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Exploring the Dimensions of Creativity and Job Satisfaction: A Correlational Study

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Abstract

This investigation explored the association between creativity and job satisfaction within the context of higher education institutions. The researchers analysed data from a sample of 100 employees representing diverse roles, tenure, and demographic characteristics. While prior studies have suggested a positive link between creativity and job satisfaction, empirical evidence in specific settings and with limited sample sizes remains scarce. Participants completed surveys to assess their levels of creativity and job satisfaction, and the data was analysed using statistical techniques.

The results suggest a significant positive correlation ($r = 0.220$, $p < 0.05$) between creativity and job satisfaction, indicating that individuals with greater creative capacities tend to report higher levels of job satisfaction. Furthermore, a statistical analysis revealed a significant difference in job satisfaction between high-creativity and low-creativity groups. These findings support the idea that nurturing creativity in the workplace can contribute to enhanced employee satisfaction. The study emphasizes the importance for organizations to actively promote and recognize creative contributions from their employees, as this can foster a more fulfilling work environment. This research provides valuable insights for human resource management and organizational leaders seeking to optimize workplace conditions and enhance overall employee well-being.

Keywords: *Creativity, Higher Education Institutions, Job Satisfaction, Organizational Psychology, Workplace Environment*

Introduction

The educational system is the most critical institution within a nation, playing an essential role in its advancement. Universities are responsible for generating and fostering knowledge necessary for the development of a modern society. The faculty members represent the most valuable asset within higher education institutions. In this context, key determinants influencing employees include their job satisfaction and mental well-being. A substantial body of research has examined the relationship between employee performance in higher education and their levels of job satisfaction. For example, a study by *Pudjiati et al. (2023)* identified a significant correlation between job satisfaction and performance, underscoring the necessity of promoting a healthy work environment for staff. Additionally, *Badri (2019b)* observed that an imbalance between professional and personal life was linked to deteriorating mental health, reduced job satisfaction, and an increased propensity to contemplate job resignation.

In contrast, *Badri (2019b)* identified that a well-maintained equilibrium between professional responsibilities and personal life is associated with favourable outcomes, including a diminished intention to resign, enhanced mental well-being, and increased job satisfaction. Furthermore, *Slavić and Avakumović (2018)* underscored in their research that the effectiveness of higher education is contingent upon the job satisfaction of educators, as this satisfaction significantly influences their research and teaching endeavours, ultimately affecting the success of students, educational institutions, and society at large. They asserted that job satisfaction is essential for organizational effectiveness, contributing to higher employee retention rates, improved productivity, reduced absenteeism, and enhanced mental and physical health.

Spector (1997) characterizes job satisfaction as the extent to which individuals experience enjoyment or dissatisfaction in their work. In contrast, *Brief (1998)* conceptualizes it as an individual's emotional attitudes towards their employment. *Buitendach and Witte (2005)* assert that job satisfaction is derived from individuals' evaluations of their work in relation to their specific needs and expectations. *Weiss et al. (as cited in Eslami & Gharakhani, 2012)* propose that job satisfaction can be classified into three categories: total, extrinsic, and intrinsic. According to *Buitendach and Witte (2005)*, intrinsic job satisfaction refers to the positive emotions that arise from job-related factors such as autonomy and task variety, indicating that an individual's intrinsic satisfaction is rooted in the fundamental characteristics of the work itself (*Eslami & Gharakhani, 2012*). In

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contrast, extrinsic job satisfaction is influenced by external factors associated with the job, including salary, working conditions, and interpersonal relationships with colleagues (*Buitendach and Witte, 2005*).

