

Investigating the relationships between achievement motivation, self-esteem and education with creativity in pre-school teachers in Arsanjan

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Abstract: The purpose of this study is to investigate the relationships between achievement motivation, self-esteem, and education with creativity in pre-school teachers in Arsanjan. The sample included 60 pre-school teachers which was equal to the population. Data was analyzed using descriptive methods, as well as the Pearson correlation coefficient, one-way variance analysis, and stepwise multiple regression. The tools for data gathering included the Randseep creativity test, the Cooper-Smith self-esteem test, and the Ghiselli achievement motivation, which had a good validity and reliability. The study included two hypotheses and 2 questions, which investigated the relationships of achievement motivation, self-esteem and education with creativity in pre-school teachers. The results showed that there is a significant and positive relationship between achievement motivation and education with creativity, but they did not indicate a significant relationship between education and creativity. The first predictive variable (achievement motivation) had a 13% predictive ability, and the second one (self-esteem) had a 0.6 % predictive ability of the criterion variable (creativity).

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Introduction

Nowadays, most organizations rely on better quality and more innovative human forces in order to progress. Among various human factors working in education, pre-school teachers are one of the key factors contributing to realizing educational goals (Mofidi, 2007). Taking such qualities as achievement motivation, self-esteem, and education of the kindergartens staff into consideration and trying to improve them are key factors in individual and organizational progress and achieving creativity and innovation (Murray, 2001).

The findings of research indicate the necessary requirement for achieving the goals of the educational system is human force, especially teachers who have creativity, high self-esteem, as well as good job skills and job satisfaction (Khaki, 2001).

Equipping teachers with knowledge, skills, and personal qualities is a kind of investment for proper relationships among students and teachers, which is possible when teachers can gain and express these qualities among which creativity, achievement motivation, and self-esteem are the most important.

According to Guilford (1971) creative thinking which is the most important factor in human intelligence should not be considered as a gift endowed to a special group of people, rather, it is a

factor which can be seen in almost all people in at different ages (Khanzadeh, 2001).

Studies conducted on achievement motivation in educational setting indicate a significance relationship between achievement motivation and performance (Schultz, 1993; Jeqed, Jeqed, and Ugoduluwa; Unierzyski, 2003). The study conducted by Nelson and Debacker (2008) indicated that people who feel esteemed among others report higher levels of achievement motivation.

Self-esteem is referred to as different terms such as a consequence of an individual process, a motivation and protecting shield. It is a result of self-definition or self-knowledge processes which occur within the group and contribute to stabilizing and protecting personal and group privacy. Self-esteem protects the "self" from negative emotions by defining an "ego" for itself (Alicia and Petery, 2002).

Koen, Markman, Baron & Reilly believe that self-esteem is a significant predictive variable for creativity. Also, in the study conducted by Baron and Markman (2007), it was concluded that self-esteem could serve to distinguish creative people from non-creative ones as a reliable cognitive strategy.

Although various studies conducted in foreign countries imply the relationships between these

factors and creativity (Philips, 2002, Walker, 2003; Robinson, 2003), in the Iranian society, especially in Fars Province, and city of Arsanjan, the significance of this relationships is still unknown; therefore, investigating the relationships between achievement motivation, self-esteem, and education of pre-school teachers and creativity, and measuring each of these variables' roles is an issue to be studied.

Based on what was said, the overall goal of the study is to determine the relationship of achievement motivation, self-esteem and education with creativity of pre-school teachers in Arsanjan. Secondary purposes included:

- a) Identifying the relationship between achievement motivation and creativity in pre-school teachers
- b) Identifying the relationship between self-esteem and creativity in pre-school teachers
- c) Comparing the level of creativity in pre-school teachers with different academic degrees
- d) Identifying the level of importance each factor had in predicting creativity in pre-school teachers

Hypotheses

In this study two hypotheses and two questions were investigated:

- a) Achievement motivation and creativity in pre-school teachers are related.
- b) Self-esteem and creativity in pre-school teachers are related,
- c)

Questions of the study

Is there a difference in the level of creativity among teachers with different educational degrees? How big is the role of each factor (achievement motivation, self-esteem, and education) in predicting creativity and pre-school teachers?

Methodology

Regarding applied purposes and nature, this study is a descriptive-correlative one. The population consists of all teachers working in Arsanjan pre-school centers with 60 teachers during 2010-2011 academic year. The sample size was equal to the population size (60), so sampling was not conducted. The tolls included the creativity test conducted by Rendseep (1985) and translated into Persian and tested by Moghimi (2001). The validity of the tool was measured by the test-re-test method. The validity of the scale was 0.85 which is a high coefficient for validity. In a study conducted by Alavi (2002) on principals, the validity of the test using the Cronbach's alpha was 0.80. in this study, the cronbach's alpha was 0.68.

