Investigating the relationship between emotional creativity and academic performance in adolescents' writing, thinking and lifestyle lessons

[1]**SeyedAbolghasem Seyyedan**

[1]Lecturer in Psychology, University of Mazandaran and Torbate Heydariyeh

[2]**Faezeh Pahlavanzadeh**

[2]Bachelor of Physical Education, Al-Zahra Girls' Technical College, Mashhad

Abstract

The present study investigates the relationship between emotional creativity and academic performance of adolescents in writing, thinking and lifestyle in the statistical population of all first grade high school students in Babolsar in the academic year of 2017-2018. The sample is selected by one-stage cluster sampling method and then simple random selection of 60 students, the data are obtained through the implementation of the Averill(1999) Emotional Creation Inventory (ECI) and the teacher-made test in writing,thinking, and lifestyle. Research method is descriptive-correlational. The general finding shows that there is a significant positive relationship between emotional creativity and academic performance in writing lesson, thinking and lifestyle respectively R = 0.199 at the level of P = 0.127 and R = 0./315 and P = 0.014.

Keywords: emotional creativity, academic performance, writinglesson, thinking and lifestyle.scientists and researchers in the educational sciences.

Since the beginning of the twentieth century many researchers such as Moman and Lai, then Clapard, Maria Montessori, John Dewey, Herbert, Thorndike and his colleagues and in many countries have conducted extensive researches on the effectiveness of the teaching methods in all lessons for 40 years (Afshar 2011 P. 183)

Today, teaching approaches are focused on novelty, creativity, and knowledge production, and this should be one of the characteristics of the teaching method so that the teaching process is based on the principle of learners' interaction with the environment and discovering facts (FazliKhani, 2013).

One of the main goals in any society is the development of logical and

creative thinking in students, which has long been of interestto professors and experts in the education system. The resultof this development mainly depends on the quality and methods of teaching. Because wherever there is talk of education, willingly or unwillingly, the category of teaching and its methods appear. Research on teaching methods shows that many teachers still spend a significant portion of their class time lecturing or asking questions that require nothing more than collecting simple scientific facts. They allocate just 1 Percent of class time to questions that require thoughtful answers (NajafiHezarJaribi, 2014).

Explaining a lesson is not just called teaching, and listening alone does not mean learning. The purpose of learning is not remembering and passive learning, but also actively and creatively engaging students and teamwork (Tick, 2007). Learning should be done step-by-step from simple to complex and from easy to difficult. Therefore, first a simple and general design should be created, such as the sketch that a illustrator draw of a face, and then he should complete the sketch by giving details (Naghibzadeh, 2015).

A good teacher is not someone who learns the most in the shortest amount of time, but someone who inspires the student to learn and understand. Because the goal of education is not to gather and accumulate information, but to use the ability to think and understand, and the best way to understand is to do, we understand and remember a thing better when we have learned it ourselves (Naqibzadeh, 2015).

Whenever a person wants to do something but fails to achieve his goal, a problem arises for him. In other words, any ambiguous situation createsa problem. Most problem-solving researchers agree that a problem occurs only when a person encounters a problem because there is no immediate answer for it(Gok&Silay, 2010). Dowing believes that the best teaching method is that the students themselves use the method of scientific research like a researcher or scientist to achieve the answer for a problem. After encountering an ambiguous situation, a researcher asks a precise question, searches and collects information to find the answer, achieve the answer or answers about the information he has provided, and finally evaluates and tests the answers to make sure of his correctness or incorrectness. Teacher should avoid assertive comments as much as possible because it causes that students

think all important problems are pre-solved. Even giving information is useful when it is needed to solve a problem, because information can only be identified when it is used (Naghibzadeh, 2015).

In contrast to this method, there is a traditional teaching method, the most important thing in this method is what the teacher says during his speech in class, all the students look at the speaker and everyone pays attention to him. There may also be a tendency in the instructor to speak alone in class and even discourage or dissuade students from asking questions or commenting.

