



UNIVERSITI PUTRA MALAYSIA

**FACILITATION OF TEACHING AND LEARNING IN SELECTED
PUBLIC AND PRIVATE UNIVERSITIES IN IRAN**

MOHAMMAD SADEGH BIJANDI

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**FACILITATION OF TEACHING AND LEARNING IN SELECTED PUBLIC
AND PRIVATE UNIVERSITIES IN IRAN**

By

MOHAMMAD SADEGH BIJANDI

**Submitted to the School of Graduate Studies, Universiti Putra Malaysia,
in Fulfilment of the Requirements for the Degree of Doctor of Philosophy**

August 2012

DEDICATION

Dedicated to my best companion in life, Razieh,

to my beloved parents to whom I owe my everything

and to my clever kids Hanieh and Alireza

Abstract of thesis presented to the Senate of Universiti Putra Malaysia in
fulfilment of the requirements for the degree of Doctor of Philosophy

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Chairman: Amminudin bin Hassan, PhD

Faculty: Educational Studies

This study explored and provided the practice of facilitating teaching and learning in selected public and private universities in Iran. Qualitative approach specifically, generic inquiry was employed, because the researcher had the direct experience in this phenomenon. This study was guided by two research questions: 1) what are the conditions that facilitate teaching and learning process in higher education? 2) What are the characteristics of facilitation in teaching and learning process among educational administrators? The data, generated through interviews as the main technique and observations and documents review as supporting techniques. Twenty nine respondents were involved in this study. Twenty of them as educational administrators were the deans of the faculties, the deputies of the deans, the lecturers and the heads of the departments. They should have at least five years experiences in teaching excluding two years experiences or still holding an administration position.

And nine of them as stakeholders were students who were at least in fifth semester and alumni who graduated at most six months before. In this sense, they had plenty of information, experiences and conditions which can facilitate in the process of teaching and learning and academic achievement. The interviews were in Persian. Each interview lasted between fifty minutes to one hour. The interviews were recorded, transcribed verbatim and analyzed manually. Ethical issues were addressed. The trustworthiness of the study was ensured through triangulation, namely member check, peer examination and a documentation of an audit trail.

Examination of the data identified that the conditions for facilitating the teaching and learning process can be classified into two groups including internal conditions and external conditions. By definition, internal conditions refer to educational administration knowledge, which is categorized into professional conditions and academic conditions. Professional conditions in terms of managerial skills are considered as team working and team building, management of personnel, budgeting and resource management, maintaining relationships, negotiation skills, and professional experiences. Data showed that by considering professional conditions by educational administrators the process of teaching and learning will be facilitated. Data also verified that the academic conditions are information literacy -up to date and access to information-, understanding the aspects of education in the area of community issues, knowing the latest mentoring and assessment methods, having the acceptable craft knowledge in teaching and learning methods and styles, understanding and supporting the societal expectations, and understanding and supporting the students needs and interests. By considering these conditions the process of teaching and learning can be facilitated.

External conditions refer to familiarity and knowing the aims and goals of the education and research sections in The Iran Vision Development Plan (IVDP, 2005-2025), Iran Fifth Development Plan (IFDP, 2010-2015 and Iran Higher Education National Agenda (IHENA, 2009-2013) as the National Plans. Moreover, data cleared that external conditions can facilitate the process of teaching and learning by the ability of using the facilities and financial sources that the government have considered in the IVDP, IFDP and IHENA for higher education through participating and collaborating with scientific committees and meetings.

Examination of the data revealed that characteristics of educational administrators in the process of facilitating teaching and learning can be categorized into four groups including flexible, collaborative, responsive, and creative. This study has provided valuable information, which will be beneficial to all stakeholders in higher education. The study has also contributed to the notion of the process of facilitating teaching and learning higher education in Iran. Finally, it has presented a facilitation model in the process of teaching and learning in higher education.

Abstrak tesis yang dikemukakan kepada Senat Universiti Putra Malaysia sebagai memenuhi keperluan untuk ijazah Doktor Falsafah.

**MENYINGKAP AMALAN MEMUDAHKAN PENGAJARAN DAN
PEMBELAJARAN DI UNIVERSITI AWAM DAN SWASTA
TERPILIH DI IRAN**

Oleh

MOHAMMAD SADEGH BIJANDI

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Kajian ini meneroka dan menyediakan amalan bagi memudahkan pengajaran dan pembelajaran di universiti awam dan swasta yang terpilih di Iran. Pendekatan kualitatif, khususnya inkuiri generik telah digunakan dalam kajian ini yang mempunyai pengalaman langsung terhadap fenomena yang dikaji. Kajian ini dipandu oleh dua soalan kajian: 1) apakah keadaan yang memudahkan proses pengajaran dan pembelajaran dalam pendidikan tinggi? 2) Apakah ciri-ciri sebagai pemudahcara proses pengajaran dan pembelajaran yang dimiliki oleh para pentadbir pendidikan? Data diperolehi terutamanya melalui teknik temuduga, serta disokong oleh pemerhatian dan analisis dokumen. Dua Puluh sembilan orang responden terlibat dalam kajian ini. Dua puluh daripada mereka yang merupakan pentadbir pendidikan adalah dekan fakulti, timbalan dekan, pensyarah dan ketua jabatan. Mereka harus mempunyai sekurang-kurangnya lima tahun pengalaman dalam pengajaran tidak termasuk dua tahun pengalaman atau masih memegang jawatan pentadbiran.

