

THE RELATIONSHIP OF GLOBAL CITIZENSHIP ISSUES AND ORGANIZATIONAL CREATIVITY OF HUMANITIES TEACHERS IN HIGH SCHOOL OF MAZANDARAN PROVINCE

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Abstract

The aim of this study is to investigate the relationship between the issues of global citizenship and creativity of high school humanities teachers. Research methodology is descriptive and in terms of aim is correlation. The study population consisted of men and women teachers in the field of humanities high school in Mazandaran province (Iran). Sample of the research was selected randomly which 351 cases were selected. Research tools has been questionnaire of global citizenship issues in related components include specific issues, global communications, global culture and global participation with Likert scale and distance and also self-assessment questionnaire of the creativity was the distance scale. Statistical methods is descriptive statistics and inferential statistics that the main hypothesis analyzed by correlation coefficient and stepwise regression were used as sub-hypotheses. Research results indicate that there is the positive significant correlation between global citizenship issues in relevant components of creativity. Furthermore, components of global citizenship can predict creativity in teacher of humanities high school.

Keywords: Global Citizenship Issues, Global Communications, Global Culture, Global Special Issues, Global Participation, Humanities Teachers.

1. Introduction

Desired concepts in this article have been proposed given to grow the widespread problems of learners and global citizenship issues its relationship with teachers' creativity. On the other hand, these issues are not unique to a particular community and are considered as common issues of humans in the third millennium and cannot be addressed only with respect to the local community and are unaware of the global dimension. Hence, the teaching of these subjects requires a global perspective. Perhaps it can mention to some major problems and common global citizenship that is considered prelude for components of this study.

Increasing violence and lack of tolerance: nowadays as increasing communication, we are witnessing the emergence of violence. Multicultural education, peace education and human rights have been proposed in the field of view need to control the violence.

Poverty, inequality and discrimination: These cases include serious problems in the world and due to discriminatory attitudes, unjust distribution of wealth and the neglect and correct exploitation of the resources. Lack of active participation in community decision-making, lack of economic discrimination, gender discrimination and racial is the most appearances discrimination. Teaching

citizenship education development and equal education in this field has been addressed (Javadi, 2000, 17).

Problems related to physical and mental health and the spread of social damages such as drug abuse: In previous years, there are statistics alarming of the increase in mental health problems at the community level (Mehrmohammadi, 2004, p31). With regard to necessity of global citizenship issues has been the consideration and attention issues related to it. Based on the present research variables are: topics of global issues, participation in global issues, analyzing global issues, global culture, and participation in global culture, and global culture analysis, and global communication, participation in global communications, global communications analysis and organizational creativity.

Theoretical definition of each of the variables discussed is needed to clarify subject scope of research.

Global Literacy: it is learning of increasing the power and capacities of individual, in order to understand their condition in community and the world and improve the ability to judge effectively and includes the study of nations, cultures and citizens of other communities. It emphasize on understanding how relationship of all of them and their changing and personal responsibility in this process (Honoy, 2002, quotes from Kadivar, 2005, p31).

Topics of global issues: it refers to the knowledge of global issues that these global issues affect the life of individuals and on other matters and also how formation of global issues, coherence and complexity of global issues and also information about development and meditation of information about global issues (Eisapour Arabi, 2008).

Analysis of global issues: it means knowing how to study global issues and identify strategies to solve global issues and analysis of issues and also searching for information about the problem and the factors for evaluating the ability of a correct judgment about the values (Karimi, 2005, p71).

Participation in global issues: it includes information in particular ways to develop responsibility and deal with global problems without bias (Karimi, 2005, p74).

Global culture: it means having general knowledge about world cultures, intercultural communication, intercultural communication and cultural differences among the countries and also knowing pass cultures of boundaries, influencing history and geography from the culture and reflecting culture through literature, music and art (Latifabadi, 2006, p48).

Analysis of global culture: it refers to the analysis of cultural trends, comparing different cultural perspectives and other cultures and also is to identify common features of other cultures and explain how values of other cultures (Latifabadi, 2005, p49).

Participation in global culture: it mean tolerance for cultural diversity, seeking associated with other cultures, understanding global rights of cultures and opportunities of using languages and other cultures (Latifabadi, 2005, p51).

Global communications: it means how associated with world from different perspectives, information about global communication and positive and negative consequences of it and the role of each nation in international communication (Latifabadi, 2005, p57).

Analysis of global communications: it means to evaluate the main events in the country and the world, to know global events associated with the desired country, diagnosis internal communication of regional issues and internal communication of global issues (Eisapour Arabi, 2008, p47).

