



The Impact of Lesson Study on Professional Development, Job Satisfaction and Organizational Commitment of Elementary Teachers

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Abstract: At the beginning of the twenty-first century, all attentions have been paid to educational system, over the past; the attention and concentration of educational systems to improve school learning have been increased too. Because, undoubtedly, a weak primary education system, would endanger the whole system of human capital development. Recent approaches in the education system to improve learning indicate a cooperative learning in the classroom and train the students as an inquiring generation. Research methodology in this study is a one group quasi-experimental research with pre-test and post-test. Data collection has been done via field study, and tools for data collection were questionnaire. In this study, samples studied were 47 cases of primary teachers in Qeshm city who had not participated in the lesson study training courses. These persons were selected through convenience sampling. Therefore, these people completed questionnaires once before and once after the completion of the course, and finally the data was analyzed. The result indicated that lesson study courses have positive impact on teacher's professional development and its dimensions. In addition, it was founded that lesson study courses have positive impact on organizational commitment and job satisfaction .

Key Words: Lesson Study, Professional Commitment, Job Satisfaction, Social Skills, Addiction potential, Narcotic Drugs

INTRODUCTION

The school and the education system need new information to keep pace with changes in society and new needs. This information introduces new changes to education authorities. Today, changing pace and desire to make changes in education system is heard from China to the U.S, from U.K to Persian Gulf and Central Asia countries, from Brazil to Pacific Ocean, and from South Africa to Japan. Global struggle to achieve strategic and effective plans for renovation and evolution of educational systems, is to establish schools which help students to learn through enrich learning- not just training – and be a part of life process. Currently, "lesson study" model has attracted the attention of many scholars over the world for evolution of training as an effective model for promoting and enriching learning in school ¹. Improving the quality of children learning especially in primary school, is the main objective of schools all around the world. Several factors are involved in school learning, the most important of which is activities of

teachers and students in the classroom. Teachers should manage difficult and complex situation, individual differences, motivation and social group pressures of students with different motivations and capabilities to learn, so that they become better learning and become better learners in the future². Therefore, today, quality is one of the major issues in planning and development of educational systems. Educational systems have to pay attention to quality problems of education phenomena when passing through quantities development issues and making education public³. In improving quality system of education activities, the emphasis is on teacher centralization and development of professional abilities and skills of teachers, which primarily, provides the fields for quality improvement through improving students' progress situation, and secondly provide the fields to teacher incentive through providing proper professional position⁴. Professional development in education system is an institutional process which tries to reform attitudes, skills, and behavior of the teachers in line with more features and capabilities to meet the needs of students, their own needs and training needs⁵. On the other hand, job satisfaction and organizational commitment are two issues which are related, but distinct, and are jointly evaluated to provide a basis for decision making in the fields of planning, recruitment and keeping of manpower and reducing the costs of staff leaving the organization, which are of particular importance. This paper presents firstly the theoretical framework and research methodology, and then examines the research questions through analysis of data, and finally discussion and conclusions are presented .

Simply, lesson study is group research and study on teaching operation. It is believed that, there must be a better method for teaching, this time not alone, but with a group of same major teachers that their methods can be studies and tested, and in order to reach current status, they can discuss the issue by renewing current situation, they can study to identify the results of the best possible method, they can tested the results of the study in the classroom and in normal subjects test results can be reviewed, the plan can be reformed an re-implement in another classroom, and finally they can publish the results of their study and make it available for others. In this way, they can step in the direction of research study. This method is basis for continues professional development of teachers and make them to move in the direction of a professional and wise teacher⁶. On other words, in lesson study, a group of teachers elect a particular study of syllabus. Implement and evaluate out as planning job, and use its product in better teaching. One of team members run the program, and others, review and correct it to achieve a common pattern. Actually, lesson study group work to observe teaching, and after review and criticize of teaching, reform it in the best way to achieve more effective teaching⁷. In another place, consider lesson study as a research which is based on group , quality, participation and continues learning of training agent includes "clarifying", "design", "action", "reflection" and "monitoring results", and explain the research questions in classroom, then suggest a plan to conduct collaborative

