



Evaluation of relationship creativity with academic achievement in qualitative-descriptive evaluation

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ABSTRACT

The purpose of this study was to determine the relationship between creativity and academic achievement in descriptive evaluation in elementary schools of Semnan. . The research method was descriptive-survey. The statistical population of the study consisted of all elementary teachers in Semnan in the academic year of 1994-95 and the sampling method was sampler-like sampling. Data were analyzed by SPSS software using Pearson test, regression test, independent t-test, single-variable t-test, dependent t-test and one-way analysis of variance. The results of the data analysis showed that 1) There is a significant relationship between creativity and students' academic achievement. 2) Based on the results, the level of creativity from the viewpoint of female teachers is more than creativity from the viewpoint of male teachers. 3) According to the results, the degree of academic achievement from the viewpoint of female teachers is more than the degree of academic achievement from the viewpoint of male teachers. 4) The average teacher's view of creativity is higher than the average. 5) The average teacher's view of students' academic achievement is above average.

1. Introduction

The issue of academic achievement in most countries in the world is one of the topics that has attracted many scholars. In fact, students' academic achievement is one of the important indicators in assessing the education system, and all the efforts and efforts of the system are in line with this. In other words, the society and especially the education system are concerned with the individual's fate and his successful development and development and his position in the community, and he is struggling to bridge the path through the removal of existing obstacles and the creation of facilitating factors. Scientific research seeks to provide the possibility of designing appropriate programs for the development of community education by identifying the factors affecting the increase of academic achievement. In this regard, in addition to paying attention to factors affecting academic failure, effective factors in promoting academic achievement and bringing the existing situation closer to ideal and optimal were also the focus of attention. These factors include a wide range of research, and numerous studies have tried to study their academic performance through scientific methods. In addition, today's world in all respects has features that have fundamental differences with the past. Therefore, continuing the survival of education systems through traditional education, relying on the material contained in textbooks, looking at the student as a subjective and receptive creature and teacher orientation in today's fast-paced world can not be achieved. . Many researchers in different countries have begun to address this problem and have introduced new methods for teaching and learning, and they have analyzed these methods, and they all agree that the methodology Previous teaching does not meet the needs of today's human beings. In any case, the degree of academic achievement of learners in educational systems will have a direct relationship with teaching and learning strategies. That is, if active strategies are used in the teaching and learning process and the active participation of students in this important process, their academic achievement will undoubtedly increase significantly. This (academic achievement), besides indicating the achievement of predetermined educational goals, has many positive consequences such as self-esteem, self-esteem, high readiness for further learning, and ... for knowledge The students are looking for (Fallah, 2009).

Creativity techniques are among the active aspects of learning, and today, according to the education experts, students who learn through active learning are not only better acquire but also enjoy more learning. . Instead of just listening, they participate in the learning process and consider themselves responsible for their learning (Yazdipour, 2009).

So, in this research, we look at the relationship between creativity and academic achievement with a new approach to the evaluation system.

2. Theoretical and research fundamentals

2.1. Theoretical

For creativity, various definitions have been made, Azobel says: Creativity is one of the most vague and most eloquent terms in psychology and education today. This ambiguity is due to the abstract nature of this concept and does not mean the complexity of creativity, because creativity can easily be felt and touched in daily life. Creativity is a new thing that is being addressed by groups or individuals, or used to meet needs.

Robbins defined creativity as follows:

Creativity is the ability to combine ideas in a unique way or to create an affinity between ideas. (Ramandi, 2014)

Hennessey and Hamilton (1987)) believes that creativity is a social phenomenon and emerges from the needs, requirements of the society and family conditions.

