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Sadoon Salih Muttar<sup>1\*</sup>  
Dr. Dihya Uweed Harbi  
Al-Arnoosy<sup>2</sup>

## Evaluating the Curriculum of Teaching Methods of Basic Education Colleges from the Points of View of the Teachers

### Abstract

*The present study tries to evaluate the content of the curriculum of general teaching methods of Basic education college so as to identify the strong and weak points, and to make some remedies of the weak points. Questionnaire is used to gather information of the study. The main areas of questionnaire are: Content, Aim, method and Testing. The sample of the study consists of 25 teachers. The study results indicated that there are some defects in designing the contents and aim of the curriculum of general teaching method. The study has ended up with a number conclusions and recommendations based on its results.*

**Keywords:** Curriculum Evaluation, General Teaching Methods, Basic Education College Contents, Aims, Activities, Evaluation.

### Introduction

For Banks (1977) evaluation represents the technical aspect of instruction and a source of continuous feedback to keep the adjustment in teaching and learning process.

The term 'evaluation' has various applications. However, it has interchangeably the same meanings. The concept of evaluation is bigger than measurement. Its fundamental function is to decide the value, the worth wholeness and the effectiveness of a learning process (Bhavard, 2010).

Selecting the model of curriculum evaluation is determined by the objective of the evaluation. And generally, when it comes to analyze a curriculum, the objective of the academic program, the content discipline area, delivery and assessment (Wolf, Hill & Evers, 2006), concerns on the usage of the collected information, the effective timing for the evaluation process, who are responsible for providing information and what are the feedback

methods to be used during the evaluation process are the major aspects of to be analysed. Curriculum implementation refers to the curriculum aspects which include objectives, contents, presentation and assessment.

### 1) The Problem of the Study

Zhong (2007) states that the evaluation of curriculum is a significant element in the process of curriculum construction. It is helpful in determining the success and failure of curriculum construction, investigating the effective parts implemented during curriculum construction activities, highlighting problems and causes in curriculum construction and clarifying the improvement direction, ways and measures according to the causes by means of observation, questionnaires, quizzes and so on.

The main reason that invited the researchers to study this problem is that the researchers through their past experience in teaching curriculum of teaching methods noticed

Sadoon Salih Muttar<sup>1\*</sup>, University of Babylon, College of Basic Education, Hillah, Iraq.

Email: Saadoon\_salih@uomisan.edu.iq

Dr. Dihya Uweed Harbi Al-Arnoosy<sup>2</sup>, Professor, University of Babylon, College of Basic Education, Hillah, Iraq. Email: basic.dihya.uweed@uobabylon.edu.iq

that some students at Basic Education College suffer from some defect in their scores in this subject, therefore, they tried to study this problem by exposing a questionnaire to a sample of teachers who teach this subject in order to gather the important information that serves the study. Therefore, they constructed a questionnaire according to theoretical studies to study the strong and weak points of designing curriculum.

## **2) Aim of Study**

This study aims to understand the strong and weak areas in the construction of curriculum of general teaching method at the Basic Education College, and to remedy the weak areas in the construction of curriculum. Therefore, to achieve the aim of this study, the study tries to answer the following questions:

1. Are there any weakness areas in the designing of the curriculum of general teaching methods of Basic Education Colleges?
2. If there are some weakness areas in the designing of the curriculum of teaching methods, what are they?
3. How can we treat the weakness areas in the construction of curriculum of teaching method?

## **3) The Limit**

This study focus is on the evaluation of curriculum of general teaching methods of Basic Education College from the points of view of teachers in the academic year 2020-2021.

## **4) Definitions of Basic Terms**

### **• Curriculum Evaluation**

Marsh (2004) defines the curriculum evaluation framework as a set of connected subjects set together in certain criteria to cover an exact area of study. A framework for curriculum evaluation can be a set of rules used to analysis; aims, methods, purposes, types, etc. of curriculum evaluation which can be used in a specific context in order to assess the effectiveness of a curriculum with the purpose of developing, altering or keeping the existing materials.

