Effectiveness Components of the Curriculum of Undergraduate Course of Elementary Education in Farhangian University

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Abstract: The aim of this study was to determine the effectiveness components of the curriculum of undergraduate course of elementary education in Farhangian University from the perspective of experts. The statistical population of this research consisted of professors of Farhangian University in 2020. The sample of this study was selected by accessible sampling method. A total of information was collected from six prominent university professors who taught at Farhangian universities. The data collection tool in this study was semi-structured interview. Results revealed that effectiveness components of the curriculum of undergraduate course of elementary education in Farhangian University were "Determining and implementing desirable educational goals", "Using experienced professors from the schools", "Using appropriate educational content", "Considering the students' characteristics" and" Appropriate physical appearance and up-to-date facilities. Generally, the research results support the revision of the teacher training curriculum in order to be more effective.

Keywords: Effectiveness Components, Curriculum of Undergraduate Course, Elementary Education, Farhangian University

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Introduction

Today, education is considered as one of the main pillars of capital in any organization. The organizations have come to believe that with rational training they can invest more in the development of the organization. The principles of quality management, which are based on ISO 9000 series standards, emphasize the importance of human resource management and the need for proper training (Perdomo-Ortiz, Gonzalez-Benito, & Galende, 2009). Based on these principles, they are likely to pay attention to and value both aspects of the organization's commitment to its human resources, as well as the organization's ability to demonstrate the strategy used to improve the competencies of its employees (Al-dalahmeh, Khalaf, & Obeidat, 2018). Employees at all levels need to be trained to meet the organization's commitment to providing quality products in a rapidly changing market where customer demands and expectations are constantly rising (Jaworski, Ravichandran, Karpinski, & Singh, 2018). The organization's goals for continuous improvement, including the performance of its employees, may be influenced by a variety of internal and external factors such as market changes, technology,

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innovation and the demands or requirements of customers and other stakeholders (Jurburg, Viles, Tanco, & Mateo, 2017).

Education is an organization that is the basis of cultural, social and economic growth and development of a country and human resources, especially teachers, is one of the basic pillars of education in any country; Because the teacher is known not only as a source of information, but also as a behavioral model for educating students, teacher training is particularly profound. For this reason, the "teacher training" course should always be reviewed and researched in order to reveal the achievement of the goals and effectiveness of these courses to the managers and officials of the educational system (Sumantri, Prayuningtyas, Rachmadtullah, & Magdalena, 2018). Of course, this requires a complete model to measure the effectiveness of teacher training courses, which studies have shown that there is no such model, so designing a measure of the effectiveness of "teacher training" can play a role in achieving the goals of the country's education system.

According to Asadi, Gholami, and Bolandhematan (2015), basic components of effective teaching from the perspective of professors", were training skills and personal character, moral characteristics and communication factors. Trainings will be effective when the products and results of the training course meet the intended objectives. Therefore, managers and implementers of teacher training programs are not only responsible for determining and identifying the resources and facilities needed to learn and implement training courses, but also in determining the impact of training programs on the performance of the individual and the organization. Therefore, they should always consider and evaluate training programs in terms of effectiveness.

Aghazadeh (2017) in a study entitled "Efficient and effective education" concluded that an efficient and effective education system is a system that is appropriate to the ultimate goals and real needs of society and has the ability to prepare the young generation to achieve goals. The characteristics of efficient and effective education includes use of strategic planning, application of results and study and research to use the experiences of other countries and apply the results, decentralization in the educational system, change and modification of educational environments according to new developments and attention to learners.

Mahdavi and Fayyaz (2014) in a study entitled "Identifying the factors affecting the effectiveness of in-service training courses to provide a structural model" concluded that social factors (lesson plan, teaching implementation, teaching evaluation, interpersonal relationships) have a positive effect.on the effectiveness training courses.

Garavand and Abbaspour (2012) in a study entitled "Comparison of the effectiveness of teachers recruited from teacher training centers and part-time teachers from the perspective of middle school principals in Tehran" state that teacher effectiveness is one of the subjects that has attracted the attention of educational experts, so given the effectiveness of the teacher and the effects it has on students' academic achievement, improving the quality and training of effective teachers is one of the important issues that school principals and the education system must consider. Achieving learning and academic achievement depends on effective teachers. An effective teacher has the ability to achieve educational goals and perform well to achieve goals.

