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Analysis of Professional Teachers in Providing Quality Skills Upgrading Methods Model Checklist

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Abstract: The goal of this paper was Survey and Comparison of Professional Skills of Teachers (in Basic and Human Sciences level) in order to propose for Methods of the teaching Skills, according field method. statistics society were all potential teachers of basic and human sciences from Behshahr junior high school (2010-2011), that were 255 students and statistical samples were 150 (male and female) based on random sampling method selection. In this study, the ascertained questionnaire device (self-evaluation of teachers) and checklist (teaching observation) used (containing 25 questions by Likert Scale). Data analyzed based on, descriptive (by using frequency distribution, percent and average) and inferential (by using T-Test and ANOVA variance analysis and chase test of Tuki & Shafe) with SPSS software. The main results showed that the awareness rate of teachers was different about professional skills in basic sciences and human sciences lessons by acquisition of average, 103.5, in self-evaluation test and 77.45 in checklist (teaching observation). According to the meaningful level in checklist test (Sig. = 0.04<0.05), it is concluded that the rate of teachers awareness is different about professional skills in basic sciences and human sciences lessons. Also, this result is obtained for 4 components of teachers professional skills that the results of Tuki & Shafe test indicated that teaching method components have had the most rate of awareness followed by educational and then by educational designing and evaluation and finally by educational technology with minimum awareness.

Key words: Teacher · Professional · Skills · Sciences · School · Behshahr · Iran

INTRODUCTION

Education is one of important ways for harmonizing a World which observes new scientific, literary, cultural, social and economic inventions and innovations that meanwhile the teacher education and updating of their scientific information is very necessary [1]. In determining limit, the success of every educational system depend on knowledge and professional skills of teachers and in Japanese views, the fitness of each system is as much as fitness of its teachers, therefore it can say that the teachers are the important member of educational system in teaching-learning process of the main creative of educational system [2]. The teacher as unique element in Education System with professional skills, is a basic factor for achieving education purposes and he/she needs to having perception, knowledge and skill on performing job assignments such as teaching methods, educational designing and using educational technology and evaluation methods for exact performance of his/her tasks that is called professional skills. The concept of promotion of teacher professional skill has appeared in the middle of 20th century in educational systems [3].

The education experts have stated different opinions that Huberman [2] have noted for the components, teaching methods and evaluation [3]. Also other study, have been necessary for the role of teachers professional skills for changing an educational system and have engaged in the components of new teaching methods such as, educational technology and evaluation. Yusefian [3] believe to abilities of teaching methods and evaluation and using educational technology of teacher and also some experts engaged to the skills and practical abilities of teacher in learning processes such as (skill on the preparing pattern, the performance of modern teaching methods, educational designing and evaluation), hence the investigations and studies of different views of experts has chosen several views, the results of performance research related to the topic of research showed that most of teachers haven't necessary professional skills and encounter to problems for his/her sensitive role-playing and their professional skills are in

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low level [4-8]. According to some international studies, we can see the necessity of review in teaching, learning process, teaching methods and professional competence among teachers and show that the rate of teachers' skills in educational designing, teaching methods, evaluation, using instructional aids and generally skill of participant teachers in superior teaching models festival is more than other teachers [8-13].

The main results obtained form many experts, indicated that the students of teacher project should use educational devices educational aids and findings are affected before service and in-service teaching on the development of teachers professional skills. According for the students' position, some investigators believed that a teacher should be aware of educational professional aids specially using educational technology and instructional aids and educational purposes and exact application of evaluation [13-18] and finally showed that the educational factors and informational ability of teachers are most important effective factor on professional features of teachers. According to aforementioned issues, this study aims at investigation and comparison of teacher professional skill of basic sciences and human sciences lessons of junior school for presenting qualitative promotion methods of these skills that has been answered to the following questions at the same time of study. The aim this study was analysis of following hypothesis for Analysis of professional teachers in providing quality skills upgrading methods model checklist.

- Is there any difference between the rate of teachers awareness about teaching method on basic and human sciences lessons?
- Is there any difference between the rate of teachers awareness about Educational technology on basic and human sciences lessons?
- Is there any difference between the rate of teachers awareness about Educational designing on basic and human sciences lessons?
- Is there any difference between the rate of teachers awareness about evaluation on basic and human sciences lessons?

