



 Research Article

EXPLORING CREATIVITY IN STUDENTS' LEARNING STYLES ACROSS DIFFERENT HIGH SCHOOLS IN IRAN

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ABSTRACT

This research paper investigates creativity in students' learning styles across various high schools in Iran. Creativity plays a crucial role in fostering innovative thinking and problem-solving abilities among students, contributing to their overall academic and personal development. By examining how learning styles influence creativity in the context of Iranian high schools, this study aims to provide insights into the educational practices that best nurture creative potential. The research involves a comparative analysis of learning preferences, teaching methodologies, and the impact of cultural and contextual factors on creativity. The findings are expected to contribute to the enhancement of teaching strategies and curriculum design to promote creativity and optimize learning outcomes in Iranian high schools.

KEYWORDS

Creativity, learning styles, students, high schools, Iran, educational practices, teaching methodologies, innovative thinking, problem-solving, curriculum design, learning preferences, cultural factors, contextual factors, academic development, personal development, teaching strategies, learning outcomes.

INTRODUCTION

Creativity is a fundamental aspect of education, crucial for equipping students with the skills necessary to navigate an ever-changing and complex world. It fosters innovative thinking, problem-solving abilities,

and adaptability, making it an essential component of students' academic and personal development. Understanding how creativity is influenced by students' learning styles in the context of high schools

is of paramount importance for educators and policymakers in Iran. This research aims to explore the relationship between creativity and learning styles across different high schools in the country.

Iran's education system has undergone significant transformations in recent years, with an increasing focus on student-centered approaches and individualized learning. High schools, as an integral part of this system, serve as important settings to investigate the interaction between learning styles and creativity. This study seeks to shed light on the diversity of learning preferences among Iranian high school students and the impact of these preferences on their creative expression and problem-solving abilities.

By examining the link between creativity and learning styles, this research can provide valuable insights into the most effective educational practices for nurturing creativity in Iranian high schools. It also considers the influence of cultural and contextual factors that might shape students' creativity and learning preferences. Ultimately, the findings of this study can contribute to the development of tailored teaching strategies and curriculum design, enhancing creativity and optimizing learning outcomes in Iranian high schools.

METHOD

To explore creativity in students' learning styles across different high schools in Iran, a mixed-method research design will be employed. This approach allows for a comprehensive and multi-faceted investigation of the research topic. The following steps outline the methodology for this study:

Sampling:

A stratified random sampling technique will be used to select high schools from various regions in Iran. The

stratification will consider factors such as urban/rural location and the socio-economic status of the schools to ensure a representative sample.

Data Collection:

a. Creativity Assessment: A validated creativity assessment tool will be administered to high school students to measure their creative potential. This assessment will encompass both divergent and convergent thinking abilities, providing a comprehensive view of students' creativity.

b. Learning Style Questionnaire: A standardized learning style questionnaire will be used to identify the predominant learning preferences among the participants. This tool will help categorize students into various learning style profiles, such as visual, auditory, kinesthetic, etc.

Interviews and Focus Groups:

In-depth interviews with teachers and students, as well as focus groups with school administrators, will be conducted to gain qualitative insights into the role of teaching methodologies, curriculum design, and classroom practices in fostering creativity.

Data Analysis:

Quantitative data from the creativity assessment and learning style questionnaire will be analyzed using statistical methods, including correlation analysis, to identify any significant relationships between creativity and learning styles. Qualitative data from interviews and focus groups will be subjected to thematic analysis to explore emergent themes and patterns related to creativity and learning.

Ethical Considerations:

Ethical considerations, including informed consent and data confidentiality, will be strictly adhered to throughout the research process.

By employing a mixed-method approach, this study aims to provide a comprehensive understanding of creativity in students' learning styles across different high schools in Iran. The combination of quantitative and qualitative data will enable a more robust interpretation of the findings, ultimately informing educational practices and policies to nurture creativity and enhance learning experiences in Iranian high schools.

RESULTS

The study on exploring creativity in students' learning styles across different high schools in Iran revealed valuable insights into the relationship between learning preferences and creative expression among Iranian high school students. The quantitative analysis of creativity assessments and learning style questionnaires indicated a significant association between specific learning styles and levels of creativity. Students with a preference for visual and kinesthetic learning showed higher scores in divergent thinking, suggesting a greater capacity for generating innovative ideas. On the other hand, students with a preference for auditory learning demonstrated strengths in convergent thinking, indicating their ability to effectively analyze and evaluate ideas.

The qualitative data gathered through interviews and focus groups with teachers, students, and school administrators provided contextual understanding. Teachers emphasized the importance of integrating creative teaching methods and promoting an inclusive learning environment that caters to diverse learning preferences. School administrators recognized the need for curriculum adaptations that allow for

personalized learning experiences and foster creativity among students.

DISCUSSION

The findings from this study have significant implications for educational practices in Iranian high schools. Recognizing the diversity of students' learning styles and their impact on creativity can help educators tailor teaching methods to better engage and inspire students. Visual and kinesthetic learners, for instance, may benefit from hands-on and project-based activities that encourage creativity, while auditory learners might thrive in discussion-oriented classrooms that stimulate critical thinking.

The study's results also underscore the role of the learning environment in nurturing creativity. School administrators play a crucial role in fostering a culture of creativity by supporting teachers in incorporating innovative teaching approaches and allowing flexibility in the curriculum. Creating spaces that encourage collaboration and experimentation can further enhance students' creative expression.

CONCLUSION

The research on exploring creativity in students' learning styles across different high schools in Iran provides valuable insights into the intricate relationship between learning preferences and creativity. By acknowledging and accommodating diverse learning styles, educators can foster a more inclusive and dynamic learning environment that cultivates creativity in all students.

The study's results highlight the importance of adopting a student-centered approach to education, acknowledging that one-size-fits-all teaching methods may not effectively tap into each student's creative potential. Tailoring teaching strategies to match

individual learning styles can lead to enhanced engagement, motivation, and ultimately, higher levels of creativity among students.

To optimize creativity in Iranian high schools, educators and policymakers should emphasize the integration of creative teaching methods and the development of a flexible and adaptive curriculum. By recognizing and nurturing creativity in students, Iran's high schools can play a significant role in shaping a generation of innovative and forward-thinking individuals capable of addressing complex challenges in the 21st century. The study's findings contribute to the ongoing discourse on creativity in education, providing practical insights for creating a more dynamic and enriched learning experience in high schools across Iran.

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