



Analysis of the Effectiveness of Student-Centered Teaching Method on Creativity and Social Compatibility of Junior Students in Dashtestan City

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ABSTRACT

Education is very important in all societies. In this process, teacher and his training procedures are very important. However, it can be said that teaching is not easy because the teacher is faced with many variables in the process of teaching. Better identifying these variables and using them in a timely manner can help teachers focus on its goals. In this regard, the present study is an attempt to evaluate the effectiveness of student-centered education on creativity and social compatibility of junior students in Dashtestan city in 1393. The population of this study are junior students of Dashtestan city that 40 students of the target population were selected and investigated. Based on the objective, this study is functional and based on the nature, it is descriptive – analytical and gathering data has been done based on Library, documentary, and field studies. Data has been collected based on Bell's social compatibility questionnaire in this study containing 25 questions and also Torrance's creativity test has been used. The results show that there is a significant relationship among the student-centered teaching method and increasing creativity and social compatibility of students. So it seems that planning for teachers to use modern teaching methods (student-centered) in their teaching to improve the quality of education is necessary.

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Introduction

Undoubtedly one of the most beautiful properties of human is its power of creativity. With help of same property is that human can create its desirable goals of self and dehiscent its abilities. Some of people suppose that creativity is the inherent property of limited number of peoples and we can train it with application of certain principles and techniques. Creativity is as an example of variants that is very influential in the process of learning and training. Mean while the most important goals of education is training of creative faculties, pay attention to the student's ability and its effect on mediator variants seems necessary. (Walker 2003)

Creativity in children is universal affair while this creativity don't exist among adults, automatically this question arise to that what happened upon this great and universal ability? (Bodo, 1979). If we observe the behavior of infant baby, they surprise from affairs and events and try to discover this property and ask consecutive questions. These children are those that have not been affected with ordinary training yet and with special manner are creative and searching. But what we do that the creativity of children and teenagers don't restrict but also prepare the way for the field of growth and development. In this abstract we intend to examine the obstacles of creativity. If we want to have a general classification of creativity barriers, we can classify them two class.

Individual barriers and social barriers. Some of individual barriers that cause to under elopement of creativity can divide to three classes. Psychological, physiological and biological. Today the framework of psychology permit us to believe that the process of creativity is not inherent but also it can instruct.

We can from that educational way learn to children that think to unusual methods and pay attention to examine the

problem by the divergent thinking. And access to suitable solutions. The problem is that we give allow to teachers in these domain that the course of creativity is not premade course, but also is changeable and proactive procedure. Theodor in this field believe that different examinations shows that in sufficiency in social skills have an negative effect on educational functions of students, intensify the learning's problems and often result to appearance the problems of social agreement. Teaching the social skills to students and how and with what quality they attend in groups and appear the proportional and accepted behaviors of own seems necessary, acquisition social skills a numerate as an main axis of social development, shaping the social relations, qualifying the social cooperation, social agreement and even health of person mind. (Theodor, 2005). In this direction we can say that today in all societies one of the most important goals of education is increasing social creativity and agreement among students. Achieving to social agreement and establishment efficient and use fulrelations with others and accepting social responsibility is important goals of education system in our country. Therefore using different and new methods of teaching that can prepare increasing in the degree of creativity and creating circumstance in the direction of more social agreement of students is necessary.

Expressing the Problem and the Necessity of the Study

Neyaz-Mansoor (2008) believe that the phrase of creativity do note to that class of processes the result to solutions, ideas, and conceptualizations, artistic forms, new and unique views. She is now the creativity as a process the include sensitivity to all problems, deficiencies, straits, and un inconsistencies. Sensitivity that case to as a result of problem or problems and following that searching for finding solution and designing hypothesis for this purpose begin. Then the hypothesis test and

gain results (Bish, 2002). Active teaching said to teaching in that the student have been involve in the topic of lesson with result of bodily or mental and the environment of class is pleasurable for him. That is in this method the students have much activity and many (grater) part of education and teaching is responsible for students. In fact there is a natural cooperation between students and teacher and students with each other. In this method the students works and have activity with special interest and teacher the role of leader and assistant and made favorable the field of education for students. Therefore the use of active method in presenting the lesson not only produce the eagerness and interest for students and fortify the learning incentives in them, but also enable the teacher to changing the environment to small and pleasant society until the students share in the project of education without fear and anxiety. As a result creating such environment the field of progress and sense of natural curiosity of students and the field of appearance of creativity in students will be provided. In active method in addition the use of interests and sense of natural curiosity of infant for solving problem and expressing problems is confusing. This method have been founded on the basis of natural structure of children until increase the profound perception of skills and knowledge. Also the basis is active or inactive of teaching, degree of activity and targeting involvement of student with the topic of teaching, not classifying the methods of teaching:

