

The Role of the Orientation of the Intelligent School's Teachers' Curriculums on Educational Vivaciousness of Students

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Abstract

The present research has been undertaken to assess the role of orientation of teachers' curriculums in intelligent schools in educational vivaciousness in Birjand's second grade high school students; this is a descriptive, correlation research. The statistical universe includes all grade two junior high school teachers of Birjan'd intelligent schools and their students in the educational year of 92-93. There has been chosen a population of 25 women and 25 men among teachers and 250 girl students and 250 boy students as sample group. While the teachers were selected through simple sampling, selecting students was done based on purposed sampling. Research questions are as the followings: 1. Is there a meaningful relationship between educational vivaciousness of intelligent school students and the orientation of the teachers' curriculums? 2. Does the orientation of the teachers' curriculums vary based on their years of service? 3. Does the orientation of the teachers' curriculums vary based on their sex? To collect data, student educational vivaciousness questionnaire (1391) with 69% final coefficients and curriculum orientation questionnaire of 83% final coefficient whose validity has been already proved by its designers have been used. Step by step regression test showed that with regard to student educational vivaciousness, based on the orientation of the teachers in their curriculums, just two perspectives have the potentiality of predicting student educational vivaciousness in intelligent schools: self-flourishment and Schwab proper selection. The results of multi-variant variance analysis show that the orientation of teachers' curriculums doesn't change meaningfully based on their years of service and sex.

Keywords: Curriculum Orientation, Educational Vivaciousness, Intelligent Schools

1. Introduction

Educational schools are institutions in which drastic changes in education and management systematically prepares the students to confront the new age of technology. Some of the purposes of these institutions are as follows:

- Producing an enlightened labor force familiar with technology.
- Expanding and developing students physically, mentally, emotionally, and spiritually.

- Providing students with opportunities to flourish and enhance their capabilities.
- Enhancing group work in the realm of education.

Changing the teaching method from one based on memory to one based on thinking and innovation is an extremely important point in these institutions. To do this, the key criteria of intelligent schools must be re-defined and new strategies for its application re-explicated (Marshal, 2003). Teaching approaches in intelligent schools combine learning strategies to facilitate and pre-

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capitate the enhancement of the students' potentials. To achieve this and to ensure providing necessary qualifications in students, different teaching methods and attractive learning activities are adopted (Ionesco, 2003).

Though many researchers, such as Eisner and Malnes (1974), McNeill¹¹, Miller (1983), and Schubert (1986), have presented different sketches in curriculum orientation, Jackson⁶ has classified all these tendencies in 2-6 groups. According to Chang and Wang, (2002) Eisner and Malnes have performed the most quoted research on the role of orientation in curriculums.

2. Curriculum Orientation according to Eisner and Malnes

2.1 Development of Mental and Rational Processes Perspective

This perspective view curriculum as an effective instrument in the development of mental and rational processes and, in contrast to academic rationalistic approach, emphasizes process over content.

A person with cognitive process tendency looks forward to future and imagines a society in which the individual's success is determined by his mental power in working out the problems and critical thinking. This approach relies heavily on the individual learner's capacity to apply post-cognitive processes to learners (Foil, 2008).

2.2 Academic Rationalism

This is one of the oldest and most popular views about curriculum (Anji and Chang, 2002). The proponents of this perspective believe that the curriculums must be built on a repertoire of knowledge to advance humanity and civilization (Klein, 1978). They hold that content is more important than process.

2.3 Self-flourishment or Personal Relationship Perspective

This curriculum orientation is based on humanistic psychology (Voulch, 1972). In this perspective, the learners are supposed to be the source of all curriculums and the instructors are supposed to prime the ground for the flourishing of opportunities and experiences (Chang, 2002). This orientation is closely related to existen-

tial philosophy and applies child-based procedures to teaching and learning. The proponents of this type of orientation believe that instruction and training must satisfy social and personal needs of the learners Jenkins⁷.

2.4 Social Reconstruction or Social Adjustment Perspective

Social reconstructionism believes that the ultimate purpose of curriculum is the emergence of a novel, fair society whose members are totally content with the overall course of education which aims at rebuilding the society new. Social reconstruction perspective is closely related to Dewey and other progressive researchers. This group considers curriculum as an opportunity for the realization of social changes; it also believes that reform is an ideal approach to curriculum Jenkins⁷.

