

## THE EVALUATE THE EFFECTIVENESS TEACHING HIGH SCHOOL TEACHERS IN FIRST DISTRICT 1 ISFAHAN CITY

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### **Abstract**

This study aimed to evaluate the effectiveness of teaching high school teachers in first district 1 Isfahan city in the academic year 2014-15 was conducted. The research method in terms of goals, practical, in terms of quantity and in terms of the survey data and the purpose of it is to understand the difference. The study population consisted of all high school students in the District 1 City Isfahan form. Simple random sampling was used to select samples according to the population size by referring to the table Morgan this is a minimum requirement of 385 samples. The results showed that students, teachers and teaching effectiveness are evaluated in good condition.

**Key words:** students. Teaching. Effectiveness. Teachers.

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## Introduction

Basis of human behavior and learning form so that human competencies acquired during life through learning. Common learning process in humans and animals and none of them are not exempt from having such a latent ability, but humans have a higher capacity in the field of learning and significant differences in behavior as well as adaptability to changes in the environment, have been shown (Gagné, 2013).

People can learn through the process of social behavior, emotional, mental and intellectual and somewhat improve your health and to improve their efforts on setting up of the treasury's behavior and practices broader compatibility with surroundings and thus earn achieved mental balance. During learning, continuous process that involves changes in individual potential behavior is relatively stable. It always varies from person to person and different people have different capacities to account for.

Of course, one can, not ignore the influence of the environment and the tradeoff, because learning is influenced by internal factors such as the addition of psychological profiles, motivations, emotions, goals, and aspirations of the individual is, of external factors, including education, study methods, time study and the surrounding stimuli influenced (Gheshlaghi, 2011).

Studies have shown that academic performance and progress of traditional subjects just a bit of variability of individual differences in academic achievement justifies (Sternberg and Williams 1997).

Therefore, many studies on the role of measures unrelated to ability or non-academic factors on student learning is done. This causes a wide range of approaches to learning (Zhang 2004 and 2000; Bosatv, Prinz, Alshvt and Hamakr, 1999, 2000) thinking styles (Zhang, 2003, 2005; Grygorynkv and Sternberg) and some demographic variables such as sex in the is.

### *Statement of the Problem*

The concept of life-long learning, been considered one of the concepts. In addition to factors such as the personality, IQ, family background, gender and age, acquired factors are also contributing to this learning style, locus of control, Motivational Strategies for Learning and study methods are among them (Slgrv, 2003).

For example, learning styles, habits people have received information processing, one of the factors affecting students' learning. These styles, the preferred methods for students to understand, organize and store their information (Forest, 2004). Several studies suggest that learning styles are diverse in different fields of study (Hutch, 2012).

On the other hand, according to Weiner attribution theory, all human failures and their successes are attributed to internal and external factors. Process documentation throughout the life of each person can be seen in the area of formal education, particularly in education, has become more significant. Because the widespread success and your failures, what attributes, he has a direct influence on learning motivation (Bastbl, 2011).

### *Importance and necessity of research*

Since the creation of mankind to date has always tried to understand their abilities and realize their talents and because of the changed environment. In the meantime, more attention was given to self-knowledge. Self-training not only helps people to strengthen their understanding and better manage themselves, but also through the ability to understand individual differences are obtained.

If a person believes that he can, not achieve the expected results, or to believe that it can, not prevent unacceptable behavior, motivation he will have to do less work. Although there are other factors that act as provocation of human behavior, but they all believe the same person.

According to Bandura's social learning theory, belief in personal effectiveness affects people's choices. People tend to do things that they feel capable and confident and they do not have the ability to do it, avoid it. Self-efficacy beliefs determine how much energy people spend their activities and to what extent the obstacles to resistance (efficacy, Shank, 2001, nazari2005)

Education is the foundation of the efficacy of other skills. In fact, an interesting paradox in human behavior, and it is to our knowledge, we can understand others and with your understanding of others can understand. Success in achieving a better life for personal and social human and organizational performance, and his understanding of how to identify strengths and weaknesses in management capacity depends on (Bandura, 1997 quoted Hejazi and Naghsh, 2007).

