

The selection process of Farhangian university, the lived experience of a student teacher: a narrative research

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Received 20 July 2023, Accepted 15 AUGUST 2023

Abstract

The current research was written with the aim of investigating the lived experience of a student teacher in the selection process of Farhangian University, in which the narrative is one of the selected students of Farhangian University. The method of conducting this qualitative research is narrative research. The tool of data collection in this research is the narratives of the subject, his memories and personal experiences of how the process of selecting Farhangian University, which themes and categories were extracted by coding them.

The narratives were analyzed based on the theme analysis method. In order to ensure the validity of the researcher's self-review methods, data analysis, negative or contrasting case analysis, as well as external observers, such as help from colleagues and supervisors, were done. The findings indicate 9 themes and 18 central categories that played a role in the selection process of the studied subject in his orientation to Farhangian University. These 9 themes and 18 categories were extracted through the interpretation and coding of the memories, narratives and personal experiences of the subject under study. In general, although all 9 themes and 18 categories obtained in the selection process of Farhangian University by the studied subject have been effective, but at the end, there are some things including the relative talent and interest of the subject in the teaching profession (intrinsic motive) as well as the influence of teachers and unavoidable conditions of Farhangian University (extrinsic motive) had the most effects in the subject selection process. In general, it should be acknowledged that both intrinsic and extrinsic motive interacted with each other to produce the subject to move towards Farhangian University.

Keywords: Farhangian University, narrative research, student teacher, lived experience, selection process, motive.

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1. Introduction

Education is the biggest human resource training institution in every society. Education, as one of the fundamental institutions in every society, is responsible for serious and great tasks. Today, the role of education in various aspects of education and its impact on ethics, behavior, speech, performance, communication,... is not hidden from anyone. It can be said that educational systems bring about fateful changes in a society (Shirkarami and Khodadadi, 2017). It should be acknowledged that no matter what the definition of development is, to achieve it, all the efforts are on the shoulders of the people who have to carry the burden of this caravan to its destination. In today's modern development era, human resource training is very important (Mogea, 2023). Since in the contemporary world, the institution of education is responsible for the training of human resources in the society, so the foundation of development depends on the training of developed human resources. In the past, pioneers and thinkers believed that development means the creation and expansion of physical and material resources and the comprehensive foundation and all-round expansion of material resources, while today they refer to education as a fundamental investment (Hatami, et al, 2018). It should be acknowledged that education is among the most fundamental institutions in every country.

Education is not only responsible for training the human resources of other institutions of the society, but it also has the responsibility of training its own human resources. It should be said that one of the main tasks of the educational institution is the training of its own human resources, on this basis, the training of future teachers is also the responsibility of the educational institution. Teachers who have teaching skills and are ready to attend the class and know how to deal with students and are proficient in modern classroom management methods. In education, teachers play a fundamental role in teaching and learning activities, because teachers are the teaching staff who are in direct contact with students, and their role in the classroom is undeniable for cultivating good human resources (Adriani & Hikmah, 2022). We should not forget that the creation of quality human resources depends on the training of competent teachers (Farisi, 2021). It is said that the teacher is the most important person in the process of implementing the designed curriculum

(Ryan, et al, 2016). One of the issues considered in teacher recruitment is his active participation in teaching and learning (Sherman, 2008). He spends most of his time in the classroom and helps students in education (Rozi, et al., 2017). Teachers and professors are emphasized and have a central role because they are the main agents of education and the active goals of education systems in different dimensions must be realized through them (Mehrmohammadi, 2013). Some researchers believe that we need to build a system to ensure that new teachers have the necessary professional skills and know how to use them and apply them (Deborah & Francesca, 2010). Of course, new teachers who are new to this profession should be subject to continuous evaluations so that we can be aware of their growth stages in order to desire the teaching profession on a continuous basis.

