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# Feasibility of Human Resources for the Primary School Curriculum in a Semi-Centralized Design in Khuzestan

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Received: 19 March 2014, Revised: 18 April 2014, Accepted: 25 April 2014

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## ABSTRACT

This study was done to investigate the possibility of semi-centralized design curriculum in the province of human resources. In this research, descriptive method was used. The study was conducted in the province center and 30 specialists, experts, teachers and professors of different disciplines related to the curriculum were purposefully selected. Brass determine sample size, were used from heterogeneous sampling method and collect data from Czech list and semi-structured interviews. The results show that, given the standards organization for research and educational programs in the province, the number of human resources for curriculum development is concentrated to half; But in terms of awareness, familiarity level professionals exploring the four elements: goals, content, teaching methods and evaluation examined the results of the analysis were obtained from interviews, field goals, content, good background information there are among professionals, but to set goals and design a curriculum guide that is necessary in these increase. But in terms of teaching methods and evaluation of academic achievement, excellent information between experts, teachers and professionals in determining these elements in there that is quite possible. In general, according to experts participated in the study, the specific situation of variability of climate causes decentralization be applied of curricula. To overcome the defects, training and faculty can be used in universities.

**Keywords:** Curriculum, Curriculum Development, Focus, Decentralization, Semi-Centralized.

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## Introduction

Developments and increasing progress in the field of science and technology, social, economic, political and cultural, not only in the formulation and implementation of policies and government policies affect the data, but also to curriculum is affected a way curriculum that curriculum planners faced with complex and serious challenges and a

new chapter has opened in the territory of the curriculum of these challenges in the issue of the concentration curriculum.

Generally, designed to focus on curriculum integration, the traditional view is dominant in the field of curriculum. And this trend continued until the late twentieth century and is revealed much of the political context,

historical, social and economic nations, governments and educational systems of the world; But today there is a tendency for many decentralization and According to the International Society of view of education, decentralization in the process of lesson planning strategies for compliance with the conditions and characteristics of the national curriculum and environment that It runs in the curriculum. The trends of the 1980s and 1990s in countries such as Australia, Canada, New Zealand, Spain, Sweden, Great Britain and America started over countries such as Hong Kong, Taiwan and other countries have learned.

In our country Iran have moved since the Islamic Revolution with the passage of laws such as the Law Council of Education (1372) to the right (devolution). But in recent years with regard to the law of the Fifth Five-Year Development Plan (1389), this trend has accelerated documents the strategic transformation of the education system (1390), and finally the national curriculum of the Islamic Republic of Iran (1390) It clearly documents the need for decentralization and increasing the participation of various sectors in the country is mentioned in the curricula. However, the most significant and most populous of the primary school years is considered and Today, the need for and role in the development of cognitive skills and capabilities in general, and education and preparing children to enter higher educational qualifications may be not summarized but also, the basis of any initial change in the field of the development of social, cultural, economic and known. Reform and change in the course of study is of particular importance in relation to other sections And it is necessary that the decentralization of curriculum reform should start from this point. The following research questions are posed.

### Research Questions

The main purpose of the present paper is the feasibility of human resources for the primary school curriculum in a semi-centralized design. In order to accomplish this goal was to examine the following two basic questions:

1. Is it enough skilled and experienced manpower to design curricula concentrated to half there?
2. The human resources involved in the curriculum, the knowledge needed to design curricula have focused primarily semi?

### Review Literature

Curriculum theorists in the field of theoretical aspects of curriculum design and curriculum is divided into two parts live (Ghoorchian, 1372). Bvshamb (1981, quoted by MehrMohammadi, 1387) believes that the discipline or field theory is a subsidiary of: 1) Curriculum Design 2) Engineering Curriculum; In the design phase, the constituent elements of a curriculum according to the decision of how to recognize and determined; In other words, the intention is that all elements of the curriculum is given, In fact, we have been designed a plan for education into the curriculum.

The internal research in the field of centralization and decentralization is a remarkable thing, this is the starting point for further research in the early decades of the eighties, At the time of the passage of laws such as the Law Council of Education in the country. This study is the first necessity of decentralization of curriculum and instructional design that have to be considered, Including research on the Lord (1380) in the context of decentralization has: Over 70% of participants were in favor of decentralization in curricula.