Sharma and Kaur (2011) believe that teachers can play their role effectively only if they are well trained. He criticizes the existing teacher training centers and acknowledges that teachers are trained in those centers using traditional teaching methods. Teachers learn knowledge theoretically; they do not learn effective teaching techniques, neither during their training nor during their teaching. Teaching skills and tactics can be enhanced by an effective teacher education program.

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Kaya and Atman (2017) in their research showed that teacher training is effective in reducing students 'unwanted behaviors and increasing teachers' scores in the field of teacher-student interaction, creating a learning-oriented environment, creating a motivational learning environment and preventive behavior management.

According the earlier studies and the importance of identification the teachers' competencies, this research has determined the components of the effectiveness of the undergraduate course of primary education of Farhangian University from the perspective of experts with a qualitative and descriptive view.

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Material and Method

The statistical population of this research consisted of professors of Farhangian University in 2020. The sample of this study was selected by accessible sampling method. A total of information was collected from six prominent university professors who teach at Farhangian universities.

This research has qualitatively determined the components of the effectiveness of the undergraduate course of primary education at Farhangian University from the perspective of specialists, administrators and students. The data collection tool in this study was face-to-face interview. The researcher, by attending the office of each of the professors, while fully explaining the goals and process of the research, conducted his research interview with them and then categorized and explained it, and then answered the open-ended question from the experts (interviewees) on the components of effectiveness of elementary education in Farhangian University.

Results

In this section, the researcher has conducted face-to-face interviews with prominent university professors and presented their statements on the components of the effectiveness of the undergraduate course of primary education at Farhangian University as follows.

First interview: Students of Farhangian University have a better position compared to other universities in the country. This advantage is due to the courses "under the title of internship or action research or practical courses reviewing books and teaching methods" that are defined for students of Farhangian University. Despite all the differences, the students of Farhangian University still face serious problems and obstacles in the implementation phase (Momaiezi).

According to the above paragraph, the first effective factor in the first interview is the presentation of practical internship units and book review, which has been well implemented at Farhangian University.

The discussion about Farhangian University is very ideal, attractive and beautiful in the theoretical stage, but it faces serious shortcomings in the implementation stage. For example, regarding the space and facilities of this university, it should be said that we now have a cultural university related to the 1980s and 1990s, which is less physically and structurally similar to the university and the traditional places of higher education. What may not matter much to professors is the physical appearance of the university, but students who have been transferred from school to current place often feel dissatisfied, as they do not see the difference between the physical appearance of Farhangian University and their former school, and sometimes new schools have considered themselves a little better than the current Farhangian University (Momizi).

According to the above paragraph, the second effective factor in the first interview is the physical appearance

of Farhangian University and the up-to-date facilities and educational standards that have not been properly implemented in Farhangian University.

The case that has now exceeded its optimal level in Farhangian University is the age of the professors of this university. Professors who are often retired have started teaching at this university and unfortunately have not yet found a replacement. The university must recruit itself independently and in a deliberate manner. Some of these people are from the education offices - most of whom are graduates of teacher training centers and Farhangian University, and others graduates of other universities. Of course, professors who come from education have more priority (Momaiezi).

According to the above paragraph, the third factor influencing the first interview of professors is professor's age and youthfulness, and their experiences in schools, which has not been properly implemented in Farhangian University.

Second interview: The elementary school in Iran is 200 or 300 years old. The first primary school in Iran was built in the city of Tabriz, which according to the culture of the time was rejected by the people and was considered contrary to their customs, traditions and religion, and of course caused problems for the establishment of primary schools. In elementary school, there are two main components that require precise targeting. The first is the elementary structure component that is changing every 4 years or 5 years or 6 years. This must be stable. The second component is content. Educational content in elementary education requires big moves. One is that the strongest people in the research organization should be the authors of elementary textbooks. It works in such a way that these people have to collect, translate and review the elementary books of Finland, Japan, China and other developed countries every two years and use them to make the elementary books more productive (Khanifar).

According to the above paragraph, the first effective factor in the second interview is the precise goal setting in the structure of the course and the content of the courses, which has not been properly implemented in the elementary course and subsequently in Farhangian University.

In the field of human resources, master's degrees and doctorates should be employed in the elementary course with the highest salaries and facilities. In our country, the teacher should not be worried at all, the teacher should be provided, but on the other hand, there should be an update. To teach at Farhangian University, it is not possible to block the way for certain people or pave the way unconditionally for some people. The teachers selected from Farhangian University to teach at the same university are more up-to-date and familiar with the technology, but the teachers have a deeper background in education; That is, the people that come from schools have more practical teaching and receive more favorable results from their teaching (Khanifar).

