



Teachers' Organizational Identification in Creativity Education: An Exploratory Study

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ABSTRACT

This study aims to elucidate the distinctive form of organizational identification exhibited by creativity educators and to examine how this identification shapes educational outcomes. Organizational identification is defined as a psychological state in which individuals perceive a sense of belonging to, and pride in, their organization. Drawing on qualitative analysis, this study demonstrates that educators' organizational identification plays a critical role in enhancing learners' motivation, engagement, and creative activities. In particular, the findings highlight the importance of a balanced form of organizational identification in which educators maintain a moderate distance from the organization: they respect organizational norms and values while simultaneously reflecting their own experiences, perspectives, and ideas in their educational practice. The analysis further reveals that creativity educators enhance the quality of creativity education by internalizing organizational values and ways of thinking, while actively externalizing their personal attributes toward the organization. This dual process enables educators to act as mediators between individual creativity and organizational frameworks. By focusing on the externalization of the individual toward the organization, this study offers novel theoretical insights that extend conventional organizational identification research, which has largely emphasized internalization processes alone.

Keywords: Organizational identification, Internalization, Externalization, Overidentification, Creativity education, Educator.

Introduction

Innovation is being championed as a means to overcome an increasingly diverse and complex society. This is because the development of innovative products and services provides a way to navigate unstable markets. Human creativity is crucial to this. Creativity stimulates the generation of ideas and enables the development of products and services that transcend existing frameworks. In recent years, there has also been a tendency to view corporate innovation and creativity from the perspective of the relationship between organizations and their employees.

Organizational identification refers to a state where individuals psychologically integrate with the organization, feeling pride and a sense of belonging as its members (Ashforth & Mael, 1989). Existing organizational identification research has demonstrated that when employees exhibit strong, explicit organizational identification, it leads to reduced turnover and enhanced collaboration within the organization. The impact on creativity is also a significant theme (Sözbilir, 2023; Hassan & Asif, 2024).

The creative problem-solving process is categorized into two stages: problem discovery and problem solving. In the problem discovery process, user norms and the perspectives of visionary individuals serve as the source of problem identification. This requires a deep understanding of user values, often achieved through methods such as ethnography. However, these new perspectives frequently clash with existing organizational norms, highlighting the importance of an organizational culture that embraces diverse values (Carlgren & BenMahmoud-Jouini, 2022). Conversely, the problem-solving process evaluates feasibility and risk based on organizational resources and technology. Even if a

Received: 30.01.2026 –Accepted: 10.04.2026 –Published: 24.05.2026

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novel solution is proposed externally, it will be accepted if deemed executable. At this stage, evaluation takes precedence over divergent thinking, and ideas conforming to organizational norms are judged as creative (Basadur, 1995).

If creativity is influenced by conformity to organizational norms, the organizational identification of educators who communicate these norms becomes crucial. This is because educators who are overly identified with the organization in creativity-enhancing education may internalize organizational norms and impose them on learners. Particularly during problem discovery, creativity educators must tolerate learners' diverse perspectives, yet this proves challenging for educators overly identified with the organization. Expectations regarding creativity are also rising within the education sector, with numerous academic studies existing (Mardiah *et al.*, 2023; Brauer *et al.*, 2025). However, no research exists that addresses creativity management in relation to educators' organizational identification when undertaking education aimed at enhancing creativity. Therefore, this study sets as its research question: what form of organizational identification should educators manifest in situations where learners are required to demonstrate creativity?

Literature Review

Organizational Identification

Organizational identification refers to the process or state whereby employees identify with an organization by developing a psychological sense of belonging (Ashforth & Mael, 1989; Caprar *et al.*, 2022) (**Figure 1**). Ashforth and Mael (1989) applied social identity theory to the organizational context, developing organizational identification as a concept concerning individual organizational behavior.

