



Investigating Affecting Factors in Adoption of Redesigned Curriculum in Iranian Educational System

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Abstract- This article looks for factors that influencing *Adoption* of redesigned curriculum in educational system. So the aim of this study is to investigate these factors in four areas: cultural, social, organizational and psychological in adoption stage of new curriculum. For this purpose, after examining the factors and components of them that affecting adoption of changes in redesigned curriculum; through citation, the existing research bases and literature have been studied in qualitative way and using descriptive-analytical method. In analyzing the information gathered about adoption of curriculum, the results indicate that before designing a new curriculum, it is necessary for the specialists and designers of curriculum in educational system to implement carefully four cultural, social, organizational and psychological areas. Also stakeholders should pay attention to the various components mentioned below in this four areas.

Keywords: Adoption of Curriculum, Change, Redesigned Curriculum, Effective Factors.

I. INTRODUCTION

One of the keys to success implementing redesigned curriculum is *Adoption* of curriculum. The nature of curriculum is often associated with concepts such as change, innovation, reform, and movement; which are often used interchangeably. But each of them has a different meaning most of the time. Any change, reform, movement and innovation is not always desirable and effective; rather, its cause must be sought in the effective factors and barriers to adoption. Because it is useless to make good plans without anticipating how to provide the means to do so. *Adoption* is the first step in implementing a curriculum. Numerous studies emphasize that attitudes of those who involved in curriculum is an important factor in adoption of curriculum. That's why it's important to understand the point of view of those who contribute to change and implementation of curriculum. Successful curriculum implementation also requires *Sufficient Knowledge* to acquire skills and attitudes that stakeholders should have as agents of change. Those involved must have a general understanding of flow of change and how to implement it effectively. Knowledge, insight, and expertise enable those involved to implement curriculum, and by knowing how and why changes are made, and by having the ability to control change, security will be created and cooperation with change will take place (Mehr Mohammadi, 2010). It is useless to prepare good curriculum without anticipating how to provide them. Therefore, it is possible to explain issue of adopting changes in the educational system.

The curriculum, as the core of educational system, guarantees the quality and effectiveness of any educational system. Reviewing and changing curricula in order to be more responsive to new social conditions is not just about setting rules (Mahdavi, 2010). Rather, it seems that any change in curricula cannot be made completely without removing existing barriers and correcting thinking of curriculum implementers. Paying attention to all factors of educational change is important in order to do not fail after applying the change (Pardakhtchi, 2000). No change in curricula is achieved simply by enacting laws, but like most reforms that take place in any society, change is made consciously and gradually and not all at once, so it must be done and provided conditions for change. Today, the need for change and innovation is well known, and no military can ignore change for a long time. The reality is that there is a change in educational system, and executives and stakeholders must boldly accept changes and know that existence of educational system depends on change and innovation. In this regard, specialists of curriculum must identify the maximum adoption of new curriculum by executors and its stakeholders; design curricula and create areas for maximum adoption of new curriculum to achieve goals and aspirations of educational system. Therefore, the need for this movement to achieve the goals of educational system is to identify factors influencing adoption of new curriculum. Due to changes in curricula, both in terms of content and teaching and evaluation methods in educational system, which have been prescribed more diverse, up-to-date and richer; but still with all these changes, the behavior of implementers do not change accordingly, and in accepting or rejecting these changes with dissatisfaction. Therefore, in this article, the effective cultural, social, organizational and psychological factors in adoption of new curriculum in educational system have been studied and it is necessary to answer this questions:

- 1) What are the cultural factors influencing adoption of redesigned curriculum in educational system?
- 2) What are the social factors influencing adoption of redesigned curriculum in educational system?
- 3) What are the organizational factors affecting adoption of redesigned curriculum in educational system?
- 4) What are the psychological factors affecting adoption of redesigned curriculum in educational system?

II. METHODOLOGY

According to sources of this study, this research is qualitative research and descriptive-analytic method. Descriptive research includes a set of methods whose purpose is to describe the conditions or phenomena under investigation. "In the descriptive method, the researcher seeks to describe objective, real, and regular characteristics of a position or subject" (Naderi and SeifNaraghi, 2016). Descriptive research can only be used to better understand the existing conditions or to assist decision-making process (Sarmed et al., 2016). The goal of analytical research is to understand and improve a set of concepts or conceptual structures in which they interpret experience, set goals, construct issues and implement research. In other words, the purpose of analytical research is to clarify concepts and wants to give a detailed and informative picture of the nature of the concept (Short, 2009).

