

An Investigation of the Proportion Amount of Short-Term Educational Planning with Secondary Teachers' Needs

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Abstract: Along the aforementioned discussion, an investigation was conducted in order to determine the proportion amount of short-term educational planning with teachers' educational needs. First the teachers' educational needs were scrutinized and recognized, then their proportion with short-term in service internship were determined. The research is descriptive in nature and its method is a survey one. The statistical population included 5730 secondary teachers in East Azerbaijan province, out of which 360 people were selected as sample size through combined sampling method. The data were gathered through questionnaire and their validity and reliability were determined. In order to determine the educational needs AHP (need hierarchical analysis) was used. The results determined the teachers' educational needs in educational designing, class management, educational evaluation, knowledge and skill argumentation and determination of proportion amount of internship with the teachers' educational needs in aforementioned categories. This research particularly investigated the three sections of knowledge and skills in before teaching, during teaching and after teaching. Finally, findings, results, executive and research suggestions were presented.

Key words: Educational needs • Educational designing • Class management • Skill argumentation • Knowledge argumentation

INTRODUCTION

In contemporary era human resources promotion and productivity is an important and economical issue [1]. In many countries lack of skilled and efficient manpower along with other deficiencies such as technical and economical possibilities and many other factors have kept the productivity in low level [2], thus, causing the loss of human resources [3]. In this situation, without any doubt, human resources are the, most valuable capital for organizations [4]. For After all, it is the human resources which form the organizational decisions and present the solutions, solve the organizational problems and produce the objectivity of productivity and give the meaning to efficacy and effectiveness [5]. So, training the human resources is an important issue [6]. The factor which is important in promotion of human resources' productivity is short-term or in-service training [7]. This service is very important to update the teachers' knowledge and maintain the content proportion with instructional needs in both formal and informal education [8].

The purpose of needs assessment is to determine if training is necessary. There are four levels of analysis for determining the needs that training can fulfill [9]: a) organization analysis; b) demographic analysis; c) operations analysis; d) individual analysis. As a result of needs assessment, it should be possible to determine what workers do, what behaviors are essential to do what they do effectively, what type of learning is necessary to acquire those behaviors and what type of instructional content is most likely to accomplish that type of learning [9]. Human resources' policy and performance should not only be in harmony with each other (internal proportion), but it should be in proportion to developmental phase of organization (external proportion) [10]. Teachers are one of the main capital of training organizations and a strategic factor to encounter the changes [11]. For, their soberness will lead the youth to breed their talent and abilities [12]. So, the effectiveness of educational planning will be in accordance with objectives and their content, procedures, individual and organizational objectives, too [13]. There are many studies that have been carried out to see

the proportion extent of educational planning with the high-school teachers' educational needs [14]. Most of these studies have more or less got the same results [15]. This study poses five questions to be scrutinizing the same agenda. The questions are:

- Does the short-term educational planning regarding educational designing have proportionate to teachers' educational needs?
- Does the short-term educational planning regarding class management have proportionate to teachers' educational needs?
- Does the short-term educational planning regarding educational evaluation have proportionate to the teachers' educational needs?
- Does the short-term educational planning regarding increasing knowledge have proportionate to the teachers' educational needs?
- Does the short-term educational planning regarding increasing skill have proportionate to the teachers' educational needs ?

MATERIALS AND METHODS

This paper is applied research and it is a descriptive survey. The statistical population was all the high-school teachers in 38 districts in East Azerbaijan province which added up to 5730 people. The stratified random sampling was used. Out of 38 districts, 6 districts and from each district 6 high-school (3 male&3 Female), then from each high-school 10 teachers randomly were chosen. The total sample size using Cochran's formula was 338 which was rounded to 360 people. In order to gather the data, a researcher made questionnaire with 30 questions was used. The questions were designed according to the Likert scale from very much to very low. The educational needs were in five groups such as: educational designing(4 questions), class management (4 questions), educational evaluation (4 questions), increasing knowledge (9 questions) and increasing skill (9 questions).

The validity of the questionnaire was investigated from the primary stages using theoretical bases for choosing a proper scale for assessment and implementing the reform views. The reliability was determined using cronbach Alpha and it was 0.86 which is high reliability, SPSS software was used for analyzing the data.

