



## Guiding Creativity with Educational Guides

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### **ABSTRACT**

The current search aims to identify to

1. Guiding creativity of educational guides.
2. Statistically significant differences in indicative creativity depending on the gender variable

To achieve the objective of the research, a sample of 400 guides and guides were selected from the Directorate of Diwaniyah Education for the school year 2022-2023. The indicative scale of creativity covered four areas (indicative intelligence, handling of indicative expertise, performance flexibility, and effectiveness of indicative expertise) and each area consisting of (16) paragraphs. Each paragraph has five alternatives that apply to it (to a very large degree - to a fairly large degree - to a moderate degree - to a low degree). After verifying the psychometric characteristics of sincerity and consistency, the scale was applied to the research sample and it became clear that there was an indicative creativity of the educational guides. It also turned out that there was no statistically significant difference in the indicative creativity depending on the gender variable (male-female).

**Keywords:** Creative Guidance - Educational Guides

### **INTRODUCTION**

#### **Search Problem**

As a result of social and technological changes in societies, pressures have increased, problems have intensified and their sources have diversified. This added to the suffering of the human being of the present century, and therefore dedicated professional assistance needs the guide to think about the problems of the guide and devise methods to solve them and treat them away from the traditional methods of extension work. In order to be able to professionalize on the one hand and provide the best level of distinguished extension services, On the other hand, to achieve the psychological empowerment of the guides, there is no doubt that this requires scientific numbers and irrigation to be creative at work.

Although psychological research in the field of creativity has flourished, it has increased intensively in terms of measurement and identification of its relationship with other variables and characteristics of creators and factors influencing creativity as well as programmes and strategies and their effectiveness in developing creativity among different groups of society. However, research and psychological studies have not focused their attention on the importance of creativity for the educational guide and the factors influencing it.

One aspect of it is evidence that they can explain the relationships between their efforts and the consequences of their resolution. as well as their ability to explain the relationships between their efforts and the consequences of their resolution, As well as their ability to maintain the continuity of this behaviour in the face of the obstacles and difficulties they face that generate their ability to confront all situations, And to acquire conscious mental, emotional and social experiences, human beings must be self-aware of their existence. That consciousness that permeates everything (Fatlawi, 2008:31)

The professional competence of the guide obliges him to be a compatible person of balanced personal behaviour who deals with problems diligently by studying all aspects of the problem in order to help others overcome their problems. He must therefore possess applied scientific expertise in psychological and diagnostic examination. The guide must also possess effective communication and communication skills in order to convince the guides to overcome their problems. And stirring their motivation, in order to modify their behavior and provide psychological compatibility, to reach a compatible individual (Atto Y, 2008:3)

Through the work of the researcher as an educational guide at the school, he observed that there is a synergy between the guides in guiding creativity and he overcomes their perseverance in achieving educational objectives. Accordingly, the problem of the present research can be identified by the following question:

## **Do educational guides have a guiding creativity?**

### **The importance of research**

Interest in creativity and creativity in various developed and developing countries alike is an absolute necessity in modern times. Scientists and intellectuals have become known that differences between advanced and underdeveloped nations, or developing in the extent to which opportunities are available or not available to creative minds in highlighting their creative energies (Nasser, 2003:15)

And guiding creativity has become an urgent need, especially in our present era, See the acceleration of knowledge, the breadth of technology that has come to dominate the world, If there were no creators, we wouldn't have all this evolution in the world. And so many inventions, today we need creativity and creativity. To keep pace with this rapid progress by participating in knowledge and presenting Islamic and Arab creations, How Not We Nation Read Reading Way Thinking, Reflection and Understanding, As well as helping the individual to find effective solutions to a problem in an ideal way and make creativity a life skill practiced daily. so that they are developed and developed through training, learning and contributing to the development of creative products and creative self-realization, Creativity is one of the most successful and outstanding institutions in their performance and achievement that seek to bring about a paradigm shift and fundamental changes in their administrative methods of operation, support their personnel and encourage their creative behaviour to become more efficient and effective.

