

The Extent of Achieving Quality Standards in the Basic Elements of the Curriculum of the General Teaching Methods in the College of Basic Education from Point of View of the Teachers.

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Abstract:

The present research deals with the quality standers that should be found in the curriculum of general teaching methods from the points of view of the teachers at the Basic Education College so as to know where could we determine some defects in building of such criterion in the curriculum in order to make some remedies for these defects .The researcher apply questionnaire to gather the appropriate information that related to the results of this study. The questionnaire includes the following area :curriculum philosophy, aims, methods and evaluation. The sample of the study consists of 25 teachers who they are chosen from the original population in random method. The results of this study shows there are some defects in building of some criterion especially in the contents and the aims of the curriculum. On the base of these results some conclusions are made and some recommendation are drawn.

Key words: Standers quality ,elements ,teaching method, Basic Education College.

1.Introduction:

Universities consider the scientific institutions aim is to achieve many of academic and education aims to develop the community and this give it's the significant in the field of the technological science through what it presents of the scientific research in all the levels of sciences. Therefore, universities should bear it's responsibility in proceeding the development of scientific and academic technology which is witness by the world and to face the challenges at various levels, and one of these levels is the standers quality of curriculum of the general teaching methods in the higher education and accordingly, many of scientific research conferences initiated to show the subject of standards quality of higher education on the specialist in institutions of education because the significant of this issues for the higher education.(Abdel-Dayem:2000:223).

1.1The problem:

The quality represents the agreements with requirements of the people through the specification which focuses on the overall compatibility of the people who provided by the

service in the field of education and this means that is very necessary to make an agreement between the quality of standers and curriculum of general method of education, otherwise a huge gap is made between the students and the curriculum of methods of education which will be learnt in the future, and this will make the students suffer from the weakness of acceptance of such as subject ,moreover teachers will suffer from frustration and they could not do they role as much as possible and this will reflect on the aims of lessons of teaching methods of teaching in general. Moreover, this will make the low of the level of higher education and its outputs, therefore this will reflect on the education process and education aims. Meanwhile the requirements of the present need to re new the curriculums in general and the curriculum of general method of education in specialty because it is very important subject which the teaching that should make by the graduated is mainly depended on learning this subject. Therefore in order to stand on the solution of this problem, the present problem can be summarized by the following question: What are the standers qualities that achieved in the curriculum of general method of education now?

1.2Aims of the research:

The current research aims to identify the availability of quality standers in the curriculum of teaching method in the College of Basic Education so as to determine the week points of the application of the quality in the curriculum as well as to determine the remedies for treat the week steps in application the quality in curriculum, Therefore the current research tries to answer the following questions:

1-To what extent are quality standers available in the elements of the general teaching methods curriculum for the faculties of Basic Education?

2-are there shortcoming in the application of quality standers in the elements of general teaching methods for the faculties of Basic Education ?If they are found ,what are the main remedies for these deficiencies in the building of curriculum?

1-3Limited of the research:

This research is limited to the investigation of the deficiency of quality standers of the curriculum of general teaching method from the view of teachers of the College of Basic education/ Maysan university of the year 2021-2022.

2-Quality of education:

Quality education can be defined as education that is meaningful, relevant and responsive to the needs of individuals and the society as a whole. According to the “Education for All (EFA) Global Monitoring Report 2005 - The Quality Imperative (EFA: GMR)”, two principles

characterize how quality education is defined: the first identifies learners' cognitive development as the major explicit objective of all education systems; the second emphasizes education's role in promoting the values and attitudes of responsible citizenship and in nurturing creative and emotional development. These principles constitute the basis for all societies to articulate their vision of development as a part of the global community. A translation of such vision into reality then entails that the education sector related goals maintain a key focus on ensuring the delivery of quality education that is geared towards providing children and young people the relevant content matter and facilitation in learning under an enabling environment.(Dhams&etals:2007:11).