2.5 Technological Orientation

This view is in line with behaviorism and technology-based ideas in other classifications. In this type of orientation, curriculum is systematic, and a variety of effective means are put into work for the actualization of pre-planned purposes. In other words, this approach focuses on the instruments necessary for the achievement of the educational goals rather than on the howness of the goal actualization. Curriculum, in this type of orientation, is a technical task, and includes analysis and priming of learning goals Reding¹³.

2.6 Schwab's proper Selection Approach

An approach which believes that revealing the component majors of contemporary knowledge is actually recognizing different educational materials from which educational source and necessities originate. Schwab, following academic positivism, underwent reformation after 60s turbulence. Proper selection approach roots in the necessity of coherence and cohesion in different fields on curriculum studies and aims at providing an applicable paradigm to connect major-based universities with an idealist society (Tanner¹⁶).

The researchers showed that the teachers' enthusiasm is more strongly related to students' internal stimulation and vivaciousness than other behaviors (Ryan, 1997). Teacher's eagerness results in higher energy and vivaciousness in students. A teacher's active and passionate presentation of his materials creates a lively atmosphere,

enhances student internal stimulation, and infuses the class with a powerful source of energy. Enthusiastic teaching is a significant factor in teaching (Abedi, 1386).

Educational vivaciousness means positive, effective, and flexible reactions to different challenges and obstacles on the way of proper instruction (Douglas, 2011). Martin and Marsh¹⁰ explicated various challenging educational questions which demand attention. Schools and other educational environments are contexts in which instructional challenges, obstacles, and pressures are real life facts, an idea which has been further supported by researches done in this field.

Vivaciousness is the same as an energy which comes from one's within. This energy originates from inside, meaning that vivaciousness is the feeling of being alive which is far away from obligation. So, vivaciousness differs from narcissism, because vivaciousness signifies psychological stability while narcissism connotes psychological instability.

3. Background of the Study

Saeidi, Arefi, and Khaje¹⁴ have undertaken studies about the relationship between psychological-social atmosphere and the extent of student vivaciousness in Birjand. The results of the regression analysis show that among social-psychological dimensions of the class, coherence positively and competition negatively, both meaningfully, predicts educational vivaciousness.

Dehghanzadeh and Hussein-Chari (1393) performed a research entitled "Educational Vivaciousness and the Cognition of Family Relation Patterns and self-efficiency". In this research, 337 students, from Mahriz high school, 176 girls and 161 boys participated. They were selected based on a racemose, multi-level pattern. They found out that:

- First, some dimensions of family relation patterns can directly predict educational vivaciousness and self-efficiency.
- Analyzing the final coefficient made it clear that self-efficiency plays an intermediary role between dialogue and educational vivaciousness.

Vaziri and Shirzadi Isfahani (1392) did a research on the relationship between organizational atmosphere and joy with vivaciousness in the Faculty Board of AL 'Zahra University. The results showed a meaningful, positive

relationship between a joyful, organizational atmosphere and vivacious Faculty Board.

Arizi, Abedi and Taji³ performed a study to determine the role of teacher's different behaviors on vivaciousness and internal stimulation in the students. The findings revealed that enthusiasm (31%), independent support (27%), and fundamental knowledge (21%) concerning teacher vivaciousness, and teaching method variety (29%) with regard to internal stimulation play a more significant role in enhancing vivacious and internal stimulation in students.

Moroudi (1392) undertook a study about the relationship between philosophical mentality and curriculum orientation among Zahedan high school teachers. The statistical universe included 894 teachers, 270 of whom were selected as prototype group. The results signified a positive, meaningful relationship between philosophical mentality and curriculum orientation. They also showed that differences in age, sex, and degree aren't as important factors on the formation of curriculum as the teachers' philosophical mentality.

Akbari Bourang et al.¹, in a study entitled "Mashhad Medical University Instructors' Curriculum Orientation and Sex, medium of Presentation (face to face, virtual, ...), and Degree", concluded that behavioristic orientation, Schwab proper selection, and cognitive process were more heavily focused than other procedures. Orientation in face-to-face classes differed drastically with virtual instruction. Although behavioristic orientation was approved of by the majority of university instructors, sex didn't play a vital role. Instructors with higher scholarly level valued humanistic orientation more in comparison with lower scholarly level instructors.

Martin and Marsh¹⁰ performed a study entitled "Towards a Proper Understanding of Students' Educational Vivaciousness". This study included 598 students of grade 3 junior high school and grade 2 high school students of five Australian institutions. The analysis of structural equation pattern revealed that the time period of stress, self-efficiency, and educational cooperation can meaningfully predict educational vivaciousness, with stress playing the most vital role among all.