Others, like Torrance (1979), believe that creativity is a personal work; It depends on factors such as motivation, excitement, emotions, feelings, experiences and personal learning. Some, like Guillaard (2005), believe that the next is metacognitive creativity and is linked to subjective mental processes such as thinking, intelligence, imagination, and information processing. A group, like Sternberg (2009), Mihaly (2007), believes creativity is a multifactorial phenomenon that influences factors such as community, family, personality, and cognitive capabilities simultaneously. (Kerami, 1392)

Atkinson et al. (1998) recognize academic achievement as the acquired or acquired ability of the course offered, or, in other words, the ability to learn or acquire a person in school subjects that is measured by standardized tests. (Seif, 2005)

Sharai Nejad (1986) says about academic achievement: Educational progress, knowledge or acquired public or private skills in the subject area is usually measured by tests or indications, or both, which teachers impose on students.

Research Basics:

Mousavi and Moghami (2012) in a study entitled "Comparing the Effectiveness of the New and Older Methods of Academic Evaluation on Attitudes toward the Creativity and Development of Elementary School Students" concluded that Girls' performance was better than boys, fourth grade elementary students had better performance than fifth grade students As well as students who have been evaluated in a conventional way, in their attitude towards creativity, they have had a more favorable performance of students who have been evaluated in a new way, but there was no significant difference in learning outcomes between the two groups.

Rouhani and Maher (2007) conducted a study titled "The Effect of Evaluation Type (Descriptive and Traditional) on Classroom, Student's Emotional Features and Creativity" The results showed that among the subjects of the two groups (descriptive evaluation plan) and traditional evaluation of classroom variables (collaborative, individualistic, competitive, fairness in scoring, alienation from school, class correlation and social support), variables There is a significant difference between students' emotional characteristics (general satisfaction from school, negative affection, relationship with teacher, social affiliation, opportunity, success, adventure) as well as students' creativity scores.

Mohammad Ali Mohammadifar (2011) in a research entitled "The Effect of Descriptive and Traditional Assessments on Academic Achievement and Test Anxiety among Secondary Students in Tehran's Primary Elementary School" showed that There is a significant difference between academic achievement and test anxiety according to the type of evaluation in students, and students who were evaluated by descriptive method had high academic achievement and low test anxiety. This pattern showed a difference in the test anxiety variable with gender and the relationship between the type of evaluation and the test anxiety was observed in the female group. These findings are consistent with the viewpoint in which descriptive evaluation is associated with high academic performance and low test anxiety.

In an study ai (1999), a sample of 2263 people was randomly selected and examined. 38% of the subjects were boys and 62% were girls. The results of statistical analysis showed that academic achievement is strongly related to creativity.

In 1999, Ziao Xia acknowledged the relationship between creativity and academic achievement in both girls and boys. (Quoted by Hosseini, 2017).

In 2003, Denley showed in a research entitled Creation Creativity through a curriculum. eachers, after familiarizing themselves with creativity development methods while improving their teaching efficiency, also transfer their benefits to the performance of students (quoted by zahabioon, 2009). David Wicht and Milgram also, with a research entitled "Creative Thinking as a Predictor of Teacher Effectiveness," showed that There is a meaningful relationship between the creative thinking and the effectiveness of the teacher in the academic achievement of the students. Palinipan (2007) reported the existence of such a relationship between academic achievement and creativity.

Forenhham (2006) examined the relationship between academic achievement and creativity in part of a general study of the relationship between academic achievement and several other variables . In this study, 64 females participated, including 18 girls and 46 boys. The results of the implementation of the Torrance creativity test and the year-end gradient were analyzed in the statistical analysis and the results showed that there is a strong relationship between creativity and academic achievement.

Zafar Bakhsh in the study examined the effect of the method of intellectual rainfall and traditional method in student learning. The results of this research show a significant difference between students' academic achievement in active and traditional methods. That is, students who were trained in the method of intellectual precipitation had better academic achievement.

Hosseini Nasab et al. (2003) showed that Creative students are better at using the learning strategies than those with low creativity.

In a research by Hosseini (2007), the effect of creative educational methods on students' academic achievement was studied. This research was carried out semi-experimental and through Salmon's scheme. Therefore, the teachers and their students were divided into two experimental and control groups and each group. The statistical analysis of the obtained data indicated the effect of the curriculum on creativity in the academic achievement of their students.

