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The Study of the Competent Teacher Selection Values of the Mazandaran Province Teachers Point of View

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ABSTRACT

Objective: This study by title of “The study of the competent teacher selection values of the Mazandaran teacher point of view” is implemented in this province. **Background:** The considering of the teachers point of view correlated with available values of the competent teacher selection and choosing the proper values from their point of view is the aim of the article. The population of this study is consisted of 34000 teachers who were teaching elementary, junior high and high school students of the Mazandaran province schools at the 2005-2006 academic years. The sample content of the study is determined by kokran formula 379 persons that were choosing by the way of stratified random sampling from the selected areas. The used tools in gathering the questionnaire information made sure that this questionnaire contain 125 question which some of them were collected in open form and the other were made according to likert spectrum in for point scale . The mentioned tools validity were obtained during the primary performance and using 0.93 cranbachs alpha coefficient. **Results:** Data analysis also was made by SPSS software and using of descriptive statistics indexes such as frequency, mean and inferential tests like one sided variance analysis. The results of the study are as follow: **Conclusion:** 1) 39.6 % of the studied persons were studied the method of the competent teacher law and very law, 49% were studied much and very much and 11.2 were not studied at all. 2) the degree of the knowledge of the studied persons of available standards in method was law and very law and 51% were much and very much.

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INTRODUCTION

From the beginning of appearance education was respected but its importance being obvious in recent century increasingly. Currently education is considered as society development key and success of nations are related to the quality of education.(Article of education .number 74, page 508). The importance of education is extensible to its factors. Among the factors that prepared for carrying out the educational activity at school, human forces and especially “teacher” have a determinant and critical role. Therefore teachers greatness and epistle in society and attention to the basis of the maintenance of human force (creation of interest, motivation ,innovation, effort) recognition and introducing diligent persons and appreciation of them in other word, and valuing to performed efforts and encouraging the other persons for more efforts, persuaded the educational organizations like other ones encouraged their personnel. for this purpose for the first time Department of Education built a staff called the staff of teacher tribute in 1363 which its duty was the selection of superior teachers and appreciation of their efforts at 12 of Ordibehesht (related to martyrdom anniversary of professor Motahari, the teachers day)the staff articles of association was approved formally in 1368 , and sending this plans statement was repeated for educational organizations and competent teacher selected by separation of period. [3].

Problem statement:

Evaluation is one of the necessary concerns in organization and every step that leading to recognition of human force situation in organization is important. Islam human maker school also emphasized on this concern very much, and considering of the recognition of person who efforts more and association with human merits giving reward as an important and necessary principle. The purpose of the superior and competent teacher

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recognitions is detection of genius and abilities of persons and strengthening them toward the organizational determined aims and encouraging from their efforts [8], Accordingly and carrying out from the guidance of selection the competent teacher, Mazandaran Educational organization proceeded to competent and successful persons recognition and by giving a gift appreciated from their pains. And by the symbolic act helped for making a healthy and productive competition on the one hand, and its appreciated levels are expressed towards all of the dear teachers [12].

However the execution of the competent teacher selection plan resulting to increase social side of teachers but its current execution meeting with so much problem and obstacles and leading to some of the purpose of this plan are not come off or forming so slowly in the educational systems. In concern with this subject many studies have been done in the country educational organization. Among the related studies we can mention Ebadis research 1376 in zanzan province and Zolfagharis research in semnan. The results of the two research show that most of the teachers are not satisfied from the current process of the competent teacher selection and from their point of views the norms and values of competent teacher selection is good on the average [14].

Hence although most of the teachers were not satisfied from executing the mentioned plan, and performance of this plan caused to disagreement unwillingness, and frustration among teachers. But it seems that the main problem was not related to the principle of assessment and evaluation. But most of the disagreements are concerned with evaluator success. Besides the values of the competent teacher selection must be so that which can be trusted firstly, that is the measurement of indexes have an equal results in different times and conditions and its measurement by various persons or methods don't have any general effect on obtained results. Secondly indexes should be accepted by the persons who evaluated with so that it is believe that their performance is evaluated by correct and fairly indexes. Thirdly, indexes should be objective although in evaluations mentalities and values of evaluator have an important roles but the notable point is that materials should be included in evaluation which develop their identity. This subject can be a basic step in improving the evaluation procedures and objective of the indexes. The important point in the teacher selection is that the executing of this plan don't include all the teachers, on the other word all teachers in order to choosing don't have equal opportunities. Teachers who are taught in prosperous areas profiting by good conditions and can acquire necessary points easily. However this condition is not prepared in have not prosperous areas [28]. According to the above cases these questions propounded that:

A) How much of the competent teachers values are agreed among teachers?