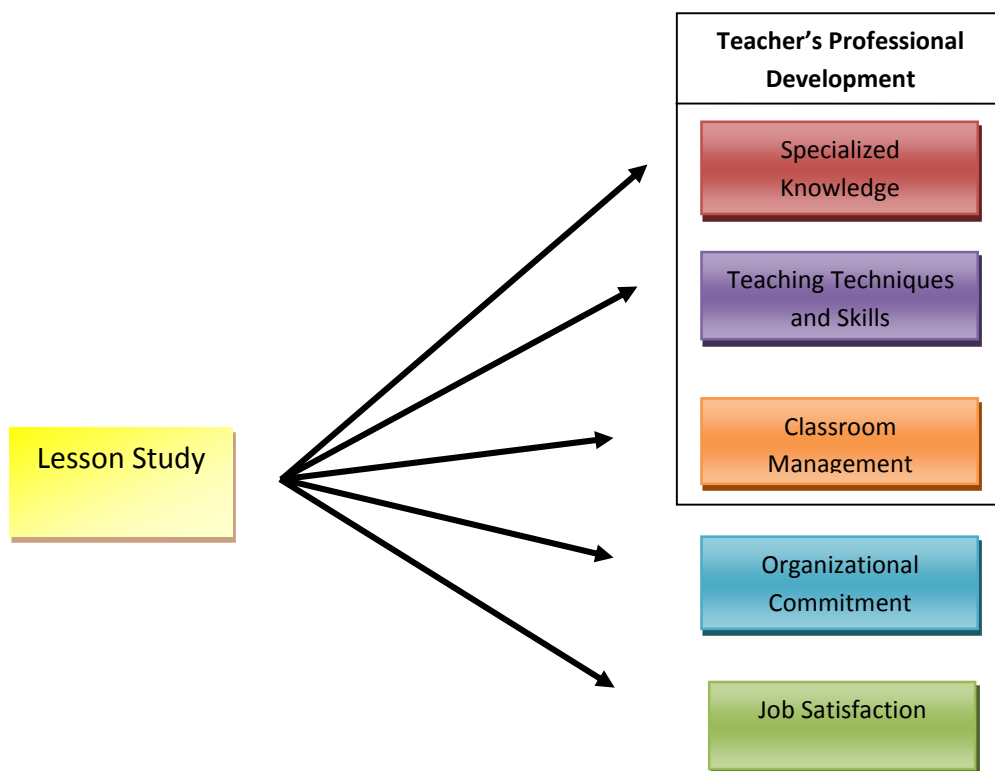
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research in education, and then enforce it, and then evaluate and verify the operation process ⁸. Lesson study is a preliminary form of professional development of teachers that its main aim is the continuous improvement of teaching so that students can learn the content more effectively ⁹. The concept of professional development of teachers is being used under various titles in educational systems of developed countries. This concept is used synonymously with concepts and words such as job training, career development for teachers, development and growth of teachers, continuing professional development was used for the first time by Gardner, who was responsible for professional development in York university⁵.

Professional development of staff is and continues process that improves staff performance in education citizenship standards for all staff which increase the capacity of all staff in lifelong learning ¹⁰. In other words, in a broad sense, professional development of staff refers to staff development in their professional roles ¹¹. Goof was one of the first people in America who discussed the concept of professional development. He believes that professional development means growth and prosperity of talent, develops ideas, improve qualifications; and in other words, facilitate personal and professional growth of teachers. Stagger has proposed a more scientific definition of improvement for professional skills of teachers. He believes that professional development is activities that teachers are involved in their job in order to contribute themselves and raise their knowledge in their specialized field, increase their abilities and skills in teaching / learning process; increase their research and professional skills and the ability about students, raise their sense of belonging and dependence towards their colleagues and schools, feel satisfied with their job, and finally treat the environment and society surrounding them as responsible and adapted persons ¹². Generally, professional development in education is an institutional process which tries to reform attitudes, skills and behavior of teachers in line with the more features and performance to meet the need of students, their own needs and training needs. Programs can provide areas to improve teaching, research and management of teachers' optional work ⁵. Several factors can make the teacher ready to accomplish such a goal. In other words, to attain a more effective and professional teacher requires to some conditions and areas. Among the conditions and contexts, we can name organizational commitment and job satisfaction that causes the teacher enter all his efforts and abilities to the field of school and into the classroom. Organizational commitment of teachers has a major impact on their performance as a factor; and hence, its trend can effect on many issues. If a teacher remains loyal and committed to his job and organization, certainly he will increase the efficiency of training. Williams & Hesser pointed out that there is a causal relationship between job satisfaction and commitment, and job satisfaction is a

prerequisite for organizational commitment. In fact, job satisfaction is a person general attitude about his job, and organizational commitment is a case in which the person wishes to remain as a member of organization ¹³

According to the presented contents, research model is shown in Figure (1):



This research's questions considers this subject based on the set variables the used study method whether the lesson study method have influence on professional development, knowledge, techniques and teaching skills, classroom management, organizational commitment and job satisfaction for Qeshm city's Elementary teachers.

MATERIALS AND METHODS

In terms of methodology, this study is a kind of pseudo-experimental study of a group with pre and after Test. For data collection, the researcher questionnaire which were made by professional development and job satisfaction and organizational commitment standardized questionnaires have been used.

