

RELATIONSHIP BETWEEN TEACHING AND TENDENCY TO LESSON PLAN IN HEALTH WORKING TRAINERS OF MAZANDARAN MEDICAL SCIENCE UNIVERSITY

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Abstract

The recent researches results show that teaching process and lesson plan are effective in successfulness and efficiency of learning and teaching activities, planning, performance and evaluation. The present research has been done, aimed in studying the effective factors on the rate of the health working teachers' tendency to lesson plan in teaching. The method of research is of correlation type, and the questionnaire had been distributed among 75 health working teachers of Mazandaran. Data was analyzed using SPSS software and Pearson correlation Statistic methods, unilateral variance analysis and Liner Regression method. The obtained results showed that there is a strong correlation (meaningfulness in 0.01 level) between all different dimensions of teaching process and tendency to lesson plan. Also, according to the result obtained from the unilateral variance analysis, the mean of teaching process marks or scores and tendency to the lesson plan of teachers, decreases by increasing the service experience. Regression analysis indicates that teaching, itself, justifies about 42 percent of the whole variable changes of tendency to lesson plan. The quality of training programs and the improvement of teaching process and learning is required to use and utilize the teaching method and techniques, specially, lesson plan in teaching and increases learning rate, facilitates the teaching process, increases the motivation for regular participating in class and the active participation of student in discussions.

Key words: provocation, tendency, lesson plan, teaching process

INTRODUCTION

University is one of the main organizations that is responsible to educate the good men to control and manage the community. For this, it is necessary to have an efficient education system. Here, professors play important roles in creating the desired conditions for learning, and have special

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importance and sensitivity in making the educational system efficient. When we can have an efficient educational system that know the real needs of the community and according to them design appropriate goals and use the correct educational and learning strategies to achieve these goals. In recent years, the necessary of lesson plan, has been comprehensively stated in teaching groups of Medical Sciences majors. For this, universities, in terms of their facilities and the educational administrators' points of view, have established workshops and educational meetings of lesson plan and teaching method (Kamran & Sharghi, 2011).

Educational plan is the most important steps in teaching, and the professors or university teachers should allocate more the time to design and divide the subjects and to study the different resources related to the subject for teaching, placing and extracting the goals in yearly and daily lesson plan. The educational plan will be done after determining the educational objects and getting familiar to cognitive, sentimental, mental and motional ranges which is important (Khenifer 2006, p 94). So, all experts in educational system agree that a change in the content and the quality of training programs and improvement of teaching process and learning, is required to utilize the teaching method and techniques especially lesson design in teaching process. Lesson plan is organizing and planning the activities that professor and students do to achieve the learning objects.

Lesson plan improves the students or learners' point of view on the quality of education and the learners and teachers activities and increases the learning, facilitates the teaching process, increases the motivation for regular participation in class and the student's active participation in discussions and teaches the teachers, the way of teaching, and the learners, the way of learning, and provides the tools for students to self-learning (Fatahi, 2009, Mobaraki, 2011). Also, lesson plan creates a static interaction between the teacher and student and causes that the students, in addition to the finding logical reasons for their learning programs, feeling responsibility to perform the curriculum and this makes them pay attention to the process of teaching performance and play a certain role, as possible as they can, in performing the curriculums (Saberian, 2003). In a well-organized lesson plan, at least, the elements and structures like lesson subject, outlines, general object of the lesson, slight and behavioral objects, entering behavior of learners, diagnostic evaluation, educational activity, teaching method, required educational tools, the way of evaluation at the end of the class and out of class- supplementary activity should be considered (Shaabani, 2011). A few studies have been done on lesson plan and following its standards and the effective factors on using the lesson plan, some are mentioned below:

Adib hajbagheri et.al (2013) concluded that represented lesson plan by professors or university teachers, were in average-quality level and most components which had been considered in lesson plan were the determination of lesson content, slight objects and the resources and most shortages have been related to the management policies of teacher class, determining the students' preparation in each session and training- assistance tool and the way of using it. The results of Nahavandi research (2011) indicates that lack of ability and knowledge of how to provide the lesson plan, lack of opportunity, volume and type of lesson, taking training classes, and officials reaction play an important role in using the lesson plan by the teachers and there is a meaningful difference between the single or married men and women's opinion about using the lesson plan. Atashak (2009) concluded that using the regular educational plan and a correct evaluation by teachers in teaching process, increase the students learning. Fattahi et.al (2009) showed that the knowledge of faculty members about lesson plan is not in a satisfied level and they don't have a positive attitude on providing the lesson plan.

