

THE RELATIONSHIP BETWEEN USING BASIC SKILLS OF TEACHING AND IMPROVE ACADEMIC PERFORMANCE OF HIGH SCHOOL STUDENTS IN THE ACADEMIC YEAR 2013-2014 IN LAMERD CITY

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ABSTRACT: The aim of this study was to investigate the relationship between using basic skills of teaching and improve academic performance of high school students in the academic year 2013-2014 in lamerd city. The research is applied and cross-correlation. The population consisted of all students enrolled in secondary schools in the city Lamerd in 2014-2013 school years was according to statistics from the Ministry of Education Lamerd city in 2227 were estimated using 327 samples were Morgan and multi-stage cluster sampling method to select between standard questionnaires was distributed and collected. To review and analyze the data, descriptive statistics (frequency, percentage, and cumulative percentage graphs) and statistical methods (correlation, independent samples t and ANOVA) were used. The results showed that the teaching of basic skills and high school students' academic performance is a significant relationship was observed. Also, using skills before teaching, while teaching and after teaching high school students' academic performance is a significant relationship was observed. And the view of high school students about the extent to which teachers teach basic skills, a significant difference was observed. However, between female and male high school students 'view of the city Lamerd teachers' use of teaching basic skills was not significant.

Keywords: teaching basic skills, academic performance, high school, city Lamerd.

INTRODUCTION

Business Science Site sophisticated complex learning method possible. Thus, the duty and responsibility of the teacher heavier and more complex than it is today. Not possible with traditional methods, the community and its people led to the development of sophisticated and advanced. In a complex world, no one is without education. Today the activities at school and in education itself is a huge part of people's lives and attitudes of the past can no longer be viewed as an apprentice and train him (Hashemi, Blaghat and Bahman, 2012). The first step to successful teaching, faith in the mission of the teacher and the students love it. Our teachers cannot afford to look much more like their mission if we are dealing with people who are months and years, we're interested and we can establish a healthy relationship with them, how they may impact on our and their changes? The teacher should have personality characteristics are desirable, because of his character and passion and faith of important factors affecting the learning process. First the good man is a good teacher. Is not that his job as the job is not it true that many of the great prophets and social reformers, as teachers and coaches are great? If humanity and philanthropy at the center of our activities are not teachers, they will not succeed in their work (Shabani, 1980).

In any way teaching is done, based on learning. As such, when we talk about teaching methods in school education and teacher comes looking for it knows how to teach a particular subject, psychology of Learning and theories, it is inevitable to go, how to fit each student's learning will be studied. This is due to the fact that teaching is a learning function, method or manner and also the success of the educational program is also dependent on the presence of teachers who have the necessary qualifications and job skills and teachers' knowledge and mastery of teaching methods and the conditions of its use has a huge impact on their professional success. If the chosen teaching method and content of the courses do not coincide with the goals of the learner's ability or teacher skills to use that method has not gained or the implementation of those methods in the classroom is not in these cases, the teacher fails and the quality of teaching, he would not be appropriate. The task of the teacher is to recognize students and knowledge of how to use different teaching methods to select an appropriate model for teaching (Nasr Esfahani, 1982). Effective teacher, not just someone who is well-planned, it is a program designed to offer students the individual to be logical or empirical results and reach out contracts that are valued. Thus, the development of professional competencies as a key factor in improving professional practice of teachers and

educational performance of students also essential to maintain optimum conditions and training is academic performance is important effect on learning and academic learning, academic performance is affected. The problem is that it has long been considered worthy of education and educational psychology and now also of particular importance arises is: what do students learn to be independent and be able to manage their own learning and leadership, and the responsibility for learning to take personal responsibility. Personally control their behavior and relies on teacher time anyway. In other words, students learn that a person learn, to learn self-confidence, self-motivated, they are learned or read them to the class and not specific stereotype content (Shoari Nejad, 2002). Entries can be expressed according to the need and importance of teaching skills of teachers and the impact on the performance skills of teachers and student achievement found teachers should know that the skills taught in the New Age and banal is not a simple task, it does require a lot of knowledge and information in the field of education and teaching concepts and new educational methods based on new models of teaching and learning, according to psychologists, to cope with the huge responsibility of educating and training the next generation of community well afford. So if the survey results showing high school teachers in the teaching of basic skills different from one another and academic performance of students and teachers affect teachers' skills in teaching skills are better, academic performance of their students better and more effective than the other students can be considered as a serious teaching skills of teachers More teachers to gain skills for learning and teaching will spare no effort (Hashemi, 2012). In this regard, the community and relevant institutions and education have an obligation to Synergistic skills than teachers in the teaching of critical spare effort not has the same desired result and excellent performance and academic achievement of students is reached. Other research has been done on the subject of this study, including:

