Evaluation of Ilam university of medical science faculty members' views in relation to curriculum

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Abstract

Introduction: Curriculum has a major impact on education. The faculty members are the most important element in the success of the curriculum. The aim of this study was to determine the viewpoints of university of medical science faculty in relation to factors affecting their participation in the academic curricula.
Materials and methods: This was a cross-sectional study which included 66 members university of medical science faculty, from Ilam-IR, during the year 2014. Data collection tool was a questionnaire and sampling method was census.
Results: According to findings, scientific (27.4±9.8) and outside the organization factors (9.1±2.8) on their participation in the curriculum was moderate . The impact of Professional factors (28.4±7.2), internal organizational factors (25.7±6.1) , internal (19.1±4.5) and external motivational factors (19.1±4.5) on members' participation in curriculum planning was the high level. Motivational factors most impact on the participation of faculty in academic curricula.
Conclusion: Organization and educational managers should use programs that can improve job satisfaction, organizational commitment, responsibility and self-confidence, improving scientific, academic freedom and professional autonomy, attention to the law, the facilities and faculty teamwork culture, workshops and conferences to increase their participation in academic curricula recommended.

Keywords: Curriculum, Faculty member, Education ,Medical Science

Introduction

The curriculum is essence of any educational that combined with effective methods of teaching, the effectiveness of the educational system to ensure (1,2,3,4) A curriculum defines the learning that is expected to take place during a course or programmed of study in terms of knowledge, skills and attitudes (5).

In recent years, great attention to curriculum at universities and subjects and its components is considered as an important issue that is often ignored . Among other items, it does not usually pay attention to the role of faculty members at different stages of decision Curriculum (1,2,6). Mazzoli (2000), Stated that faculty

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members have a great impact on curriculum planning and curriculum in higher education (7). Faculty members can be predicted and providing learning opportunities and organizing learning experiences, and evaluation of curriculum involved (8,9).

The faculty members are the most important element in the success of the curriculum, because they are familiar with the issues and needs of students, and university and valuable experiences that engage students in shading gain (10). Organizational resources, rewards, communication and leadership styles, organizational aspects and external influences such factors are on faculty participation in decisions impacting (11).

In Iran, since the 2000 that curriculum authority has delegated to universities, the very difficult challenges about curriculum in the university have been developed .One of the challenges is factors influencing faculty participation in academic curricula(12). Therefore the aim of this study was to determine the viewpoints of university faculty in relation to factors affecting their participation in the academic curricula.

Materials and methods

This was a cross-sectional study that was performed at the Ilam University of Medical Sciences. IR, Iran, during the year 2014. This study was approved by the institutional review board. The target population included all the faculty members' who were employed in Ilam University of Medical Sciences, Ilam, Iran. Sample size was 66 of the mentioned faculty members. Due to the low sample size sampling method was census. The inclusion criteria was being faculty member of Ilam University of Medical Sciences. Exclusion criteria was having less than two years of work experience of the faculty and unwillingness to participate in the study . Data were collected through a two-part questionnaire that developed by researchers. First part of The questionnaire was about demographic characteristics of faculty member and second part was consist of four categories of factors affecting participation of faculty in the curriculum with 38 items measuring. These factors included academic (10 questions), professional (8 questions), organizational (10 questions) and motivational (10 questions). A demographic questionnaire was also distributed and the items which were included were age, gender, state marriage and work experience. The questions were scored based on Likert scale, ranged from "very low" (score 1) to "very high" (score 5). To determine the validity of the questionnaire, content validity was used. To determine the reliability of questionnaire, cronbach's alpha test was used. The reliability of questionnaire was 0.89. The data analyzed using software SPSS 16. Analyzing of the data was done through calculation of mean and frequency distribution.

