

International Journal of English Language & Translation Studies

ISSN: 2308-5460



Study of Styles of Creativity and Achievement Motivation among Iranian EFL and Non- EFL Learners

[PP: 01-13]

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ABSTRACT

The present study was an attempt to investigate the relationship between styles of creativity and achievement motivation in EFL and Non- EFL learners. There were few studies conducted on the relationship between styles of creativity and achievement motivation among nursing, midwifery and foreign language learners. To this end, an ex-post facto study was done. Ninety EFL and Non- EFL learners took part in the study. It was a correlational descriptive study and sampling method was convenient. The values of these variables were measured through- Creativity Questionnaire (Duckworth, 2007; Runco, 2001) and Motivation Questionnaire (Vallerand, 1992). Cronbach's alpha coefficient for achievement motivation was 0.713, and for styles of creativity was 0.818. Based on the results, it can be said that there was a significant correlation between the RIBS and achievement motivation among Non- EFL learners. However, another creativity styles and achievement motivation were not statistically significant. The results also revealed that there were significant differences between learner's creativity in two groups on RIBS scale, avoiding novelty scale and academic self-efficacy scale. The results of the test have also shown that there were significant differences between learners' creativity in two groups in RIBS Scale. Therefore, the creativity of individuals changes the direction of achievement motivation. As implications, educators and teachers can apply efficient strategies and techniques in language classes in order to promote positive motivation and increase creativity among the students to learn language and raise the proficiency of their learners.

Keywords: *Achievement Motivation, Creativity, EFL, Non- EFL Learners, Self-Efficacy*

ARTICLE INFO	The paper received on	Reviewed on	Accepted after revisions on
	12/02/2018	20/03/2018	30/05/2018

Suggested citation:

Haniefi, H., Izadpanah, S. & Bijani, H. (2018). Study of Styles of Creativity and Achievement Motivation among Iranian EFL and Non- EFL Learners. *International Journal of English Language & Translation Studies*. 6(2). 01-13.

1. Introduction

It is becoming increasingly difficult to ignore the relationship between styles of creativity and achievement motivation in Iranian EFL and Non- EFL Learners. This study provides educators with valuable information for instructional decision making, informs educational administrators about teacher behaviors and gives information to teachers regarding achievement motivation, and creativity to further guide their students. Effective creative thinking styles are techniques by which talented and outstanding students are recognized which provide conditions for growth and innovation. Providing the bases for fostering creativity and talent are the requirements for progress in societies, because without novel and innovative attitudes, the society will be imitated. Therefore the society needs to achieve

production, vitality and independence for creativity. To the best of the researchers' knowledge, few studies have been conducted on the topic under investigation and it is suggested that the association of these factors and other elements should be investigated. However, more research on this topic needs to be undertaken about the relationship between creativity, attitude and motivation. Therefore, the current study is aimed to investigate their relationship on the EFL and Non- EFL learners. In this respect, Kaufman (2007) regards creativity as a set of individualistic characteristics and abilities. In fact, based on Gilford's views, creativity is divergent thinking, that is, thinking of various perspectives and dimensions. While other scholars such as Hennessey (2015) considers creativity as a total social issue, Sernberg (2012) argues that social and environmental factors play



major role in creativity and there is a strong link between personal motivation and creativity, that inclined more about the social settings. Aharon (2011) believes that in order to study creativity, it is not possible to deal with individuals and creative works apart from the society in which they act, because creativity never relates the act of the individual alone. Taylor (1988) and Torrance (1996) are two pioneer researchers on creativity. Several Internal and external factors stimulate the desire and energy of people to be continually interested and committed to a job, role or subject, or to make efforts to achieve a goal. So far, however, there has been little discussion about the relationship between styles of creativity, academic attitude and achievement motivation in EFL and Non-EFL learners.

It is suggested that the association of these factors and other elements to be investigated in future studies. However, more research on this topic needs to be undertaken about the relationship between creativity, attitude and motivation so that this relationship is more clearly understood. The findings of the study will clarify the relationship between three factors in learning language and will provide some practical suggestions and recommendations for the students and teachers. Thus, the current study was aimed to investigate their relationship on the EFL and Non- EFL learners.

2. Literature Review

2.1 Creativity

As creativity hypothesis may be viewed as a subcategory of awareness hypothesis, it appears to be trouble of characterizing cognizance, as the term can mean diverse things to various individuals. Awareness is considered to be "a condition of intelligent psychological experience coming about because of the association of discrete sensations into brought together and significant wonders" (p. 14). Some part of the result of creative articulation should be new or, in any event, moderately uncommon. Also, the result ought to be intelligible to others rather than irregular or unusual (Richards, 2007). Steady with these criteria, this postulation characterizes creativity as anything that produces a change in or changes a current space and that is important or intelligible to others rather than irregular or odd (Krippner, 2012; Richards, 2007). Certain standard develops are especially useful to our comprehension of

