The role of teachers in creating interest in education in primary school students in Parsian

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Abstract

The purpose of this study was to investigate the role of teachers in creating interest in education in primary school students in Parsian. This is an applied survey one. The statistical population of this research includes 50 elementary school teachers in Parsian. Since the size of the community was small and the elements are available, sampling has not been done and all the teachers have been studied. The data gathering tool in this research is a researcher-made questionnaire based on the research needs with 45 closed questions. The validity of the questionnaire was based on the experts' perspective and their reliability was based on the Cronbach's alpha coefficient. The reliability of the questionnaire was 0.813 which indicates the desirable reliability of the research questionnaire. Descriptive statistics (frequency, percentage, standard deviation and variance) and inferential statistics (one sample t test and Friedman test) were used to analyze the data. The results of this research indicate that teachers have a significant and meaningful role in motivating and interesting in studying elementary school students.

Key words: interest in education, the role of teachers in creating interest in education, primary school students in Parsian.

1-Introduction

The first thing teachers need to know is that human motivation is a very complex subject. Hundreds of psychologists have spent their lives discovering the cause of human behavior. Their efforts have led to many successes. Today, we have a lot of information about this in comparison to a couple of decades ago, but this does not mean that comprehension has been completed, and now we can restrain all forms of counterfeiting attitudes and practices in school classes. If the

motivation of human motivation was so simple, teachers would be relieved to solve many of the problems that could be addressed by the students with little incentive. Teachers should, therefore, have balanced insight and goals in order to increase the student's motivation for education. Teachers should, in addition to balancing goals to increase student's motivation, be aware that there are not the same set of scientific practices that are effective in all successes (Aghayari, 1996).

The fundamental and sustainable transformation in each society depends on the transformation of the education system of that society and the main focus of the development of the education system is to improve the quality of the teacher's work, their knowledge and their characteristics. Therefore, in this research, the researcher is looking for the role and influence of teachers in creating interest in studying in the students of the period. Hopefully, the results of this study can be a step for the academic achievement of primary school students in Parsian. According to the questions raised, this question arises whether teachers have role in creating an interest in students of primary schools.

2. Research theoretical foundations

The motivation for progress is one of the most important social motivations that affect human behavior. This motive can be defined as a wish to surpass a particular standard behavior. (Curman, 1976). The motivation for progress is that the person tends to do something in one field and assess his performance spontaneously. The motivation for the advancement of David McClelland (1961) and John Atkinson (1965) (Abroshan, 1997) are presented.

History has always witnessed the battles and catastrophes that have arisen because of the rebellion of the human soul; yesterday, the sound of swords and today the roar of various weapons of war has been set up by those who have not been taught, or their education has not been taught, so never should the role of the "teacher" was ignored (Abroshan, 1997). All guidance and counseling professionals believe that the role of the teacher is crucial for students' learning and academic achievement. Through collaboration with parents and school staff, the teacher makes the students more effective and supports them in the implementation of the transferred affairs. The teacher prevents problems, and by creating an intimate atmosphere in the

classroom, the mental health of students facilitates their learning and improves their learning (Abroshan, 1997).

The teacher is well-informed about his abilities, weaknesses, aspirations, and needs. Therefore, it begins with the positive trait and the strengths of the work and solves the unwanted traits and weaknesses and strengthens the strengths (Akbari, 1997).

In fact, the teacher's teaching method is a combination of personality, degree of expertise, subject matter, teaching aid and learning aid, and so on. It is recommended that teachers do not limit their teaching methods to specific and prescriptive formats. The most effective teachers are those who can adapt their teaching methods so that they are able to adapt to their special education and teaching methods (Akbari, 1997). They reduce the amount of time spent on classroom administration. In order to restore order to the class, they quickly act and set the teaching method to put more tasks on the students (Akbari, 1997).

One of the problems that have been neglected so far is the relationship between teacher motivation and student motivation. The teacher motivates the students, and motivational students can increase the motivation of the teacher. Common factors in creating motivation between teacher and student are the variety of teaching methods (role play, discussion, exploration method), studying with each other and other complementary activities that create creativity and interest and learn from a static state into active and dynamic mode. Knowing this point is important to know: Motivation is the heart of education. Multifaceted motivation is twofold: stimulating (activating, energizing) and choosing behavior. In each organization, the motivation for work is important and this issue should be considered more closely in the education and training of the teacher. "Motivation is a psychological state that activates and directs behavior towards the goal or goals." In most countries, effective and motivational teachers need to be educated as one of the key pillars of education in order to enable young people in the form of education system to developed and equipped for a better future (Ahmadiya, 1993).

Bloom believes that students' interest and motivation in the learning process both play the role of cause and the effect. This means that a learner interested in a topic at a low-learner scale will gain more success and this will further increase their level of interest and motivation toward one topic.

