

The Effect of Virtual Education on Teaching Quality and Self-Efficacy of Primary School Teachers in Abdanan

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Abstract

The current research aimed at inspecting the effectiveness of virtual education on the quality of teaching and self-efficacy of primary school teachers. It is a semi-experimental type with a pre-test and post-test with a control group. The statistical population included all primary teachers in Abdanan, Iran. The statistical sample of this research will include ۳۰ people from the statistical population, who have been randomly divided into two groups, control (۱۵ people) and experimental (۱۵ people). The sampling method was multi-stage cluster method. In this research, teaching quality questionnaires by Rasouli (۲۰۰۹) and the self-efficacy by Schanen-Moran and Woolfork (۲۰۰۱) were used. Ancova and Mancova covariance tests were used to analyze the data. The reliability of the teaching quality and self-efficacy questionnaire (Schanen-Moran and Wolfork) was estimated using Cronbach's alpha with ۰,۸۶ and at ۰,۸۳, respectively. The validity of the questionnaires was confirmed by experts. In order to analyze the data, SPSS software version ۲۱ was used. The research results showed that Virtual education improves teaching quality and teachers' self-efficacy.

Keywords: Virtual Education, Teaching Quality, Self-Efficacy, Primary Teachers

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Effectiveness of Responsibility Training in Reality Therapy Manner on Girl Students' Identity Crisis in Islam-Abad-Gharb

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Abstract

The purpose of this study was to investigate the effectiveness of Teacher's Responsibility Training in reality therapy manner on female students' Identity Crisis in Islam Abad Gharb. The research method is semi-experimental and uses two experimental group and control group with pre-test and post-test. The statistical population included all female high-school students in Islamabad, Iran in the academic year of ۲۰۲۰-۲۰۲۱. Sampling was done through a multi-stage random stratified method. First, a high school was selected randomly in Islamabad with total ۱۳۰ first-year female students, out of which ۱۰۰ people were selected randomly according to Morgan's table. The Identity Crisis Questionnaire was implemented on the students, and then the Identity Crisis Test was given to them. The students were ۳۰ who were randomly divided into experimental and control groups. The research tool was an identification questionnaire which was derived from Professor Adams, Brusensky, Jackson identity questionnaires, and included ۳۰ questions to assess three types of identity (sexual, professional, and social). The results of dependent analysis indicated that, after responsibility education training course, the mean of person identity crisis in the experimental group decreased. Also, there was a significant relationship between household economic status, the number of siblings and academic performance of students with identity crisis, but there was not a meaningful relationship between parent education and identity crisis.

Keywords: Responsible Education, Identity Crisis, Reality Therapy, Female High-School Students

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Identifying Barriers and Neglected Dimensions of Partnership and Trust-Building between Home and School

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Abstract

Serious partnerships and trust-building between home and school have always been the focus of education professionals, but sometimes, for various reasons, trust-building and partnerships between home and school are not realized properly. True trust-building and partnerships happen when families get involved in school affairs and the school considers families as companions. The present study was conducted qualitatively with the aim of "identifying barriers and neglected dimensions of partnership and trust-building between home and school" through descriptive-analytical method. The statistical population included all professors at Farhangian University in Islamshahr, out of which fifteen professors who are active in the field of education were selected using purposive sampling. Semi-structured interviews were used to collect data to identify the barriers and neglected dimensions. According to the findings, barriers such as parents' lack of knowledge about the goals and functions of the school and their inability to adapt to the curriculum, rapid changes in curricula, lack of time, employment, distance and involvement in daily activities, structure of the educational system, the poor economic situation of families, lack of rapport among the executive and educational staff at schools and families, lack of proper publicity by the public media in promoting a culture of partnership and trust-building between home and school, and three neglected dimensions including intellectual and attitudinal, structural and human resources were identified as the causes of in distrust and lack of partnership between home and school.