The creative guide feels that his work has become meaningful, and this feeling is an engine that stimulates the achievement of something important, as well as when the worker sees that his work is tedious and contributes to the achievement of collective goals, and will be further stimulated (Al-Jaradi, 2012:779)

Studies have demonstrated the possibility of developing indicative creativity using different training programmes as a capability of every human being and can be developed if he has the right conditions. (1989, Houser) used in creative thinking and group assessment problem-solving skills for gifted in grades 10 and 11 found statistically significant differences in the group that was exposed to the programs (69 -32 p, 1989, Houser) The Trick Study (2001) of Artistic Activities in Creative Thinking (Trick, 2001: 183) The guiding creativity enables the guide to look at things and problems from several angles and then evolves into new ideas. Then to creativity is applicable or usable, which is the opposite of stereotypical thinking, Because the guide seeks to create different new ideas as used to mind or thinking. That is, the guide can come up with distinct ideas and solutions to the problem (Simple, 2003:112) The topic of creativity is of great interest at present, especially because societies are at great risk for their progress. Through this march there must be social and economic problems, process etc., as a result of socio-technological changes in societies, pressures have increased, problems have intensified and sources have diversified. It is a guide to think about the problems of the guide and the methods of solving them outside the traditional fund for extension work, in order to enable him to professionalize on the one hand and provide the best level of distinguished guidance services and on the other hand to achieve the psychological empowerment of the guides. The success of the guides in overcoming problems in their work and their perception of each aspect is evidence of their ability to explain the relationships between their efforts. The consequences of solving them, as well as their ability to maintain the continuity of this behaviour, tend towards the obstacles and difficulties they face which generate their ability to confront all situations and acquire conscious mental, emotional and social experiences. Human beings must be self-aware of their existence, a consciousness that permeates everything (Fatlawi, 2008:31)

Guiding creativity has become an urgent need, especially in our present era, Given the acceleration and explosion of knowledge, and the breadth of technology that has come to dominate the world, If there were no creators, we wouldn't have all this evolution in the world. And the enormous amount of inventions and achievements that immortalized the names of their creators throughout the ages, Today we need creativity and creators to keep pace with this rapid progress by sharing knowledge. The *raison d'être* of creativity can be determined at the following points:

1. Creativity increases the effectiveness of teachers' roles in class attitude
2. Contributes to learners' appetite for learning
3. The student loves in the classroom atmosphere
4. Prepare learners for life, and give them the opportunity to practice life with the least mistakes. The learner is given the ability to accurately evaluate all ideas for facts. (Aqabawi, 2019:45)

### **Research Objectives**

#### **Current research aims to identify**

1. Guiding creativity with educational guides
2. Indicative differences of statistical significance in indicative creativity depending on gender change (male, female) in educational guides

### Search Limits

Current research has been limited to educational guides working in the General Directorate's primary and secondary schools in Diwanayah education for the academic year (2022-2023).

### Definition of terminology

#### Mentoring creativity

Rogers (Rogers, 1995) is the pedagogical guide's principle of being able to get rid of the traditional ordinary context of guidance and follow a new pattern of guidance and treatment that is flexible, modern and ready. and to draw on previous guidance experiences. ( , 1995: 269 ,Rogers)

#### Olives (2013)

In other words, it's a generative thinking based on problem-solving in creative ways.  
(Olive, 2013:62)

**Theoretical definition:** The researcher adopted the Rogers definition (Rogers: 1995) as the author of the theory adopted in the present research

**Procedural definition:** The degree to which the guide will receive through his answers to the paragraphs is the indicative measure of creativity prepared for the purposes of this research.

### Theoretical framework and previous studies

#### Mentoring creativity

Literature and psychological studies indicate that the starting point of addressing the concept of creativity is one of the concepts that has no uniform definition. Because of the different angle that looks at creativity from it, which is what looks at the creative person, Among them is what looks at the creative process itself, and it looks at creative production, It forms an indissociable series between its episodes (Nuseirat, 2012:335)

#### Creativity can be seen in four directions

The first direction: the concept of creativity based on the characteristics of the creative person: Is the ability of the learner to get rid of ordinary contexts of thinking, and follow a new pattern of thinking, and Gilford states that the creative learner has such mental traits as (Fluency, flexibility, authenticity) That all creativity is an intellectual product, and that any creative work - whatever it is - can only see the light if polished by the human mind, and must be subject to meditation, vision, will and determination. Gilford goes that creativity is based on creative thought (Zeod, 1999:122)

