

**Assessing teaching efficiency of headmasters from the
perspective of learners (Evidence from Nehbandan Province)**

دراسة فاعلية تدريس المدراء من وجهة نظر التلاميذ في قضاء نهبندان

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Abstract

Headmasters are one of the main basis of the educational systems. To remove the deficiencies and identify the existing limitations, the headmasters are required to have several teaching hours in any week. This is because the headmasters oversee the school and are responsible to identify the talents of the students. The present study seeks to evaluate teaching efficiency of the headmasters from the perspective of the students of secondary schools of Nahbandan over the years from 2014 to 2015. Using stratified sampling, 278 students of secondary school are selected and the questionnaire is found to be reliable (Chronbach's alpha: 0.89). The findings reveal that from the perspective of the students, teaching efficiency of the headmasters is less than average. In addition,

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males and females have significantly different perspectives. Therefore, the headmasters are not qualified for teaching and have no good yield.

Keywords: Headmasters, Teaching, Student.

Introduction

Teaching is defined as the dynamic training activity of the teacher in the classroom. Teaching is a part of educational trend which involves planned operations aimed to achieve desirable situations by the teacher (Joyce, 2006, p.53). Elliot Eisner, the professor of art and education, defines teaching as an art directed by educational values, individual needs and a set of opinions and points (Zahorik, 1987). Torkamandi (2011) defines teaching as an interactive behavior of the teacher and student based on a regular and purposeful plan designed to change the behaviors of the students. The interactive relationship between the teacher and the students and the purposeful operations of the teachers are the two specifications of teaching.

Head teachers are the school principals or headmasters with the responsibility for part-time teaching in addition to the management of the school. The curriculum construction of the headmasters might not be a new topic; however, its implementation is a completely new subject. The objectives of this type of teaching is to identify the potential talents and capabilities of the students in order to create an opportunity to use them in its best way (Rajabi, 2013, p.3).

Most duties of headmasters are managerial or pastoral. They do not influence on the way to manage the class and identify the students. As a result, they think of managing the school and teachers. On one hand, by identifying the students and their talents, the headmasters can better manage the school. On the other hand, teaching of headmasters helps teachers have a calm class and better identify the talents and weakness points of the students (Torkamandi, 2011, p.5). To remove the deficiencies and identify the existing limitations, the headmasters are required to have several teaching hours in any week. This is because the headmasters oversee the school and are responsible to identify the talents of the students. The present study seeks to evaluate teaching efficiency of the headmasters from the perspective of the students. Further, this study aims to show whether the head teachers are successful in teaching or the students are satisfied with their teaching.

To the best of our knowledge, this is the first study aimed to examine this subject. This is because the provision related to teaching headmasters has been issued in 2014-2015. The literature review is presented below.

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Abdollah Zadeh (2009) examined the factors of teachers' efficiency. They found that the headmasters with higher education degrees and the teachers with higher economic welfare have higher efficiency in teaching.

Hosseini (2006) tested the models of creativity and efficiency in teaching. He found that there is a significant positive relationship between creativity and efficiency of teaching.

Hashemi (2011) explored teaching efficiency of vocabulary. He concluded that the quantity and quality of the learning level of the students is higher in conceptual interrelated method.

Channel (1988) believes that teaching efficiency in terms of conceptual interrelated method might facilitate learning process.

Joyce et al (2004) examined the efficiency of teaching models and concluded that teaching patterns describe learning environment and the behavior of the teachers determine when this model should be used.

Research Hypotheses

The following hypotheses are developed:

H1: From the perspective of the students, teaching efficiency of the headmasters is higher than average.

H2: There is a significant difference between the perspectives of male and female students about teaching efficiency of the headmasters.

Methodology

Based on the main objective of the study, this is classified as a descriptive study using survey method to collect the required data. The population is composed of the secondary students of Nahbandan over the years from 2014 to 2015. By using random sampling, 278 students are selected as the sample. To collect the data, a questionnaire composed of 17 closed questions is designed. SPSS software is used to analyze the data. The reliability of the questionnaire is determined to be 0.89 and the validity of the questions is confirmed by the related professors.

Findings

The first hypothesis: From the perspective of the students, teaching efficiency of the headmasters is higher than average.