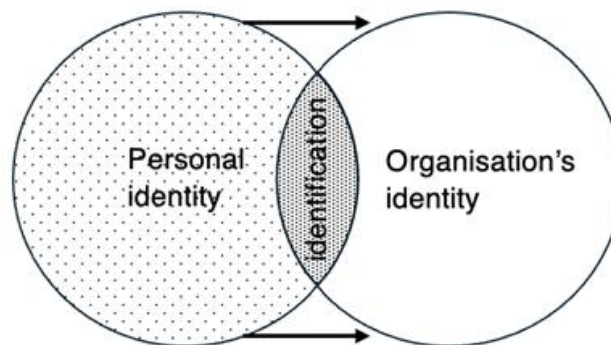


Figure 1. Conceptual Diagram of Organizational Identification

Organizational identity refers to the process or state whereby employees develop a psychological sense of belonging and identify with the organization (Ashforth & Mael, 1989; Caprar *et al.*, 2022) (**Figure 1**). Ashforth and Mael (1989) applied social identity theory to an organizational context, proposing organizational identity as a concept concerning individual organizational behavior.

Employees possessing high organizational identification forge a special bond by integrating corporate values with their personal ideals and values (Li, 2024). According to prior research, this special bond formed between employees and the organization facilitates employees' access to organizational support (Avanzi *et al.*, 2018). Recent organizational identity research suggests that organizational identity influences not only individual job performance but also employees' awareness of their well-being and creativity (Bartel, 2001).

Conversely, studies examining the negative effects of organizational identity are also increasing (Caprar *et al.*, 2022). Excessive identification with an organization is termed 'overidentification'. Individuals in this state tend to merge their personal identity with that of the organization, excessively linking organizational ideologies and values to their own thoughts and actions (Li, 2024).

Conversely, a state where employees do not identify with the organization is called non-identification. This refers to situations where employees define themselves independently, do not respect the organization's behavioral norms or principles, and actively maintain psychological distance from the organization (Munoz, 2025). Alienation has been shown to lead not only to deviation from organizational norms and principles and internal conflict, but also to reduced motivation and increased turnover (Caprar *et al.*, 2022). Conversely, non-identification promotes the generation of novel ideas unconstrained by organizational values and thinking (Yang *et al.*, 2024). Research indicates that for creativity to flourish, employees must maintain perspectives diverging from the organization's mainstream ideology and principles.

Research exploring organizational identification's impact on creativity indicates that identification functions as a factor promoting creative activities essential for maintaining organizational competitiveness (Amabile, 1988). Employees exhibiting strong organizational identification have been shown to propose creative solutions for achieving organizational goals and to demonstrate creativity through team learning behaviors (Hirst *et al.*, 2009). Furthermore, individuals with pronounced organizational identification tend to perceive organizational success as their own success, suggesting creative actions directed towards organizational needs (Akkan & Guzman, 2022).

While these findings have primarily accumulated within corporate organizations, the context in which the relationship between organizational identity and creativity holds is not limited to corporate environments. The requirements presupposed by organizational identity theory – 'shared values and goals' role-based behavior', and 'self-definition as a group member'—can be observed not only in corporations but across diverse organizational practices. One such example is educational practice explicitly aimed at fostering creativity. This provides a valid analytical subject for examining the influence of organizational identity on creative behavior. Within educational practice, creativity is not confined to autonomously expressed individual traits. It is structured through members' role perceptions and value orientations. This aspect provides theoretical continuity with research on organizational creativity.

However, research examining the relationship between organizational identity and creativity within the context of educational organizational practice remains limited. In particular, existing creativity education research tends to focus heavily on the learner side, and the organizational identity held by members responsible for educational practice, and its influence on the nature of creativity education, has not been sufficiently theorized. Therefore, this study aims to theoretically re-examine the relationship between organizational identity and creativity by positioning education as an organizational practice and focusing on the organizational identity of members responsible for creativity education.



Materials and Methods

Empirical Setting

This study selected Japanese high schools as leading examples of creativity education in practice. The research schools actively implement creativity education across the entire institution and are regarded as one of the foremost model cases domestically for school reform incorporating relevant curricula. In contemporary Japanese high schools, curricula enabling students themselves to identify problems and devise solutions are now being implemented.

