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Dimensions Related to Organizational Innovation and Dynamics Affecting Job Plateauing Among School Staff in Tehran

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A B S T R A C T

Objective: This study aims to identify the antecedents and consequences affecting job plateauing among school staff in Tehran, focusing on the lack of organizational dynamics and innovation. The goal is to provide a comprehensive model to guide policymakers and planners in reducing job plateauing.

Methodology: The research employs the DEMATEL (Decision Making Trial and Evaluation Laboratory) technique to analyze the relationships among various factors contributing to job plateauing. A pairwise comparison questionnaire was administered to 30 academic experts and school managers. The DEMATEL method was utilized to structure and evaluate the intensity of direct and indirect relationships among the identified factors. Data analysis was conducted using EXCEL software to calculate values such as (R), (J), (R+J), and (R-J).

Findings: The study identified five key dimensions contributing to the lack of organizational dynamics affecting job plateauing among school staff in Tehran: neglect of creativity and innovation among employees and teachers, lack of job autonomy, organizational and educational system stagnation and resistance to change, repetition and stability in current teaching methods and resources, and outdated knowledge, skills, and abilities of teachers and staff along with resistance to change. Among these, the outdated knowledge, skills, and abilities of teachers and staff, coupled with resistance to change, were found to have the highest impact on job plateauing. Additionally, neglecting creativity and innovation and lack of job autonomy were significantly influenced by other factors.

Conclusion: The study concludes that the lack of organizational dynamics significantly contributes to job plateauing among school staff. Addressing these

issues, particularly by fostering creativity and innovation, enhancing job autonomy, and updating the knowledge and skills of teachers and staff, can mitigate job plateauing.

Keywords: *Job Plateauing, Innovation, Teachers, Managers, Schools.*

1 Introduction

Given the importance and nature of educational jobs, job plateauing can be recognized as a significant challenge in this field that requires thorough attention and examination. In educational environments, employees and teachers interact with human resources and students; thus, the adverse effects of job plateauing can be more tangible and serious (Gaturu & Njuguna, 2020; Jing et al., 2024).

Educational organizations play a principal role in the country's duties and missions and are one of the main pillars of national development. Although many educational staff and teachers seek self-actualization and further growth, the career progression path is not equally available to all, and advancement to higher levels is not possible for everyone. Moreover, incorrect policies and restrictive regulations, social and economic conditions, and the nature of activities defined within the organization in the teaching and education domain can influence this job depression and create organizational plateauing. In the teaching profession, the expectation for advancement is minimal, and the nature of teaching jobs is routine. Teachers can reach a point where they feel their job responsibilities are no longer challenging. When teachers experience job plateauing, like workers in other industries, they seek ways to address it (Gaturu & Njuguna, 2020).

So far, numerous studies and research have been conducted on the phenomenon of job plateauing both domestically and internationally. These studies have sporadically examined the impact of one or several factors, but there is a lack of comprehensive research that investigates all factors influencing the occurrence of this phenomenon and its consequences and provides solutions to reduce it in schools. Economic crises, organizational structures, and internal conditions of schools, along with reduced motivation and hope for the future among staff, have led to a wave of stagnation and job burnout, subsequently causing job plateauing among educational and non-educational staff in schools, spreading despair and hopelessness among them. This phenomenon also brings despair and hopelessness among students, hindering the ultimate goal of our educational system, which is to nurture a motivated, purposeful, and nationally-identified generation (Huaman-Ramirez & Lahlouh, 2023; Lin et al., 2018; Obianuju et al., 2021; Saleh Ardestani & Seyednaghavi, 2016). Therefore, this article aims to identify the dimensions of organizational innovation and dynamics affecting job plateauing and their impact levels, presenting a model to serve as a guide for policymakers and planners to help reduce job plateauing.

2 Methods and Materials

A pairwise comparison questionnaire was used to determine the importance and causal relationships among the lack of organizational dynamics (5x5) from 30 selected academic experts and school managers. They were asked to compare each factor and sub-factor to show the intensity of impact and influence among them.

