Examining Why Teachers are Interested in Further Study in Centers of Higher Education
Fereydoon Azma\textsuperscript{a*}, Ghasem Barani\textsuperscript{b}, Seyyed Hassan Seyyedrezai\textsuperscript{c}

\textsuperscript{a}Islamic Azad University, Aliabad Katoul Branch, Golestan, Iran
\textsuperscript{b}Islamic Azad University, Aliabad Katoul Branch, Golestan, Iran
\textsuperscript{c}Islamic Azad University, Aliabad Katoul Branch, Golestan, Iran

Abstract
The present research tries to examine the reasons why teachers are interested in further studies in centres of higher education. Participants of this research were all centres of higher education in Bojnord, Iran. A questionnaire was utilized to collect the data. To analyze the data, percentile rank, central-oriented indicators, and Chi-square were taken. The results are as follows:

1. Increase amount of knowledge and mankind's wisdom and as a result, new scientific and educational needs encourage teachers for further studies; no matter they are male or female.
2. Interest in learning more and more.
3. Low level of education leads to low self-confidence, and makes interaction less.
4. High level of education leads to reputation, prestige, and high social status.
5. The Higher the level of education, more salary and less financial problems.

Findings indicated that teachers are not interested in further studies due to better position in the school (such as principal of the school); surprisingly, all teachers, both males and females, agreed on this.

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1 Introduction
Further study is one of the main concerns of educational systems. Today there are many teachers who study at different centres of higher education; this number goes up and up. This made the present researchers to examine the reasons why teachers are interested in further studies.

Nowadays, further studies are very popular among people. We can find growing number of centres of higher education which means that number of people who are interested in further studies is increasing day by day. Different people such as employees of governmental as well as non-governmental sections especially teachers are so eager to study more. Ministry of education is perhaps the most vital ministry in any country since there are many

* Corresponding author. Tel.: 00989112709505
E-mail address: azmafereydoon@yahoo.com

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people who interact with it worldwide specially families who have children in this ministry. Ministry of education needs skilful experts on different positions though it experiences lack of such experts. For example, where human resources are of the major parts of any manufacturing organization and is very important, it is possible to find some teachers and employees who are not skilful as well as knowledgeable enough and as a result they can not do their duties well.

Since teachers' further studies are of crucial importance, we need to know what factors make and motivate teachers to study more. In fact, recognizing such factors help people in charge to decide properly regarding teachers' need of further studies. There are number of reasons which make teachers study more in higher levels and the present study tried to mention some of them.

**Review of the related literature**

As Vadiei (1975) stated trends in teaching methods in order to train students and teach them life skills, are of crucial importance. Nasiri, et al (1978) in his research pointed out that in order for the employed human resources in organizations to be modern and up to date; they need to be in constant training. Employees' training is of vital factors leading to optimization of systems and activities of organizations. E-training for employees makes employees leave their work place less and as a result they will face less problems and can do their responsibilities better than ever.

Farshbaaf, et al (2010) asserted that organizations hold training workshops in order to update their human resources (ICDL is one of the main ones). Nasiri et al (1999) in a study regarding holding virtual while working workshops in ministry of education of Iran asserted that in order for the employed human resources in organizations to be up to date, they need to be in constant exposure to training and education. Employees' training is of the fundamental factors which can lead to optimization of the system and activities of any organization.

Mirzamohammadi, et al (2001) in their project examined teachers' point of view regarding factors affecting while working further studies among them. The findings indicated that need of development, gaining skill in job, cultural and economical factors are of the main ones. Leban, as cited in Andromy (1999) stated that management capabilities as well as other relevant capabilities are of two categories namely technical and behavioural categories. He believed that growth framework and management development should recognize general and technical capabilities. Dolence et al (1994) in their study titled, "Application of key performance indicators in order to take strategic decisions" introduced a nine- step method to define and follow KPI. Our society needs teachers who are entrepreneurs and as a result universities try to train entrepreneurs nowadays.

Kennet and Laudon (2002) believed that one of the important strategies to gain knowledge in universities is defining a kind of new responsibility for educational and research groups; basically, there is not a development and research unit regarding management knowledge; if there is such a unit in universities, universities can trace such a goal. Abdollahi (2005) has done his study "Psychological support of employees" on the basis of structural equation model; he concluded that psychological support can be an important reason for teachers' further studies.

Hamidizadeh (2005) asserted that faculty members' efficiency as one of the key factors which can lead to quality of universities and centres of higher education. University leaders are eager to increase faculty members' efficiency and emphasize "teaching, research, and service" among faculty members. Bashardoost (2005) in his research introduced job satisfaction as one of the vital indicators of human development resources; it is affected by health and motivational factors.

Samadzadeh (2005) regarding "strategies to increase faculty members' scientific and professional abilities as well as optimizing quality of higher education" pointed out that the most valuable and precious part in any university is nothing but its faculty members so, no progress in universities will be experienced unless their faculty members are qualified, skilful and experienced enough.

McCoy, L. P. (2003) in his study concluded that teachers leave their profession for a number of reasons such as: societal attitude toward teachers, financial issues, time scarcity, workload, working conditions, and relationships
with students and parents. Among the needs identified by novice teachers were the following: respect for the profession; higher pay; smaller classes; support personnel for clerical tasks; release from extra duties such as coaching; adequate supplies; supportive administrators; active mentors; interested students; and, involved parents.

Need of society to entrepreneur teachers as a must has made universities try to train enough trainees. Massimiliano (2006) in his paper entitled, "results of higher education, employment of graduated students, and universities' performance indicators," introduced performance indicators related to administrative jobs in higher education of the UK. He concluded that number of students who graduate from universities or answer FDS, makes clear number of entrepreneurs.

Lebadi (2008) in his doctoral dissertation stated that in education, teaching means transfer of knowledge which makes students learn. It is possible to say that the following factors can lead to innovation and development of new university majors:

- Ever learner instructors and teachers
- Providing a kind of balance between professional education and general education
- More flexibility in educational systems
- Universities with high qualities
- E-learning

Methodology

This study tried to describe higher education from the perspective of teachers in order to determine factors that might lead to their further studies. The research methodology was a survey in nature and the participants were all teacher-students in centres of higher educations in northern Khorasan, Iran. A questionnaire was employed to collect the data and to analyze the data, percentile rank, central-oriented indicators, and Chi-square were employed.

Results

The outcomes of the study are as follows:

- Need of more knowledge and information and as a result new educational and scientific needs make teachers study more.
- Some teachers who are not qualified and knowledgeable would like to gain more new and modern knowledge.
- Teachers who have lower degrees in comparison with their colleagues are willing to get higher degrees because it can lead to more self-confidence.
- Need of higher social status and position in society.
- Probable salary increase and as result better financial situation.
- Need of higher job position was not considered as a key factor which leads to further studies and in fact it was rejected.

There is a need for both further research and study with regard to the above mentioned findings. To sum up, we can conclude that teachers are interested in further studies for a number of different reasons so that it every body's (Educators, administrators, and policymakers) duty to help and support them study more.
References