III. FINDINGS

The concept of change is one of the concepts associated with curriculum, which has various interpretations and meanings. Fullan (1985) one of the most well-known specialists in the field of curriculum change and implementation, believes that meanings of change are very numerous and have many conceptual dependencies. He categorizes all these concepts into two categories:

- Concepts related to nature of change such as: *Change, Innovation, Reform, and Movement*.
- Concepts related to process and stages of change: *Development, Diffusion, Dissemination, Planning, Adoption, Implementation and Evaluation*.

Curriculum change can be interpreted as any change in dimensions of curriculum. It should be noted that all scientific authorities have defined change as something new for people who are affected by it. Change as a general concept sometimes refers to general changes and orientations in curriculum, and is sometimes used specifically to describe specific changes (NasrEsfahani, 2004). As Mosapour (2012) points out, it is useless to provide efficient and effective curricula without anticipating how to provide the means to accept and implement them. The curriculum refers to formal and informal content, process, content, explicit and hidden training that is acquired the necessary knowledge, skills, and inclinations, appreciation, and values. It changes itself (Maleki, 2011). The term of curriculum is widely used in relevant specialized texts and refers to students' educational experiences. The curriculum includes the philosophy of education, values, goals, organizational structure, educational materials, teaching strategies, students' experiences, assessment and learning outcomes (NasrEsfahani, 2004). In her book, *Oliva* outlines the principles of curriculum change:

- Changing the curriculum is necessary and desirable;
- Curriculum is product of its own time;
- Changes curriculum of previous courses are often interrelated with changes of future courses;
- Changing curriculum is only result of changing people's attitudes;
- Developing and modifying curriculum is a collaborative group activity;
- Changing curriculum is basically choosing from a variety of educational programs;
- Curriculum change never ends;
- Changing curriculum is more effective and useful when it is comprehensive, not limited to a specific area. In other words, changing curriculum is comprehensive, not partial;
- Changing curriculum is more effective when it is logical and starts from current situation (Shariatmadari, 2011).

Ornstein and Hunkins (2018) cited lack of ownership, lack of interest, more work, lack of managerial support, isolation, insecurity, inconsistency, boredom, disorder, different knowledge, and sudden change as reasons for not accepting new curriculum. Negotiation, nature and consequences of change can serve as a way to reduce resistance and cause willingness to accept change in curriculum.

Nicholls and Nicholls (1995) cite the lack of a clear picture of change as reasons for rejection. In their view, operational steps can provide a clear picture of change as a way to reduce resistance and the willingness to adopt change in curriculum. Also Sng (2008) Lack of Cooperation, Economic Factors; and Ghail (2002) considers the lack of creativity in curriculum and lack of awareness as reasons for rejecting admission. Lee (2000) argues that desire to adopt a new curriculum depends on teachers' attitudes toward curriculum failure. Also Richardson (1991) argues that teachers' positive attitudes toward curriculum innovation may not be a good predictor of change and innovation, but can be decisive in determining its success and failure. Khosravi, FathiVajargah, Maleki and

Nowruzzi (2013) in a study entitled "Analysis of Acceptance of Curriculum Innovation in Educational System", 4 categories of factors: Curriculum culture, characteristics of innovation acceptors, innovation features, macro-environmental policies on adopting change in curriculum is effective. MirArabRazi, Fardanesh and Talaie (2012) in an article entitled "Teacher Culture: An Important Fact in Realization or Failure to Realize School Curriculum Reform" concluded by conducting a questionnaire that there are three groups of teachers based on type of reaction to change curriculum (Agree, Indifferent and Opposed). Interviews were conducted with 9 novice teacher and veteran teacher from these three categories of teachers. Class interviews and observations were conducted by ethnographic method. The results of interviews and observations showed different beliefs about teaching profession, different reactions to change, and a total of two different types of teacher culture between low-skilled teachers and experienced teachers. At the same time, the results showed evidence of similar performance among teachers with more than three years of experience with teachers with more than 10 years of experience.

