CHAPTER ONE
INTRODUCTION AND GENERAL BACKGROUND

1.1 Education: An Introduction

Education, as a vital factor to build up and improve the ability of a society, is considered as one of the greatest services provided by teachers who become a very important component. In fact it can be said that they are the nations-builders. For any student, education and character are the basic foundations and it is laid by teachers as well as parents. They tend to instill values, attitudes and behaviors in children right from childhood.

Today with challenging environment, in any school or college, everything primarily depends on the teacher. If students perform well, it is the role of the school and teacher. In case the performance is bad, the blame ultimately falls only on the teacher. The important point to be noted is that it is not only the teachers who are to be blamed but also there is equal responsibility on the parents as well as students. The role of teachers becomes very important as they are the ones who could students in the right way.

There are various roles played by teachers in understanding students’ needs. Some of them are learning about students’ interests, planning and organizing classroom activities, assessing the students’ performance, understanding the basic needs of students, encouraging them to improve, calling for students-parents meeting and discussing with them about the students’ performance or discipline, motivating students to do better, encouraging them to participate in extracurricular activities, etc.

The role of teachers has become very challenging. It is quite essential for teachers to be social, serious, understanding and friendly nature so that students feel comfortable to seek any help without hesitation. The basic role for any teacher is to create a very interesting classroom for students. Students must feel comfortable with the teacher and at the same time, teacher must encourage students. Students should be taught the right path
and knowledge or matter should be conveyed in such a manner that students would find it very easy to understand.

Teachers work in close co-ordination with students to help them in building up their future. They could help the students to bring out their skills or improvise them, teaching good habits/attitudes and helping them to become good citizens of the nation.

There are many students who feel shy or have some personality problems. It becomes quite important for teachers to attend to these students personally and encourage them to overcome this shyness or personality disorders.

A good teacher in fact becomes a role model for students. Students tend to follow their teacher in almost every way like manners, style etc. Students tend to get affected by the teacher’s affection as well as love for them. So the teacher should have the professional competence as well as good moral background in order to impart these values to students. With the changing environment and challenging careers, teachers are helping students to manage their careers as well as create solid foundation for them in different fields. Students are very busy making up their own decisions and teacher tends to become a sort of guide on their side.

Today in this modern age, expectations as well as demands are more from parents. They expect their children to do well in every field. This tends to create a major impact on students as well as teachers. The role of teachers becomes very challenging.

There are numerous problems faced by teachers in schools, colleges etc. Bad Discipline, Poor Performance by Students, Student Absenteeism, Lack of Support from Parents, Lack of Ambition for students to do well, Low Self Confidence, Attitudinal Problems or Personality Disorders of Students are some of the common problems encountered by teachers. In fact teachers become accountable for every progress of the student. With science advancing, computers and internet have been growing at tremendous pace. They are taking over from teachers.

Lots of information is being offered to teachers online through websites. Many courses are being conducted through websites which have been helping teachers to do well in their respective fields. There are many websites courses as well as websites
training which have been helping teachers to address their problems and overcome these problems by finding solutions to them.

Teaching involves the use of a wide body of knowledge about the subject being taught, and another set of knowledge about the most effective ways to teach that subject to different kinds of learner; it therefore requires teachers to undertake a complex set of tasks every minute. Many teachers experience their first years in the profession as stressful. The proportion of teachers who either do not enter the profession after completing initial training, or who leave the profession after their first teaching post, is high.

A distinction is sometimes made between inducting a teacher into a new school (explaining the school's vision, procedures etc.), and inducting a new teacher into the teaching profession (providing the support necessary to help the beginning teacher develop a professional identity, and to further develop the basic competences that were acquired in college.)

A number of countries and states have put in place comprehensive systems of support to help beginning teachers during their first years in the profession. Elements of such a program can include:

- Mentoring: the allocation to each beginning teacher of an experienced teacher, specifically trained as a mentor; the mentor may provide emotional and professional support and guidance.
- A peer network: for mutual support but also for peer learning.
- Input from educational experts (e.g. to help the beginning teacher relate what she learned in college with classroom reality)
- Support for the process of self-reflection that all teachers engage in (e.g. through the keeping of a journal).

Some research suggests that such programs can: increase the retention of beginning teachers in the profession; improve teaching performance; promote the teachers' personal and professional well-being.
1.1.1 The Role of Education

Education is very important among all of us. It is the education which transforms a person to live a better life and more importantly in a socially well-being. It educates us with all the needed attributes in leading our life in a proper lifestyle. Education does make a remarkable effect on one’s personality. Getting educated and finally earning a professional degree prepares you to be a part and contribute in good organizations, companies or institutions. Education is the one which provides us the thrust in getting ahead and doing something constructive in our near future.