According to the above paragraph, the second effective factor in the second interview is the preference for using the peaople working in education, which has been implemented almost satisfactorily at Farhangian University. We are not practically weak in the field of primary education, but we do not have optimal educational facilities. In developed countries, such as Japan, terms such as the Palace of Education, the Self-Service of Knowledge, and the Republic of Science are attributed to the elementary school, and the national education system is derived from the importance of the elementary school in those countries. Achieving such a point of progress and development is not possible without educational facilities and tools (Khanifar).

According to the above paragraph, the third effective factor in the second interview is the optimal educational facilities that have not been implemented properly in the elementary course and subsequently in Farhangian

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University.

Third interview: What actually works is that the goals are well defined and fit the upstream documents, but how far we can go to achieve those goals is debatable. However, other goals can be considered in the written goals. The current goals and conditions of primary education are in line with the Islamic approach in the country. Social adequacy is one of the goals that today's students need more and more should be invested in. Students must reach the level of social competence to be able to have intelligent behaviors both in their own lives and in their professional lives. At present, we do not see such intelligent behaviors (Ebrahimi Nia).

According to the above paragraph, the first effective factor in the third interview is the general goals, which in the elementary period are in line with the Islamic and current approach of the country, but social adequacy is not included as a necessary goal in this goal.

One of the specialized and important aspects of Farhangian University is that students learn from teachers and teaching methods, and the distinguishing feature of Farhangian University from other universities is that in addition to learning subject knowledge, students must know how to teach that knowledge to the student. . This requires the presence of professors in this university who have become teachers and can teach their experience to the in service teachers of this university in a practical way. Experienced teachers working in education are the best option for being a professor at this university. Of course, professors of other universities and graduates of Farhangian University can be used for theoretical courses (Ebrahimi Nia).

According to the above paragraph, the second effective factor in the third interview is the preference for recruiting the people working in schools to teach in Farhangian University.

If there is enough time to present the content, up to 70% of the existing content can be considered appropriate. Professors should be allowed to intervene in the content according to the conditions of the students and the pathology they can perform and according to the existing needs up to 30%, i.e. to enter the content with the coordination of the departments that are more effective in the field of practice. One of the main problems in the educational process of Farhangian University students is that the existing content is not deeply related to the real situation. The professor of Farhangian University should be supported financially (Ebrahimi Nia).

According to the above paragraph, the third effective factor in the third interview is the use of existing content and content added by professors in the curriculum of Farhangian University.

Fourth interview: In the period from 2001 to 2011, education has faced a large number of retirees who, in contrast, did not have access to their number and the shortage of manpower in this ministry is seriously felt. On the other hand, Farhangian University has been working since 2012, and by changing the associate degree of teacher training to a bachelor's degree, the student's graduation period increased from two years to four years, which is more of a production issue for education. The new situation, regardless of the problem for education, will give the professors of Farhangian University more time to transfer knowledge and experience to the in service teachers, but in practice this does not happen, apart from the good curriculum that exists in the structure (Khoshgoftar Moghaddam).

According to the above paragraph, the first effective factor in the fourth interview is the deliberate structure for transferring the knowledge and experiences of professors to in service teachers, which has not been implemented to the desired level in Farhangian University.

Farhangian University still remains in its traditional form and the dimension of responding to the needs of society is not seen in it. Familiarity with the digital age is very important and should be focused on this issue. Creating links with virtual education systems and in the educational goals of Farhangian University should be

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included and the goals should change in this direction. Also, the goals that have been proposed in the field of theory to date should be more operational (Khoshgoftar Moghadam).

According to the above paragraph, the second effective factor in the fourth interview is the creation of technology-related goals in the educational goals of Farhangian University, which has not been implemented to the desired extent.

The main problem in the discussion of teacher education at Farhangian University is the number of units. In other universities, 130 credits are offered to undergraduate students, while in Farhangian University, about 150 credits are offered to in service teachers. The volume of credits offered at this university seems large and in most fields, on average, 15 credits are offered. These surplus units are not due to the existence of internship units, but due to the existence of units whose contents overlap, and to eliminate this problem, it is possible to integrate the units at the level of course planning. For example, in the courses, there are three similar titles of the philosophy course, which unfortunately, the professors teach these three courses in the same way, regardless of the exact titles of these courses, and a kind of frustration and futility also occurs for students (Khoshgoftar Moghadam).

