

THE RELATIONSHIP BETWEEN CLASSROOM BEHAVIOR MANAGEMENT AND EDUCATIONAL LEADERSHIP STRATEGY (CASE STUDY: PAYAM NOOR, NURABAD MAMASANI)

Ali Negintaji¹, Hajar Aminpour^{2*}

1. Educational Science department of Payam Noor University, Iran

2. Lecturer of Payam Noor University, Iran

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ABSTRACT

In this study, to evaluate the normality of the variables, the Kolmogorov-Smirnov test was used. The results of respondents' demographic variables were analyzed separately. The statistical results showed that the number of men respondents to the questionnaire was 63% and the rest were women. Data obtained from the questionnaires were collected and analyzed using SPSS software, all of which are higher than 0.05, so we can say with 95% confidence that all variables are normally distributed. The results of the tests show that the variables of classroom behavior management, skills and techniques of teaching, learning and teaching methods, modern educational system, educational needs and environmental situation have a significant relationship with educational leadership strategy. Also results of this research show that for the variables of classroom behavior management, skills and techniques of teaching, learning and teaching methods and educational needs, there is a significant difference between the views of men and women who respond to the questionnaire in the population studied.

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Introduction

Classroom management has many aspects, including: management of time, space, activities, educational programs, public relations and student behavior. Therefore, this concept is concerned with a wide range of activities undertaken by teachers in the classroom [10]. On the other hand today, new methods of teaching based on theory and research training are offered to help teachers lead this process to educational purposes; But the success and performance of these methods requires the right conditions in class, the availability of desirable tranquility, accepting and accompanying Student with Teacher. For this reason, class management to create the best possible environment in order to learn is in the first priority in responsibility of the professor Classroom management is one of the main concerns expressed by teachers at all levels [12]. Statement of problem Based on the principle that the classroom is a social organization, achieving the desired goals can occur in the shadow of planning, organizing, directing and coordinating, guidance and coordination and control [3]. Educational purposes in many countries are reflected in the statutory regulations, while in some countries, the educational purpose, and are shown indirectly in the system of values prevailing in the society. If educational purpose is not entirely clear in the society and there is no tangible definition of it, it causes problems to the proper implementation of educational activities. Behavioral objectives are generally expressed with behavioral actions and behavior that is expected of student by the teacher is a behavior that can be observed and assessed [2]. A very important element that plays an important role in the strategic planning process of education is nothing but flexible educational structures. Keep in mind that carrying out educational strategic planning cannot be consistent with the traditional and unchangeable structure. At a time when we are looking for change in improving staffing

and training and implementation of the outcome of teaching and organizational strategies it seems that changes in the structure of the educational system (in completely focused and traditional organizations) for two major reasons is inevitable. First, the educational structure is a factor that determines long-term goals and determines educational policy. And secondly, because the determining structure is the way in which resources would be allocated to it [1] and have better access to objectives that increase the effectiveness and efficiency of training, therefore, students' perception of e-learning technologies have a high value and is superior to the successful integration of this behavior in training [14].

Performance, effort, social influences and facilitating conditions are the most important objective factors and functional behavior of users of virtual education [11]. Depending on what is being expressed, the question is whether a relationship exists between classroom behavior management strategy and Educational Leadership or not?

The significance of the study

To fill the gap in the current state of the educational ideal situation, there are several ways and we should select the best option by analyzing possibilities and limitations. For strategy formulation of educational development of an industry based on its primary mission, we should examine the indoor environment and surrounding environment that is affecting the industry. Then we analyze the strengths and weaknesses of the instructions as well as threats and opportunities caused by environmental factors. These measures, possibilities and limitations help us reach the goal and development. Then, according to the possibilities and limitations specified in above analysis strategic objectives can be identified and search for strategies to achieve those objectives. And then with the evaluation of strategic options, suitable strategies (optimal strategy) can be selected to achieve development goals.

Wiles considers the leadership and management training as synonymous with facilitators and also says: "The educational leadership can bring help to improve the educational work. Any action that could advance the teacher is called educational leadership". Elsewhere, he concludes that educational leadership is to create opportunities for education. According to Mirkamali "management cannot consider the individual in a constant state and always prescribe a working copy for him, everything is dynamic, which means that organizations and individuals are too, and as a result organizational and management issues are modified from one state to another and it is difficult to make judgments and decisions about them. This is where the importance and sensitivity of educational administration is known. Now it is necessary to check classroom behavior management and instructional leadership strategies so that we can achieve remarkable results.

