

## **The Analysis of the Utilization Extent of Active Teaching Methods (Individual and Behavioral Teaching Patterns) in Sari Elementary Schools**

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### **ABSTRACT**

This article has been carried out under the title of “The analysis of the utilization extent of active teaching methods in Sari elementary schools” with the aim of becoming familiar with the utilization extent of teaching patterns (1- individual teaching patterns 2- behavioral). Descriptive-survey research method in a survey framework was selected and includes a statistical population of all elementary schools teachers of Sari city in the academic year of 2011-2012. Sample estimate based on Morgan table was determined as 269 people and random method was used for sampling. The required data was gathered through library and field methods and some instruments such as fish, databases, and questionnaire. Having the data gathered the research questions had been analyzed descriptively and inferentially. In order to do this, one-way T-test and calmograph and smearneff test was applied. Finally, these results had been found that” active teaching patterns are used in Sari elementary schools to an acceptable level by the order of 1) individual and 2) behavioral teaching patterns. This utilization is a bit different among urban schools and also among male and female teachers. Also there’s significant difference among the students in terms of the teaching-learning feedback; subsequently, it is suggested that effective measure will be taken in order to in the field of integration of active teaching models.

**KEYWORDS:** individual and behavioral teaching patterns, teaching method.

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### **INTRODUCTION**

Education plays an important role in every country, so that each country’s development or lack of development is estimated on the basis of its students’ number proportionate with the country’s needs and abilities. Furthermore, the role of Education is clear in preserving the independence and development of cultural heritage and moral and social values and skills training in arts and techniques, efforts in developing national and international cooperation and providing man power for jobs in different parts of the society. Education is conducted with the aim of targeted learning in determined and regular processes.

The lessons are usually administered in classrooms by teachers and students. Exactly, nowadays, each educational and instructional goal is fulfilled by teachers and students in classrooms and all lesson contents, scientific findings and knowledge, educational and behavioral patterns are transferred to the students by the teachers. Therefore, teachers and their teaching methods are responsible for the mission of Education. Teachers’ teaching methods are of different kinds which are divided into two main groups of traditional and active teaching methods according to the plan, goal and the facilities of these methods. Active teaching methods are called to those methods in which the students play an active role in the training process, gain experience through their teachers’ guiding, and in this category, teaching is a mutual relationship. Active teaching methods include some different kinds which are divided into four categories of social, data processing, individual and behavioral patterns.

Therefore, this research is an attempt to investigate the utilization extent of active teaching methods in Sari elementary schools in order to become aware of the active teaching methods which are applied by the teachers and present some suggestions in order to encourage them regarding the application of the active teaching methods.

Statement of the problem:

Teaching is the engagement and interaction between the teacher and the students on the basis of the teacher’s targeted and regular project for creating a change in the students’ behavior (Shabani, 2001, p. 115). Instructional methods of teaching and learning consist of different kinds which are divided into two traditional and active (modern) teaching methods on the basis of its plan, goals and facilities.

Active teaching methods are called to those methods in which the students play an active role in the training process, gain experience through their teachers’ guiding, and in this category, teaching is a mutual relationship (Armand, 1993, p.54). The teacher plays the role of a guide, counselor, and facilitator. There is a mutual relationship

and respect between the teacher and the students. Evaluation is done according to the students' abilities and competencies (Joyce and et.al, 2001, pp.31-36).

Active teaching methods include different kinds which consist of teaching process, the manner of the teachers' reaction, nature of the inter-group relations and necessary situations and resources. However, the individual and behavioral teaching patterns of each one include special teaching methods (Joyce and et.al, 2001, p.40).

Individual teaching method includes an indirect method. In this method, much attention is on the individual perspective; constructive independence of the person is encouraged and it is attempted that students describe the problems themselves and take measure in order to solve them successfully.

Internal reward, accepted sympathy and understanding on behalf of the teacher is emphasized and a quiet and specific environment is needed in order to have a dialogue (Ghoorchian, 2000, p.32, Joyce and et.al, 2001, pp.337-8).

Teaching behavioral pattern includes learning professionally, direct instruction and learning by simulators. In these methods, it is attempted that the students take steps themselves and change their behavior in order to do their duties successfully. Though the teachers' activities are often facilitating, a regular and non-flexible system is dominant on it (Ghoorchian, 2000, pp.36-7, Joyce and et.al, 2001, pp.375-6). Additionally, today quick technological changes, cultural, social, political, informational and communication technology have provided a situation that reduced half-life of human knowledge 3.5 to 5 years (Khalkhali, 1996, PP. 127-8).