Zahabioon (2009) examined creative thinking and its relationship with academic achievement in students. The results of statistical analysis showed that there is no meaningful relation between using creative thinking and academic achievement. Marefavi also showed that the factor of academic achievement as well as teacher teaching method is not significant with creativity.

Hosseini (2009) also investigated the effect of using creativity techniques on students' academic performance. The results showed that the use of creativity techniques has increased the performance of students.

2.2. Research hypotheses

There is a significant relationship between creativity and students' academic achievement.

Creativity has a significant effect on students' academic achievement.

There is a significant difference between the level of creativity from the viewpoint of male and female teachers.

There is a significant difference between the level of academic achievement of students from the viewpoint of male and female teachers.

There is a significant difference between the level of creativity from the viewpoint of single and married teachers.

There is a significant difference between the level of academic achievement of students from the viewpoint of single and married teachers.

There is a significant difference between the average teacher's view of creativity with the mean scores.

There is a significant difference between the average teacher's view of students' academic achievement with mean score.

There is a significant difference between teachers' views on creativity in different educational backgrounds.

There is a significant difference between teachers' viewpoints on the academic achievement of students of different educational levels.

There is a significant difference between the views of teachers with different degrees about creativity.

There is a significant difference between the views of teachers with different degrees about the academic achievement of students.

2.3. Research objectives

Determine the relationship between creativity and students' academic achievement

Investigating the effect of creativity on students' academic achievement

A comparison of creativity from the viewpoint of male and female teachers

Comparison of students' academic achievement from the perspective of male and female teachers

Comparison of creativity from the viewpoint of single and married teachers

Comparison of students' academic achievement from the viewpoint of single and married teachers

Comparing the average teacher's view of creativity with the average criterion

Comparing the average teacher's view of student achievement with average grade

A Comparison of Teachers' Viewpoints on Creativity in Different Educational Foundations

A Comparison of Teachers' Viewpoints on Students' Educational Achievement in Different Educational Foundations

Compare Teachers' Viewpoints with Different Degrees on Creativity

A Comparison of Teachers' Viewpoints with Different Degrees on Students' Academic Achievement

2.4. Research Questions

Is there a significant relationship between creativity and students' academic achievement?

Does creativity have a significant effect on students' academic achievement?

Is there a significant difference between the level of creativity from the viewpoint of male and female teachers?

Is there a significant difference between students' academic achievement in terms of male and female teachers?

Is there a significant difference between the level of creativity from the viewpoint of single and married teachers?

Is there a significant difference between students' academic achievement and single and married teachers' viewpoints?

Is there a significant difference between the average teacher's view of creativity and average mean score?

Is there a significant difference between the average teacher's view of students' academic achievement with mean score?

Is There Significant Difference Between Teachers' Views About Creativity In Different Educational Foundations?

Is there a significant difference between teachers' viewpoints on the degree of academic achievement of students in different educational backgrounds?

Is there a significant difference between the views of teachers with different degrees about creativity?

Is there a significant difference between the views of teachers with different degrees about the degree of student's achievement?

3. Methodology

Considering the fact that research has investigated the relationship between creativity and educational achievement of girls and boys in Semnan city in 1394-1394, the research method has been descriptive-dependent. The statistical population of the study consisted of all primary school teachers in Semnan (500). Using a stratified sampling, 100 individuals as a sample group participated in the research, completed the research tools and returned them. To collect information, two Torrens Criticism Questionnaire and a Hartler Academic Achievement Questionnaire have been used, which consists of 40 items. In the Likert spectrum, I have five options that are very disagreeable (1) to highly agree (5). Is.

4. Findings

There is a significant relationship between creativity and students' academic achievement.

Table 1. The results of correlation coefficient between creativity and students' academic achievement

Variable	Student Achievement	
Creativity	The correlation coefficient	0.741
	Significance level	0.001
	Number	100

Based on the results, there is a significant relationship between creativity and students' academic achievement. ($p < 0.05$, 0.741). Therefore, the research hypothesis was confirmed and the zero hypothesis was rejected.

Creativity has a significant effect on students' academic achievement.

