

Examining the Role of Value Orientation in Fostering Creativity Among Higher Education Employees

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Abstract: *The purpose of this study is to investigate the relationship between value orientation in higher education employees and their creativity. The study employed a quantitative research design from 240 employees in the higher education sector to explore these relationships. The results indicate a positive relationship between creative performance with religious, social, democratic, knowledge, hedonistic, and family prestige values. While previous studies have explored the relationship between values and performance, this research adds to the literature by specifically examining the impact on creativity, which is a crucial aspect of higher education employees' work. Furthermore, the study examines the impact of values such as family prestige and aesthetic values which have not been extensively explored in previous research. The managerial implications for organizations are that it provides the reliability of instruments that can be used to assess the value orientation and creative performance of employees.*

Keywords: Value Orientation, Creativity in Higher Education, Employee Innovation, Organizational Culture, Higher Education Workforce

1. Introduction

Higher education institutions represent one of the most significant investments a country can make in its citizens and its future. To promote economic growth, social development, and environmental sustainability, these institutions, according to UNESCO, are vital for sustainable development. The programs offer people the chance to develop the abilities, talents, and knowledge required for both professional and personal development. Higher education institutions provide a wide range of academic programs in a variety of areas, such as science, technology, engineering, mathematics, arts, humanities, and social sciences, to help students succeed in their careers [1]. These institutions produce a trained workforce that is essential for economic growth and development, which goes beyond the advantages to the individual and greatly contributes to the development of society. According to the Organisation for Economic Co-operation and Development [2], higher education increases employability rates, incomes, and quality of life, all of which contribute to economic growth. Furthermore, by providing opportunities for people from different backgrounds to connect and learn from one another, higher education institutions promote social cohesiveness and cultural variety. Mutual respect, comprehension, and tolerance are fostered by this interaction and are necessary for the development of harmonious society [3]. These institutions are also essential for the advancement of numerous fields, the creation of new knowledge and technologies, and the promotion of economic growth and development via research and innovation [2]. Faculty and administrative staff members at higher education institutions play a critical role in fostering an academic climate that encourages creativity, teamwork, and the creation of new knowledge [4].

Value orientation is a set of values, attitudes, beliefs, and

behaviors that people have and employ to direct their decisions and activities. It is a vital component in forming a person's identity and social relationships [5]. Value orientations that promote risk-taking, curiosity, and the exploration of fresh ideas, such as self-enhancement and openness to change, have been found to have a considerable impact on creative performance [6]. Since educators are entrusted with shaping the minds and values of future generations, value orientation is particularly important in higher education. They inculcate values and ideals that will guide students throughout their lives in addition to information and abilities. There are various reasons why it is imperative that employees in higher education have a strong value orientation. Educators that possess strong values and beliefs tend to be more passionate and devoted, which improves the learning experience [7]. This is the first way in which it directly impacts the quality of education that students receive. Second, these teachers inspire pupils to embrace similar principles by acting as good role models. Value orientation in higher education also affects creativity and innovation, which are critical for society growth. Teachers that encourage these traits can stimulate students' creative and imaginative thinking, which will lead to the creation of new concepts and information. Thus, the value orientation of higher education employees influences student character and academic quality while also fostering innovation and progress both inside and outside of the academic community.

The ability to come up with novel and inventive ideas, concepts, or goods that are important and helpful is referred to as creativity. It is one of the most critical abilities needed to succeed in the twenty-first century and is an essential component of human cognition [8]. According to [9], another definition of creativity is "the production of novel and useful ideas, solutions, or outcomes in any domain of human activity." Because it helps generate new ideas and knowledge

that have a big impact on society, creativity is crucial in higher education. Employees in higher education who are creative thinkers can encourage students to think creatively, which can result in ground-breaking concepts that benefit society. Moreover, creativity encourages the creation of fresh approaches to teaching and learning, which improves the educational process for pupils. Better learning results are likely to result from the innovative teaching strategies that creative educators create. Furthermore, as creative thinkers are more likely to do research that results in new discoveries and breakthroughs, creativity has an impact on research and innovation in higher education. Employees in higher education who are creative often launch businesses that spur economic expansion. Creativity also supports entrepreneurship and innovation. In conclusion, creativity is an essential competency for employees in higher education since it advances new information and ideas, improves teaching and learning, encourages research and innovation, and encourages entrepreneurship and economic development.

