# Evaluation objectives of Educational integrated based on Social-psychological training, economical objectives, educational guidance and Organizing training time

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**Abstract.** The purpose of this study was evaluating function of cluster schools. The population of this research included is 566 cluster schools in Western-Azerbaijan province based on data that was received from the State Office of Education. Finally, the sample consisted of 242 were selected randomly such as 48 Performer, 168 teachers, 26 educational planning experts in order to answer a questionnaire study. The questionnaire consists of 36 questions with five options (Likert) . We used chi square in order to test the hypotheses. Results of research indicted that the hypotheses were rejected. Overall analysis of the data showed more than 75 percent of enforcement, educational planning experts and teachers believed that objectives of educational systems have been achieved moderately and less than average. Therefore, more efficient infrastructure can reduce the disadvantages as well as reveal advantages it.

**Keywords:** Cluster schools, Economical objectives, Educational Guidance, Organizing training time

## 1. INTRODUCTION

Educational system is one of the most important social institutions that have profound effects on the stability of society. Most of the goals and aspirations of the individual is not simply in the way of educational programs and training within the organization can be accomplished. Based on available data of educational system; totally 10459 integrated have been created in the country and they have been used for 4247293 students (Haji Babai, 2012).

It is expected that by performing plan of educational integrated leads to achieve objectives of education ministry. Success of plans depends on many factors and forces and inhibiting factors may be inefficient of projects. Generally, planning and implementation of training programs is associated with several issues like human, social and cultural issues and if all of activities and proper predicting of future; however, the operation will not be intact. Therefore, programmers and managers call planners and managers to continue planning and evaluation and reform (Navidi, 2012). In according to performing plan of educational integrated in cross the country and based on main performers of the plan such as managers, teachers and deputies identifying available opportunities, threats in achieving the vision of the project implementers of the project on productivity is necessary to perform this research in order to evaluate components of different components and provide sufficient evidence in order to make proper decision.

An important point of departure of the Study-home is that teachers are to activate and promote the pupils' independent thinking and how to learn to study, while at the same time they have to make allowances for the individual student's capacities. While formerly teachers were mainly charged with conveying knowledge and skills to pupils (sometimes rather condescendingly called 'chalk-and-talk' instruction), they are now expected to be responsible for conducting educational processes (Stokking, 1998). Levine, Donitsa-Schmidt, & Zellermayer (1996) viewed the primary role of the teacher in innovative classroom settings as a mediator between subject matter and pupils, someone who encourages pupils to be responsible for their own

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development via collaboration, communication, and reflection. Teachers who are mainly concerned about controlling the educational process of a large group of pupils fear an impairment of the control they exercise over their pupils, which causes them to be reticent about differentiating their instructional methods (Smylie, 1999). When being in control of the learning process, teachers are more likely to perceive their own professional worth and self-efficacy (Kushman, 1992). Critics of the innovations argue that the teachers lack experience in using innovative educational methods and have not been sufficiently prepared for their new tasks, which is an essential requirement (Mohlman, Coladarci, & Gage, 1982; Stein & Wang, 1988). Moreover, teachers often seem to lack the time to train the new skills or to consult one another in order to acquire the innovative methods the pedagogic-didactical changes require (Veugelers, 1999). These points of criticism may induce teachers to doubt their abilities to adequately function in the new Study-home. They may become devoid of feelings of success in their work, which lead to judgments of inefficacy on their classroom achievements, which in turn may result in feelings of burnout. In this study Bandura's (1977) self-efficacy theory is used to explain why teachers who doubt their capabilities to adequately function in the new Study-home may report higher levels of burnout than teachers who judge their abilities in this domain as quite sufficient. Bandura (1997) describes perceived self-efficacy as 'beliefs in one's capabilities to organise and execute the courses of action required to produce given attainments' (p. 3). Self-efficacy beliefs do not refer to someone's capabilities or skills but only to what someone believes he or she is capable of under certain circumstances, regardless of the capabilities or skills that he or she actually possesses. The determinants of self-efficacy beliefs consist of four sources of information, listed below in descending order (Bandura, 1986, 1997; Maddux, 1995): (1) enactive mastery experiences, (2) vicarious experiences, (3) verbal persuasion, and (4) physiological and affective states. Efficacy beliefs produce their effects through four mediating processes, i.e., cognitive, motivational, affective, and selective processes (Bandura, 1997)