The educational system serves as an active agent of change and as a reflection of changes that have occurred in society. Unquestionably, schools influence social, economic, and political change but the degree to which such changes can be initiated and implemented by the educational system is uncertain. Inevitably, there is a time lag before going for a change and accepting the changes which is Initiated by the educational system can be fully integrated into society, for society changes concurrently with adaptation of the educational system to its role as an instrument of society.

Consequently, educational structures are often out-modern as soon as they are fully established. There is thus a perpetual paradox, as pointed out at the Commonwealth Conference on Teacher Education held in Nairobi, Kenya1, "Education influences change in society and then it must change to meet the needs of its new creation. Although a belief in education as a simple investment with calculable economic returns has been severely shaken, a largely unimpaired faith in education as a means of fostering individual and collective growth prevails. However, it is increasingly questioned to which extent the educational process should be institutionalized. It is the main point which has been often discussed and discussed by the researchers and scholars.

1.1.2 Education and Development

Because the world that teachers are preparing young people to enter is changing so rapidly, and because the teaching skills required are evolving likewise, no initial course of teacher education can be sufficient to prepare a teacher for a career of 30 or 40 years. Continuous Professional Development (CPD) is the process by which teachers
(like other professionals) reflect upon their competences, maintain them up to date, and develop them further.

1.1.3 Education and Social Development

There are educators and experts who argue that those factors such as economic and political development are necessary but not sufficient for modernization. They emphasize the role of values and attitudes in modernization. Their attention has been focused upon the view that "the entire process of development depends, in the final analysis, upon certain changes occurring in the realm of the subjective. Accordingly, the idea is that "modernization is a state of mind" and that it can only be achieved by appropriate changes in attitudes and feelings of people.

Development can never really take place until there has been a prior change in the hearts and minds of the people has prompted social scientists to analyze explicitly the role of psychological considerations in governing the pace and pattern of social, economic, and political development. For example, E. H. Hagen\(^2\), on the theory of social change, related the authoritarian personality type with traditional society and the innovational personality type with developing society. His hypothesis is based on the notion that social and historical conditions are major factors in creating family situations that will produce creative personalities. In addition, Hagen has asserted that social change and economic development occur when a group undergoes a 'withdrawal of status respect,' thus creating a rejected group whose members become deviants with innovative and creative personalities.

Similarly, David McClelland\(^3\) has argued that the personality variable, need for achievement, is the major factor of economic development, be found that different levels of need-achievement in Turkey and Iran have led to different rates of economic growth in the two countries. McClelland attributed the different orientations to the school system "since the other socializing agencies are very similar," and concluded that "achievement motivation facilitates economic growth, knowledge facilitates economic growth, but motivation plus knowledge has significantly greater effect than motivation or knowledge alone."
Social scientists consistently agree that attitudes and value changes are prerequisites to modernization. The task of forming and strengthening particular behaviors, attitudes, values, and skills required for developing society and modernization lie largely within the domain of education. Thus, in investigating the relationship between education and modernization, we refer to the degree to which the educational system in developing countries produces creative and innovative individuals who are able to adapt to the requirements of change. Even though a nation may produce such individuals, the means through which they are absorbed and utilized in a traditional setting remains a moot question.

Hence, as we have already noted, the role of education in modernization should be viewed as much broader than providing individuals with particular skills required for manpower and economic development, or even with modern orientation and attitudes. The most important consideration is the way in which the social, cultural and political patterns of a society determine the degree to which modern men are produced and utilized appropriately. Perhaps it is appropriate to say that such variables the social, cultural and political patterns play a more significant role in determining the degree to which education is in harmony with the requirements of a modernizing society than any specific educational experience.

1.1.4 Education and Political Development

The relationship between education and political development is a very complex one. The complexity arises from the problems of conceptualizing the process and definition of political development. The cooperative politics committee of the social science research council clarifies the conception of the political development process by suggesting the notion of a development syndrome consisting three dimensions.

1. Differentiation, as the dominant empirical trend in the historic evolution of human society.
2. Equality, as the core ethos end ethical imperative pervading the operative ideas of all aspects of modern life.
3. Capacity, as not only the logical imperative of system maintenance, but also the enhanced adaptive and innovative potentialities possessed by not for the management of his environment (human and non-human) through increasing rationality, applied science, and organizational technology.