In Iran, every year many people intend to enter Farhangian University. The process of attracting interested people is through the national exam or Konkur. At Farhangian University, these people get a job as a teacher and receive training that will make them future teachers. Today, education is considered one of the most difficult and delicate human affairs and a valuable matter. The role of teachers in this matter is very sensitive, important, effective and productive. In other words, teachers are the main pillar of any country, and by training qualified teachers, it is possible to achieve planned and specific goals (Iqbalian Nourazadeh and Keshtvarz Kendazi, 2017).

In the statute of Farhangian University regarding the reason for the formation of this university, one of the important things that can be seen is that the duties of this university are to provide, train and empower the resources and human resources needed by the Ministry of Education (Iqbalian Nourazadeh and Keshtvarz Kendazi, 2017). Farhangian University attracts about 25,000 students and teachers every year, it is said that Farhangian University with 98 campuses currently has 95,000 students, of which 50.2 percent of this number, that is, about 47,690,000 of them are among the top ranks of the national exam. (Binam, 1401). It seems that one of the very important reasons that this number of top ranks, something equivalent to half of the people who are currently studying at Farhangian University, showed interest in Farhangian University and came to this direction was the very favorable conditions of this university.

which will be the source of the writer of these lines. Among these very favorable conditions are the scholarship and employment of students in education and training from the moment they arrive, their entry into the labor market immediately after completing their studies, insurance and working years during their student days and not going to military service, which the last case for male is true. In general, the role of external factors and extrinsic motive seems to be strong. Although the role of intrinsic motive should not be neglected, extrinsic motive can overcome intrinsic motive (Frey, 1997). In the current research, rather than focusing on the lived experience of the subject during his student days at Farhangian University, it goes back to the period before entering Farhangian University, in other words, in this research, the biographical conditions of the selected student of Farhangian university are tried. According to the topic of this article should be analyzed in a research narrative.

Basically, motives play essential roles in people's selection processes. People's decisions and choices throughout life can be justified according to their motives. motive is a complex part of the human psyche and behavior that affects how a person invests his time, the amount of energy spent on any given task, the way a person thinks and feels about that task, and how long he insists on that task. (Bakar, 2014). There are different types of motives, the most important of which are intrinsic and extrinsic motive.

When the source that reinforces and guides the behavior is an extrinsic source, the motive is of an extrinsic type, and when this source is intrinsic, the motive is of an intrinsic type (Amabile, 1993). For example, if a person enters Farhangian University because of job, legal and employment benefits, we say that person has extrinsic motive, but if the same person enters Farhangian University because of his love and interest in the teaching profession, we say that he has intrinsic motive. Amabil says that extrinsic motive can be caused by environmental and social factors. On the other hand, he acknowledges that there is considerable empirical evidence for the dynamic relationship between intrinsic and extrinsic motive (Amabile, 1996). It can be said that many of our behaviors and actions that lead to choices arise from the dynamic interaction between intrinsic and extrinsic motives.

2. Review of Literature

There have been many researches about the lived experience of student teachers in different periods and times, including; A reflection on the lived experience of student teachers of Farhangian University in the days of Corona, Khalili et al. (1400); From the dream to the reality of being a teacher; Analyzing the lived experiences of a student of Farhangian University, Haqkhah et al. (1401); My lived experience in Farhangian University to become a teacher, Anarinejad and Hatami Abadshapuri (2017); Analyzing the lived experiences of student teachers from the interaction of their professional identity and personal educational philosophy, Ravi Dehnavi and Shafiei Apoorvari (1400); Primary school teachers' lived experience of the opportunities and challenges of teaching in the educational network of students (SHAD): a phenomenological study, Abbasi et al.; It has been implemented.