Fostering creativity among employees is essential for institutional innovation and success in the rapidly evolving environment of higher education. Value orientation is proposed to be important in this situation. Value orientation is the set of principles and beliefs that direct people's behavior and decision-making. This study analyses how different value orientations influence the creativity of higher education employees, acknowledging that individual and organizational value orientations can have a significant impact on motivation, problem-solving strategies, and teamwork. The purpose of this study is to shed light on how value-driven initiatives might be applied in higher education institutions to foster a more innovative and dynamic workforce.

The aim of this study is to explore the influence of value orientation on creativity among higher education employees. It also aims to identify the psychological and cultural aspects that either foster or stifle creativity by looking at how different value systems affect original thought and inventiveness in academic environments. The findings of the study can help shape organizational procedures and educational policies by shedding light on the connection between value orientation and creativity. This may result in the development of more potent methods for fostering creativity, encouraging an atmosphere that welcomes innovation, and eventually advancing knowledge and improving the results of research and education. The study can aid in the creation of a theoretical framework that explains this link and provides guidelines for further investigation in the future. All things considered, study has important ramifications for the growth of knowledge and creativity as well as for higher education.

After the introduction in Section 1, the rest of the study is organized in the following manner: Section 2 provides an overview of previous research that has examined the opinions of various authors about "Examining the Role of Value Orientation in Fostering Creativity Among Higher Education Employees". Section 3 offers an overview of the research methodologies employed in the study, section 4 conveys the results and discussion, Section 5 talks about managerial implications and section 6 delves into the conclusion. Finally, references are displayed

2. Review of Literature

The researcher has bifurcated the literature review into three heads- literature on value orientation at the workplace, value orientation at higher education institutes, and creativity of education sector employees.

2.1. Recent Review of Literature on Value Orientation at Workplace

The value orientation of employees became an increasingly important area of study in organizational psychology and management, highlighting the significance of value congruence between employees and their organizations. Value congruence, which was achieved when an individual's values aligned with the values of their organization, was shown to positively impact various aspects of employee experience. A comprehensive review of literature based on articles published between 2010 and 2022 emphasized that value congruence was associated with higher levels of work engagement [10], job satisfaction [11], organizational commitment [12], and ethical behavior [13].

Further studies revealed that employees' value orientations were influenced by demographic characteristics, cultural values, and organizational context. For instance, younger employees often prioritized work-life balance and social responsibility [14], whereas employees from collectivist cultures emphasized teamwork and harmony [15,16]. The relationship between work values and employee performance was explored by [17], who categorized work values into intrinsic values like commitment and extrinsic values like tangible rewards. Their study concluded that intrinsic values led to greater commitment and motivation. Additionally, other studies highlighted the importance of work values in shaping an individual's career choices, progression, and development within the organization [18, 19].

2.2. Recent Review of Literature on Value Orientation at Higher Education Institutes (HEI)

Various aspects of higher education employees, such as work-life balance, creativity, leadership, job performance, organizational commitment, and job happiness, were the subject of several studies. Job satisfaction was influenced by factors such as job autonomy, job demands, job resources, and social support [20,21]. Organizational commitment was also identified as a crucial factor influencing employee retention in higher education institutions [22]. Turnover intentions were influenced by job satisfaction, organizational commitment, and perceived job alternatives [23]. Additionally, job performance was affected by leadership style, job resources, and job demands [24]. Research showed that higher education employees faced challenges in balancing work and personal life, with work-family conflict negatively impacting job satisfaction and job performance [25]. Creativity in higher education employees was influenced by the work environment, organizational culture, leadership, and job resources [26]. Moreover, research indicated that transformational leadership, which emphasized empowerment, vision, and intellectual stimulation, positively correlated with employee engagement and innovative behavior [27]. Demographic factors, such as age, gender, and

academic rank, also influenced employees' value orientation. Younger employees often prioritized work-life balance and social responsibility [14], while female faculty members tended to value collaborative and supportive relationships [28]. Academic rank impacted faculty members' values, with tenured professors prioritizing research and academic freedom, whereas non-tenured faculty focused more on job security and work-life balance [29,30]. These studies collectively shed light on the factors affecting the well-being and performance of higher education employees.

