# Idealistic characteristics of Islamic Azad University masters - Islamshahr Branch from Students Perspective

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## ABSTRACT

*An Idealistic master and provided a pattern of Idealistic master is one of the most important steps to investigate characteristics for the educational system, because the main purpose of education is growing human. 120 students of the Arts, 120 students of technical - engineering field, 120 students of basic science, 120 students of physical education and 120 students of human science field were selected through random sampling (Systematic). A questionnaire consisted of 30 questions with 5 items was used as a tool and measured according to Likert (from very high to very low). Reliability coefficient of the questionnaire was $\alpha = 0.87$ which version No.16 was obtained by using SPSS software and Cronbach's alpha method. Results showed that educational and behavioral were the most important characteristics of idealistic master from Students Perspective in art, science and physical education field.*
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## INTRODUCTION

An Idealistic master and providing a pattern of Idealistic master is one of the most important steps to investigate characteristics for the educational system, because the main purpose of education is growing human. This point is not achieved, unless we could draw an idealistic figure of the Master in Educational Systems. Education and training as a part of practical philosophy uses different science to achieve the purpose which is growing human. Education and training use science (available) and philosophy, Religion and Erfan (constraint) for achieving to ultimate purposes. In the first issue, Sciences such as psychology and sociology and ethnology provide higher service to explore and describe the processes of teaching – learning, effect on social and community. Philosophies and religions have the most effect on education in determination of ideals and ultimate goals [2]. Education system in our country suffers from lack of coherent and significant educational philosophy, so a clear and consistent pattern of idealistic master should be determined. Furthermore, these purposes are expressed according to behavioral and moral regulations. Therefore, Lack of a theoretical foundation was not a Specific plan of idealistic master in educational system of Islamic Republic of Iran [6]. For creating a pattern of idealistic master who could use different courses in education, should return to him and uses religious content and resources. Some investigation which was done in this issue include Shirzad (2002) investigation which compared good teacher characteristic from deaf and normal secondary school students prospective. Shirzad expressed one of the most important characteristic of good teacher as behavioral and moral characteristic. Also, in other investigation which was done by Akhund (2004) and considered effective factors on management acceptability from teachers and staffs of secondary and high school at Pishva city and this is in correlation with current investigation. It is expressed by managers that one of the most important characteristic of teachers is high proficiency and scientific values. Nevertheless, there is different obscurity in this issue. In this study, the percent of consideration and identification of idealistic master characteristic was from art, engineering, human science, basic science and physical students prospective. Therefore, investigation question is expressed as below:

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What is idealistic master characteristic from art, engineering, human science, basic science and physical students prospective?

So, idealistic master characteristic determination from student prospective is important and could solve some problems. As a result, investigation about such problems in accordance with students, masters and especially university is important and it is necessary to solve these problems clearly. In other word, one of main problems which is related to masters and students in university is lack of idealistic characteristics in masters Through many students' opinions, it is observed that majority of the students believe that the most idealistic characteristics of a master are his knowledge and specialized degree. Also, behavioral, moral, and even physical characteristics are the most important factors which can affect students and motivate them. Therefore, it is necessary to identify the characteristics of masters in order to create a deeper connection with the students and develop and promote the level of class in to higher degree.

## MATERIALS AND METHODS

The study community consists of all students of Islamic Azad University – Islamshahr branch in the fields of art, technical - engineering, human sciences, basic sciences, and physical education. In order to be able to prepare a list of members of the society can be preparing a list of names of community members, so the study is rather limited in area communities. 120 students of the Arts, 120 students of technical - engineering field, 120 students of basic science, 120 students of physical education and 120 students of human science field were selected through random sampling (Systematic). A questionnaire consisted of 30Question with 5items and is measured according to Likert (from very high to very low). Reliability coefficient of the questionnaire was $\alpha = 0.87$ which version No.16 is obtained by using SPSS software and Cronbach's alpha method. It should be mentioned that questionnaire would be confirmed by experts after publishing questions and with discretion of experts, we can confirm that the questionnaire is valid. Statistical model is T and is used in order to consider student prospective toward idealistic characteristic of master.

