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Surveying the relationship between different class management styles adopted by the teacher and the student educational development (Case study: Junior high school students of Shiraz City)

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ABSTRACT

The present study surveys the relationship between varieties of class management styles and educational development of students of junior high schools located in Shiraz, Iran. Sample group was comprised of 240 junior high school teachers (120 females and 120 males). The participants were selected from 24 junior high schools (12 girl schools and 12 boy schools), which were a reasonable representative of the schools in the city. Class management style questionnaire was used for data gathering and gross point average of the students in each class was taken as the measure of educational development. The results indicated a relationship between class management style of the teacher and educational development of the students. Mean educational development of the students in relation-based and discipline-based classes was different so that the former led to higher achievements. There was also a relationship between work experience of the teachers and class management style. The findings revealed that degree of the teachers was not effective on class management style. Moreover, there was a difference between class management style of male and female teachers so that female teachers had more tendency to adopt relation-based management.

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INTRODUCTION

Management is an age long aspect of human life so that the man has been dealing with management since the early days of history. Management has drawn more attention during the recent centuries and following emergence of new and complicated organization and technology. The pace, operational power, and variety of human and industrial products all need a coordinator known as the manager, who is in charge of programming the capabilities of organization and human resources [16].

Educational organizational management is one of the most critical fields of knowledge of the modern world as an education system with proper management style can up brings creative and mature individuals. On the other hand, such systems supplies demand for human resources in the society and in different cultural, social, and economic fields [23].

Concerning education process management, classroom is the “front line” of educational and pedagogical activities as the place where the students are prepared to live in the modern world. Classroom is the place in which the student are directly provided with educational services that help them to develop their social and cultural aspect and follow comprehensive development progress [28]. Teachers are in charge of employing educational and instructional strategies, create order, use resources and educational aid facilities, schedule, create decent learning atmosphere, create constructive relationship with the student, and evaluate progress of the students. These tasks are done by following variety of styles and models, each of which, based on class situation, leads to different levels of efficiency. Therefore, the teacher is in charge of controlling the class, enforcing discipline, and instructing the students, which entail programming, organizing, leading, creating motivation, controlling and evaluation. Teachers in the class act as a manager that needs to carry out managerial functions based on specific condition and situation of the class so that educational and pedagogical goals are

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realized in an effective manner. This is a novel viewpoint to the teacher's role in the class. Teachers are the managers who adopt different managing styles to control the class and carry out educational activities. This indicates that possessing managerial skills is one of critical prerequisites of a successful teacher, which is usually neglected. Minochin Shapiro (1969) believed that having friendly and flexible attitudes toward the students by the teacher makes the student more eager to share their feelings and participate in class discussion while feeling more independence (cited from Mansen *et al.*, translated by Yasaei, 1989). Given that and instruction and learning happen in academic situation through interaction between the instructor and learner in the class, we find enough reason to survey the effective factors in this process following scientific approach. Among many, class management and leadership influence the extent to which educational objectives are met. Smith and Laslett (1991) pictured school class as a social system and a set of integrated roles that are directed toward realization of educational and pedagogical goals. Classroom, like any other social systems, is feathered with key elements such as beliefs, emotions, rules and regulations, norms, tensions, position, and facilities. Apparently, the constitutive elements of classroom are too interwoven that makes it impossible to disintegrate all the elements [10].

At any rate, the teacher is in charge of achieving educational goals in the class. The teacher acts as the manager of the class, while the class, like any other social organizations, needs effective management to carry out tasks such as programing, organizing, leadership, motivating, controlling, and evaluation. Wragg (1997) argued that teachers could appear in the role of facilitator, consultant, or instructor. Each role may create its own unique social structure. The class manager is in charge of preparing, providing, and adopting effective methods and creating decent environment for instructing and learning. Achieving these goals depends on how the classroom is organized, how the students are instructed and evaluated, how well the student are motivated, decent learning environment, and management style. Moreover, the scope of class management skills extends beyond instructing and introducing new materials. In fact, the teacher needs the skills to deal with unpredicted situations, initiating group activities among the students, follow managerial techniques, deal with different students, and work with different educational aids [22]. To manage the class, the teacher needs to be aware of the way management style influences instructors and who to react to different behaviors. In addition, it needs appropriate knowledge about the nature of the class and the role of instructor.

