
EFFECTIVE TEACHING INDICATORS PRIORITIZATION IN STUDENTS' POINT OF VIEW

Mohammad Hajizad

Department of Education, NekaBranch, IslamicAzad University, Neka, Iran

Abstract

The purpose of this research is to prioritize indicators of effective teaching in Islamic Azad University of Mazandaran. The research method is a descriptive survey and the statistical Society includes all 59000 students of Mazandaran Islamic Azad University, who are studying in the 2013-2014 education year. The sample size of 382 students was selected through stratified random sampling using Krejcie and Morgan tables. The data collection tool of researcher-made questionnaire was Likert scale whose reliability was equal to 90% obtained by Cronbach's alpha formula. Two methods of descriptive statistics (percentage, frequency, mean) and inferential statistics (one-sample T-test) were used for data analysis. The results showed that the condition of effective teaching components in Mazandaran Islamic Azad University is desirable.

Keywords: teaching indicators, students, prioritization.

INTRODUCTION:

From many years ago, teaching has been of interest to educational planners as a complex and responsible task (Dunn 2000).Teacher is the most fundamental factor for success in achieving the desired educational goals that can compensate for the shortcomings of textbooks and education by good performance.On the contrary, teacher inability in creating a proper emotional connection, makes the class environment inactive and boring (Kharazi 2001).The lack of evaluation indicators for an effective teaching is one of the fundamental problems in education. Effective teaching is a set of teacher's functions and features that helps students to achieve learning objectives (Delaram 2006).Research on effective teaching indicators in universities, is more important than anything else in finding shortcomings and compensating effective educational deficiencies, since it presents a relatively comprehensive image of teaching quality in university and will contribute to strengthening the strengths and eliminating the weaknesses in the quality of teachers' teaching. Consequently, the University must also operate more effectively in training courses planning; and make good forecasts and estimates of actual needs of teachers in these areas (Daniel 2011).Dargahi et al 2011 evaluated a competent teacher's criteria for effective teaching in the view of Tehran University of Medical Sciences students. Results showed that criteria such as subject mastery, power of expression and transmission of educational content, students' character preservation and respect, patience and good mood and work ethic and sense of responsibility are recognized as the most important criteria for a competent teacher. The results of research conducted at the University of San Francis coin 2005 about the effective teaching components suggests that in students view, teachers respect

components of communication and human relations skills, immediate feedback, organizing the content and materials, and providing a learning environment for students but they have low level respect for the components of attention to student learning, and the problem of stimulating materials. Research of Van 2010, titled " Effect of school experience on teachers' beliefs about effective teaching before service" is a descriptive method and was conducted by interview. Results of this study mentioned communication ability, mastery of subject matter, classroom management skills, professional skills, and a positive character as features of a good teacher. Results of Vitane Jay Van Durango's (2005) study in one of the Kenyan universities showed that the overall quality and effectiveness of teaching is at a low level in this university. Therefore, understanding and assessing the effective teaching components can help increasing the quality of teaching and learning in universities. Therefore the purpose of the current study is to prioritize the indicators of effective teaching in the view of Mazandaran Islamic Azad Universities students and the researcher is to examine the following research questions.

Research question: How is the condition of effective teaching components at Mazandaran Islamic Azad Universities?

METHOD

This research is a descriptive survey and the statistical Society includes all 59000 students of Mazandaran Islamic Azad University, who are studying in the 2013-2014 school year. The sample size of 382 students was selected through stratified random sampling using Krejcie and Morgan tables. The library and field study were applied for data collection. In library studies, it was tried to examine the effective teaching components and then the study has been converted to a field one to achieve students' views. The data collection tool of researcher-made Multiple-choice (5 choice)questionnaire with Likert scale contains 25 questions whose face and content validity was confirmed by experts and professors and its reliability were equal to 90% obtained by Cronbach's alpha formula and two methods of descriptive statistics (percentage, frequency, mean) and inferential statistics (one-sample T-test) were used for data analysis.

Findings

Question 1: How is the condition of effective teaching components at Mazandaran Islamic Azad Universities?

Table (1): students' perspective on effective components

Effective teaching components	Mean scores	Theoretical mean
Individual characteristics	19.48	15
Interpersonal communication	11.83	18
Teaching skills	14.34	21
Skills assessment	19.65	12
Training rules	12.78	9

Table (2): T-test results on comparison of theoretical mean with effective teaching components mean

Variable	Frequency	Mean	Theoretical mean	Test amount	Freedom degree	sig
Effective teaching	382	52.98	45	6.69	381	0.000

According to the test amount ($t=6.69$) and the significance level ($sig=0.000$) obtained from the table, we can say that there is no significant difference between effective teaching components mean (52.98) and theoretical mean (45). Since effective teaching components mean is higher than theoretical mean, it can be concluded that students assess the condition of this component higher than average level.

