



Investigating the Relationship between Teaching Skills of Teachers and Students Motivational Beliefs in Secondary School

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ABSTRACT

Objective: The aim of this study was to examine the relationship between teaching skills of teachers and motivational beliefs of students. **Methodology:** The research is applied for the purpose of cross-correlation method. The sample was included 203 out of 223 high school students and their teachers, which are randomly selected by the multistage cluster sampling. The motivational beliefs with three components (achievement goals, perceived usefulness, efficacy) and a questionnaire with four components of teachers' teaching skills (communication skills, evaluation skills, development of learning skills, a variety of teaching behaviors) are used to gather the data. **Results:** The study's finding is among the most valuable skills of teachers, "communication skills" and "diversifying teaching behaviors" as the strongest prediction of motivation for students, especially in components of perceived usefulness and the efficacy. **Conclusion:** The results strongly suggest that the learning skills of the teachers and their teaching behaviors diversity are a significant relationship with achievement goals for the students. Therefore, the teachers with respect to the learning method of students, stimulating the students to participate in class discussions and debates, thought skills while teaching and learning resources and educational media and appropriate lesson, and plan activities outside the classroom can be a significant and positive impact on the student achievement objectives.

1. Introduction

The main goals of the educational system is training the students to be successful, progressive and efficient (Moshtaghi, 2012). For a long time, the main criterion for measuring success and efficiency of students was "grade". In this way, the researchers measure the grade and their research has focused on the factors that increased the score. But several today studies suggest that its risk factors most influence on learning motivation and academic performance of their students (Ebrahimi et al., 2011). Hidi and Harackiewicz (2000), Reeve (1996), Ryan and Connel (1989) consider the motivation to be one of the strongest indicators of academic success and failure.

In general, logical life leadership requires a favorable motivational belief. Motivational beliefs influence on the students' choices, their academic disciplines and activities. Several environmental factors affect the growth and development of students' motivational beliefs. We believe that the schools and classrooms are the most influential environmental factors on students' motivational beliefs. Experts believe that the teachers can affect the motivation of students. They can choose a suitable method and work with students, classroom interactions in such a way that the desired effect is to motivate students (Pintrich and Schunk, 1996). Evidence suggests that teacher performance and activities of potential motivation influence on the students. This includes not only the obvious motivational teacher actions (such as setting goal and rewarding good performance), but also activities that are associated with the method of teaching (such as grouping students and methods of FAQ) (Stipek, 1996). Teachers may then define the objectives by adopting methods such as remembering previous information (on the subject), the stimulation of controversial questions, the use of unusual and fun activities that finally connect the

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subject to the interests and motivations of the students and strengths them, no person other than a teacher can have more influence on what is going on in the schools. Teacher education process could be combined with the pleasure and prosperity or it is a useless process. (Alipourmeshkani, 2002).

From the perspective of the psychologists and teachers in the education system when problems occur such as academic failure, "learning motivation" is one of the fundamental causes (Ball, 1977). In addition to maximizing the students' learning motivation it causes that the students and the teacher have better understanding of the nature of work. Students who have been raised in terms of academic learning environments are not disturbed. They require less discipline and a willingness to listen to their teacher as to what is said to be interested. When the debate is appropriate, they participate, because it is important to contribute to the thinking of others.

1.1 Statement of Problem

It is believed that the teachers can apply appropriate teaching skills in the classroom affect the students' motivation (Pintrich and Schunk, 1996). To do this they must allow the students to create the enthusiasm for learning. Without the enthusiasm of a teacher, there is no possibility of transferring it to students. The positive feedback is received from the teachers; he increases intrinsic motivation (Patrick, Hazel and Kempler, 2000). Vallerend et al (1992) found that the students who feel that the teacher teaches voluntarily find more than internal motivation to learn and feel that the teacher is teaching for the money. In other words, the teacher is a role model through his psychological variables that is internalized in the students.

One of the motivating factors affecting cognitive strategies is concerned in the goals that students pursue their development. According to the theory of achievement goals achievement goals for the students to do their homework, assignments used will affect the level (Elliott, 1999). Ames (1992, quoted by Harder, Crowson, Debacker and White, 2007) found the aims of the development as a coherent pattern of beliefs by which a person knows in different ways the situations of incline in the context of his activities, and finally provides an answer. Elliott (1999) have proposed a model that aims to advance two goals and objectives of the control and functional performance as well as performance-orientation and performance-avoidance goals have divided into two groups, Mastery goals as a component of development objectives focus on the skills development and mastery of tasks, learning materials and learning intrinsic value. In the model of performance-orientation goals, the students try to compare their abilities with others and portray their intelligence. They stressed the usefulness and value of external learning about how others judged. In the model of performance-avoidance goals, the goal is simply a person who never failed a course and study (Elliott and Harackiewicz, 1996).

