Designing a Model for Examining the Efficient Factors influencing the Creating the Curriculums Based on Creative (Case study; academic staffs' Branch Mahallat)

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Abstract

The main purpose of the present research was to study efficient factors influencing the creating the curriculum development based on creative. This research is correlation. The relationship between value of the content, the structure of the content, and the workload of the content with the creating the curriculum development based on creative has been studied. The population consisted of all the academic staffs' Branch Mahallat, Iran. The statistical sample was randomly selected. The procedure was consisting of two questionnaires: 1. Questionnaire of Factors influencing the Creating the Curriculum Development Based on Creative that made by researcher ($\alpha=0/91$), 2. Questionnaire for Items of the curriculum development based on creative ($\alpha=0/87$). The research findings revealed that the measurement model fit the data very well with a goodness of fit index(AGFI) of 0.87and adjusted goodness of fit index(GFI) of 0.95 and a chi-square (351.42), P<0.001. It was concluded that the adjusted model of the efficient Factors influencing the Creating the Curriculum Development Based on Creative, was applicable for the academic staffs in Branch Mahallat, Iran.

Keywords: *Curriculum development, Creative, Value of the content, Structure of the content, Workload*

1. Introduction

The creative curriculum calls for professionals to reconstitute their long term planning. To look for opportunities to link themes, objectives and, perhaps most significantly, opportunities for citizenship to engage and involve students in their learning experience and prepare them for the 21st century. Through the new educational thinking, and the freedom it brings, we are able to build curricula that are not only relevant to the communities served by schools, but also to a world context. The students need to be provided with relevant learning experiences and opportunities in order to learn to observe the world from a variety of angles and to analyze, categorize, and really delve into the problems they encounter in learning as well as in live-in new study, we find that students' creativity is increased when given direct instructions to be creative or guidance on how to be creative. Three different factors are posited to be responsible for the discrepancy in rated creativity students, namely, social values, school pedagogic practices, and educational testing systems (Hong,1999). Students look forward to the opportunity to choose their academic plans and classes (Smith, *etal*, 2006, p. 4). According to the enhanced cognitive engagement theory, allowing students to choose which classes they enroll in increases motivation and independence which in turn increases a student's cognitive processing and performance (Schraw, *etal*, 2001, p. 214); however, the task of course selection is very complex with multiple considerations, most of which overlap with one another. Students are influenced by the different academic portions of the class such as the value of the content, the structure, and the workload. They also have to decide what is important to them with regards to their interests, personal academic goals, and their schedule. Research has found that the majority of students will choose classes based on its high quality of learning rather than the deciding based on the instructor and/or the ease of the class (Babad & Tayeb, 2003, p. 391; Wilhelm, 2004, p. 23). In fact, according to Wilhelm (p. 24), students are four times more likely to choose a class where they have the opportunity to learn a "great deal" of knowledge even if the class requires a lot of readings and assignments.

Theoretical Background

The theoretical Framework of the Research is based on the theories and approaches and all of the studies that describe relationship between the variables that they are purposed in this research:

The relationship between value of the content and the creating the curriculums based on creative

The creative curriculum is charged with the expectation of bringing the curriculum alive. Explicit links between subjects and making them relevant to the personal communities of schools, with significant links to an understanding of our place within the world, can and will bring the curriculum alive, but only if it is a well managed process of change management that embraces the views of all concerned. Some of the studies show that the problem is that objective, absolutist views of knowledge and values are no longer sustainable. As Kelly (1987: 43) puts it: 'If knowledge were God-given and if values enjoyed a similar status, curriculum development could have only one meaning as the slow progression towards perfection that Plato had in mind. Such annotation is no longer tenable. Phenix (1958: 551) outlines the consequence: 'The problem of the status of values is crucial in education. If values have no more standing than individual taste, then directing the development of persons becomes a matter of arbitrary imposition by some persons on others. If values are rooted in society, then personal development must be subjected to group decisions. The researches (Stenhouse, 1970: Arthur, 2005; Fisher, 2003; Burke *etal*, 2003) show that content of curriculum depends on items such as social, cultural, scientific. Csikszentmihalyi (1996) suggests that creativity does not happen inside people'sheads, but in the interaction between an individual's thoughts and the socio-cultural context. He proposes it is a product of societal judgments which involves interaction amongst a domain, a person and a field. Some specialists argue that for designate the value of content must try to answer to this question: To what extent has the content incorporated appropriately validated skills, tasks and/or competencies? National studies (for example, Goals 2000: Educate America Act [USDE, 1994]; America 2000: An Educational Strategy [USDE, 1991]; and A SCANS Report for America 2000 [SCANS, 1991]) have identified skills deemed essential for successful workforce training and development. A major premise of these reports, as articulated in Goals 2000, is that "high academic content standards and high occupational skill standards must go `hand-in-hand' in reshaping our curricula and school reform efforts." To help ensure that curriculum content addresses the issues and skills raised in national workforce education studies, a school-to-work curriculum should address the following points: Has the technical content been validated by an industry-related advisory committee? , Has the content been certified by licensing and/or certifying agencies when appropriate?, Are the academic components consistent with related national academic standards? , To what extent do the skills and competencies presented in the content correspond to the SCANS Foundational Skills and Competencies? .Thus, this research tends to test this hypothesis:

H_1: There is direct relationship between value of the content and the creating the curriculum development based on creative.

