



Simple and multiple relationships of Attachment to school and Creativity in students

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ABSTRACT

The present study investigated the relationship between attachment to school and Creativity. Study population of research is of all primary school students in Harsin city in Iran that those were enrolled in the academic year from 2011 to 2012. And a sample of 120 subjects was selected by multistage random sampling. The tools used in this study include: Scale of attachment to school that measures dimensions of school attachment, peer attachment, and attachment to the teacher. For data analysis, software spss18, Pearson correlation and multiple regression techniques were used. The results showed there are significant positive correlation between the independent and dependent variables.

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Introduction

Nowadays, Educational systems goals isn't Transfer a collection of information to learners. Because according to rapidly growing and changing developments in science and technology and revision of Content, The purpose of education isn't to educate individuals who have mastered the content of a science. Rather, the aim is to develop thoughtful people Rather than science content, Production methods, reviewed and modified creative things to be learned (Kord Noghaby, 2004). Creativity is an important element in the educational and social environment. Researchers considered to creativity as a fundamental knowledge for change and innovation. Although the structure is important, but not the definition. Creativity as is defined "the production of new ideas, solutions, or products based on previous experience and knowledge". In education, creativity is an important element of learning. Starko Suggests that learning is a creative process that which involves students in building information, by the relationship between prior knowledge and new knowledge in a meaningful context.

In addition, Schools play an important role in the development of personal, social and academic (Marks, 1988). Learning environments to bring more success that focus on positive relationships (Deci & Ryan, 2000). But unfortunately, most school environments are not supportive and many creative activities are suppressed. A number of studies have shown that creative students in schools Lose their ability to be creative (Shaughnessy, 1991). Many researchers have also shown that created good links with the school comes when school atmosphere is proper, and prevent negative consequences for students (Baker, 1998). On the other hand, attachment and bond with school Is associated with many creative writing pedagogy. Attachment to school refers to the feelings that students have about school (Gandini, Mentioned in Carter, 1992). Attachment or bonding to school are Interest and devotion to students,

teachers, staff, and administrators and proud of their school (Eith, 2005). According to Libbey (2004) Attachment to school is the degree which students feel close to others in the school environment. In other definitions, Attachment to school defined as a sense of belonging to the school, a network of relationships with peers and other school personnel and inner sense of value for the learning process is associated with the lives of students (Mouton, Hawkins, McPherson, Copley, 1996 and Oroel, 2007). Zwarych defined School attachment as the students feel ownership, communication with school and prominent figures school. This is the area where students feel personally accepted, respected, get involved and be supported by others in the school (Johnson et al, 2001, Shochet, Smyth, Homel, 2007). Attachment to the school plays an important role in the success or failure of students (Mooten, Howkins, McFersen, Kaply, 1996). The Hill (2007) Attachment to school has three dimensions: School attachment, peer attachment, and attachment to the teacher. Attachment to the school is concerned about the activities of academic commitment and belief in establishing norms for behavior in school (Havkyns and Weiss, 1985, Mentioned in Mc Nelly, 2003). Low attachment to school can lead to withdrawal from school activities, dislike of school, cheating, disciplinary problems, negative attitudes toward school, academic achievement and low motivation, low attendance, and emotional conflicts with school (DeWit et al, 2002, Heel 2008, O'Farrell and Morrison, 2003).

According to Cavanagh (2009), Relationships are key to the success of schools and ferment students. Several studies have emphasized on the relationship of teacher-student creativity (Endo and Harpel, 1982, Pascarella, 1980). Torrance and Myers (1970) Found which Students are less concerned about their creative comments and the more they express their opinions when teachers make a good classroom environment. Cavanagh (2009) Suggests that the ideal relationship between teacher and

student should be focused on Reception of each student, Personal relationships with them early in the school year, To help each child feel successful in his learning, Anxiety therapy of students in an open and honest environment, Giving them feedback and Entertain them. On the other hand, students who feel supported by teachers are more positive motivational orientation toward school work (Hammer and Pyanta, 2001; Legalt, Green and Pele teer, 2006).

In addition, Morganet (1991) Stated that the quality of the relationship between the teacher - student can affect creativity and to encourage students, are active learners in the classroom. Or according to Sava (2001), Teachers work, can be a viable and lasting impact on students. Since the purpose of education is to prepare people for life in the community, Education systems should usurp the responsibility to support and develop creativity. Thus, the aim of this study was to investigate the relationship between attachment and bonding to school and Creativity.

Methodology

This study is a correlational study. Study population of research is all primary pupils city of Harsin in Iran was enrolled in the academic year 2011-2012. A sample of 120 subjects was selected by multistage random sampling. In this case, Selected the two girls school and two boys schools of Harsin City, and the two girls school and two boys schools Of its subsidiaries And fifth-grade students responded to the questionnaire. In order to collect data from the two questionnaires were used in this study include:

School attachment scale

School attachment scale was made by Hill to measure students' attachment to peers, teachers, and schools. The scale has 15 questions and each question has five subscales that Grading will be on a five-degree range from completely disagree to completely agree. The total score is obtained from the set of answers. Higher scores indicate a greater attachment. Scale reliability using Cronbach's alpha has been reported Submission with 0/88 and the subscales of attachment to school, 0/83, attachment to peers, 0/85, and attachment to teachers, 0/78. In this study, the questionnaire was translated by a team of ten experts confirmed its validity. And reliability was calculated using Cronbach's alpha for the entire scale of 0/89 on the subscales of attachment to school 0/81, attachment to peers 0/77, and attachment to teachers, 0/72.