B) From the teachers points of view which are the appropriate values and basis for competent teachers selection?

About the importance of this study it can be said that the studying of competent teacher selection indexes can have an effective assistance in correct selection, evaluation and judgment of competent persons. And by the way, helping the planner in keeping the human forces and elimination of insufficiencies and deficiencies about determination of good indexes of competent recognition of persons and just judgment about them. If basis be a correct logical judgment values and persons who are deserved selected as a competent teachers, increasing people motivation for more efforts and reaching to maximum values which helping them in choosing as a competent teachers. But if correct values were not characterized in choosing the competent teachers and values be mental and don't be scientifically logical, possibly in reaching to this values and basis decrease person motivations and efforts [9].

Good basis by performing this research will be specified in the competent teacher selection. officials in their planning and choosing the competent teachers using of the research findings. In addition, even teachers being aware of the ways and basis of the competent teachers selection. Thus have a positive point of view on this plan and by modeling the features and experiences of competent teachers promoting themselves in an appropriate level and introducing themselves as a competent and successful teacher. This can be effective in student educational conditioning process.

MATERIALS AND METHODS

Research questions:

- 1) How much teachers are familiar with available values and standards of competent teacher selection?
- 2) How much the values of competent teacher selection are proper from their points of view?
- 3) Which are the proper competent teacher selections from teacher point of view?
- 4) If there are any differences between employed teachers in prosperous, semi prosperous and have not prosperous areas as compared with the values of the competent teacher selection?

The method of research:

Since this study considering the review of teacher attitude on indexes and values of the competent teacher selection, so the current research methodology is a description of measurement type. Researchers in this kind of

research with any mental sources considering to objective or situation features and reporting the situation objective results.

Statistical population, sample content and sampling procedure:

The population of the current study including all of the teachers who were teaching elementary, junior high and high school of one of the Mazandaran educational school at the 86-87 academic year and the total of them is 34000 persons. This research sample content calculated 379 persons by Cochran formula. Random cluster sampling was used in choosing the competent persons in this research.

Gathering instruments, currency and stability and the manner of information collection:

Used tools in order to reaching the information, created a certain questionnaire. This questionnaire is organized in two parts. The first part including the values of the competent teacher selection in city, province and country and the second part containing the values of the teachers selection at school level. In the questionnaires content, besides underlying variables 12 questions were prepared in nominal scale (yes – no) and 12 questions were in open forms and 96 propositions were suggested according to Likert scale and in four point scale (very little, little, much and very much). All of the propositions of this part planned by research tools in positive statements, so point 1 belong to very low option, point 2 for low, point 3 for much and point 4 for very much option. The contains validity method was used for correct validity accesses of the research tools, so that all of the available values of the competent selection in method by proposal value that obtained under taken studies prepared in a set and for eliminating of possible deficiency and additional and ambiguous statements gave to dear supervisor, expert professors in Education and Training organization and finally presented to examination members of commission. After examination their adjusting opinions applied in questionnaire final examination. Finally a questionnaire with 125 questions was prepared for primary performance and determination of reliability coefficient. Internal consistency procedure (Cronbach alpha coefficient) was used for determination of research tools reliability. So the research tools preliminary distributed among 40 persons of statistical population members and after gathering the information 0.93 of reliability coefficient calculated by computer and SPSS software. This rate is indicator of the research internal consistency of the question tools. When the questionnaire be finalized prepared and duplicated upon a number of sample by separation of region or period of education. Then after coordination and permission to distribute from Mazandaran Education and Training organization, the questionnaire negotiated with research communicator or experienced interviewer in an interested areas and necessary numbers of questionnaire gave them and practically started the distribution of the questionnaire. The distribution and gathering of questionnaire lasted several month. First after the questionnaire has been received which ones put aside that technically have a problems. Then answers be coding and recorded in computer regularly and statistical analysis conducted following.

Used statistical procedure:

The obtained results of the present research are demonstrated in two deduction and descriptive statistical sections. The results in the descriptive statistic are used by frequency distribution table (including frequency, percent and mean) and in order to ranking the values used from rank case. So there are some explanations for more information as follow. In deduction statistic part and appropriate with used scale in question four, using from variance analysis tests and prosecution Tokis test. Which are in the category of nonparametric examinations, While all the statistical process performance of this research is completed by SPSS software package.