Therefore, the study's main question is that to what extent and how is the utilization extent of active teaching methods (individual and behavioral teaching patterns)in Sari elementary schools?

### METHODOLOGY

The main goal of this research is to become familiar with the utilization extent of active teaching methods (individual and behavioral teaching patterns)in Sari elementary schools. Descriptive-survey research method was used in the study. The required data was gathered through library and field methods and some instruments such as fish, databases, and questionnaire. The statistical population includes all elementary school teachers, both male and female), who are at service in 2011-2 academic year in Sari city. They include 655 female and 245 male teachers of the whole 900 teachers. The research sample consists of 269 people on the basis of Kerjesi and Morgan table whose selection was based on simple random method. Research hypotheses and the data gathered through the applied questionnaires were analyzed through SPSS software and inferential statistics.

Question 1: to what extent are used individual teaching patterns in urban schools?

Table 1: variable description

Number	Mean	Standard Deviation
177	3.56	0.49

As can be seen in the descriptive table, the observed mean, 3.56, is more than theoretical mean 3 which demonstrates the participants' positive attitudes descriptively towards the first research question. It means that individual teaching patterns are used in Sari urban elementary schools. Since  $p < 0.05$  and the observed mean is more than the theoretical value of 3; therefore, it can be concluded with 95% level of certainty that: From the perspectiveof teachers inSari urbanelementary schools, individual teaching patterns are applied to a necessary, adequate and effective extent.

Question 2: to what extent are used behavioral teaching patterns in urban schools?

Table 2: variable description

Number	Mean	Standard Deviation
177	3.83	0.57

As can be seen in the descriptive table 2, the observed mean, 3.83, is more than theoretical mean 3 which demonstrates the participants' positive attitudes descriptively towards the second research question. It means that behavioral teaching patterns are used in Sari urban elementary schools. Since  $p < 0.05$  and the observed mean is more than the theoretical value of 3; therefore, it can be concluded with 95% level of certainty that: From the perspectiveof teachers inSari urbanelementary schools, behavioral teaching patterns are applied to a necessary, adequate and effective extent.

Main question: to what extent are used active teaching methods?

Table 12-4: variable description

Number	Mean	Standard Deviation
177	3.51	0.51

As can be seen in the descriptive table, the observed mean, 3.51, is more than theoretical mean 3 which demonstrates the participants' positive attitudes descriptively towards the main research question. It means that active teaching patterns are used in Sari urban elementary schools. Since  $p < 0.05$  and the observed mean is more than the theoretical value of 3; therefore, it can be concluded with 95% level of certainty that: From the perspective of teachers in Sari urban elementary schools, active teaching methods are applied to a necessary, adequate and effective extent.

Ranking of the applied active teaching methods in urban elementary schools

Anova

Observed value	Error rate( $\alpha$ )	P-value
13.83	0.05	0.00

On the basis of  $p < 0.05$ , it can be concluded that there's a significant difference in the utilization of active teaching methods, therefore; Duncan Test is used in order to analyze the difference among the groups.

Duncan Test

prioritizing	Teaching patterns	Answers' mean
First	Behavioral teaching patterns	3.83
second	Individual teaching patterns	3.56

It is demonstrated that behavioral teaching patterns are mostly used in urban elementary schools and individual patterns are in the next priority.

Question 1: to what extent are used individual teaching patterns in rural schools?

Table 3: variable description

Number	Mean	Standard Deviation
92	3.18	0.55

As can be seen in the descriptive table, the observed mean, 3.18, is more than theoretical mean 3 which demonstrates the participants' positive attitudes descriptively towards the first research question. It means that individual teaching patterns are used in Sari rural elementary schools. Since  $p < 0.05$  and the observed mean is more than the theoretical value of 3; therefore, it can be concluded with 95% level of certainty that: From the perspective of teachers in Sari rural elementary schools, individual teaching patterns are applied to a necessary, adequate and effective extent.

Question 2: to what extent are used behavioral teaching patterns?

