

Evaluation and Provision of an Optimal Model of Semi-Centralized Curriculum in Accordance with National Curriculum of First Period of High School in Iran

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Abstract. The purpose of this study is to provide an optimal model for semi-centralized curriculum in accordance with the national curriculum of the first period of high school in Iran and its evaluation from the perspective of the curriculum experts and related teachers and presentation of recommendations in relation to semi-centralized curriculum to improve the national curriculum. Research methodology, is applied and this study is an evaluative study. The researcher has used "field research" in order to conduct the study. Statistical population studied in this research consists of two groups: (1) 79 people from faculty members and third semester students studying curriculum planning in universities of Tehran, including Kharazmi University, Tarbiat Modarres University, Shahid Beheshti University, Allameh Tabatabaei University, Shahid Rajai University, Tehran University and Islamic Azad University, Research and Sciences Branch 2- first period of high school teachers of Baharestan with job titles including teachers, deputies and assistants with a bachelor's degree, master's degree and Ph.D students who were 466 subjects. In the present study, three hypotheses were tested, all of which were rejected in this study. The data collection tools included a researcher made questionnaire, and this questionnaire consisted of 36 questions with five options (Likert range). To check the validity of the questionnaire the opinions of advisor and supervisor professors were used who confirmed the face and content validity. To obtain reliability coefficient the questionnaire was conducted in a smaller statistical population and its reliability was estimated to be 0.96 using Cronbach's alpha coefficient. In general, Data Analysis showed the sameness of the opinion distribution of the experts (professors and Ph.D students studying curriculum planning) and teachers to use the semi-centralized curriculum model to explain the semi-centralized curriculum component in accordance with National Curriculum of first period of high school in Iran which was at the average level or higher than the average. Curriculum can be developed both by internal factors such as available forces in the schools, local areas or regions and external factors such centers central institutions in the country. The results of this study are a strategy to develop decentralization in the national curriculum planning.

Keywords: National Curriculum, Implementation Indices, Decentralization, Semi-Centralized Curriculum

1. INTRODUCTION

Since the second half of the twentieth century due to rapid political, economic and social changes the necessity of having a flexible and compatible curriculum with social and cultural changes and greater participation in educational decision-making is felt (Izadi, 2010: 2). And since about 100 years ago, this question has always been raised that in the educational system where and by whom should the decisions related to curriculum be adopted (Mousapour, 2006: 93).

The composition of the curriculum decision-makers, and teachers' ability to use the flexibility of the curriculum, determine the degree of centralization or decentralization of these programs (Norouzzadeh et al., 2006: 57). According to the opinion of Eisner three states can be considered for the distribution of power structure and decision-making in the curriculum: 1- Centralized, in which the decisions are taken at the top levels and are announced to low levels 2. Decentralized, which can be defined as the transfer of decision-making, responsibilities and duties from higher levels to lower levels of the organization 3. The semi-centralized, in which decision-makings are future-oriented and are credited over time for application in different environments (Henson, 1998: 30), Therefore, each country considering its conditions should determine that whether centralized or decentralized status is proper in decision-making "(Tmvmknk, 2004, quoted Karami et al., 2012: 93). Advocates of each of centralization and decentralization approach in defense of their positions provide important reasons that can demonstrate the importance of considering both the approaches for the curriculum (Javidi

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Kalateh Jafarabadi, 2006: 86). Advocates of centralized curriculum consider the unity performance of this system in a society that is composed of different ethnic groups and cultures and due to the lack of expert forces in the country they point out the implementation of the economic savings of this system. And emphasize the issue of equality of education quality for all people; in contrast, advocates of decentralized curricula raise the need to pay attention to sub-cultures, the importance of participating in curriculum planning and the necessity to pay attention to the local and native needs (Mousapour, 2006: 93). Producing national curriculum of Islamic Republic of Iran based on the principles, values and goals of Islamic education using local and national capacities and utilization of valid and successful experience of the world, in response to the needs and demands of the dynamic Islamic society, offers a new model of curricula, and education is an important step towards the documentation and raising the quality of the educational system of the country which includes:

- Attention to excellent objectives and diverse needs of learners and society to foster human at the same class of the Islamic Republic of Iran;
- Depicting a comprehensive and large-scale map of the formal and general system of education content as an important part of cultural engineering;
- Renewal and reconstruction of templates, strategies and education and training approaches;
- And providing a coherent, efficient and effective pattern to produce programs, materials, media and educational resources, are goals that have been considered in production and development of the national curriculum (Secretariat of curriculum design and development, fifth writing: 7).