FathiVajargah et al. (2012) in an article entitled "Obstacles to Changing Academic Curricula from the Perspective of Faculty Members" some obstacles with titles of political philosophy in society, conservative higher education in connection with entry of reforms, organization of education, human resources, need to upset the balance, financial constraints, and issue of value crisis. At the end of the prioritization, they divided five fields of study from the perspective of faculty members of Shahid Beheshti University in terms of intra-university barriers, extra-university barriers, financial barriers, motivational barriers and job barriers. In this way, it showed respectively the intra-university barriers, extra-university barriers, financial barriers, job barriers and motivational barriers.

TagipourZahir (2001) in an article entitled "Analysis of Barriers to Change and Innovation in Education"; mentioned the barriers to change and educational innovation in the form of endogenous and exogenous barriers. It identifies endogenous barriers including norms, system integrity, how to manage structures and organizations; and extrinsic barriers including government agencies, different languages, and population growth. Saki (2000) considers social factors, limited resources, lack of understanding about the necessity of change, old age of knowledge and skills, inability to adapt to change as the causes of resistance and rejection of adoption, and believes in planning and attracting cooperation. Information, planning, guaranteeing employees about damages, training and communication, coercion, providing guidance and counseling services, building employee confidence and trust are some of the ways to reduce resistance to curriculum change and can be used as a solution. So reduce resistance and willingness to adopt changes in curriculum.

Review of literature and researches in the field of curriculum change show that teachers can have different reactions to change: they can adopt a new curriculum, they can take a stand on indifference, or they can oppose it, and so on. According to the theoretical sources and study of mentioned researches, in all cases, in a partial form or in the form of effect of a specific factor discussed on adoption of curriculum; And understandable, along with more details and influential factors, and considering all conditions affecting adoption of curriculum in four cultural, social, organizational and psychological fields will be analyzed and in each field the influential factors will be identified.

Changes in curricula always have been considered as goals of change in curricula in order to meet needs of learners on one hand, and to promote the culture of society at different levels and dimensions on the other hand. But sometimes, for a variety of reasons, change in system can be disrupted. Curricula as a cultural document always have good potential in this area. Especially if a country's curriculum design pattern is centralized, such a situation is more likely to arise. The existence of such a situation in planning system is attributed to existence of a *Founder's Trap*. The founder of the trap is description of situation in which system, despite its strong desire to accept tangible change, is faced with a kind of barrier to change by its founders (Renani, 2004). Or the changes that are taking place are superficial, incomplete and island. Another manifestation of founder's trap is to pay attention to *Change*, but baseless changes, haste in change, incompatible changes with needs and interests of learners and society. The result of both founder's trap is stopping and slowing down development process. It seems that Iran's curricula are more or less involved in both aspects of founder's trap, which can be mentioned as follows: A) At the first level: the existence of a single source instead of multiple sources (no significant diversity and multiplicity in curricula), the dominance of ideas over thinking (whether at the level of policymaker, curriculum planner, teacher and student), creating incomplete changes in Curriculum, inversion of planning pattern. In explaining this issue, it should be noted that in some cases, changes are made from above (policymakers and planners), but significant change does not occur because at the bottom (the level of executors and learners) the ground for change has not yet been provided. The opposite is also possible, there is feeling of need for change from below, but at the top is stillness. This stillness may be intentional or even due to the lack of knowledge of change agents. But in either case, change will not achieve its goal. Other founder's trap include the mismatch of curricula with international preferences, the lack of serious attention to issues and issues affecting society, including multicultural issues, citizenship and peace (Sadeghi and Shami, 2013).