Keywords: Participation, Trust-Building, Neglected Dimensions, Home and School, Education

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Analysis of University Entrance Exam Questions and Candidates' Performance Based on Bloom's cognitive Levels

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Abstract

The purpose of this study was to analyze the university entrance exam questions and the performance of candidates based on Bloom's cognitive levels. The research is applied and analytical-descriptive. The statistical population was the candidates for the entrance exam from the years ۲۰۱۶ to ۲۰۱۸, and ۳۸۴ selected from Tehran based on the Krejcie-Morgan table. The data collection tool was the test report of the incoming candidates from. After collecting data, their analysis was based on Kappa Cohen and descriptive statistics. First, by analyzing the content of the test questions, their level was determined based on Bloom's cognitive domain levels, then, the performance of the candidates in the questions of each level was analyzed. For this purpose, the tests of ۲۰۱۶ to ۲۰۱۸ were used. The findings showed that the questions were above ۴۰٪ in the level of comprehension and the performance of the volunteers in each of the levels was unsatisfactory (less than ۵۰٪). It was concluded that the majority of questions were in low quality. It is suggested that the questions be formulated at the highest levels of Bloom's cognitive domain so that the student admission can be desirable in various fields, including in Farhangian University.

Keywords: National Biology Entrance Exam, Biology Course, Bloom's Cognitive Domain, Volunteer Response Rate

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Challenges Faced by Farhangian University with Future Approach Based on the Analysis of Its Effects and Leading Horizons in ۱۴۱۰

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Abstract

The present paper, with a future research approach, identifies the most important challenges faced by Farhangian University in achieving its teacher education goals. It also tries to draw the desired perspectives in ۲۰۳۰ horizon. This research is based on Delphi methods and structural analysis in terms of nature and has a practical purpose using documentary and survey methods. The research problem was raised through a survey questionnaire from ۱۷ professors of Farhangian University. The validity of the questionnaire was confirmed by two methods of content as well as structural validity and reliability with the help of Cronbach's alpha (۰,۹۶۷). The research data were statistically analyzed using SPSS software version ۲۴ and statistical tests, and Mick Mac software was also used for structural analysis of challenges. Findings indicate that among the main challenges, educational, managerial and infrastructure challenges, respectively, and among the sub-challenges, the two variables of attracting efficient teachers and the quality of educational services play a key role among other variables. Based on this, the effects of variables on each other and their effectiveness, as well as variables that have indirect effects with a lot of potential, were determined and identified. Finally, a comprehensive plan has been drawn in the form of a leading horizon in ۱۴۱۰ in order to enable the realization of the strategic goals of Farhangian University as a mission-oriented university in the field of education with the use of all its capacities

Keywords: Futurology, ۱۴۱۰ Horizon, Farhangian University, Mick Mac Software

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Content and Citation Analysis of Articles in *Survey in Teaching Humanities Quarterly Journal*

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Abstract

Survey in Teaching Humanities quarterly journal is one of the most important journals affiliated to Farhangian University that publish articles in education and teaching humanities scope. The current research aimed to review and analyze the content and citations of articles published in *this journal*. The research method is content and citation analysis done using Excel and SPSS software. The findings of the research showed that ۷۷ articles were published in ۱۰ issues (۱۶ to ۲۵), of which ۴۸ articles were written as a group and the rest were written individually. The total number of citations was ۲۲۵۶, and the average number of citations for each article was ۲۹,۳۰. Authors' self-citation was ۱۰% and on average ۱۰,۴۵% were cited by external citations, ۱,۱% from the site, ۱۲,۶% from books, ۱۴,۹۳% from articles, and ۰,۷۴% citations from master's and doctoral theses. ۶۵% of the authors of the articles were men and ۳۵% were women. Also, ۴۲,۹% of the authors had the rank of assistant professor. Articles with ۱۱۳۵ and books with ۹۷۲ citations are higher than other sources. Qualitative methods with ۶۴% were used more, and curriculum and philosophy subjects with ۱۶,۹% also made largest range of articles. As a result, paying more attention to internal documents, presenting group and interdisciplinary articles, increasing the quality of the publication, and considering the neglected areas of humanities education such as; Physical education, economics, history, law, and other disciplines can lead to the improvement of the quality of the journal.