Aims and achievements of the research:

- Determine the relationship between classroom behaviors with educational leadership strategy.
- Determine the relationship between teaching skills and techniques with educational leadership strategy.
- Determine the relationship between methods of learning and teaching and educational leadership strategy.
- Determine the relationship between modern educational systems with educational leadership strategy.
- Determine the relationship between the training needs with educational leadership strategy.
- Determine the relationship between environmental conditions with educational leadership strategy.

Hypotheses and research questions:

The main hypothesis

1. Is there a relationship between classroom behaviors with educational leadership strategy?

The sub hypothesis

1. Is there a relationship between teaching skills and techniques with educational leadership strategy?
2. Is there a relationship between methods of learning and teaching and educational leadership strategy?
3. Is there a relationship between modern educational systems with educational leadership strategy?
4. Is there a relationship between the training needs with educational leadership strategy?
5. Is there a relationship between environmental conditions with educational leadership strategy?

Review of literature

- In a study by Hoveyda and Rumi (2008) the results showed that the inappropriateness of the strategy and training programs: according to interviewees, the strategies and educational programs is not responsive to community needs and expectations of students and decrease the quality of education and cause grievances for students.
- Hassan Ali Noruzi Reza Ali, chapter of the education (2005) in a paper reviews traditional methods and probes, and related to teaching came to the conclusion that the cognitive goals with the probe method is quite acceptable.
- Adymo (2012) in a study showed that effective classroom management skills and techniques of teachers have a significant relationship with the student achievement. Eastern Iowa Community College School District showed that the majority of the three-group executives and university faculty and professional staff believe that method of improving the quality of education is more suitable for academic culture than the traditional method.
- In a study by Lagravn and colleagues (2004) as review of the quality in Higher Education, 11 aspects of quality were identified: collective cooperation, information and accountability, curriculum proposed campus facilities, activities related to teaching, internal and external evaluation, facilities subsidies, collaboration, compare factors after reading and library resources. The data showed that 7 of the 11 aspects of quality, were higher than 5 on a scale of seven degree.

• Bloom (1984) concluded that the correlation between levels of participation during the final progress with the increase in educational attainment is very similar. He believes changes in progress of individuals are justified by their participation in the process.

Review of hypotheses

The main hypothesis of research

There is a relationship between classroom behaviors with educational leadership strategy

The results of Pearson correlation analysis to examine the relationship between classroom behavior management with Educational Leadership at the University of Payam Nour, mamasani are summarized in the tables given below.

Table 1. Pearson correlation coefficient between classroom behavior management with Educational leadership strategy

	number of samples	Pearson correlation coefficient	Sig
Relationship between classroom behavior management with Educational leadership strategy	160	0.619**	0.000

* Means significant correlation at level of 0.05.

** Means significant correlation level of 0.01

Pearson's test results show that the significant level (sig) between classroom behavior management and Educational Leadership strategy is 0.000 and this number is less than the amount of error of 0.05. In other words, in this case, the relationship between the two variables of classroom behavior management and Educational Leadership strategy is significant. The positive correlation coefficient indicates a direct relationship. The results of Pearson correlation analysis on the main hypothesis indicates that: **There is a relationship between classroom behaviors with educational leadership strategy**

Sub hypotheses

There is a relationship between teaching skills and techniques with educational leadership strategy

The results of Pearson correlation analysis to examine the relationship between teaching skills and techniques with educational leadership strategy are summarized in the tables given below.

Table 2. Pearson correlation coefficient between teaching skills and techniques with educational leadership strategy

	number of samples	Pearson correlation coefficient	Sig
between teaching skills and techniques with educational leadership strategy	160	0.532**	0.000

* Means significant correlation at level of 0.05.

** Means significant correlation level of 0.01

Pearson's test results show that the significant level (sig) between teaching skills and techniques with educational leadership strategy is 0.000 and this number is less than the amount of error of 0.05. In other words, in this case, the relationship between the two variables of teaching skills and techniques and Educational Leadership strategy is significant. The positive correlation coefficient indicates a direct relationship. The results of Pearson correlation analysis on the sub hypothesis indicate that: **There is a relationship between teaching skills and techniques with educational leadership strategy.**

Sub hypotheses

There is a relationship between methods of learning and teaching and educational leadership strategy

The results of Pearson correlation analysis to examine the relationship between methods of learning and teaching and educational leadership strategy are summarized in the tables given below.