The results obtained from Salemi & Elhampour research (2009) indicate that cognitive and professional issues of lesson plan, management and educational and lesson planning problems, attitudinal problems of teachers, economic and social problems, cultural and prevocational problems are the main obstacles in providing and using the lesson plan, and the male teachers, high-experienced teachers and the teachers with more weekly-teaching hours emphasize the use of lesson plan. The results obtained from Sheih et al research (2009) have shown that learning in students who had optimal use of didactic plans, has significantly increased. Rassel (2003) studied the impact of short-time didactic plans on the output of the students learning according to Blum classification and concluded that didactic plans have positive impact on learning (quoted from Maarefatniya, 2005).

RESEARCH OBJECTIVE

According to proposed research and theoretical basics and the role and importance of lesson plan in promoting the didactic level of students in health working institute where is the direct responsible of providing the people health, evidences show that the teachers don't know it's necessity and are not interested in using the lesson plan in their classes, while the lesson plan makes clear the vague objects and teaches the teacher how to teach and teaches the students how to learn. Also, by decreasing the disincentive factors, optimal use of the time will be provided and finally the efficiency and efficacy of didactic increases. In fact, lesson plan is the main infrastructure of teaching structure and is the heart of teaching, this research tries to study the useful and valuable methods to persuade teachers for planning the lesson which finally leads to the efficacy of teaching and learning processes. Therefore, according to the different factors relationship in using the lesson plan such as economic and social factors, management and organizational factors and the rate of supervision and following the performing the plan, teachers' attitude, prevocational problems, the researcher is looking for the analyzing and answering the following questions: Can the rate of teaching process predict or determine the rate of Mazandaran health working trainers' tendency to plan the lesson? What percent of variance of tendency variable to the lesson plan can be predicted by the variable of teaching process? So, the main hypothesis of the research, in answering the mentioned questions, is stated as: there is a relationship between the dimensions of teaching process and the rate of tendency to lesson plan.

METHOD

The method is a correlation type which is looking for studying the range of one or more variables with one or more other variables. Statistic population of research includes all health working trainers of Mazandaran Medical Sciences university, 75 people, who were selected as a sample, so the volume of the present sample is that statistic population.

1- Research tools

Information collecting tool is a researcher-made questionnaire. Since there was no standard questionnaire to evaluate the existing variables, the researcher made a 25-question questionnaire. To determine the fluency of the questionnaire, the content and formal fluency was used, and the improving ideas of educational sciences professors and experts were applied in providing the questionnaire. And its stability was calculated by Kronbakh Alpha coefficient 0/86. So, the questions have internal coorfnation and the questionnaire is a stable one.

2- Data Analysis

Data collected from distributed questionnaire, were analyzed by using the software, in two descriptive and inferential levels. In descriptive level, tables of frequency distribution, central indexes, dispersion indexes and Pearson correlation coefficient and in inferential level, the unilateral analysis of variance were used to compare the importance of dimensions of teaching process and teachers tendency to lesson plan and Linear regression method was used to determine the explanation percent of teaching process variable in tendency to lesson plan.

FINDINGS

Research findings have been represented in two descriptive and inferential levels. Descriptive findings indicate that the degree variable includes the groups of the teachers with 5 years working experience is 26.1%, 5-10 years working experience is 15-10%, and more than 15 years experience is 11.6% and more than 20 years is 30.2%. In inferential study of data, correlation coefficient between different dimensions of teaching process and tendency towards lesson plan were calculated. Mean, standard deviation, and variance of the teachers scores in different dimensions of teaching process and tendency towards lesson plan variables are represented in Table 1. According to these data, it is observed that the teaching process and teachers' tendency to lesson plan, are respectively 4.1084 and 4.0040 in high level.

Table 1: Statistic indexes of dimensions of teaching process and tendency to lesson plan (N=75)

dimensions	Scores mean (5-1)	Percent of scores	Standard deviation	variance
Independent variable (teaching process)	4/1085	%82/17	0/76359	0/583
cognitive	3/7673	%75/35	0/82756	0/685
prevocational	4/1578	%83/16	0/88172	0/777
management	4/3353	%86/71	0/83524	0/698
Dependent variable (tendency to lesson plan)	4/0040	%83/83	0/67822	0/460

Table 2 indicates the correlation coefficient between the dimensions of teaching process and tendency to lesson plan in Pearson correlation coefficient. According to the results, shown in this table, there is a meaningful positive relationship between teaching process and tendency to lesson plan.