Khofteh Del (2013) Handbook of research comparing the effectiveness of collaborative teaching methods and teaching methods on achievement 5 and social skills of male students in the fifth grade science class city in the year 2012-2013 Ghouchan did. This is the result of research collaboration in teaching social skills and teaching methods in academic achievement affect is to enhance student learning.

Hassanzadeh and Mutamedi and Talavaki (2012) research on the impact of teaching

models to improve teachers' skills in the use of learning strategies students study and perform. The results of the implementation of parametric tests show that the dependent and independent t; teachers' skills in the use of experimental teaching patterns significantly improving the learning and study strategies, cognitive strategies and metacognitive strategies of students is the extent of this effect is not different between male and female students but the improvement was significantly greater metacognitive strategies, cognitive strategies has been improved.

Mohajeri and Sharif (2012) research on the relationship between elementary school teachers' professional competence and academic performance of students in the city based on the ability of professional Canadian style and six component feature professional review and interpretation of knowledge and culture, the ability to express, evaluation, information and communication technology, participation in professional development and professional ethics evolved. The results have shown, significant relationship between teachers' professional competence and academic performance of students in six dimensions there are six components, 48% of the variation can predict the academic performance of students. Comparison is shown between the professional competences of teachers, teachers with a master's degree, work experience, less than 10 years old and in fourth grade is more than capable professional. Teachers and graduate students had higher academic performance.

Niknami and Karimi (2009) in assessing professional competence of teachers of general education courses in order to provide an appropriate framework, descriptive survey showed that there are differences between current and desired competencies of teachers and significant in all the main elements of the current state of competency in the general education teachers show higher than average in the personality and moral used to feed, but after the training, and cognitive behavioral components, technology and mid-level management, professional development, teaching, intellectual and weak.

Rahmani (2012) conducted a study to determine the factors influencing the effectiveness of teaching from the perspective of secondary school teachers in the school year 2011-2012 done in Tabriz. The results show that:

1 Five factors were identified from the perspective of teachers and the skills taught include teaching, teacher experience, general knowledge, teacher training, teacher communication skills, Knowledge of subject

content 2 the factors are not equally important for Teachers 3 the views of the experimental sciences, mathematics and humanities, the factors affecting effective teaching, there is no difference 4 between the teachers and the main factors influencing the effectiveness of teaching there 5 factors affecting effective teaching and teacher training teacher training courses for teachers is not different.

Mahmoudi (2013) conducted a study titled Relationship of teachers' awareness of academic performance in the third grade of elementary descriptive evaluation approach indenture gave city. The results showed that the level of awareness of the approach of descriptive evaluation of teacher self-efficacy, motivation, planning, and there is a significant direct relationship between teachers' knowledge of descriptive evaluation approach to emotional effects and loss of control over the outcome. The analysis results showed that the variables of teachers' knowledge of descriptive evaluation approach has the ability to predict academic performance; in total, between teachers' knowledge of the descriptive approach to evaluating the performance of primary school children, there is a significant relationship between the variables predicting academic performance and dimensions.

Athar Khameneh and Seif (2009) research on the impact of cognitive learning strategies was conducted on motivation and academic achievement. The pre-test out both experimental and control groups in learning strategies and reading achievement motivation and achievement, respectively. After presenting 10 sessions of group cognitive strategies, achievement motivation test results showed that there were significant differences between the two groups. In the comparison of the experimental group was higher than control group.

Daneshpazhooh (2006) A study titled Evaluation of professional skills of elementary school teachers revealed the public elementary school teachers from the perspective of teachers' skills (self-assessment) and observer of the minimum criteria specified (60% of general skills) are higher. The mean specific skills they moderate criterion does not differ much. Classroom teaching experience, qualifications and physical facilities of the factors influence on the success of teachers. In general, more teacher-centered teaching methods for middle school teachers most of the techniques they use one-way lecturing and teaching, and their teaching methods are great failures. The results of this study indicate that most elementary school teachers do not have the required professional

skills. In this area there are shortcomings and deficiencies in their inefficiency and academic performance of students plays a determining role.

