International Journal of Adult and Non Formal Education

ISSN: 2437-1882 Vol. 3 (2), pp. 062-077, March, 2015. © Global Science Research Journals
http://www.globalscienceresearchjournals.org/

Full Length Research Paper

Creative thinking and its relationship with the national affiliation among children of kindergartens and primary schools of Ein Al-Basha Directorate of Education in Jordan

Hanan Al Anani[1], Belal Al Khateeb[2], Nayfeh Atawi[3]

[1]Associate Professor, Princess Alia University College, Al Balqa Applied University
[2]Assistant Professor, Princess Alia University College, Al Balqa Applied University
[3]M.A in Educational Psychology, Instructor

Accepted 8 February, 2015

Abstract

The purpose of this study was to investigate the relationship between creative thinking and national affiliation among children. It also aimed to identify the differences in these variables which due to gender and age. The sample of the study consisted of (155) children who were selected from kindergartens and primary stages in some villages of Ein Al-Basha Directorate of Education in Jordan. The validity and reliability of the scales were ensured. Means, two way analysis, and regression analysis were used; the study findings indicates the following: The degree of creative thinking was average, but the score of national affiliation was high, there were statistical significant differences in creative thinking and its dimensions due to gender for male, for younger age group (5-6 and 8-9 years), there were statistical significant differences in national affiliation due to age for older group, creative thinking predicted national affiliation with percentage of (0.026).

Keywords: Creative thinking, national affiliation, children.

INTRODUCTION

Children raising process at kindergartens and primary stages is considered very important and critical issue because the children at the beginning of accruing their scientific and cognitive goal, which will be the basis for development of subsequent scientific knowledge with great responsibility of the educational and academic policies in order to work attributable achieving the proper upbringing, especially at this stage of education, where the educational process inquire education for intensifying the concepts related to the development of creative thinking, patriotism and affiliation to the nation and sacrifice in the process, which must be enhanced and developed at a very young age and follow-up in various stages of growth, and the need to satisfy him.

Moreover, the childhood is one of the important stages in the growth of human life, as during the child's personality, which reflects to a large extent the dimensions of what could be his life in the future. In this stage is growing awareness of the child to the same from the beginning with the confirmation about the same process, except the concentration gradually, with the beginning of the independence and the growth of creative thinking (Melhem , 2013; Zahran, 2003), which makes the child to realize what around him where he shall be

allegiance to his creator, and feeling for others along collaborating with them besides keeping his affiliation to them that is the basis on which he lives which reflects positively in the next stages of his life is produced and keen not to himself and society, but only human civilization in general.

Subsequently, childhood is the basis for the growth of creativity which grows faster than the following age stages and those creativity early shows in children's toys and then gradually spread to other areas of their lives, in addition to adopting sustainability of the environment indicators that facilitated or hampered, and creativity may relapse during critical periods during childhood or adolescence or the youth. Ahmed El-Sherbini (1998) and contributes to schooling and health positive effective contribution in the formation of all the different aspects of a sense of personal sufficiency, self-realization and full employment of the capabilities of the individual (Melhem , 2013), therefore the attention of creative thinking among children in school need can be seen and follow-up to them, it was stated Addis and Qetami (2002) that children observe and compare themselves to those who preceded them in the areas of games, inventions, and self-images displayed by children in different occasions confirmation.

Consequently, creativity is the basis of civilization progress and cultural communities at the present time; it is also important and influential instrument in the progress of the individual in the modern era and ammunition to face the current problems and challenges in the future. It cannot be creativity effective only through proper education and linking moral and social values and motivations because the individual if feel of isolation , alienation and full of anxiety and alienation as occurred in the psychological and social problems that affect the cohesion of the individual and the unity and progress of society. On the other hand it is important that proper education starting from early childhood, wherein the director and salvation lifeline in time refraction and tribulations, and there are raising children to face the crisis and realize the importance of change and openness and renewal, function of education in the modern era to find generations independent leadership and innovative and affiliation to their homelands, and seeking turn to paper and prosperity, and support the orientations and his quest to meet the challenges of tomorrow effectively. Hence the need to address the issue of creative thinking and its relationship to national affiliation among children in the two phases of Riyadh and basic school in developing our society and that the asset is one of the young nations in the Arab world.

Problem of the study and its Questions

Both creativity and affiliation are important for both the individual and the progress of society. On the other hand, it is a social responsibility a real creative attributes (Ibrahim, 2002), which provides productive talent benefit all human beings and human civilization, so it took this responsibility, the researchers believe (al-Anani, 2007) a prominent place in the motivation of affiliation . Studies (benign as well as confirm.1990; Balawi.2010) on the existence of a relationship between cognitive development and growth of the moral, social, all of the above in addition to specialized researchers and interests came this study was to look at the relationship between creative thinking and national affiliation , and reveal the extent to coexist with children the national affiliation among children of Kindergartens and Primary Schools of Ein Al-Basha Directorate of education in Jordan for achieving this, the study included the following questions:

1. What are the degrees of creative thinking and the national affiliation at Children of Kindergartens and Primary Schools of Ein Al-Basha Education Directorate?
2. Are there any significant differences at the level of significance ($\alpha \leq 0.05$) in originality among the children in the kindergarten and basic stage in Ain Al Basha directorate of education attributed to gender, age, and the interaction between them?
3. Are there any significant differences at the level of significance ($\alpha \leq 0.05$) in the national affiliation at Children of Kindergartens and Primary Schools of Ein Al-Basha Directorate of education in Jordan attributed to gender, age, and the interaction between them?
4. Are there any statistical significant differences at the level of significance ($\alpha \leq 0.05$) the national affiliation at Children of Kindergartens and Primary Schools of Ein Al-Basha Directorate of education in Jordan attributed to gender, age, and the interaction between them?
5. Are there any statistical significant differences at the level of significance ($\alpha \leq 0.05$) in the total score for creative thinking among children the national affiliation at Children of Kindergartens and Primary Schools of Ein Al-Basha Directorate of education in Jordan attributed to gender, age, and the interaction between them?
6. Are there any significant differences at the level of significance ($\alpha \leq 0.05$) in the sense of the national affiliation at Children of Kindergartens and Primary Schools of Ein Al-Basha Directorate of education in Jordan attributed to gender, age, and the interaction between them?
7. Does creative thinking predict national affiliation at Children of Kindergartens and Primary Schools of Ein Al-Basha Education Directorate?

Importance of the Study

The importance of the study is based on the following factors:

- The importance of category covered by the study, a group of children in Kindergartens and Primary Schools of Ein Al-Basha Education Directorate, primary education

through an important phase and critical, aspects of physical, mental, linguistic and psychomotor factors.
- Lack of studies on the subject of the relationship of creative thinking national affiliation among children Riyadh fundamental stage in the Arab world, in particular the Hashemite within science researchers and the Kingdom of Jordan.
- The importance of creative thinking and national affiliation in the modern educational literature as well as in childhood as stated by Albriqaawi (2012) that the importance of creative thinking lies in its ability to mental and aesthetic aspects of development have owned this thinking. The researchers in this study find that both creative thinking and national affiliation would enrich the individual's personality, psychological support and social consensus.
- Encouraging researchers to conduct further studies on this relationship to deepen the theoretical understanding.
- Possibility of providing some appropriate suggestions that help academics in dealing with children in all their developmental stages.
- The importance of this study resides in possibility for contributing to the results of this study to provide the staff of the Ministry of Education, academics and researchers, with information about the score of creative thinking in children, and its relationship to national affiliation.
- Providing measuring instruments for the score of creative thinking and national affiliation to children in Kindergartens and Primary Schools of Ein ̣Al-Basha Education Directorate.

