A Study of the Effects of Implementation of the Learning Theories on the Educational Performance of Secondary School Teachers in Zahedan City

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ABSTRACT: Goal of Present research is investigating the causes, effective on teaching theories on the performance of teachers of Zahedan high school. Method of research is descriptive-survey and Statistical population is all of Zahedan teachers in school year of 1393 which were 986 people and according to Morgan's table 278 of them by using sampling random method, were selected as samples. Instrument for measuring is a questionnaire made by researcher. This questionnaire has 30 questions which its legitimacy is approved by experts, then by advisor. For obtaining the Stability of items we used Cronbach’s which the obtained result is 0.904. For analyzing the data we used frequency distribution, standard variance and statistics and t-test for analyzing research questions by using SPSS. Results of present research show that: teaching theories is effective on the performance of teachers in teaching on high school of Zahedan city. Also using teaching theories is effective on the practices, experience and Consciousness, teacher’s behaviors, quality of education, and interaction with other teachers in teaching on high school of Zahedan city.

Key words: theories of learning, educational performance, teaching methods, quality of education

Statement of problem

Due to the sensitivity of educational institutions and its infrastructure, Discussion of Training Performance is particularly important. So that every employee performance and Teachers are evaluated and compared each year on the basis of specific applications. Most scholars of educational issues believe that teachers are the most important factors in education. So any attempt consider to reform the education process, won't be without attention of teachers. Golden (2008) believes that Behavior, manners and personality of the teacher has the most profound of impact on students directly and indirectly and do the institutionalization of values. Teacher is the only who can identify the potential of students by awareness, consciousness and professional brilliance, make them crystallized (Agowa, 2004, p. 270).

For a teacher the first step is to know to what extent is the student's information in present status. The training will start from the same base. Ajiroo (2004) believes that for a meaningful learning Should be an interpersonal relationship between teacher and student there, that The first step in this way is through the Authenticity and originality of behavior (Hejari, 1385). Research results indicate that The teachers' familiarity with theories of learning and teaching materials and also its usage in education Represents that The majority of teachers in the field of learning theories and educational purposes, they don't much information and they don't have Skills and insufficient performance to apply these theories and The results are ignorant of its usage in teaching (Hoy & Miakel, 2005). Review of specialized information of teachers In terms of skills and learning theories Show that, in general, Teachers have low awareness on the principles and methods of evaluation and educational performance and this caused lack of interest and lack of skills needed by students (Abedi, 1389).

The problems of learning theories in teaching can be stated that the Learning theories usually are not completed and emphasize on specific types of learning, so it is better that Teachers be familiar with these theories. Generally behaviorism is suitable for teaching new skills, Appropriate cognitive training in critical thinking, Self-centered, lifelong learning and training and finally in the proper integration of problem solving, Decision making, and communication skills (Biabangard, 1384).

In fact, despite the theories of learning plays an important role In order to improve the perception, thinking, performance but did not receive much attention (Seif, 1387).

Application of learning theories in education does not depend only on theoretical knowledge and academic, But teachers in the educational process, the activities and strategies applied to pay not only from official sources and scientific writing they even have the personal experience; perhaps if these experiences, are in accordance with the principles learning strategies and academic theory, may be very much in harmony or
even placed in the opposite side and provided development of new theory for those interested in research And theorists in the field. Obviously experiences are valuable resources in production of theory (Arefi et al., 1388).

With respect to Importance of education in development and as one of the factors that is associating with performance of the educational system and could affect it, teachers learning theories and their impacts on educational performance of teachers. Understanding of learning theories can help teachers to organize their training activities.

But it should be noted that teaching is a complex task and according to different learning styles can be different. Management of teaching and learning activities requires a certain framework. If the frame is not fixed, Subjective ideas would be an advantage while teaching considered as a mysterious art form and without a certain definition of tasks and competencies, in the larger community will be seen with distrust and doubt (Rafiei, 1383). Therefore, it is important to discuss theories of learning.

On the other hand, according to information of teachers about theories of teaching increase strength and improve their academic performance that this also caused of training of a generation of students who, in turn, leads to the development of society. Therefore, it is important to research on learning theories and on the other hand, the need for talented and mannerly students, makes need for this research well clear. From mentioned article and the importance of education and types of teacher activities, according to the affairs of education and especially the teacher’s performance are not covered. Hence, it is necessary to be studied the result of training performance on the application of teacher’s learning theory in high school level in Zahedan.

In total with regarding to effectiveness of various factors in the knowledge of teachers in learning theories and Furthermore, the use of this information in the process of teaching is helpful to the students’ academic progress, So what seems to be very important in education is informed and appropriate usage of guidelines and principles discussed In each of the theories and This requires knowledge and awareness in this field. To achieve this goal, are needed More studies. With regard to the mentioned article, researchers studied the research according to experience and conducted studies on the application of learning theories on The academic performance of high school teachers to study this issue in Zahedan. So that offers to the senior managers of education through scientific and practical proposal.