Investigations show that so far there has been no research that emphasizes the selection process of Farhangian University and that the selection process is mentioned, but in the research; My lived experience in Farhangian University, which among the mentioned research titles has the closest relationship with the current research, the authors express the purpose and findings of the research as follows: The purpose of this research is to express and analyze the author's teaching experiences from studying at the university. Farhangian was a narrative self-study method. The findings of the research show that familiarity with the teaching profession through the author's own interest in this profession, through his family (his father was a school principal and his mother was a teacher), some teachers, job security, made him Become a teacher. Before entering Farhangian University, the author had a good mental image of it and after entering that university, she realized that his ideas were in line with reality. Appropriate amenities were available to the students. The teachers' professional performance was good. The scientific spirit ruled the university and it gradually got better with the changes that happened. (Anarinejad and Hatami Abadshapuri, 2017).

In the mentioned research, the goal is the author's experiences from studying at Farhangian University and she also mentioned the internship courses that are carried out during his studies at Farhangian University, and it can also be stated

that one of the major reasons for the author's tendency to study at Farhangian University is her growth in a cultured family (to mean her parents were in education system). According to the author, she grew up in a family where her father was a school principal and her mother was a teacher. From this point of view, it can be said that there is no commonality between the author of that article and the subject of the current study, which will be clarified in the next sections of these lines.

On the other hand, another reason for the tendency of the author of the article of my lived experience in Farhangian University is the job security of the teaching profession (extrinsic motive), which means the same insurance conditions, employment from the moment of arrival and receiving education scholarships, also she mentioned influences of teachers (extrinsic motive) and interest in the teaching profession (intrinsic motive), from this point of view, there are more commonalities between the opinions of that author and the current selected subject than the other points mentioned in her article, which will be mentioned as a result. But in general, it should be stated that in the article "My lived experience at Farhangian University", as the name suggests, the author emphasized more on his student days at Farhangian University than the time before entering Farhangian University and being a student teacher, while in the current article Presented with the title of selection process of Farhangian University, the lived experience of a student teacher, the focus of the research is the experiences of the selected subject of study before entering Farhangian University and how his decision-making process is in order to become a student teacher and choose Farhangian University and his orientation in this direction, not his experiences From being a student at Farhangian University, being a student teacher, university facilities while being a student and things like that. In general, in this research, the question will be answered that what kind of process did the current selected subject go through in his decisions, until he chose and chose a teacher for the university of educators and students. What were the motives influencing his selection process.

3. Methodology

The current research is a qualitative research using the narrative research method. "Qualitative research is a type of research in which an effort is made to describe complex phenomena holistically" (Eggen & Kouchak, 2001: 18). Some believe that qualitative research is an approach to discover and understand the meaning that individuals or groups attribute to a social or human issue (Creswell, 2013). "Qualitative research is research that provides information that cannot be easily converted into quantity and includes in-depth reviews of complex phenomena. In this type of research, non-numerical data such as verbal reports, written documents, images and graphs are used to describe different aspects of the subject" (Ormrod, 2012: 6). Defenders of qualitative research believe that some things cannot be shown in the form of quantity, and insisting on doing so will make them trivial and unimportant. It is said that the data obtained from qualitative researches are very powerful data (Gray, 2004). Some human concepts do not fit into quantities. We cannot interpret certain situations and processes that people have gone through at a specific time with the exact same perception through numbers, but in this field, qualitative research can be much more effective and helpful.

The term research narrative was first used to describe a developmental approach in teacher education (Connelly & Cladinin, 1992). Narrative research is said to collect and tell stories about people's lives (Parks, 2023). This type of research is deeply related to personal and individual life experiences and events (Bell, 2003 & Barkhuizen, 2017). Some people, including (Yu, 2005), believe that narrative research is a method to investigate and understand the experiences of teachers in different places and times. Some like (Ma & Ren, 2011) believe that narrative research includes collecting and analyzing personal life narratives (such as life history, narrative interviews, daily observation notes, diaries, and autobiographies) and then reporting this type of activities. "Narrative is a speech through which people tell what happened to another person. Narratives exist in all aspects of our lives and are always with us" (Makvandi, 2022: 15). Narrative or narrative speech is a spoken or written speech that narrates an event or a series of events (Akhlaghi, 2012). Story is what is said and narration is how to say it (Pahlevan Nejad, 2015). Therefore, it

should be acknowledged that although the story and narration are synonymous and similar in appearance, their nature is different. A story can be told in different ways. It is the manner of saying that turns a story into a narrative.

