

Investigating the relationship between school climate and creativity spirit of male students of first course secondary school in Tehran 7th area in the academic year of 2017-18. Mona Mirzaei Nia, Reza Sharifi Nia

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Abstract: The purpose of this study was to investigate the relationship between organizational climate of school and the creativity of students in district 7 of Tehran in the period of 97-96. For this purpose, 270 individuals were selected as sample using randomized cluster sampling. The research tool for organizational climate assessment of the Holpin and Kraft College of Psychology (1963) and the O'Neill and Abedi Creativity Questionnaire (1996) was used to measure students' creativity. The method of this research has been descriptive and survey. The results of this study show a positive and significant relationship between the school climate and students' creativity ($P < 0.05$).

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Keyword: Organizational Climate, Creativity, Students

Introduction

When the atmosphere is spoken, ordinary people recall a picture of the Earth's atmosphere that surrounds all the aspects of their life. In daily talks in organizations and institutions, the words of the tumultuous atmosphere, the poisonous atmosphere, the uneasy atmosphere, and... are used repeatedly. However, less attention is paid to its scientific concepts and its methods of knowing less are being investigated. From the point of view of the lexical atmosphere, "the surroundings or what is appropriate to something else of the organizational climate can be effective in motivating and improving the spirit and participation of individuals in decision-making and enhancing their creativity and innovation, and as a source of supply Mental health is considered, but this poor organizational climate can also be a major source of stress (Islami, 2016).

Since the society is an organizational community, activities in the field of birth, education, work, recreation, spiritual growth and death in the community are repeatedly influenced by the environment or the atmosphere of the organization. Hospitals, schools, workplaces and stadiums are places where most of us may spend a significant portion of our lives in the atmosphere. In general, the concept of organizational climate that became commonplace in the late sixties was preceded by an organizational culture that evolved in the late eighties. The atmosphere and organizational culture are both categories that are used to describe the characteristics of the organization and the relevant units. In spite of the great connection between the two concepts, they are still distinct from each other.

The internal characteristics that distinguish an organization from another organization and affect its behavior are called organizational climate. This organizational climate is measured by employee perceptions and their descriptions of the internal characteristics of the organization (Hallin and Kraft, 1962, quoted by Goodarzi, 2015). Hallipin and Kraft's studies of primary schools in 1962 are perhaps the most well-known conceptualization and measurement of organizational climate. Hallipin and Kraft introduced the theory of organizational climate for teachers. Because, according to the definition of organizational climate experienced by individuals in the organization, they assumed that their perceptions are a reliable source of data (Goodarzi, 2015). Organizational climate is partly an encompassing feature of an organization, and, conversely, culture is a feature that completely encompasses the organization.

Another variable in this research is creativity. Creativity means the ability to achieve something in a new way, a mental process that includes motivational and emotional elements (Shahraray et al., 2015). Creativity is an important and complex structure in education that has attracted the attention of psychologists in recent years. According to psychologists, many factors such as motivation, thinking styles, personality traits and attitudes affect creativity (Hennessy, 2000, quoted by Latifian, 2011). The main purpose of the dynamic education is the creation of creativity. Creating humans capable of doing new things, explorers and innovators. Since creativity is a key factor in education, the concept of creativity needs to be identified in different areas. It is necessary to understand the level of awareness of the

concept of creativity as an important tool in academic innovations and student development (Jackson, 2006).

Today, schools have a vital role in fostering students' talents and thinking and creativity. Students who will manage the country and wheel industry in Iran in the future. If the organizational climate at the school is such that students can develop their creativity with all their talents and feel and calm down and secure it, this school is an ideal school. A school in which both employees and students are sampled. Conversely, if the school has a rigorous and authoritative organizational climate, then students and staff of this school will not only feel relaxed and safe, but also prevent students from developing their talents and creativity. As a result, they become immoral in their knowledge of science.

In the general view of this society, it will suffer the most. In today's technological world, every country wants to overtake other countries politically, socially, economically, culturally and artistically, as well as in terms of technology, creativity and industry, and each one wants the world's supreme power. In order to achieve this, it is important for these schools to cultivate the future professional and creative human resources of their country. But the mere existence of a school is not a criterion, but it is the atmosphere that dominates the school and the educational system, which plays an important role in creating creativity.

