

## **Internal Quality Assessment of Curriculum in the Field of Educational Planning At the Masters Level in Islamic Azad University of Karaj**

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**Abstract:** This study was conducted to examine the quality of the curriculum in the field of educational planning, graduate school, the teachers and students, according to Francis Klein curriculum elements, Islamic Azad University of Karaj in 2016. The method used this research is descriptive. The population of this study included all professors of educational planning ( $n = 13$ ), and field education program for students of Islamic Azad University of Karaj (183). 118 students were selected as sample using Cochran formula, and according to the number of professors of the discipline, all of which participated in the research. Data collection for this study, are two self-made questionnaire for teachers and students, Cronbach's alpha was used to determine reliability, and the coefficient was 0.93 for the questionnaire, teachers, students and 0.86 for the questionnaire. The use of statistical methods in the study, in both descriptive and inferential statistics, including t-test one sample to check the quality of the elements of the curriculum, including (aims, content, learning activities, the process of teaching and learning materials and resources, group, location, time, and evaluation). The results show that the curriculum is at an optimum level, the evaluation factors (aims, content, learning strategies, grouping learners, time, location, and evaluation), while elements of learning activities, and materials and resources, the need to reload.

**Key words:** evaluation, internal quality, curriculum, faculty, and students

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### **I. INTRODUCTION**

An educational system is quality (valid), if have the least problems and shortcomings, because the problems and shortcomings in a system are its flaws and imperfections, and therefore, the desired results can not be achieved from the system, as output. To dispel any failures and shortcomings in the educational system, the first step is to recognize the causes of its failure. Assessment provides a mechanism that can help to identify problems and shortcomings, and failures of educational systems, therefore, the use of a suitable approach to evaluation, can help us to measure, how is the situation (function) of an educational system, in general, and educational programs, in particular, and that, what strengths and weaknesses exist in this area, and we can not judge the status of the constituent elements of the system, and its function.

In this regard, various educational organizations around the world have developed some principles, guidelines, and criteria, to determine the quality of education. For, rising demand for higher education (both social levels, and in government and organizations levels) gives requires that applicants have a knowledge of higher education, to ensure the demand-driven, and customer orientation of its various functions. In fact, higher education institutions are bound, transparent, and subject to stakeholder assessment, and give them the necessary information, and be accountable and report?

According to the above, the evaluation of the curriculum, in different fields of study, carried out in higher education, with the aim of increasing the quality of the educational system, because, if the current curriculum of the various disciplines, have the right quality, graduates of this course, will achieve the education, learning and thinking skills, deep, and ready to face the changes and make the necessary changes, with better and more accurate understanding of the current and future conditions in the country.

### **II. STATEMENT OF THE PROBLEM:**

Higher education system of each country is considered one of the factors in the realization of economic, social, and cultural policy development. Supply and training of specialists and experienced, is the basis of development of the bilateral ties, knowledge, and scholarship, and fundamental, development and application of research by universities and higher education institutions; thus, higher education, steps picks the development of the country, by its outputs and outcomes, and if education and human resources specialists, they are needed in the country, is the main mission of higher education, the mission is one of the objectives of the

quality of higher education which is associated with scientific quality (education and research) (Omidi, 2004, 25).

So, since that current educational systems in the world, are competing with each other, the quality of teaching and research in higher education is among the main concerns of these systems, in most countries, therefore, some countries sought to examine the quality of its education systems, and provide the necessary actions to improve the quality, in the past two decades, through continuous evaluation. Some of these efforts include the implementation of internal and external evaluation, national, regional and international validation and the creation of mechanisms.

Also, since the main focus of systems, academic, is on the curriculum, without doubt, the curriculum in universities and higher education institutions, have a key role in the success or failure of these institutions, in other words, curriculum, show the progress and accountability of universities to changing needs of society, therefore, one of the most important issues in curriculum development, is important to review and update them, and to coordinate the content and teaching methods, with variable and uncertain conditions, because which, of course, is a strong scientific and social tools, which states how about the transmission of da Knowledge and skills, and is a vast scientific experience, for students. In view of the macro, the curriculum of any educational institution, the expression of the philosophy and goals of education, ie, politics, science of the institution (Kiarasi, 2013) and are the constituent elements of the quality of education, therefore, should be given the fitness necessary in order to achieve the goals and mission of higher education (Abdi, 2005, 7), as well as any curriculum in higher education should be consistent with the realities, needs and developments, and have the integrity necessary, and lead to the development of capabilities and skills in the students, so they can be more effective outputs of higher education, today, the individual, and the next Social, so that, acquire the necessary skills and knowledge to play a role in a complex world today, and deal with its complicated structure, otherwise, for many people, parents, administration, and students, the investment made , has not a good performance (Lak, 2010). The curriculum, with such quality, needs to study and evaluate the quality of curriculum, constantly and consistently.