One of the ways of data analysis in narrative research is to identify the main themes and titles (Ataran, 2016). In this research, we have used thematic analysis method for data analysis. Thematic analysis method is a method for analyzing patterns in qualitative data, especially data that is textual (Nodehi and Badri, 2022). This method has many applications in order to recognize, analyze and report the patterns in the data (Clarke & Braun, 2006). In qualitative research, including narrative research, coding usually plays a very important role. In this research, which is a narrative research study, we first collected a series of open codes from the memories and narratives of the narrator, who is a student of Farhangian University, and then from the extracted open codes, we extracted the core codes or the same categories, and finally from These categories of selected codes or themes were extracted and finally we analyzed them using thematic analysis method.

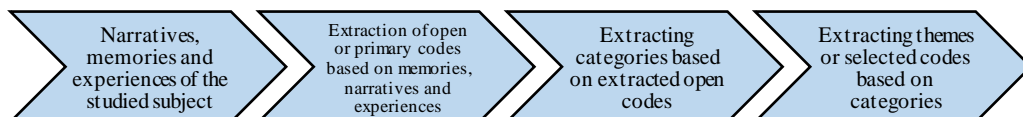


figure1. Conceptual model of the process of extracting themes and categories

In order to increase and ensure validity and reliability in this research, the researcher tried to review the narratives again (researcher's review), finding cases that violate or challenge our findings can confirm the lack of validity (Attaran, 2016), for this reason, it has been tried to remove and set aside contradictory materials from the narratives or to modify them if necessary (analysis of negative or contrasting cases), also the researcher has tried to analyze the materials in depth and from to examine different aspects (quantification of data) meanwhile, the help of the supervisor and colleagues was also taken to increase validity (external observer).

4. Findings

Based on the results of applying the theme analysis method, the topics and contents of the narratives were shown in the form of the following themes:

1. Biography and characteristics of the subject under study
2. Family and educational conditions of the subject
3. The issue of the national exam and being left behind it
4. Subject research about Farhangian University
5. Orientation towards Farhangian University
6. Choosing a goal and working tirelessly to achieve it
7. Participation in the national exam
8. Invitation to Farhangian University interview
9. Announcing the final results, success and reaching the goal

In the following, we analyze the themes and categories obtained in this research.

4.1. Biography and characteristics of the subject under study

This theme was obtained from two categories: 1- curiosity and hope and 2- good communication with people around. In one place, the subject says, "I was always a curious and active person, and I had a good relationship with my friends." On the other hand, he says, "I always hope for the future and I feel God in my life." It was extracted from his words. The first category, which was extracted from the sentences "I always hope in God" and "I was always a curious and active person", somehow refers to the subject's intrinsic motive, because the source of behavior guidance in this case is an internal source (Amabile, 1993). On the other hand, the second category, which was extracted from the key sentences "I had a good relationship with my friends" and "I showed a lot of interest in group activities", again since this ability to communicate well with people around is an internal characteristic of the subject and this behavior Kind of comes from within (Amabile, 1993), so it can be said that intrinsic motive seems to be strong. In general, since this theme covers the internal characteristics of the subject, it also insists more on intrinsic motive.