Also, some researchers have been trying to find a suitable model of decentralization in the country such as: YarMohammadian et al (1381) that some of the recommended regional planning and management, regional

planning and management model as a suitable model of decentralization in the education system to the country. Fadavi and Yarmohammadian (1384) is also an area for planning and management of education in the present age are considered desirable. Guyana's response in this study is only empowered to make decisions nurturing and more regarded as transferable to a school assignment decisions on the level of training to know and typical, the planning area is considered central to the alternative school. Results Ghasempour analysis (1384), also suggests that the program should be setting an example combines three data sources taking into account the flexibility to select program elements. The origins of the program must be between general and specific, Range of groups involved in the participation of executives and managers to develop the curriculum. The program is flexible enough to enable teachers in the teaching process and to provide The possibility of manipulating the provinces and local areas.

In this regard Mehrmohammdy (1386), in his study proposes a model for curriculum management system as the "core model" or "model Chaotic," which indicates that the governorates and regions of the country, potentially triggering the release of all six levels of experience. Samii and front and Kothari (1387) in his study of the optimal point of our educational system focuses on existing conditions, half-expressed. Finally, Fannie and colleagues (1388) in a study of managers and experts staff offices to reach the conclusion that respondents in total than half model focuses on the formulation, design and implementation of curricula tend. And positive outcomes have placed it approved. In other words, the necessity or non-necessity of foreign reduction is not the focus of the program but also by default the active participation of all staff including teachers, administrators and technicians, semi-

centralized or decentralized reform programs in these countries have been studied. And the direction of reform towards greater participation and inclusion curriculum subject is closer to the needs of students who are following the research pointed out: Rajkmar and colleagues (2005), in their study indicated that in the review and revision of the national curriculum frameworks and general principles "creative spirit" and "the joy and the construction of" in the be during childhood should be more focus on. In the fourth report of the Joint Committee Meeting Children, Schools and Families in England (2009) about a new national program for 0 to 19 year-olds, the main objective of the national curriculum, providing minimum wage and educational opportunities for children expressed the necessity of increasing the competence of teachers is taken into consideration. Jermtan, 2011, is emphasized as well as the necessary create equal conditions for all schools and children. Sanbrg research and Hajsr (2011), based on the national curriculum preschool in Sweden, they show the sanctity of preschool curriculum, freedom, dignity, equality between men and gender values are very important. Reader and Banner (2011), as well as reforms in the school curriculum for 14 to 16 year olds in the UK have taken actions related purposes. Believe that in addition to a program of reform process placed an emphasis on the social, economic, political and personal, individual interests must also be considered to help advance the goals of the program.

Note that in all the studies considered, the active participation of various groups in designing and developing curricula and educational reform is essential; It must be stressed that these forces are also highly qualified.

## **Methodology**

Hybrid or mixed methods research. The general procedure of the study were as follows. To obtain the expertise and the requirements for semi-intensive curriculum review legal documents and research center, we have compiled a textbook. Then, to complete this study with eight experts from the Office of the interview and the related proposals presented to them in terms of it has been completed. This information is summarized in the following table with the verified and validated university professors and experts. Secondly, with reference to the four areas of Education Office of Khuzestan province, universities and teacher training Ahvaz. Information and statistics about the number of the provinces and the provincial capital of each specialty were obtained. At the end of 30 experts, teachers, specialists (on positions and fields related curriculum) were selected. This sampling method as purposive heterogeneous sample took place, because of the qualitative study used purposive sampling strategies. The study was required by those interviewed that if the county planning expertise and skills that are likely to invite the authorities there.

Interview Questions 6 questions pertaining to different elements of the curriculum design and the type of semi-structured interviews was that the participants background knowledge about curriculum design was evaluated. Finally the text analysis and its validation through interviews and information from peers, knowledge of curriculum design elements were identified by experts.

**Findings**

Question 1. Is it sufficiently skilled and experienced manpower to design curricula concentrated to half there?

