The relationship between intelligent schools and attitude towards creativity of young female students

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Abstract:

The aim of this study was to investigate the relationship between intelligent building schools and creative attitude towards young female students. In this study, the number of 247 girl students from intelligent and 247 students from normal schools in the city of Borujerd with cluster random sampling method selected. Data collection (chals Li, Shaffer,1994) contains the questionnaire attitudes towards creativity. The statistical test multivariate analysis, and Manova was used. The results of the analysis of the data were showed that attitudes towards creativity and intelligent between normal schools and smart one had seen meaningful relationship (a = 0.05). findings can be concluded that the smart schools are making a significant contribution towards attitude of the creativity of the students.

Key words: Building smart schools, Creativity, young girl students

Introduction:

Technological change has an important impact on the innovation of the current learning style. The efficiency and the

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effectiveness of computer-based flexibility also depends on how you use it. Computer-based communication activities can be found on the student's individual learning increase independence, and education as well as participatory students with high creativity of the judiciary. The arrival of computer-wide access to the Internet and personal training have created an environment that global education systems to major changes in the structure of education has required. In this cycle the developments and progress of the technology of what all human societies affect the data, the advent of information and communication technology and its impact on practices and methods of teaching, academic performance and progress and extent of the interest of students in learning. Smart school, a school with a new educational approach with the integration of information and communication technology and curriculum, basic changes in the process of teaching and learning will follow. In this approach the role of the teacher as a guide and are not transferor of knowledge, the role of the student as a member of an active, creative, not a passive member and consumer of knowledge and evaluation system for process-driven, not driven, results will change (Soleimani, 1393). Nowadays, the use of information and communication technologies in the process of training to enhance the creativity of an undeniable necessity. Human civilization is indebted to the kind of creative thought and its durability is also without taking advantage of the creativity of the human mind that most excellent performance can be considered, would be impossible. On the current situation of creativity not a necessity, but also provided for creation. Therefore, it is the educational system on the education and nurturing of people which insists that a creative solution to be able to predict an inevitable issues (Taylor, 1993). The smart school as one of the most fundamental component of the transformation in the educational system of the Islamic Republic of Iran is a dynamic learning organization and the recipient will be considered in

order to manage and to improve teaching-learning process for the system, has been renovated, has different levels of students living in the age of information and communication technology and the field until they arrive to live in the present age to age is known, provide technology (Niknami, 1478). In the education system for the optimal utilization of the possibilities of better and every possible method is not short, but nevertheless, the problem is that many teachers are still the attitude of this technology is effective and useful in training as a necessity did not prevent or even how their application does not have sufficient familiarity. (Tavakoli, 2001). Since each students learning style are its own. The use of ICT technology can give your teachers in the classroom has such students are helping. The purpose of the learning styles according to Volvok solutions for individual savory study and learning, using images to replace the book, working with others, instead of only working, learning structured situations in front of non-structured environments (Saif, 2010). For years the subject of much intelligence of interest to those involved in the education of these directions is that using it can improve the education stream. In fact, teachers and coaches with the knowledge of students ' intelligence and taking advantage of new technologies and with no proper teaching methods and provide tailored assignments be behavioral intelligence in all aspects of his disciples, in order to make the growth and development for the realization of these ideals need to take advantage of the specialist forces and equipment (Burke, 2007). More simple words can be said since learning to its specific meaning in the system of education means education. Teachers and trainers and those dependent on the Organization the responsibility for the establishment of a culture of use of ICT and the media, as well as how to apply them in order to reduce the waste of time and increase the efficiency of the learning more effectively as far as kids to the class require that their ability to meet the growing needs of their social and emotional (Burke, 2007). In

fact in all modern societies is the main axis of the transformation and development of ICT technology is considered as far as ICT plays an important role in training, plays, without a doubt, one of the necessary preconditions for entry into this arena, a new way of training that is in no way parallels the traditional conventional methods (Saadatian, 1393). Moradi (2012), in a study titled "making smart strategy transformation of schools the Ministry of education in the development of the process of teaching – learning to develop the role of intelligent teaching-learning process in schools. Results showed that between the smart schools with teaching-learning process of development and growth, there is a significant relationship between research results, namely the statistical community is extensible. As well as the results of the Diarko, et al. (2010) also indicates that it was between the academic progress of students and the teaching methodology with the information and communication technology, there is a significant correlation. Hashemi, Naderi, Shariatmadari and Saif Naraghi (2008) as a research systematic approach to information and communication technology and its role in the education of scientific thinking and development axes have done. the findings of this research indicates that it was information and communication technology with a significant and positive relationship-centered thinking training. heydari (1393) on the original with the title the impact of intelligent classroom in deepen and speed of learning of students came to the conclusion that a significant relationship between the intelligent class or deepen learning and There are students learning speed. Zangeneh (2006) under the title of research the impact of the use of information and communication technologies on fostering creative thinking in students of the third year of high school in Tehran. the findings of this research, the effectiveness of the use of information and communication technology in education on creativity in General and its initiative in an element of the show. Overall results of