The main subject of study is that, in recent years, we've been faced with unprecedented quantitative growth in higher education in Iran. This unprecedented growth has been in various fields, including the curriculum, but it seems that, given the quality of the higher education system in the country was low. Therefore, evaluation of curricula in higher education, is an important issue, which should be done regularly and science, in all academic disciplines, because insufficient attention to reviews ongoing, is one of the main causes of failure of quality in education excellent. Thus, creating the need by those involved to assess and evaluate the application, appropriate and relevant to the needs, is the main tasks, which can promote the role of universities in the world now, as the site of the original of knowledge, research and development (Longa and yost, 2007) According to the above, there are important challenges for internal quality assessment of curriculum, among which determine the curriculum elements, and creating balance and cohesion among them, are the most important cases. Different views, offered, about that, what are the elements of the curriculum, to the balance between the elements, and alignment with expectations, be clear on that. For example, Dr. Walker provides a definition of the curriculum, noted that just three elements, namely the objectives, content, and organization of learning content. Similarly, precursors, especially Ralph Tyler have expressed their views, and have introduced four elements, purpose, content, methodology and evaluation (Mousavi, 2014). However, a better understanding of internal quality of curriculum needs to be more comprehensive list of curriculum components.

Hilda Taba, other scholars in the curriculum, expanded the four elements of Tyler, seven elements, needs, goals, content, organization, content, learning experiences, organizing learning experiences, and evaluation. Feresien, following a practical approach, and elaborated Taba's model, has introduced elements of the curriculum, in the form of a 11-step process, as problem identification, problem detection, search for different solutions, selecting solutions approved solutions, guidance personnel, and evaluation of the effectiveness of the curriculum. However, the most famous of the proposed withdrawal of the elements of the curriculum, is pattern classification Francis Klein, who has proposed curriculum elements, in the form of 9 elements, objectives, instructional materials, content, learning activities, learning strategies, evaluation, group of time, space or place, (Sadeghi, 2014).

Given that, the field of educational planning in MA is one in a series that argues about the training of specialists, and planners of educational systems and professional education systems also have a special contribution in the formulation of macroeconomic and micro programs of Iran, examine the quality of the field, to determine the value and merit of the curriculum, and determine its strengths and weaknesses, and understanding, whether it has the curriculum, give the necessary knowledge and competencies to students . Accordingly, the main question is that, if it is, the current curriculum in the field of educational planning in Karaj Azad University, a master's degree from the appropriate utility? Therefore, we are trying to evaluate, the quality of the curriculum, in the field of educational planning, based on the elements of Francis Klein curriculum.

### III. RESEARCH METHODOLOGY:

According to the benchmark study, I is an applied research, and according to the measure of time, it has a cross sectional study, and the means of gathering information, it is considered as a survey, which examines the conditions on quality of elements of the curriculum, graduate in educational planning.

The population of this research is in two sub-categories which include:

1. The population of students study involved 183 people, who are educating at Islamic Azad University of Karaj in the field of educational planning in graduate school.
2. The population of professors and faculty members, the study included 13 patients, who are teaching at Islamic Azad University of Karaj in science education in graduate school.

Simple random sampling was used in this study to determine the sample, an equal chance of being selected for all the population there. The samples of this study are 118 students, according to Morgan table, and all teachers, with census method. Questionnaire in Likert scale, and according to Francis Klein elements of the curriculum, objectives, content, teaching-learning strategies, materials and resources, learning activities, evaluation methods, grouping learners, time, and location were used. One-sample t test was used for analysis.

#### First question test:

What quality objective element has, in a master's program in the field of educational planning in Karaj Azad University?

**Table 1:** one-sample t test for the first question

Variables	mean	Standard deviation	Assumed mean	T	Df	Sig
objective	25.34	5.51	24	2.78	130	0.006

Results of ANOVA t-test ( $t = 2.78, P < 0.006$ ), suggest that there is a significant difference between the mean quality of objective (25.34), and the assumed mean<sup>1</sup> (24), the error is less than 1% , and the 99% confidence level, so that the resulting mean is higher than the assumed means. Therefore, we can say that, from the perspective of teachers and students, the objective has good quality in curriculum of the field of educational planning.

#### Second question test:

What quality content element has in the Master's curriculum, educational planning in Karaj Azad University?

**Table 2:** one-sample t test, for the second question

Variables	mean	Standard deviation	Assumed mean	T	Df	Sig
content	25.87	5.44	24	6.73	130	0.001

Results of ANOVA t-test ( $t = 3.94, P < 0.001$ ), suggest that there is a significant difference between the quality of Ingredients (25.87), and the mean assumed (22.5), the error is less than 1 percent, with 99% confidence in a way that showed that the mean is greater than the assumed means. Therefore, we can say that, from the perspective of teachers and students, Ingredients, has the right quality, in the curriculum of the field of educational planning.

