The evaluation of pathology model of dispatch teacher in Iran overseas

Rahele Mohammad Pour [a*], Hasan Firozeh [b], Amanolahe Hosein Pour [c]

[a] *M.A of Educational Research, Sistan and Baluchistan University, Zahedan, Iran*
[b] *M.A of Management, Bojnourd Branch, Islamic Azad University, Bojnourd, Iran*
[c] *M.A of General Psychology, Bojnourd Branch, Islamic Azad University, Bojnourd, Iran*

Abstract

The current paper aims to identify existed component of dispatch teachers' model in Iran through content analysis technic. The statistical population of the present study was pointed to the dispatch teacher in Iran overseas. The final component models included content analysis were applied to extract the final component which were 1-having formal certificate2- at least 3 years of experience 3- at least Having B.A (Bachelor of art) Document 4-acceptence in entrance Exam and interview 5-computer dominancy 6-acceptance from moral and selective sources 7-accepted evaluation score in the last 3 years of teaching and 8-mental health9- dominance in reading holy Quran 10-married statue11-not having stable experience of being abroad 12- not having more than 3 childeren13-delivering moral commitment for coming back to Iran again

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* **Corresponding author**: Rahele_mohammadpour@yahoo.com

1. Introduction

Currently, many of the embassy officers, military personnel, employees of the ministry of Foreign Affairs and generally government troops work overseas .it is essential that their children get educate with dispatch teacher's overseas (Department of international affairs and schools abroad, 2014). Chauhan (2008) believes that dispatching teacher aboard is one the important ways of exchange culture, social, educational, managerial and specialized science information, which is the common in many different countries around the world to improve the current situation in general such as education policy. In this regard, Chong and Gopinathan (2008) reveal that these policies often associated with the knowledge of variety aspects, education belief and awareness in different countries.

International Cooperative and exchange Center for Technological and Vocational Education (2007) focus the promotion of the exchange of education and tourism. Dispatch teachers in order to teach aboard not only to cover its subsidiary school, but also to find and exploit creativity and innovation of education, training, technological and tourism in the dispatched country. According to the purpose of the case-study the first step is to evaluate the "Iran dispatching model ".

So the education and training managers is primarily responsible for implementing both internal and external factors (Farrington, 2008). In other words, education and training organizations are not limited to the students' in the country, because the majority of Iranian students are studying aboard. Many Iranian students are studying in other countries because of their father's occupation, illness of one family member, travelling, etc., and confront of different culture, education and training and social values through educational and social relationship (Department of international affairs and schools abroad, 2014). So it is important to solve the student's problems and pay more attention to their education (Ingersoll, 2003). Since many of these students, return to Iran after a short or long time and must educate and compare with the students in the country with equal conditions.

Board of Teacher Registration (1994) shows that teacher and student's report indicate that one of the major problems is that the dispatch countries do not do their job well as it is done in original countries. Where the less variety of training and education programs deal causes of failure educational that it is sometimes not compensable. So it is important that the educational planner consist to education programs to be more coherent as equally as in Iran. Teachers have been dispatched with different models since 1362. And sometimes was not providing any funding towards infrastructure organizations for significance achievement in the education and training objectives aboard.

According to (Department of international affairs and schools abroad, 2014) dispatching exam hold every two years and inform as a Schools' Circular for register. Hiring Volunteers must have at least 14 and maximum 26 years teaching experience. This admission exam is held in two stages of written and interview exam. Well-versed in reading Qur'an, ability to use internet, enough knowledge of a foreign language (Arabic, English, French, German), general comprehension skill and oral expression are the general conditions. In addition to have a physical and mental health during dispatching which is approval by the physician of the ministry of education, to be married, security selection, no more than tree dependent children and under three years.

2. Method

The research method in the current study is quantitative and descriptive. Also content analysis was employed for identifying the component of Iran model.

3. Conclusion

Department of international affairs and schools abroad (2014) represent the main stages of the modeling process in Iran. Teacher's Admission is started through an entrance exam and then interview process is done. However, Goodwin (2002) believe that the entrance exam only measure the participants' memories and cannot measure the persons practical and long-term memory capabilities and responsibilities that is indivisible for teachers.

Many studies (Ingersoll, 2001; Li, 2004; Sleeter,

Torres & Laughlin, 2004; Kim, & Goldstein, 2005) showed that the period between exam acceptance and dispatching teachers is a great opportunity for getting familiar with the language, culture, geography and educational system of the dispatched country. This opportunity leads the teachers to spend a little time to know the necessary information of the dispatched country and focus on education, training, and experience as a delegated task.

In the current model of Iran, accepted teachers were ignore one to three years after passing the exam by Department of international affairs and schools abroad. Another main point in this relation is that dispatch teachers haven't any right to select the target country. According to Iran model this job is done by this Department of international affairs and schools abroad and this controversial point in the model.

Lack of related information presentation through Department of international affairs and schools abroad and having no constant Board and Bulletin board and electronic informative service for all teachers is a bold weak point in irons model. This information has been presenting by posting to teacher. So, most of the teacher loses the opportunity of being informed.

During the register, test, and interview, participants don't know the number and also quality of the dispatched country and teachers are selected by Department of international affairs and schools abroad.

One of the Greatest Weakness of this style in Iran is that teachers who complete the mission, after dispatches are abandoned .i mean their experiences in this field do not take into consideration. Another fundamental weakness is that Iranian planners do not make a comprehensive opportunity for all teachers in all over the country.

So test bias related to the issue of test fairness and be more competitive, and control more criteria because of the smaller population. In this study, researchers sought to find answers is that, how is the strong and successful dispatching models of developed countries? And the second is that which components to specific standards and performance specifications can be efficient for the Islamic Republic of Iran.

Allen (2003), Barber and Mourshed (2007), and Sleeter and Grant (2003) believes that in relative with the multi-dimensional of dispatching teachers mission teacher not only should know the basic organizational structure for the local school system, International Education Policy Program of destination country, but also the activities, training, researching, healthing, student's Recreation and Physical Education, parent teacher association guidelines in the local and international school systems and parent involvement.

In this regard, according to the experts (Goodwin, 2002; Cohen, Raudenbush & Ball, 2003; Cochran-Smith, & Zeichner, 2005;; Dai & Pan, 2006; Grossman, 2008) although many components extracted and removed from original model were essential, but the implantation of many of these components apply in the specific cultural and educational systems as main factors in the implantation mechanisms. In order words, theoretically speaking many of these factors are acceptable but they are not practically applicable. So, in the final model the role of social, cultural and economic factors of Special Education Organization in Iran should be considered.

Finally, content analysis reveal that there are 13 component in this study which include 1-having formal certificate2- at least 3 years of experience 3-at least Having B.A (Bachelor of art) Document 4-acceptence in entrance Exam and interview 5-computer dominancy 6-acceptance from moral and selective sources 7-accepted evaluation score in the last 3 years of teaching and 8-mental health9-dominance in reading holy Quran 10-married statue11-not having stable experience of being abroad 12- not having more than 3 childeren13-delivering moral commitment for coming back to Iran again. However, based on the results of this study, it is recommend to the Department of international affairs and schools abroad to apply present findings as a main functional basis for the decision making in the area of foreign affairs relating to teachers.

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