**Learning and the factors affecting it**

Without any doubt learning is the most important phenomena of psycho in human and Creatures that have evolved Because the foundation of many of the issues That makes people distinguished mentally from other creatures of our own species And If have a fleeting look at the lives of animals and humans in the distant past We observe that Animals for thousands of years before our era does not differ. Their way of life is in the same condition it was 5 or 10 thousand years ago. But the man in the course of Prehistoric were used stone and wood for protection and hunting, like other animals lived in the trees or in caves over the course of historical changes emerged in abundance in all aspects of their life until today they have achieved amazing progress that in past centuries it was thought that nobody can imagine. Man of The current era not only is aware of the farthest and most difficult point on Earth But is aware of the depths of the oceans of the Earth and Somewhat from the peak grandeur of the galaxies. Man of the twentieth century than in past centuries whenever possible, is governing over his life. All these developments indebted to teaching and learning (Parsa, 1390, p. 20)

Factors influencing learning include:
- Having the motivation and purpose
- Preparation of Learning
- Past experiences
- Learning Activities
- Reward and punishment
- Status and learning environment
- The method of teaching
- Rehearsing
- Learning Styles

**Research Objectives**

**The main objective**

Effect of the use of learning theories to the teaching of high school teachers in Zahedan

**The secondary objectives**

Effects of learning theories to the practical ability of high school teachers in Zahedan.
Effects of learning theories on experience and work conscious of high school teachers in Zahedan.
Effects of learning theories on behavior of high school teachers in Zahedan.
Effects of learning theories on teaching quality of high school teachers in Zahedan.
Effects of learning theories of interaction with colleagues among high school teachers in Zahedan.

**Research Questions**

**The main question**

Does the use of learning theories effect on teaching performance of high school teachers in Zahedan?

**The sub-questions**

- Does the use of learning theories affect the practical skills of high school teachers in Zahedan?
- Does the use of learning theories affect the experience and work conscience of high school teachers in Zahedan?
- Does the use of learning theories affect the behavior of high school teachers in Zahedan?
- Does the use of learning theories affect the quality of training of high school teachers in Zahedan?
- Does the use of learning theories affect the interaction with colleagues among high school teachers in Zahedan?

**METHODS**

Since this research is to investigate the effect of the application of learning theories on the educational performance of high school teachers in Zahedan, So this research is applied. As soon as completion, because the research findings are applicability on the studied population. This study is a descriptive and a survey research. This research is descriptive because its goal is description of objective, real and regular events, events and different subjects. The population in this study includes all teachers of Zahedan city in the year of 1393, which According to latest statistics, the total volume of people are 986. The sample size in this study refers to table of Krejcie-Morgan (1978) selected 278 individuals. It is also a simple random sampling.

In this study to collecting theoretical data, used library studies and to collecting field data was constructed A questionnaire. With respect to The questionnaire used in this study, that is a self-made questionnaire by the researcher. To determine the validity of the experience of experts And then under supervisor of a guide were approved from aspects of the face and content into Six variables in the form of 30 questions.

To calculate the reliability of the questionnaire, amount of 30 copies distributed among the sample and after analysis with SPSS statistical software got valid, obtained a Cronbach's alpha that is equal to 0.904. Since the alpha results significantly high, so this questionnaire is applicable and reliable.

To analysis the data, used the descriptive and inferential statistical methods that in The descriptive statistic used parameters such as mean, median, mode, frequency tables and the index of dispersion variance and standard deviation and The inferential statistics test used to fit the data such as one sample t-test. Describing data are showing General information of statistical variables that is including indicators of central tendency, dispersion tendency indicators.

<table>
<thead>
<tr>
<th>Variable</th>
<th>Measures of central tendency</th>
<th>Dispersion tendency indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>mod</td>
<td>Median</td>
</tr>
<tr>
<td>Practical ability</td>
<td>3.66</td>
<td>3.72</td>
</tr>
<tr>
<td>experience and work conscience</td>
<td>3.66</td>
<td>3.65</td>
</tr>
<tr>
<td>Behavior</td>
<td>3.66</td>
<td>3.7</td>
</tr>
<tr>
<td>Education Quality</td>
<td>3.66</td>
<td>3.67</td>
</tr>
<tr>
<td>Interact with colleagues</td>
<td>3.66</td>
<td>3.61</td>
</tr>
<tr>
<td>Training Performance</td>
<td>3.66</td>
<td>3.67</td>
</tr>
</tbody>
</table>