Results::

Research first question: How much the teachers are familiar with existing values and basis of competent teacher selection?

In order to considering teachers awareness of the competent teachers selection values and basis, two questions were considered in research tools. The obtained results of the first question analysis suggested that 32.6% of examined persons studied the competent teacher method very little, 49/1% much and very much and 11.2% did not study at all.

Teacher information about the competent teacher selection was received by second question. According to the result, 49% of studied persons information amount of existing values in method were low and very low and 51% were much and very much. Just as defined, the desired amount of method study and awareness of values and basis are in the normal extent. This is enough for the correctness of the studied persons. Nearly these results are equal to Ebadi and Asghari research results in 1376 and 1382 respectively. What can be said about this is that teachers before any statements should completely study the method and then criticized.

Research second question: How much the competent teacher selection values are good from their point of view?

For answering to this question, all the existing values of the competent teachers selection in method whether choosing values at school level and cities or higher values are included in research tools, until the studied competent teachers stated about appropriateness of each values. The obtained results of this research are as follow:

The obtained results about city, province, and country values showing that the respondents with exception of sacrifice knew all of the existing values in method for the competent teacher selection. The Comparison of obtained average of every value show that the skill basis of information technology with average of 0.94, editing and translating basis with 0.93, innovation, production of means with 0.92 respectively have assigned one to three ranking to themselves. All of the average was calculated in zero to one. So the domination values of foreign languages with average of 0.78, sacrificing with 0.74 and the competent teacher of previous years with 0.74 assigned three final ranking to themselves, respectively. The obtained results of interviewing about appropriateness of choosing the values at school level show that the studied sample of all the available values of competent teacher selection are considered good.

Third question of research: Which are the good values of the competent teacher selection from their point of view?

The answer of this question presented in two sections:

1) The appropriate values of choosing at city, province and country level and 2) the appropriate values of choosing at school level.

1 Choosing the values at city, province and country level:

Excluding of the existing values in research tools, six proposal values was included in the questionnaire. So in addition to interviewing about the appropriateness of the values, during the question calculating the desired percentage of any values. That each values and averages after analyzing prioritized respectively. Each appropriate values of the competent teacher selection according to desired point and priority at city, province and country level are explained in 1 tables.

Table 1: The appropriate values of the competent teacher's selections at city, province and country levels.

Priority	value	obtained average	point
1	information technology skills	0.94	27
2	edition and translation	0.93	42
3	innovation, construction means	0.92	24
4	championship in competition and festivals	0.91	43
5	years of service (years, multiple grades, tribal)	0.90	31
6	invention and discoveries	0.90	25
7	attending in scientific and specialized meeting	0.90	27
8	certificate	0.90	21
9	academic paper (degree, average, elites)	0.90	32
10	superior researcher (province, country)	0.87	25
11	researcher teacher (province, country)	0.87	24
12	presentation of innovative and valuable plans	0.85	22
13	specialized period of in service	0.85	30
14	proficiency on foreign language	0.78	18
15	competent teacher of previous years	0.74	25
	Total	---	416

Altogether among 18 available and proposal value 15 ones was selected that was recognized appropriate by respondents and had a highest average, that in the number 11 value was adopted relate to existing values in the method and 4 among proposed values. From the existing and proposed values three values of sacrifice, permanent members of scientific community and members of professional part were eliminated for lack of possessing the adequate degree. For descending the possible reasons of sacrificing point we can refer to little sacrifice community in the sample and studied community.

2- Choosing the values at school level:

The competent teachers selection values at school are collected in four sections which including 12 values of discipline and piety, 11 values of moral, 9 values at participating in activities and teaching in 7 values. So beside of these values 27 of them are the supplementation of the existing values in the proposal values forms.

What is considerable is that the values frequency in this collection itself can cause a problem in evaluation. Thus reduction and limited the value can present a better image from the competent teacher and followed more teacher agreement. Therefore 27 of the values including one to four priority in each section that holding highest average are selected as a good value of competent teacher selection at school. Among the proposal values which in comparison with other values have a highest average placed on the appropriate values parts.

Thus the appropriate values in order to choosing the competent teachers at school level suggested as follow:

Table 2: The appropriate values of the competent teachers selections at school levels.

