

The Study of the Teachers' Practical and Professional Skills from the Viewpoint of Teachers' and Learners

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Abstract: Education quality is an option that all education systems of the world take it into account. In education quality which includes omitting errors, answering the learners' needs, accessing an effective education, permanent improvement of teaching-learning current and finally meeting international education standards, teacher and his training is the central point of education quality. Logically, teachers have had and have the key role in teachers' education system and training the teachers who are executing this process. Teachers' professional capabilities and skills can be regarded as one of the important and basic fields in this regard by which we will observe an effective education. This paper is presented by referring to the writer's research entitled "The study of the education quality of Iran's teacher training centers considering pedagogical and sociological factors according to managers', teachers' and students' view of those centers". In this research, teachers' professional and practical skills had a significant difference in accordance with students', managers' and teachers' views. And, 18% of quality variance of Teachers Training Centers has been specified by teachers' professional and practical skill. Finally, educational methods were considered as the most important factor in quality of Teachers Training Centers by managers, students and teachers and educational methods will direct the whole of education process. According to those sensitivities and technological interpretation, trend in education and training area and in consequence, its effective employment in educational modern methods and so practical experience as deputy of education during years motivated the writer to have a look back to the teachers' professional capabilities in Teachers Training Centers and recommend some guidelines.

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1. Introduction

Development has found a human concept since 1960 and educating human resource has got a special position in economic, social and cultural development process and the fundamental responsibility for educating human resource has been put on education system and teacher has been considered as its gravity. That's because the realization of any goal in education is tied with the teacher and human resources who play their role, as executer body, for realizing those goals. So, due to the position of human resources education and specially the teacher in growth of development goals in recent decade in current societies, it could be resulted that investment is very necessary and so much required for human resources education including the teacher.

In that investment, the tutors professional skills capability, as one who is responsible in coordinating and controlling teaching-learning processes for students and teachers, opens path for continuing the education quality and is transferred from Teachers Training Centers to schools.

The tutors' professional skills continue until it can be succeeded in successful and effective teachers' education. Mehr Mohammadi (2008) refers to successful and effective teachers that a successful and

effective teacher is one who can arrange the learning goals in the class and exploit scientific researches in his class and in offering learning homework, its amount in feedback type and uses superior and modern techniques.

According to Mehrmohammadi (2008), a successful and effective teacher is one who arranges a part of his professional duty or learning goals by employing power of interpreting, explaining and probably matching the techniques acquired from scientific studies and can match intelligently and consciously the scientific studies findings with his class special conditions and characteristics and has to actively participate in professional knowledge creation and production throughout professional duty and following learning goals.

Tolstoy says (Doll, 1987, as cited in Deo Tolstog) that the best teacher is on who can create new methods.

Zahoric (1987) believes that it is necessary for the teacher to act as a researcher throughout teaching-learning and try continuously to find reality by exploiting problem solving skills and follow the professional perfection growth way.

Mehrmohammadi (2008) sates that the teacher should provide opportunities during teaching-learning so that the students think about what they have

educated and questioning habit is create and boost in students.

Further, according to Elishor (2008) , the best teacher is one who put the students in the way of self-sufficiency feeling from himself and try to form that feeling gradually in him."

All above mentioned issues and other quotes and writings indicate that it is not simple to educate the mindful and thinker teachers, who can exploit their knowledge in specific conditions of the class and provide the basis for students' challenging, creative and intelligent activities and cause to remove educational challenges and rise the qualitative level of teaching-learning process through their practical researches - action research -, until students produce knowledge by themselves first and then introduce and solve the problem, which certainly is not easy. It is tutors' responsibility which has got some professional and practical skills such as creative thinking, intelligent thinking, problem-solving skills, research and action research skills, skills to exploit effective teaching in class specific conditions, skills to utilize modern educational media in effective execution of teaching-learning process, etc.

Thus, it is necessary to investigate about the qualitative level of tutors professional skills. It has been regarded as a necessary issue by students as educational executers and executer for the document of national curriculum evolution and by managers as educational controllers and coordinators and by tutors themselves whose idea reflexes their view toward multiplicity of the mentioned issues in their professional skill different aspects which tutors weakness and strength points in this regard and transition ways from challenges and improvement in tutors professional and practical conditions and situation through contemplation in research results.

Belke and Pine (2008) declare that having a look at experiences of different countries shows that the most important economic, social and cultural evolutions factor is their wide attention and investment in education and training specially in recent decades. They believe qualitative education and training is the best capital which could be gifted to the next generation. In that way, their thoughts could be enriched and develop thinking power, creativity and new methods innovation. It is important to study the teachers' educational structure and content in order to obtain that goal.

UNICEF (2008) states the five key elements which are effective in quality of education and training including environment, student's role, learning content, educational process and goals and results.

Teachers could play a fundamental role in qualitative promotion of education and training

through obtaining professional skill about designing the learning environments, designing the learning activities and syllabus, organizing the learning content and utilizing the teaching and learning effective methods, using modern educational media and exploiting modern evaluation methods.