2.3. Recent Literature on Creativity of Education Sector Employees

Research underscored the pivotal role of creativity in higher education, highlighting how employees in this sector could foster creativity among students [31,32]. Studies suggested that creativity was influenced by factors such as organizational culture, leadership, and job autonomy [33]. In the modern workplace, particularly in education, creativity had become an essential skill. Literature explored the creativity of education sector employees, including teachers, administrators, and support staff, examining how individual characteristics, organizational culture, and job demands contributed to creativity. Traits such as openness to experience, curiosity, and risk-taking positively impacted creativity [34]. Additionally, an organizational culture that supported innovation, along with leadership style and job demands like autonomy and flexibility, significantly enhanced creativity, and job satisfaction among educators [35,36].

Jing and Yanjie (2010) [37] analyzed how knowledge management impacted creativity and innovation, emphasizing that creativity was integral to the knowledge management process, facilitating continuous innovation and value creation through knowledge sharing. Recent literature also highlighted the importance of creativity in addressing challenges in the education sector, such as technology integration, student diversity, and curriculum innovation, which could lead to more effective teaching methods and professional development [38]. Studies further examined the correlation between value orientations and creativity, showing that intrinsic value orientation positively impacted creativity by fostering self-direction and motivation [39]. Similarly, social value orientation enhanced creativity through collaboration and information sharing [40]. Moreover, value orientation played a crucial role in the relationship between individual traits and creativity, with high value orientation towards creativity strengthening the impact of traits like openness to experience and job autonomy on creativity [41, 42].

The existing literature highlights the significant role that value orientation plays in fostering creativity among employees in higher education. However, there are notable research gaps that need to be addressed. First, most studies have been conducted in Western contexts, limiting their generalizability to non-Western regions such as emerging economies like India. This cultural specificity necessitates empirical research in diverse cultural settings to validate and extend these findings. Second, while different types of value orientations, such as intrinsic and social, have been identified, the specific mechanisms through which these orientations influence creativity remain underexplored. Understanding these

mechanisms is crucial for developing targeted interventions. Addressing these gaps through empirical studies in emerging economies can provide valuable insights into promoting creativity in higher education institutions, particularly in resource-constrained environments.

2.4. Theoretical Framework

This study will be grounded in the Interactionist Perspective on Creativity, which posits that creativity is the result of the interaction between individual attributes and contextual factors. Within this framework, value orientation is viewed as a critical individual attribute that can shape creative behavior. The study will also draw on Self-Determination Theory (SDT), which emphasizes the role of intrinsic motivation in fostering creativity. Intrinsic value orientation, aligned with SDT, is expected to positively influence creativity by enhancing intrinsic motivation. Additionally, the study will incorporate elements of Organizational Culture Theory to examine how cultural factors within higher education institutions moderate the relationship between value orientation and creativity. By integrating these theoretical perspectives, the research aims to elucidate the complex interplay between individual value orientations, organizational culture, and creativity, providing a comprehensive understanding of how to foster creativity among higher education employees in different cultural contexts.

3. Research Methodology

A set of procedures used to carry out a certain study is known as the research methodology. The steps and techniques used to "find, select, process, and analyze information" about a certain subject are included in the methodology. The methodology acts as a guide for how researchers structure their work in order to meet their objectives and generate reliable, believable results. It is a rational and systematic way to investigate a subject. The methodology outlines the steps a researcher plans to take to collect trustworthy data that advances the objectives of the study. The study will utilize quantitative methodologies. For quantitative research, information from participants will be gathered using a questionnaire for primary data collection.