The second direction: the concept of creativity based on production: is the individual's ability to produce which is characterized by the most fluency, automatic flexibility, authenticity, remote ramifications and as a response to an exciting problem or situation (clinic, 2001:41)

The third direction: the concept of creativity on the basis that it is a process: it means the process of perception of changes and differences in information, missing elements, and the search for evidence and indicators,

The fourth direction: the concept of creativity based on creative attitudes or the creative environment, which means all different circumstances, factors and attitudes that help to develop creative abilities whether they are general conditions associated with society and its culture in general, or special conditions associated with the climate that must exist in school,

(Ryan, 2009: 68-69)

The creative guide is driven by four main forces in his guiding work:

1. Professional stimulation
2. Curiosity and fear in professional practice
3. Cutting, forming and maintaining links
4. Calendar of new ideas. (Arnout, 2019:422 - 423)

### Types of creativity

#### There are five types

1. Expressive creativity: What distinguishes this genre is the automatic recipe for freedom, and this genre is often in the field of literature, art and culture.
2. Productive creativity: It is the result of the growth of expressive type and skills, resulting in the production of complete works in sophisticated and non-repetitive methods
3. Innovative creativity: This type requires flexibility in perceiving unfamiliar new relationships between separate pre-existing parts
4. Innovative creativity: This type of creativity requires a strong ability to imaging abstract objects, making it easier for creators to improve and modify them

5. Creativity: It is the highest image of creativity, and it includes the conception of a new principle at the most abstract levels, such as finding new horizons to which no one has preceded it. (Suwaydan and Adlouni, 2004:30)

### **Stages of Guiding Creativity**

Through the literature of creativity in general, and the stages of creativity in particular can be said that the creativity of the guide goes through several stages

1. Observe the existence of problems experienced by members of the community.
2. Test the creative solution to the problem after final review.
3. Refute old assumptions have been drafted unfamiliar new ideas
4. Critical analysis and careful examination of these solutions.
5. Formulate several possible solutions to this problem
6. All information about the problem
7. Choose, analyze and formulate one of the problems.
8. (Abu Asad, 2009:114)

### **Standards of Guiding Creativity**

Alwaleed Warnut (2016) set the criteria for indicators of creativity in guiding work as follows:

1. Motivation for guiding work and assisting others.
2. Knowledge, science and disposal.
3. Personalized features of the guide.
4. Intelligence and mental abilities used in the guiding process.

If the guide can take one new idea and create new ideas and be able to achieve anything by accepting his mind if he provides him with correct information, then he identifies and writes guiding objectives, imitating successful guides in their work, striving for perfection in the guiding performance (Arnout, 2016: 37- 377)

### **Theories on guiding creativity**

#### **First: Behavioral Theory (Skinner)**

The behavioral trend of Skner sees that there is an interaction between the environmental factor and the inheritance of creativity, and it supports these two factors that the child performs multiple actions in his or her environment.

(Anger, 2006:20) People's promotion of these works provides sufficient opportunities for the emergence of creativity, since actions and actions are governed by their results, creative behaviour will be extinguished from birth (Opaque and others, 2007: 132) And the owners of behavioral theory interpreted the creative phenomenon according to the main attitudes of their attitudes as human behaviour in the gem is the formation of relationships, or associations between the sexy and the responses, and emerged within the behavioral curve of the Mednik theory (Mednic) Interconnectedness which considers that creativity is the ability of an individual to formulate old ideas with a new template, and to the extent that the new elements in the composition are as far apart from the other as the solution is more creative, the calendar standard in this composition is authenticity, and the statistical tension of the associations (pleasure, 2002:82)

#### **Second: Rogers' theory**

The psychologist Rogers presented a theory about creativity and the theorist believes that creativity is a process between the creative individual and the encouraging medium for the appearance of such individuals. Creativity is a means of discovering, expressing and developing man's true self. Where Rogers sees that self-investigation means expression full of humanity, The process of creativity is an internal psychological manifestation of creative activity that includes moments, gestures and psychological dynamics from the birth of the problem or the formulation of initial assumptions to the achievement of creative output. (Plus, 2009:507) Rogers focuses on the human nature that involves needs in warm communication filled with trust, passion and mutual respect in an ever-evolving world and emphasizes the human doctrine on one's own experience. This doctrine considers that all individuals have the ability to be creative. That depends on the social climate in which they live (Freigat, 2015:90)