4.2. Family and educational conditions of the subject

This theme was obtained from two categories: 1-the existence of educated members in the family and 2-being excellent and having a passion for education. The subject says, "In our family, the eldest son and daughter of the family, that is, my oldest brother and sister, had a university education" which obtained the key sentence of the first category. Since the presence of educated members in the family, which is somehow a part of the subject's environment, has motivated the subject's behavior to tend to the university, then the motive is clearly extrinsic (Amabile, 1993, 1996). In another place, the subject says, "I was one of the best students in high school" and also says, "In 3 years of high school, my name was among the best in the class every year", which was extracted from these key sentences of the second category. This category clearly clarifies the intrinsic motive of the subject to continue studying and enter the university. Because intrinsic motive is subject to an internal guiding source (Amabile, 1993). Both intrinsic and extrinsic motive have played a role in the formation of this theme.

4.3. The issue of the national exam and being left behind it

This theme was extracted from two categories: 1-preventing wasting time after the entrance exam 2-preventing procrastination. The subject says somewhere, "One of my concerns was the issue of being behind in the entrance exam (also Konkur or national exam). I did not want to waste my time in the entrance exam and stay behind in the entrance exam and take the entrance exam again," which confirms the first category. In this case, the subject's motive for his behavior is to avoid wasting time, which is a self-confirmation of his extrinsic motive, and the extrinsic motive is caused by an external behavior stimulus (Amabile, 1993). On the other hand, the subject admits that "I believed that if I stayed behind for any reason and promised myself that I would study more for the next year, I lied to myself, because this postponement may definitely take me out of the classroom and lead to marginal work" that the second category, which is to prevent procrastination, was extracted from this key sentence. This case also refers to the internal characteristics of the subject. Considering his characteristics, he knew that he might get away from the classroom. This case confirms intrinsic motive because it is caused by an

internal characteristic in the subject (Amabile, 1993). intrinsic and extrinsic motives are bold in this theme.

4.4.Subject research about Farhangian University

This theme was extracted from two categories: 1-reducing costs and getting accepted in the city of residence and 2-hearing about Farhangian University and researching about it. The subject says, "My goal was to avoid travel expenses as much as possible to get accepted in Mashhad universities." In another place, he says, "I had a look at Farhangian University, especially the Shahid Beheshti campus, which is located in Mashhad." These sentences guided us to extract the category of cost reduction and acceptance in the city where we live. Since, in these cases, the motive of the subject's behavior is two external elements: 1- cost reduction and 2- acceptance in the city where he lives, so his motive is extrinsic. Amabile acknowledges that extrinsic motive comes from environmental factors (Amabile, 1996). In one place, the subject says, "I had heard about Farhangian University from my different teachers and also from my friends. I also studied and read about this university on the Internet." In this case, these were the subject's teachers and friends, as well as sources such as the Internet They help and in a way like the previous category, they confirm the extrinsic motive. Of course, the subject's own curiosity has also been effective as an intrinsic motive, which was mentioned in the first theme.

4.5.Orientation towards Farhangian University

This theme was obtained from two categories: 1-the unmissable benefits of Farhangian University and 2-the influence of teachers, talent and relative interest in the teaching profession. The subject says, "The advantages that were considered for students at Farhangian University are inescapable." On the other hand, he says, "I found with a little reasoning that the benefits of studying in Farhangian University are definitely inescapable for every person, and one of the reasons that Many people intend to study in this university, and it was its very good advantages" that were extracted from these sentences of the first category. In this category, the extrinsic motive is clearly evident. In extrinsic motive, the driver of behavior is an external and environmental source or a social source (Amabile, 1996). The subject says, "I was interested in this

profession because of my good teachers in high school, whose words and actions had a great impact on my life and my perspective. I can say with certainty that the most influential people in my life after my family are my teachers, they taught me the lesson of living" from which the second category was extracted. In this case, in a related research; Investigating the role of the personality and moral behavior of Islamic education teachers in the role modelling of secondary school students, it has been determined that the good mood of the teachers has the highest level of influence among all the factors influencing the role modelling of students (Heidari and Shamali, 2009). Although both extrinsic motive (teachers' influence) and intrinsic motive (relative talent and interest in the teaching profession) played a role in this category, it can be said that intrinsic motive itself was a function of extrinsic motive. we should not forget that extrinsic motive can overcome intrinsic motive (Frey, 1997).