3-Standers for curriculum:

Curriculum consists of everything that promotes the learners' intellectual, spiritual/moral, aesthetic, emotional, social and physical development including co-curricular and extracurricular activities that include approaches to teaching, learning and assessment, the quality of relationships within the school, and the values embodied in the way the education system and a school operates.

Subject curriculum refers to a document describing the aims and objectives, the scope and sequence of contents, learning activities, methods of delivery in the classroom, and evaluation and assessment techniques in accordance with the curriculum framework of that particular subject.

A curriculum can be seen as a plan, or a sort of blueprint for systematically implementing educational activities. This sense of the term combines content with instructional methods and hence has a wider scope than the former two curricular paradigms because of the inclusion of methods. In this vein, Tom (1984:89) canvasses curriculum as “a plan for teaching or instruction.

Curriculum is an important element of the teaching and learning system, which derives its inspiration and vision from education policies stated in curriculum framework and sets its structure accordingly to describe concepts, skills and attitudes that have to be developed in students. A curriculum aims to address key questions such as the purpose of teaching, the desired level of competencies as measured by standards and benchmarks, and the scope of the subject matter to be taught. The curriculum also sets parameters for textbook authors to develop textbooks and supplementary learning materials according to the defined and agreed-upon competencies, scope and guidelines. A curriculum enables teachers to plan their classroom lessons, examiners to create assessments according to the prescribed competencies, and textbook reviewers to review the textbooks according to contents and scope. The curriculum also forms the basis for preparation of teachers (pre and in service) and evaluation of teachers.

Finally, a curriculum also helps inform the general public about the wider aims of the educational objectives and processes planned for the students. (: Greeno: 2006:79:96).

3.Population and Sample Selection

The total number of the involved sample is twenty five teachers. This sample has been selected randomly from its original population whose the total number is thirty seven teachers .The sample is distributed as follows: twelve of the teachers are reserved as a pilot sample (male and female) and twenty five as the main sample of the research.

3.1 Construction of the Questionnaire

The first thing to be made is the selection of the study instrument . The researcher has constructed a questionnaire which includes forty seven items distributed among five major areas : curriculum philosophy, aims of curriculum, content, methods of teaching and evaluation The questionnaire is used to collect the required data which have been treated statistically as follows: each item which is assigned “high” takes (3) , each item which is assigned “Fair” takes (2) and each item which is assigned “Bad” takes (1).

See table (1)

The Constructed Questionnaire with its Area and items

Elements	Criterion	verified	Verified to some extent	un verified
Curriculum Philosophy	1. The philosophy of curriculum is based on an education philosophy that is linked to the philosophy of society.			
	2.The curriculum philosophy should agree with new educational trends of the students.			
	3. It takes in its an account the compatibility of the relationship between educational institution and the environment.			
	4.It provides the learners with basic element of democracy.			
	5.The philosophy of curriculum is linked with natural and features of learners.			
	6-It takes into its consideration the natural of curriculum.			
	7.The curriculum takes in account the physiological, movement and emotional needs of the learners.			
	8-The philosophy of curriculum takes care in the			

	multiple intelligence of the learners.			
Curriculum aims	9. Curriculum objectives should be reviewed periodically and constantly in order to update them.			
	10. The curriculum components must be completed matching and balancing the curriculum objectives.			
	11. Curriculum objectives are broad and varied.			
	12. Curriculum objectives meet the actual needs and interests of learners.			
	13. Realistic and achievable are the main sources of the curriculum objectives.			
	14. The objectives of the curriculum make the important relationship between the academic learning , work sectors and the market needs.			
	15- The curriculum's objectives are corresponding with the material and human resources which are necessary to achieve them.			
	16- The objectives of the curriculum are characterized by their abilities to be applied in the field as applied project.			
	17- They contribute to the knowledge and the using of advance technology.			
	18- The objectives of the curriculum agree with development of the time of the world and quality.			
Content	19. Content should be translated into the aims of curriculum.			
	20. It should take care to the individual differences among students.			
	21. It must suit with new educational trends.			
	22. The content of the curriculum should take into its account regional and global changes.			
	23- It achieves the unity and integration of knowledge.			
	24- It takes into its account the experiences , the employment of the knowledge and the required skills by the learners in the professional fields.			
	25- It should take the sequences of topics during the different grades.			
	26- It should achieve the skills of science thinking and self-learning.			
Method of	27. Methods of teaching contribute to achieve the			