The professional development questioner has three components and to evaluate it 44 questions have been used, also five-point Likert method (from 1 "So much" to 5 "so less") is used to set it. The five-point Likert method has set Alen and Mier questioner which had three options and there are 15 questions to evaluate it. Furthermore, Minesota Job Satisfaction questioner has two options which five-point Likert method (from 1 "So much" to 5 "so less") is used to set it and for

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examining it 11 questions are considered. In this study, emphasis on question standardizing, they were appropriate with theories and defined according to each of their variables' details; and there were a discussion and consideration about the questions with management professors and experts on matter, then the main questioner has been distributed after editing phase.

Thus, the correction of questions regarding to its content validity was confirmed. In this study, to calculate the reliability coefficient the alpha coefficient was used, and all the coefficients was greater than 0.7.

The target population of this study included all Elementary teachers of Qeshm city. In this study the considered Statistical Samples are 47 teachers from Elementary school of Qeshm which had not been participated in Lesson Study before. Participants were chosen through sampling from accessibility. They had filled a questioner before the study started and then they were held in training course of Lesson Study for 10 hours (5 sessions- 2hours each). After the course finished, they were asked to fill the questioner again. At last the data were analyzed.

RESULTS

In order to analyzing data, it is possible to comment on acceptance or rejection of each of the study's questions. In this study to examine the questions, T-Test is used.

Table 1. Professional development T-Test examination and its components

Variable		N	Mean	Mean Dif.	SD	T value	D F	Sig.
Teacher's professional development	Without training	4	3.193	-	0.3918	11.49	92	0.00
	After training	7	4.118	0.9249	0.3884	2	0	0
Specialist's knowledge	Without training	4	3.191	-	0.4210	10.44	92	0.00
	After training	7	4.112	0.9211	0.4341	2	0	0
Methods and skills of teaching	Without training	4	3.129	-	0.4690	9.701	92	0.00
	After training	7	4.070	0.9218	0.4723	2	0	0
Classroom Management	Without training	4	3.227	-0.9539	0.5543	8.614	92	0.00
	After training	7	4.180		0.5188	3	0	0

According to table (1), the obtained meaningful level for teacher's professional development, specialized knowledge, teaching techniques and skills, and classroom management is smaller than 0.05 ($0.05 > 0.000$); so there is a significant difference between teacher's professional development variable's average before and after training. Also, in order to the averages, it is obvious that the average after training is bigger which means training has effects on them. In another word,

Lesson Study effects Elementary teachers' professional development in Qeshm city. Furthermore, it can be concluded that between the average of teachers' professional development's components (specialized knowledge, teaching techniques and skills and classroom management) there is significant difference before and after training. In order to the averages, as after training they are greater, it can be concluded that training was influential. In another words Lesson Study has effects on Elementary teachers' specialized knowledge, teaching techniques and skills and classroom management of Qeshm city.

Table 2. Organizational Commitment Variable T-Test examination

Variable		N	Mean	Mean Dif.	SD	T value	DF	Sig.
Organizational Commitment	Without training	4	3.123	0.9873	0.4466	10.63	92	0.00
	After training	7	4.081	0.9873	0.4257	8	2	0

According to table (2) the obtained meaningful level is smaller than 0.05 ($0.05 > 0.000$), so there is a significant different between organization commitment variable averages before and after training. Moreover, the average after training is greater means that the training was influential; in another word Lesson Study has effect on Elementary teachers' organizational commitment of Qeshm city.

Table 3. Job satisfaction variable T-Test examination

Variable		N	Mean	Mean Dif.	SD	T value	DF	Sig.
Job satisfaction	Without training	47	3.2946	-0.85048	0.50835	8.18	92	0.000
	After training		4.1451	-0.85048	0.49961			

Furthermore, According to table 3 the obtained meaningful level is smaller than 0.05 ($0.05 > 0.000$), so there is a significant different between Job Satisfaction variable averages before and after training. Moreover, the average after training is greater means that the training was influential; in another word Lesson Study has effect on Elementary teachers' Job Satisfaction of Qeshm city.

DISCUSSION

In order to the results, it can be declared that holding training course of Lesson Study for Elementary teachers can result in professional development (Specialized Knowledge Development, Teaching Techniques and Skills and Classroom Management) and Organizational Commitment and Job Satisfaction improvement through Elementary teachers of Qeshm city. Results of this study are along with other similar studies ^{5, 6, 9}. One of this study's constraints is using a

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closed-answer questioner. It is suggested to use opened-answer questioner for gathering more realistic data which results in a better and more complete analyze. Another constraint is that this study is done on elementary teachers only; it is recommended to consider a broader area with all teachers in all levels in future studies. Also, it is recommended it had better to use Demographic variables as an adjuster one in future studies. Moreover, using a longitudinal design is recommended to completely clear the effect level of training course.

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