Bahram Zadeh et al. (2010) in a research aimed at investigating the relationship between school climate and entrepreneurship tendency in male students of secondary and high schools of Ahwaz, showed that entrepreneurial spirit indicators (creativity, self-esteem, motivation for progress, source Internal control, futurism and risk taking) are higher in students than average.

Also, there is a significant relationship between some of the organizational climate indicators (i.e. intimacy, lack of boost, deterrence) and entrepreneurial spirit at the level of $p < 0.05$. But there is not a significant relationship between the other indicators of the organizational climate (i.e. withdrawal spirit, influence, emphasis on production, observance) with the entrepreneurial spirit.

Talachian (2015) studied the relationship between school climate and the level of creativity and academic achievement of secondary school girl students in Tehran. The results of this study showed that there is a relationship between school climate and its dimensions with creativity and academic achievement of second-grade female students in Tehran. With regard to the materials and the research done in this field, the main purpose of this research is to determine whether the organizational climate of the school is related to the creativity of students?

Research hypotheses:

Main hypothesis:

The organizational climate of the school has a significant relationship with the creativity of students.

Hypotheses:

1- There is a meaningful relationship between the authoritarian atmosphere of the school and the level of creativity of the students.

2- There is a significant relationship between the moderate organizational climate of the school and the level of creativity of the students.

research method:

The present study is a descriptive study. Pearson correlation coefficient was used to analyze and measure the data of this research. The statistical population in this study is male students of the first high school district of Tehran in the academic year of 1966-97. Their number is about 1000 people. Using randomized cluster sampling method, 270 people were selected as sample using Morgan table.

Research tool:

Organizational climate: The organizational climate of the school was evaluated using the Hallipin and Kraft standard organizational climate questionnaire (1963).

Dimensions of Organizational Climate Inventory are group spirit, disturbance, intimacy, interest, consideration, distance, influence and dynamism, emphasis on production. The questionnaire has 32 sentences, and the score for the questionnaire is based on the Likert scale and from 1 to 5 in the following table: from very little to very high. The validity and reliability of this questionnaire have also been reported using the high Cronbach alpha coefficient (Goodarzi, 2015).

Creativity: The O'Neill and Abedi Inventory of Creativity (1996) has been used to measure students' creativity. Validity and reliability of this questionnaire were calculated using Cronbach's alpha coefficient, which was calculated for the creativity questionnaire above 0.7. Also, content validity was used to test the validity of the questionnaire. For this purpose, the questionnaires have been approved by relevant specialists (Talachian, 2016).

Data analysis:

Main hypothesis: The organizational climate of the school has a significant relationship with the students' creativity.

In line with the main hypothesis of the research, according to Table 1, the Pearson correlation coefficient has a positive and moderate correlation of 62.2. Shows the organizational climate of the school and the creativity of the students. Considering that the significance level of the obtained correlation is less than 0.05 ($p < 0.05$, $r = 0.66$, $n = 105$), so there is a positive and significant relationship and with 95% confidence it can be said that the amount of barley The

school's organization would be better. The creativity of the students would be higher. Therefore, the first hypothesis of the research is confirmed. Namely, there

is a relationship between the organizational climate of the school and the creativity of the students.

Table 1. Correlation matrix between school curriculum and students' creativity

sig	R	S. D	mean	n	Statistical indicators Variables
0/0001	0/62	23/14	69/12	270	organizational climate of the school
		18/69	52/14	270	creativity

Hypotheses:

First hypothesis: There is a significant relationship between the authoritarian atmosphere of the school and the level of creativity in the students.

Table 2. Correlation coefficient Relationship between the authoritarian atmosphere of the school and the spirit of creativity of the students:

sig	r	samples	Variable index
0/014	-0/174	270	The relationship between the school's authoritarian climate and the creativity of students

The results of the Pearson correlation test with a correlation coefficient of -0.174 and a critical value of 0.014 at the level of 0.05 show a significant relationship between the authoritarian atmosphere of the school and the students' creativity (p-value <0.05).

Second hypothesis: There is a significant relationship between the moderate organizational climate of the school and the level of creativity of the students.

Table 3. Correlation coefficient Relationship between the moderate school climate and the creativity spirit of students:

sig	r	samples	Variable index
0/000	0/677	270	The relationship between school temperate organizational climate and students' creativity

The results of the Pearson correlation test with a correlation coefficient of 0.667 and a critical mass of 0.30 at the level of 0.05 showed a significant relationship between the moderate organizational climate of the school and the students' creativity (p-value <0.05).

students' spirits. It may have been plaguing them for many years and threatening society.