Creativity in the field of emotions began with the activity of Averill since 1980 and emotional creativity is defined as the ability to experience and express a combination of emotions in an innovative and effective way (Hashemi, 2009). Emotional creativity includes four criteria that are expressed as follows: 1) *honesty*; honest expression of our experiences and values, 2) *novelty*; change in common emotions or create new emotional states, 3)*effectiveness*; emotion coordination with a position so that it is ultimately beneficial to the individual or group, 4) *Preparedness*; the ability to understand emotion and

the desire to recognize it (Averill and Knowles, 1991).

Given the mentioned , this question arises as to whether there is a relationship between emotional creativity and academic performance in adolescents' writing lesson, thinking, and lifestyle?

Research Methodology

The research method is descriptive-correlation.

Statistical populationand sample of research

The statistical population of the present study included all first grade high school students in Babolsar in the academic year of 2017-2018.

Statistical sample and sampling method

First, one-stage cluster sampling methodis selected, then simple random sampling is used. (Sample size is 60 people.)

Data Collection Instruments

Averill Emotional Creativity Inventory(ECI)

The Averill Emotional Creativity Inventoryis used to measure the emotional creativity variable of the

Averill Emotional Creativity Scale (1999). This scale has 30 items and four dimensions (components) including Novelty, Effectiveness, Authenticity and Preparedness.Among them, 7 items measure emotional preparedness, 14 items of novelty, 5 items of effectiveness and 4 items of authenticity. In front of each item is a range from 1 (strongly low) to 5 (stronglyhigh). It should be noted that questions 11 and 29 are scored in reverse.Averill(1999) reported the

items. Hashemi (2009) confirmed the three-factor structure of this scale on a sample of Iranian students and reported its validity as favorable. He obtained the reliability coefficient of this scale using Cronbach's alpha coefficient. He calculated the alpha coefficient for the subscales of novelty, authenticity and preparedness to be 0.85, 0.71 and 0.64, respectively.

2- The teacher-made test is in the writinglesson, thinking and lifestyle.

thinking and lifestyle lesson	writing lesson	Indicator	variable
0/315	0/1990	r	
0/014	0/127	p	Emotional creativity
60	60	n	

reliability of the total score of emotional creativity using Cronbach's alpha coefficient of 0.91. Averill(1999) used factor analysis and correlation with similar tests to evaluate the validity of the scale, which based on factor analysis obtained three dimensions instead of four; and the dimensions of effectiveness and authenticity together formed a factor. The first dimension is novelty, which includes 14 items, and the dimension of authenticityincludes 9 items and preparedness includes 7

Results and findings

Hypothesis: There is a significant relationship between emotional creativity and academic performance in writinglesson, thinking and lifestyle.

Table: Investigating the relationship between emotional creativity variable and academic performance in adolescent writing lessons in the sample

According to the results of Pearson correlation coefficient, the table shows that there is a statistically significant positive relationship between the variables of emotional creativity and academic performance in writing, thinking and lifestyle lessons.

Discussion and conclusion

The analysis of the findings show that there is a statistically significant relationship between emotional creativity and academic performance in students' writing, thinking and lifestyle lessons. This finding is consistent with a study entitled "Investigating the relationship between creativity and emotional sensitivity in First and Second Grade Male and Female Students of Birjand Talented High School" which is conducted in 2013 by Ahadi, Mazaheri and Fakhri. Its results show that in more creative people, there is more emotionally sensitivity. In terms of characteristics, more creative girls tend todominate and less creativeboys tend to be more adventurous. And Bambuti (2008) in a study showed that many students who can adjust the cognitive, motivational and behavioral aspects of their academic performance have been strongly successful as learners. These findings show that Self-Regulated Learning is a predictor of academic performance, and learners should learn how to regulate their performance and maintain their goals despite difficult assignments in order to achieve academic success.

In addition, this findings are consistent with the research findings of KamianKhazaei (2010), FazliKhan Ali (2004), Ali Hosseini (2010), Gauguin (1983), Madon and Leighton (1968), Milgram (1990), Torrance (1987), Remy and Piper (1974); Sullivan (1974); Chambers (2009), Romero Gonzalez (2009), Kleanes (2009), Peng (2010), Kansting (2010), Klavern(2010), Michel François (2010), Mari Klean(2009), KatamiEckles (1995), Beach Hooda et al. (1994). Gauguin (1983) conducted a study by using the Torrance Creativity Test on a sample of 225 students in school and found that active methods on developing the creativity of students are more especially in girls, andin contrast, students in the traditional methods have shown the least increase in creativity. After a year, even their creativity is shown to be lower than the baseline compared to the opposite group (active method).In another study, Haddon and Leighton (1968) compare dynamic and traditional classes and find that students show a more consistent superiority in divergent thinking after 4 years of

elementary class than studentsof traditional classes.

