Relation of creativity, emotional intelligence and social adjustment with elementary student's academic improvement in Iran

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Abstract: Purpose of this article is to investigate the relation between creativity, emotional intelligence and social adjustment with fifth grade elementary students, education and training zone 1, in academic year 90-91. This survey is conducted with descriptive- correlation method on 312 fifth grade girl and boy elementary students that are selected with class sampling method. Variables of study are analyzed in social adjustment field through Shring emotional intelligence questionnaire, Abedi creativity questionnaire and California testing personality. Founded results indicate that there is no significant relation between emotional intelligence and academic improvement in fifth grade girl and boy elementary students (0.728) and (0.258). There is no significant relation between creativity and academic improvement in fifth grade boy elementary students (0.523). Also there is no significant relation between social adjustment and academic improvement in fifth grade girl and boy elementary students (0.363) and (0.920). According to significant level 0.003, it can be claimed that emotional intelligence is significantly more in boy students (101.31) than girl students (95.37) and this difference is statistically significance.. [Somayyeh Hosseinpour Mostafa Sheikhzade, Roqiyeh Vahdat. **Relation of creativity, emotional intelligence and**

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1.Problem expression

Academic improvement as a training phenomenon is not affected with one factor. Even various factors such as scholastic aptitude, cognitive factors like (generic intelligence, scholastic efficacy, social adjustment, self-regulation strategies (Akinb, 2005), classroom structure, scholastic motivation) capability of learners, teachers education and learners motivation affect it (Mayee, 2001). Researches show that among various factors, training and individual factors with cognitive and social natures have the most effect on academic improvement (Kate and Kool, 1992, Lefransova, 1997, Seyf quotes, 1390). Golman (1998) defines emotional intelligence as containing capacities such as self-stimulation. resistance in facing with failures, momentums control and postpone of joys, setting your mood, sympathy and hope. He also defines emotional intelligence as capacity of recognizing your feelings and others feelings, self stimulation and correct management of your emotions in various relations with other people. Most of these specialists emphasis on this matter that there is a close relation between emotional intelligence variables and academic improvement in different age periods among girls and boys, in such a way that with increasing or decreasing of one variable, some changes occur in another variable.

Importance of this matter caused emotional intelligence to become as important as analytical and cognitive intelligence and be able to affect on individuals academic and career anticipation (Akbarzadeh, 1383). (Torrance, 1959, Kefayet, quotes) says in creativity definition: creativity is a process including sensitivity in problems, fixes and inconsistencies, this sensitivity occurs after a problem or problems and then a probe gets started to find solutions for solving that problems and projecting hypothesis for this purpose, after that the said hypothesis and therefrom solutions are examined and modified if necessary and needed changes are done and finally the results of this examination are published. Education and pedagogy specialists are well benefactor on this matter that non- dynamic education and training that just transfer of mental records is done in it would not be able to develop productive and creative individuals, ideally and according to existing global situation. Creativity and social adjustment are of those factors that can be appear in both facilitating and providing roles in academic performance so that, noticing to the individuals talents and providing a field to indicate these talents making such a sense in school that develops outdoor ambiguity, contrast, inconsistency, failure and lack of control causes creativity and innovation extension and as a result of students social

adjustment also their innovation effect would be increased and vice versa if fields for developing students creativity are not provided and their social adjustment and it's relative factors are not investigated and studied, students' academic performance would be decreased. So one of the most important ways of increasing students' academic performance level is to make creative and flexible structure and providing needed field to strengthen and growth of emotional intelligence and also helping to students for establishing healthy and appropriate and consistent relationship with their own social environment(Yarmohammadiyan,1380).