According to the above paragraph, the third effective factor in the fourth interview is the number of courses and titles of courses in Farhangian University, which has not been implemented to the desired level.

From 2012, the former teacher training system has become Farhangian University. Since then, it has been tried to establish a university system in Farhangian University. The problem started when the agents tried to make Farhangian University more like the University of Tehran, Qom University, Hamadan University and other universities affiliated with the Ministry of Science than a university affiliated with the Ministry of Education. For example, Imam Hussein University is affiliated with the Ministry of Defense and the IRGC, the University of Judicial Sciences is affiliated with the Judiciary, and Malek Ashtar University of Technology is affiliated with the Ministry of Defense, where they train human resources for their respective ministries. They work in the same ministry, for example at Imam Hussein University. Most of the professors who teach are specialists who work in the IRGC. But unfortunately, there is a serious problem in Farhangian University in this argument, so that the recruitment for the faculty of Farhangian University is done completely by the Ministry of Science, and the Ministry of Education has fewer roles in this issue. In short, it should be said that professors should teach at Farhangian University who have experience in education (Khoshgoftar Moghadam).

According to the above paragraph, the fourth effective factor in the fourth interview is the recruitment of professors who have worked in education, which has not been implemented properly at Farhangian University.

Fifth interview: The designers of the educational goals of Farhangian University have used the knowledge of the curriculum to a large extent and have paid attention to the scientific principles of the curriculum in this design, so in this respect, no objections can be made to these goals. But the designers did not pay attention to the fact that the general principles governing our educational systems, including education and higher education, do not allow the application of many of these principles and goals. Therefore, it seems that the designs have been done well, but these goals and programs have not been and will not be very effective in practice. Students and teachers are faced with a set of educational goals that are ideally and ideally written, but in formulating those goals, less attention has been paid to the problems in society (Ghaedi).

According to the above paragraph, the first effective factor in the fifth interview is the efficiency of the educational goals developed for Farhangian University, which has not been implemented properly.

In the general program of Farhangian University, it is necessary to specify the characteristics of those who

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want to enter the university, that is, to determine who can enter the undergraduate course of primary education. When there is no good entrance for this university, in fact, it does not have good raw materials for the educational process. After that, in the first hours of in service teacher entry to Farhangian University, they should be provided with hours of presence and cooperation in schools (Ghaedi).

According to the above paragraph, the second effective factor in the fifth interview is determining the characteristics of incoming students for Farhangian University.

Sixth interview: The elementary course is the most important educational course and in it the foundations of human personality and identity are formed. To say that the goals are well seen is irrational because the institutions of power influence the curriculum and it is not possible to write a program that is entirely intended by the designers. However, what is currently seen in Farhangian University and in the field of primary education; It is a teacher who acquires 50% of the job skills he needs and 50% of the skills remain unknown and unattainable. Topics such as classroom management, managing students with individual differences, ways to create or nurture creativity, and problem-solving methods are rarely addressed but seem very rare. Also, citizenship issues such as living with others, life skills, etc. have not been well addressed for the elementary school (Mashhadi).

According to the above paragraph, the first effective factor in the sixth interview is determining the optimal educational goals for Farhangian University.

Coming from the body of education to teach at Farhangian University is a more suitable option than other professors. However, due to the numerous problems that exist at the level of education, the people working in education often face many problems in employment and livelihood and their real abilities in teaching have been reduced (Mashhadi).

According to the above paragraph, the second effective factor in the sixth interview is the use of professors who enter Farhangian University with optimal mental health from the body of education.

One of the shortcomings of Farhangian University is the lack of futuristic studies. Today's in service teachers must be trained to be able to train students for the next twenty years. Now the question is, what are the needs, characteristics and conditions of students twenty years from now? How should a student be evaluated twenty years later? How to meet his different needs? (Mashhadi).

According to the above paragraph, the third effective factor in the sixth interview is the use of futuristic studies and the use of their products in educating Farhangian University.

In order to determine the components of the effectiveness of the undergraduate course of primary education at Farhangian University, the components extracted from the interviews are collected, categorized and evaluated in Table 1. The value of each component was multiplied by the number of repetitions in the interviews and the priority set by the interviewees. It should be noted that the priorities are scored in reverse.