Education integrated is intended to explore how a conscious integration of content, methods and facilities can be used to educate students who not only understand theory, but understand, and have experienced, the complex interactions of that theory with societal needs, economic limitations and environmental imperatives which shape actual practice. By creating a rich range of learning opportunities, by attempting to teach in a context which mirrors professional practice more closely, by bringing students from different programs together for different activities, by constructing facilities to support more varied learning modes and by raising consciousness of surroundings through monitoring building performance, the maximum possible educational value is wrung out of the time available

## 2. LITERATURE REVIEW

The challenge in responding to these needs is to without reducing the quality of the technical education and without extending the period of formal education beyond the four years which is standard in Canada. The Faculty of Applied Science at Queen's University is engaged in trying to craft a response which speaks to the needs while respecting the necessity of retaining or enhancing technical quality and the necessity of remaining within a four-year limitation. The program described in this series of papers seeks to make a very significant increase in developing these skills and attitudes on campus, within the confines of a four-year program, and in a systematic way, which affects every graduate. We call this initiative Integrated Learning. The components of Integrated Learning are not, in themselves, new. Almost all aspects of professional skills have been addressed to some degree in most engineering schools and any given skill has usually been the subject of imaginative and effective curriculum developments somewhere. What is new is the extent to which all of these skills are addressed and coordinated, in an extensive way, which affects every student in every year of every program. There is also an emphasis on interdisciplinary, which is unusual, although not unique, and a conscious use of both structured and unstructured discovery learning. A discussion of these terms will be found

below. Effecting these changes has required not only curriculum innovation, but also the acquisition of some specialized staff, the reorganization of undergraduate laboratories, and the construction of a new building, which provides innumerable opportunities for experiential learning. The background to this development is the subject of this paper. Other aspects of these innovations, including the design of the building, will be discussed in subsequent papers.

## 3. REALISING INTEGRATED LEARNING

It is common in the analysis of curriculum for someone to ask what division we propose between time spent on technical material and time spent on developing professional skills. The question carries an implication that time added to one must come from the other. We believe that there is no direct connection. Consider an introductory course in Chemical Engineering Thermodynamics. The content is long established: applications of the first and second law; thermodynamic properties of fluids; steady-state, steady-flow analyses; analysis of devices such as compressors, turbines, valves, throttles and so on. Such a course can be taught purely with lectures. Alternatively, a mixture of lectures, laboratories, tutorials and team-based projects can teach it. In such a course taught by one author (JDM), a project was introduced which involved teams of students designing a replacement for the university heating plant, each team working with data for slightly different building loads and seasonal weather data. In the course of the project, they became active learners of information on boilers, condensers, turbines and pumps, interested employers of the thermodynamic data in the steam tables, and experienced users of SSSF analyses. However, at the same time they learned team skills, communication skills and self-learning skills. The tutorials were altered so that students presented the solutions to the weekly problem sets, and discussed alternatives. The laboratories evolved to make greater use of unknowns. If one looked at the description of this course in the calendar before and after these changes took place, one would see only the technical content, and that would be unchanged. However, a great deal of additional education is now involved, without diminishing the technical content in any way. Indeed, the understanding of that content is strengthened. Moreover, the variety of learning modes accommodates a broader range of learning styles and approaches than does a lecture-only model. In addition, one can reasonably expect the active learning components to increase the depth of learning. As is illustrated by the example, content can be learned both through lectures and other traditional means and through active learning techniques. The professional skills are learned almost solely through experience in team-based projects, in presenting technical material orally, in seeking information for oneself, and in reflecting on what one has learned and what one needs to learn. The two components, technical content and professional skills, do not compete for time, although a course taught using such a wide variety of means undoubtedly makes more demands on both student and instructor than does a conventional lecture course. The concept of integrated learning involves much more than choosing learning methods