A knowledgeable and capable teacher is capable of employing updated and effective methods for class management, as the teacher is the dominant element and most effective character in the classroom. Success or failure of each student is directly related to behavior of the teacher and their capabilities. Knowing the critical role of close relationship between managerial capabilities of the management and educational development and achievements of the study, the preset work asks "is there any relationship between management style of the teachers and educational development of the students?" A case study of the students of junior high schools based in Shiraz, Iran was adopted for this purpose. In other words, the present study surveys the extent to which the teacher's behavior in the class, the way they treat the students, friendly relationship with the student (relation-based style), and creating stress-free environment are effective on educational achievement and development of the students.

Literature review and concepts:

It is notable, regarding education, that development of any society is a function of quality of education system of the society. When the system follows democratic and scientific method, the ground for emergence of a developed society is prepared [17]. School is the most dominant institute in the field of education. School is a social institution, mainly run by teachers, aimed to meet a portion of the needs of the people of the society.

In addition to teachers, educational organizations and schools in particular are comprised of students and their parents. Indeed, principal of the school acts as coordinator and facilitator. So that the students, teachers, and parents form three corners of a triangle and the principal is where straight lines from each corner cross each other. The principal is coordinator of the three corners and connect them to each other.

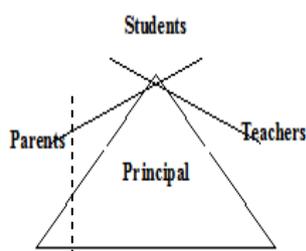


Fig. 1: Educational leadership and management [16]

Thus, the principal of school is a key element in the educational organization. Along with leadership role of the principal over the whole school, teachers also act as a principal in the class and in charge of managing the affairs of the class.

In teaching the materials, the teacher deals with variety of variables and tries to create an environment to achieve best educational results. It is the teacher that can cover errors and shortcomings of textbooks and educational facilities or turn the most interesting topics and environment into inactive and bleak environment [21]. Gharaei Moghadam [6] argued that teachers and instructors fill in critical role concerning different aspects of education and the students' emotions: such aspects are:

1. Emotional development: helping the student to express their feelings properly in dealing with others;
2. Nurturing curiosity: fostering curiosity and answering questions of the student;
3. Self-expression: the teacher must give the chance of self-expression to the students so that they could share their ideas, viewpoints, and thoughts with other and update their reasonable demands and desires.
4. Motivating students' activity: motivation to participate in activities is the starting point of education. The teacher needs to find a way to draw attention of the student and catch their interest in the materials.
5. Paying attention to personal differences: considering personality differences between learners, the teacher needs to motivate the talented and hardworking students and prevent failure and loss of hope of less successful students.

Taking into account the role of teacher in education, there is no need to emphasize criticalness of the teaching and leadership of class. Moreover, being a successful teacher needs something more than knowledge.

Teacher and student relationship:

The nature of teacher-student relationship influences their individual and group behavior. Such influence can be either positive or negative. Back showed that the teacher's working style such as the way of advising, answering questions reacting and treating the student all are effective in the popularity of the teacher among the students [12].

Proper interaction between the teacher and the student can improve self-esteem and sense of belongingness of the students and also create positive attitude toward instructions of the teacher for learning and participation in class activities [15]. The relationship between the teacher and the students and its different forms have been subject of many studies and different terms have been used to describe such relationship (e.g. father and children, the best brother, physician and patient, leader and follower, and mentor and pupil). Moreover, the relationship between the teacher and the student can be studied based on the type of leadership. Levin defined three types of leadership:

- a. Autocratic leadership
- b. Laissez fair leadership
- c. Democratic leadership

Anderson et al. categorized verbal behavior of students and teachers into dominating and altruistic categories. The former is featured with ordering, warning, punishing, and shouting at the children to gain their attention, and the latter is featured with paying attention to interests of the child, helping the children to define and solve problems and admiring altruistic behavior. Fleming and Proght believed that the teacher might create three interactive relationships with the class:

- Teacher-group (Students) interaction;
- Teacher-student interaction;
- Student-student interaction;

Type of relationship that the teacher establishes in the classroom can lead to good and bad relationship between the teacher and student and among the students. Therefore, the teacher must be cautious about the relationship with the student. The relationship between the teacher and student must be based on love and compassion on one hand and authority and discipline on the other hand. Such relationship leads to a friendly environment featured with mutual respect and discipline regarding education [14]. Among the theories in this regard, life cycle and class efficiency theory is discussed in what follows:

Literature review:

Cubban surveyed the history of education from 1890 to 1980. His aim was to find out how much emphasis is put on teacher-centered or student-centered approaches. Under the former approach, the teacher is the main speaker and decides about the schedule, layout of the class. Under the latter approach, students are given the chance to speak equal with or more than the teacher is. Teaching is usually customized for individuals or small groups of students. The student can discuss about the teaching method and how to run the class. The students usually decide about the way of using the material and layout and design of the class allows the students to walk in the class and work with their classmate easily. Richard Anderson performed many studies on the effect of the class environment and concluded that students have higher spirit under student-centered approach. As suggested by relevant studies, acquisition in constructive class environment is performed better. Kodlo believed that

physical, emotional, and aesthetic features of the classroom are effective in learning. He argued that type of education is effective on learning and believed that open education is one of the principles of programmed learning in which explorative method is used in the way that active learning, personal characteristics, and self-motivation are combined. The teacher and the student, in a warm and friendly atmosphere, both determine the goals, materials, and learning activities.

Researchers at Ohio State University showed that material-centered and individual centered styles do not always lead to more efficient teaching practice. In fact, performance of each style depends on the student and atmosphere of the class. The findings of this research emphasize the relationship between the teacher's attitude toward the student and their managerial style. In their work on learning process, classroom management, and its effect on university students, Rayan and Kenel concluded that class management, colleagues, and environment are among the factors that have an influence on the student.

Kevin Miller designed a test with 30 questions to survey management ability to solve, organize, and design educational programs. Another study titled "the effect of variety of leadership on group behavior" by Levin, Lippit, and White arranged 11 years old boys in clubs with different leadership type such as authoritative, democratic, and no intervention. Group leader in authoritative group was indeed the authority that dictated all policies of the club activity and how to do things. Under the democratic leadership, the leader determined the policies through an active group discussion. Finally, under no-intervention leadership, the leader played more passive role in the group's activities and the group members were given more room to make decision. David concluded that there is no significant difference between teacher field of study and guidance and leadership of students, self control and making students self leadership and being systematic and orderly in the class.

Sohrabpour conducted a study titled "How Iranian teachers treat the students" and indicated that the teachers who treated the students in friendly manners and those who did not. The surveys showed lack of social security, which could be induced by variety of factors such as appearance of the teacher, inability to reach sexual adaptability, and social status of the teacher.

In his study titled "class controlling methods by teachers" Esmaeil Biabangard studied 120 teachers at different levels and showed that comparing with female teachers, male teachers tend more to use direct methods. In addition, using direct method was most common among high-school teachers followed by junior high school and elementary school teachers.

Seyed Abbaszadeh conducted a study titled "teachers and class controlling method" in Uromie and found that:

1. There was a significant difference among controlling approaches adopted by high school, junior high school, and elementary school teachers. So that, the approach adopted by elementary teachers was more indirect comparing with teachers of two other levels.
2. There was a significant difference between control method adopted by male and female teachers so that the former tend more to adopt indirect methods.
3. There was no significant difference between male and female teachers concerning direct and indirect controlling method.
4. Higher percentage of older teachers with longer teaching experience adopted indirect controlling method. These teachers had less GPA during their study and mainly were in humanitarian major. On the other hand, teachers who adopted direct controlling method had shorter teaching experience, degree with higher GPA, and mainly were in experimental and mathematic science major.

Sabohi concluded in his study on the factors effective on poor discipline behavior of girl students in the City of Tehran and concluded that lack of enough knowledge and experience of teachers and their unfamiliarity with principles and techniques of teaching were of the main causes of poor discipline among the students.