DISCUSSION AND CONCLUSIONS

Question 1: How is the condition of effective teaching components at Mazandaran Islamic Azad Universities?

Findings show that the mean score of the current effective teaching components in Islamic Azad Universities is higher than theoretical mean and there is no significant difference between effective teaching components and theoretical mean. It means the current condition of this component is higher than the average level. These findings are consistent with Ra'd Abadi et al (2013), Taheri et al (2012), Zohour & Eslami Nejad (2003), Asgari & Mahjoub Moqadam (2011), Andalib & Ahmadi (2008), Qorbani (2009), Sheikh Zadeh (2009), and Sharifian (2005) and indicates the effect of expression eloquence, simplicity and clear material transfer which has the most importance in students' perspective and is the first priority. These results show the substantial importance of teaching method and its role in effective transfer of training materials which requires teachers' more attention and finally shows the average condition of effective teaching components in Mazandaran Islamic Azad Universities.

REFERENCES

1. Hajizad, Mohammad (2011), Comparison and analysis of teachers' professional skills in Basic Sciences and Humanities of Mazandaran Islamic Azad University, Journal of Educational Psychology, Tonekabon Islamic Azad University, the second year, second issue, summer.
2. Dargahi Hossein, Hamouzad Pejman, Sadeqifar Jamil (2012), Analysis of evaluation criteria in teachers' expected behaviors for effective teaching, Peyavard-E-Salamat journal, fourth set, 34th issue, Esfand (March).
3. Darvish Qadimi Fereshteh, Roudbari Masoud (2012), Teaching styles of the faculty members of Tehran University of Medical Sciences (Iran), journal of education in medical sciences, 8th set, 11th issue, Esfand (March)
4. Rahimi Namdar (1995), Analysis of the students' and teachers' comments of Isfahan University and Isfahan University of Technology on effective teaching atmosphere at the university, M.A thesis, Faculty of Education and Psychology Science of Isfahan University.

5. Ra'd Abadi Mahdi, Sadeqifar Jamil, Bahadori Mohammad Karim (2013), Prioritization of effective factors on effective teaching in students' point of view, Iranian journal of medical sciences education, 11th set, 12th issue, Bahman (February).
6. Sharifian Fereydoun (2006), Evaluation of effective teaching indicators in higher education institutions and extent of its accomplishment in Isfahan University, M.A thesis, Faculty of Education and Psychology Science of Isfahan University.
7. Taheri Alireza, Forqani Saeed, Atapour Shahla, Hassan Zadeh (2011), students' and teachers' point of view on factors affecting the clinical teaching effectiveness in Department of Rehabilitation Sciences, Isfahan University of Medical Sciences. Journal of education in medical sciences, special issue on education and health promotion, 9th set, 11th issue, Esfand (March).
8. Zohour Alireza, Eslami Rad Tahereh (2003), Students' points of view on effective teaching indicators in Kerman University of Medical Sciences, Payesh Quarterly journal, first year, 4th issue, fall.
9. Andalib Bahareh, Ahmadi Gholamreza (2008), Students' points of view in case of applying level of criteria for effective teaching in Khorasgan Islamic Azad University in educational year 2007-2008, M.A thesis, educational management, Khorasgan Islamic Azad University, Isfahan.
10. Fakhari Ashrafi Ali Akbar (2013), Analysis of effects of internet skills on high school teachers' professional skills in Mazandaran, Journal of information and communication technology in educational sciences, 3rd year, second issue.
11. Qaedi Yahya (1995), Analysis and comparison of teaching methods qualities of members of Tehran educational sciences faculty, M.A thesis, College of Education and Psychology, University of Allameh Tabatabaei.
12. Mohadesi Hamideh (2011), the students' and faculty members' points of view in case of comparative analysis of effective teaching indicators, Urumia University of Medical Sciences, Urumia University of Medical Sciences Research Project.
13. Mansouri Mahshid (2004), Comparison of M.A and B.A Librarianship students' perspectives in State Universities of Tehran on a good professor, M.A thesis, librarianship and Information, Iran University of Medical Sciences.
14. Mazloumi Saeed, Ehrampoush Hassan, Kalantari Mahdi (2002), Assessment of medical training workshops by Yazd University of Medical Sciences faculty members, journal of Yazd Medical Science University, second issue.
15. Mir Mohammadi Jalil, Mazloumi Saeed (2013), Analysis of students' points of view on effective teaching features, Yazd Shahid Sadouqi University of Medical Sciences, journal of Medical Education Development, fifth set, 9th issue, fall and winter.