The validity of the test was measures scientifically by Moghimi (2001) who reported a good validity for this test. In the present study, in order to determine form and content validity, experts were asked for their opinions. All of them confirmed that the tool measured creativity.

In order to measure self-esteem, the Cooper-Smith self-esteem scale was used. This scale contains 58 items among which 8 items are lie-detectors (6, 13, 20, 27, 34, 41, 48, 55).

In a study conducted by Shekarkan and Neisi (1994) the reliability coefficients for the Cooper-Smith scale were reported for male and female students as 0.90 and 0.92, respectively, using the test-re-test method. Abasi (2000) reported the reliability coefficients for this test in a 900-member sample of Mashhad male and female students as 0.90. Also, in the present study, the reliability coefficient using the Cronbach's alpha was 0.88.

Several studies conducted at the time of the development of this test by Cooper, Smith, and other scholars, validated the test.

In a study conducted by Shekarkan and Neisi (1994) on 360 high school students in Nadjafabad, the validity coefficients were calculated by correlating the scores of the Cooper-Smith test with the students' total average scores. The coefficients calculated for males were 0.69 and the ones for females were 0.71. These coefficients were significant at 0.01.

In the study conducted by Yahyae (1994) on 166 students, the validity coefficients were 0.70 for both males and females.

And finally, the achievement motivation scale which is one of the 13 scales taken from the Self-Description inventory developed by Ghiselli (1971) and measures achievement motivation. It consists of 65 items measuring 13 variables. This inventory was first translated and used by Shekarkan and Neisi (1985) in the department of Education and Psychology, Shahid Chamran University of Ahvaz. The reliability coefficients of the achievement motivation scale were reported in a 0.61-0.72 range, which is acceptable. The reliability of this test was 0.78 using the Cronbach's alpha.

Bagheri (1993), Mikaeeli (1998), and Moosavi (1998) reported the reliability coefficients as $r=0.74$, $r=0.50$, and $r=0.60$, respectively.

Findings

Findings for hypotheses and questions

The findings for this section are presented in table 1 to 4. In order to test the hypotheses, the Pearson correlation method was used.

The data presented in table 1 are associated with the first hypothesis: achievement motivation and creativity in pre-school teachers are related.

Table 1: the correlation coefficient test to determine the relationship between achievement motivation and creativity in pre-school teachers.

Table 1 indicates a significant and positive relationship between achievement motivation and creativity in pre-school teachers ($r=0.37$, $P<0.004$). It shows that teachers with higher levels of achievement motivation have higher levels of creativity. Table 2 presents data for the second hypothesis: self-esteem and creativity in pre-school teachers are related.

Table 2: the correlation coefficient test to determine the relationship between self-esteem and creativity in pre-school teachers

Table 2 indicates a significant and positive relationship between general self-esteem and creativity in pre-school teachers ($r=0.33$, $P<0.009$). It means that teachers with higher levels of general self-esteem have higher levels of creativity. Also, there is a significant and positive relationship between educational self-esteem and creativity ($r=0.31$, $P<0.01$), which means that teachers with higher levels of educational self-esteem have higher levels of creativity. Moreover, teachers with higher levels of self-esteem are more creative ($r=0.31$, and $P<0.01$). Between social and family self-esteem, no significant relationship was found.

Table 3 presents data related to the first question which was investigated using the one-way variance analysis.

The first question was: is there a difference between levels of creativity among teachers with different educational degrees?

Table 3: the one-way variance analysis to determine the differences in creativity due to different educational degrees

Table 3 shows that although the median for creativity of teachers with high-school diploma is higher than the others, there is not a significant difference in creativity due to different educational degrees.

The data in table 4 are related to the second question:

How big is the role of each factor (achievement motivation, self-esteem, and educational degree) in predicting creativity in pre-school teachers?

Table 4: the multiple regression to determine the degrees of influence of achievement motivation, self-esteem and education on the creativity of pre-school teachers

In order to investigate the second question, the stepwise regression method was used. Based on the information presented in table 4, in the first step, the

achievement motivation variable is incorporated into the equation, which is significant with $R^2=0.13$, and $F=8.96$. This means that 13% of the variance of the creativity variable is determined by achievement motivation. In the second step, general self-esteem is incorporated into the equation, which is significant with $R^2=0.19$, $F=6.74$. It means that this variable adds to the predictive ability for 6%. Other variables do not have significant influence on the creativity of pre-school teachers.