One of the important aspects of proper education is that learning should based on the activities of student. The active participation of student in learning affair is very important and student learn to such extent that is active. The student should participate in the course of learning actively and observe the result of his work and from this method create the self – confidence and independency in it. The principal problem in the present research is the examination of the degree of effectiveness of education to the axial student method on the basis on creativity and social agreement of first secondary school students in the city of Shabankare. In other words, in this research, the researcher aim to prepare the comparison the test groups and control to search for social agreement and creativity. In the present research the test group have been tested with use of teaching method of student- oriented method. And was teach to control group by the traditional method. One of the problem of research is investigating of education to the student-oriented method upon the social agreement and creativity of first secondary school students. The impotence of present research is on the basis of clearing the share of effect education method of axial student method for increasing the social agreement and creativity first high school students if this education method have meaningful effect on exciting and cognitive variants, axial teacher education give their position to axial student method and we can remove (solve) many of educational problems. Application of another finding of present research is in presenting practical solutions to personnel of education in the direction of being active and creative of students the hypothesis of research.

1: education to the student- oriented method have meaningful effect on increasing the social agreement among students.

2: education to the student- oriented method have meaningful effect on the creativity of students.

Reviews the Related Literature

The Role of Teacher in Education and Teaching in the Process of Training

Throughout the history of training, theory and practice determine the different roles for teacher in the field of student's learning: some of these roles suggest that the teacher should be

the superior agent and behave imperiously. Other roles talk from originating free view and other roles support from non-interference procedure. In the creative course of teaching methods, always cases of such as have been exist. For example, philosopher of ancient Greece often in this own teaching have been used of imperious method. Socrates have used of originating free method and the method of Jean-Jacques Rousseau in Emil can be named non-interference. Sharing of suitable patterns of teaching result to strengthening the mental ability of students, increasing the internal incentive of learners, promotion the creativity of students and increasing the ability of solving problems and good learning.(Hemsi, 1388). Good teaching means that the help to good learning of students. Persons that learn good increase the saving own procedures for acquire education. The pattern of teaching for using of compiling procedures and methods that help to students to develop and increase the ability of clear thinking and thoughtfulness and develop the skills and social obligations. Each pattern of teaching include concepts, the steps of teaching, inter group relations, the principles of reaction and conditions and sources. In other words one pattern of teaching is a plan or map that we can use for compiling face to face teaching in text book classes or at the state of individual education. And pay to compiling the text book materials such as book, film, tape program with using of computer and educational program, indeed the pattern of teaching are learning patterns that beside of assistance to students in acquisition of information, opinions, skills, values, the method of thinking, the ways of presents itself, it learn to them the method may be the important result of long term education of same added abilities of future effective and easy learning (Ahadeyan,1382).

The Effective Factors in Selection of the Style and Method of Teaching

Teaching is not easy matter. The teacher concerned with different variants. He try to create the conditions with give finishing touches and controlling different variants and we maybe said that is impossible. Undoubtedly, in making the environment of learning factors such as specifications of student and teacher making the education system, educational contents and other ten variant can be efficient, it is evident that the teacher cannot control all the mentioned above factors. Maybe ask the question if the controlling of mentioned above factors was not impossible, now teacher can create circumstances with regard to interfering the different and uncontrollable variants? In reply to such question we say that if it's correct the teacher cannot control all the mentioned variants, but recognize such factors will enable him that foster conscious decision in compiling the activities of teaching if the teacher have scientific and exact recognition of the teaching opinions of learning, he can work in creating desirable conditions of learning powerfully and exactly.

