

## Assess the Training Needs of Teachers in Term of Elementary Teachers' Views of the Alamarvdasht Education in Academic Years 2013-2014

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### Abstract:

*The purpose of this study is to examine the training needs of teachers of elementary teachers' views Alamarvdasht Department of Education is in the school year 2013-2014. The purpose of the study, applied for a description of how data collection survey. The study population consisted of 135 elementary school teachers in the school year 2013-2014 is Alamarvdasht using the random sampling of 103 subjects were enrolled. Instruments included a questionnaire and notes are the validity was confirmed by experts and its reliability using Cronbach's alpha was 0.87. The results showed that the lack of attention to the needs of teachers in educational and professional quality of service education and the use of technology in schools, caused the problem in the teaching methods and applying the principles of assessment methods has been developed.*

**Keywords:** *Primary education, teacher, training needs*

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### Introduction:

If the teacher is familiar with the theories and principles of learning and teaching practices are not transfer of knowledge and experience of the realities of teaching and learning is limited only to sit in a classroom and memorize all heard or read the book thinking it is certain which strengthens the curiosity and fostering talent and scientific thinking students will gain much success (Shabani, 1386). Because education is a process that aims to conduct regular physical growth, cognitive, moral and social and general all-round development of personality of students to gain knowledge and understanding of human and accepted norms of society and help flourish their talent. The efficiency and effectiveness of work between teachers and students, all training needs assessment should be initiated. Taken together with the general requirements are needed. That it can be detected in different ways. In fact, the gap between the present situation and expectations for the future or in other words, the difference between the existing and desired skills and competencies are considered. According to Hashemi (2012) requires the proper distance between the current situation, the question arises. Why should you be planning training needs assessment. So according to the purpose of education is very important and should be



expressed with respect to the development of the educational goals of the different growth directions are the all-round development of their personality in different directions and speeds. (Shariatmadari, 1998). The curriculum also needs to address the needs of teachers and students are created. The views Hashemi (2012), curriculum, students have the ability and skills necessary to gain employment in a sense, the goal of strengthening the basic, technological, scientific literacy is the attitude required to accept jobs and consent of the individuals lifelong learning has become pervasive (Hashemi, 2012, p 58). Foremost to realize the desired educational goals succeed his teacher even textbooks fault compensates for the lack of education or reverse the position of the subject taught by the inability to create a desired emotional connection and skills training to disabled and non-interactive media convert. Education as a fundamental unit of society has a duty to prepare students to enter public life according to the characteristics of students in each course of particular importance is the role of teachers it is necessary to try on the psychological development of information and educational psychology principles, methods and techniques of teaching and learning materials and media consultancy and traffic measurements and scientific concepts related to each of the materials in their courses. Some researchers use a collaborative working group, as the main activity in the lesson taught to confirm. Paradigms such Jigsa model to allow teachers to do the job (translator, Hashemi and Mehrabi, 2012, p 73). Because of the important role that teachers play in the education of the main pillars of education to educate them in the planning and administrative skills are required and since teachers are familiar with the characteristics and needs of students in educational psychology and their expertise and mastery of course content planning educating Physical Education and optimize the quality justifies the fact education system and the skills of the teachers view mirror all the quality of education is the realization of the goal of raising achievement in teacher education as a key element in the education system. And those teachers should provide students growth. Accordingly Bastvn, (2002), says, When teachers know how students are progressing in cases where it is difficult; can use this information to create the needed reforms in education, including teaching again, trying to replace instructional approaches, or offering more opportunities for practice to be used. These activities may lead to improved student achievement. Mitchell (2008), quoted from Shatrlo (1388), argues that inclusive education at school level skills trainers and training managers to manage the levels of national, provincial and local levels depends. In order for inclusive education to be successful, it must be incorporated factors. Thus, inclusive education and their success is a direct relationship with the dynamics of teachers and meet the training needs of teachers and students learning development will be sought. Accordingly, the importance of identifying the training needs of teachers, this study aims to examine the emerging needs of teachers in education principles and practical approach to creating effective step to take to eliminate potential problems. The study also conducted research on the topic including; The results Safavi (1997) suggests that teacher training needs in the form of a prioritized program of curriculum development, knowledge and faith, science, illustrate the methods and techniques of teaching, evaluation, Persian, science, and math placed. Arab (2010),



