Capable Teachers

On the Study of the Role of Capable Teachers as the Most Efficient Human Capital in the Process of Transition into the Stable Communities

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Abstract

Knowledge has lost its classical status and like the other social entities and realities of the present communities is changing rapidly. The classroom, a place in which the education and the relation between the teacher and student occurs, has gone under great and serious changes rapidly.

The information technology and the communication has changed all the current structure of the modern education and of course, these changes are not limited only to the education spaces and equipment. The today schools and students require empowered and new teachers more than anything else, who are learned and equipped with the latest achievements and findings of teaching technology.

The empowered teachers are considered to be the captains of knowledge age and the most valuable human capitals of the transition era of the communities, transition to stable democracy, to using wisdom and knowledge orientation, and social reforms to develop the stable communities.

Specialty, the new information, effective communications, the global awareness, technological knowledge, creativity, readiness to take risks, and using wisdom are of the features and requirements of the empowered teachers of age of the social stable reforms.

Teachers' being effective and their methodological and structural creativity are not limited to the classroom and school and should be transferred and injected to the social and public spaces and arenas.

Certainly, applying the information technology and the modern equipment in education is an undeniable necessity rather than a luxurious choice. But the focal and key element of the transition and development to educational and social innovation are the empowered and wisdom-oriented teachers.

The schools and communities equipped with the empowered teachers direct the students and all the society to the road of learning, democracy, affinity and affection to each other with their moral and methodological influences.

Our students and children in the new era deserve learning before the professional and enthusiastic Teachers "Teachers of 21st Century" not just the adults that teach in the 21st century.

Keywords: Teacher, School, Empowered teacher, Democracy, Stable communities, New education

1. Introduction

Pursuant to drastic changes of the phenomena, the concepts change continually. Literacy is one of such concepts. In the recent years, along with emergence of modern technologies, the mentioned concept, like many others, has undergone dramatic changes. Nowadays it is a well-known fact that to further the knowledge, in addition to enjoying the reading and writing capabilities, we should have the ability to analyze the information and explore information structures, as well.

The main base for production and development of the knowledge is that education has a significant place in such a process. It is ultimately needed in the move towards production and dissemination of the knowledge, which finally leads to information society (Abu El-Hajand Rubin 2009).

In line with the above issues, computers have changed the human life in all its dimensions. The studies conducted with regard to development programs in many countries are representative of the focal role of the information and communication technology in such programs (Conderman 2003).

It, of course, is a taken-for-granted fact that no industrial change happens in the world unless it has its roots and starts with education. In fact, children compose 20 percent of our society now, but 100 percent of our future. What we do for our children as far as their education is concerned will show its result in the next 10-20 years and, thus, it is the education which truly forecaststhe future society (Ajzen 1991).

The information and communication technology could be used as a powerful tool for promoting the quality and efficiency of education. It has the potential to change the traditional education methods in a way that presence in the classroom not to be a must. The children must get prepared for such a condition in the future. The needed changes may be imposed on traditional education methods having portrayed such a condition.so, the researchers of the present article try to consider the role and the importance of the capable teachers. In this part, the purpose of the research is mentioned (Elhoweris and Alsheikh 2006).

2. The Purpose of the Study

The main purpose of the study is that the researchers want to determine the fact that despite of the structural, cultural, economic, and political restriction of ideas, capable and creative teachers can apply useful methods in teaching and learning of the students in their classes. They may also open a new gate toward new wave in educational development.

3. Theoretical Background of the Study

Theoretically, the present study is in line with Skinner (1968) the technology of teaching; in which in his idea the application of operant conditioning to education is simple and direct. Teaching is the arrangement of contingencies of reinforcement under which students learn. They learn without teaching in their natural environments, but teachers arrange special contingencies which expedite learning, hastening the appearance of behaviour which would otherwise be acquired slowly or making sure of the appearance of behaviour which otherwise never occur.

According to (Drucker 1994) “Education will become the centre of the knowledge society, and the schools’ key motivation. What knowledge must everybody have? What is “quality” in learning and teaching? These will, of necessity, become central concerns of the knowledge society, and central political issues. In fact, the acquisition and distribution of formal knowledge may come to occupy the place in the politics of the knowledge society which the acquisition and distribution of property and income have occupied in our politics”. In the next part, research question of the study is referred.

4. Research Question of the Study

In line with the purpose of the study, the following research question was formulated:

- ***RQ 1:*** To what extent today’s teachers’ can beneficially affect today’s modern technology and education?
- ***RQ2:*** In today’s world of knowledge, does information communication technology replace capable teachers?