Teachers Believing Student-Oriented Method

This group of teacher put the student as the center of own activity and know him as the basic axis of educational activities. Generally these group have much eagerness to educating the student's faculties. But we should not imagine that teachers don't have any attention to students but also we can said that this class of teachers more than others observe students and their behaviors with regard to students is a manner that each observed in first contact pay attention to that : the teachers of looking student if they have many information and knowledge, do not know very important transferring all them to students, but also concentrate more on activity upon the education's action rather than transferring the text book matters. These people among

sciences pay attention to human science specially psychology. (Mostafa Virajaei 1386) :

Teachers Paying Attention to the Lessons

Teachers of looking lesson give more importance to lesson rather than educating students. They try to transfer the lesson to students to any manner. Lesson looking group don't pay attention to students and individual differences or don't consider it very important to the opinion of this group the students charged to learn the lesson completely and present to teacher upon the belief of the people's group, scientific realities prepare the students for social life. For this reason the a question of knowledge placed on the first grade. These teach relish for science and techniques. Many of the teachers of high school and group of elementary school's teachers and often number of the professors of educational systems of our society form this class of teachers. (Mirzabeiyyi, 1389).

Creativity

Creativity is one of the most very good and complicated the activities of human's mind that training should pay attention to it. Creativity not only concerned with intelligence and thinking but also is related to the organization of person's personality. Creativity is the ability of person for producing ideas, opinions, insights or new novel objects and restoration in science and other fields. Stenberg state that creativity in not single phase concept and believe that cognitive and exiting multi dimensions abilities are the visible factors of creativity: Sternberge provide the creativity as thinking about matter to the unusual manner and achieving to unique solutions. He also the methods of thinking, knowledge, personality and environment made effective in creativity (Stenberg, 1988). Educator and his education's methods can result to increasing creative thinking. Educators that use of axis-student method in its own education, they made sensitive students relative to perimeter environmental stimulus. They avoid from emphasis on molded patterns and organizing the class such that they create creative and difference environment as a result this methods cause to increasing and develop creativity in children. The preformed examinations shows that teachers that they want to change in their daily teaching methods, have the learning's ability for creating educational methods of creativity create an environment filled with curiosity and variety. Therefore one of the basic set forth problems in the present research is that the education method of axis – student based on creativity to what extent becomes efficient on increasing the creativity in students. Also one of other components that can be placed on the effect of training and educational methods what in school or family's environment is social agreement of children. Social agreement as important clue of mind's heath is one of the discussions that psychologists, sociologist and educators devote special attentions to them in recent decades. In this field one of the problems that made busy the mind of thinkers, psychologist and scientist of human science from a long time ago is how developing and educating creativity and action's initiative in students and teenagers. Human be born with the ability of innovation, but its flourishing needs its training (Barloo, 1990). Training the creativity for each society is a vital matter. Today in countries, dehiscence and educating the student's creativity accounted as one important goals of education (Soleimani, 1381).

The Barriers of Creativity in School's Environment

1. Presenting the more text book duties to students
2. Lack of necessary minimum facilities for performing creative activities of students.
3. Un accept of new ideas.
4. Not attention to individual differences of students.

5. The traditional teaching methods and based on axial teacher.
6. Emphasis on the student's score as a basis of being good.
7. Un recognition of teacher relative to creativity.
8. Sarcasm and making for the cause of wrong opining or idea.

Creativity and social agreement between students. The results of preformed searches in the field of educational function, creativity and social agreement shows that creativity and social agreement is the factor of promotion the student's function such that creative peoples and educational and adjustable enjoy from good educational progress (Nezami, 1376).

Among the important methods of promoting the educational function of students are creating the creative and flexible structure and preparing the bed and necessary field in the direction of appearing dehiscence of faculties and creative force of learners. Also help to students with aid of establishing suitable and healthy relation with social environment in the direction of effective and exciting development and shaping the independent identity can promote the educational function of students. In the secondly school section in many schools we observe that the students cause to educational falling such that some of them are not able to continue education and abound on education. This matter happens for this reason that the age of high school is the age of adolescence and students are encounter with problems and difficulties and tensions arising from social un agreement also the high school students for the reason of arising problems from maturity and discomfort and tensions resulted from the crisis of identity cannot be creative (Yarmohamadian, 1380). Item variant of creativity and social agreement of students are efficient factors in creating and encourage the desirable educational function of students.

Text Book pattern of Student-Oriented Method

Generally in the informal teaching method that is customary in education, the teacher or professor is controller and spokesman. The students only should listen and in necessary times ask questions at the time of lesson or final time from teacher. The teacher give the booklet or teach the text book to the lecture method or in outside of class instead of training private science receive money from people. The accepting score for students in fact is important factor for controlling educational quality. And is a good agent for increasing the value of educational documents. Evaluation and examinations use as a screen for separating competent people from un competent (safavi,1380).

