

PATHOLOGY OF OBSTACLES OF IMPLEMENTATION OF NATIONAL CURRICULUM DOCUMENT OF IRAN FROM THE PERSPECTIVE OF CURRICULUM PROFESSORS

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INTRODUCTION

Education, as the axis of sustainable development, has the task of training skilled manpower to work and strive in the highly competitive global market and to continue their education along with other institutions and organizations.

At the same time, the serious mission is preparing the young generation for life in the 21st century, so the educational system must be responsible for teaching life skills in various dimensions. Accordingly, it is necessary that

education, by drafting a national document on the development of education, not only respond to the current problems of this system, but also be able to prepare students to enter in the age of knowledge and consequences of this entry prepare them in cultural, economic, social and political dimension (SUPREME COUNCIL OF THE CULTURAL REVOLUTION, 2012).

In each society, according to the way of thinking of the members of the society and the philosophical intellectual context and their ideological roots, systems are put into operation and these systems, regardless of their advantages and disadvantages, design programs and ultimate goals in the form of textbooks, schools, and ideas for learners. The basis of the educational system is the training of competent and efficient human beings. But to achieve such a goal, today the issue of change in educational system and how to do it, is on the agenda of all those involved in education.

Upstream documents are one of the important elements of decision-making at different levels of policy-making and implementation. Documents that outline the country's roadmap for the coming years and decades. There are several documents in the field of education that each of them completes a part of this puzzle: documents such as Document of Fundamental Transformation of Education, Document of National Curriculum and Document of Comprehensive Scientific Map of the Country. They are prepared for the educational system and each of them affects in some way the quality of education in the country. In the meantime, the National Curriculum Document can be considered as the most important and highest decision-making authority in the field of curriculum in educational system of Islamic Republic of Iran. Due to the importance of the curriculum among the six sub-systems of the Fundamental Transformation Document of Education, the curriculum sub-system progressed very quickly and after several years of study, specialists in this field achieved a very important output called the National Curriculum Document. The National Curriculum was approved and announced in 2012 by the Higher Education Council which is a comprehensive learning plan and provides the basis for a comprehensive and extensive change in the concepts and content of education.

The compilation of this important document is done with goals such as strengthening national identity, creating basic abilities for learners at the national level, promoting public culture, and creating a mechanism to organize the ruling curriculum (ABDULALIZADEHFARD et al, 2013). But how to implement this important document and its progress in the implementation phase is an important issue that still seems can be one of the main and important challenges in the field of curriculum, because despite the fact that a long time has passed since the approval and communication of this important document, its implementation is still left to the future and no effective plan has been thought for its implementation.

It should be noted that the view governing the implementation of the curriculum is a separately view (MEHRMOHAMMADI, ESLAMI, 2012) that this view has risks. For example, we can mention the distance between the production and implementation of this curriculum. The National Curriculum Document of Islamic Republic of Iran has acted clearly in this regard and

has set the interval between "approval and notification" and "implementation of the program" for three years. However, it has been silenced that if the approval and notification of the program is delayed, how long will be valid this program? In the meantime, the non-implementation of upstream documents can have various reasons, such as lack of appropriate structure to the program communicated in the document, lack of executors with the content of the document, lack of justification of executive factors for what should be implemented, all of this which can be obstacles to implementation this document. Of course, from another point of view, the content of this important documents can be considered far from implementation and the main reason for non-implementation of the document can be considered the content of this document (MOSAPOUR, SABERI, 2010).

Also, one of the issues that has made the implementation of the National Curriculum Document difficult is the issue of different perceptions of this document. A review of the background and experiences in the field of National Curriculum shows that there are different perceptions of that. According to the purpose of developing a National Curriculum, the political, educational nature and perception of that in different educational systems, along with the political and ideological complexities of each, the existing perceptions based on the degree of prescriptive and imposed, limited choice, freedom and the knowledge of the main elements of the education process as the main criterion can be placed in an ascending range. The higher the spectrum, be more prescriptive and procrustean and limited of learner's choice and freedom (SALSABILI, 2016). This shows that there are different interpretations of the National Curriculum text, and this is one of the reasons why its implementation has been difficult.