Karimi (2005) based on the findings of an international study of reading literacy achievement in PIRLS results for revising teaching, learning, teaching methods and professional competence of teachers notes. Reviewing the past and what has been done some research clearly shows that teachers possessed the necessary professional skills. In this regard, there are serious shortcomings and failures in its inefficiency and academic performance of students plays a determining role.

Fazli and Javadi (2004) research comparing active and passive teaching methods did and concluded that active teaching methods on student achievement in three areas: cognitive, social skills and attitude are effective lessons.

Tinanoma (2011) Research on teachers' professional standards did. He has a particular interest in creating professional learning opportunities for teachers asserted and believed that "such opportunities; through challenge and support teachers in transforming the basic assumption that learning about how students nature of the course, expectations of students, and what makes for effective teaching, major changes substantially provides "professional skills development programs for teachers in general aspects are: focus on science-related subjects, knowing how students learn subjects. And how content should be presented in a meaningful way and guidance is necessary.

Gordon (2008), in his review in an attempt to determine the contribution of education to teach business skills through various training subjects taught in different educational environment to investigate payments. Education teaching methods through the film was made, it was concluded training as a prerequisite for the change should lead to an understanding of the skills has also been suggested the continuation of the practice in the acquisition of work skills is desirable.

Hantly (2008), in an article entitled, jobs for teachers, the need to show special attention to the development of professional learning opportunities for teachers asserted and believes that such opportunities; through challenge and support teachers in transforming the basic assumption that students will learn about the history, nature of the course, expectations of students, and what makes for effective teaching, major changes substantially provides "professional skills development programs for

teachers in general aspects are: focus on science-related subjects, knowing how students can learn their subjects. And how content should be presented in a meaningful way and guidance is necessary.

Hung et al (2008) study as the difference between pre-service teacher education qualifications in service training needed in Taiwan to investigate the five models of in-service training programs, for example, found that the traditional model includes membership and studying in colleges and universities and the institutions only carry certain short-term learning experiences. People from different regions and schools in the network, such as rings, chains are connected to each other in providing information and evaluation of the model shows managers who are in situations that are relevant to the topic, learn best. Especially if their program focus is on the needs of local schools and their administrators school administrators to oversee the program coordinator of a group of 6 to 10 people per month is paid training programs groups allow administrators to take responsibility for their own learning progress research studies also confirm the above method to a variety of reasons for supporting managers and help grow their professional advises.

Glysmann (1989), in his review in an attempt to determine the contribution of education to teach business skills through various training subjects taught in various educational areas of study began. Education teaching methods through the film was made, it was concluded skills training as a prerequisite for the change must be led to understand it has been suggested that continuous training is effective in achieving the desired skills.

RESEARCH HYPOTHESIS

The main hypothesis: there is a significant relationship between the basic skills of teaching

and high school students' academic performance.

ALTERNATIVE HYPOTHESIS

- 1) There is a significant relationship between the skills of teaching and academic performance of high school students.
- 2) There is a significant relationship between the uses of skills while teaching high school students' academic performance.
- 3) There is a significant relationship between the application of teaching skills and academic performance of high school students.
- 4) There is a significant relationship between the opinions of students of secondary school teachers about how to teach the basic skills.
- 5) There is a significant relationship between male and female high school students to consider the extent to which teachers teach the basic skills.

METHOD

The objective of this research is descriptive and correlational research. The population consisted of all students enrolled in secondary schools in the city Lamerd in 2013-2014 school years was according to statistics from the Ministry of Education Lamerd city in 2227 were estimated using 327 samples were Morgan and multi-stage cluster sampling method to select between standard questionnaires was distributed and collected. To review and analyze the data, descriptive statistics (frequency, percentage, and cumulative percentage graphs) and statistical methods (correlation, independent samples t and ANOVA) were used.

THE FINDINGS

The main hypothesis: there is a significant relationship between the basic skills of teaching and high school students' academic performance.