The text book pattern of axis-student refers to methods that can strong ten the student's activities and change the learning int. two equality course. (Fazlikhan, 1378). The opportunities of learning are positions in them prepare educational goals and contents and change to actions and activities that for the cause of their effects, the students can attain training goals (Ayzner, 1999). In the text book program of axial –student , the opportunities of learning have special positions. Furthermore they expect with help of specialty and experience of text book programmer the educating actions and activities program such a manner and select suitable matters such that teachers and students achieve to educating results.

The Background of the Study

Saidi (1381) in a research under the title of the examination of relation of teacher's creativity with student's creativity of fourth and fifth grade in 11 zone of Tehran pay attention to examination the relation between teacher's a creativity with student's creativity and finally conclude that students possessing creative teachers having mean very high scores in the comparison tests relative to students possessing uncreative

teachers but have been observed differences in forming components of creativity between students of fourth and fifth class. That probably arising from difference in education and very much emphasis of teachers on the preserving original materials in fifth class that have final examinations and planning the questions in hand of own teachers. (Blomer, 1969). Therefore the experimental research pay to examination the effect of workshops or educational teacher's as an creativity of recognition and educational progress of ready students and unready students of second elementary school class and as a result conclude that factors related with school and teacher have an important effect on the student's function in developing countries. (Poleski, 2000). During the research in the case of efficient social – psychological factors upon the creative function, it pay attention to examination the expected effects of evaluation and working conditions based on specifications and creative activities of university's students and concluded that expecting a valuation affected on all variants and forming factors of creativity.

Methods

In this research the researcher pay attention to examination the effectiveness of education axial agreement and creativity of the guidance school's students. Therefore the research is concerned with planning pretest and post test and two group of test and control. The plant of present research is as following diagram.

Statistical society in this research include all daughter's students of first secondary school that the number of them is 70 person in they are 1393. The examined sample include 40 daughter's students of guidance school of Shabankare city. That execute in two groups of experimental and control. The group test of daughter students during the period of meeting with axial-student program educated based on creativity and the group of control educated ordinarily. The social agreement test and creativity receive from two groups in the form of pretest and post-test. And the results compare with each other and analyze. The instruments of gathering information in this research is the questionnaire of 60 question and questionnaire of social agreement of Bel 2. Mean while the stability of the questionnaire of this test have been estimated with 76% Cronbach Alpha method.

Result

For this reason firstly the data produced from questionnaire after coding and classification have been analyzed with using of soft ware SPSS. And then pay attention to test the hypothesis of research.

The results of the study show that 50% of the sample of the study are the experimental group and 50% of the students are the control group. Distribution the mean and standard deviation. Amounts of mean and standard deviation, the components of life's skills in pretest and post test of test group mentioned in the below table.

The results of above table shows the mean and standard deviation the scores of social agreement and student's creativity in pretest and post test of test's group. While we consider in the above table the mean of social agreement in pretest have been 82/50 with standard deviation 7.71 and in post test the mean of 92/25 with standard deviation 6/17 and in post test the mean have been 90/35 with standard deviation 5/74. The amounts of mean and standard deviation, agreement and creativity of pretest and post test of control's group mentioned in the following table. The results of above table shows mean agreement and creativity of students in pretest and post test of group's control. As we consider in the above table the mean of social agreement in

pretest have been 84/95 with standard deviation 9/12 and in post test been 822/7 with standard deviation 8/72. The mean of creativity in pretest have been 83/15 with standard deviation 7/46 and in post test have been 84/20 with standard deviation 7/5.

The hypothesis of the Study (the First Hypothesis) : Education to the student-oriented method has meaningful effect on increasing the social agreement of students. For reason of replying to this hypothesis have been used of covariance analysis. The conclusion of Levens' test shows that assumption of equality in variance error confirmed $LF(38,8)=0/67, sig=0/42$. The results of covariance analysis have been showed in the following tables.

