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Prediction of academic performance of students on writing course based on the academic performance of their thinking and lifestyle course

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Abstract
The general purpose of this study is prediction of academic performance of students on writing course based on the academic performance of their thinking and lifestyle course in statical society of all of the freshman male students in Babolsar in the academic year of 2017-2018. The considered sample is performed in a one-step cluster sampling method thus among high school freshmen, schools with joint teachers in thinking and lifestyle courses and writing courses, a sample of 60 students from two schools was selected. Data are compiled through teacher's quizes of writing course and thinking and lifestyle course, the method of study was descriptive – correlationand statical method was Pearson correlation and multiple linear regression, general findings has shown that academic performance can predict function of thinking and lifestyle course (P < 0/000 and F = 62/841).

Keywords: academic performance of writing course, academic performance of thinking and lifestyle course.

Expression of the issue
One of the teachers' duties in education is grounding of growth and optimal learning of students. In modern education, the insistence is on activation of learning and the formation of mental construction. Therefore, learning circumstance, and the centrality of the learning process is very important (Salsabili & N, 2003).
Behaviorists define learning a more or less permanent changes in potential behavior resulting from experience (Norouzi & others, 2003). Based on this theory, predetermined subjects are representing to students during a determined continuity and students are persuading to learn the content by using external stimulants. Cognitivists, define learning as the acquisition of a cognitive construction through insight and perception. In this kind of learning, new learnings are combined by mental formation and pre knowledges of the person (Ahmadi, 1999).
Cognitivists express that learning is the function of mental changes of a child and also believe that learning happens in a specific time and based on the regular sequence according to personal differences and developmental steps in creative thinking between the students and educational situation, based on exploration, induction and analogy, changes learning and experience, and also changes itself based on experience.

This theory insists on some mental occurrences such as exploration, processing, recovery and transferring information (Karimi, 1994). A cognition which refers to all of the mental actions such as accuracy, perceptions and great mental processes such as reminding, creative thinking, reasoning, analysis and comparison, are producing through making a relationship between several occurrences, understandings, principles, rules and cognitive constructs. In this approach, the teacher's role is creating facilitating environments (Mohammadi, 2015).

2-9-1-learning purpose

One of the important purposes of learning is thinking development of students. It doesn't matter what do they learn or what do they study, something which is considered is that children have to learn how to think they have to make a decision and judge (J. Smith, 1994), one of the teacher's responsibilities is to teach students to lead students from the memorization step to thinking and problem-solving step (Myers, 1995).

Piaget insists that children do not acquire knowledge passively, but they achieve to it actively. Therefore, his popular sentence applies: if we teach, we inhibited creativity (Karimi, 1994). Obviously, teaching I this process is directed and one sided. Therefore, the major purpose of teaching has to be growth of other main elements of thinking in solving a problem and creativity. solving a problem and creativity are two main elements of thinking (Seif, 2012).

Thinking is a purposeful mental activation which we can control it partly. Here, control is a keyword. Our brain starts to think, when we lead their activation, in summary any intellectual activity is called thinking which helps us to solve the problem, make a decision or apply the desire to understand something. In thinking process numerous mental activations are involved including accurate observation, memorization, reminding, thinking, fantasy, exploration, interpretation, evaluation and judgement and in many cases mental activation act with a harmony. For instance, when we want to solve a problem or make a decision, we have to identify the issue then start with question, interpretation and analysis and finally make a decision.

Thinking is compared to the jewel of knowledge. In some people, this diamond is very shining. This is one of the amazements of the human which every one has this shining diamond. Thinking is a process which occurs through a new mental show by transferring information this is done by interacting with mental characteristics such as judging, analyzing, reasoning, guessing, and problem solving. It means thinking is internal and occurs in mind. But it reveals through behavior (Tafakor, 1999).

Now, because both of writing and thinking and lifestyle courses acquire a specific type of thinking development and problem solving, therefore this study is looking for the answer of this question: is the academic performance of the thinking and lifestyle course able to predict changes in the performance of the writing course or not?

Research methodology

The method of the research is descriptive – correlation

Statical society and sample

Statical society of this study was all of the freshman male students in Babolsar in the academic year of 2017-2018.

Statical sample and sampling methodology

At first, one-step cluster sampling method and then simple random are selected which joint teachers in thinking and lifestyle courses and writing courses are qualified.

(Sample volume is 60 person).

Data collection tools

Teacher's quizzes include thinking and lifestyle course and writing course.

Results and findings

Theory of educational performance in writing course based on the educational performance of thinking and lifestyle course is predictable

Table of summary of model				
model	R	R square	Modification value of R	error
1	.721[a]	.520	.512	1.586

Anova table						
model		total of squeres	df	Mean of squeres	F	meaningfulness.
1	regression	158.055	1	158.055	62.841	.000[b]
	residual	145.879	58	2.515		
	total	303.933	59			

To consider multiple relationship between these variables from multiple linear regression method is used with step-by-step method. In this regression method, components of academic performance of thinking and lifestyle course as predictor variables, and academic performance of writing course as outcome variable were entered into the regression equation. The results of this consideration are represented in the table. The results of this model have shown that academic performance of thinking and lifestyle course with the value of ($p<0/.00$, $F=62.841$) predicted academic performance of writing course.

Discussion and results

One of the important purposes of learning is development of thinking in students. It doesn't matter what do they learn or what do they study, something which is considered is that children have to learn how to think they have to make a decision and judge (J. Smith, 1994), one of the teacher's responsibilities is to teach students to lead students from the memorization step to thinking and problem-solving step (Myers, 1995).

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Thinking is a purposeful mental activation which we can control it partly. Here, control is a keyword. Our brain starts to think, when we lead their activation, in summary any intellectual activity is called thinking which helps us to solve the problem, make a decision or apply the desire to understand something. In thinking process numerous mental activations are involved including accurate observation, memorization, reminding, thinking, fantasy, exploration, interpretation, evaluation and judgement and in many cases mental activation act with a

harmony. For instance, when we want to solve a problem or make a decision, we have to identify the issue then start with question, interpretation and analysis and finally make a decision.

Educational design means that according to the subject and title of the lesson, pattern of teaching should be selected and circumstances and steps of the performance should be determined in advance which should be done accurately before starting the class (Dadgar & Hojati, 2011).

sample students, as strategic learners, they have knowledge with the desired structure and content and a set of cognitive and metacognitive strategies; those who can achieve information and apply flexible strategies, those who try to give a meaning to what they have learned, those who enjoy hard working and creativity, enjoy from problem solving and making decision, and those who can evaluate their information critically and creatively. Sample teachers are also skillful learners. Skilled teachers spend a lot of time for planning and quick recognizing patterns related to the subject of instructional content, participating in issues and solutions, monitoring the learning process, and teaching strategy change, when students fail to achieve goals (Marzino, Sohius, S., & Brent, 2001).

Aysen (2014) in research about "effects of learning method based on solving problem in creative thinking in higher education" concluded that learning method based on solving problem in creative thinking is effective on students. Also, the results have shown that learning method based on solving problem in dominance, flexibility and originality is effective on creative thinking of students.

Now, findings of our study showed that academic performance of thinking and lifestyle course is able to predict performance and changes of writing course, so we can insist on solving problem methods and thinking in thinking and lifestyle course, improved academic performance of writing course on students.

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