3.1 Research Hypotheses and Definition of Key Terms

Based on the extensive literature review, this research hypothesizes a positive relationship between the value orientation of higher education employees and their creative performance. To understand and measure the value orientation of employees, researchers used the definition of value orientation suggested by [43]. They defined values as enduring beliefs and guiding principles that individuals use to judge the relative importance of behaviors, events, and outcomes. These values serve as general guidelines for making choices and help individuals to determine the appropriate course of action in various situations. According to the authors [43], values are learned through socialization, and they play an essential role in shaping an individual's behavior and attitudes. They identify 10 significant human values (Table 1) which have further been investigated in this paper.

Table I: Human Values [43]

<i>Value</i>	<i>Definition</i>
Religious Value	Refers to faith in God, worshipping him and speaking the truth.
Social Value	Refers to serving mankind- Charity, kindness, love and sympathy for the people.
Democratic Value	Refers to respecting individuality- absence of discrimination based upon gender, religion, caste, creed, color, etc.
Aesthetic Value	Refers to appreciation of beauty- love towards fine arts, music, painting, poetry, dance, etc.
Economic Value	Refers to monetary aspiration- Desire for money and material gains.
Knowledge Value	Refers to discovery of truth- understanding the theoretical principles, hard work in studies.
Hedonistic Value	Refers to approach to focus on present rather than future. To have pleasure of the senses and avoiding pain.
Power Value	Refers to the desire to rule over others, i.e. exercising authority over others, concerned with prestige and status conscious
Family Prestige Value	Refers to the focus on family status - behaviour, roles, functions and relationships with family members.
Health Value	Refers to keeping body in a fit state- considers good physical health essential for development and use of abilities.

The other variable investigated in the study is creativity. Creativity refers to the ability of an individual to think outside the box and generate innovative solutions. In the academic context, creativity plays a crucial role in facilitating a more engaging and effective learning process for students. A skilled academician is able to promote the joy of learning and encourage higher-level thinking skills, leading to a more comprehensive understanding of the subject matter. Effective communication skills are also essential for fostering creativity, as clear and concise communication helps students grasp complex concepts more easily. Moreover, creativity also plays a pivotal role in promoting new areas of research and exploration, based on the personal strengths and capabilities of individual students. Academicians are able to assess the skills and knowledge of their students and guide them towards relevant research opportunities. Overall, creativity is an essential component of academic success, as it enables students to develop innovative solutions and excel in their respective fields of study.

Based on 10 human values as discussed above, the researchers identified following hypotheses for further investigation:

H1: The higher the religious value of employees in education sector, the higher will be their creative performance

H2: The higher the social value of employees in education sector, the higher will be their creative performance

H3: The higher the democratic value of employees in education sector, the higher will be their creative performance

H4: The higher the aesthetic value of employees in education sector, the higher will be their creative performance

H5: The higher the economic value of employees in education sector, the higher will be their creative performance

H6: The higher the knowledge value of employees in education sector, the higher will be their creative performance

H7: The higher the hedonistic value of employees in education sector, the higher will be their creative performance

H8: The higher the power value of employees in education sector, the higher will be their creative performance

H9: The higher the family prestige value of employees in education sector, the higher will be their creative performance

H10: The higher the health value of employees in education sector, the higher will be their creative performance

It is noteworthy to mention here that using the perspective of [43] on values is significant for assessing the values of education sector employees in India. Their framework provides a comprehensive approach to understanding personal values, covering a broad range of values that are relevant in

the workplace. This is particularly important in the education sector, where employees may hold a variety of values, ranging from professional values, such as commitment to teaching and learning, to personal values, such as family and community.

3.2 Data Collection Techniques

Techniques for Data Collection There are two distinct categories of data gathering methods: primary data collection technique and secondary data collection technique. The study will use both primary and secondary data to achieve its goals. Primary data will be gathered using questionnaires, while secondary data will be gathered through publications like books, journals, and papers.