So, the issue of seeing the National Curriculum separately, on the one hand and the different interpretations that have emerged from the text of this document, on the other hand; show that there are serious obstacles to the successful implementation of National Curriculum Document which has been examined only a part of that. Therefore, the main issue of the present study is Pathology of obstacles to the implementation of the National Curriculum Document of the Islamic Republic of Iran from the perspective of Iranian curriculum professors. Therefore, the researcher in this research seeks to answer the following important question: "What are the obstacles that have prevented the implementation of the National Curriculum Document after years?" This issue alone can demonstrate the importance and necessity of the pathology of the curriculum document, which has not been successful in implementation over the past nine years. Based on the studies, there are various obstacles to the implementation of the documents, which can be divided into three general categories: human obstacles, structural obstacles, and cultural obstacles. In the present study were addressed obstacles related to each of these three categories in implementation of National Curriculum Document.

METHODOLOGY

The present study is an applied research in terms of purpose because it is in line with the implementation of the National Curriculum Document, and if this research is done well, it can have many uses in the country's educational system. Whereas the present study describes the state of implementation of the National Curriculum Document, so it is of descriptive type. It is also a survey method for conducting a survey on the pathology of obstacles to the implementation of this document from the point of view of curriculum professors.

The statistical population of the present study includes all professors of curriculum who are members of the faculty of public universities of Tehran city in the academic year 2020-2021. In order to collect data used cluster sampling method. The most important data collection tool in this research is a researcher-made questionnaire. For this purpose, the research questionnaire was distributed by email among the identified statistical sample and collected after answering them. This questionnaire was designed in the form of a 5-point likert scale, and its validity and reliability were also approved by the curriculum specialists.

In this research, two methods of descriptive and inferential statistics have been used to describe and analyze the data obtained from the researcher-made questionnaire. In the descriptive section, with using the frequency table and indicators of central tendency and dispersion, were described the characteristics of the community and statistical sample. In inferential statistics, one-sample T-Test was used to compare the status of variables with a

hypothetical mean, independent T-Test was used to compare the scores of two independent groups (male and female) and ANOVA test was used to compare the scores of individuals in more than two groups.

FINDINGS

To answer the first question (What are the structural obstacles to implementation of National Curriculum Document of Islamic Republic of Iran from the perspective of Iranian curriculum professors?) First, the research findings were reviewed on the level of structural obstacles to implementation of this document. Based on the research findings, the results of each section were analyzed. The structural obstacles to implementation of National Curriculum Document from the perspective of curriculum professors according to the researcher-made questionnaire, based on the one-sample T-Test are as follows:

Among the questions asked in the structural obstacles section of the survey questionnaire, the least effect of structural obstruction of implementation of National Curriculum Document is related to this question, namely the role of institutions influential in the field of education in a direction contrary to the objectives of the National Curriculum Document ($T = 18.203$) and the most realization is related to this question, ie the weakness of the structure in the correct supervision over the implementation of the National Curriculum Document ($t = 34.393$). The results indicate that the average importance of structural obstacles to the implementation of this document is a significant difference between the sample average and the hypothetical average of the community at a significant level of 0.01 ($t = 47.21$). The results indicate that the importance of structural obstacles to the implementation of the National Curriculum Document of the Islamic Republic of Iran is moderate to high from the perspective of Iranian curriculum professors, because the average obtained is 3.68 higher than the hypothetical average of number 3. Also the results show that all the components in question regarding structural obstacles significantly prevent the implementation of this document; But the highest average among the structural obstacles is related to the component "lack of alignment of other government agencies and institutions (such as radio and television, and cinema) that affect the process of education and training of society". In analyzing this issue, it should be said that society cannot be seen as different and separate islands; society is an interconnected whole, and in order to achieve its ideals, all its dimensions must move together towards evolution.

In the proposed component, there is a hypothesis that the planning envisaged in the National Curriculum for students may not be in line with what students see in other real or virtual environments. This lack of alignment can be an obstacle to the comprehensive implementation of this document; because, as mentioned earlier, the curriculum in the educational system cannot be considered a separate island from other parts of government. What is happening in various programs of radio, television and cinema halls and other platforms related to the audience of education of the Islamic system; not only it should not be opposed to upstream education documents, but even these devices should, as one of the influential arms of the educational system, assist in the process of implementing upstream documents, especially for National Curriculum Document.