List of the advantages and disadvantages of centralized and decentralized systems of education clearly expresses the fact that no centralized and decentralized system in general can be ideal. Instead, it should be tried that with a combination of the both, take advantage of their benefits as much as possible and reduce the disadvantages. There is no doubt that one of the reasons that education systems are kept centralized is that in most developing or the Third World countries, there is a lack of expertise and experienced force in different areas of the country to take the main decisions in relation to policies, planning, financial and administrative management, and coordination with the overall objective of education in the country. In this study by using international experiences and the current situation of semi-centralized curriculum planning besides identification of the semi-centralized curriculum components, we can investigate the amount of coordination between the semi-centralized curriculum components of the program which include: semi-centralized curriculum goals and objectives, approaches to semi-centralized curriculum design and development, approaches to teaching - learning of semi-centralized curriculum, decision-making indices of semi-centralized curriculum, the indices of implementation of semi-centralized curriculum, evaluation and improvement of semi-centralized curriculum indices with national curriculum.

2. STATEMENT OF PROBLEM

This study aims to on the one hand identify the components and the principles of scientific indices, philosophy of education and the National Curriculum of Education to design and develop semi-centralized curricula and on the other hand investigate the components, semi-centralized curriculum goals and objectives, approaches to designed semi-centralized curriculum, approaches to teaching - learning of semi-centralized curriculum, indices of semi-centralized curriculum of decision-making, and evaluation and improvement of semi-centralized curriculum, and after determining and investigating the above mentioned cases a suitable semi-centralized curriculum is offered, then the level of coordination of the semi-centralized

curriculum model with the National Curriculum should be determined by curriculum specialists and teachers. Based on what was mentioned, this study sought to examine the fundamental question that: Given the current state of the country's curriculum, how is the planning of a semi-centralized curriculum model in accordance with the national curriculum of the first period of high school and its evaluation from the perspective of curriculum planning experts and relevant teachers?

Research Questions:

1. How is the opinion of the curriculum experts and teachers toward identification of the implementation indices of the semi-centralized curriculum in accordance with national curriculum?
2. How is the opinion of the curriculum experts and teachers toward identification of the evaluation and modification indices of the semi-centralized curriculum in accordance with national curriculum?
3. What is the amount of coordination of identified components with the national curriculum system from the perspective of curriculum specialists and relevant teachers?

The Importance and Necessity of the Research Subject

"The effort aspect of the curriculum in its overall concept is targeted effort to provide the required groundwork for achieving the goals of education. Hence, curriculum is considered as a fundamental element in education "(Skilbeck, 1991, quoted in a Khandaghi, 2011: 77). Curriculum can be developed and provided by external factors such as centers, institutions, central and national authorities in the country or internal factors in the schools, counties and educational areas. Accordingly, a variety of curriculum planning systems are investigable on the centralization - decentralization continuum. Due to the internal weakness of programs and centralized curriculum systems, and educational experiences systems in the field of decentralization, that some of them were introduced, weaknesses and basic shortcomings of the public courses curriculum and production procedures of such education programs in the framework of completely centralized system, which is completely closed against the main factors that influence the process of teaching - learning like teachers and students, and since the curriculum has a prescriptive and transition of information, therefore most of all the importance and necessity of decentralization from this system in order to build resilience and change in the existing curriculum is made tangible.

Literature Review of the Research

At first it is attempted to have an overview of the concept of design patterns, then approaches of the curriculum derived from the views of the curriculum, a variety of patterns (model) of curriculum planning, then I have discussed the concept of curriculum, the titles of curriculum concepts, definitions of curriculum, curriculum elements, deciding on the curriculum, the classification of approaches to curriculum, curriculum perspectives, levels of educational and course planning, features of the curriculum planning in Iran, criticism toward centralization and moving toward decentralization. Finally I have discussed National Curriculum, National Curriculum principles, approaches to the national curriculum, goal model and objectives of curriculum and training, structure, time and content, teaching - learning strategies, assessment of academic achievement, process of producing programs, materials and educational and training media, methods of implementation of the national curriculum, national curriculum assessment and its reformation process.