The author participated long-term as an organizational member for two years from April 2023. The author assumed the role of Education Coordinator, a position deemed essential for school reform. As an organizational member, the author endeavored to create meeting minutes concerning school reform, accompany inquiry-based lessons, and build relationships with various stakeholders, compiling 100 pages of participant observation notes. Over the approximately 24-month period from the start of the appointment, the author spent seven hours per week as an organizational member.

Methodology

This study conducts an exploratory case study from an interpretivist standpoint. This study examines a novel perspective, viewing educators' organizational identification as an indirect factor influencing pupils' creativity. Previous creativity education research has focused on factors directly affecting learners. However, educational settings involve diverse stakeholders surrounding learners. These stakeholders, who can be considered environmental shaping factors, likely exert various influences on learners, making their examination highly necessary.

Participant observation and semi-structured interviews were adopted as research methods. Participant observation was conducted from April 2023 until the interview period, resulting in observation records and participant observation notes spanning 100 pages. For the semi-structured interviews, five teachers involved in creativity education for Year 2 pupils—a key year for creativity education at the research school—were selected as research subjects and invited to participate. Interviews were conducted in a classroom borrowed within the research school. Prior to the semi-structured interviews, the research objectives, background, and overview were explained, and assurances were given that no disadvantage would arise from cooperation. Subsequently, written consent for research participation and the right to withdraw consent were obtained and retained. The profiles of the research subjects who participated in the semi-structured interviews are shown in **Table 1** below. In this study, semi-structured interviews lasting 30 minutes to one hour were conducted based on a pre-prepared interview guide. The interview guide comprised questions designed to explore in depth how the teachers' experiences were reflected in the design and implementation of creativity education lessons. Specifically, detailed inquiries were made regarding experiences where personal background directly influenced the teaching of creativity education, and the differences between subject teaching and the implementation of creativity education.

Table 1. Overview of Survey Participants (at the time of interview)

	Gender	Years of service	Length of employment at the target school	Date of interview
Teacher A	Female	23rd years	6th years	12/7, 2023
Teacher B	Male	17th years	6th years	12/8, 2023
Teacher C	Female	14th years	1st years	12/8, 2023
Teacher D	Female	12nd years	5th years	12/8, 2023
Teacher E	Male	12nd years	4th years	12/14, 2023

Data Analysis

This study was conducted following the inductive qualitative data analysis procedure proposed by Gioia (2013). Gioia (2013) proposed an inductive analytical method that examines qualitative rigour for capturing phenomena of organization and organizational processes. This study implemented Gioia's (2013) inductive qualitative data analysis procedure: (a. transcription of recorded data, (b. reading of transcribed verbatim transcripts, (c. inductive coding, (d. categorization of elements, and (e. integration as analytical findings. The transcribed verbatim records were coded using MAXQDA software to prevent data dispersion. The assigned codes were initially classified as primary elements, followed by the integration of codes with similar content into secondary elements. Finally, the content of the secondary elements was further consolidated into collective elements, forming the major themes evident from this study's analysis. The codes assigned during this study's analytical process are as shown in **Figure 2** below.