B) At the second level, we can mention two main components; hasty and unjustified changes and not based on needs of learners, shows another founder's trap in curricula (Sahlberg, 2006). Now, conditions and requirements are such that it is better to know the necessary predictions to face it before any change, as well as the necessary strategies for better and more effective adoption, and one of these predictions is when faced with resistance to adoption. MosaPour and Saberi (2010) cite six common approaches to facing with resistance to change:

- Education and communication
- Participation of individuals
- Facilitate and support
- Negotiation and agreement
- Planning and cooperation
- Explicit or implicit pressure

It should be noted that any change in curricula, removing existing barriers is important and serious before implementation to maximize the adoption of new curriculum by executives and stakeholders. Therefore, considering the research aim and importance of *Cultural Field* such as people's religious beliefs, values of different ethnic groups; *Social Field* such as acceptable curriculum, agreement of all factions; *Organizational Field* such as creating organizational knowledge, trying not to disturb the general structure, facilities and Necessary supplies; and *Psychological Field* such as changing perceptions of acceptors and personality factors. In the following, the sub-categories of each field will be examined.

1) Cultural factors

- Preparing curriculum appropriate to religious values and beliefs of community

Leaders of United Nations in September 2015, undertook to implement the goals of 2030 sustainable Global Development Agenda that was result of a broad global consultation process, implement in their macro- national policy from 1 January 2016. This agenda has 17 main goals and 169 sub-goals. However, according to Supreme Leader's orders of Iran, despite the signatures of executive officials, they are still criticized and rejected, due to some clauses that contradict the upstream documents and development programs of Iranian education, as well as Iranian and Islamic culture. The three main areas of opposition to UNESCO's 2030 document are:

- Equality between men and women in education: Although this issue also exists in Iranian culture, documents and educational programs, but in the 2030 UNESCO document to cases such as changing textbooks by eliminating maternal and marital roles, and showing similar role for women and men, is mentioned in all areas.
- Influence of non-religious thoughts and currents: Other criticisms of UNESCO's 2030 education document are non-Islamic and non-religious education in Iran. This is explicitly stated in UNESCO Guidebooks as Global Public Education. In fact, within the framework of Western culture, religious principles should not be included in educational books.
- Foreign monitoring and intervention: The third criticism of UNESCO's 2030 document is that it refers to transfer of science and educational technology between countries, and critics and opponents in Iran refer this part of the 2030 education document to supervision of foreign advisors on education. And they interpret breeding. In fact, these critics and opponents of 2030 document oppose the UNESCO document, as it could be influenced by some Western institutions and organizations.

In recent years, major changes have taken place in Iran's educational system and curricula. Among these changes, we can mention the change of the old system of secondary education to new system of one year, the numerous changes of textbooks in different periods, and so on. Many of these changes have failed or have not been successful enough. Many of changes have been external and imposed. Therefore, it is necessary for new curriculum to be appropriate with religious and cultural beliefs and values of society.

- Considering values, beliefs and culture of each tribes and races of society in new curriculum (development of multicultural curriculum with emphasis on cultures of tribes of country)

The curriculum basically is a cultural document and a category sensitive to culture. It will be effective if its constituent elements are compatible with learning characteristics of learner (Sadeghi, 2012). Iran is composed of various cultural, ethnic and linguistic groups. Therefore, the need to get acquainted with these groups on one hand and the unity between them on the other hand is very important. One of the approaches to how to deal with cultural pluralism in society is the approach of unity in plurality. In this regard, the multicultural curriculum can emphasize cultural characteristics of minorities, ethnic, religious, linguistic, local, etc.; the necessary knowledge and attitude to strengthen and grow indigenous cultures and consequently strengthen the national culture of Iran to provide the title of a multicultural society (Seyyedi and Ahmadi, 2016). Therefore, in order to be accepted by all ethnic and cultures groups of country, it is necessary to use multicultural curricula. One of the basic missions of educational system in multicultural societies is to design curricula that are sensitive to culture and responsive to intercultural characteristics that help people to preserve culture and personal and social identity (Shekari et al., 2013).

- Creating curricula with cultural approach

Mosapour (2012) has pointed to two important approaches to curriculum change: cultural approach and engineering approach. In the cultural approach, changes are initiated at the request of attendance and are implemented with participation, planning and gradually. In the engineering approach, changes begin with command and to achieve the desired ideal, and are planned by experts, and implemented according to a set schedule. In terms of time and achievement, the engineering approach is quick but temporary, but the cultural approach is long-lasting but persistent. Evidence shows that over the past hundred years, Iranians have resorted to educational change with engineering approach to achieve the new system of education and to compensate for backwardness of progress of modern civilization. So they have made significant progress in terms of educational appearance, but there is no doubt that its real achievements are desirable.