what is implied by creativity. Rhodes (2004) classified creativity into the four parts- item, process, individual, and press of the earth. Wallas (significantly prior) analyzed the procedure perspective, which has the specific arrangement, hatching, enlightenment, and check (Dacey, 1998; Richards, 2007). Maslow (2013) inquired about the fundamental motivation driving creativity and found that the creative rationale may emerge from unfilled necessities (insufficiency creativity) or be portrayed by a no striving unfoldment that inclines toward solidarity, joining, and cooperative energy inside the individual after those lower needs are satisfied (self-completing or being creativity). At last, Richards (in press) propelled our comprehension of what is implied by creativity by her examination of human innovation in the work or relaxation of regular day to day existence resultant from a cognizant deliberateness toward life (ordinary creativity versus prominent imagination). Be that as it may, creativity exists crosswise over various spaces (Hennessey & Amabile, 2012). Scientists have a tendency to concur on two essential prerequisites for characterizing creativity: curiosity and convenience/esteem (Hennessey & Amabile, 2010; Mayer, 2007; Mednick, 2008; Peterson & Seligman, 2004; Plucker, Beghetto & Dow, 2004; Sternberg & Lubart, 2006). The concentration of creativity research might be on the individual, the item, the procedure, or the press/condition; these are the Four P's of imagination inquire about (Plucker, one viewpoint, for example, the results of dissimilar considering (e.g., Kim, 2012; Torrance, 2003) or qualities of the innovative individual (e.g., Gough, 1979; MacKinnon, 1965). More fundamental endeavors at creativity explore incorporate social mental research that analyzes the setting of imagination for ordinary people (Amabile, 2005) and authentic examinations of prominent creativity in conjunction with bigger social and social components (Csíkszentmihályi & Wolfe, 2014; Simonton, 2012). The significance of inventive intuition to instructive research has developed more obvious as creativity has developed in significance as a learning result for advanced education (McWilliam & Dawson, 2008). Perception itself can be seen as a creative procedure, especially from a constructivist perspective (Plucker & Beghetto, 2004). For instance, in Piaget's

hypothesis of information development, the individual makes mental constructions to arrange to learn (Piaget, 2013; this meets the standard criteria for creating of curiosity and convenience. Piaget's constructivism is a modern conceptualization of the creative change of a person's impressions of the world into learning; youngsters concoct their new thoughts and additional structures, they don't just find or get their discount (Sawyer, 2003). Some formative clinicians point to people's natural energy for information as the driving force of the creative work of learning and critical thinking (Feldman, 2006; Runco, 2012). Formative analyses, for example, Vygotsky, who see development from a sociocultural viewpoint, would point to the significance of coaching, direction, and play in the arrangement of all picking up including creativity. The multifaceted gathering and association of information is one of the recognizing attributes of human improvement and is a blend of both the Piagetian concentrate on a student's development as a map maker and the Vygotskian concentrate on the help of more propelled students in this procedure (Geert, 2008). Creativity is a creating aptitude that ought to be sustained as a basic piece of insight (Sternberg, 2006). Perkins (2004), focuses to creative intuition as a more elevated amount process that works in conjunction with basic considering. Creativity is a prerequisite for development and true critical thinking. In life, people confront open-finished and testing circumstances that require new methodologies and arrangements (Treffinger, 2012). Receptiveness to understanding, a requirement for discernment, and resilience of uncertainty help people to produce new thoughts, while their evaluative deduction capacities help them to figure out which thoughts would be effective (Sternberg, 2006). Alongside these elements, some contend that the capacity to recognize a genuine issue might be the most creative part of critical thinking (Berger, 2010). Creativity inquiries about is not new to training, but rather it has occurred principally among exceedingly talented or aesthetic populaces. A few analysts concentrate on "Enormous C" or famous creativity (Csikszentmihályi & Wolfe, 2000; Simonton, 1999, 2009). Inside advanced education, creativity has not ordinarily been measured as an understudy learning result. In any case, similarly as creativity inquires about has started concentrating more development as essential learning results

(Berrett, 2013; McWilliam & Dawson, 2008). Crave is viewed as an essential prerequisite for students who must face the testing issues of the world. Long-standing issues, for example, environmental change and wage disparity won't be tackled by a straightforward arrangement or a solitary train. Rather, new and valuable arrangements require the mix of learning crosswise over orders and recombining thoughts in sudden ways. A few colleges that recognize this as a need have started requiring creative speculation as a feature of the educational modules for college students (Berrett, 2013). In this way, if creativity is a focal procedure of insight, and if larger amount believing is an alluring instructive result, especially at the post-auxiliary level, at that point creativity ought to be in the standard of instructive research and practice.