Research Method

This research is applied and given the special nature of the subject and its special purposes the method of "field research" is used. In case or field research, the researcher's attention is mostly to important points and factors that is effective in identifying the past, and present, or studying the rate of changes of a specific case, in other words, in this type of research the goal is to identify and to comprehensively understand the full period or an important part of a single unit. This studied unit may be an individual, a group, a social institution, or a society. This method of research, conducts an in-depth inspection of interaction between the cause of change, growth or development on a special case or field. Sometimes the researchers in this type of research begin continuous studying in order to show the extent of change or growth in a particular period (Naderi and Seif Naraghi, 2013: 43). Semi-centralized curriculum is as a factor, for which its strengths and weaknesses will become distinct in the research therefore in this line, first the information on semi-centralized curriculum components is collected by taking notes. And then the views of respondents about the level of coordination between the components of the semi-centralized curriculum and the National Curriculum of Iran is determined and finally the semi-centralized model consistent with national curriculum is offered.

Statistical Population

Statistical population studied in this research consists of two groups: (1) 79 people from faculty members and third semester Ph.D students studying curriculum planning in universities of Tehran, including Kharazmi University, Tarbiat Modarres University, Shahid Beheshti University, Allameh Tabatabaei University, Shahid Rajaei University, Tehran University and Islamic Azad University, Research and Sciences Branch, 2- first period of high school teachers of Baharestan with job titles including teachers, deputies and assistants with a bachelor's degree, master's degree and Ph.D students who were 466 subjects.

Sample, Size and Sampling

Sample size: According to the population, the statistical sample of this research using Morgan table and stratified random method is estimated 52 subjects for the curriculum experts, and 84 for teachers.

Sample Selection Method:

According to the indices mentioned above, sampling methods were purposefully selected through studying the views of curriculum specialists and teachers (the population of the study). In order for the accuracy in sample selection, four regions were selected because of the extent of the research work and the selected areas are: North, South, West and east of Tehran for the experts and Baharestan for teachers. Size of the mother population and sample volume is shown in Table 1.

Table 1. Size of mother population and sample population.

| Indices Groups | University | | Frequency | Mother Population | Sample Population |
|-------------------|---|---------------|-----------|----------------------|----------------------|
| Experts | Kharazmi | Professor | 4 | 11 | 7 |
| | | Ph.D. student | 7 | | |
| | Tarbiat Modares | Professor | 2 | 10 | 7 |
| | | Ph.D. student | 8 | | |
| | Shahid Beheshti | Professor | 2 | 10 | 7 |
| | | Ph.D. student | 8 | | |
| | Allame Tabatabaei | Professor | 3 | 11 | 7 |
| | | Ph.D. student | 8 | | |
| | Shahid Rajaei | Professor | 3 | 8 | 6 |
| | | Ph.D. student | 5 | | |
| | Tehran | Professor | 4 | 11 | 7 |
| | | Ph.D. student | 7 | | |
| | Islamic Azad University, Research and Sciences Branch | Professor | 6 | 18 | 11 |
| | | Ph.D. student | 12 | | |
| Total | | | 79 | 79 | 52 |
| Teachers | | | | Mother Population | Sample Population |
| | Total | | | 466 | 84 |

Table 2. Size of mother population and sample population of experts.

| Univerisity | Professor Sample | Ph.D. Student Sample | Total Sample |
|---|---------------------|-------------------------|-----------------|
| Kharazmi | 3 | 4 | 7 |
| Tarbiat Modares | 1 | 6 | 7 |
| Shahid Beheshti | 1 | 6 | 7 |
| Allame Tabatabaei | 2 | 5 | 7 |
| Shahid Rajaei | 2 | 4 | 6 |
| Tehran | 3 | 4 | 7 |
| Islamic Azad University, Research and Sciences Branch | 4 | 7 | 11 |
| Total | 16 | 36 | 52 |

With regard to the items listed in Table 2 the sample of professor and Ph.D. student of each university is determined based on the ratio that in each group there's a delegate as the number of the same ratio.

Data Collection Method

In the present study to study semi-centralized curriculum components, a research made questionnaire was used as the main tool and with regard to the semi-centralized curriculum components (semi-centralized curriculum goals and objectives, approaches to semi centralized curriculum design and development, approaches to teaching - learning semi-centralized curriculum, decision-making indices of semi-centralized curriculum, evaluation and improvement of semi-centralized curriculum), the questionnaire is designed with 36 items by the researcher. The questionnaires is designed in seven parts on the basis of theoretical principles and help of supervisors and advisors that its components are presented in Table 3.