## 4. TEACHING AND LEARNING OBJECTIVES

**Improving student learning:** the provision of a deeper and more lasting understanding of the theoretical material through learning that is active, not passive; increasing interest, motivation and enjoyment; improving retention of theory through immediate application; development of new learning paths; the development of understanding of the application of a particular theory to a range of situations outside of one's discipline.

**Improving program delivery:** monitoring success in learning; developing more and better methods of evaluating success in learning; developing evaluation of continuing education courses; elimination or reduction of arbitrary impediments to learning such as timetable restrictions.

**Integrate curriculum elements:** link theory more closely to practice; integrate material from different courses (e.g. mathematics with its engineering applications); integrate academic programs with industrial and professional practice; integrate the laboratory activities of different departments in certain subject areas (e.g. the fluid mechanics activities in Chemical, Civil and Mechanical Engineering).

### 4.1. Methodology

The population of this research included is 566 cluster schools in Western-Azerbaijan province based on data that was received from the State Office of Education. We used required information by studying documents. Furthermore, we used experts and professor in order to test reliability. Validity of test is done by suitable test. Finally, the sample consisted of 242 were selected randomly such as 48 Performer 168 teachers, 26 educational planning experts in order to answer a questionnaire study. The questionnaire consists of 36 questions with five options (Likert). We used chi-square in order to test the hypotheses.

### 4.2. Hypotheses

**H1:** Distribution in terms of enforcement, teachers, and experts in educational planning in achieving the objectives of the educational integrated is different in "Social-psychological training"

**H2:** Distribution in terms of enforcement, teachers, and experts in educational planning in achieving the objectives of the educational integrated is different in "economical objectives"

**H3:** Distribution in terms of enforcement, teachers, and experts in educational planning in achieving the objectives of the educational integrated is different in "educational guidance"

**H4:** Distribution in terms of enforcement, teachers, and experts in educational planning in achieving the objectives of the educational integrated is different in "Organizing training time"

**Table 1.** Frequency and percent of sample to separate classes of service.

| Statistical sample | Indexes | Frequency | Percentage of frequency |
|---|---|---|---|
| Executive | 1-6 | 2 | 4.25 |
| | 7-13 | 5 | 10.25 |
| | 14-20 | 11 | 23 |
| | 21-26 | 10 | 20.5 |
| | Up to 27 | 20 | 42 |
| **Total** | | **48** | **100** |
| Expert | 1-6 | 3 | 10 |
| | 7-13 | 4 | 16 |
| | 14-20 | 4 | 16 |
| | 21-26 | 5 | 19 |
| | Up to 27 | 10 | 39 |
| **Total** | | **26** | **100** |
| Teacher | 1-6 | 18 | 10 |
| | 7-13 | 32 | 20 |
| | 14-20 | 18 | 10 |
| | 21-26 | 50 | 30 |
| | Up to 27 | 50 | 30 |
| **Total** | | **168** | **100** |

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**H1:** Distribution in terms of enforcement, teachers, and experts in educational planning in achieving the objectives of the educational integrated is different in "Social-psychological training"

**Table 2.** Frequency and Percentage of Presenters, Experts, and Teachers.

| Indexes | Very Low | | Low | | Moderate | | High | | Very High | | Total |
| | Frequency | Percentage | Frequency | Percentage | Frequency | Percentage | Frequency | Percentage | Percentage | Frequency | Frequency |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Presenters | 11 | 22.75 | 10 | 22.41 | 17 | 33.10 | 7 | 14.48 | 3 | 7.24 | 48 |
| Experts | 5 | 18.58 | 7 | 27.56 | 9 | 33.97 | 4 | 14.74 | 1 | 5.12 | 26 |
| Teachers | 40 | 23.98 | 38 | 23.07 | 56 | 33.40 | 28 | 16.19 | 6 | 3.34 | 168 |