Table 2: Correlation Matrix of the dimensions of teaching process and tendency to lesson plan

dimensions	cognitive	prevocational	management	tendency to lesson plan
cognitive	-----			
prevocational	0/574**	-----		
management	0/488**	0/741**	-----	
tendency to lesson plan	0/341**	0/524**	0/529**	-----

** Meaningfulness level 0/01

Tables 3 and 4, show the results of unilateral variance analysis (ANOVA) between the dimensions of teaching process and the teachers working experience. Also, diagram 1, shows the diagram of the teachers' teaching process mean in different years.

Table 3: The analysis of unilateral variance (ANOVA) between the dimensions of teaching process and working experience

Working experience	Mean of teaching process scores	Standard deviation	Standard error	Minimum mean	Maximum scores mean	Range of scores mean
Up to 5 years	4/3561	0/71122	0/06190	2/00	5/00	1-5
5-10	4/2147	0/67351	0/05275	2/00	5/00	1-5
10-15	3/8814	0/74475	0/09696	2/00	5/00	1-5
Over 15	3/8693	0/81671	0/06603	1/00	5/00	1-5
Total	4/1085	0/76359	0/03391	1/00	5/00	1-5

Table 4: The analysis of unilateral variance (ANOVA) between teaching process and working experience (table of meaningfulness)

Teaching process	Sum of squares	Freedom degree	Squares mean	Fisher statistics	Meaningfulness level
Inter- group	21/729	3	7/243	13/330	0/000
Intra- group	273/305	72	0/543		
total	295/034	75			

Diagram 1: diagram of the mean of the teachers teaching process in working experience

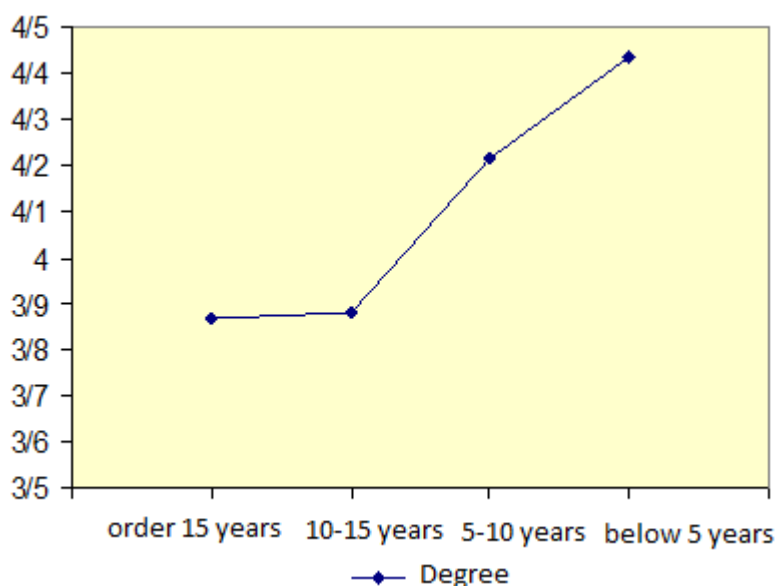


Table 5 and 6 report the unilateral variance analysis between the tendency to the lesson plan and the teachers working experience. Also, diagram 2, illustrates the diagram of mean tendency to lesson plan in the working experience.

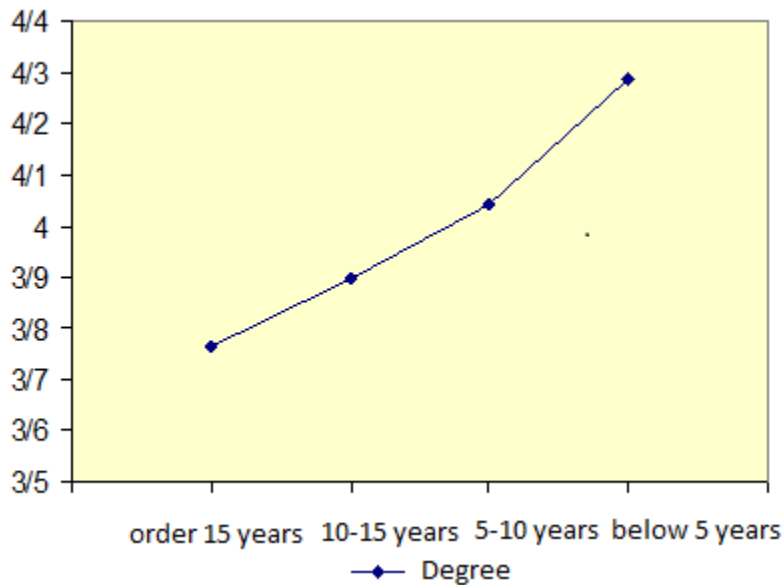
Table 5: The analysis of unilateral variance (ANOVA) between tendency to lesson plan and working experience

