The Relationship Between Learning Styles And Creativity
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Abstract

Much has been written about the relationships between learning styles and creativity with the aim of finding the ways that students prefer to learn. This study examined the relationship between learning styles (Subjective experience, abstract concepts, active experimental, reflective observation) with creativity. The study sample included 354 students (164 boys, 190 girls), The results showed that there is a significant relationship between learning styles and creativity. Results of regression analyses indicated creative learning styles significantly predicted.

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1. Introduction

Learning styles are more and more incorporated to enhance learning, and lot of research work is done in this area. Many researchers agree that learning styles play an important role in education. Felder points out that learners with strong preference for a specific learning style may have difficulties in learning if the teaching style does not match with their learning style (Sabine, Silvia, Kinshuk and Tommaso; 2002) confirmed this by a study showing that students attending an online course that matches with their preferred learning style achieved significantly better results than those who got delivered course that did not match their learning style. Malaysia’s education is an “exam-oriented” concept. Students are exposed to a variation of assessment and evaluation such as quiz, test, project work and final exam before attaining their own academic achievement. Academic achievement has become the benchmarking line in determining what students have gathered and learned throughout a certain period of their learning process (Masita, Maizam and Maizan; 2009).

Mental abilities of students, teaching methods, learning styles and speeds, preparation, passion and motivation to learn and academic activities are different. Thus, taking into account individual differences in students’ learning and tailored to meet their specific features is an important teacher tasks, Seif, 2008 wrote about learning styles: a learner can develop their learning, in learning style; it is preferable to other learning methods. Also believes that despite the
talent ability, learning style, not ability. Learning style shows that a learner can find out how he learns and it doesn’t look for how he learns.

Kadivar (2008) points out that some people are flexible in thinking and learning, and some are not flexible. Some learners are more confident and try to get a review of all aspects reach to correct answer. But others choose to respond quickly. Some of the learners are inner motivated and others, who need external rewards. The differences in information processing and dealing with different environments and reactions, psychologists have made Extensive research in cognitive field style, i.e., how students have to get, keep thinking and problem solving, learned.

According to Kolb's learning, learning occurs by the process which the experience. Kolb said that his idea, interaction between the learner and his environment. In his theory, he plays a very important role in the learning experience. And based on objective four-way learning experience, reflective observation, abstract conceptualization and active experimentation defines. One objective emphasizes the sensory experience. Involved in their experiences, individual's position with respect to matters of personal perspective and his intuitive approach hive is emphasized. The integration of theory and generalization, those people are very well done intuitive decisions. And have good performance in unstructured situations; always have an open mind vision of towards life. They trust their feelings more than their mind and they rely on sense ability in situation. In view to understanding and making sense of a proposition or position reflection to practical application is emphasized. These people are well able to see things from different perspectives and from different points of view and evaluate the concept. in fact, ideas and opportunities to make sense of intuitionism. As well as their thoughts and emotions that are of particular interest due to their personal beliefs, These people form opinions and theories are studied with patience and exactness of judgment are different views, Finally, they do not do anything. Learning in groups are, through careful observation before judgment, listening, seeing things from different angles, for meaning. In the abstract of their inner feelings and intuition have emphasized, Systematic manipulation of abstract symbols in planning and quantitative analysis, good performance and enjoy doing measures. The people in general to understand use their opinion logical, their feelings and learn through experience rather than mere observation of a situation affecting on people and events taking place. In practical experimentation influences and changes the position and do not pay much attention to understanding the phenomenon of passive. They enjoyed completing actions and take risks to achieve their goals Impact on the environment and their willing to return receive and the same behaviour, Those people are active and lean by experience, instead of observing from different position and they influenced on people and events (Kolb, 1995, translated by Seif, 2008).

2. Methodology

2.1. The research design for this study is correlational research. Second order head

2.1.1. participants

According to J. C Morgan's sampling table, the sample size was 354(164 girls, 190 boys) who studied in high school.

2.1.1.1. Instruments

1 - Kolb Learning Style Inventory, which was developed in 1985 by David Kolb.

2-CREE creative questionnaire that was conducted in 1954 by JJ the flow lines
The correlation between the test scores of students in the questionnaire and test creative creativity CREE gauge factor of 0/748 error by a factor of 0/001, respectively. And check the validity of Kerd - Richardson 20 and Cronbach's alpha was used and 0/91 respectively (Abolfathi, 1385).

3. Results

Table 1. Correlation between components

<table>
<thead>
<tr>
<th>Component</th>
<th>r</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Creativity</td>
<td>1</td>
</tr>
<tr>
<td>2. Abstract style</td>
<td>0.637</td>
</tr>
<tr>
<td>3. Light reflection</td>
<td>0.643</td>
</tr>
<tr>
<td>4. Lightweight concrete experience</td>
<td>0.685</td>
</tr>
<tr>
<td>5. Active experimentation Style</td>
<td>-0.69</td>
</tr>
</tbody>
</table>

P<0.05

As seen the table, there is a linear significant relationship between reflective learning style and creativity.

Table 2. Step by step correlation

<table>
<thead>
<tr>
<th>Step</th>
<th>r</th>
<th>r^2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Active experimentation</td>
<td>0.69</td>
<td>0.48</td>
</tr>
<tr>
<td>2. Active experimentation and abstract conceptualization</td>
<td>0.755</td>
<td>0.57</td>
</tr>
<tr>
<td>3. Active experimentation and abstract conceptualization and concrete experience</td>
<td>0.811</td>
<td>0.66</td>
</tr>
<tr>
<td>4. Active experimentation and abstract conceptualization and concrete experience</td>
<td>0.815</td>
<td>0.66</td>
</tr>
</tbody>
</table>

From the above table it can be concluded that the variables are positively associated with creativity, learning styles are positively associated with creativity.

4. Result

As in field of learning individual differences and attention to individual differences among learners is very important, Learning styles and personality talents identify and provide appropriate educational and training strategies and solutions are very important appropriate learning style and creativity seem to be necessary. Identify the relationship between learning styles and creativity of learners is very much needed in field of educational psychology. The relationship between these factors led identification of the correct guidance and careful planning such a study is motivate learners develop further appropriate pedagogical models adopted.

By knowing the students’ learning styles teachers are able to develop their ability to suit learning environment in vocational education setting.

Learners' ability put right direction, to be followed with positive educational outcomes. According to the findings of the research was the relationship between learning styles and academic performance. Emphasizes fact all
coordination between learning styles and academic performance of features increases. Kolb 1995 argues that neglect the individual reinforcement learning is to reduce the returns to education, Therefore, the findings of individual differences, learning and creativity related on in learning styles can be important factors in growth and development of education and satisfaction.

References

Masita, Maizam and Maizan (2009) “Association between Learning Styles, Personality and Academic Achievement among Trainee Teachers in Technical Education”. University Tun Hussein Onn Malaysia