Participation in the global communication: it means valuing participation in the democratic process and also ability to tolerate ambiguity, using the media about issues of cultural and response to media (Sezar, 2003, Quotes from Eisapour Arabi, 2008).

Creativity: Creativity is creating new ideas In the process of research and teaching and approaches of practices and conduct that is discussed to provide new and innovative solutions and new processes (Seif, Rasekhi, 2012, p91).

Global education requires learning problems, issues and barriers in the education system, cultural, ecological, economic, technological, and political and also learning understanding of neighbors who have a different cultural background (Goldstain, 2000; Mehrmohammadi, 2004).

In fact, global education is learning and enhances individual capacity to understand their conditions and improve the individual's ability to judge more effectively and includes the study of nations, cultures and citizens of other communities by understanding how these are related and how they are changing and focus on individual responsibility in the process and provide realistic view to people about global issues, problems, expectations, and knowledge about the relationships between personal interests and concerns of people everywhere in the world.

Education for global citizens involve children and young adults in use of a broader range of active and collaborative learning methods and this encourage, in turn, learner to create and foster self-confidence and self-esteem, communication skills and critical thinking, as well as participation and conflict resolution, which improves motivation, behavior and progress (Hashemi, 2009:32).

Koorboon (2003) knows the use of virtual teams around the world and break the boundaries of time and space which implies a need for global education and citizenship education. Harriks determine four components of the education structure which he believes should be derived from historical facts and current:

- 1- Evaluation of universal values and human such as human rights, values, human dignity and value of human existence.
- 2 - Exploring global system
- 3 - Evaluation of global issues such as peace and security, the growing issues, environmental issues and human rights.
- 4- Survey of World History (Harriks, 1998; Quoted from Keshavarz, 2012:189).

True and real globalization is that at the level of worldview witnessed widespread culture underlying because humans have common nature. They have nature wherever. Otherwise, change their face and produce anti themselves, according to innate human drive (truth seekers, perfection-seeking, justice and esthetic) if worldview wants globalized and formed the basis of collective behavior and be universal and patterns and industry and culture generate and expand, should solve their problems. True globalization must be based on a teleological, essentialist and creator realistic because shape globalization (Alagheband, 2012:149).

Nowadays, the globalization process has led to people interact and exchange thoughts and ideas beyond the borders of one country that this changes education systems around the world and the purpose of this paper determined the relationship between globalization and citizenship education, curriculum mission to identify and analyze issues of a global citizenship. In the present era, how technological developments and communication, issues of global citizenship and specific topics and cultural factors and participation is in the focus of educational systems and specially designers of curriculum.

Dorani (2009) in research with title "future School in foresight of New World Order" "one of the outstanding features of the present era knows accelerating change and inevitable in all aspects of life, so that the education system as a component of the global village should be in line with its globalization movement to prepare humane for life in today's world and the future.

Shayestehfar (2010) in a study titled globalization and modern educational systems have reached the conclusion that globalization has led to new challenges to create the education sector issues such as the rapid change and restructuring programs and so for coaches and officials of educational system should undertake activities that these activities include modified overall goals and objective goals in curriculum global education for groups within the school and external community groups.

Adamzadeh (2009) in research with title "the impact of globalization on education" has reached the conclusion that nowadays more than ever we are forced to think about the world and its

problems. Globalization is an undeniable reality that not only is enter economy but also other aspects of human life, including education has also changes. So it is essential that adopt the most accurate way for education, because education plays an important role in transforming the world.

Tye (2003) in a study titled globalization of global education for training global citizens has emphasis to importance of global curriculum and enter global education to curriculum around the world.

Macdonald (2003) in a study entitled traditional approaches to citizenship education refers to globalization as the framework for peace education that citizenship education in social territory should equipped students to role of attitudes, skills, values and modes of excellent behavior because they be able to face the challenges of the 21st century actively and consciously.

Fujikan (2004) says that global education is in order to teach global issues such as environmental changes and intercultural conflict. Also he refers to enter global issues in the curriculum So that citizens have the ability to respond to global issues. In fact aims to educate global citizenship is preparing students for life in a changing society.

