

Influence of the Factors on Effective Teaching in Guidance Schools of City of Rasht, Guilan, Iran

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Abstract

The main aim of the present research was survey of the influence of the factors on effective teaching in Guidance Schools of City of Rasht, Guilan, Iran. Population of this research was 2237 from City of Rasht who were 200 male and female which selected accidentally on the base of Kerjeci and Morgan table. Research instrument was researcher-made questionnaire having 30 questions with 96% Cronbach Alpha of reliability. Its validity was on the base of 3 professors' viewpoints. The results show that teacher characteristics (age, sexuality, educational degree, financial status) and curriculum had no significant relationship with effective teaching and only applying educational aid means had significant relationship with effective teaching process.

Keywords: Effective Teaching, Teacher Characteristics, Curriculum.

Introduction

Effective teaching is one of the important issues in education and psychology. Scientists always want to find the effective factors which help them to apply an effective learning and prescribe it for teachers. Teaching means permanent and multilateral attempt which include informing, asking and answering, explaining, listening, encouraging and a series of other activities. (Gage, 1997). Teaching process is a series of reasonable, weighty and permanent action which is done for presenting the course from teacher. Abilities which teacher gains for performing these actions are called teaching process skills. Important and major skills are divided in three part: First, skills of before teaching, second skills of during teaching and third skills of after teaching. Teaching is a known activity which is done on the basis of specific purposes and recognition status of students and makes some changes in it. As a general definition, effective teaching should be regular and motivated and makes the students more interested in it (Andlib and et al, 2008). What is more important than teaching methods is knowing the way of students learning and their brain functions and action. (Kolhar, 2008). Tradition and common teaching methods cannot direct people toward a profound change. It is clear that if there are experienced teachers for students, there will be more easily way for progress and development. Effective and efficient teaching is one of the dynamic education indexes. Teachers in classes use specific methods for teaching course content and materials. Generally these methods are classified in two groups of tradition like giving lecture and active methods like group discussion, problem solving, discovering, and learning professionally. Each of them is applies in its specific way and with regard to course subject. University of Guilan academic staffs are successful that their students present recognition and social materials very well and learn how to use it effectively. (Behrangi, 1993).

A group of scientists such as Dewey, Gilbert, Eisner, Joyce and Weil believe that teaching and learning are dependent on each other. In the other words, when we can say that teaching is done that learning has happened. (Ganji and et al, 2003) From learning concept different definition is presented. According to Ganji (1995) learning is not just repetition of materials and there are other ways of memorizing materials. Also Hilgard and et al (1975) know the learning as a pretty permanent change of behavior which gained from previous experience. Seif (1986) has emphasized the learning as some permanent change in potential behavior of learner if this change has happened in the case of getting experience not as a result of other factors such as tiredness, using drug and changes as a result of puberty.

In fact with no doubt, teacher has a key and effective role in educational system. Society expects all schools and teachers prepare young people for real life in the future. Because skill and abilities of future women and men depends on ability, capability, attempt and sense of responsibility of today's teachers, it's very important we appoint the most suitable people for teaching (Sobhani Nezhad and et al, (2003). one of the important way of reaching to the education goals is the role of effective teachers (Zhang, 2011). It is clear that the quality of relationship between teacher and student influence so much on the student learning. This is important that students have a positive view from their teachers because teachers' management in class has extreme influence in creating educational environment.

The next factor which in related to the effective teaching is course curriculum. Bakhtiyar Nasr Ahadi and Norouzi (2006) emphasize on four effective key notes factor:

1. Programming: Teachers, who plan for themselves, transfer their expectations to students, so their scientific development and learning will increase.

