

# The Role of Communication Skills in Teachers' Creativity in Primary Schools in District 1 of Tehran

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**Abstract:** This research investigates the role of communication skills in teachers' creativity in primary schools in district 1 of Tehran. The research method from the point of the goal is practical and in terms of data collection is descriptive-correlation. Study population includes all teachers of primary schools in district 1 of Tehran who are about 650 in academic year of 2015-2016 including 30 male and 620 female teachers. The sample size is 189 (10 male and 179 female teachers) calculated by Cochran formula and proportional-stratified random sampling method. Data were collected using Barton standard communication skills questionnaire (1990) including 18 questions and Torrance creativity inventory (1979) including 60 questions; content validity and reliability of questionnaires were respectively calculated 0.728 and 0.903 using Cronbach's alpha. SPSS used for data analysis. To investigate data normality, descriptive statistics, including mean, variance, standard deviation and inferential statistics, including Kolmogorov-Smirnov test and then Pearson correlation coefficient and regression were applied. The results showed that only listening skill among components of communication skills has significant relationship with creativity, and relations of other components are not statistically significant. The highest coefficient relates to listening skill (0.411) and the lowest coefficient relates to feedback skill (-0.078).

**Key Terms:** Communication Skills, Creativity, Primary Schools

## INTRODUCTION

All experts believe that human beings are social creatures and it is obvious that this social nature leads human to establishing relationships and communicating with various aspects of society in a community (Rezaeian, 2010: 283). The first goal of communication in organizations is to create coordination and unity in organizational activities. In terms of management, communication is a process through which members exchange information with each other (Alagheband, 2012: 35). If someone considers the time spent on doing management responsibilities, he will observe that most of management time is spent on making connection and transferring data and carrying out all tasks requires communicating and achieving information (Alvani, 2010: 173). Managers can facilitate and prepare the condition for effective management on achieving organizational objectives through considering influential communication networks and improving human skills, including development of communication skills. Managers also have found out that communicating effectively with human resources and understanding employees' communication motives are influential factors on their success to achieve objectives designed for the organization (Nzari, et al. 2014: 2). Regarding the importance of communication skills, Farhangi (1995) claims that difficulties of communication skills at various levels of organizations are problems leading to looking for solution by management; therefore, it is necessary that employees themselves be influential in organization (Farhangi, 1995: 24). Communication skills help people communicate with others in such a way that they can defend their own rights, do their duties properly and reasonably, do not be in conflict when communicating with others and have friendly, freely and sincerely relations with people (Rahmanzadeh, et al. 2013: 186). Teachers with poor communication skills are less accepted by the people around them and encounter many short-term and long-term problems (Khalili Shobaran, 2016: 56). Creativity is one of the subjects which has been discussed by many without being properly clarified. The term of creativity is used in various fields and meanings to the extent that some researchers consider it with no specific and clear meaning (Samkhanian, 2008: 11). There is some evidence showing that creative people are very enthusiastic and interested in their work (Dalvandi, 2015: 21). School is considered as the basis of any development and change in the society, because the society is led to prosperity through education and nurturing creative talents and thinking and problem solving in students (Samkhanian, 2008: 113). Since teachers have extensive relationships with students, it can be said that they are considered as the main cause of creativity increase or decrease. The most essential principle in creating motivation and preparing the ground for students' creativity is that teacher himself be a creative one (Samkhanian, 2008: 115). Presence of creative and innovative teachers in the education system is very crucial and important because according to people's need and dependence on it, education system can play a major role in nurturing creative thinking and people involving in searching and solving problem (Ajam, et al. 2008: 150). Since teachers are constantly in touch with others and students, they should have strong social relationships and very high

flexibility, because they are in connection with different people with different backgrounds and experiences and diverse customs. Also, creativity growth and development depend on various individual and social factors, including intelligence, family, personality traits and etc. therefore, the main question of this study is that what the role of communication skills are in teachers' creativity in primary schools in district 1 of Tehran.

