

# The Effective Factors of the Improvement of Guidance School Students' Training and Disciplinary Issues from Teachers' View Point

Zeinab Toulabi\*, Ahmad Majidpour, Yasanallah Pourashraf

Ilam University, Department of Psychology, Banganjab, Ilam, 69315516, Iran

**Abstract.** This research is about the effective factors on the improvement of guidance school students of training and disciplinary issues in Ilam from view point teachers and foster teachers. Research method is descriptive and survey. Statistical population include teachers and foster teachers in Ilam guidance school that the teachers are 1127(N=1127), the foster teachers are 83(N=83) and 155 guidance school in 89-90 school year. We have used cluster random sampling for selecting the statistical sample. We selected 286 teachers and 68 foster teachers by using rationed-stratified method and chocran sample volume formula. In this research the substantial instrument of information collection is questionnaire. Questionnaire made by researcher include forced-choice 49 question with Likert scale with five ranks (very low, low, to some extent, much and very much). Reliability coefficient of this instrument based on cronbach alpha is %88. For studying basic questions and information analysis, we used descriptive statistic (Frequency distribution and percent) and inference statistic (chi-square, T-test, Pearson correlation). The results of the study show that: There is a significant relation between individual factors, educational factors, family factors, social factors and the improvement of training and disciplinary student issues.

**Keywords:** Training, Discipline, Students, Teacher, Fostering teachers

## 1. Introduction

Order and discipline is the necessity of doing anything, without having order and discipline, the flow of teaching and training will face difficulty and it may even be stopped. Having order and discipline is a tool for facilitating the direction of achieving higher teaching and training goals. The difficulty of controlling students regarding their age characteristics is increasing. Most administrators and teachers feel they are unable to deal with the disciplinary issues of the students which usually lead to inappropriate reaction toward such behaviours. Having discipline and providing an appropriate environment for learning is in fact one of the most difficult programs of teaching and training for achieving which we have to be pioneered with knowledge, awareness, ponder and enough information. Evidences show that indiscipline issues are one of the social problems in guidance schools of Ilam and needs the attention of Teaching and Training Organization staff. The aim of this research is to investigate some of the effective factors in improving order and disciplinary issues of the students such as personal factors (physical and mental), educational factors (management method of school, teachers and their methods, quality of educational programs, content of books), family factors (economical situation, parents' literacy level, parents' employment and parents' training methods), and social factors (peers, students' attitude and ideas, their sports activities).

### 1.1. Literature Review

Discipline means reaching a certain amount of order and obedience through training, control, penalizing, punishing, and blaming (Gordon, 2001: 36).

Findings of Mesri's research (2007) showed that the average of students' indiscipline in the pragmatists punishment power situations is at its highest level and after that most of students' indiscipline include pragmatists legal, appraisal, and profession power situations, and the least students' indiscipline is reference power. The results of Ahmadi, Rajai Poor and Mohammadi's research (2008) showed that the disciplinary problems of students in terms of education, behavior and regulations are at the lowest level. The results of Khodayari's research (2006) showed that the quality of educational programs, students extracurricular activities, how the school staff deal with students, physical and educational facilities of schools, Family factors, personal and environmental factors are effective in improving the students discipline. The results of Salimi's research (2004) showed that an intimate relationship between teachers and students, teachers being

---

\* Zeinab Toulabi. Tel.: +989181411404  
E-mail address: tolabi70@yahoo.com

a great pattern for students, considerable attempts of teachers in order to make students understand educational materials, respecting students, and students family successes causes them to be more disciplined. Researches of Sheldon and Epstein (2010) reports the attempts of staff for providing family participatory activities and associations in order to decrease the number of disciplinary activities and provide a intensive class environment for learning, data analysis shows that, despite the amount of past discipline of schools, the more social and family participatory activities is done the less students deny to go to the administrators office or will be more disciplined if they are denied or their school activities have been stopped. The results of Wheatley, West, Charlton, Sanders, Smith and Taylor (2009) showed that in addition to participating in order to have effective interfering strategies for decreasing problematic behaviors in public areas, there must be more required guidance for effectively providing necessary details of behavior frequency system through changeable reinforcement for elementary school students. So, the aim of the present study is at investigating the effective factors on the improvement of training and disciplinary issues of high school students of Ilam province from the perspective of teachers and administrators perspective in the academic year of 2011- 2012.