### **History Research**

Ahmadvand (2013) as well as research to evaluate the motivational strategies and their impact on learning among new students entered the University of Sistan and Baluchestan has a degree in psychology. The results of this study with other studies in this regard, which are known motivational strategies for learning and teaching, as explained, was consistent.

Krnys (2007) argues that documents the most important factor in achieving the success or failure of future performance. The internal documents to assess the impact of the self in relation to external documents (partner / collaborator) on subsequent performance, the study did. The results showed that students learn better and behave better with the internal master report and the reverse was true in the case of external documents.

Intrich (2009) in a study stated that students who have reported more use of self-regulation strategy, higher levels of intrinsic motivation, self-efficacy and learning have reported the learners believe that the task interesting, important and more

valuable cognitive activities involved and use of cognitive strategies and monitoring work harder and have higher academic achievement, because when universal values are inherent to the learning content of this self-regulation and self-efficacy in his have a positive effect students Ten of cognitive and motivational self-regulation, adjusting and adapting and learning other than their classmates who did not self-regulation, they are.

### *Research plan*

The research purposes applied, the data bit and the study's survey. This means that no change in the status quo, but it achieved the desired changes have already taken place and realized only to measure and compare deals and realize the goal of it is the difference. The survey questionnaire was used to collect it.

### *The target population*

The study population consisted of all high school students in the District 1 City Isfahan form. This number, according to the city Department of Education during the academic year (2014-15) 5300 people, of which 2,640 were boys and 2,360 are girls.

### *Sampling methods and sample size*

Simple random sampling was used to select samples according to the population size by referring to the table Morgan this is a minimum requirement of 385 samples.

To assess learning, self-learning sector as one of the relevant factors of scale developed by Miller and colleagues (1996) were used. These measures include planning and organizing their efforts and monitoring of students in mathematics and has 8 questions and the Likert scale from "strongly agree" to totally disagree

"is provided. For all questions is yes. Miller et al. (1996) coefficient alpha reliability of this scale using 8.0 have achieved. In addition, this scale by Mohsenpour (2005) used the alpha 0/78 reported.

### *Teaching effectiveness questionnaire*

In this study, to evaluate the effectiveness of teaching as one of the factors associated with learning from a 36-item questionnaire, which was self-made combination of standard questionnaires Edmund 'Grasha and Elton and Partington evaluation of the teacher's teaching on the basis of guidance Worshipful Master of design Guidelines and been used in Likert scale from "strongly agree" to totally disagree "is provided.

### *Implementation methods research*

Questionnaires intended to carry out in coordination with the Education District 1 Isfahan to visit the high school students were given a questionnaire. In addition to implementing the necessary explanations about the purpose of this questionnaire and an emphasis on taking a math class in response to questions and recommendations such as carefully and select only one option is.

### *Statistical Methods*

In this study the factors that affect the learning of t-test was used to compare male and female students according to the independent t-test was used. Data analysis was performed using spss software.

### *Results*

The effectiveness of teaching high school teachers in first region of 1 Isfahan city is desirable

For single-sample t test hypotheses question the use of which results in Table 1 is presented.

Table 1 shows the results of one-sample t-test the effectiveness of teaching

Level of significance	Degrees of freedom	t	The dependent variable
0.001	215	4.706	Teaching Effectiveness

The results of the above table shows that the effectiveness of teachers teaching according to the value of t and with degrees of freedom (df=385) at ( $\alpha=0/001$ ) is significant. The null hypothesis of no difference is made between the sample and the average of exclusion and it can be concluded that students, teachers and teaching effectiveness are evaluated in good condition. It can be concluded that the teaching effectiveness of teachers as one of the factors affecting students' learning zone 1 of the acceptable level of pain.

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