2) Social factors

- Preparing a curriculum that does not cause inconvenience to a particular group

Some curricula only target the end point of hierarchy, which is teacher, and consider him or her to be the sole executor of task, and this in turn causes curriculum to be rejected by them. Therefore, curriculum should be designed in such a way that only the end point is not the agent of execution, and the rest of agents, such as director and deputies, etc., are responsible for part of execution. In a situation where everyone feels a sense of responsibility and hardship before performance, curriculum will be more acceptable.

- Preparing an acceptable curriculum that is far better than the previous curriculum from the point of view of stakeholders and executors

The development of this type of curriculum requires participation of stakeholders in design of curriculum. Factors that affect the participation of faculty members in academic curriculum planning, in order of priority, are: motivational factors, professional factors, organizational factors and scientific factors (FathiVajargah and Azadmanesh, 2006).

- Preparing a curriculum agreed upon by all existing factions

When one can witness the success of curriculum that different stakeholders are aware of and satisfied with, this awareness is useful if curriculum is first of all away from doubts and secondly to cover various aspects completely and purely. The purity of consciousness emerges with honest information to all stakeholders, so that the audience is persuaded (Mosapour, 2010).

- Informing families about making changes in curriculum and paying attention to expanding relationships with schools

Families are one of the most influential elements in process of better implementing curriculum. In curriculum designing, this element should be considered, also strategies and conditions should be considered. So that parents can play their roles, such as getting acquainted with goals and educational programs, establishing purposeful communication with school, trying to recognize children's problems, As well as schools and helping officials in accepting and implementing educational activities inside and outside the school (Khaleghian, 2007); to pave the way for achieving predetermined educational goals.

3) Factors of organizational system

- Provide curriculum that does not jeopardize traditional management of system

Sometimes new curricula take on more electronic dimension in terms of technological advancement and distance themselves in terms of paperwork, and traditional managers are unable to work with such curricula due to their inability to work with such curricula, such as E-learning programs see their job position at risk and vote against the non-acceptance and inefficiency of new pre-implementation curriculum. People who feel that they have been victimized by others and that change is out of their control may do something irrational. In addition, when program and job requirements do not match with employees' abilities, resources, and needs; job pressures occur that negatively effect on acceptance of new curriculum.

- Preparing curriculum that does not disrupt general structure or part of educational system

Sometimes new curricula eliminate part of structure of educational system and may lead to creation of new structures following the structural elimination in another part. In this regard, we can refer to new curriculum of 6-3-3, which is due to deletion. The foundation in higher grades and addition of a new grade pointed to elementary school, which caused a decrease in one grade in higher grades, with multiplicity of teachers in this grade and forced to use them in new grade created to teach. They are not required to do so, and there is no incentive for them to attend this new foundation. As a result, the same teachers who were eliminated will be rejected by new curriculum.

- Creating organizational knowledge and necessary space to understand acceptance of change

Before the whole body of organization enters process of change, it is necessary for concept of change to be well understood and analyzed by senior managers and, consequently, for mechanisms to apply change. In this regard, the criteria for implementing change must be met and the appropriate style must be selected for leadership change. Ultimately, senior executives must begin the process of change from top levels of organization that is, from themselves, and determine level of change, perspective of change, impact of the success of this curriculum. What their destination is, what their business is, who they will work with, what is on the way, what is expected of them, what the values are, what the changes in procedures and processes will be, how these changes will be measured, Explain how their performance will be measured to people in organization to create right environment for new curriculum to be accepted. One of the most important factors in facilitating and strengthening capacity for innovation and creativity in organizations is appropriate structure and organization in accordance with objectives. People will welcome new curriculum, if they have a clear understanding of the nature of new curriculum, know their responsibilities properly, and are not worried about their position in workplace. In other words, executors are aware of change and accept it. According to Lee (2000), in order to improve teacher acceptance, they need to explain benefits and values of new curriculum, especially in terms of benefits such as better student learning and increased teacher satisfaction. Fullan (2007) considers process of change to include three important steps: attention to meaning of individual change, mental meaning of change for those involved in process of education, description of objective meaning of change. According to him, if they do not have an acceptable meaning of change, they will never give in to it.