Objectives of the Study and its Justifications:

Childhood itself is very important stage which requires from the adults do their best to develop the children creative thinking as well as their affiliation from the early age in addition to working in its advancement in later growing stage from the children life in the future. Therefore, it is necessary to enhance our understanding for this stage along with revealing cognitive, social and ethical aspects of such distinctive creativity and affiliation. Therefore, this study aims to achieve the following elements:
* Detecting scores of creative thinking and national affiliation among children in Riyadh basic stage and the stage in to children in Kindergartens and Primary Schools of Ein ̣Al-Basha Education Directorate.
* Identifying differences in creative thinking and national affiliation among children due to gender, age, and the interaction between them.
* Finding out the nature of the relationship between creative thinking and national affiliation in children, and the ability of this thinking to predict national affiliation.

Procedural Definitions:

- **Creative Thinking**: It is a group of mental abilities including originality, fluency, and flexibility which expressed by the score to which the child gets the creative thinking of children prepared to achieve the objectives of this study measure.
- **National Affiliation**: It is a motivation that stimulates the child to link the community, and the land on which he lives as this is expressed primarily driven by the child gets on the scale of national affiliation , which is designed to achieve the objectives of this study.
- **Children**: They are individuals who are between the ages (5-12 years) attending kindergarten (5-6 years), the primary school (8-9 years and 11-12 years) in some villages at Ain Al-Basha District, specifically: Salhoob, Um Aldananeer, and Alroman.
-**Ain Al-Basha District**: It means the district, which follows the Salt Governorate in central Jordan.

Determinants of the Study

This study is determined by the community and its specifications where it is confined on male and female children in Kindergartens and Primary Schools of Ein ̣Al-Basha Education Directorate in the Hashemite Kingdom of Jordan, besides this study is limited in the time period in which it is conducted which is the second semester of the academic year 2013/2014 as well as it is determined by the two instruments of the study where its validity and reliability and their appropriateness for the sample were confirmed.

Theoretical Framework

The theoretical literature abounds with definitions of several creative thinking, including Torrence definition (Torrance, 1993), who believes that creative thinking is the ability to call the largest possible number of responses to a problem, as it is allergy problems as well as understanding the lack of information, in addition to the search for solutions and formulate new hypotheses process and see new relationships between elements of the subject and out of the ordinary. The creative thinking describes the processes or mental skills of creativity as follows:
1**. Fluency**: It means: the ability to generate the largest possible number of alternatives and ideas when responding to a particular motivation (Hamlen, 2008), and the attention has focused in this area on ability and not on the quality of the ideas in a fixed unit of time compared with the ideas of other people, but this should be characterized by modernity (Jerwan, 2010).
2. **Originality**: It means the ability to form unusual and uncommon ideas far from the familiar and the possibility to express them verbally and physically (Shuqayr, 1999).
3**. Flexibility**: It is the ability to mentally change the destination, in the sense that the individual has the skill free from the traditional ideas and turning them into new ideas, by applying his own ideas to respect the social environment, and the creator be flexible when dealing

\with an unusual way which is characterized by flexibility and ability to adapt new experiences. (Al Titi, 2001).
4. **Sensitivity to the problems**: It is the capability to identify weaknesses or deficiencies in erotic positions, which stimulates the individual for encouraging him to find appropriate solutions (Shuqayr, 1999) and Al Sayel (2007) as the ability to feel the problem quickly for its determining and resolving.
5**. Elaboration**: It is the talent to add new details of variety of thought for its enhancing and accomplishment (Hanorh, 2003; Jamal, 2005).
On the other hand, the study of creativity involving four elements of the individual and the process, the environment, the product, all interact to achieve a creative production (Meng, 2007).

Creativity includes several levels, such as: the expressive characterized by spontaneous and spontaneity, which is noted in the children's drawings along with innovative, which is characterized by novelty, such as creativity, "Edison". The abstract, which is adding new principles of the theory of previous schools of thought. The imaginative creativity is the highest levels of creativity that achieved the access to a whole new business like Einstein's theory (Al Afoon & Abdul-Sahib, 2012).

The importance of creativity or creative thinking made a number of researchers to understand such a study by (Lee, 2005) and its relationship to gender, such as: the study conducted by (Polur and Parkul, 2009) and another study conducted by Qaisi and Tamimi (2011) and its relationship to specialization for example Balawi study (2010).

Torrance believes (Torrance, 1993) that children are more creative than adults where the most creativeness of the child are the years pre-school and the first primary grades, but these capabilities are decreased after increasing the primary school requirements where the school with its rigid timetable and class lectures which are specified by the adults in addition to some courses that are submitted to the children where all of these factors are reduced from reducing from the emergence of the creative abilities of children.

Theories of Creativity

There are several theories attempted to explain creativity, including the following:
Analytical Theory: "Freud" interpreted creativity through the psychological defense mechanism of sublimation or upholding an unconscious process where the individual to express their motives criticizes society through undesirable behavior as it is pleased when this community has a creative behavior (Abdel-Aal, 2005).
Humanitarian Theory: (Maslow) believes that creativity is two types: the first type leads to the inherent creative production, where the other one is not linked to a particular production, it is believed that the first type depends on the talent and hard work to get to the creativity while the second is the creative self-realization, as (Maslow) thinks that the individual gets the appropriate level of creativity to achieve the same goal for bringing them to the appropriate level of integrated mental health and human achievement (Balawi ,2010).
Cognitive Theories: They are many types including the following:
(Sternberg, 1991) theory which consists of three factors:
- **Creativity and Intelligence**: Sternberg thinks that intelligence is an essential factor in creativity, and understanding of the creative process which does not come away from the mental processes over the cognitive processes of planning and evaluation.
- **Creativity and Way of Thinking**: intelligence alone is not a sufficient condition for creativity must be thinking to achieve a particular occurrence of creativity style.
- **Creativity and Personality**: There is a creative personality while the other one is not and creativity to happen there must be certain attributes of the individual, such as: self-motivation, love of adventure, and the ability to withstand the mystery.
Behavioral Theory: Behaviorists generally focused on the importance of environmental stimuli in interpretation of creativity. As "Skinner" of Instrumental Conditioning Theory that reinforcement develops thinking exchange offices while neglecting this kind of thinking leads to its disappearance (Enggen & Kauchack, 1992).

It is important when interpreting the creativity to take into account the variety of things such as: creative product and the environment, some theories of creativity suitable to be explained in a position or a particular area, and vice versa, so that one theory of these theories cannot alone clarify the creativity in particular the creativity of children whose their creative expressive characterized by spontaneity , freedom , spontaneity , improvisation, creativity and all adult standards that applies as indicated in (Schirmarcher, 2006) study and "Sternberg and Omart" Kalzca believes that each individual possessed a certain degree.

