



The Effect of 7th Grade Students' Reading Habits and Their Academic Achievement in Social Studies and Turkish Courses on Their Creative Writing Skills ¹

Research Article

Mustafa DOLMAZ², Erol KAYA³

²Police Department, Sivas, TURKEY, ORCID: 0000-0002-9420-0331

³Erzincan University, Faculty of Education, Erzincan, TURKEY, ORCID: 0000-0001-7874-7321

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ABSTRACT

The aim of this study is to determine whether creative writing skills of students vary according to their academic achievements of Turkish and social studies courses and their reading habits (reading frequency). In the research, document analysis and relational scanning model were used. The study group consists of 80 students from 4 different classes in the 7th grade of a public school in Sivas province. Within the scope of the research, a creative writing study was carried out with the students in the first place. The data obtained from this study were assessed using the rubric developed by Öztürk (2007). After checking the homogeneity of the distribution of the groups and the normality of the distribution of the data, the mean values of the obtained data and the standard deviation values were analyzed. A one-way variance analysis was employed to determine whether the differences in mean values were significant. As a result of the research, it was determined that creative writing skills of the students did not show any significant difference according to their reading habits. In addition, the academic achievement scores of Turkish and social studies courses of students did not result in a significant difference in creative writing skills.

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Keywords:

Creative writing skills, academic achievement, reading habit, social studies.

Introduction

Today, individuals are in a constant struggle for being one step ahead of other individuals. This is directly proportional to the educational system of the age, and to the expectations of the living conditions from the individuals. In today's world, just like the past, living conditions and education programs are looking for

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2 Corresponding author's address: Police Department, Sivas.

Telephone:

e-mail: mdolmaz58@gmail.com

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individuals who think, question and solve problems. The century we live in is the age of knowledge, and in this age creativity and the things different and new are of importance. In other words, the fact that access to information resources can be easily obtained by everyone makes the ability to use creativity at a higher level even more important (Demir, 2013: 85).

Creativity is a skill that has been used since the first day of human existence and will be used in the future. Creativity, which is an instinct that every man has by nature, is one of the fundamental characteristics that makes them human. Creativity is often employed as a priority in order to survive throughout human history and secondarily to produce practical solutions to problems encountered in everyday life (Lowenfeld, 1947 Cited in Onur and Zorlu, 2017: 1538; King, 1998: 187; Hacıoğlu and Türk, 2018: 365). Creativity, which takes people to solve problems in their work or daily life in an individual sense, can open doors to new inventions or a new art trend in social sense (Sternberg and Lubart, 1999:3). Reid and Petocz (2004) stated that creativity is defined in a variety of ways by different disciplines, and this is due to the fact that almost all disciplines evaluate creativity from different perspectives. Creativity is defined as “innovation, making synthesis, establishing a link in learning and teaching process in education”, “entrepreneurship in the business world”, “problem solving in mathematics”, and “performance or composition in music” (Cited in. Gomez, 2007: 31). It can be said that all this diversity in the definition emerged with practical solutions to the different needs of different disciplines.

Gartenhaus (1997: 11-13) saw creativity as a competence and described it as “As familiar as curiosity, as provocative as learning something new”. The use of this competence and encouraging the person to use this innate competence enhances his creativity. However, very few people are encouraged and promoted to use their creativity.

The lifestyle of today's people is killing creativity. Many things, including visual images, advertisements, bulletin boards, reduce the imagination, the ability and desire to invent. In this day when speed is important in every field and making an error is considered to be a waste of time makes us forget the fact that sometimes it can be important to learn by making mistakes. However, this affects our way of behaviors and reduces our reveries and ways of solving problems. Another factor that kills creativity is the involvement of children in the process of socialization. Until school age, children constantly question the things the adults accepted as truth by asking questions such as “why?” and “why not?”. Because, in these ages, they use their creativity at a higher level and are in a struggle for creating original or definitive ideas, finding new relationships and reveries. However, when the child begins to be involved in socialization processes in schools etc., the power of imagination and invention are sacrificed for the sake of practice and what's right. It should not be forgotten that creativity has abstract features, includes new perspectives and thoughts. People are creative when they discover, organize, or think about something new for themselves (Gartenhaus, 1997: 13-15).

Tekin Bender (2014:24) stated that creative individuals are curious, enthusiastic, patient, dynamic and pre-conceived, that reject repression, can think flexible and spontaneous and that they can open the door to new behaviors and new ideas because they synthesize all these characteristics with their intelligence and knowledge.