MATERIALS AND METHODS

The statistical society of this study includes 255 teachers of basic sciences and human sciences lessons, whether male or female of Behshahr junior high schools**.** According to Morgan Table, 150 teachers selected on simple random sampling method (RSM). In this research, the teachers' professional skills evaluated by library method for compilation of second chapter and research background and field method by using evaluation-ascertained questionnaire of teachers' professional skills by using self-evaluation and checklist methods (teaching observation).

Validity and Permanent: It is used views and confirmation of the respected academic advisers and counselors and university teachers for validity of research tools and Chronbach Alpha coefficient test for permanent, coefficient obtained 80% that is statistically confirmed.

Statistical Methods and Data Analysis: It is considered 2 methods for descriptive and data analysis of research: descriptive statistical method (tables, frequency, percent, diagram) and in inferential statistics is used T-Test for the comparison of average between two groups as basic sciences and human sciences, Variance Analysis Test (ANOVA) and Tuki & Shafe chase test for determining the share of every components by using SPSS software.

RESULTS

- The data obtained about Frequency percentage distribution of special four questions from teacher (self-evaluation) and observer viewpoints, summarized in Tables 1-3.

The obtained information of the above table and diagram indicates that, from the viewpoint of teachers, the rate of teacher awareness about professional skill is very much limited and much limited but from the viewpoint of observer is medium and according to meaningful level (Sig. =0.18>0.05) the rate of teachers awareness about professional skills in basic sciences and human sciences lessons for self-evaluation Test is similar, but according to meaningful level in check list test (Sig.= 0.04<0.05) it has been concluded that the rate of teachers awareness about professionals in basic sciences and human sciences lessons is different.

- Tables 4-5 summarized, amount of effect of each teacher's professional skills components in basic. Sciences and human sciences lessons in self-evaluation.

The results of Variance Analysis Table show that the components of teachers' professional skills in self-evaluation questionnaire are different together. (Sig. =0.000<0.05).

Table 1: Frequency percentage distribution of special question of research 1 from teacher viewpoint (self-evaluation)

	Basic sciences lessons						Human Sciences lessons					
Scale Variables	Very much	much	Medium	Little	Very little	No answer	Very much	much	Medium	Little	Very little	No answer
Teaching method	46.9	41.7	10.8	0	0	0.6	44.4	47	6.4	0.3	0.3	1.6
Educational technology	29.6	33.2	24.4	7.2	4.8	0.8	23.8	41.6	24.4	7	1.4	1.8
Educational designing	37.7	35.7	18	4	3.4	1.2	44.7	39.3	13.3	1.7	0.4	0.6
Evaluation	39.4	37.3	19	4.3	0	0	48	42.2	8	1.5	0	0.3

Table 2: Frequency percentage distribution of special question 5 of research 1 from observer viewpoint

	Basic sciences lessons						Human sciences lessons					
Scale Variables	Very much	much	Medium	Little	Very little	No answer	Very much	much	Medium	Little	Very little	No answer
Teaching method	21.4	42.6	30.3	5.4	0.3	0	13.2	39.3	38.7	5.7	3	0.1
Educational technology	5.2	10.4	11.6	21.6	51.2	0	2.8	5.8	14	34.4	42.8	0.2
Educational designing	10.8	25.7	27.2	24	12.3	0	3.7	22.2	36.8	28	9	0.3
evaluation	10	35	39.7	14	1	0.3	7.5	28.5	42	21	1	0

Table 3: The comparison of average professional skills of teachers in basic and human sciences lessons

Tools	Kind of lessons	Number	Average	Degree of freedom	t	Meaningful level
Self-evaluation	Basic sciences	50	101.5	148	-1.34	0.18
	Human sciences	100	104.72			
Observer	Basic sciences	50	77.6	148	1.7	0.04
	Human sciences	100	77.3			

Table 4: The considering average difference of professional skills components of teachers by Variance Analysis

Self-evaluation	Sum of squares	Degree of freedom	Average squares	F	Sig (meaningful level)
Intergroup	12088.8	3	4029.6	263.6	0.000
Endo group	9109.5	596	15.2		
Total		599			

Table 5: The results of Tuki test, multifold comparison of the difference of components average of teacher professional skills

Tuki Method		Sample volume	1	2	3
Self-evaluation components	Educational technology	150	18.68		
	evaluation	150		25.69	
	Educational designing	150			29.06
	Teaching method	150			30.2
	Meaningful level		1	1	0.059

