

THE SURVEY OF EXECUTIVES DATING WITH THE BASICS OF SOCIOLOGICAL CURRICULUM

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Abstract

Acquaintance to the present research of the principles of sociology of high school principals in the school of curriculum planning have been 94-93. Researcher made questionnaire was used for data collection. Cronbach's alpha reliability of the study 0/960. The results obtained showed that the level of familiarity with the principles of sociology curriculum managers significantly more than average.

Keywords: lesson planning, curriculum planning sociological principles, managers Esfahan.

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Introduction

Ever since human environment and facilitate the identification of problems and needs of the bustle of life, actually went to a planning. He was among the causes of good and bad, try to choose the best and overcome obstacles in order to further the welfare of their own. Aside from the aspects of selection and effort, also raised another issue that all the choices and efforts were made to achieve the policy objectives.

Therefore future of planning in order to control the current through the action takes place, and managers who are looking forward, to predict accidents And prepare themselves for possible future events and activities are designed to regulate and develop their regular succession, the useful knowledge and practice, the coordination of them to the order to build the targeted goals predetermined achieve (Yarmohamadian and Fouladvand 1391).

Improving the quality of education at every level and field of study involves the application of principles and techniques of the curriculum. Application techniques according to the principles of curriculum and implement the principles of learning, the revision and improvement of education in schools, universities and training centers are important (Mirzabeygi, 1380).

Educational systems in the course of a few issues and public education are forced to pay attention to issues of quality of educational phenomena and improving the quality of the resources and equipment through the main factor in the educational system of the "teacher" and targeting have been considered (Sharma, 2001).

Promoting the concept of the mid-twentieth century and the need to find professional teachers to implement reforms in the educational systems have been created. The structure of this concept, research findings and comparative study of educational systems has a great impact, because studies show that the "teacher" role in educational reform is the strain. On the one hand, the educational reform

and educational reform is the other factor. The most common objectives of teacher education are: Professionalization (focus on teacher quality or low quality), capacity building of teachers (teachers prepared to accept new responsibilities or face changes in the curriculum), and keep updating teachers' knowledge and teaching abilities according to the conditions and methods of teaching (Habrmn, 2004; Tang and Han, 2005).

Ranging from components and elements of effective training programs and materials, learner, teacher, materials, space and equipment, budget and interact with each other to make it possible to achieve the expected goals . Furthermore, it is necessary, as well as the quality and efficiency of each of the components alone are sufficient. Meanwhile, the "teacher", the most important role in providing appropriate learning activities and plays an essential competencies required to perform such a role in the educational system is (possessive, 1381).

Showab(1983) teachercurriculumdecision-maker isa memberof thegroupseesandsays theanswer to thequestion of whoisa memberof thegroup ofdecision makersregardingcurriculum, teacher.Frequentandlouder,it must be said: the teacheristhemain reason for sucha response. First,theteacheratthetime,along with thestudentsand theteacherbeing theonlycharacter thatmay beappropriatein terms of theway thelearningoffer (Mhrmmdy1384).

Researchin this fieldhas beenbrieflyreferredtoa few ofthem:

Abedi(1379) in a study to investigate thespecific informationpertaining to thedesignandpreparationofteachersofexamination questionsand theskillsoftheteachersabout thegeneralprinciplesoftheknowledge ofthe scientificevaluationdo.Betweenteachers' knowledge in relation toeducationandtraining coursesisa significant difference, thehighereducationteacherswho participatedin the workshop,additional informationconcerning themeasurement ofshort-termevaluationofthe questions.

Questions about the validity of the test, the injured female teachers have more information.

Kyamsh (1381) investigate the evaluation of the third phase of a comprehensive and cooperative education (second base), achievements and prospects, given the many activities in the field of education with a comprehensive training and study knowledge and experience of, such as the link former students, active link to global issues, creativity in implementing activities, discussion questions posed in class and make the connection between past, present and future, lack of flexibility in unforeseen situations, creating challenges associated with students, teachers, activities linked to everyday problems and experiences of students, teachers performance is not satisfactory. In this context, improving the content of education (curriculum) and according to the above is essential in the training of teachers.

