

Evaluation of the effectiveness of teaching of Bamyan University professors from the point of view of its students in the 2020 academic year

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Abstract: The purpose of this study is to determine the effectiveness of teaching of Bamyan University professors and in terms of research method is descriptive-survey. The statistical population of this study includes all students of Bamyan University in the academic year 2020, the number of which was done to (4824) students and the sampling method was done by quota random sampling method. The statistical sample size was determined to be 355 using Cochran's formula. In this research, a researcher-made questionnaire has been used to measure the effectiveness of teachers' teaching. Findings of this study show that the average effectiveness of teaching characteristics of Bamyan University professors (3.35) is higher than acceptable adequacy (3) but is lower than the desired adequacy (4).

Keywords: teaching, effectiveness, education.

1. INTRODUCTION

In the management literature, effectiveness is defined as doing the right thing and efficiency doing the right thing. The concept of effectiveness lies within the concept of efficiency, but effectiveness must necessarily be defined in the context of the specific program under evaluation. Effectiveness is actually the study of the effectiveness of measures taken to achieve predetermined goals. In other words, in an effectiveness study, the achievement of goals is measured. But it seems that to define the concept of effectiveness, one has to go a step further, in the sense that effectiveness will be achieved in a training course when, first; Educational needs should be clearly identified. Secondly; Design a suitable program to meet the needs. Thirdly; The program is designed to run properly and fourthly; Adequate evaluation of the training process and finally achieving the goals should be done (Iraj, 2001, p. 25).

The important and fundamental point about effectiveness is that before we try to study how to measure, we must seek to perform the process correctly and ensure that it is achieved at each stage of the process. By studying the history of quality, we find that in the recent past, manufacturers paid attention to the final product to ensure quality, and in fact, the inspection was done when the product was produced and there was no opportunity to fix possible errors, while with The issue of quality assurance was raised during the discussion of creating quality and ensuring its existence during different stages of production. The same is true of educational effectiveness. This means that measuring effectiveness is not absolute and at the end of a training course is not perfect. The effectiveness and quality of training should be created and guaranteed during the training process and at the end of this process to ensure the correctness of the actions and achieve the goals should be examined and measured (Zarei, 2015, p. 5)

2. BACKGROUND RESEARCH

In modern times, the attention of many researchers and scientists has been focused on this issue, including: Mohammadian, Sharif et al. (2016) in an article entitled Personality profile of professional competence and effectiveness of teachers, have stated that an effective teacher has professional knowledge that this competence makes his teaching effective. In research on educational effectiveness, experts believe that effective teaching is one of the most important factors that ultimately leads to better learning.

Talkhabi (2005) in his work entitled Thinking in the process of education, has identified three main factors affecting student achievement, which are professional skills, technical skills, communication skills and union conditions. Chen (2007) stated in his research that effective teaching requires effective teachers and effective teachers work more than their bill of duties and activities and are not absent.

Asadian (2017) in his article Principles of Teaching has stated that effective teaching has a regular, orderly and purposeful activity that this purposefulness indicates effective teaching. Nefranquis, Guy R. (2010), quoting Taylor and Francis (2010) in their research have stated that the competence of effective teaching professions for teachers, including organizational commitment and other factors is influential. Mirzaei (2019) in the article entitled Effective Teaching Strategies in Social Study Education. Effective teaching of professors is important in the socialization of students.

3. THEORETICAL FOUNDATIONS OF RESEARCH

Education is a fruitful and at the same time difficult task, in which teachers play the most important role and they are considered as the starting point of change in education. It is by having experienced professors in education that society can bring about fundamental change. Mohammadian Sharif quotes Rubber (Rubber, 2006) believes that in this age which is the age of explosion of knowledge and information, to use new technologies, education needs effective teachers and therefore education by attracting, employing and training teachers Effective, will succeed in its goals (Mohammadian Sharif, 2016, p. 27).

Effectiveness is defined in different books and sources by different definitions; Effectiveness is the degree to which an organization achieves its goals (Daft, 1998). Mirza Beg, quoting Rabytr (Rabytr, 2002), defines effectiveness as taking the right action to achieve goals (Mirzabig, 2015). Teacher effectiveness in the sense of the teacher's ability to achieve educational goals, positive communication between teacher and student, competencies and competencies, timely attendance, excitement and motivation of teaching and doing tasks such as planning, paying attention to students' needs, using different methods And it is new in the classroom and motivates students. The selection of effective professors is the use of management methods according to the social, economic and cultural conditions in each region. Managers examine the teacher's choices, practices, and perceptions of the teacher's effectiveness, and the criteria for choosing a teacher are: planning for effective teaching, teacher-student participation. (Mohammadian Sharif et al., 2016, p. 28).