## **Theoretical Background**

### **1) Curriculum Evaluation**

Fitzpatrick, Sanders & Worthen (2004) define evaluation as the use of "defensible

criteria" to determine an object's merit and demerit in reference those criteria. For Stufflebeam (2001) evaluation is the implementation of a study with the purpose of determining the contribution and the value of the evaluated item.

Gredler (1996) states that curriculum evaluation is as set of activities implemented for the purpose of collecting data about the educational policies, programs, curricula, courses, and educational and instructional materials.

In education, evaluation is essential to develop, implement, and maintain curriculum. Evaluation keeps tracking the strengths and weaknesses of the curriculum before its implementation and the effectiveness of its delivery after implementation. Therefore, evaluation is decisive to the health of the system and programs of education (Ornstein and Hunkins, 2014).

Brewer (2010) also asserts that there is a shift in focus in the program evaluation. There is an increasing tendency to utilize evaluation, based upon a variety of systematic data collections and analyses, for making program decisions concerned with effectiveness, efficiency, worth and adequacy. No longer focus is on creating cause-and-effect links between expectations and outcomes.

## **2) Purpose of Curriculum Evaluation**

Sawin (1990) maintains that "evaluation studies can shed light on the points of strengths and weaknesses of the syllabus in order to enhance what is good and deal with the areas that may need to be improved."

The effectiveness of the instructional material, the students' progress and curriculum development construct the main purposes of evaluation. The ultimate purpose of evaluation studies is not only to evaluate, but rather to collect convenient data for refining the curriculum and the textbooks and that can help in testing and measuring the student's achievements.

## **Population and Sample Selection**

The faculty of the College of Basic Education/ University of Misan constitute the whole population of the study. They are (37) males and females. Twenty-five academics are randomly selected to be the sample of this study and twelve academics are selected for the purpose of the pilot study.

**1) Instrument**

To achieve the objectives of the study, the researchers have constructed a questionnaire to be the main instrument to collect data.

mainly composed of four major areas: contents, aims, method and testing. The questionnaire should be answered according to a three-point Likert scale: “verified” takes (1), “verified to some extent” takes (2) and “unverified” takes (3). See table (1).

▪ **Description of the Questionnaire**

The researchers have constructed a fifty-items questionnaire. The questionnaire is

**Table 1.**

*The Areas and items of the Questionnaire*

Area	Items	Verified	Verified to some extent	un Verified
Contents	Characteristics of the contents are:			
	1- prepared by the ministry of education.			
	2-Teachers mainly depend on vocabularies in designing contents.			
	3-grown students' desire in field of teaching methods			
	4-allowed to the teacher in deleting and adding some contents.			
	5-taken in the modern developments in the curriculum.			
	6- given the students an opportunity to apply the theoretical side in practice.			
	7- constantly being updated.			
	8- comprehensive of theories, principles, facts, concepts and all the components of the course.			
	9- included new information related to the latest developments in teaching methods.			
	10- helped the students to choose the appropriate teaching strategies.			
	11- reinforced the ability of students to choose the appropriate method of teaching.			
12-Familiarized students with the field of teaching methods and their educational applications.				
Aims	The main aims of the contents are to:	Verified	Verified to some extent	un Verified
	13-increase the desire of students to continue in the studying of teaching methods.			
	14- give a clear picture of the efforts of state in the field of education.			
	15- give the students a chance to learn themselves.			
	16-encourage the students to practice their hobbies of teaching			
	17-provide enough opportunity to apply what the students have learned.			
	18- stimulate the correct scientific thinking among students.			
	19-crespond the course to the abilities, capabilities and maturity level of the students.			
	20-be clearly defined.			
	21-get the students a prior idea of the objectives of the teaching methods.			
	22- get the students a scientific benefit through familiarizing them with objectives of the subject			
	23-know the students the objectives of the course so as to realize its significance.			
	24- prepare the students scientifically to be successful teachers in teaching various subjects.			
Method	The characteristics of method in teaching are to:	Verified	Verified to some extent	un Verified
	25- explain and clarify the terms and concepts that they contain in it.			