The relationship between the structure of the content and the creating the curriculums based on creative

The curriculum is structured around all the experiences that are planned as part of learning and teaching. By recognizing and planning learning around different contexts and experiences, the curriculum aims to make better connections across learning (Starko, 2000) . Pupils need opportunities for achievements both in the classroom and beyond, giving them a sense of satisfaction and building motivation, resilience and confidence. The curriculum should include space for learning beyond subject boundaries. It is necessary that considering to standards of curriculum for creating creative, such as learning English language must be together the three strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking and writing. Sage and Torp (1997) demonstrated that student learning is greater with a problem-oriented approach compared to a fact-oriented approach. They also suggest that student motivation, development of critical thinking skills, and a deeper understanding of content are all improved using a problem-based learning approach. Amabile believe (1996) that fostering creative is a component of curriculum. Bruner describe, use discovery learning in structure of the content of curriculum results in growing up creative

.The researchers conducted by (Amabile, 1983, 1985, 1989; Brown, 1989; Guilford, 1985; Plucker, *etal*, 2001), structures of content and curriculum consist of Objective of the learning, learning styles, instruments, actions, and evaluations influence on creative activities. Thus, this research tends to test this hypothesis:

H_2: There is direct relationship between the structure of the content and the creating the curriculum development based on creative.

The relationship between the workload of the content and the creating the curriculums based on creative

The time that the student needs for studies and the time provided for him or her in the curriculum forms, together with the quantity and the level of difficulty of study material, form the workload of studies (Sage & Torp, 1997). Workload is appropriate when students are provided with enough time for completing learning tasks and learner capacity is taken into account (Chambers, 1992). A too tight schedule does not enable effective learning but results in student overload and superficial learning. Insufficient time allocation leads to students feeling themselves overworked (student overload), which in turn increases their tendency to abandon the use of the deep learning strategy and encourages them to move towards surface learning (Petrowski, 2000). The relationship between student workload, study material, study time and learning strategies has become evident in learning research since the 1970s.2 The essence of this research can be summarized as follows:. When the amount of study material is excessive, the student tries to learn by rote only the minimum required to pass the exam. High course content leads to students having difficulties recognizing the relevant from irrelevant, which directs their learning towards memorizing (often) irrelevant details for the exam in order to pass the course. Experience of overload is a central factor in defining a student's working habits. Students experiencing overload are prone to aiming their efforts at surface learning. Excessive workload is related to a surface approach to learning (Collins, *etal*,1999). This connection seems to hold the other way around, too: a student who is oriented towards surface learning is more likely to feel that courses are overloaded. Experience of overload can be only partially explained on the basis of the actual workload (the actual time used on study activities). Several factors connected with the student's learning environment, learning history and situation in life also affect the experience. The experience of overload is linked to experiences of difficulty, anxiety, stress, wasting of resources and desire to give up due to the student's inadequate prior knowledge, faulty study habits and insufficient learning skills. The problem is that a student experiencing overload is not capable of efficient learning and cannot reach positive learning experiences similar to his or her colleagues who are experiencing an "adequate load". The studies (Entwistle *etal*, 2002; Badaranayake, 2000; Kember *etal,* 1998; Garg *etal,* 1992) showed that quality of workload made students'creative. Thus, this research tends to test this hypothesis:

H_3: There is direct relationship between the workload of the content and the creating the curriculums based on creative

2. Methodology of this research

This research is correlation. The relationship between value of the content, the structure of the content, and the workload of the content with the creating the curriculum development based on creative has been studied. The population consisted of all the academic staffs' Branch Mahallat, Iran. The statistical sample was randomly selected.

The procedure was consisting of two questionnaires:

1. Questionnaire of Factors influencing the Creating the Curriculum Development Based on Creative that made by researcher (α=0/91),

2. Questionnaire for Items of the curriculum development based on creative (α=0/87).

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Table 1.The path coefficients between the variables

| Relationship between the variables	Effect coefficient	Error	t	Results
Social values ⟶ The creating the curriculums based on creative	0.274	0.031	4.84	+
Scientific values ⟶ The creating the curriculums based on creative	0.252	0.018	3.78	+
Cultural values ⟶ The creating the curriculums based on creative	0.049	0.036	2.05	+
Objectives of the learning ⟶ The creating the curriculums based on creative	0.028	0.059	3.42	+
Learning styles ⟶ The creating the curriculums based on creative	0.027	0.054	4.56	+
Instruments of learning ⟶ The creating the curriculums based on creative	0.125	0.083	2.57	+
Actions ⟶ The creating the curriculum based on creative	0.154	0.276	2.83	+
Evaluations ⟶ The creating the curriculum based on creative	0.483	0.320	2.44	+
Enough time ⟶ The creating the curriculum based on creative	0.724	0.039	2.324	+
Insufficient time ⟶ The creating the curriculums based on creative	0.678	0.045	3.527	+