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Table 1. Evaluation of effective components of Farhangian University undergraduate course

Effective Component	Repeating in interviews	Component prioritization	Component value
Determining and implementing desirable educational goals	5	4+4+3+4+3	90
Use of experienced professors from the schools	5	3+1+3+3+2	60
Use of desirable educational content	4	2+2+2+4	40
Considering the characteristics of students	2	4+3	14
Convenient physical appearance and up-to-date facilities	2	2+3	10

Discussion

According to Table 1, the first effective component of the undergraduate course of primary education at Farhangian University, from the perspective of experts (interviewees), was "determining and implementing the desired educational goals" which has the highest value.

The results of training needs are crystallized in the goals of training and human resource development. Objectives express the requirements of educational programs. Objectives can also be used as a standard for measuring individual performance and educational planning. Therefore, determining and explaining educational goals has advantages; Among other things, first, the definition of training objectives helps human resource professionals to identify and determine the evaluation criteria of training programs; Second, the content of educational programs is prepared according to the objectives; Finally, the educational goals clarify other educational executive activities (Jazani, 1998).

According to Table 1, the second effective component of the undergraduate course of primary education at Farhangian University from the perspective of experts (interviewees) was "the use of experienced professors from the schools." In lesson planning, the role of the teacher is considered in several ways. One of them is to determine the educational content to prepare the teacher for the performance. When the curriculum changes were been happen, the teacher must acquire the necessary competencies and preparation for effective teaching. The people who prepare the program are responsible for identifying and planning the skills, knowledge, and attitudes that should be reinforced in the teacher. In education, teachers should not use only one-way lecturing methods, but it is necessary to prepare teachers for effective and motivated teaching through interactive methods and workshops. The teacher, both in terms of age and in terms of the perceptions and expectations that have been formed in him, usually does not want to participate in classes in which only lectures are given (Taqi Pourzahir, 2002).

According to Table 1, the third effective component of the undergraduate course of primary education at Farhangian University from the perspective of experts (interviewees) has been "the use of desirable educational content." Today, one of the topics that is highly emphasized in lectures and writings is learning how to "think", how to "learn", etc., and less importance is given to "what to learn". Although it is important to learn "how to learn" in today's world, it is not expedient to emphasize it too much and to widen the gap between "how to know" and "what to know". Because any kind of learning activity requires content, it can be said that what we prepare to teach "how to learn" is the content of the curriculum, the concern is that the tendency to separate the two and pay little attention to "what to learn" content as an important element Forget the curriculum.

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According to Table 1, the fourth effective component of the undergraduate course in primary education at Farhangian University from the perspective of experts (interviewees) has been "paying attention to the characteristics of students." George Brown believes that in the process of teaching and learning students, in addition to acquiring knowledge and different teaching methods and the necessary skills to use it in their classroom they also need to acquire other skills. These skills include listening skills, communication between teacher and student, the use of reinforcement methods, etc. (AbdollahiAtyeh, Tavakkoli, & Youseliāni 2014). According to Table 1, the fifth effective component of the undergraduate course in primary education at Farhangian University, from the perspective of experts (interviewees), has been "appropriate physical appearance and up-to-date facilities." Implementing educational programs, performing teaching and training duties and providing cultural and health services to students requires the use of special facilities and equipment. Preparing and providing these facilities is one of the duties of educational administrators. Sports Lab Laboratory and teaching aids, preparing tables and benches for sports and health facilities, preparing buildings and classrooms, maintaining and repairing ventilation facilities, providing water, electricity, telephone and other necessary items are among the duties of school principals during the school year. Research has shown that space is a psychological and strategic factor and can physically or functionally convey a good or bad feeling to human beings (Alaqeband, 2016).

Limitations

- Due to its time and cost, the researcher could not conduct this research in all regions of the country and more professors.
- In this study, only one measurement method, namely interview, has been used to measure the research variables. Using other variables to measure variables could not only increase the accuracy of the work, but also reduce the error rate.
- Due to the current situation and Corona pandemic, further interviews were not possible.

Suggestions

- It is suggested that the findings of the present study, along with the explanation of the results, be provided to Farhangian universities in the form of a booklet or article in order to become more familiar with the effective components of the undergraduate course of primary education at Farhangian University.
- It is suggested that counselors working at Farhangian University use the findings of this research in consultation with in service teachers and solving their academic and psychological problems.
- It is suggested that more professors be interviewed in person.
- It is suggested that in service teachers also serve as a statistical sample in this field to attain a more accurate result of the effective components.

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