2.2 Motivation

A factor thought to affect students' scholarly accomplishment (Deci & Ryan 2008; Elliot & Dweck 2005) is generally clarified by utilizing the Self Determination Theory (SDT) approach (Deci & Ryan 2008). This hypothesis separates motivation into three classes; external motivation, internal motivation, and Demotivation (Engelschalk, Steuer & Dresel, 2016). External motivation eludes to a conduct affected by outside components, for example, decent evaluations and higher economic well-being. Internal motivation, then again implies a conduct affected by a man's advantage and interest and along these lines not affected by outer elements (Guay, 2010). Demotivation implies nonappearance of motivation; people who need motivation lead undertakings without knowing the point and experience issues in understanding the association between their conduct and its result (Boekaerts & Martens, 2017). Both internal and external motivations have been appearing to be emphatically associated with higher mathematic accomplishments (e.g. Gottfried 1985; Gottfried, 1994; Gottfried, 2007; Yahaya, 2010) and better perusing and composing execution (Broussard & Garrison, 2004). Among these two, internal motivation has been considered as the most basic type of motivation (Ryan & Deci 2000a; Ryan & Deci 2000). This sort of motivation has been found to bring about more profound learning and higher accomplishments contrasted with external motivation in science



(Areepattamannil, 2010; Crowston & Fagnot, 2018). These discoveries are as per the SDT hypothesis, where students propelled by inherent motivation, i.e. Students performing errands in view of their intrinsic fulfillments, are thought to accomplish further understanding contrasted with understudies propelled by external motivation, i.e. performing errand to stay away from disciplines (Ryan & Deci 2000a). As indicated by the SDT hypothesis, an individual can be roused by both internal and external motivations at the same time in various degrees (Ryan & Deci, 2008). Moreover, as characteristic motivation concerns the people's bona fide enthusiasm for a specific undertaking, the assignments and exercises naturally propel people (Bayona & Castañeda, 2017). In any case, the internal or external motivation will change after some time, implying that an individual roused by the internal motivation for a specific assignment can later on rather be persuaded by external motivation. In any case, in opposition to internal and external motivation, demotivation has been appeared to negatively affect students' accomplishments in arithmetic (Vallerand, 2012; Walker, 2006). This is as per the SDT hypothesis where students with abnormal state of demotivation are thought to accomplish bring down accomplishments contrasted with a low level of demotivation (Ryan & Deci, 2008). This assumption depends on the way that demotivation alludes to the absence of motivation (Ryan & Deci 2008).

Motivation can be defined as a reason which leads an individual to act in a certain way. The phenomenon of motivation isn't limited to just humans, and occurs in every organism. Motivation can be divided into two different types:

Intrinsic Motivation: The act of being motivated by internal factors to perform certain actions and behavior is called *Intrinsic Motivation*.

Extrinsic Motivation: Whenever an individual performs an action or behavior because the individual is affected by the external factors is called *Extrinsic Motivation*.

2.3 Previous Iranian Studies on Creativity and Motivation

Nasrabadi (2016) investigated the effect of psychological capital with

progressive mediation student creativity. The purpose of this research was to identify the relationship between capital science and creativity. Students were motivated by progressive mediation. The method of data collection was fieldwork. The statistical population of the study consisted of 640 undergraduate and graduate students The Supreme Leader of Samangan has been involved in the academic year 2016-2017, with 240 of them through the Cochran formula was selected using relative stratified sampling as sample size completed questionnaires. Data collection tools consisted of a questionnaire of capital Luthanz's psychology is the motivation for Hermann's progress and Abedi's creativity. The findings of the research indicated that based on research findings, it is concluded that universities are raising psychological capital in students that can increase the motivation for progress and as a result their creativity and facilitate the process of progress and productivity of the community. This finding is based on the results of research by Liou et al. (Hang, 2016; Jiang, 2016; Rezaei, 2016) and is consistent with the research by Agarwal and Freddal (2017). It directly affects creativity and is non-aligned.

Seyf (2015) investigated the creativity development of students in six age groups of 13 to 18 years in upper and lower regions of Mashhad. The present study was descriptive-analytical and cross-sectional. To measure creativity, Abedi's creativity test was used. The study population consisted of all students of public schools in Mashhad, among which 1273 male and female students from both upper and lower regions were randomly selected using multistage cluster sampling. The results indicated that the level of creativity of high school students was higher than that of students in the lower regions. The creativity of different age groups varied in different regions, so that as the age increased, the creativity of students in this region was growing. Also, the creativity of different age groups in different regions was also different. Therefore, with increasing age, creativity of students in this region progressed the growth process with different and lower inclinations. The score of creativity of male and female students did not show any significant difference.

Alborzi (2013) designed a study to examine the mediating role of locus of control on the relationship between employed mothers' attitudes to creativity

and children's creativity. This examination explored the part of employed mothers' attitude to creativity on students' creativity as to the intervening impact of locus of control. One hundred and three students (60 young ladies and 43 young men) with moms (25-42 years from grade schools in the city of Shiraz took part in this investigation. Mothers completed Parent as a Teacher Inventory (PATT). Students finished Nowicki-Strickland Internal-External Control Scale and Torrance Test creativity shape. Results demonstrated that the mothers' attitude to creativity had direct and indirect impact on creativity. Attitude to play and disappointment were noteworthy positive indicators of locus of control. Attitude to creativity and play were immediate and positive indicators of children's creativity. At last, the inward locus of control was a critical positive indicator of creativity in children. This examination proposes an interceding impact of locus of control on the connection between mothers' attitude to creativity and children's attitude. The finding of this study is convergent with Kizastro-Pfeffal (2003), Hennessy Research (1990).