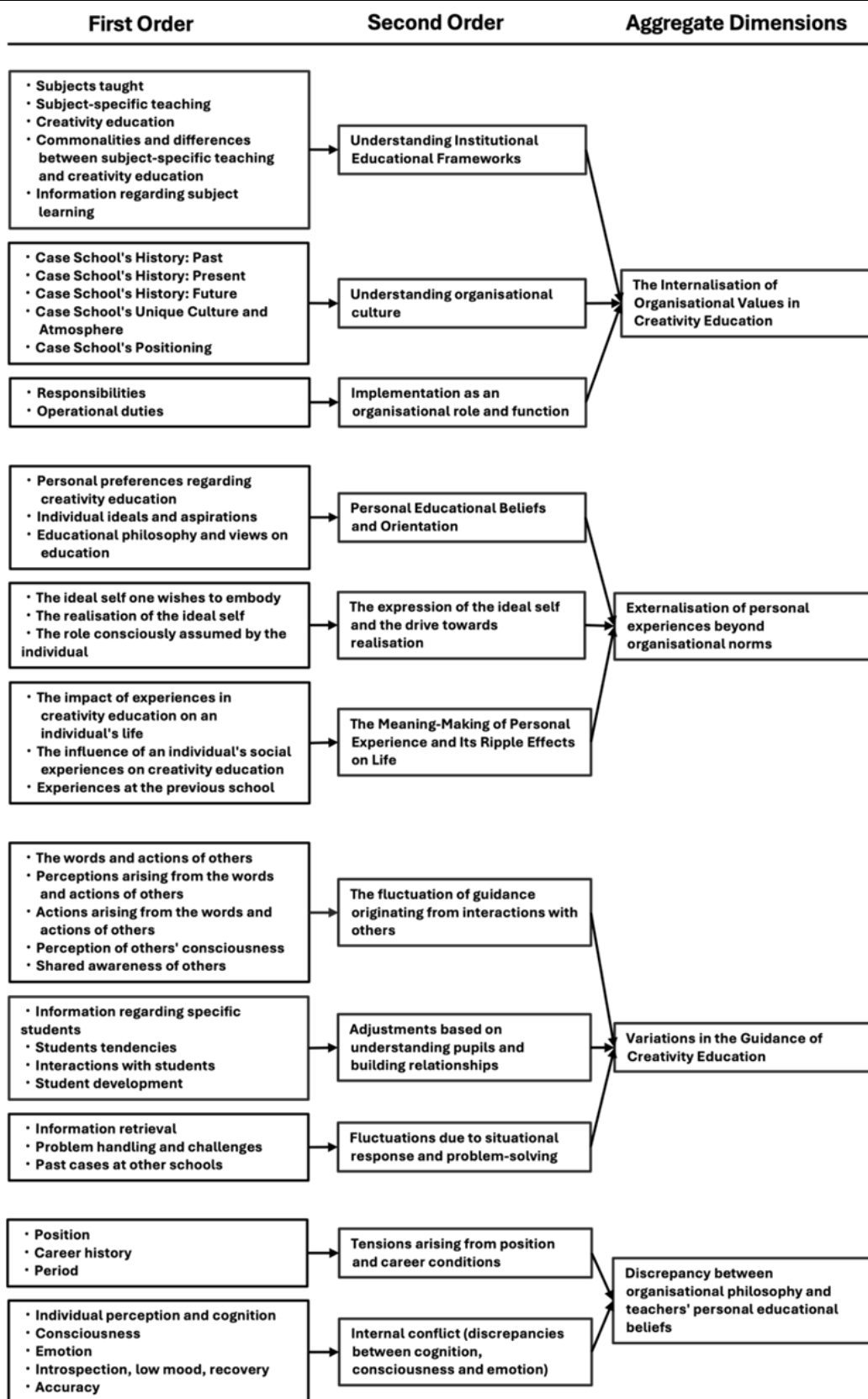


Figure 2. Code tree



Results and Discussion

Results: Internalization of Organizational Values in Creativity Education

Among the teaching staff, there were those who internalized the organization's philosophy within themselves and desired pupils' growth in alignment with the school's stated principles. Several teachers explicitly articulated the importance of creativity education, demonstrating the internalization of organizational values by aligning their own leadership roles with the school's educational philosophy. The value the case school sets for creativity education is to create mechanisms enabling pupils to consciously enhance the skills they will need for their future, while selecting these skills themselves.

For instance, Teacher A emphasized the value of inquiry-based learning as an indispensable element of education, expressing a sense of responsibility when this value failed to resonate with pupils. Similarly, Teacher E clearly recognized their organizational role within the school and set instructional goals aligned with the educational institution's expectations.

I feel this lesson (creativity education) is tremendously valuable, and I believe it is an extremely important lesson. So, if there are instances where that isn't properly conveyed (to the pupils), I feel terribly sorry that it hasn't been communicated, and it makes me feel really sad.