The DEMATEL method is used for structuring a sequence of assumed information in such a way that it examines the intensity of relationships through scoring and seeks feedback between elements (risks) along with their importance, accepting transitive relationships. In this technique, the internal relationships of metrics at each level will be calculated through the following steps. Although empirical information has shown that expert judgments on direct relationships between elements more or less ensure transitivity characteristics.

3 Findings and Results

The application of the DEMATEL technique in highly complex issues saves decision-makers and experts from confusion. This technique, by effectively and systematically recording and structuring the results obtained from expert opinions, provides an efficient hierarchy of the existing criteria in the issue and their relationships. To use the DEMATEL method, it is not necessary to hold decision-making sessions, and experts from different geographical areas can participate in this decision-making process. This method can also be seen as a tool for mutual learning. This approach encourages experts to thoroughly review the compiled list of criteria affecting the issue.

One of the advantages of the DEMATEL technique over other decision-making methods based on pairwise comparisons is its acceptance of feedback relationships. In the resulting "hierarchical structure," each element can influence all elements at the same level, or higher or lower

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levels, and can also be influenced by each of them. In other words, the elements in the system can be interdependent. The importance and final weight of each criterion in the system are ultimately determined not only by the upper-level criteria or exclusively by the lower-level criteria but by all criteria in the system, or in other words, by the "whole model." The acceptance of "non-transitive" relationships and the ability to display all possible feedbacks are other reasons for its preference over other similar methods (i.e., methods based on graph theory). The modeling process in the DEMATEL technique is such that the policy of its implementation is easily analyzable, but its execution, especially in cases where the issue is large and broad and involves many criteria, requires a long time.

Table 1

Five Dimensions of the Lack of Organizational Dynamics Affecting Job Plateauing

Dimension	Abbreviation
Neglect of Creativity and Innovation among Employees and Teachers	PSR01
Lack of Job Autonomy	PSR02
Organizational and Educational System Stagnation and Resistance to Change	PSR03
Repetition and Stability in the Current State and Teaching Methods and Resources	PSR04
Outdated Knowledge, Skills, and Abilities of Teachers and Staff and Resistance to Change	PSR05

The decision-making rule is the collective agreement of expert judgments for the possible relationship between any two elements A and B as the average scores.

According to steps three and four, Matrix X is formed. In this step, the corresponding digraph to Matrix X can be drawn as the initial digraph, where the vertices are the factors forming the system, and the arcs represent the direct relationships between any two criteria from the system, with the intensity of each direct relationship shown on the corresponding arc.

Table 2

Matrix X for Main Criteria

-	PSR01	PSR02	PSR03	PSR04	PSR05
PSR01	0	1	0	1	1
PSR02	1	0	2	1	1
PSR03	3	3	0	3	3
PSR04	4	1	3	0	4
PSR05	2	3	3	4	0

Matrix S, which shows the relative intensity governing the direct and indirect relationships, is formed.

$$S = M(I - M)^{-1}$$

Table 3

Matrix S for Main Criteria

-	PSR01	PSR02	PSR03	PSR04	PSR05
PSR01	0.169	0.211	0.149	0.229	0.229
PSR02	0.369	0.240	0.378	0.343	0.343
PSR03	0.800	0.686	0.486	0.743	0.743
PSR04	0.881	0.582	0.693	0.568	0.818
PSR05	0.781	0.710	0.722	0.832	0.582

By performing calculations using EXCEL software, the values of (R), (J), (R+J), and (R-J) are obtained as shown in Table 4 and the figures show the order of influence among the components, the order of influenceability of dimensions, the weight priority based on interaction, and the priority based on the intensity of net influence/influenceability.

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Table 4

Values of (J), (R), (R+J), and (R-J)

Dimension	R	J	R+J	R-J
PSR01	0.987	3.000	3.987	-2.013
PSR02	1.673	2.429	4.101	-0.756
PSR03	3.457	2.429	5.886	1.029
PSR04	3.541	2.714	6.256	0.827
PSR05	3.627	2.714	6.342	0.913

Accordingly, it is observed that neglecting creativity and innovation among employees and teachers and lack of job autonomy have a net influenceability, while organizational and educational system stagnation and resistance to change, repetition and stability in the current state and teaching methods and resources, and outdated knowledge, skills, and abilities of teachers and staff and resistance to change have a net influence. Outdated knowledge, skills, and abilities of teachers and staff and resistance to change have the highest impact.