in a study to evaluate the performance of the Education of the province based on the EFQM model is discussed. The results show the training and increased skills of employees, increase the skills of their workforce and manpower to work fast and human resources suitable there is a relationship client. Ghotb (1387) conducted a research on the topic for improving the performance indices of comparative education after collecting the data, only three indicators related to student mathematics performance in terms of appropriate experts to assess the quality of education has not been shown. Ghasemi Rahim Begloo (2011), in their study examines the role of education in development of tourism infrastructure, with emphasis on the culture of the Community. The results showed that teachers of history and geography are important factors in the development of tourism and history and geography textbooks have failed to contribute to the development of tourism. Education, with its many features, such as holding camps and excursions and team and coaches breeding has not played a positive role in the development of cultural tourism. Velstner and Smith (2006), in his study to demonstrate the effectiveness of our teachers was working cooperation in achieving the objectives of the curriculum and help students at risk is effective. Report results (2002) show that depending on the academic ability of teachers to teacher effectiveness.

### **The major research questions:**

- 1 What is Educational Needs of Special Education Bureau of Elementary Teachers of Alamarvdasht?
- 2 what is Educational Needs of Elementary Teachers of Education Section of the Education Bureau of Alamarvdasht?
- 3 What is Elementary Teachers Educational Needs Assessment of the Education Bureau of Alamarvdasht?
- 4 what is elementary teachers' need training in IT Education Bureau of Alamarvdasht?
- 5 what is elementary teachers' Educational Needs in grades 5 in-service education department of Alamarvdasht?
- 6 what is elementary Teacher Educational Needs to the cultural principles of the Education Bureau of Alamarvdasht?
- 7 what is elementary teachers' Educational needs in the education department of psychology of Alamarvdasht?
- 8 Are there significant different about elementary teachers' views about the effective Educational Needs teachers of Alamarvdasht?

### **Method:**

Because the purpose of this study was to identify factors affecting the access and educational needs of elementary teachers, so the aim of applications and data collection methods, descriptive survey. The study population consisted of 135 elementary school teachers in the school year 93-1392 is Alamarvdasht using a stratified random sampling of 103 subjects were enrolled. The data



is collected using a questionnaire which its validity was obtained through consultation of experts and to establish reliability through Cronbach's alpha was calculated 0.87 on a number of statistical samples.

### The findings:

The first research question: What is Educational Needs of Special Education Bureau of Elementary Teachers of Alamarvdasht?

Table 1: Descriptive Results of Educational Needs - Professional Teachers

Descriptive indices				Frequency%					Question
SD	Mode	Middle	Mean	Very much (5)	High (4)	average (3)	Low (2)	Very low (1)	
0.65	4	4	4.09	25.3	59.6	14.1	1.00	0	Knowledge of teaching methods
0.77	4	4	3.90	24.2	43.4	31.3	1.00	0	use of educational
0.84	4	4	3.84	26.3	35.4	35.4	3.00	0	quality of teaching
0.67	5	5	4.50	59.6	32.3	7.1	1.00	0	Class Supplies
0.70	5	5	4.47	57.6	34.3	6.1	2.00	0	Develop an interest in learning
0.72	4	4	4.16	38.6	41	18.8	1.4	0	Specialized Training

Results indicate that 1.4% of the teachers in special educational needs in view of the low, 18.8% moderate, and 41% as high as 38.6% have been too much. These results suggest that the views of teachers, the level was high. The t-test results showed that the attitude of the teachers of special educational needs, there is no significant difference. This means that there is a link between the needs of special needs teachers is that they are approved by the Mehr Mohammadi Studies (1992), and Safari (1997) and Yusef-Zadeh (2004) Mehr Mohammadi (2004) with Report (2002) results Abedi (2002) consistent.