Achievements and recommendations which have been offered through International Conference for Partnership in Teacher Development for a New Asia (1995) in Bangkok could be summarized as following:

A teacher who provides only the content of curriculum has no longer regarded as a professional and meritorious one. Teachers are expected more and those expectations should be evaluated in his pre-service and in-service educational programs by his trainer.

A thinker teacher is one who is effective. Therefore, teacher's educational program should be designed so that encourage wisely actions, grow teachers' professional skills, mix the theory and practice, allocate considerable time to internship and let the tutors of Teachers Training Centers to prototype wisely actions and facilitate partnership among universities, schools and teachers.

Teacher's training programs should be developed in a way so that teachers could promote learning throughout life. Teacher's training programs should recognize and offer teachers' necessary principle knowledge. Teacher's training programs should answer to their society needs using practical guidelines. Teacher's training programs should concentrate on boosting and bringing up the problem-solving skills.

Today's teachers are facing with needs resulted from new conditions and situation toward teaching-learning processes. He should act differently in relation to traditional class and equip himself with modern knowledge and skills so that he could answer today's educational challenges and necessities.

Bruce (2004) states that students change by increasing volume of learning stable strategies and could do different effective learning. Investigating about types of teaching patterns and wholly successful teachers has resulted in two main questions:

1. How could we teach fast more successful students?
2. How much could we teach all students the stronger learning?

Dewey (1916) articulates that teaching patterns describe learning environment and teacher's behavior determines the pattern using time.

2. Teacher's role in learning-teaching approaches

2.1. Behaviorism Approach

Teacher's role in behaviorism approach is a key and determinative role. He defines the education

subject and transfers information to students, controls their learning level in different stages and finally boosts their material activities.

2.2. Knowledge-Oriented Approach

The teacher's role in Piaget's knowledge-oriented approach is to provide a facilitating area for students' free activity. Teacher, as an intelligent guide, motivates the students for continual balancing in each stage.

2.3. Teaching-Learning Approach of Humanism School

The teacher has got a determinant role in behaviorism approach. In this approach, providing the content, controlling the learning and evaluation is on teacher, while in knowledge-oriented and humanism approaches, teacher's role is only to create facilitating environment so that the students could search in.

Mehrmohammadi (2008) says that as the learning-teaching approach is an arrangement of connected components, it is recommended to educate teachers in Teachers Training Centers according to its theoretical patterns.

Tutors' professional skills make their responsibilities more executable, easier and more effective. Skills and capabilities start from their knowledge about teaching-learning different approaches and continue until they are executed in specific situations of class. Further, they help them in answering challenges and problems and solve educational problems through necessary research actions.

In addition, skills which let them design different learning environments in order to provide students'-teachers' growth substrate in offering effective educational methods and using them in specific situation of class. Skills which are improved by technology changes are responsible for providing modern technology potentials utilization in running educational methods effectively and capabilities and skills that provide principled evaluation and measurement of learning different levels through various methods proportional to the class conditions and requirements.

- Looking at some world's progressed countries notifies us more about teachers' training and professional skills including those centers tutors.
- Practicing applied skills has been followed in the form of self-education, action research and realization and boosting teaching profession qualification in a few countries.
- Curriculum to achieve teaching qualification in Japan and UK has been organized on the basis of the planned educational system structure and required skills for educating

teacher according to different educational periods.

- In some countries, practical teaching approach in educating teachers is based on activity and emphasizes on participating in educational and researching seminars.
- Generally, practical education is done through different ways such as observing the skills and obtaining them, evaluation before skillful teachers, schools managers and university and Teacher Training Centers' professors in Germany, UK and Japan.
- Practical education of professional skills has been followed also during in-service education in most countries especially in Canada and Germany.
- General for teachers' general qualification
- Specialized for teachers' knowledge qualification
- Training for teachers' professional and teaching qualification
- Teachers are chosen as students' teaching facilitators, continual knowledge learners, new curriculum producers and teaching new method innovators in China.
- Teaching capability, planning skills, supervision, evaluation, teaching method, class control, information and communication technology have a fundamental role in receiving teaching certificate.

2.4. Research Hypothesis

Regarding the objectives of this study, the following research hypothesis was raised:

There is a significant difference between professional and practical skill quality among tutors in Teacher Training Centers by managers, tutors and students.

Research data were collected by studying references - book, magazine, websites, and from survey questionnaires as well. The content validity of the questionnaire was confirmed by experts and tutors of Teacher Training Centers which was calculated through Cronbach's alpha coefficient and factor analysis and achieved results showed that the questionnaire has been satisfied by a general factor. Further, six sub-scales were determined in this questionnaire including practical and professional skills (F1), information about the society (F2), information about learners (F3), planning skill (F4), technological skill (F5), as well as class management skill (F6).

3. Methodology

3.1. Population and sample

The population of this research includes all

managers of Teacher Training Centers nationwide, all tutors of Teacher Training Centers nationwide, all students of Teacher Training Centers nationwide, and all Teacher Training Centers nationwide.

