

Investigation of the Relationship between Storytelling and Creative Thinking of Girl Children of Primary School in Nikshahr City

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Abstract: This study aims to survey the relationship between Storytelling and creative thinking. The study sample consists of female students in the sixth grade of Nikshahr city in the school year of 2015-2016 who are 340 people. A sample of 181 patients was calculated according to Morgan table. The method is simple random sampling. Measuring tools including a researcher-made questionnaire. The questionnaire has 30 questions which its validity was approved by experts and managers and supervisor. The reliability of items obtained through Cronbach's alpha calculation was 0.88 that shows good reliability. In order to analyze the data bundle SPSS19 has been used. The results of this study show that: There is a relationship between the storytelling and creative thinking as well as the fluency, initiative originality, flexibility and development aspect of creative thinking.

Keywords: Storytelling, Creative Thinking, Mind Fluency, Initiative, the Development of Creative Thinking.

Introduction

At present, most schools planning is focused on the Reading, writing, arithmetic and creative thinking skills, but in absence of Morality and good Features doing action appropriately cannot be anticipated. On the other hand, one of the Effective approaches in Children's Education is indirect method such as art. In this regard, the importance and attractiveness of children Storytelling has been warned in different contexts and from the perspective of expert's. Tale or story telling approaches to understand the human behavior has been Pervasive in recent years in various areas of Psychology. Changing mind of men similar to extended examples of stories, involves wide implications for many realms of Psychology, either at the theoretical and research level. People based on a series of stories set their Performance in the world and their relations with others. Stories involve representations of themselves, the world and different attitudes in interaction with others. Within the stories diverse manners discuss the implications of events (Shariatmadari, 2007).

Storytelling is one of the basic Psychological functions. All of us organize our experiences in form of story in order to give meaning to events and conduct our predictions and activities in situations that will come.

One of the storytelling effects on children's, is that it induces children to think and thinking can also cause the formation of children creative mind. Creativity is a category That its Training is often Under the impact of Two Factors : the first is internal factor , which related To individual features that is affected by Genetic

Factors And the second Factor is External factor which Related To Environment - Cultural Factors And is influenced by locations, Conditions And Tools. In other words, assuming the mental activity as an axis of creativity then the social Factors should be considered as the other axis (Zakariaei et al., 2008).

Creative is an inherent Desire that have been endowed in human being and he is divine manifestation of creativity. Universal Developments in Science and Technology, has led the human societies to be after to increase their ability to keep pace with these changes through a new approach to intangible assets.

In fact, inactivity in changing today world either for an organization or for one country, whatever it is, will have nothing but destruction. Today, creativity and innovation is treated not only as a necessary but as survival condition for any organization or community and has been emphasized on the education and earning skills needed to application of the human talent. The most important problem in our society and all developing communities, is creativity; the issue that has not been dealt with properly. Creativity is not genetic nor related to the particular race, but rather acquired. Even in developed countries if systems creative it fails, fall back the

Competition and will destroy. So creativity is the only way to save developing countries and there is not the else way (Costa & Kallick, 2009).

There are Many definitions of creativity , somebody have treated creativity and innovation as changing adaption and others believe that innovations is something beyond the change and adapting (Saif, 2007).

It seems that the most important issue in creative thinking training is the acceptance of differences by culture governing the society and subsequently the educational system, which involves applying of Active methods of education and training. So that creativity grows only in the context in which child-centered education and play an active role in the learning process. Despite this importance, the available evidence indicates that creativity status and its implementation in schools was very disappointing, and not only students are in learning oriented but also the basis for their Growth and development is not considered. (Zakariaei et al., 2008).

Torrance In his research shows that human societies need to develop creative thinking in children for their survival, although researches suggests that the contribution of our education system has not been so bold and effective in training and development of creativity, but can change this circumstances and provide the basis for the growth and development of societies. Because research's suggests that creativity can be developed through

Education; so the problem related to the lack of creative thinking is much more essential responsibility that the families and schools should seek to resolve it. Meantime, one of the strategies that can always can help children's development is using of creativity and artistic programs, especially the storytelling. In fact, this research intends to find that whether to appeal to storytelling for children can develop their creative thinking, which has been introduced as a problem in our country educational programs (Saif, 2007).