### **Review of related literature**

In recent years, communications not only in Iran or in Europe, but everywhere are considered important, and everyday humans deal with this category and its performance in different ways; hence, it is meant differently by different people and it is dealt and discussed in various types and moods (Farhangi, 2003: 5). Communications with any definition and point which are said and written are considered as the starting point of the human societies and subsequently source of emergence of cultures. Since cultures are always evolving and often are moving towards evolution, there are fewer factors like communications playing a key role in them (Esbati, 2010: 7). Wilber Schramm claims in his book of *Process and Impact of mass communications* (1954: 3) that generally, in communication process it is aimed to create similarity or share thoughts with one's own message recipient on a certain case or issue. He believes that the more similarities between the message's sender and receiver, the more effective and easier communications (Shabani, 2015: 106). Communication is a conscious or unconscious, intentional or unintentional process through which emotions and opinions are expressed verbally or nonverbally, then sent, received and perceived (Brecko et al. 2005: 5). When it is spoken about the relationship between teacher and student in education, in fact, objectives such as recognition, transmission, impact, control and guidance are reflected in the mind. In other words, educational process is an attempt to change learning conditions and influence and control students' behaviors and minds; a condition prepared based on recognition, desires and abilities of audience leading to their guidance. Undoubtedly, development of the educational system and communications technology can result in changing targets over time, which are more complicated and diverse than simple communication purposes or basic methods (Shabani, 2015: 110). Skill refers to people's abilities which can be nurtured and reflected in the performance and fulfilling duties. Hence, skill means ability to make effectively use of knowledge and personal experience. The main criterion of having skills is effective act or practice in changing conditions (Alagheband, 2012: 122). Communication skills are those by which people exchange information, thoughts and feelings through verbal and nonverbal messages (Harji & Dixon, 2006, Qtd by Shojaei, 2015: 2). Halinger (1987) states that communication skills include skills which are necessary for having effective relationship with others and being accepted by them. According to Hellriegel and Slocum (1996), communication skill refers to the ability to send and receive information, thoughts, feelings and attitudes. Communication skills refer to managers' ability in transferring and receiving ideas and information effectively (Griffin, 1992, Qtd by Balouch Mohammad, 2014: 34). Components of communication skills are as follows: A) verbal skill, B) feedback skill, C) effective listening skill.

### **Verbal skill**

Verbal communication skills are essential for managers. A manager must try that his words be clear, and at the same time understandable and unambiguous (Rabins, 1999: 199, Translated by Parsaeian & Arabi). Every civilized society conveys a particular value system. This value is reflected in language and is strengthened; hence, it can be said that language creates a reality or restores it. What is language? Language is a human communication system based on speech sounds used as conventional symbols. Language is a tool for encrypting messages (Brecko, et al. 2005: 100). Method of using language by individual is influenced by the scope of vocabularies and language applications. These applications are usually divided as follows:  
Emotive language: It is used for expressing speaker's feelings, attitudes and emotions. Emotive language serves implicit emotive words.  
Phatic language: It is used to strengthen relations between participants in a communicative exchange. Language applications such as saying hello, goodbye and ordinary conversations are constructive aspects of language.  
Cognitive language: It is used for transferring information. Cognitive language is usually direct and explicit.  
Rhetorical language: The purpose of using this language is to influence thoughts and behaviors. Speaker makes use of implicit words through indirect messages and pictures to affect attitudes and behaviors.  
Identifying language: It focuses on naming objects. Therefore, it will be possible to explain exactly what is spoken by using this language (Brecko, et al. 2005: 110).

### **Feedback skill**

Feedback in the communication process refers to the return of message result to the message sender in the way that message sender becomes aware of situation of sending message and how it is received and perceived (Alvani, 2010: 183). Feedback is a process through which the receiver announces establishing communication and in response states that how he feels the main message (Schermerhorn, 1993: 38). Rabins

(1999) believes that providing effective feedback leads to effectiveness of communication network and the phenomenon of uncertainty and ambiguity is weakened and thus, the performance of organization's members and their job satisfaction increase (Mohsenianrad, 1999: 352).

