



ORIGINAL RESEARCH ARTICLE

Examining the Effectiveness of Thinking and Lifestyle Lessons on Students' Academic Resilience and Creativity

Seyed Mehdi Tayebi Masoleh^{1*}, Abdollah Shafiabady²

¹ MA in Guidance and Counseling, Islamic Azad University, Roudhen branch, Roudhen, Iran. (Corresponding Author). Email: s.mahdi.tayyebi.masouleh1356@gmail.com

² Professor of Counseling Department, Faculty of Psychology, Allameh Tabatabai University, Tehran, Iran. Email: ashafiabady@yahoo.com

ARTICLE INFO

Article History:

Received: 2022/09/27

Revised: 2022/10/27

Accepted: 2022/12/10

Published Online: 2022/12/23

Keywords:

Lesson of Thinking and Lifestyle,
Academic Resilience,
Creativity.

Number of Reference: 19

Number of Figures: 0

Number of Tables: 6

Doi:

<https://doi.org/10.22034/lss.2022.175748>



Publisher:

Ayande Amoozan -e- ATA (AAA)

ABSTRACT

Purpose: The present research was conducted with the aim of determining the effectiveness of thinking and lifestyle lessons on the academic resilience and creativity of secondary school (first) female students in Tehran's fourth education district.

Method: The research method is semi-experimental with two experimental and control groups, pre-test and post-test were conducted. The statistical population includes all 7th-grade female students of Tehran's Four district. According to the size of the population of one of the 7th-grade schools in Region Four, one school was determined as the statistical population in the current research. From the selected school, two 7th-grade classes were selected as a statistical sample. 64 students in two groups of 32 (experimental and control groups) were determined as the sample size. The data collection tool includes Samuels' academic resilience questionnaire (2004) and Torrance's "Abadi" creativity questionnaire (2012). After collecting information through the questionnaire, SPSS software was used to analyze the statistical data. A valid Kolmogorov-Smirnov test was used to check the normality of the distribution of main variables. Appropriate statistical tests such as the T-test, analysis of covariance, and ANOVA were used to analyze the data at an inferential level.

Findings: The results indicate that the lesson on thinking and lifestyle is effective on the academic resilience and creativity of female secondary school (first) students.

Conclusion: To achieve this goal, it is necessary to invest in the most influential group of society, i.e., children and teenagers, because the beginning of curiosity and creativity in children is stronger than in all age groups, and no matter how large their environment is, they are rich information sources.

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► **Citation:** Shafiabadi, A. & Tayebi Masoleh, M. (2022). Examining the Effectiveness of Thinking and Lifestyle Lessons on Students' Academic Resilience and Creativity. *The International Journal of Learning Spaces Studies (IJLSS)*, 1(1): 50- 57. <https://doi.org/10.22034/lss.2022.175748>

1. Introduction

In recent years, the approach of positive psychology with the slogan of paying attention to human talents and capabilities has been noticed by researchers in various fields of psychology. This approach sees its ultimate goal as identifying the structures and methods that provide human well-being and happiness (Uzoma et al., 2022). Therefore, the factors that cause people to adapt as much as possible to the needs and threats of life are the most fundamental structures under research in this approach (Paton et al., 2017).

In psychology, the term resilience was first used to describe the characteristics of certain children who grow and develop despite a number of serious dangerous factors that cause significant problems. Studying how to cultivate resilience in children on the importance of social ability including the ability to call positive responses from others, flexibility, empathy, communication skills and a sense of humor with problem solving skills including the ability to plan, critical thinking, creativity and the development of critical awareness of resources It emphasizes oppression and strategies to overcome them (Zautra et al., 2010). Resilience in psychology is the positive capacity of people to cope with stress and hardship. This coping may be the result of an individual returning to a previous state, normal performance, or using the experience of being exposed to hardship and producing (the steel effect) better than expected performance (Foster, 2013).

The American Psychological Association has defined resilience as "a dynamic process that people show with positive behavioral adaptation when facing hardships, necessarily disasters, physical threats, or significant psychological pressures." Resilience has a two-dimensional structure, one related to exposure to hardship and the other positive adaptation to the outcomes of that hardship (Cabrera et al., 2011).

Resilience is the ability to adapt to environmental conditions and prevent unforeseen events (Foshee, 2013). In the environment of developmental psychology, resilience has been studied as a process of successfully dealing with adverse conditions. In longitudinal studies, there are considerable discussions about the definition and practicality of resilience. Researchers use various terms such as invulnerable, stress-resistant and tough for people who do not show adverse consequences in adverse situations (Heaton, 2013).