In a more recent study, Kate and Cole (1992 by Lafermann 1997) examined the effects of several important factors, such as the ability of learners, teachers' education, and motivation to learn. The most important factor that directly affects the level of learning is the positive relationship between learner's level of ability and other important factors, such as teacher education and the other motivation to learn. Arendz (1994) believes that there is a direct relationship between the behavior and education with their children and the student's motivation for progress (Mansouri, 2008).

Schoolchildren who are very similar in terms of learning abilities, but who differ in academic achievement, have been seen many times. We see these differences in other activities. Understanding the awareness of different motivations and their impact on learning has an increasing role in students' academic achievement and can prevent financial, economic, cultural and scientific losses affecting governments and families (Mansouri, 2008).

According to many experts, education may not be very difficult, but what makes teacher work hard is to create a learning environment and find ways to attract students (Mansoori, 2008). Teachers always do their best to make the students more successful. However, not all students are successful. It must be recognized that talent is different from one another, and learning paths are different. Some students are very talented and fast learners, and some require more work and training (Mansouri, 2008).

Teacher's work is not just a job, because it is related to the mind of people. The teacher must put his emotional, family, financial and career problems in the underlying layers and when he enters the class, his appearance looks as though everything is okay. Obviously, this does not come from any knowledge and experience. But what all students share at all levels requires motivation and interest in the classroom. It is very important to know how the teacher is in the student's mind (Mansouri, 2008).

Situation and educational environment are among the factors that are closely related to students' motivation. The teacher plays the most important role in the school and the way the student works depends on the teacher's behavior. For the teacher, the student's motivation is important because it is both a goal and a means of further advancement in other areas of education. Teachers can use the resources and ways in which motivation increases. Although in most

classrooms we can see both external motivation and internal motivation, but the dominant aspect is with external motivation. Of course, internal motivation is also found in schools. Students can have internal motivation and teachers must pay attention to internal motivation in addition to external motivation. It is necessary to create a balance between these equilibrium and students to learn how they can achieve internal motivation from external motivation (Ghasabpour, 2007).

Therefore, since teachers should be aware of external and internal motivation strategies and provide a balance between these two types of motivation, they will provide a basis for improving the quality of education. The Deputy Director General of Public Education of the Organization, with the implementation of an effort plan and presentation of executive plans, intends to increase the motivation of students to implement the following programs in order to acquaint the respectable colleagues with different motivations, first, to define each of them. Then, the necessary explanations will be given on the implementation of the plans and solutions (Ghasabpour, 2007).

4. Research method

The purpose of this study is to investigate the role of teachers in creating interest in education in primary school students in Parsian, and to determine the experimental and addictive relationships in this field. Accordingly, the present research is applied in terms of the purpose and in terms of collecting information, a descriptive one. The statistical population of this research includes 50 elementary school teachers in Parsian. In this research, the census method of the entire statistical sample was used. Descriptive statistics (frequency, percentage, standard deviation and variance) and inferential statistics (one sample t test and Friedman test) were used to analyze the data.

5. Research results

For analysis of all hypotheses, linear regression analysis has been used.

5.1. Testing the main hypothesis: Teachers play a role in creating interest in studying in primary school students in Parsian.

Table 1. Test results of the main hypothesis using one-sample t-test

Research hypothesis	N	mean	Standard deviation	freedom	t	Significance level
The role of teachers in creating interest in education	50	3.065	.518	49	41.795	.000

With regard to the significance level obtained, we conclude that our hypothesis is meaningful. The confidence interval is 795/41. Therefore, it can be concluded that teachers have a positive role in creating interest in studying in elementary school students in Parsian.

5.2. Testing specific research hypotheses: Dimensions (language encouragement, teachers' preferences for teaching, prize winning, simulation and play, test and score application, creating a positive atmosphere of learning, motivating curiosity and quiz) have role in creating interest in studying in the students of the primary school of Parsian.

Table 2. Test results of special hypotheses using one-sample t-test

Research hypothesis	N	mean	Standard deviation	freedom	t	Significance level
Language encouragement	50	3.435	.543	49	44.687	.000
The teacher's interest in teaching	50	3.040	.770	49	27.884	.002
Receive a prize	50	2.975	.717	49	29.303	.000
Simulation and play	50	3.015	.950	49	22.421	.000
Test application and score	50	3.279	.730	49	31.751	.000
Creating a positive learning environment	50	2.926	.570	49	35.893	.000
Curiosity motive	50	3.005	.657	49	32.315	.000
Competition	50	2.916	.735	49	28.050	.001

With regard to the significance level obtained, we conclude that our hypothesis is meaningful. Also, the confidence interval for the component of language encouragement was 44.687, for the teacher's interest in teaching 27.884, received a prize was 29.303, simulation and play 22.421, test application and score was 31.759, the creation of a positive learning environment 35.893, the curiosity motive was 32.315 and the component of the competition is 28.050.