### **Effective listening skill**

Effective listening skill is to receive meaning of what is heard. This means that one must remember sound stimulus when listening. He should pay attention to sounds and interpret them (Rabins, 1999: 50). In most schools, only reading and writing skills are taught and it is assumed that since one can speak and hear sounds, he will be able to communicate and listen. Many believe that hearing and listening are the same, while they are not. Hearing is a biologic act, which includes receiving a message through sensory channels. Hearing is only a part of listening process; listening is a process of receiving, understanding, paying attention, sense-making and responding by listener against message provided (Brecko, et al. 2005: 66). Art of good listening enhances the quality of communications with colleagues and other individuals in organization and enables managers to attract love, cooperation, empathy and sympathy of employees and causes warmth and empathy among employees and reduces stresses and misunderstandings in their relations and finally makes managers be able to influence employees and increase their sense of responsibility and commitment to achieve individual and organizational goals better and more effective (Allan & Blackburn, 1989: 115). Although human being spends a lot of time on listening, it should be noted that there are many issues requiring effective listening. Many people only hear but do not listen; a successful manager is one who collects more accurate information required for decision-making and problem-solving through proper or effective listening in addition to what hears, or achieves new ideas and concepts which on its own could never have been imagined (Rezaeian, 2010: 303). Awareness of effective communication and influential act is of the utmost importance. In the field of education, effective relationships among teachers and educators have a major role in mental and educational development of students. How teacher and instructor transfer educational courses to child leading to his change, learning, creativity and growth, by itself depends on effective communication. In new system of education, teachers teach learning to students and their task is not only to teach, but teaching itself is in the way that it leads to learning; any teaching does not necessarily result in learning unless it is accompanied by effective communication. Hence, knowing techniques of effective communication is essential in teaching and instructing (Richardson, 2002: 10-12). One of the important ways to communicate effectively, namely a better understanding of audience and preparing a condition in which audience understands speaker, is dynamic listening. Dynamic listening to the audience means that the person can see, hear and feel like him. In fact, this is a different kind of coordinating and communicating effectively (Richardson, 2002: 87-88). Nazari and Tahani (2014) concluded that there is a positive and significant relationship between managers' creativity and verbal, listening and feedback skills. Shojaei (2015) concluded that communication skills' training affects female students' creativity. Panahi Mishkar, et al. (2013) also stated that there is a direct and significant relationship between components of communication skills in managers and teachers' creativity. Najafi Niasar (2013) concluded that the more, promotion of communication skills of professors, the higher effectiveness of scientific groups, and the higher motivation in students and their academic achievement. Mark, et al. (2014), in a research conducted on the relationship between communicative behaviors and effectiveness of teacher, concluded that ability to communicate well can create a good or bad teacher (Rahmanzadeh, 2013). In Netherlands, America and Australia, Wiles, Levy and Brockelmann (1990) showed that teacher's communication skills are very effective on creating a positive atmosphere for learning (Khalili Sholebaran, 2016). In a research in which training of communication skills were done only by feedback method, Knowles (2001) indicated the effects of this method on promotion of communication skills (Khalili Sholebaran, 2016).

Undoubtedly, thought is the most important blessing from God granted to human. Thought makes human superior to other creatures and shows dynamic and evolutionary way to him. Creativity or creative thinking is one of the most complex and highest manifestations of human thought which behavioral sciences experts have paid special attention to it for years (Karimi, 2007: 7). Ghiselin believes that creativity is to provide new qualities of concepts and meanings. Vernon claims that creativity refers to one's ability to create ideas, theories, insights, new objects and reconstruction in science and other fields; it is considered valuable in terms of research, innovativeness, scientific, aesthetic, technological and social (Samkhanian, 2008: 15). According to Mednick, creativity refers to shaping evoking elements in the form of new compounds which are consistent with specific requirements or are helpful in any kind. Sternberg considers creative thinking as a combination of innovation, flexibility and sensitivity powers against theories enabling the learner to think about different and productive results out of irrational thinking; it results in personal satisfaction and probably happiness of others. Amabile confirms this definition and adds a condition. He states that at the completion of two elements which are often observed in definitions, namely novelty, appropriateness and value, this point should be added that creative act is carried out through exploration not by algorithm (Hosseini, 2015: 23). According to Torrance, creativity consists of four components which identifying these elements helps foster creative thinking:

**Fluency:** Ability to generate many ideas and answers. One of the important elements of creative thinking is that one be able to generate a lot of ideas.

**Flexibility:** The ability required to change thought direction or the ability to produce a variety of ideas

**Originality:** Ability to generate idea or new and innovative product

**Elaboration:** Ability to pay attention to details depending on an idea. Those who are more creative pay more attention to details of an idea (Torrance, 1968, Qtd by Karimi, 2007, 9-11).

Based on Gray A, Steiner, Rezaeian (2000) considers the following features for creative people:

They pay attention to issues and different situations carefully in the way that such attention has not been drawn previously.