They conclude that:

Political development can be regarded as the acquisition by a political system of a consciously sought, and qualitatively new and enhanced, political capacity as manifested in the successful institutionalization of (1) new patterns of integration, regulating, and containing the tensions and conflicts produced by increased differentiation, and (2) new patterns of participation and resource distribution adequately responsive to the demands generated by the imperative of equality.

So far, nothing has been said about the effect of education upon political development and vice versa. Both educators and social scientists agree that "formal education plays a crucial role in producing the specialized skills required for effective societal adaptation to the process of continuing structural differentiation in all sectors of modern society, and to the concomitant increase in specialization. Hilda Golden suggests that mass literacy is a minimum requirement for producing national unity and meaningful citizenship. Not only does education make possible a modern communication system which is necessary to solve the "Two most general and most fundamental problem in political modernization", Attitudinal change and reduction of the gap between the ruling elites and less modernized masses, it also makes possible the "modern intellectual system" which is a component of development capacity.

Finally, education, as Adam Curie points out, is "the master determinant in the realization of equality in a modernizing society designated by achievement and Universalist norms."

In his review of the literature concerning education and development, Coleman concluded that education has a critical role in societal adaptation to increasing role specialization and structural differentiation, in achievement of political capacity, and in the progressive attainment of equality. He also referred to political socialization, political recruitment, and political integration as three processes of functions of the political system related to education.
It should be noted that educational policies are directly related to broader questions of policy making within any society. The specific actions taken on educational issues such as access to the schools, content of instruction, and how programs are implemented are inevitably based upon the distribution of power, the kind of support that any particular regime possesses, its ideological and political orientation, and its level of political development.

The fact is that educational development itself is a political matter. Thus, educational policies and development are based on the willingness and ability of political leaders to adopt and successfully implement the kinds of policies that are required for modernity.

1.1.5 Education and Economic Growth

Educational provision is influenced by the idea that education is a key to more rapid and more meaningful economic growth. Emphasis has been placed upon the use of education as an investment in human resources and in the development of human capital. Human capital, as economists define the term, refers to an individual's productive skills, talents, and knowledge.

The claim is that the major part of all human capital, and the rate and level of economic development are the result of formal schooling provided by elementary and secondary schools as well as colleges and universities. Studies by economists suggest that positive relationships exist between the formations of human capital in which education is a major factor in economic growth. For example, Harbison and Myers, who conducted studies in seventy-five countries ranging from the most underdeveloped to the most advanced, found a strong correlation between educational development and productivity.

They state, "We found that in the seventy-five countries the coefficient of correlation between educational level and the gross national product per capita is .888." One may conclude, therefore, that education is a powerful influence upon a nation's economic development. It is important to note, however, that education encompasses more than acquisition of knowledge and new technical skill. It is, or should be, an approach to the creation and to the use of knowledge, a way of tasting, refining, and applying it.
The concern for the use of knowledge to discover new products, processes, and procedures, rather than the acquisition of knowledge itself, may be the key to education for economic development. More importantly, economic development itself is not sufficient for modernization. It should only be one of the major concerns of education in developing countries, but not the sole purpose of it.

The report of the conference of African States on the development of education at Addis Ababa in (1961) illustrates this point: Education does not have for its primary purpose a greater production of goods and services. The purpose of education is to broaden understanding, so that men may make the fullest use of their innate potential, whether spiritual, intellectual, or physical. Education would therefore have value even if it contributed nothing to economic development. Education is listed among the universal human rights; it is necessary for the full development of the human personality, and is grounded in respect for human rights and fundamental freedoms.

Thus, in recent years, increasing attention has been given to the crucial role of education in personal, social, cultural, and political development, as well as economic development.

1.1.6 Social, Moral and Cognitive Development

To understand the characteristics of learners in childhood, adolescence, adulthood, and old age, educational psychology develops and applies theories of human development. Often represented as stages through which people pass as they mature, developmental theories describe changes in mental abilities (cognition), social roles, moral reasoning, and beliefs about the nature of knowledge. For example, educational psychologists have conducted research on the instructional applicability of Jean Piaget's theory of development, according to which children mature through four stages of cognitive capability. Piaget hypothesized that children are not capable of abstract logical thought until they are older than about 11 years, and therefore younger children need to be taught using concrete objects and examples. Researchers have found that transitions, such as from concrete to abstract logical thought, do not occur at the same time in all domains. A child may be able to think abstractly about mathematics, but remain limited
to concrete thought when reasoning about human relationships. Perhaps Piaget's most enduring contribution is his insight that people actively construct their understanding through a self-regulatory process.