Ghamari and Rassafiani (2015) investigated the relationship between motivational potential and career path in occupational therapy. A total of 105 occupational therapists participated in the present cross-sectional study. To examine the motivational power of occupational therapists, John Wagner's validated job characteristic model questionnaire was used. Also, Delong's career path evaluation questionnaire was used to examine participant's career. The present study showed that the participating occupational therapists attach great importance to providing service to their clients using creativity in services and taking advantage of their technical skills and see them as the most important factors in the growth of their career path.

Hakim (2015) designed a study to investigate the related factors from the perspective of nursing students of the Ahvaz Jundishapur University of Medical Sciences and academic motivation. In this descriptive-analytical study, all three semesters, students from 3 to 8 nursing students of Jundishapur University of Medical Sciences in Ahvaz was selected. A total of 220 students were selected by census method. Finally, 155 students completed questionnaires. The data collection tool was a researcher-made questionnaire consisting

of two parts. The demographic information section and the second part of the questionnaire included 27 options in the field of nursing motivation in 4 dimensions. The results of this study showed that 53.5% of students had a higher than average score in terms of academic motivation, which showed a relatively favorable motivation in them. Although in the spiritual study of all Golestan University of Medical Sciences disciplines, but in both studies, almost half of the students had scores higher than the average, which indicated the educational motivation in the results of the present study, suggesting that there is no significant difference between the motivations of the two sexes. The results of the study showed that among the girls, the internal motivation has a stronger relationship with academic performance. Studies have shown that students with more in-depth motivation have more dedication to learning. One of the limitations of this research is the lack of cooperation of all students in completing the questionnaires and the mental status and students' problems, which may affect their response, which was beyond the control of the researcher.

2.4 Other Previous Studies on Creativity and Motivation

Kumar (2015) studied the relationship of creativity, happiness, influence, motivation, and stress from creative pursuits using a sample of 420 understudies. Also, it tried whether a relationship existed between general creative capacity and particular styles or ways to deal with creative expression. A composite inventive limit score was gotten from four creative capacity measures. Creative capacity was not fundamentally connected with satisfaction, but rather it related altogether with positive and negative influence scales and with their total entirety. Creative capacity corresponded most astounding with natural motivation among all factors. Creative capacity and intrinsic motivation related comparatively in course and size with creativity styles subscales of belief in unconscious processes, use of techniques, and use of senses, and antagonistic connections with the use of people and final product orientation subscales.

Kurum (2011) conducted a study to investigate the effects of motivation on Turkish students' achievement in learning English as a foreign language. The participants were 50 students enrolled in the third year of their study at the Turkish



Military Academy (TMA), and they were taking English classes four hours a week. They were high school graduates and had studied English as a class subject for almost seven years. Kurum did not explain why he selected those participants in particular. The reason why Kurum's study was included among the reviewed studies is to show the incompleteness it had in terms of what such a study really needed to include in order to provide comprehensive investigation on motivation and EFL achievement. Including a study lacking clarifying information and more lucid procedures would justify the need for further investigation on the same topic, and give a compelling rationale for this study.

Choosri (2011) designed a study to examine the motivation level in Thai students with low and high English language achievement and to look at the relationship between motivation and students' achievement. The participants were 140 Thai students enrolled in their second year in an electronics technology program and a building construction program at Hatyai Technical College, Thailand. A questionnaire and interviews were used as instruments to collect data for the study. The results showed that the integrative motivation was not significantly correlated with English learning achievement.

Pascual (2017) composed an examination to look at the effect of learning and motivation management on creativity of employees of creative Spanish organizations. The paper of this investigation depends on an example of 306 representatives from 11 Spanish organizations, having a place with three inventive bunches. What's more, "imagination" is viewed as a forerunner of mechanical development. The reason for this paper is to examine the impact that two factors identified with (HR) have on representative creativity specifically, information administration (KM) and motivation administration (MM). KM and natural MM are appeared to advise creativity, while external MM has no such impact. Despite the fact that this examination depends on cross-sectional information, the discoveries may incite analysts to research the impacts of other HR factors, for example, the sorts of amongst representatives and their long haul effect on relations creativity. The administration ought to empower KM and intrinsic MM crosswise over representatives, as the

outcomes demonstrate that implied KM, unequivocal KM and natural MM energize an inspirational mentality toward creativity among workers. Fleith (2016) explored an examination to look at the relationships between motivation, cognitive styles, and view of showing honours for creativity and contrasts amongst Pedagogy and Teachers' Certificate in Mathematics students, male and females, from public and private establishments regarding motivational introductions, subjective styles and impression of educational practices for creativity actualized by their educators, and also connections between these factors. Three hundred and sixty-five students addressed scale with respect to motivation to learn, subjective styles, and showing honours for creativity. Intrinsic motivation prevailed in the private college students and external motivation in the state funded college students. The information uncovered contrasts between courses, gender and kind of college concerning psychological styles. Private college and instructional method students had a more positive view of educators' instructing rehearses that advance creativity. Positive connections were seen between the components of the instrument of educational practices for creativity, intrinsic motivation and maverick transformer style and between the different cognitive styles and characteristic and external motivational introduction.