Data analysis was used through descriptive and inferential statistics. For determining educational needs AHP or hierarchy of needs analysis technique and for ranking them Friedman analysis was used. Then

to proportionate the courses to the educational needs, comparison of issues were used.

RESULTS

The samples, considering the gender were equal. The average age was 37 and 71 percent of the samples were less than 40 year of age. Considering record of service, 56 percent of sample members had more than 15 year record. 79 percent of samples having bachelor degree and 16 percent of them own post graduate and higher degree. Considering the field of study, 56 percent of members major in humanity, the test majoring at technical and mathematical fields.

Analyzing Research Questions: Since the final objective is to determine the proportionate between in-service educational planning with educational needs, at first using AHP technique, the research variables and the related educational needs were determined, then using Friedman analysis they were ranked and finally educational courses related to research variables were derived and compared with educational needs. The courses were considered qualitatively. The Friedman test hypothesis was:

H_0 = The equal mean score of educational needs.

H_1 = The unequal mean score of educational needs.

First Question: Does the short-term educational planning regarding educational designing have proportionate to teachers' educational needs?

Table (4) shows five approved educational planning concerning the class management, each of them have independent title and code which cover a special dimension of class management. Test of third question: Does the short-term educational planning regarding class management have proportionate to teachers' educational needs?

As the table (5) indicates the mean scores of the sample members' responses regarding all the questions related to educational evaluation are higher than the base mean of (3) and the calculated weight scores are higher than the least expected score of (180) therefore the familiarity with the foundations (idioms, theories,...) of educational evaluation, designing all kinds of school achievement tests, adjusting the table of content objective, the methods and techniques of determining validity and reliability of the tests are considered as educational needs. So, the sample members considered the educational evaluation as educational needs.

Table 1: Indices related to the teachers' educational needs regarding educational designing

Questions	Indices				
	Sd	Mean	Weight score	Rank	Results
How to compile educational objectives	1.01	3.79	202	20	H ₀ rejected
Initial assessment designing	1.05	3.77	200	22	H ₀ rejected
Recognition and usage of new teaching methods	1.01	4.06	233	4	H ₀ rejected
Recognition and usage of educational equipment	1.01	4	230	6	H ₀ rejected

Based on the indices computation sample members considered the educational designing as educational needs.

Table 2: Comparing the approved courses in 2006 with educational needs related to educational designing

Title of educational needs	variable	Related approved course			Results
		Title of course	Course code		
How to compile educational objectives	Acquaintance with the educational designing	Practical guidance to provide lesson plan	91400311	proportionate	
Initial assessment designing		Teaching methods and techniques	91400312		
Recognition and usage of new		Active teaching and learning methods	91400322	proportionate	
Recognition and usage of educational equipment		Designing and arranging weekly instructional plan	91400232	proportionate	
educational		The principle of educational designing	91400457	proportionate	
		Classification and compiling educational objectives	91400413	proportionate	

Table 3: Indices related to teacher's educational needs regarding management of the class

Questions	Indices				
	Sd	Mean	Weight score	Rank	Results
How to prepare learners for learning	1.07	3.8	204	18	H ₀ rejected
How to obtain discipline and order	1.18	3.9	222	9	H ₀ rejected
Methods and techniques to produce motive	1.09	3.9	217	11	H ₀ rejected
Using communication skills in teaching	1.02	3.8	203	19	H ₀ rejected

Based on indices computation, sample members considered the management of the class as educational need.

Table 4: Comparing the approved courses in 2006 with educational needs related to class management.

Title of educational needs	variable	Related approved course			Results
		Title of course	Course code		
How to prepare learners for learning	Class management	Maintaining discipline and order at school	91400468	proportionate	
How to obtain discipline and order		The effective methods of encouragement and punishment in training	91400485	proportionate	
Methods and techniques to produce motive		Educational leadership	91400479	proportionate	
Using communication skills in teaching		The foundation and principles of communication	91301306	proportionate	
		Studying and schooling motivation	91400460		

Table 5: Indices related to teachers' educational needs regarding educational evaluation.