The second research question: what is Educational Needs of Elementary Teachers of Education Section of the Education Bureau of Alamarvdasht?



Table 2: Descriptive Results Of The Educational Needs - Teacher Training

Descriptive indices				Frequency%					Question
SD	Mode	Middle	Mean	Very much (5)	High (4)	average (3)	Low (2)	Very low (1)	
0.61	4	4	4.16	26.3	65.7	6.1	2.00	0	Personal growth in students
0.68	4	4	4.44	54.5	36.4	8.1	1.00	0	Growth performance of learners
0.88	4	4	4.37	55.6	32.3	9.1	0	3.00	Creating Discipline in Learning
1.42	3	3	3.00	22.2	14.1	24.2	20.2	19.2	Improvement in student behavior
0.82	4	4	4.15	35.4	49.5	12.1	1.00	2.00	Thanks in spirit learners
1.22	3	3	3.26	19.2	24.2	29.3	18.2	9.1	Breeding behavior of learners
0.91	4	4	3.38	27.3	35.4	32.3	4.00	1.00	Spirit sacrifice of
0.93	4	4	3.82	34.35	36.8	17.31	6.62	4.9	Educational Training

Results indicate that 4.9% of the teachers about the needs of Pedagogical approach as too low, too low 6.62%, 17.31% moderate, 36.8% and 34.35% is much too high at all.

These results suggest that the views of teachers, the level was high. The t-test results showed that the attitude of the teachers at the Pedagogical needs, there is no significant difference. . This means that there is a relationship between Educational Needs teachers and educational needs that they approved of Safi (2002) and Kaku stream (1382) and Louis Anderson (2002) and the results Mehr Mohammad (2004) is consistent. The third research question: What is Elementary Teachers Educational Needs Assessment of the Education Bureau of Alamarvdasht?



Table 3: Descriptive Results Of The Training Needs Assessment Of Teachers

Descriptive indices				Frequency%					Question
SD	Mode	Middle	Mean	Very much (5)	High (4)	average (3)	Low (2)	Very low (1)	
0.72	4	4	3.89	19.2	53.3	25.3	2.00	0	Self-Assessment
0.98	3	4	3.73	28.3	27.3	34.3	10.1	0	Responsibility
0.75	4	4	4.07	29.3	51.5	16.2	3.00	0	Assessment and Evaluation
0.74	4	4	4.20	38.4	44.4	16.2	1.00	0	Educational attainment
0.77	4	4	4.15	36.4	44.4	17.2	2.00	0	Understanding of learners
0.71	5	4	4.35	49.5	36.4	14.1	0	0	Qualitative Evaluation
0.77	4	4	4.06	33.51	42.88	20.55	3.01	0	Principles of Evaluation

Results indicated that 3.01% of the teachers on the training needs of teachers in the low vision evaluation, 20.55% on average, 42.88% and 33.51% as much as most have. These results suggest that - more teachers' perspective, the level was high. The t-test results showed that the attitude of the teachers on the training needs of teachers in the evaluation, there was no significance. This means that there is a relationship between Educational Needs teachers and principals need to be approved evaluation and Laurie A.shprd Studies (2000) and John Raj (2000) and Yusef-Zadeh (2004) and the results of Dehghan (2004) are consistent.

The fourth research question: what is elementary teachers' need training in IT Education Bureau of Alamarvdasht?