Piaget proposed a developmental theory of moral reasoning in which children progress from a naïve understanding of morality based on behavior and outcomes to a more advanced understanding based on intentions. Piaget's views of moral development were elaborated by Kohlberg into a stage theory of moral development. There is evidence that the moral reasoning described in stage theories is not sufficient to account for moral behavior. For example, other factors such as modeling (as described by the social cognitive theory of morality) are required to explain bullying.

Rudolf Steiner's model of child development interrelates physical, emotional, cognitive, and moral development in developmental stages similar to those later described by Piaget. Developmental theories are sometimes presented not as shifts between qualitatively different stages, but as gradual increments on separate dimensions. Developments of epistemological beliefs (beliefs about knowledge) have been described in terms of gradual changes in people's belief in: certainty and permanence of knowledge, fixedness of ability, and credibility of authorities such as teachers and experts. People develop more sophisticated beliefs about knowledge as they gain in education and maturity.

1.2 Teacher Education

The process by which teachers are educated is the subject of political discussion in many countries, reflecting both the value attached by societies and cultures to the preparation of young people for life, and the fact that education systems consume significant financial resources (of which teacher salaries is often the largest single element).

However, the degree of political control over Teacher Education varies. Where TE is entirely in the hands of universities, the state may have no direct control whatever over what or how new teachers are taught; this can lead to anomalies, such as teachers being taught using teaching methods that would be deemed inappropriate if they used the
same methods in schools, or teachers being taught by persons with little or no hands-on experience of teaching in real classrooms.

In other systems, TE may be the subject of detailed prescription (e.g. the state may specify the skills that all teachers must possess, or it may specify the content of TE courses). In many states, the process of acquiring the relevant knowledge and skills to be a teacher (qualification) is separate from the process of acquiring the official permission to teach in public schools (registration or licensing).

1.2.1 The Role of Teacher Education

Primary school teaching is the single most important profession in the world. Teachers pass on knowledge and values to children, prepare them for further education and for working life and are main contributors to good education. This most important profession however does not get the recognition it deserves. In the developed world, young people don’t want to become a primary school teacher anymore. In most developing countries the profession does not attract qualified and ambitious people because it is poorly remunerated. Gone are the days that a primary school teacher was a highly respected person. To attain the goal of universal and good primary school education, teaching has to become an attractive profession again.

Teachers are one of the main pillars of a sound and progressive society. They bear the weight and responsibility of teaching, and, apart from parents, are the main source of knowledge and values for children.

For a child between 6 and 12, there are basically three options: get no primary education, get low quality primary education or get good quality primary education. In spite of our world being immensely rich, the majority of children have to settle for option 1 or 2. At this very moment, over a hundred million children get no primary education at all. And over 500 million of them get it but the quality is low: they have little or no books, their class-room is poorly equipped or simply doesn’t exist, or they have a teacher whose level of knowledge hardly surpasses that of a 6th grader or who is not motivated because she earns less than her neighbor who cleans the house of the local landlord.
The universally subscribed goal that “by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to complete free and compulsory primary education of good quality” (Declaration of The World Education Forum held in Dakar, Senegal in 2000) can only be achieved if children can have access to motivated and knowledgeable teachers. They are the resource by excellence. The books are important, the pencil and the blackboard are important and so are the chairs to sit on, but if there is no motivated teacher in front of the chairs, if there is no teacher to write on the blackboard and to teach reading, math and how to pick up knowledge and values, the goal will never be achieved.

1.3 Pre-service Teacher Education

Pre-service teacher education is the process in which student teachers have to undergone before they have undertaken any teaching. Before entering into any pre-service education most students will have obtained a previous degree, either a general or honours, in a subject of their choice, (e.g. English, Math, Science, and Religion).

During the pre-service education program the pre-service teacher will learn how to use their knowledge to formulate lesson plans to teach their class. Common topics include classroom management, lesson plans, and professional development. A major focus during such education programs are the practicum where the pre-service teacher is placed within a school setting (either elementary or senior) and shadows an experienced teacher. The pre-service teacher will be given opportunities to develop skills through lesson plans, teaching lessons and classroom management.

1.3.1 Pre-service Teacher Education in Iran

Pre-service teaching is an essential experience in the professional education programs. Although other college courses, activities, and practice contribute knowledge and experience to the prospective teacher, pre-service teaching provides the opportunity to experience the demanding and rewarding task of assuming major teaching responsibilities.
The pre-service teaching experience is designed to provide a controlled learning situation in which the prospective teacher can put into practice the principles and methods learned in teacher education programs. The ultimate goal for the teacher is to achieve competency in entry level skills in the teaching profession.