...Teacher A

Results: Externalization of Personal Experiences Beyond Organizational Norms

Teachers wishing to respect pupils' wishes considered and implemented ways to broaden pupils' horizons and worldviews when pupils showed interest in certain subjects. They utilized their own experiences outside the organization, distinct from the professional identity manifested within it. Multiple teachers developed their practice of creativity education beyond organizational norms by incorporating personal experiences and external resources into their teaching, rather than relying solely on their professional identity, in order to respond to pupils' demands within creativity education.

On days off when meeting and talking with that person, whether they're in the same field or not, we discuss inquiry-based learning. I find myself thinking, 'Ah, I see,' and then reflecting that in my own guidance on inquiry.

...Teacher A

Quite a few of us find ourselves happily chatting in the next day's lesson about things like, 'I did this on Saturday and made this discovery'. ...Sometimes I actively seek out information myself, and other times, well, even without actively seeking it, something just pops up from my surroundings and I realize it's useful for teaching. It varies, really.

...Teacher B

In the past, when I was teaching Year 2 students – so two years ago now – some of them wanted to study insects. Two years ago, when they were researching something about insects—like whether insects die from something—they wanted to hear from someone knowledgeable about insects. So we had a researcher from Earth Chemical come in. If they say they want to hear about the forest, I've connected them with someone involved in forestry.

...Teacher E

Results: Fluctuations in the Guidance of Creativity Education

Teacher C demonstrated hesitation and concern regarding the guidance of creativity education. Whilst not denying the importance of creativity education, Teacher C expressed significant unease about practices involving external organizations and requiring personal judgement. Consequently, caution and uncertainty were observed in their approach to guiding creativity education. Teacher C's account revealed no evidence of actively incorporating personal life experiences into creativity education instruction, instead highlighting hesitation and considerable caution in their teaching approach.



I do constantly wonder about my own approach. Hmm, well, it's just that... I suppose having a set method would be helpful, but sometimes you have it and sometimes you don't. When you do, I think capable people can still manage to progress smoothly, but I don't quite have that level of ability yet, so I find myself struggling.

...Teacher C

On the other hand, teachers who did not experience hesitation or concern regarding creativity education instruction felt their pupils' spirit of inquiry developing, whilst simultaneously experiencing no uncertainty or distress in their creativity education teaching.

Results: Mismatch Between Organizational Philosophy and Teachers' Personal Educational Beliefs

From the interviewee's account, it was revealed that some teachers perceive creativity education as closely linked to subject teaching, indicating a discrepancy between the school's organizational philosophy and individual educational views. Teachers may establish personal educational philosophies and goals, such as pursuing autonomy or providing enjoyment, and hold values and assessment criteria that remain unchanged even when the organization shifts. One reason cited for this is that teachers' busy school lives prevent them from participating in teacher training sessions designed to help them understand the purpose of creativity education. Furthermore, some teachers expressed unease that creativity education might interfere with core academic learning or club activities. This likely stems from teachers recognizing that pupils lead busy lives beyond creativity education, juggling club activities and subject studies, meaning some pupils have the capacity to focus on creativity education while others face an environment where such focus is difficult.

The headteacher is very supportive, saying things like 'Let's do inquiry-based learning', but there's still a lot of scepticism towards creativity education. Of course, how much each person engages with it varies, which is perfectly fine, but I do sincerely hope the teaching staff could develop a warmer attitude towards inquiry-based learning.

...Teacher A

It's not just about the flow of people, but also about fostering a climate where everyone works together to help the children thrive. I feel we simply aren't creating that atmosphere. ...That's what I want to change. Funding and awareness. Adult awareness. ...Of course, it's the pupils who have to put in the effort, but I think if the teachers aren't well, they can't provide good education either. So ultimately, it's the adults who need to change.

