Examines the impact of various issues of education on students' creativity in Aligoudarz

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Abstract: Today, the main goal of education system is training of dynamic and creative people. The present study was conducted to investigate education issues on the creativity. The research method was correlated and statistical population was all segments and community of the city Aligoudarz on 2011. The study sample was 100 students, who were selected by cluster sampling between the organizations and public schools of Aligoudarz city, and were tested According to raised purpose and hypotheses. Research hypothesis was that, styles of creativity, social support and education issues had relationship with creativity and education issues. Used tools in this study were creativity questionnaire, social support inventory (SSI). Pearson correlation and stepwise regression analysis were used for data analysis. Findings of this study by using SPSS-15 software showed that, there was a significant relationship between creativity style and education problem. Moreover there was a significant relationship between social support in the family support and creativity and education issues. Also there was a significant relationship between innovation and brightest talent and education issues.
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1. Introduction

One of the most interesting concepts in behavioral science is creativity. Creativity is a process that leads to the development or production of ideas, approaches and new products. Generally, creativity is involves the production of new ideas. Humans are a creative force. Creativity in the students can be flourishing or eliminated by teachers. So favorable environment should be provides for the growth and development of students' creativity and imagination. Creativity and innovation is a major driver of civilization. Telephone, automobile, airplane, radio, television, computers, electronics, space travel, the creation of literature and the arts, etc, are a turning point of inventions worthy of the human mind is thinking. Therefore, we need creative thinking and innovation for the advancement in industry, economics, politics and all sciences. Rapid change in our current era is needed to solve problems in a creative way (Mosaded, 1990). Although the science and development is basic needs for today's human, but we know that science by itself is not a guarantee of future solve many of the problems that we will faced by them. Creativity is an extraordinary and powerful single force, which can curiously away problems of the human way. Psychologists are not unanimous in defining creativity and view to the creativity of the different angles. Psychologists' talk of the creativity at last was focused on "the creative person or innovative process". Also today many scholars view creativity as a process, but their definition of the creativity, is based on the specificity of "productivity" (Khosro-Nejad, 1995). Creativity

was considered, due to its nature and importance; simultaneously with the creation of behavioral schools sciences and formation the theoretical framework of this school. Each of these schools has defined and interprets the creativity based on basic ideas and the theoretical foundation of our school (Abedi, 1993). Mental analysts believe that creativity comes of subconscious mind, but there is no consensus among analysts about how to shape the psychology of creativity. Behaviorist perspective: One of the comments came pouring analyze the psychological point of view, the theory of behaviorism. Behaviorist approach of "introspection" to criticize and call it unreliable; Psychologists believe that their task is to study the behavior of concrete. Psychologists have long been interested in to the personal characteristics of creative people. Some characteristics of creative people include: curious, unusual, solitary, flexible, risky, fantasy and heterochromatic. These characteristics are a function of factors such as intelligence and personality of people. Creative people have a mental health; these people are capable to introduced new thought and characters in tandem, without stagnant (Kazemi, 2000). Benefit from a healthy mind; be open to the possibility of providing creative faculty to create a clear picture of what will be and finally, a practical source of success and victory that lies behind the idea is healthy. As you exercise, your muscles will be stronger and healthier than thought, useful reading and writing experiences, thoughts and attitude also fosters a healthy spirit and mind has become and finally, the fertility and creativity are flourishing.

Curiosity, investigate different solutions, flexibility, independence and judgment, rather simple to complex issues, relationship between intelligence and creativity, initiative, focus of mental force on the biggest goal, and interests within are most characteristics of creative people. Teachers should encourage students to having novel ideas; ideas that are novel for their more or less. And provide context of expression there, meanwhile acceptance of novel ideas. For example, it can be asked of students rather than simply reporting of a book, evaluated it personally and express whatever opinions that they have about it. The overall, free painting, writing articles and short stories provides the context for individual ideas and of creative thinking in students. Teachers need to design materials as puzzle or problem for students. Reading books or listening to the teacher and memorizing scientific facts and historical, did not have ingenuity growth of the students. Teachers should encourage students to scheme of things, rather than expression materials or scientific facts. Teachers should allow students to express their questions, comments and ideas (Khanian, 2002). Teachers should be used in different ways to the process of teaching and education, such as problem-solving methods, method of design or project, or design project, free discussion method. Research objectives included: Determine the relationship between parental education on children's development and creativity; determine the relationship between education issues on creativity of students; and determine the relationship between innovation and creativity of students.