3.3 Sampling Technique

The researchers used a threefold sampling technique. Firstly, a judgmental approach was used to identify the target sample based on the researcher's knowledge and professional attributes. Secondly, a convenience sampling approach was used to attain information from employees who were easily accessible and in close proximity. Lastly, a snowball sampling approach was utilized to gather additional relevant data. By using these sampling techniques, the researchers were able to obtain a comprehensive understanding of the target audience for further analysis.

3.4 Population and sample size

The target population for this study comprised higher education employees from two leading universities in a non-metro town in northern India. A statistical approach was used to calculate the sample size for the study. Cochran's formulae, as described in Marketing Research [44], was applied by considering three scenarios with different values of σ and D . The average of the three scenarios was taken, and the computed sample size for the study was 240.

3.5 Instrument used for data collection

The present study used two standardized survey instruments to assess the value orientation and creative performance of employees in the education sector. The Personal Value Questionnaire [43], a scale available in the literature, was used to measure the ten human values among the participants. This scale consists of 40 ranking-based questions, where respondents rank options on a scale of 0 to 2 (0 being least

important and 2 being most important). Scores are then obtained, and the order of human values is determined based on the importance set by each individual. To measure creative performance, the Performance Based Appraisal System (PBAS) of the University Grants Commission was used as a foundation, and a 5-point Likert scale was developed by the researcher. This scale consists of four items to measure individuals' creative performance.

3.6 Reliability and validity of the instruments Used in the Research

The reliability of the Personal Value Questionnaire (PVQ) was assessed using Pearson's correlation matrix. The scale was converted into a continuous scale for further analysis. The correlation matrix (Table 2) showed that the inter-items were strongly and positively correlated, with all values above 0.50. This indicates a high degree of linkage among the items within the group, and the scale can be considered reliable for further analysis.

Table II: Correlation Matrix of PVQ Scale (Source: Self-constructed by authors)

Variable	REL Value	SOC Value	DEM Value	AES Value	ECO Value	KNW Value	HED Value	PWR Value	FAM Value	HLTH Value
Religious (REL) Value	1									
Social (SOC) Value	0.72	1								
Democratic (DEM) Value	0.88	0.79	1							
Aesthetic (AES) Value	0.65	0.64	0.785	1						
Economic (ECO) Value	0.504	0.692	0.632	0.594	1					
Knowledge (KNW) Value	0.86	0.713	0.856	0.632	0.824	1				
Hedonistic (HED) Value	0.64	0.633	0.704	0.792	0.709	0.89	1			
Power (PWR) Value	0.519	0.85	0.629	0.65	0.868	0.71	0.785	1		
Family Prestige (FAM) Value	0.62	0.88	0.722	0.724	0.819	0.841	0.682	0.82	1	
Health (HLTH) Value	0.64	0.756	0.683	0.894	0.644	0.703	0.723	0.747	0.893	1

*. Correlation is significant at the 0.05 level (2-tailed).

The Cronbach Alpha and Composite Reliability coefficients were calculated for creative performance and were found to be 0.852 and 0.923, respectively. These values indicate good reliability for any survey analysis

3.7 Statistical tools and tests used

The study will employ MS Excel and SPSS 25 (Statistical Packages for the Social Sciences) to analyze the acquired data, facilitating the scholar's progress and goal attainment. Utilizing hypothesis testing, the study will use mean, regression, and correlation in its analysis, which is a common way for figuring out if a sample data set provides enough evidence to support a hypothesis and for making probabilistic statements about population parameters.

4. Results and Discussion

4.1. Findings of the Study

Regression analysis was conducted to examine the relationship between employees' value orientation and their creative performance. The analysis included ten types of values as independent variables and creative performance as the dependent variable (Table 3). The significance level for hypothesis testing was set at 95% ($p \leq 0.05$). The results indicate that the model explains 37% of the variance in creative performance (adjusted R-square = 0.370), and the F-statistic is significant at 16.589. These findings suggest that there is a significant relationship between employees' value orientation and their creative performance.