Table 3.

| No. | Components | No. of Questions | Number |
|-----|--|------------------|--------|
| 1 | semi-centralized curriculum goals and objectives | 1-6 | 6 |
| 2 | approaches semi-centralized curriculum design and development of | 7-11 | 5 |
| 3 | approaches to semi-centralized teaching - learning curriculum | 12-17 | 6 |
| 4 | semi-centralized decision-making curriculum indices | 18-22 | 5 |
| 5 | semi-centralized curriculum implementation indices | 23-27 | 5 |
| 6 | semi-centralized curriculum evaluation and reform indices | 28-32 | 5 |
| 7 | The amount of coordination between the identified semi-centralized curriculum components | 33-36 | 4 |

To ensure the validity of research questionnaire, at the time of its developing the opinion of supervisors and advisors and a number of experts and subject matter experts was used to evaluate the questions of questionnaire. Their reliability is also determined 0.95 using statistical method of Cronbach's alpha test that shows that the internal coordination and consistency of the questionnaire was very good, and the questionnaire has a suitable reliability. To respond to items nominal and Likert scale with five degrees from too low, low, medium, high and very high is used and for determining the quantity of the data (data quantification), scoring is as follows:

Very low = 1, Low = 2, medium = 3, high = 4, very high = 5

Data Analysis Method

In order to evaluate and analyze the data in this study, descriptive statistics (frequency, percentage, frequency distribution tables) and unconditional inferential (chi-square) is used because the data of this research are at nominal scale and the goal is to compare the frequency and percentages obtained from the view of the two groups. Also in the present study the data distribution is not considered.

Demographic Information of the Samples

Since the population and the statistical sample of the study is consisted of the curriculum planning experts (professors and Ph.D. students) and teachers thus demographic characteristics of the study samples are as follows.

The status of the frequencies

The data in Table 4, shows the status of distribution of sample groups.

Table 4. Frequency and percentage Distribution of the of the sample groups.

| Indices Groups | Frequency | Frequency Percentage |
|-------------------|-----------|----------------------|
| Experts | 52 | 38 |
| Teachers | 84 | 62 |
| Total | 136 | 100 |

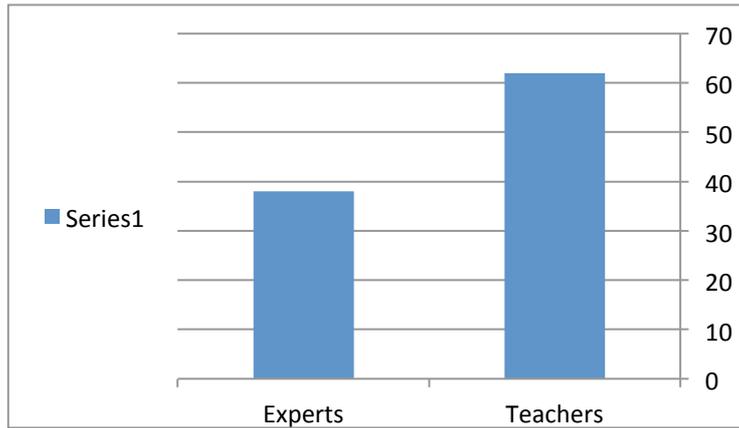


Diagram 4. Frequency and percentage distribution of the sample groups.

Educational Status

The data in Table 5, shows the distribution of samples according to the level of education.

Table 5. Frequency and percentage distribution of statistical sample individuals according to the Academic degree and group.

| Indices Groups | Academic Degree | Frequency | Frequency Percentage |
|-------------------|-----------------|-----------|----------------------|
| Experts | Ph.D. | 16 | 31 |
| | Ph.D. Student | 36 | 69 |
| Total | | 52 | 100 |
| Teachers | Bachelor Degree | 53 | 63 |
| | Master's Degree | 27 | 32 |
| | PH.D Student | 4 | 5 |
| Total | | 84 | 100 |