The next component, which has a high average in the statistical results, among the structural obstacles to the implementation of this document, is the factor of "bureaucracy and reducing the depth of governance by government agencies". Perhaps first we should explain the concept of depth of governance a little; The degree of influence of governance orders and views in all areas where that order or view can be applied or in some way be effective in the implementation of orders and views can be defined the depth of governance. Curriculum professors do not seem to consider the existing structure in the educational system to have a high degree of governance, and this factor, along with the issue of bureaucracy, is one of the serious structural obstacles to the implementation of upstream documents such as the National Curriculum Document.

The third important component among the structural obstacles to the implementation of the National Curriculum Document from the perspective of curriculum professors is the component of "weak structure in proper supervision over the implementation of the National Curriculum Document"; a component that can be analyzed as the depth of governance continues to decline. In the view of curriculum professors, one of the most important structural

obstacles in the implementation of this document is the lack of a proper supervisory structure. When the depth of governance decreases, one of the measures that can compensate for the decline in the depth of governance is to monitor the implementation and proper execution of documents.

To answer the second question (What are the human obstacles to the implementation of the National Curriculum Document of the Islamic Republic of Iran from the perspective of Iranian curriculum professors?) 8 questions were asked in the questionnaire. Among the questions raised in the human obstacles section of the survey questionnaire, the least human inhibition of the implementation of the National Curriculum Document is related to this question: the influence of foreigners and dominated by enemies of Islamic system among educational officials ($t = 17,821$) and on the other hand, the highest amount is related to question 18, ie the lack of a comprehensive program to perform various actions appropriate to each time and place by the ministers of education in different periods ($t = 34.147$). The results of data analysis indicate that the average importance of human obstacles to the implementation of this document is a significant difference between the sample average and the hypothetical average of the community at a significant level of 0.01 ($t = 43.82$). The results indicate that the importance of human obstacles to the implementation of this document is moderate to high from the perspective of Iranian curriculum professors, because the average obtained 3.79 is higher than the hypothetical average of number 3. Also according to the results, the average of human obstacles is moderately upwards, which shows that these factors play an effective role in how the National Curriculum Document is implemented. Among the various components of human obstacles, the highest average is related to the component of "selecting education ministers with a political and politicized view instead of a meritocracy and efficiency view". To better analyze this component, we must first consider the position of the educational system in the political and social structure of the country.

The educational system is mainly the investment type, and its results are achieved in the generations and periods of time after the investment. It can be seen that the most important human factor in the pathology of human obstacles is the implementation of this document is how to select the ministers of education. From the point of view of curriculum professors, the selection of the Minister of Education should not be among the political issues of individuals and groups, because the political election of the ministers of this ministry will cause a costly view of this important institution. Once the investment view in the educational institution has become a cost view, it will no longer be possible to change it. So the implementation of the National Curriculum Document, which is in line with the fundamental change in education, does not fit on the agenda of the education ministers.

The second component among the human obstacles, which has a very high average in preventing the implementation of the National Curriculum Document, is the "lack of specialized and efficient manpower in the role of school management". As mentioned earlier, the most important link in the implementation of this document is the executive agents of schools, teachers, and educators; they interact with students and make a fundamental difference in the target community (students). It is the responsibility of school management to manage these influential people at the school and to create the necessary direction at the school level. However, education suffers from a severe shortage of manpower and from the point of view of the existing manpower, it does not have the necessary and sufficient expertise in the position of school management to be able to bring about the desired change in the National Curriculum Document. According to the curriculum professors, this is one of the serious obstacles to the implementation of this document.

The third component with a high average among the human obstacles to the implementation of the National Curriculum Document is the component "Lack of preparation of a comprehensive curriculum for various actions appropriate to each time and place by the Ministers of Education in different periods". This component can be analyzed in the continuation of the political selection of education ministers, and it is stated that one of the consequences of the politicized selection of education ministers is the lack of motivation of the minister to plan and prepare the necessary measures to better implement this document. According to all experts, upstream documents need to be prepared in the middle of the

relevant levels to prepare intermediate plans and specific objective measures; But what is presented here as a human obstacle is not the non-implementation of a comprehensive plan and objective measures, but basically the people who have been appointed as the Minister of Education have not prepared such a plan. In fact, they hinder people who are not interested in implementing the National Curriculum Document and may not find it very useful.