this study suggest that the use of information and communication technology in teaching promising growth and flourishing of creativity, particularly in its initiative for the element. Hapsan (1998) the relationship between the classroom environment enriched with technology and the growth of high level thinking skills and attitude of the students towards the computer. the results of this research suggest that it was enriched learning environments with information and communication technology the growth of high level thinking skills increases and the last result being enriched learning environments with a significant and positive effect of technology on the attitude of students in The field of motivation, creativity and the importance of the computer. According to the aforementioned cases, the researcher was utilizing internal and external research, intelligent relationship between schools and students creativity attitude toward the base of the fifth daughter.

Method:

The descriptive research method and cluster random sampling was used. according to the statistical population, sample size, 1985 against with 548 students young girl was designated the fifth base, as well as the average age of respondents 11-year-old has been reported. In order to collect data from the questionnaire attitudes towards creativity (Shaffer, 1994). attitudes towards creativity questionnaire (CAS), made by chals. Lee. Shaffer, (1994) includes 32 is simply that every student their agreeing or disagreeing with it. Questions (CAS), based on the literature review, special attitudes, beliefs and values of people rated the creativity is made up. 2 of 32 words in the questionnaire (CAs), (questions number 3 and 14) component is to reduce filler questions, discover the nature of the design tool. 30 the rest of the questions include the

following dimensions of measuring progress has been in touch with creative:

  1) ensure your ideas (11 questions)
  2) feeling of fantasy (7 questions)
  3) theoretical and aesthetic orientation (5 questions)
  4) Thoughts on freedom of expression) (4 questions)
  5) tends to innovation (3 questions).

Validity of the questionnaire as well as through calculating cronbach's alpha coefficients were determined and the whole scale 74% was calculated. To calculate the validity of the questionnaire content and validity of the validity of the method of creative structures were used.

Analysis method:

The information collected by means of descriptive statistics and inferential statistics methods of analysis. The analysis of the data in the two sections provide descriptive statistics including tables, forms, and calculation of frequency distributions, descriptive indicators and statistical inference hypothesis testing includes a section using the K.S. test to check for normal of data. To analyze data used SPSS ver. 22.

Results and findings:

The analysis of the findings of the research showed that between attitudes towards creativity in intelligent schools and normal schools exist significant relationship ($\alpha = 5\%$).

Table 1:

maximum	minimal	standard deviation	mean	number	group	
2	1	0/072	1/50	274	Normal schools	attitude of creativity
2	1	0/097	1/53	274	Smart schools	

Table 1 mean, standard deviation, maximum and minimme for the components. Results show that the average intelligent creativity in schools is (**1/53**) higher than the average conventional attitudes towards creativity in schools (**1/50**).

Table 2:

Significant	F	mean square	degrees of Freedom	sum square	Variables
0/001	113/151	193/245	27	376/742	attitude of creativity
		15/152	246	1296/611	

Analysis of variance in table 2 and results has seen. Due to the significant level of p being smaller in confidence level 95% can be concluded that the amount of components of attitudes towards creativity in between ordinary schools and smart schools has significant differences.

Discussion and conclusions:

The aim of the present study was to compare attitudes towards creativity and academic performance in intelligent schools and normal schools was common in the first premise. Review found that between attitudes towards creativity and intelligent, there are meaningful relationship between normal and smart schools. Education is something beyond reading, writing and arithmetic. Education-training live and cultivate the skills of creativity and thinking is very extensive and comprehensive training, and since the smart school could be one of the factors in the creativity goes to the learners. The results of this research with the research Zare-Zadeh and Kadivar, (2006), which concluded that the creativity of the students in higher Internet user from the non user's -students, the initiative complies. As well as the results of this research on the relationship between attitudes towards creativity and intelligent schools with the results of Hashemi, Naderi, shariatmadari and Saif naraghi (2008), Zangeneh (2006), Mortazavi (2008), gloche (2010) found that information technology is the result of the thinking base, so

there is a significant and positive relationship between them. According to the findings of the analysis of the existing research who use electronic technology in education and they used compared to students who do not benefit from this technology, the attitude towards a more successful creations.

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