- Preparing necessary supplies and facilities

One of the major shortcomings in education is the lack of educational facilities, which can be related to lack of budget allocation. In any case, educational managers and officials are responsible for preparing technology resources and facilities (educational spaces, laboratories, libraries, etc.) and must work to create coordination and integration of human and material resources (Mirkamali, 2004). Because it can certainly be said that if learning is accompanied by use of these resources and facilities, it will be more effective and constructive. Certainly, reassuring teachers that there are enough facilities to perform, makes it easier for them to accept new curriculum.

- Use decentralized approach instead of centralized approach

In centralized curriculum planning, the elements, components, policies, strategies and measures of design, production, implementation and evaluation of curricula are approved and implemented in Ministry of Education; and are notified within the framework of content and performance to presenters. Decentralization means that local authorities assume these responsibilities. In non-centralized curriculum planning, the education system in addition to the ministry, universities, colleges, departments, teachers, and educators who also collaborate in planning. And participate. Decentralization plays an important role in improving quality of learning, which includes inputs, processes, outputs, and outcomes. According to studies conducted in research texts and documents, it can be said that is important in decentralized approach to liberalize production of learning resources or textbook production and implement a multifaceted policy in production of textbooks, produce E-content tailored to needs of students in different regions, and inviting private sector to produce textbooks.

- Use teachers themselves to design new curricula

Teachers should be the center of any improvement and change in curriculum. Henry Guerix has stated that teachers think about creating and implementing integrated curriculum. The key to uniting teachers in innovation is interaction. Teachers should be recognized as key participants in implementation of curriculum, not as passive recipients of curriculum. Fullan (2007) considers change in educational systems to be a process that should be tailored to values, beliefs, and attitudes of individuals involved in educational practice of schools, such as teachers and students. In his view, change is not a linear process. In his opinion, change is a continuous, interactive and effective action in which the role of human factors such as teacher is very prominent (BehloliFaskhoudi and Zarghami, 2013). Teacher professional development is an essential element in improving curriculum. For many teachers, supporting innovation creates a new role for them. When teachers are involved in innovation, they realize professional rewards of doing process. Recent studies have shown that teachers are ready to change when teachers and change are interrelated (Birrell &Young, 1998).

4) Psychological factors

- Changes in perceptions of recipients

Changes such as notes and memorization of facts about change that support existing perspective, such as motivating and expanding teachers' knowledge and skills related to changes in curriculum. Teachers are mentioned as the most important element of educational system, and success or failure of educational program of any system depends on their personality and professional characteristics. Much research has focused on importance of teachers in changing curriculum. Kruse and Kern (2007) consider teachers to be the center of change in curriculum, whose attitude and knowledge of overall process of change and how to implement curriculum can guarantee success in implementing the school curriculum. Richardson (1991) also believes that teachers' positive attitudes toward curriculum innovation may not be good predictor of change, but it can be crucial in determining its success and failure (Mosapour and Saberi, 2010). Their negative experiences of previous changes may cause teachers to be reluctant to take action and cooperate, regardless of quality and content of new changes. Therefore, participatory management is necessary and unavoidable (Young, 1988). Influencing teachers' attitudes, values, and perceptions may act as a barrier or facilitator for implementation of new curriculum (Inlow, 1965). According to Hilda Taba, changing curriculum requires changing overall curriculum, including structure, goals, content, etc., and this requires change in values of people in society and culture (FathiVajargah, 2007). Therefore, from all researches, it can be concluded that attitude and type of teacher's culture in accepting curriculum is one of the most important factors in adopting curriculum.

- Upsetting existing balance in order to create natural desire to change executors

To improve curricula, it is necessary to strike a balance between current and desirable practices so that correction is possible (Stark & Lowther, 1986). Therefore, it is necessary to try to start this desire naturally and in sense of need by the main actors, namely teachers. Then the curriculum, which is based on need of these agents, will certainly be accepted sooner, better and faster. Also, creating a material and spiritual motivation for participation of all people involved in curriculum is not ineffective to increase participation and create a natural desire.

