



## Identifying and ranking the dimensions of the creativity-oriented curriculum with a postmodernist approach (Case study: Education of Mazandaran province)

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### ABSTRACT

**Background and Aim:** strengthening creativity in the classroom has countless positive and lasting effects and makes learners thinkers, curious, critical and risk-takers in adulthood; Therefore, the general goal of the current research was to identify and rank the dimensions of creativity-oriented curriculum with a post-modernist approach. **Methods:** This research is applied in terms of purpose, which was conducted with a mixed approach (qualitative and quantitative) with an exploratory design. A descriptive survey method was used in the quantitative part. Its statistical population consists of 20 senior managers and education experts of Mazandaran province in the qualitative section and 2653 managers, deputy heads and department heads of education departments and 2653 people in the quantitative section. They stated that in the qualitative part of the purposeful sampling method and taking into account the saturation law, the number of people was 10, and in the quantitative part, based on the Cochran formula, the number of 338 people was selected using the cluster-stratified random sampling method as a sample. Statistics were selected. A researcher-made questionnaire with 61 questions was used to collect data. The formal and content validity of the tool was approved by experts, and their combined reliability and Cronbach's alpha were calculated above 0.7, which was approved. Exploratory and confirmatory factor analysis tests were used to analyze the data. **Results:** The results showed that the curriculum based on creativity with a post-modernist approach has four dimensions "objectives, content, teaching method and evaluation" and each dimension has three components "knowledge, attitude and skill". **Conclusion:** The effect of all dimensions and components on the creativity-oriented curriculum was confirmed with a post-modernist approach, and then the teaching method with a factor load of 0.856 has a greater effect, and the goal dimension with a factor load of 0.761 has a lower effect.



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## Introduction

Today, cultivating and producing thoughts, ideas and ideas is the highest goal that is at the top of every intellectual system of education of every people and nation. The aspiration and goal of nations is to have thinking and creative people with great ideas to provide the best personal, social, economic and political life conditions for their fellow human beings. Education is one of the most important and best institutions influencing increased creativity in society. Therefore, one of the education system's main goals and basic concerns is to foster creativity and creative education for learners. Enhancing creativity in the classroom has countless positive and lasting effects and makes learners thinkers, curious, critical and risk-takers in adulthood (Hennessy, 2017). Therefore, creativity should not be understood as a skill to teach people but rather as a capability, that is, a set of skills, abilities and knowledge that forms part of a person's education (Tab et al., 2020).

On the other hand, due to the increasing progress of knowledge and technology and the wide flow of information, today our society needs to cultivate people who can face problems with a creative brain and solve them. With this approach, educating and strengthening creativity and creating new thoughts to achieve a prosperous society is particularly important (Taqvai Yazdi, 2018). Various factors influence students' creativity; if these factors are identified, the education system's goals can be achieved. One of these factors is the curriculum. Curriculum can be considered as a plan to prepare a set of learning opportunities for people under education for effective and relatively stable changes in different aspects of personality in terms of physical, emotional, social and cognitive (Elena, 2015). Curriculum relies on a set of pre-determined decisions and a known path that learners should follow based on planners' judgments. This set of decisions is reflected in the curriculum document or framework and curriculum guide, which is intended for a specific subject, a level of education, or a course of study (Arjamand Qajur & Arjamandi, 2018). Therefore, the authorities and those involved in education should carefully compile and design the curriculum and pay attention to categories such as creativity.

Considering that research has yet to be done in identifying the dimensions of the creativity-oriented curriculum with a post-modernist

approach in education, it is necessary to carry out the present research. Therefore, the current research seeks to answer this question: What are the dimensions of a creativity-oriented curriculum with a post-modernist approach in education in Mazandaran province? And how are these dimensions rated?

## Method

This research is applied in terms of purpose, which was conducted with a mixed approach (qualitative and quantitative) with an exploratory design. A descriptive survey method was used in the quantitative part. Its statistical population consists of 20 senior managers and education experts of Mazandaran province in the qualitative section and 2653 managers, deputy heads and department heads of education departments and 2653 people in the quantitative section. They stated that in the qualitative part of the purposeful sampling method and taking into account the saturation law, the number of people was 10, and in the quantitative part, based on the Cochran formula, the number of 338 people was selected using the cluster-stratified random sampling method as a sample. Statistics were selected. A researcher-made questionnaire with 61 questions was used to collect data. The formal and content validity of the tool was approved by experts, and their combined reliability and Cronbach's alpha were calculated above 0.7, which was approved. Exploratory and confirmatory factor analysis tests were used to analyze the data.