Numerous studies on motivation, creativity and their impact on students with one another have been made, but very few studies on nursing students and midwifery students have been identified. Students who are studying in their final semester experience serious employment stress, motivation for continuing education and creativity in their field. Due to the few research and the contradictory findings in this regard, and the lack of consistency of these findings, research on the relationship between creativity and motivation styles in nursing and midwifery fields seems to be necessary. As previous studies showed, there were few researches on the relationship between styles of creativity and achievement motivation in EFL and Non-EFL learners.

3. Methodology

3.1 Design of the Study

Since this research intended to measure the relationship between variables, this research utilised a descriptive research design and to suit the purpose, nature and subject of the research, correlational design

was also exploited. In this type of research, the relationship between variables was investigated and the researcher did not have any interference in the manipulation of the independent and dependent variables, but the changes have already been made, and the real thing was just to measure and compare them. The choice of the research methodology depended on the purpose and nature of the research subject and its capabilities.

3.2 Participants

The participants of this study were Iranian EFL and Non-EFL learners who were studying at Islamic Azad University of Zanjan, Zanjan University of Medical Sciences, and Zanjan University. The sampling method was convenient. In order to choose the participants, all individuals were selected for sampling as the available samples were limited to all three fields. The participants were chosen from female students studying in the last semester of the midwifery, nursing, and English language teaching subjects. Of the 90 students, 30 were EFL learners and 60 were Non-EFL learners.

3.3 Data Collection Instruments

3.3.1 Creativity Questionnaire (Runco, 2001; Duckworth, 2007)

This instrument was used in order to measure the participants' creativity. They completed a questionnaire including demographic information and Likert-scale responses to these two scales as part of a larger data collection project. The scales of interest for this research were a 23-item, the Runco Ideational Behavior Scale (RIBS) (Runco, 2001), and a 12-item, Grit Scale (Duckworth, 2007). The demographic information included gender, ethnicity, and grades. The Runco Ideational Behavior Scale (RIBS; Runco, 2001) was developed as an instrument to measure creative ideational behavior. The items of this scale described the individual's skill. Grit was measured using the Grit Scale developed by Duckworth, Peterson, Matthews, and Kelly (2012). Grit is a relatively new motivation construct that is theorized to combine perseverance and passion to accomplish long-term goals. The Grit Scale (Duckworth, 2007) was developed and validated through multiple administrations of the scale among several different populations. This scale asks students to report on their self-efficacy to complete academic work successfully. Avoiding Novelty was another scale. This scale asked students to report on their preference for avoiding academic work that

is novel or unfamiliar. Pearson correlation and Independent T-test were used to compare mean scores.

3.3.2 Motivation Questionnaire (Vallerand, 1992)

This instrument was utilized to measure the participants' motivation. The college version of a standard motivation scale called Academic Motivation Scale (AMS) (Vallerand, 1992); the scale consists of 60 items. The questionnaire was developed on the basis of Cognitive Evaluation Theory (Deci & Ryan, 1985). Independent T-test and Levene's test were used to compare mean scores and analyzed the data.

3.4 Data Collection Procedures:

The data collection went through the following procedures. First, for administering the questionnaires, all the required permissions were obtained from the heads of Islamic Azad University of Zanjan, Zanjan University of Medical Sciences and Zanjan University. After referring to the public universities, a list of the students studying midwifery, nursing, and English language teaching were prepared and the sample of students were selected according to the statistical population. An overview of the importance and the nature of the research as well as the comprehensive information about questionnaire were given to them. For the ease, the questionnaires were translated. In order to be sure about the participants' answers to the creativity, and motivation questionnaires, they were translated into Persian Language. First the English versions were given to two expert translators to translate them into Persian language, and then, two other expert translators were asked to translate the Persian versions of the questionnaires into English language and these versions were compared with the original English questionnaires by two other experts in English language. And finally, one of Persian versions of the questionnaires, which was the most appropriate translated version, was selected as the questionnaire of the current research. Then, for the motivation questionnaire, the students were given a 30-minute period and after 20 minutes gap, the creativity questionnaires were given to the students. After 25 minutes, questionnaires were collected. Finally, the students and the authorities were appreciated for their participation and good cooperation.