Furthermore The individual creator does not live in a world of its own that he shares with others in the country has its limits and institutions, it is important that belonged to him, and have his creativity directed to interest should others and their happiness and only became his creativity does not interest him, but could become a disaster for the home.

The theme of affiliation in general and national affiliation particularly among the important issues that have held and continue to preoccupy sociologists and psychology, politics, administration, education, social service, and it is limited to the attention of academics, but he shared the Engaged in politics and public work in communities with different systems and political orientations. Scientists confirm that the affiliation Resume

tendency pay an individual to engage in a particular social context, including intellectual requires compliance with the rules of this framework and support him and defend him against the other social and intellectual frameworks. And its affiliation to a human need is necessary to achieve the cohesion of society by adopting community members ideals, standards and values of society and the ratings of behavior required by the membership, and not meaning to adopt the ideals of the values and standards of society that individuals become one copy of blind obedience, but these standards and values allow self-growth is not lost with the individual (Shebini, 1992). Affiliation is a close link thing for the subject of affiliation known whether this was a direct link or reference group in order to accept others and acceptance of his (Dardeer, 2004). Sociologists believe that the need for affiliation, motivation and direction which are or what group a sense of connection and sacrifice in the process and a sense of common identity. It is a social motive is the need to belong, man also needs food and drinks, need to belong, feel satisfaction and a sense of reassurance without the consent of the group when it expresses its standards, values and works to their advantage (Khalili, 2006).

Affiliation Theories

The most important theories are the ones that addressed the issue of human affiliation needs theory of Maslow who proposed a way to classify human needs unimaginable hierarchically so begins needs physiological, individual first looking for the satisfaction of basic needs, and safety and security needs, and social needs as a guide to behavior appear only after satisfying the previous two groups These are needs in the desire to establish social relationships with different groups (Addis & Towq, 2009). Pandora explains that affiliation in the light of his theory of social learning, where he confirmed the importance of education through the model simulation, the national affiliation and standards for the individual gained through consolidation by observation (Jayash, 2012).

Psychological researches suggest that there are other theories to explain affiliation and their social comparison theory, which some researchers believe that in times of crisis or under the weight of loneliness shaking the confidence of individuals in their ability to withstand the pressure in their judgments accuracy and become more willing to rely on others, either for their own self-comparison to be able to interpret their reactions or to amend the personal judgments (Abu Saree' , 1993; Jayash , 2012). The perception of similarity between the individual and the other important factor in the emergence of affiliation (Abdul Baqi, 1998). While social comparison theory tells us that the individual is looking for others who are similar to them, see the theory of reduction of excitement that in the case of the face of the individual for the position of compressor looking for others disagree with him and can contribute to changing reactions as a way to get to a comfortable level (Abdul Baqi, 1998; Anani, 2007).

Other theories that attempted to explain affiliation to comply with the standards of the group theory, and that the group tends to put pressure on its members to comply with the standards and remain on their association with them. (Argyle, 1992) believes that the sympathy of the most important criteria that contribute to an individual link to others.

It is noted that all of these theories that could explain affiliation but some are linked to a particular situation, such as reducing the excitement theory explain where this theory of affiliation in stressful situations in which the individual does not find a reward or assistance, or interpretation of the behavior of others who doubles.
The image appears to belong when the baby when it comes to his mother that you care, then this behavior dribble to include all members of the family, which is the basic social unit of the personality of the individual, then the individual is transmitted to the institution that works to promote affiliation has, by what they offer knowledge, engage it and its activities show the affiliation of the individual institution, and is thought to belong incarnation pursuant prey. This is exemplified by respecting laws and regulations and to know what the individual is and what it and carrying out its duties to the fullest and each activity and serious. Membership in the educational institution does not mean love, but only to express this love everyday practice, which are indicators of affiliation to the individual. Over the individual in the earlier stages of affiliation to be eligible to be an active member in his community belong to him with all its traditions and values, attitudes and beliefs (Khalili, 2006).

Jordanian National Charter (1990) states "that affiliation to the homeland means commitment to freedom of the citizens, protection of the homeland security, stability, progress with practicing effective measures to safeguard national unity and asserting the sovereignty of the people of Jordan on their own national soil along with maintaining the dignity of their children away from all racial discrimination in all its forms ".

Previous Studies

Studies on Creative Thinking

Lee (2005) Study discussed the relationship between the capacity of creativity and personal creative thinking among pre-school children in Korea. The sample consisted of (716) boys and girls in the age of (4) and (5) years. The findings resulted from the presence of a partial positive relationship between creative thinking and creative personality where there are no differences due to gender and age toward females and older (5 years).

Al Sayel (2007) Study aimed to detect the level of creative thinking among intermediate female students in the east of Riyadh educational schools. The study sample consists of 324 students where the study findings showed that the area of fluency came in first place, followed by flexibility and originality.

Taylor (2008) Study intended to measure creative thinking (673) male and female students from the high school in Romania, and the relationship of this thinking age and academic achievement where the study results indicated that there is a significance difference attributed to the age attributed to older and age, educational more factors than the ability to predict higher levels of creative thinking among Romanians students.

Polur & Barkul (2009) Study focused on differences between the genders in creative thinking. The study sample consists of 147 people who are expected to graduate students in Istanbul, Turkey. The study findings resulted from the lack of significant differences in creative thinking due to gender.

Dawson (2009) Study established a project on the number of programs and activities prepared for kindergarten children that can be executed within the family for the development of creative thinking skills, by providing parents with information and experiences and practical suggestions to enhance creativity in themselves and in their children, and through the experiences and activities such as : Journey to the art gallery, a trip to the Science Museum, and the preservation of the environment. This project has been designed on the basis that all individuals are creative, and that creativity is essential, and can develop and sponsorship, as it supports growth and it contributes to the quality of life of the individual.

Al Balawi (2010) Study aimed to identify degrees of creative thinking and altruistic behavior, and differences attributable to gender, specialization and academic achievement among the first secondary class in Madaba. The study sample consists of (196) male and female students, and the study results concluded that the degree of creative thinking was a medium, and the degree of altruistic behavior were high There were no differences in creative altruism or thinking due to gender or educational achievement.

Alhaddabi, Alfelefli and Alaliba (2011) Study conducted their study to detect the level of creative thinking among students of teachers in academic departments in the College of Education and Applied Sciences in Yemen. The study sample consists of 111 students as the study results showed that the level of creative thinking among students of teachers was weak, as there were significant differences in thinking and dimensions (Originality, Fluency and, Flexibility) attributable to the direction of the female gender.

Qaisi & Tamimi (2011) study aimed to identify the level of creative thinking among middle school students in Iraq. The study sample consisted of 469 male and female students, the study found several results, including: the students have an acceptable degree of creative thinking, and that this level of thinking and discerning females is higher than with ordinary males with statistical significant difference.

Zakia, Mustafa and Abd Aziz (2011) Study focused on the degree of creative thinking and differences attributable to gender and position in this thinking. The study sample consisted of 168 boys and girls were selected from "Kyoshinj elementary" schools in Malaysia. The study results showed that the degree of creative thinking among children was good with percentage of (74.55%) and there are no differences in thinking due to gender, while there are significant differences between the children of urban schools, urban and non-urban areas for the benefit of children.