2. Research Hypotheses

- 1) There is relationship between global citizenship issues and the creativity of teachers.
- 2) There is relationship between global specific issues and the creativity of teachers.
- 3) There is relationship between global communications issues and the creativity of teachers.
- 4) There is relationship between global culture issues and the creativity of teachers.
- 5) There is relationship between global participation issues and the creativity of teachers

3. Research Methodology

The aim of this study is to investigate the relationship of global citizenship issues and creativity of humanities teachers in high school of Mazandaran province. Therefore, it is used correlation study. Aim of this method isn't to investigate the relationship of causal but also it is to determine the relationship between changing one or more variables (predictors) or one or more of the dependent variable (criterion) (Naderi & Seif Naraghi, 2007).

Therefore statistical population of research includes male and female teachers of humanities field in education of Mazandaran province that were 1407 teachers. By using a class random sampling and division of statistical population into cities of east and central-west, members of the research sample have chosen the 315 teachers by using rule of the sample size based on the population size (Table of Morgan).

In this study, two standard questionnaires were used to collect data.

A) questionnaire of global citizen issues

This is tool components related to global citizen issues in dimensions of special topics and global communications and global culture and global participation that has Likert scale and distance scale (Eisapour Arabi, 2008).

b) Self-assessment questionnaire of creativity

It is tool that consists of 40 questions with 5-point Likert items and distance scale (Seif, Rasekhi, 2012).

Questionnaire of organizational learning and organizational creativity is given to supervisor and consultant to determine validity and it confirmed the validity of both questionnaires after performing several times modifying and to determine the reliability of data collection tool by using SPSS, Cronbach's alpha coefficient is estimated for global citizen issues 0/89 and for creativity 0/87, thus both questionnaires had a high reliability.

In this study were used following statistical methods.

In descriptive statistics is used frequency distribution, frequency percent, mean, standard deviation, drawing histograms and statistical tables. Also to test main hypothesis is used Pearson correlation coefficient and to test sub-hypotheses is used Stepwise regression.

4. Analytical Results

The results of using inferential test of stepwise regression analysis in the research hypotheses are as follows.

Table 1. Correlation matrix of the main variables

variables	1	2	3	4	total
Creativity (criterion)	0/552	0/330	0/543	0/002	
predictive variable					
1. Specific topic	-	0/149	0/184	-	
2. Communication	0/149	-	0/39	-	
3. Culture	0/184	0/39	-	-	
4. Participation	0/73	0/146	0/027	-	
5. Global Citizenship	0/608	0/416	0/496	0/054	0/819

$P^* < 0/05$, $p^{**} < 0/01$

According to above table data, research hypotheses are examined.

Sub-hypothesis (1): There is relationship between global specific topics and the creativity of teachers.

Based on the above table data, the correlation coefficient calculated is significant at level of 0/01 and shows that there is relationship between global specific topics and the creativity of humanities teachers. In other words whatever specific issues in world citizen of teachers increase, thus their creativity also increases.

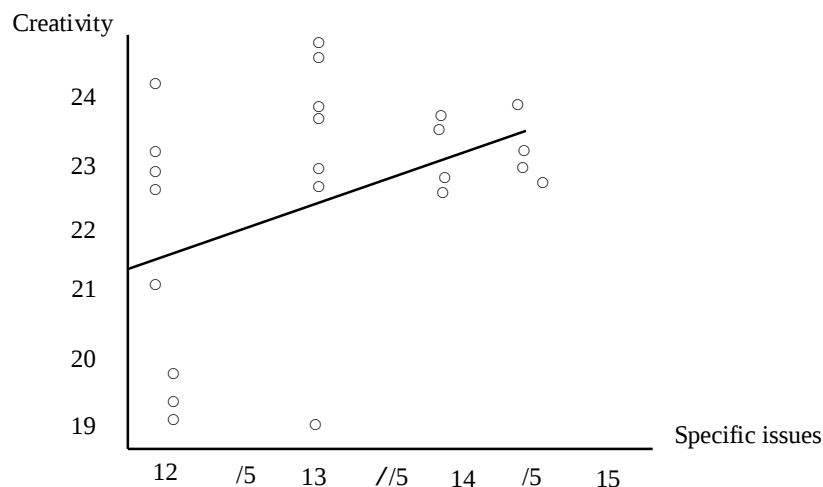


Figure 1. Issues related to Specific topics and creativity of teachers

Sub-hypothesis (2): There is relationship between global communications issues and the creativity of teachers.

Based on the above table data, the correlation coefficient calculated in above hypothesis is significant at level of 0/01 and shows that there is positive and significant relationship between global communications issues and their creativity. In other words whatever global communications issues increase, thus teachers' creativity also increases. This relationship is show in following figure.