Creativity and writing skills are in a holistic process. Creativity is a skill that can be developed easily by performing continuous writing activities. Because writing activities allow students to design new products in their own imagination and help them to produce their designs. Eventually, writing activity requires creative thinking and associating newly acquired information with previously acquired information (Demir, 2013: 87).

People often thought that those who had academic success and read a lot of books were also creative people. However, it can be seen that the academic achievement scores of curious and dynamic people who

can think flexibly and spontaneously are not different from other individuals. It is also an undeniable fact that reading books is very important, however, the level of contribution of the read work to the creativity of the student should not be overlooked. Scientists stated that the works that are read contribute to creativity within the context of their quality and the books that contain only knowledge enhance the memory of knowledge, not the creativity of the students. They also expressed that writing materials containing fiction and imagination could contribute more to creativity (Argunşah, 2016; Hemingway, 2015; Saxby, 1997; Sever, 2015).

In this context, with the research, it will be tried to determine that whether the students' reading habits and their academic achievement in Turkish and social studies courses have influenced creative writing skills in the light of various data. Since creative writing is an application where creativity can be exhibited at a high level, the creativity of the students will be measured through a creative writing study.

In the research, the answers to the following questions will be looked for:

- Does the academic achievement of the students in Turkish course make a significant difference in their creative writing skills?
- Does the academic achievement of the students in Social Studies course make a significant difference in their creative writing skills?
- Does the book reading habit of students (book reading frequency) make a significant difference in their creative writing skills?

Method

Research Model

In the research, primarily screening / relational screening method was used. In the screening method, a piece of people who can represent that community is chosen to describe the characteristics of a community, such as attitude, anxiety, faith, skill etc. (Büyüköztürk, Çakmak, Akgün, Karadeniz and Demirel, 2011). In the relational screening, what is essential is to determine whether two or more variables change together; and if they do, to determine the level of change (Karasar, 2005).

Secondly, document review method was employed to assess the creative writing studies of the students. Document review is carried out by examining written and visual documents related to research area and topic (İslamoğlu and Alnıaçık, 2014).

In this context, students were asked to prepare a text on the Conquest of Istanbul on the creative worksheets in order to determine the relationship between creative writing skills with academic achievement and reading habit.

Study Group

In this research, study group consists of 80 randomly selected students from four different classes (C-D-E-F) that are receiving education at the 7th grade in the 2016-2017 academic year at a public school in Sivas province. In the selection of this study group, random sampling method was used.

Table 1. Descriptive Information of Students Forming the Study Group

Class	(N)	Gender			
		Female		Male	
		F	%	F	%
C	20	12	60	8	40
D	20	10	50	10	50
E	20	10	50	10	50

F	20	13	65	7	35
Total	80	45	56.25	35	43.75

Table 1 shows gender information and classes of the students who participated in the research. Of the eighty students who form the study group, 45 are females and 35 are males. It was seen that the number of male and female students in the study group was close to each other.

Data Collection

The research data were collected by a creative writing worksheet developed by the researchers. While the worksheet was presented to the students, explanations were made about the purpose of the research. On the worksheet, the topic of the study was given to the students and their studies were evaluated in eight sub-dimensions and data on creative writing skills were collected. The collected data were digitized by rubric developed by Öztürk (2007). In addition, data on the students' academic achievement points and their reading habits (how many books they read in a month) were collected through the creative writing worksheet.

Data Collection Tools

The first data collection tool for the research is the creative writing worksheet. In the worksheet, students scored their achievement scores of Turkish and Social Science courses between 0 and 100. For the book reading frequencies, they indicated their choices between zero and four and more (4+) monthly. In addition, the following request was made to the students in the creative writing worksheet developed by the researchers, which has been finalized in line with the views of three field experts:

“Dear Students; “Tomorrow, a program on a local radio will be held on the Conquest of Istanbul'. Please write a text to be presented in the program”. In this worksheet, the students were given some basic chronological information about the conquest and the study products produced by the students using their creativity / imagination in the light of this knowledge are scored by the rubric of creative writing, the second data collection tool of research.

The rubric is consists of “originality of ideas”, “fluency of ideas”, “flexibility of ideas”, “richness of vocabulary”, “sentence structure”, “organization”, “writing style” and “grammar compliance”. All of these dimensions in rubrics can be scored between one and five points. In the study, students can get a minimum of eight and a maximum of forty points. The reliability of rubrics is determined by the agreement/similarity between the scorers. In order to determine the reliability status of rubrics for this research, the formula (Reliability=Consensus/(Consensus + Disagreement)) developed by Miles and Huberman (1994:64) was used. In the calculations made taking into account the compatibility and similarities between the researcher, consultant and expert scores, it was observed that the reliability level of the scoring was increased to 0.93.