...Teacher D

Results: Patterns of Teachers' Identification in Creativity Education

Based on the analysis, teachers can be categorized into several patterns according to the degree of organizational internalization and personal externalization observed in their creativity education practices. Teachers reflecting personal characteristics also reflected their experiences in creativity education instruction within their personal social lives. Teachers utilizing personal characteristics tended to deepen their reflection on creativity education instruction even in their private lives outside work, unconsciously gathering information in their private time and reflecting experiences gained in their social lives. Thus, it became apparent that teachers engaged in creativity education instruction mutually complement their personal social lives and school lives. This reciprocal relationship builds a complementary dynamic where experiences within their organization can be applied to their social life, and conversely, experiences from their social life can be applied to creativity education instruction. In other words, within their creativity education teaching, they switch between the social identity formed within the organization and the social identity cultivated in their personal lives. Teachers who were conscious of this mutually complementary relationship between creativity education teaching and their personal social life experiences tended to blur the boundaries between workplace and private life unconsciously, for instance by engaging in unconscious information gathering during private time and space in their personal lives.

This study systematized the characteristics of each teacher's organizational identification by presenting the analysis results from both the perspectives of organizational internalization and externalization of the self (**Table 2**). **Table 2** based on interview data and observation records, organizes the extent to which each teacher internalizes the organization's values and behavioral norms, and how they externalize their own experiences and beliefs towards the organization.



Rows represent individual teachers, while columns present key analytical categories concerning internalization and externalization, describing characteristics based on qualitative data analysis. **Table 2** visualizes differences in tendencies between teachers and variations in the balance between both aspects, thereby providing a foundation for subsequent typological analysis.

Table 2. Comparative Analysis of Internalization and Externalization Among Faculty Members

Teacher	Internalization	Externalization	Type	Characteristic
Teacher A	High	High	Embodied Type	Respecting organizational values while actively reflecting oneself
Teacher B	High	Middle	Contained Type	The organization's philosophy is inherent in individuals, yet its outward influence remains limited.
Teacher C	Low	Low	Peripheral Type	Maintains a distance from the organization and does not hold creativity education as its central identity.
Teacher D	High	High	Embodied Type	Respecting organizational values while actively reflecting oneself
Teacher E	High	High	Embodied Type	Respecting organizational values while actively reflecting oneself

The findings of this study suggest that creativity educators must simultaneously internalize organizational values and thinking within individuals while externalizing personal aspects to the organization. Existing research on organizational identification and creativity has discussed the necessity for creativity educators to acquire ideas and values deviating from the organization and to act upon them in order to enhance learners' creativity (Packer, 2008; Yang *et al.*, 2024). However, the analysis in this study revealed a complementary relationship between creativity educators' internalization based on organizational norms and their externalization deviating from organizational norms. Analysis indicates that teachers at the case school sometimes internalize through organizational identification, resulting in a continuous process where they accurately understand and execute the roles demanded by the organization. Conversely, teachers incorporate personal experiences and thoughts gained outside the organization into their creativity education practice, suggesting they are not bound by organizational values and thinking, but rather exhibit an aspect of externalizing the individual.

The externalization of teachers' personal aspects, emphasized in this study, likely closely resembles the phenomenon of externalization suggested by Galvin *et al.* (2015). The conventional concept of organizational identification has been shown to involve internalization of organizational values and thinking, or at least a strong affinity towards them (Galvin *et al.*, 2015). Furthermore, Galvin *et al.* (2015) suggested that the state of conventional organizational identification is likely to externalize personal aspects to some degree in relation to the organization's values and thinking; however, the mechanism for this had not previously been clarified. This study found that among teachers practicing creativity education, some had experience bringing their personal experiences outside the organization into their teaching to respond to pupils' inquisitiveness, or taking pupils out into the wider world. Such teachers, while also sensing pupils' growth, experienced fewer moments of hesitation or concern in their creativity education teaching. An approach to creativity education instruction, and indeed to creativity education itself, that is free from hesitation or concern and responsive to students' inquisitiveness is a crucial element for educators seeking to enhance learners' creativity. This study indicates that when teachers establish a mutually complementary relationship between instruction and life when conducting creativity education, it can lead to education that enhances learners' creativity. To achieve optimal organizational identification in creativity education, avoiding excessive identification with the organization is essential when externalizing personal identity onto it. Over-identification in creativity education creates a situation where teachers harbour no doubts whatsoever about the organization's ideology or values. Teachers in such a state may impose the organisation's behavioral norms and ideology onto students, potentially hindering the expression of student creativity. Conversely, disidentification—suggested in organizational identification research as potentially leading to detrimental behaviours—may negatively impact employees by reducing their motivation to work. However, simultaneously, deviating from the organization's values and thinking is highly likely to positively