Part	value	average
Discipline and piety	on time attendance in class/community/meeting	3.75
	Preparation of interest to study	3.71
	Planning, improving of discipline and cooperation spirit	3.66
	Having an exact program enforcement calendar	3.63
Moral	Not addiction	3.79
	polite and modesty	3.72
	Criticism	3.65
	Participation in reforming and improving student situation	3.64
Participation values	cooperation with manager	3.61
	Attendance quality in teachers community	3.54
	Cooperation in holding of examination	3.47
Teaching values	Participation in services educational classes	3.42
	choosing the educational sources appropriate with lessons aims	3/65
	Choosing the appropriate educational strategies in class	3.62
	Improving the information level and business skill	3.60
	The ability in using the means	3.56
Proposal values	Organization of educational program	3.51
	proficiency in teaching techniques	3.83
	The ability in class management	3.75
	Responsibility in working environment	3.71
	Experience exchange with colleague in educational environment	3.63
	Providing necessary opportunity for innovation	3.62
	Recognition of the creative and talented students	3.61
	Preparation of valuable plans in qualification	3.60
	Improving of morale probe in students	3.60
	Applying correct encouragement and punishment ways in class	3.59
	Attention to individuals differences during evaluation	3.57

Research fourth question: whether there is any differences between employed teachers opinions in prosperous, semi prosperous and have not prosperous areas than the values of the competent teacher selection?

For answering to this question, all of the studied persons were categorized according to the service location in the three areas. Then for clarifying the opinions conditions compound variable are created to city values (by separation of proposal and existing values) and selection values at school level (by separation of discipline and piety, moral, participation in activities, teaching method and proposal values).

Thereafter one sided variance analysis test was used for comparison of the studied person average opinions that was performed in seven tests.

Discussion and conclusion:

- 1) In the city, province and country level of the competent teacher selection a meaningful level was obtained that was not significant for proposal and existing values and can besaidthat studied competent persons opinion are equal regarded to proportion of these sections values.
- 2) Also variance analysis tests results are meaningful in five discipline and piety, participation, moral, teaching method and proposal values section at school level. In other word we can say that between the opinions of the studied competent persons there are significant differences in every questioned five sections. Toki prosecution test suggested that there is only differences between the employed teachers in prosperous areas with have not ones in five disciplines, participation, moral, teaching method and proposal values sections.

Here we point the other results that have been obtained in this research:

- 1) The consequences results of the statistical sample showed that only 22% of the studied competent persons are satisfied from the existing competent teacher selection process and 78% of them expressed their satisfaction in law and very law.
- 2) The obtained results suggested that 54% of the studied sample presented the opposite opinion relative to appropriating of the sacrifice values and 46% were agreed.
- 3) The obtained results of the statistical sample showed that 66/6% of the studied persons had an opposite opinions on using of the pair comparison method in the high school competent teacher selection and 33/4% were agreed.
- 4) Also obtained results show that 82% of the statistical competent persons were agreed in giving choice to teacher on the competent teacher selection and 18% were not agreed. The obtained average nearly was 14% in teachers share on choosing.

Practical suggestions:

Upon the obtained results the following cases are proposed:

- 1) As it is distinguished in the research results more than half of the studied competent persons have not studied the selection method and are not aware of its standards. Therefore it is recommended in order to facilitating the subject that the executional instructions of the competent teacher selection sent to school from the beginning of the academic year and was considered in community meetings of school teachers in order to be aware of selecting the values and standards.
- 2) For increasing teacher participation and satisfaction in the competent teacher selection program, it is suggested that used them as an evaluator. Thus according to much teachers participation in choosing their satisfaction increased about the program and proposed that teachers placed the competent teachers as a model and during the interaction with them used of their experiences and programs. In the research the shares of the teacher was eliminated about 15% in the competent teacher selection.
- 3) According to that about 15% of the studied competent persons did not seem appropriate the sacrifice value for the competent teacher selection, recommended that the sacrifice teacher selection considered separately and like other groups such as the competent adviser until sacrificing preserved its real place as a worth.
- 4) It is recommended that the honoring staff of the teacher position choosing a value for selection that be available in case of teacher efforts and existing in teacher areas of work.
- 5) According to the results the studied competent persons in the school competent teacher selection don't prefer using of the pair comparison method. So it is suggested that the concluded evaluation was concluded by the questionnaire which its value is applied through the studied competent persons.

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