

**THE RELATIONSHIP BETWEEN OPENNESS TO EXPERIENCES AND THE
POTENTIAL FOR CREATIVITY AMONG CHILDREN IN THE ARAB SOCIETY IN
THE NORTHERN DISTRICT**

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ABSTRACT: *The recent study examined the relationship between openness to new experiences and creativity potential within Arab kindergarten children from the northern part of Israel, according to age, gender, parent's education and family income. (51) kindergarten children were chosen for this research and their teachers fulfilled for them a demographic questionnaire by meeting children individually, and an openness-to-new-experiences questionnaire, along with a restraint EPoC- test. Findings show that there is a positive correlation between the level of openness to new experiences and the level of creativity potential among the children. This finding correlates with previous researches showing that a high level of openness leads to a high level of creativity. Secondly, no differences were found according to gender, except for the divergent thinking, which was in favor of boys. In addition, differences were found according to age, in favor of 6 years old children. These findings correlate with previous researches showing that there is an accumulation of experiences due to the "cognitive maturity theory." Finally, no differences were found according to parent's education and family income, apparently because of the small, heterogenic research population. It is recommended that experts in the ministry of education will establish workshops focusing on the development of openness to new experiences and creativity potential skills among kindergarten teachers, so that they will be able to measure creativity potential according to the restraint test, and will better evaluate kindergarten children's creativity potential.*

KEY WORDS: openness to experience, Potential for Creativity, children in the Arab community, Northern District.

INTRODUCTION

Children are the real wealth of any society, whether Arab or Western, due to their possession of superior capabilities that would contribute to achieving great achievements in the future. Community upbringing and openness to experience and other cultures are two important and influential factors in children's physical, mental and psychological development, and creativity is a major factor in the development of children. Loubart (2014) defined latent creativity as "the ability to achieve a product that is original and identical at the same time to the context in which it appears." The creative person is the one who develops the environment for his benefit through problem-solving, development, and development, which are the most important and effective

methods for achieving Elevation and development in the various fields of life that start from education and ends with the creative application.

The topic of creativity has received a great deal of attention from researchers, especially in recent years, and emphasis has been placed on its social effects, whereby social processes and structures leave a rooted effect on creativity, so creative energies cannot be reached when social reinforcement is absent in some way (Massad, 2005). In addition, creative efforts often pass without attention or recognition in light of the lack of social isolation, so some creative people throughout their careers were affected by competition and social attitudes, seeking to obtain recognition for their creativity (Hegazy, 2015). In addition, industries and institutions strive to remain competitive, complex, open, and renewable and are concerned with social influences to ensure that the creativity of their employees is supported Rushica and Alexandrow (1990).

Soto (2015) showed in a study that there is a relationship between the five major personality factors and creativity, which is the result on which the current study was based and on the scale on which it relied, which is (CCQ) the common language of the child (California Q-Set) prepared by Block and Block (1980). Which was developed by Caspi, Block, Kloop, Lynam, Moffitt and Stouthamer-Loeber (1992), with the aim of allowing researchers and clinicians to carry out a comprehensive evaluation of the personality characteristics that. According to this scale, include Extraversion, Acceptance, and acclimatization, awareness, nervousness, openness to experience and activity. In addition, this study adopted the factor of openness to experience as a second variable, which was defined according to Costa and Mcar (1992), as "The urgent desire to experiment with new and the desire to renew activities and tendency For mental openness, discernment, and lack of rigidity and innovation in ideas, "as reported in Al-Watban (2006).

Study problem:

The researcher noticed through her work as a guide for the light program for children of 5-6 years old, her contact with them, their motivation, curiosity, and initiative in every meeting, whether during scientific experiments or new activities or games that attract attention and make every participating child go through this experience. The presence of the rich environment and the possible infrastructures of kindergarten with the tools, it provides in the physical environment crystallizes. the various personalities within the gardens and is reflected in the openness and technology, that the researcher has touched whether with tools and equipment or even with the teaching and thinking methods of the nannies, which helps in the development and development of the child.