1.4 Education System in Iran

Education in Iran is highly centralized and is divided into primary education and Higher education. Education is supervised by the Ministry of Education and higher education is under the supervision of Ministry of Science and Technology.

The fourth five-year development plan (2005-2010)\textsuperscript{12} envisages upgrading the quality of the educational system at all levels, as well as reforming education curricula, and developing appropriate programs of vocational training, a continuation of the trend towards labor market oriented education and training.

Primary school (Dabestan) starts at the age of 6 for a duration of 5 years. Middle school, also known as orientation cycle (Rahnamayi), goes from the sixth to the eighth grade. High school (Dabirestan), for which the last three years is not mandatory, is divided into theoretical, vocational/technical and manual in which each program is t with its own specialties.

Universities, institutes of technology, medical schools and community colleges, provide the higher education. The requirement to enter into higher education is to have a high school diploma, and finally pass the national University’s Entrance’s Exam (Konkoor). Higher education is sanctioned by different levels of diplomas: Fogh-e Diplom or Kārdānī after 2 years of higher education, Kārshenāsi (also known under the name “licence”) is delivered after 4 years of higher education (Bachelor's degree). Kārshenāsi-ye Arshad is delivered after 2 more years of study (Master's degree). After which, another exam allows the candidate to pursue a doctoral program (PhD).
1.4.1 Modern Education in Iran

There are both free public schools and private schools in Iran at all levels, from elementary school through university. Education in Iran is highly centralized. The ministry of education is in charge of educational planning, financing, administration, curriculum, and textbook development. Teacher training, grading, and examinations are also the responsibility of the ministry. At the university level, however, every student attending public schools is required to commit to serve the government for a number of years typically equivalent to those spent at the university, or pay it off for a very low price (typically a few hundred dollars).

Level of Education in Iran

<table>
<thead>
<tr>
<th>Age</th>
<th>Level of education (Persian)</th>
<th>Duration</th>
<th>US degree equivalent</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>5-6</td>
<td>Pre-primary/Kindergarten</td>
<td>1 year (K-12)</td>
<td></td>
<td>Optional</td>
</tr>
<tr>
<td>6-11</td>
<td>Elementary education/Dabestan</td>
<td>5 years (K-12)</td>
<td></td>
<td>Although elementary education is free and compulsory, full enrollment in elementary education has not yet been achieved (2004).</td>
</tr>
<tr>
<td>11-14</td>
<td>Lower-secondary/Rahnama yi</td>
<td>3 years (K-12)</td>
<td>Middle school/orientation cycle</td>
<td>Mandatory (6-8th grade)</td>
</tr>
<tr>
<td>14-17</td>
<td>Upper-secondary/Dabirestan</td>
<td>3 years (K-12)</td>
<td>High school diploma (Diplom-Metevaseth)</td>
<td>NOT mandatory. Orientation: Manual; Professional/technical; or Theoretical. Each program with its own specialties (i.e. for theoretical: math &amp; physics; experimental sciences; literature &amp; humanities)</td>
</tr>
</tbody>
</table>
During the early 1970s, efforts were made to improve the educational system by updating school curriculum, introducing modern textbooks, and training more efficient teachers. The 1979, revolution continued the country's emphasis on education, but Khomeini's regime put its own stamp on the process. The most important change was the Islamization of the education system. All students were segregated by sex. In 1980, the Cultural Revolution committee was formed to oversee the institution of Islamic values in education. An arm of the committee, the Center for textbooks (composed mainly of clerics), produced 3,000 new college-level textbooks reflecting Islamic views by 1983. Teaching materials based on Islam were introduced into the primary grades within six months of the revolution.

Approximately 6% of upper secondary institutions are private. These schools must act according to the regulations of the Ministry of Education, though they are financed primarily by tuition fees received from students. Academic year starts from September to June, with two semesters; note that students attend classes Saturday to Thursday. Below is the program for the orientation cycle:
### Orientation Cycle