Sobhani (1382) in a study designed to investigate the rate of humanities faculty members of Tehran University of learning theories and their application in the teaching faculty members humanities reminded of understanding of learning theories higher than the average. And faculty member with related disciplines (psychology and educational sciences) and participated in workshops in the field of knowledge and application of learning theories have been more successful than the rest of the strings.

Tajik (1383) research on the topic yield fifth grade teachers in Tehran, according to their awareness of the goals, methods and teaching skills, the use of materials and methods of evaluation concluded that the knowledge of teachers of the course goals is

moderate and the majority of teachers with teaching methods and principles of design, evaluation and examination questions unfamiliar.

Huang (1996) study the capabilities and limitations of the Korean elementary school teachers to participate in curriculum planning, curriculum development and effective participation of individuals and group subject to expert and considering the

views of teachers and schools as partners in the development process, not only co-host of curriculum knowledge and increase awareness of teachers and others school of Curriculum considered that it was.

Vydovych (1999, 1996) with the demands of the staff in cooperation with the State University of Kortyn, Australia and South Africa have done Rnjfry, that the implementation of policies to improve the quality of education is focused curriculum approach depends on the location and time criteria, training centers and universities in different countries, he said. With regard to the question under consideration is what was said

The managers are familiar with the basics of sociological what is the curriculum?

Research

The objective of this research is descriptive method because the principles of curriculum and learning pays principle. In terms of running field. When the cross-sectional and quantitative data types and methods of collecting data in the field and through a questionnaire.

Statistical population

Statistical population in this study consisted of all secondary school principals 94-1393 is the first city in the year the total number of undergraduate education, according to city management education to the following table.

Table 1 shows the distribution of the statistical population according to Gender

Total	Second Intermediate Period	First Intermediate Period	Gender
823	466	357	woman
830	430	400	man
1653	896	757	Total

sample size Since the study was unknown variance Statistical Society a preliminary study on a group of people, it was necessary to determine the variance to this end, a group of 30 subjects were randomly selected from the population included in the questionnaire distributed among them. After extracting the data from the response of the group, subjects were assessed using Cochran formula. Statistical population is limited to a small number of variables used in the formula.

$P = \text{Mean observed} \div \text{Number of questions} \times \text{Maximum score questions}$

$$P = 0/63$$

$$Q = 0/37$$

$$t = 1/96$$

$$d = 0/05$$

$$n = \frac{\frac{(t)^2 (Pq)}{(d)^2}}{1 + \left[\frac{1}{N} \times \left(\frac{(t)^2 (Pq)}{(d)^2} \right) - 1 \right]} = \frac{\frac{(1.96)^2 (0.63 \times 0.37)}{(0.05)^2}}{1 + \left[\frac{1}{1653} \times \left(\frac{(1.96)^2 (0.63 \times 0.37)}{(0.05)^2} \right) - 1 \right]} = 295$$

The sample size in this study was obtained from 295 to 300 questionnaires were distributed 295 questionnaires were analyzed flawless.

Sampling procedure

Sampling is proportional stratified random sampling this means that the school administrators separate schools for boys and girls schools were selected randomly. And their students were chosen randomly for the study was provided.

Data collection tool

In the present study with respect to the subject and method of questionnaire was used.

Research findings

The managers are familiar with the basics of sociological what is the curriculum?

Table 2 summarizes the results of the one-sample t-test level executives familiar with the principles of sociology curriculum.

sig	df	t	Standard deviation	Average	Number	Variable
0/0001	294	11/01	0/65	3/42	295	Introduction to Sociological curriculum

The results in Table 2 show that managers are familiar with the basics of sociological curriculum significantly ($p < 0.01$) higher than the average of (3 =

μ)is. This findingsuggeststhatfamiliaritywiththe basicsofhigh school managerscurriculumismore than average.

Resources

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