Milgram (1990) also believes that the reason for school failure in the growth of creativity is largely related to uniform education. However, each of the studentsis completely different from each other. Torrance (1987) by comparing the results of 308 studies show that appropriate teaching methods have a positive effect on the growth of students' creativity and in 70% of cases, these methods are successful. A study by Remy and Piper (1974) and Sullivan (1974) focuses on comparing dynamic or open classes with traditional classes. The open or dynamic classroom space is appropriate for the development of research condition, curiosity, manipulation, self-regulation, and learning.

In a study on 671 teachers, Chambers (1973) examine their negative and positive effects on students' creativity. Examination of the answers show that teachers who promote students' creativity tend to use informal methods in managing and guiding the class. They allow students to choose the topics they want. They welcome their unusual perspectives, reward their creativity, interact with students outside the classroom, and consider the encouragement of students'

independence and positive performance as an effective pattern of creativity.

Romero Gonzalez et al. (2009) show that exploratory learning method affects on the speed of understanding and improves the information retrieval. Climes (2009) during his research tries to update the teaching methods and develop it to create the best educational conditions. Cheng (2010) believes that the emergence of creativity in the classroom forms in students by using new and changed methods andprovides the best facilities for educational conditions.Claverne (2010) finds that teachers should use different and more diverse methods in the classroom until the end of the school year for students to have better learning and education, and to create the context for different aspects of creativity. Michel François (2010) considers a more advanced way of creating and teaching creativity to affect teachers' knowledge, attitude and skills. Marie Klein (2009) concludes thaton the method of teaching lectures and its effect on the initial activation of students' minds, if the methodof lecturing is complementary, it will affect creativity.

KatamiEckles (1995) examines the relationship between creativity and

academic achievement and cultural, social, and economic variables. He showes that thereis a significant difference between creative and non-creative individuals in terms of their scores. Beach Hooda et al. (1994) studies the effect of exploration training in biochemistry lesson and concludes that exploration has a positive effect. In a study conducted by Fazli and Khanali in 2004 entitled of *comparing the effectiveness of active and traditional teaching methods on the creativity of middle school students in Farbodan city*, they concluded that active teaching methods have a greater role.In a study conducted by Ali Hosseini in (2010) entitled *The effect of active and passive teaching method on the creativity of high school students in Tehran Region 1*, they concluded that teaching methods have a greater impact on creativity. Therefore, we conclude that creativity-based teaching methods affect students' creativity.

References

persian

Ahmadpour, Zahra (2014). Investigating the effect of problem solving method on the learning rate of high school students in psychology, M.Sc. Thesis, AllamehTabatabai University.

Ahmadizadeh, Pari. (2011). Investigating the Relationship between Attachment Styles and Critical Thinking with Mental Health in Students of Islamic Azad University, Gachsaran Branch, M.Sc. Thesis, Islamic Azad University, Marvdasht Branch.

Asgharnejad, Abbas. (2013). Construction and validation of ExamAnxiety Questionnaire,M.Sc. Thesis, Faculty of Psychology and Educational Sciences, ShahidChamran University of Ahvaz.

Aghababaei, Mohammad (2012). The effect of life skills training on mental health and control source of adolescents, Iran ZaminParsian Research Institute.

Akbari.Morteza.(2012) .The Effect of Family Factors on Creativity and Academic Achievement of Third Year Middle School Students in South Rudbar, M.Sc. Thesis, Faculty of Educational Sciences and Psychology,Marvdasht city.

Ansari, Roghayeh (2013).Investigating The Relationship between Learning Strategies and Students' Creativity, M.Sc. Thesis, University of Tehran.

BabapourKheiruddin, Jalil; RasoulzadehTabatabai, Kazem;Ejei, Javad and Ashtiani, Ali. (2011). Investigating the relationship between problem solving methods and students' psychological health. Journal of Psychology, Volume 7, Number 1, PP. 16-3.