<table>
<thead>
<tr>
<th>Subject matter</th>
<th>Weekly hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>6th grade</td>
</tr>
<tr>
<td>Persian Language and Literature</td>
<td>5</td>
</tr>
<tr>
<td>Math’s</td>
<td>5</td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>4</td>
</tr>
<tr>
<td>Religious Education</td>
<td>2</td>
</tr>
<tr>
<td>History</td>
<td>1</td>
</tr>
<tr>
<td>Geography</td>
<td>1</td>
</tr>
<tr>
<td>Arabic</td>
<td>2</td>
</tr>
<tr>
<td>Social sciences</td>
<td>1</td>
</tr>
<tr>
<td>Arts</td>
<td>2</td>
</tr>
<tr>
<td>Technical/Vocational Education</td>
<td>3</td>
</tr>
<tr>
<td>Foreign language</td>
<td>-</td>
</tr>
<tr>
<td>Military service preparation (for boys only)</td>
<td>-</td>
</tr>
<tr>
<td>The Koran</td>
<td>2</td>
</tr>
<tr>
<td>Total:</td>
<td>28</td>
</tr>
</tbody>
</table>

Source: World Education Services, 2004

### 1.4.2 Teacher Education in Iran

Teacher Training Centers in Iran are responsible for training teachers for primary, orientation cycle, and gifted children’s schools. These centers offer two-year programs leading to a Fogh-Diploma (associate degree). Students that enter Teacher Training Centers should have diploma. A national entrance examination is required for admission.

There are two types of teacher training services are available in Iran. In this study the researcher focusing on pre-service teacher training.

Pre-service teaching is a period of guided, supervised teaching. The college student is gradually introduced into the teaching role for a particular class by a mentor or cooperating teacher. The cooperating teacher works with and encourages the pre-service teacher to assume greater responsibility in classroom management and instruction as the experience progresses. The pre-service teacher begins as an observer and finishes the pre-service teaching experience as a competent professional.
1.4.3 Education and Development in Iran

While increasing, efforts have been directed toward development of educational systems in developing countries, as well as Iran and rate of this change in Iran remains very slow. One of the major influences upon this rate of change is obviously Islam, or misinterpretation of it by overly religious individuals. "Islam literally means 'submission', and a Moslem is one who has submitted to the will of God - Allah, and who regards Mohammad as his messenger.

Submission is not limited either temporally or functionally; all is sacred. Thus, Islam determines and sanctions most aspects of life: private, public, political, social, economic and educational.

Although "Islamic law is as flexible and utilitarian as modern statutory law," because of its historical roots and the beliefs of people, the pressure of religions, and political considerations, any change or innovation tends to be resisted as being against sanctified tradition. Hence the role of education in helping the young develop new attitudes, skills, knowledge, and scientific orientation in order to control physical environment, to enhance the quality of human life, and to regulate or control man-made environment has been fruitless.

Educational activities remain theoretical and abstract; and the curriculum reflects emphasis upon transmission of accumulated knowledge through the use of prepared packages which are memorized by students. In addition to the influences of Islam on the role of change and of educational development, other factors have slowed the pace of change. One factor may be the effort of "elitist" groups.

Although some changes have occurred in such areas as technology, economic and social affairs, the scope and scale of changes have occurred only to the extent that no threat is posed upon existing values and social structures. Thus, Iranian society may be characterized by a social class orientation. Every effort has been made to maintain traditional structures, values, beliefs, and patterns of interaction. Creeping technology and a growing middle class have combined to change the social structure to favor persons who are able to apply the new technology, thereby changing the composition of the social core group indirectly. However, the emphasis upon preservation of the status quo essentially has forced education to continue its function as in the past, that is, reinforcing
those values, attitudes, and social characteristics that maintain traditional, and cultural patterns.

The relationships among education, rural development and modernization pose other problems for the country. According to the official statistics, about 57 percent of the population is living in rural areas. Many peasants still live in isolated villages with traditional customs and beliefs. A high rate of mortality, especially among children, as well as disease and drudgery dominate in many villages. Thus parochialism, inertia, and fatalism are factors which resist change and development.

A growing attention to rural development in Iran is helping to eliminate these factors. In 1963, for example, "The white Revolution" emphasized land reform and promotion of rural life by sending rural development corps into rural areas. In addition, literacy corps groups focused their attention on the elimination of illiteracy. While these reforms positively influenced rural life, the country still faced some problems such as the transformation of hiring conditions for peasants and the preparation of personnel to assist in this transformation of rural living. A rapidly increasing population is another factor that has slowed the rate of both educational and economic development, although efforts have been made to implement birth-control measures, the rate of population growth still remains about 2.8 percent a year. Thus Iranian society is characterized by a very young age structure about 55 percent of the population is under twenty years of age: which has posed many problems.

The first and the main problem is most readily recognized as free population from the economic point of view. That is, a large portion of the population is economically non-productive. Only a small percentage of the population is in the sector of productivity, producing capital that is needed for investment.