Table 2. Estimation of students' academic achievement based on creativity

independent variable	The dependent variable	R	R ²	F	B	T	Significance level
Creativity	Student Achievement	0.742	0.546	119.882	0.742	10.949	0.001

Based on the findings, creativity predicts 54.6% of variance in students' academic achievement and has a significant effect on students' academic achievement based on the coefficient of regression of 74.2% of creativity. Therefore, the hypothesis of research was support and zero hypothesis was rejected. There is a significant difference between the level of creativity from the viewpoint of male and female teachers.

Table 3. Results of comparing creativity from the viewpoint of male and female teachers

Variable	group	Number	Average	The standard deviation	t	Degrees of freedom	Significance level
Creativity	Man	50	3.86	0.64	2.026	98	0.045
	Female	50	4.13	0.68			

Based on the results, the level of creativity from the viewpoint of female teachers (4.13 m) is more than creativity from male teachers (m: 3.86), and based on the amount (t: 2.026), there is a significant difference between creativity and There are views of male and female teachers. Therefore, the hypothesis of the research was confirmed and the hypothesis was rejected

There is a significant difference between the level of academic achievement of students from the viewpoint of male and female teachers

Table 4. Results of the comparison of academic achievement from the views of male and female teachers

Variable	group	Number	Average	The standard deviation	t	Degrees of freedom	Significance level
Achievement	Man	50	3.81	0.62	0.957	98	0.341
	Female	50	3.93	0.52			

Based on the results, the degree of academic achievement from the viewpoint of female teachers (3.93: m) was more than the academic achievement of male teachers (m: 3.81), but based on the amount of (t: 0.957), there was a significant difference between the rate There is no academic achievement from the viewpoint of male and female teachers. Therefore, the hypothesis of the research is rejected and the hypothesis is zero. There is a significant difference between the level of creativity from the viewpoint of single and married teachers.

Table 5. Results of comparing creativity from the viewpoint of single and married teachers

Variable	group	Number	Average	The standard deviation	t	Degrees of freedom	Significance level
Creativity	Single	18	3.88	1.08	0.77	98	0.44
	Married	82	4.02	0.55			

Based on the results, the rate of creativity from the viewpoint of married teachers is 4.02 (m) more than creativity from the viewpoint of single teachers (m: 3.88) but based on the value of t: 0.77), there is a significant difference between the rate of creativity from the point of view There are no single and marital teachers. Therefore, the hypothesis of the research is rejected and The zero hypothesis is confirmed.

There is a significant difference between the level of academic achievement of students from the viewpoint of single and married teachers.

Table 6. The results of comparing the students' academic achievement from the viewpoint of single and married teachers

Variable	group	Number	Average	The standard deviation	t	Degrees of freedom	Significance level
Achievement	Single	18	3.65	0.72	1.83	98	0.069
	Married	82	3.92	0.52			

Based on the results, the students' academic achievement from the viewpoint of married teachers 3.92 (m) is more than the amount of students' academic achievement from the viewpoint of single teachers (m: 3.65) but based on the value of t: 1.83) There is no significant difference between the degree of academic achievement of students from the viewpoint of single and married teachers. Therefore, the hypothesis of the research is rejected and The zero hypothesis is confirmed.

There is a significant difference between the average teachers' view of creativity with the mean scores.

Table 7. Comparison of Creativity with Average Measure

Variable	group	Number	Average	The standard deviation	t	Degrees of freedom	Significance level
Creativity	100	3.99	0.67	3	14.715	99	0.001

Based on the results of Table 7, the average teacher's perception of creativity 3.99 (m) is higher than the average of the criteria and based on the value of t: 14.715), there is a significant difference between the mean of creativity and the average criterion. Therefore, the research hypothesis is confirmed and zero hypothesis is rejected.

There is a significant difference between the average teacher's view of students' academic achievement with mean score.