## RESULTS

**Table 1. T as a single group to evaluate the properties view a good teacher "training"**

| Number of question | Items | Level of significance | Freedom degree of t | Rate of t | Number | Standard deviation | Empirical average | Theoretical average |
|---|---|---|---|---|---|---|---|---|
| 1 | Using technology and training aid | 0.01 | 599 | 8.41 | 600 | 1.37 | 3.47 | 3 |
| 2 | Use of exact and practical examples | 0.01 | 599 | 16.04 | 600 | 1.05 | 3.69 | 3 |
| 3 | Having up to date knowledge | 0.01 | 599 | 11.12 | 600 | 1.58 | 3.71 | 3 |
| 4 | relevant professional qualification | 0.01 | 599 | 16.93 | 600 | 1.16 | 3.80 | 3 |
| 5 | Familiar with methods | 0.01 | 599 | 23.08 | 600 | 1.07 | 4.01 | 3 |
| 6 | Having educational goals | 0.01 | 599 | 14.76 | 600 | 1.13 | 3.68 | 3 |
| 7 | Designing suitable questions | 0.01 | 599 | 15.80 | 600 | 1.17 | 3.75 | 3 |
| 8 | deep study | 0.01 | 599 | 17.08 | 600 | 1.14 | 3.79 | 3 |
| 9 | Use of laboratory in content areas | 0.01 | 599 | 15.61 | 600 | 1.19 | 3.76 | 3 |
| 10 | Create group discussion | 0.01 | 599 | 21.67 | 600 | 1.07 | 3.95 | 3 |
| | | 0.01 | 599 | 45.38 | 600 | 0.41 | 3.76 | 3 |

With confirmation of upon table and rate of t, it could be expressed that there is a significant level in $\alpha = 0.01$ between Theoretical and Empirical average in all items. with regard to all items, the Theoretical average is more than Empirical average and this issue state that upon factors is idealistic characteristic of master more than standard level from student prospective.

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**Table 2. T as a single group to evaluate the properties view a good teacher "training"**

| Number of question | Items | Level of significance | Freedom degree of t | Rate of t | Number | Standard deviation | Empirical average | Theoretical average |
|---|---|---|---|---|---|---|---|---|
| 11 | Time presence in the classroom | 0.01 | 599 | 16.23 | 600 | 0.96 | 3.63 | 3 |
| 12 | Proficiency in the classroom | 0.01 | 599 | 12.50 | 600 | 1.10 | 3.56 | 3 |
| 13 | Non-discrimination and fair dealing | 0.01 | 599 | 7.69 | 600 | 1.40 | 3.44 | 3 |
| 14 | Expertise in transmission and organization of the content | 0.01 | 599 | 16.27 | 600 | 1.15 | 3.77 | 3 |
| 15 | Being communicative | 0.01 | 599 | 12.09 | 600 | 1.24 | 3.61 | 3 |
| 16 | Introducing scientific resources ,and new sites | 0.01 | 599 | 21.34 | 600 | 1 | 3.87 | 3 |
| 17 | Motivate students | 0.01 | 599 | 17.17 | 600 | 1.09 | 3.77 | 3 |
| 18 | Familiar with Research Methods | 0.01 | 599 | 18.64 | 600 | 0.94 | 3.72 | 3 |
| 19 | Mastering the latest scientific findings | 0.01 | 599 | 17 | 600 | 1.09 | 3.76 | 3 |
| 20 | Applicability of the issues in class | 0.01 | 599 | 13.22 | 600 | 1.23 | 3.66 | 3 |
| | | 0.01 | 599 | 41.50 | 600 | 0.40 | 3.68 | 3 |

With confirmation of upon table and rate of t, it could be expressed that there is a significant level in $\alpha$ =0.01 between Theoretical and Empirical average in all items. with regard to all items, the Empirical average is more than Theoretical average and this issue state that upon factors is idealistic characteristic of master more than standard level from student prospective.