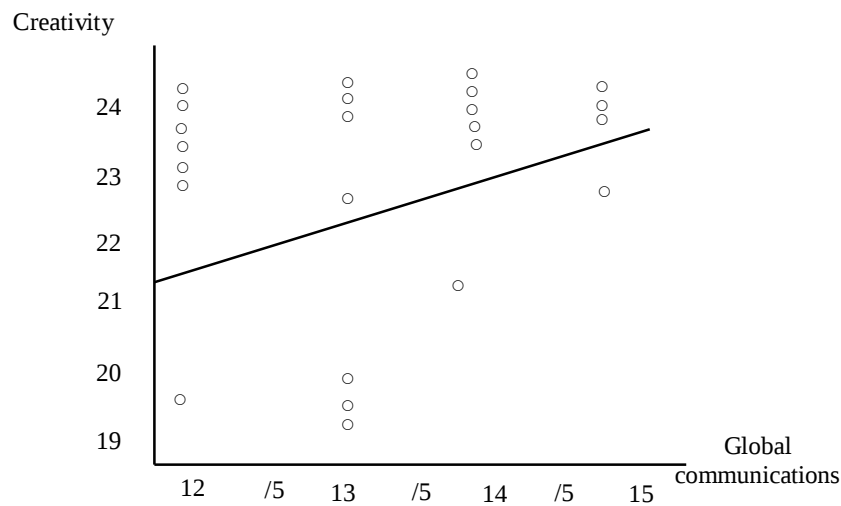


Figure 2. The relationship between global communications of global citizenship and creativity of teachers

Sub-hypothesis (3): There is relationship between global culture issues and the creativity of teachers.

Based on the above table data, the correlation coefficient calculated in above hypothesis is significant at level of 0/01 and whatever global culture issues increase, thus teachers' creativity also increases. This relationship is shown in the following figure.

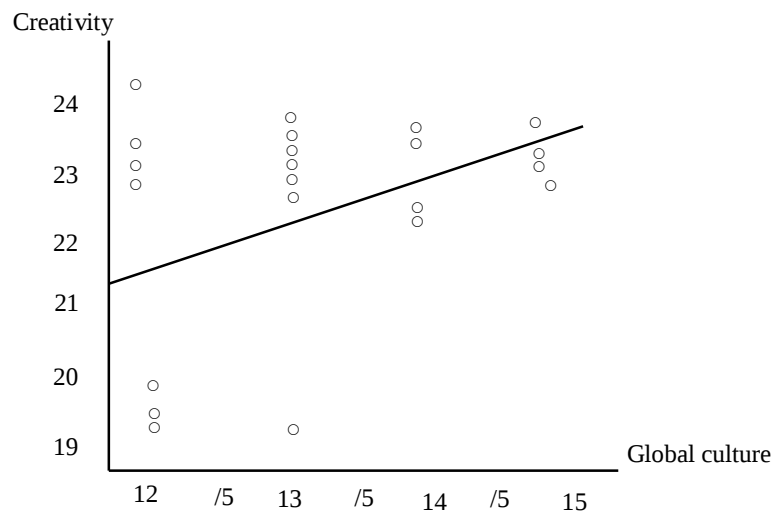


Figure 2. The relationship between global culture issues and creativity of teachers

Sub-hypothesis (4): There is relationship between global participation issues and the creativity of teachers

Based on data of table that examine relationship of one components of global citizenship with creativity of teachers, coefficient calculated in above hypothesis show that there isn't significant (positive) relationship between two variables and figure obtained of correlation coefficient show ineffective rate in above components.

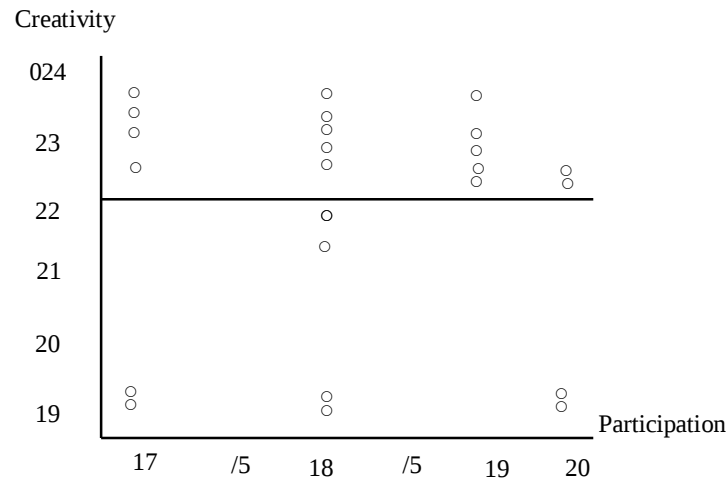


Figure 4. The relationship between issues of global citizenship participation and creativity

Sub-hypothesis (5): There is relationship between global citizenship issues and the creativity of teachers.