Friedman test has been used to rank and identify the prioritization of the research variables. The Friedman test can be used to compare the rank of variables.

Considering the significant level, it can be concluded that there is a significant difference between the mean of different dimensions of interest in students' education. It should be noted that linguistic encouragement has a greater and higher impact, followed by score and quiz, simulation and play, curiosity motivation, teacher's interest in the lesson, receiving prizes and creating a positive learning environment.

Table 3: The results of the test for comparing the mean of the variables rank using Friedman test

The dimensions of interest in student education	Average rating	N	Degree of freedom	amount	Significance level
Language encouragement	6.08				
The teacher's interest in teaching	4.05				
Receive a prize	3.97				
Simulation and play	4.22				
Test application and score	5.30	50	7	34.638	0.000
Creating a positive learning environment	3.96				
Curiosity motive	4.15				
Competition	4.27				

6. Discussion and Conclusion

The purpose of this study was to investigate the role of teachers in creating interest in studying in elementary school students in Parsian. The results showed that the studied dimensions have a positive and significant effect on the interest of primary school students in Parsian. Therefore, according to the content provided, significant results can be obtained in the light of the interest of students in studying.

Creating conditions and facilities that enhance the development of creativity and improve the knowledge and ability of students in accordance with their talents is one of the basic goals of education. Realizing this goal, due to the differences in student abilities and the plurality of student populations, requires access to appropriate resources and facilities, but the existing restrictions, mainly on the implementation of programs based on the abilities of the talents and individual differences, make problems for students. Therefore, it is essential to create the groundwork for those who are interested in learning how to deepen their learning with the spirit of research.

The work of today's teachers cannot be confined to teaching a subject. The teachers should, with their training responsibilities, help to create the conditions for the balanced development of all emotional forces of boys and girls and prepare them for a useful and effective life.

The importance of the work of the institutes and the profound effects of teachers 'teaching methods on the development of students' forces and talents required special conditions for the qualifications of teachers, and the sum of these conditions considered the work of a teacher as a specialist in need of specialization.

In general, the value and merit of a person who prepares himself for a teaching job leads to his success. Teachers consider motivation to be an important factor in learning, and therefore they want motivated students. And students also want success and win. In this regard, the teacher can help the student.

Some of the basic principles of the research are:

1. Students are encouraged by learning the conditions and activities that:

A: Involve them in personal and active learning of learning; and B: They are given the opportunity to make personal choices and coordinate the requirements of the assignments with their capacities.

2. Students' motivation increases if they realize that learning tasks (a) are directly or indirectly related to their own needs, interests and goals; and (b) the level of difficulty is such that they can do it successfully.

3. The students' intrinsic motivation to learn in a safe, trusting, and supportive environment will have the following characteristics: a. to understand adults in their qualitative relationships with regard to the potential of young people. b: Unique needs Students are supported in terms of learning and education, and C: Provide opportunities for risk-taking without fear of failure for students.

These basic principles point to aspects of the role of teachers as a provocative: first, it refers to the need of teachers to be aware of the individual needs and interests of each student.

The second aspect of the role is to focus on the ways in which students accept both their individual responsibility for learning and actively engaging in learning experiences. It is important to note that the students inherently spend time and energy in his or her field of interest or when it makes something meaningful personally.

Finally, the principles point out that a major part of the role of teachers is to create a secure and trustworthy environment of trust and self-interest, which is expressed by the interest, attention, and consideration of each student. Research findings show that part of the need to create a safe and secure environment for students on collaborative non-competitive structures and those types of educational goals is controversial, contrary to competing structures.

The role of the teacher as a provocative encompasses the growing emotional development of students towards oneself and the motivation to learn as an important and innovative factor. As you know, reading ability is one of the most basic skills to achieve academic achievement. So how can we create the motivation and interest for learning in learners? The best way to create an interest in literature is to understand the importance and impact of studying in everyday life. Teachers are aware of this, and therefore, in classrooms with predetermined goals, they spend a

lot of time creating interest and love for studying in students, but motivating and enhancing love for permanent study is not the sole responsibility of teachers. Parents also play a major role in this.

It is also possible to list the following as a suggestion:

● Recommendations to strengthen the study:

1-First of all, make the study an eternal habit between family members, and try to keep this habit going from childhood to school continuously.

2-Using the facilities in the libraries and with the guidance of the librarians, select the appropriate books for the age group and the students' academic level.

3. The best and most productive time for you and your child is when you study.

4. Go to the library as part of your weekly program and let your child go to the bookshelves with enough time to look, by looking at them, choose their favorite book.

5. Many films and TV shows are based on published books. If your child is interested in a movie or program, encourage her to read a movie or story about that movie.

6. In today's world, which is the age of information, we are confronted with massive information in the form of books, magazines, newspapers, and more. These resources are the means by which young people are encouraged to study.

7- Finally, Remind the importance of studying in human life.

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