According to this result, it can be said that valid and reliable results were obtained from the rubric for this research.

Analysis of Data

In the research, mean and standard deviation data were obtained from the scores obtained from creative writing study. In addition, one-way anova analysis carried out to determine whether creative writing scores of the groups varied according to academic achievement scores and reading habits. The analysis was conducted by using SPSS 15.0 package program. The Levene Test and the Shapiro-Wilk Test were used to control the uniformity of the data and the homogeneity of the variances, which are the two basic assumptions of the one-way analysis of variance. According to the tests results, it was determined that the variance is homogeneous and the data has normal distribution.

Table 2. Levene Test and Shapiro-Wilk Test Results

Levene Testi		Df 1	Df 2	P	
		,731	3	76	,537
Shapiro-Wilk		Statistics	N	P	
Class	C	,916	20	,083	
	D	,934	20	,182	
	E	,954	20	,427	
	F	,951	20	,378	

In the study, academic achievement scores related to Turkish and Social Studies include a score range of fail (0-44), pass (45-54), mediocre (55-69), good (70-84), excellent (85-100). For reading habit 0 means (none), 1 means (few), 2 means (mediocre) 3 means (many) and 4+ means (too many). The habit of reading was assessed within the monthly period.

Findings

In this part, findings of whether students' creative writing skills differ significantly in terms of their academic success levels and regular reading habits were provided. The results of one-way analysis of variance regarding whether creative writing skills differ significantly from those of the variables, students' academic achievement levels and creative writing scores are given in this part.

Findings on the Assessment of Students' Creative Writing Skills in the Context of Their Academic Achievement in Social Studies Course

The data on whether creative writing skills differ significantly in the context of the academic achievement of the students in social studies course, their academic achievement levels and creative writing mean scores are given in Table 3.

Table 3. Data about assessment of creative writing skills of students in the context of their academic achievements in social studies course

Dimension	Measurement	Test Score			One-way analysis of variance
		Score Range	N	Mean	
Originalty of Ideas	Pass	2	1,00	,00000	,104
	Mediocre	8	1,37	,51755	
	Good	30	1,46	,73030	
	Excellent	40	1,77	,65974	
Fluency of Ideas	Pass	2	1,00	,00000	,198
	Mediocre	8	1,62	,18298	
	Good	30	1,60	,16330	
	Excellent	40	1,90	,11209	
Flexibility of Ideas	Pass	2	1,00	,00000	,340
	Mediocre	8	1,12	,35355	
	Good	30	1,33	,84418	
	Excellent	40	1,55	,74936	
Richness of Vocabulary	Pass	2	1,00	,00000	,893
	Mediocre	8	1,25	,46291	
	Good	30	1,30	,65126	
	Excellent	40	1,25	,49355	
	Pass	2	1,00	,00000	

Sentence Structure	Mediocre	8	1,50	,53452	,215
	Good	30	1,63	,88992	
	Excellent	40	1,90	,77790	
Organization	Pass	2	1,00	,00000	,194
	Mediocre	8	1,50	,53452	
	Good	30	1,70	,87691	
	Excellent	40	1,95	,81492	
Writing Style	Pass	2	1,00	,00000	,510
	Mediocre	8	1,25	,46291	
	Good	30	1,26	,69149	
	Excellent	40	1,47	,75064	
Grammar Compliance	Pass	2	1,00	,00000	,171
	Mediocre	8	1,50	,53452	
	Good	30	1,46	,73030	
	Excellent	40	1,75	,63043	

According to the one-way variance analysis results given in Table 3 it was observed that;

- Creative writing scores of the students obtained from the originality of ideas dimension of the creative writing study did not differ significantly according to the social studies course grades ($F(3-79)= 2,129$ $p>.05$),
- Creative writing scores of the students obtained from the fluency of thoughts dimension of the creative writing study did not differ significantly according to the social studies course grades ($F(3-79)= 1,595$ $p>.05$),
- Creative writing scores of the students obtained from the flexibility of thoughts dimension of the creative writing study did not differ significantly according to the social studies course grades ($F(3-79)= 1,135$ $p>.05$),
- Creative writing scores of the students obtained from the richness of vocabulary dimension of the creative writing study did not differ significantly according to the social studies course grades ($F(3-79)= ,204$ $p>.05$),
- Creative writing scores of the students obtained from the sentence structure dimension of the creative writing study did not differ significantly according to the social studies course grades ($F(3-79)= 1,524$ $p>.05$),
- Creative writing scores of the students obtained from the organization dimension of the creative writing study did not differ significantly according to the social studies course grades ($F(3-79)= 1,609$ $p>.05$),
- Creative writing scores of the students obtained from the writing style dimension of the creative writing study did not differ significantly according to the social studies course grades ($F(3-79)= ,777$ $p>.05$),
- Creative writing scores of the students obtained from the grammar compliance dimension of the creative writing study did not differ significantly according to the social studies course grades ($F(3-79)= 1,716$ $p>.05$).