To test the first hypothesis, one sample t-test is employed. The mean value for teaching efficiency of the headmasters from the perspective of the students is 42.5; however, the hypothesis is confirmed when it is

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proved that the mean of the variable is more than this level. The findings are represented in table below.

Table1. Results of the first hypothesis

Variable	Mean	t	Degree of Freedom	Sig. level	Lower boundary	Upper boundary
Teaching headmasters from the perspective of the students	30.70	18.779	239	0.000	-13.00	-10.01

As shown in table above, it is found that the mean of this variable is significantly different from the average (42.5). Furthermore, the upper and lower boundaries are both negative and it is concluded that the mean is less than 42.5. The mean of teaching efficiency of the headmasters from the perspective of the students is 30.70 and it is concluded that the first hypothesis is rejected. That is, teaching efficiency of the headmasters is less than average.

The second hypothesis: There is a significant difference between the opinions of the male and female students about teaching efficiency of the headmasters.

To test the difference between the perspectives of male and female students, the independent t - test is used. The null hypothesis refers that there is no difference between the perspectives of male and female students.

The findings are summarized below.

Table2. Results of independent t-test

Number	240
Chi square	133.397
Degree of freedom	16
Sig. level	0.000

In this test, the significance level (0.000) is examined, because this level of significance is less than the level of 0.05. As a result, the null hypothesis (similar perspectives of male and female students) is rejected. It is concluded that there is a significant difference between the perspectives of male and female students.

Table3. Results of Friedman test

Number	Statements	Mean	Rank
١	The headmasters' dominance over the lessons	١٠.٢	٢
٢	The ability to transfer lessons to the students	٧.٢٠	١٣
٣	Using learning assist tools	٤.٤٨	١٧
٤	The interest in teaching	٨.٩٤	٧
٥	The discipline in teaching	١١.٠٠	١
٦	Complying with the specified curriculum	٨.٢٠	١٠
٧	Paying attention to the new findings in the class	٨.١٩	١١
٨	Proficiency in introducing additional resources for more content	٥.٥٧	١٥
٩	Dominance on laboratory and workshop lessons	٥.٢١	١٦
١٠	Upholding the principles of Islamic culture and values	٨.٩٠	٨
١١	Using new methods of teaching	٨.٠٣	١٢
١٢	Overseeing the students	٩.٧٤	٣
١٣	Attempt to separate class issues from the managerial issues	٦.٤٤	١٤
١٤	Friendly relationship with the students	٩.٠٤	٦
١٥	Using correct methods to assess the students	٨.٤٢	٩
١٦	Organizing the information of headmaster	٩.٥٥	٤
١٧	Encouraging students' promotion	٩.٥٢	٥

Based on the results of Friedman test, it is found that the calculated significance level is less than the accepted level (0.05). It is found that the various factors of teaching efficiency of headmasters are different from the perspectives of students at the level of 0.95 percent. The effective factors are represented in table 4.

**Table4. Classifying the effective factors of teaching efficiency
from the perspective of the students**

Variable	Gender	Number	Mean	t	d.f	Sig. level
Perspectives of male and female students	Male	۱۴۱	۲۸.۵۱۷۷	۴.۲۵۶	۲۳۸	
	Female	۹۹	۳۳.۷۹۸۰			
Variable	Gender	Number	Mean	t	d.f	Sig. level
Perspectives of male and female students	Male	۱۴۱	۲۸.۵۱۷۷	۴.۲۵۶	۲۳۸	
	Female	۹۹	۳۳.۷۹۸۰			
Variable	Gender	Number	Mean	t	d.f	Sig. level
Perspectives of male and female students	Male	۱۴۱	۲۸.۵۱۷۷	۴.۲۵۶	۲۳۸	
	Female	۹۹	۳۳.۷۹۸۰			

As shown above, the discipline in teaching ranks first; however, the last ranking belongs to using the learning assist tools.

Discussion and Conclusion

For the first hypothesis, the significance level of teaching efficiency of the headmasters is less than 0.05 and it is concluded that the mean of this variable is significantly different from average (42.5). Furthermore, the upper and lower boundaries are both negative and it is concluded that the mean is less than 42.5. The mean of teaching efficiency of the headmasters from the perspective of the students is 30.70 and it is concluded that the first hypothesis is rejected. That is, teaching efficiency of the headmasters is less than average.