Considering the aforementioned points with regard to interest and studies have been done in this field of research, the researcher aims to investigate the relationship between storytelling and creative thinking of primary school children's of Keshaharan city through which can provide scientific and practical offers for who are involved in the educational system in order to prepare Infrastructures for the development of students' creativity through attention to stories and storytelling in the curriculum.

Importance and necessity of research

With Attention to Effectiveness of creativity to Environmental And cultural Factors and with considering that education is an Acquired and cultural activity we can raise the Creativity And creativity students power using Appropriate training Methods and tools (Zakariaei et al., 2008).

When children listen to stories bond what they hear with their memories constantly.

They search in their mind to relate their own present experiences of stories with events in the past. Because children are unique, so their experiences also are unique. They Construe their experiences through their senses, and interpret them with their past experiences. To do this, each child should learn to build a series of patterns. When the children hear a story bond what they hear with their experiences constantly.

Adaptation Process occurs in Unconscious. Therefore, storytelling for children is a necessity.

Due to the creative storytelling positive effects, particularly on creativity fostering and also by surveying the history of education in the world, we see that this process is historical.

Today we see laws Approval in parliaments of developed countries such as Germany and the United Kingdom, based on that all teachers must teach to their students through showing. According to what was said, can be realized the importance and urgency of this matter, thus this study believe that addressing to the relationship between storytelling and creative thinking of students in the first year of primary school is essential and is to study it.

Storytelling and creativity

Rapid development of science and technology, the rate of social changing, increasing the amount of information and supply of new technology has led to that education in the advanced societies note more than

ever, to the creative people training. Today, creativity education is considered as one of the most essential educational issues in most schools, especially at the preprimary school and primary school. In this training approach, the Learners are being taught to go beyond the old mental constructions and known Intellectual templates and archive to Modern approaches and perspectives.

Now, education specialists, even to teach most talented youth, which usually spend Enormous amounts. They believe that creativity entails having a set of cognitive abilities, including intelligence. favorable condition establishment , familiarize parents and teachers, the importance of creativity and creative children's characteristics, fostering creativity learning practices to them, emphasize of activities such as art and Interdisciplinary lessons which essentially can be creative are out of the enormous work arrangements in order to nurture a generation of creative, innovative and inventor.

One of the activities that can be easily run by parents at home or run by teachers in the educational environment and has the ability of becoming a creative activity, is storytelling. To the opinion of the experts, "a child in the fifth and sixth years of his life, is interested in story, so we should not doubt to use tales, stories and legends for them".

Psychologists, help children in different ways, including reading story and storytelling; some of them are to understand the feelings of children and aim to behavioral and psychological problems treat, some are to enrich the educational materials teaching in schools and make it enjoyable and the other group are to foster creativity in children.

For the first group, storytelling is a means of children's experiences and emotional states understanding; in this way that the psychologist collaborate with the child in drawing ,painting, storytelling and reading story. After that the child told a story, psychologist says the same story with a different ending and in a more healthy manner, and in this way he can help the child to find a different solution for his/her problems Without being Have to admit his/her problems and emotions. Encourage children to storytelling often is done through their paintings. Winnie Cut (1971) has devised this method which is called "drawing with curved lines game or linear line drawing". Sometimes therapists simply ask children to tell story.

The other group of psychologists who put storytelling in the service of education, believe that children's imagination, are the strongest educational tools. The effects of imagination in works and games and especially in the stories, particularly imaginary stories for children, is seen clearly. The pattern which tell the story through training aim to encourage teachers to design the courses in the form of the story and apply the power and effectiveness of the story in order to give meaning to the courses. This teaching method will bring the storytelling and entertainment and pleasure to the classroom. Although today the growth of technology causes the production of audio and video tapes in the field of the story, but it must be admitted that none of these can meet the educational objectives, which there are Face to face in storytelling. The essence and the main point of storytelling is the link created between storyteller and his/her audience.

