



Assessing the classroom Socio-psychological climate in order to identifying school internal structure and its relation with student's creativity

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Abstract

Purpose: Since the classroom environment is important in the process of teaching and learning and as well as emotional and cognitive development of students, therefore, the primary purpose of this study is assessing the classroom Socio-psychological in order to identifying school internal structure and its relation with student's creativity in the academic year 2010-2011. **Research Design:** Regarding its aim, the present study considered being an applied research, and according to its method of collecting data is considered being descriptive-survey study. Its statistical population consists of all male and female fifth grade students in public elementary school in academic year 2010-2011. 378 students participated were selected through combining methods; multistage cluster sampling and proportional stratified sampling. Two researcher-made questionnaires were the tools for collecting data (classroom Socio- psychological climate questionnaire with 48 items and creativity questionnaire with 18 items). Their face validity were investigated, and their reliability (0/84) and (0/76) were calculated and confirmed through cronbach's alpha coefficient. Descriptive statistics (frequency, percent, mean, and standard deviation) and inferential statistics (binomial test and stepwise multiple regression) were used for describing and analyzing the collected data. **Findings:** The findings of the study indicate that for the fifth grade students some of the components (having teacher support, maintaining order and organizing contents) are assessed desirable, some other components (participation, mutual interests among students, importance to work and homework, observing and applying the rules and regulations) are assessed relatively desirable, and educational innovation was considered as undesirable component. The results of stepwise multiple regressions in this study also showed that the three components of Socio- psychological Climate (educational innovation, having teacher support, and mutual interests among students) have the power of anticipating creativity. **Conclusions:** Should teachers, and as well as students to encourage their creativity, sincere and warm environment and emotional learning promote, and in this way can lead to school improvement. Since classroom climate is the main decision maker of class behavior and learning and to some extent is able to anticipate the creativity of students.