Some researches are done about relation of some variables of this survey in Iran. Sharifi(1376) in the field of relation of individual and social adjustment and academic performance indicates that as a student is socially and individually more adjusted his academic performance is higher. RAzaviyanshad(1384) concluded that there is a positive and significant relation between parents academic monitoring, parents valuing of science and education, parents academic expectations, social class, academic goal, family dimension and students academic self-concept with academic performance. Another research shows that there is a positive relation between problem solving metacognitive knowledge and ability to solve problem (Jahromi and Jahromi, 1389). Karimi (1379) showed that comparing girls and boys in creativity indicates significant difference between these two sexes. So knowing variables such as emotional intelligence, creativity and social adjustment as relative factors with student's academic improvement and determining each person's rate of portion in students' academic improvement explanation is as fundamental question of this research.

2.Research method

Regarding topic and its identity with respect to goal, it's method of research is practical and regarding the way of collecting data it is among descriptive surveys that will be done with correlation research method. Because we are intended to anticipate academic improvement by noticing to variables such as emotional intelligence, creativity and social adjustment in regression analysis form. Social, sample and sampling method under study statistical social is all of the fifth grade girl and boy elementary students in educational and training zone 1 that are educating in academic year 90-91. For computing sample volume of above society depending on variables quantitative features in this study (academic improvement) Cachran formula is used by considering all individuals of the society (n).

Ν	Social N	gender
159	1677	girl
153	1585	boy
312	3262	

Table 1- society and computed sample

2.1.Information collecting tools:

2.1.1. emotional intelligence test

For weighing emotional intelligence variable, Shring emotional intelligence questionnaire is used. This questionnaire is made in 1994. In this questionnaire some modifications are made and it is organized according to Iranian culture and also scoring method in this test is based on Likret five grade scale and choices always, most of times, sometimes, seldom, never respectively(1-2-3-4-5). Since emotional intelligence questionnaire is made by professional ones, it is verified by specialist professors and some of guidance counselors and advisers and it has a good content and form. Also for determining permanency of questionnaire it is done on a sample containing 30 individuals and cronbach's alpha coefficient is used that is computed equal to 85%.

2.1.2. social adjustment questionnaire:

In this survey California Testing Personality (CTP) is used in social adjustment field that is in yesno question form and contains 90 questions that scoring system of test is as zero and one (no and yes). Currency and permanency of this questionnaire are evaluated in various researches. Masood nejad (1371) reports permanency coefficient of this test equal to 78% for social adjustment (masood nejad, 1371; Afshari quotes, 1375). Permanency of this questionnaire is performed on 30 persons in a primary study and through Cronbache's alpha computed equal to 0.64.

2.1.3. creativity questionnaire

Creativity questionnaire in Iran made for creativity measuring based on theory and definition of Gilford and Paul Torrance in current, innovation, flexibility and expansion 4 groups as a test containing 60 questions (Abedi, 1372). This tool contains 60 questions that 16 questions is in current part, 22 questions in innovation part, 11 questions in flexibility part and 11 questions in expansion part. Per question has 3 choices, score 1 belongs to first choice, score 2 to second choice and score 3 to third choice. These scores are collected in 4 groups and so 4 scores are obtained for (current, innovation, flexibility and expansion) parts that with summing 4 scores we can obtain full score of creativity for one person. Abedi (1372) performed this tool on 650 ones of Tehran's third grade guidance school and obtained permanency of this test through re-examination. Permanency coefficient for current part was 85%, for flexibility part 84%, creativity 82% and expansion 80%. Existing form of this test (60 questions) is used and examined by the professors of Spain Dosoto and University Cronbache's alpha internal consistency coefficient is used for permanency testing. This coefficient for testing of current part is equal to 75%, for innovation part 67% and for flexibility it is 61%.low permanency coefficient of this test is due to using internal consistency method, because replay of this in Dosto University is not possible. In order to measure permanency coefficient of creativity test (60 questions), an investigation is done on 30 second grade students of guidance school and after two weeks replay, the obtained coefficient is 82% in current part, 85% in innovation part, 88% in flexibility and 76% in expansion part. High permanency coefficient in this test indicates that using of replay can be a more appropriate way for computing permanency of test. Abedi (1382) conducted it on 650 ones of Tehran's students.

