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Providing a model for evaluating the quality of the elementary school curriculum in Tehran

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ABSTRACT

Background and Aim: The purpose of this article was to provide a conceptual model for evaluating the quality of the Tehran Elementary School curriculum. **Method:** The research method was in terms of practical purpose and one of the consecutive (quantitative qualitative) research research, which was performed in a qualitative section based on the Grandad model and in the quantitative part, descriptive. In the qualitative section of the research field, a number of education experts and evaluation specialists and in the quantitative section, all male and female elementary school teachers in Tehran, 23593 in the academic year 1401. And in the small section, 377 people were selected by random and cluster according to the Kerjcie and Morgan table. The research tool of the researcher -made questionnaire consisted of 108 items, which were used in a short dimension of appearance, content and structural validity. The CVR was also approved and approved by experts in a qualitative dimension, and Cronbach's alpha with a coefficient of 0.855 was calculated and reliability was confirmed and the collected data were analyzed. **Results:** The results of the analysis of the questions showed that the conceptual model of evaluation of the quality of the Tehran Elementary Curriculum Program Curriculum includes: Casual Conditions: (Strategic Thinking, Generalization of Objectives) Central Conditions Including: (Evaluation of Motivational, Practical and Educational Activities) Background Conditions Includes: (cultural and sports facilities, educational facilities, welfare facilities) Interventionist conditions include: (lack of resources and inappropriate distribution, poor foresight, individual and organizational communication, lack of work discipline) Strategies include: (flexibility, curriculum sequence, curriculum sequence The usefulness of the curriculum) and the consequences include (improving the look of the curriculum, improving the content of the curriculum, drawing vision, the development of national identity). **Conclusion:** The elementary school curriculum evaluation model had a good structure.

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Introduction

Today, quality is the first word in every field. Educational institutions are inevitably responsible for a special level of quality. The quality of the education curriculum, especially in the preparatory period, i.e., elementary school and early childhood, is the priority of any society with clear growth and development strategies and regular educational policies (Lobotik, 2020). The evaluation of the quality of the curriculum of the educational centers has a special importance and position due to their important and decisive role in the training of efficient and expert human resources needed in various parts of the country. Because today, schools have allocated a significant share of the budget of every country and play a decisive role in the economic, social, cultural, and political development of every society and the growth and development of other social systems, and the achievement of advanced knowledge and technology, the achieving sustainable development and dealing with the problems caused by globalization and the need to become a knowledge-based economy, all depend on having a quality curriculum and as a result, a dynamic and efficient educational system (Richman, 2012). From this point of view, during the past years, the evaluation and accountability of schools and educational centers for the realization of their objectives and the implementation of the expected functions have become an important issue; all subordinates and stakeholders have been especially emphasized using evaluation mechanisms in the education system (Hatami, 2012). Therefore, evaluation should have a clear and clear value orientation, and its design should be done to help to promote science and improve programs through self-evaluation (Heidari & Ahmadi, 2014).

In this regard, education has faced issues and challenges recently, and the need to change and improve its quality is well felt. Students are always dissatisfied with the low quality of teaching and evaluation processes, the inability of education towards their independent and active learning, lack of participation in the learning process, and non-transparent standards. The world has entered a new era with extensive changes. In fact, these changes have been occurring for more than half a century. In other words, the changing nature of today's world has caused 21st-century education to synchronize itself with these changes more than anything else (Izadian Zoo & Momenian Mahmoi, 2018). It can be claimed that if the quality of education is not favorable, especially in the elementary years, students will face severe problems later. In this case, the scientific future will not be reassuring (Shobairi & Shamsi, 2015). In this context, the available evidence regarding the condition of elementary school students in the country indicates that most students are at a weak level in terms of problem-solving ability, intellectual skills, decision-making, and sharing experiences with others. In other words, the curriculum of the primary course has not been able to create the necessary skills, abilities, and motivation in students for creativity, exploration, and scientific spirit .

According to the above and the criticisms on the evaluation of the quality of curriculum planning in the country's education system and the researcher's experiences as one of the participants in the elementary school and observing various defects and challenges in the quality of the elementary school curriculum, including the low attention of the program authors A lesson to the needs of learners in the primary course and paying attention to memorization in this course, as well as paying little attention to the teachers' opinions about the content of the lessons and the inconsistency of the content with the comprehensive needs in the age of technology, the lack of a comprehensive model to evaluate it and the use of incomplete and old models, in order to evaluate the quality of the curriculum and also so far, this study has been developed to check the quality of the curriculum components of this course and a comprehensive model that can be evaluated.

Method

The current research is a developmental, sequential exploratory mixed research, both qualitative and quantitative, which was carried out using grounded theory. In terms of the method, it was a descriptive survey type. The statistical population in the qualitative part includes several specialists. In the quantitative part, all the male and female teachers of government primary schools in 19 districts of Tehran in the academic year 2021-2020. In the qualitative part, is 12 people by theoretical method, and in the quantitative part, 377 people were randomly selected according to Krejcie and Morgan's table.