Job satisfaction is conceptualized as an individual's sense of fulfilment and contentment within their specific occupational role, as well as the extent to which their personal needs are met (*Molero Jurado et al., 2019*). This construct is inherently subjective, encompassing an individual's emotional responses to their job and their overall satisfaction with the tasks they undertake. Positive emotional states associated with one's work are integral to job satisfaction, which has been found to correlate closely with creativity among educators (*Raju, 2017*). *Kashirina et al. (2020)* identified several factors that can adversely affect job satisfaction, including insufficient supervision, inadequate compensation, unfavorable working conditions, and strained interpersonal relationships with colleagues, all of which may hinder teachers' creative capacities. Consequently, it is imperative to investigate the relationship between job satisfaction and teachers' creativity. Various elements influence job satisfaction, such as the work environment, the fulfilment of job expectations, and emotional reactions to specific situations. The level of job satisfaction reflects individuals' perceptions of their work, with satisfaction increasing when individuals feel fulfilled and decreasing in instances of dissatisfaction. This study seeks to analyze the influence of job satisfaction on creativity, with a particular focus on dimensions such as originality, fluency, and flexibility, in relation to factors including teaching supervision, salary, working conditions, personality traits, and collegial relationships.

Individuals who derive their contentment from external factors, such as material or financial rewards associated with their employment, are described as extrinsically satisfied. Job satisfaction is characterized by a sense of fulfilment that individuals experience in their work, often accompanied by opportunities for advancement and incentives. The efficacy of a university's vision and mission is significantly influenced by its academic personnel. Job satisfaction is a vital component across various sectors, including educational institutions, as it affects employees' commitment to the organization (*Ayalew et al., 2019; Breaugh et al., 2018*). Specifically, satisfied employees are more inclined to maintain their dedication to both their roles and the institution. Therefore, the level of job satisfaction among educators warrants careful consideration. The effectiveness of academic staff members as instructors and researchers influences students' learning and, as a result, plays a significant role in determining the quality of student satisfaction and the contribution these staff members make to society's higher education institutions. As a result, the motivation and contentment of the academic personnel become crucial. Due to its correlation with a number of causative elements, including financial, social, cultural, personal, and environmental aspects, job satisfaction is a complicated topic. An important consideration for determining an employee's level of job satisfaction is the type of job satisfaction. The investigation conducted by *Moloantoa and Dorasamy (2017)* highlights the critical need to identify the determinants that affect job satisfaction among academic personnel in higher education institutions. Their research indicates that several elements, including salary, insufficient financial resources, dissatisfaction with benefits and allowances, lack of essential equipment, and ineffective institutional management, play a significant role in shaping job satisfaction. *Teymournejad (2017)* defines creativity as the process through which individuals develop innovative ideas or methodologies. Furthermore, a study by *Chaturvedi and Raavi (2019)* aimed at evaluating job satisfaction across various industries found that, in addition to working conditions, psychological, motivational, and reward factors also significantly impact job satisfaction. A strong and positive university framework directly contributes to enhanced job satisfaction among academic staff. Moreover, fostering a healthy campus environment not only improves the learning atmosphere and increases university productivity but also elevates job satisfaction among academic personnel (*Bentley et al., 2013*). *Khalid et al. (2012)* assert that universities serve as the primary repositories of knowledge, where future professionals receive specialized training to become multidisciplinary experts. Additionally, *Machado-Taylor et al. (2010)* emphasize that the motivation and job satisfaction of academic staff are crucial for enhancing the quality of their institutions and the educational experiences of their students, underscoring the essential role of academic personnel in the success of a university. Over the past decade, politicians, business owners, workers, educators, professors, students, and others have all adopted creativity as a mantra. It is believed that creativity can solve a variety of issues, including social, economic, and educational ones. Especially, creativity has grown in importance since it "becomes a force of great value when it is applied to causes that benefit humankind and the world at large (*Fields, Z., et al. 2013*)". The term "creativity" is derived from the Latin word "creare," which translates to "to produce." According to the Latin poet Horace, poets and painters possess the capacity to generate original works. The contemporary understanding of creativity is largely based on Graham Wallas' theory, which he articulated in his 1926 publication, "The Art of Thought." Creativity is defined as the process of generating something novel and distinct from existing knowledge, encompassing the development of innovative solutions to problems and the exploration of the unknown (*Ozimec, S. et al., 1987*). In response to significant economic, cultural, and other macro-environmental challenges, higher education