Working experience	Mean of teaching process scores	Standard deviation	Standard error	Minimum mean	Maximum scores mean	Range of scores mean
Up to 5 years	4/2868	0/58888	0/05185	3/00	5/00	1-5
5-10	4/0435	0/58468	0/04608	2/00	5/00	1-5
10-15	3/7647	0/58308	0/07656	2/00	5/00	1-5
Over 15	3/7647	0/77599	0/06274	1/00	5/00	1-5
Total	4/0040	0/67822	0/03030	1/00	5/00	1-5

Table 6: The analysis of unilateral variance (ANOVA) between tendency to lesson plan and working experience (table of meaningfulness)

Teaching process	Sum of squares	Freedom degree	Mean of squares	Fisher statistics	Meaningfulness level
Inter- group	20/000	3	6/667	15/778	0/000
Intra- group	209/992	72	0/423		
Total	229/992	75			

Diagram 2: diagram of the mean of tendency to the lesson plan in working experience



Results obtained from the dependent and independent variables regression are as following tables. In table 7, the amounts of multiple correlation coefficient, multiple determination coefficient, decreased multiple determination coefficient and standard deviation of multiple determination coefficient are respectively reported. The amount of R^2 in following table is 0.419, it means that Linear regression of teaching process dimensions, itself, justifies about 42 percent of total changes in the tendency lesson plan, and remaining changes belong to other variables.

Table 7: Linear regression for teaching process variable

Model	Multiple correlation coefficient	Multiple determination coefficient	Multiple determination coefficient decreased	Standard deviation of multiple determination coefficient
1	0/647 ^a	0/419	0/415	0/51871

a: predicted variables, cognitive prevocational, management dimensions

In Table 8 which is called ANOVA Table, sum of squares, freedom degree, mean of squares, Fisher statistics and regression meaningfulness level are reported.

Table 8: Analysis of unilateral variance (ANOVA) of regression coefficient of teaching process variable (total regression F test)

Model	Sum of squares	Freedom degree	Mean of squares	Fisher statistics	Regression meaningfulness level
regression	96/267	3	32/089	119/261	0/000 ^a
Remaining (error)	133/725	72	0/269		
Total	229/992	75			

a: predicted variables, cognitive prevocational, management dimensions

b: dependent variable: tendency to lesson plan

In table 9, for each regression model index, amount of indexes evaluation, standard deviation of indexes evaluation, evaluation of standard model indexes, test statistics and meaningfulness level of index have been reported. According to the reported results in following table, management, prevocational, cognitive indexes, have respectively the most impact on the dependent variable of tendency to lesson plan (respectively: 0.379, 0.214, 0.170).

Table 9: Evaluation of indexes

Model	Unstandard coefficients		Standard coefficients	Amount (t)	Meaningfulness level
	B	Standard error	Beta		
Fixed amount	1/469	0/138	---	10/653	0/000
Cognitive	0/139	0/032	0/170	4/298	0/000
Prevocational	0/165	0/038	0/214	4/384	0/000
management	0/307	0/038	0/379	8/023	0/000

DISCUSSION AND CONCLUSION

Lesson design is one of the pre-teaching skills that by means of lesson plan, learning and learner activities are designed, performed and evaluated. lesson plan constitutes the base of teaching, so by studying the theoretical and experimental basics of the researches, such as AdibHajbagheri (2013), Nahavand (2011), Atashak (2009), Salemi&Elhampour (2009), Fattahi et al (2009), Sheih et al (2009), the effective factors on the rate of teachers tendency to lesson plan in teaching process have been identified.

The present research aimed to study the relationship between teaching process and the Mazandaran health working trainers' tendency to lesson plan. The finding showed that there is a

strong correlation (meaningfulness in 0/01 level) between all different dimensions of teaching process and tendency to lesson plan. The results represent that total rate of teaching process and trainers' tendency to lesson plan is in high level, among five levels of very low, low, average, high, and very high. Mentioned variables have respectively the means of 4.1084 and 4.0040 and the percent of 82.17 and 80.08. Among the dimensions of teaching process, management, prevocational and cognitive indexes, respectively have most mean and scores percent. According to the obtained results of unilateral variance analysis, scores mean of teaching process and tendency to lesson plan will decrease by increasing the working experience. The findings obtained from Regression research state that teaching process has a meaningful role (about 42 percent) in predicting the rate of the teachers' tendency to lesson plan and since lesson plan constitutes the base of teaching, it plays a basic role in forming the learning. In other word, if Mazandaran health working trainers, in term of teaching process rate, are in higher level, they will act more successfully in the dimension of tendency to lesson plan. β index in regression analysis indicates that management, prevocational, cognitive indexes have the most contribution in influencing the dependent variable (tendency to the lesson plan), with coefficients of 0.379, 0.214, 0.170, respectively.