Sembilan daripada mereka pula merupakan pihak berkepentingan yang merupakan pelajar yang sekurang-kurangnya di semester kelima pengajian dan alumni yang telah menamatkan pengajian selama enam bulan ke atas. Berdasarkan latarbelakang ini, mereka mempunyai banyak maklumat, pengalaman dan keadaan yang boleh memberi impak, dan juga memberi kesan dalam proses memudahkan P & P dan pencapaian akademik. Temu bual adalah dalam bahasa Parsi. Setiap temubual berlangsung selama antara 50 minit ke satu jam, telah dirakam, disalin kata demi kata dan dianalisis secara manual. Isu etika ditangani sebaik mungkin. Hal kebolehpercayaan kajian telah dipastikan melalui triangulasi, iaitu dengan disemak oleh individu berkaitan, pemeriksaan rakan sebaya dan merujuk dokumentasi yang tersusun dan telah diaudit.

Dapatan analisis data menunjukkan bahawa keadaan untuk memudahkan proses pengajaran dan pembelajaran boleh diklasifikasikan kepada dua kategori, iaitu keadaan dalaman dan keadaan luaran. Menurut definisi, keadaan dalaman merujuk kepada pengetahuan pentadbiran pendidikan, yang dikategorikan kepada ciri-ciri profesional dan ciri-ciri akademik. Ciri-ciri profesional dari sudut kemahiran pengurusan meliputi bekerja secara berpasukan dan pembinaan pasukan, pengurusan personel, belanjawan dan pengurusan sumber, mengekalkan perhubungan, kemahiran berunding, dan pengalaman profesional. Data juga mengesahkan bahawa ciri-ciri akademik adalah seperti memiliki maklumat literasi sehinggalah terdapatnya tarikh akses kepada maklumat, memahami aspek pendidikan melalui isu-isu masyarakat, mengetahui kaedah penilaian dan permentoran terkini, mempunyai pengetahuan yang diterima dalam kaedah dan gaya pengajaran dan pembelajaran, memahami dan menyokong jangkaan masyarakat, dan memahami dan menyokong keperluan dan

kepentingan pelajar. Sementara itu, keadaan luaran merujuk kepada pembiasaan diri dan pengetahuan terhadap matlamat dan sasaran seksyen pendidikan dan penyelidikan bagi Rancangan Pembangunan Wawasan Iran (IVDP, 2005-2025), Rancangan Pembangunan Kelima Iran (IFDP, 2010-2015) dan Agenda Kebangsaan Pendidikan Tinggi Iran (IHENA, 2009-2013) sebagai plan perancangan negara. Seterusnya, data menjelaskan bahawa keadaan luaran juga merujuk kepada keupayaan menggunakan kemudahan dan sumber kewangan yang telah pun dipertimbangkan kerajaan dalam IVDP, IFDP dan IHENA untuk pendidikan tinggi melalui pendekatan mesyuarat, dan penglibatan dan bekerjasama dengan sebilangan jawatankuasa saintifik.

Pemeriksaan ke atas data mendedahkan bahawa ciri-ciri pentadbir pendidikan dalam proses memudahkan pengajaran dan pembelajaran boleh dikategorikan kepada empat kumpulan iaitu fleksibel, kerjasama, responsif, dan kreatif. Kajian ini telah memberikan maklumat yang berharga, yang akan memberi manfaat kepada semua pihak yang berkepentingan dalam pendidikan tinggi. Kajian ini juga telah menyumbang kepada tanggapan tentang proses memudahkan pengajaran dan pembelajaran pendidikan tinggi di Iran. Akhirnya, melalui kajian ini, model tentang proses memudahkan pengajaran dan pembelajaran dalam pendidikan tinggi telah dapat dikemukakan.

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I certify that an Examination Committee has met on..... to conduct the final Examination of Mohammad Sadegh Bijandi on His Doctor of Philosophy Thesis Entitled “Facilitation of teaching and learning in selected public and private universities in Iran” in accordance with the Universiti Pertanian Malaysia (Higher Degree) Act 1980. The Committee recommends that the candidate be awarded the relevant degree. Members of the Examination Committee are as follows:

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DECLARATION

I declare that the thesis is my original work except for quotations and citations which have been duly acknowledged. I also declare that it has not been previously, and is not concurrently, submitted for any other degree at Universiti Putra Malaysia or at any other institution.

MOHAMMAD SADEGH BIJANDI

Date: 7 August 2012

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