2. Methodology

The research method was correlated and statistical population was all segments and community of the city Aligoudarz on 2011. The study sample was 100 students, who were selected by cluster sampling between the organizations and public schools of Aligoudarz city, and were tested According to raised purpose and hypotheses. Research hypothesis was that, styles of creativity, social support and education issues had relationship with creativity and education issues. Used tools in this study were creativity questionnaire, social support inventory (SSI) (This questionnaire included 26 matter and three factors includes: Social support from friends; social support to families; and helpless and this grading scale is as right and wrong). Demographic characteristics of the sample by age and occupation are present in Table 1. Cronbach's alpha coefficients were 0.74 for total scale; 0.71 for first factor; 0.86 for second factor; and 0.72 for third factor, which above coefficients were satisfactory. Reliability coefficient of this scale integrates Fleming social support scale scores of the questionnaire scores have been reported 0.70. In this study, to investigate the hypothesis of descriptive statistics, included mean, standard deviation and inferential statistics, included including Pearson correlation, stepwise regression analysis method were used. SPSS-15 software was used for data analysis.

3. Results

Results showed that, there was a significant relationship between creativity style and education problem. Moreover there was a significant relationship between social support in the family support and creativity and education issues. Also there was a significant relationship between innovation and brightest talent and education issues. According to Table 2, mean for creative style was 10.05; mean for talent style was 10.95; and mean for education style was 8.87. Table 3 shows that there is a significant relationship between two styles of education. Amount of significance of this relationship was 40% with avoidant attachment style, which it was negative coefficient, and is meant to be negatively and significantly. Amount of this relationship was 22% with education issues. According to Table 5, mean for Creativity students was 5.32; mean for society was 5.87; and mean for innovation and education Issues was 2.73. Table 6 shows that there is a significant relationship between creativity of students and families with innovation and education issues.

Table 1. Demographic characteristics of the sample by age and jobs

Jobs / Age	Housekeeper	Governmental	Self-employment	Not fixed	Sum
21-30	18	0	4	1	23
31-40	29	1	11	3	44
41-50	22	1	4	3	30
51-57	3	0	0	0	3
Sum	72	2	19	7	100

Table 2- Descriptive data of the subjects on the scale of style of education issues (n = 100)

Variables	Mean	Standard deviation	Minimum	Maximum
Creative Style	10.05	4.38	0	20
Talent Style	10.95	4.14	2	20
Education styles	8.87	4.44	0	18

Table 3- Correlation between variables of education issues and creative style (n=100)

Variables	The correlation coefficient	Significance level
Creative Style	-0.404**[1]	0.00
Talent Style	0.225*	0.025
Education styles	-0.370**	0.00

1- ** Significant at the 0.01 and * Significant at 0.05

Table 4- Regression model and statistical characteristics about relationship between innovation and creativity style and education issues

Variables	R	R^2	R changes	F	Significance level
Creative Style	0.404	0.163	0.163	19.140	0.000
Talent Style	0.476	0.227	0.064	14.244	0.000
Education styles	0.532	0.283	0.056	12.652	0.000

Table 5- Descriptive data of participants' scores on the social support questionnaire (n=100)

Variables	Mean	Standard deviation	Minimum	Maximum
Creativity students	5.32	3.31	0	10
Society	5.87	3.17	0	10
Innovation and education Issues	2.73	1.75	0	9

Table 6- Correlation between variables of innovation and education Issues and creativity students (n=100)

Variables	The correlation coefficient	Significance level
Creativity students	0.238*	0.017
Society	0.272**	0.106
Innovation and education Issues	-0.176	0.079

1- ** Significant at the 0.01 and * Significant at 0.05

Table 7- Regression model and statistical characteristics about social Support and education Issues

Variables	R	R^2	R changes	F	Significance level
Family support	0.272	0.074	0.074	7.828	0.006

Table 8- Stepwise regression analyzes for education issues of social protection

Variables	ß	t	Significance level
Family support	0.272	2.798	0.006

Table 9-Variables from the regression model

Variables	ß	t	Significance level
Society	0.16	1.538	0.127
Support and education Issues	-0.08	-0.85	0.397

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