**Table 3. T as a single group to evaluate the properties view a good teacher "training"**

| Number of question | Items | Sig | Df | Rate of t | Number | St dev | Empirical average | Theoretical average |
|---|---|---|---|---|---|---|---|---|
| 21 | Respect for social customs | 0.01 | 599 | 5.12 | 600 | 1.43 | 3.30 | 3 |
| 22 | Being flexible | 0.01 | 599 | 5.77 | 600 | 1.38 | 3.32 | 3 |
| 23 | Observe rules and discipline | 0.01 | 599 | 6.47 | 600 | 1.40 | 3.37 | 3 |
| 24 | high confidence | 0.01 | 599 | 7.02 | 600 | 1.36 | 3.39 | 3 |
| 25 | no Look degrading | 0.01 | 599 | 5.87 | 600 | 1.36 | 3.32 | 3 |
| 26 | responsibility | 0.01 | 599 | 2.80 | 600 | 3.08 | 3.35 | 3 |
| 27 | Be criticized | 0.01 | 599 | 7.17 | 600 | 1.33 | 3.39 | 3 |
| 28 | Having a cheerful spirit | 0.01 | 599 | 3.74 | 600 | 1.28 | 3.19 | 3 |
| 29 | Valuing to students personality and talent | 0.01 | 599 | 4.67 | 600 | 1.23 | 3.23 | 3 |
| 30 | Having creative thinking | 0.01 | 599 | 5.14 | 600 | 1.30 | 3.27 | 3 |
| | Moral | 0.01 | 599 | 10.91 | 600 | 0.70 | 3.31 | 3 |

**Table 4. Variance analyze related to comparative idealistic training character of master with emphasis on education field**

| ROW | | Sig | Rate of f | St. dev | Average | level |
|---|---|---|---|---|---|---|
| 1 | Educational | 0.01 | 6.12 | 4.90 | 36.49 | Art |
| | | | | 3.67 | 38.17 | Technical-engineering |
| | | | | 3.46 | 38.90 | Human science |
| | | | | 4.24 | 37.24 | Basic science |
| | | | | 3.88 | 37.50 | Physical |
| 2 | Behavioral | 0.01 | 6.20 | 0.42 | 3.59 | Art |
| | | | | 0.36 | 3.76 | Technical-engineering |
| | | | | 0.38 | 3.79 | Human science |
| | | | | 0.40 | 3.61 | Basic science |
| | | | | 0.39 | 3.63 | Physical |
| 3 | Moral | 0.01 | 88.54 | 0.61 | 2.97 | Art |
| | | | | 0.60 | 3.85 | Technical-engineering |
| | | | | 0.57 | 3.84 | Human science |
| | | | | 0.51 | 2.91 | Basic science |
| | | | | 0.49 | 3 | Physical |

With confirmation of upon table and rate of t, it could be expressed that there is a significant level in $\alpha$ =0.01 between Theoretical and Empirical average in all items. with regard to all items, the Empirical average is more than Theoretical average and this issue state that upon factors is idealistic characteristic of master more than standard

1889

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level from student prospective.