The results of tables show that the effect of education to the axial – student method was meaningful upon the social agreement of students. (partial $\eta^2=0/423$) (FCL,37)=27/09 $P<0/00/0$ the comparison between groups shows that between control and test group exist the meaningful difference from the point of view of social agreement after the adjustment of pretest effect. The Eta coefficient shows that education to the student-oriented method can to accounted for about 42/3 percent variance of social agreement of students. The estimation of parameter shows that in the form of equality of students the educate to the axial-student method to the amount of 11/42 unit of social agreement with regard to teenager that educate to the ordinary method they educate would increase. The estimation of parameter shows that limit of the effect of education to the axial – student method upon social agreement is between 6/98 until 15/87 unit. The adjustments shows that social agreement of education group have been equal to 97/99 that we can say with 95 percent confidence the mean of student's agreement of test group is between 94/86 until 101/12. The adjustment mean of social agreement of control group have been equal to 86/56 that we can say with 95 percent confidence that mean of control group placed between 83/44 until 89/69. therefore the above hypothesis that say education to the axial student method that have effect increasing social agreement of students confirmed.

Second Hypothesis: Education to the student-oriented method have an effect on the student's creativity.

For the reason of replying to this hypothesis have used of covariance analysis. The results of Levens' test shows that assumption of equality of variance error confirmed (FL38,1) =1/77 $sig=0/19$. The results of covariance analysis have been showed in the following table.

The results of table shows that the effect of education to the axial-student method upon the student's creativity was meaningful. (Partial $\eta^2=0/314$) (FL1,37)=16/93 $P<0/0001$ comparison between groups shows that there is meaningful difference between control and test group from the aspect of creativity after adjusting their effect of pretest. Eta coefficient shows that education to the axial-student method can accounted for about 31/4 percent variant of students creativity. The estimation of parameter shows that in the form of equality in students that educate to the axial-student method would increase to the amount 5/78 unit of creativity relative to the teenagers that educated to ordinary method the estimation of parameter shows that the creativity of test group have been equal to 2/94 to 8/63 unit. Adjustable means shows that creativity of education group have been equal to 90/17 that we can say with 95 percent confidence that the mean of students creativity of test group is between 88/15 to 92/18.

Experimental variables (Student-centered teaching methods)	Random selecting	Experimental group	Control group	Pre-test	Post-test
X	R	GE	EC	T ₁	T ₂

Table 1. Frequency Distribution of Students by Gender

Statistics Gender	Percentage	Frequency
Experimental group	50	20
Control Group	50	20
Total	100	40

Source: Based on the Data from Questionnaire and Authors Calculations, 1393

Table 2. Distribution Mean and Standard Deviation of Social Compatibility and Creativity in Experimental Group

Post-Test		Pre-Test		Statistics Variable
Standard Deviation	Mean	Standard Deviation	Mean	
8/21	97/25	7/71	82/50	Social Compatibility
5/74	90/35	6/17	83/65	Creativity

Source: Based on the Data from Questionnaire and Authors Calculations, 1393

Table 3. The Distribution of the Mean and Standard Deviation of Social Compatibility and Creativity in the Control Group

Post-Test		Pre-Test		Statistics Variable
Standard Deviation	Mean	Standard Deviation	Mean	
8/72	87/30	9/12	84/95	Social Compatibility
7/50	84/20	7/46	83/15	Creativity

Source: Based on the Data from Questionnaire and Authors Calculations, 1393

Table 4. Factors between the Participants

Standard Deviation	Mean	Number	Groups
8/21	97/25	20	Experimental Group
8/72	87/30	20	Control Group
9/76	92/28	40	Total

Source: Based on the Data from Questionnaire and Authors Calculations, 1393

Table 5. Determining the Factor Effect between Participants

Partial η^2	Significance level	F	The mean of squares	df	The sum of squares	Statistics Variable
0/531	0/001	20/916	985/945	2	1971/891	Corrected Model
0/278	0/001	14/269	672/602	1	672/602	Intercepts
0/360	0/001	20/830	981/866	1	981/866	Pre-Test
0/423	0/001	27/09	1276/858	1	1276/858	Group
			47/137	37	1744/084	Error
				40	344303/00	Total
				39	3715/975	Corrected total

Source: Based on the Data from Questionnaire and Authors Calculations, 1393

Table 6. Estimating the Effect Size of Student-Centered Teaching Method on Student Social Compatibility

Partial η^2	Confidence level in the 95% level		Significance level	t	Error Standard	B	Parameter
	Upper bound	Lower bound					
0/217	59/090	13/280	0/003	3/201	11/304	36/185	Intercepts
0/360	0/869	0/335	0/001	4/564	0/132	0/602	Pre-Test
0/423	15/872	6/977	0/001	5/205	2/195	11/424	Experimental group