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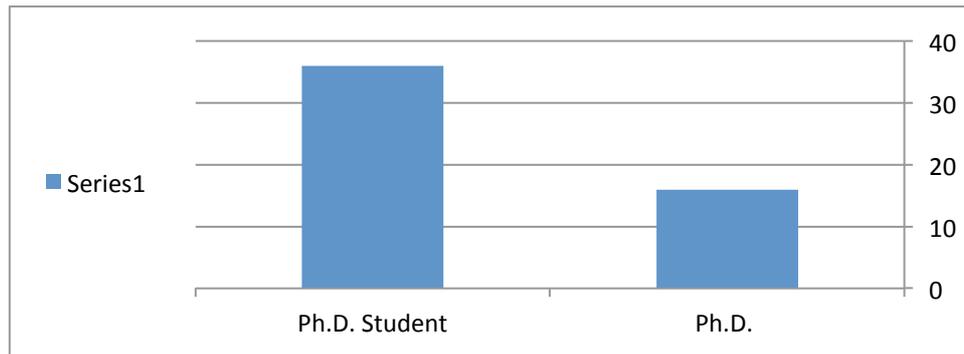


Diagram 5. Distribution of the sample opinion of experts in terms of Academic degree.

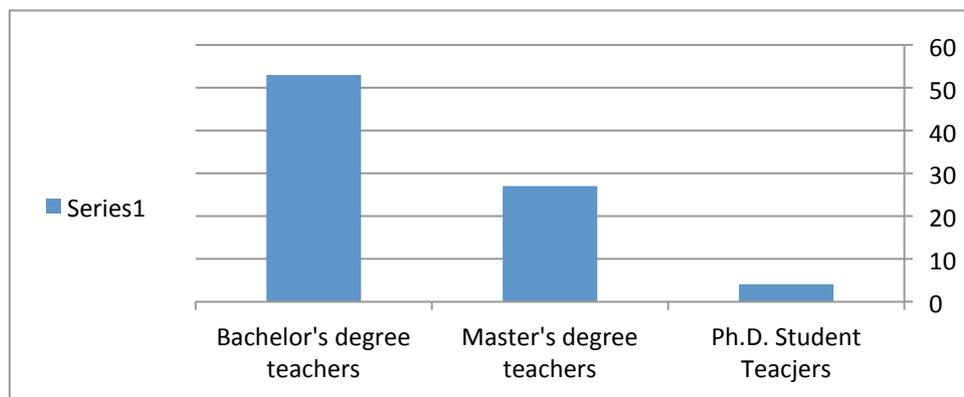


Diagram 6. Distribution of the opinion of the sample teachers in terms of Academic degree

The hypotheses of the Study

Investigating the First Hypothesis

The First hypothesis: the opinion distribution of curriculum experts and teachers is different toward identification of implementation indices of semi-centralized curriculum in accordance with the Iranian National Curriculum.

Table 6. Frequency and percentage rate of teachers and experts for question 1.

| Indexes Groups | Very Low | | Low | | Average | | High | | Very High | | Total |
|-------------------|-----------|---------|-----------|---------|-----------|---------|-----------|---------|-----------|---------|-------|
| | Frequency | Percent | |
| Teachers | 2 | 2 | 10 | 12 | 16 | 31 | 37 | 44 | 9 | 11 | 84 |
| Experts | 2 | 4 | 6 | 11 | 18 | 34 | 22 | 44 | 4 | 7 | 52 |

$\chi^2 = 3.41$

Degree of freedom = 4
the risk of error = 0.05

Since calculated χ^2 3.41 with 4 degrees of freedom is smaller than χ^2 (9.49) at 0.05 risk of error, therefore the null hypothesis i.e. lack of difference in opinion distribution of both groups is confirmed and the research hypothesis is rejected. So on the other words regarding the content of the table we can conclude that in general the opinion of more than 86 percent of the curriculum teachers and experts in terms of identifying the implementation indices of semi-centralized curriculum in accordance with National Curriculum is focused on average or higher than average, therefore with 95% confidence we can say that there is no significant difference between the distributions of views of the both groups in terms of identification of implementation indices of semi-centralized in accordance with the National Curriculum.

Investigating the Second Hypothesis

The second hypothesis: the opinion distribution of curriculum experts and teachers is different toward identification of evaluation and modification indices of semi-centralized curriculum consistent with the Iranian National Curriculum.