Figure 1

Influence of the components relative to each other

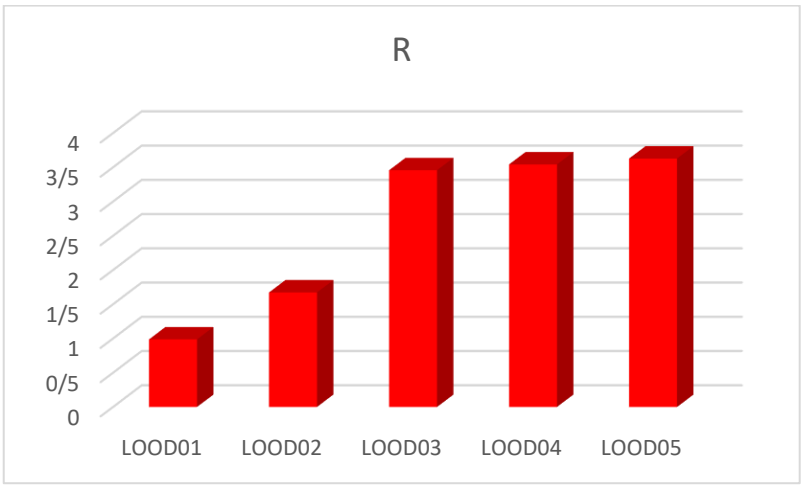

Figure 2

Influenceability of the components relative to each other

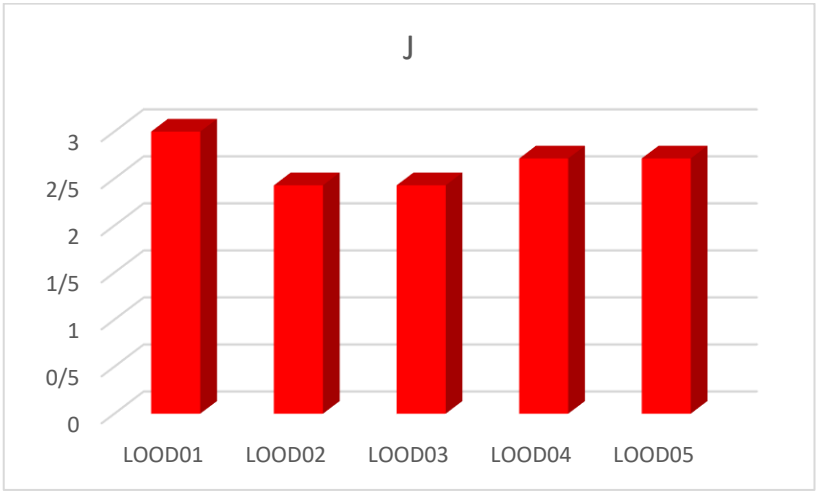

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Figure 3

Total influenceability and influence (interaction) of the components with each other