teaching	aims of curriculum.			
	28.Teaching methods adopted the means of motivation and taking care on the knowledge and the skillful of the learners.			
	29-It works on different reports on the teaching of the learners.			
	30-Diversty of teaching methods and their suitability are the main objectives of the curriculum.			
	31- Teaching methods should be employed to suit the development of the advanced technology .			
	32-Diversity and update the teaching method should make to suit the needs of the learners.			
	33.It provides the learners with appropriate environment of the learning process that regulate the behavior of the learners in the class .			
	34- It develops cognitive, psychomotor and emotional skills of the learners.			
	35-It provides a suitable environment for self-learning.			
	36-Divesty of teaching methods so as to suit the requirement of community.			
Evaluation	37.Evaluation is continued to guide the learning process.			
	38.It includes different kinds and styles of testing.			
	39.It includes all the aspects of learning and the diversity of its method and tools.			
	40. The style of the learners' evaluation should suit the contents of the course.			
	41-Evaluation should include all the process of evaluation which seem transparent and very clear.			
	42. Testing of the subject should make by limited time according to the needs of the learners.			
	43.Testindg can be made by the teacher in daily, weekly and monthly as much as possible.			
	44. Diversity of testing should include oral or writing test.			
	45.Teachers should use appropriate forms of testing to assess the learners during and after teaching.			

3.2.1.1 Face Validity of the questionnaire

Instrument validity is a reflection of how well it measures what is designed to measure (Bergman, 1981:150). The Validity of a test is "the extent to which it measures what it is supposed to measure and nothing else" (Heaton, 1988:159). Face validity is achieved by exposing the test to a jury of specialists in the fields of EFL. In the light of the jurors' comments and suggestions, some items are dropped out, and others are rewritten.

3.2.1.2 Reliability of the questionnaire

Gronlund (1981:199) states that the reliability is an important characteristic of evaluating results. Brown (1987: 221) regards reliability as "the careful specification of analytical scoring instrument that can increase scorer's reliability."

In order to check the reliability of the adopted questionnaire, a sample of twelve teachers is chosen from the original population of this study. Data obtained by the researchers themselves have been statistically correlated to each other by using person correlation coefficient. The correlation coefficient is 0.85 which is considered a high degree of reliability.

3.3 Administration of the questionnaire

After the questionnaire has gained its validity and reliability qualification, it has been applied to the selected sample which consists of (25) teachers on June 2021. The researcher has distributed the questionnaire to the sample so as to compute the results that related to the main areas of this research as in: Curriculum philosophy, curriculum aims, content, method of teaching and evaluation. Later on the questionnaires are collected to be calculated.

3. 4 Statistical tools:

SPSS program version number 19 for calculating the results of the study.

4. Analysis of data:

At the end of this study and in order to realize its aims , the collected data have been analysed statistically after the administration of the questionnaire to the sample of this study

1-Curriculum philosophy:

Table (2) show us that the standers quality of the Curriculum philosophy have got middle rank since the weighted mean is(2.42) and stander deviation is (0.719) the range of the categories are distributed as follow :(1.00-1.66 week level),(1.67-2.33 middle level) and(2.34-3 high level), therefore the total rank of these criterions are middle. As well as we conclude from this table that three criterions which have got the high ranks are:(1,8, 5,2,3,6 and 7)these criterions are related to" The philosophy of curriculum is based on an education philosophy that is linked to the philosophy of society," The philosophy of curriculum takes care in the multiple intelligence

of the learners” and” The philosophy of curriculum is linked with natural and features of learners”, ” The curriculum philosophy should agree with new educational trends of the students”, It takes in its an account the compatibility of the relationship between educational institution and the environment”, It takes into its consideration the natural of curriculum” , and The curriculum takes in account the physiological, movement and emotional needs of the learners” the last criterion which has got the lower ranks is:(4) which is related to the “It provides the learners with basic element of democracy”, see table (2).

