

[Previous issue](#) | [Next issue](#) | [Archive](#)



Volume 10 (1); 25 March 2020

Research Paper

Design of creativity matrix based on importance - performance model in government executive agencies.

Pirmon P, Hamidi N, Mohammadi N and Doroudi H.

J. Educ. Manage. Stud., 10(1): 01-07, 2020; pii:S232247702000001-10

DOI: <https://dx.doi.org/10.51475/jems.2020.1>

Abstract

The real war of the future countries is not based on energy or markets, but on human capital. Therefore, the need for countries to develop the talents and abilities of knowledge, expertise, skills, and most importantly, the ability of creative thinking. The purpose of this study is to foster creativity by using the Creativity Matrix to fulfill organizational mission. This study designed a matrix consisting of a questionnaire that was identified by barriers and creativity experts and then evaluated their reliability / validity. In the second step, the creativity strategies questionnaire was completed using expert opinion and using the best-worst-case-importance method. And the position of each in the importance-performance matrix was identified. By analyzing the data, after determining the importance-performance of each strategy in terms of creativity matrix, design in two ways in each organization: a. Designing a separate matrix: An importance-based matrix and a performance-based matrix. B: Matrix Design Integrated, after identifying the importance-function of each strategy, a three-dimensional matrix is designed, one in which the importance-performance diagram, one in architecture creativity, and the third in creativity in the process. Organizations vary in terms of applying creativity in architecture and process. Hence, in order to use them optimally, the type of organization and the importance-performance value of each creativity strategy must be identified.

Keywords: Creativity, Creativity Matrix, Importance-Performance Model

[Full text- [PDF](#)] [[HTML](#)] [[ePub](#)] [XML]

Research Paper

The Comparison of Mindfulness Techniques Teaching Effects on Improving Teachers' Occupational and Students' Academic Performance.

Allipour F and Andishmand V.

J. Educ. Manage. Stud., 10(1): 08-21, 2020; pii:S232247702000002-10

DOI: <https://dx.doi.org/10.51475/jems.2020.2>

Abstract

The purpose of this study was to compare the effectiveness of Mindfulness Training on teachers' job performance and academic performance of students. The present study was a pre-test and post-test design with control groups. The statistical population of the study consisted of all students and teachers of Shahid Mahdavi's sophomore non-governmental elementary school in Kerman province in the academic year 1397-1398. Using random sampling method, 40 teachers from all bases and 40 students were randomly selected and the subjects of both groups were randomly divided into two experimental and control groups (each group, 20 students and teachers). Subsequently, awareness sessions were conducted on them. After completing the training, they were re-tested. The tool used in this research was the teacher-occupation performance questionnaire (2010) and Pham and Tyler's (1999) academic performance questionnaire. Data were analyzed using SPSS-24 software and covariance analysis. The results showed a significant improvement in the teachers' job performance scores and the academic performance of the students in the experimental group compared with the control group at the level of $p < 0.05$). The present study showed that mindfulness education can help to improve the occupational and academic performance of teachers and students groups. From the tables and the results of the research hypotheses, it is concluded that Mindfulness training in occupational performance has not been affected by the function of task performance. Mindfulness education has been more influential on the underlying performance and further increased. Mindfulness education in academic performance exerts much emotional impact but it has not influenced planning. The impact on moderate motivation will slightly increase self-efficacy, but little impact on the lack of outcome control. And finally, the result of the covariance analysis revealed that teaching mindfulness techniques had been more effective on teachers' occupational performance than students' academic improvement.

Keywords: Mindfulness techniques, Academic performance of students, Teachers' occupational performance

[Full text- [PDF](#)] [[HTML](#)] [[ePub](#)] [[XML](#)]

[Previous issue](#) | [Next issue](#) | [Archive](#)

 CC BY-NC-ND 4.0