

# Investigating Curriculum on Competence of Teaching Career of University Graduates (2014-15)

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## Abstract

This study investigates the role of implemented curriculum of teacher-training on teaching career competence of graduates of Khorasan Razavi province universities in order to evaluate and optimize the mentioned programs (2014-15)

This is an evaluation study in which the researcher has used field research. The statistical population of the study consisted of three groups that include graduates of Islamic Azad University, higher universities and Payame Noor University of Khorasan Razavi Province in Academic year 2014-15. According to the distribution of population, to estimate the volume of the statistical population, the statistical Yearbook of Khorasan Razavi province was used in 2011. To this aim the volume of new arrivals of the year 2011-12 was estimated as graduates of 2014-15.

To determine the sample size in this study the sample size determination formula of Morgan-Krejcie was used. The sample size of this study are: 194 BA graduates of higher university, 174 BA graduates of Islamic Azad University, and 16 of student groups of Farhangian University. To sample in this study stratified random sampling method is used. The research instrument is the research made questionnaire including 20 items. Validity of the questionnaire was provided through Delphi to several experienced academic experts, and the result of their careful opinion was considered while modifying the questionnaire. Reliability of the questionnaire was diagnosed in graduates of higher universities 0.96, in graduates of Islamic Azad University 0.91, and in graduates of Farhangian University 0.89 based on Cronbach's alpha test. In order to describe the data, descriptive statistics (frequency distribution tables and percentage) and to analyze data, inferential statistics (chi-square test) was used. The findings suggest that universities have failed to create required teaching competencies (educational competence , behavioral competence) in graduates.

**Keywords:** teacher-training

## Introduction

The world today, is faced with a lot of complex challenges and has influenced us in working, communicating with others and way of learning. The main and new factor in these changes is increase in the fundamental role of knowledge and information. Information society, knowledge society and learning society are expressions to introduce this course.

In the link between society and knowledge, learning is the major factor. However the importance of production and distribution of knowledge during the transition has an expiration date which affects the professional development and teacher training. And changes in students and teachers and the tools used to teach. At this time, teachers must use their knowledge of ongoing changes in the teaching-learning process to regenerate. (Karimi, 2008, quoted by Vaillant, p. 152)

## Research Literature

Karimi (2008: pp. 166-155) in a research conducted to determine the professional competence of primary school teachers in the city of Isfahan in which a t-test and a questionnaire were used to analyze the 13-part components of teacher competence. The results showed that there's a significant difference between the current and desired situation in all the components and the competency of teachers in the information technology, lifelong, professional, functional, and intellectual learning and teaching components is below the average level.

Huntley (2003, p. 35) in a research classified the teachers' competencies in six categories of proper preparation (planning and class organization) having a strong foundation to facilitate learning, using various strategies, managing the behavior of learners, effectively communicating with school beneficiaries, professional practice and self-awareness.

Findings of Daneshpazhouh (2006: pp. 170-135) show that the teachers have some shortcomings in their teaching strategies. These shortcomings constitute the most studied behaviors of teachers in categories such as preparation and motivation, implementation and testing, questions and answers, summarizing and concluding, final evaluation, and duty determination which are not observed or have

been done insufficiently. Teachers do not often relate lessons with real-life events of students. And instead of making students to make assumptions and scientific thinking and problem solving, often try to teach content with traditional and passive methods and are not aware of the principles and strategies that facilitate the teaching - learning process or do not get a chance to carry out them in class. Ghodsian et al. (2012: p. 12), have explained the role of educational managers and supervisors in the development of professional competency of teachers. They also emphasized the importance of focusing on the educational management as well as educational monitoring and guiding and suggest that by paving the ground for teachers' activity the growth and professional competence of them is provided. First they implicitly point to the professional competency of teachers and then they deal with the role of mentors and managers and finally the collaboration between them.

## Statement of the Problem

In teacher training courses it is tried to equip the students with the required knowledge and information to convey to future generations as teachers. Also to reach necessary attitudes and beliefs in the field of teaching, and acquire the required skills to create interaction with students. These three necessities i.e. change in knowledge, skills and attitudes of students are the fundamental reasons for establishing teacher training courses. (Abedi, 2002, p. 47)

In Iran, teacher training institutions (two-year) started their activities according to the decree of the Supreme Council of Education in 1983. Studying in these centers lasts for two years and after graduation, students receive an Associate degree in the relevant fields. Having a high school Diploma in one of the required academic fields and success in the entrance examination are among the necessary criteria. These centers are run day and night and the students benefit from training salary. In 1990s these centers were closed or were semi-closed and on the other hand the need of Education Office to manpower led to different approaches to their recruitment, in each of

which recruiting was associated with its own problems. And given the current problems, now teacher training centers under the name of Farhangian University train the required human resources at the Bachelor's degree level. In addition, state universities, Islamic Azad University and Payame Noor have programs for teacher training as well. With regard to the objectives of the universities, questions are raised whether the universities have been able to carry out their expected duties and functions? Is there any harmony between what is done (the implemented program) and what are the objectives (teaching competency)?