To answer the third question (What are the cultural obstacles to the implementation of the National Curriculum Document of the Islamic Republic of Iran from the perspective of Iranian curriculum professors?) 8 questions were asked in the questionnaire. Among the questions posed in the third section or the cultural obstacles of the survey questionnaire, the least effect of cultural obstacles to the implementation of the National Curriculum Document is related to this: "low literacy of teachers and administrators to use new educational tools" ($t = 17.889$). On the other hand, the highest level of attention is this question, i.e. "not to create the necessary change in society, in order to create change in the educational system" ($t = 34.325$). The results indicate that the importance average of cultural obstacles to the implementation of this document is a significant difference between the sample average and the hypothetical average of the community at a significant level of 0.01 ($t = 39.75$). The results indicate that the importance of cultural obstacles to the implementation of this document is moderate to high from the perspective of professors, because the average obtained is 3.79 higher than the hypothetical average of number 3. Also the results showed that the average of all cultural obstacles is as high as other obstacles and is of great importance, with the difference that curriculum professors consider cultural obstacles as more serious than structural obstacles and prevent it from the proper implementation of this document.

As the most important component in the pathology of the implementation of this document, the component of "motivation of principals, teachers and educators to change the educational system", which is considered one of the cultural obstacles. In the analysis, it should be noted that one of the most important factors in the implementation of upstream documents is the prevailing culture among the executive agents and people who work in the field of implementation. Teachers, educators and executive agents of the school are the most important people who are responsible for implementing this document and creating change in the educational system. If disrupted the prevailing culture of these people, the damage will reach the entire educational system. We now see that the same stratum that is supposed to make the main difference to the target community (students) is itself plagued by many economic and livelihood problems, and this has created serious problems in the culture that governs their behavior over time. Certainly, these issues and livelihood problems can be considered as one of the effective factors in motivating teachers and school executives. "Lack of ranking, lack of teacher promotion programs and the political attitude of government officials towards the Ministry of Education" can be considered as other factors that can be effective in reducing the motivation of this committed group.

Another cultural component that has a high average in the field of cultural obstacles is "not to create the necessary change in society in order to create change in the educational system". Different individuals and groups work to bring about change in education. Many of these people may have given up many of the fun and comforts of life to make a difference. There are many teachers who try to design new ideas and activities with high educational goals, but these efforts and self-sacrifice have not yet created a culture and spirit of change and movement towards educational ideals for the whole society. This issue can be seen by witnessing the use of educational books, various films with educational topics in Iranian families or even the rate of printing and production of books and films and series with educational topics in the country.

In addition to the cultural obstacles to the implementation of the National Curriculum Document, there are two components: "Lack of productive spirit among managers and executives of the National Curriculum Document" and "Self-deprecating view of high-ranking educational officials towards the content of internal documents". They have been important in the eyes of the curriculum professors that we analyzed these two components simultaneously due to their effect on each other. From the perspective of the professors of the curriculum, the managers of the middle and executive sections of this document do not have an active and ideological spirit to implement this document quickly and completely, and this factor is one of the obstacles to the implementation of this document. The educational system not only does

not feel efficient about internal documents, but also considers it inefficient and useless. Naturally, when the supervisor has a preconceived notion of internal documents, the middle manager and the executor cannot have an active and forward-looking spirit. An example of this is the allocation of the budget line in the 2021 budget plan for the implementation of the education section of the 2030 UNESCO document, in order to acknowledge the self-defeating view of high-ranking educational officials. Only a self-defeating and frustrated view of domestic power can place such an issue in a country's most important financial document and plan for it. These are the issues that will remove the productive spirit not only from the implementation of the National Curriculum Document, but even from all parts of the educational system.