Questions of the study:

- What is the level of openness to the experience in children 5-6 years generation in the lower Galilee area from the northern part of Israel?
- What is the level of creativity latent among children aged 5-6 years in the Lower Galilee region from the northern part of Israel?

- Is there a positive correlation between the level of openness to experience and the level of creativity latent among children aged 5-6 years in the Lower Galilee region from the northern part of Israel?

Importance of the study:

It is hoped that this study will enrich the theoretical side in the field of openness to experience and potential creativity and the relationship between them to work on improving that relationship because of its impact on the performance and productivity of kindergarten educators.

In addition to what is hoped from the study to enrich the Arab library with the information, it will provide about the two concepts of openness to experience (experience) as one of the factors of personality and potential creativity and the relationship between them, which can benefit child educators, teachers, principals and principals of schools and researchers.

The practical importance of the study lies in its findings, which may contribute to drawing the attention of decision-makers in the Ministry of Education in the event that it is adopted towards improving the level of openness to the experience and creativity of children. To reflect positively on them and on their performance and the performance of their teachers.

In addition to what the study may open up horizons for researchers to conduct more studies similar to the current study and in light of the introduction of some demographic variables; And in light of the results of this study.

Procedural definitions:

The study included the following procedural definitions:

Procedural openness to experience: The participant (child/girl) obtains the mark by filling out a questionnaire of openness to experience by the nanny.

Procedural latent creativity: It is the score obtained by the participant (child/girl) on the (EPoC) test, which is placed by the judge (the researcher who passed the test).

The Lower Galilee Educational Zone: It is one of the Palestinian interior regions, and it belongs to the Education Directorate in the Northern District, from the northern part of Israel.

The limits of the study and its limitations:

Objective boundaries: It is represented in revealing the level of openness to experience and the level of creativity latent among children of 5-6 years of age studying in Arab kindergarten schools in the Lower Galilee region within from the northern part of Israel, and the relationship between them.

Human limits: The study was limited to all children of 5-6 years old in Arab kindergartens in the Lower Galilee region in the Northern District from the northern part of Israel for the academic year 2020/2021.

Spatial boundaries: The current study has been applied in Arab schools affiliated to the Education Directorate in the Lower Galilee Education District of the Education Directorate in the Northern District from the northern part of Israel.

Temporal limits: This study was applied during the second semester of the academic year 2020/2021.

Study limitations: The generalization of the results of this study depends on the sample of the study, the tools used to collect the data, and the extent of its acceptable psychometric properties (truthfulness, and consistency).

Theoretical framework:

Creativity:

Creativity has received increasing attention over the past decades, and it has come to be seen as valuable to individuals in solving their everyday problems and their professional lives (Yamin and McCluskey, 2013). The concept of creativity differs idiomatically depending on the philosophy and ideologies of researchers and the angle through which they view this concept, and this difference may be due to the breadth of its field and the rapid changes that enter it. Creativity is defined as new in its organization and form "(Awais, 2010). Creativity is a human characteristic that is not limited to the great, but it is not available to many people, especially those who define themselves in existing ways through familiar and familiar ways and do not allow themselves to exit, expand or grow (Massad, 2005).

Loubart (2014) shows that creativity is the ability to create a product that is both new and identical to the context in which it appears. Many researchers such as Lubart, Mouchiroud, Tordjman, and Zenasni (2003) agreed on this definition and emphasized that this product could be an idea, a piece of music, a story, or any new original and unexpected product, whose subject matter differs from what others have achieved.

Creativity or creative work is purposeful and purposeful, and adapted to the surrounding conditions, as it provides a solution to a specific problem, as it is an important process that involves a motive that the individual strives for, ability in a field that depends on knowledge, and a process that includes the completion of the creative task.

