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Original Article (Quantified)

Examining the suitability of the intended and implemented curriculum in terms of the time element in the sixth grade of elementary school

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Abstract

The main purpose of this study was to examine the alignment between the intended and implemented curricula in terms of the time element in the sixth grade of primary education. The study employed a descriptive–survey research design. The statistical population consisted of all primary-school principals and sixth-grade teachers in Sardasht County, including 227 teachers and 30 principals. Based on the Morgan sampling table, the statistical sample comprised 28 principals and 140 sixth-grade teachers. Data were collected using a researcher-made questionnaire. The content validity of the questionnaires was confirmed by the research supervisor and several relevant faculty members. Their reliability was determined using Cronbach's alpha, yielding a coefficient of 0.89, which indicated satisfactory reliability. The collected data were analyzed using the Kolmogorov–Smirnov test and the one-sample *t*-test. The findings indicated that, from the perspectives of both teachers and principals, there was alignment between the intended and implemented curricula with regard to the time element.

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