Creativity Questionnaire

To measure creativity, creativity questionnaire Abedi (1993) was used. In this test, based on the theory and definition of Torrance creativity made by Abedi at Tehran University in 1983-84. The questionnaire consist 60 questions with 3 options. Total scores range creativity for each respondent is between 60-180. Questions in four sections corresponding to the various constituent parts of Torrance classified and defined in terms of creativity that are: a) Fluidity b) Expansion c) Originality d) Flexibility.

Creativity test reliability test - retest for students in schools of Tehran, is as follows: Reliability of the Fluidity, 0/85, Expansion 0/80, Originality 0/82, and Flexibility 0/84. In order to test the validity of the Abedi research (1993), after performing the Torrance Tests of Creative Thinking and Creativity test Abedi, The correlation coefficient Was calculated between retail Torrance creativity tests (Fluidity, Expansion, Originality, Flexibility) And four subtests Abedi Creativity The coefficients obtained is varied from 15/0 to 41/0. In this study, total scores were used as the basis for creativity.

Results

Data were analyzed using Pearson correlation and multiple regression techniques. The results are given below. It should be noted that the average 120 participants in the study variables Creativity is 157, 57/37 for Variable attachment to school (total), 19/07 for Variable attachment to school, 19/20 for Variable attachment to teachers and 19/10 for attachment to peers. Standard deviation in Creativity 15/79, variable attachment to school (total) 6/45, variable attachment to the school, 2/31, variable attachment to teachers, 2/48, and attachment to friends, 2/79, respectively.

Test the main hypothesis of the research:

There is a significant relationship between the attachment to the school and its dimensions.

Table 1. Correlation analysis for the test question

Coefficient of determination	The correlation coefficient	Independent variable	The dependent variable
%43	0/66	Attachment to school (total)	Creativity
%27	0/52	Attachment to school	
%39	0/63	Attachment to teachers	
%28	0/53	Attachment to Peers	

According to Table 1, the Pearson correlation coefficient was calculated, indicating a significant relationship between the independent variable and the dependent variable And coefficient of determination obtained indicates that What percentage of the variance between variables Shared.

Multiple regression analysis: multivariate regression between the independent variable (attachment to school) and associated creative

Table 2. Attachment to school and Creativity

R ²	Sig.	R	Beta	Independent variables
0/40	0/000	0/63	0/63	Attachment to teachers
0/44	0/000 0/003	0/66	0/50 0/23	Attachment to the teacher attachment to the school

Factors influencing creativity in the regression analysis, stepwise regression methods were used. In this way, the influence of the independent variables on the dependent variable is entered into the regression equation. In the first stage regression equation attachment to teachers and secondary school attachment were entered into the equation. In the first step, R2 shows that 40 percent of the student's creativity is explained by changing attachment to teacher ratio of 63/0. In the second step, R2 shows that 44 percent of the students' creativity is explained by changing attachment to teacher ratio of 50/0 and attachment to school by a factor of 23/0. Dimensions of attachment to school as the independent variable, variable attachment to friends, is not in the equation. This means that if any of the above variables, attachment to peers has no significant effect on creativity.

Conclusion

Creativity is an important element in the educational and social environment. Researchers have posited Creativity as a fundamental knowledge for change and innovation. Although it is an important structure, but no universal definition. Creativity can be defined as "the production of new ideas, solutions, or

products based on previous experience and knowledge." Attachment and bond with school is associated in many of the posts in the education with creativity. Attachment to school refers to the feelings that students have about school. In this paper were studied the relationship between dimensions of attachment and bonding to school (school attachment, teacher attachment, and attachment to peers) with creativity. Results indicate a significant positive relationship between the independent variable and there Dimensions with the dependent variable. Stepwise multiple regression method was also found that the attachment of the school variables is not in the equation as the independent variable attachment to friends. This means that if a variable attachment to teachers and school attachment, Attachment to peers, has no significant effect on creativity. This finding is consistent with results Morganett (1991) that describes the relationship between the qualities of teacher - student can be effective on creativity and to encourage students that are active learners in the class. Also Torrance and Myers (1970) found that, students are less creative and more concerned about the opinions they express their opinions, when teachers make a good classroom environment. In addition, the results of Endo and Harpl (1982); Paskarl (1980), have focused on the relationship of teacher - student creativity, confirming the results of the present study. So given that the interests of the school and its students play an important role in successes and failures (mooten, Havkyns, Mc Fersen, and Kaplan, 1996) Recommended, this vital component, be strongly considered by teachers and other education professionals.

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