The second problem can be realized from the educational point of view. That is, the ever increasing school age population has increased school enrollment. Consequently, more teachers are required as well as educational equipment’s. For many reasons, adjustments necessitated by greater enrollments have not been made. First, these needs require more capital. Either through inadequate allocations unwillingness to invest in educational enterprise, these needs have not been met or the educational system of Iran continues to be hampered by inadequate facilities and poorly qualified teachers.
Even though efforts are being made in Iran to meet educational needs, limitations have been evidenced by conditions existing in several cities. Class enrollments in many primary, academic and guidance schools have ranged from forty to ninety-four students per teacher. These problems are further complicated by an inadequate supply of qualified teachers. School maids, in some districts, have been employed as teachers.

In 1968, the Ministry of Education passed a law that all school maids who possessed an elementary education, and who had taught for three years, were regarded as fully qualified teachers in elementary schools. Thus, the country has severely suffered from the lack of qualified teacher. According to a 1961 study, only 25 percent of the elementary teachers and less than 40 percent of the secondary teachers were graduates of Teacher Training Centers.

The problems are not finished to the previously mentioned factors. There remain other problems such as the lack of curriculum relevant to the needs of society and individuals, the lack of adequate teaching, and learning materials, and the lack of novelty and innovation in the field of education. In addition to these, there still remain the problems of the inadequacy of the school system in fulfilling the needs of rural society and the flood of graduates from rural schools to urban centers in search of white collar jobs.

These problems demand serious consideration. If these problems are to be solved, an educational system must be developed which is based upon a philosophy reflecting concern for individual differences and appreciation of unique human qualities as well as societal needs. Further, education must attend the needs of both rural and urban society and produce those attitudes, skills and knowledge which are relevant to modernization. Also, education must help in developing satisfactory human relationships, foster the ability to live as individuals as well as members of a community, and encourage a renewed sense of mutual responsibility.

These changes can never occur, however, until there is a desire to change on the part of educators and teachers as well as the populace. Basic to the issue of change is the need for movement away from the present centralized system towards one which is relatively decentralized. In addition, the central and decisive role of a teacher in effecting
change must be recognized. Hence, the connection must be made clear that any manpower study, educational plan or proposal for higher education must give serious attention to teacher education.

1.5 Statement of the problem

Study of Teacher Education in West Azerbaijan Iran

Some of the countries have faced important challenges relate to: the growing gap between the demand and supply of teachers; the increasing demand for better quality teachers and teacher educators; the need for social and professional regulation in relation to quality assurance; the challenges of cross border education advances in information and communication technology and the resultant need for leveraging modern information and communication technologies in the training of teachers; pressure for national competitiveness in a globalize knowledge-based economy against an existing reservoir of untrained and under trained teachers In many Asian countries; and, the inability of the traditional residential university and/ or college model of teacher education and training to adequately meet either current or projected demand for teacher education.

In West Azerbaijan (Iran) particularly, two problems of teacher supply that threaten the attainment of global and national education targets are noticeable. First is the shortage of teachers occasioned by increasing numbers of pupil. Second is the fact that even where there are enough teachers many the quality of their training are not enough.

The situation is compounded by the fact that teacher trainers at the university are not professional teachers and yet they are charged with the responsibility of preparing teachers to be professionals unlike in other fields such as medicine where one must have professional training to undertake this responsibility.

In addition, there is no policy regarding (employment of teacher educators at teacher training colleges. This is exacerbated by the lack of formal training of teacher educators for these colleges.
1.6 Significance of the Study

There is growing evidence that teacher education and development in Iran presents one of the greatest challenges to both governments and teacher education institutions. Quality of education depends very much on the quality of teacher education. Therefore, professional training of teachers is essential for the improvement of quality education as the benefits gained at this level will trickle down the education system.

This study is therefore being undertaken in order to present the status of teacher education in Iran with the aim of bringing fore to the areas required in terms of infrastructure, professional support, training facilities, manpower availability, contents, processes etc., by assessing the growth of teacher education in Iran since Islamic revolution understand its current status, and focus on the future prospects towards the provision of pre-service and in-service teacher education for quality improvement at all levels of education.

The findings of the study will help policy makers, teacher educators, researchers and teachers in their endeavor towards provision of quality education. The findings will also help revitalize teacher education for quality improvement at institutional and national levels.