Abdollah Zadeh (2009) examined the effective factors of teaching efficiency. He found that the dual job of the teachers decreases the teaching efficiency. Based on the fact that the headmasters are involved in many duties, they can't concentrate on teaching and enhance teaching quality. Hosseini (2006) tested the models of creativity and efficiency in teaching. They found that training titles are mainly concentrated on environmental-social, emotional- cognitive and training subjects. He believes that the part-time teaching of the headmasters in the class isn't enough to provide an opportunity to identify the students' talents.

Based on the results of statistical tests and prior literature, it can be concluded that the students think that teaching efficiency of the headmasters is not sufficient. As a result, the successful headmasters in teaching are those who follow student-related learning objectives directly

or indirectly and try to achieve the required skills and knowledge to use them in its best way.

The second hypothesis was to test whether there is a significant difference between the opinions of the male and female students about teaching efficiency of the headmasters.

According to the findings shown above, the null hypothesis (similar perspectives of male and female students) is rejected. It is concluded that there is a significant difference between the perspectives of male and female students.

Ghasemi (2012) examined the relationship between teaching methods and literacy. He found that the male students achieved greatest scores in traditional method, while the female students had the worst performance in this method. Inversely, the female students achieved the greatest score in teamwork; however, the male students did not have a good performance in teamwork. Therefore, it is concluded that there is a difference between male and female students.

Hosseini (2006) suggested that teaching situation for increasing creativity is different between male and female students. Furthermore, it was found that there is a significant difference between teaching efficiency of male and female students.

Finally, the findings represent that there is a significant difference between the perspectives of male and female students about teaching efficiency of the headmasters. Given the fact that female students prefer teamwork and creativity, they need a full-time teacher who spends time with them. Therefore, part-time teaching of the headmasters is not sufficient for the female students. On the other hand, male students are not attracted in teamwork affairs and the part-time teaching of the headmaster is enough to them.

The findings also reveal that discipline in teaching, dominance over curriculum and overseeing students significantly impact teaching efficiency.

The education system confronts with several challenges and problems which should be regarded by the officials and headmasters. Teaching by headmasters provides the chance to become familiar with the problems and weakness points of the students. This will also help in solving the problems.

المخلص

يعد المدير من احدي ركائز اساسية في نظام التربية و التعليم. بما ان المدير هو من يشرف علي التلاميذ في المدرسة و يحمل مسئولية كشف المواهب من بين التلاميذ فاردنا

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من المدراء في هذا البحث اضافة علي مسئوليتهم في المدرسة ان يبادروا بعملية التدريس في الصفوف لكي يقضوا بضع ساعات مع التلاميذ و ذلك من اجل تحديد الازهافات السائدة و ازالتها حتي ينتج عملهم هذا عن توفير نموّ التلاميذ الدراسي. الغاية التي نرمي اليها عبر هذا البحث هو دراسة فاعلية تدريس المدراء من وجهة نظر تلاميذ الثانوية الاولى بمدارس قضاء نهبندان في محافظة خوراسان الجنوبية و ذلك في العام الدراسي ٢٠١٤-٢٠١٥ للميلاد. عدد التلاميذ المشتركين في هذا البحث هو ٢٧٨ تلاميذ من بين تلاميذ الثانوية الاولى و تم اختيارهم بصورة عشوائية تماما. بنا علي الاستبيانات التي تتمتع بديمومة ٨٩٪ و النتائج المستخرجة من جداول T الاحادية و جداول T المستقلة فمن وجهة نظر التلاميذ فاعلية المدراء في تدريس اقل من المعدل. يجدر بالاشارة بان هناك اختلاف شاسع بين وجهة نظر التلاميذ و التلميذات عن فاعلية تدريس مدارئهم. فتشير النتائج الي ان المدراء بسبب انشغالهم في عملية ادارة المدرسة و الاعمال المترتبة عليها ليسوا خيارات مناسبة للتدريس في المدارس و لن تكن فاعليتهم جيدة.

المفردات الدليلة: الفاعلية و الادارة و المدير و التدريس و التلاميذ.

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