Table 7. Frequency and percentage rate of teachers and experts for question 2.

| Indexes Groups | Very Low | | Low | | Average | | High | | Very High | | Total |
|-------------------|-----------|---------|-----------|---------|-----------|---------|-----------|---------|-----------|---------|-------|
| | Frequency | Percent | |
| Teachers | 3 | 5 | 10 | 13 | 28 | 32 | 37 | 43 | 6 | 7 | 84 |
| Experts | 2 | 4 | 4 | 8 | 17 | 33 | 21 | 40 | 8 | 15 | 52 |

$\chi^2 = 3.66$

Degree of freedom = 4
the risk of error = 0.05

Since calculated χ^2 3.66 with 4 degrees of freedom (9.49) is smaller than χ^2 value at 0.05 risk of error, therefore the null hypothesis i.e. lack of difference in opinion distribution of both groups is confirmed and the research hypothesis is rejected. On the other words with regard to the content of the table we can conclude that in general the opinion of more than 85 percent of the curriculum teachers and experts in terms of identifying evaluation and modification indices of semi-centralized curriculum in accordance with National Curriculum is focused on average or higher than average, therefore with 95% confidence we can say that there is no significant difference between the distributions of views of the both groups in terms of identification of evaluation and modification indices of semi-centralized curriculum in accordance with the National Curriculum.

Investigating the Third Hypothesis

The third hypothesis: the amount of coordination of identified components with the national curriculum system is different from the perspective of curriculum specialists and relevant teachers.

Table 8. Frequency and percentage rate of teachers and experts for question 3.

| Indexes Groups | Very Low | | Low | | Average | | High | | Very High | | Total |
|-------------------|-----------|---------|-----------|---------|-----------|---------|-----------|---------|-----------|---------|-------|
| | Frequency | Percent | |
| Teachers | 0 | 0 | 6 | 7 | 25 | 31 | 42 | 49 | 11 | 13 | 84 |
| Experts | 2 | 2 | 5 | 10 | 18 | 35 | 22 | 43 | 6 | 10 | 52 |

$$x^2 = 3.57$$

Degree of freedom = 4

the risk of error = 0.05

Since calculated x^2 3.57 with 4 degrees of freedom (9.49) is smaller than x^2 value at 0.05 risk of error, therefore the null hypothesis i.e. lack of difference in opinion distribution of both groups is confirmed and the research hypothesis is rejected. On the other words with regard to the content of the table we can conclude that in general the opinion of more than 91 percent of the curriculum teachers and experts in terms of the amount of coordination of identified components of semi-centralized curriculum in accordance with National Curriculum is focused on average or higher than average, therefore with 95% confidence we can say that there is no significant difference between the distributions of views of the both groups in terms of identification of the amount of coordination of identified components of semi-centralized curriculum in accordance with the National Curriculum.

3. DISCUSSION AND CONCLUSION

The first hypothesis: the opinion distribution of curriculum experts and teachers is different toward identification of implementation indices of semi-centralized curriculum consistent with the Iranian National Curriculum, therefore in general the opinions of 85 percent of the curriculum teachers and experts in terms of explaining the implementing goals of semi-centralized curriculum in accordance with National Curriculum is focused on average or higher than average. Therefore the null hypothesis i.e. lack of difference in opinion distribution of both groups is confirmed and the research hypothesis is rejected. The results of this research in regard with the first hypothesis is consistent with the research results of Mirmohammadi (2011) Moafi et al. (2011), Izadi (2000), Khandaghi et al. (2011), Yarmohammadian (2002), Wong (2004). The second hypothesis: the opinion distribution of curriculum experts and teachers is different toward identification of indices of evaluation and modification of semi-centralized curriculum consistent with the Iranian National Curriculum. Therefore in general the opinion of 85 percent of the curriculum teachers and experts in terms of using a semi-centralized curriculum in order to explain the indices of evaluation and modification of semi-centralized curriculum in accordance with National Curriculum is focused on average or higher than average. Therefore the null hypothesis i.e. lack of difference in opinion distribution of both groups is confirmed and the research hypothesis is rejected. The results of this research in regard with the second hypothesis is consistent with the research results of Mehrmohammadi (2011), Moafi et al. (2011), Izadi (2000), Khandaghi et al. (2011), Yarmohammadian (2002), Bocher (2010), Yotomo (2005), Londono Polo (2005).