influence individual creativity (Packer, 2008; Yang *et al.*, 2024). Existing research indicates that deviating from the organization in creative thinking and activities can generate novel ideas not inherent within the organization by preventing rigid individual thinking (Packer, 2008; Yang *et al.*, 2024). Employees engaged in creative thinking and activities are required to actively deviate from dominant organizational norms and strategically incorporate new norms. Therefore, while disidentification may create negative cycles, it can be considered a crucial element from the perspective of creativity.

At the case school, it was suggested that the mismatch between the school's educational philosophy and the teachers' personal educational philosophies hinders teachers' externalization and internalization. Teachers experiencing this discrepancy have not achieved identification with the school organization's norms and have not internalized them. However, following existing creativity research, teachers who have not reached internalization or externalization can be considered to possess the potential to manifest social identities external to the organization. Such teachers, due to their strong commitment to pursuing their own ideals, find it difficult to empathize with the school's philosophy. If they can empathize with the values prioritized by the school and integrate these with their own pursued values, it suggests they could simultaneously achieve organizational internalization and personal externalization in creativity education instruction, enabling greater commitment to such teaching.

Conclusion

This research has conducted exploratory case studies on leading examples to examine what kind of organizational identification educators need to manifest in situations requiring learners' creativity for problem discovery. Current research on organizational identification and creativity education primarily focuses on the recipients of learning programmes. There is a significant lack of accumulated research on the identification of educators, who are the providers of these programmes, or on the impact this identification has on the programmes and their participants. Therefore, this study conducted qualitative research focusing on educators engaged in creativity education. This research revealed that creativity educators enhance the quality of creativity education by simultaneously internalizing organizational values and thinking within individuals and externalizing personal aspects to the organization.



Theoretical Imprecation

This study makes two theoretical contributions. Firstly, it offers new insights into the externalizations of the individual within organizational identification, an aspect previously unexplored. Secondly, it suggests the causes underlying the distinction between disidentification and the externalizations of the individual.

Firstly, offering new insights into the externalization of the individual within organizational identification, a phenomenon previously unexplored, deepens the accumulated research in this field. Galvin *et al.* (2015) suggested that individuals may externalize personal aspects towards the organization by being influenced by their own latent consciousness and needs. This study clarifies that educators practicing creativity education recognize a mutually complementary relationship between individuals' social lives and their creativity education practice. Consequently, it highlights the importance of simultaneously internalizing organizational values and thinking while externalizing individuals' social lives outside the organization into the creativity education setting. Such creativity educators, while feeling students' growth, seldom harbour doubts or worries regarding their practice, representing an ideal identification within creativity education. Although this study could not elucidate the mechanism for externalizing personal aspects within organizational identification, it is highly significant for reintroducing a long-unresolved issue.

Furthermore, among the study's implications, a particularly crucial insight is that creativity educators simultaneously experience the internalization of the organization towards the individual and the internalization of the individual towards the organization. A state of over-identification among creativity educators creates a situation where they harbour no doubts whatsoever about the organization's ideology or values. Educators in such a state may impose the organization's behavioral norms and ideology upon students, potentially hindering the expression of students' creativity. A state of disidentification can exert both negative and positive influences on creativity educators. The ideal identification for creativity educators, as demonstrated in this study, is a state where the individual avoids overidentification while respecting the organization, and actively incorporates experiences gained from their personal

social life into their teaching. By clarifying the optimal organizational identification for creativity educators, this study is anticipated to further advance research concerning organizational identification and creativity.

