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 the 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.

Keywords: Student Self Regulation, Teacher’s Behavior, discipline, Rapport, Eagerness

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.
and joy and will result in flourishing in students' lives. (Mazaheri-Seyf, 1998; Afzali-Rad, 1998). Student spend numerous hours in school during a school's 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's 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
especially effective in enhancing self-regulation and achievement. He found that teachers who practiced collaborative interactive teaching strategies promoted deep-level cognitive processing in their students.

2. Research Methodology

The main purpose of this study is to evaluate and identify the impact of the teachers' behavior on students' self-regulation. This research is a casual-comparative research design. The statistical population in current study is included all male students of 6th grade of guidance school in 6th district of education in Tehran. From this target group, 400 students of 6th level guidance school were randomly selected and were inquired to complete the researcher-made questionnaire. The questionnaire includes four sections and 76 questions about family and education, students behavior in the school and home, frequency and types of disruptive behavior among students, etc…according to finding of the questionnaire, the participants were divided in to two different groups:

A) interested in self-regulation (N = 208)
B) Uninterested in self-regulation (N = 192).

According to school officials' beliefs, up to 3 disciplinary errors by students are forgivable in a school year but more than that, shows the students' lack of interest for obeying discipline. Thus in this study also, those students who made 3 disciplinary errors, were placed in the group of students who follow discipline (group A) and those who had created more than three disciplinary mistakes were placed in the group B.

Second order head

3. Research Findings

For testing the hypothesis number one, the students' attitude in both groups (A.interested in self-regulation and B. not interested in self-regulation) were analyzed considering the level of their effort in explaining the lesson content and its relationship with self-regulation from the students' side.

<table>
<thead>
<tr>
<th>Table 1 Showing Students' Attitude on Teachers’ Explanation about Lesson Content and its Relation with Self-regulation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
</tr>
<tr>
<td>SD</td>
</tr>
<tr>
<td>P</td>
</tr>
<tr>
<td>df</td>
</tr>
<tr>
<td>χ²</td>
</tr>
</tbody>
</table>

As Table 1 shows the mean score for group B was equal to 3.10 (SD = 0.95) and for the group B, Mean score was equal to 3.45 (SD = 0.84). The results from the Chi square analysis χ² showed that the group A believed that the their teachers show great effort for explaining the lesson content, whereas the students of the group B did share the same idea (P=0.067, df= 1 and 4, χ² = 8.81).

For the purpose of the testing the hypothesis number 2, the students' attitude about the impact of teachers friendly manner, rapport and concern on students' self-regulation was analyzed.
By observing table 2, it is clear that the mean score for students of the group B was equal to 2.40 (SD = 1.08) and for the group A mean score was equal to 2.79 (SD = 0.96). The results of Chi-squared analysis clarified the significant difference between group A and Group B. Based on this finding, the group A students believed that their teachers' behavior with students is friendly along with companion and sympathy. On the contrary, the group B students did not evaluate the teachers' behavior in the same level as group A students evaluated it ($\chi^2 = 11.46, df=1$ and $4, P = 0.0222$).

Testing of the third hypothesis revealed that there is significant difference between the two groups of students.

Table 3 Showing Students’ attitude on Impact of Teachers’ behavior on Students Self-regulation

<table>
<thead>
<tr>
<th>1.</th>
<th>Group A (interested in self regulation)</th>
<th>Group B (interested in self regulation)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>2.82</td>
<td>2.54</td>
</tr>
<tr>
<td>SD</td>
<td>1.30</td>
<td>1.30</td>
</tr>
<tr>
<td>P</td>
<td>0.0222</td>
<td></td>
</tr>
<tr>
<td>df</td>
<td>1 &amp; 4</td>
<td></td>
</tr>
<tr>
<td>$\chi^2$</td>
<td>10.66</td>
<td></td>
</tr>
</tbody>
</table>

Considering table 3, it can be said that the mean score for the students of group B was equal to 2.54 (SD = 1.08) and mean score for the students of group A equal to 2.82 (SD = 1.30). The group A students considered their teachers a superior model to them. But group B students, considered their teachers persons who were not a superior model for them in self-regulation ($\chi^2 = 10.66$).