- Personality factors

Inability to perform in terms of low empathy, age, excessive bias, inability to deal with abstractions, low motivation to progress, lack of low conceptual skills or curiosity, and lack of creativity and inability to tolerate ambiguity and risk tolerance competence was considered a part of personality factors. Improving teachers' attitudes toward changes in curriculum play an essential role in adopt curriculum and successful application of changes in classroom. Teachers are considered to be the most important element of educational system, and success or failure of educational programs depends on their personality and professional characteristics. In other words, the means of achieving the goals and educational goals of society is the wise and capable teacher (TagipourZahir, 2011). To make a difference, you need to avoid going too far in adopting different approaches to curriculum, and the best way to begin process of adopting change is to find a way to highlight your strengths and downplay your weaknesses. What is certain is that in practice, a curriculum succeeds in changing abilities, feelings, values, and personality traits of performers.

IV. CONCLUSION

Humans succeed in achieving their goals when they have a plan to achieve them. Therefore, if educational system puts requirements and changes in curriculum in design of new curriculum, it can provide the necessary basis for adoption of new curriculum and ultimately their main goal, which is to train conscious and capable human resources in all aspects of humanity.

In response to first question of research in field of culture, it should be noted that when designing curricula, attention should be paid to policies and philosophy governing educational system and gradual process of change in field of education. In addition, in order to make a difference, it is necessary to avoid exaggeration in adopting different approaches in curriculum, and the right start to accept the process of change is to find a way to highlight strengths and downplay weaknesses. Therefore, it is recommended to use multicultural curricula and develop these types of curricula.

In answer to second question of research in social field, it should be said that in designing new curriculum, only the end point (teacher) is not the factor of implementation and other factors such as principal and deputies should be responsible for implementation of curriculum. Also, try to make new curriculum agreed upon by all existing factions and all stakeholders, and ultimately make curriculum much better and richer than before. By informing families about changes in curriculum and paying attention to expansion of relationships with schools, new curriculum will be more acceptable.

In response to third question of research in field of organizational system, it should be said that preparation of curriculum that does not endanger traditional management of system is like E-learning curricula, due to increasing development of technology in all areas, especially education; must said that this feature can be partially improved by performing necessary training and in-service courses, and finally with leverage of moving efficient and up-to-date executives and agents. In addition, when curriculum and job requirements do not match employees' abilities, resources, and needs; job pressures occur that have a negative effect on adoption of new curriculum. Also, sometimes new curricula eliminate part of structure of educational system and may lead to new structures following structural elimination in another part. Before the whole body of organization can enter the process of change, the concept of change must be well understood and analyzed by senior managers and, as a result, the necessary mechanisms and facilities must be provided. Teachers should be the center of any curriculum change, and in meantime, the key to uniting teachers to change is interaction. Teachers should be recognized as main participants in implementation of curriculum, not as passive recipients of curriculum.

In answer to fourth question of research in field of psychology, it should be said that it is necessary to prioritize creation of motivation and expansion of teachers' knowledge and skills in connection with changes in curriculum. Teachers should be mentioned as the most important element of educational system, because the success or failure of curriculum of any educational system depends on their personality and professional characteristics. Considering these features in curriculum design as well as methods such as holding change workshops for teachers, paying attention to role of teachers as change curriculum managers, distance learning to teachers about change, website design for discussion, opening a way for curriculum guides called the role of teachers in changing curriculum can reduce resistance of executors and stakeholders and consequently achieve the goal of maximum adoption of new curriculum by them. Therefore, one of the main reasons for failure to change curricula is that before designing new curricula, not all effective cultural, social, organizational and psychological factors have been considered. For example, although new curricula are more or less tailored to cultures of community or religious values and beliefs of community, but with unpreparedness of teachers to accept change and their lack of opinion, these changes actually have not significant effects.

Finally, it can be concluded that in order to adopt new curriculum, it is necessary to consider all effective cultural, social, organizational and psychological factors when designing new curriculum. In addition, the required human and inhuman resources must be provided. Also, by holding appropriate in-service trainings, it informed teachers about positive results of these changes and created positive attitudes towards necessary changes in them and increased teachers' understanding of change and institutionalization of new curricula. . Also, try to use cultural approach in designing curricula instead of engineering approach, in order to create a sense of natural need and a kind of participation with natural desire in the implementers of new curriculum.

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