The second theoretical contribution involves examining the causes of disidentified creativity education—a phenomenon previously unexplored—and the elements necessary for these educators to deliver improved creativity education, incorporating the concept of externalization. This study revealed that creativity educators who have not attained ideal organizational identification experience a discrepancy between the educational philosophy espoused by the school and their own personal educational philosophy. Their inability to identify with the organization they belong to means they cannot internalize the organization's values and ways of thinking. However, they are able to recognize their own values and pursue the values they seek. In other words, it suggests that if they can empathize with the values emphasized by the school and integrate them with their own pursued values, they can simultaneously achieve organizational internalization and personal externalization in creativity education instruction, enabling greater commitment to it. This offers implications not only within the context of creativity education but also for organizational identification research and creativity research.

For organizational identification research, it suggests specific distinctions between externalization and disidentification within organizational identification that had previously been unexamined. Externalization is likely largely independent of agreement with the organization. Externalizing one's personal values, thoughts, and experiences towards the organization is probable regardless of whether one is in a state of disidentification; externalization can occur both within and outside such a state. Disidentification denotes a state of not being bound by the organization's values or thinking. Indeed, a disidentified state may enhance the creativity of teachers, and by extension, employees belonging to the organization. Consequently, disidentification could potentially be a crucial element for individuals engaged in creative actions or creative thinking.



Practical Imprecation

The practical contribution of this research manifests in two aspects: its contribution to educational settings and its contribution to organizational development. Firstly, its contribution to educational settings lies in providing an ideal organizational identification for creativity educators. In contemporary times, there is a growing emphasis on creativity even within educational settings. This demonstrates that interest in creativity is expanding into the education sector. On the other hand, teachers guiding creativity education face challenges. Teaching students learning methods they themselves have never practiced holds inherent difficulties alongside the joy and depth of instruction. Numerous studies now explore teaching methods and classroom tools for creativity education to address these challenges. This research clarifies the optimal psychological state for teachers delivering creativity education by proposing the ideal organizational identification for such educators. By consciously adopting the organizational identification identified in this study, educators implementing creativity education can achieve psychological control over their teaching practice.

Furthermore, while this study examines organizational identification research within the context of creativity education, its findings can be developed and applied to the contexts of organizational development and human resource development. Enhancing creativity is a pressing challenge for numerous contemporary corporate organizations, with previous research primarily focusing on boosting creativity among new recruits. Similarly, within organizational development and talent cultivation contexts, the influence of educators' organizational identification on learners' creativity and the optimal organizational identification for educators has not been examined, mirroring the limitations of previous organizational identification research. This research targeted creativity education within school settings, yet its findings extend beyond schooling to offer broad societal contributions applicable to corporate organizations and beyond. The insights gained from this study enable companies undertaking creativity-related training programmed to select optimal personnel as instructors for such programmed, thereby contributing to enhanced creativity during training sessions.

Limitations and Dimensions for Future Research

This study demonstrated the importance for educators implementing creativity education to simultaneously internalize organizational values and thinking within individuals while externalizing personal aspects to the organization. Whilst

it offered new insights into the hitherto unexplored phenomenon of individuals externalizing aspects of the organization, it was unable to elucidate the mechanism itself. Consequently, future research will focus on elucidating the mechanism of organizational identification that partially deviates from the organization.

Acknowledgments: We would like to thank Editage (www.editage.jp) for English language editing. Furthermore, the English composition AI service Paperpal (<https://edit.paperpal.com/>) was utilised.

Conflict of Interest: None

Financial Support: None

Ethics Statement: This study did not undergo an institutional research ethics review because it was classified as exempt from mandatory review at the first-step screening by the Research Ethics Committee of Ritsumeikan University. Written informed consent was obtained from all participants prior to data collection. Participants were provided with comprehensive information regarding the purpose and procedures of the study, the voluntary nature of their participation, their right to withdraw at any time without penalty, and the methods for handling personal information. All collected data were anonymized before analysis, securely stored, and used solely for research purposes. Measures were taken to ensure that no individual participant could be identified in any dissemination of the findings. The study was conducted with careful attention to minimizing any potential risks or disadvantages to the participants and in accordance with ethical principles governing academic research.

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