	26-consistent with the application of the most subjects.			
	27- build on clear strategies for the purpose of applying them correctly.			
	28-reduce the difficulties that face students in overlap between the steps of one and another method.			
	29-help students to choose the preferred method in teaching by introducing them to the advantage and disadvantage of teaching method.			
	30-works on analyses the ambiguity that face students during its application.			
	31.present itself in excellent style because it has good contents			
	32.connect the community and the environment of the school.			
	33-fulfill the needs, desires and tendencies of the students in learning process.			
	34-be the insistence of the students to study their topics.			
	35- suit all the subjects in educational field.			
	36-The advantage and disadvantage of methods have a significant impact on students' choice of the appropriate method.			
	37-There is difficulty in the application of methods in academic studies because there is no application of the methods.			
Testing	Testing aims to:	Verified	Verified to some extent	un Verified
	38-encourage the scientific thinking.			
	39-help the specialists to evaluate the curriculum.			
	40-reveals the weakness and strengths in the content of the material.			
	41-design in manner that takes the individual differences among the students.			
	42-include scientific and applied aspects.			
	43-involve all the subjects that related to the teaching material.			
	44-design on the way that requires memorization and remembering only.			
	45-include all the vocabularies of the topics.			
	46-based on answers that depended on understanding and comprehension of material.			
	47- not to be formulated in a way that suggest the correct answer to the students.			
	48-determine the most part of their scores on the written exams.			
	49-design in a way that do not allow the students to get cheating in the examination.			
	50-success of the students in the test is mainly depended on the scores in the test.			

#### ▪ **Face Validity**

Bergman (1981) states that validity reflects how well the instrument measures what is intended to measure. In other words, Heaton (1988) says that validity of a questionnaire is “the extent to which it measures what it is supposed to measure and nothing else”. The face validity of the questionnaire has been checked by a jury of EFL specialists in the fields who amended its draft.

#### ▪ **Reliability**

Gronlund (1981) suggests that the reliability is a significant indicator in evaluating results. According to (Brown, 1987), reliability is how consistent evaluation results are from one measurement to another. The reliability of the questionnaire has checked in by the pilot study. Data collected by the researchers themselves have been statistically processed by using Person Correlation Coefficient. The calculated coefficient is 0.85 which is considered a high level of reliability.

## 2) Administration

Having checked the validity and reliability of the questionnaire, the researchers have distributed it to the study sample on June 2021. Later on, the questionnaire forms are collected for statistical analysis.

## 3) Statistical Tools

SPSS (Soft Package Version 19) has been used for calculating the results of the study.

## Analysis of Data

After the final administration of the questionnaire to the sample, the collected data have been analysed statistically to answer the questions of the study.

## 1) Contents

It is clear from table (2) which deals with results related to the contents are distributed as follow: Items with numbers (1,2,3,4,5,6,7,8,9,10,11,12) respectively take the mean (1.16,1.20,1.00,1.08,1.24,1.48,1.28,1.12,1.16,1.00,1.16 and 1.28) and stander deviation (0.473,0.500,0.128,0.400,0.579,0.700,0.00,0.332 ,0.473,0.00,0.473and 0.614). Results in this table are also shown that the contents of teaching methods have designed in lower level, this fact is concluded from the results that obtained by the average weighted mean which is (1.18) and stander deviation which is (0.3816). This means that this area is situated in the lower level of the intervals of levels as follows:

**1-Low level (1 -1.66). 2-Modrate level (1.67-2.33). 3-High level (2.34-3).**

For more details see table (2).