**Data Analysis**

**The main question**

**Does the use of learning theories effect on teaching performance of high school teachers in Zahedan?**

To investigate the effects of learning theories on educational performance Use a one-sample t-test Secondary to compare the mean of high school Teacher's performance in Education with an amount of 3 (the average amount of options). The results of these tests are given below:

<table>
<thead>
<tr>
<th>Variable</th>
<th>Number</th>
<th>Mean</th>
<th>Standard deviation</th>
<th>Standard error of Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training of teachers</td>
<td>278</td>
<td>3.66</td>
<td>0.54</td>
<td>0.032</td>
</tr>
</tbody>
</table>
Table 3. Results of one-sample t-test

<table>
<thead>
<tr>
<th>Variable</th>
<th>t Statistics</th>
<th>Degrees of freedom</th>
<th>A significant amount (bilateral)</th>
<th>The difference</th>
<th>mean</th>
<th>Confidence interval 95%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training Performance</td>
<td>20.17</td>
<td>277</td>
<td>0.001</td>
<td>0.66</td>
<td>0.59</td>
<td>0.72</td>
</tr>
</tbody>
</table>

Table 2 shows the descriptive statistics such as mean of variable of the educational performance that is equal to 3.66 (higher than the average 3).

In Table 3, it is shown that a significant amount bilateral is equal to 0.001 and less than 0.05. Therefore, the application of learning theories effect on training performance of high school teachers in Zahedan.

**The sub-questions**

**First question**

**Is the use of learning theories influencing the practical ability of high school teachers in Zahedan?**

To investigate the effects of using learning theories on Practical abilities with using single-sample t-test will compare the Average skills of high school teachers with amount of 3 (the average amount of options).

The results of this test are given below:

Table 4. Descriptive statistics for practical ability variable

<table>
<thead>
<tr>
<th>Variable</th>
<th>Number</th>
<th>Mean</th>
<th>standard deviation</th>
<th>Standard error of Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>practical ability</td>
<td>278</td>
<td>3.72</td>
<td>0.59</td>
<td>0.035</td>
</tr>
</tbody>
</table>

In Table 4. The values of descriptive statistics including the Average of variable of practical ability is given that is equals to 3.72 (more than the average 3)

In Table 5, it is shown that a significant amount was bilateral that is equal to 0.001 and less than 0.05. Therefore we can say that using of learning theories effects on the ability of the practical abilities of high school teachers in Zahedan.

**Second question**

**Is the use of learning theories based on experience and work conscience influencing high school teachers in Zahedan?**

To examine effect of theories of learning on experience and work conscience compare the mean of experience and Conscientious work with high school teachers mean with using single-sample t -test with amount of 3 (the average amount of options).

The results of these tests are given below:

Table 6. Descriptive statistics of the experience and work conscience variables

<table>
<thead>
<tr>
<th>Variable</th>
<th>Number</th>
<th>Mean</th>
<th>standard deviation</th>
<th>Standard error of Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>experience and work conscience</td>
<td>278</td>
<td>3.65</td>
<td>0.65</td>
<td>0.039</td>
</tr>
</tbody>
</table>

In the table 6 Descriptive statistics such as mean values of experience and work conscience variables are equal to 3.65 (more than the average 3)

In Table 7 shows that a significant amount of bilateral is equal to 0.001 and less than 0.05. Therefore, it can say that using of learning theories effect on experience and work conscience.


**Third question**

Is the use of learning theories effect on the behavior of high school teachers in Zahedan?

To examine the impact of learning theories on teacher's behavior Using a one-sample t-test to compare the mean of behavior of high school teachers with the amount of 3 (the average amount of option)
The results of these tests are given below:

<table>
<thead>
<tr>
<th>Variable</th>
<th>Number</th>
<th>Mean</th>
<th>Standard deviation</th>
<th>Standard error of Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behavior</td>
<td>278</td>
<td>3.705</td>
<td>0.61</td>
<td>0.036</td>
</tr>
</tbody>
</table>

Table 9. Results of the one-sample t-test

<table>
<thead>
<tr>
<th>Variable</th>
<th>t Statistics</th>
<th>Degrees of freedom</th>
<th>A significant amount (bilateral)</th>
<th>The mean difference</th>
<th>Confidence interval 95%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behavior</td>
<td>1.19</td>
<td>277</td>
<td>0.001</td>
<td>0.705</td>
<td>0.63 - 0.77</td>
</tr>
</tbody>
</table>

In Table 8 the values of Descriptive statistics including mean of the variable of behavior that is Equal to 3.705 (more than the average 3).

In Table 9. It can be seen that a significant amount of bilateral equal to 0.001. Therefore, the use of learning theories affects the behavior of high school teachers in Zahedan.

**The fourth question**

Does the use of learning theories affect the quality of training of high school teachers in Zahedan?