According to the carried out studies, calculated mean shows the tester attitude is positive. T-test results have indicated that cognitive factors are effective on the rate of teachers' tendency to lesson plan. The present research findings are coherent with the findings obtained from Atashak (2009), Sheih et al (2009) and Salemi&Elhampour (2009). Most teachers provide a plan for daily class activities that show the list of activities should be done. In this lesson plan, general, slight and behavioral objects of being taught, are determined. Also, the teacher predicts how to evaluate the previous knowledge, that is entering behaviors of students so that he teaches according to them, and determines the evaluation system to evaluate the learners and his success and will be ready to teach. Holding training courses and different workshops for teachers to get familiar with didactic modern technologies like projector, computer, power point and also with the stages of daily and yearly lesson plan provision and increasing the teachers knowledge and optimal use of the appropriate time and sufficient facilities and stating general and slight objects in providing the lesson plan will persuade the teachers to lesson plan.

T-test results show that prevocational factors influence the teachers' tendency to lesson plan. The present research findings are coherent with the findings of Adib Hajbagheri et al (2013) and Salemi&Elhampour (2009). Considering the class activity and after-class activities causes the better learning of students and increases their educational motivation that it means the strength of learning and increasing the motivation will persuade the teachers towards lesson plan. Also, increasing and improving the state of salary, advantages and equipments and also encouraging the teachers to use different teaching patterns and appreciating the teachers who use the lesson plan in class, will have a substantial role in creating the internal strong motivation for writing the lesson plan and in increasing the teachers tendency to lesson plan. Generally, according to the obtained results, careful identification of teachers feeling and paying attention to their personal differences, group managers knowledge about provocation theories, their participation in making decision in didactic group, providing a suitable workplace and mental security, paying attention to creative teachers and providing the condition for their creativities such as lesson plan and its application, informing the teachers through active participation in didactic group programs, following the didactic justification, honesty and discipline in group, increasing the sentimental relationships in didactic environment, providing necessary facilities for teachers and finally

considering the teachers' problems and developing the equipments partly provide the condition of the teachers' motivation improvement in writing and following the lesson plan. T-test results have indicated that management factors influence the teachers' tendency to lesson plan. Therefore, the present research findings are coherent with Nahavandi (2011), Shieh et al (2009). Changing the present rules and provisions, the group managers' attention to the lesson plan, EDC and EDO of Medical Sciences University, decentralizing the didactic structure, improving the didactic management structure, establishing the didactic workshops, advertisements and advertising brochure related to lesson plan, sending the letters relating to lesson plan and justifying the content of letters to group managers and teachers for useful and effective performance, distributing the forms and instructions related to lesson plan and finally providing the equipments and facilities in lesson plan provision for teachers will persuade them to lesson plan.

SUGGESTIONS

1. Considering the impact of cognitive factors on the rate of teachers' tendency, it is suggested that by holding the didactic courses and different workshops make the teachers get familiar with didactic modern technologies and also with the stages of providing the daily and yearly lesson plan so that they can perform the components related to lesson plan in the class, and health working trainers feel using the lesson plan as a necessary issue in teaching.
2. Considering the impact of prevocational factors on the rate of health working trainers' tendency towards lesson plan, it is suggested that health working trainers pay more attention to class- and after-class activities, because this causes the learners' learning and will increase their educational motivation, and the increase of learning power and the learners' motivation will lead to the trainers' tendency to lesson plan. Also, attempt in increasing and improving the salary condition, advantages and the facilities has an essential role in increasing their tendency towards lesson plan. Finally, encouraging the teachers who are using the lesson plan and encouraging them in using different patterns of teaching and the teachers and didactic group's positive attitude on the advantages of lesson plan will play a substantial role in increasing the tendency to lesson plan.
3. Considering the impact of management factors on the teachers' tendency to lesson plan, it is suggested that in order to help the group managers, didactic managers and programmers and the group managers should hold didactic workshops, provide didactic brochure and advertisements relating to lesson plan, send lesson plan - related letters and justify the content of letters for a useful and effective performance and in order to help health working trainers, didactic managers should distribute the related forms and instructions, supervise and control the group managers carefully and finally provide the facilities and equipments for preparing the lesson plan.

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