Tools

In this research, the research tool was a questionnaire made by the researcher in the qualitative section. After a deep study of the research's theoretical foundations and background, the interview questions were formulated. After making the necessary arrangements, the researcher attended the interviewee's place of work, using a recording, and, with the interviewee's permission, recorded the interview conversations to extract the codes.
In the quantitative part, the results of the interviews were classified by coding (open, selective, and central coding of the interview texts) as well as confirmatory and exploratory factor analysis. Finally, the questionnaire consisted of two sections of demographic information and a researcher-made questionnaire, which included 108 items with a range of 10 options. The validity of the questionnaire was used in the quantitative dimension of face, content, and construct validity. In the construct dimension, convergent and divergent were used and confirmed with the help of Lisrel software, and in the qualitative discussion, a survey of experts was used and confirmed. Regarding reliability, Cronbach's alpha was confirmed with a coefficient of 0.855. Then the data were analyzed through descriptive and inferential statistics.

Results

Using the foundation data method and analysis of interview questions with experts and open, central, and selective coding using MAXQDA software, the findings from the analysis were centered on the primary goal. By linking codes (open coding), concepts (axial coding) were determined. The analysis of the interview questions shows that among the 108 indicators (items) available, six main dimensions and 23 sub-components could be identified.

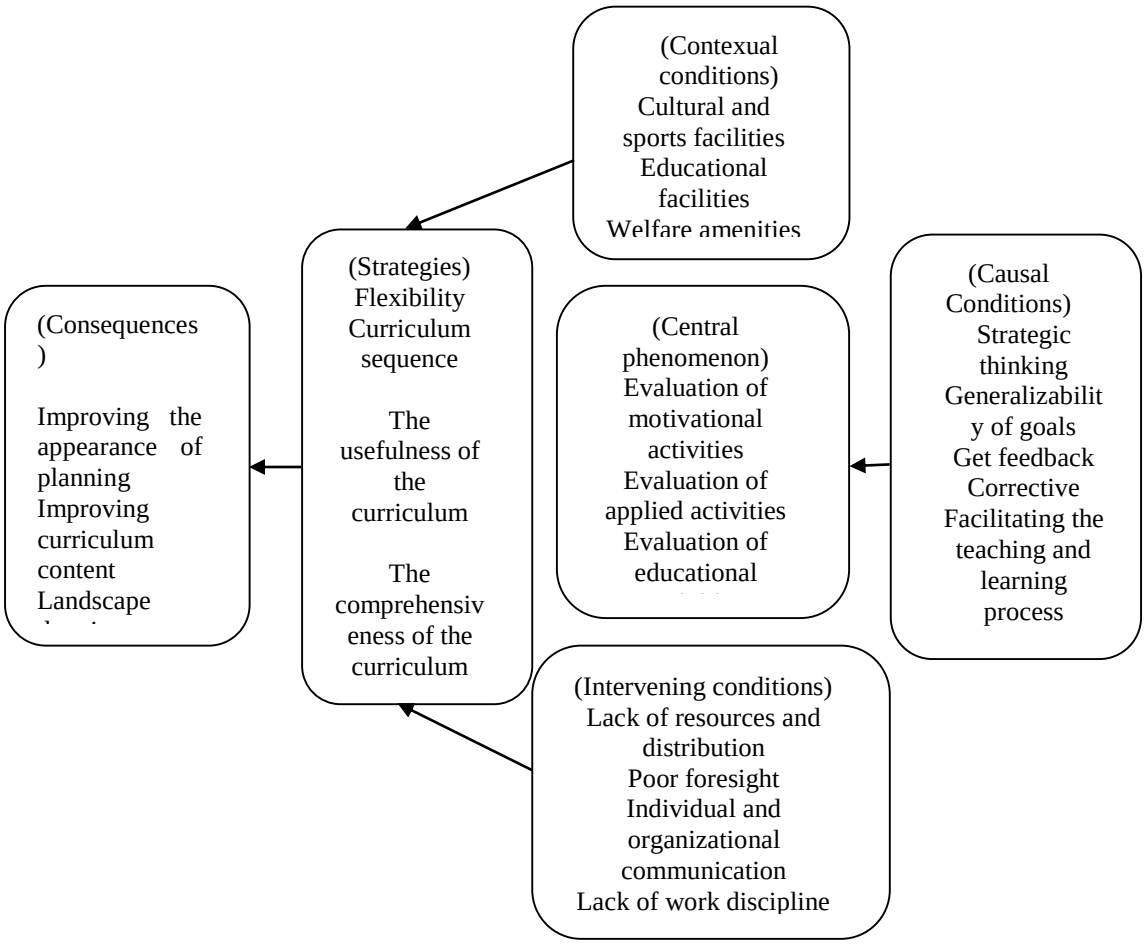

Diagram 1. The final model of how to evaluate the quality of the curricula of elementary schools in Tehran

