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Original Article (Quantitative)

Phenomenology of teacher's participation in curriculum planning system

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Abstract

The opportunity to participate in curriculum committees helps teachers to gain a better understanding of school issues and expand their connections at the school level, which leads to school improvement. Finally, teachers' participation in their own curriculum planning is an activity related to staff development, because when teachers design, implement, evaluate, and revise the curriculum, they are actually taking steps towards their own development. The present study aimed to evaluate the views of elementary school teachers on their participation in the curriculum planning system. The present study is a qualitative study based on the interpretive paradigm and a phenomenological approach. The participants in the present study were elementary school teachers in Tonekabon city. Purposive sampling was used for sampling. The theoretical saturation principle was used to determine the sample size. The data collection tool was an interview. Accordingly, 15 teachers who were knowledgeable about the subject of curriculum planning were interviewed. To study the accuracy and validity of the data, the Lincoln and Guba (1985) assessment method was used. The Claise phenomenological method (1969) was used to analyze the data. The content analysis method was used to analyze the obtained data in the form of open, selective and selective coding, using Max Quda software version 2020.

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