Table (2)

Element, Criterion, mean, Stander deviation ,Rank and Weighted mean related to the curriculum philosophy

Element	Criterion	Mean	Stander deviation	Rank
Curriculum philosophy	1.The philosophy of curriculum is based on an education philosophy that is linked to the philosophy of society.	2.80	0.500	1
	2.The curriculum philosophy should agree with new educational trends of the students.	2.60	0.764	4
	3. It takes in its an account the compatibility of the relationship between educational institution and the environment	2.60	0.764	5
	4.It provides the learners with basic element of democracy.	1.12	0.332	8
	5.The philosophy of curriculum is linked with natural and features of learners.	2.72	0.687	3
	6-It takes into its consideration the natural of curriculum.	2.44	0.917	6
	7.The curriculum takes in account the physiological, movement and emotional needs of the learners.	2.36	0.860	7
	8-The philosophy of curriculum takes care in the multiple intelligence of the learners.	2.76	0.633	2
Weighted mean		2.42	0719	

2-Crriculum aims:

It is clear from table (3) the criterions of this area have got the rank week since the weighted means is (1.124) and the stander deviation is (0.2766).Therefore the standers of the quality of this area are not available. Nevertheless there are three criterions of this area have got the high

rank and they are (17, 11,13,12 and 14), whereas the fourth criterions of this area which have got the lower ranks are”(10,15,16 and 18) , See table three.

Table (3)

Element, Criterion, mean, Stander deviation ,Rank and Weighted mean related to the curriculum aims

Element	Criterion	Mean	Stander deviation	Rank
Curriculum aims	9. Curriculum objectives should be reviewed periodically and constantly in order to update them.	1.12	0.332	4
	10. The curriculum components must be completed matching and balancing the curriculum objectives.	1.00	0.00	7
	11. Curriculum objectives are broad and varied.	1.24	0.597	2
	12. Curriculum objectives meet the actual needs and interests of learners.	1.12	0.332	6
	13. Realistic and achievable are the main sources of the curriculum objectives.	1.16	0.473	3
	14. The objectives of the curriculum make the important relationship between the academic learning , work sectors and the market needs.	1.12	0.332	5
	15- The curriculum's objectives are corresponding with the material and human resources which are necessary to achieve them.	1.00	0.00	8
	16- The objectives of the curriculum are characterized by their abilities to be applied in the field as applied project	1.00	0.00	9
	17- They contribute to the knowledge and the using of advance technology.	1.48	0.700	1
	18- The objectives of the curriculum agree with development of the time of the world and quality.	1.00	0.00	10
Weighted mean		1.124	0.2766	

3-Content

Table(4) states that the standers qualities of the content are not available i.e ”week” since the weighted means is(1.2) and stander deviation is(0.402). Results of this table inform us that three criterions which have got the high rank are(20,25,19,24 and 12),whereas the criterion which takes the lower ranks are(21 and 22).Finally, the standers qualities of the content are not achieved. See table (4).