Table III: Multiple Regression Result Set of Creative Performance

Predictor	Unstandardized Coefficients		Standard Coefficients			R	R Square	R Square Adj.	F	p
	B	B (SE)	Beta (β)	T	p					
Religious Value	1.072	0.193	0.352	5.565	0	0.627	0.394	0.37	16.589	0
Social Value	0.495	0.188	0.164	2.63	0.009					
Democratic Value	0.897	0.218	0.277	4.113	0					
Aesthetic Value	0.226	0.241	0.073	0.936	0.35					
Economic Value	-1.153	0.157	-0.429	-7.324	0					
Knowledge Value	0.671	0.219	0.21	3.058	0.002					
Hedonistic Value	0.562	0.221	0.158	2.545	0.012					
Power Value	-0.044	0.244	-0.013	-0.179	0.858					
Family Prestige Value	0.624	0.235	0.172	2.658	0.008					
Health Value	0.07	0.182	0.025	0.387	0.699					

Religious Value- The results indicate a positive impact of religious values on employee creativity, with a β value of 0.352. This suggests that there is a positive relationship between religious values and creativity in the workplace. Previous studies [45, 46, 47] have also found positive links between values and creative performance indicators such as organizational citizenship behavior and workplace innovation. Although the performance indicators in these

studies differ, they all support the idea that religious values can have a positive impact on performance.

Social Value- The results show a positive relationship between social values and work performance, with a β value of 0.164 for creativity in the workplace. This finding is consistent with previous literature. [48] has linked the social value system with the success of organizational performance,

while [49] suggest that individuals with a social value-oriented attitude tend to exhibit better behavior in the workplace, which in turn leads to better team performance.

Democratic Value- The results indicate a positive relationship between democratic values and employee performance, with a β value of 0.277 for creativity in the workplace. This finding is consistent with previous literature. Studies by [18, 19] highlight the importance of work values for a manager's long-term career and progression at work. The authors define work values as an impartial attitude towards everyone, regardless of their caste or creed. Although the performance indicators in these studies differ, they all support the idea that work values have a positive impact on performance.

Aesthetic Value- The present study found a non-significant relationship between aesthetic values and creative performance. The results show a β value of 0.073 and a p-value of 0.350 for performance, indicating that there is no significant relationship between aesthetic values and the creative performance of employees in the education sector.

Economic Value- Economic values were found to have a negative relationship with the creative performance of employees, with a β value of -0.429. This suggests that placing a high value on economic gain can degrade an employee's performance, leading to less innovation, fewer initiatives, lower creativity, and a lack of excellence in teaching. Previous research supports this relationship. [50] found that managers who prioritized occupational values such as freedom, creativity, autonomy, and the ability to innovate tended to perform better than those who focused on executive values such as economic gain, financial security, and power.

Knowledge Value- The study found a positive relationship between knowledge values and the creative performance of employees in the education sector, with a β value of 0.210. This suggests that employees who place a high value on knowledge tend to perform better. The desire to seek the truth and gain knowledge about theoretical principles can help individuals to excel at work, as shown in previous research by [51].

Hedonistic Value- The study found a positive relationship between hedonistic values and the creative performance of employees in the education sector. Results show that individuals who derive pleasure and satisfaction from their work tend to perform better, with a β value of 0.158 observed

in terms of generating creativity in teaching. This is consistent with previous research by [52], who found that employees who are satisfied with their work are more likely to exhibit positive work ethics such as honesty, sincerity, loyalty, dedication, and a strong sense of personal and organizational responsibility. Managers prioritize their relationships with employees and colleagues, which in turn shapes their value system and influences their behavior at work.

Power Value- The present study indicates that there is no significant relationship between power value and work performance. The results show a β value of -0.013 with p value of 0.858, which are both greater than 0.05. This implies that there is no significant correlation between power value and creative performance of employees in the education sector. Similar findings were reported by [53] in their study, which compared the value profile of Indian managers with their personal goals. They found that values such as integrity, trust, and harmony were more important to the managers than personal gains such as money and power.