If the creative writing score means of groups is taken into consideration:

In the originality of ideas dimension, it was seen that the students who reported “pass” had a mean of ($\bar{X}=1,00$) points, the students with “mediocre” level grades had a mean of ($\bar{X}=1,37$) points, the students with

“good” level grades had a mean of ($\bar{X}=1,46$) points and the students with “excellent” grades had a mean of ($\bar{X}=1,77$) points. Although a similar score increase was recorded with the increasing course grade, it is observed that the increase in the score is not at a level that makes a significant difference.

In the fluency of thoughts dimension, it was seen that the students who reported “pass” had a mean of ($\bar{X}=1,00$) points, the students with “mediocre” level grades had a mean of ($\bar{X}=1,62$) points, the students with “good” level grades had a mean of ($\bar{X}=1,60$) points and the students with “excellent” grades had a mean of ($\bar{X}=1,90$) points. The fact that students with “mediocre” grades have a higher mean than those with “good” grades indicates that students do not have the ability to write with a high level of fluency that increases in proportion with their academic achievement grades.

In the flexibility of thoughts dimension, it was seen that the students who reported “pass” had a mean of ($\bar{X}=1,00$) points, the students with “mediocre” level grades had a mean of ($\bar{X}=1,12$) points, the students with “good” level grades had a mean of ($\bar{X}=1,33$) points and the students with “excellent” grades had a mean of ($\bar{X}=1,55$) points. It is observed that the means of the groups are very close to each other and there is no significant difference between the means of this distribution.

In the richness of vocabulary dimension, it was determined that the students who reported “pass” had a mean of ($\bar{X}=1,00$) points, the students with “mediocre” level grades had a mean of ($\bar{X}=1,25$) points, the students with “good” level grades had a mean of ($\bar{X}=1,30$) points and the students with “excellent” grades had a mean of ($\bar{X}=1,25$) points. As is seen, the scores of groups are almost equal.

In the sentence structure dimension, it was determined that the students who reported “pass” had a mean of ($\bar{X}=1,00$) points, the students with “mediocre” level grades had a mean of ($\bar{X}=1,50$) points, the students with “good” level grades had a mean of ($\bar{X}=1,63$) points and the students with “excellent” grades had a mean of ($\bar{X}=1,90$) points. The scores of the groups are close to each other, except for a 0.90 point difference between the students with “pass” grade and students with “excellent” grade and there is no mean difference between groups that will make a significant difference.

In the organization dimension, it was seen that the students who reported “pass” had a mean of ($\bar{X}=1,00$) points, the students with “mediocre” level grades had a mean of ($\bar{X}=1,25$) points, the students with “good” level grades had a mean of ($\bar{X}=1,26$) points and the students with “excellent” grades had a mean of ($\bar{X}=1,47$) points. As a result, the scores of the groups are very close to each other and according to the data given in Table 3, there is no significant difference between them.

In the writing style dimension, it was seen that the students who reported “pass” had a mean of ($\bar{X}=1,00$) points, the students with “mediocre” level grades had a mean of ($\bar{X}=1,25$) points, the students with “good” level grades had a mean of ($\bar{X}=1,26$) points and the students with “excellent” grades had a mean of ($\bar{X}=1,47$) points. According to these data, the mean scores of groups are not very different from each other. In general, the means are distributed very close to each other. There is no significant difference between them.

In the grammar compliance dimension, it was seen that the students who reported “pass” had a mean of ($\bar{X}=1,00$) points, the students with “mediocre” level grades had a mean of ($\bar{X}=1,50$) points, the students with “good” level grades had a mean of ($\bar{X}=1,46$) points and the students with “excellent” grades had a mean of ($\bar{X}=1,75$) points. According to these data, the mean scores of groups are not very different from each other. In general, the means are distributed very close to each other. There is no significant difference between them.

Based on all these data, it can be said that the academic achievement scores obtained from social studies course are not effective on creative writing skills. It was observed that creative writing skills scores of groups were very close to each other, and it could not be observed that creative writing skills scores that were increasing in line with academic achievement scores were obtained by groups.

Findings on the Assessment of Students' Creative Writing Skills in the Context of Their Academic Achievement in Turkish Course

The data on whether creative writing skills differ significantly owing to the academic achievement of the students in Turkish course, their academic achievement levels and creative writing mean scores are given in Table 4.