Torrance creativity test is also done beside this test on 200 persons of these students. Correlation coefficient between full score of Torrance test and full score of test obtained equal to 46%. Correlation coefficient between four scores of creativity analysis testing and academic scores, all were significant in 11 statistical level and was alternative between maximum 215% (between mathematic score and innovation part score) and minimum 54% (between mathematic score and flexibility part score). Findings

3.Main question of research and Results

What is the share of emotional intelligence, creativity and social adjustment variables in explanation of student's academic improvement in fifth grade? For checking relation of predictor variables (emotional intelligence, creativity and social adjustment) with criterion variable (academic improvement) multivariable regression test is used (Table 2). Considering that significant level of related test is equal to 0/016, it can be claimed that the above test with 0/05 error in 0.95 confidence level is significant. This means that the choosed model in the form of (emotional intelligence, creativity and social adjustment) variables is significant so H1 concept is verified and considering the determination coefficient r2 that is ratio of explained changes through X variable to the whole changes is equal to 0/033, it can be stated that about 3 percent of students academic improvement changes are explained according to predictor variables (emotional intelligence, creativity, social adjustment, table 3).

R		Distinction (R ²) coefficient	Adjusted distinction coefficient		Standard error	
0.18	81	0.033	0.033 -0.023		1.0)55
Source of changes	Freedom degree	Sum of squares	Mean- square	F	Confidence level	Significant level
regression	308	343.39	1.115		0.95	0.016
remained	3	11.62	3.87	3.47 Test result		result
total	311	355.01			H_0 Hypothes	is acceptance

Table 2- analysis of related variance to regression model of predictor variables (emotional intelligence, creativity and social adjustment) with criterion variable (academic improvement).

Table 3- parameter coefficient of first question related to predictive variables (emotional intelligence, creativity and social adjustment) with criterion variable (students' academic improvement)

Test result	significant level	calculated	line slope β	variable
	0.000	19.94	19.1	intercept
H ₀ Hypothesis rejection	0.005	2.86	0.16	creativity
H ₀ Hypothesis acceptance	0.758	-0.309	-0.018	adjustment
H ₀ Hypothesis acceptance	0.292	-1.055	-0.059	Emotional intelligence

Table 3 shows that there is a significant relation between creativity variable and academic improvement (p<0/005), but there is no significant relation between emotional intelligence and social adjustment variables based on denotative coefficient (beta) and observed significant levels (p<0.292, p<0.758) and so computed regression equation will be equal to: (Academic improvement) Y= fix amount+ (0.163) creativity.

Subsidiary questions of research

1. Is there any relation between emotional intelligence with student's academic improvement in fifth grade?(table 4).

Significant level of r Pearson test was equal to 0.25 and this level is bigger than minimum significant level 0.05 and also by considering computed Pearson amount that is 0.092, this amount is smaller than r Pearson critical amount in 0.95 confidence level and 151, (0.139) freedom degree, so there is no significant relation between emotional intelligence and academic improvement in fifth grade boy elementary students. In another words the above hypothesis is not verified.

2 . Is there any relation between emotional intelligence with academic improvement in fifth grade girl elementary students?(table 5). R Pearson significant two dominant level is equal to 0.72 and this level is bigger than significant level 0.05 and according to computed Pearson amount that is 0.028, this amount is smaller than r Pearson critical amount in 0.95 confidence level and 157, (0.139) freedom degree, so there is no significant relation between emotional intelligence and academic improvement in fifth grade girl elementary students. In another words the above hypothesis is not verified.

3. Is there any relation between creativity and academic improvement in fifth grade boy elementary students? (table 6).

Table 4- correlation coefficient between emotional intelligence with academic improvement in fifth grade boy elementary students.