Table(4)

Element, Criterion, mean, Stander deviation ,Rank and Weighted mean related to the content

Element	Criterion	Mean	Stander deviation	Rank
Content	19.Content should be translated into the aims of curriculum	1.28	0.614	3
	20.It should take care to the individual differences among students.	1.48	0.700	1
	21.It must suit with new educational trends.	1.00	0.00	7
	22.The content of the curriculum should take into its account regional and global changes.	1.00	0.00	8
	23-It achieves the unity and integration of knowledge.	1.12	0.332	5
	24-It takes into its account the experiences , the employment of the knowledge and the required skills by the learners in the professional fields.	1.16	0.473	4
	25-It should take the sequences of topics during the different grades	1.48	0.700	2
	26-It should achieve the skills of science thinking and self-learning.	1.08	0.400	6
Weighted mean	.	1.2	0.402	

4-Method of teaching:

Table (5) shows us that the standers quality are achieved in the method of teaching ,this fact is concluded since the weighted means of this area is (2.052) and the stander deviation is (0.6234).The results of this table also show us that there are three criterions which take the high ranks and they are(32,33,36,27,34,30 and 35) where are the criterions which take the lower ranks and they are(28,29 and31) .See table(5).

Table(5)

Element, Criterion, mean, Stander deviation ,Rank and Weighted mean related to the method of teaching

Element	Criterion	Mean	Stander deviation	Rank
Method of teaching	27.Mehods of teaching contribute to achieve the aims of curriculum.	2.36	0.952	4
	28. Teaching methods adopted the means of	1.12	0.332	8

	motivation and taking care on the knowledge and the skillful of the learners..			
	29-It works on different reports on the teaching of the learners.	1.00	0.000	10
	30- Diversity of teaching methods and their suitability are the main objectives of the curriculum.	2.20	0.913	6
	31- Teaching methods should be employed to suit the development of the advanced technology .	1.12	0.332	9
	32- Diversity and update the teaching method should make to suit the needs of the learners.	2.88	0.440	1
	33.It provides the learners with appropriate environment of the learning process that regulate the behavior of the learners in the class.	2.64	0.700	2
	34- It develops cognitive, psychomotor and emotional skills of the learners.	2.36	0.952	5
	35-It provides a suitable environment for self-learning.	2.20	0.913	7
	36-Diversity of teaching methods so as to suit the requirement of community.	2.64	0.700	3
Weighted mean		2.052	0.6234	

5-Evaluation:

It is clear from table (6) that the sanders qualities are achieved in this area since the weighted mean is(2.488) and the sanders deviation is(0.583), moreover the results of this area show us the three criterions which take the high rank are (43,42,38,40,44,39 and 41) and the only criterion which takes the lower rank is (45).More details about this area are seen in table (6).

Table (6)

Element, Criterion, mean, Stander deviation ,Rank and Weighted mean related to the evaluation

Element	Criterion	Mean	Stander deviation	Rank
Evaluation	37.Evaluation is continued to guide the learning process.	2.40	0.913	
	38.It includes different kinds and styles of testing.	2.80	0.500	
	39.It includes all the aspects of learning and the diversity of its method and tools.	2.40	0.913	
	40. The style of the learners' evaluation should suit the contents of the course.	2.80	0.500	

	41-Evaluation should include all the process of evaluation which seem transparent and very clear.	2.36	0.952	
	42.The testing of the subject should make by limited time according to the needs of the learners.	2.88	0.440	
	43.Testindg can be made by the teacher in daily, weekly and monthly as much as possible.	3	0.00	
	44.Diversty of testing should include oral or writing test.	2.64	0.700	
	45.Teachers should use appropriate forms of testing to assess the learners during and after teaching.	1.12	0.332	
Weighted mean		2.488	0.583	

5-Conclusions:

- 1-The quality standers for the philosophy of curriculum are achieved to some degree because they have middle rank.
- 2- The quality standers for the curriculum aims do not come true because they have week rank.
- 3- The quality standers for the content have got week rank therefore they do not achieve.
- 4- The quality standers for the methods of teaching are achieved because they have got the middle rank.
- 5- The quality standers for the evaluation are achieved because they get the high rank.

6- Recommendations:

- 1- Curriculum philosophy need to be re-review because it does not take care to the intelligence of the students.
- 2-It is necessary to make a new review of the aims of the curriculum because the standers quality do not achieve .
- 3-The standers quality of the content get the lower rank , therefore it is necessary to make an urgent treatment for the weakness in the content of the curriculum.

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