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institutions have increasingly prioritized the cultivation of creativity. Employee creativity has been said to be the primary driver of innovation in all businesses (*Amabile, Conti, Coon & Herron, 1996; Cummings & Oldham, 1997*). The "creative inputs" that employees supply the 5JS and Creativity in Relation to TP and the Crisis company demonstrate the importance of their creative efforts, as highlighted by *Cummings and Oldham (1997)*. Considering the significance of creativity for organisational life, a large body of research has examined the connection between personality and creativity, proposing that individuals may or may not possess "creative talents" (*Cummings & Oldham, 1997; Woodman et al, 1993*). These challenges have caused universities to shift from being traditional research institutions, or "ivory towers," to becoming entrepreneurial institutions that not only became autonomous in their decision-making but also created and implemented new research and transfer relationships within their respective regions. According to physicist David Bohm, creativity depends on perception and the capacity to identify something novel. It also requires a mindset that is "attentive, alert, aware, and sensitive" and does not impose preconceived notions. This is highly comparable to the condition that educationalist Mezirow claims is required for transformational learning to occur, wherein an individual may need to give up or alter their values and beliefs to make room for their new experience and to give it new meaning. *Rezzan, Uçar. (2022)* study show that educators are very creative people and they expressed that they were satisfied with their work. Additionally, research indicates that teachers' job satisfaction can be statistically predicted based on their levels of expertise, perceptions of motivation, and creative thinking abilities. The findings of the study conducted by *Apriyani et al. (2019)* revealed a significant positive correlation ($r = 0.217$) and a direct linear regression equation ($y = 89.33 + 0.32 X1$) linking teacher creativity to the visionary leadership of principals. It was determined that a 16.50% enhancement in teacher creativity is associated with the visionary leadership exhibited by principals. Various factors influence the creativity of employees in higher education settings. Notably, knowledge-oriented leadership serves as a moderating variable in the relationship between strategic thinking and employee creativity, with evidence suggesting that strategic thinking promotes and enhances employee creativity.

Creativity and Job Satisfaction have a complicated and multidimensional relationship. On the other hand, research indicates that there may be a positive association between the two, meaning that enhanced job satisfaction and increased employee creativity are positively correlated with one another. In research conducted by *Galina, Z., Efimova*, and colleagues in 2023, it was found that individuals who expressed high levels of contentment with the nature of their job, its fairness, and the comfort it provided tended to exhibit the highest overall job satisfaction. Furthermore, the study identified several factors that contributed to enhanced work performance, including stability and reliability, social connections and opportunities for career growth, as well as managerial support. A study by *Haleem and Rahman (2023)*, diversity in the workforce including differences in age, gender, and educational background—has a big impact on innovation. *Thomas et al. (2020)* characterize satisfaction as a result of effective effort, while *Emin Turkoglu et al. (2017)* defines job satisfaction as an individual's attitude towards the evaluations of coworkers and the overall workplace environment. *Nurhattati et al. (2022)* identified a significant relationship between job satisfaction and the creativity exhibited by teachers in the classroom, with supervision emerging as the most influential factor, followed by compensation, work environment, personality traits, and relationships with colleagues. In a similar vein, *Nurtjahjani and Puspita (2022)* argued that increased job satisfaction among university professors correlates with enhanced performance in higher education, identifying key predictors of lecturer satisfaction, including the nature of the work, compensation, opportunities for advancement, supervision, and coworker relationships. *Norouzpour and Pourmohammadi (2019)* observed that various dimensions of job satisfaction, such as interactions with coworkers and the workplace atmosphere, significantly influence an individual's willingness to engage in meaningful tasks, thereby positively affecting work output. *Yilmaz (2018)* posited that faculty members who experience job satisfaction tend to exhibit improved job performance due to their increased focus on work-related responsibilities, which in turn fosters creativity and positively impacts student development. Additionally, *Norouzpour and Pourmohammadi (2019)* contended that job satisfaction influences both the professional and personal lives of teachers, with satisfied faculty members demonstrating greater innovation in the classroom. This perspective is supported by *Ripki et al. (2019)*, who assert that job satisfaction is associated with heightened creativity and superior work performance. *Huynh Thi (2021)* emphasized the importance of promoting job satisfaction and creating a conducive work environment to enhance creativity, underscoring intrinsic factors such as recognition, awards, and job responsibilities as key drivers of creativity within the context of job satisfaction.