Keywords: Citation Analysis, Content Analysis, Farhangian University Publications, Humanities Education

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Identifying the Causes of Student-Teachers' Fatigue and Boredom during E-Learning

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Abstract

The purpose of this study was to investigate the causes of student- teachers' fatigue and boredom during the E-learning in in ۲۰۲۰-۲۰۲۱ academic year. This study was conducted via qualitative approach using thematic analysis. Participants were ۲۰ student- teachers at Farhangian University who were selected, out of ۱۱۸۰ students at Shahid Hashemi Nezhad Campus, Mashhad, Iran, by criterion sampling method to theoretical saturation boundary. Participants were subjected to semi-structured interviews based on one main question. Transcribed interviews were analyzed in ۳ steps. Lincoln and Guba criteria were also used to determine the reliability of the research. Findings revealed that there were ۳ inclusive themes, ۰ organizing themes and ۱۴ basic themes. The results also showed that all of the participants experienced a feeling of fatigue and boredom during the E-learning to a large extent during corona pandemic. To have an effective E-learning, Farhangian University needs to make some changes in its curricula in terms of content, time, teaching and evaluation methods.

Keywords: E-learning, Farhangian University, Emotional Exhaustion, Academic Burnout

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A Research Synthesis of Harms and Challenges of Performing Qualitative-Descriptive Evaluation in Elementary School

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Abstract

The purpose of this study was to synthesize the harms and challenges of performing qualitative-descriptive evaluation in elementary school. The method of the study is qualitative and synthesis, which has been done in ٦ stages. To do so, scientific documents from ٢٠١١ onwards were used to review the Theoretical and practical bases of research. In this regard, the domestic studies conducted on qualitative-descriptive evaluation during the years ٢٠٠٦-٢٠٢١ in Iran and foreign studies done from ١٩٩٠ to ٢٠٢١ were searched as a statistical population through databases. Inspecting the database, ٧٤ articles and ٣ books were extracted according to the set input criteria, and after performing the first level screening, ٢٠ domestic and foreign books and articles were considered as a statistical sample. Based on the findings, the harms and challenges of qualitative-descriptive evaluation were classified in ٥ categories, including: ١- Damages related to the education system, ٢- Damages related to people involved in the education process, ٣- Damages regarding Multi-grade elementary schools, ٤- Damages related to educational tools and resources and ٥- Damages related to descriptive feedback were. The results showed that the lack of necessary infrastructure is effective in the occurrence of these damages and challenges, and given the importance of qualitative-descriptive evaluation in the teaching-learning process, it is necessary to take appropriate measures to minimize its harms.

Keywords: Pathology, Qualitative-Descriptive Evaluation, Elementary Course, Synthesis Research

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**Examining the Prevalence Rate and Gender Differences of Academic Procrastination
among Students of Multi-Grade Classes in Junior High School
Case Study: South Khorasan, Iran**

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Abstract

The present study was conducted with the aim of investigating the prevalence and gender differences of academic procrastination among students of multi-grade classes in junior high school. The research method was descriptive in terms of strategy, case study in terms of execution, and applied in terms of purpose. The participants in the research were ۱۰۰ ۹th-grade students (۸۲ boys and ۱۸ girls) who were studying in multi-grade classes in South Khorasan, Iran and were selected by random cluster sampling. Data collection was done using Sawari academic procrastination questionnaire (۲۰۱۳). The results of descriptive statistics showed that ۲۴% of students were higher than the mean with one standard deviation and were considered to have high procrastination, ۶۱,۳۳% were between one standard deviation higher and one standard deviation lower than the mean and were classified as having medium procrastination and ۱۴,۶۶% were one standard deviation lower than the mean and were diagnosed as low procrastinators. Also, male students obtained a higher score in the academic procrastination questionnaire than female students, and the inferential statistics analysis through running an independent samples t-test showed that the observed difference between the average scores of the two groups was statistically significant. The results of this research can be used by education experts.

Keywords: Academic Procrastination, Multi-Grade Classes, Prevalence Rate, Gender Differences, Students

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