To examine the impact of using of learning theories compared The quality of teacher training with using the one-sample t-test with the mean of quality of the high school Teacher with amount of 3 (the average amount of options )
The results of this test are given below:

<table>
<thead>
<tr>
<th>Variable</th>
<th>Number</th>
<th>Mean</th>
<th>Standard deviation</th>
<th>Standard error of Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education Quality</td>
<td>278</td>
<td>3.62</td>
<td>0.72</td>
<td>0.043</td>
</tr>
</tbody>
</table>

Table 11. Results of one-sample t-test

<table>
<thead>
<tr>
<th>Variable</th>
<th>t Statistics</th>
<th>Degrees of freedom</th>
<th>A significant amount (bilateral)</th>
<th>The mean difference</th>
<th>Confidence interval 95%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education Quality</td>
<td>14.25</td>
<td>277</td>
<td>0.001</td>
<td>0.62</td>
<td>0.53 - 0.708</td>
</tr>
</tbody>
</table>

In Table 10. The value of descriptive statistics is given from the mean of educational quality's variable that is equal to 3.62 (more than the average 3)

In Table. 11 it is shown that a significant amount of bilateral is equal to 0.001 and less than 0.05 . So it can be said that the use of learning theories affect the quality of training of high school teachers in Zahedan.

**Fifth question**

Does the use learning theories has impact on interaction with colleagues among high school teachers in Zahedan?

To investigate the effects of learning theories on interaction with colleagues of Teachers compare the use of the one-sample t-test of average of high school teachers to interact with colleagues with the amount of 3 (mean value option )
The results of these tests are given below:

<table>
<thead>
<tr>
<th>Variable</th>
<th>Number</th>
<th>Mean</th>
<th>Standard deviation</th>
<th>Standard error of Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>interact with colleagues</td>
<td>278</td>
<td>3.61</td>
<td>0.703</td>
<td>0.42</td>
</tr>
</tbody>
</table>

Table 13. Results of one-sample t-test

<table>
<thead>
<tr>
<th>Variable</th>
<th>t Statistics</th>
<th>Degrees of freedom</th>
<th>A significant amount (bilateral)</th>
<th>The mean difference</th>
<th>Confidence interval 95%</th>
</tr>
</thead>
<tbody>
<tr>
<td>interact with colleagues</td>
<td>14.502</td>
<td>277</td>
<td>0.001</td>
<td>0.61</td>
<td>0.52 - 0.69</td>
</tr>
</tbody>
</table>

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Table 12 the values of descriptive statistics is given such as mean variable of interaction with colleagues is equal to 3.61 (higher than the average 3)

In Table 13 it is shown that a significant amount of bilateral is equal to 0.001 and less than 0.05. Thus the learning theories of high school teachers affect interactions with colleagues in Zahedan.

CONCLUSION

With regard to the question of the "Does the use of learning theories effect on teaching performance of high school teachers in Zahedan?" The results show that the use of learning theories affects teaching performance of high school teachers in Zahedan.

With regard to the first sub-question of the "Does the use of learning theories affect the practical ability of high school teachers in Zahedan is there?" The results show that the use of learning theories affects the practical ability of high school teachers in Zahedan.

With regard to the second sub-question of the "Does the learning theories affect the experience and work conscience of high school teachers in Zahedan?" The results show that the use of learning theories affect the experience and work conscience of high school teachers in Zahedan.

With regard to the third sub-question of the "Does the use of learning theories affect the behavior of high school teachers in Zahedan?" The results show that, using learning theories affect the behavior of high school teachers in Zahedan.

With regard to the fourth sub-question of the "Does the use of learning theories affect the quality of training of high school teachers in Zahedan?" The results show that the use of learning theories affects the quality of training of high school teachers in Zahedan.

With regard to the fifth sub-question of that "Does the use of learning theories affect interaction with colleagues among high school teachers in Zahedan?" The results show that the use of learning theories affects interaction with colleagues among high school teachers in Zahedan.

Suggestions

To increase awareness of teachers held special courses of theories of learning.

Apply programs for the teachers in connection with the use of modern methods of teaching and education. The atmosphere of class designed for students to achieve the desired response.

Training teachers in a manner that would be a good model for students.

Teachers modify their behavior based on students to learn better.

Teachers using behavioral skills to encourage students to become self-regulation.

Teachers using competitive atmosphere in the classroom to provide grounds for academic achievement.

attend PTA meetings, particularly issues related to the interaction with the teacher makes use of the theory of learning to promote education in schools.

Suggestions for future research

Evaluation of different approaches to learning and its impact on organizational performance of partners

Relationship between the quality of training with using modern equipment and learning theories.

Evaluation of different approaches in relation with ethics and with regard to the interaction with colleagues in education

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