The existence of psychology of creativity is not a given, for creativity has long been a prisoner of a spiritual vision (Dacey and Lennon, 1998), as a certain problem had to slowly crystallize through a series of varied approaches, in order to arrive at a concept and a field of studies.

Openness to Experience

The openness variable is one of the six minor factors of personality that leads to reaching the factor of openness to experience, which is extraversion, acceptance (acceptance and acclimatization), awareness, nervousness, openness to experience and activity, extroverted, intellectually curious, connoisseurs of art, and sensitive to aesthetics

They are aware of their feelings, and they tend to think and act in individual and non-identical ways. As for those who are conservative in openness to experience, they tend to have narrow common interests, and they prefer the simple, straightforward, and the clear to the complex, vague and unfamiliar, over the new, as they are conservative and resistant to change (Al-Anizi, 2007).

Howard and Howard (1995) indicate that the open to experience is characterized by a greater number of interests, and it can be said that he is a libertarian who is able to think and criticize, and he has principles, but he tends to study new methods and consider them.

Less of concerns, and more adhering to tradition, and more comfortable than familiar things, and it is not necessary for the conservative to be authoritarian. In addition, the image of the conservative mainly represents a number of important roles.

Such as financial managers, project managers, and applied sciences, and between the two sides of this dimension there is a large number of Moderates who are able to explore interests when necessary. but too much of it exhausts them, and they are able to focus on familiar things for a long time, but ultimately they tend to innovate and renewal and the openness factor includes persistent pursuit and admiration for new experiences, intelligence, openness, creativity and belief in a just world. Mental preoccupation, the need for diversity, aesthetic sensitivity, authoritarian values, and openness to others' feelings and emotional experiences (Al-Selim, 2005).

The openness to experience factor is characterized by several features, including the trait of imagination, where the individual has many strong perceptions and a life full of imagination, and he has many dreams and strange aspirations, and a lot of daydreams without which they constitute an escape from reality, but rather provides an environment that suits his imaginations, which is an important part In his life, help him survive, and enjoy life.

The aesthetic feature, in which the individual loves art and literature, and has prominent interests in tasting all kinds of arts and aesthetics (Jabr, 2012).

The characteristic of feelings, in which the individual expresses psychological states and emotions stronger than others, and he is an extremist in this case so that he feels the height of happiness and then suddenly moves to the top of sadness, as well as the external signs of emotions such as the physiological manifestations that accompany the emotion in the least stressful or sudden situations.

In addition to the trait of emotion, which is the individual's desire to renew activities and interests and go to places not previously visited, and he likes to try new and strange meals from food, and has the desire to get rid of the daily routine and adventure (Costa and McCrae, 1992).

The characteristic of ideas, in which the individual is characterized by mental openness and intelligence, lack of rigidity, innovation and innovation in ideas, cunning and insight. The characteristic of values, in which the individual tends to reconsider social, political, and religious values. An open person who is open to the values we find confirms the values he embraces and strives for them, while we find the opposite for the individual who is not open to values, he is in line with political parties, for example, and accepts all traditional legislation Creative, but to varying degrees (Soto, 2015).

The relationship between openness to expertise and latent creativity

To indicate the importance of the openness to experience and the creative process, Macri indicated that there is a strong positive relationship between openness to experience, innovation, and divergent thinking, and the study also showed that openness to experience and divergent thinking merge together to form the creative product or product (Al-Watban, 2006).

as noted by Fest (1998) indicates that creative people tend to be more open to new experiences, to give them greater confidence, to show less commitment to familiar traditions, and less mastery, than ordinary individuals are familiar with.

Herzoff and Tackett (2012) emphasize the importance of openness to experience and its role in the latent creativity of children as one of the six factors of the great personality.

RESEARCH METHODOLOGY

The study adopted the relational descriptive approach to suit its purposes.