Table 1 Correlation between the basic skills of teaching and academic performance of students

	academic performance of students
use of the skills of teaching	0/305 **
Pearson	0/001
Significance level	327
Number	

Pearson's correlation coefficient was used to examine the hypothesis the Pearson correlation between the uses of basic skills taught as an independent variable and academic performance as the dependent variable showed

that there is a direct correlation between the two variables. Thus the hypothesis that there is a significant relationship between the level of basic skills teaching and academic performance of students was admitted. So the explanation for

this finding can be said to teach the basic skills, academic performance was better it reduces the teaching skills of teachers, academic performance will trend. Findings with the results of research and Mutamidi and Talavaki and Hassanzadeh (2012), Mohajeri and Sharif (2012), Rahmani (2012), Gordon (2008) and Glysmann (1989) on the impact of teaching skills of teachers on student academic performance is aligned. Many have long believed that if anyone knows what it could do to the other. The teaching of information deemed to be an essential requirement. Today, scientists believe

that the field of education that just having knowledge is not enough to teach, but there are other conditions attention should be paid to that profound a major role in conveying meaning and message that contains a subject and theme conveys the purpose and coaches. Although the information and expertise in the field of teaching, but it is one of the leading professional that teachers be familiar with a number of skills. It is the teachers' skills in teaching. First hypothesis: There is a significant relationship between the skills of teaching and academic performance of high school students.

Table 2: Correlation coefficient between the skills of teaching and academic performance of students

		academic performance of students
use of the skills before teaching	Pearson	0/258 **
Significance level		0/001
	Number	327

* Correlation is significant at the level 0.01.

To address this hypothesis, Pearson's correlation coefficient was used the Pearson correlation between the use of skills previously taught as an independent variable and academic performance as the dependent variable showed that there is a direct correlation between the two variables. Thus the hypothesis that there is a significant relationship between the use of previously taught skills and academic performance of students was admitted. So the explanation for this finding could be argued that with the increasing use of the skills of teachers to teach, students will improve academic performance. And to reduce the amount of teachers' use of teaching skills, academic performance will trend. Findings with the

results of research and Mutamidi and Talavaki Hassanzadeh (2012), Rahmani (2012), Gordon (2008) and Glysmann (1989) on the impact of teaching skills of teachers on students' academic performance is consistent. So with regard to the foregoing, Instructional Design and analysis of a triple (content, tools and methods) including the skills of teaching. Using appropriate methods and curriculum design utilizes a previously written classes creativity is unique and specific and sometimes some teachers this point well made. Second hypothesis: There is a significant relationship between the uses of skills while teaching high school students' academic performance.

Table 3 Pearson correlation between the use of skills during teaching and academic performance of students

		academic performance of students
use of skills during teaching		0/301 **
Pearson		0/001
Significance level		327
	Number	

* Correlation is significant at the level 0.01.

Pearson's correlation coefficient was used to address the hypothesis that the Pearson correlation between the use of skills while teaching as an independent variable and academic performance as the dependent variable showed that there is a direct correlation between the two variables. Thus the hypothesis there is a significant relationship between the use of skills while teaching and academic performance of students was admitted. In other words, we can say that by increasing teachers'

use of skills while teaching academic performance will improve. And to reduce the amount of teachers' use of skills while teaching academic performance trend. Findings with the results of research of Mutamedidi and Talavaki and Hassanzadeh (2012), Rahmani (2012), Gordon (2008) and Glysmann (1989) on the impact of teaching skills of teachers on students' academic performance is consistent. In explaining these findings, we can say, in education and teaching activities, teacher

practices and facilities, they provide the conditions change. One of these methods is that teacher preparation through previous experience working relationship between students' needs and provides them with the educational goals. Teachers focus on creating public interest and motivation for learning more about the training and to create curiosity by asking questions that students are likely to be aware of classes will be ready for new lessons.

Maintaining discipline in the classroom is also discussed in this section is that it can be created by removing the causes of indiscipline what is the result of the teacher's behavior and what is relevant to learners.

Third hypothesis: There is a significant relationship between the application of teaching skills and academic performance of high school students.

Table 4: Correlation between the skills of teaching and academic performance of students

	academic performance of students
use of the skills of teaching	0/240 **
Pearson	0/001
Significance level	327
Number	

* Correlation is significant at the level 0.01.