The foundations of this human perspective have become evident in modern times in positive psychology and attention to positive aspects of man. Rather than paying attention to the aspects of disorder and disease, the process of creativity is an internal psychological manifestation of creative activity that includes moments, gestures and psychological dynamics, starting from the birth of the problem or the formulation of initial assumptions to the achievement of creative output. The dynamics of emotional life, emotion and personal factors are also part of this process, including the activities of thinking and the ability to transmit information (Arnout, 2019:428)



**Rogers 1922 presented a different model that explained the state of Latvia, providing a model with two types of self-awareness, as follows.**

**Type I: Special Self-Awareness (private self-awareness)**

This type refers to the concentration of attention in the thoughts and subjective feelings that we may give to our thoughts, feelings and emotions. Private self-awareness may decrease when an individual is within the group, forgetting about the individual himself and disparaging the emotional attitudes Rogers, (1982).

**In Rogers' view, there are three factors that reduce private self-awareness**

1. Attention (attention) on the outer ocean.
2. Full preoccupation with events taking place in the outer ocean, which are the talk of the hour of individuals, which makes them preoccupied with subjects, details or side objects that distance them from self-consciousness.
3. The collateral and undeclared side things may be of great importance to an individual's personality compared to current events in society.

**Type II: Public Self-awareness**

This kind of self-awareness shows attention or attention to people's impression of the individual they leave with others. Declared self-awareness may decrease if the individual is within the group. The members of the group who perform these behaviors provide models for other people to emulate these actions may become acceptable behavioral standards. In Rogers' view, there are three factors that can reduce declared self-awareness:

1. Other people's ignorance of us as individuals,
2. Allocation of responsibility When some individuals resort to socially unwanted behaviors, for example, the sense of responsibility or sense of responsibility may be displaced from the individual
3. The harmonization of behavioral norms resulting from attitudes, imitating others and imitating certain behaviors or complying with the pressures of the group and acting with such behaviors as others, (Assignee and Gross, 2002:102).

**Rogers has divided guiding creativity into four areas**

1. Indicative intelligence: It is a combination of the abilities, preparations and personal characteristics that an educational guide possesses to become distinguished in his performance of a currency.
2. Dealing with guidance expertise: the ability of an educational guide to perform a currency in a manner characterized by authenticity, grandfather and modernity and to make proposals for the development of working methods
3. Performance flexibility: The pedagogical guide's ability to change, challenges and difficulties in a currency and not rely on a particular theory, method or art but tends to be free from traditional performance.
4. The effectiveness of the guidance expertise means the ability of the pedagogical guide to perform a currency and provide outstanding and effective services in order to benefit the client from it above from adherence to the rules and ethics of the profession, respect for the dignity of the client, care for his interest and non-defamation.

**Studies on guiding creativity**

**Arnaut & Walid Study (2017)**

(Self-reveal and its relationship to the guiding creativity of psychologists in the Kingdom of Arabia in the light of demographic variables). The study aimed to reveal the level of both self and guiding creativity, as well as the nature of the relationship between them, and formed a sample of (147) guides and guides of whom (93 females and 54 males) are psychological guides in several regions of Saudi Arabia, ranging in age from (27-47) General, the two researchers have prepared a measure of self-detection, and a measure of indicative creativity of psychological guides. The results of statistical analysis have resulted in a low level of self-detection, and an average level of indicative creativity of sample individuals (Arnaut Walid, 2017:2)

**Research methodology and procedures**

**First: Research methodology**

The current research aims at studying indicative creativity. This is why a descriptive approach that is concerned with accurately describing the phenomenon and expressing it quantitatively and qualitatively. Quantitative expression gives us a digital description of the extent or size of the phenomenon and its degree of association with other phenomena. Qualitative expression describes the phenomenon and illustrates its characteristics. (Abidat et al., 1996:286)

## Second: The research community

The research community includes all educational guides distributed in all schools of the Directorate of Diwaniyah Education (Directorate of Secondary and Primary Education) for the school year (2021- 2022), consisting of (1324) (\*) guides and guides distributed by (810) in primary schools and (514) in secondary schools, and table (1) shows the size of society by gender and workplace of the Diwaniyah education departments

