors of job satisfaction and that "creative thinking skills" had no significant effect. Professional competence has a significant impact on job satisfaction. Teachers' having sufficient knowledge and skills for the course content, being able to use current teaching methods and strategies effectively, and transferring information about the subject content by using appropriate techniques in terms of meeting the standards of the course may contribute to job satisfaction (Ma & MacMillan, 1999). In this context, the impact of expertise on job satisfaction can be understood because teachers can be satisfied with their work as they use their knowledge, skills, and technical competencies.

As a result of the research, it was found that the motivation dimension from the teacher's creativity sub-dimensions had the most effect on job satisfaction. Job motivation helps individuals transform their creative potential into creative ideas (Robbins & Judge, 2012). When individuals engage in creative endeavours, they can be explorers, innovators, and thought-producing individuals (Öztürk, 2001). When individuals' creative attempts are supported, this will positively affect job satisfaction. Because when individuals entirely use their abilities and feel that their contribution affects society, their personal development needs are met (Dartey-Baah, 2010). However, supported individuals have the opportunity to uncover and develop their creative powers (Kuru, 2012). As a result, Amabile et al. (2005) found that positive emotions can result from employees' creativity. In addition, Shelley et al. (2000) found that working environments that meet the creative needs of individuals lead to higher job satisfaction. These findings are qualified enough to support the research results.

As a result of the research, it was found that teachers' job satisfaction was not significantly affected by creative thinking skills. Creative thinking is not only the way of producing new ideas by using the individual's imagination to the end but also provides different solutions to different problems. While creative thinking brings some new concepts to organisations, it can be reacted to by others because it shakes the status quo (Ilgar, 2005). Therefore, creative thinking skills do not significantly affect job satisfaction in the research because teachers may constantly search for new ideas because of their creative thoughts.

Innovation-oriented job environments can affect employee satisfaction. Work environments where creativity is facilitated may be related to satisfaction. In other words, when employees have the opportunity to exhibit their creativity, their attitudes towards work can be positive (Shalley et al., 2000). An individual's belief in the primary qualities and exciting work that create a sense of education, diversity, independence, and control satisfies most employees (Robbins & Judge, 2012) and can contribute to job satisfaction. Teachers are facilitators of knowledge, and they play a vital role in building the future of a nation and creating a society of creative individuals. A suitable environment that provides teachers with the means to achieve their goals and encourages them will allow their creativity to emerge. Teachers can also be satisfied with their work when they show their creativity. It was also found in the research that teachers' creativity had a significant effect on job satisfaction. In this context, by the results mentioned above, starting from the conclusion that teachers' creativity has a significant effect on job satisfaction, teachers can be provided environments where they can show their creativity and express their creative thoughts. Because of the limited number of studies examining the relationship between creativity and job satisfaction in the literature, quantitative/qualitative/mixed studies can be conducted on the relationship between creativity and job satisfaction.

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