Table 8. Results of comparison of students' academic achievement with average grade

Variable	group	Number	Average	The standard deviation	t	Degrees of freedom	Significance level
Achievement	100	3.87	0.57	3	15.227	99	0.001

Based on the results of Table 8, the average teacher's view of students' academic achievement is 3.87 (m) higher than the mean average and based on the value of t: 15.227), there is a significant difference between the mean of students' academic achievement with the mean standard of existence has it. Therefore, the research hypothesis is confirmed and zero hypothesis is rejected. There is a significant difference between teachers' viewpoints on creativity in different ages

Table 9. Results of the comparison of the average creativity from the viewpoint of teachers of different ages

Variable	group	Number	Average	The standard deviation	F	Significance level
Creativity	First	22	3.90	0.95	0.55	0.64
	Second	23	3.97	0.55		
	Third	27	4.03	0.65		
	Fourth	8	4.25	0.40		
	Fifth	10	4.30	0.33		
	Sixth	10	4.33	0.27		

Based on the results of Table 9, the highest viewpoints on the creativity of schools belonging to the Teachers' Group at the sixth grade (m: 4.33) and the lowest opinion about the creativity of the teachers in the first grade (m: 3.90) is . But based on the F value obtained in degrees of freedom 3 and 96, there is no significant difference between teachers' viewpoints on creativity in different educational bases. Therefore, the research hypothesis is rejected and the zero hypothesis is confirmed. There is a significant difference between teachers' viewpoints on the academic achievement of students at different educational levels.

Table 10. Comparative Results of Average Students' Achievement Achievement from Teachers' Viewpoints on Different Educational Foundations

Variable	group	Number	Average	The standard deviation	F	Significance level
Achievement	First	22	3.77	0.65	0.506	0.67
	Second	23	3.85	0.63		
	Third	27	3.95	0.42		
	Fourth	8	3.97	0.46		
	Fifth	10	4.02	0.49		
	Sixth	10	4.25	0.52		

Based on the results of Table 10, the highest viewpoints on the academic achievement of students belonging to the Teachers' Group at the sixth grade (m: 3.25) and the lowest view on the academic achievement of teachers belonging to the teachers at the base First degree (m: 3.77). But based on the F value obtained in degrees of freedom 3 and 96, there is no significant difference between the teachers' view of the academic achievement of students of different ages. Therefore, the hypothesis of the research is rejected and the zero hypothesis was confirmed. There is a significant difference between the views of teachers with different degrees about creativity.

Table 11. Comparison of the average creativity from the teachers' point of view with different degrees

Variable	group	Number	Average	The standard deviation	F	Significance level
Creativity	Under the diploma	0	0	0	0.43	0.72
	Diploma	8	4.08	0.34		
	Assistant	17	4.02	0.64		
	Masters	62	4.01	0.76		
	Masters and PhD	13	3.80	0.36		

Based on the results of Table 11, the highest viewpoint was about the level of creativity belonging to the Teachers Group with a diploma (m: 4.08) and the lowest view on the creativity of teachers with a Ph.D. (Ph.D.) and PhD (m: 3.80). But based on the value of F and the degrees of freedom 3 and 96 there is no significant difference between the views of teachers with different degrees of creativity. Therefore, the research hypothesis was rejected and The zero hypothesis is confirmed. There is a significant difference between the views of teachers with different degrees about the academic achievement of students

Table 11. Comparative Results of Students' Educational Achievement from the Viewpoints of Teachers with Different Degrees

Variable	group	Number	Average	The standard deviation	F	Significance level
Achievement	Under the diploma	0	0	0	0.76	0.51
	Diploma	8	3.88	0.55		
	Assistant	17	4.01	0.54		
	Masters	62	3.87	0.60		
	Masters and PhD	13	3.69	0.45		

Based on the results of Table 12, the highest viewpoints on the degree of academic achievement of students belonging to the Teachers' Group with a Degree of Assistant Degree (m: 4.01) and the lowest view on the academic achievement of students belonging to teachers with undergraduate degrees Senior and PhD (m: 3.69). But based on the value of F and the degrees of freedom 3 and 96, there is no significant difference between teachers' viewpoints with different degrees about the academic achievement of students. Therefore, the research hypothesis was rejected and The zero hypothesis is confirmed.