Research population:

The study population consisted of children of 5-6 years of age in Arab kindergartens in the Lower Galilee region in the Northern District within the Green Line of different religions for the academic year 2020-2021 AD, which number (51) children and girls, as what distinguishes the study population they are children of families of average socio-cultural and economic level.

Research Sample:

The sample included (51) participants in the research, including (22) children, who made up (43.1%) and (29) girls, who made up (56.9%) of different Arab kindergartens in the Lower Galilee region of the Northern District. They were chosen from different religions, "Christian and Muslim," for the 2020-2021 academic year.

The study tools:

The researcher used two tools in collecting data for the study: the first tool, a questionnaire to measure the level of openness to experience. The second tool, the EPoC-Test Latent Creativity Scale, measures the level of latent creativity in children 5-6 years old. The following is a detail of both tools:

Firstly: Questionnaire of the openness to experience factor

The measure of the five major factors of personality was adopted by the preparation of Block and Block (1980), which was developed by Casby and others.

As Caspi and his colleagues believe that this scale is a unique tool used by professional observers to evaluate children's personalities or children's personal characteristics and that this scale provides important information about the nature of personality development (Caspi et al., 1992).

As the paragraphs related to the personality, factor was chosen Openness to experience "and it was extracted from the scale after its Arabization, of which there are (7) paragraphs.

The indications of the validity of the first tool: To verify the validity of the content of the tool, it was presented in its initial form to a group of experts and specialists in the fields of educational psychology, measurement and evaluation, curricula, and teaching, and a number of experts, specialists and educational supervisors working in the educational field, of (10) Arbitrators, with the aim of expressing their opinions in the paragraphs of the questionnaire in terms of clarity of meaning, linguistic wording, and its reliability for the field to which it is affiliated, and adding any modifications or notes that they deem appropriate and good for the tool. The comments agreed upon by (80%) of the arbitrators were taken into account, which was determined by making an amendment to the linguistic wording of the paragraphs as the questionnaire is Arabicized. Thus, the tool remained in its final form after the amendment, consisting of (7) paragraphs.

Indications of the stability of the first tool: for the purposes of verifying the internal consistency of the questionnaire of openness to experience; The Cronbach alpha equation (Cronbach's α) was used, with the value of the coefficient of stability (0.95), and this value is considered acceptable for the purposes of the current study.

Secondly: Latent Creativity Scale - (EPoC)

Which did Lubart, Besancon and Barbot (2012), which was Arabicized by Yameen (2012) as new versions of EPoC were developed by the International Center for Innovation in Education (ICIE). The test aims to address two types of thinking processes, which are divergent (divergent) exploratory thinking (D), and complementary convergent thinking (I), and there are two equivalent models of this battery: model (a) and model (b), and each model consists (a or b) From an introductory subtest for the purpose of preparation and eight other subtests. Where, during the first session of the EPoC test, four tests are applied, which are summarized in the following table, and are explained in detail in the points that follow Table 1:

Table (1): The first session of the EPoC test

First session	Disciplinary exploratory thinking (D) (DG)	Integrative Asymptotic Thinking (I) (IG)
Photographic field (G)	(1) Abstract type (DG-abs) (DV)	(3) Abstract type (IG-abs) (IV)
Linguistic domain (V)	(2) Generate DV-end	(4) Creating a story based on the title (IV-tit)

1. The exploratory divergent thinking test - pictorial (just exciting DG-abs): the pictorial domain test. The duration of this test is (10) minutes, in which an abstract shape (pictorial stimulus) is used to produce the largest possible number of drawings.
2. Exploratory-Linguistic Divergent Thinking Test (Generating the Ends of a DV-End Story): A test from the linguistic domain and the duration of this test is (10) minutes, in which different endings of stories are generated based on a specific introduction given to the subject.
3. The IG-abs test: the pictorial domain test, the duration of this test is (15) minutes, in which a single drawing is generated using an abstract set of shapes (or as we call them stimuli).
4. The Integrated Linguistic Convergent Thinking Test (creating a story based on the IV-tit title): a test from the linguistic domain and the duration of this test is (15) minutes, in which a story is composed using a title provided to the subject.