Andrew Martin et al.² undertook to study the relationship between the risks and psychological problems, such as educational anxiety, defeat avoidance, unclear control, instability, and hysteria with educational vivaciousness. The statistical universe included 2971 students of 11-19

years old of 21 high schools in Australia within a one-year time limit. The results showed that there is a mutual cause-effect relationship between psychological problems and educational vivaciousness.

Potwain et al (2011), during a study entitled "Is Educational Vivaciousness the Same as Educational Adjustment", did a research on 298 university students and concluded that educational vivaciousness is obviously distinct from adjustment.

Crummey⁴ discussed the orientation of substitute teacher curriculum in a study the purpose of which was to evaluate the substitute teachers' beliefs. 95 teachers responded to their curriculum conventions in Virginia's substitute education. Several factors such as sex and years of service in substitute teaching and orientation towards substitute instruction were accounted for. All these features were related to their beliefs about the essence and howness of curriculum. Substitute instruction teachers believed in curriculum more strongly and emphasized social reconstruction and practical beliefs.

Ding (2008) investigated the curriculum orientation of catholic teachers and school deans. 380 catholic teachers and managers answered reformed curriculum orientation questionnaire and a separate questionnaire of 25 questions about teaching ideas and activities. According to the results, teachers and managers valued six types of orientation equally and considered meaningful relationship between demographic variants, such as sex and grade, and humanistic orientation. Women and primary school teachers paid more regards to humanistic orientation. There was distinct disparity with regards to prioritizing Schwab proper selection and humanistic approaches.

4. Research Method

For data collection, the research method is descriptive from correlation category, and with regards to the purpose, the research is a functional one which performs as in-depth analysis of the role of curriculum orientation in intelligent schools in educational vivaciousness in Birjand's high school second grades.

4.1 The Statistical Universe and Sampling Method

The statistical universe includes all Birjand's high school second grade teachers working in 92-93 educational year

and all their students. 50 teachers have been selected through random sampling and 10 students related with each teacher (creating a group of 500 students) who have been chosen based on purposive sampling.

Based on what has been already mentioned, the research questions are as followings:

- Is there a meaningful relationship between educational vivaciousness of intelligent school students and the orientation of the teachers' curriculums?
- Does the orientation of the teachers' curriculums vary based on their years of service?
- Does the orientation of the teachers' curriculums vary based on their sex?

4.2 Measuring Tools

4.2.1 Educational Vivaciousness Questionnaire

Dehghanizadeh and Hussein-Chari's⁵ questionnaire has been used to measure this variant. This questionnaire is the result of re-patterning of Martin and Marsh's 2006 educational vivaciousness scale which employs four criteria. The final questionnaire consists of 10 factors; these factors were performed on 186 high school students who were chosen randomly. The results of this study showed that Cronbach's alpha coefficient is 0/80 and re-learning coefficient is 0/73. The correlation spectrum of the criteria with the overall score is between 0/51 and 0/68.

4.2.2 Curriculum Orientation Questionnaire

Chang and Wang's curriculum orientation questionnaire, which was modeled on Eisner and Malen's studies, was used. This instrument includes 35 criteria which follow Larikret's four alternatives of TOTALLY AGREE, AGREE, DISAGREE, AND TOTALLY DISAGREE. The reliability and validity of used tools were measured by Akbari Boudang et al in 1381. The tools validity was determined based on content validity.

To do this, the questionnaire was rechecked and reformed by curriculum specialists. To determine the model's validity, Krot Bartlett's application result was 3792/058 which made sense on a scale of 0/0001. The results of higher functional loads of more than 0/3 proved the fluidity of the variant. Reliability was measured by Behgard (1389) through Cronbach's alpha coefficient as 0/78 and by Ramoudi as 0/86. The final coefficient of the research was an acceptable, i.e. 0/83.

5. Findings

SPSS was used to analyze the gathered data. Then the results were used to describe population characteristics in the realm of descriptive statistics and multi-variant variance analysis, linear regression, and Gowin Test in the realm of inductive statistics.

Sample Group Frequency based on Sex.

Table 1. Frequency and sample group (teachers) percent based on sex

Sex	Frequency	Percent
Male	25	50
Female	25	50
Total	50	100

As shown in Table 1, there was used equal number of male and female teachers in the research.