1.7 Objectives of the Study

The specific objectives are:
1. To assess the growth, development and the present status of teacher education in West Azerbaijan (Iran).
2. To identify the strengths, problems and current issues in the field of teacher education in Azerbaijan (Iran).
3. To find out whether the available human resource is adequate enough to facilitate service delivery for qualitative education services in teacher education institutions of Azerbaijan (Iran).
4. To identify the reforms needed in the teacher education program in the light of emerging trends in school education
5. To provide necessary inputs policy makers for future planning and restructuring of teacher education.

1.8 Research Questions

Q1: How about the growth, development and present status of Teacher Education in West Azerbaijan Iran?
Q2: What are the strengths, problems and current issues in Teacher Education in West Azerbaijan Iran?
Q3: What are the reforms needed in the Teacher Education program in light of emerging trends in West Azerbaijan Iran?
Q4: Is the available human resource is adequate enough to facilitate service delivery in Teacher Education in West Azerbaijan Iran?

1.9 Operational Definition

Education
In common, Education is merely the delivery of knowledge, skills and information from teachers to students. The proper definition of education is the process of becoming an educated person.

Education is the act or process of imparting or acquiring general knowledge, developing the powers of reasoning and judgment, and generally of preparing oneself or others intellectually for life. For the purpose of this study, education is the act or process of imparting or acquiring particular knowledge or skills, as for a profession.

Training
Training is a planned and systematic effort to modify or develop knowledge, skill and attitude through learning experience, to achieve effective performance in activity or range of activities. For the purpose of this study, training is an act of increasing knowledge, skills and attitude of a teacher for improving his/her performance on the job. Training is ‘providing a chance or an opportunity to improve skills and Knowledge of a job.
Teacher
Teacher is someone hired to teach for the purpose of this study, students admitted to the teacher education programs in West Azerbaijan University.

Teacher Education
A teacher education is professional preparation of student teachers, usually through formal course work and practice teaching. For the purpose of this study teacher training programs providing by public primary and secondary teacher education courses in Iran are considered as teachers training.

Human Resource
The human power available in West Azerbaijan Iran.

Growth of Teacher Education
Growth means development from a simpler to a more complex stage. For the purpose of this study, growth of teacher education can be defined as development from a lower quality in teacher education program to a higher quality in teacher education program.

Development of Teacher Education
Development is the act or process of growing or progressing. For the purpose of this study development of teacher education is defined as to bring out the capabilities or possibilities of teacher education programs or bring the teacher education programs to a more advanced or effective state:

Reforms in Teacher Education
Reform means to improve by alteration. For the purpose of this study reforms in teacher education can be defined as correction of error and removal of defects, so that lead to or put into a better teacher education program.

Viewpoint
Viewpoint or point of view is the mental position from which things are viewed and judged; it is an attitude or opinion. For the purpose of this study the attitude or opinion of the student teachers is considered as viewpoint.
Perception
Perception is a way of seeing, understanding or interpreting something; it is the result of perceiving. For the purpose of this study, perception is considered as synonym to the viewpoint

Curriculum: is a planned course of study that provides the teacher trainee with some learning experience under the guidance of teacher training colleges.

Iran: a democratic country located in Southern and Western Asia

West Azerbaijan
West Azerbaijan province is one of the 31 provinces of Iran which is located in northwest of Iran.

Assumptions
1) Teacher Education is an important component in Iran’s education system.
2) All education experts do understand the methodology of Teacher Education and training for all levels.
3) There is well established Teacher Education system in West Azerbaijan Iran.

Scope

- The current study deals with the development of teacher education since 1979 when Iran got Islamic revolution to 2008.

- The study covers the structure of management mechanism, infrastructural facilities, admission requirement, courses offered all the modes of their transaction and other matters related to quality of Teacher Education in various Teacher Education Institutions.
• The study also covers all public Teacher Education Institutions and universities colleges of education preparing teachers for primary and secondary school level by giving focus on the historical growth, present status, the organizational set-up, roles and functions of these institutions.

Delimitation

• This study is delimited to public primary and secondary Teacher Education Institutions.
• The study covers only those courses which lead to recognized certificates, diplomas and degrees.
• This study is delimited to West Azerbaijan in Iran.

Limitation

• Difficulties to accessing data during the data collection from the samples.
• Samples had suspicion for the responders.
• The researcher had financial problem due to economic inflation.
Summary of research process

Proposal writing and submission → Literature review → Review of secondary sources of data → Selection of sample

Seeking appointment with colleges principals → Pilot study → Application for research permit → Preparation of data collection tools

Administration of primary tools → Data coding and organization → Analysis and interpretation of data → Thesis writing

Presentation of results
References

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