Discussion and Conclusion

The purpose of the present study was to investigate some important events in the psychology of creativity. To this end, two hypotheses and two questions were developed. As it was indicated in the previous section, the correlation between achievement motivation and creativity was $p<0.004$, which was significant. The first hypothesis was supported since using the Rendseep test and the Ghiselli self-description inventory, the correlation between achievement motivation and creativity was $r=0.37$. The findings of this study support those of Gol Shokkoo (2010), Dalia (2010), Alice (2009), Horang (2008), Oral, Gatseli (2006), Muchenski (2003), which all agreed that there is a significant and positive correlation between these two factors.

This is explained by the fact that creative people have high levels of achievement motivation, curiosity, obsessed interest in order and detail, self-expression and self-sufficiency, casual personalities, perseverance and discipline in tasks, independence and broad knowledge. So it could be inferred that when a teacher is highly motivated, so that he/she excels in even the most difficult tasks, he/she will express higher levels of creativity.

Moreover, the findings showed that the correlation between self-esteem and creativity is significant at $p<0.01$, which supports the second hypothesis. According to the Cooper-Smith test, $r=0.31$, marking a significant correlation between these two factors. These findings are in line with those of Christian and Jey Jey (2010), Dalia (2010), Katz (2005), Torance (2004), Jordan (2004), Hawen (2003), Peterson (2003), Johns and Robinson (2003), Walker (2003), Bisch (2002), Brawn and Marshal (2002), Reegskend (2001), Rodel (2001), which reported a significant and positive correlation between self-esteem and creativity. This explains that probably teachers with high levels of creativity will have high self-esteem. Therefore, they participate in different occupational activities and fulfill their tasks in the best way.

Moreover, the findings related to the first question showed that the value of $F=1.06$, which means there is not a significant correlation between creativity and education. Although creativity in

teachers with high school diploma was higher than the others, it is not significant, which means education does not play a role in creativity. The findings do not support those of Shower and Scott (2001), Reesall (2001), Karland, Karland, and Stewart (2000). It could be due to the performance of high-level authorities and principals.

These findings could be explained by hard and inflexible laws and regulations, unclearly defined role in pre-school centers, lack of enough opportunities to improve, low levels of satisfaction with job, and boring and monotonous jobs.

Also, the results of the stepwise regression indicated that in the first step, achievement motivation predicted 0.13 of the variance of the criterion variable (creativity), and in the second step, self-esteem predicted 0.6 of that. This shows that the role of achievement motivation in creativity is more important than that of self-esteem. And education does not influence creativity.

The results of testing the second question are in line with those of Golshokoo (2010), Chrastian and Jey Jey (2010), Daila (2010), Alice (2009), Hoorang (2008), Oral, Gatsli (2006), Katz (2005), Torans and Jordan (2004), Mochenski (2003), Hawen (2003), Peterson (2003), Johns and Robinson (2003), Walker (2003), Bisch (2002), Rigskend (2001), and Rodel (2001). Therefore, it could be inferred that creating achievement motivation in organizations can improve creativity and lead to excellence. Creative people and highly motivated people have degrees of overlap in their personalities. Also, self-esteem can predict creativity since people with high self-esteem pay more attention to their goals and guide themselves toward them, and creative people feel a great desire to achieve and reach challenging goals, so that they are motivated in these challenging situations and perform well in competitive conditions.

Table 1: the correlation coefficient test to determine the relationship between achievement motivation and creativity in pre-school teachers

significance	Correlation coefficient with creativity	Standard deviation	median	number	variables
0.004	0.37	6.95	30.57	60	Achievement motivation
		9.63	16.73	60	creativity

Table 2: the correlation coefficient test to determine the relationship between self-esteem and creativity in pre-school teachers

significance	Correlation coefficient	Standard deviation	median	number	variables
0.009	0.33	2.89	11.55	60	General self-esteem
		9.63	16.73	60	creativity
NS	0.19	2.48	11.47	60	Social self-esteem
		9.63	16.73	60	creativity
NS	0.08	1.79	5.78	60	Family self-esteem
		9.63	16.73	60	creativity
0.01	0.31	1.1	4.55	60	Educational self-esteem
		9.63	16.73	60	creativity
0.01	0.31	9.63	16.73	60	خلاقیت
		6.22	33.35	60	Total self-esteem

Table 3: the one-way variance analysis to determine the differences in creativity due to different educational degrees

P	df	F	Standard deviation	median	number	education	variable
NS	B=3 W=56 T=59	1.06	8.85	11	8	High school diploma	creativity
			7.99	20.5	15	Associate degree	
			12.06	17.24	29	B.A	
			11.21	12.75	8	M.A	

Table 4: the multiple regression to determine the degrees of influence of achievement motivation, self-esteem and education on the creativity of pre-school teachers

significance	T	Beta	B	P	F	R ²	R	variable
0.02	2.38	0.30	0.58	0.004	8.96	0.13	0.37	Achievement motivation
0.05	2.01	0.25	1.18	0.002	6.74	0.19	0.44	General self-esteem

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