Hematinejad [9] performed a study titled "surveying types of leadership of teachers in classroom and the effective factors" and found 13 difference leadership cases among male and female teachers with less than 5 years and more than 25 years of experience. The first group had slightly higher point regarding attention to oneself.

In his study titled "class management styles from the teacher's viewpoint and its relationship with educational development of the students" Gholami examined 90 elementary school teachers and concluded that teachers with student-oriented style were more successful comparing with material-oriented teachers. In addition, he found considerable differences between male and female teachers concerning management styles. Farokhnejad surveyed the effect of age gender, etc. on class management among teachers in city of Bushehr and concluded that high school teachers with different major, gender, education, and work experience found control and continuous evaluation of students effective in improvement of efficiency of class management method.

Methodology:

Study population of the study was comprised of all teachers and students of girls and boys junior high schools located in Shiraz, Iran in academic year 2006-2007.

Sample group was selected through cluster sampling. So that 12 boys and 12 girls schools were selected randomly from the list of schools of the city. Afterward, 120 male teachers, 120 female teachers, 1080 boys and 1080 girls were selected. Management style questionnaire was used to evaluate management style. The questionnaire is composed of 30 five-alternative questions (completely agree.... completely disagree) designed based in Likert's scale from 1 to 5. Content validity of the questionnaire had been confirmed by Rahim Gholami and 4 professors of Tarbiat Modares University. Reliability was also confirmed by Cronbach's alpha ($\alpha = 0.83$). It is notable that the higher the total point of the questionnaire the stronger the teacher-centered and relation-based style.

The questionnaire was administered to 10 male and female teachers. GPA of the students was taken as an index of educational development from their file. Following questions were designed based on the variables:

1. Is there any relationship between class management style and the student's educational success?
2. Is there any difference between mean educational development of the students in relation-based and discipline-based classes?
3. Is there any relationship between teachers' work experience and their management style?
4. Is there any difference between management style of male and female teachers?

Collected information was analyzed using statistical methods and relationship between class management style and educational development of students was tested by the Pearson's correlation test. In addition, independent t-test was used to survey difference between the student's educational development in discipline-based and relationship-based classes. Relationship between management style of the teachers and their teaching experience was examined by the Pearson's correlation tests and one-way variance analysis. Moreover, the effect of teachers' degree and management style and difference between male and female teachers regarding management style were tested by one-way variance analysis and independent t-test respectively.

Findings:

Relationship between the teacher's management style and the student's educational development:

This question was answered by the Pearson's correlation test (Table 1).

Table 1: Correlation between management style of the class and the student's educational development

	Educational development
Management style	*0.54 P < 0/0001*

As indicated in the table above, there is a significant positive relationship between management style of managers and the student's educational development. That is, the more relationship-based is management style, the higher is GPA of the student (a measure of educational development).

Difference between GPA of students in relationship-based and discipline-based classes:

To answer this question, independent t-test was used and the results are listed in Table 2.

Table 2: difference between GPA of relationship-based and discipline-based classes

Relationship-based	49.77	2.79	11	2.74	0.01
Discipline-based	45.55	2.72			

As indicated, there is a significant difference between GPA of students in relationship-based and discipline-based classes. Given that GPA of the students in the former classes is more than that of the latter, one may conclude that students' development in relationship-based classes is higher.

Correlation between work experience and management style of the teachers:

The results of the Pearson's correlation test are listed in the Table 3.

Table 3: Correlation between work experience and management style of the teachers

	management style
experience	*0.63 P < 0/0001*

Clearly, there is a positive and significant relationship between work experience and management style of the teachers. That is, teachers with longer work experience obtained higher questionnaire point; i.e. more experience teachers tend more to use relationship-centered approaches.

The effect of teacher's degree on management style:

The third question of the study was answered using one-way factor variance (Table 4).

Table 4: Effect of the teacher's degree on their management style

	sum of squares	DF	mean of squares	F	sig.
Inter-group	299.53	2	149/76	0.45	0.638
Intra-group	78456.20	236	332/44		
Total	78755.741	238			

Clearly, the effect of degree on management style of the teachers is not significant, so that the degree (Bachelor, Master, associates' degree) was not effective on management style. In other words, no difference between management styles was found based on education degree.