According to *Astuti et al. (2020)*, job satisfaction is regarded as a key indicator of performance effectiveness. When workers are happy, the organisation will achieve achievements that are commensurate with future salary rises. However, dissatisfaction among employees can lead to a high rate of absenteeism, a high frequency of

workplace accidents, and employee turnover. The manifestation of employee happiness in this environment will positively influence employees' productivity, vitality, and creative output.

In her research paper, *Hulya Gunduz (2016)* underscores the significant influence of job satisfaction on various attributes, particularly creativity. Gunduz posits that individuals who experience dissatisfaction within their work environments are likely to face challenges in expressing their creative potential. However, it is important to note that Gunduz's investigation does not specifically address the relationship between job satisfaction and teacher creativity, leaving this area unexamined in the current body of research. Furthermore, the notion of creativity, as defined by *Ripki et al. (2019)*, transcends the mere generation of novel ideas. It encompasses a broader framework that seeks to make a positive contribution to the ethical standards upheld by individuals, communities, or organizations. *Ripki et al. (2019)* highlight the complex nature of creativity, which includes the capacity to produce original concepts while also understanding the various perspectives that inform existing ideas.

Furthermore, creativity is characterized by abstract thinking, imagination, problem synthesis, pattern recognition, and empathy for others. These traits collectively define the creative mindset, indicating a capacity to navigate complex situations and generate innovative solutions. Notably, creativity thrives in environments where individuals consistently engage in learning and adapt their responses to various contexts, fostering the emergence of novel ideas and approaches.

Kim (2019) investigated the connections between job identity, energy level, self-efficacy, and creativity among employees in Korea's hotel sector and suggested that in order to improve the hotel's credibility and reputation in the long run, creative roles played by its staff should be encouraged. *Islam and Monzur (2018)* studied the factors that impacts and can be improved upon in terms of job satisfaction and found that concern for and interest in employees were important factors in determining job satisfaction. Fairness, care for working conditions, and ability enhancement were also comprised. At this point, job satisfaction has the potential to stimulate creativity in workers (*Kumar, 2013*).

Although the relationship between creativity and job satisfaction among employees in higher education institutions has been explored in the existing literature, there remain several research gaps that suggest a necessity for further investigation. A review of the current body of work has identified the following gap:

- There is a lack of comprehensive research focusing specifically on the unique context of higher education institutions. Existing studies often generalize findings from other sectors, neglecting the distinct characteristics and dynamics prevalent in academic settings.
- Most studies tend to lump together different categories of employees within higher education institutions, such as faculty members and administrative staff. More research is needed to understand how creativity and job satisfaction vary among these distinct roles and whether factors influencing them differ significantly.
- Notable research gaps exist, particularly concerning gender-specific investigations within these institutions. Current studies often overlook or inadequately address the nuanced differences in how males and females experience job satisfaction and express creativity within the context of higher education. Therefore, there is a clear necessity for additional research.
- A gap underscores the necessity for further investigation to better understand the dynamics of creativity and job satisfaction among employees within Indian higher educational institutions.

Addressing these research gaps may yield a more comprehensive understanding of the interplay between creativity and job satisfaction among employees within higher education institutions. This, in turn, could facilitate the formulation of evidence-based strategies aimed at improving organizational performance and enhancing employee well-being.

Rational of the Study:

Upon conducting a thorough examination of the relevant literature pertaining to the variables, it has come to our attention that a significant gap exists. To address this gap, the present research endeavours to investigate the relationship and gender difference on the level of Creativity and Job Satisfaction among employees in the Higher Education Institutions. It is important to investigate and comprehend the relationship between creativity and job satisfaction in higher education can help create more encouraging and rewarding work cultures, which will eventually benefit staff members as well as the institutions themselves.

Methodology

Aim:

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The present study aims to explore the link between Creativity and Job Satisfaction among Employees of Higher Education Institutions.

