Investigating the Relationship Between the Parents' Child Rearing Attitudes and the Students' Creativity at Female and Male Exceptional Talents Secondary Schools in Lorestan Province During the School Year 2010-11

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Abstract: In this study child – training outlooks (dominance, severe dependence, negligence) were investigated in relation with creativity from four aspects (fluidity, flexibility, innovation and expansion) in boy and girl Exceptional talents (outstanding) guidance school in Lorestan province. In order to do this 418 students from Lorestan boy and girl guidance schools were selected %100 because of limited statistics society and assessed with parent assessment set up test (PAS) and creativity assessment multi choice paper – pencil test (MPPT). The study data were analyzed through statistics descriptive and perceptive methods with statistics software spss 13. Results showed that general creativity and four aspects of creativity (expansion, fluidity, innovation and flexibility) in girls were more than boys and with regard of child – training methods and student creativity rate no meaningful relation ship was found.

Key words: Parenting Styles (4), Creativity (5) Attitude (6) and Exceptional Talents.

INTRODUCTION

William James (7) (1911) states: "All inventors' initiative power developed the humans, others only imitate; the initiative is the only effective factor in human progress. Elites show the way and make plans which the general public accept and follow them" (Minakari, 1989, p 71). According to Pestalozzi's opinion, the best objective of training is to prepare the human for using the God-given abilities (Moayednia, 2005, p. 163). Based on C.T. Morgan et al, the creativity and innovation capacity and problem-solving ability are at the higher levels of human cognitive activities and creating the ability of creativity and problem solving in learners are among the most valuable training and cultural objectives because the people can be prepared to cope with the difficult and variable conditions of life and new conditions they are regularly faced with only through creating these abilities. By understanding this fact, Kofi Annan, Secretary-General of the United Nations, stated that nothing is superior than providing the improved human living conditions and this important case cannot be provided unless with the initiative. Moreover, according to Oppenheimer's point of view, the maximum use of creativity power is the only effective consistency way in life (Moayednia, 2005, p. 33).

Edward de Bono (8) (1992) states in the book "Effective creativity": "Nothing is superior and beneficial than the new and effective idea which meets your goals" (Ghasemi, 1997, p 20). Creating new thought, idea, and concepts is considered as the bases for inventions, discoveries, and making proper ways for solving the problems in the human life. Past and present modern and civilized societies have paid attention to the value and importance of this aspect of human mental and intellectual abilities and sought to strengthen it and thus have achieved the development, welfare, prosperity, and happiness because according to Aristotle's statement "The innovation is the only factor in human progress" (Moayednia, 2005, p. 165). Therefore, weak process of creation making in the backward communities will lead to misery and poverty. In today complicated world, in where the most intense competition of different communities can be seen for achieving the latest technologies and power sources, the clever and creative individuals and innovators and thinkers are much valuable like the precious wealth, so that according to Toynbee's view (9) the chance to get the potential creativity can be a matter of life and death for all societies (Kefayat, 1994, p. 3).

Obviously, the creativity is not merely consisted of specific individuals' thinking and mental function and particular fields of life, but almost all people including schoolchildren, students, workers, farmers, housewives and ... at school, in the workplace and farm can have the creative performance in different fields of life even by an average IQ. Recent research by Torrance (10) (1973) and Parnes (1963) et al have shown that the creativity has seen in all individual and group activities and is existed in all human beings with the potential trainable intensity and weakness (Hemmati, 2008, p. 12). Torrance (quoted by ONeil, Abedi & Spielberger (11), 1994) has noted that he have found the evidence during 15 years of research experience and training the creative thinking that the creativity can be taught; on this basis during the recent years, the research and designing the innovative tests have been increased (Daemi and Moghimi, 2004).
more than 1305 students at exceptional talents secondary and high schools in Lorestan province are educating (according to the declared statistics) (12).

Some of the children develop their own creativity power due to their parents and teachers' advice and encouragement and others are excluded from this development while they have the same creativity power (Ravandoost, 1985, p.45) Education scholars have found that the negative effects of imposed monotonous education at schools can diminish the talents and powers. The role of school is not to produce any tape of voice recorder, but its biggest task is to develop and train the creative thinking power and learning skills in humans (Khomarloo, 1991, p. 7). Thus, the creative thinking skills should be known as the most important and adaptability skills. Such these skills should be considered essential for the schools, families, industry and other institutions (Torrance, 1979, p. 24).

