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Investigating the Status of Evaluation Components of Curriculum Quality in the Elementary Schools of Tehran City

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Research Paper

Abstract

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Purpose: Curriculum quality plays an important role in academic success and performance. As a result, the aim of this study was investigating the status of evaluation components of curriculum quality in the elementary schools in Tehran city.

Methodology: This study in terms of purpose was applied and in terms of implementation method was mixed (qualitative-quantitative). The population of the qualitative section was the curriculum experts and professors of Tehran city, which according to the principle of theoretical saturation number of 12 people of them were selected by purposive sampling method. The population of the quantitative section was male and female teachers of public elementary schools of Tehran city in the 2021-2022 academic years with number 23593 people, which according to the Krejcie and Morgan table number of 377 people of them were selected by cluster sampling method. The research tools were semi-structured interviews and researcher-made questionnaires, which validity of the interviews was confirmed by triangulation method and its reliability was calculated by the coefficient of agreement between two coders 0.83, and the face validity of the questionnaire was confirmed by the opinion of experts and its reliability was calculated by Cronbach's alpha method 0.85. Data were analyzed with open, axial and selective coding methods in MAXQDA software and one-sample t-test in SPSS software.

Findings: The findings showed that evaluation of curriculum quality in the elementary schools has 108 indicators in 23 components and 6 dimensions were included systematic approach of evaluation of curriculum quality (with 4 components of strategic thinking, generalizability of goals, receiving corrective feedback and facilitating the teaching and learning process), qualitative evaluation of activities (with 3 components of evaluation of motivational activities, evaluation of practical activities and evaluation of curriculum activities), quality of modern facilities and technologies (with 3 components of cultural and sports facilities, educational facilities and welfare facilities), quality of structural factors (with 4 components of lack of resources and inappropriate distribution, weak foresight, individual and organizational communication and lack of work discipline), quality assessment of curriculum principles (with 4 components of flexibility, curriculum sequence, curriculum usefulness and curriculum comprehensiveness) and quality assessment of curriculum strategic management (with 5 components of improving the appearance of the curriculum, improving the content of the curriculum, coherence of the curriculum, drawing the vision and growth of national-religious identity). Also, the components of strategic thinking, generalizability of goals, facilitating the teaching and learning process, evaluation of motivational activities, evaluation of practical activities and evaluation of curriculum activities, cultural and sports facilities, educational facilities, welfare facilities, lack of resources and inappropriate distribution, weak foresight, individual and organizational communication, flexibility, curriculum sequence, curriculum usefulness, improving the appearance of the curriculum, improving the content of the curriculum, coherence of the curriculum, drawing the vision and growth of national-religious identity were in favorable situation, but the components of receiving corrective feedback, lack of work discipline and curriculum comprehensiveness were in an unfavorable situation ($P < 0.001$).

Conclusion: The results of this study have many practical implications for education specialists and planners, and they based on the results of this study, can take an effective step towards improving the evaluation components of curriculum quality, especially the three components of receiving corrective feedback, lack of work discipline and curriculum comprehensiveness.



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Detailed abstract

Purpose: In the recent decades, the curriculum has always been subjected to continuous reforms, changes and transformations. Because a low-quality curriculum and lack of renovation and their improvement gradually reduces the effectiveness of training courses and turns the curriculum into an ineffective and ineffective curriculum. The high speed of production and increase of information in all disciplines requires continuous revision in the curriculum of all disciplines and this revision has made a vital and necessary matter; So that the correction and revision of the curriculum requires special attention to the beneficiaries of the curriculum. Curriculum as a core of education, is a tool to achieve educational goals, which includes a set of educational activities, learning environment, instructions, and planned experiences to achieve educational goals. Curriculum plays an important and effective role in the success or failure of the educational system and these programs show the level of progress and reflect the response of the educational system to the changing needs of the society. Evaluation is one of the important and necessary components of the curriculum process, and its sensitivity and importance in the curriculum is due to the fact that no human activity can be separated from its continuous evaluation and improvement. One of the most important and effective activities in the course of improvement and progress of the curriculum is the evaluation of curriculum, which this activity creates a feedback circuit in the curriculum and brings correction and improvement of the curriculum. Evaluation of curriculum investigate the effectiveness and efficiency of the program and the life of the curriculum depends on it. Therefore, evaluation should have a clear and valuable orientation and its design should be done with the aim of helping to promote science and improve programs through self-evaluation. Therefore, it is necessary that all the components of the curriculum are investigated and evaluated and based on that, the curriculum is corrected and revised. In another definition, it is defined as a process of collecting and analyzing information from various sources, which is used to improve the learning of learners in a sustainable way. Evaluation of curriculum is a systematic process of curriculum quality in a specific content area and determining what and how to improve its quality. Evaluation of curriculum quality is the heart of educational centers and a reflection of the roles and goals of the educational system, which should be given special attention, and the meaning of that is the quality of set of efforts to develop the curriculum and include decisions that lead to the design, modification and improvement of the curriculum. Evaluation of curriculum quality means the process of determining, preparing and gathering information about the level of performance of the existing factors in the educational system, which is done to make decisions to improve the teaching and learning process. Evaluation of curriculum quality can be done in all phases of the curriculum with the aim of identifying the strengths and weaknesses of the curriculum, revising the curriculum and continuing or stopping the curriculum, which its results is improving the quality and effectiveness of the program and making fundamental and basic and fundamental revisions in the curriculum. Curriculum quality plays an important role in academic success and performance. As a result, the aim of this study was investigating the status of evaluation components of curriculum quality in the elementary schools in Tehran city.