Source: Based on the Data from Questionnaire and Authors Calculations, 1393

Table 7. Comparison between Experimental and Control Groups in Terms of Social Compatibility

Significance level	Standard Error	Mean difference	Statistics	
			Group(J)	Group (I)
0/001	2/195	11/424	Control	Experimental

Source: Based on the Data from Questionnaire and Authors Calculations, 1393

Table 8. Adjusted Means of Student Social Compatibility

Confidence level in the 95% level		Standard Error	Mean	Statistics
Upper bound	Lower bound			
101/115	94/859	1/544	97/99	Experimental
89/691	83/435	1/544	86/56	Control

Source: Based on the Data from Questionnaire and Authors Calculations, 1393

Table 9. Factors among the Participants

Standard deviation	Mean	Number	Groups
5/74	90/35	20	Experimental group
7/50	84/20	20	Control group
7/29	87/28	40	Total

Source: Based on the Data from Questionnaire and Authors Calculations, 1393

Table 10. Determining the Factor Effect among Participants

Partial η^2	Significance level	F	Mean squares	df	The sum of squares	Statistics
						Variable
0/648	0/001	34/094	672/227	2	1344/454	Corrected Model
0/189	0/001	8/622	169/991	1	169/991	Intercepts
0/570	0/001	49/005	966/229	1	966/229	Pre-Test
0/314	0/001	16/931	333/816	1	333/816	Group
			19/717	37	729/521	Error
				40	30675/00	Total
				39	2073/975	Corrected total

Source: Based on the Data from Questionnaire and Authors Calculations, 1393

Table 11. Estimating the Effect size of Student-Centered Teaching Method on Student Creativity

Partial η^2	Confidence level in the 95% level		Significance level	t	Standard error	B	Parameter
	Upper bound	Lower bound					
0/115	40/797	5/117	0/013	/607 2	88/805	/957 22	Intercepts
0/570	0/950	0/523	0/001	7/00	0/105	0/737	Pre-Test
0/314	8/629	2/935	0/001	/115 4	1/405	5/782	Control group

Source: Based on the Data from Questionnaire and Authors Calculations, 1393

Table 12. Comparison between Experimental and Control Groups in Terms of Student Creativity

Significance level	Standard Error	Mean difference	Statistics	
			Group(J)	Group(I)
0/001	1/405	5/782	control	Experimental

Source: Based on the Data from Questionnaire and Authors Calculations, 1393

Table 13. Adjusted Mean of Student Creativity

Confidence level in the 95% level		Standard Error	Mean	Statistics
Upper bound	Lower bound			
92/18	88/15	0/993	90/166	Experimental
86/40	82/37	0/993	84/384	control

Source: Based on the Data from Questionnaire and Authors Calculations, 1393

Adjustable mean of the creativity in control group is equal to 84/38 that we say with 95 percent confidence the mean of control group placed between 82/37 to 86/4. Therefore above hypothesis that say education to axial-student method that have an effect on increasing the creativity of students confirmed.

Conclusion

Generally it can be said that today, due to advances in all aspects of society and the existence of the various hardware and software for training, in the present school, we can't move students to an advanced and complex evolution by means of the traditional methods. So we can't look students and his/her training based on the traditional attitude, but it can be taken effective steps to improve students by purposeful planning in the education system and by using of different teaching styles and patterns according to the conditions in the world. The experience shows that using new methods of teaching (student-oriented method) is very effective in increasing and usefulness of education system in the class. In this regard the results of the study show that there is a significant relationship between student-oriented teaching method and increasing social adaptability among students and also there is a significant relationship between student-oriented teaching method and increasing student's creativity. Thus, according to the items listed above, it is essential to managers and leaders in the education system in Iran take essential steps to plan for the use of new methods in education and training. In this regard, according to the obtained results of this study, strategies have been offered to strengthen this matter:

- It is recommended that teachers use student-oriented approach to increase the creativity of students.
- Encouraging teachers to use creative and innovative methods in teaching.
- Conducting training periods for teachers to learn more about innovative new methods of teaching and methods of increasing student's creativity
- the need for more communication with parents and teachers to enhance students' social adaptability and synchronizing school with families
- The teachers try to help students learn to research and independent learning.
- Teachers in classrooms try to improve students' creativity and training students' talented.

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