They connect views, thoughts and experiences resulted from different sources to each other and review and evaluate them based on their strengths and weaknesses.

They usually provide several alternative solutions for each problem; in other words, they enjoy desirable thinking health.

They also welcome doubt about authenticity of previous assumptions; they are not limited to habits and customs and have intellectual independence.

They can impromptu get help from their emotional, mental and vision powers.

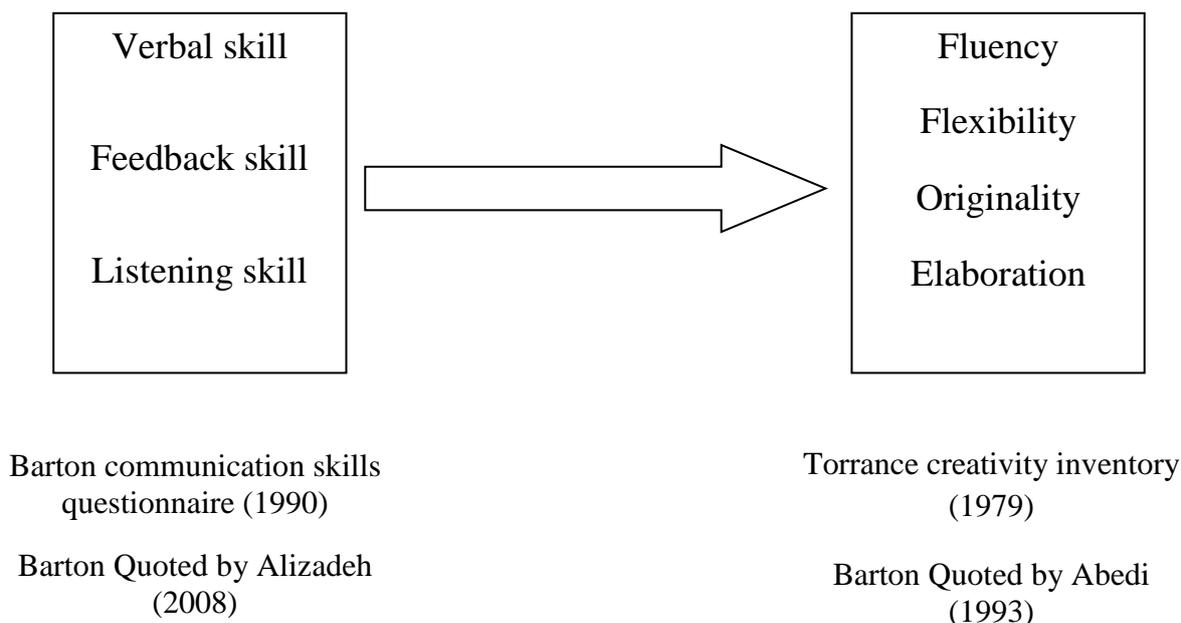
They make use of practical and intellectual processes with more flexibility.