## Results

The value of KMO statistic for all dimensions was calculated more than 0.7, also the result of Bartlett's test showed that the significance level was calculated as smaller than 0.05 (Sig < 0.05). Therefore, the data are correlated and have the necessary sufficiency and correlation in order to do exploratory factor analysis. The objectives dimension has three components (knowledge, attitude and skill). The highest factor load is 0.928 related to question 6 and the lowest factor load is 0.755 related to question 2. The first factor load is related to the component (knowledge) which includes questions 1 to 8, in this component the highest factor load of 0.928 is related to question 6 and the lowest factor load is 0.755 to question 2. The second factor load is related to the component (skills) which includes questions 15 to 22. In this component, the highest factor load of 0.837 is related to question 20 and the lowest factor load is 0.756 to question 22. The third factor load is related to the component (attitude) which includes questions 9 to 14, in this component the highest factor load of 0.864 is related to question 12 and the lowest factor load is 0.775 to question 9.

The content dimension has three components (knowledge, attitude and skill). The highest factor

load is 0.899 related to question 14 and the lowest factor load is 0.699 related to question 11. The first factor load is related to the component (attitude) which includes questions 6 to 10. In this component, the highest factor load of 0.834 is related to question 9 and the lowest factor load is 0.787 to question 8. The second factor load is related to the component (knowledge) which includes questions 1 to 5. In this component, the highest factor load of 0.852 is related to question 2 and the lowest factor load is 0.793 to question 4. The third factor load is related to the component (skills) which includes questions 11 to 15. In this component, the highest factor load of 0.899 is related to question 14 and the lowest factor load is 0.699 to question 11.

Next, the teaching method has three components (knowledge, attitude and skill). The highest factor load is 0.881 related to question 8 and the lowest factor load is 0.674 related to question 6. The first factor load is related to the component (skills) that includes questions 10 to 14. In this component, the highest factor load of 0.877 is related to question 12 and the lowest factor load is 0.784 to question 14. The second factor load is related to the component (knowledge) which includes questions 1 to 5. In this component, the highest factor load of 0.829 is related to question 5 and the lowest factor load is 0.752 to question 3. The third factor load is related to the component (attitude) which includes questions 6 to 9. In this component, the highest factor load of 0.881 is related to question 8 and the lowest factor load is 0.674 to question 6.

The evaluation dimension has three components (knowledge, attitude and skill). The highest factor load is 0.881 related to question 8 and the lowest factor load is 0.674 related to question 6. The first factor load is related to the component (skills) which includes questions 6 to 10. In this component, the highest factor load of 0.882 is related to question 10 and the lowest factor load is 0.676 to question 6. The second factor load is related to the component (knowledge) which includes questions 1 to 5. In this component, the highest factor load of 0.916 is related to question 2 and the lowest factor load is 0.882 to question 1. The third factor load is related to the component (attitude) which includes questions 4 and 5. In this component, the highest factor load of 0.859 is related to question 4 and the lowest factor load is 0.857 to question 5.

The effect of all dimensions and components on the creativity-oriented curriculum is confirmed with a postmodernist approach. The dimension of the teaching method with a factor load of 0.856 has more influence and the dimension of goals with a factor load of 0.761 has less influence. In the goal dimension, the knowledge component with a factor load of 0.873 has the most influence and the attitude component with a factor load of 0.476 has the least influence. In the content dimension, the attitude component with a factor load of 0.832 has the most

influence and the knowledge component with a factor load of 0.673 has the least influence. In the dimension of teaching method, the knowledge component with a factor load of 0.882 has the most impact and the attitude component with a factor load of 0.816 has the least impact. In the evaluation dimension, the skill component with a factor load of 0.914 has the highest impact and the attitude component with a factor load of 0.624 has the lowest impact.

### Conclusion

The results of this research showed; Creativity-oriented curriculum with a post-modernist approach has four dimensions: "objectives, content, teaching method and evaluation". Then the goals have three components "knowledge, attitude and skill". The content dimension has three components "knowledge, attitude and skill". Then the teaching method has three components "knowledge, attitude and skill". The evaluation dimension has three components "knowledge, attitude and skill".

The effect of all dimensions and components on the creativity-oriented curriculum was confirmed with a post-modernist approach. Then the teaching method has a greater effect and then the goals have a lesser effect. Regarding goals, the knowledge component has the most influence and the attitude component has the least influence. In the content dimension, the attitude component has the most influence and the knowledge component has the least influence. In the teaching method dimension, the knowledge component has the most influence and the attitude component has the least influence. In the evaluation dimension, the skill component has the most influence and the attitude component has the least influence.

According to the current research findings, it is suggested that curriculum planners and educational practitioners pay attention to the needs, interests and individual differences in learning when formulating goals. In formulating goals, curriculum planners should pay attention to individual competencies such as creativity, independence, self-confidence, etc., which lead to the cultivation of creative and self-reliant people in today's ambiguous and complex world and are very influential in their future careers. In designing curriculum content, pay attention to horizontal and vertical content creation principles. Also, curriculum planners should design and formulate curriculum goals according to learners' immediate and future needs.

### Conflict of Interest

According to the authors, this article has no financial sponsor or conflict of interest.

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