

## Investigating Multiple-Grade Class Teacher's Competency and Skills and their Role in the Student's Social Education

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**Abstract:** It was attempted in the present study to investigate the competencies and skills necessary for the teachers especially multiple-grade teachers and their role in the teacher's social education. The research method was descriptive (library) and referring to the books, journals and internet sources. Different criteria were introduced to investigate teaching competency, the most important criterion chosen to investigate teaching competency is the teacher's appropriate behavioral model method with the students in order to create desired changes in the student. The results of the investigations conducted revealed that: despite the possibility of educating the individual in different life periods, its value and importance in the childhood is not comparable to the other periods. Considering various dimensions and aspects of education, social education is of high position because the nature of human creation is in a way that he/she is inclined to live with others and his/her personality evolution depends on his/her presence and role playing in the society. It is followed with offering diverse methods from the viewpoint of Nahj-Ol-Balaghe which paves the way for the student's social education.

**Key words:** Teacher, competency, multiple-grade classes, social education, offering, methods

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### INTRODUCTION

UNESCO knows teaching as the key for the development of the societies and a way to empower the people in realizing their abilities and increasing the control over decisions effective on them. UNESCO's international teaching commission for the 21st century believes that learning throughout the life and participation in the learning society are among the key factors in responding to the fast-changing world challenges. The aforementioned commission emphasizes on 4 learning columns that is learning to know, learning to do, learning to live together and learning to become. Today society has moved from providing compulsory teaching to concentration on education quality and new curriculum reformations emphasize on nurturing learner's skills, learning how to learn, developing curriculum and using various teaching strategies. Such changes entail the teacher's role change. Teacher's role changes from information transmitter to acquisition assistant, guide and classmate with the student (Fariba, 2008).

Teaching is of high importance and its necessity is not covered to anyone. Teaching which is considered as the major duty of teacher's job has record among people. In the past, teaching was often done informally by

family members or other people of the society like masters, schoolmasters and tutors. In that time generally pupils arbitrarily went to the teaching and the educational system in that time was one-pupil teaching and there was no worry about the complete success of teacher's teaching methods and proving their competency about the duties they have undertaken; however, today that educating and acquiring knowledge are considered as the duty of all citizens, going to school and utilizing class and lessons of the teacher isn't an optional affair and necessarily of tendency. Due to this reason today teacher's duty on the contrary to teachers of the students seeking knowledge in the past is not just considered transferring knowledge and teaching skill but teachers of public and compulsory schools and are forced to undertake other major class affairs like creating tendency in the students and running class affairs and many other things besides the duty of transferring knowledge and teaching skills. Therefore, in the past if the teacher's competency was limited to totally specified affairs, now the teacher's competency has different aspects and so it is necessary to seek various criteria (Akbar, 1995). Teacher's competency and qualification is a set of cognitions, tendencies and skills through which they can help learners nurturing physically, intellectually, affective, socially and

spiritually. Teaching qualifications can be classified in three areas of cognitive, affective and skill qualifications. By cognitive qualifications we mean a set of mental skills and awareness that empower the teacher in knowing and analyzing issues and subjects related to the education. Affective qualifications are a set of teacher's tendencies and interests to the issues and subjects related to the education and skill qualifications are related to the teacher's scientific skills and abilities in the process of learning. The qualification of effectiveness on the student is achieved through triple qualifications (Hasan, 1997).

Considering the teacher's mission and his/her role in making the condition for correct education of the students and taking this fact into account that the possibility of the individual's education is present at every age during the life; however, the value and the importance of education in the childhood is not comparable with other periods in life in this period the body and soul of the child is prepared to accept the education whether bad or good and whatever he acquires penetrates deeply in his/her soul and he/she can apply it up to the end of his/her life easily (Fateme and Masoud, 2012). It should be noticed that education has different social, cultural and economic dimensions, one of the most important whereof is the social education, since the human is a social being which grows in interaction with the society, social relationships and ties and to that extent that it effects on the society in case of his/her existential effects, those existential effects and features create a social being through forming an independent identity that affects and educates the individual appropriately.

According to the constitutional law of Islamic republic of Iran, every Iranian child who owns the condition of going to the school, he/she should enjoy free education and based on it and considering the dispersion of the villages all around Iran, teaching planners started holding multiple-grade classes and dispatching teachers to these classes in order to get the goal of public education. Teaching in multiple-grade classes has many difficulties. It can surely be said that sometimes the only governmental representative in the remotest villages are young teachers who are companion and coordinate with distressed people and their pains and sufferings and try to solve their problems and what amazing effects and strange mementos do they leave from themselves (Mohammad, 1997).