3.5 Results

The Pearson correlation coefficient was used to investigate the relationship



between creativity styles and the achievement motivation of the foreign language learners. As shown in Table 4.5.2.1, the correlation coefficient between the styles of creativity and the achievement motivation of foreign language learners in the RIBS Scale was 0.185, in the Avoiding Novelty Scale was 0.236, in the Academic Self-Efficacy Scale was 0.117 and in the Grit Scale was 0.532, and the significance level (sig) of the test for the RIBS Scale was 0.327, for Avoiding Novelty Scale was 0.209, for the Academic Self-Efficacy Scale was 0.538 and for the Grit Scale was 0.002, which can be 95% with confidence that between the Grit Scale and the achievement motivation of the foreign language learners has a statistically significant relationship, but other styles of creativity have no statistically significant relationship with achievement motivation.

Table: 1 Correlation Test to Examine the Correlation of Creativity and Motivational Success Styles

	styles of creativity		N		Pearson correlation		sig
	foreign language	other	foreign language	other	foreign language	other	
RIBS Scale	30	60	0.185	.247	0.327	0.049	
Avoiding Novelty Scale	30	60	0.236	0.020	0.209	0.878	
Academic Self-Efficacy Scale	30	60	0.117	0.149	0.538	0.257	
Grit Scale	30	60	0.532	0.130	0.002	0.322	

To investigate the relationship between creativity styles with the achievement motivation in Non-EFL learners, Pearson correlation coefficient was used. As shown in Table 1, the correlation coefficient between creativity styles and achievement motivation in Non-EFL learners in the RIBS scale was 0.247. In the Avoiding Novelty scale was 0.130. In the Academic Self-Efficacy Scale was 0.149 and in the Grit Scale was 0.020. The significance level (sig) of the test for the RIBS Scale was 0.049, for Avoiding Novelty Scale was 0.322, for the Academic Self-Efficacy Scale was 0.257 and for the Grit Scale was 0.878, which is 95 percent sure. It can be said that between the RIBS Scale and achievement motivation, there is a significant relationship in Non-EFL learners, but other creativity styles and achievement motivation are not statistically significant. People's styles of creativity had significant difference in the EFL and Non-EFL learners. According to the hypothesis, the null

hypothesis and the alternative hypothesis for this test was defined as:

H0: The styles of creativity mean are equal in EFL and Non-EFL fields.

H1: The styles of creativity mean are different in EFL and Non-EFL fields.

Table: 2 Independent T- Test to Examine the Difference between Creative Style Modalities

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
RIBS Scale	Equal variances assumed	1.168	.283	-2.367	88	.020
	Equal variances not assumed			-2.489	66.477	.015
Avoiding Novelty Scale	Equal variances assumed	10.908	.001	3.434	88	.001
	Equal variances not assumed			3.986	83.563	.000
Academic Self-Efficacy Scale	Equal variances assumed	7.147	.009	-1.812	88	.073
	Equal variances not assumed			-2.049	79.542	.044
Grit Scale	Equal variances assumed	2.701	.104	1.857	88	.067
	Equal variances not assumed			2.013	72.027	.048

To perform the third hypothesis test, considering the normality of styles of creativity, the independent t-test was used to compare the mean of two groups. In this hypothesis, Levene's test was first performed for the analysis of the variance equation. In the RIBS Scale style, sig = 0.283, and because it was higher than 0.05, the assumption of the equation of variances was accepted. Considering the result of the t- test, it was also observed that sig = 0.020, and because it was less than 0.05, then the hypothesis was zero or the hypothesis of the mean equation in EFL and Non-EFL learners was rejected with 95% confidence and these two fields had a significant difference in the RIBS Scale statistic.

In the Avoiding Novelty Scale, in the Levene's test, sig was 0.001 and because it was less than 0.05, then the hypothesis of the equality of variances was rejected, and according to the result of the t-test, sig was 0.000 and because it was less than 0.05, then the zero hypothesis Or the hypothesis of the equivalence in EFL and Non-EFL fields were rejected with a confidence level of 95%, and these two fields have a statistically significant difference.

In the style of the Academic Self-Efficacy Scale in the Levene's test, Sig was 0.009, and since it was less than 0.05, then the hypothesis of the equality of variances was rejected and, according to the result of the t-test, Sig was 0.044, and because it was less than 0.05, then the zero hypothesis or the hypothesis of the equivalence in EFL

and Non-EFL fields were rejected with a confidence level of 95%, and these two fields had a statistically significant difference.

In the style of Grit Scale, in the Levene's test, Sig was 0.104, and since it was more than 0.05, so the hypothesis of the equality of variances was accepted and, according to the result of the t-test, also seen to be Sig = 0.067 and since it was higher than 0.05, then zero hypothesis or the hypothesis of the equivalence in EFL and Non-EFL fields was accepted with a confidence level of 95%, and these two fields had no statistically significant difference.

