



The University of Tehran Press

Effectiveness Study of the Creativity Training Workshop on the Knowledge, Attitude, and skill of Teachers in Deprived Areas: A Longitudinal Phenomenological Study

Afzalsadat Hoseini^{1*} , Fateme Jafarpoor² 

1. Corresponding Author, Department of Philosophy of Education, Faculty of Psychology and Educational Sciences, University of Tehran, Tehran, Iran. Email: afhoseini@ut.ac.ir

2. Department of Psychology, Faculty of Education and Psychology, Shahid Beheshti University, Tehran, Iran. Email: fateme_jafarpoor@yahoo.com

Extended Abstract

Aim

In today's rapidly changing world, many children currently in school are expected to pursue careers in fields and occupations that have not yet come into existence. Consequently, skills that are currently unknown cannot be taught. Therefore, there is a pressing need for essential skills such as creativity and innovation to devise ways to navigate an uncertain future, particularly in the realm of education (van Laar et al., 2019; Croypley, 2020; Hernández-Torrano & Ibrayeva, 2020). Creativity is an innate gift that requires cultivation. Thus, the educational environment, particularly teachers, plays a significant role in either constraining or nurturing creativity due to their extensive connections with students (Shirazi et al., 2020; Bereczki & Karpati, 2018; Harris & De Bruin, 2018). Recognizing the pivotal role of teachers in fostering student creativity, the researchers designed and implemented a creativity training workshop to empower teachers in deprived areas to cultivate students' creativity. The effectiveness of this workshop was assessed previously through conducting semi-structured interviews with selected participants at the end of the first semester of the workshop. The current study, aiming to conduct a longitudinal phenomenological investigation, was carried out to examine the longitudinal effectiveness of the Creativity Instructor Training Workshop at the end of the fourth semester of the program.

Methodology

This study is classified as phenomenological research based on its objective, falling under the category of applied research, and the method of data collection. The research population comprised all participants of the Creativity Instructor Training Workshop at the Iranian School of Art and Creativity in the year 2021, who had attended either one or four semesters of the workshop. Purposive sampling was employed to select participants aligned with the research's topic and methodology. Following the saturation rule, semi-structured interviews were conducted with 14 teachers selected according to inclusion and exclusion criteria. These interviews took place through bilateral conversation between October and November 2022. Qualitative content analysis was then conducted using the thematic analysis method with MAXQDA 12 software. Two additional researchers, alongside the primary researchers, contributed to the data analysis. Data were coded, clustered, and thematized. Finally, the frequency of referring to the extracted clusters of meaning and themes from the first and fourth semesters' interviews was investigated and compared.

Findings

The qualitative content analysis of interviews conducted at the end of the first and fourth semesters indicated a notable rise in the number of codes from 470 to 818 following the fourth semester, including the identification of 28 new codes. The analysis of data resulted in identifying 3 themes and 12 clusters of meaning. In addition to the rise in acquired codes, there was a significant increase in referring to the extracted clusters of meaning by the end of the fourth semester.

Conclusion

The results of the current research demonstrate that four semesters of attending the Creativity Instructor Training Workshop for teachers in deprived areas led to significant changes in the clusters of knowledge theme for participants. This included clusters of meaning such as redefining creativity, understanding the components of divergent thinking, recognizing the characteristics of the creative class, and identifying barriers to creativity. In the attitude theme, improvements were observed in imagination and creativity, breaking mental frameworks and stereotypes, and understanding the role of creativity in overcoming deprivation. In the skill theme, participants showed enhanced abilities in applying creativity techniques in personal and professional life, as well as generating ideas for applying creative skills in deprived areas, compared to the first semester. Consequently, it is recommended to employ this workshop to empower all teachers in fostering creativity among students, especially in deprived areas.

Keywords: Deprived Areas, Longitudinal Effectiveness Study, Creativity Instructor Training Workshop, Thematic Analysis Method.

Ethical Considerations

To adhere to ethical considerations and protect the rights of participants in this research, a set of considerations and actions were implemented. At the beginning of the interviews, participants were informed about the research objectives, and the confidentiality of the interview content was emphasized. It was assured that the extracted information would only be used for research purposes, and the identity of participants would remain confidential. Participants were also given the option to withdraw from participating in the research at any stage, with an awareness of the absence of negative psychological or emotional consequences resulting from non-cooperation. Additionally, ethical principles were observed in respecting the rights of authors and collaborators, providing accurate and complete information, avoiding fraud in findings and results, and transparently communicating regarding sources and rights to use information in writing this article.

Acknowledgments and Financial Support

We sincerely thank all participants in the research, especially the charitable institution "Karsaz Foundation," which provided support and financial assistance in a section of the project execution.

Conflict of Interest

This research received no financial support and has no conflicts of interest.

References

- Bereczki, E. O., & Karpati, A. (2018). Teachers' beliefs about creativity and its nurture: A systematic review of the recent research literature. *Educational Research Review, 23*(1), 25–56. <https://doi.org/10.1016/j.edurev.2017.10.003>
- Cropley, A. (2020). Creativity-focused technology education in the age of industry 4.0. *Creativity Research Journal, 32*(2), 184-191. <https://doi.org/10.1080/10400419.2020.1751546>
- Harris, A., & De Bruin, L. R. (2018). Secondary school creativity, teacher practice and STEAM education: An international study. *Journal of Educational Change, 19*(2), 153-179. <https://doi.org/10.1007/s10833-017-9311-2>
- Hernández-Torrano, D., & Ibrayeva, L. (2020). Creativity and education: A bibliometric mapping of the research literature (1975–2019). *Thinking skills and creativity, 35*, 100625. <https://doi.org/10.1016/j.tsc.2019.100625>
- Shirazi, M., Modarres, M., Shariati, M., & Dehshiri, A. S. H. (2020). Technical simulation using goldfish bowl method: A medical teaching method for increasing student's creativity. *Archives of Iranian Medicine, 23*(1), 37-43. <http://journalaim.com/Article/aim-15194>

van Laar, E., van Deursen, A. J., van Dijk, J. A., & de Haan, J. (2019). Determinants of 21st-century digital skills: A large-scale survey among working professionals. *Computers in Human Behavior*, 100, 93-104. <https://doi.org/10.1016/j.chb.2019.06.017>

Cite this article: Hosseini, A. S., & Jafarpoor, F. (2023). Effectiveness Study of the Creativity Training Workshop on the Knowledge, Attitude, and skill of Teachers in Deprived Areas: A Longitudinal Phenomenological Study. *Journal of Applied Psychological Research*, 14(4), 317-333. doi: 10.22059/japr.2023.360075.644640.



Publisher: University of Tehran Press

© The Author(s).

DOI: <https://doi.org/10.22059/japr.2023.360075.644640>