Resilient adolescents are able to successfully deal with the pressures of life and are also described as being able to manipulate the environment and respond to its needs. They are described as having the ability to adapt quickly to new situations, have a clear understanding of what is happening, communicate freely, and have a positive self-view. Compared to vulnerable people, they are able to tolerate failure and manage anxiety and ask for help when needed (Khalaf, 2014).

The characteristics of the person in the situation may determine the resilience process. According to the given definitions, resilience can be defined as the ability to get out of difficult situations or adjust those (Martin et al., 2014). In this way, we can consider resilience as successful adaptation in spite of adverse circumstances, resilience is the capacity of people to stay healthy and resist and endure in difficult and risky situations that a person not only overcomes those situations but also during them. And despite that, it becomes stronger, as well as resilience, that is, despite the fact that some people are faced with several risk factors, and as a result, they are more likely to develop a disorder, but they do not suffer from that disorder (Kumpfer et al., 2016).

Creativity is one of the controversial topics in various fields of science, especially educational sciences, creativity is one of the important elements of thinking that people can realize their idealistic goals by paying attention to it (Da et al., 2021). Every society that thinks about its survival and development puts its brilliant talents and creativity in the spotlight (Zheng et al., 2020). In general, a global movement has started for years and has been directed towards special attention to elites and creatives. Due to the necessity of creativity and since creativity can grow and increase. Creativity is very effective in the process of learning and education.

Since one of the important goals of education is the cultivation of creative talents, it seems necessary to pay attention to this student's ability and its impact on the learning process and its mediating variables (Thomas et al., 2020). In relation to creativity; Social psychologists emphasize the role of social structures in cultivating creative people. In this group of researches, creativity is defined as a system consisting of multiple cognitive elements in the social context, and these people believe that family, school, and the social environment in general are important elements that constitute the creative situation (Slåtten et al., 2021).

The requirement to achieve creative education is to move away from traditional teaching methods and use new methods during teaching (Putwain et al., 2022). Today, instead of stockpiling students' minds from reserves, their thoughts should be made active; therefore, due to the importance of fostering creativity in all schools and organizations and the existence of obstacles in the path of creativity growth, which has occupied the minds of many educational thinkers and that creativity is still not paid attention to in our schools. In the field of creativity, there are many researches such as creative thinking is one of the most complex and excellent manifestations of human thought (York et al., 2015).

All subjects seek to cultivate thinking, and teaching thinking is not dedicated to a specific subject, but the thinking and lifestyle program, which is the continuation of thinking and research methods and social studies in the first year of secondary school, specifically teaches these two. Santos et al., 2021). The thinking and lifestyle program only focuses on the parts related to self-awareness, self-confidence, understanding of self-concept, emotions management skills and maintaining mental health, study and learning skills and time management, skills to establish effective relationships with There are others, it is emphasized. In the seventh grade of secondary school (first), the thinking training program focuses on the ability to solve problems, critical thinking, exploration, scientific thinking, comprehensive thinking, inductive and comparative thinking based on the standard system. In order to maintain their optimal performance, students need functions that equip them to acquire this ability (Olusoji et al., 2021). In such a situation, people who have more academic resilience can deal with these problems. In order to achieve the inherent resilience of students, school systems must make a change in the way they plan their lessons. Academic resilience is one of the dimensions of resilience that is related to the field of academic progress in educational psychology (Meher et al., 2021). Resilience in the educational environment is considered as a very high probability of success in school and other situations in life despite the hardships and difficulties of the environment. In order to achieve the inherent resilience of students, school systems must make a change in the way they plan their lessons in the lesson of thinking and lifestyle. Also, research related to creativity shows that cognitive factors such as thinking styles have an effect on creativity, but which thinking style has positive or negative relationship and correlation with creativity is still in an aura of uncertainty. Creativity is among the variables that are very influential in the learning and education process. Knowing and applying thinking styles and factors related to it is essential in the educational and professional world, and not paying attention to it, especially in educational situations, leads to not developing or ignoring abilities. According to what was said, this research is looking for an answer to the question that what is the effect of the lesson on thinking and lifestyle on academic resilience and creativity of students?

2. Method

The research method depends on the purpose and nature of the research investigation and its implementation facilities, therefore, according to the nature of the subject of the present research, which is "Evaluation of the effectiveness of thinking and lifestyle course on academic resilience and creativity of secondary school girls (1st) in Tehran's fourth education region". The method of this research is semi-experimental, and the research sample is in two experimental and control groups in the form of pre-test and post-test, which are investigated

(pre-test and post-test method with control group). The meaning of the intervention in the diagram of the research plan is to teach the thinking and lifestyle book.