Research hypothesis

The first hypothesis: there is a relationship between storytelling and fluency aspect of children's creative thinking of the primary students in Nikshahr City.

The second hypothesis: there is a relationship between storytelling and initiative originality aspect of children's creative thinking of the primary students in Nikshahr City.

The third hypothesis: there is a relationship between storytelling and flexibility aspect of children's creative thinking of children's creative thinking of the primary students in Nikshahr City.

The fourth hypothesis: there is a relationship between storytelling and the expansion aspect of children's creative thinking of the primary students in Nikshahr City.

Method and Methodology

In this study the research method is descriptive- mensuration type and in terms of data the type is quantitative. Therefore, the information collected by way of questionnaire distribution and documentary study. The information required in Experimental research of this study, was compiled through refer to the girls elementary school and questionnaire distribution. The theoretical foundations and information are compiled through refer to the library and databases. To collect information a researcher-made questionnaire was used.

In the present study the Statistical Society are the sixth level female students of Nikshahr city in the academic year of 2015-2016, whom the number is equal to 340 people.

The size of statistical sample based on the Morgan table was selected to be 181 people.

Results

The first hypothesis: There is a relationship between the fluency aspect of creative thinking and storytelling.

To test the first hypothesis of research the Wilcoxon No parameterized Test has been used (unilateral test, assuming the front as be greater).

In this test, the average obtained for the fluency aspect has been compared with the average, i.e. the number 3.

If the hypothesis, that the mentioned variable average is more than 3 is confirmed, then the first hypothesis is confirmed.

Table 1. The first hypothesis test results.

Variable	Average	Middle estimated	Wilcoxon statistic	Sig.
fluency	75.3	75.3	5.13451	0.000

According to the above table, because the significance level is smaller than 5% error level, therefore, one can understand that the variable average has a significant difference with the average (number 3), so the first hypothesis of the research can be verified and it can be said that there is a relationship between the fluency aspect of creative thinking and storytelling.

The second hypothesis: There is a relationship between the Originality Initiative aspect of creative thinking and storytelling.

To test the second hypothesis of research the Wilcoxon Nonparameterized Test has been used (unilateral test, assuming the front as be greater).

In this test, the average obtained for the Originality Initiative aspect has been compared with the average, i.e. the number 3.

If the hypothesis, that the mentioned variable average is more than 3 is confirmed, then the second hypothesis is confirmed.

The test results has been summarized in Table 2.

Table 2. The second hypothesis test results.

Variable	Average	Middle estimated	Wilcoxon statistic	Sig.
Originality Initiative	59.3	62.3	5.13878	0.000

According to the above table, because the significance level is smaller than 5% error level, therefore, one can understand that the variable average has a significant difference with the average (number 3), so the second hypothesis of the research can be verified and it can be said that there is a relationship between the Originality Initiative aspect of creative thinking and storytelling.

The third hypothesis: There is a relationship between the flexibility aspect of creative thinking and storytelling.

To test the third hypothesis of research the Wilcoxon No parameterized Test has been used (unilateral test, assuming the front as be greater).

In this test, the average obtained for the flexibility aspect has been compared with the average, i.e. the number 3.

If the hypothesis, that the mentioned variable average is more than 3 is confirmed, then the third hypothesis is confirmed.

The test results has been summarized in Table 3.

Table 3. The third hypothesis test results.

Variable	Average	Middle estimated	Wilcoxon statistic	Sig.
flexibility	65.3	67.3	0.14546	0.000

According to the above table, because the significance level is smaller than 5% error level, therefore, one can understand that the variable average has a significant difference with the average (number 3), so the third

hypothesis of the research can be verified and it can be said that there is a relationship between the flexibility aspect of creative thinking and storytelling.

The fourth hypothesis: There is a relationship between the development aspect of creative thinking and storytelling

To test the fourth hypothesis of research the Wilcoxon no parameterized Test has been used (unilateral test, assuming the front as be greater).

In this test, the average obtained for the development aspect has been compared with the average, i.e. the number 3.