Within the framework of the second session of the EPoC test, four tests are being applied, which are summarized in the following table, and explained in detail in the points that follow Table (2):

Table (2): The second session of the EPoC test

First session	Disciplinary exploratory thinking (D) (DG)	Integrative Asymptotic Thinking (I) (IG)
Photographic field (G)	(1) Abstract type (DG-con) (DV)	(3) Abstract type (IG-con) (IV)
Linguistic domain (V)	(2) Generate story endings (DV-beg)	(4) Creating a story based on the title (IV-cha)

1. The exploratory divergent thinking test - pictorial (DG-con): the pictorial field test. The duration of this test is (10) minutes, in which a three-dimensional (stereoscopic stimulus) is used to produce the largest possible number of drawings.

2. Exploratory-linguistic divergent thinking test (generating the beginnings of a DV-beg story): a test from the linguistic domain, and the duration of this test is (10) minutes, in which different beginnings of a story are generated from a given end of the subject.
3. The Integrated Convergent Reasoning Test (IG-con): the pictorial / graphic field test, and the duration of this test is (15) minutes, in which a single drawing is generated using a group of shapes (or as we call them stimuli), either stereoscopic or tangible.
4. The Integrated Linguistic Convergent Thinking Test (composing a story based on suggested characters: (IV-cha is a test from the linguistic field, and the duration of this test is (10) minutes, where a story is composed using the characters suggested for the subject (Lubart et al., 2012).

The indications of the validity of the second tool:

To verify the validity of the content of the tool, it was presented, in its initial form, to a group of experts and specialists in the fields of educational psychology, measurement and evaluation, curricula, and teaching, and a number of experts, specialists and educational supervisors working in the educational field, of (10) Arbitrators. with the aim of expressing their opinions in the paragraphs of the questionnaire in terms of clarity of meaning, linguistic wording, and its suitability for the Domain to which it is affiliated, and adding any modifications or notes that they deem appropriate and good for the tool. The comments agreed upon by 80% of the arbitrators were taken into account, which was determined by making an amendment to the linguistic wording of the paragraphs, as the questionnaire was Arabized.

Study variables:

The independent variable: the level of openness to experience among children aged 5-6 years in the Lower Galilee region in the Northern District.

The dependent variable: the latent creativity level of children aged 5-6 years in the Lower Galilee region in the Northern District.

Search procedures:

The researcher took the following actions:

- Access to educational literature and previous studies related to the subject of the current study.
- Determine the population of the study and the target sample.
- The Openness to Experience questionnaire was translated from English into Arabic and then re-translated from Arabic into English according to recognized standards, in order to check its compatibility and accuracy with the original form, and the EPoC was translated and examined for its compatibility with the original image. The internal consistency of the openness to experience questionnaire was also verified by the Cronbach-Alpha method.

- The two study tools were applied to children of 5-6 years of age in four orchards for compulsory learning in the Lower Galilee region in the Northern District for the academic year 2020-2021, after obtaining the approval of both the competent authorities and the parents, where the questionnaire of openness to experience was filled out by the educators By holding a one-on-one meeting with children. As for the EPoC test, the researcher conducted the test after she participated in a preparation and preparation workshop for using the EPoC tool.
- Data were collected, compiled, and statistically processed to answer the study questions and to come up with appropriate recommendations in light of the findings of the study.

Statistical treatments:

- To implement the study and answer its questions, the following statistical treatments were used:
- To answer the first of the study questions; the arithmetic mean and standard deviations of the responses of the study sample individuals were calculated.
- To answer the second question of the study; Frequency and percentage were extracted according to the latent creativity classifications (IQC), and the arithmetic means and standard deviations of the responses of the study sample individuals were calculated.
- To answer the third of the study questions; a Simple Regression Analysis was performed to reveal a correlation between the level of openness to experience and level of latent creativity.