With upon table confirmation and the rate of f, it should be expressed that there is a significant difference in $\alpha = 01.0$ between average in art, human science, engineering, basic science and physical toward educational, behavioral and moral. Therefore, from human science students prospective, educational and behavioral characteristic are more important, whereas from engineering students prospective, moral characteristic are more important, so according to investigation higher average in educational and behavioral characteristic is related to human science field and higher degree in moral characteristic is related to moral characteristic. Because all the values of F are significant, so follow up tests should be done (if the homogeneity of variance test (LSD) and the heterogeneous variance test Tamhane'sT2) used as follows:

**Table 5. Follow up test Tamhane's T2 related to table no 4, comparative idealistic training character of master with emphasis on education field**

|  | Physical | Basic Sciences | Technical - Engineering | Human Sciences | Art |
|---|---|---|---|---|---|
| **Art** | -1.01 | -0.75 | -1.41 | -1.68 |  |
| **Human Sciences** | 0.67 | 0.93 | -0.72 |  | 0.05 |
| **Technical - Engineering** | 1.40 | 1.66 |  | - | 0.01 |
| **Basic Sciences** | -.025 |  | 0.01 | - | - |
| **Physical** |  | - | 0.05 | - | - |

According to the table above, with emphasis on values between difference in the five major arts, human sciences, technical - engineering, basic science and physical education with an emphasis on "educational character is expressed that there is significant difference between arts, human sciences, technical - engineering, basic science and physical education students prospective in $\alpha = 0.01$

**Table 6. Follow up test LSD related to table no 4 comparative behavioral character with emphasis on education field**

|  | Physical | Basic Sciences | Technical - Engineering | Human Sciences | Art |
|---|---|---|---|---|---|
| **Art** | -0.04 | -0.02 | -0.19 | -0.16 |  |
| **Human Sciences** | 0.12 | 0.14 | -0.02 |  | 0.01 |
| **Technical - Engineering** | 0.15 | 0.17 |  | - | 0.01 |
| **Basic Sciences** | -0.02 |  | 0.01 | 0.01 | - |
| **Physical** |  | - | 0.01 | 0.01 | - |

According to the table above, with emphasis on values between difference in the five major arts, human sciences, technical - engineering, basic science and physical education with an emphasis on "behavioral character is expressed that there is significant difference between arts, human sciences, technical - engineering, basic science and physical education students prospective in $\alpha = 0.01$

**Table 7. Follow up test Tamhane 's T2related to table no 4 comparative (Moral character with emphasis on education field**

|  | Physical | Basic Sciences | Technical - Engineering | Human Sciences | Art |
|---|---|---|---|---|---|
| **Art** | -0.03 | 0.06 | -0.86 | -0.87 |  |
| **Human Sciences** | 0.84 | 0.94 | 0.01 |  | 0.01 |
| **Technical - Engineering** | 0.83 | 0.93 |  | - | 0.01 |
| **Basic Sciences** | -0.09 |  | 0.01 | 0.01 | - |
| **Physical** |  | - | 0.01 | 0.01 | - |

According to the table above, with emphasis on values between difference in the five major arts, Human Sciences, technical - engineering, basic science and physical education with an emphasis on "moral character is expressed that there is significant difference between arts, Human Sciences, technical - engineering, basic science and physical education students prospective in $\alpha = 0.01$

## DISCUSSION

For creating a pattern of idealistic master who could use of different courses in lesson should pay attention to educational, moral, behavioral characters. Some investigation was done in order to explore the reply to this question about student prospective about idealistic characters of master. So this issue is focused on educational, moral, behavioral characters. Finally, stated that educational and behavioral character is more important from art, basic science and physical students prospective. Upon findings are confirmed 100 %. Also, is determined that from art, basic science, physical students prospective .all upon characters are more important which is observed in an idealistic master. It is mentioned that in comparative investigation the idealistic character in a master in five field including art, human science, engineering, basic science and physic in two items technology and training aid and educational goal there is a significant differences. Also, in behavioral character, the item mastering the latest

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scientific findings is significant differences. So human science students refer this issue more than other fields. So, in human science prospective respect for social customs, being flexible, responsibility, having cheerful sprit and Valuing to students' personality and talent is more important character of an idealistic master. Whereas in engineering prospective, self-confidence, no Look degrading, being criticized, Valuing to students' personality and talent, having creative thinking is more important character of an idealistic master

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