BadriGorgi, Rahim and Fathi Azar, Eskandar (2007). Comparison of the effect of group problem-based learning and traditional education on teacherstudents critical thinking, Quarterly Journal of Educational and PsychologyStudies, Volume 18, Number 2, PP. 33-23.

Budo, A, n.d. (2016). Creativity in school, translated by H, Ghasemzadeh, Tehran: Chehre.

Budo, George (1990). Creative Thinking. Translated by Saeed Ali Mirzaei (2006). Tehran: Sargol.

Biabangard, Ismail. (2010). Test Anxiety: Nature, Causes, Treatment, along with Relevant Tests. Tehran: Islamic Culture Publishing Office.

Poshtiban, Nowruz (2014). The effect of teaching planning study methods on metacognitive skills of third grade middle school students in Marand. M.Sc. Thesis in field of Curriculum Planning, University of Tabriz.

Paulia, George (1994). How to solve the problem? Translated by Ahmad Aram. (1998). Tehran: Kayhan Institute.

PirKhaefi, Sudabeh; NikbakhtNasrabadi, Alireza; Parsa Yekta, Zohreh;Jariani, Abolfazl and Moaghari Sadat, Mohammad Reza. (2009). The concept of logical thinking and its importance in medical education, Journal of Medicine and Cultivation, Volume 5, Number 54, PP. 48-41.

Tavallaian, Abdul Hussein (2010). Methods of fostering creativity of children and adolescents, M.Sc. Thesis, Islamic Azad University, Tehran Branch.

Jafari, Parviz (2013).Investigating the extent of providing conditions for creativity by third and fourth grade teachers of Dezful high schools, M.Sc. Thesis, Islamic Azad University, Khorasgan Branch.

Khorshidi, Abbas (2014). Teaching methods and techniques, Tehran: Yastaroon.

Khayyer, Talaat. (2003). The effect of study and learning skills workshop training lesson on study and learning strategies of talented students, Iranian Journal of Medical Education, Volume 9, Number 1, PP. 40-31.

Darabi, Bijan; Goodarzi, Hassan (2008). Investigating the relationship between personality and family characteristics of middle school students in Boroujerd city with creativity in science: Research Council of Lorestan Education Department.

Robert Weisberg. (2009). Creativity beyond the myth of genius, translated by Mehdi Valfi, Leila Publishing House, Tehran: Rafavieh Publications.

Shabani, Hassan. The effect of problem solving method as a group work on critical thinking and academic achievement of fourth grade elementary students in Tehran. Doctoral dissertation, unpublished, Tarbiyat ModarresUniversity.

Shahr Arai, Mehrnaz. (2001). The Necessity of Dynamic and Creative Education, Journal of Social Sciences and Humanities, Shiraz University, Volume 10, Number 1.

ShahniYeylagh, Reza (2006). Studying thePrevalence of procrastination and the effect of cognitive-behavioral treatment methods, behavior management on its reduction on high school students in Ahvaz, Journal of Psychology, ShahidChamran University, No. 2, PP. 92-78.

Abedi, Hossein. (2006). The Effectiveness of Self-Regulated Learning and Study Skills on Students' Academic Achievement, Quarterly Journal of Applied Psychology, Volume 4, Number 3, PP. 80-69.

Abbasi, Javad. (2007). Creativity and New Methods in Measuring Creativity, Tehran: Psychological Research, Volume 2, Numbers 1 and 2, P. 4654

Foroughanfar, Maryam. (2006). Relationship between problem solving methods and marital adjustment in married students of ShahidBeheshti University, M.Sc. Thesis in General Psychology, ShahidBeheshti University of Tehran.

FazliKhani, Manouchehr. (2012). Comparison of the effectiveness of active and traditional teaching methods on academic achievement of Students, MignaScientific, Educational and Higher Education News Magazine, No. 5, PP. 45-36.

Ghasemi, Farshid. (2010). Strategies for Creativity in Teachers and Students, New Test, First Edition.

Qaltash, Abbas. (2011). The effect of participatory learning on the development of social skills of fifth grade male students in Korean.M.Sc.Thesis, unpublished, Tehran Tarbiyat Moallem University.