Presentation and discussion of results:

To answer the study's first question, which states: “What is the level of openness to experience among children aged 5-6 years in the Lower Galilee region in the Northern District?” The arithmetic means and standard deviations of the level of openness to experience among children aged 5-6 years in the Lower Galilee region in the Northern District were calculated, arranged in descending order according to their arithmetic mean as shown in Table (3).

Table (3): means and standard deviations of the level of openness to experience

rank	NO	Paragraph	Mean	STD	Level
1	1	Curious and explorer, who loves to learn and try new things.	4.27	0.93	High
2	7	He loves to dream of fantasies and has a good imagination.	4.25	0.74	High
3	5	Usually, he is engrossed in what they are doing	4.23	0.78	High
4	2	Very smart person (although his sign doesn't show it)	4.09	0.90	High
4	4	He has daydreaming. It is often lost in thinking or the realm of imagination.	4.09	0.94	High

6	6	Creative in the way he looks at things, and the way he thinks, works and plays are creative.	3.88	0.93	High
7	3	He has a way of expressing it through words, and he has the ability to express himself well with words.	3.86	1.02	High
The general dimension			4.10	0.79	High

Table (3) shows that the level of openness to experience among children aged 5-6 years was high, as the arithmetic average of the level of openness to experience for the scale as a whole was ($M = 4.10$, and with a standard deviation ($SD = 0.795$).

This result indicates that there is a high level of openness to experience in early childhood. In addition, this can be attributed to the fact that children in the current era live in a time of openness and changes. especially with a large number of technologies and satellite channels, and the multitude of cultures, as all this has caused a significant change in societies due to the flow and transmission of the means of communication.

Education is one of the aspects that are most affected by change and openness to experience, and the researcher can also attribute this result perhaps to the changes and developments that occurred in the family as a result of cognitive progress and technical development as the language of dialogue between family members became the dominant method in the majority of families, which led To the exchange and discussion of valuable and useful information and its positive role in increasing the level of openness among children so that it provides readiness to receive and accept information, and it may be for the mother's work, whether it is outside or inside the country.

A major role in openness to information and its transmission to children, being the closest to its children and the one most in contact with them, in addition to the comfortable economic situation that this provided and encouraging openness to societies.

Al-Batanouni (2011) has indicated that providing an appropriate environment for the individual's imaginations and expectations allows him to better express his psychological state, and the individual is characterized by openness, innovation and innovation, and he becomes able to review the prevailing social, political and religious values, so he always strives towards achieving the best.

This result is consistent with what was indicated by the study of Goldberg (1998), Halverson et al (2003), and Mervielde et al (1995). And Mervielde and De Fruyt (2000) in terms of a high level of openness to experience in childhood, and this result did not agree with the results of the study Lamp et al (2002), which excluded the existence of the factor of openness to experience in children without adolescence.

To answer the second study question, which states: “What level of creativity is latent among children aged 5-6 years in the Lower Galilee region in northern Israel?” Frequency and percentage were extracted according to the inherent creativity classifications (IQC), and Table (4) shows that.

Table No. (4): Frequency and Percentage according to the Classifications of the Level of Latent Creativity (IQC)

Latent creativity levels (IQC)	Frequency	percentage	Category
130 or more	4	%7.8	very high
120-129	6	%11.8	High
110-119	11	%21.6	Above Medium
90-109	30	%58.8	Medium
80-89	0	%0	Below Medium
70-79	0	%0	Weak
69 or less	0	%0	Very weak

Table (4) shows that (58.8%) of children aged 5-6 years in the Lower Galilee region in the Northern District had a medium level of creativity according to the classification of the latent creativity level.

While the percentage of children in which the level of latent creativity ranged between (120-129) (11.8%), according to the classification, a high degree. and the percentage of children who had the level of latent creativity according to the classification was higher than Medium and ranged between (110-119) which is (21.6%).