Methodology: This study in terms of purpose was applied and in terms of implementation method was mixed (qualitative-quantitative). The population of the qualitative section was the curriculum experts and professors of Tehran city, which according to the principle of theoretical saturation number of 12 people of them were selected by purposive sampling method. In the purposive sampling method, the samples are selected according to the criteria, which the most important of them can noted to having evaluation experience in the elementary school, willingness to participate in the research and accepting the recording of the interviews. The population of the quantitative section was male and female teachers of public elementary schools of Tehran city in the 2021-2022 academic years with number 23593 people, which according to the Krejcie and Morgan table number of 377 people of them were selected by cluster sampling method. The research tools were semi-structured interviews and

researcher-made questionnaires, which validity of the interviews was confirmed by triangulation method and its reliability was calculated by the coefficient of agreement between two coders 0.83, and the face validity of the questionnaire was confirmed by the opinion of experts and its reliability was calculated by Cronbach's alpha method 0.85. The interviews were conducted individually and the average duration of the interview with each of the curriculum experts and professors took about 45-60 minutes. Also, the average time to complete the researcher-made questionnaire, which had 108 items, took about 30-40 minutes. Data were analyzed with open, axial and selective coding methods in MAXQDA software and one-sample t-test in SPSS software.

Findings: The findings showed that evaluation of curriculum quality in the elementary schools has 108 indicators in 23 components and 6 dimensions were included systematic approach of evaluation of curriculum quality (with 4 components of strategic thinking, generalizability of goals, receiving corrective feedback and facilitating the teaching and learning process), qualitative evaluation of activities (with 3 components of evaluation of motivational activities, evaluation of practical activities and evaluation of curriculum activities), quality of modern facilities and technologies (with 3 components of cultural and sports facilities, educational facilities and welfare facilities), quality of structural factors (with 4 components of lack of resources and inappropriate distribution, weak foresight, individual and organizational communication and lack of work discipline), quality assessment of curriculum principles (with 4 components of flexibility, curriculum sequence, curriculum usefulness and curriculum comprehensiveness) and quality assessment of curriculum strategic management (with 5 components of improving the appearance of the curriculum, improving the content of the curriculum, coherence of the curriculum, drawing the vision and growth of national-religious identity). Also, the components of strategic thinking, generalizability of goals, facilitating the teaching and learning process, evaluation of motivational activities, evaluation of practical activities and evaluation of curriculum activities, cultural and sports facilities, educational facilities, welfare facilities, lack of resources and inappropriate distribution, weak foresight, individual and organizational communication, flexibility, curriculum sequence, curriculum usefulness, improving the appearance of the curriculum, improving the content of the curriculum, coherence of the curriculum, drawing the vision and growth of national-religious identity were in favorable situation, but the components of receiving corrective feedback, lack of work discipline and curriculum comprehensiveness were in an unfavorable situation ($P < 0.001$).

Conclusion: The results of this study have many practical implications for education specialists and planners, and they based on the results of this study, can take an effective step towards improving the evaluation components of curriculum quality, especially the three components of receiving corrective feedback, lack of work discipline and curriculum comprehensiveness.