Multi-stage clustering sampling was used to select the sample in the way in which the country, first, has been divided into five clusters according to geographical regions - north, south, center, east and west-. Then, two provinces from each cluster and two centers, one girl's and one boy's, from each province were selected randomly. All managers and tutors of the selected centers form managers and tutors samples. Further, 100 students were selected randomly among

different grades as students' sample.

3.2. Data analysis

Descriptive statistics including frequency, percentage and diagram and central indicators including average and standard deviation and multi-variable variance analysis test were used for data analysis.

4. Results and Discussion

In order to see whether there is a significant difference between professional and practical skill quality among tutors in Teacher Training Centers by managers, tutors and students or not, the results were analyzed as follows:

Table1. Descriptive statistics of educational quality questionnaire factors among three sample groups

Test	Group	F1	F2	F3	F4	F5	F6
Average	Student	2.91	2.47	2.54	2.57	3.11	2.51
	Tutor	2.13	1.88	1.93	2.13	2.42	3.29
	Manager	3.01	2.65	2.58	2.75	2.89	2.59
Median	Student	2.94	2.44	2.61	2.6	3.2	2.5
	Tutor	2.11	1.88	1.92	½	2.4	3.5
	Manager	3.11	2.66	2.76	2.8	3	2.5
Index	Student	3	2.33	2.62	2.4	3	2.5
	Tutor	2.41	2	1.54	2	2	3.5
	Manager	3.29	3.33	2.77	3	3	2.5
Standard Deviation	Student	0.64	0.71	0.61	0.67	0.73	0.68
	Tutor	0.48	0.43	0.45	0.52	0.55	0.76
	Manager	0.47	0.55	0.48	0.54	0.65	0.49
Variance	Student	0.40	0.51	0.37	0.46	0.54	0.46
	Tutor	0.23	0.18	0.20	0.27	0.30	0.57
	Manager	0.47	0.30	0.24	0.29	0.43	0.24
Curtosis	Student	-0.13	0.23	0.06	0.31	-0.07	0.27
	Tutor	0.14	0.39	0.26	0.20	0.54	-0.58
	Manager	-0.66	-0.37	-0.28	-0.19	-0.08	1.12
Skewness	Student	-0.33	-0.18	-0.14	0.17	-0.08	0.29
	Tutor	-0.56	0.13	-0.34	-0.49	0.65	0.48
	Manager	0.56	-0.72	-1.16	-0.58	1.63	0.92

The above table depicts that average educational quality for Teacher Training Centers evaluated by tutors is less than two other groups in all factors. MANOVA analysis was used to answer the research hypothesis. The next tables show its results.

Table 2. Results of ANCOVA for professional and practical skill quality among tutors in TTC by managers, tutors and students

Source of Variation		Sum of Squares	df	Mean Square	F	Sig.
Group	Factor 1	14385/40	2	7192/70	66/60	0/000
	Factor 2	2300/40	2	1150/20	31/03	0/000
	Factor 3	5277/26	2	2638/63	45/29	0/000
	Factor 4	403/96	2	201/98	18/89	0/000
	Factor 5	942/21	2	471/10	37/49	0/000
	Factor 6	199/25	2	99/62	52/27	0/000
Error	Factor 1	66519/09	616	107/98		
	Factor 2	22836/74	616	37/07		
	Factor 3	35889/85	616	58/26		
	Factor 4	6584/10	616	10/68		
	Factor 5	7740/66	616	12/56		
	Factor 6	1173/87	616	1/91		
Total	Factor 1	1476336	619			
	Factor 2	309917	619			
	Factor 3	668894	619			
	Factor 4	104220	619			
	Factor 5	147688	619			
	Factor 6	18500	619			

The above results show that tutors' professional and practical quality has been evaluated good, average and very good by students, tutors and managers respectively and it confirms that there is a significant relationship between tutors' professional and practical skills in Teacher Training Centers according to managers, tutors and students.

Teacher's teaching methods is of key elements in students' success. Thus, one of the required basis which should be taken into account seriously by teacher training plans reformers is to familiarize the under education teachers with teaching various methods. It means methods which activate them in teaching-learning process.

Educational and teaching methods utilized by teachers have been regarded as the most important factor in quality giving to Teacher Training Centers. Educational methods direct education process wholly and it is by educational effective methods that learning environment design is done in an effective way and finally it can lead to teaching-learning processes quality promotion.

5. Conclusion and suggestions

According to the research results and findings, tutors professional training importance in re-education and in-service courses is recognized. Their idea implies that tutors feel they need to promote their capability and require high efficiency in-service courses. The courses should promote their capability and cause students to change their idea from good to excellent and employ it in their teaching. Inconsistency among different idea shows lack of cognition about the main components of that belief which says tutors and teachers are obliged to update their skills in educational methods, modern media, educational design, effective exploitation of modern educational models, and evaluation methods in order to find and result in effective education. Therefore, some recommendations are suggested as follow: in-service and reeducation courses should be designed and performed for tutors about the above issues using modern educational methods in workshops, projects and practical forms.

Finally, courses which include subjects such as effective educational methods, educational evaluation, using educational modern media, educational design, designing learning environments, etc should be run and could try to promote proficiency educations with each other cooperation.

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