Saatchi (1992) states that creative people are more prompted to creative activities through internal interest than external factors such as fame, money and approval of others (Samkhanian, 2008: 67). Creative people are able to discover new relationships among phenomena and analyze them. In contrast, non-creative people look these phenomena and the relationship among them from conventional and common perspective and no new point is considered by them (Beirami, et al. 2015: 116). It has been proven in several studies that emergence of creativity is closely associated with family situation. Experts believe that creativity can be enhanced by creating an appropriate family environment. Since childhood is the most critical period in the development of creativity, family is considered as the most fundamental element in the formation of creativity. Studies conducted by Getzels & Jackson have confirmed this point; research results showed that parents of creative children were rarely using tyranny and disciplinary limits in their educational methods. These children enjoy more freedom in behavior and decision making, while less creative children had more regular, systematic and traditional family. Dewing (1970) mentions three fundamental traits related to creativity in children: A) libertarian education B) a wide and strong intellectual attitude of parents C) emotional separation between parents and children. Gowan (1979) considers relationship between creativity and emotional development. He has concluded that children experience risks conveniently in a mentally secure environment and make use of their creativity talent readily (Hosseini, 2015: 68). As family can foster creativity, it can weaken and suppress creativity. When the family behavioral patterns are tedious, dull and repetitive, creativity and innovative activities are not well developed. Researchers have found out that educational patterns used by parents of less creative children have been associated with tyranny and strict discipline (Karimi, 2007: 25). So far, many researchers have investigated the influence of school on students' creativity. When considering ones' academic years passed, it can be realized that how each of teachers has been effective on motivating and creating his innovative and creative activities. Several experts have focused on the role of teacher, teaching methods, curriculum and school and class atmosphere in creativity (Amabile, 2010: 143). Sometimes, conditions in the school are in the way that not only they do not help foster creativity, but they suppress this blessing granted by God. Class structure including physical space of class, emotional relationship between teacher and student, social interactions between teacher and student as well as relationships among students can weaken and strengthen creativity. In classes in which creativity is suppressed, social interactions among students are not very strong. In other words, the competitive atmosphere is governing and friendship and cooperation are not encouraged. Competitive structure in the classroom is in the way that if a student is to be successful and achieve the first rank, other student should fail. Continuous failures lead to reducing confidence and weakening creativity. Rewards are also among the factors, if used improperly, they can cause weakening of creativity. Experts believe that if rewards are not used properly, especially in some fields, inner motivations of people will be destroyed, certainly in fulfilling innovative and creative activities (Karimi, 2007:27). Although, creativity has been potentially endowed to humans, but its emergence requires nurturing it. An active, constructive and dynamic society can be achieved by fostering creative talents and abilities of children and adolescents as human resources in a community. Plans, objectives, content and teaching methods play an important role in the activation or degradation of creative abilities of people (Hosseini, 2015: 89). Creativity is a kind of natural talent and cannot be taught to anyone; this misperception is easily accepted, because it frees everyone from doing something required to encourage creativity. If talent exists naturally, no try will be required to do something about creativity. To argue, usually rare cases of creativity such as Mozart or Michelangelo are mentioned. If no activity be fulfilled in regard with creativity, obviously, creative ability will be only dependent on natural talent; however, if equipment and systematic methods be prepared, overall level of creativity will be enhanced. Some people will be still better than others, but everyone can achieve some creative skills. This

category that some people are naturally creative does not mean that they will not be able to become more creative by some trainings and practices and also, it does not mean that other people cannot be creative. It is clear that people can be trained to beneficial level of competency. Clearly, natural talent can be fostered in any field by education and attempt. At this time, this notion that creativity cannot be learned is unacceptable. It is impossible to train genius, there are many beneficial creativities occurred without genius (de Bono, 2003: 41-43). Akbari, et al. (2015) concluded in their research that school administrators can play the main role in fostering and promoting spirit of creativity, innovation and initiative among teachers by selecting appropriate management style and incentive system and enjoying skills and abilities.

**Conceptual model**

According to above-mentioned categories, the following conceptual model prepared based on Torrance creativity inventory (1979) and Barton communication skills questionnaire (1990) will be used in this research.



**General hypothesis of research**

Communication skills affect teachers’ creativity in primary schools in district 1 of Tehran.

**Sub-hypotheses of research**

- Communication skills of teachers in primary schools in district 1 of Tehran are desirable.
- Creativity of teachers in primary schools in district 1 of Tehran is desirable.
- Communication skills components affect fluency level in primary schools’ teachers in district 1 of Tehran.
- Communication skills components affect flexibility level in primary schools’ teachers in district 1 of Tehran.
- Communication skills components affect elaboration level in primary schools’ teachers in district 1 of Tehran.
- Communication skills components affect originality level in primary schools’ teachers in district 1 of Tehran.

**METHOD OF RESEARCH**

The research method from in the point of the goal is practical and in terms of data collection is descriptive-correlation. Research variables are “communication skills” and “creativity”. Study population includes all teachers of primary schools in district 1 of Tehran who are about 650 in academic year of 2015-2016 including 30 male and 620 female teachers. The sample size is 189 (10 male and 179 female teachers) calculated by Cochran formula and proportional-stratified random sampling method. Data were collected using Barton standard communication skills questionnaire (1990) and Torrance creativity inventory (1979) which evaluates four components of fluency, flexibility, originality and elaboration. This inventory contains 60 questions; 15 questions have been considered for each component as shown in Table 1. Content validity of questionnaire was confirmed by experts and its reliability was calculated 0.903 using Cronbach’s alpha.