2. Posing Simple and Effective Rules: Purpose of school and class rules is increasing social and scientific development of students. Teachers who are effective managers, show students that how they follow rules and continue doing it, in class rules ordinary class works will be

organized. Easiness in understanding and following it is effective and suitable teachers, it will have more efficient and qualified education system. (SobhaniNezhad and et al, 2010). One of the important ways of getting to education goals is role of effective teachers. (Zhang, 2011). It is clear that how the quality of relationship between teacher and student influence so much on his learning. As student, when we loved our teachers, we tried more in studying their courses and we learned more. This is important that students have a positive view from their teachers because teachers' management in class has extreme influence in creating educational environment and quality of interpersonal behavior of teacher and relation with students is a sign of managing quality in class. Another factor which can be in relation with effective teaching is course curriculum. Bakhtiyar Nasr Abadi and Norouzi (2006) emphasize on six effective keynotes factor:

1. Programming: Teachers, who plan for themselves, transform their expectations to students, so their scientific development and learning will increase.

2. Posing Simple and Effective Rules: Purpose of school and class rules is increasing social and scientific development of students Teachers, who are effective managers, show to their pupils that they follow rules and continue doing it. In class rules ordinary class works will be organized. Easiness in understanding and following it is effective.

3. Positive Feedback in Starting Point: Successful teachers discuss with students teaching methods and controlling class at the beginning of educational year and prepare opportunities which students' can understand rules with corresponding question.

4. Clear and Positive Directing: Although education directing or classical methods showed be brief and clear, with regard to importance of directing they should be positive and negative directing cause failure in students.

5. Portraying of Organizing and Controlling Class: Effective teachers' portrait students' behavior in their class. They give responsibility to each student for doing function in the process of learning and then portrait from whatever student should do practically.

6. Notation of Points and Scores: Each teacher is responsible for registering points, extent of presenting and participating in class, issues related to discipline and registering other aspects of class and for being just, reasonable and constant needs a regular method for registering and keeping information and points.

In the process of learning, using educational aid means as a supplement, reinforce and support the education system. With emphasize on concepts and memorizing necessary information, concepts and key notes, complicated process of keeping information in short-term memory and processing it, is different from past in this age . Today's, students are born in audio, visual, and kinetic world. So attempts for their training with using methods and previous educational media will be useless or it doesn't provide such a good result. Teachers should have enough information about technology and modern educational media and deal with a positive approach. During recent years much attention is given to using from modern media in education. In fact, new media helps to improving educational system with providing suitable opportunities for recognizing talents and personal interest of learners. Studies show that applying modern technology in classes makes it reasonable and systematic sequence in teaching suitable organization in teaching, suitable creation and ability of creating favorable eminent for teaching and learning, stimulating and encouraging for independent learning and also, enough feedback to student. Codified indexes have a considerable similarity with effective teaching indexes in world researches and can be used in improving quality of teaching, evaluating the amount of students learning and increasing the extent of educational development of students at medical universities of country.

In quantities section, board of education members of Esfahan University with acquiring point of 3/60, have more attention to indicators of presenting course. There is no significant difference in board of education members' performance in terms of college and scientific place, but their performance has been different in terms of their teaching experience. Board of education members who have 1-10 years of teaching experience have had a better performance rather than those who had 11-20 years of teaching experience.

According to Solati and et al (2013) more students who participate in the process of teaching, cause favorable condition for students and provide effective teaching one of the factors that can help to effective teaching emphasize on profound learning in the process of teaching and teachers should emphasize on this approach. (McMahon, 2006). Also researches show that too much work can have adverse effect on learning quality (Kember, 1995). In another research, cooperative learning and discussion and conversation in the process of education, learning and teaching and can provide more opportunity for students and teaching and can provide more opportunity for students and have better results. (Saka, 2009).

Methodology

This research is done with purpose of surveying the effective factors on effective teaching in Rasht city the method of gathering data is surveying. For analyzing raw data SPSS software is used and finally for presenting data we reported them in Pearson correlation model.

Population of this research is 2273 persons of City of Rasht teachers which 200 male and female were selected through simple random sampling method on the basis of kerjenci and Morgan table (1970).

Research Questions

- 1- Is there a significant difference between teachers' characteristics and effective teaching?
- 2- Is there a difference between curriculum and effective teaching?
- 3- Is there a difference between using educational aid means and effective teaching?