4.6.Choosing a goal and working tirelessly to achieve it

This theme was extracted from two categories: 1-arriving at Farhangian University and 2-preventing the influence of disappointment and continuous effort. The subject says, "I had defined my goal, my goal was Farhangian University of Shahid Beheshti Campus of Mashhad, reaching Farhangian University had become the first priority of my life at that time before entrance exam" which was the key sentence to extract the first category, in This category of reaching Farhangian University is an external stimulus for the subject's behavior and indicates extrinsic motive. In another sentence, the subject says, "I never allowed despair to penetrate me and I maintained my perseverance and effort" from which the second category was extracted. In this case, it can be said that the characteristic of the subject is continuous effort and prevention of intrinsic motive. Intrinsic motive comes from an internal guiding source (Amabile, 1993). Both intrinsic and extrinsic motives have played a role in the formation of this theme.

4.7.Participation in the national exam(also entrance exam or Konkur)

This theme was extracted from two categories: 1-Study support and plenty of motive, 2-Reducing stress and satisfaction from the test. The subject says, "I was a little stressed, but by thinking about my study background and my

efforts, I reduced this stress" and also says, "After the exam, I left the exam place with a good feeling and satisfaction, and I knew that the exam I passed it well and the result was satisfactory for me." These key sentences were an introduction to the extraction of the mentioned categories. About these cases, it should be said that both categories are a kind of intrinsic motive because they are taken from the subject's characteristics and internal resources (Amabile, 1993). This theme emphasizes intrinsic motives.

4.8. Invitation to Farhangian University interview

This theme was obtained from two categories: 1-getting a favorable rank and proving academic merit and 2-preparing oneself for the interview. The subject says, "I had obtained a favorable rank and I think I had achieved the results of my efforts. But what made me happy more than the rank was the invitation to the interview at Farhangian University, and this means that I had taken the first step towards Farhangian University, and in terms of Scientifically, I deserved to attend Farhangian University." On the other hand, he says, "Now that I had passed the national exam and was invited to the Farhangian University interview, my next concern was the Farhangian University interview, and I was researching and studying about it Also myself I was preparing for the interview" which were the key sentences guiding us to extract the mentioned categories. Both categories are in a way positive of extrinsic motive because what made the subject to prove his academic merit was to reach Farhangian University (extrinsic motive) and what he is preparing for is an interview (extrinsic motive). Extrinsic motive is caused by an external, environmental or social stimulus (Amabile, 1996). This theme only emphasizes the extrinsic motive.

4.9. Announcing the final results, success and reaching the goal

This theme was obtained from two categories: 1- fruition of efforts 2-improvement of moral and scientific levels. The subject says, "I was accepted as a student at Farhangian University of Shahid Beheshti Campus, and this means that all the efforts I had made were fruitful The results do not remain" that these sentences are in a way affirming the first derived category. This category refers to extrinsic motive because the subject's efforts were towards reaching Farhangian University (extrinsic motive). When the driver of behavior

is external and environmental, the motive is extrinsic (Amabile, 1996). The subject says, "Of course, after being successful and entering Farhangian University and becoming a student teacher, I felt a heavy burden and responsibility on my shoulders, and my mission was to improve my scientific and moral levels as a teacher in the future I understand more" This case, which confirms the second derived category, refers to the characteristic of the subject to improve his moral and scientific levels, which somehow originates from within him and shows his inner motive. When the motive is intrinsic, the internal source causes the behavior (Amabile, 1993). In this theme, both extrinsic and intrinsic motive are seen.

In Table 1, you can see the themes, categories, as well as the most important open or primary codes extracted from the narratives of the narrator (subject of study), and in Figure 2, you can see a representation of themes and categories. It should be noted that basically coding is an interpretative act and people interpret the content in different ways. Therefore, the coding of people is not the same, and different codes may be extracted for the same text by different people.