Results

The results of the study showed that the most frequent categories in the study subjects were related to the age group ≤ 47 (45%), males 51 (77.3%), married ones 55 (91.6%), and those with Assistant Professor degree 38 (57.6%). According to findings from the viewpoints of faculty members, affect of academic (27.4±9.8) (Table 1) and outside the organization factors (9.1±2.8) (Table 3) on their participation in the curriculum was moderate. Professional factors (28.4±7.2), (Table 2) within the organization factors (25.7±6.1), (Table 3) internal (19.1±4.5) and external motivational factors (19.1±4.5) (Table 4) were high among academic factors, participating in educational workshops (3±1), among professional factors, having a positive attitude to curriculum (4.3± 0.8), among organization factors, the authority delegated to educational departments of the University (4.1± 0.8) and among motivational factors, appropriate

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recognition of the scientific and research faculty (4.2±0.8) were having most impact.

Table 1. Frequency of scientific factors affecting on participation of faculty in the curriculum.

Factors	Question	Very low	Low	Average	High	Very high	Mean ± SD
Scientific factors	Publications of faculty member	6.1%	37.8 %	25.8%	21.2%	9.1%	2.8 ± 1
	Translations of faculty member	7.6%	39.3 %	36.4%	15.2%	1.5%	2.6 ± 0.8
	Papers published in internal journals	3%	37.9 %	28.8%	22.7%	7.6%	2.9 ± 1
	Papers published in international journals	6.1%	40.9 %	25.8%	13.6%	13.6%	2.8 ± 1.1
	Attendance at internal seminars	4.5%	43.9 %	31.8%	16.8%	3%	2.6 ± 0.9
	Attendance at international seminars	10.6%	53%	18.2%	12.1%	6.1%	2.5 ± 1
	Participate in educational workshops	4.5%	27.3 %	34.8%	24.2%	9.2%	3 ± 1
	Research directed at undergraduate level	10.6%	36.3 %	36.4%	9.1%	7.6%	2.6 ± 1
	Rate of the Master of Science Theses and dissertations	7.6%	36.3 %	31.8%	16.7%	7.6%	2.8 ± 1
	Rate of Ph.D thesis guided	9.1%	37.8 %	31.8%	6.1%	15.2%	2.8 ± 1

Table 2. Frequency of professional factors affecting on participation of faculty in the curriculum.

Factors	Question	Very low	Low	Average	High	Very high	Mean ± SD
Professional factors	Rate of teaching experience and filed of teaching	0.00	15.2%	30.3%	30.3%	24.2%	3.6 ± 1
	Faculty rate of education	3%	18.2%	39.4%	33.3%	6.1%	3.2 ± 0.9
	Faculty member filed	1.5%	19.7%	36.4%	28.8%	13.6%	3.3 ± 0.9
	Academic Status Faculty member	4.5%	34.8%	39.4%	16.8%	4.5%	2.8 ± 0.9
	Benefit from new scientific resources	0.00	12.1%	36.4%	31.8%	19.7%	3.5 ± 0.9
	Having knowledge of academic curriculum	3%	6.1%	27.3%	36.3%	27.3%	3.7 ± 1
	Having positive view to curriculum	1.5%	1.5%	10.6%	37.9%	48.5%	4.3 ± 0.8
	Having experience in curriculum	0.00	6.1%	16.7%	48.4%	28.8%	4 ± 0.8

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Table 3. Frequency of organization factors affecting on participation of faculty in the urriculum.

Factors	Question	Very low	Low	Average	High	Very high	Mean ± SD
Organization factors	Supreme Council of Cultural Revolution	3%	36.4%	39.4%	10.6%	10.6%	2.8±1
	Approved by the Ministry of Health	4.5%	18.2%	45.5%	24.2%	7.6%	3.1±0.9
	Laws and regulations governing educational system	1.5%	19.7%	37.9%	30.3%	10.6%	3.2±0.9
	Policy within the University	0.00	15.2%	22.6%	47%	15.2	3.6±0.9
	Type of management (autocratic, participative)	6.1%	18.2%	18.2%	37.8%	19.7%	3.4±1
	University of atmosphere	4.5%	7.6%	21.2%	40.9%	25.8%	3.7±1
	Authority of educational departments	3%	1.5%	9.5%	53%	33%	4.1±0.8
	Relationships group members participating in curriculum	0.00	12.1%	27.3%	37.9%	22.7%	3.7±0.9
	Expectations and student-teacher interactions	0.00	16.7%	30.3%	43.9%	9.1%	3.4±0.8
	Seminars and workshops in the field of curriculum	0.00	4.6%	24.2%	54.5%	16.7%	3.8±0.7

Table 4: Frequency of motivational factors affecting on participation of faculty in the curriculum.