Table 1. Diagram of the research plan

Examination Group	Pre-exam	Intervention	After the test	Follow up
Control group	pre-exam	-	After the test	Follow up

In this plan, three steps can be mentioned: 1- pre-test (measurement of the dependent variable) after randomly selecting and assigning subjects to the experimental and control groups; 2- Applying the experimental intervention on the experimental group and 3- Performing the post-test (measurement of the dependent variable).

The training program for thinking and lifestyle skills was held in six sessions of one hour and 15 minutes, one session per week by the researcher based on specific content, along with exercises and questions and answers for the students. The statistical population includes all 7th grade female students of Chahar district of Tehran, whose number is more than 1000 people. According to the size of the population of one of the 7th grade schools in Region Four, one school was determined as the statistical population in the current research. From the selected school, two 7th grade classes were selected as a statistical sample. In this way, 64 students in two groups of 32 students were determined as the sample size.

One of the main parts of any research work is collecting information. If this work is done regularly and correctly, the work of analyzing and drawing conclusions from the data will be done more accurately and quickly. In order to collect the required information in this research, the following tools have been used:

Samuels Academic Resilience Questionnaire (2004): This questionnaire was created by Samuels in 2004 and its suitability was confirmed in two studies. Then, with the expansion of the study, it was published in 2009 with the cooperation of Wu

Torrance's Creativity Questionnaire (Abadi): The test known as Torrance's creativity test in Iran is actually its shortened and standardized form, which was created and introduced by Dr. Abedi, a professor of Tehran University in 1985, and is abbreviated in the psychology literature of our country known as CT

In the research process, after data collection, the next step involves data analysis. The information obtained from the questionnaire was analyzed by SPSS software. Descriptive statistics and inferential statistics methods have been used to analyze the collected data. Appropriate statistical tests such as T-test, analysis of covariance and ANOVA were used to analyze the data at an inferential level. The research hypotheses are:

- The lesson of thinking and lifestyle is effective on the academic resilience of female students.
- The lesson of thinking and lifestyle is effective on the creativity of female students.

3. Findings

In Table 2, the descriptive statistics of the resilience variable have been examined.

Table 2. Descriptive statistics of control group and creativity experiment

Group	Level	Number	Average	Standard deviation	Significance level
Experiment	After the test	32	110.5938	25.57735	0.366
	pre-exam	32	105.8438	25.25976	0.412
Control	After the test	32	142.8750	13.76473	0.643
	pre-exam	32	142.9375	13.67111	0.662

In Table 2, the descriptive statistics of the creativity variable have been examined. The first hypothesis: thinking and lifestyle lessons are effective on the academic resilience of female students

Table 3. Results of covariance analysis.

	Variable	F	average of squares	Sum of squares	Degrees of freedom	Significance level
Resilience	Between the group	26.464	209.259	4603.708	22	0.000
	within the group		7.907	71.167	9	
	Total			4674.875	31	

In Table 3, as you can see, the significant value is less than 0.05, so in general, it can be said that the independent variable has an effect on the dependent variable. In fact, there is a significant difference between the pre-test and post-test groups of resilience variable at the 0.05 level. Therefore, it can be said that the null hypothesis is a confirmed hypothesis. In fact, the lesson of thinking and lifestyle is effective on the academic resilience of female students.

Table 4. Correlated t-test results for intra-group difference of resilience variable

Group	Level	Average	The standard deviation	t	df	Significant level
Control	After the test	124.8438	13.50534	0.560	31	0.579
	pre-exam	124.5313	14.49579			
Experiment	After the test	150.5938	12.38589	-7.338	31	000.
	pre-exam	154.6875	12.28016			

The mean and standard deviation of the resilience variables were calculated in the two control and experimental groups, which according to Table 4 shows that the level of resilience in the control group was not significant ($p=0.579$) and as can be seen in the table, the average level of resilience In the post-test of the experimental group, it is higher than the pre-test and even the post-test of the control group, among which the resilience in the post-test of the experimental group has the highest mean.

Second hypothesis: thinking and lifestyle lessons are effective on the creativity of female students.

Table 5. Results of covariance analysis

	Variable	Sum of squares	Average of squares	Degrees of freedom	F	Significance level
Creativity	Between the group	19742.219	822.592	24	153.551	000.
	within the group	37,500	5.357	7		
	Total	3695.367		31		

In Table 5, as you can see, the significant value is less than 0.05, so in general, it can be said that the independent variable has an effect on the dependent variable. In fact, there is a significant difference between the pre-test and post-test groups in terms of pre-test creativity variable at the 0.05 level. Therefore, it can be said that the null hypothesis is a confirmed hypothesis.

