

# **The relationship between emotional creativity and cognitive creativity with intelligence beliefs of gifted students**

Maryam Soltan Abadi\*, Samereh Asadi Mojareh,

**The purpose of this research was determining the relationship between emotional and cognitive creativity and intellectual beliefs of the gifted students. The research method was fundamental respecting to the purpose and descriptive respecting to the data gathering which was done based on a correlational plan. The sample size involved 186 gifted high school students (93 females, 93 males), studying in the field of experimental sciences. They were in the third and fourth grade of high school (Estedadhaye Derakhshan); Lahijan; the first half of academic year 1395-96). The students were selected through available sampling. They answered April and Thomas Knowles emotional creativity questionnaire (1991), Abedi's cognitive creativity questionnaire (1372) and Babaei's intellectual beliefs questionnaire (1377). The resulting data was analysed by using SPSS-20 statistical software and studied both descriptively and inferentially through Pearson's correlation method and step by step regression. According to our findings, emotional and cognitive creativity affect the gifted student's intellectual beliefs. The results of Pearson's correlation coefficient showed that there is a relationship between gifted student's emotional creativity and intellectual beliefs (P**

**Keywords : Emotional creativity, Cognitive creativity, Intellectual beliefs, being gifted**

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