According to the research literature on the design phase are decided of the program elements. And maps and plans at this stage framework is designed. It currently works in the Office of Research and Planning councils and by different users often have areas of academic curricula and experimental data is carried out. It was referred to the Council for Curriculum Design. And eight of the top experts in the office, on the composition and suitable for curriculum design in question. Combined with the most votes will consist of the following numbers:

**Table 1.** Expertise and Approved By the Experts to Design

Minimum number	Features	Expert or the proposed	Row
1 person	Familiar with the issues of education	Deputy Director of Research and planning	1
2 person	Familiar with the issues of education	Primary teaching assistants and experts	2
1 person	Familiar with the issues of education	Responsible departments	3
2 person	Familiar with the issues of education	Parent or teacher of elementary education professionals	4
2 person	Expertise in the field of educational planning (specializing in experimental or theoretical expertise)	Curriculum Specialists	5
2 person	Expert in the field and learn about education issues	Subject experts associated	6
	Including: sociology, philosophy, education specialists, local experts, representatives of the PTA, research assistants and staff, authors of the book, representative offices and exam...		7
At the time of need		Faculty members and authorities of the necessity	

Indeed the experts of the Council of 10 to 15 people from above to design a curriculum to be formed in the province and the quota assigned to the province to decide.

According to the table of contents from the existing literature and expertise of the University Center on Education and the State were examined the following results were obtained:

**Table 2.** Positions and the expertise to design curriculum

Number	Features	Expertise	Row
1 person	The educational qualification, work experience and teaching at undergraduate and higher education	Deputy Director of Research and Planning in province	1
10 person	The educational qualification, work experience and teaching at undergraduate and higher and primary education	Deputies and Department of Elementary Education	2
5 person	The educational qualification, work experience and teaching at undergraduate and higher and primary education	Department officials	3
60 person	Practical experience working in planning and teaching in the primary school with a bachelor's degree or higher	Parent training	4
6 person	MA and PHD	Curriculum specialists	5
5 person (A total of 38 patients)	MA	Experts in educational planning	6
25 person (A total of 35 patients)	Degree holders of MA and PHD and New records in the field of education	Subject experts associated	7

**Conclusion and Research Question**

As is known, the number in Khuzestan province manpower required for semi-focused curriculum is designed.

Question 2. The human resources involved in the curriculum, from introductory to design curricula in elementary school are concentrated to half?

To answer this question, from 6 open-ended question about Guyana's response to the knowledge underlying the design elements of the curriculum and They also get an overall record than some of the categories used in the Czech list of features. Cheval and the

results of the survey responses in this phase are as follows:

1-2 What is your impression of the word curriculum? In your opinion, what curriculum components and elements it takes?

The definitions that the plan was presented by the response Guyana curricula, there are different ideas of perception are:

Curriculum content is planned as a series of topics or lessons, planning a lesson plan, plan to plan, as the experience of formal and informal curricula (Eisner), scheduled to take decisions is To make the learning process easy, practical steps.

In response to the question of what elements or components of the curricula include the following was noted:

Goals context, the book, the chapters, facility staffing, space, teaching methods and strategies for teaching, learning, assessment, space planning principles, resources, media, education, time - kind of evaluation, enforcement, contacts, media, documentation, tools needed, cost. A general conclusion can be that the majority of respondents specialized curriculum or new concepts and elements and components of a curriculum and the curriculum are not familiar. And of course it was predictable because the focus of our education, curriculum design, planning and authoring tasks are offices and others have dealt with the information they need to learn not to and this is just one of the reasons that makes clear the need for decentralization. Experts familiar with these concepts are so spaced as to the severity of these concepts and their application is not used. However, because most of the respondents, at least, had a bachelor's degree in Educational Sciences and educational interests of individual Bvndba familiar elements were relatively good (in this FAQ teaching methods, objectives, content and evaluation are evident).

2-2 - on the surface response of Guyana's familiarity with the goals and objectives of the surfaces were asked what level of goals can be set in? Explaining the objectives of the Guyana answer was: "The ultimate goals include goals, are a general part; The ultimate goal of education is to build a Muslim community ideal; The overall objectives are the main topics that will be prepared by the department and to achieve the overall objectives and ultimate goals are stairs part. "And others have made similar comments.

3-2 - learning about the area and the amount of addressing areas in the primary curriculum and setting goals at this point, he was asked:

Most respondents believed that they had only been given the importance it is often only the cognitive domain of knowledge. Some respondents believed that in recent years a great effort has been made in this direction. Content to be addressed in three areas, "especially new books to better clarification to these areas have been addressed." However, the run is not much different and one of the most important reasons of the lack of recognition and enforcement, especially the teachers.