### **The Objectives of the Study**

- 1-Evaluation of implemented teacher training curriculum on teacher career competency, university graduates
- 2-Providing suitable recommendations for teacher training curriculum based on the findings of the present research

### **Research Questions**

- 1- Has the implemented teacher training curriculum been able to create training competencies (use of technology in teaching, helping students, identifying learning needs, adjusting the program based on the different needs of students, designing activities to facilitate the learning and development of learners in information and teaching) in the graduates?
- 2- Has the implemented teacher training curriculum been able to create behavioral competencies (including honesty, democratic approach, the pre-action attitude) in graduates?

### **The Importance and Necessity of the Research Subject:**

So far many research has been done in the field of good teacher competencies in order to discover the secret of their success. In each of these studies, a list of competencies that reflect the characteristics of a good teacher is listed to the extent that some researchers admitted that there's no way to express the competency of teachers. But perhaps all the

features of teachers can be summarized in two sentences (attachment to the teaching profession and student-oriented approach). (Raouf, 2007, p. 10).

In the field of education and preparation of teachers in primary and secondary schools, the University should play a very important role. Currently there are teachers in primary and high schools without being trained about the teaching job. These teachers have been employed to teach different subjects in the fields of science, technology and literature and most of them have not studied training courses, and are teaching in a specialized profession in a scientific, literary or technical field (Shariatmadari, 2002, p. 15) According to the common program of State Universities, Islamic Azad University and Payame Noor and Farhangian University, recognition of opportunities and threats and that how much universities could increase teaching competencies of graduates is important, and research in this field can improve academic programs and ultimately it can be helpful in improving the education in the country.

### **Research Methodology:**

This study is an evaluation study in which the researcher has used field study method in its implementation (Naderi, Seif Naraghi, 2013, pp. 180-181).

The statistical population: The population in this study, includes all graduates of the Universities of Khorasan Razavi province in the school year 2014-15.

Sample: Among statistical population due to the sampling method, an appropriate number is selected (Naderi, Seif Naraghi, 2013, p. 176)

*Methods of data collection:* in this study, the data collection tool is a researcher made questionnaire which is adjusted with respect to the passed courses in university and using teacher competency components of Custeret et al, and suitable methods of reliability and validity estimating (Nadery, Seif Naraghi, 2013, p. 32).

*Methods of Data Analysis:* In this study Spss software is used for data analysis in two descriptive and inferential ways .In the descriptive part, we deal with the classification and pluralization of the data and we will analyze the data with the use of

appropriate statistical methods. (Zare et al, 2010 p.119)

*First question:* Does the implemented teacher training curriculum has been able to create training-teaching competency (use of technology in teaching, helping

students, identifying learning needs, adjusting the program based on the different needs of students, designing activities to facilitate the learning and development of learners in information and teaching) in graduates?

**Table 1:** Distribution of responses of students to all items of the educational competency

Indexes/ Universities	Very Low		Low		Average		High		Very High		Total
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	
Higher	9	6	70	42	62	37	15	9	10	6	166
Azad	31	19	75	46	44	27	10	6	1	62	161
Farhangian	0	0	2	12	10	62	4	25	0	0	16
Total	40	12	147	43	116	34	29	8	11	3	343

Degrees of freedom = 8

The risk of error = 5%

Calculated chi-square = 40.040

Since calculated  $\chi^2$  40.040 with 8 degrees of freedom is greater than  $\chi^2$  at 5% level therefore the null hypothesis is rejected. So on the other words there is a similarity between the distribution of views of graduates of training centers. Therefore, with regard

to the contents of Table 8, we can say with 95% confidence that 55% of graduates believe that the implemented programs of communications competencies is created in them in a very small amount.

*The Second Question:* Has the implemented teacher training curriculum been successful in creating behavior competency (including honesty, democratic approach, the pre-action attitude) in graduates?

**Table 2:** Distribution of responses of university students to the total items of the behavior competencies

Indexes/ Universities	Very Low		Low		Average		High		Very High		Total
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	
Higher	32	17	73	38	57	30	22	11.5	6	3	190
Azad	64	39	55	33	45	27	0	0	1	6	165
Farhangian	4	25	2	12.5	8	50	2	12.5	0	0	16
Total	100	27	130	35	110	30	24	6	7	2	371

Degree of freedom = 8

The risk of error = 5%

Calculated chi-square = 44.043

Since calculated  $\chi^2$  44.043 with 8 degrees of freedom is greater than  $\chi^2$  at 5% level, therefore the null hypothesis is rejected. So on the other words there is a similarity between the distributions of views of

graduates of training centers. Therefore, with regard to the contents of Table 9, we can say with 95% confidence that 62% of graduates believe that the implemented programs of communications competencies is created in them in a very small amount.

### Research Suggestions

1. To improve the curriculum in the curriculum planning system of higher education in the Ministry of Science, Research and Technology, Islamic Azad University, and Farhangian University which deal with teacher training and students' preparation for the sacred profession of teaching, the competencies of teachers be implemented according to the approved elements.
- 2 – Investigate Pilot implementation of a model of teaching career competence in higher education
3. Inform teachers and related officials of the results of research and similar research conductions and get research implementations done on a pilot basis.

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