Numbers	Significant level	Correlation coefficient	Dependent variable	Independent variable
153	0.258	-0.092	Academic improvement	Emotional intelligence

Table 5-correlation coefficient between creativity with academic improvement in fifth grade boy elementary students

Numbers	Significant level	Correlation coefficient	Dependent variable	Independent variable
159	0.728	0.028	Academic improvement	Emotional intelligence

Table 6-correlation coefficient between emotional intelligence with academic improvement in fifth grade girl

elementary students.

Numbers	Significant level	Correlation coefficient	Dependent variable	Independent variable
153	0.523	0.052	Academic improvement	creativity

As it is observed in above schedule r Pearson significant two dominant level is equal to 0.52 and this level is bigger than minimum 0.05 significant level and also according to computed Pearson amount that is 0.052 this amount is smaller than r Pearson critical amount in 0.95 confidence level and 151, (0.139) freedom degree, so there is no significant relation between creativity and academic improvement in fifth grade boy elementary students. In another words the above hypothesis is not verified

4. Is there any relation between creativity and academic improvement in fifth grade girl elementary students? (table 7).

r Pearson significant two dominant level is equal to 0.007 and this level is smaller than minimum 0.05 significant level and also according to computed Pearson amount that is 0.211 this amount is bigger than r Pearson critical amount in 0.95 confidence

level and 157, (0.139) freedom degree, so there is significant relation between creativity and academic improvement in fifth grade girl elementary students. In another words the above hypothesis is verified. 5. Is there any relation between social adjustment and academic improvement in fifth grade boy elementary students?(table 8). r Pearson significant two dominant level is equal to 0.36 and this level is bigger than minimum 0.05 significant level and also according to computed Pearson amount that is 0.074 this amount is smaller than r Pearson critical amount in 0.95 confidence level and 151, (0.139) freedom degree, so there is no significant relation social adjustment and between academic improvement in fifth grade boy elementary students. In another words the above hypothesis is not verified.

6. Is there any relation between social adjustment and academic improvement in fifth grade girl elementary students?(table 9).

r Pearson significant two dominant level is equal to 0.92 and this level is bigger than minimum 0.05 significant level and also according to computed Pearson amount that is 0.008 this amount is smaller than r Pearson critical amount in 0.95 confidence level and 157, (0.139) freedom degree, so there is no significant relation between social adjustment and academic improvement in fifth grade girl

Table 7- correlation coefficient between creativity and academic improvement in fifth grade girl elementary students.

Numbers	Significant level	Correlation coefficient	Dependent variable	Independent variable
159	0.007	0,211	Academic improvement	creativity

Table 8-.coefficient between social adjustment and academic c improvement in fifth grade boy elementary students.

Numbers	Significant level	Correlation coefficient	Dependent variable	Independent variable
153	0.363	-0.074	Academic improvement	Social adjustment

Table 9- correlation coefficient between social adjustment and academic improvement in fifth grade girl elementary students

Numbers	Significant level	Correlation coefficient	Dependent variable	Independent variable
159	0.92	0.0008	Academic improvement	Social adjustment

R		Distinction coefficient (R ²)	Adjusted distinction coefficient		Standard error	
0.12		0.014	-0.005		1.2	
Source of changes	Freedom degree	Sum of squares	Mean- square	F	Confidence level	Significant level
regression	3	3.18	1.062		0.95	0.537
remained	149	217.5	1.46	0.722	Test	result
total	152	220.76			H ₀ Hypothe	sis acceptance

Table 10- analysis of variance related to independent variables regression model (emotional intelligence, creativity	
and social adjustment) on dependent variable of this hypothesis (boy student's academic improvement).	

Table 11- parameter coefficient of seventh question related to independent variables (emotional intelligence, creativity and social adjustment) on boy student's academic improvement.

Test result	Significant level	canculated	line slope β	variable
	0.000	14.7	20.6	intercept
Hypothesis H_0 acceptance	0.628	0.486	0.04	creativity
Hypothesis acceptance H ₀	0.464	-0.735	-0.061	adjustment
Hypothesis acceptance H ₀	0.297	-1.04	-0.085	Emotional intelligence

elementary students. In another words the above hypothesis is rejected.