Studies Related to National Affiliation

Albredi (2003) Study includes a field study fir the school journalism and radio in order to detect their activities to strengthen the role of affiliation to the country. The study sample consists of male and female (480) students from Egypt where the study results showed that there were no statistical significant differences in national affiliation to the sample due to gender differences.

Kretova (2003) Study aimed to reveal a relationship affiliation of Rome children community. The study sample consists of 24 children from the city of Rome and the origin of a villager. The results of the study and the weakness of the children affiliation to the village because of social mobility, and the lack of knowledge of them as a spatial unit with advantages that offers personal and social development of the individual.

Mohammed (2006) conducted an experimental and descriptive study aimed at detecting differences in affiliation to the country due to gender and position of social and economic level and training program. The study sample consisted of 600 male and female students from Egypt were they a training program in affiliation applied on them. The study results concluded: Existence of significant differences in national affiliation attributed to the direction of the male gender, and the absence of significant differences attributable to the place (Reef-Hider) or socio-economic level, as the program has proven its effectiveness in the development of national affiliation.

Anani (2007) conducted a study to reveal the degree of affiliation among teachers of children, and finding out the effectiveness of each of gender, marital status, age, degree of affiliation to the family, national and professional overall and affiliation to them. The study sample consisted of 168 male and female teachers in Wadi Seer in Jordan area. The study found several results, including: a high degree of affiliation among

respondents, and the lack of statistical significance in the affiliation of teachers due to gender only after taking responsibility for the male differences, and after social comparison in the only professional affiliation and in favor of males as well, and for the national affiliation and found differences statistical significant after the age in favor of the second category, and taking responsibility for the second and third categories.

Mohammad (2008) Study aimed to identify the degree of each of affiliation and self-esteem of the fifth grade in the Department of Education for the third Oman students. The sample of (590) students, and the study found several of the most important results: a high degree of affiliation among the study sample, and the presence of significant differences in the degree college affiliation and differences due to gender dimensions in favor of females.

Hamada (2011) Study aimed to detect the degree of national affiliation among students in schools in Kuwait; the sample consisted of (1140) male and female students. The study findings resulted in the existence of differences in national affiliation attributed to the direction of the female gender, and the degree of membership is high, and the researcher attributed to the role of the family and the school in this area.

Ruby (2013) Study aimed to examine the relationship sense of identity and affiliation among a sample of (200) male and female high school students in Egypt, the study found several results: the students have a sense of acceptable identity, and that there is a positive relationship between the sense of identity and affiliation, as there are no differences between the genders, both in the sense of identity or affiliation.

Kandari, Al Qasha'an and Alazaviha (2014) Study aimed to identify affiliation and citizenship values at (621) young men and women from Kuwait, aged (17-25 years). The study findings showed presence of positive and significance correlation between the values of citizenship and affiliation on the level of education which was the most influential variables in the values of affiliation, the study did not reveal significant differences attributable to affiliation to the gender.

Comments on the Previous Studies

- The previous studies adopted (descriptive and experimental) approaches in the study of creative thinking and national affiliation.
- Some previous studies have focused on several factors that may affect the relationship of creative thinking national affiliation, such as gender, age and stage of educational and academic achievement.
- The studies that have addressed the issue of national creative thinking among children Kindergarten children and primary stage are relatively few indicating the importance of conducting further studies to this category.
- This current study benefited more than the previous studies in the field of theoretical framework, previous studies and the design of the two scales.
- This study differs from previous studies in Jordan being the first study conducted in the field of creative thinking and its relationship to the national affiliation of children in Kindergarten children and primary school stage in Jordan.

RESEARCH METHODOLOGY

Descriptive approach was adopted due to its relevance to the objectives of the study and its nature.

Population of the Study

The population of study consisted of (1894) male and female students in Kindergarten children and primary stage in the villages Salhoob, Um Aldananeer, and Alroman at Ein Al Basha District in Jordan. **Sample of the Study**

The study sample consisted of (155) male and female children in Kindergarten and primary stages from the public schools in the aforementioned villages in Jordan. The study sample remembers were randomly selected.

Instruments of the Study

Two instruments for this study were development as follows: Scales of creative thinking and affiliation based on the study of the theoretical literature and standards that were used in previous studies, such as scales of Anani (2007) and Mohammed (2006).

Validity of the instrument

The two instruments validity was confirmed through the following factors:

- **The Logic Validity**: The study paragraphs were prepared and written based on the theoretical framework for the two subjects of the creative thinking and the national affiliation and the used instruments for their measurement.
- **Arbitrators Validity**: through display on the scales (10) arbitrators of specialists, and the exclusion of paragraphs which have not received the approval of the (80%) of the arbitrators.
- **Internal Uniformity**: Through knowledge of the degree of the paragraphs of creative thinking scale link in each dimension with the total score of the scale with 40 children from non-sample study as Tables 2 and 3 illustrate that.

Table 1 shows at the significance level of correlation coefficients of (0.01) indicating the creative thinking scale validity.

Table 2 shows that all correlation coefficients have statistical significant at the level of (0.01) which confirms the validity of creative thinking scale.

Table 1: Correlation coefficients between the scores of children on each paragraph of creative thinking and the degree of the dimension it belongs to **

Number	Correlation Coefficient	Significance Level	N	Correlation Coefficient	Significance Level	N	Correlation Coefficient	Significance Level
1	0.856	0.000	8	0.864	0.000	15	0.583	0.000
2	0.875	0.000	9	0.726	0.000	16	0.531	0.000
3	0.848	0.000	10	0.724	0.000	17	0.666	0.000
4	0.879	0.000	11	0.726	0.000	18	0.567	0.000
5	0.855	0.000	12	0.763	0.000	19	0.572	0.000
6	0.788	0.000	13	0.840	0.000	20	0.529	0.000
7	0.838	0.000	14	0.884				

**Statistical significant at the level of (0.01).

Table 2: Correlation coefficients between all the total score dimension for measuring creative thinking **

Dimension	Correlation Coefficient	Sig
Originality	0.952	0.000
Fluency	0.957	0.000
Flexibility	0.931	0.000

**Statistical significant at the level of (0.01).

Table 3: Correlation coefficients between each paragraph and the total score of the scale**

Number	Correlation Coefficient	Significance Level	Number	Correlation Coefficient	Significance Level	Number	Correlation Coefficient	Significance Level
1	0.675	0.000	10	0.603	0.000	19	0.752	0.000
2	0.607	0.000	11	0.632	0.000	20	0.742	0.000
3	0.644	0.000	12	0.712	0.000	21	0.712	0.000
4	0.600	0.000	13	0.702	0.000	22	0.764	0.000
5	0.498	0.000	14	0.689	0.000	23	0.666	0.000
6	0.544	0.000	15	0.663	0.000	24	0.621	0.000
7	0.673	0.000	16	0.682	0.000	25	0.607	0.000
8	0.606	0.000	17	0.592	0.000	26	0.615	0.000
99	0.704	0.000	18	0.686	0.000			

**Statistical significant at the level of (0.01).

To ensure the veracity of affiliation scale was used correlation coefficients between each paragraph and the total score of the scale, and Table 3 illustrates this.
Table 3 shows that all correlation coefficient indicates statistical significance at the level of (0.01) which shows national affiliation scale validity.