Overall the results show that the average of importance of obstacles to the implementation of the National Curriculum Document of the Islamic Republic of Iran from the perspective of Iranian curriculum professors is moderate to high, because all the obtained averages are less than 0.05. Also, the most important obstacle to the implementation of this document is the lack of motivation of principals, teachers and educators to change the educational system and the least important factor is low literacy of use the new educational tools. The results showed that all components of the questionnaire had a high average. In fact, all the components, in the opinion of the curriculum professors, have somehow prevented the proper implementation of the National Curriculum Document. Such conclusions lead the researcher to the fact that none of the various dimensions of education are fundamentally prepared to implement this important document effectively. Therefore, in pathology, it is clear from the way of implementing this document that the structure of educational system, the culture of the executive agents and society are not ready to do as well as the persons who can implement the National Curriculum Document.

Also the results of Friedman test show that from the perspective of the respondents, the most important obstacle to the implementation of this Document is human obstacle and the least important factor is structural obstacle. This relationship is also statistically confirmed, because the level of significance obtained is less than 0.05. This result can be analyzed from two perspectives; from the first perspective, it can be assumed that the culture of the society but will not stand in the way of implementing an important document such as the National Curriculum Document, and if enough effort and seriousness is created to implement it, the culture of the community will accompany it. The same is true of the structure of the educational system; this means that if in the same structure of education with all the problems and bureaucracies, and individuals, start to implement this document, the structure will also form itself in a new framework and it will not be a serious obstacle to the implementation of the national curriculum document. So far, from the first perspective, it has been assumed that the structure of education and culture of the society are not so inefficient and incapable of being a serious obstacle to the implementation of the document. So the main obstacle is the people who are in charge of implementing this document. These are human factors who, in the last nine years, despite all the opportunities and facilities they have had to implement this document well and fully, they have not taken much care of how to implement it. This document is important, and its spirit has not yet taken the place of the educational system. But from the second perspective, the problem can be analyzed in another way. From the second perspective, in order to fully implement the National Curriculum Document, all three types of components, human, cultural and structural obstacles, must be modified and designed in accordance with this document. Here, it seems that in the view of curriculum professors, solving human obstacles takes precedence over cultural and structural obstacles. This means that if human obstacles are removed and people consider themselves the agents of the implementation of this document and strive for its proper implementation, the same people can lead the structure to the required reforms.

CONCLUSION

Every research is done to achieve a specific goal in order to expand and promote knowledge, cognition and science or practical use of research to solve the problems of the country and also increase quality. The present study was conducted with the aim of pathology of obstacles to implementation of National Curriculum Document of the Islamic Republic of Iran from the perspective of curriculum professors and sought to discover various obstacles that lead to the

implementation of the National Curriculum Document. The discovery of these obstacles will help policy makers in the field of education and curriculum to remove those obstacles with using the results of this research and follow the implementation of National Curriculum Document in the next steps.

The pathology of how each document or activity is executed completes the planning and execution cycle; Because it is only providing feedback on how each program is implemented that can accelerate the movement of that program towards the sublime and progressive goals, and if this movement is slow, try to solve the problem. But pathology of how the National Curriculum Document is implemented should be done by the same specialists. Therefore, in this study, curriculum professors were selected as the research community and a survey questionnaire was completed among them. The highest number of respondents was related to the academic rank of assistant professor (47% of the statistical sample) and the highest percentage of respondents were in the age group of 36 to 40 years (37% of the statistical sample). In this study, according to the results based on a survey questionnaire of curriculum professors, most of the obstacles to the implementation of the National Curriculum are related to human obstacles with an average rank of 2.08 and then cultural obstacles with an average rank of 2.02. Structural obstacles also have the lowest obstacle with an average rank of 1.90. Considering the process of implementation of the National Curriculum Document during the last nine years and the results obtained in this study, which states that human obstacles are the most important obstacles to the proper implementation of the National Curriculum Document.

Finally, it can be pointed out that it seems the work is completed after the approval and notification of the upstream documents, and what is in the text of the document will be implemented without various actions. While this is not the case and after the approval and promulgation of a document, serious and effective activities begin started after the announcement that the fruits of pleasure and sweetness can be tasted with the successful execution of the documents. When a document in the educational system of the country successfully sits on its body and becomes one with it, the education of the transcendent human being is achieved with the standard Iranian-Islamic system.