Mohammad Jan Sharif, quoting a philosopher (falsify, 2009) believes that the experience of knowledge and professional qualifications of the teacher increases the effectiveness of teaching. The teacher must have the necessary professional knowledge and qualifications. Therefore, the question arises that what conditions and competencies does a teacher need for the success and effectiveness of training in his profession? Definitive and absolute definition of these conditions and competencies is neither possible nor desirable because the nature of education is variable and the role of the teacher is complex. Teacher evaluation is essential. The term that has been used in recent years to describe the qualifications of professors is called competence. In the context of a broad understanding of this term, the holistic principle is used and according to the presuppositions, the quality and insight of the professors along with their skills and knowledge are defined. The teacher's competence is based on the teacher's ability to meet the needs and demands of the teaching profession sufficiently and using a set of knowledge, skills and attitudes so that this set is reflected in the teacher's activity and reflection (ibid).

Professional practice consists of educational design, educational environment creation, and educational evaluation, and includes professional commitment, participation, leadership, values, communication, and ethics. According to Custer et al. (2005), Moyes divides teachers' competencies into five main categories: specialized knowledge, communication, organization, education (pedagogy), and behavioral competence (Moyes, 2015). Mohammadian Sharif, quoting Haybrmn and Bvmhan (Haybrmn and Bvmhan, 2005) to the components (teaching method and evaluation) of Vilgas and Rymrs (Vylgas and Rymrs, 2007). They have dealt with components (new teaching methods, educational technology and

evaluation) (Mohammadian Sharif, 2016, p. 29). Therefore, considering the important role of teachers' professional competencies in the effectiveness of teaching, it is necessary for teachers to become more familiar with professional competencies.

Also, after five decades of research on educational effectiveness, experts believe that effective teaching is one of the most important factors that ultimately leads to better learning for learners (Hati, 2009; Marzano, 2003; Sammons, Hillman and Mortheimer, 1995). Researchers have done a lot of research on effective teaching in the last ten years and have used a variety of terms. for example; Good Teaching (Watt Keynes & Zhang, 3006), Effective Teaching (Witcher, N. Wage Bose & Minor, 2001), Teaching Seems Successful Effective and efficient teaching is one of the indicators of dynamic education. They are looking Successful teachers are the ones who offer cognitive and social skills to their students and teach them how to use them effectively; Good teachers enter the classroom physically, mentally and scientifically. They use the lesson plan to teach and assist students in the learning process and have constant supervision of the classroom and educational materials; They have good classroom management, are disciplined, and treat students with kindness. One point of effective and quality teaching is that effective teachers work more than the nature of their tasks and activities, but their main concern is to increase learning and cultivate logical and critical thinking in students (Chen, 2007).

Effective teaching should be a regular, orderly and purposeful activity that aims to create favorable learning conditions and influence the teacher and the student. The important point in this process is that the teacher must have a certain ability to learn better learners (Asadian, 2017, p. 117).

Nafranquis also includes the professional competence of teaching professors in effective teaching; Commitment, knowledge of the teaching process and understanding it, having communication skills, having skills in assessment and evaluation, cooperation and thinking with other colleagues and providing conditions for becoming more professional, and also introduce internship as an important factor in promoting professional teaching skills in higher education. So; It can be acknowledged that effective teaching in higher education is largely focused on students and their learning. "It is an effective education that fits the scientific context of education and psychology," says NLGage. Being a master of excellence requires the use of creative, active methods and the latest scientific and experimental findings regarding teaching and learning, making maximum use of it in educational situations (Nafrankouis, 2010, p. 123).

4. INDICATORS OF EFFECTIVE TEACHING

Many experts have listed the characteristics of good and effective teaching, some of which are mentioned below (wright.s.p, 1997, p. 57). The result of Ryan's studies was extracted in 1960 to identify the factors of effective education in the form of three important factors for the teacher. These factors include:

- Intimate and intelligent in front of indifferent and alien;
- Organized versus unplanned;
- Incentive and creative versus insensitive.

In his view, teachers who have a tendency towards the positive pole of each of the above three factors. "Flabders indicators were performed in 1970 by Flabders et al., Which led to the identification of two methods in effective learning, called direct and indirect instruction. In direct instruction, the main focus is on lecturing and orientation. In indirect education, the teacher relies on questions and answers and the acceptance of new ideas and ideas, as well as inclusive encouragement. His studies have shown better inclusive learning in indirect education (Perrot E, 1990, p. 4).

According to Arabshahi in 1973, Rosenshire and Furst identified the five characteristics of a teacher that lead to academic achievement in a student, as follows:

- Curiosity;
- Professional desire for education;
- Transparency in teaching and learning;
- Diversity in teaching and education;
- Giving the learner the opportunity to learn.

5. RESEARCH PURPOSES

Overall Objective: To evaluate the effectiveness of educational activities of university professors.