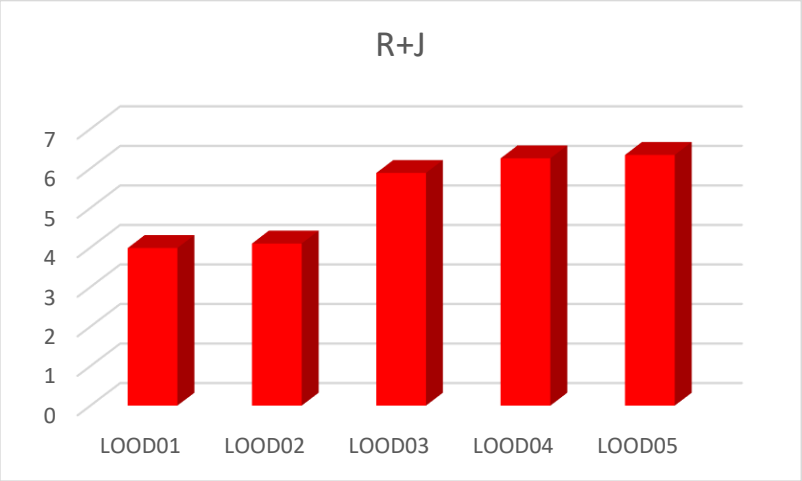
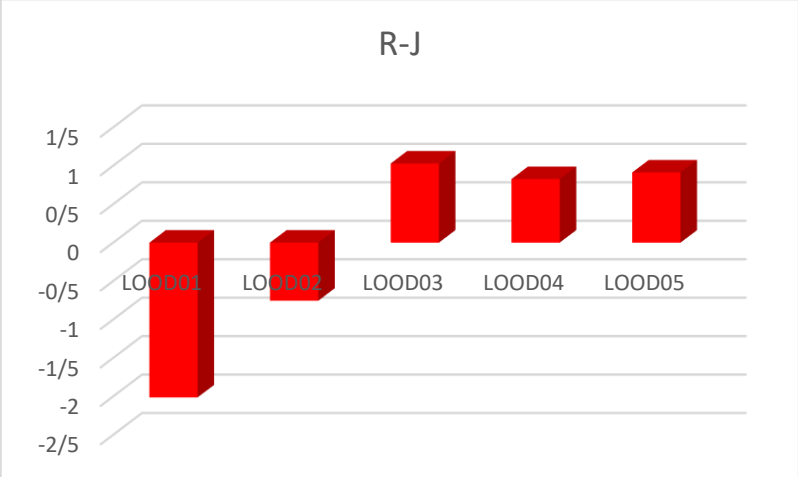


Figure 4

Net influence/influenceability of the components relative to each other



4 Discussion and Conclusion

In the new era, continuous and long-term success and the main competitive advantage of organizations are their human resources. The main force of organizations, especially educational organizations, is their human resources, and investing in human resources is tantamount to investing in growth and progress in all parts of the organization and accelerating the path to achieving goals. Human resources are the main pillar of organizational decision-making. On the other hand, the value and status of education and its role in economic, political, cultural, and social development are clear to all. The human resources of educational organizations are teachers and educational staff who are actually considered the organization's assets. The higher the motivation and quality of the staff and teachers, the greater the likelihood of organizational success and survival, the achievement of organizational goals, and the increase in creativity and innovation within the organization. Job plateauing is a prelude to many consequences such as hopelessness, stress, reduced dynamism, job satisfaction, increased absenteeism, and turnover.

One of the factors affecting job plateauing among school staff in Tehran is the lack of organizational dynamics, which itself has five components: "neglect of creativity and innovation among employees and teachers," "lack of job autonomy," "organizational and educational system stagnation and resistance to change," "repetition and stability in the current state and teaching methods and resources," and

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"outdated knowledge, skills, and abilities of teachers and staff and resistance to change," confirmed through factor analysis. Reviewing the literature reveals that these components have been confirmed in prior studies (Jin et al., 2024; Palmero et al., 2001).

One of the factors contributing to job plateauing among employees is the centralized structure of the organization and the inability of school staff to demonstrate creativity and innovation. The lack of participation in organizational activities and decisions reduces motivation and performance, leading to job plateauing. Therefore, considering the continuous changes in student needs, giving staff and teachers autonomy to increase their creativity and reducing organizational centralization can enhance motivation and dynamism among staff.

Authors' Contributions

All authors have contributed significantly to the research process and the development of the manuscript.

Declaration

In order to correct and improve the academic writing of our paper, we have used the language model ChatGPT.

Transparency Statement

Data are available for research purposes upon reasonable request to the corresponding author.

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Declaration of Interest

The authors report no conflict of interest.

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Ethical Considerations

In this research, ethical standards including obtaining informed consent, ensuring privacy and confidentiality were observed.

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