Children's creativity is affected by the environmental factors especially the parents' training and educating attitudes and methods. Study of relationship between these two variables has always been taken into account by the researchers. Evidence shows that the family plays the most important role in controlling and guiding the imagination and making the creativity. The overall outcome of research results indicates that the creative individuals' familial atmosphere and environment are particularly different from non-creative ones. This difference has been mainly due to the type of mutual relationship between the parents and children, for instance, by study of 10 female intelligent students, who had learned the early reading skills and creative hobbies (painting and poetry) and had strong imagination power, Schiffer (1970) found that the families had imposed less strictness for them. In the early 20th century, the parents' training attitudes and practices and behavior patterns with the children have been strict and violent affected by the sects of Behaviorists (13), but since 1940 and affected by the advocates of psychoanalysis sect particularly Benjamin Spock, who emphasized on the importance of emotional issues, satisfying the needs and loss of severe control of natural inclinations, the convenience and flexibility in the education has been replaced with it (Kefayat, 1994, pp. 5, 6).

Despite assuming that there has been the creativity as the innovation mental ability since the beginning of human life and has been always valuable, considering it throughout the history has been considered as the intelligent people's natural conclusion of mental performance and no special study has been conducted about it until a century ago. Fortunately, there are now the numerous scientists, experts, books, journals, tests, etc, that specifically pay attention to the creativity. However, the scientific attention to the issue of creativity has no long history. In fact, the history of scientific studies about the creativity and its elements dates back to just a century. The issue of creativity was first considered by the social scientists and psychologists and a scientist named Guilford (14) had first started his scientific studies in 1950 AD in the field of nature, elements and function of creative thinking (Talebzadeh, 1996, pp. 1, 2). Assuming that the parents and teachers are the most important factors in supporting the children's creativity, the training programs for families, teachers and educational authorities in Iran should be taken into account and identifying the ways of updated strengthening of creativity in children and adolescents should be considered. Given the earlier research, it can be seen that the parenting attitudes have been measured as a general score and their components have been less taken into account, thus the researcher in this research seeks to investigate the following hypothesis:

There is a relationship between the parenting attitudes (domination, high dependency, negligence) and the female and male exceptional talents secondary school students' creativity.

**Methodology:**

This study is a predictive relationship research in which the creativity is considered as the criterion variable and the parenting attitudes (domination, high dependency, negligence) are considered as the predictive variables.

The female and male exceptional talents secondary school students in Lorestan province during the school year 2010-11 were as the statistical population of research.

Statistical population of research contains all 418 female and male exceptional talents secondary school students in Lorestan province and it was done based on the survey. It is called the case study (16) due to limited statistical population and sampling is not done. The participants' age range was from 12 to 14 years (average 13 years) and the standard deviation was a year.

Parent Attitude Survey (PAS) questionnaire by Darius and Thien (15) (1957) has been applied; it includes 30 single-concept five-choice questions (from complete agreement to complete disagreement) and its cases have been classified into three sub-scales; this questionnaire was translated and introduced by Ahvaz university professors' attempts in 1993 and under the supervision of Dr. Shokrkon and Dr. Najarian. In applied form, all 10 questions measure a subsidiary scale, i.e. domination, high dependence and negligence. This questionnaire by Kefayat's research suggests that by using the classification methods and Cronbach's alpha, the reliability coefficient for the whole test and sub-scales of dominance, high dependence and negligence by using Spearman-Brown formula has been 22 percent, 20 percent, 16 percent, 11 percent and 11 percent, respectively, and it has been significant at the level 5% except for the dominance and negligence scales.
Torrance's Standard Multiple Choice Paper and Pencil Test for Measuring Creativity (MPPT) introduced by Dr. Abedi in 1984, has been used; it has four components (fluid, expansion, innovation and flexibility). Dr. Abedi's Creativity Test Guide book has mentioned the reliability coefficient of the whole test between 80 to 90 percent.

Collection and Analysis Method:
While attending the classrooms, the researchers distributed the questionnaire between the students and the questionnaire and evaluation of parents' attitudes toward were given to the students' parents and they were asked to complete them without regard to the time limit.

Descriptive statistics methods (criteria of concentration, dispersion and frequency tables with relevant charts) have been used for data analysis in terms of the type of research variables and the inferential parametric methods (relationship and test and t-test and analysis of variance) have been used for explaining the research hypotheses based on the statistical software SPSS13.

Research Findings:
The following information was completed based on the creativity measuring questionnaire and the instruction was extracted about determining the students' creativity levels; thus, first the statistical indicators including the minimum, maximum, mean and standard deviation were calculated for students' creativity. Then, the necessary classification was performed based on the minimum and maximum score and also the mean scores of the students' creativity and the students' scores were determined at four levels of very low, low, high, and very high according to the mean and standard deviation and the results are presented in Table 1.