7. What is the share of emotional intelligence, creativity and social adjustment variables in explaining academic improvement in fifth grade boy elementary students? To investigate independent variables effect (emotional intelligence, creativity and social adjustment) on dependent variable of this research question (boy student's academic improvement) multivariable regression test is used (table 10).

As it is observed in Table 10, significant level of related test is equal to 0.537; this test with 0.05 error or 0.95 confidence level is not significant. So H1 hypothesis is rejected.

According to distinction coefficient R^2 that is explained changes ratio through X variable to the full changes, is 0.014, it can be claimed that about 1/4% changes in boy students academic improvement are explained through changes in independent variables(emotional intelligence, creativity and social adjustment). Table 11- parameter coefficient of seventh question related to independent variables (emotional intelligence, creativity and social adjustment) on boy student's academic improvement. So mathematical relation of emotional intelligence, creativity and social adjustment on fifth grade boy elementary students is as follows:

 $Y = (0.040) X_1 + (-0.061) X_2 + (-0.085) X_3$

So it is concluded that an increase in creativity causes 0.040 unit increase in boy student's academic improvement. Also with an increase in individual's adjustment, we see 0.061 decrease of standard deviation in boy student's academic improvement rate and with an increase in individual's emotional intelligence; we see 0.085 decrease of standard deviation in boy student's academic improvement rate.

8. What is the share of emotional intelligence, creativity and social adjustment variables in explaining academic improvement in fifth grade girl elementary students?

To investigate independent variables effect (emotional intelligence, creativity and social adjustment) on dependent variable of this research question (girl student's academic improvement)

multivariable regression test is used (table12). Results of table 12 showed that, significant level of related test is equal to 0.054; it can be claimed that this test with 0.05 error or 0.95 confidence level is significant. So H1 hypothesis is verified. According to distinction coefficient R^2 that is explained changes ratio through X variable to the full changes, is 0.048, it can be stated that about 4/8% changes in girl students academic improvement are explained through changes in independent variables (emotional intelligence, creativity and social adjustment). According to findings of schedule 13 there is a significant relation between creativity variable and academic improvement (p<0/006), but there is no significant relation between emotional intelligence and social adjustment variables based on denotative coefficients (beta) and observed significant levels

Table 12- analysis of variance related to independent variables regression model (emotional intelligence, creativity and social adjustment) on dependent variable of this hypothesis (girl student's academic improvement).

R		Distinction (R ²)coefficient	Adjusted distinction coefficient		Standard error		
0.219		0.048	0.03		0.87		
Source of changes	Freedom degree	Sum of squares	Mean- square	F	Confidence level	Significant level	
regression	3	5.9	1.88		0.95	0.054	
remained	155	118.6	0.76	2.6	Test result		
total	158	220.7			Hypothesis rejection H ₀		

Table 13- parameter coefficient of seventh question related to independent variables (emotional intelligence, creativity and social adjustment) on girl student's academic improvement.

Test result	Significant	computed t	line slope β	variable
	level			
	0.00	16.56	18.18	intercept
Hypothesis H_0 rejection	0.006	2.76	0.221	creativity
Hypothesis acceptance H_0	0.494	0.686	0.055	adjustment
Hypothesis acceptance H ₀	0.720	0.359	0.028	Emotional intelligence

Test result	Significant	Freedom	t test	Standard	mean	frequency	gender	variable
	level	degree		deviation				
Acceptance	0.003	310	-2.98	16.66	95.37	159	girl	Emotional intelligence
				18.46	101.3	153	boy	C C

Table 14- T test results of two independent samples, about rate of emotional intelligence in girl and boy students.

Table 15- t test results of two independent samples, about rate of creativity in girl and boy students.