Table 1. Distribution of Torrance creativity inventory questions among components

Creativity components	Number of questions	Cronbach's alpha
Fluency	1-15	0.704
Flexibility	16-30	0.765
Originality	31-45	0.768
Elaboration	46-60	0.793
Creativity	1-60	0.903

Barton standard communication skills questionnaire (1990) has Likert scale which contains 18 questions evaluating three components of verbal skill, listening skill and feedback skill as shown in Table 2. Content validity of questionnaire was confirmed by experts and its reliability was calculated 0.728 using Cronbach's alpha.

Table 2. Distribution of questions in Barton communication skills questionnaire among components

Components	Number of questions	Cronbach's alpha
Feedback skill	1-5-9-11-13-16 (6 questions)	0.762
Listening skill	2-6-8-10-14-18 (6 questions)	0.729
Verbal skill	3-4-7-12-15-17 (6 questions)	0.807
Communication skills	1-18 (18 questions)	0.728

To analyze data, descriptive statistics (mean, variance, standard deviation) and charts and inferential statistics, including correlation coefficient, regression and analysis of variance were applied. SPSS used for data analysis.

### Research findings

#### General hypothesis: Communication skills affect teachers' creativity in primary schools in district 1 of Tehran.

The research results showed that only listening skill among components of communication skills has significant relationship with creativity, and relations of other components are not statistically significant. As a result, to predict variables, only a component which has a relationship with creativity was represented in the model. The results indicated that correlation between listening skill and teachers' creativity is 0.411 and it is positive and statistically significant. Also, regression coefficient of determination is equal to  $R^2 = 0.169$  showing that %16.9 of changes resulted from teachers' creativity is explained by listening skill.

Table 3. Regression coefficient of determination

Correlation coefficient r	coefficient sig	of determination	Adjusted coefficient	Mean error
0.411	0.001	0.169	0.165	0.201

This research is consistent with study conducted by Nazari & Tahani (2014). This research results show that the relationship between creativity and communication skills is average among sport managers. Moreover, there is a significant and positive relationship between managers' creativity and verbal, listening and feedback skills. Shojaei (2015) concluded that communication skills' training affects female students' creativity. Panahi Mishkar, et al. (2013) also stated that there is a direct and significant relationship between components of communication skills in managers and teachers' creativity.

#### First hypothesis: Communication skills of teachers in primary schools in district 1 of Tehran are desirable.

Table 4. Univariate t-test related to the situation of communication skills of teachers in primary schools in district 1 of Tehran

Variables	Expected mean = 3 t	Degree of freedom	Significance level	Mean difference	With %95 level of confidence	
					low	high
Communication skills	17.01	188	0.001	0.438	0.387	0.489
Feedback skill	16.67	188	0.001	0.659	0.581	0.737
Listening skill	1.303	188	0.194	0.067	-0.034	0.171
Verbal skill	18.47	188	0.001	0.587	0.524	0.650

The t-value calculated for communication, feedback and verbal skills is significant at 0.05 level and null hypothesis is rejected; however, t-value calculated for listening skill is not significant at 0.05 level. Therefore, it is concluded that communication skills of teachers in primary schools in district 1 of Tehran are desirable and according to components, feedback and verbal skills are favorable, but listening skill does not have a good condition.

Mark, et al. (1993) concluded that ability to communicate well can create a good or bad teacher. Wiles, Levy and Brockelmann (1990) concluded that teacher's communication skills are very effective on creating a positive atmosphere for learning.

### **Second hypothesis: Creativity of teachers in primary schools in district 1 of Tehran is desirable.**

The t-value calculated for all components and creativity is significant at 0.05 level and null hypothesis is rejected; in other words, there is a significance difference between means observed and expected (3);

Therefore, it is concluded that creativity of teachers and its components in primary schools in district 1 of Tehran is desirable.

Table 5. Univariate t-test related to the situation of creativity of teachers in primary schools in district 1 of Tehran

Variables	Expected mean = 3		Significance level	Mean difference	With %95 level of confidence	
	t	Degree of freedom			low	high
Creativity	26.97	188	0.001	0.431	0.400	0.463
Fluency	26.20	188	0.001	0.561	0.518	0.603
Flexibility	16.67	188	0.001	0.337	0.297	0.377
Originality	17.71	188	0.001	0.342	0.304	0.381
Elaboration	22.59	188	0.001	0.458	0.443	0.527

Akbari, et al. (2015) concluded that schools' managers have a main role in encouraging and nurturing creativity, innovation and initiative among teachers.

