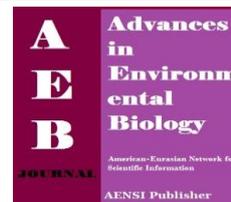




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The Investigation of the Relation between Family Factors, Creativity and Achievement in Students Studying In Third Grade of Secondary School, Roodbar City (South)

¹Morteza Akbari, ²Morteza Khazaei, ³Mansour Khane Gir

¹MA of Curriculum Development

²Islamic Azad University, Kahnooj Branch, kerman, Iran

³MA of Curriculum Development

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ABSTRACT

The aim of the present study is to investigate the effect of family factors on the creativity and achievement of students. The methodology is causal-comparative and the statistical population includes all students studying in third grade of secondary school of south Roodbar which is 1800 individuals including 700 girls and 1100 boys. For sampling, 317 individuals were selected through simple random sampling in refer to Morgan table. The data measurement instrument in this study includes Abedi creativity test questionnaire and Yazd Chi family factors. For data analysis, descriptive and inferential statistics have been used which in inferential statistics, one-way variance analysis has been used. The results of data analysis showed that the creativity, its dimensions and achievement are affected by family factors.

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INTRODUCTION

Family is one the most important and fundamental institutions which lead to the development and progress of community. Family can be considered as the human making organization of community development. The main task of family is to prepare students for living in society and changing and developing world. Family should provide the opportunity for getting skill in different dimensions such as problem solving skill, decision-making skill, human communication skill, critical thinking and creativity for students. To avoid educational fall back and helping achievement of students, the organizational factors including employees, teacher and instructor...) can affect youth and teens. Furthermore, communication and behavior, teaching and training methods of family and organizations are all effective in educational achievement of students [6]. Concerning the results of studies carried out inside and out of Iran, it can be argued that family factors can be effective in emergence of creativity and students' achievement. Among family factors, the role of parent's literacy and economic situation are more effective in achievement of students and the better is the economic situation of family, the more they can play significant role in creativity and achievement of students. Thus, the researcher intends to carry out the study on the students of south Roodbar.

Methodology:

This is descriptive comparative causal study where the effects of family factors, creativity and achievement variables have been studied.

Population, Sample and Sampling Method:

The statistical population of this study includes all students studying in third grade of secondary school of south Roodbar including 1800 individuals, 700 girls and 1100 boys.

For sampling, 317 individuals were selected through stratified random sampling according to Morgan table.

Data Collection Tool:

Data collection instrument includes questionnaire, a. creativity, b. family factors and the grade point average.

Corresponding Author: Morteza Khazaei, Islamic Azad University, kahnooj branch, Kerman, Iran
E-mail: mortezakh14@yahoo.com

A. Creativity test:

This test has been constructed by [4] based on Torrens theory and definition of creativity, first this test included 75 items (multi-choice).

The content of this test evaluates fluid initiative and flexibility. In 2004, it was performed on 650 students studying in third grade of elementary school in Tehran. For criterion validity, Torrens test and for reliability test, re-test method was used. The obtained reliability reported fluidity of 0.85, flexibility if 0.84 and extension of 0.80.

The test was revised by Abedi in 1994 and its final form included 60 items, each including three options and choices. The options representing creativity were from low to high with scores 1 to 3.

B. Family factor questionnaire:

This questionnaire includes 10 items prepared and has been constructed by Yazd Chi (2000). The questions revolve around parents' literacy, parents' occupation, family income, house type and life facilities. The scoring method is such that different responses are given various ranks and individuals are classified in strong, average and weak groups.

The validity of family factors questionnaire in Yazd Chi research (2000) has been reported as 0.80 through Cronbach's Alpha.

The Results of The Study:

Table1: The comparison of creativity scores in different groups.

Group	Index	Number	Mean
Weak		34	126.2
Average		51	136.1
Strong		23	158.1

Table2: The investigation of the mean differences in creativity scores based on groups.

Index	Sum of squares	Degree of freedom	Mean of squares	F value	Meaningful level
Variance between groups	14210.5	2	7105.2	98.7	0.0001
In- group Variance	7557.5	105	71.9		
Sum	21768.1	107	--		

Concerning the above table, it can be realized that the value of significant F is $p \leq 0.01$, thus, it can be concluded that this hypothesis is confirmed. Thus, the creativity scores in different groups have meaningful difference. In the following, we should see this difference is between which groups which has been presented in the following table by Tukey test.

Table 3: The comparison of mean differences of achievement scores based on groups.

Index	Sum of squares	Degree of freedom	Mean of squares	F value	Meaningful level
Variance between groups	111.2	2	55.6	54.3	0.0001
In- group Variance	107.4	105	1.02		
Sum	218.6	107	--		

Concerning following table, it can be realized that the significant F is $p \leq 0.01$, thus, it can be concluded that this hypothesis is confirmed. Thus, the achievement score has meaningful difference between different groups. In what follow, we should see this difference can be seen between which groups and this has been presented by Tukey test.

Discussion and Conclusion:

According to the results, it can be observed that the significant F value is $p \leq 0.01$, thus it can be concluded that the hypothesis is confirmed. Moreover, we realize that creativity scores between difference groups have meaningful difference; and that, there is more meaningful difference between group creativity scores which have been weak in terms of family factors in comparison with two other groups, and there is meaningful difference between average and strong group. Concerning what was mentioned so far, it can be concluded that the creativity of students is affected by their family factors and the higher is the family in terms of family factors (parents' literacy, economic, social factors...), the more creative are the children.

The results of this hypothesis are in line with the results of [7,2] studies. The results of studies have shown that family factors (age, economic status, parents' literacy) have affected the creativity of students. The studies have shown that the more appropriate is the family factors, the more positive effect they have on the students' creativity.

Concerning the results of studies, it can be observed that the significant F value is $p \leq 0.01$, thus it can be concluded that this hypothesis is confirmed. We also realize that the achievement scores have significant difference between different groups and there is more meaningful difference between the group creativity scores which has been weak in terms of family factors in comparison with two other groups, and there is meaningful difference between average and strong group. In refer to mean values, it can be concluded that the achievement scores of strong group have been higher. Thus, in refer to these issues, it can be concluded that the achievement of students are affected by their family factor and the higher is the level of family in terms of family factors (parents' literacy, economic and social status...), the better is the achievement of their children.

The results obtained from this hypothesis are in line with the results of [1] and [5].

Furthermore, it has been shown in these studies that among family factors with positive effect in students' achievement, age, literacy and socio-economic status of parents can be mentioned.

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