The school is an agency which is formally responsible to make the adolescents social in special skills and values. Since, in each teaching system, the teachers are considered the front of the front and the factor of realizing a part of system purposes they can pave the way for the learner's learning and growth despite the lack of

facilities and teaching space and the teacher is the person with whom the students make the highest relationship. His/her class is a place wherein the students are exposed to supervision, admiration and criticism, therefore the teachers are the basic factors in the children's society acceptance that is they play a major role at the time of the children's entering the society commission and accepting the confirmed cultural behaviors. Along with it, this point can be attended to that the multiple-grade teacher is considered the highest educated person in the local community so, he/she can be effective in starting a healthy, constructive and social relationship among the students. In other words, it can be said that multiple-grade teacher is the major mediator between the society and the students. So, multiple-grade teacher's activity has an important role in the culture, making the students socialize and making relationship with each other.

The results of ethnological study by Arani and Reza (2010) reveal that attending to nurturing the whole personality of the students, emphasizing on social values, making feeling of belonging to the school and class, emphasizing on the comprehensiveness of national curriculum, applying effective teaching methods and analyzing educational learning opportunities are among the most important factors in educational success in Japan.

Moreover, the findings show that education owns different aspects that one of the most important aspects of it is the social education. For the social education the best period is the childhood; since, this period is a very suitable time and opportunity for different kinds of social learning and the process of becoming social in childhood years has a faster pace (Fateme and Masoud, 2012).

Marzooghi and Anari Nejad found out that since the foundation of being socialized is formed in the early years of the life, the teacher's role is critically important in social nurturing of the children and adolescents. Therefore, it is the best to follow certain viewpoints and practical conduct of trustworthy people such as Imam Ali in social education of the children in this country who will be formal members of tomorrow society to make them ready to be philanthropist, serve the humanity and enjoy acceptable social features in the shadow of correct education of Islam.

Through surveys about primary education in Japan, Jan Bozorgi found out that primary teachers attend seriously to the student's social growth and mentioned the primary purpose of education, the growth of the people's whole personality including affective, social and self-perception and pointed to the humanistic communicative skills as the second purpose (Masoud *et al.*, 2012).

The educational experts have stated various ideas regarding the concept of the teacher's qualification and professional skills which have emerged from the middle of twentieth century in teaching systems. Haybrmn and Bvmhan for instance, pointed to the components of "teaching and evaluation methods" and Villegas and Reimers assumed the role of the teacher's professional skills very much necessary in changing the teaching system and addressed the components of "new teaching methods, teaching technology and evaluation" (Naiere, 2014).

Mehr Mohammadi believes in the abilities related to teaching methods and evaluation and the teacher's use of teaching technology. By these skills Mar'ashi means the teacher's awareness from "teaching methods, organizing and managing the class, consulting and guiding the students and evaluation". Further, Hasan (1997) believes in the teacher's skills and scientific abilities in the process of learning like "skill in providing the plan, implementing modern methods of teaching, educational planning and evaluation" and Sha'bani, Nowroozi and Agha Zade, too, believe in the teacher's familiarity with teaching methods, educational planning and evaluation as the components of the teacher's professional skills. Therefore, through investigating the expert's different theories, a combination of different views have been taken; however, this valuable point should be mentioned that these concepts are related to the concept of effective teacher (Naiere, 2014).

Huntly has classified the teacher's capabilities in three fields of professional knowledge, professional act and professional commitment. Professional knowledge includes content knowledge, knowing the student and being aware of teaching and learning. Professional act is composed of designing learning, creating learning environment and assessing and evaluating learning and professional commitment involves professional learning, participation, leadership, values, communications and innovation.

Koster divide the teacher's qualifications into five major categories and their sub-categories which include: specialized knowledge including: having information necessary in specialized knowledge, broadening and keeping it updated. Communications including: making communication with the students with different records, leading to do the duties, analyzing and elucidating the student's views. Organization including: determining the student's performance system, time management and regulating curriculum consistent with organizational purposes. Pedagogy includes four factors: helping the students and determining learning needs, regulating curriculum according to different student's needs,

planning activities to facilitate learning and developing the learners, using information technology in teaching. Behavioral qualifications including: owning a democratic approach, preactive attitude, curiosity about news, honesty and sincerity.