In addition, the percentage of those who had the level of latent creativity Less than Medium and ranged between (80-89) (1.9%).

While no cases were recorded from levels below average, weak and very weak, meaning that the levels of latent creativity (IQC) among children 5 to 6 years old in the Lower Galilee region in The Northern District has clustered around the Mediterranean.

In addition, the graph shows the distribution of levels of latent creativity (IQC) among children 5-6 years old in the Arab community, the Northern District (see Figure 1).

Figure (1): A diagram of the level of latent creativity

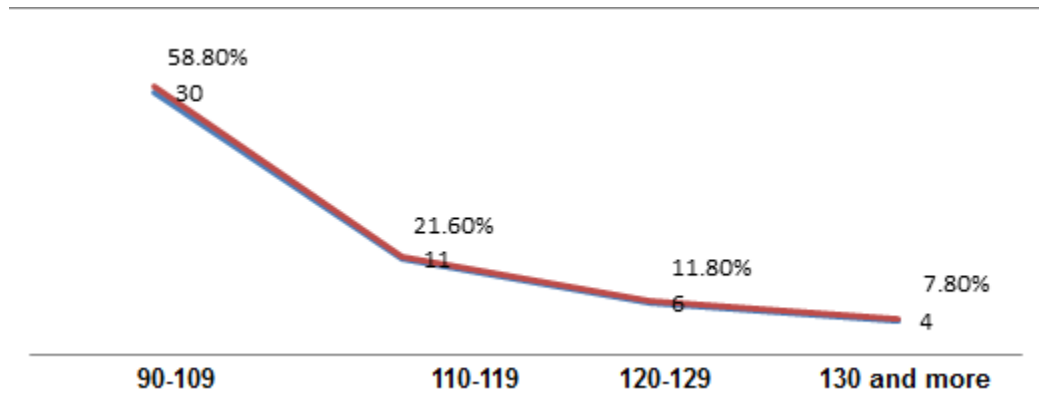


Figure (1) shows the distribution of levels of potential creativity (IQC) among children 5-6 years old in the Palestinian interior among children in the Lower Galilee region in the Northern District.

For more information, the arithmetic mean and standard deviation of the latent creativity level of children aged 5-6 years in the Lower Galilee region of the Northern District were also calculated, and Table (5) shows that.

Table No. (5): means and standard deviations of the level of latent creativity

Measurement	means	STD	Category
The level of creativity latent	100.88	7.59	Medium

Table (5) shows that the average overall score for the level of latent creativity among children 5-6 years in the Lower Galilee region in the Northern District reached (100.88IQC =), with a standard deviation of (SD = 7.59), which is according to the classification of levels of latent creativity for the indicators (IPOK). EPoC is considered a Medium degree.

This result can be attributed to the fact that education in the Arab community provides cognitive and environmental factors that stimulate the training of students in general and children in particular on creative talents and abilities, and in this context, it is possible to refer to the information revolution enjoyed by the Arab community in Israel that helped provide information and openness, which led To raise the level of creativity latent in Israel, and the Arab society was affected by this, but at a medium level.

As Al-Surani (2003) points to the existence of a special transitional phase in the field of education in the Arab community in Israel, given that this society is affected by modernity and progress that helped openness.

In addition, because the nature of creative work requires that it have a specific goal, interact with the surrounding environment, and provide solutions to specific problems, creativity is an important

process that involves a motive that the individual strives for, and ability in a field that depends on knowledge. Despite all the changes that are occurring in the Arab community in Israel in an accelerated manner, the Arab family is still considered an important socio-economic institution and its existence must be preserved (1999 חאג- יחיא).

This result is consistent with what Stenberg and Lubart (1995) pointed out that everyone has a certain level of latent abilities, in addition to what parents (2009) indicated that the individual is born with a willingness to learn and train for all types of thinking, including creative thinking. This result differed with what Gloford (1975) pointed out, that this ability is not achieved by everyone, as there may be people who do not have the necessary experience to achieve this ability or lack training on creative talents.