$x^2 = 11.196$

In according to $x^2$ calculated level error (0.05) with df (8) is less than (15.51); therefore, null hypothesis is rejected. In other words, in according to the table can be concluded that 79.6% of presenter, teachers, and experts about content of education of social-psychological training is moderate or less than moderate. Thus, in confidence of 95% can be said that Distribution in terms of enforcement, teachers, and experts in educational planning in achieving the objectives of the Integrated Education is not different in " Social-psychological training "

**H2:** Distribution in terms of enforcement, teachers, and experts in educational planning in achieving the objectives of the educational integrated is different in "economical objectives"

**Table 3.** Frequency and Percentage of Presenters, Experts, and Teachers.

| Indexes | Very Low | | Low | | Moderate | | High | | Very High | | Total |
| | Frequency | Percentage | Frequency | Percentage | Frequency | Percentage | Frequency | Percentage | Frequency | Percentage | Frequency |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Presenters | 9 | 19.27 | 14 | 30.20 | 12 | 25 | 9 | 19.27 | 2 | 6.25 | 48 |
| Experts | 6 | 23.30 | 7 | 28.15 | 5 | 21.35 | 5 | 19.41 | 3 | 7.76 | 26 |
| Teachers | 39 | 22.91 | 38 | 22.47 | 61 | 36.45 | 25 | 15.02 | 5 | 3.12 | 168 |

$x^2 = 11/.848$

In according to $x^2$ calculated level error (0.05) with df (8) is less than (15.51); therefore, null hypothesis is rejected. In other words, in according to the table can be concluded that 76.36% of presenter, teachers, and experts about content of education of economical objectives is moderate or less than moderate. Thus, in confidence of 95% can be said that distribution in terms of enforcement, teachers, and experts in educational planning in achieving the objectives of the Integrated Education is not different in "economical objectives"

**H3:** Distribution in terms of enforcement, teachers, and experts in educational planning in achieving the objectives of the educational integrated is different in "educational guidance"

**Table 4.** Frequency and Percentage of Presenters, Experts, and Teachers

| Indexes | Very Low | | Low | | Moderate | | High | | Very High | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | Frequency | Percentage | Frequency | Percentage | Frequency | Percentage | Frequency | Percentage | Frequency | Percentage | Frequency |
| Presenters | 9 | 19.79 | 14 | 29.68 | 13 | 26.56 | 8 | 15.10 | 4 | 8.85 | 48 |
| Experts | 5 | 22.11 | 7 | 25 | 8 | 28.84 | 4 | 16.34 | 2 | 7.96 | 26 |
| Teachers | 34 | 19.94 | 43 | 25.59 | 56 | 33.18 | 29 | 17.26 | 5 | 4.01 | 168 |

$x^2$=5.019

In according to $x^2$ calculated level error (0.05) with df (8) is less than (15.51); therefore, null hypothesis is rejected. In other words, in according to the table can be concluded that 76.89% of presenter, teachers, and experts about content of education of educational guidance is moderate or less than moderate. Thus, in confidence of 95% can be said that distribution in terms of enforcement, teachers, and experts in educational planning in achieving the objectives of the Integrated Education is not different in "educational guidance"

**H4:** Distribution in terms of enforcement, teachers, and experts in educational planning in achieving the objectives of the educational integrated is different in "Organizing training time"

**Table 5.** Frequency and Percentage of Presenters, Experts, and Teachers.

| Indexes | Very Low | | Low | | Moderate | | High | | Very High | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | Frequency | Percentage | Frequency | Percentage | Frequency | Percentage | Frequency | Percentage | Frequency | Percentage | Frequency |
| **Presenters** | 11 | 22.91 | 12 | 24.30 | 15 | 31.94 | 6 | 11.80 | 4 | 9.02 | 48 |
| **Experts** | 8 | 29.48 | 7 | 26.92 | 6 | 25.64 | 3 | 11.53 | 2 | 6.41 | 26 |
| **Teachers** | 40 | 24 | 40 | 23.80 | 60 | 35.31 | 24 | 14.28 | 4 | 2.57 | 168 |