Minor goals

- Determining the level of professional characteristics of Bamyán University professors from the students' point of view.
- Determining the level of personality traits of Bamyán University professors from the students' point of view.
- Determining the characteristics of stimulating to learning and independent study of Bamyán University professors.

Research questions

The main question: is the teaching effectiveness of the professors of Bamyán University desirable?

Sub-questions

1. Are the professional characteristics of Bamyán University professors desirable?
2. Are the personality traits of Bamyán University professors desirable for students?
3. To what extent do the professors of Bamyán University have the characteristics of stimulating independent learning and study?

6. RESEARCH METHODS

The purpose of the present study is descriptive-survey. Based on the application of the results, it is an applied research and the statistical population in this study is all students of Bamyán University, which has a total of 4824 people, of which 3333 are male and 1491 are female. The sample size of this research was obtained using Cochran's formula with 95% confidence level and 55% error rate of 355 tons and quota sampling method was used for sampling. The research tool was the Teacher Teaching Effectiveness Questionnaire that was used and its questionnaire had 14 items, the purpose of which is to measure the effectiveness of teachers' teaching and was made as a range of five Likert options (from very high to very low). The items of this questionnaire consist of 3 dimensions (professional characteristics, personal (individual) characteristics and stimulation of learning and independent study).

Table (1) shows the dimensions, number of questions and scoring method of the questionnaire on the effectiveness of teachers' teaching.

Table (1)

Dimensions	Number of questions	Profile questions	Spectrum questions
Professional characteristics	6	1-6	1-5(From very low to (very high)5)
Personal characteristics	5	7-11	
Stimulation to independent learning and study	3	12-14	
Total	15		

The questionnaire was developed by a researcher whose validity and reliability were measured. The validity of this has been examined using the opinions of professors and experts and its ambiguities have been removed, which indicates the validity of the content and the acceptable appearance of the test. The reliability of the questionnaire was also calculated using Cronbach's alpha. Its alpha level for the three dimensions of professional characteristics, personal characteristics (individual characteristics) and stimulation of learning and independent study was 0.93, 0.89 and 0.79, respectively, which indicates the good reliability of this questionnaire.

7. RESEARCH FINDINGS

The main research question: How effectiveness is teaching at Bamyang University?

We can get the answer to this question from the analysis of Table (2).

Table (2)

Variable	Number	Average	The standard deviation	Acceptable limit	the amount of T	Degrees of freedom	desired limit	meaningful
Teaching effectiveness	344	3,35	1,35	Q ₂ =3	46,64	354	Q ₃ =4	0,001

According to Table (2), the average teaching characteristics of the professors of Bamyang University (3.35) were higher than the acceptable adequacy (3) and according to the obtained T (46.64) in the degree of freedom (354) the difference was (0.001) It is meaningful. Therefore, the average specificity of the teaching efficiency of Bamyang University professors is higher than the acceptable level but is lower than the desired level.

Table (3) shows the answers to the research sub-questions.

Table (3)

Variable	Number	Average	The standard deviation	Acceptable limit	the amount of T	desired limit	Degrees of freedom	meaningful
Vocational characteristics	355	3,3	0,71	3	87,95	4	354	0,001
Individual characteristics		3,4	0,74		86,45			
Stimulating to learning		3,2	0,5		11,52			

According to Table (3), the average professional characteristics of Bamyang University professors (3.3) were higher than the acceptable level (3) and based on (T) obtained (87.95) in the degree of freedom (354) the difference was (0.001).) Is meaningful. Also, the average of individual characteristics (3.4) is lower than the desired adequacy (4) and is significant based on (T) obtained at the level of (0.001). And the characteristic of stimulating learning with an average of (3.2) is higher than the acceptable level and based on (T) obtained (11.52) in the degree of freedom (354) the difference is significant (0.001). And the specificity of stimulating the learning of Bamyang University professors is higher than the acceptable level but lower than the desired level.

8. CONCLUSION

The present study seeks to identify the effectiveness of teachers' teaching at Bamyang University. In this study, information was collected from students using the teacher's teaching effectiveness questionnaire, which was analyzed using SPSS21 software and considering a single sample test of each future question. And was examined.

In answer to the main question of the research, the results show that the average effectiveness of teachers' teaching is lower than the acceptable level (63) but higher than the acceptable average (57). In response to the first question of the research, the result states that the level of professional characteristics of professors is lower than the acceptable standard and is moderate. In response to the second question, the results of the research indicate that Bamyang professors have moderate personality traits. In answer to the third question, the results of the research show that the level of stimulation characteristics of independent learning, teachers is above average and below the acceptable high level. In general, the results of the research indicate the fact that the effectiveness of teachers' teaching is good because it is higher than expected.

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