One of the motivating factors affecting the ability of perception is a cognitive strategy about the efficacy of psychological research by Reeve (1996) and his social cognitive theory which is derived from a person's beliefs or judgments about their ability to perform the duties and responsibilities of the judgment suggests that social foundations. Social cognition theory is based on the tripartite model of behavior, the environment and the individual.

Perceived usefulness of the ability is to predict long-term consequences of the current actions. In other words, perceived usefulness of individual recognition of the usefulness of this valuable is among the future goals.

Students with positive perceptions of the usefulness of the course to achieve their future goals are raised higher than the others in school assignments, learning strategies are more effective to work hard and perform better at school (Phalet, Andriessen and Lens, 2004). Oriahi (2009) consider perceived usefulness as a valuable relationship between the current task and obtaining personal goals. They believe that perceived usefulness of training may influence different types of achievement goals. The studies are related to the role of teacher motivational beliefs and behavioral outcomes conducted and indicated that when the teacher would satisfy the needs of belonging, they criticized the choice of providing motivation and activities to increase students' activities (Assor, Kaplan and Roth, 2002). Mohsenpour, Hejazi and Kiamanesh (2008) found that self-regulation strategies and perceived self-efficacy are associated with self-efficacy students. Hejazi and Sangari (2009) found that mastery goals, strategies, perceived usefulness of self-regulation that have a significant relationship with math achievement. Taheri et al (2010) found in their research that there is a direct and positive relationship between the students' motivational beliefs, environmental factors, personal factors and factors related to the school. The most significant factors associated with students' motivational beliefs were environmental, personal factors and factors of the school. Ebrahimi et al (2011) in their study indicated that the class atmosphere due to the relationship of perceived usefulness ability to predict the development goals of high school students. It has a significant relationship with mastery goals and performance in class atmosphere, but when the power and perceived usefulness of bias are entered into the relation, this relationship is not significant.

In the study by Yu (2002) indicated that the perceived efficiency of students and future orientation was significantly and positively associated with learning motivation. Among the male students the more future direction and motivation to learn have been achieved, respectively, regression analysis indicated the significant variables (1. perceived usefulness, 2-speed and 3-sex) in motivating students' descriptions.

In Arizi and Abedi (2007) turned out that there is a positive relationship between teachers control practices related to the interest of students. Finally, Patrick, Hisley and Kempler (2000) indicated that the management style of teachers has an important role in conflict and motivate their students in class.

2. Materials and methods

2.1 Methodology

This research is a descriptive-correlative that examines the relationship between teaching skills of teachers and students' motivational beliefs. The study sample was consisted of all high school students in Kashan, including 1168 students and teachers of all students, including 531 people. After a preliminary study on the population, the sample size required was estimated to 203 students and 223 teachers who were selected by a multistage cluster sampling method. Data for this study was gathered by: a) motivational beliefs questionnaire (Green and Miller, 1996) in the form of three questions in three components (achievement goals, perceived usefulness and efficacy) to determine students' motivational beliefs, b) Teaching skills questionnaire in twenty-two questions in four items (communication skills, assessment skills, learning skills development, the diversity of teaching behaviors). The questionnaire's content validity and reliability were confirmed by the experts based on Cronbach's alpha coefficient, at 0.86 and 0.82, respectively.

2.2 Data analysis

The analysis confirms that there is a significant relationship between the goal of mastering communication skills and evaluating students and teachers.

Table 1. Correlation between mastery goals of students and teaching skills of teachers

Variable	Frequency	R	Significance level
Proficiency objectives students with communication skills	203	0.25	0.001
Proficiency objectives students with evaluation skills	203	0.22	0.001
Mastery objectives for students with learning skills	203	0.15	0.03
Proficiency objectives students with a variety of teaching practices	203	0.29	0.001

The significant relationships were not found in relation to the objectives of the orientation-performance, but in practice it was found that the components of avoidance-performance goals determined that there is a significant relationship between communication skills of students and the teachers.

Table 2. Correlation of avoidance-performance purposes with teaching skills of teachers

Variable	Frequency	R	Significance level
Goals of avoidance-Performance students with evaluation skills	203	0.25	0.001
Goals of avoidance-Performance students with learning skills	203	0.22	0.001
Goals of avoidance-Performance to teach students with a variety of behaviors	203	0.15	0.03
Goals of avoidance-Performance students with communication skills	203	0.29	0.001

It was found that there is a significant relationship between self-efficacy of students with the teaching skills of the teachers. Results of table 3 confirm that the self-efficacy of students has a significant relationship with communication skills, assessment and learning skills of the teachers.