5. Review of the Literature

5.1 World in the Age of Knowledge

If we look at the history, we will notice that the human society has experienced three main stages:

the first stage was the agricultural stage for which the infrastructure was the land. The next stage which started along with industrial revolution was industrial stage for which the infrastructure was the factories. The stage in which we are living nowadays is the post-industrial stage for which the main infrastructure is the wisdom and knowledge. In the agricultural stage the main occupation of the people and predatory activities were mainly concerned with raw material and the people largely used their hands rather than the knowledge to work. In the industrial stage the raw material were needed to produce other products and people utilized both their hands and minds. The information was available to people in larger scale compared to the preceding stage. But in post-industrial stage, the main axis around which the life revolves is the knowledge. Nowadays, anything we wish to do has the knowledge at its base. In the present stage, the workforce is mainly composed of the skilled and expert people, and the handwork has largely reduced (Conderman 2003).

Production of the knowledge in the years 1975 to 1995 was about the same as it was for the whole human history up until 1975. In the mentioned twenty-year period, the knowledge in the world was doubled. Nowadays, every four year the knowledge in the world doubles, and of course it is anticipated that soon every two year the same will be doubled. This is how the human knowledge increases in progression manner. It is a fact that those who have more knowledge will have more capabilities. Thus, the students have to be empowered. We should provide them with knowledge so that they will depend on their own knowledge and will be more powerful. If we succeed in connecting them to the information resources, they will be able to overcome the problems and challenges, which they encounter in their life utilizing the knowledge they have accessed.

So, we need some type of systems and facilities, which allow us, bring up such people in the society (Mahat 2008).

5.2 The Features of a Knowledge-Based Society

Some of the features of a knowledge-based society are expertise, information and communication (Reynolds 2001). Furthermore, in studying the variables and factors affecting the knowledge-based model of development in any society, the role of education as one of the main principles cannot be ignored. In a knowledge-based society, creative thinking, information management and knowledge production is a fundamental principle (Matthews, 1980).

5.3 An Overview the Skills in 21th Century

The educational laboratory has recognized the skills in 21th century as being digital literacy, which includes pedagogical, visual, academic, technological, information, cultural literacy, and global awareness plus global knowledge, innovative thinking, thinking for higher ranks, logical reasoning, effective communication and high productivity.

The Literacy in Digital Age	
Pedagogical Literacy	The ability to decode the meaning and explain the beliefs in a series of communicational tools (media), which includes using the images, graphics, videos, diagrams, and maps
Academic Literacy	The ability to understand the theoretical and practical dimensions of the experimental sciences plus mathematics
Technological Literacy	Competence and competing in using the communication and information technology
Information Literacy	The ability to find, assess, and use the information through ICT
Cultural Literacy	The ability to understand the value of the diversity of cultures
Global awareness	The ability to find out how the nations, cultural centers, and societies communicate with each other

Innovative Thinking	
Capacity of imitation	The ability to imitate and manage in a world full of complexity and communication
Intuition	Desire to learn
Innovation	The ability to employ the imagination to create something
Risk-taking	The ability to risk, and consider the possibilities
Effective Communication	
Team-work	The ability to work in a team
Cooperation and individual or social communication and interaction	The ability to cooperate and interact with others
Being Responsible	Being responsible for the methods employed in ICT for the good of society
Mutual Communication	Competence in transferring, explaining, accessing, and understanding the information
High Productivity	
Prioritizing Capacity	Planning and managing the plans and projects to achieve the optimal results so that they could create optimal products

Table 1. Brooks-Young, Susan (2007)

In the age of knowledge and wisdom, the most emphasis is on learning the innovation skills plus the skills to communicate with other and learn effectively. Noting the quantity of the knowledge produced every day and injected into the society, the learning needs to be ever lasting. It is said that: the academic life of an engineer who graduates from the university id about two years, while it previously reached about 10 to 15 years, necessitating them to keep their literacy up-to-date. The prevalent viewpoint in today's world is that it is no more the age of trial and error to reach a goal, and one needs knowledge to learn the proper methods to achieve their goals. The students need to be prepared for living in such kind of society (Andrews, 2002).

5.4 Modern Methods of Education

For developing countries, ICT is a device to access and progress of training quality and communication potentially. It makes to promote and formulate the politics and widen the opportunities under learning the ways in training systems.

- ***1-ICT*, the Concept**

ICT means information and communication technology and is known as a different set of tools and technological sources for saving, making, spreading and handling data. These technologies involve computer, internet, radio and TV broadcasting tools and phone. It has an important role in developing of the communities and so training is an experience based on learning to make rather changes individually. Learning is one of the main necessities of human under new methods contribution of data applications (stington, Janet and Wilde 1993).

- ***2-ICT* in Education**

ICT turns the education atmosphere to a student-based atmosphere. Studies have shown that that a suitable ICT application increases space changes in content and training technique of 21th century well. Training of protected ICT has been promoted a long-term learning of student with a strong planning and provided new solutions for education. These new ways are given for the students by trainers theoretically (stington, Janet and Wilde 1993).