$x^2$=6.935

In according to $x^2$ calculated level error (0.05) with df (8) is less than (15.51); therefore, null hypothesis is rejected. In other words, in according to the table can be concluded that 81.43% of presenter, teachers, and experts about content of education of organizing training time is moderate or less than moderate. Thus, in confidence of 95% can be said that distribution in terms of enforcement, teachers, and experts in educational planning in achieving the objectives of the Integrated Education is not different in "organizing training time"

## 5. CONCLUSION AND DISCUSSION:

Creating educational integrated is necessary for developing foundation of educational system. The mainstay of creating educational integrated is national Education document, which is used as sentence constitution for Educational system. This plan as new managerial method is benchmarking based on cluster schools of different countries in order to strengthen educational integrated (Haghani, et al, 2012). Although, researches have been done about cluster schools, educational integrated in other countries, and it shows efficiency of educational integrated; however, due to cultural differences create and launching any new idea, regardless of the mental readiness of stakeholders is difficult. It can be said that performing educational integrated should be provided optimal condition in Iran and achievement of managerial perspective is based on specific social and cultural conditions. In many countries of the globe, governments have primary responsibility to provide basic education for all children and in performing the responsibility organizing and managing the country's education system. Thus, In many

countries, central governments have begun reforms in order to strengthen the quality and quantity of education. Meanwhile, previously, concentration was on these reforms and innovations of global changes (especially in the curriculum and teacher training) and this concentration has transformed toward school (Mohajeri et al, 2012). Creating educational integrated, cluster schools, participation current community in school's activities and movement of many countries to decentralization and educatonal integrated are following the global trend. The following suggestions offered for improving the performance of centers of education

1. Management of educational integrated in terms of quality and quantity is necessary in order to adjust and perform specific educational curriculum, which is concentrate on different educational periods. Therefore, comprehensive quality of management can be beneficial.
2. Managers of educational integrated must be have special power in issue of Human resources, financial and material as well as design programs. Hence, develop comprehensive guidelines for qualifying conditions and obligations of the directors need to be integrated.
3. Continuous training with effective quality by human resources in educational integrated must always be considered in planning.
4. Greater devolution to deputies of educational training in order to make more decision
5. Delegating organization of human resources by managers of educational integrated.
6. Allocate per capita for essential needs, minor and basic repairs, laboratory instruments and workshop in schools before the start of the school year.
7. Training of teachers in order to develop educational goals and gain self-control skills for reducing resistance against control and supervision of managers
8. Training of managers in field of productivity and proper using of financial and human resources.
9. Paying attention to new technologies and communications and proper using from available infrastructure of educational integrated.
10. Designing and implementing website s title of "good educational integrated" by educational integrated in order to interact communication and respond to ask if students and parents.

## 6. RECOMMENDATION

1. Creating favorable conditions for the formation of groups in training programs and conference room in the region and the province for manager of the integrated.
2. In according to novelty of the design and its implementation in the whole country needs to be more research on evaluation of its performance.
3. This research happened in Western-Azarbayjan and due to diversity culture of our country; it is necessary to do similar research in other provinces.
4. Doing comparative researches and comparing methods of performing the plan with other countries is necessary.
5. Doing diverse research about effect of implementing the plan on economy of educational system can show other features of the plan.
6. Performing educational justice is one of aims for headquarters of educational system. By doing diverse research can reveal effect of the plan on performing educational justice.
7. Analyzing content of documents for developing educational integrated can be base for future research.
8. Effect of performing the plan on school orientation and decentralization, which provides following researches in this field.

9. Paying attention to available role of educational integrated and effect optimal management in order to improve educational quality in educational systems is necessary.

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