Family Prestige Value- The impact of family prestige values on employee performance shows a significant positive relationship. The results indicate a β value of 0.172 and a p value of less than 0.05, suggesting a significant positive relationship between family prestige values and creative performance in the workplace. This novel relationship between family prestige values and work performance is a unique contribution of this study, as it has not been previously explored in existing literature.

Health Value- Upon examining the impact of health values on work performance, the present study reveals a non-significant relationship. Specifically, the result sets indicate a β value of 0.025 and a p value of 0.699 with regards to the creativity performance parameter. These p values suggest that there is no significant relationship between health values and the performance indicators of employees in the education sector. Although some studies suggest that health is a major factor influencing performance, citing absenteeism, lack of focus, and poor performance [54, 55], others contend that an individual's attitude towards life is more important. [56], for instance, argues that individuals are driven by the zeal to perform to the best of their abilities regardless of their health condition.

Table 4 below summarizes the relationships between different values and employee performance in the education sector.

Table IV: Summary of Results

Value Type	Positive Significant Relationship	Negative Significant Relationship	Non-Significant Relationship
Religious Value	☑		
Economic Value		☑	
Aesthetic Value			☑
Social Value	☑		
Power Value		☑	
Democratic Value	☑		
Health Value			☑
Knowledge Value	☑		
Hedonistic Value	☑		
Family Prestige Value	☑		

Positive Significant Relationships: Values such as Religious, Social, Democratic, Knowledge, Hedonistic, and

Family Prestige have a significant positive impact on employee performance in terms of creativity at work.

Negative Significant Relationships: The Economic and Power values have a significant negative impact on employee performance. A high focus on financial gains and power leads to degraded employee performance in terms of creativity.

Non-Significant Relationships: The Aesthetic and Health values do not have a significant impact on employee performance in terms of creativity at work.

4.2. Discussion of Results

The present study aimed to investigate the relationship between personal values and the creative performance of employees in the education sector. This research provides a comprehensive analysis of how different personal values influence creativity, offering significant insights into the factors that enhance or hinder creative performance among higher education employees.

The hypotheses set forth in the study were designed to explore the impact of a variety of personal values on creative performance. Each hypothesis was tested rigorously, and the results yielded several notable findings.

Approval or Disapproval of Hypotheses

H1: The higher the religious value of employees in the education sector, the higher will be their creative performance.

Approved. The study found a positive and significant relationship between religious values and creative performance. This aligns with previous research suggesting that individuals who prioritize religious values often possess a greater sense of purpose and intrinsic motivation, which can enhance creativity.

H2: The higher the social value of employees in the education sector, the higher will be their creative performance.

Approved. Social values were also found to impact creative performance positively and significantly. Employees who value social relationships and community engagement tend to exhibit higher creativity, likely due to the collaborative and supportive environments they foster.

H3: The higher the democratic value of employees in the education sector, the higher will be their creative performance.

Disapproved. Contrary to expectations, the study did not find a significant relationship between democratic values and creative performance. This may suggest that valuing democratic principles, such as equality and fairness, does not directly translate to enhanced creativity in this context.

H4: The higher the aesthetic value of employees in the education sector, the higher will be their creative performance.

Disapproved. Aesthetic values were not significantly related to creative performance. This finding indicates that an appreciation for beauty and artistic expression does not necessarily enhance an individual's ability to perform creatively in their job.

H5: The higher the economic value of employees in the education sector, the higher will be their creative performance.

Disapproved. Economic values had a negative and significant relationship with creative performance. Employees who prioritize economic gains may focus more on monetary rewards than on the intrinsic satisfaction derived from creative tasks, leading to lower creativity.

H6: The higher the knowledge value of employees in the education sector, the higher will be their creative performance.

Approved. The study confirmed a positive and significant relationship between knowledge values and creative performance. Employees who prioritize learning and intellectual growth are more likely to engage in creative problem-solving and innovative thinking.

H7: The higher the hedonistic value of employees in the education sector, the higher will be their creative performance.

Approved. Hedonistic values, which emphasize pleasure and enjoyment, were positively linked to creative performance. Employees who seek enjoyment in their work are often more motivated and open to exploring new ideas, enhancing their creativity.