Table 6. Correlated t-test results for intragroup difference of creativity variable

Group	Significant level	t	df	The standard deviation	Level	Average
Control	0.712	0.373	31	13.67111	After the test	142.9375
				13.76473	pre-exam	142.8750
Experiment	0.000	-7.929	31	25.57735	After the test	105.8438
				25.25976	pre-exam	110.5938

The mean and standard deviation of the creativity variables were calculated in the two control and experimental groups, which according to table 6 shows that the level of creativity in the control group was not significant ($p=0.712$) and as can be seen in the table, the average

level of creativity in the post-test The experimental group is higher than the pre-test and even the post-test of the control group, among which creativity in the post-test of the experimental group has the highest average.

4. Discussion & Conclusion

The first hypothesis: thinking and lifestyle lessons are effective on the academic resilience of female students.

In this hypothesis, according to the test conducted in the control group, the resilience variable in the pre-test and post-test situations have no significant difference from each other (p -value=0.579) and the significance level is more than 0.05, which indicates the absence of difference. between the pre-test and post-test groups in the control group. However, in the experimental group who were trained in thinking and lifestyle lessons, between the pre-test and post-test groups, the significance level of the resilience variable was at a significant level (p -value=0.000). And because this significance level is less than it is 0.05.

It can be stated that there is a significant difference between the pre-test and post-test groups in the resilience variable, and this difference shows the effectiveness of the thinking and lifestyle lesson on the students' resilience level. In line with the results of this hypothesis, it has been shown in many researches that people with high resilience maintain their psychological health and have psychological adaptability in stressful and unfortunate situations. In explaining this hypothesis, it can be said that resilience is one of the protective factors along with other protective factors that play an important role in people's success and survival from adverse conditions. So that having this feature makes the students achieve adaptive behavior in the situation of solving the problem and makes it easier for them to face the problems. Since resilience is an acquired characteristic and its presence in people can play a positive and important role, and also teaching resilience to students helps a lot in reducing their stress. Therefore, curriculum planners should use this method in schools and strengthen resilience skills by including resilience techniques in the text and content of all courses and teaching methods. It seems that endurance training increases a person's flexibility. This feature increases people's adaptability to different conditions. People with high resilience deal with stressful events with more optimism, self-expression and self-confidence. As a result, these events are considered controllable. Optimistic attitude makes information processing more effective and the person uses more active coping strategies and the ability to cope with the conditions is strengthened. A person who has resilience, is a solution maker and flexible, adapts according to environmental changes, and quickly returns to the state of recovery after the elimination of stressful factors. These people have less feelings of despair and loneliness and have the ability to look at a problem as a problem that they can explore, change, endure or solve in other ways, and this issue and the ability to endure They have a positive and optimistic outlook on life in the face of problems.

Second hypothesis: thinking and lifestyle lessons are effective on the creativity of female students.

In this hypothesis, according to the conducted test, in the control group, the creativity variable in pre-test and post-test situations have no significant difference from each other (p -value=0.373) and the significance level is more than 0.05, which indicates the absence of difference. between the pre-test and post-test groups in the control group. However, in the experimental group who were trained in thinking and lifestyle lessons, between the pre-test and post-test groups, the significance level of the creativity variable was at a significant level (p -

value=0.000). And because this level of significance is less than 0.05. It can be stated that there is a significant difference between the pre-test and post-test groups in the creativity variable, and this difference shows the impact of the thinking and lifestyle lesson on the students' creativity level. In explaining this hypothesis, it can be said that teaching and learning based on creativity is one of the new methods of learning that has been able to raise the level of knowledge in the society and a society in which the circulation of basic affairs has obtained information and scientific indicators. Yes, it is a knowledge-oriented society, which is evident in many of today's societies. Creativity is a continuous process; At the same time, it also needs an initial background and foundation, this continuity creates a kind of restlessness, effort and exploration in the existence of a person until it brings new things to the fore. A creative person is receptive to new ideas, he creates an environment in which experiences are created. And therefore, in order to achieve this goal, it is necessary to invest in the most influential group of society, i.e., children and teenagers, because the beginning of curiosity and creativity in children is stronger than all age groups, and no matter how large their environment is, it is rich in information sources. What's more, this motivation, through new mechanisms such as questioning, arousing curiosity and debating, and researching from the faculty, causes the growth of creativity. Based on the obtained results, the following suggestions are provided:

-Inclusion of creativity techniques in the text and content of all courses and teaching methods.

-Inclusion of resilience techniques in the text and content of all courses and teaching methods.

Declaration of Competing Interest

The author declares that he has no competing financial interests or known personal relationships that would influence the report presented in this article.

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