According to Grant and Gillette that teacher is effective who believes that all the students can succeed and consider high expectations for them, form learning communities in the class and make communication with the student's families is learning and adapt teaching with the student's need, believe in learner's skills and knowledge and use it in teaching, supervises him/herself, his/her beliefs and performance and avoids advocating and prejudgment.

The results of Danesh Pazhooh and Farzad regarding evaluating primary teacher's professional skills revealed that on the contrary to the fact that primary teachers have relative skill in teaching generals, face serious inadequacies in important teaching elements. In educational activities of the class they attend skill purposes less than knowledge and attitude purposes. Most of them are bound to traditional teaching models and apply information technology and active methods in a limited form.

The major goal of the present study is to investigate the teacher's competencies in multiple-grade classes and their role in the student's social education. The proposed questions in the current study are the followings:

- Taking the teacher's role especially in multiple-grade classes are these classes opportunities or threats?
- What are the components and elements of primary teacher's professional competencies especially multiple-grade classes?
- What is social education and what is the role of multiple-grade classes in making the students social?

## **MATERIALS AND METHODS**

The achieved information of the present study was collected from the books and scientific journals and internet sources. So, proposing the thinker's views, the findings of the studies and conducted investigations regarding education and teacher's qualifications in the student's social, professional and moral education were addressed.

A set of regular measures which the teachers take to reach the goal, considering the conditions and facilities is called teaching method. Teaching methods form the teacher's working method in the class and provide suitable opportunities for the student's learning (Fariba, 2008). Generally, applying active teaching methods

can lead to deeper and more stable learning. It is clear that the teachers who are more successful in this regard own required professional skills (Naiere, 2014).

## **RESULTS AND DISCUSSION**

Taking the teacher's role especially in multiple-grade classes are these classes opportunities or threats? Multiple-grade classes are mainly held in rural schools the main reason of holding such classes is the inadequacy of the number of the students at each academic grade.

The class which is held and managed with the students from two or more academic grades (maximum number of 5 grades) and the teaching is done in just one room is called multiple-grade class and combining the grades in the classes is reached to 26 which is among far combinations such as combining the first and the fifth grade students or the second and the fourth or first, third and the fifth and near combinations like the students of first, second or fourth and fifth.

Multiple-grade teaching or one-room schools have been the major teaching problem in the North America until before industrial revolution and wide urbanism and has been an old tradition in British system institutes (supervision and coordination) wherein the older and more developed students assist other students and supervise their development. It was in the nineteenth century that in order to manage the classes better, the students were divided into different age groups and each group was taught separately and through which non-grade teaching became common (Soheila, 2008).

In the global experiences, Vietnam is among the countries which has spent remarkable sources on developing multiple-grade classes and recognize multiple grade education as a teaching method and asked its wide promotion. In this country, allocating enough manpower to one-grade schools is not possible in difficult climatic condition of some areas and the number of teachers allocated to specific areas are relatively low. Due to this reason and other economic-social reasons, the number of multiple-grade schools in Vietnam has increased and has been put under special attention (Nader *et al.*, 2010).

There are different views to multiple-grade classes. Some consider these classes a part of teaching system difficulties which should be removed and some others assume these classes as an opportunity to an optimum act of education. Investigating the literature in multiple-grade classes in recent decades reveals that in developed teaching systems (such as the USA, Canada, etc.) multiple-grade classes are formed on purpose. The conducted studies show that there is not a significant difference between the students of multiple-grade class

and one-grade class in case of cognitive abilities. Further, the students of multiple-grade classes show superiority in case of social growth, environmental adaptation, stating the affections, cooperation mood, mental hygiene and behavioral maturity, etc., comparing to one-grade class students. Multiple-grade classes should be seen with a positive viewpoint and as an opportunity because it gives the students opportunity to cooperate with each other according to their skills, talent, interest, personality type and the age and it causes broadening experiences areas and the student's social relationships. With the increase of the student's age range their development level is increased and it causes the students to found their friendship according to other factors except the age. For the older students, it provides opportunities to play the role of a teacher through teaching younger ones and utilizing one teacher in some consecutive academic years causes deepening the bond between the teacher and the student.