H8: The higher the power value of employees in the education sector, the higher will be their creative performance.

Disapproved. There was no significant relationship found between power values and creative performance. This suggests that a desire for control and influence does not necessarily correlate with higher creativity.

H9: The higher the family prestige value of employees in the education sector, the higher will be their creative performance.

Approved. Family prestige values positively influenced creative performance. Employees who seek to uphold family honor and reputation may be more driven to excel and innovate in their professional roles.

H10: The higher the health value of employees in the education sector, the higher will be their creative performance.

Disapproved. Surprisingly, health values did not have a significant impact on creative performance. Although previous research has linked good health to better job performance, this study suggests that health consciousness alone does not enhance creativity.

Comparison with Other Research

The findings of this study are consistent with previous research in several areas. For instance, the positive relationships between religious, social, knowledge, hedonistic, and family prestige values and creative performance align with studies that highlight the importance of intrinsic motivation and supportive environments in fostering creativity. However, the lack of significant relationships for democratic, aesthetic, power, and health

values suggest that not all personal values universally enhance creativity. This discrepancy may be due to contextual differences in the education sector or varying interpretations of these values by different researchers.

At last, this study provides valuable insights into the impact of personal values on the creative performance of employees in the education sector. The findings suggest that certain personal values, such as religious, social, knowledge, hedonistic, and family prestige values, are more important for fostering creativity than others. Organizations and managers should consider these insights when recruiting, selecting, and training employees to ensure they have the appropriate personal values to enhance creativity in the workplace.

5. Managerial Implications

The present study provides valuable insights into the impact of personal values on the creative performance of employees in the education sector. These findings hold significant implications for organizations and managers aiming to cultivate a work environment that nurtures and supports the personal values of their employees.

The study reveals a positive and significant relationship between religious, social, democratic, knowledge, hedonistic, and family prestige values with creative performance. This underscores the importance of these values in fostering innovation and excellence at work. Organizations must recognize and integrate these values into their culture and practices to enhance creative performance. This can be achieved through the implementation of value-based training programs, workshops, and mentoring initiatives that promote and sustain these values.

Conversely, the study highlights a negative and significant relationship between economic and power values with creative performance, indicating that an overemphasis on materialistic and authoritative values can detrimentally affect employee performance. Therefore, organizations need to strike a balance between pursuing economic gains and fostering employee creativity. Managers can achieve this balance by cultivating a culture of shared values that prioritizes employee growth and well-being over profit and power.

The study also finds a non-significant relationship between aesthetic and health values with creative performance. While these values may not directly impact creative performance, managers should still acknowledge the potential influence of health-related issues on employee productivity. Promoting a healthy work environment that supports overall employee well-being remains crucial.

In light of these findings, it is evident that values and creativity are emerging trends in organizational behavior (OB). By integrating these insights, managers in the education sector can create a more supportive and innovative workplace that aligns with the personal values of their employees, ultimately leading to enhanced creative performance and organizational success.

6. Conclusion

The study highlights the sensitive yet significant topic of value orientation in the workplace, particularly within the higher education sector. The key findings reveal that certain values—social, democratic, religious, knowledge, hedonistic, and family prestige—positively impact creative performance among higher education employees, while economic and power values exhibit a negative influence. Interestingly, the non-significant relationship between aesthetic and health values and work performance suggests that other factors may play a more prominent role in determining employee creativity. These insights underscore the importance of nurturing and encouraging specific values in the workplace to enhance employee creativity and contribute to societal development.

However, there are certain limitations to the study, such as its context-specific focus on the higher education sector, which could restrict generalizability, and its dependence on self-reported data, which could be biased. Additionally, the cross-sectional design limits causal inference between value orientation and creative performance. Future research should address these limitations by including diverse sectors and longitudinal designs, exploring other potential moderating and mediating factors, and incorporating international perspectives to enhance the applicability of the findings. This study serves as a timely reminder of the importance of value orientation in the workplace and its impact on employee performance, emphasizing the need for fostering the right values to boost creativity and contribute to society building.

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