Table 4: Descriptive Results of The Educational Needs of Teachers FOR

Descriptive indices				Frequency%					Question
SD	Mode	Middle	Mean	Very much (5)	High (4)	average (3)	Low (2)	Very low (1)	
0.89	4	4	3.94	32.3	35.4	27.3	5.1	0	Facilitate the learning process
0.83	4	4	4.05	33.3	42.4	20.2	4.00	0	Quality of learning
0.93	4	4	3.85	23.2	50.5	18.2	5.1	3.00	Thinking skills
0.89	4	4	3.94	31.3	38.4	24.2	6.1	0	Deep learning
0.89	4	4	3.98	32.3	41.4	19.2	7.1	0	Educational problems
0.78	4	4	4.10	34.3	43.4	20.2	2.00	0	Increasing ecological analysis
0.86	4	4	3.97	31.11	41.91	21.55	4.9	0.5	Technology

IT

Results indicate that 05% of teachers in the training needs of teachers view technology as too low, 4.9% as low, moderate 21.55%, 41.91% and 31.11% as much as many. These results suggest that the views of teachers, the level was high. The t-test results showed that the attitude of the teachers on the training needs of teachers in technology, there is no significant difference. This means that there is a relationship between technology and technology Educational Needs teachers and principals need to be approved and Dehghan Studies (2004) and Mehr Mohammadi (2004) and Yusef-Zadeh (2004) and the results of the Safavids in the year (1997) was consistent. The fifth research question: what is elementary teachers' Educational Needs in grades 5 in-service education department of Alamarvdasht?



Table 5: Descriptive Results Of Educational Needs Teachers To In-Service Classes

Descriptive indices			Frequency%						Question
SD	Mode	Middle	Mean	Very much (5)	High (4)	average (3)	Low (2)	Very low (1)	
0.88	4	4	3.98	32.3	39.4	24.2	3.00	1.00	Growth of personal knowledge
0.86	4	4	4.12	35.4	47.5	13.1	2.00	2.00	Improving educational purposes
0.67	4	4	4.31	42.4	47.5	9.1	1.00	0	Academic Level
0.95	5	4	4.18	44.4	36.4	15.2	2.00	2.00	Change of attitude
0.81	4	4	3.96	27.3	46.5	22.2	4.00	0	Increased Efficiency
0.98	5	4	3.84	33.3	26.3	32.3	8.1	0	Significant improvement in the classroom
0.85	4	4	4.06	35.85	40.6	19.35	3.35	0.83	In-service

Results indicate that 83% of teachers in in-service training needs of teachers to classes at a very low point, at least 3.35%, 19.35% moderate, 40.6% as much as 35.85% as too much. These results suggest that the views of teachers, the level was high. The t-test results showed that the attitude of the teacher's in-service training needs of teachers to classes, there is no significant difference. This means that there is a relationship between Educational Needs teachers and in-service courses or classes to justify their need to be approved and Rauf Studies (2000) and the Imam of Friday and Saeedi Rezvani (2002) and Report (2002) and the results of Louis Anderson (2002) are consistent.

The sixth research question: what is elementary Teacher Educational Needs to the cultural principles of the Education Bureau of Alamarvdast?



Table 6: Results Of The Cross-Cultural Educational Needs Of Teachers

Descriptive indices				Frequency%					Question
SD	Mode	Middle	Mean	Very much (5)	High (4)	average (3)	Low (2)	Very low (1)	
0.87	4	4	3.90	26.3	45.5	21.2	7.1	0	Given the cultural characteristics
0.90	4	4	4.00	31.3	45.5	16.2	6.1	1.00	quality of teaching
0.98	5	5	4.26	51.5	32.3	11.1	4.00	1.00	Internalize the culture
0.82	4	4	4.22	42.4	42.4	10.1	5.1	0	Communication
0.92	4	4	4.12	39.4	41.4	13.1	4.00	2.00	Growth of cultured
0.89	4	4	4.1	38.18	41.42	14.34	5.26	0.8	Cultural principles

The results suggest that 8% of the teachers on the training needs of teachers and cultural views as too low, too low 5.26%, 14.34%, on average, 41.42% and 38.18% as much as many. These results suggest that the views of teachers, the level was high. The t-test results showed that the attitude of the teachers on the training needs of teachers as cultural principles, there are significant differences. This means that there is a relationship between Educational Needs teachers (female and male) and the need to recognize cultural imperatives of cholera has been confirmed Mehr Mohammadi (1,383th) and Yousofzadeh (2004). Dehghan (2004) and with the results of Safi (2002) are inconsistent. The seventh research question what is elementary teachers' Educational needs in the education department of psychology of Alamarvdasht?