Table 4. Data about assessment of creative writing skills of students in the context of their academic achievements in Turkish course

Dimenson	Measurement	Test Score			One-way analysis of variance
		Score Range	N	Mean	
Originalty of Ideas	Pass	-	-	-	,182
	Mediocre	4	2,50	1,29099	
	Good	29	2,93	1,33446	
	Excellent	47	3,10	1,16533	
Fluency of Ideas	Pass	-	-	-	,134
	Mediocre	4	2,50	1,29099	
	Good	29	2,89	1,37178	
	Excellent	47	3,12	1,09578	
Flexibility of Ideas	Pass	-	-	-	,392
	Mediocre	4	2,25	,95743	
	Good	29	2,72	1,30648	
	Excellent	47	2,78	1,17836	
Richness of Vocabulary	Pass	-	-	-	,269
	Mediocre	4	2,00	1,15470	
	Good	29	2,58	1,18072	
	Excellent	47	2,48	1,17718	
Sentence Structure	Pass	-	-	-	,071
	Mediocre	4	2,50	1,29099	
	Good	29	2,96	1,32241	
	Excellent	47	3,04	,99907	
Organization	Pass	-	-	-	,098
	Mediocre	4	2,75	1,25831	
	Good	29	2,86	1,35552	
	Excellent	47	3,17	1,14814	
Writing Style	Pass	-	-	-	,537
	Mediocre	4	1,75	,95743	
	Good	29	2,62	1,29322	
	Excellent	47	2,76	1,16494	
Grammar Compliance	Pass	-	-	-	,182
	Mediocre	4	2,50	1,00000	
	Good	29	2,75	1,29987	
	Excellent	47	3,10	1,08816	

According to the one-way variance analysis results given in Table 4, it was observed that;

- Creative writing scores of the students obtained from the originality of ideas dimension of the creative writing study did not differ significantly according to Turkish course grades ($F(2-77)=1,744$ $p>.05$),

- Creative writing scores of the students obtained from the fluency of thoughts dimension of the creative writing study did not differ significantly according to Turkish course grades ($F(2-77)=, 2,065 p>.05$),
- Creative writing scores of the students obtained from the flexibility of thoughts dimension of the creative writing study did not differ significantly according to Turkish course grades ($F(2-77)=, 948 p>.05$),
- Creative writing scores of the students obtained from the richness of vocabulary dimension of the creative writing study did not differ significantly according to Turkish course grades ($F(2-77)= 1,336 p>.05$),
- Creative writing scores of the students obtained from the sentence structure dimension of the creative writing study did not differ significantly according to Turkish course grades ($F(2-77)=, 2,744 p>.05$),
- Creative writing scores of the students obtained from the organization dimension of the creative writing study did not differ significantly according to Turkish course grades ($F(2-77)=, 2,395 p>.05$),
- Creative writing scores of the students obtained from the writing style dimension of the creative writing study did not differ significantly according to Turkish course grades ($F(2-77)=, 627 p>.05$),
- Creative writing scores of the students obtained from the grammar compliance dimension of the creative writing study did not differ significantly according to Turkish course grades ($F(2-77)=, 1,739 p>.05$).

When the mean scores obtained from the creative writing studies of the students who participated in the research are examined in the context of Turkish course grades;

In the originality of ideas dimension, it was seen that the students who had “mediocre” course grades had a mean of ($\bar{X}=1,00$) points, the students with “good” level grades had a mean of ($\bar{X}=1,58$) points, the students with “excellent” level grades had a mean of ($\bar{X}=1,65$) points. Although a similar score increase was recorded with the increasing course grade, it is observed that the results of one-way variance analysis show that the increase in these points is not at a level that will make a significant difference.

In the fluency of thoughts dimension, it was seen that the students who had “mediocre” course grades had a mean of ($\bar{X}=1,00$) points, the students with “good” level grades had a mean of ($\bar{X}=1,72$) points, the students with “excellent” level grades had a mean of ($\bar{X}=1,80$) points. Although there are very few points differences between groups, the results of one-way variance analysis show that this difference is not at a level that makes a significant difference.

In the flexibility of thoughts dimension, it was seen that the students who had “mediocre” course grades had a mean of ($\bar{X}=1,00$) points, the students with “good” level grades had a mean of ($\bar{X}=1,34$) points, the students with “excellent” level grades had a mean of ($\bar{X}=1,48$) points. Although there are very few points differences between groups, the results of one-way variance analysis show that this difference is not at a level that makes a significant difference.