Multiple-grade classes and running them have special impediments and problems that the teacher should take into account when curriculum programming. These problems are divided into two categories: physical problems teaching problems. Physical problems are related to the structure of rural schools which usually are worn-out that causes an unpleasant feelings in the teacher and the student's feelings. Teaching problems are more important than physical problems. Among these problems are: the type of class combination (from multiple grades and which grade), lack of teacher's occupational experience, weakness in the student's prerequisite knowledge and information, lack of enough time in multiple-grade classes, individual differences, the number of the students in each level in multiple-grade classes lack of furniture and teaching media, rural student's deprivation from different kinds of sanitation, cultural, financial, affective fields and combining shepherdism, agriculture and students life are among the issues which prevents the student's academic activities and the teacher's development and lack of coordination between the parents and trainer and the parent's preference to use the children's working power in helping them are among the factors which prevent the student's educational development and teacher's working (Mohammad, 1997). Management in multiple-grade class is different due to the student's age and gender combination. Manager teachers and teachers in these classes apply specific methods for the class considering their experiences, environmental and affective situation of the class and learner's recognition and through employing their studies (Ali, 2009). It should be pointed out that there are many problems and other issues but they are not

answerable and removing them requires more meticulous programming and certainly self-sacrifice on the part of multiple-grade teacher.

Multiple-grade teaching is called a kind of teaching in primary education wherein multiple-grade students are taught in a class by the teacher or it is defined as: by multiple-grade teaching we mean the situations wherein the students with various age and abilities all are taught in one class. Teaching and organizing learning experiences whether in one-grade class or multiple-grade need innovation and organizing skills (Abbas and Milad, 2015). It should be pointed out that despite problems and impediments of multiple-grade classes applying suitable teaching methods in these classes have more necessity. Multiple-grade class teacher can apply general group, oriented, group-oriented combined teaching considering the combination of the students in the class and related lesson plan through combining teaching methods such as lecture, exercise and repetition, independent study, play, role playing and field trip, etc.

**Group teaching:** Group method, the teacher teaches a class to all levels in group form and acts in two forms in using this method. Teaching just one lesson to all grades simultaneously, teaching one lesson to all grades separately in one session. Teaching-oriented method is called oriented because the teacher puts his/her teaching orientation in a 45 min session (orientation bases) for the utmost three grades (he/she directly works with the teacher) and the other grades address subsidiary activities (subsidiary or self-teaching or self-taught group).

**Combinatory teaching method:** Combination means mixing lesson subjects or content fields which are lodged separately in the school's curriculum. Considering vertical and horizontal relationship of the lessons combinatory teaching method can be applied, the main purpose of combining it is to keep the student's learning related to each other as much as possible. In this method some lessons are taught in group and some in oriented form (Abbas and Milad, 2015).

What are the components and elements of primary teachers' professional qualifications especially in multiple-grade classes?

In responding to the first question it can be said that teaching has different aspects and everyone considers a specific criterion and competency for it according to his perception from teaching career. The criteria introduced for teaching competency include: ability to absorb pupils, ability to run the class and lead the learners, ability to make learning in pupils, the teacher's class behaviors,

pupil's activity, having skill in teaching methods and providing happy and prosperous life conditions for the pupils (Akbar, 1995). Teacher's becoming professional concentrates on the aspects of teaching techniques and promoting teaching professional-social situation. Becoming professional is a process through which doing a profession or job entails having specific skills. Professional teacher should have deeper comprehension about content knowledge, child's growth, learning styles, teaching strategies and a new set of values concomitant with respect to individual differences, cooperating with the colleagues, taking continuous reflection from teaching, the capability of leadership and change and effective communication. In multiple-grade classes, it is expected that each teacher is able to teach different subjects in various grades effectively and besides responding to specific subjects in the school curriculum he/she should have a set of abilities and skills too. A multiple-grade teacher is forced to teach specific programs for multiple grades in different lessons in a period of time wherein a one-grade class teacher spends for teaching one grade curriculum. In multiple-grade classes the combination of class is not the most powerful determining factor of learning and teaching successfully; however, the changes and developments depend on the individual's personal differences. Moreover, he/she should be capable in recognizing and attending to the existing personal differences among the students. He/she plays a dramatic role as the consultant and social relationships for the students and local community (Heshmatollah, 2015).

He/she can have a critical role as a religious expert in removing some suspicions and problems. Further, he/she can respond to people's some religious and belief questions. So, he/she can be a religious and legal consultant and also sympathizer for the local people and help promoting the culture of local community. Therefore, multiple-grade class teacher is called "multiple-profession" teacher (Heshmatollah, 2011).