It is often considered the most important teacher, "If we thought that the whole area should be reflected in the textbook notion is wrong. Cognitive theory and is a part of a textbook. But emotions and values can not say that the knowledge and mnemonic to teach kids about which one of the primary areas of greater importance. Some of the affective domain and psychomotor domain pointed to some but some believed that the need to balance these three areas to be addressed.

"So you have a balance due because education is not a flip-flop is not Cybernetics is a dynamic equilibrium, where the emphasis may be on identifying and, where necessary emphasis on emotion."

4-2 - The content and design patterns that tend toward the central theme or focus for our student asked:

In answering this question, some answers Guyana just sufficient to note that such had been the subject centered and has no comment on the why and how it did. But the number of respondents believed that Guyana is not a central issue, not student-centered, but a combination of both should be implemented.

5-2- Guyana's response on the active teaching methods and the characteristics of this method were asked:

One thing is very clear that respondents were more familiar with the book, teaching methods in 2000, was translated Behrangi. They have some of the most

important features of the proposed methods, "engaged and active student learning." "Changing Role of the Teacher transmitter of information to facilitator of learning", "linking the old and new learning to students" "Thinking", "Exit teacher-centered" and "the importance of collaborative partnerships", "The quality of higher learning."

The difference between these methods with traditional methods, suggesting that: "The traditional methods of knowledge transfer occurs only The design is based on principles of behaviorism while new theories argue that students need to learn to take his Mvqytqrar happen."

6-2 - because the evaluation method of educational attainment in the national curriculum evaluation method proposed is descriptive, Respondents described the evaluation methodology and its differences with the traditional method of assessment was questioned.

The sum of all respondents stated that they are familiar with this technique and many of them had seen or executor of the method and for that period or that the state teachers of the method. Most of these methods is better than the traditional method of evaluation have happened a long time ago.

### Discussion and Conclusion

According to the responses given by the respondents as well as records (the most influential forces in the province) It comes fairly good knowledge of the respondents about the curriculum design and program elements have.

However, in the context of the overall objectives and design content with less knowledge of teaching methods and student assessment are facing; This is quite natural because in recent years the problem of description of new methods of teaching and assessment are paid And classes and workshops have been held in this regard; But

the objectives and content design principles; This information is often as much about education in undergraduate courses taught in universities, or experimentally, and the acquisition is too general. Also today, the provinces have been actively involved in curriculum planning and the data were also raised by some respondents remained in the center of the lower level is reached; While the policy of decentralization of curriculum actually started And part of the design with the necessary training to be transferred to the provinces, there is good potential interest that can be successful in this field. This finding (the necessity of transferring the lower levels), with the results of the research Ghasempour (1384), Mehr Mohammadi (1386), Havngy (1387) is consistent. This research has shown that depending on local capacity can be part of the entire program from the beginning of the ceded territories. This research is also expressed in the provinces and districts and even schools can be involved in designing curriculum and the success of the program and motivate employees, especially teachers climb very impressive.

Jrmtn (2011), as well as the necessary create equal conditions for all schools and children is emphasized. Sanbrg and Hajsr (2011) and Reader and Banner (2011), the studies that have been done to reform curricula have emphasized the need for attention to the needs of individuals. One of the important points that were highlighted in the responses given, a key role in designing the curriculum the teacher. Most teachers, experts and university professors, one of the leading councils of the teachers as they design curriculum, Because if the teacher is more involved in program design, The program will also feel more responsibility and be more successful in implementing the program, They were of the opinion that it would enhance the professional competence of teachers.

This seems in line with October Mohammadi (1387), stating that the optimal combination for the necessary role of the teacher in lesson planning with curriculum specialists and experts point out and believes it is pointed out that including the qualification of a teacher role in curriculum should be designed. Participation in scientific conferences, participation in training courses related to the field of curriculum or books and papers in the field. The results of this study can be 10 to 20 percent of the curriculum design. Khuzestan conceded, provided that the appropriate classes by experts in research organizations to be held. These findings are in line with the scenario "B" raised in the paper ephemera and colleagues (1387).

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**How to cite this article:** Mehraban Keliddar, Shahrzad Khosravi Negad, Feasibility of Human Resources for the Primary School Curriculum in a Semi-Centralized Design in Khuzestan. *International Journal of Advanced Studies in Humanities and Social Science*, 2014, 3(2), 111-118. [http://www.ijashssjournal.com/article\\_83558.html](http://www.ijashssjournal.com/article_83558.html)