Factors	Question	Very low	Low	Average	High	Very high	Mean ± SD
Motivational factors	Financial and non-financial rewards	3%	6.1%	10.6%	37.9%	42.4%	4.1 ± 1
	Appropriate recognition of academic and research faculty	0.00	4.6%	13.6%	37.9%	43.9%	4.2 ± 0.8
	Teamwork culture motivates participation in curriculum	1.5%	10.6%	27.3%	27.3%	33.3%	3.8 ± 1
	Salaries and benefits of faculty	1.5%	12.1%	25.8%	33.3%	27.3%	3.7 ± 1
	Rate welfare facilities (mortgages, retirement, marriage)	3%	19.7%	31.8%	27.3%	18.2%	3.3 ± 1
	Job Satisfaction	0.00	4.5%	25.8%	39.4%	30.3%	3.9 ± 0.8
	Organizational commitment	0.00	7.6%	18.2%	39.4%	34.8%	4 ± 0.9
	Responsibility	0.00	6.1%	16.7%	37.8%	39.4%	4.1 ± 0.8
	Scientific freedom	0.00	15.2%	24.2%	36.4%	24.2%	3.6 ± 1
	Job autonomy	3%	16.7%	19.7%	39.4%	21.2%	3.5 ± 1

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Discussion

Curriculum has a major impact on education if over the place, role and context of faculty participation in academic curricula meditation happens, the effectiveness of the curriculum as significantly improve (13). The study found that all the factors contribute to the participation of faculty in curriculum planning.

According to the findings, motivational factors most impact on the participation of faculty in academic curricula. After motivating factors, professional factors, organizational and scientific were the most influence on the participation of faculty in the curriculum. This finding corresponded with the findings of a previous research study (10,12,14,16). Grnwald & Peterson (2003), the faculty member is considered one of the foundations of curriculum, because they are closest to the students and they are well aware of the needs and interests and have comprehensive knowledge about teaching and learning as well as teaching and learning methods.If considering the place of faculty members, role and preparation for their participation in decision making, should be comprehensive, it will dramatically improve the effectiveness of the curriculum (15). Curriculum of higher education in Iran, which plays a major role in the training of systems are designed based on centralized and now that planning permission has been given some universities curricula in the future due to inexperience and lack of expert personnel is unclear. Because the focus of the teaching and research faculty in the livelihood problems has led. Financial rewards to is not gained from scientific activities. Faculty salaries and benefits, market weak scientific publications, software and low support from researchers and publishers mean that. Expansion of higher education in the form of a centralized system, the autonomy of universities and the intellectual independence of faculty is limited. In addition to the above council coordinator to support university curriculum, professional experience, motivation factors, cultural factors and institutional, unwieldy bureaucracy and regulations, administrative barriers, lack of motivation towards participation of members, lack of educational facilities and spaces, Lack of financial support and long payment, and economic problems affecting participation of faculty the members, including the curriculum of the university (13). Underlying educational managers should improve job satisfaction, organizational commitment, responsibility and self-confidence, improving scientific, academic freedom and professional autonomy of faculty members at universities in order to ensure their participation in curriculum planning. The use of incentive mechanisms and appreciate the good service of science and research faculty members, attention to the law, the facilities and faculty teamwork culture in order to increase their participation in academic curricula recommended. Considering having the knowledge, experience and positive attitude of faculty members in the university curriculum and workshops and conferences related to the curriculum recommended.

Conclusion

Organization and educational managers should use programs that can improve job satisfaction, organizational commitment, responsibility and self-confidence, improving scientific, academic freedom and professional autonomy, attention to the law, the facilities and faculty teamwork culture, workshops and conferences to increase their participation in academic curricula recommended.

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