It would be better that the teacher participates in all various events and activities such as: parties, mourning and bereavement ceremonies in a way that there will be no problems in educational programs of the school. In case of lack of religious sources he/she holds Fetr celebration and the feast of sacrifice as prayer leader with the people. Therefore, multiple-grade teacher should be jack-of-all-trades and have much information in different fields. If the teachers of multiple-grade classes don't have the above-mentioned specialties and features they will be incapable of running risky educational mission and lose their valuable position. Due to the fact that most of the multiple-grade schools are in the distant geographical areas, you as a multiple-grade teacher might feel secluded,

it makes difficult for you being aware of the best methods and developments of other similar schools or the whole educational system. But such a situation (multiple-grade class) is important because you find new ways to brake this seclusion. Some similar schools in a geographical area can organize a group for holding regular and repeated session. The networks and participation with groups such as NGOs can provide suggestions to improve teaching at your school (Heshmatollah, 2015).

Through applying this competency criterion, i.e., the ability of class management and leading the learners, diagnosing effective and ineffective teachers are relatively easy; it is only needed to observed the teacher's teaching in order to make clear which teachers apply which teaching techniques and methods and to what extent they utilize them (Akbar, 1995). What is social education and what is the role of multiple-grade teacher in making the students social?

The well-known hadith (meaning there is no monasticism in Islam) points to the human's social aspect. Islam is a religion that all of its programs are consistent with social growth. Social bond and having group spirit in Islam have often been emphasized. After the home environment, the school undertakes a difficult duty in the children's social education. The school should not be far away from the society, the student is one of the members of society and school. Not only it should attempt to actualize their potential talents and abilities but it also should nurture it a valuable, useful person, adapted with the society and owning social conscience (Hamze and Ramazan, 1999). Numerous studies have revealed that the social skills can be taught to the children. The human naturally is a social being and the social aspect of the child's growth forms his/her foundation of humanistic life. The necessity of social life is psychological readiness, enjoying social skills, self-confidence and the power of social adaptation. For sure from the viewpoint of the society the most important aspect of the people's personality is their social aspect of personality (Ali, 2000). The word growth (education) is not the monopoly of physical growth but it is applied in intellectual and practical nurturing. The person who is educated has certainly reached to the mental growth. Against these two types of growth there is another third type and it is the social growth and the concept taken from the social growth is that the individual makes him/herself and he/she is able to live in the society in the shadow of having some features and characteristics (Majid, 2000). Regarding social psychology, the education is organized in a social environment and occurs via interpersonal processes. For example the manner of the students responding to the teacher's question in the class

depends on the factors such as organizational structure and atmosphere of the class, the nature of methods and class norms, similarity between the student's goals and teacher, the reactions he/she thinks his/her peers, parents and friends will have toward his/her behavior. Mostly the education occurs because of reciprocal action between the teacher and the student and the students with each other (Fateme and Masoud, 2012). One of the general functions of education is making the people social; becoming social is a derivation through which every individual acquires needed social skills for active participation in group and social life. Derivation of becoming social is a steady and in other words, lifelong affair (Ali, 2005). The children in primary schools are still in the process of mental formation. Their minds in this stage are busy with their concepts toward the school, success, order and discipline. In most of the cases, evaluation and interpretation related to the social life at school and occupational duties are completed at this stage. It is necessary for the teachers at this level to phase lessons in a special way to be consistent with appropriate growth patterns especially social growth (Dinkmaier and Radolf, 2002). The school is an agent which is responsible to socialize the adolescents in specific skills and values formally by the society. At the school complex the adolescent is put under the supervision of the people (teachers) who are not relatives for the first time. After that the child is not considered as specific and well known person at school; however, he/she is now a member of student's group and follows the same regulations and expectations which is observed by every other person. Educational successes and failures and the manner of personal behavior is a part of his/her formal and everlasting records. Participation in school life decreases the children's dependence and reliance too and creates new communications with bigger society which is beyond the family (Robertson, 1993).

In this regard this point should be attended that a multiple-grade teacher is considered the mostly educated person in the local community, so he/she can be effective in different areas such as making healthy, constructive and social communications among the students in other words, it can said that multiple-grade teachers can be worthwhile sources and references which can be assumed as very respectful model. So, the multiple-grade teacher has important role in culture, socializing students and making communication with each other.