GholiZadeh. (2015). Investigating environmental andpersonalityfactors, and problem-solving style affecting girls' escape from boarding schools, M.Sc. Thesis, University of Tabriz.

Ghurchiyan, Marjan. (2013). The Impact of Preschool Lesson on Mathematical Academic Achievement of First Grade Elementary Students in Kazerun, M.Sc. Thesis, Islamic Azad University, Marvdasht Branch.

Mohammadi, Farhad and Salehi, Abdullah. (2001). A Study of Problem Solving Styles in Depressed and Normal People, Journal of Psychological Sciences, No. 1, PP. 42-24.

Latin

Becker-Weidman, e.p.,& Goff, K. (2010). A quite revolation. Journal of creative behavior, 23(2).

Bell, G K, &Dzuryla SF. (2009). learning and study strategies of university student who report a significant history of reading difficult. j Development Disabilities Bulletin. 34(1&2): 57-79.

Bradford,K,J& Steve, R. (2009). Internalization within the family: The self – determination theory. In Gruse, J. E. & Kaczynski, L. Parenting and children s internalization of values: A handbook of contemporary theory. New York: Willey Press.

Cetinkaya, M. L., &Erktin, C. J. (2011). An evaluation of study habits of third- year medical students in a surgical Clerkdhip. AM J Sur, 18(3), 268-271.

Deci, E. L. & Ryan, R. M. (2009). Intrinsic motivation and self-determination in human behavior. New York: Plenum Press.

Deci, E. L., & Ryan, R. M. (1985). Self-determination theory and the facilitation of intrinsic motivation, social development, and

well being. American Psychologist, 55, 68–78.

Desi,R; &Rian, N(2009). Establishing connectivity of emotional quotient (EQ), spiritual quotient with social adjustment: A study of Kashmiri Migrant Woman. J. Hum. Ecol,No 18 (4), 313-317.

Dowing. P. (1970). Executiveskills in and ghost &adolescents :A practical guide to assessment & intervention Canada: the Gilford press .

Dzurilla ,T.j., &Sheedy ,C .F.(1992) . the relation between social problem solving ability and subsequent level of academic competence in college student .cognitive therapy and Research college students. Cognitive therapy and Research16(5),589 599.

Eisein,B.L.(2014). Positivity: Groundbreaking research reveals now to embracethehidden strength of positive emotions, overcome negativity and thrive. New York: Grown Publishing

Gok, T& ,.Silay, I) .2010 .(The Effect of problem solving strategies on students'achievement, Attitude and Motivation.

Tick, A) .2007 .(Application of problem-based learning in classrooms activities and multimedia.

Elliot ,T . R,shewchuk , R .M ., & Richards ,J . S.(1999). Care given social problem solving abilities and family member adjustment to recent onset physical disability . Rehabilitation Psychology , 44(1) ,104-123.

Gowan , D. (1980). Emotional intelligence new York : Bantam

Horng, J.H. & Lee, N.A. (2009). Dynamic Spread of happiness in a large, Social network: longitudinal analysis over 20 Year in The Framingham heart study. British Medical Journal, 5(2): 337-338.

Johnson, D.W. & R.T. Johnson (2000). "conflict in The classroom: controversy and learning"; Review of Educational Research.

Kuhn, J. (2008). Studying situated learning in a multi-user environment. http://muve.gse.harvard.edu/rivercityproject/documents/rivercity

Larkin, k. d. (2009). Learning Styles and Asynchronous Learning: Comparing the LASSI Model to Class Performance. JALN, 4(1).

Mau, w. c. (2005). Parental influences on the high school students academic achievement: A comparison of Asian immigrants, Asian

Americans, and white Americans. Psychology in the schools, 34: 267-277.

Mau,J.(2005). depression, generalanxiety, test anxiety ,and ridity of gifted junior high and high school. Psychol Rep. 69(2):11.28-30

Migram, Roberty. (1990). Dimensions of thin king Afrawork for curriculum an instruction,Virginia, Association for supervision andcurriculum Development(ASCD(,PP,13-11.

Rouf, J.(2013). Genetic and Environmental Influences on personality, Journal of personality, 66: 525-554.