

# Retrieving and Reviewing Educational and Academic Effects and Satisfaction of Teachers and Students of Courses of Kerman Shahid Bahonar Teacher Training Center on Executing Pattern of Management on Education (Educational Administration)

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**Abstract**— The purpose of this article is to study the applicability of management education pattern () on the base of its nurturing and academic effects and teachers and students satisfaction in academic courses that are in common objects for a few majors in Kerman Shahid Bahonar Teacher Training Center. Complying with the , students were encouraged to follow the process of providing concept-related charts, comparing their charts with others', providing flashcards from main points of units' titles and subtitles, processing learning concepts, producing desired map of concept linkage, producing knowledge and making feedback. Acting as an advisor, the instructor guided students to be active. Random simple sampling method was used to choose a class from among classes of the teacher-training center. Pre and post test semi-experimental approach were used. The students' achievement from the first half of the Textbook (Group Counseling) were evaluated by a pre-post exam at the beginning and the end of the part. In the next half of the semester the next half of the book was taught by and the post exam was taken when it was finished. Pre and post exam were also conducted. T-test was used to compare the differences between the effects of the two half of the instructions. These differences were found to be highly significant at 95%. Also, attitudes of students were evaluated by Behrangi's 55 items questionnaire to compare nurturing effects of. It is, now, confirmed that not only using could increase academic improvement and nurturing effects but also it would cause the instructors to change their opinion regarding effects of traditional education. The suggestion for generalizing the results of this research to conducting different courses of teacher training center of Shahid Bahonar are documented English.

**Keywords:** Management Education Pattern, Flash Cards, Concept Relating Chart, Nurturing Effects

## 1. INTRODUCTION

The individual idea of student regarding learning and information and the ideas of groups related to the activity of teaching and learning them are so important. The studies of Gaff et al and Ramsden (mentioned by Sadeghi & Hosseini, 2011) show that different learning circumstances cause different responses and behaviors by students. Greenwood et al (2003) believed that teachers of a course tend to agree and admit the opinions of students. Properness of each teaching model is

generally determined according to the proper model of students.

In a research entitled comparing the impression and effectiveness of traditional and participating (cooperative) teaching methods of the composition course of junior high school, it is realized that using participating teaching method increased the average scores of students in the composition course( Esmaeeli, 2011). In conclusion of the research regarding modification caused by partici-

pating teaching of jigsaw kind (a kind of participating teaching) in the traditional conditions of teaching students in the fifth grade of primary school, it was realized that an obvious difference would be created in the improvement and increasing of learning level and academic progress of students base on jigsaw model (Behrangi & Aghayari, 2004). Also, findings and results of Sharan studies show that students who participate in two or multiple member groups and teach each other and use shared notes are more masterful of textbooks than those who educate by individual and usual studying method. (Joyce et al, 2009, 65). A research was determined that entitled studying the opinions of students regarding ideal teaching in the university of Gilan. The ideal model of teaching was presented to the students base on two following general factors: learning oriented and teaching oriented (Sadeghi & Hosseini, 2011). Research findings entitled "which teaching method is better?" show that using participating method for teaching students of dentistry can be useful and increase the rate of their satisfaction (Momeni et al, 2011). Although the studied research and many other research show the importance of using and applying modern models of teaching particularly the teaching models that are mentioned in the book of teaching models by Joyce et al ( Behrangi translation , 2004) , and idealist and educational officials always deal with the positive results of the research and encouragement of the co-workers and partners in using active teaching methods , it seems that the existing conditions and circumstances of teaching in the teacher training center of Kerman should be reviewed and modified considering applying teaching models. In the researchers' opinion, MEP should be chosen as the criterion of ideal teaching in this essay and finally, its effects on promoting educational and training effects should be evaluated by the method of a semi trial research with two independent variables of traditional method and method of using modern model. Therefore, teacher of the course Group dynamism and activeness and group council, of the courses of teacher training center, has decided to teach the subjects and curriculums of this course by use of steps of MEP.

The following items are ten guidelines for using the management on education pattern (MEP):

**First:** each student draws the graph of matching the titles and subtitles of curriculums as task and practice then it would be presented to the other students for comparing their graphs with each other after the formal evaluation of teacher and scoring A or B.

**Second:** students provide a picture from their concept and understating of general titles.

**Third:** students who scored B would be guided by those who scored A, and they would complete their graph. Fourth: in case a student remonstrates about his evaluation score, and had presented it in the main group but still isn't satisfied, he can indirectly inform the teacher regarding his remonstrance by another student who considers his remonstrance reasonable.

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**Fifth:** students participate in and experience the exam circumstances by an exam in which students are asked to draw the graph of relationship between curriculums. As a result, each student can independently draw the graph of relationship between titles and subtitles of the curriculums that he remembers.

**Sixth:** the student compares his graph with the provided original graph and realizes that how much his thoughts are true regarding the graph of matching the concepts.

**Seventh:** students and their teachers cooperatively provide an ideal graph in which content of curriculum is formed for using the ideal teaching models of students.

