

## EXAMINING THE POSSIBILITY OF DECENT EDUCATION COMPETENCIES IN THE CURRICULUM

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### **Abstract**

Present study to determine the feasibility of implementing proper training competencies in the curriculum of secondary school teachers in view of the academic year has been 93-92. For this purpose, a sample of 349 high school teachers who have been randomly selected proportional to size class. Data collection instrument was a questionnaire. Cronbach alpha reliability of research by 0/970, respectively. The data obtained were analyzed both descriptive and inferential. Results Table revealed that appropriate curricula centered education competencies significantly ( $p < 0.05$ ) is higher than average. These findings suggest the possibility of implementing appropriate curriculum based on the average there.

**Keywords:** feasibility study, curriculum, teachers, high school, Isfahan.

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## Introduction

Preparing the youth for employment has always been one of the goals of the formal education system. Global approaches to education in recent decades also confirmed this fact. For example, the meeting of the UNESCO Recommendation on the mission of educational institutions from elementary to higher general to prepare a person to obtain suitable employment have been stressed (Nafisi, 1998).

A report by the World Conference on Higher Education of UNESCO held in Paris in 1998, this issue has been emphasized.

Article 7 The report states "that changes in economic conditions and the emergence of new ways to produce knowledge and to apply it and to provide information on the development of the relations of higher education, the world of work and other community organizations should be top of mind higher education is to increase employability of graduates and their people have more and more attention to this issue is not only the author but are not seeking work (UNESCO, 1992).

Educational planners and curriculum of various countries to achieve the goal of raising professional qualifications, have adopted approaches.

In literature, instructional planning, the different approaches and strategies to link education and the labor market are mentioned.

It seems that all experts categorized into three approaches: Approach vocational training, integrated approach of practical and theoretical approaches to foster competence and basic skills (Bayngany and Rezvani, 2001).

## Statement of problem

Training of people for entry to higher education society and labor market by education and training should be done such that the necessary merit in them in the field of public and semi-professional and expertise and provide this researcher be

realized unless curriculum designed to this merit in creating graduates and strengthen.

Therefore revise design and curriculum based on merit can as a step in the direction of strengthening and the revival of the merit graduates in accordance with the needs of society and the work market and industry in the merit of the necessary produced them and prepare them the success opportunities provide different.

*The research conducted recently that some of them refer*

Karami (1389) The impact of the applying the curriculum issue in the axis of the specialized education discrete interventions production industry of manufacturing and Is this the results using that approach the curriculum issue in the axis of the industrial training will increase training effectiveness.

The effectiveness of the components forming the results showed that students in problem-based learning, more satisfaction, more positive attitude, learning better and more pleasant than the performance of the students were the subject.

Kent and Barratt (2003) found that the curriculum is centered approach to teaching effective management of production and operations management in college.

Kyrkly et al (2003) also approach the PBL curriculum in military education and training combined with an embedded virtual environment-based methodology is brought to which indicated the effectiveness of this approach was its application in military training. One of the areas of learning implementation is based on the design of the curriculum is the most common medical field (e-Lunka, 2000).

Nandi et al (2000) compared the problem-based learning with traditional teaching methods in medical education began and, for comparison, the school process

variables, program evaluation, achievement and attitudes of students and teachers in the period evaluated.

*With regard to the question under consideration is what was said*  
Competency-based education to the curriculum what is worthy?

### ***Research Methodology***

In terms of objective In terms of this study is to investigate the relationship of the type attribute for variables deals. In terms of running field. When the cross-sectional and quantitative data types and methods of collecting data in the field and through questionnaires.

### ***Statistical Society***

Statistical Society this study consisted of all teachers who teach in secondary schools in Isfahan in the academic year 94-1393 the total number of undergraduate education, according to city management education to 4668 persons.

### ***Sample size***

The population variance is unknown, since the study was a preliminary study on a group of people was necessary to determine the variance of the population. To this end, a group of 30 subjects were randomly selected from the Statistical Society and a questionnaire was distributed among them, and then extract the data from the response of the group the sample was determined using Cochran formula. For the finite and countable statistical and quantitative variables of the formula used.

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

$$0/57 = P$$

$$Q = 0/43$$

$$t = 1/96$$

$$0/05 = d$$

$$n = \frac{(t)^2 (Pq)}{(d)^2} = \frac{(1.96)^2 (0.57 \times 0.43)}{(0.05)^2} = 349$$

$$n = \frac{1}{1 + \left[ \frac{1}{N} \times \left( \frac{(t)^2 (Pq)}{(d)^2} \right) - 1 \right]} = \frac{1}{1 + \left[ \frac{1}{4668} \times \left( \frac{(1.96)^2 (0.57 \times 0.43)}{(0.05)^2} \right) - 1 \right]} = 349$$

The sample size in this study was obtained from 349 questionnaires were distributed to approximately 360 to 349 questionnaires were analyzed flawless

### Sampling procedure

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

### Results

Competency-based education to the curriculum what is worthy?

Table 1 summarizes the test results to worthy education competencies in the curriculum

Test Value = 3			Standard deviation	Average	Count	Dependent variable
Sig.	df	t				
0/057	348	-1/907	0/78	2/91	349	Educational qualifications

Results Table 1 shows that the possibility of education in the curriculum worthy-based competence significantly ( $p < 0.05$ ) is higher than average. These findings suggest the possibility of implementing worthy curriculum based on the average there.

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