The third hypothesis: the amount of coordination of identified components with the national curriculum system is different from the perspective of curriculum specialists and relevant teachers. Therefore in general the opinion of 90 percent of the curriculum teachers and experts in terms of using a semi-centralized curriculum in order to explain the coordination of identified

components of semi-centralized curriculum in accordance with National Curriculum is focused on average or higher than average. Therefore the null hypothesis i.e. lack of difference in opinion distribution of both groups is confirmed and the research hypothesis is rejected. According to the third hypothesis concerning the amount of coordination of identified components with the national curriculum system is different from the perspective of curriculum specialists and relevant teachers, the first component (indices of Implementation of semi-centralized curriculum), and the second component (evaluation and modification indices of semi-centralized curriculum) are coordinated, and that their coordination was confirmed after administrating the test. Education system, like other systems has components and factors and one of its important components is curriculum planning system which is the most important element in achieving the goals and aspirations of a nation. Way of implementation of the curriculum is largely subject to curriculum planning system. Since the attempt to create a certain type of relationship between the components of a system is called planning so that a specific purpose is realized, thus planning calls for decision-making. Type of decision that is determined based on the involvement of each of the components of a system in this action, is considered a criteria for selection of the curriculum planning. Since the facilities and conditions is not the same in each region to make decision in the field of design, development and implementation of the curriculum, therefore, it requires that in each area get implemented according to specific needs of that area of curriculum. Iran has various aspects of social life and different climatic conditions in different regions. Thus decision making on "goals and objectives", "design and development", "teaching - learning", "indices of decision-making", "performance indices", "indices of evaluation and correction" should be done in such a way that it follow the highest benefits in the specific conditions of each region.

4. SUGGESTIONS

According to the present study the suggestions are offered in two dimensions of suggestions based on the present and applied research findings and suggestions based on the experience of researcher in the present study.

Suggestions Based on the Present and Applied Research Findings

According to the theoretical and research literature findings of the research and results gained from this research literature review by the researcher, the following recommendations and suggestions are provided in order to be used by semi-centralized curriculum with an emphasis on decentralization:

1- Summarization of the views and studies indicate that this change is necessity, but it should be noted that this requirement is a conditional necessity which is based on conditions. This conditional action can at least be reflected upon from two aspects of the national and international changes. In national aspect attention to capacities or necessary bedding, design, proper implementation and continuous monitoring and evaluation system of semi-centralized curriculum, and in the international aspect, observing the experiences of curriculum system of other countries and changes affecting these types of systems, globalization and ... are important provisions and conditions for the establishment of semi-centralized curriculum system (according to the results of first and second hypotheses).

2- Therefore, for such change, the origin of mere opinion can't be considered as the foundation of the first and the last, but attention to the situational and experimental position origins has a great importance in making such strategic decisions. It's wrong to assume that decentralization is inherently superior to centralization. Hence, it is feared that the lack of attention to the conditional essence of this action, will get the curricula of our country into an irreparable loss. So, decentralization is not a panacea, meaning that changing the centralized system to a semi-centralized system does not guarantee improvement in the quality of education and curriculum,

or that the curriculum system become more effective because of decentralization. In other words, decentralization is not “good” nor it is “bad”. (According to the findings of the first hypothesis).

3- Decentralization is very complex task, because it includes political, financial, legal and administrative procedures issues and needs to be understood in the cultural context and background ((the same place)). It is necessary to ask why and in particular for what purpose you need decentralization. Then decide which aspects of the education system, approaches to teaching-learning and curriculum implementation must change. This change may be a decentralization movement or centralization movement (according to the first hypothesis).

Recommendations Based on the Experiences of the Researcher in the Present Research

Since the present research has studied the development of semi-centralized curriculum with a decentralization orientation in education system, we recommend the following items to the next researchers

1. The proposed semi-centralized model can be a curriculum supplement in education and in case of implementation its current difficulties will be resolved.
2. In order to improve the curriculum in the semi-centralized curriculum in order for decentralization in the education be empirically examined in all academic courses of primary, first and second period of high school.
- 3- In order to improve the curriculum in the semi-centralized curriculum system in order to apply decentralization in the Education in all primary, secondary and high school periods of Iran be empirically examined
- 4- Pilot implementation of the proposed semi-centralized curriculum in accordance with National Curriculum be empirically examined in all academic courses of primary, first and second period of high school.
6. It is better that one of the basic steps in the design of the semi-centralized curriculum model in the needs assessment stage be toward comparative studies, so that before any proceeding, the position of the country’s curriculum be determined in comparison to global efforts, so that we can prevent wastage in time, energy, human capital, and financial affairs.

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