The Instrument Reliability

The instrument reliability is confirmed in two ways: First: Cronbach's alpha coefficient with percentage of (0.984), creative thinking where the national affiliation was (0.84). Second Repetition mode, the correlation coefficient was (0.872) and creative thinking was (0.913) national affiliation, and this is the occasion of a scientific aspect.

The Study Procedures

The following procedures to complete the study:
1. Reviewing the theoretical literature and previous studies and books about creative thinking and national affiliation among in Kindergarten children and primary stage, and the preparation of the two instruments of the study.
2. Displaying instruments to arbitrators of professors, specialists, and a survey on non-sample study.
3. Reviewing instruments in the light of the views of the arbitrators and the exploratory study, and extract semantics validity and reliability of statistical instruments, and applied to children.
4. Data processing and extract the results processed by a computer, then analyzing the results and discussing and making recommendations.

The Statistical Process

The following statistical processes are used
1. Means of creative thinking and national affiliation in children.
2. Two way Analysis of variance to determine differences in creative thinking and dimensions of national affiliation attributable to gender, age, and the interaction between them.
3. Pearson correlation coefficient for the detection of validity and reliability of the instrument.

Table 4: Means of scores of children in creative thinking and national affiliation by gender

Thinking & Affiliation	Gender	Mean	Score	Ranking
Originality	Male	2.13	Medium	1
	Female	1.97	Medium	2
	Total	1.97	Medium	1
Fluency	Male	2.09	Medium	1
	Female	1.74	Medium	2
	Total	1.92	Medium	2
Flexibility	Male	2.06	Medium	1
	Female	1.75	Medium	2
	Total	1.92	Medium	2
College degree	Male	2.09	Medium	1
	Female	1.76	Medium	2
	Total	1.93	Medium	--
National Affiliation	Male	2.63	High	2
	Female	2.64	High	1

Table 5: Means for children scores of thinking and affiliation attributable to age

Thinking & Affiliation	Age	Mean	Degree	Ranking
Originality	5-6	2.09	Medium	1
	8-9	2.06	Medium	2
	11-12	1.74	Medium	3
	Total	1.97	Medium	1
Fluency	5-6	2.10	Medium	1
	8-9	2.02	Medium	2
	11-12	1.66	Medium	3
	Total	1.92	Medium	2
Flexibility	5-6	2.07	Medium	1
	8-9	2.02	Medium	2
	11-12	1.64	Medium	3
	Total	1.92	Medium	2
Total Score of Creative thinking	5-6	2.07	Medium	1
	8-9	2.03	Medium	2
	11-12	1.68	Medium	3
	Total	1.93	Medium	--
National Affiliation	5-6	2.53	High	3
	8-9	2.64	High	2
	11-12	2.77	High	1
	Total	2.64	High	--

4. Alpha "Cronbach" factor is used to ensure the validity the instrument.
5. Analysis of regression to determine the ability of creative thinking for predicting the national affiliation.

THE STUDY FINDINGS

The following questions were answered for achieving the objectives of the current study:

Answering the first question, which states: "What is the degree of creative thinking and national affiliation for the children?"

To answer this question is to use means and scores of creative thinking and national affiliation by gender, age. Tables 4 and 6 illustrate this.

Table 4 shows that the average male in creative thinking and its dimensions were higher than females degrees, also earned the highest score of originality followed fluency and flexibility, but noted that the degree

Table 6: Results of the bilateral variance analysis of originality scores among the children

Source of Variance	Sum of Squares	df	Square Means	"F" Value	Sig
Gender	4.07	1	4.07	13.76	0.000*
Age	3.91	2	1.96	6.62	0.000*
Gender × Age	6.41	2	3.21	10.84	0.000*
Error	4.07	149	0.296		
Total	3.60	155			

*Statistical significant at the level of (0.05) and less.

Table 7: "Shaivism" Test results for determining the significance differences in originality dimension attributed to the age

Comparison groups	Differences Means	Sig	Age Differences
5-6 and 11-12	0.32	0.012*	5-6 years
8-9 and 11-12	0.29	0.023*	8-9 years
5-6 and 8-9	0.04	0.944	-

*Statistical significant at the level of (0.05) and less.

Table 8: Results of the bilateral variation analysis for fluency scores among children

Source of variation	Sum of squares	df	Means of squares	values "P"	Sig
Gender	4.57	1	4.57	15.50	0.000*
Age	4.78	2	2.38	8.10	0.000*
Gender × Age	7.18	2	3.59	12.16	0.000*
Error	43.98	149			

*Statistical significant at the level of (0.05) and less.

Table 9: "Shaivism" Test results identifying the significance differences in fluency attributed to age factor

Comparison Groups	Differences Means	Sig	Age Differences
5	0.36	0.005*	The First (5-6) Years
8	0.32	0.010*	The second (8-9) Years
5	0.04	0.923	-

*Statistical significant at the level of (0.05) and less.

of creative thinking came medium and the differences between the dimensions were few as for the high degree of affiliation was among the genders and the differences between them are very few.

Table 5 shows that the means of the three age groups in creative thinking and dimensions came medium, as it came grades first category (5-6 years) degrees higher than the second and third categories, followed by the second category (8-9 years), then the third of (11-12 years). As for the national affiliation came grades three age groups are high, and the third group received the highest score, followed by a second and then first.

The answer to the second question, which states: "Are there any statistical significant differences in originality among children due to gender, age, and the interaction between them?"To answer this question is to use bilateral variation analysis as Table 7 illustrates this.

Table 6 shows that there are statistical significant differences at the level of (0.05) in the degree after originality due to gender, reaching "P" (13.76) and reached the level of significance (0.000), and for the life of reaching "P" (6.62) with the significance level of (0.002), it also found significant differences for the interaction between gender and age as well, reaching "P" (10.84) and the significance level (0.000). Going back to the mean for both gender as in the Table 4 shows that the differences toward males as shown in Table 5 that the age differences in the direction of originality dimension at the first and second classes. To find out the level of significance of these differences in the averages were used "Shaivism" test as Table 7 illustrates this:

Table 7 shows the significant differences at the children from the age of (5-6) and (8-9).

Answer for the third question, which states: "Are there any statistical significant differences in fluency due to gender and age differences and the interaction between them?"

To answer this question bilateral variation analysis is used and the Table 9 illustrates this:

Table 8 with statistical significant differences at the level of (0.05) and less in degree after fluency due to gender, reaching "P" (15:50), and reached the level of

Table 10: Results of bilateral variation analysis scores of flexibility among children

Source of variation	Sum of squares	df	Means of squares	values "P"	Sig
Gender	3.69	1	3.69	13.52	0.000*
Age	5.38	2	2.69	9.87	0.000*
Gender × Age	8.62	2	4.31	15.80	0.000*
Error	10.65	149	0.273		
Total	63.56	154			

*Statistical significant at the level of (0.05) and less.

Table 11: "Shaivism "Test results to determine the significance differences in flexibility attributed to age factor

Comparison Groups	Differences Means	Level of Significance	Age Differences
5-6 and 11-12	0.39	0.001*	First (5-6) years
8-9 and 11-12	0.35	0.003*	The second (8-9) years(
5-6 and 8-9	0.04	0.929*	-

*Statistical significant at the level of (0.05) and less.