Table 7: Descriptive Results of The Educational Needs Teachers to Psychology Discipline

Descriptive indices			Frequency%						Question
SD	Mode	Middle	Mean	Very much (5)	High (4)	average (3)	Low (2)	Very low (1)	
0.79	4	4	4.14	35.4	47.5	13.1	4.00	0	According to Child Psychology
0.73	4	4	4.27	40.4	49.5	8.1	1.00	1.00	Psychological principles
0.71	4	4	4.23	38.4	47.5	13.1	1.00	0	Understanding students
0.72	4	4	4.19	36.4	47.5	15.2	1.00	0	Talents
0.75	5	5	4.43	55.6	35.4	7.1	1.00	1.00	Mental health and learning
0.74	4	4	4.25	41.24	45.48	4.48	1.6	0.4	Principles of Psychology

The results suggest that 4% of the teachers on the training needs of teachers to discipline approach as too low, 1.6% as low, moderate 4.48%, 45.48% and 41.24% as much as many. These results suggest that the views of teachers, the level was high. The t-test results showed that the attitude of the teachers on the training needs of teachers to discipline, there is no significant difference. This means that there is a relationship between the training needs of teachers (female and male) and their need for understanding the principles of assessment approved and Porbehi Studies, et al (1373) and Joseph Zadeh (2004), and Abedi (2002) and is consistent with previous **Results.**

The eighth research question: Are there significant different about elementary teachers' views about the effective Educational Needs teachers of Alamarvdasht?

The results suggest that the p-value, there are the specialized training of 0.688, Pedagogical 0.331, Evaluation of 0.212 IT 0.847 While serving 0.597 Principles of Psychology 0.250 and cultural imperatives 0.028, which is given the sig 0.05 The p-value of agents (specialized training, discipline, technology, principles of evaluation, in-service training - Training) more than 0.05 and no significant difference between the views of teachers. But the principles of cultural sig, 0.028 0.05 is less than the difference between the views of male and female teachers in the elementary Alamarvdasht operating.

### Conclusion:

Survey results indicate those teachers' attitudes to management class management a



and guide the selection of appropriate classroom management and classroom organization, Choose any of the signs of success is teacher management style, the style of teaching and teacher-related goals. Teachers in their classrooms through the application of appropriate management can, in developing social skills, creativity and abilities students have an important role and fewer discipline problems in their classrooms specialized educational and social organization of classroom activities for students in the classroom and teachers should be teaching the new scientific theories of modern sciences, psychology and behavioral sciences, particularly psychology of teaching and learning is made aware and teaching methods should be tailored to the education of students selected properties; because the main task of the teacher is teaching and taking courses, but his main task is to cooperate and help each student to achieve the desired goals education and mastery of subject matter, the teacher highlights and the ability of the teacher to learn how the principles and methods of facilitating and accelerating student learning plays an important role and cognitive abilities, needs, conflicts and behavioral characteristics and psychological characteristics of children and adolescents is of particular importance. Teachers' attitudes about educational needs and how those needs in education due to many reasons such as lack of attention and the absence of effective service education is not considered necessary it needs to be noted that the overall to the development of science and education and development of teachers in the teaching and training provided.

#### Suggestions:

Since the teaching skills of teachers is an important part of learning to become better and dynamism, in this case, the following suggestions are offered the in-service training courses to familiarize the teachers with new teaching methods enable the teachers and education experts as well as specialists in various fields be As well as teaching models top festivals and encourage teachers to use active teaching methods, teacher training effort be made to develop and planning departments to teach subjects in meetings and gatherings, continuously done by the teachers.

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