Questions	Indices				
	Sd	Mean	Weight score	Rank	Results
Being familiar with foundation(idioms, theories,...) of educational evaluation	1.02	3.8	201	21	H ₀ rejected
Designing kinds of educational achievement tests	1.05	3.9	210	16	H ₀ rejected
Adjusting content objective table	1.02	3.8	201	21	H ₀ rejected
The methods and techniques for determining validity and reliability of tests	0.98	3.9	210	16	H ₀ rejected

Table 6: Comparing the approved courses with educational needs regarding the educational evaluation.

Title of educational needs	Variable	Related approved course		
		Title of course	Course code	Results
Being familiar with foundation designing question (idioms, theories,...) of educational evaluation Designing kinds of educational achievement tests Adjusting content objective table The methods and techniques for determining validity and reliability of tests	Acquaintance with the educational evaluation	Methods and techniques for	91400786	proportionate
		Assessment and evaluation of the students' educational achievement		
		Educational evaluation	91400713	proportionate

Table 7: The indices related to the teachers' educational needs regarding increasing knowledge.

Questions	Indices				
	Sd	Mean	Weight score	Rank	Results
Being familiar with the problems of education	1.04	3.9	220	10	H0 rejected
Teenage and youth problems	1.01	4.1	233	4	H0 rejected
Methods of studying	1.05	3.8	211	15	H0 rejected
Philosophy of education	1.01	3.8	210	16	H0 rejected
Vocational, acquisitive guidance and counseling	1.02	3.9	212	14	H0 rejected
Growth psychology	1.03	3.9	211	15	H0 rejected
Creativity and its fostering	0.95	4	228	7	H0 rejected
Organization and regulation of education	1.09	3.9	210	16	H0 rejected
Human behavior and relationship in schools	1.06	3.8	196	24	H0 rejected

Table 8: Comparing the approved courses with educational needs regarding the increasing knowledge.

Title of educational needs	Variable	Related approved course		
		Title of course	Course code	Results
Being familiar with the problems of education	Increasing knowledge	Investigating high school problems	91400465	proportionate
		Methods of correcting the youth behavioral disorders	91400516	proportionate
Teenage and youth problems studying		Norm and abnorm of the youth	91401013	proportionate
		Social and emotional growth of youth	91401017	proportionate
Philosophy of education		Youth's guidance and counseling	91401022	proportionate
Vocational, acquisitive guidance and counseling		Students' vocational and schooling leading	91401031	proportionate
		Growth psychology of teenage and youth	91400523	proportionate
Growth psychology		Group counseling and its techniques	91401021	proportionate
Creativity and its fostering		Objective and principles of education	91400458	proportionate
Organization and regulation of education		Schooling motivation and studying	91400460	proportionate
		Investigating students' training problems	91400462	proportionate
Human behavior and relationship in schools		Human relations at school	91400478	proportionate
		Organization and regulation of education	91400482	proportionate
		Philosophy of education	91400493	proportionate
		Students' creativity fostering	91400521	proportionate

Table 9: The indices related to teachers' educational needs regarding increasing skill.

Questions	Indices				
	Sd	Mean	Weight score	Rank	Results
Computer foundation	1.14	3.9	232	5	H0 rejected
Familiar with WINDOS	1.21	3.9	224	8	H0 rejected
Familiar with WORDS	1.21	3.9	230	6	H0 rejected
Familiar with EXCEL software	1.14	4.1	244	3	H0 rejected
Familiar with POWER POINT software	1.15	4.1	245	2	H0 rejected
Familiar with Internet and information search	1.13	4.2	260	1	H0 rejected
Action research (research method in education)	1.03	3.9	215	13	H0 rejected
Familiar with methods and techniques of planning	1.01	4.9	215	23	H0 rejected
Familiar with problem solving skills	1.05	4	222	9	H0 rejected

Table 10: Comparing the approved courses with educational needs regarding increasing skill.

Title of educational needs	Variable	Related approved course		
		Title of course	Course code	Results
Computer foundation	Increasing skill	Base contents of information and communication technology(first skill)	92002520	proportionate
Familiar with WINDOS		Using computer and files management (second skill)	92002521	proportionate
Familiar with WORD		Word processor (third skill)	92002522	proportionate
Familiar with EXCEL software		Extended page (EXCEL)(fourth skill)	92002523	proportionate
Familiar with POWER POINT software		Presenting data through computer (sixth skill)(POWER POINT)	92002525	proportionate
Familiar with Internet and searching for information		Information & communication (INTERNET) (seventh skill)	92002526	proportionate
Action research at school		Action research (Method of research in education)	9140409	proportionate
Familiar with methods and techniques of planning		Writing research report	9140410	proportionate
Familiar with problem solving skills		Research method in education	9140411	proportionate
		Thinking and problem solving skills	9140414	proportionate
		Information & communication technology	92002502	proportionate

Table 11: priority of educational needs based on research variables.