Since, in every teaching system-among its element the teachers are considered as the priority and the factor of realizing a part of purposes of that system they can pave the way for the learner's learning and growth despite lack of facilities and educational space and through

applying appropriate teaching methods and models, conflicts and humanistic relationships with the learners cause their intellectual, social, affective, moral, innovation, culture and social growth (Majid, 2013). The teacher is a person that the students make the greatest communication with him/her and his/her class is a place wherein the students are under supervision, admiration and criticism. Even the student's parents don't spend as much time as the teacher and don't recognize their abilities like the teacher. The teachers are the basic factors in the children's society acceptance that is they play a critical role at the time of the student's entering the society commission and accepting culturally-confirmed behaviors. The teacher and the student have reciprocal communication and this communication is involuntary for both of them (Azar, 1998). The teacher takes a viewpoint according to his/her attitude toward the nature of the relationships of the people and society and the position he/she assumes for the teacher's role in educating the self and the others. Therefore, it is necessary to familiarize the teachers with this part of social bases of education through teaching programs of educating teachers. If the teacher knows the monotheistic attitude of Islam about the person's role in social affairs he/she will have more constructive and radical educational conduct with the students and their problems. If he notices a moral or affective problem in a student he/she addresses seeking the reasons. He/she tries to get the help of his/her thinking and attempt in problem solving through making the person aware of his/her problems of course he/she doesn't deem it sufficient to it but he/she tries to provide a more suitable social environment for him/her (Hasan, (1997) and Fateme and Masoud (2012) in their studies about "making inference about methods for the child's social education from Quran and Nahj-ol-Balagha" pointed to some methods for the child's social education such as.

**Cautionary method:** Parents, trainers and teachers, themselves, should be good model in learning by the examples for the children and in a condition that they apply it to educate the children should offer it besides their explanations and interpretations in order to make its comprehension easier for the children.

**Model method:** Regarding the application of model method, the trainers and parents should try to lead the children to a correct way through their activities and change into the children's model. In the next stage they should supervise the children in choosing other models and avoid them from inappropriate models.

**Training method:** It is considered among the most important methods in education, since the human is created in such a way that he/she should learn and apply many things through educating and in fact the parents, trainers and teachers cannot expect the children to do the activities which they haven't received any education and teaching regarding it (Ramazani and Heidari, 2012).

## CONCLUSION

The teacher is a multiple-profession person. Some expect him/her to have miracle in his/her speech. Some others consider him/her the other's manager and leader. Some people expect him/her to transfer knowledge and create skill. Some expect him/her playing in the class. Some want him/her to make others (pupils) to act. Some others expect him/her to be a professional and artist master and even a group of others know him/her the provider of life delight and happiness for the learners. If a teacher can be found who is able to do all of the above mentioned jobs that teacher will be considered a competent teacher but has yet anyone born who was able to do all these jobs? It cannot be answered. But a fact is clear. Some are more powerful in some features than others and weak in other features. From the other hand there is another question. Is it necessary to expect all these from a teacher? The answer of the question depends to what we know teaching. It might be better to deem the following definition of the teacher sufficient and then address competency criteria: the teacher is a person who addresses interactive behavior with one or some students and his/her purpose is to change the students. Whether this change is cognitive, motor or attitude, it is purposeful on the part of the teacher. Therefore, the purpose of teaching of the teacher is to make change in cognitive, affective or mental-motor features of the students. So, the best teacher is the one who make predicted changes in the student's curriculum in the best way. As a result, the best criterion of competency or effectiveness of the teacher is his/her efficiency on the pupils in order to make suitable and predicted changes in them. Besides the criterion of competency, multiple-grade school teacher should own features like the ability to absorb the students, having skill in teaching methods and providing happy and prosperous life conditions for the pupils; however, now that the most pupils go to teacher's classes not on their own will but as a duty and the learner's scientific and professional competency are proved by licenses and academic degrees, the pupil's absorption power to the class by the teachers cannot be considered very good criterion for the teacher's

competency. The following techniques are offered in multiple-grade classes and the process of making the students social in order to improve them. Teaching in multiple-grade class is profitable when its current method changes completely. Teaching in these classes should be run by professional teachers and also active teaching methods:

- Holding in-job classes to increase more the teacher's scientific and professional awareness
- Holding annual competition regarding administering active teaching methods in multiple-grade classes
- Changing the people and teacher's views to look at multiple-grade classes as the opportunity not threat
- In order to infer and find correct and appropriate methods of the child's social education there is the capability to use different sources that certainly be said that Islamic sources are among the best choices, since in our opinion these references come from infinite string of divine message and surely there have been addressed in its doctrines to the life aspects, necessities and needs

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