If the hypothesis, that the mentioned variable average is more than 3 is confirmed, then the fourth hypothesis is confirmed.

The test results has been summarized in Table 4.

Table 4. The fourth hypothesis test results.

Variable	Average	Middle estimated	Wilcoxon statistic	Sig.
development	79.3	78.3	0.13899	0.000

According to the above table, because the significance level is smaller than 5% error level, therefore, one can understand that the variable average has a significant difference with the average (number 3), so the fourth hypothesis of the research can be verified and it can be said that there is a relationship between the development aspect of creative thinking and storytelling.

Discussion and Conclusions

Regarding the first hypothesis which expressed that there is a relationship between the fluency aspect of creative thinking and storytelling.

The findings of this study suggest that the storytelling could cause to create creative thinking fluency aspect in the case study sample and the storytelling has a significant impact on the thinking creativity with a fluency approach. The findings of this study are in accordance with those of PirKhaefi and Mohammad zadeh (2010) which has been done in their study entitled "review of the factors affecting the status of creativity at the University from the perspective of teachers and students". Although this study was carried out between teachers and students, but it was to evaluate the extent of the validity of the content on incentive creation and creative thinking. The findings of this study showed that when the content is presented in the form of a story and has a motivational goal it causes creativity advent in the case study sample.

Regarding the second hypothesis which expressed that there is a relationship between the Originality Initiating aspect of creative thinking and storytelling.

The findings of this study suggest that the storytelling can cause to create creative thinking and Originality Initiative in the case study sample. In other words the storytelling has a significant correlation with creation of Originality Initiative and creative thinking. The findings of this study are in accordance with those of Firoozabadi and Jalali (2010) which has been done in their study entitled "Effects of drawing tutorials on creativity development in children". The study has used the painting style in order to create story justifiability and writing story. The findings of this study has showed that creation of free painting style cause to create the creativity and Originality Initiative in the case study sample (Bush, 2010).

Regarding the third hypothesis which expressed that there is a relationship between the flexibility aspect of creative thinking and storytelling.

The findings of this study indicates that there is a significant correlation between the storytelling and the flexibility aspect of creative thinking so that one can say In terms of case study sample the storytelling cause to create the flexibility aspect of creative thinking in the sample's individuals.

The findings of this study are in accordance with those in CHeraghchesh (2007) which has been done in his study entitled "investigation of the effect of teaching methods based on creative techniques in teaching and students learning". In this study the effectiveness of storytelling

On the creative thinking amplification aspect has been addressed and its findings suggest that the creative thinking is affected by the flexibility of storytelling and cause to develop the creativity morale in individual.

Regarding the fourth hypothesis which expressed that there is a relationship between the development aspect of creative thinking and storytelling.

The study findings suggest that there is a significant correlation between the storytelling. in other words one can express that In terms of case study sample individuals the storytelling cause to create the creative thinking and its development.

The findings of this study are in accordance with those of Milojevia and Izgarjan (2014) which has been done in their study in Turkey entitled "the Investigation of an innovative future creation through storytelling". The study showed that storytelling can cause creative thinking creation for the sample's individuals. Also the study is in accordance with those of Lewis and Elaver (2014) which has been shown in their study entitled "Managing and Creative Storytelling: look to the creativity from a different point of view". This study showed that the creativity is affected by the storytelling from the students.

Research proposals

According to the research, the following suggestions are offered:

1. To create the creative thinking fluency aspect the storytelling to be done if one can predict the story.
2. Storytelling to be done in a way that one can create new stories.
3. Storytelling to be done in a way so that the person be admired by people because of his/her Originality Initiative.
4. Storytelling approach cause to create innovation for the person.
5. Storytelling to be done through creative displays in order to cause flexibility in one's thoughts.
6. The storytelling should create teaching methods of problem-solving thinking.
7. Storytelling should create a connection between the real and the fantasy worlds.
8. The method of storytelling should be in a manner so that people use it to cope with real-world problems.

Conflict of interest

The authors declare no conflict of interest.

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