In the richness of vocabulary dimension, it was seen that the students who had “mediocre” course grades had a mean of ($\bar{X}=1,00$) points, the students with “good” level grades had a mean of ($\bar{X}=1,37$) points, the students with “excellent” level grades had a mean of ($\bar{X}=1,21$) points. When the group means are examined, it can be seen that the mean scores are very close to each other. Considering that the highest mean is obtained

by the students who have a “good” level of Turkish course grade, we can say that the creative writing score mean does not have a directly proportional increase in course grades.

In the sentence structure dimension, it was seen that the students who had “mediocre” course grades had a mean of ($\bar{X}=1,00$) points, the students with “good” level grades had a mean of ($\bar{X}=1,62$) points, the students with “excellent” level grades had a mean of ($\bar{X}=1,87$) points. Although there is a slight difference between the creative writing scores of the students with “mediocre” grades with the creative writing scores of other groups, it has been determined that the difference is not a significant difference.

In the organization dimension, it was seen that the students who had “mediocre” course grades had a mean of ($\bar{X}=1,00$) points, the students with “good” level grades had a mean of ($\bar{X}=1,72$) points, the students with “excellent” level grades had a mean of ($\bar{X}=1,89$) points. Although there is a slight difference between the creative writing scores of the students with “mediocre” grades with the creative writing scores of other groups, it has been determined that the difference is not a significant difference.

In the writing style dimension, it was seen that the students who had “mediocre” course grades had a mean of ($\bar{X}=1,00$) points, the students with “good” level grades had a mean of ($\bar{X}=1,34$) points, the students with “excellent” level grades had a mean of ($\bar{X}=1,40$) points. In this dimension of our research, the scores obtained from the creative writing studies of the groups are very close to each other. The results of one-way variance analysis are confirmed that there is no significant difference between the means.

In the grammar compliance dimension, it was seen that the students who had “mediocre” course grades had a mean of ($\bar{X}=1,00$) points, the students with “good” level grades had a mean of ($\bar{X}=1,62$) points, the students with “excellent” level grades had a mean of ($\bar{X}=1,63$) points. It is seen that the students with “good” and “excellent” grades have almost equal scores and the students with “mediocre” grades have a lower mean than those two groups. However, the difference between points is not enough to make a significant difference.

Based on the data obtained from this aspect of our research, it can be said that the academic achievement scores obtained from the Turkish language course are not effective on creative writing skills. It was observed that creative writing skills scores of groups were close to each other, and it was determined that groups could not achieve a creative writing skill score that was increasing in line with academic achievement scores.

Findings for the Assessment of Creative Writing Skills of Students in the Context of Their Reading Habits

Data indicating whether students' creative writing skills differ significantly according to their reading habits, students' academic achievement levels and creative writing average scores are given in Table 5.

Table 5. Data about the assessment of creative writing skills of students in the context of their reading habits

Dimension	Measurement	Test Score			One-way analysis of variance
		N	Mean	Standart Deviation	
Originality of Ideas	Few	10	1,60	,69921	,476
	Mediocre	22	1,63	,78954	
	Many	20	1,40	,50262	
	Too many	28	1,71	,71270	
Fluency of Ideas	Few	10	1,70	,82327	,605
	Mediocre	22	1,86	,94089	
	Many	20	1,55	,68633	
	Too many	28	1,78	,68622	
Flexibility of Ideas	Few	10	1,30	,48305	,210
	Mediocre	22	1,45	,96250	

	Many	20	1,15	,36635	
	Too many	28	1,60	,83174	
Richness of Vocabulary	Few	10	1,30	,48305	,652
	Mediocre	22	1,36	,72673	
	Many	20	1,15	,36635	
	Too many	28	1,25	,51819	
Sentence Structure	Few	10	1,70	,82327	,662
	Mediocre	22	1,81	,95799	
	Many	20	1,55	,68633	
	Too many	28	1,82	,77237	
Organization	Few	10	1,40	,51640	,364
	Mediocre	22	1,95	,99892	
	Many	20	1,75	,78640	
	Too many	28	1,82	,77237	
Writing Style	Few	10	1,30	,67495	,193
	Mediocre	22	1,40	,73414	
	Many	20	1,10	,30779	
	Too many	28	1,53	,83808	
Grammar Compliance	Few	10	1,60	,69921	,698
	Mediocre	22	1,63	,72673	
	Many	20	1,45	,60481	
	Too many	28	1,67	,66964	

According to the results of the one-way variance analysis given in Table 5, students' creative writing skills scores did not differ significantly in the context of the book reading habits. In this direction:

- Creative writing scores of the students obtained from the originality of ideas dimension of the creative writing study did not differ significantly according to their reading habits ($F(3-79)=,841$, $p>.05$),
- Creative writing scores of the students obtained from the fluency of thoughts dimension of the creative writing study did not differ significantly according to their reading habits ($F(3-79)=,619$, $p>.05$),
- Creative writing scores of the students obtained from the flexibility of thoughts dimension of the creative writing study did not differ significantly according to their reading habits ($F(3-79)=1,542$, $p>.05$),
- Creative writing scores of the students obtained from the richness of vocabulary dimension of the creative writing study did not differ significantly according to their reading habits ($F(3-79)=,547$, $p>.05$),
- Creative writing scores of the students obtained from the sentence structure dimension of the creative writing study did not differ significantly according to their reading habits ($F(3-79)=,662$, $p>.05$),
- Creative writing scores of the students obtained from the organization dimension of the creative writing study did not differ significantly according to their reading habits ($F(3-79)=, 1,076$ $p>.05$),
- Creative writing scores of the students obtained from the writing style dimension of the creative writing study did not differ significantly according to their reading habits ($F(3-79)=, 1,614$ $p>.05$),

- Creative writing scores of the students obtained from the grammar compliance dimension of the creative writing study did not differ significantly according to their reading habits ($F(3-79)=,478$ $p>.05$).

When the mean scores obtained from the creative writing studies of the students who participated in the research are examined in the context of reading habits;

In the originality of ideas dimension of the research, it was seen that the students who read “few” books had a mean of ($\bar{X}=1,60$) points, the students who read “mediocre” level of books had a mean of ($\bar{X}=1,63$) points, the students who read “many” books had a mean of ($\bar{X}=1,40$) and the students who read “too many” books had a mean of ($\bar{X}=1,71$) points. As it can be seen, the means of groups are very close to each other and there is no significant difference between them.

In the fluency of thoughts dimension of the research, it was seen that the mean scores of students who read “few” books were ($\bar{X}=1,70$) points, the students who read “mediocre” level of books were ($\bar{X}=1,86$), the students who read “many” books had a mean of ($\bar{X}=1,55$) and the students who read “too many” books had a mean of ($\bar{X}=1,78$) points. As it can be seen, the means of groups are very close to each other and there is no significant difference between them.

Also, in the flexibility of thoughts dimension, it was seen that the students who read “few” books had a mean of ($\bar{X}=1,30$) points, the students who read “mediocre” level of books had a mean of ($\bar{X}=1,45$) points, the students who read “many” books had a mean of ($\bar{X}=1,15$) points and the students who read “too many” books had a mean of ($\bar{X}=1,25$) points. As it can be seen, the means of groups are very close to each other and there is no significant difference between them.

In the richness of vocabulary dimension of the creative writing study, it was seen that the students who read “few” books had a mean of ($\bar{X}=1,30$) points, the students who read “mediocre” level of books had a mean of ($\bar{X}=1,36$) points, the students who read “many” books had a mean of ($\bar{X}=1,15$) points and the students who read “too many” books had a mean of ($\bar{X}=1,25$) points. As it can be seen, the means of groups are very close to each other and there is no significant difference between them.

In the examining of classes mean scores in the context of sentence structure dimension, while the students who read “few” books had a mean of ($\bar{X}=1,70$) points, the students who read “mediocre” level of books had a mean of ($\bar{X}=1,82$) points, the students who read “many” books had a mean of ($\bar{X}=1,55$) points and the students who read “too many” books had a mean of ($\bar{X}=1,25$) points. As it can be seen, the means of groups are very close to each other and there is no significant difference between them.

In the examining of classes mean scores in the context of organization dimension of student’s creative writing study, it was seen that the students who read “few” books had a mean of ($\bar{X}=1,40$) points, the students who read “mediocre” level of books had a mean of ($\bar{X}=1,95$) points, the students who read “many” books had a mean of ($\bar{X}=1,75$) points and, finally, the students who read “too many” books had a mean of ($\bar{X}=1,82$) points. As it can be seen, the means of groups are very close to each other and there is no significant difference between them.

When the writing style dimension of student’s creative writing study is taken into consideration, it was seen that the students who read “few” books had a mean of ($\bar{X}=1,30$) points, the students who read “mediocre” level of books had a mean of ($\bar{X}=1,40$) points, the students who read “many” books had a mean of ($\bar{X}=1,10$) points and, finally, the students who read “too many” books had a mean of ($\bar{X}=1,53$) points. As it can be seen, the means of groups are very close to each other and there is no significant difference between them.