In the present study, the most important components that prevent the implementation of the National Curriculum Document of the Islamic Republic of Iran from the perspective of curriculum professors, respectively is, "prevent the lack of motivation of principals, teachers and educators to change the educational system" and "lack of thirst to transformation in society in order to create change in the educational system". The interesting point in these two components is its cultural aspect. According to the curriculum professors, both teachers and executive agents are unmotivated by the implementation of the National Curriculum Document and both the people and the society have not yet realized the importance of change in the curriculum and are not looking for change. If this issue is placed next to human obstacles as the most important obstacles to the implementation of the National Curriculum Document, it can be concluded that transformation and motivation for change can create conditions for transformational individuals to be placed in the office of the Department of Education.

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Pathology of obstacles of implementation of national curriculum document of Iran from the perspective of curriculum professors

Patologia dos obstáculos da implementação de documento curricular nacional do Irã na perspectiva dos professores curriculares

Patología de los obstáculos en la implementación de un documento curricular nacional de Irán desde la perspectiva de los maestros del currículo

Resumo

O objetivo do presente estudo é identificar os obstáculos à implementação do Documento Curricular Nacional da República Islâmica do Irã na perspectiva dos professores de currículo. 46 professores de universidades públicas em Teerã foram selecionados como a amostra estatística disponível. Os resultados do estudo indicam que a importância média dos obstáculos à implementação deste documento é uma diferença significativa entre a média da amostra e a média hipotética da comunidade a um nível significativo de 0,01 ($t = 58,30$). Os resultados indicam que a importância dos obstáculos à implementação deste documento é de moderada a alta, pois a média obtida 3,72 é superior à média hipotética do número 3. Também os resultados do teste de Friedman mostram que, na perspectiva dos respondentes, o mais importante obstáculo para a implementação deste documento foram os obstáculos humanos, e o fator menos importante foram os obstáculos estruturais. Essa relação também é confirmada estatisticamente porque o nível de significância obtido é inferior a 0,05.

Palavras-chave: Implementação. Documento Curricular Nacional. Patologia. Sistema Educacional do Irã.

Abstract

The aim of the present study is to identify the obstacles to the implementation of the National Curriculum Document of the Islamic Republic of Iran from the perspective of curriculum professors. 46 professors of public universities in Tehran were selected as the available statistical sample. The results of the study indicate that the average importance of obstacles to the implementation of this document is a significant difference between the sample average and the hypothetical average of the community at a significant level of 0.01 ($t = 58.30$). The results indicate that the importance of obstacles to the implementation of this document is moderate to high because the average obtained 3.72 is higher than the hypothetical average of number 3. Also the results of Friedman test show that from the perspective of respondents, the most important obstacle to the implementation of this document was the human obstacles, and the least important factor was structural obstacles. This relationship is also statistically confirmed because the significance level obtained is less than 0.05.

Keywords: Implementation. National Curriculum Document. Pathology. Educational System of Iran.

Resumen

El objetivo del presente estudio es identificar los obstáculos para la implementación del Documento Nacional de Currículo de la República Islámica del Irán desde la perspectiva de los profesores de currículo. Se seleccionaron 46 profesores de universidades públicas de Teherán como muestra estadística disponible. Los resultados del estudio indican que la importancia promedio de los obstáculos para la implementación de este documento es una diferencia significativa entre el promedio muestral y el promedio hipotético de la comunidad en un nivel significativo de 0.01 ($t = 58.30$). Los resultados indican que la importancia de los obstáculos para la implementación de este documento es de moderada a alta debido a que el promedio obtenido 3.72 es mayor que el promedio hipotético del número 3. También los resultados de la prueba de Friedman muestran que desde la perspectiva de los encuestados, lo más importante el obstáculo para la implementación de este documento fueron los obstáculos humanos, y el factor menos importante fueron los obstáculos estructurales. Esta relación también se confirma estadísticamente porque el nivel de significancia obtenido es menor que 0.05.

Palabras-clave: Implementación. Documento Curricular Nacional. Patología. Sistema Educativo de Irán.