Table 12: Results of bilateral variation analysis for creative thinking scores among children

Source of variation	Sum of squares	df	Means of squares	values "P"	Sig
Gender	4.16	1	416	16.23	0.000*
Age	4.60	2	2.30	8.97	0.000*
Gender × Age	7.21	2	3.61	14.05	0.000*
Error	38.22	149	0.257		
Total	636.7	155			

*Statistical significant at the level of (0.05) and less.

significance (0.000), and for the life of reaching "P" (8:10) and was significance level (0.000), also found significant differences due to the interaction of gender with age, reaching "P" (12:16) and reached the level of significance (0.000). It attributed to score means for both genders in the Table 5 with fluency dimension attributable males, and for the age differences in this dimension in the Table 6 with scores means for the first category has received the highest score, followed by the second and third ones. To make sure the level of significance age differences "Shaivism", test was used and the Table 9 illustrates this:

Table 9 shows significant differences in fluency dimension the first category for the first and the third. There was not any significant difference between the first and second.

Answer to the fourth question, which states: "Is there any statistical significant flexibility among children due to gender and age differences and the interaction between them?"

To answer this question bilateral variation analysis is used, and the Table 10 illustrates this:

Table 10 indicates that there are statistical significant differences in scores flexibility dimension attributable to the originality with "P" (13:52) and the level of significance (0.000), with "P" (9.87) and the level of significance (0.000), It also found significant differences due to the interaction of gender with age, reaching "P" (15.80) and reached the level of significance (0.000) and score means for both gender in the Table 4 which is clear differences attractable to males. Regarding differences in age as shown in the Table 5 is found to be among the first group and the third, second and third the first and second category with level of significance of these differences "Shaivism" test was used and the Table 11 illustrates this.

Table 11 that the significant differences in degrees of flexibility dimension in the first age group and attributable to the second and third off the second. There was no significant difference between the first and second.

Answer to the fifth question, which states: "Are there any statistical significant differences in the total score for creative thinking among children due to gender and age differences and the interaction between them?"

To answer this question bilateral variation analysis is used and the Table 12 illustrates this.

Table (13) shows significant differences in the total score for creative thinking among children due to gender, reaching "P" (16:23) with significance level (0.000), for means indicated in the Table 5, these differences attributable to males. It also found differences due to age, reaching "P" (8.97) with level of significance (0.000) as the interaction between gender with age has reached "P" (14:05) with level of significance (0.000). It is clear from the Table 5 that the means of the first category is the

Table 13: "Shaivism" Test results to determine the significance differences in creative thinking, attributable to age

Comparison Groups	Differences Means	Sig	Age Differences
5-6 and 11-12	0.36	0.003*	The First (5-6) years
8-9 and 11-12	0.32	0.006*	The second (8-9) years
5-6 and 8-9	0.039	0.93	--

*Statistical significant at the level of (0.05) and less.

Table 14: Results of bilateral variation analysis to national affiliation scores among children

Source of variation	Total of squares	D. H.	Means of squares	values "P"	level of significance
Gender	0.013	1	0.013	0.128	0.721
Age	1.013	2	0.507	4.99	0.008
Gender × Age	0.140	2	0.070	0.690	0.503
Error	15.14	149	0.102		
Total	1097.45	155			

*Statistical significant at the level of (0.05) and less.

Table 15: "Shaivism" Test results for specifying the significance differences in the sense of national affiliation attributable to the age factor

Comparison Groups	Differences Means	Level of Significance	Age Differences
11-12 and 5-6	0.202	0.008	The First (11-12) years
8-9 and 5-6	0.115	0.191	--
11-12 and 8-9	0.088	0.367	--

*Statistical significant at the level of (0.05) and less.

Table 16: Results of the descending analysis of the ability of creative thinking to predict the national affiliation among children

Source of variation	The correlation coefficient	Contribution Rate	"B" Coefficient	The standard error "B" coefficient	F	level of significance
Originality	0.158	0.025	2.48 0.084	0.088 0.042	3.893	0.050*
Fluency	0.157	0.025	2.48 0.082	0.084 0.042	3.981	0.050*
Flexibility	0.144	0.021	2.49 0.077	0.086 0.043	3.234	0.074
Creative Thinking	0.161	0.026	2.46 0.098	0.089 0.044	4.085	0.045*

*Statistical significant at the level of (0.05) and less.

highest, followed by the second category with the level of significance of these differences "Shaivism" test was used and the Table 13 illustrates this.

Table 13 shows the significance of the differences between the first and the third category attributable to the second. There was no significant difference between the first and second category.

Answer the question six which states as follows: "Is there any statistical significant in the sense of national affiliation among children due to gender and age differences and the interaction between them?"

To answer this question bilateral variation analysis is used and the Table 14 illustrates this.

Table 14 shows that there are differences of statistical significance in the national affiliation due to age only, reaching "P" (4.99) with level of significance (0.000), and return to the means in the Table 5, it is clear that the third category is the highest score, followed by the second category, then the first one. To find out the level of significance of these differences "Shaivism "test was used and the Table 15 illustrates this.

Table 15 indicates that the differences in the significance of affiliation among the older group (11-12) and younger (5-6) for the benefit of the older one.

Answer the seventh question, which states: "Do you predict the creative thinking of national affiliation among the children?"

To answer this question is to use descending analysis, and the Table 16 illustrates this.

Table 16 indicates that a correlation is positive between creative thinking and national affiliation where creative

thinking has the ability to predict the national affiliation with a contribution of $ (0.026), as both for originality and fluency predicted by (0.025) with existence of statistical significance. The flexibility is predictable for national affiliation by (0.021), a non-statistical significant and it can be formulated through predictive equations as follows:

National affiliation = 2.48 0.084 (Originality)
National affiliation = 2.48 0.082 (Fluency)
National affiliation = 2.46 0.089 (Creative Thinking)

DISCUSSION OF THE RESULTS

Tables (4) and (5) explained the degree of creative thinking among children which equals to (1.93) medium and this result is realistic because this thinking is not high, but for some people, as studies shown by (Jerwan, 2004) There is disagreement about the ratios in community, which falls into the educational institutions to increase innovation rates in the community, through the execution of training programs for adults and children. (Dawsen, 2009) clarified that creativity is the basis of civilization and progress, inventions, painting, literature and music The drama is based also on high creative thinking, while the finding of the present study by Balawi (2010) is varied with Alhaddabi , Alfelefli and Alaliba study (2011), which showed that the degree of creative thinking was weak among students as this result will vary from the conducted by (Zakia study, Mustafa and Abd Asis, 2011) which showed that the degree of creative thinking came good, probably attributed the difference between this study and the previous two studies in contrast to cultural and demographic characteristics between samples. On the other hand, the highest score of originality is (1.97), followed by fluency and flexibility (1.92). This result differs with Al Sayel study (2007), which showed that fluency dimension had earned the highest score followed by flexibility and originality.

In contrast, levels of national affiliation were higher among males (2.63) and females (2.64) and the total score (2.64) among all age groups of children. This result is attributed the important role played by the kindergarten, school and family to belong development in children with role of the media in this area, all of these institutions keen to belong development of the child to prepare a good citizen who benefit his country and community.