Objectives:

- To study the relationship between Creativity and Job Satisfaction among Employees of Higher Education Institutions.
- To explore the difference on the level of Creativity and Job Satisfaction among Male and Female Employees of Higher Education Institutions.

Hypothesis:

- There will be a significant relationship between Creativity and Job Satisfaction Among Employees of Higher Education Institutions.
- There will be significant difference on the level of Creativity and Job Satisfaction among Male and Female Employees of Higher Education Institutions.

Sample:

The sample was collected from 100 Employees (Male & Female) working in Higher Education Institutions of Delhi/NCR Region within the age range between 25-35 years. Demographic data, including variables such as age, gender, occupation, qualification, domicile, area of residence, and contact details, were also collected. The purposive sampling was used by the researcher to gather the information from the participants.

Tools:

The standardised tool developed by Kaufman Domain Of Creativity Scale (KDOCS) was utilized to gather the information from the participants on the context of creativity which has 50 Items and Job satisfaction survey (36 Items) developed by Paul E. Spector was also used to gather the information.

In assessing the reliability of tools commonly employed in research studies, James C. Kaufman (2012) yielded a reliability coefficient of 0.97, indicating a high level of consistency and stability in measuring creativity. This finding underscores the utility and robustness of the Creativity tool as a reliable instrument for assessing creative traits and behaviors in research contexts. In a separate investigation, Paul E. Spector (1985) evaluated the reliability of the Job Satisfaction Survey, a widely used instrument for gauging individuals' satisfaction levels in their work environments and reported a reliability coefficient of 0.91 for the Job Satisfaction Survey, indicating a high degree of internal consistency and reliability in measuring job satisfaction among respondents. These reliability coefficients suggest that both the Creativity measure and the Job Satisfaction Survey are dependable tools for researchers seeking to assess and analyze creativity levels and job satisfaction within various populations and settings.

Procedure:

- To fulfil the objectives of the present study, a standardized questionnaire was given to the 100 employees from Higher Education Institutions of Delhi/ NCR Region.
- The participants were briefed on the purpose of the study, and informed consent was obtained, stating that participation was voluntary and that they could withdraw from the study at any time.
- Demographic information such as age, gender, occupation, qualification, domicile, area of residence, and contact information were also gathered. They were encouraged to participate and respond honestly to questions.

Results and Discussion:

The descriptive analysis offers quantitative data pertaining to the measurement of the construct under investigation. An independent t-test was conducted to assess the differences between gender groups regarding the level of the construct and the relationships among them. The calculations were performed using SPSS-27. The subsequent sections will present the analysis and interpretation of the findings.

Table 1: *Difference on the level of Creativity and Job Satisfaction among Male and Female Employees of Higher Education Institutions*

Variables	Gender	N	Mean	SD	t-value	p-value	Result
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Job Satisfaction	Male	50	161.72	33.100	-1.600	0.001	Sig.
	Female	50	172.58	34.773			
Creativity	Male	50	167.88	29.417	-0.469	0.185	Insig.
	Female	50	170.84	33.505			

Table 2 : Relationship between Creativity and Job Satisfaction among Employees of Higher Education Institutions

Variable	N	Job Satisfaction	Creativity
Job Satisfaction	100	1	.220*
Creativity	100	.220*	1

Note: Correlation is significant at 0.05 level (2-Tailed)

The current study sought to investigate the relationship between creativity and job satisfaction among employees within higher education institutions (HEIs). The results indicated a significant positive correlation ($r = 0.220$) between these two variables, suggesting that employees exhibiting higher levels of creativity are more likely to report increased job satisfaction. Additionally, a notable difference in job satisfaction was observed between male and female employees; however, no significant differences were found in creativity levels across genders. These findings are consistent with prior research that posits a positive work environment that nurtures creativity can enhance employee well-being and satisfaction. Furthermore, the influence of job satisfaction on various factors, including personality traits, interpersonal relationships with colleagues, and elements of the work environment, has been shown to elevate employees' creativity levels. The highest degrees of creativity are often associated with employees' expertise in their respective fields. Overall, employee satisfaction appears to have a beneficial effect on creativity (Kusumajati, D. A., 2018).