**Table 1: The research society by gender and administrative departments of education.**

total	secondary		primary		Administrative Education Departments	ت
	Female	Male	Female	Male		
718	140	120	257	201	Diwaniyah	1
215	56	36	70	53	Shamia	2
228	54	38	79	57	Hamza	3
163	41	29	44	49	affak	4
1324	291	223	450	360	Total	
	514		810			

\* The researcher obtained the numbers of educational guides from the Statistics Division of the Directorate of Qadisiyah Education under the mission facilitation book issued by the Deanship of the Faculty of Education - Qadisiyah University - Postgraduate Unit

## Third: Final research sample

The sample can be defined as a model that encompasses and represents one or more of the units of the original research community, and that has its common qualities. This model or part enriches the seeker of studying all the units and vocabulary of the original society, especially in case of difficulty or impossibility of studying each of these units (Melhem, 2002:251)

In light of this, a simple random sample was selected in a manner equal to 400 guides and guides selected in a random manner. The measure was applied in a monthly seminar on 26/2/2023.

## Fourth: Research Tool

After reviewing previous studies and theoretical frameworks, the researcher found a scale of beauty (2022) that fits the nature of society and fits the current research study, so the researcher adopted the scale in the light of the following steps

### 1.Description of scale

The scale consists of (64) paragraphs, formulated in the form of written phrases, spread over four areas: (Guidance Intelligence, Handling of Guidance Expertise, Performance Flexibility, Guiding Expertise Effectiveness) Each area consists of (16) paragraphs, and each paragraph has five alternatives: (apply to me to a large extent, apply to a certain extent, apply to me to an average degree, apply to me to a low degree) with weights (5, 4, 3, 2 and 1) respectively.

### 2.Validity of scale paragraphs (virtual honesty)

Presentation of the measure in its preliminary form to (26) an arbitrator of specialists in educational and psychological sciences for the purpose of examining paragraphs logically and assessing their competence to measure what is prepared for a cassation as apparently appropriate and suitable for the sample of research. The Kai box was adopted between the approvals and the disagreements of the paragraphs for the benefit of the conciliators, as indicated in table 3. In the light of their opinions and observations, all paragraphs were accepted.

**Table 3:C2 values calculated for arbitrators' opinions on the indicative scale of creativity.**

significance level	C2 values		Disagreed	Approvals	Sequence of paragraphs	Areas
	tabular	calculated				
function	3,84	26	-	26	14 ,13 ,12 ,11 ,10 ,9 ,8 ,7 ,4 ,2 ,1	Guidance Intelligence
function		22.15	1	25	16 ,6 ,5 ,3	
function		26	-	26	,14 ,13 ,12 ,11 ,10 ,8 ,7 ,6 ,5 ,4 ,3 ,2 ,1	Dealing with guidance expertise
function		18.16	2	24	15 ,9	

function		26	-	26	,14 ,13 ,12 ,11 ,10 ,9 ,8 ,7 ,6 ,5 ,4 ,3 ,2 ,1 16 ,15	Performance flexibility
function		26	-	26	16 ,15 ,14 ,13 ,12 ,11 ,10 ,9 ,7 ,6 ,4 ,3 ,2	Effective ness of guidance expertise
function		15.38	3	23	8 ,5 ,1	

**Statistical Analysis Paragraphs (Build Honesty):** To verify this type of honesty, the researcher used two methods

**a. " Discriminatory force (in the way of the parties' groups)**

After applying the scale to the research sample of 400 guides and guides, they were selected in a simple random manner of 200 of each social type. After that, the following steps were sold:

1. Extract the total grade for each form individually.
2. Order the grades upwards from the highest to the lowest.
3. Withdraw 27% of the responses of individuals to the sample to represent the highest grades of 108 forms, and 27% of the answers representing the lowest grades (108) forms.
4. Application of T-test for two separate samples to determine the significance of the differences between the upper and lower groups of Parties per paragraph of the two measures. The value extracted is an indicator of the paragraph's distinction by comparing it to the tabular T value (1.96) at the level (0.05) and to the degree of freedom (214).

