

## Identification of solutions and policy implications for the promotion of Farhangian University

Jalal. Musavi<sup>1\*</sup>, Jamileh. Alamolhoda<sup>2</sup>, Megdad. Hoseini<sup>3</sup>

<sup>1</sup> Assistant Professor, Faculty Member, Supreme Council of the Cultural Revolution, Tehran, Iran

<sup>2</sup> Associate Professor, Department of Educational Sciences and Psychology, Shahid Beheshti University, Tehran, Iran

<sup>3</sup> PhD Student of Philosophy of Education, Ferdowsi University, Mashhad, Iran

\* Corresponding author email address: sj.mousavi@sccr.ir

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### ABSTRACT

This article was compiled with the aim of identifying solutions and determining policy consequences for the promotion of Farhangian University, and its method is a qualitative approach with thematic analysis method. In this way, an interview was conducted with 12 scientific and executive experts of Farhangian University. 85 verbal witnesses and 22 codes and 9 categories were obtained from the data of this interview. In order to validate the extracted categories and also to identify the consequences of the inferred policy, 5 meetings were held as a focus group with scientific and management experts. Themes in 9 categories include: Quantitative and qualitative improvement strategies for faculty members of Farhangian University; Solutions to optimize the evaluation and admission system of Farhangian University; Strategies to systematically improve the relationship between the selection and service of student-teachers of Farhangian University; Solutions to improve the management of Farhangian University in terms of expertise, credit, institutional and physical; Solutions to increase the productivity of internship courses in Farhangian University; Solutions to change the educational approach to special education in Farhangian University; Solutions to promote the role of the professional authority of Farhangian University in the educational system; The strategies for systematization of the transformation and improvement of the existing human resources of education and training have been classified from the basics of Farhangian University and finally the solutions to improve the educational program and curriculum content of Farhangian University. Based on the findings and the nine themes extracted from this research and the resulting policy implications, it is necessary and recommended to formulate a comprehensive policy package for the promotion of Farhangian University in the agenda of policymakers.

**Keywords:** Teacher Training, Farhangian University, Policy Implications, Solution for improving



## Introduction

The university is known as the main institution that directs knowledge. The training of teachers, researchers and professional experts is basically the responsibility of the university. The teachers of the third millennium are influential, inspiring, and knowledgeable agents who should pay attention to the education of students with high skills. (January, 2017) Therefore, teacher training can be considered the most important and sensitive aspect of education so that teachers can acquire the necessary knowledge and skills and develop positive attitudes, beliefs and values in themselves and transfer them to the future generation (Golden- Jubilee, 2013, Sadeghi et al, 2023).

Farhangian University as one of the main sub-systems of the fundamental transformation document of education started working shortly after the adoption of the transformation document by approving its statutes in the Supreme Council of the Cultural Revolution in 2010. According to the statutes of Farhangian University, it is a university; To provide, train and empower the human resources of the Ministry of Education, a leader in education, research, production and promotion of the useful science needed for education, a leader in education and professional and specialized competencies, capable in setting the stage for the flourishing of nature. , the talents and the formation of a unified Islamic-Iranian-revolutionary identity of student teachers, with a faculty of believers and administrators, adorned with the virtues of Islamic ethics, responsible for righteous action, aspiring and transformative, etc.

Also, according to this statute, Farhangian University has multiple goals. Some of these goals are: providing and training religious and committed teachers, managers, trainers, workers and researchers who believe in religious foundations and Islamic values; Education, empowerment and promotion of general, specialized and professional skills of human resources; Creating transformation and innovation in the teacher training system of the country and changing, reforming and improving the methods and educational and research programs of teacher training, based on Islamic foundations and the latest scientific developments and benefiting from new technologies to achieve the goals of education and Islamic education.

The findings of some studies show that this university is facing many challenges in the way of fulfilling its main missions. The lack of quality and adequacy of the educational environment, the challenge of the faculty of Farhangian University, the challenge of the recruitment process of teachers, the challenge of the structure and organization of Farhangian University, the challenge of the educational and curriculum program, the challenge of the macro-policy of the teacher training system, the challenge of training and selecting managers, and the challenge of guaranteeing the quality of teachers are among the most important of them. (Mousavi, K, S, J, Aghili, S. R, & Hosseini, S, M, 2024). Therefore, in order to achieve the desired quality in Farhangian University and to attract and train competent teachers as the center of the public formal education process, it is very important to examine the ways to improve the university. In other words, the main question that this research seeks to answer is: What are the most important policy solutions and implications for the promotion of Farhangian University?

## Methodology

In this research, according to the nature of the subject, conventional or inductive content analysis method as well as focus group were used. Conventional content analysis is usually used in a research project whose purpose is to describe a phenomenon (Iman & Noshadi, 2018, 24). The research was done in 1401-1402. The statistical population of this research consists of managerial and executive experts in the field of teacher training and Farhangian University.