For the purpose of testing the last hypothesis, the opinions of the both group of students were asked.

Table 4 Showing Students’ attitude on Impact of Teachers’ Respect towards Student on Students Self-regulation

<table>
<thead>
<tr>
<th></th>
<th>Group A (interested in self regulation)</th>
<th>Group B (interested in self regulation)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>2.73</td>
<td>2.30</td>
</tr>
<tr>
<td>SD</td>
<td>1.30</td>
<td>1.05</td>
</tr>
<tr>
<td>P</td>
<td>0.003</td>
<td></td>
</tr>
<tr>
<td>df</td>
<td>1 &amp; 4</td>
<td></td>
</tr>
<tr>
<td>$\chi^2$</td>
<td>10.78</td>
<td></td>
</tr>
</tbody>
</table>

Table 4 showing that the group B students gained a mean of 2.30 (SD = 1.05) and the group A of students gained a mean of 2.73 (SD = 1.30). In other words, in comparing with the group B students, the group A students believed that their teachers respect the students more. The results of the analysis showed that there is significant difference between the two groups ($\chi^2 = 10.78, df=4$ and $1, P=0.03$).
4. Discussion

The outcomes of this study show that the teacher's friendly manner toward the students is an effective source in encouraging the students toward self-regulation. Thus it can be said that the constructive teacher-student relationship is one of the main elements of proper behavior in educational environments. These findings are in consistent with the findings of some other researches (Shahni, 1991; Crowley, 1993; Wallace, 1994). On the other hand, when the teacher-student relationship is not in a friendly manner, the possibility of the disobeying school rules among students will increase. (Kennedy, 1995; Galloway & Rogers, 1994; Wallace, 1994). As the guidance school students are in a crucial period of their life when they need more affectionate relationships along with mutual communication, it can be expected that showing acceptance and respect toward them, having a suitable behavioral interaction with their behaviour could encourage the students to show constructive behaviors which will help them to achieve educational goals. It also help them to have interest toward self-regulation and pay attention to rules and regulation and follow them. The outcomes of other studies also show that suitable interaction with individual's character causes healthy social behavior among peers, teachers and parents (Jones & Vensilind, 1995; Sartipi, 1999; Shahmoradi, 1999; Sherrill et. al., 1996). Also, when from students' point of view, the teacher is a self-regulative person and is accepted as a model for following the rules, the students become interested in identify such characteristics.

The current study showed that the students' interest in self-regulation has positive significant relationship with the teacher friendly behavior. The teacher's model and his respect toward the students' character encourages them in an effective self-regulation. In addition, the teacher's effort in explaining the lesson content is considered a positive element which has positive significant relationship with their interest in self-regulation. Moreover, the teacher's ability and skill in teaching and explaining the lesson content has positive co-relation with self-regulation in the students. This result is in line with the previous researches and shows that the students consider the teacher's behavior and skill as one united and effective phenomenon (Parsa, 1996, Sherrill et. al., 1996; Crowley, 1993; Kyle, 1991).

In general, it can be inferred that the students' self-regulation has to a high extent correlation with the teacher's educational and social behavior. When there is warm teacher-student relationship based on mutual understanding and respect, it may also be expected that such relationship impacts the teacher's success in clarifying and explaining the lesson content. In this situation, teacher is considered as a skillful, experienced, sympathetic, and hard-working individual from the students point of view. Managing the process of creation of self-regulation in students by the teacher, could be source of increasing acceptable and self-regulative behavior in students, appropriate educational and could also strengthen the student's educational advancement.

5. Suggestion and conclusion:

A good teacher is expected to be committed to his work, would have the ability to take the initiative. Teacher’s personality in the attitudinal sense is a significant factor in teacher’s behavior and it has great impact on student’s character and achievement. The teachers as a professional must know the art of communication, understanding others and ability to learn from the experiences. They should be able to facilitate learning effectively. No system of education is better than his personnel and no system of education is above the standard of its teacher. It means, the quality of any system depends upon the standard of its personnel. If the personnel are well qualified, well trained and have effective behavior, the organization will achieve its objectives successfully. Particularly the principal of the schools can improve the quality of their teachers and students with his effective behavior (Gautheir, 1984).

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References