Instruments

Research instrument was a researcher-made questionnaire having 30 questions which are answered according to five factors Likert (very much, much, medium, low). In a tentative study which was don on 30 teachers, its perpetuity has been reported 96% Cronbach Alpha and its justifiability is based on some behavioral and social science professors and with reference to schools it was to schools it was asked teacher to answer it.

Findings

Hypothesis 1: There is a relationship between teacher characteristics and effective teaching.

Table 1: Relationship between teacher characteristics and effective teaching

Effective teaching	Teachers' characteristics
Pearson correlation	30%
Frequency	200
Meaningful level sig	0/337

With regard to retable 1, between considered variances extent of correlation is (%30) which is not significant with regard to the level of ($\text{sig}=0/337$). That has very low correlation and research hypothesis will be rejected. It means that there is no relationship between effective teaching and teacher characteristics.

Hypothesis 2: There is a relationship between curriculum and effective teaching.

Table 2: Relationship between curriculum and effective teaching

Effective teaching	curriculum
Pearson correlation	-%47
Frequency	200
Meaningful level sig	0/254

According to the above mentioned table, extent of curriculum correlation and effective teaching in meaning level of 0/254 is %47. It means it has adverse correlation. So, research hypothesis is will be rejected, that is there is no negative relationship between effective teaching and curriculum.

Hypothesis 3: There is relationship between using educational aid means and effective teaching.

Table 3: Relationship between using educational aid means and effective teaching

Effective teaching	using educational aid means
Pearson correlation	0/179
Frequency	200
Meaningful level sig	0/006

According to the table 3, extent of correlation between considered variances is 0/179 which is meaningful with regard to $\text{sig} < 0006$ in $p < 0/01$ level and with 99% percent of confidence we can say that there is a meaningful relationship between effective teaching and using educational aid means and our hypothesis will be confirmed.

Discussion and Conclusions

According to the findings, there is no significant relationship between effective teaching and teacher characteristics. Also, role of curriculum will not be confirmed in effective teaching and research hypothesis will be rejected. In third hypothesis, effective teaching had significant relationship with using educational aid instruments. It means it is an important factor in the process of effective teaching.

Sonbani Nezhad and et al (2013) found that effective teachers in personality aspect has characteristics such as understanding emotions and student's needs, their affection and kindness, feeling of responsibility toward them, respect to all students. Also in teaching aspect it shows that effective teachers have features such as experience of teaching and training, presenting course in a clear and understandable way, using educational aid means,

involving students in course subjects, having interaction with them, attempt in reinforcing students motivation, having a good warming up and a proper conclusion.

Khaghanizadeh and et al (2010) emphasized that teacher should try to do his best to use educational aid means and media. For selecting educational aid means, teacher should know different types of devices, teacher should know how to use them that no educational media has preference to other media, but the most important part of each education is how to select are and use it in the process of teaching and learning, it is with regard to facilities and condition and educational status which is compatible with our research findings based on applying educational aid means in effective teaching.

Zahoor and Islami Nezhad (2003) found that from students' viewpoints in related to methodology teaching aspects, communication power, being a researcher and personal characteristic are the most important aspects of effective teaching. In a researcher aspect, features of science and knowledge and presenting new materials, in methodology aspect features of creating student involvement in discussion and friendly relation with student and in individual personality features of simple and eloquent speech, self-confidence and incisive behavior are the most important effective teaching indexes. There was no meaningful relationship between students' characteristics and priorities of teaching indexes.

Arasteh and Mahmoodi Rad (2003) resulted that four factors: presenting course, organization, evaluation and also specific skill have influenced on effective teaching. Methodology area and from students viewpoint ability area are the most important effective areas on effective teaching in creating relationship and counseling, although there was no significant difference between average of given score that average score of students (8/29) was higher than average score of professors (6/86) in a meaningful way ($P=0/000$) with regard to research findings, it seems that university professors use teacher-center viewpoint instead of student-learning area.

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