Priority	Title of variable	Weight score
First	Increasing skill	232
Second	Educational planning	216
Third	Increasing knowledge	214
Fourth	Class management	211
Fifth	Educational evaluation	206

As the table (6) indicates the three titles of educational courses with independent code regarding educational evaluation in approved programs have been anticipated. Since the assessment of the educational achievement has been considered as the important part of educational evaluation including, designing and writing questions, determining validity and reliability and analysis of tests in approved programs have been anticipated. The approved courses regarding the evaluation are appropriate.

Test of fourth question: Does the short-term educational planning regarding increasing knowledge have proportionate to the teachers' educational needs?

As the table (7) indicates the mean scores of the sample members' responses regarding all the questions related to increasing knowledge are higher than the base mean (3) and the calculated weight scores are higher than the least expected score of(180) , so the familiarity with the education, teenage and youth problems , methods of studying, philosophy of education, vocational guidance and counseling , growth psychology, creativity and its fostering, organization and regulation of education, human behavior and relationship in school are considered as educational needs.

Test of fifth question: Does the short-term educational planning regarding increasing skill have proportionate to the teachers' educational needs?

Table 12: the priority of educational needs based on courses.

Priority	Courses	Priority	Courses
1	Familiarity with Internet and searching information	13	Vocational, acquisitive guidance and counseling
2	Familiarity with POWER POINT software	14	Growth psychology/studying methods
3	Familiarity with EXCEL software	15	Designing kinds of academic achievement determine the validity and reliability of tests
4	Recognition and using new teaching methods/teenage & youth problems	16	Philosophy of education/organization and regulations of education
5	Computer foundation	17	Preparing learner for learning
6	Familiarity with WORD/recognition & using educational equipment	18	Using the communication skills in teaching
7	Creativity and its fostering	19	How to write educational objectives
8	Familiarity with WINDOWS	20	Familiarity with bases(idioms, theories,...)educational evaluation/preparing the table of content_ objective
9	Maintaining law and order in the class/ knowing problem solving skills	21	Designing the initial assessment
10	Familiarity with problems of education	22	Familiarity with methods and techniques of planning
11	Methods & techniques of motivation	23	Behavior and human relationship in school
12	Action research (in education)		

Table (9) indicates the mean scores of the sample members' responses regarding all the questions related to increasing skill are higher than the base mean(3) and the calculated weight scores are higher the least expected score of (180) , so being familiar with Word, familiar with EXCEL Software, familiar with POWER POINT software, familiar with Internet and information search, Action research, Familiar with methods and techniques of planning and Familiar with problem solving as educational needs.

DISCUSSION

According the analyses of the research questions and the findings of this study, the general conclusion is that teacher's needs instruction in educational planning, management of the class, educational evaluation, increasing knowledge and increasing skill. The study also shows that the approved programs prior to 2006 were not proportionate to educational needs. But the 2006 programs were in complete proportionate to educational needs. This findings are the same as the results' of Arabi and Moosavi [10], Walcke [16], Carol [17], Dunkin [18], Sarbar [19], Shaker[20] , Aali [21] and Fesharaki [22] researches. Also these researchers have shown awareness of class management methods, are the most important educational needs of teachers and on the job training are effective on educational motivation, application of modern teaching and evaluation methods. In every organization the instruction and improvement of human resources is first

priority and the organizations spend a lot of budget, time, equipment and space to achieve this goal. One of the necessary requirements is that the educational planning be proportionate to educational needs which lead to improvement and productivity.

According to the findings of this study, suggestions can be made in two parts: execution and research. It will be recommended that the human resources promotion and productivity be achieved through the execution of approved programs, the balance between all the variables, increasing credit for educational planning, paying attention to the quality and productivity of educational planning, participation of all the people involved and the continuity of short-term program. Further research can be done find the weak points about short-term programs regarding structure, management, quality, methods, time, objectives and factors which lead to increasing the productivity of educational planning.

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