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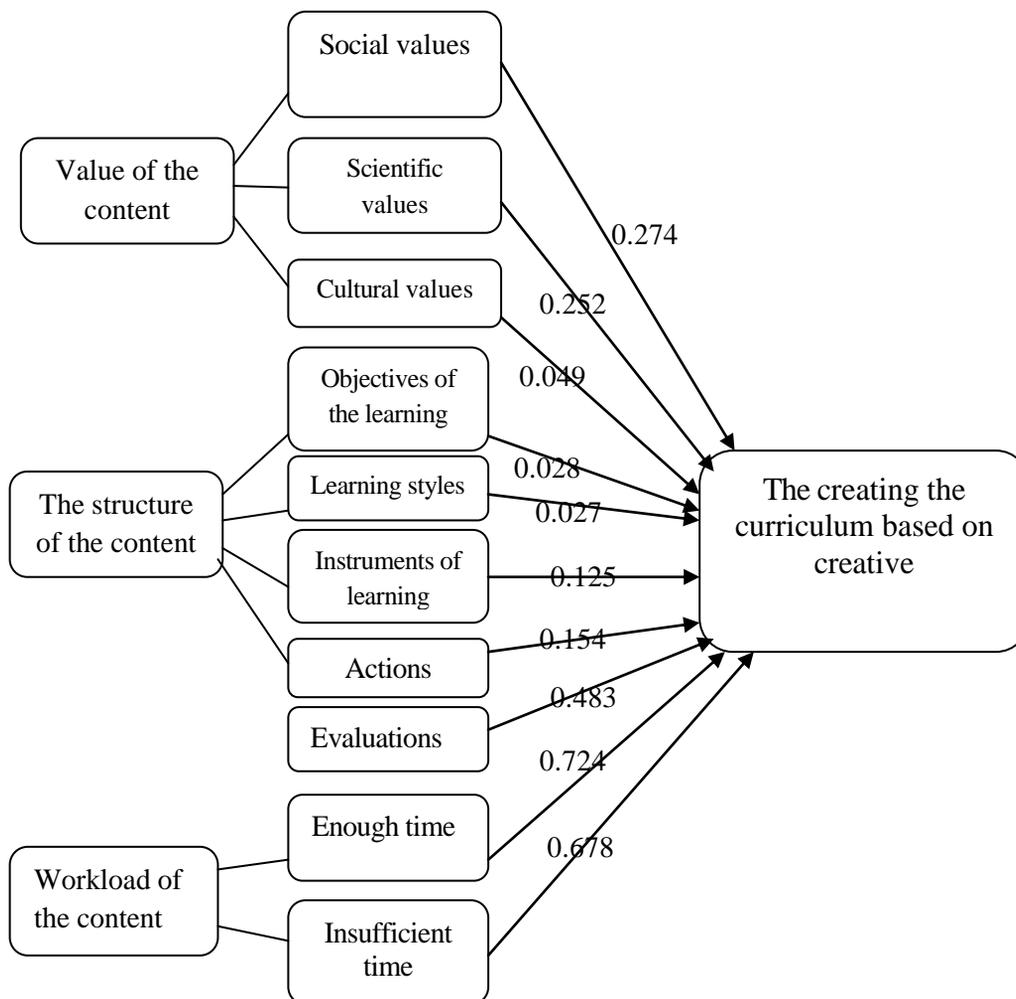
Table 2.
Indices obtained from structural equations analysis model

obtained indices	Estimated
GFI	0.95
AGFI	0.87
Chi-square	351.42
RMSEA x^2	0.149
df	31

The fit between the data is good

Conclusion

As the creative curriculum is necessary for growing the students, this research try to present a model for examining the efficient factors influencing the creating the curriculum development Based on creative. The results of this research show that the direct effect of Social values on creativity curriculum (0.274), direct effect of scientific values (0.252), direct effect of cultural values (0.049). Direct effect of objectives of the learning (0.028), direct effect of learning styles (0.027) , direct effect of instruments of learning(0.125), direct effect of Actions(0.154), direct effect of evaluations(0.483), direct effect of enough time(0.724), and direct effect of Insufficient time(0.678). The research findings revealed that the measurement model fit the data very well with a goodness of fit index(AGFI) of 0.87and adjusted goodness of fit index(GFI) of 0.95 and a chi-square (351.42), P<0.001. It was concluded that the adjusted model of the efficient Factors influencing the Creating the Curriculum Development Based on Creative, was applicable for the academic staffs in Branch Mahallat, Iran.

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