Based on data of above table, the correlation coefficient of main hypothesis is significant at level of 0/01. Thus there is relationship between global citizenship issues and the creativity of teachers. In other words whatever organizational learning increase, thus organizational creativity also increases. The following figure shows this relationship.

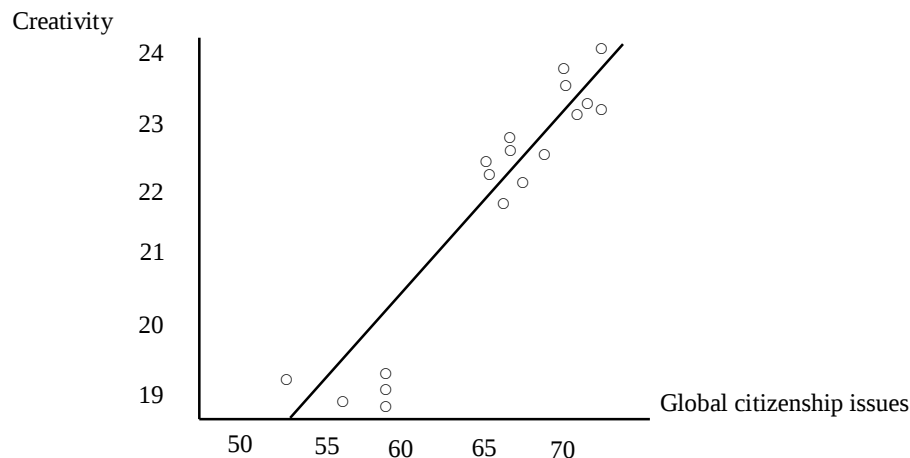


Figure 5. The relationship between global citizenship issues and creativity of teachers

Table 2. Summary of stepwise regression analysis of predictor variables

models	predictor variables	R	R ²	R Adjusted	error
1	Specific topic	0/819	0/671	0/670	9/47
2	Communication	0/834	0/695	0/693	9/13
3	Culture	0/839	0/704	0/702	1/005
4	Participation	0/841	0/708	0/704	8/96

Data of above table show that in first step, component-specific topic is entered in the model and this variable has 0/671 of the variance ($R^2 = 0/671$). By adding global communication to the first model in the second step increase 7% of the variance ($R^2 = 0/695$). By adding variable of global culture in two primary pathways increase 7% of the variance in the third step ($R^2 = 0/704$) and in the fourth step by adding variable of participation increase 7% of the variance ($R^2 = 0/708$).

Table 3. Analysis of variance resulting regression of models

Mode l	Sources of variation	Sum of Square	df	Mean square	F	Sig
1	Regression	57222/79	1	57222/79	637/08	0/000
	error	28113/55	313	89/82		
	total	85336/34	314			
2	Regression	59317/417	2	29658/70	355/64	0/000
	error	26018/93	312	83/394		
	total	85336/34	314			
3	Regression	60116/20	3	20038/73	247/10	0/000
	error	25220/14	311	81/09		
	total	85336/34	314			
4	Regression	60427/9	4	15106/97	188/015	0/000
	error	24908/43	310	80/35		
	total	85336/34	314			

The above table data show result of variance in 4 models. In model 1, F obtained is significant at level of 0/01 ($F=63/08$, $P=0/000$). Thus with confidence 99% conclude that there is relationship between global specific topics and the creativity of teachers and variable of global specific topics can predict creativity of teachers.

In model 2, F obtained (355/64) is significant at level of 0/01, thus there is relationship between global communications issues and the creativity of teachers and the independent variable can predict criterion variable.

In model 3, F obtained is significant at level of 0/01. Thus with confidence 99% conclude that there is relationship between global culture and the creativity of teachers ($F=247.10$, $P=0/000$) and the independent variable (participation) can predict criterion variable (dependent) although less than other components.