**Table 2.**

*Item number, Mean, Stander deviation and Ranking order of the Items Related to the contents*

Item number	Item content	Mean	Standard deviation	Item rank
contents	Characteristics of the contents are:			
1-	1- prepared by the ministry of education.	1.16	0.473	6
2-	2-Teachers mainly depend on vocabularies in designing contents.	1.20	0.500	5
3-	3-grown students' desire in field of teaching methods	1.28	.678	3
4-	4-allowed to the teacher in deleting and adding some contents.	1.08	0.400	10
5-	5-taken in the modern developments in the curriculum.	1.24	0.597	4
6-	6- given the students an opportunity to apply the theoretical side in practice.	1.48	0.700	1
7-	7- constantly being updated.	1.00	0.000	12
8-	8- comprehensive of theories, principles, facts, concepts and all the components of the course.	1.12	0.332	9
9-	9- included new information related to the latest developments in teaching methods.	1.16	0.473	7
10-	10- helped the students to choose the appropriate teaching strategies.	1.00	0.00	11
11-	11- reinforced the ability of students to choose the appropriate method of teaching.	1.16	0.473	8
12-	12-Familiarized students with the field of teaching methods and their educational applications.	1.28	0.614	2
average	Weighted mean	1.1800	0.38164	

## 2) Aims

Table (3) states that the aims of curriculum have designed in lower level since the average weighted mean is (1.2923) and standard deviation is (0.43116). Moreover there are three items in this area which take the high ranks and they are: (18, 22 and 21) which include: stimulate the correct scientific thinking among students”, “get the students a scientific benefit through familiarizing them with objectives of the

subject” and” get the students a prior idea of the objectives of the teaching methods”. The three items which take the lower ranks in this area are: (19, 23 and 15) which deal with” correspond the course to the abilities, capabilities and maturity level of the students.” know the students the objectives of the course so as to realize its significance” and” give the students a chance to learn themselves”. See table (3).

**Table 3.**

*Item number, Mean, Standard deviation and Ranking order of the Items related to the Aims*

Item number	Item content	Mean	Standard deviation	Item rank
Aims	The main aims of the contents are to:			
13-	increase the desire of students to continue in the studying of teaching methods.	1.24	0.523	7
14-	give a clear picture of the efforts of state in the field of education.	1.16	0.554	9
15-	give the students a chance to learn themselves	1.00	0.00	12
16-	encourage the students to practice their hobbies of teaching	1.28	0.458	6
17-	provide enough opportunity to apply what the students have learned.	1.32	0.748	5
18-	stimulate the correct scientific thinking among students.	1.56	0.712	1
19-	correspond the course to the abilities, capabilities and maturity level of the students.	1.12	0.332	10
20-	be clearly defined.	1.16	0.645	8
21-	get the students a prior idea of the objectives of the teaching methods.	1.48	0.872	3
22-	get the students a scientific benefit through familiarizing them with objectives of the subject	1.52	0.714	2
23-	know the students the objectives of the course so as to realize its significance.	1.00	0.00	11
24-	prepare the students scientifically to be successful teachers in teaching various subjects.	1.36	0.490	4
average	Weighted mean	2.5785	0.61783	

## 3) Method

This area has got the high level because the average weighted mean is (2.5785) and the standard deviation is(0.61783).The three items which take the high rank are: (29,34 and 27) which respectively mean (“help students to choose the preferred method in teaching by introducing them to the advantage and disadvantage of teaching method”, “be the insistence of the students to study their topics”

and “build on clear strategies for the purpose of applying them correctly”, and the lower three items in this area are (31, 35 and 36) which mean: “present itself in excellent style because it has a good contents” suit all the subjects in educational field” and The advantage and disadvantage of methods have a significant impact on students choice of the appropriate method. See table (4).