Table 3. Correlation between the self-efficacy of students with teaching skills of teachers

Variable	Frequency	R	Significance level
Self-Efficacy of students with communication skills	203	0.25	0.001
Self-Efficacy of students with evaluation skills	203	0.22	0.001
Self-Efficacy of students with developing learning skills	203	0.15	0.03
Self-taught of students with a variety of behaviors	203	0.29	0.001

3. Discussion and results

After seeing significant correlations above multiple-linear regression was used. As the results in table 4 indicates among the teachers' taught skills, communication skills and a variety of teaching behaviors are a significant component of self-efficacy beliefs predicted in their students' motivation.

Table 4. Self-efficacy regression of the students on the teaching skills of teachers

Variable	Non-standard values	SE	Regression	The value of t	The coefficient of determination	Significance level
Communication Skills	0.49	0.08	0.30	2.42	0.13	0.009
Evaluation Skills	0.13	0.41	0.11	0.48	0.01	0.63
Development of learning skills	0.18	0.11	0.10	1.39	0.01	0.16
A variety of teaching practices	0.40	0.22	0.27	2.24	0.13	0.02

Coefficient of determination indicates that 0.13 changes in self-efficacy scores of students are explained by the communication skills and a variety of teaching behavior. These results were also observed in relation to the perceived usefulness of the students.

Table 5. Perceived efficiency regression on teaching skills of teachers

Variable	Non-standard	SE	Regression	The value of t	The coefficient of	Significance
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	values				determination	level
Communication Skills	0.53	0.19	0.35	2.79/2	0.14	0.006
Evaluation Skills	0.08	0.17	0.05	0.48	0.02	0.63
Development of learning skills	0.23	0.16	0.13	1.39/1	0.02	0.16
A variety of teaching practices	0.48	0.14	0.30	2.53/2	0.14	0.009

As table 5 indicates the results from a variety of communication and behavior skills of teaching skills of teachers predict the students' perceived usefulness. Coefficient of determination indicates that 0.14 scores of the perceived efficiency are explained for the students with communication skills and a variety of teaching behavior.

4. Conclusion

The results strongly suggest that the learning skills of the teachers and their teaching behaviors diversity are a significant relationship with achievement goals for the students. Therefore, the teachers with respect to the learning method of students, stimulating the students to participate in class discussions and debates, thought skills while teaching and learning resources and educational media and appropriate lesson, and plan activities outside the classroom can be a significant and positive impact on the student achievement objectives. In this regard, Spalding (1998) also concluded that the enthusiasm of teachers and a variety of teaching methods and teacher behavior determine the vitality and motivation of other students. Hosseini and Khayer (2010) have shown that the variable of quality of teaching school mathematics of the teachers can predict positive emotions and emotional regulation as a significant and positive. Patrick, Hazel and Kempler (2000), according to their research found that if a teacher provides significantly a lesson, presentations will not lower or far level beyond his ability to be challenging, and students upon presentation of appropriate responses received a positive feedback from teachers, his inner motivation increases.

The study indicates the valuable skills of teachers, communication skills and a variety of teaching behaviors among the strongest predictor of motivation for students. Zaharakar, Rezazadeh (2010) research results are consistent with these findings. His research indicated the self-efficacy in students who received problem-solving skills, self-efficacy higher than those who have not received training in problem solving. In fact, a variety of teaching methods are directly communicated with the motivation of the students (self-efficiency). As Schunk (2003) suggests the growing importance of self-efficiency, it has a direct impact on learning process aspects such as selection of goals, decision-making, level of effort, perseverance and persistence in the tasks.

The significant relationship between communication skills and a variety of teaching practices was also observed in relation to the perceived usefulness of the students. This finding reflects the findings of the present study are valid. In fact, the skills of teachers, "communication skills" and "diversifying teaching behaviors" are among the students' incentive components.

4.1 Suggestions

Beginning organizing workshops through in-service training based on scientific assessment, in order to acquaint teachers with new approaches to learning, especially motivational approaches and programs adjusted to the needs and circumstances and possibilities.

Informing the teachers of the results of research carried out to date in the way of motivation in students to improve their knowledge and professional skills.

Retraining teachers in ongoing training to enhance the skills and capabilities of their experience in teaching, taking into account the purpose of education (knowledge, skills and attitude) and how to motivate students to learn.

Raising the level of competence and motivation of teachers to pay attention to students' learning and increasing their motivation

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