



Investigate the Role of Implemented Teacher education Curriculum on the Teacher Qualifications, of teacher who are graduated from Universities in the Province of Razavi Khorasan In order to Evaluate and improve Mentioned Curriculum (2014-2015)

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Received: 01.02.2015; Accepted: 06.06.2015

Abstract. This study investigates the role of implemented curriculum of teacher-training on teaching career competence of graduates of 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, Government 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 Government 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 in graduates was diagnosed Government than 70% based on Cronbach's alpha test. To analyze data, inferential statistics (chi-square test) was used. The findings suggest that universities have failed to create required teaching competencies (competence communication, behavioral competence) in graduates.

Keyword: Teacher education, Teacher Qualifications

1. INTRODUCTION

Educational pedagogics have stated various theories about the professional skills and competencies of teachers, which has emerged in educational systems from the mid-twentieth century, including Haybrman and Bomhan (2005) who have referred to the components and methods of teaching and evaluation and Vylgas and Rymrs who (2007) deemed necessary the professional skills of teachers in the educational system as well and in this respect have investigated on the component of new teaching methods, and educational technology. Mehrmohammadi believes in the related ability of evaluation to the methods of teaching and evaluation and teachers' use of educational technology. Marashi's intention of (1995) of such skills is the teachers' knowledge of teaching methods, organizing and managing classroom, and counseling students.

Also Maleki (2005, 25) believes in the practical skills and abilities of teachers during learning process such as plan preparation, the implementation of new methods of teaching, and instructional design and evaluation, Shabani, Nowrouzi and Aghazadeh also believe in teachers familiarity with teaching methods, educational design and evaluation as components of professional skills of teachers. Therefore, by examining the various theories of experts a combination of different opinions are adopted but the important point is that these concepts are related to the concept of effective teacher.

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Determining competencies of teaching profession is based on educational system and the type of attitude to human. Each school according to the judgment that makes of human nature, determines its educational ideals, and based on the ideals and ultimate goals of education, depicts a picture of its desired teacher. A school which gives special importance to the intellectual dimension of human being, believes that developing thinking is the basic objective of his educational system and to achieve this goal, develops a teacher with a strong ability of thinking. A school that summarizes education only in preparation of the individual for society and adapting him with the values and norms of society, will train teachers with such competencies.

1.1. Statement of the Problem

And due to the occurred difficulties in recruitment in Education Office, at present teacher training centers under the name of Farhangian university are training manpower required for education at undergraduate 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 university, these questions are raised that 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 was the objective (teaching career competency)?

1.2. The Purpose of the Study

Evaluation of implemented teacher training curriculum on teacher career competency, university graduates and providing suitable recommendations for teacher training curriculum based on the findings of the present research

1.3. Research Questions

1. Does the implemented teacher training curriculum has been able to create communication competency (communicating with different students, guiding duty, clarification of views of students) in graduates?
2. Has the implemented teacher training curriculum been successful in creating organizing competency (determining time management, regulating students' learning according to the time) in graduates?

3. 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 communication competency (communicating with different students, guiding duty, clarification of views of students) in graduates?

Table 1. Distribution of responses of students to all items of the communications competency.

Indexes Universities	Very Low		Low		Average		High		Very High		Total
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	
Government	0	0	85	48	74	42	13	8	5	3	177
Azad	44	28	73	46	40	25	0	0	1	./63	158
Farhangian	0	0	4	28	10	71	0	0	0	0	14
Total	44	13	162	47	124	35	13	4	6	2	349

Degrees of freedom = 8
 The risk of error = 5%
 Calculated chi-square = 81.147

Since calculated χ^2 81.147 with 8 degrees of freedom is greater than χ^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 6, we can say with 95% confidence that 60% 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 organizing competency (determining time management, regulating students’ learning according to the time) in graduates?

Table 7. Distribution of responses of university students to the total items of the organizing competencies

Indexes Universities	Very Low		Low		Average		High		Very High		Total
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	
Government	9	5	34	19.5	101	58	21	12	9	5	174
Azad	18	11	94	58	43	27	5	3	1	./62	161
Farhangian	0	0	4	25	10	62	2	12.5	0	0	16
Total	27	8	132	38	154	43	28	7.9	10	3	351

Degree of freedom = 8
 The risk of error = 5%
 Calculated chi-square = 74.928

Since calculated χ^2 74.928 with 8 degrees of freedom is greater than χ^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 7, we can

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say with 95% confidence that 46% of graduates believe that the implemented programs of communications competencies is created in them in a very small amount.

4. RESEARCH SUGGESTIONS

1. Investigating the way in which the teacher career competency approach is used in the design of in-service training courses in teacher training, and Government education.
2. It is recommended that with necessary coordination with the Ministry of Science, Research and Technology, the Islamic Azad University, and Farhangian University we provide the implementation of teacher competence-based curriculum development, in an experimental way.
3. In developing curriculum in Government education (including curriculum that leads to teacher training) with a competency approach the views of beneficiaries (students, graduates, related employees) and experts (professors and teachers) be used to identify and determine the competencies.

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