Table 2. A studying on the way of industrial community against data sample society

Index	Traditional educating way	Educating way in appearance
Active	Actions by teachers Training for all of the class Less difference in actions Solution with a plan	Actions by learner Small grouping Differed actions Solution by learner
Cooperation	Individual Uniform groups Everybody works separately	As a team working Not uniform groups Individual support
Innovation	Training of producer Defined ways for problems	High content training New ways against the problems
Coalition	Not joint among theory and practice Great subjects based on regular shape Teachers one by one	Uniform practices and theories Relation among of subjects/There is a subject Teachers' teams
Assessment	By teachers' thinking As a collection	With student attitudes Recognizing

5.5 Future Trends in Education and ICT

International organization of working and labor defines that educational need is a basic training with skills and long-term contribution for all people. With considering for the changes and corrections, ICT will improve the education. Horizons of ambitions are available with corrections and so ICT can remove the gaps in training. Today corrections had been depended on informed systems and it has not followed from traditional systems.

5.6 Future Schools

1. Mean schools

Mean class is one of the ICT products in training. At this way, training is held in a special place and then it is reused in forwarding to another place. Using mean training is caused to change a role of computer to a class.

2. Intelligent schools

These schools have a compacted nature physically, i.e., they have a great gap from traditional schools and they use from ICT in learning/learned services. It has a differed meaning with a mean school. Students attend in a school but as a mean school. It is expected that these schools would improve and promote the quality of training more.

It is a kind of physical school with intelligent controlling by computer-assisted system and networks and thus contents are designed electronically with intelligent assessment. The roles of teachers, managers and students are usually changing at this way.

5.7 Aims

1. Multi aspects growing for the students,
2. Individual promotions in abilities,
3. Scientific and experienced people training with technology,
4. To increase people attendance rate.

In a school, based on IT, mainly view is changed in training and thus training content is adopted among the students and teachers. A smooth procedure to be not implemented in this way and thus a student follows a special and defined procedure in training. Some of the responsible of a teacher are: planning and content providing for training, ICT controlling, supervisory role for learning and efficient training.

5.8 Developmental Advances in ICT and Stages

In 1997, Uganda, there was a training plan under protection of a world bank. Its aim was helping to the state to attain internet and world web for the schools. That plan had three elements: Correlation,

training and assessment. The plan got famous as soon at the world because of professional content for the progress and it was executed locally with on line services in five stages as follows:

- **Stage 0: computer knowledge:** the aim of this stage is to acquaintance with computer technology and helping to people at this case based on ICDL standard.
- **Stage 1:** acquaintance with internet for learning: the aim of this stage is learning basic concepts and necessary skills with new basic facilities (email projects making)
- **Stage 2:** acquaintance with remotely training system: the aim of this stage is learning remotely training by the structure in design and broadcasting the projects.
- **Stage 3:** the aim of this stage is Skills and how to make the practices innovatively with technology. Useful using from technology and its application in learning process.
- **Stage 4:** innovations: training technique, technology and development: the aim of this stage is to promote the skills and assessment procedure and innovative actions in the class with controlling process.

6. Answer to the Research Question of the Study

The results of the raised questions are as follow:

- **RQ1:** *To what extent today's teachers can beneficially affect today's modern technology and education?*

According to the results of the studies stated in this article and the researchers view we can conclude that capable teachers by combining scientific and moral skills with creative management in their classes can pave the way for better education.

- **RQ2:** In today's world of knowledge, does information communication technology replace capable teachers?

Answer is certainly No. in fact ICT has made teacher's role better with student role. ICT has a global view with a new role in a class. Teacher model is changed to student one and so a teacher is defined as a facilitator and trainer. (a guide person for the students) basic duty of a teacher is how to state a question and problem making to reach information and its assessment. Thus, teachers learn more about ICT, too. Some of them don't like to use from ICT.

7. Discussion

General Discussion

Today modern technology has a deep effect on humans' aspects. Training system is one of the exclusive systems at this case with information lines and sufficient knowledge to progress the aims.

Traditional ways couldn't reply the recent needs, so flexible modern ways were replaced. Mean training using made time saving and expenses. It is a necessity factor not luxury option with cooperation and special minds and thoughts in this era. Formulating the structures in pre-service and in-service terms is very important to reach for the skills such as:

- computer knowledge;
- internet learning;
- technology and training plans;
- innovations of training.

In conclusion, the researchers believe that one of the main concerns of the today's world is the world of knowledge and some aspects of these concerns back to structural equipment of the educational settings. Schools and other educational settings in the world even in less-developed countries are equipped with latest technologies in teaching and these equipment's don't guarantee the development of the knowledge. The key point here is the accountable and professional teachers' duties that help improvement of the knowledge in educational settings and also pave the way for more progress in schools and other educational settings. The aforementioned progress required a

comprehensive system that lead to the training of the trainers that have their own qualifying characteristics. In addition, in line with the educational objectives the head of the departments, school principals, or teacher trainers provide workshops or INSET programs to motivate, motivated teachers and keep them updated.

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