### **Third hypothesis: Communication skills components affect fluency level in primary schools' teachers in district 1 of Tehran.**

Only listening and feedback skills among components of communication skills have significant relationship with teachers' fluency, and the relationship between verbal skill and fluency is not statistically significant. The multiple correlation between teachers' communication skills and fluency is 0.480; the relationship is positive and statistically significant.

Table 6. Regression coefficient of determination

Correlation coefficient r	coefficient sig	coefficient of determination	Adjusted coefficient of	Mean error
0.480	0.001	0.231	0.222	0.259

### **Fourth hypothesis: Communication skills components affect flexibility level in primary schools' teachers in district 1 of Tehran.**

Only listening skill among components of communication skills has significant relationship with teachers' flexibility, and the relationship between verbal and feedback skills and flexibility is not statistically significant. The multiple correlation between teachers' communication skills and flexibility is 0.247; the relationship is positive and statistically significant.

Table 7. Regression coefficient of determination

Correlation coefficient r	coefficient sig	coefficient of determination	Adjusted coefficient of	Mean error
0.247	0.001	0.061	0.056	0.268

### **Fifth hypothesis: Communication skills components affect elaboration level in primary schools' teachers in district 1 of Tehran.**

Only listening skill among components of communication skills has significant relationship with teachers' elaboration, and the relationship between verbal and feedback skills and elaboration is not statistically significant. The correlation between listening skill and elaboration is 0.165; the relationship is positive and statistically significant.

Table 8. Regression coefficient of determination

Correlation coefficient r	coefficient sig	of determination	Adjusted coefficient	Mean error
0.165	0.001	0.027	0.022	0.293

**Sixth hypothesis: Communication skills components affect originality level in primary schools' teachers in district 1 of Tehran.**

Only listening and verbal skills among components of communication skills have significant relationship with teachers' originality, and the relationship between feedback skill and originality is not statistically significant. The multiple correlation between listening and verbal skills and originality is 0.475; the relationship is positive and statistically significant.

Table 9. Regression coefficient of determination

Correlation coefficient r	coefficient sig	of determination	Adjusted coefficient	Mean error
0.475	0.001	0.226	0.217	0.235

Finally, the following results were obtained

Only listening skill among components of communication skills has significant relationship with creativity, and relations of other components are not statistically significant.

Communication skills of teachers in primary schools in district 1 of Tehran are desirable and according to components, feedback and verbal skills are favorable, but listening skill does not have a good condition.

Also, creativity of teachers and its components in primary schools in district 1 of Tehran is desirable.

Communication skills cannot predict all components of creativity.

**Research suggestions**

It is recommended that education officials organize necessary planning to improve teachers' communication skills.

It is suggested that teachers improve their communication skills to establish better communication with students and colleagues. Meanwhile, education authorities can extensively help promote teachers' skills by organizing training courses.

It should be tried to directly experience this assumption that a lot of skills, including communication skills are taught and learned, and even creativity can be nurtured.

Creativity has been potentially endowed to humans, but its emergence requires nurturing it and one of the factors affecting development of creativity is teacher that can influence students as a model of creativity in childhood and adolescence as future teachers of the society.

**Suggestion for further research**

It is recommended that researchers conduct the same research on other levels of education.

The same research be conducted separately on male and female schools.

The same research be conducted in other districts and areas of education in Tehran and other cities.

A research be conducted on investigating factors promoting teachers' communication skills.

A research be conducted on investigating other factors influencing teachers' creativity such as teachers' intelligence, motivation and personality traits.

A research be conducted on examining barriers to creativity among teachers in different levels of education.

**Limitations of research**

When conducting a research, every researcher encounters some limitations. A series of these limitations is under the control of researcher and he can solve them by spending more time and energy; however, there are some out of his control. Some cases of these two types of limitations are listed as follows: Lack of similar research due to the novelty of this research caused some problems in data collecting and drawing a conclusion.

Although study population included teachers who are considered as cultural strata of the society, unfortunately, they did not have necessary cooperation and attention in completing questionnaires.

Lack of cooperation by managers of some schools and their unwillingness to distribute questionnaires among teachers which caused some problems.

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