To address this hypothesis, Pearson's correlation coefficient was used the Pearson correlation coefficient between the skills of teaching as an independent variable and academic performance as the dependent variable showed a direct relationship between the two variables thus the hypothesis that there is a significant relationship between the use of teaching skills and academic performance of students was admitted. In other words, we can say that by increasing teachers' use of teaching skills, academic performance, students will improve. And to reduce the amount of teachers' use of teaching skills, academic performance will trend. Findings with the results of research of Mutamedi and Talavaki and Hassanzadeh (2012), Rahmani (2012), Gordon (2008) and Glysmann (1989) on the impact of teaching skills of teachers on students' academic performance is consistent. When we speak of the teaching of

educational activities, such as testing and evaluation comes a sense of pride in the teacher's personality and anxiety on the faces of the students clearly observed. Different concepts of evaluation, in most cases, accept or reject the decree. The attitude and behavior of many false teachers, test and evaluation, such as the giant horrible throughout our education system hang. Teacher evaluations would always try and use a power tool and by creating favorable grounds for the kind of educational concern and fear in the minds of the exam, students create, while the test and evaluation, training and other activities such as teacher and student to specify which educational goals are met.

Fourth hypothesis: There is a significant relationship between the opinions of students of secondary school teachers about how to teach the basic skills.

Table 5: Analysis of variance between different classes of high school students to consider the extent to which teachers teach the basic skills

	sum of squares	Degrees of freedom	Mean-square	F statistics	Significance level
Intergroup	15985/389	3	5328/463		
Intragroup	124024/299	323	383/976	13/877	0/001
Total	140009/688	326			

To address this hypothesis, analysis of variance was used the findings suggest significant differences between students in terms of academic high school the extent to which teachers are taught the basic skills. In other

words we can say to explain this finding between different classes of high school students to consider the extent to which teachers teach basic skills is a significant difference. The

findings of the study results by Rahmani (2012) are consistent in this regard.

Fifth hypothesis: There is a significant relationship between male and female high

school students to consider the extent to which teachers teach the basic skills.

Table 6 independent samples t for the male and female managers in attracting financial resources

Sex	Number	Mean	SD	statistics T	Degrees of freedom	Significance level
	186	90/026	20/331			
	141	93/475	21/142	-1/493	325	0/136

To meet the assumption of independent samples t-test was used the findings showed no significant differences between male and female high school students to consider the extent to which teachers were taught the basic skills and expression between male and female high school students to consider the extent to which teachers teach the basic skills significant difference did not exist. Findings with the results of research of Mutamedi and Talavaki and Hassanzadeh (2012) in this area are consistent.

CONCLUSION

Role in creating favorable conditions for the realization of the objectives of education and training teacher education is of great importance; even we can compensate deficiency of textbooks and lack of education. In this process, the desired emotional connection to provide an active learning environment and learning the proper form is essential. Effective training class combines good management, organization, design and personality traits of effective teachers. Provide educational materials and providing experiences for their students in the classroom to real communication materials is crucial. Each student in a classroom environment that is supportive of positive class, challenging and nurturing learning objectives and course objectives will be achieved through appropriate skills in teaching. The results of the survey data showed that the level of basic skills teaching and high school students' academic performance is a significant relationship was observed. Also, using skills before teaching, while teaching and after teaching high school students' academic performance is a significant relationship was observed. And the view of high school students about the extent to which teachers teach basic skills, a significant difference was observed. However, between female and male high school students 'view of

the city Lamerd teachers' use of teaching basic skills was not significant.

SUGGESTIONS

One of the basic skills of teaching, while teaching the skills to be taught by teachers during distraction from focusing on classes that students can eliminate the need for this work is the identification of those factors. Including those which cause disruption to teaching and students are learning problem; imbalances in the hands of the teacher, and sometimes abuse, and uneven and shapes the sound of the teacher in the classroom and focus gravity plays a role. It is suggested that the teacher can change the type of speech or song, her voice is friendly and loving relationship with the students, and the class prevent disarray. Lack of diversity in communication in the classroom, and the use of stereotypical behaviors and speech and did not use other senses scholars, apart from the eyes and ears to fit the theme of education and the use of abusive mantra or a condition such as "nervous tic" A short distance or repeat a behavior can be the development of appropriate teaching and learning of students and their academic achievement and growth changes occur.

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