**Table 4:Differentiated Power of Indicative Innovation Scale Paragraphs**

level of significance e0,05	Calculated t value	the minimum set		Higher Group		Areas
		standard deviation	arithmetic average	standard deviation	arithmetic average	
function	4.802	1.35455	2.3426	1.44927	3.2593	1
function	8.006	1.40177	2.4167	1.20871	3.8426	2
function	6.575	1.55437	2.2963	1.31224	3.5833	3
function	5.449	1.49141	2.3333	1.35228	3.3889	4
function	8.797	1.41091	2.1667	1.24458	3.7593	5
function	7.483	1.36553	2.2037	1.38037	3.6019	6
function	6.697	1.39508	2.0833	1.36828	3.3426	7
function	10.449	1.29177	1.9352	1.28693	3.7685	8
function	8.224	1.38140	2.1296	1.39859	3.6852	9
function	7.344	1.36667	2.0370	1.33839	3.3889	10
function	9.067	1.21417	1.7593	1.44712	3.4074	11
function	7.448	1.32640	2.0833	1.26742	3.3981	12
function	10.128	1.07180	1.8056	1.35685	3.4907	13
function	8.826	1.33839	1.9444	1.42041	3.6019	14
function	8.056	1.51292	2.3056	1.24427	3.8241	15
function	9.385	1.39384	2.1019	1.22538	3.7778	16
function	7.362	1.47914	2.2130	1.24649	3.5833	17
function	8.748	1.39732	2.1389	1.25923	3.7222	18
function	6.932	1.53656	2.3519	1.30031	3.6944	19
function	4.947	1.36172	2.4259	1.24899	3.3056	20
function	4.335	1.56776	2.4907	1.37710	3.3611	21
function	6.012	1.41849	2.3148	1.22238	3.3981	22
function	7.291	1.54753	2.2500	1.27640	3.6574	23
function	5.915	1.46858	2.4537	1.21075	3.5370	24
function	6.401	1.46990	2.3704	1.21812	3.5463	25
function	7.099	1.23116	2.1296	1.12413	3.2685	26
function	6.805	1.27182	2.0926	1.32735	3.2963	27
function	6.734	1.39732	2.1389	1.22407	3.3426	28
function	3.957	1.40599	2.7963	1.12309	3.4815	29
function	7.614	1.43607	2.1111	1.25672	3.5093	30
function	4.498	1.41739	2.4815	1.27124	3.3056	31
function	6.525	1.33138	2.3889	1.18791	3.5093	32



function	4.637	1.44353	2.4815	1.34274	3.3611	33
function	4.983	1.56753	2.5278	1.28616	3.5000	34
function	6.037	1.49962	2.3519	1.18736	3.4630	35
function	7.713	1.32081	2.2222	1.21773	3.5556	36
function	6.562	1.33839	2.2778	1.14250	3.3889	37
function	7.046	1.31911	2.1296	1.20871	3.3426	38
function	9.318	1.18269	2.0556	1.06325	3.4815	39
function	7.437	1.50515	2.5741	1.07599	3.8981	40
function	9.305	1.47413	2.2963	.95792	3.8704	41
function	6.335	1.12494	1.9259	1.25590	2.9537	42
function	7.917	1.41299	2.1481	1.38862	3.6574	43
function	7.178	1.41776	1.9074	1.55556	3.3611	44
function	6.785	1.31753	2.2407	1.34969	3.4722	45
function	6.721	1.30377	1.8981	1.57867	3.2222	46
function	6.788	1.24291	2.3148	1.32199	3.5000	47
function	13.984	1.05196	1.5741	1.29086	3.8148	48
function	11.964	1.22746	1.7315	1.38387	3.8611	49
function	11.787	1.17476	1.6111	1.52707	3.7963	50
function	10.507	1.14794	1.8333	1.23369	3.5370	51
function	10.019	1.14760	1.6389	1.40648	3.3889	52
function	14.249	1.09985	1.6204	1.24510	3.8981	53
function	9.796	1.14064	1.7685	1.37660	3.4537	54
function	12.599	1.10445	1.7037	1.30659	3.7778	55
function	11.938	1.20214	1.6481	1.31461	3.6944	56
function	10.409	1.26140	1.9167	1.32640	3.7500	57
function	11.186	1.22905	1.8519	1.37059	3.8333	58
function	9.626	1.18353	1.8981	1.35532	3.5648	59
function	10.904	1.21132	1.8333	1.34377	3.7315	60
function	9.743	1.27124	1.8056	1.43351	3.6019	61
function	7.566	1.23158	1.8148	1.40645	3.1759	62
function	7.736	1.27765	1.8889	1.41063	3.3056	63
function	9.846	1.34042	1.7500	1.38215	3.5741	64