Conclusion

The current research aimed to provide a conceptual model for evaluating the quality of the curriculum of primary schools in Tehran. Analysis of interview questions with experts and open, central, and selective coding showed 108 indicators, six main dimensions, and 23 sub-components can be identified. The factor of the systematic approach to curriculum quality evaluation is in line with the research findings of Morten et al. (2019). In line with the components of strategic thinking and generalizability of goals, it was not found. The component of receiving corrective feedback is consistent with the research (Michael et al., 2021), and the component of facilitating the teaching and learning process is consistent with the research of Maleki et al. (2017). The factor of qualitative evaluation of activities is different from the research findings of Fathi Vajargah et al. (2013). The evaluation component of motivational activities is consistent with the research of Mohammadi and Jafari (2015). The evaluation component of practical activities is consistent with the findings of Maleki et al (2017). The quality factor of modern facilities and technologies is consistent with the findings of Elif Adimir et al. (2015) and Gorg and Cocacola (2009), and no findings were found regarding the component of cultural and sports facilities. The component of educational facilities are consistent with the findings of studies of Michael et al. (2021), Palizzi (2020), Elif Adimir et al. (2015), and Gorg and Coca-Cola (2009) and Elif Admir et al. (2015). The quality factor of the structural part is consistent with the findings of Selesbili's research (2015), and the component of lack of resources and inappropriate distribution is consistent with the findings of the research of Gorg and Coca-Cola (2009). No study was not found regarding the component of weak foresight, the component of personal and organizational communication, and the component of work indiscipline. The quality factor of curriculum principles is consistent with the research findings of Micheal (2011) and the flexibility component is consistent with the research findings of Yadgarzadeh and Asgari (2011). No findings were found regarding the curriculum sequence components, the curriculum usefulness component, and the curriculum comprehensiveness component. The quality factor of strategic curriculum management is in line with the research findings of Yong et al. (2009). No finding was found regarding the component of improving the appearance of the curriculum. The curriculum content improvement component is consistent with the research findings of Shafipour Motlaq and Rasti Bozorgi (2016), and Mansouri Gargar et al. (2016). No findings were found regarding landscape drawing component. The component of national religious identity growth is in line with the findings of the Studies of Salsabili (2016), Tyiari et al. (2016), and Morten et al (2019).

In response to the second question, after identifying the dimensions and components affecting the evaluation of the quality of curricula based on grounded theory, a number of dimensions and components were identified from the results of interviews with experts on the paradigm path, then the dimensions and components identified in the format A questionnaire was provided to the quantitative research community for the generalizability of the identified primary model. The results of factor analysis confirm six factors and several components. Causal conditions including: strategic thinking, generalizability of goals, central conditions including: evaluation of motivational activities, evaluation of practical activities, evaluation of educational activities, contextual conditions including: cultural and sports facilities, educational facilities, welfare facilities, intervening conditions including: lack of resources and distribution Inappropriate, poor foresight, individual and organizational communication, lack of work discipline, strategies include: flexibility of curriculum, sequence of curriculum, the usefulness of curriculum, consequences include: improvement of curriculum appearance, improvement of curriculum content, vision drawing, identity development National is religious. This finding is consistent with many studies (Morten et al., 2019; Michael et al., 2021; Maleki et al., 2018; Fathi Vajargah et al., 2014; Mohammadi & Jafari, 2015; Mousavi et al., 2015; Elif Adimir et al., 2015; Gorg & Coca-Cola, 2009; Palizzi, 2020; Salsabili, 2016; Yadgarzadeh & Asgari, 2011; Yong et al., 2009; Shafipour Mutlaq & Rasti Bozorgi, 2016; Mansoori Greger et al., 2015; Tiyari et al., 2016).

To answer the third question, according to the obtained data, it was observed that the fit statistics are at the previously acceptable level, and it can be concluded that the model can have a minimal fit. However, according to the root value of the estimated variance of the

approximation error (RMSEA) for each dimension, equal to 0.068, 0.071, 0.086, 0.085, 0.094, and 0.085 respectively, and is smaller than 0.10 and also according to the square root of the average root index. The squared residuals (SRMR), which are equal to 0.071, 0.058, 0.058, 0.077, 0.071, and 0.067, respectively, are smaller than 0.08; it can be concluded that the model error is not high. Also, according to other absolute/relative fit indices such as Chi-square, GFI, NDI, and CDI and compared to conventional values for models with a good fit, it can be concluded that the quality evaluation model of elementary school curricula has a suitable structure. No finding was found regarding the rejection or confirmation of this finding.

Conflict of Interest

According to the authors, this article has no financial sponsor or conflict of interest.

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