This result is matched with the study conducted by Anani (2007), Mohammed (2008) and Hamada (2011), but it did not differ only with (Kretova, 2003) study which was conducted on the children of the villages in the city of Rome and showed that there is a weakness of affiliation in their villages. The finding of the present study confirms the keenness of Arab societies regarding affiliation among individuals of awareness of its importance in the face of challenges with internal cultural conflicts, invasion and globalization, but social motives development, including the affiliation is not enough for this confrontation because of the nation in order to promote and continue compelled to enrich the minds of its members skills Several of them think of creative production that is followed by one of the important reasons for the prosperity of nations.

The differences in creative thinking among children are due to gender, and the results showed shown in tables (7-14) that there are significant differences attributed to the attributable to. These can be the result interpreted in the light of the community's culture. The study sample has been selected from the villages of Ain Al-Basha, in which the focus is on the male more than female, it is more open to other people and technology, as it is accompanied by their parents while shopping, visiting relatives accompanied with them, besides, allowing them to play with his friends outside the home, while the female although it allows her education, but that adults want more to keep pace with the obedience of the male, and often females do not go out except for education, and rarely allowed to play outside the house, all of these environmental effects make the female less creative than the male in the rural community , this result is varied with studies: Abu Hillo and Omar (1992) and Alhaddabi and his two colleagues (2011) , (Lee, 2005) and Qaisi & Tamimi (2011) who attributed these differences between the current study and previous studies concerning cultural and age differences. These studies have shown that differences in creative thinking in favor of females. The current study also differed with (Zakia, Mustafa and Abd Asis, 2011) study which showed that there were no differences in creative thinking due to gender.

The study differences of male and female is still continuing, despite the discrepancies in the results of previous studies, because knowledge in this area need to identify the differences between men and women which help academics in the education and vocational choice.

Tables (6-13) indicate that there are differences in the function of creative thinking and dimensions in children due to age for the benefit of the first category (5-6) and then the second category (8-9) This result seems to be a violation of the laws of human growth but in such studies and researches , this outcome refers to the following: First, the distinction kindergarten flexibility, freedom, and automatic program which allows the emergence of creativity among -age children (5-6 years) and this command is not available for children in basic school where they weigh the burdens of school, and this increases the burden as they age and the school, which affects their creativity and the possibility of discovery. Second, the lack of practice and training available for the development of creative thinking in schools, although that all children have the ability for creativity, however, this potential remains latent, and training and practice to

become a reality 2006). The young children are more creative than older children and a confirmation and an explanation of what has already Nord opinion "Torrance" referred to in the show Sly (Schirmacher, 2006) who acknowledged that the child reaches an advanced stage of the recruitment of creativity during the first years of childhood (glow stage during kindergarten) and then followed by a marked decline after entering the school, it may put pressure calculations and academic subjects in basic schools, and lead to a significant decline in the level of creativity, however, this landing is inevitable because the environmental conditions and training can keep the growth in creativity because of the vulnerability of creative thinking by several factors differed this result with Taylor's study (Taylor, 2008) where indicated that the differences in creative thinking toward older, and perhaps this difference is also due to the fact that Taylor's study of school students only; and this result differed with me study (Lee, 2005) was the difference between the two results is due to the fact that the current study sample (5-12 years), while the study was confined Lee (Lee, 2005) on children (4-5 years).

The results of this study have shown and also appeared in the tables of (6-13), there are differences in creative thinking among children due to the interaction of gender with age, due to large differences in creative thinking and dimensions of which are attributable to gender and age, which confirms that young children and males more creative senior and female children in this study.

As for the differences in the function of national affiliation among children and also showed Tables (14 and 15) There are no differences in membership due to gender, and this means that the educational institutions run on broadcast affiliation among emerging regardless of whether they are male or female. This result agreed with the studies: Al Qasha'an and colleagues (2014) and Mohammed (2008) and Khalil (2001) and Abdullah (1991) and Ruby (2013) and Postal (2003). Agreed as a result of this study, in part with the result of a study Balawi (2010) that altruism is a document affiliation relationship, as seen by some researchers dimension of dimensions Hill, 1991); Abdullah, 1998; Anani 0.2007), and differed partly this result with my Abdullah (1998) and Anani (2007), where Abdullah study (1998) that male temperatures higher than females in the dimensions of attention and social comparison explained, but Anani study (2007) has come to the existence of differences in national affiliation in the dimensions of social responsibility and comparison attributable males. As a result of this study differed with Mohammed study (2006), which resulted in the existence of differences in affiliation attributable to the males. And disagreed with the study of (Wong and Csiszentmihaly, 1991), which showed that the differences in affiliation attributable females that can be confirmed, after a review of previous studies that the communities in the most part tend to develop affiliation motivation of individuals regardless to their gender.

The results showed in tables (14 and 15) indicate that there are significant differences in national affiliation among children due to older age and for the benefit of children (11-12 years). This result back to the fact that children acquire love of country, and become more aware of the culture and geography, and glory as they get older. Agreed with this conclusion partly Anani study (2007), which showed that the older more affiliation in terms of responsibility and unite with the other.

It is clear from the two Tables (14 and 15) also that there are no differences in the sense of national affiliation among children due to the interaction of gender with age, and this result given the lack of differences attributable to gender, an urgent need for other studies concerned with the disclosure of the interaction of age with gender in this area.

And The results of the study as it turns out from the table (16) that there is a correlation between creative thinking and national affiliation , and the predictive ability for creative thinking and dimensions of national affiliation has ranged between (0.021 and 0.026), did not report the value of "F" statistical significance in after the flexibility, and the Although there is a statistical significant degree college for creative thinking and dimensions of originality, fluency variables predictive of national affiliation , but the contribution rate seem insignificant, this is explained in the light of degrees of creative thinking that came medium and degrees of national affiliation , which turned out to be high.

The affiliation is important and creative artists to think of it ethical value of social, as it is an incentive for the creator to give his best not only to his country and his community, but the whole of humanity, he said Piaget and other researchers that the moral and social growth is associated with growth of knowledge and reliable (Melhem 0.2013) and already There are creative influence others to themselves, and give up time, money and place motivated faith with people and support their happiness, but not necessarily that everyone has a moral and social value greatly to be creative, as well as not all creators of high moral character, he said, "Kohlberg" referred to in benign (1990) that not every intelligent applicants morally, and human history is full of examples of people abilities high, and did not exceed their thinking and moral first and second phases of any early childhood that the individual sees them that moral action is consistent with the interests and protect him from punishment level.

The scientific search continues as long as there is life, it is important for other studies looking at the ability of creative thinking and dimensions to predict national affiliation to enrich the theoretical knowledge in this field.

RECOMMENDATIONS AND PROPOSED RESEARCHES

The following recommendations can be submitted based on this study finding:

- Conducting training programs for development of creativity among the children for both genders in various ages.
- Developing community awareness through the media of the importance of creativity and the role played by the female in the family as well as in economic and social progress of the society.
- Conducting further studies for discussing the ability of creative thinking to predict affiliation.
- Conducting more studies on the differences in creative thinking and affiliation attributable to gender, age, and the interaction between them among the children.