In this research, the purposeful sampling method was used. In this method, it is not possible to determine in advance how many people should be selected in the study in order to fully identify the phenomenon under study in the qualitative stage. Ideally, we will continue to collect data until we reach saturation point. A semi-structured interview method was used to collect information and data regarding the subject of the research.

In order to gain credibility in this research, an attempt was made to use the researcher's self-review method. In order to increase the stability, the method of detailed examination of the data by an external observer was used. For the verifiability of the research, the process of doing the work was given to three education specialists and two university administrators. The correctness of the research method was confirmed by experts with 92, 87 and 94 percent and managers with 88 and 94 percent.

In the second stage of the qualitative part, in order to complete the results of the analysis of individual interviews and validation of the presented components, as well as to identify policy implications based on solutions, the focus group method

was used. At this stage of the qualitative research, the analyzes and findings obtained from the individual interviews were further analyzed and edited by forming a focus group consisting of key experts, and the analyzes performed and the presented model were adjusted and modified.

## Findings

As stated in the research method section, the qualitative part of the current research is defined in two stages. In the first stage, semi-structured interviews were used to identify categories and subcategories. In the second stage of the research, in order to ensure the results of the analysis of the data collected from the interviews, to modify and adjust the analyzes performed, a focus group meeting was formed with the presence of experts and key informants. In this meeting, the researcher presented a report on the process of conducting semi-structured interviews, collected data, data analysis process, identification of concepts and codes, classification of concepts and identification of main categories. Then, the experts present in the meeting presented their points of view in connection with the analyzes carried out. Based on the opinions of experts, it was applied in necessary cases. The experts present in the focus group meeting, while confirming the generality of the analyzes of the qualitative part of the research, raised various aspects of the reform point of view, the most important of which are summarized as follows:

- Good articles have been chosen. It is generally based on the nature of Farhangian University. But some categories and subcategories do not have this feature. For example, the category "Optimizing admission to Farhangian University" does not have the systemic nature of Farhangian University, so it is appropriate to change the title of the category to "Optimization of the assessment and admission system of Farhangian University"; Also, some categories and sub-categories are not comprehensive, for example; The codes under the category of "structural organization" do not only show the discussion of organization, but also cover improvement and excellence along with organization, so on this basis, this subcategory was modified and completed as "structural organization and excellence";- The primary extracted codes are numerous and some of them overlap. It is appropriate to merge some of them, according to which the primary codes have been changed from 98 codes to 85 codes;- The tables presented in the qualitative analysis section are very detailed. It would be more appropriate if you could make them more concise. Therefore, in response to the research question, the qualitative data collected from the process of conducting semi-structured interviews with the research sample were analyzed and analyzed in the form of open coding.

After analyzing the interviews, a total of 85 primary codes were extracted, which were classified into 9 main categories after analysis, integration and overlapping of the codes in the focus group meetings.

- Solutions for improving the faculty of Farhangian University in terms of quantity and quality
- Solutions for optimizing the assessment and admission system of Farhangian University
- Solutions for improving the selection system and the service relationship of students and teachers of Farhangian University
- Solutions for improving the management of Farhangian University in terms of expertise, credit, institutional, and physical aspects
- Strategies for increasing the effectiveness of internships in Farhangian University
- Solutions for reforming the educational approach to education in Farhangian University
- Solutions for improving the role of professional authority of Farhangian University in the education system
- Solutions for systematizing the transformation and improving the human resources of education and training from the principles of Farhangian University
- Solutions for improving the educational program and curriculum content of Farhangian University

## Conclusion

The human resources of the Ministry of Education, considering the centrality of the role of human resources in the revival of modern Islamic civilization, has a very important position.

Improving the quality of the process of recruiting and training the human resources needed for education and training has always been emphasized by the above documents such as the general policies of creating transformation in the education and training system and the fundamental transformation of education and training document.



In this regard and in order to improve the quality of manpower in the formal public education system of the country, it is supposed to monitor the effectiveness of the process and optimal performance of Farhangian University in outcomes such as graduation, professional skills training and continuous career improvement. It is obvious that the implementation of the general policies of creating transformation in the education system, the realization of the goals of the fundamental transformation of education and public demands regarding the human resources of the Ministry of Education and Culture in a logical course with the targeted political and infrastructural support of the teacher education and training sub-system And its mission trustees, including Farhangian University, become possible.

Therefore, in this research, an attempt was made to identify the strategies for the improvement of Farhangian University through interviews with scientific and managerial experts using a qualitative research method.

The general review of the results shows that Farhangian University, as one of the first established structures under the approval of the document on the fundamental transformation of education by the Supreme Council of the Cultural Revolution, in the maturity stage after its establishment, needs to adopt supporting policy measures that promote and stabilize to achieve its specialized position in the education system.

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