When the mean scores of groups in grammar compliance dimension of the research are examined, it was seen that the students who read “few” books had a mean of ($\bar{X}=1,60$) points, the students who read

“mediocre” level of books had a mean of ($\bar{X}=1,63$) points, the students who read “many” books had a mean of ($\bar{X}=1,45$) points and, finally, the students who read “too many” books had a mean of ($\bar{X}=1,67$) points. According to these results, the groups are almost equal in terms of scores.

Based on the data obtained from this aspect of our research, it can be said that reading habits of students (reading frequency) are not effective in creative writing skills. It was observed in this part of the research too that the creative writing skills scores of the groups were close to each other. A creative writing skill score, which increases with the frequency of reading of the groups, was not determined.

Discussion, Conclusion and Recommendations

As a result of the research, creative writing skills scores obtained by 7th grade students from creative writing studies did not differ significantly in the context of the academic achievement scores obtained from social studies and Turkish courses. Gartenhaus (1997: 11-13) stated that adequate practice and reinforcement activities should be carried out to transform creativity into a skill. On the other hand, Erdoğdu (2006:104), as a result of his research, found a negative correlation between the flexible thinking ability and academic achievement of individuals with flexible thinking ability which creative individuals have. As a result of the researches conducted by Vernon (1989), Hayes (1989), Urban (1991), Yontar (1992), the researchers found that almost all of the creative features are related to the sensuous characteristics of people, especially motivation. The number of creative features which related to cognitive traits are very low. That is to say, there is a positive but not high correlation between IQ and creativity (Cited in Yontar, 1993: 21-22). The view “creative individuals cannot demonstrate a superiority over their intelligence levels or academic achievements when compared to less creative individuals.” that Yontar mentioned in these research results also coincides with the results of our research.

What should not be forgotten is that creativity is an innate skill and can be developed. The knowledge obtained should be as useful and encouraging creativity in everyday life as in academic life. The students should be encouraged not to memorize the knowledge but to use it in their current lives. Only in this way can there be a directly proportional increase between academic achievement and creativity. Bentley (1966:271) stated that educational assessments consisting of such convergent tasks and the measurement of memorized knowledge in memory as one of the biggest obstacle in the face of the emergence of creativity.

Lack or weakness of relationship between creativity and academic achievement indicates that there is no complete synchronization between curriculum education and the creativity of students (Garnham and Oakhill, 1994 Cited in İşler and Bilgin, 2002:135). Olatoye, Akintunde and Ogunsanya (2010:143), in their research, obtained a result similar to the results of our research and determined there is no relationship between success and creativity, and stated that this may indicate an anomaly or a course delivery method in the curriculum.

Creative writing skills scores obtained by 7th grade students from creative writing study do not differ significantly in the context of the students' reading habits. Here, it is necessary to open a separate parenthesis on the nature of the written work read. While some written works may have qualities that encourage creativity, others may not have these qualities. For example, as a result of Dolmaz and Kaya's (2017:15) research, it was found that reading scientific material in science and technology magazines has a positive effect on students' creativity. A book that does not encourage the creativity of the students and does not ignite their creative skills will not affect the creativity of individuals and will not guide them to use their existing creativity. In other words, what is important for creativity is the nature of the book being read and what features it has. The quantity or frequency of reading is not important.

For example, according to Yalçın Çelik (2005:14), postmodern works are going out of the usual form of writing, and the reader has the opportunity to make an infinite number of interpretations on the same subject

thanks to postmodern fiction which allows the interpretation of the texts. Also, according to Yalçın Çelik (2005:14), the creativity of an author who embraces a postmodern conception is very different from the creativity of an author who writes in a traditional, realistic style. Similarly, Ataman (2006), Çıkla (2002) and Saxby (1997) stated that works such as story, novels etc. that include fiction and imagination contribute to creativity. These statements are the statements that coincide with our research results.

In line with these results, the following suggestions can be made:

It is important that students acquire a habit of reading, as well as reading qualified works. Students should be directed to read literary products that can contribute to creativity skills, which will be one of their most important skills in the future, as it is today and yesterday. In this sense, genres containing fiction, novel and story will help spark the imagination of students to increase their creativity. Turkish and social studies courses are very suitable for the use of fictional products.

It is, of course, important that students have academic success. However, focusing only on academic success brings with it the existence of individuals who cannot solve the problems of current life. For this reason, teachers should make studies which not only to contribute to students' academic achievement in the lessons but also to their creativity.

The research was conducted in a single public school within the scope of the academic achievement scores taken in social studies and Turkish courses. A wider range of research in different disciplines and different schools can give different results.

The curriculum, measurement and assessment system must be shaped to include the creativity skills of students.

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