Table 1: Frequency distribution of statistical sample individuals based on the levels of creativity.

<table>
<thead>
<tr>
<th>Variable</th>
<th>Very low Frequency Percent</th>
<th>Low Frequency Percent</th>
<th>High Frequency Percent</th>
<th>Very high Frequency Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Torrance overall creativity</td>
<td>47/17.5</td>
<td>77/28.7</td>
<td>113/42.2</td>
<td>31/11.6</td>
</tr>
</tbody>
</table>

Information of above table indicates that totally 17.5% of people have had very low creativity, 28.7% low creativity, 42.2% high creativity and 11.6% also have had very high creativity.

Pearson relationship was used in order to predict and explain the relationship between the components of parenting with the female and male students' creativity; its results are presented in Table 2.

Table 2: Summary of results of Pearson relationship, components of parental attitudes for predicting the creativity.

<table>
<thead>
<tr>
<th>Creativity</th>
<th>Fluid Scale</th>
<th>Expansion Scale</th>
<th>Initiative Scale</th>
<th>Flexibility Scale</th>
<th>Torrance Overall creativity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents' Attitude towards training the children</td>
<td>Relationship value</td>
<td>0/174</td>
<td>0/161</td>
<td>0/143</td>
<td>0/111</td>
</tr>
<tr>
<td></td>
<td>P-value</td>
<td>0/003</td>
<td>0/005</td>
<td>0/013</td>
<td>0/052</td>
</tr>
</tbody>
</table>

According to the above information, it can be seen that the relationship coefficient is 174% between the fluid scale and the parents' attitude and the amount of this relationship is equal to 161% between expansion scale and the attitude and equal to 1435 with the Initiative scale, but there is no significant relationship between the flexibility scale and the parents' attitude, but in general, it is observed that Torrance overall creativity has the statistical relationship equal to 20% with the parents' attitude and this amount suggests a relatively weak relationship. In other words, the effect of parents' attitudes toward the children's creativity is relatively weak.

Conclusion:
Research findings indicate that the overall creativity and four factors of creativity (expansion, fluid, initiative and flexibility) are higher in girls than boys, and no statistical significant relationship has found in terms of parental styles and students' amount of creativity. Research, conducted by Kefayat, (1994) confirms this result.

By strengthening the creative thinking, the training-administrative cost is reduced, the process of doing the affairs is improved and also the time, as the human main issue in the future, is saved.

By inventing new methods and achievements, the hard ways of doing the tasks are left and the level of public welfare is promoted.

The creative and intelligent people play the fundamental role in development of culture and civilization and the human self-confidence, life glorious and sense of national pride are increased in line with making the creativity.
Without creative and innovative thinking, the society will be always in imitation, consumption, passivity and dependence state, thus the society requires the creativity in order to achieve the generation, vitality and independence.

Creating the conditions for making the creativity and developing the talents is necessary for a free society. Reducing the difference among the development of countries depends more than anything else on the amount of achievement, technology and innovative ideas. Therefore, our developing country requires adopting the executive policies and innovative educational and training procedures.

Likelihood of creative individuals’ consistency and success in difficult living conditions is higher than the public; they know different ways of solving the problems and fail seldom. According to their view, the way of life success is not only limited to the scholastic success, but in fact the students become prepared for success of future life by strengthening the creativity in them and other individuals in the society.

In case of achieving the desired results by this research, it can be expanded to different educational levels and bigger communities.

Creativity and innovation are the basic requirements for complex, modern and quick life of today communities and individuals. Without understanding the importance of these requirements, we will lead to the stagnation, backwardness, life decline and gradual death. The rapid changes always call us that O human! "Destruction is waiting for you, unless you are creative and innovative" (Hajidokht, 2008, p 89).

The above warning is given to the leaders of society, policy makers, families and educational organizations that are responsible for educating the younger generations in order to select and perform the proper way in order to achieve the above objective.

Appendix:
1- Parent attitude survey (PAS) 2- Multiple choice paper and pencil test for measuring creativity (MPPT)
3- Statisical pakager for the social sciences 13 (SPSS13) 4- Parental styles 5- Creativity 6- Attitude 7- William James 8- Edward De Bono 9- Toyenbee 10- Torrance 11- O’Neil “Abedi & Spial Berger, 12 - Announced statistics by the Ministry of Education in Lorestan province during the school year 2010-11, 13- Behaviorist 14- Guilford, 15- Drews & Teahn, 16- Case Study.

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