**Eighth:** students and teachers cooperatively provide the scenario of final lesson plans base on time, content of curriculum and coordination between all teaching elements include students, behavioral aims, proper medium, and content referred to main points, evaluation and feedback. **Ninth:** students and teachers play their role in performing the provided lesson plans including combination of teaching models particularly the pre organizing of information, scientific induction and searching by providing conditions for participation such as group disquisition and jigsaw.

**Tenth:** at last, students participate in the exam of educa-

tional and training effects of MEP and receive feedback from the results to modify themselves.

The training effects of using MEP are evaluated by students and teacher base on Behrangi questionnaire(2011).For example, students comment that how much using the aforementioned teaching model ( contains of using the participation of teacher and students)has increased their motivation and skills in synergy in learning circumstances base on partnership in compare with competitive and individualistic circumstances or how much learning groups base on partnership learn the lessons plans from each other. In Mehrmohammadi and Abedi's opinions, primary school' children and students can learn how to promote and improve their skills by curriculums (2006, 167-171). It is obvious that structures base on partnership can better promote and enhance learning in the important fields of solving problems (Joyce et Behrangi translation 2004, 65).

## 2. TEACHING

Teaching is one of the main principles of education process and plays drastic role in the sufficiency of educational system. In the upbringing and educational system of a society in which individuals used to accept and admit the educated information and curriculum without discussion and criticism and convey them without thinking about them, the number of individuals who are disable to deduce, ratiocinate and think may be increased ( Momeni et al , 2011). According to the research findings of Behrangi & Aghayari, several different studies have been presented in several essays regarding teaching models and methods in different, old and modern viewpoints and places, however features which are common in the most successful of them are solving problems, thinking and researching. They also consider the teaching approach in participating circumstances for using the solution of problem, thinking and research base on program (schedule) , purposes and facilities (Behrangi , Aghayari, 2004). Since it is necessary to compare it with ideal teaching model for evaluation of teaching process, the existing conditions and circumstances of teaching the course Group dynamism and activeness and group council ,of the courses of teacher training center are compared by the method of applying ideal teaching

model which is MEP in this research. According to this, two groups of Control and experiment were compared by the semi experimental research method. Students of Control group learned the first half of book by the usual and current method and the members of group experiment were those students who learned the second half of book by MEP.

## 3. PURPOSES OF RESEARCH

The general purpose of this research is to study and compare educational and training effects of applying steps of MEP in teaching the lesson plans and curriculums of different majors of Shahid Bahonar teacher training center of Kerman base on the findings of this research and other similar ones and suggesting the distribution of model of management on education to the teachers of Bahonar teacher training center of Kerman.

### A. Studying the Hypotheses

- The traditional teaching method had affected on learning of students.
- MEP had affected on learning of students.3- there is a difference between effects of traditional teaching method and MEP.
- There is a difference between the attitudes of students regarding the traditional teaching method and model of management on education.

### B. Necessity and Importance of the Research

It is essential for all teachers to use the educational activities and methods for attracting many students. The practical skill of teacher and method of presenting and evaluating the course are so important in pervasive achievement and success (Miller, Miri translation, 2006, 73-74). Haller CR, Dallaghervj, Weldon TI and Falder RM (2000) declare that recent studies have shown that participating learning has generally and economically more advantages in compare with current educational models and emphasize on and give priority to participating learning than the process of conveying information individually. Also, the results and findings of research show that this learning method can increase realization and concept of sciences, creative thinking and skills of gaining information and analyzing them (Momeni et al, men-

tioned by Mosayifard, 2011). Since type of teaching drastically affects on the abilities of student to teach himself and successful teachers are not always magnificent and satisfying representatives. They force their students to involve in social and healthology practices and tasks and teach them how to effectively use and benefit them (Joyce et al, 2005, 32). Nowadays, the concept of teaching is to convey information from the mind of teacher to student and mind of learners are accumulated with information which are not suitable with their demand and thought and causes the scientific stagnation and disappointment from scientific activities (Momeni et al, 2011). Therefore, it is essential to check the existing circumstances and suggest an ideal teaching model base on steps of which is suggested by Behrangi and he has applied it in the course theories of organization and management in 2011.

#### 4. METHOD OF RESEARCH

The present research is an elementary (primary) semi experimental study. The pre-test and post-test model is used for research of a group. The students of the course Group dynamism and activeness and group council were taught and educated by usual studying method in the first half of the lesson plans or curriculums. These students are now called educational group in the present circumstances (first Independent variable). The second independent variable is education with which is applied in second half of the lesson plans or curriculums. These students are members of educational group that have learned the second half of the course by.

##### A. Statistical Population and the Sample Size

The statistical population of this research is all female students of Shahid Bahonar teacher training center of Kerman at first semester of the academic year 2011-2012. The sample of this research had been a class from among all classes of Shahid Bahonar teacher training center of Kerman that were chosen simply and randomly from classes of the center by use of Naderi and Naraghi1 'logic (2010, 108-109). The findings of this research regarding this sample which were chosen randomly and simply from different classes of the center, can be distributed to the other classes of aforementioned course or statistical population base on Naderi and Seyf Naraghi 1

(2010,38).