## B- Internal consistency

There are many methods to verify homogeneity or internal consistency. These methods are to create the correlation between:

1. The method of linking the paragraph's score to the overall scale:

To find the correlation factor of the paragraph degree to the overall degree of scale, use the Pearson correlation coefficient. The results showed the acceptability of all correlation factors at the level of indication (0.05) and the degree of freedom (398) as being greater than the extreme tabular value (0,098). Table (5) shows this.

**Table5:Correlation factors between the paragraph degree and the overall degree of the indicative innovation measure.**

level of significance	correlation coefficient	T	level of significance 0,05	correlation coefficient	ت
function	0.321	33	function	0.212	1
function	0.317	34	function	0.384	2
function	0.286	35	function	0.403	3
function	0.349	36	function	0.355	4
function	0.515	37	function	0.441	5
function	0.383	38	function	0.595	6
function	0.509	39	function	0.379	7
function	0.393	40	function	0.493	8
function	0.465	41	function	0.449	9
function	0.339	42	function	0.430	10
function	0.448	43	function	0.484	11
function	0.530	44	function	0.400	12
function	0.343	45	function	0.482	13

function	0.560	46	function	0.469	14
function	0.343	47	function	0.468	15
function	0.367	48	function	0.331	16
function	0.535	49	function	0.411	17
function	0.279	50	function	0.422	18
function	0.456	51	function	0.388	19
function	0.545	52	function	0.367	20
function	0.523	53	function	0.307	21
function	0.399	54	function	0.342	22
function	0.500	55	function	0.412	23
function	0.503	56	function	0.372	24
function	0.466	57	function	0.405	25
function	0.503	58	function	0.393	26
function	0.485	59	function	0.372	27
function	0.475	60	function	0.587	28
function	0.435	61	function	0.263	29
function	0.423	62	function	0.418	30
function	0.332	63	function	0.268	31
function	0.549	64	function	0.558	32

## 2. How the degree of the paragraph relates to the degree of the area to which it belongs

In order to ascertain the degree of the paragraph to which it belongs, the Pearson correlation coefficient was used, and the results showed the acceptability of all the paragraphs at an indicative level (0.05) and a degree of freedom (398), with the tabular value of the correlation coefficient (0.098). Table 6 shows this.

**Table 6: Correlation transactions between the degree of the paragraph and the overall degree of the area to which it belongs.**

Indicative level	Effectiveness of guidance expertise		Performance flexibility		Dealing with guidance expertise		Guidance Intelligence	Areas
0,05	correlation coefficient	paragraphs	correlation coefficient	paragraphs	correlation coefficient	Paragraphs	correlation coefficient	paragraphs
function	0.268	1	0.289	1	0.367	1	0.308	1
function	0.379	2	0.310	2	0.543	2	0.380	2
function	0.481	3	0.332	3	0.271	3	0.427	3
function	0.511	4	0.510	4	0.457	4	0.485	4
function	0.371	5	0.531	5	0.521	5	0.400	5
function	0.291	6	0.291	6	0.412	6	0.468	6
function	0.498	7	0.368	7	0.369	7	0.456	7
function	0.445	8	0.356	8	0.698	8	0.540	8
function	0.366	9	0.311	9	0.453	9	0.501	9
function	0.555	10	0.379	10	0.410	10	0.507	10
function	0.276	11	0.333	11	0.563	11	0.494	11
function	0.299	12	0.491	12	0.411	12	0.535	12
function	0.388	13	0.454	13	0.344	13	0.568	13
function	0.567	14	0.488	14	0.490	14	0.499	14
function	0.322	15	0.349	15	0.403	15	0.404	15
function	0.557	16	0.411	16	0.611	16	0.577	16

## 3. The method of linking the field degree to the other field and the overall degree of the scale

After using the Pearson correlation coefficient, the value of the correlation transactions calculated for each area and their relationship to the overall degree and the other area is acceptable when compared to the tabular value (0.098) at an indicative level (0.05), degree of freedom (398) and table (7) shows this.