Test result	Significant level	Freedom degree	t test	Standard deviation	mean	frequency	gender	variable
Acceptance	0.000	310	6.07	1.04	3.52	159	girl	creativity
				0.98	2.83	153	boy	

Table 16- t test results of two independent samples, about rate of social adjustment in girl and boy students.

Test result	Significant level	Freedom degree	t test	Standard deviation	mean	frequency	gender	variable
rejection	0.34	310	-0.94	2.27	28.13	159	girl	Social
				2.24	28.37	153	boy	adjustment

(p<0.292, p<0.758) and so computed regression equation will be equal to:

(Academic improvement of girl students) Y= fix amount+ (0.221) creativity.

9. Is there any difference between emotional intelligence, creativity and social adjustment in fifth grade girl and boy elementary students?

Table 14- T test results of two independent samples, about rate of emotional intelligence in girl and boy students. Statistical analysis show that average of emotional intelligence among girl students (95.37) is different with average of emotional intelligence in boy students (101.31). Obtained findings indicates that t statistic of independent samples is equal to (t= -2.987) and yielded significant level (sig= 0.003) is satisfying, so with 0.95 confidence it can be claimed that emotional intelligence among boy students is significantly more than girl students. For comparing average of creativity rate in under study students in this survey, independent variable's t test is used

(table 15). Statistical analysis show that average of creativity among girl students (3.52) is different with average of creativity in boy students (2.83). Obtained findings indicates that t statistic is equal to (6.076) and yielded significant level (sig= 0.000) is satisfying, so with 0.95 confidence it can be claimed that creativity among girl students is significantly more than boy students. Statistical analysis showed (table 16) that average of social adjustment among girl students (28.13) is equal to average of social adjustment in boy students (28.37). Obtained findings indicates that t statistic is equal to (t = 0.941) and vielded significant level (sig=0.347) is not satisfying, because observed significant level is bigger than 0.05, so with 0.95 confidence it can be claimed that there is no difference between social adjustment among girl and boy students.

4.Discussion

Findings of survey are consistence with findings of a survey such as Halpern (2004); these findings are explained according to below probabilities. Categorizing coping styles into two emotion- focused and problem- focused styles don't possess the attribute of being preventive (Gaudreau & Blondin, 2002). Some researchers such as Anshel & Wiliams (2000) for analyzing coping styles used another scale that doesn't have this feature. With just having coping styles, it can't detect their differences, rather researchers such as Harren & Mitchell (2003) consider detector position role important. Finding of research are not aligned with findings of Rahnema and Abdolmaleki (1388) and also with research results of Parcer et al (2004), Elvas et al (2003), Beraket and Salvii (2004). Dichotomy of connection and disconnection of emotional intelligence with academic improvement that is observed in above results, can root in many factors such as cultural context of society, centralized and decentralized education system, basis variables(gender, academic grade. academic course...), situation of examination(method of research) and

Obtained results from relation of creativity with academic improvement is aligned with findings of Seyf (1386) and Abedi (1372) based upon disconnection between creativity and academic improvement but it isn't aligned with findings of Aknib (2005) and Kefayat (1373), Karimi (1379), Jahromi and Jahromi (1389) and Osare (1377) that indicated there is a positive and significant relation between creativity and academic improvement. Also there is a dichotomy about creativity in results that it also can root in many factors like cultural context of society, centralized and decentralized education system, basis variables (gender, academic grade, academic course ...), situation of examination (method of research) and....

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Obtained results from relation of social adjustment with academic improvement is aligned with findings of Bronshtine et al (1993) Khodayarifard quotes (1385) and Behzadi (1365) and Heydari (1376) based upon disconnection between social adjustment and academic improvement but it isn't aligned with findings of Yarmohammadian et al (1381) and Berndt (1995), based upon connection of social adjustment with academic improvement. Also in this case there is a dichotomy in results that it also can root in many factors like cultural context of society, centralized and decentralized education system, basis variables (gender, academic grade, academic course ...), situation of examination (method of research) and....

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