4. Discussion

The first research question- Is there any relationship between the styles of creativity with achievement motivation in Iranian EFL and Non-EFL learners? - investigated the relationship between the styles of creativity with achievement motivation in two groups (EFL and Non-EFL learners). In this research, according to learners' answer to the questionnaire measuring their creativity and the investigation of the creativity styles, components' mean in EFL and Non-EFL learners showed that there was a stepwise relationship between the components of creativity styles, the Grit Scale, and the achievement motivation in EFL learners, and it was statistically significant. In other words, it can be inferred that the learners more use of the creativity style with grit component, will be increased their achievement motivation.

Also, there was a meaningful relationship between the RIBS Scale of creativity style and the achievement motivation in EFL and Non-EFL learners. Therefore, this hypothesis was confirmed and it can be concluded that there was a meaningful relationship between creativity styles with achievement motivation. Interestingly, the findings of this study were in line with the findings of previous studies, which were similar to this research. Regarding the relationship between creativity styles and learners' academic achievement, Roggis (2015), stated that the correlation coefficient between grit scale, academic self-efficacy, and avoidance novelty variables and academic achievement was statistically significant, but in the study of Hosseini Nasab (2010) which investigated the relationship between creativity with learners' academic achievement, there was

no significant correlation between creativity and academic achievement.

Remarkably, these results were also consistent with Pirkamali and Momeni (2013); Fleith (2016); Ceciz and Kumar (2016) which showed that learning creativity was an important component in achievement motivation. It can be argued that considering the creativity styles include the ability to produce a lot of ideas, initiative, flexibility, and so on. It can be said that the styles of creativity also occur with the individuals' previous experiences and ideas and play important role in creativity development. All of these factors can predict the achievement motivation (Mohsenpour, 2010).

Importantly, in the current study and the investigation of the creativity styles, components' mean in EFL and Non-EFL learners showed that the average mean of these styles was close together and it does not make much difference significantly, but relatively the highest mean was in the academic self-efficacy scale and the lowest mean was in the avoiding novelty scale. Therefore, learners' use of creativity styles was average and none of the creativity styles was fully utilized.

In general, the findings of this research can be a good evidence for the teachers and students and it may help enhance the professional development college curriculum and developing strategies for professional developers to better prepare learners for the demands of the learner's work and in the class, helps the teachers have a more fruitful teaching and assist the students in learning foreign language by providing the appropriate creativity styles.

The third research question- Is there any difference between EFL and Non-EFL learners related to styles of creativity?- investigated the difference between EFL and Non-EFL learners related to styles of creativity. The questionnaire (RIBS; Runco, 2001) was developed as an instrument to measure creative ideational behavior. The items of this scale described the individual's skill and Grit scale was a relatively new motivation construct that was theorized to combine perseverance and passion to accomplish long-term goals. In order to perform the third hypothesis test, independent t-test was used to compare the mean of two independent groups with respect to the normality of creativity styles. In this hypothesis, Levene's test was first performed for the analysis of variance equation. In the RIBS Scale style, because it



was higher than 0.05, the hypothesis of the equality of variances was accepted. As the result of the t- test is less than 0.05, so the zero hypothesis of the equation in EFL and Non-EFL learners in this style with confidence level of 95% was rejected.

In the style of avoiding novelty scale, in the Levene's test, because it was less than 0.05, then the zero hypothesis of the average degree in EFL and Non-EFL learners was rejected. In this style with 95% confidence and these two fields had a statistically significant difference in avoiding novelty scale. In the style of the academic self-efficacy scale in the Levene's test, because it was less than 0.05, so the hypothesis of equality of variances was rejected. Because the result of the t-test was less than 0.05, so the zero hypothesis of the average degree in EFL and Non-EFL learners was rejected with 95% confidence and these two fields have a statistically significant difference in the academic self-efficacy scale. In the Grit Scale style, in the Levene's test, because it was higher than 0.05, so the hypothesis equality of variances was accepted. Because the result of the t-test was higher than 0.05, so the zero hypothesis of the average degree in EFL and Non-EFL learners in this style was accepted with 95% confidence and these two fields do not have a statistically significant difference in the Grit Scale.

Regarding the normality of the variables of creativity, the independent t-test was used to compare the creativity styles according to the learners' degree in the EFL and non-EFL groups. Interestingly, the results of the test showed that there was a significant difference between learners' creativity in two groups in RIBS Scale, avoiding novelty scale and academic self-efficacy scale. Because creativity was considered a human attribute, it can be concluded that due to differences between individuals in terms of learning, talent and intelligence, they also have different creativity.

In particular, the findings of the current research present styles of creativity. Moreover, the result of the present study can be a useful guidance for the English teachers and students those who teach in order to have a successful learners.