Table 2. Frequency and sample group (students) percent based on sex

Sex	Frequency	Percent
Male	250	50
Female	250	50
Total	500	100

The number of boy and girl students, each teacher representing 10 students, is the same.

6. Questions of the Research

6.1 Question 1

Is there a meaningful relationship between educational vivaciousness of intelligent school students and the orientation of the teachers' curriculums?

Step by step regression has been applied to investigating the relationship between student educational vivaciousness and the orientation of teachers' curriculum. The results of this test show that among teachers' curricu-

Table 3. Frequency and sample group percent based on years of service

Years of service	Frequency	Percent
1-5	3	6
6-10	2	4
11-15	3	6
16-20	12	24
21-24	3	6
25-30	22	44
30 and more	5	10
Total	20	100

lum orientation, two perspectives, at the expanse of the elimination of others, each with the following educational vivaciousness prediction capacity, have fallen applicable:

- Self-flourishment or personal relationship orientation with a capacity of 0/14 percent.
 - Schwab proper selection with a capacity of 0/07.
- The results of regression analysis are shown in Table 5.

6.2 Question 2

Does the orientation of the teachers' curriculums vary based on their years of service? Does the orientation of the teachers' curriculums vary based on their sex?

Multi-variants variance analysis was used to deal with the question; the accuracy of variance was further supported by Levin Test, signifying that teachers' curriculum orientation does not change meaningfully based on their years of service.

The analysis of individual dependent variants was done through Ben Fruni's valued alpha (0/0083), and it became clear that teacher curriculum orientation criterion does not vary meaningfully based on the years of service.

6.3 Question 3

Does the orientation of the teachers' curriculums vary based on their sex? Multi-variants variance analysis was used to deal with the question; the accuracy of variance

Table 4. The results of variance analysis of the role of the orientation of teachers' curriculum in student educational vivaciousness

Square source		Square aggregation	Square mean	F	Meaningfulness level	Correlation coefficient	Determination coefficient
Self-flourishment	regression	3/42	3/42				
	Residue	20/52	0/29	11/99	0/001	0/38	0/14
	Total	23/94					
Schwab proper selection	Regression	2/24	2/24	5/41	0/02	0/26	0/07
	Residue	29/87	0/42				
	Total	32/11					

Table 5. Coefficients of teacher curriculum orientation in student vivaciousness

Variant	Non-standard coefficient	Standard coefficient	T value	Meaningfulness Level
	Value...	Standard mistake	Value....	
Fixed	3/81	0/46		8/29
Self-flourishment perspective	0/04	0/01		3/46
Fixed	3/45	0/57		6/03
Schwab perspective	0/03	0/01	0/26	2/33

was further supported by Levin Test, signifying that teachers' curriculum orientation does not change meaningfully based on their sex.

The analysis of individual dependent variants was done through Ben Fruni's valued alpha (0/0083), and it became clear that teacher curriculum orientation criterion does not vary meaningfully based on their sex.

7. Conclusions

The results showed that among teacher curriculum orientations self-flourishment or personal relationship and Schwab proper selection can predict student educational vivaciousness. Self-flourishment orientation is based on humanistic psychology (Bobbi and Voulch, 1972). The

learner is the main source and the instructors must provide opportunities and experiences for the learner to achieve the highest level of perfection. (Change 2002)

Schwab (1983) stated that curriculum is a channel for the success of the teacher to convey different materials to different students. Schwab proper selection is an approach which roots in practical problem solving Jenkins⁷. The results of this research are in line with Remroudi's findings in 1392.

The findings do not express a meaningful relationship between teacher curriculum orientation and years of service. The teachers, normally, apply conventional teaching procedures and follow traditional paths in designing curriculum. This recognition is compatible with Remroudi (1392) and Ahiri's (1392) findings, but incompatible with what Jenkins⁷, Foil (2008), Amin Khandaghi, and Pakmehr concluded in their researches.

Sex is not a significant factor in curriculum orientation. This is further supported by Bourang et al (1390) and Change (2000), but is rejected by Reding¹³ and Jenkins⁸.

7.1 Further Suggestions

- The teachers' knowledge of curriculum orientation results in the clarity of approach, compatibility between function and outcome, and the crystallization of educational purposes.
- Based on what has been said about the role of teacher curriculum orientation on student educational vivaciousness in intelligent schools, it is suggested that teachers get familiar with curriculum orientation as much as possible thorough workshops.

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