**Table 4.**

*Item number, Mean, Standard deviation and Ranking order of the Items Related to the Method*

Item number	Item content	Mean	Standard deviation	Item rank
Method	The characteristics of method in teaching are to:			
25-	explain and clarify the terms and concepts that they contain in it.	2.60	0.645	8
26-	consistent with the application of the most subjects.	2.44	0.768	9
27-	build on clear strategies for the purpose of applying them correctly.	2.80	0.500	3
28-	reduce the difficulties that face students in overlap between the steps of one and another method.	2.60	0.764	6
29-	help students to choose the preferred method in teaching by introducing them to the advantage and disadvantage of teaching method.	3.00	0.00	1
30-	works on analyses the ambiguity that face students during its application.	2.60	0.707	7
31-	present itself in excellent style because it has good contents	2.36	0.860	12
32-	connect the community and the environment of the school.	2.64	0.569	5
33-	fulfill the needs, desires and tendencies of the students in learning process.	2.40	0.913	10
34-	be the insistence of the students to study their topics.	2.88	0.440	2
35-	suit all the subjects in educational field.	2.20	0.913	13
36-	The advantage and disadvantage of methods have a significant impact on students' choice of the appropriate method.	2.36	0.952	11
37-	There is difficulty in the application of methods in academic studies because there is no application of the methods.	2.64	0.700	4
average	Weighted mean	2.5785	0.61783	

#### 4) Testing

According to the results that have got in this area told us that this area gets the high level because the average weighted mean is (2.5877) and the standard deviation is (0.663). Moreover, the three items which take the high ranks in this area are: (38,42,47) which deal with "Encourage the scientific thinking.", include scientific and applied aspects". and " design on the way that

requires memorization and remembering only", and the three items which take the lower ranks in this area are: (43,45, and 48).Theses items respectively deal with " involve all the subjects that related to the teaching material., include all the vocabularies of the topics" and determine the most part of their scores on the written exams. See table (5).

**Table 5.**

*Item number, Mean, Stander deviation and Ranking order of the Items Related to the Testing*

Item number	Item content	Mean	Standard deviation	Item rank
Testing	Testing aims to:			
38-	Encourage the scientific thinking.	2.76	0.597	3
39-	help the specialists to evaluate the curriculum.	2.52	0.653	7
40-	reveals the weakness and strengths in the content of the material.	2.72	0.678	5
41-	design in manner that takes the individual differences among the students.	2.52	0.823	6
42-	include scientific and applied aspects.	3.00	0.00	1
43-	involve all the subjects that related to the teaching material.	2.44	0.917	10
44-	design on the way that requires memorization and remembering only.	2.36	0.860	13
45-	include all the vocabularies of the topics.	2.44	0.870	11
46-	based on answers that depended on understanding and comprehension of material.	2.44	0.917	8
47-	not to be formulated in a way that suggest the correct answer to the students.	2.88	0.440	2
48-	determine the most part of their scores on the written exams.	2.36	0.757	12
49-	design in a way that do not allow the students to get cheating in the examination.	2.44	0.917	9
50-	success of the students in the test is mainly depended on the scores in the test.	2.76	0.663	4
average	Weighted mean	2.5877	0.62763	

### 5) Conclusions

1. In general the contents of the teaching method do not serve the teaching of this subject since the contents gets the lower level according to the opinions of teachers.
2. Aims of the teaching method also do not serve the aims of learning this subject in the College of Basic education, this fact is concluded from the results that obtain in this study.
3. The results that related to the characteristics of method are more reliable in this study since this area gets the high level.
4. The results that related to testing in this study have got the high level, this means that the teachers agree with the most items in this area.

done by reorganization of the contents according to the development strategies of learning of different subjects, and this will serve the aims of learning every subject in the Colleges of Basic education.

2. It is also necessary for the designer of the curriculum to take in their considerations that the development of the all aspects of the world will reflect on the development of every curriculum.
3. Since there is defect in the building of the syllables of the aims of teaching method, therefore there is an urgent need to re arrangement of the aims of teaching method so as to suits the aims of teaching different subjects in the Colleges of Basic Education.

### 6) Recommendations

The researchers recommend the following steps:

1. Specialist of curriculums designer should re-review of the syllabus of the contents of teaching methods, and this can be

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