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Review on the Impact of Teachers' Behaviour on Students' Self-regulation

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Abstract

Lack of interest for obeying rules and discipline in schools could cause many different problems for students in field of education, society, and family. Such a lack of interest toward self-regulation sets the basis for staying away from obeying rules and laws, lack of self-esteem, and more law breaking even in students who do not have serious and abnormal behavior and problems. Teachers who possess knowledge and skills in recognizing problems and creating positive relation and rapport with students are regarded to be one of the most important sources in structuring students' personality development. This study attempts to explain the importance of teachers' role in creating self-regulative behaviors in students. This research investigates following hypothesis:

- 1- There is significant positive correlation between the teachers' friendly relationship and rapport and students' eagerness for discipline.
- 2- There is a positive and significant relationship between teachers' amount of respect for students and students' organization.
- 3- There is positive significant relationship between teachers' effort in fully explaining educational material to students and students' self-regulation.
- 4- There is significant relationship between teachers' self-regulation model and students' acceptance of discipline.

In order to test the research hypothesis, 400 grade 6 male students were selected randomly from guidance schools of 6th district of Tehran and data were collected by researcher-made questionnaire.

The research result displayed that receptive and honest relationship between teachers and students, the dominance of teachers' self-regulative model for students, teachers' satisfactory effort in order to clarify educational materials, respect and acceptance toward students, as well as family success cause the increase of the students' self-regulative behavior.

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1. Introduction

considering discipline in educational environments is one of the important educational goals, which the schools' administrators give special attention and priority. As a result of this, the students' educational conduct and activity is determined to a high extent based on this phenomenon. (Houghton and colleagues, 1990; Galloway & Rongers, 1994). Because when discipline accompany students' activity and exists in their daily life, it can be source of success

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and joy and will result in flourishing in students' lives. (Mazaheri-Seyf, 1998; Afzali-Rad, 1998). Students spend numerous hours in school during a school year and their high interaction with their teachers can have an influential impact on shaping good manner and behavior in them and can be source of their educational advancement.

Wallace (1994) showed that teacher's behavior which is accompanied with feeling of hope, generosity, respect, and joy becomes effective in modifying and improving the conduct by the delinquent students who have had previous bad records. On the other hand, many teacher's negative conducts such as : referring the rude and undisciplined students to school principal, sending them out of class and make them stay in the hall-way, carelessness and neglecting the students' serious problems had an undesired effect on the students behaviors. Lack of discipline in classroom or school causes many difficulties for children and youngsters and could be source of their failure. This failure can also be observed in the teacher's work and level of nervousness (Gary Arlow, 1999). Crowley (1993) showed when specific aspects of student-teacher relationships and interaction are respected ,when teachers have an adjustable conduct and avoid rigid and inflexible methods , students accept them as a friend and companion.

Ferguson and Howton (1992) realized that teachers' conditional praising is one of the effective elements in making the students interested in doing the educational activities and exercises. As well, Gellman & Berkowitz (1992) conducted a survey on the parents and teachers attitude on their behaviors with the students and concluded that teachers had positive attitude toward responsive attitude, good leadership in the classroom, offering an effective system, and being expert in the subject area. Kyle (1991) realized that the teacher can obtain successful outcome in his interactions with the student while respecting the following steps:

1. Clearly identify the student's behavior;
2. realizing the goals and motives for a student's bad behavior;
3. take advantage of suitable policy for improving the behavior in practice;
4. Following persuading and suitable policy that fit the student's condition;
5. ask parents' help for reaching the suitable result and help them to cooperate for completing the desired policy.

Gottfredson et. al. (1993) conducted a 3 years longitudinal research and realized that parent' and teachers' dynamic organization, participation and increase in relationships, is an important factor in the students' proper manner and their academic improvement. Other studies showed that using effective disciplinary methods alongside with the school heads' efforts is considered an effective solution for solving students problems. (Vaseghi & Dadashzadeh, 1999). In contrast, different and untested methods may result in the teenagers' disturbed behavior and delinquency (Galloway and Rogers, 1994).

Haughton et. al. (1990) depicted in their inquiry that when teacher's praising and appreciation of the student is increased at an individual level, positive effects are seen on the student's behavioral and educational performance. The adaptability of the teacher-student relation and selecting a suitable policy for changing and improving unsuitable behaviors, has positive impact on the students' attention to the educational activities system (Parsa, 1996; Kyle, 1991; Sherrill, et. al., 1996; Jones & Versilind, 1995; Morrison, et. al. 1993; Crowley, 1993, Wallace, 1994; Sartipi, 1992; Shahmoradi, 1999).

Morrison et. al. (1993) noted that effective interaction between family, teacher, and school personnel causes up to 67% of students reach their educational goals and will result changes in students behavior. It is important to note that the rules and discipline should be clearly identified and objectively clarified for the students. Therefore the setting up clear programs is essential (Evans, 1993; Morrison et. al., 1993). Shahmoradi (1999) cited that students without friendly and constructive rapports are carefree about respecting discipline and feel that teachers do not pay attention to them. It is possible that this becomes visible in the student's behavior by being absent from school or class. Perels.& Cole(2007) showed that combining training on self-regulation with problem solving instruction was

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