Table1. Themes, categories and open codes

Open codes	Categories	Main themes
Being interested in learning - curiosity and being active - good communication with friends - being interested in group activities as well as loneliness - parental sympathy - being under the grace and love of parents - being the last child in the family - a large family with 7 members - hope for the future and Feeling God in life	Curiosity and hope <hr/> Good communication with others	Biography and characteristics of the studied subject
Average economic conditions - the presence of people in the family with university education - the desire of family members to enter the university - excelling in high school - the experience of being a student - meeting new people - getting to know new environments - entering a professional environment	Having educated members in the family <hr/> Being privileged and eager to study	Family and educational conditions
The concern of participating in the national exam - studying more - not falling behind in the entrance exam - wasting time after the entrance exam - procrastinating and procrastinating - getting sidetracked from the lesson space - starting and avoiding neglect	Avoid wasting time behind the Konkur <hr/> Avoid procrastination	The issue of the national exam and being left behind it

The mood of studying - University admission requirements - Avoiding costs - Acceptance in the province and city of residence - Hearing about Farhangian University - Farhangian University interview requirements - Farhangian University scholarship benefits - Getting good grades	Reducing costs and acceptance in the city of residence Hearing about Farhangian University and researching about it	Subject research about Farhangian University
Conditions of Farhangian University-Unmissable benefits-Students' scholarship-Getting into education-Insurance-Exemption from military service-Commitment of service-Interest and relative aptitude for teaching-Influence of teachers-Educational background-Religious background	Unmissable advantages of Farhangian University Teachers' influence, talent and relative interest in teaching	Orientation towards Farhangian University
Determining the goal - reaching Farhangian University - reading and reviewing lessons - thinking about the goal - trying again - sharing problems - preventing disappointment from entering - solving previous years' exams	Arriving at Farhangian University Prevent the penetration of disappointment and continuous effort	Choosing a goal and working tirelessly for it
Having a little stress - reducing stress - study support - answering questions well - staying motivated - feeling good - satisfaction from passing the test well	Study support and plenty of motive Reducing the stress and satisfaction of the test	Participation in the national exam
Enthusiasm for the initial results - preparation for the interview - concern for the interview - obtaining a favorable rank - proof of academic merit - studying about the interview - finding out the truthfulness in the interview - satisfaction with the interview	Obtaining a favorable rank and proving academic merit Prepare yourself for the interview	Invitation to Farhangian University interview
Being accepted as a student - Acceptance in Farhangian University - Responding to efforts - Self-happiness - Family happiness - Encouraging those around you - Endeavors are not fruitless - Teacher responsibility - Growth and development of scientific levels - Growth and development of moral levels	The results of efforts Elevating moral and scientific levels	Announcing the final results, success and achieving the goal



figure2. Representation of main themes and categories

5. Conclusion

This study was designed and implemented in order to determine the selection process of Farhangian University. To achieve the goal in this study, the narrative research method was used. The studied and selected subject of Farhangian University was the narrator of his stories about the selection process of Farhangian University and his inclination towards this university. Next, using the coding of narratives, 18 central categories and 9 main themes were provided, which can be seen in Table 1, themes, categories and the most important primary or open codes. In this research, thematic analysis method was used to analyze the data, which can be seen in the research findings section. Based on the analyzes and coding, 9 main topics include biography and characteristics of the subject under study, family and educational conditions, the issue of the national exam and being left behind, subject research about Farhangian University, orientation towards Farhangian University, choosing the goal and Non-stop efforts for it, participation in the national exam, invitation to Farhangian University interview, announcement of final results, success and achievement of the goal were provided, which can be seen in Figure2, a representation of the main themes. According to Figure2, representation of the main themes, all 9 themes and 18 categories made the studied subject tend to Farhangian University and influenced the selection process of Farhangian University.