#### Third question test:

What quality learning activities has in the curriculum for a master's degree in educational planning at Islamic Azad University of Karaj?

**Table 3:** one-sample t test, for the third question

Variables	mean	Standard deviation	Assumed mean	T	Df	Sig
Learning Activities	4.26	1.29	6	-15.32	130	0.001

Results of one-sample t-test ( $t = -15.32, P < 0.001$ ), indicating that there is a significant difference between the means of the quality element of learning activities (4.26), and the mean given (6), the fewer errors 1%, and 99% confidence so that, given the mean, less than the assumed means. Therefore, we can say that, from the perspective of teachers and students, element of learning activities, does not have the good quality, in the curriculum of the field of educational planning.

<sup>1</sup>The assumed average, achieved in terms of the number of questions of each element and scale (1 to 5). For example, if the number of questions in the target element is 8, and the average scale is 3, the number of questions multiplied by the scale 3, and is assumed mean.

**Question Four test:**

What quality of materials and resources, have, in curriculum master of the field of educational planning at Islamic Azad University of Karaj?

**Table 4:** one-sample t test for fourth question

Variables	mean	Standard deviation	Assumed mean	T	Df	Sig
materials and resources	15.57	2.80	18	-9.16	130	0.001

Results of one-sample t-test ( $t = -9.16, P < 0.001$ ), suggest that there is a significant difference between the mean quality of component materials (15.57), and an assumed mean (18), the fewer errors 1%, and 99% confidence so that the mean value obtained is less than the assumed means. Therefore, we can say that, from the perspective of teachers and students, element materials, does not have the good quality, in the curriculum of the field of educational planning.

**Question Five test:**

What quality the learning and teaching strategies, curriculum of the Master, in the field of educational planning in Karaj Azad University, has?

**Table 5:** one-sample t test for fifth question

Variables	mean	Standard deviation	Assumed mean	T	Df	Sig
learning and teaching strategies	19.72	4.49	18	4.39	130	0.001

Results of ANOVA t-test ( $t = 4.39, P < 0.001$ ), indicating that there is a significant difference between the mean of quality of strategies for learning and teaching (19.72), and the assumed mean (18), at a significant level less than 1 percent, with 99 percent confidence, so that the resulting mean is higher than the assumed means. Therefore, we can say that, from the perspective of teachers and students, learning strategies and teaching element, has good quality, in the curriculum of the field of educational planning.

**Question Six test:**

What quality, grouping learners, has, in the Master's curriculum, educational planning in the field of Islamic Azad University of Karaj?

**Table (6):** one-sample t test for sixth question

Variables	Mean	Standard deviation	Assumed mean	T	Df	Sig
grouping	10.38	2.20	9	7.16	130	0.001

Results t- test ( $t = 7.16, P < 0.001$ ), suggest that there is a significant difference between the mean of quality of grouping learners (10.38), and the mean given (9), the error is less than 1 percent, with 99 percent confidence, so that the obtained mean is larger than the assumed means. Therefore, we can say that, from the perspective of teachers and students, students grouped element, has the good quality, in the curriculum of the field of educational planning.

**Exam Question Seven:**

What quality the time has, in a master's program in the field of educational planning in Karaj Azad University?

**Table (7):** one-sample t test, for the seventh questions

Variables	Mean	Standard deviation	Assumed mean	T	Df	Sig
time	10.09	1.61	9	7.73	130	0.001

Results t- test ( $t = 7.73, P < 0.001$ ), suggest that there is a significant difference between the mean quality time element (10.09), and the mean assumed (9), the error is less than 1 percent, and the 99% confidence level, so that the obtained mean is larger than the assumed means. Therefore, we can say that, from the perspective of teachers and students, the element of time, has good quality, in the curriculum of the field of educational planning.

**Question Eight test:**

What quality, the place has, in the Master's curriculum, educational planning in the field of Islamic Azad University of Karaj?

**Table (8):** one-sample t test for eighth question

Variables	Mean	Standard deviation	Assumed mean	T	Df	Sig
Place	9.84	21.51	9	3.85	130	0.001

Results of ANOVA t-test ( $t = 3.85, P < 0.001$ ), suggest that there is a significant difference between the mean of quality of spatial element (9.84), and the mean assumed (9), the error is less than 1 percent, with 99 percent confidence, so that the obtained mean is larger than the assumed means. Therefore it can be said, from teachers and a student, location, has good quality in educational programming in the curriculum.

**Question Nine test:**

What quality the evaluation has, in the curriculum, of a graduate degree programs in Islamic Azad University of Karaj?