Therefore, schools should not block space for students so that they are not interested in staying in school and become more motivated in a more comprehensive way. In this study, it can be concluded that there is a correlation between the organizational climate of the school and the students' creativity. There is also an unbreakable relationship between the two: the organizational climate of the school and the creativity of the students so that the creativity of the students can only flourish in the light of a good organizational climate.

Conclusions and suggestions:

The overall result of this research is that the organizational climate of the school has a significant relationship with the students' creativity. This relationship can have a positive or negative effect on students. The organizational climate of a school can be such as to influence the creativity of students who enhance the creativity of students and, in addition, provide the ground for the growth of the flourishing of their other talents, or, on the contrary, can have an impact. Which reduces students' creativity and suppresses their other talents and abilities. In this regard, schools should be upgraded according to a student's abilities and morale according to a soft and standardized world with a balanced and proportionate organizational climate. The effects of an unorganized and non-standardized organizational atmosphere on all

If there is no such relationship, how can one expect students to be creative and self-reliant on their own. To establish a strong link between the organizational climate of the school and the creativity of students, one can expect students to be creative and self-reliant to create a strong link between the school's organizational climate and the creativity of students.

First of all, the ability to highlight the importance of the school climate's impact on the talents of students, both for university staff. Secondly, employees were reminded to improve their

relationship with students so that they do not feel that they are far from them and that they cannot be contacted. And students should also be told that their creativity and talents should not be disconnected from school, and they should know that the staff of their schools is friendly and advancing. In general, the greater the organizational climate of the school is, the less the relationship between students and the school is less, and the more the organizational climate of the school is more moderate, the student's relationship with the school increases and feels comfortable.

Moderate organizational climate increases the creativity of students in such a way that students feel comfortable and secure in this organizational climate and are as actively as possible employees and students strive to flourish their talents and creativity. With the same temperate organizational climate, students can be creative and bring the society to the greatest degree of advancement. Students, in the light of their moderate organizational climate, are increasingly interested in their education and advancement. Schools with moderate organizational climate. Facilities and provide the necessary conditions for students to succeed.

In order to make the school compelled to use this method to increase the creativity of students through the school, teachers should provide some sort of educational measures for schools, as well as supervisors who are considering this. University staff should provide the atmosphere and atmosphere of the university for safe and free environment students. So that schoolchildren consider schools not only as an environment for education but also for the environment to cultivate all their talents and to feel that students are creative and active.

From the research and the study, it can easily be concluded that if students are to be creative, they cannot really achieve such an important organizational climate. In other words, it can be said that a strict organizational climate reduces students' creativity. If a school uses strict and drought laws for their students, they feel they are in a tight four-seater that they do not have permission to do anything and should follow the orders of school officials and staff, even saying They cannot give their opinions and suggestions. The tight atmosphere of the atmosphere makes students feel that they do not have the will of the puppet as they play, and they have to wait for what task they are given to them to do without any reason.

Meanwhile, they always feel that the observer is monitoring their work all the time, if they violate school regulations, they will punish them. In this case, schools are gradually becoming less addicted to the lesson, and not only their spirits of creativity are reduced, but all their talents will be eroded and suppressed one by one. Consequently, if a

schoolchildren adopt such a pattern in a society, they will fall into industrial decline in the not too distant future, and will no longer see the progress, and they will retreat from other societies more and more day by day, and their industry depends on others. Communities.

This is where you have to think and find ways to help educators. Here are some suggestions for solving this issue. We hope that it will be taken into consideration.

One of the suggestions that can be made in this regard is that schools try to get expert advice from students about the behavior and spirit of students as well as education and apply their methods.

Another suggestion can be that as long as traditional methods, for example, can be taken away from the hard way and come up with new, modest methods.

Another suggestion is that the educational system and the organizational climate of the school take into account other communities and, in comparison with their educational system, take into account the useful and useful points they employ for themselves and make their industry progress, if possible, and if so, And its consistency with its own culture.

Another suggestion could be that the authorities in the country's educational system should carefully monitor the use of the methods used by some schools that reduce the level of students' talents and creativity and deal seriously with the offending schools.

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