The strong positive correlation observed substantiates the hypothesis that creativity holds a significant influence on job satisfaction within Higher Education Institutions. This finding suggests that organizations prioritizing the development of a creative environment and actively promoting innovative thinking among their employees are more likely to enhance overall job satisfaction among their workforce. Several underlying mechanisms may elucidate this relationship. Engaging in creative work can afford employees a profound sense of autonomy, engagement, and purpose, thereby satisfying their intrinsic needs and resulting in increased job satisfaction. To further enhance the quality of teaching, learning, research, and the overall student experience, it is imperative for colleges and universities to prioritize the establishment of a diverse, innovative, and creative workforce. Furthermore, organizations that acknowledge, appreciate, and actively cultivate employee creativity are likely to nurture a more positive, supportive, and stimulating work environment, which may further augment job satisfaction and overall organizational effectiveness.

While the research provides valuable insights, limitations need to be acknowledged. The cross-sectional design restricts causal inferences. Examining changes in creativity and job satisfaction over time using longitudinal designs could strengthen the understanding of their dynamic relationship. Additionally, exploring specific institutional policies and practices promoting creativity alongside job satisfaction could offer actionable recommendations for HEIs.

Conclusion

This research paper provides comprehensive empirical evidence that substantiates a positive association between creativity and job satisfaction within Higher Education Institutions. The findings clearly indicate that individuals exhibiting higher levels of creative abilities and outputs tend to experience greater job fulfillment and a heightened sense of purpose within their roles. By carefully examining this intricate relationship within a specific

organizational context and sample size, this insightful study addresses a notable gap in the existing literature, thereby contributing valuable and impactful insights to the broader knowledge base in the fields of organizational psychology and management. The profound implications of these research findings underscore the vital significance for organizations, particularly those within the educational sector, to actively foster, cultivate, and robustly recognize the creative contributions and innovative ideas of their employees. Doing so can serve as a powerful lever to enhance overall employee satisfaction, well-being, and engagement, thereby optimizing workplace conditions and cultivating a more gratifying, rewarding, and inspiring work environment for all. This research offers invaluable practical implications and recommendations for human resource management professionals and organizational leaders who are seeking to strategically leverage creativity as a means of driving enhanced individual and organizational performance.

Implications of the research:

The findings underscore the crucial role of cultivating creativity within higher education institutions as a potential strategy to bolster employee well-being and satisfaction. This approach may encompass the following measures:

- **Diversity:** is a key element in fostering a thriving and dynamic work environment. By encouraging diverse and flexible work arrangements, organizations can tap into a wider range of perspectives and experiences, promoting collaboration and knowledge sharing among employees. Furthermore, providing opportunities for experimentation and innovation can cultivate a culture of creativity and adaptability, enabling the organization to stay ahead of the curve in an ever-changing landscape.
- **Creativity:** Recognizing and rewarding creative contributions effectively, through merit-based promotion, performance bonuses, or public acknowledgment, to motivate employees and signal that creativity and innovation are highly valued within the organization.
- **Positive Environment:** Leaders demonstrating genuine openness to new ideas and a willingness to listen to and consider suggestions from all levels of the organization. Providing adequate resources, both financial and logistical, to support creative projects and initiatives. Fostering a culture of trust, open communication, and psychological safety, where employees feel empowered to take calculated risks and explore innovative solutions without fear of repercussions.

Scope for Future Research:

The present study opens doors for further investigation. Future research could delve deeper into:

- Investigating how institutional policies and practices support or hinder employees' ability to balance work demands with personal life can shed light on factors contributing to overall job satisfaction.
- Identifying variables that explain the relationship between creativity and job satisfaction, such as intrinsic motivation, autonomy, and organizational support.
- Exploring how different aspects of creativity (e.g., originality, fluency, flexibility) relate to job satisfaction in different organizational contexts.
- Examining the dynamic relationship between creativity and job satisfaction over time and across career stages.

By exploring these intricacies further, subsequent research has the potential to provide more thorough insights and actionable recommendations aimed at improving employee creativity and job satisfaction within higher education institutions (HEIs).

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