5. Conclusion

The present investigation tried to study the relationship between styles of creativity, academic attitude and achievement motivation among EFL and Non-EFL learners. The first question was proposed

with the relationship between the styles of creativity with achievement motivation in EFL and Non-EFL learners. According to the results, it can be said that in the RIBS Scale and achievement motivation, there was a significant relationship between Non-EFL learners, but other creativity styles and achievement motivation were not statistically significant. Subscales would only be recommended if these two factors were not correlated. Creativity was a complex construct and the use of the RIBS Scales as a one-dimensional measure made theoretical and statistical sense.

The third research question investigated the difference between EFL and Non-EFL learners related to styles of creativity. The result showed that there was a significant difference between learner's creativity in two groups in RIBS scale, avoiding novelty scale, and academic self-efficacy scale. Because creativity was considered a human attributes, it can be concluded that due to differences between individuals in terms of learning, talent, and intelligence, they also had different creativity.

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Appendices

Appendix A: Sample of Creativity Questionnaire

Instructions: Please rate yourself on the following statements on a scale of 1 to 5 (1 = never; 5 = very often).

1. I have many wild ideas.
2. I think about ideas more often than most people.
3. I often get excited by my own new ideas.
4. I come up with a lot of ideas or solutions to problems.
5. I come up with an idea or solution other people have never thought of.
6. I like to play around with ideas for the fun of it.
7. It is important to be able to think of bizarre and wild possibilities.
8. I would rate myself highly in being able to come up with ideas.
9. I have always been an active thinker—I have lots of ideas.
10. I enjoy having flexibility in the things I do and room to make up my own mind.
11. I would take a college course which was based on original ideas.
12. I am able to think about things intensely for many hours.
13. I try to exercise my mind by thinking things through.
14. I am able to think up answers to problems that haven't already been figured out.
15. I am good at combining ideas in ways that others have not tried.
16. Friends ask me to help them think of ideas and solutions.
17. I have ideas about new inventions or about how to improve things.
18. My ideas are often considered "ingenious" or even "wild."
19. Sometimes I get so interested in a new idea that I forget about other things that I should be doing.
20. I often have trouble sleeping at night, because so many ideas keep popping into my head.
21. When writing papers or talking to people, I often have trouble staying with one topic because I think of so many things to write or say.
22. I often find that one of my ideas has led me to other ideas, and I end up with an idea and do not know where it came from.
23. Some people might think me scatterbrained or absentminded because I think about a variety of things at once.

Gift Scale

Please rate yourself on the following statements on a scale of 1 to 5 (1 = not at all like me; 5 = very much like me).

1. I often set a goal but later choose to pursue a different one.
2. I have been obsessed with a certain idea or project for a short time but later lost interest.
3. I have difficulty maintaining my focus on projects that take more than a few months to complete.
4. New ideas and projects sometimes distract me from previous ones.
5. My interests change from year to year.
6. I become interested in new pursuits every few months.
7. I finish whatever I begin.
8. Somehow I don't manage to do things.
9. I am diligent.
10. I am a hard worker.

Appendix B: Sample of Motivation Questionnaire

1. I want to learn everything I need to learn. (Need)
1 2 3 4 5 6 7
2. Finishing an exam first leaves me afraid that I did something wrong or forgot something. (Fear)
1 2 3 4 5 6 7
3. I still try to learn from it. (Mas)-R; 3. No matter how much I like or dislike a
1 2 3 4 5 6 7
4. When faced with a difficult test, I expect to fail before I expect to do well. (Fear)
1 2 3 4 5 6 7
5. I sign up for the same classes that my friends sign up for. (Peer)
1 2 3 4 5 6 7
6. I feel that challenging assignments can be great learning experiences. (Mas)
1 2 3 4 5 6 7
7. College helps me to gain valuable knowledge. (Mas)
1 2 3 4 5 6 7
8. My quality of performance is dependent on my grade in the class. (Mas)-R
1 2 3 4 5 6 7
9. Academics are the last thing that I want to talk about when hanging out with my friends. (Peer)-R
1 2 3 4 5 6 7
10. When I receive a low grade on an exam, I try to hide it from others. (Peer)
1 2 3 4 5 6 7
11. I feel good about myself when others do not understand material that is clear to me. (Pow)
1 2 3 4 5 6 7
12. I learn simply for the sake of learning. (Mas)
1 2 3 4 5 6 7
13. When I have to make an academic choice, I go to my parents for advice. (Auth)
1 2 3 4 5 6 7
14. I prefer difficult tasks as opposed to moderate tasks. (Pow)-R
1 2 3 4 5 6 7
15. I never boast about my grades. (Pow)-R 1 2 3 4 5 6 7
16. I am not one of the smartest students in my class. (Pow)-R
1 2 3 4 5 6 7
17. I am satisfied with an average grade, as long as I learn from my mistakes. (Pow)
1 2 3 4 5 6 7
18. I sign up to take the easiest teacher so that my grades will be better. (Pow)
1 2 3 4 5 6 7
19. I feel helpless about school after receiving a few bad grades. (Pow)
1 2 3 4 5 6 7
20. I have no preference to impress "power figures". (Auth)-R
1 2 3 4 5 6 7