##### B. Tool of Gathering Information (Collecting Data)

A made 56-item questionnaire of Behrangi (2011), achievement test and the questionnaire of students and teacher satisfaction in which their terminal, formal and implicit (content) validity and reliability gained by experienced experts and also proper statistical calculations were used to determine difference of averages of two tested groups, scores of attitude, academic achievement and progress and satisfaction of students and teacher after and before performing the steps of model of management on education in compare with educational and training effects of usual teaching in the classes1. Therefore, a pre-test was taken at the beginning of term in order to evaluate knowledge, attitude and satisfaction of students from the present educational method. Then, half of the book was taught by the traditional method then a post-test was taken. Next, a pre-test regarding the second half of book was taken. The second half of the book was taught by use of. A post-test was also taken at the end of second half of the course. Finally, pre-test and post-test scores presented a description of conditions of demographic indexes and hypotheses by frequency tables and Bar charts and then the peer T test was used to check the hypotheses.

#### 5. RESULTS AND SUGGESTIONS

Pre-test and post-test scores were compared by T-test for correlated groups. Results with certainty of 95% meaningfully determine that average of students' scores in the course is increased because of steps of the model of management on education. The result of 55-item questionnaire for showing the difference between attitudes of students and teacher showed that the attitude of students has become more scientific because of using the model of management on education and they have become aware of the problems of education more than before. Variable' score of 55-item questionnaire for showing the difference between attitudes of students and teacher has been gained by calculating sum of scores of related questions of the questionnaire. Its scores were classified into 5 le-

vels (very little, little, medium, many, so many) for explaining this variable. In compare with the traditional teaching method, attitude scores of 21 persons (63.6 %), 8 persons (24.2 %) and 4 persons (12.1 %) of all 33 studied students were very little, little and medium respectively. Also, in compare with, attitude scores of 4 persons (12.1 %), 2 persons (6.1 %), 5persons (15.2 %) and 22 persons (66.7 %) were little, medium, many and so many, respectively. Studying the hypotheses: 1- The traditional teaching method had affected on learning of students. Since the amount of  $-p$  (meaningfulness) equals 0.000 and less than the meaningfulness level of  $\alpha = 0.05$ , the idea that there is no effect

( $H_0$ ) at this level is rejected. Therefore, it can be declared that the traditional teaching method is effective in learning of students. Comparison of averages shows that the post-test scores of traditional teaching method are more than those of pre-test.

2- MEP had affected on learning of students. Since the amount of  $-p$  (meaningfulness) equals 0.000 and less than the meaningfulness level of  $\alpha = 0.05$ , the idea

that- there is no effect ( $H_0$ ) at this level is rejected. It can be declared that MEP is effective in learning of students. Comparison of averages shows that the post-test scores of traditional teaching method are more than those of pre-test.

3- There is a difference between effects of traditional teaching method and Since the amount of  $-p$  (meaningfulness) equals 0.000 and less than the meaningfulness level of  $\alpha = 0.05$ , the idea that there is no effect

( $H_0$ ) at this level is rejected.( Table 1-2-4)

4- There is a difference between the attitudes of students regarding the traditional teaching method and MEP.

Since the amount of  $-p$  (meaningfulness) equals 0.000 and less than the meaningfulness level of  $\alpha = 0.05$ , the

idea that there is no effect ( $H_0$ ) at this level is rejected. Therefore it can be declared that there is a meaningful difference between attitudes of students regarding traditional teaching method and MEP. Comparison of averages shows that students' attitudes regarding MEP are more than that of traditional teaching method.

**Table 1-2-4.** Comparing Scores of the Traditional Teaching Method& MEP

Time of variable	Traditional			Model of management on education			Average of difference of scores	Std. Deviation of difference of scores	T Statistics	Freedom level	Meaningfulness
	Number	Average	Std. Deviation	Number	Average	Std. Deviation					
Method of teach-	33	10.2727	3.73558	33	14.4242	2.51285	-4.1515	2.51398	-9.486	32	0.000

**Table 2-2-4.** Comparing Attitude Scores toward the Traditional Teaching Method and MEP

Time of variable	Traditional			Model of management on education			Average of difference of scores	Std. Deviation of difference of scores	T Statistics	Freedom level	Meaningfulness
	Number	Average	Std. Deviation	Number	Average	Std. Deviation					
Method of teaching	33	89.88	30.60	33	228.15	46.42	-138.27	57.68	-13.771	32	0.000

This result, the satisfaction of students and teacher from applying the model in teaching and the increase of academic progress and achievement of students all prove the importance of applying model for the consult course of Shahid Bahonar teacher training center of Kerman therefore, necessary steps should be taken to use the aforementioned model for all courses of majors of that center. The gained results of this basic guide can be used for distribution of the model to other courses of that center and other teacher training centers.

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