Table 4. Stepwise regression coefficients

Model	variables	Unstandardized coefficients		Standardized coefficients		
		B	Std.error	Beta	T	Sig
1	constant	27/587	9/970	-	-2/76	0/000

	Global citizenship issues	4/015	0/159	0/819	25/24	0/000
2	constant	40/09	9/92	-	-4/04	0/000
	Global citizenship issues	3/57	0/177	0/729	02/25	0/000
	Culture	2/25	0/450	0/180	5/01	0/000
3	constant	-42/32	9/81	-	-4/313	0/000
	Global citizenship issues	3/16	0/219	0/645	14/45	0/000
	Culture	0/49	0/451	0/200	5/54	0/000
	Special topic	1/80	0/575	0/124	3/13	0/002
4	constant	-50/09	10/53	-	-4/75	0/000
	Global citizenship issues	2/90	0/254	0/592	11/4	0/000
	Culture	2/82	0/478	0/226	5/9	0/000
	Special topics	2/04	0/586	0/140	3/49	0/001
	Communication	1/12	0/571	0/072	1/97	0/001

Considering results of table obtained and signification of F in the ANOVA table and T in the above table can be adjusted regression for model 1as follows:

$$Y = a + b_1x_1$$

Predicting the creativity of teachers= constant+ slope (Variable of quality)

Model (1) Creativity of Humanities teachers= 27/587+4/015

Considering amount of slope, whatever quality be high, thus amount of creativity of teachers will predict higher. According to the results obtained, variable of global citizenship (25/24) is significant at the level of 0/0.

Model (2) Creativity of teachers= 40/09+ 3/571 (global citizenship) + 2/25 (global culture)

Component of global culture in global citizenship issues can predict the criterion variable.

Model (3) Creativity of teachers= 42/32+ 3/16 (Global citizenship issues) + 1/80 (global Special topic)

According to this model, the components of culture and Special topic can predict the criterion variable.

Model (4) Creativity of teachers= 50/09+ 2/90 (Global citizen) + 3/82 (culture) + 2/04 (special topic) + (Communication)

Significant combination of dimensions of global citizenship issues (the components of a global culture and global special topics and global communication) can predict creativity of teachers.

5. Conclusion According to the Hypothesis

Hypothesis (1) there is relationship between global citizenship issues and the creativity of teachers.

Based on the data obtained from this study, the correlation coefficient at level of 0/01 with 99% confidence, there is positive and significant relationship between global citizenship issues and the creativity of teachers. Accordingly there is positive relationship between the rate of change in global citizenship scores and the creativity of teachers in the humanities.

Hypothesis (2) there is relationship between global specific topics and the creativity of teachers.

Results obtained have shown that the correlation coefficient calculated at the level of 0/01 is significant. According to the stepwise regression analysis, predictive variables (specific topics of global citizenship) can predict the criterion variable (creativity of teachers).

Hypothesis (3) there is relationship between global communications issues and the creativity of teachers.

According to correlation coefficient calculated show significant positive relationship at the level of 0/01. Therefore, the predictive variables (global communication) can predict the criterion variable (creativity of teachers).

Hypothesis (4) there is relationship between global culture issues and the creativity of teachers.

According to correlation coefficient calculated show significant positive relationship at the level of 0/01 and variable of global culture can predict teachers' creativity.

Hypothesis (5) there is relationship between global participation issues and the creativity of teachers.

According to correlation coefficient obtained, there isn't relationship between participation and creativity. But in overall results of coefficient obtained on the interaction with other components of the global citizenship, global citizenship participation is effectiveness.

Compare and expressions of result obtained of this study with national and international studies express as following:

Results obtained of this study means relationship global citizenship issues with creativity of humanities high school teachers analyzed and reviewed with research literature that has been harmony with research of Zekavati (2010) about one variables of the global citizenship issues in the global peace and public cooperation and research of Kadivar (2010) about results related to necessity education for citizenship, in research of Dorani (2009) about foresight of global citizenship and Shayestehfar (2010) in the modern system study of global education and Adamzadeh (2009) in impact of globalization on education and Farmihani Farahani (2010) in discussion of global citizenship education variables and Rezaei (2010) and Hakimzadeh (2008) and Lotfabadi (2008) in discussions of national citizenship education and globalization and the consolidation of values identities and solving problems and developing innovation of teachers

Moreover, this study is coordinated and consistent with research of Hanoy & Krkwood(2001) about understanding of global perspectives and Alaedin (2001) in discussing global awareness and tooker (1991) impact of global studies and global issues and Trilo (2003) and Macdonald (2003) and Tye (2003) in topics and issues of global citizenship in dimensions related to global citizenship and approaches of traditional and new and Fujikan (2004) in issues related to cultural change and issues and environmental and global communication and intercultural relations

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