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Investigating the effective component of classroom management in predicting academic achievement among English language students

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Abstract

This study investigated the relationship between the components of class management and the prediction of academic achievement among English language students. Classroom management has 5 components which is included student unconditional acceptance, respect for students, verbal and non-verbal communication skills, the conscious start, internal and external coordination. Pearson correlation results showed that there was a significant relationship between classroom management and academic achievement (0.513). Therefore, students in a friendly environment and in interaction with each other and with the teacher, has the better ability to achieve success. And thus the relationship between teacher and students is very important factor in class environment.

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1. Introduction

Every year a large number of students drop out of university and on the other hand, have little knowledge and skills to enter the employment market. Therefore, the students' progress and how they learned not only a significant issue for those involved in the educational system, but for all those who are interested in improving the quality of higher education. Considering the importance of the issue, analyzing the underlying factors affecting academic achievement could affect decision making which is improved internal efficiency and also improved the educational system. The research results show that academic achievement is not a product of one factor, but it is the effect of several factors affecting the variable. Some research, including Hejazi, rastegar and Jahromi (2008), Elliott, Gregory

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Mac and Gable (1999) consider the relationship between academic achievement and academic engagement and others such as Behrangi (2012) know classroom management as one of the factors that influence academic achievement. Van Petegem et al (2006) argue that teacher to optimize the conditions of the class, must strive to create a strong learning environment, and he or she may be able to create a better classroom environment in which everyone has good feeling. Behrangi (2012) in their study concluded that students' communication skills among teachers and learners are the major cause of academic failure. In addition Adeyemo (2012) in a study on 20 teachers and 80 learners, showed that there is a significant relationship between effective classroom management skills and techniques in teaching physics with the academic achievement of students. Also, JaleRezai (1993) in a research showed that the emotional relationship between teachers and students had effect on students' academic achievement. One of the effective components of classroom management is verbal and non-verbal skills. These skills can affect students' individual and group behavior. This effect may be positive or negative due to the teacher's behavior.

Teacher practice such as advices to the students, answers to their questions, reactions against each of the students, has effect on the appeal and popularity among students. And thus the teacher must give attention to every individual students and even agreement to divide his glance equally between them, consider justice and avoid discrimination among students (Mortazavizadeh, 2003). Teacher can create positive or negative interactions between herself and her students. When this interaction positively is done, students are eagerly engaged in their duties. Thus, their energy is spent on creativity and efficiency and even after carrying out the assignments, students will be happy. Therefore, the teacher should communicate carefully and paid special attention to reach desired effects on the classroom behavior of students. The relationship between teachers and students should be based on affection and love on the one hand and on the other hand is based on the authority and order. In this environment, teachers and managers can make the best educational decision in disciplinary way. Discipline is one of the concepts with different meanings, some have used it synonymous with punishment, and some consider it to mean the exercise of power. Still others use it in the meaning of restrictions in order to develop the desired behavior in a person. In the view point of education, we can say that discipline is to create an environment conducive to learning and students growth (Vakilian and Karbassi, 2013). It is obvious that conscious start is one of the features of classroom management and successful teaching and thus Askarian (2001) believes that the first step in classroom management is lesson planning. Lesson planning includes setting goals, planning outline, the division of teaching time per session, the transposition content, anticipated features and design questions to bridge the gap between the current state of students knowledge and educational expectations. Javaher and colleagues (2014), know internal and external coordination as the components of communication skills. Internal and external coordination and organization of the classroom, including teacher's quality and features that should be addressed in the classroom. Some experts state that class organization divided into two general classes: teacher-centered and student-centered learning activities and having the skills of both types are very important for teachers. For example, Djigic & Stojiljkovic (2011) showed that when teachers use interactional classroom management style, students have higher academic achievement and when teachers are interferer, students have low academic achievement. Shariatmadari (2014) on a program that is based on student activities, states that in this exercise, training plan did not prepared before the class, but the teacher in the classroom with the students general interest suggests a matter and discusses about it. In this activity, desire and needs of the students form the educational programs.

Sarmadi and Seif (2013) knows organization as an activity which is done by instructor when she arranges and organizes the "learning resources" to confirm the determined goal in the most effective and economical way. Teacher in addition to unconditional acceptance and respect for students must lead them. Davis (1995) argues that when teacher leads students, in fact she is trying to motivate students and to choose the suitable strategy in reaching goals. Meanwhile, the teacher as the leader of the actions must use actions to motivate and encourage students. Some experts emphasize learners' self- leadership and express that the leadership is to believe in the potential of people, so that everyone can personally act to meet his or her needs (Askarian, 2001). Saatchi (1999) considers teacher's characteristics in students' leadership and believes that although students' leadership seems simple, but it needs to delicate work because leadership requires creative method in assessing non measurable items such as morale, motivation and self-leadership as well. But what distinguishes this study from other studies is the attention that is given to classroom management component on student academic achievement which is less considered in other researches.

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