**Table 7:It shows the correlation transactions of the field degree of the other field and the overall degree.**

Indicative level	Effectiveness of guidance expertise	Performance flexibility	Dealing with guidance expertise	Guidance Intelligence	areas
function	<b>0.591</b>	<b>0.371</b>	<b>0,601</b>	<b>1</b>	Guidance Intelligence
function	<b>0.611</b>	<b>0.404</b>	<b>1</b>	-	Dealing with guidance expertise
function	<b>0.413</b>	<b>1</b>	<b>0.306</b>	-	Performance flexibility
function	<b>1</b>	-	-	-	Effectiveness of guidance expertise
function	<b>0.512</b>	<b>0.711</b>	<b>0.634</b>	<b>0.591</b>	Indicative level

**Second: Stabilization: The researcher used two methods**

#### **1.Test Method - Retest Method**

After selecting a random sample of 30 guides and guides, the indicative scale of creativity was applied to the sample and 14 days later the scale was reapplied again on the same sample. After using the Pearson binding coefficient between the two applications, the value of the stabilization coefficient (0.79 degrees) was shown.

**2.Alpha Cronbach Modulus Method:** To assure the researcher of the stability of the scale, he resorted to the alpha cronbach equation by subjecting (100) form of the statistical analysis sample selected randomly and when using the equation it turned out to be a constant value (0.82 degrees). That's why the scale is ready to be applied.

#### **View and interpret search results**

First objective: To learn about the guiding creativity of educational guides.

After applying the indicative scale of creativity to the final and adult research sample (400) Guide and guide, and after data collection and analysis it turns out that the average computational (202.68) degree, at standard deviation (39.828), and at comparison of computational average to hypothetical average (192) degree, using one sample T test, showed that the calculated T value (5.367) at a degree of freedom (399) and an indicative level (0.05) greater than the exact tabular value (1.96) Which means there is a statistically significant difference between the two averages and for the benefit of the computational average, and table (8) shows this.

**Table 8:Shows the results of the T test to indicate the difference between the hypothetical average and the computational average of the indicative creative measure**

Indicative Level 0,05	Tabular Value	Calculated t value	Degree of freedom	Standard deviation	Arithmetic Average	Hypothetical Average	Sample Number
function	<b>1.96</b>	<b>5.367</b>	<b>399</b>	<b>39.828</b>	<b>202.68</b>	<b>192</b>	<b>400</b>

The result of the first goal shows a difference between the computational average and the hypothetical average and in the interest of the computational average. This means having a sample of research to guide creativity and the reason is because of the accumulated experiences and they have had the opportunity to identify, integrate, persevere and compete with other colleagues, pushing most of them towards developing themselves through diligence and pursuit. This result is consistent with Arnaut's study (2019).

#### **Second objective**

To identify the statistically significant difference in indicative creativity depending on the gender variable (male, female).

To achieve this goal, the total grades for females and the total grades for males were sorted after the application of the T test for two separate samples. It turned out that the average calculation for females (206.425) at standard deviation (39.470) while male average calculation (198.950) At standard deviation (39.950) the calculated T value was (1.88) is lower than the tabular T value (1.96) at a degree of freedom (398) at an indicative level (0.05) as shown in table (9).

**Table 9:Computational average, standard deviation and calculated and tabular T value of indicative creativity according to gender variable**

Indicative level	Tabular Value	T	Calculated T value	Normative Confrontation	Arithmetic Average	Number of individuals	Variables
function	1.96	1.88	39.470	206.425	200		Female
			39.950	198.950	200		Male

It shows from Table (9) There is no difference between turbochargers in guiding creativity depending on the gender variability. This result is due to the presence of the sexes in the same environment and they are exposed to the same experiences in seminars and guidance courses. This result is consistent with the human theory that all individuals have the capacity to create and that it depends on the social climate in which they live.

## CONCLUSIONS

- 1.Accumulated expertise has helped educational guides to have the features of guiding creativity.
- 2.The close school environment has made it possible to reduce gender differences in guidance experiences.

## RECOMMENDATIONS

Work on organizing further mentoring courses in order to maintain and develop the skills and techniques of behavioral modification of educational guides.

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