Table 6: The considering average difference of professional skills components of teachers by Variance Analysis

Check list	Sum of squares	Degree of freedom	Average squares	F	Sig (meaningful level)
Intergroup	19377.9	3	6459.3	266.6	0.000
Endo group	14437.9	596	24.2		
Total	33815.8	599			

Table 7: Results of Tuki test, multifold comparison of average difference of professional skills components

Tuki Method		Sample volume	1	2	3
Check list components	Educational technology	150	9.6		
	evaluation	150		18.85	
	Educational designing	150		20.16	
	Teaching method	150			25.35
	Meaningful level		1	0.73	1

The results of Tuki & Shife test show that the component of teaching method has the most rates of awareness followed by educational designing and evaluation and finally followed by educational technology has minimum rate of awareness.

- Tables 6-7 summarized, amount of effect of each component of teachers' professional skills in basic sciences and human sciences lessons in checklist test.

The results of Variance Analysis show that the components of teachers' professional skills in checklist questionnaire are different together (Sig. = 0.000<0.05).

The results of Tuki & Shafe Test show that the teaching method component has the most rates of awareness followed by educational designing and evaluation in second group (with almost equal averages) and finally followed by educational technology which has minimum rate of awareness.

DISCUSSION AND CONCLUSION

Considering the obtained results of this study are expressed the reality that the junior high school teachers have not the necessary professional skills and encounter problems about teaching as follows:

The obtained results of the study indicate that generally, from the viewpoint of teachers, the rate of teachers' awareness about their professional skill (self-evaluation) is very much and much but from the viewpoint of observer (checklist) is medium. Also, considering research findings (Sig. = 0.04<0.05) which show that the rate of teachers awareness about professional skill in basic sciences and human sciences lesson is different that this result is similar to [15-19] and according to mentioned research findings, most teachers have not a necessary professional skill and their professional skills are at low level. The obtained result of some studies indicates that the teacher professional skills are weak. The research findings of some other researches [20-24] indicate that the primary school teachers of Iran have not any favored scientific information of educational sciences, competence and teaching skill and this is similar to the result of similar studies [25-29].

Considering research finding (Sig. = 0.000<0.05) showed that the components of teachers professional skill in basic sciences and human sciences lessons is different altogether from the results of Tuki & Shafe Tests show that the component of teaching method has high awareness rate followed by education designing and evaluation and finally followed by educational technology which has minimum awareness rate. In addition, the research results of some works are similar to this study and the teachers cannot use theoretical fundamentals and evaluation method in the classroom because of ignorance of them [20-25] and some results indicating that the rate of teachers' awareness about evaluation methods is low and they can not use the evaluation results. According to the sensitive role of teachers in education and teaching learning process, the research data indicate that the awareness rate of junior high school teachers in basic sciences and human sciences is average [28-29]. According to the research findings, in order for removal of default and quality improvement of teacher's professional skills, these suggestions are presented:

- With regard to that the teachers need of awareness about new teaching methods for developing students lesson and the research findings have also shown that they have in the middle level, then it is suggested that the training laboratories are organized by in-service education and based on scientific evaluation need for awareness of teachers through new educational methods and fitting programs to needs and conditions and possibilities.
- According to the research findings that the rate of teacher awareness about using educational technology is low and very low level and this problem is related to the lack of educations possibilities and teaching aids, then it is suggested that schools should be equipped with laboratory tools (educational software - hardware and instructional aids films) and teachers should know about new devices and technologies application especially in basic sciences lessons to move away from the traditional teaching methods and make an equal educational set of conditions in various regions.
- The limitation of physical possibilities of schools, increasing the number of classes for students, being insufficient physical space capacity of classes and lack of educational equipments adapted for the programs have incurred that the teachers cannot use the favored self-evaluation of professional skills. Then, it is necessary to provide the laboratory possibilities, equipment and required materials.
- According to this research finding and being low on the awareness rate of teachers professional skills, it is suggested that ministry of education should act in

the compilation of teacher professional standards to enable promotion of teachers professional skills about behavior and performance by using international experience and the country's native conditions.

- Education organization of provinces and education administrations of townships be made for the competence evaluation office of teachers for the performance of professional skills evaluation system of teachers and their grading by using educational sciences experts and teachers.

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