To answer the third study question, which states: “Is there a statistically significant correlation between the level of openness to experience and the level of latent creativity among children 5-6 years old in the Northern District?” Simple Regression Analysis was performed to reveal the existence of a correlation between the level of openness to experience and the level of latent creativity, and Table (6) illustrates this.

Table No. (6): Summary of the results of (Simple Regression Analysis) of the relationship between the level of latent creativity and the level of openness to experience among children of the ages 5-6 years in the Lower Galilee region in the Northern District

Variables	Model Summary			F	ANOVA			Coefficients		
	R	R ²	Adjusted (R ²)		DF		Sig	β	T	Sig
(Latent creativity)	0.58	0.344	0.331	25.742	Regression	1	0.000	0.481	-5.074	0.000
					Residuals	49				
					TOTAL	50				

It is evident from the results in Table (6) that there is a positive correlation between the level of openness to experience and the level of latent creativity among children aged 5-6 years in the Northern District.

As the results of the statistical analysis showed a statistical relationship at a significant level (0.05 α), as the value reached Correlation coefficient ($R = 0.58$).

This confirms the existence of a positive correlation between the level of openness to experience and the level of creativity latent among children of the age of 5-6 years in the Arab community of the Northern District.

Experience has explained an amount (34%) of the variance that occurs in the child's latent creativity, while the remaining percentage (76%) is attributed to other variables that were not included in the regression model and in the same context, the results of the analysis showed that the modified identification factor (Adjusted (R²)) It reached (0.331), which reflects the net level of influence of the level of openness to experience of children on the child's latent creativity.

The value of the degree of influence was ($\beta = 0.481$), which means that an increase of one unit in the level of openness to experience leads to an increase in The child's latent creativity with a value of (0.48%). confirms the morale This effect is the calculated value of (F), which amounted to (25.74), which is a function at the level of ($0.05 \geq \alpha$), and the value of (t) calculated (-5.074).

This result indicates that creative children tend to be more open to new experiences. Openness to experience is one of the major personality factors that can positively affect the level of creativity in children, and this was confirmed by Lebuda (2015); Shi, Dai & Lu (2016).

Where they indicated that individuals with a high level of openness are more creative, and the level of openness varies in different environments and cultures, which affects the factors that are related and related to the levels of latent creative thinking (Zhang and Sternberg, 2005).

In addition, it appears in the current study that the level of creativity increases with the level of openness to experience.

This finding is consistent with what was indicated by the study of Herzhoff and Tackett (2012). Soto (2015) Karovsky and Lebuda (2016); Shi, Dai & Lu (2016) Tan, Lau, Kung & Kailsan (2019), whose results showed a positive correlation between the factor of openness to experience and latent creativity.

Recommendations and proposals

On the theoretical side: the researcher recommends that future research and studies be conducted on the subject of the research so that it is research with a qualitative method as well as a quantitative approach. In addition to examining the relationship of the level of openness to potential creativity according to other variables, such as society, place of residence, educational environment, educational qualification of nannies, and others. In addition, that the sample includes other partners in the educational process, such as parents, counsellors, and specialists.

On the practical side: Conducting training workshops to guide educators on how to measure latent creativity using the EPoC tool, in addition to professional courses to develop new methods for developing children's openness, and diversification in teaching methods and methods of evaluating children to suit their thinking styles, as it is not The learning and teaching style must be appropriate.

It is also imperative to build an action plan to develop the openness and creativity inherent in children, and also to pay attention to training courses for educators in the various educational stages that reveal the personality factor of openness and the importance of its development in children because of its impact on the development of other factors they have, in terms of their capabilities, creativity and their achievement And their choices.

Finally, the researcher specializing in the education system recommends using the EPoC tool - an additional assessment tool, especially for third-grade students after the gifted test.

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