Table 4: variable description

Number	Mean	Standard Deviation
92	3.24	0.49

As can be seen in the descriptive table, the observed mean, 3.24, is more than theoretical mean 3 which demonstrates the participants' positive attitudes descriptively towards the second research question. It means that behavioral teaching patterns are used in Sari rural elementary schools. Since  $p < 0.05$  and the observed mean is more than the theoretical value of 3; therefore, it can be concluded with 95% level of certainty that: From the perspective of teachers in Sari rural elementary schools, behavioral teaching patterns are applied to a necessary, adequate and effective extent.

Main question: to what extent are used active teaching methods in rural schools?

Table 22-4: variable description

Number	Mean	Standard Deviation
92	3.16	0.54

As can be seen in the descriptive table, the observed mean, 3.16, is more than theoretical mean 3 which demonstrates the participants' positive attitudes descriptively towards the main research question. It means that active teaching methods are used in Sari rural elementary schools. Since  $p < 0.05$  and the observed mean is more than the theoretical value of 3; therefore, it can be concluded with 95% level of certainty that: From the perspective of teachers in Sari rural elementary schools, active teaching methods are applied to a necessary, adequate and effective extent.

Ranking of the applied active teaching methods (1: individual teaching patterns 2: behavioral teaching patterns) in rural elementary schools

On the basis of  $p < 0.05$ , it can be concluded that there's a significant difference in the utilization of active teaching methods by the teachers, therefore; Duncan Test is used in order to analyze the difference among the groups.

#### Duncan Test

prioritizing	Teaching patterns	Answers' mean
First	Behavioral teaching patterns	3.24
second	Individual teaching patterns	3.18

It is demonstrated that behavioral teaching patterns are mostly used in rural elementary schools and individual patterns are in the next priority.

Comparison of the groups' views

Table 24-4: t-test (urban and rural separation)

question	region	mean	T	$\alpha$	P-value	Test' result
1	Urban	3.56	8.17	0.05	0.00	Significant difference
	rural	3.18				
2	Urban	3.83	10.47	0.05	0.00	Significant difference
	Rural	3.24				
Main	Urban	3.51	8.58	0.05	0.00	Significant difference
	rural	3.16				

As can be seen in the t-test table, there is a significant difference between the teachers' views of both groups of urban and rural elementary schools. Regarding the utilization of active teaching patterns, Sari urban elementary school teachers are in a better situation in comparison with the rural elementary schools teachers. It means that urban schools teachers apply more active teaching patterns.

Table 25-4: t-test (gender separation)

question	region	mean	T	$\alpha$	P-value	Test' result
1	Male	3.44	0.49	0.05	0.12	No Significant difference
	female	3.38				
2	Male	3.68	5.27	0.05	0.00	Significant difference
	female	3.81				
Main	Male	3.57	6.94	0.05	0.00	Significant difference
	female	3.37				

As can be seen in the t-test table, there is a significant difference between both male and female teachers' views. Regarding the behavioral and individual teaching patterns, answers' mean of male teachers is higher than female teachers' mean and regarding the behavioral teaching patterns, women perform better than men.

#### Conclusion:

- 1) According to the findings of the first question, it can be concluded that individual teaching patterns are used to a desirable extent in Sari elementary schools. Therefore, it is suggested that direct the students by improving their self-confidence and creating a realistic sense of self and showing empathic and commiserative reactions to others.
  - ✚ Learners must adhere to an instruction which is retrieved from their own needs and desires and play an important role, as an effective element, in making decisions for choosing the learning contents and the manner of learning.

- ✚ Colleagues must focus on the individual teaching patterns in order to increase their self-awareness and take responsibility of their own fate and future and present their personal opinion in an independence-making encouragement in the learner.
- 2) According to the findings of the second question, it can be concluded that behavioral teaching patterns are used to a desirable extent in Sari elementary schools. Therefore, it is suggested that these kinds of teaching patterns be used to a higher extent, since they are focused on the observable behavior of the learners, their clearly defined responsibilities and also the communication ways. In order to reduce morbid fears, learn reading and arithmetic; develop athletic and social skills and replacing comfort with anxiety in learners, it is suggested to be in contact with psychologist and counselors of the school. Since all concerns of behavioral patterns is “making the learners able”, therefore, knowing how to evaluate the reaction towards the feedback and monitoring the behavior in order to increase the utilization of this pattern will become possible. Consequently, teachers can use it as their teaching model.

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