Difference between management style of male and female teachers:

Independent t-test (male and female teachers) was used to answer the fourth question (Table 5).

Table 5: Different of management styles between men and female teachers

Management style	Gender	n	mean	SD	df	t	sig
	Male	120	104.90	17.47	238	3.57	0.000
	Female	120	114.83	24.91			

As listed in Table 5, there is a significant difference between male and female teachers regarding management style. So that, female teachers obtained higher questionnaire points and they tend to be more relationship-based (student-oriented) in the class.

Conclusion:

Relationship between management style of teachers and educational development of the student as the main objective and different between relationship-based and discipline-based classes as the second objective were surveyed. The results showed that there is a positive and significant relationship between management style of the teachers and educational development of the students. That is, the higher the questionnaire point of the participants, the stronger the relationship-based orientations among them and higher the GPA of the students.

Correlation between work experience and management style of the teachers was examined as well and the results showed positive and significant relationship. One may conclude that more experienced teacher are more relationship-oriented and establish better emotional relationship with the student. Students in such classes have more chance to express their ideas. The next objective of the study was to examine the effect of degree of the teachers (bachelors, masters, and associates' degree) on management style. No significant difference was found in this regard. In other words, degree has nothing to do with management style of the teacher. The difference between management style of male and female teachers was also examined. The results showed significant difference between male and female teachers regarding management style (mean point of women was higher than that of men). One may conclude that female teachers tend to be more relationship-oriented toward the student. In general and comparing with male teachers, female teachers were more successful in leadership and motivating the student, paying attention to individual activities of the students, fostering creative activities, creating friendly relationships, noting the students' needs, and being supportive. Being more emotional and more patient in dealing with the children are two common characteristics of women to highlight.

Discussion and results comparison:

The findings indicated that relationship-oriented teachers are better in establishing relationship with the students. They are also better in solving students' problem and treating them in a friendly manner so that the students feel no stress on attending the class and acquisition. The students in such classes obtain better grades. Kuban argued that teachers in student-centered classes avoid being the only speaker and tend to generate class discussion; in addition, teaching is done for individuals or small groups. The students, in these classes, have stronger role in setting the rules of the class and are more successful. Miller concluded regarding constructive class environment that relationship-based approach leads to better acquisition. Walberg and Thomas argued that open education is the one that is more responsive to the students' needs and their active learning. Under this education method, higher intimacy helps better and more active learning. Gholami also concluded that students' educational development is higher in student-centered classes comparing with teacher-centered classes. Karolin and Orton found that imposing discipline and enforcing rules and regulations, having continuous supervision and explaining the rules for controlling the class have influence on the students' achievements. Studies conducted at Ohio State University have adopted stronger contingent viewpoint so that rather than adopting relationship-based and discipline-based styles it is the condition of the students and the atmosphere of the class that have influence on efficiency of the teacher.

Results of a similar study titled "how to coordinate the teacher's behavior with different disciplinary situations of classroom" showed that more experienced teachers are more successful in employing relationship-based approach. Horner and Burkuski found that more experienced teachers are better in managing the class, answering the student's questions, and establishing friendly relationship with the students. The results of the

present study were inconsistent with Hematinejad [9] and Seyed Abbaszad that argued that more experienced teachers tend to use direct control and leadership method.

David argued that there is no significant difference between teachers with different majors regarding leading and instructing the students and imposing order and discipline in the class. Biabangard, however, argued that teachers with higher education degree tend to use indirect and relationship-based methods. Seyed Abbaszadeh and Biabangard concluded that using direct and instructive management style is more common among male teachers comparing with female teachers. Hematinejad [9] also concluded that leadership style among women is more relationship oriented comparing with that of men. Gholami argued that female teachers establish better relationships with the students. It is notable that teachers of different levels can use the results of this study. By adopting proper class management style and having more knowledge about methods of creating relationship with the students, teachers give the students had better chance for educational success and achievement.

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