Table 7-4. Pearson correlation coefficient between methods of learning and teaching and educational leadership strategy

	number of samples	Pearson correlation coefficient	Sig
between methods of learning and teaching and educational leadership strategy	160	0.491**	0.000

* Means significant correlation at level of 0.05. ** Means significant correlation level of 0.01

Pearson's test results show that the significant level (sig) between methods of learning and teaching and educational leadership strategy is 0.000 and this number is less than the amount of error of 0.05. In other words, in this case, the relationship between the two variables of methods of learning and teaching and educational leadership strategy is significant. The positive correlation coefficient indicates a direct relationship. The results of Pearson correlation analysis on the sub hypothesis indicate that: **There is a relationship between methods of learning and teaching and educational leadership strategy.**

Sub hypotheses

There is a relationship between modern educational systems and educational leadership strategy

The results of Pearson correlation analysis to examine the relationship between modern educational systems and educational leadership strategy are summarized in the tables given below.

Table 7-5. Pearson correlation coefficient between modern educational systems and educational leadership strategy

	number of samples	Pearson correlation coefficient	Sig
between modern educational systems and educational leadership strategy	160	0.674**	0.000

* Means significant correlation at level of 0.05. ** Means significant correlation level of 0.01

Pearson's test results show that the significant level (sig) between modern educational systems and educational leadership strategy is 0.000 and this number is less than the amount of error of 0.05. In other words, in this case, the relationship between the two variables of modern educational systems and educational leadership strategy is significant. The positive correlation coefficient indicates a direct relationship. The results of Pearson correlation analysis on the sub hypothesis indicate that: **There is a relationship between modern educational systems and educational leadership strategy.**

Sub hypotheses 4

There is a relationship between the training needs and educational leadership strategy

The results of Pearson correlation analysis to examine the relationship between the training needs and educational leadership strategy are summarized in the tables given below.

Table 7-6. Pearson correlation coefficient between the training needs and educational leadership strategy

	number of samples	Pearson correlation coefficient	Sig
between the training needs and educational leadership strategy	160	0.741**	0.000

* Means significant correlation at level of 0.05. ** Means significant correlation level of 0.01

Pearson's test results show that the significant level (sig) between the training needs and educational leadership strategy is 0.000 and this number is less than the amount of error of 0.05. In other words, in this case, the relationship between the training needs and educational leadership strategy is significant. The positive correlation coefficient indicates a direct relationship. The results of Pearson correlation analysis on the sub hypothesis indicate that: **There is a relationship between the training needs and educational leadership strategy.**

Sub hypotheses 5

There is a relationship between environmental conditions and educational leadership strategy

The results of Pearson correlation analysis to examine the relationship between environmental conditions and educational leadership strategy are summarized in the tables given below.

Table 7-7. Pearson correlation coefficient between environmental conditions and educational leadership strategy

	number of samples	Pearson correlation coefficient	Sig
between environmental conditions and educational leadership strategy	160	0.716**	0.000

* Means significant correlation at level of 0.05. ** Means significant correlation level of 0.01

Pearson's test results show that the significant level (sig) between the environmental conditions and educational leadership strategy is 0.000 and this number is less than the amount of error of 0.05. In other words, in this case, the relationship between the environmental conditions and educational leadership strategy is significant. The positive correlation coefficient indicates a direct relationship. The results of Pearson correlation analysis on the sub hypothesis indicate that: **There is a relationship between environmental conditions and educational leadership strategy.**

Adverse findings of Research

According to experts and according to similar research, higher means than 3 for each dimension indicate that, that dimension is higher than average [5]. Therefore, the following table is used to show mean of variables. For this purpose, three conditions have been defined:

Table of introduction of each of the three conditions

Range of Average	Status
$\mu < 3$	Higher than average
$3\mu =$	average
$3 < \mu$	Lower than average

In the following we examine the average of variables in the study using independent samples T-test, T-test for two independent samples and ANOVA.

Conclusion

The process of teaching and learning takes place through classroom interaction and the effective matters should be scientifically reviewed.

Effective management of classes depends on various factors including economic, cultural status of university and professor or lecturer, teacher status, being an experienced teacher and also the leadership. In fact, a strong lever for modern educational system is adhering to the principles of education and training at the university level. Applying best practices for training can create leadership strategy, resulting in superior system of higher education in scientific productivity. According to the results of this study we concluded that class management does not follow a certain formula but the conditions must be fit in with the atmosphere and space of class, educational content, resources and educational materials, techniques and teaching methods, modern learning system. A strong leadership strategy is defined in the mentioned cases. In fact, variables of Classroom Management can lead Educational leadership strategy in a way to obtain valuable results. And thus effectively accelerate the educational process. Then we will witness successful and innovative training at the university level.

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