**Table (39):** one-sample t test, for the ninth questions

Variables	mean	Standard deviation	Assumed mean	T	Df	Sig
Evaluation	26.70	4.58	24	6.76	130	0.001

Results of ANOVA t-test ( $t = 6.76, P < 0.001$ ) suggest that there is a significant difference between the mean quality component of evaluation (26.70), and the assumed mean (24), the error is less than 1% , and the 99% confidence level, so that the obtained mean is larger than the assumed means. Therefore, we can say that, from the perspective of teachers and students, the evaluation element has good quality, in the curriculum of the field of educational planning.

**IV. DISCUSSION AND CONCLUSION:**

There is a significant difference between the mean quality of the element target (25.34), and the assumed mean (24), the error is less than 1 percent, with 99 percent confidence, so that, given the mean, greater than the assumed means. Therefore, we can say that, from the perspective of teachers and students, has the objective element of the right quality, in the curriculum of the field of educational planning. Results obtained from this question, is consistent with research FathiVajargah and Shafiei (2007); Rabiei et al (2010); Poubagher (2010) and Sadeghi (2014)

There is a significant difference between the mean of Quality Ingredients (25.78), and an assumed mean (24), the error is less than 1 percent, with 99 percent confidence, so that, showed that the mean is greater than the assumed means. Therefore, we can say that, from the perspective of teachers and students, Ingredients has the right quality, in the educational curriculum. The results of this study are consistent with the research of Abdi (2005), Shafiei (2006) and Lak (2010). They found in their research, the content of the curriculum in the fields of curriculum development, adult education, and General Psychology, is in a relatively favorable level.

As a result of t-test one sample, about the quality element of learning activities, curriculum, showed that, in terms of teachers and students, the quality of learning activities, curriculum, is undesirable, therefore, conclude that, up quality learning activities, review of the essential elements to be planning activities in order to achieve more quality in learning activities in the classrooms, in today's accelerated world. This finding is consistent with research findings Valipour (2011), about the unsatisfactory level of internal quality of learning activities.

There is a significant difference between the mean quality elements, materials and supplies (15.57), and the assumed mean (18), the error is less than 1 percent, with 99 percent confidence, so that the resulting mean is lower than assumed mean . Therefore, we can say that, from the perspective of teachers and students, element materials, does not have the right quality, in the curriculum of the field of educational planning. The study, on the quality of material elements, consistent with the results of research Bibar and Coca-Cola (2009), Mollamohammadi (2000), Lak (2010) and Salmani (2008).

There is a significant difference between the means of the quality element of learning strategies and teaching (19.72), and the assumed mean (18), the error is less than 1 percent, with 99 percent confidence, so that, given the mean, greater than assumed means. Therefore, we can say that, from the perspective of teachers and students, the quality of learning and teaching strategies element, has the right quality, in the curriculum of the field of educational planning. These results are consistent with the results of Mollamohammadi Research (2000).

There is a significant difference between the mean quality of element grouping learners (10.38), and the mean given (9), the error is less than 1 percent, with 99 percent confidence, so that, given the mean, greater than assumed mean. Therefore, we can say that the teachers and students, student's group, has a good quality of education in curriculum planning. These results are consistent with research Salmani (2008), Lak (2010), and Shafiei (2004).

There is a significant difference between the mean quality of the time element in the curriculum (10:09), and assumed means (9), the error is less than 1 percent, with 99 percent confidence, so that the



obtained mean, is more than assumed means. Therefore it can be said, from teachers and students, the time element. They are of good quality, the curriculum educational programs, and now, there is no necessity of revision of this element, and the results of this study are consistent with results of studies of Sadeghi (2014).

There are significant differences between the means of the quality of spatial element, the curriculum (9.84), and the mean given (9), the error is less than 1 percent, with 99 percent confidence, so that the mean value obtained is more than assumed means. Therefore, we can say that, from the perspective of teachers and students, good quality spatial element has, in the educational curriculum, results, consistent with the R Sadeghi (2014), Lak (2010), and Mollamohammadi (2000).

There are significant differences between the means of the quality component of evaluation (26.70), and the assumed mean (24), the error is less than 1 percent, with 99 percent confidence, so that the obtained mean is larger than the assumed means. Therefore, we can say that, from the perspective of teachers and students, the evaluation element, has the right quality, in the educational curriculum. The obtained results are consistent with the results of research Salmani (2008), Lak (2010), and Shafiei (2004).

-In this study, the quality of curriculum, assessment of teachers and students. It is suggested that employers and graduates, be examined in a separate study.

-this study has evaluated 9 element of the curriculum, in general, it is suggested that each of these elements be evaluated separately in future research.

-It is suggested to some methods, such as interviews, observation, used to collect information.

- It is suggested that the quality of curricula, study in other disciplines.

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