The subject argues that there was no cultured person in his family, or in other words, a teacher, however, due to his relative talent and interest in the teaching profession, being influenced by teachers, and the good and unavoidable conditions of Farhangian University and Other guiding and central reasons mentioned in Table 1 have been directed towards Farhangian University and his making decision process has been affected by these issues. It can be concluded that due to the presence of educated people in the subject's family, as well as his own initial talent (since he was an excellent student), he had the initial conditions and tendencies, or a better phrase, the background to continue his education and attend higher education.

On the other hand, the influence of his teachers, his relative interest in the teaching profession and the very good conditions of Farhangian University

have strengthened his decisions in choosing Farhangian University and his tendency in this direction. The selected subject declares that after choosing Farhangian University as the target, he has endured a lot of efforts both before the national exam and after it for the purpose of the interview, until he achieved success. He admits that after reaching the goal that he has chosen, which is Farhangian University and a student teacher, he feels a heavy burden on his shoulders and says to himself: This is just the beginning of the road and we still have to try. He is a student teacher from the same effort to improve moral and scientific levels, which arose from his sense of duty.

The current article deals with how the subject chooses Farhangian University, although the motives of the selected subject in his orientation to Farhangian University include things such as talent and relative interest in the teaching profession (intrinsic motive), the influence of teachers and the unavoidable conditions of Farhangian University (extrinsic motivation) as well as other things that can be seen in Table1, but it must be acknowledged, the unavoidable conditions of Farhangian University (which was the result of the subject's research about this university) and the influence of the subject's teachers (the subject of the study) He says, "After my parents, my teachers have been the most influential people in my life"), as well as his relative talent and interest in the teaching profession (the passion for education, as well as the relative talent and interest in the teaching profession and the presence of educated people in the subject's family) are the most influential in the process of selecting him for his orientation to Farhangian University. In general, it should be acknowledged that both the extrinsic and intrinsic motives that were mentioned in interaction were productive for the subject to move towards Farhangian University and choose this university. In general, looking at the article (Anarinejad and Hatami Abadshapuri, 2017), it can be said that both intrinsic motive (interest in the teaching profession, talent and background in this profession) and extrinsic (advantages of Farhangian University, teachers' effects and job security) in mutual interaction of the studied person in that research was for the orientation towards Farhangian University and the choice of that university. It is said that there is considerable empirical evidence of the dynamic interaction between extrinsic and intrinsic motive (Amabile, 1996).

This interaction of motive for choosing Farhangian University and influencing the selection process was also proven in the current research.

Interactions between intrinsic and extrinsic motives affect people's choice processes. Perhaps if one of the extrinsic motives (such as the benefits of Farhangian University and teachers' influences) or intrinsic motives (such as the relative interest in the teaching profession and talent in this field) did not exist in the current subject, he would have never been attracted to Farhangian University and would have left. He did not choose it. This choice was the result of the interaction of these motives, so both motives were necessary to choose and follow this path. If talented people are to be attracted to Farhangian University, it is not enough to rely only on their intrinsic motive to go to Farhangian University and the teaching profession. Extrinsic motives (such as job security, receiving salaries and other benefits that exist in Farhangian University) are still necessary and should exist. People who have the talent and intrinsic motive necessary for the teaching profession, despite the external incentives available in Farhangian University, their choices will be biased towards this university, and they can take steps in this direction.

Suggestions and tips for future research:

It seems that in the future, the process of how to transform a person into a teacher as a huge social and human capital in the society with the narratives that are collected from his life as well as his selection and decision-making processes, with a look at his motivations the payment.

The students' experiences and the processes they went through to get to Farhangian University, as well as the motives they had for entering this university, can be biographed or in other words research narrative.

Collecting narratives from the lives of teachers and student teachers helps to find unique and valuable experiences that will pave the way for other people who intend to navigate it.

It can be said that all researches have originated from the research narrative, the power of the results of this research method should not be underestimated, because it provides us with unique and valuable results.

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