5. Discussion and conclusion

The findings of this study showed that there is a significant relationship between creativity and students' academic achievement. This finding can be explained by the fact that creativity techniques are among the active methods of learning, and students who learn through active learning not only learn better but also enjoy learning more, because they Instead of just listening, they actively participate in the learning process and consider themselves responsible for their learning. These findings are consistent with the findings of Palynipan 2007; Furmanham 2006; Hosseini 2007; Zahabioon 2009; In general, it can be said that creativity techniques increase the metacognitive components. In other words, if creativity is taught with a regular program, it creates positive changes in metacognitive components. Therefore, it is said that the teaching of creativity techniques is capable of improving the level of mental performance of individuals for better functioning and adaptation. Research shows that these techniques are able to increase the power of mind and the speed of action to generate ideas. In addition, creativity education can help increase diversity and mental power so that individuals can use their diverse mental capacities in spite of their position. These influences are considered to be outstanding benchmarks for success in education, work and education, because a person who can be innovative, flexible and fluent can find solutions to the most complex situations, including educational situations (Pirkhafi, 1388).

Based on the results, the level of creativity from the viewpoint of female teachers (4.13 m) is more than creativity from the viewpoint of male teachers (m: 3.86), and based on the amount (t: 2.026), there is a significant difference between creativity from views of male and female teachers. This could be due to the use of creative and active teaching methods, which are usually used by female educators to a greater extent.

Based on the results, the degree of academic achievement from the viewpoint of female teachers (3.93: m) was more than the academic achievement from the viewpoint of male teachers (m: 3.81), but based on the amount of (t: 0.957), there was a significant difference between the rate There is no academic achievement from the viewpoint of male and female teachers. Based on the relationship between academic achievement and creativity, undoubtedly more application of creativity techniques in female teachers has led to the progress of most female students in the field of study. This could also be due to the greater participation and activity of female students in the classroom, which in total reflects their motivation and greater passion for classroom activity.

Another finding showed that the average teacher's view of creativity (m: 3.99) was higher than the mean average and based on the value of (t: 14.715), there is a significant difference between the mean of creativity and the average criterion. This finding demonstrates the obvious effect of descriptive

evaluation on creativity enhancement, so that in descriptive evaluation, the interaction of students with each other and with the teacher is more and students are more curious and constantly in discussion. Also, the average teacher's view of students' academic achievement is ($m: 3.87$) higher than the mean average and based on the value of ($t: 15.227$), there is a significant difference between the mean of students' academic achievement with the mean standard. Descriptive evaluation provides the ground for better academic education by providing feedback in the developmental and continuous education and assessment process. The results of these findings are similar to those of Amiri (2006) and Fath Abadi (2006).

The results also showed that the highest opinion about the creativity of the schools belonging to the Teachers' Group in the sixth grade ($m: 4.33$) and the lowest opinion about the creativity of the teachers in the first grade ($m: 3.90$). The higher creativity of students at the sixth grade can be attributed to the fact that these students have been evaluated over a number of years by descriptive evaluation, and perhaps the first grade students are still not well-versed in classroom environments and practices. Also, the highest viewpoint on the educational achievement of students belonging to the Teachers' Group at the sixth grade ($m: 3.25$) and the lowest view on the academic achievement of students belonging to the teachers at the first grade ($m: 3.77$) is . This is also well justified in terms of the relationship between creativity and academic achievement.

Offers:

□ Considering the positive qualitative results of this project and its complexity from the point of view of performance, it is suggested to train teachers with workshops and in-service training courses, as well as the preparation of the teachers. For example, the skill of giving descriptive feedback to students, working portfolio management skills and analyzing information, skill-handling methods for self-assessment and peer review can be helpful.

□ Increasing the awareness of teachers about a variety of creative methods in qualitative-descriptive evaluation

Continuous parent awareness of the educational outcomes of their children

Teachers use the successful experiences of other teachers in the field of qualitative-descriptive evaluation

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