REFERENCES

Abu Hello, Yacoub, Amer & Ali (1992). Study the effectiveness of educational level and gender in the ability to creative thinking, the case of Jordan, Social Affairs, the 36.175-196.

Abu Sarea, Osama, (1993). Friendship from psychology prospective, the world of knowledge, No. 0.179, Kuwait

Addis, Abdul Rahman and yearning, Mohiuddin (2009). Introduction to Psychology, Oman, Dar thought for publication and distribution.

Addis, Abdul Rahman, and Kitami, Naifeh (2002). Principles of Psychology, Amman, Dar AlFiker for printing and publishing

Albriqaawi Jalal (2012). Effectiveness of critical thinking and creative thinking in literary appreciation development of secondary school students the skills, the University of Babylon, From: www.uobabyion.edu.i

Albredi Sikrah (2003). Role of the press and radio school in strengthening belonging to the country, unpublished Master Thesis, Graduate Institute for Childhood, Ain Shams University, Egypt.

Al Balawi, Hassan. (2010). Creative thinking and altruistic behavior among first-grade students in secondary schools Madaba Directorate, Unpublished MA Thesis, Balqa Applied University, Amman, Jordan.

Alhaddabi, Dawud, Tagreed, Hana, and Alaliba (2011). Level of creative thinking among students of teachers in academic departments in the College of Education and Applied Sciences, Arab Journal for the development of excellence, from 3.34 to 57.

Al-Khalili, Mohammed (2006). Readings in the Jordanian constants, Amman: Military Education and Culture Directorate.

Abdel-Aal, Hassan (2005). Creative Education and the presence of necessity, Amman- Dar AlFiker

Abdul Baqi Salwa. (1998). new horizons in social psychology, Alexandria center of the book

Abdullah Mo'atiz (1998). Altruism and trust and social support basic social factors in the motivation of individuals to join the group, the Journal of Arts and Humanities, Minya University, 28.157-227.

Abdullah Abdel Aal (1991). A study of some aspects of belonging and its relationship with some psychological variables in a sample of students from Assiut University, unpublished PhD thesis, College of Education in Sohag, Egypt.

Anani Hanan (2007). Affiliation motivation among a sample of teachers of children in Jordan, Educational Journal, Kuwait 0.21 (84) 0.99 to 135

Aallon Nadia and Abdul-Sahib the ultimate. (2012), Thinking, patterns and theories, Amman -Dar Alsifa

Al Sayel Haila (2007). Level of creative thinking among students of the third stage in the intermediate schools of Riyadh region and its relationship to scientific trends , Master Thesis, University of Jordan.

Araimi Abdul Rauf (1999). Motivation and its relationship to cognitive ability to creative thinking among a sample of secondary school students in Dhofar, Oman, unpublished Master Thesis, Sultan Qaboos University, Muscat, Sultanate of Oman.

Argyle M (1992). The Social Psychology of every life, London, Routledge.

Dawson M (2009). PACK: Parent and Creative kids, developing an organization for fostering creative in the family, a project in creative studies, master of science, State University College at Buffalo.

Dardeeri Abdel Moneim (2004). Contemporary Studies in Educational Psychology, Part II, Cairo, the world of books

Eggen P and Kauchak D (1992). Educational Psychology, N. Y, Macmillan Publishing co.

Hamada Walid (2011). National affiliation among students in Kuwait, Ph.D., University of Jordan

Hanorh M (2003). Innovation and development of an integrative perspective, i 3, Cairo: Anglo-Egyptian library.

Hamlen K (2008). Relationship between video games play and creativity among elementary schools students, PHD, The state University of New York, from: http:

Hill C (1991). Seeking emotional support: The influence of affiliative need and partner warmth, Journal of personality and Social Psychology, 60(1), 112-121.

Hamedah F (1990). Moral reasoning, Cairo, Egyptian Renaissance Library.

Jayash F (2012). an analytical study of the content of children's literature in the context of the concept of national identity of the child, MA, Ain Shams University, Faculty of girls.

erwan F. (2010). Teaching thinking - Concepts and Applications -, Alien University Book House.

Jerwan F (2004). Creativity, concept, stages measured and training, Amman: Dar AlFiker for printing and publishing.

Jordanian National Charter (1990), Amman Ministry of Information.

Kandari J, Al Qasha'an H and Alazaviha M (2011). Affiliation and citizenship values: a study of a sample of Kuwaiti youth, Journal of Studies and the Arab Gulf, 142.17-74.

Kretora E (2003). Roma Children belonging to community as a relationship with house settlement school and village Psychology of children and adolescents, 38(2), 138-148

Khalil S. (2001). Psychometric study of analytical factors belonging to the family and the nation at some university students in the light of the theory of Erich Fromm, Master Thesis, Faculty of Education, University of Assiut.

Khader L (2000). the role of education in promoting affiliation, Cairo: Dar books.

Lee K (2005). The Relationship between creative thinking ability and creative personality of preschoolers, International Education Journal, 6(2), 194-199

Mohammed A (2008). Relationship affiliation self-esteem among primary eighth grade in the Department of Education for the third Amman students, Master Thesis, University of Balqa Applied, Salt, Jordan.

Mohammed A (2006). The effectiveness of the program to support a sense of belonging to the nation with the second episode of the disciples of basic education, Ph.D., Graduate Institute for Childhood, Ain Shams University.

Melhem S (2013). Developmental Psychology, Amman: Dar AlFiker for printing and publishing.

Me-ng L (2007). A left-Brain of consumer creativity: Creative Thinking Evaluation, and Culture Differences, PHD, the University of Minnesota, from http://proquest,umi.com.

Polur A and Parkul O (2009). Gender and Creative Thinking in Education, ATU A/Z, 6(2), 44-57.

Qaisi AG and Al-Tamimi N (2011). Innovative thinking when outstanding students and ordinary in the preparatory stage, the journal Psychological Science 19.35 to 75.

Ruby M (2013). Sense of identity and relationship of belonging among a sample of governmental and international school students, Master, Ain Shams University, Faculty of Education

Schirmacher R (2006). Art and Creative Development for young children, U. S. A., Thomson Delmer Learning, 3-21.

Shebini M (1992). Affiliation and values, compared to groups of teenagers study, unpublished PhD thesis, Ain Shams University, Egypt.

Shuqayr Z (1999). Outstanding care and talented and creative, Cairo: Egyptian Renaissance Library.
Sternberg R (1991). Creating creative mind, Cambridge University Press.
Titi M (2001). Capacity development of creative thinking, Amman: Dar march for publication, distribution and printing.
Taylor L (2008). Creative Thinking and word views in Romania Ph. D. University of Nervada
Torrance EP (1993). the nature of creativity as Manifest Testing, in Sternberg, R, J (ed), the nature of creativity (pp.43-75) .Network: Press Syndicate of University of Cambridge.
Wong M & Csiksentmihalyi M (1991). Affiliation motivation and daily experience: some issues on gender differences. Journal of personality and social psychology, 60 (I), 154-164.
Zahran H. (2003). Developmental Psychology, Cairo: the world of books.
Zakia S, Mustafa S, Abd Asis N (2011). Creative Thinking ability of primary school children in Kuching, Sarawak, International Conference on Applied and Creative Arts (ICACA) University, Malaysia, Sarawak, 6-7, July, 2011.