## **1.2. Research questions**

- How much do personal factors (physical and mental) cause the improvement of training and disciplinary issues?
- How much do educational factors (management method of school, teachers and their methods, quality of educational programs, content of books) cause the improvement of training and disciplinary issues?
- How much do family factors (economical situation, parents literacy level, parents employment and parents training methods) cause the improvement of training and disciplinary issues?
- How much do social factors (peers, students` attitude and ideas, their sports activities) cause the improvement of training and disciplinary issues?

## **2. Methodology**

### **2.1. Population**

The population of this research includes all teachers and foster teachers of Ilam guidance schools. As the official statistics of Teaching and Training Organization of Ilam show 127 teachers, 83 foster teachers and 155 educational units (guidance school) in the level of province are working in the academic year of 2011-2012.

### **2.2. Sampling method**

We used random cluster sampling for selecting the statistical society of the research. For choosing high school teachers of Ilam guidance schools we used categorization, good dedication and chocran sample volume recognition formulas and selected 286 samples. In order to choose foster teachers of the statistical society of the research, we first recognized the number of foster teachers of Ilam guidance schools which was 83 teachers and then selected 68 samples through categorization, good dedication and chocran sample volume recognition formulas.

### **2.3. Data gathering**

In this research we used researcher-made questionnaire for gathering data. We used the ideas and perspectives of experts in order to determine the content and visual reliability of the tools of this research. In order to find validity of the tools used, we conducted an experiment for 50 teachers and foster teachers of the statistical society, and after one month passed we used the same experiment for those samples and calculated the validity coefficient of the questionnaire which was 91%. In order to calculate the validity coefficient of the measurement tools of this research we used Alfa-Chronbach method. Based on Alfa-Chronbach method, the validity coefficient was 88% which is the indicator of high measurement validity.

### **2.4. Data analysis**

In order to analyze data we used descriptive method (for frequency tables and percents) and deductive method (for independent groups Pearson correlation coefficient, Xi-2 and T-test). In this research, all statistics results will be analyzed based on 95% assurance and/or  $\alpha=0.05$ .

First research question: How much do personal factors (physical and mental) cause the improvement of training and disciplinary issues?

Table1. Frequency distribution and the percentage of answers to the first question research

scale	Frequency percent	percent	valid percentage	cumulative percentage
Very low	10	2.8	2.8	2.8
low	21	5.9	5.9	8.8
To some extent	49	13.8	13.8	22.6
high	152	42.9	42.9	65.5
Too high	122	34.5	34.5	100
total	354	100	100	

As we can see in the table 1, 31 teachers, that is 8.7% of teachers and foster teachers, think personal factors have a low effect on the improvement of students' training and disciplinary issues, 49 teachers, that is 13.8 % of teachers and foster teachers, think it has an average effect and 274 teachers, 77.4% of teachers and foster teachers, think it has a high effect on the improvement of students' training and disciplinary issues. The amount of Pearson correlation coefficient between two variables of personal factors and the improvement of students' training and disciplinary issues is meaningful in the level of  $\alpha=5\%$  and the amount of correlation coefficient is% 96.

Second question: How much do educational factors (management method of school, teachers and their methods, quality of educational programs, content of books) cause the improvement of training and disciplinary issues?

Table2. Ffrequency distribution and the percentage of answers to the second question research

scale	Frequency percent	percent	valid percentage	cumulative percentage
Very low	1	.3	.3	.3
low	4	1.1	1.1	1.4
To some extent	50	14.1	14.1	15.5
high	115	32.5	32.5	48
Too high	184	52	52	100
total	354	100	100	

As we can see in the table 2., 5 teachers, that is 1.4% of teachers and foster teachers, think personal factors have a low effect on the improvement of students' training and disciplinary issues, 50 teachers, that is 14.1 % of teachers and foster teachers, think it has an average effect and 299 teachers, 84.5% of teachers and foster teachers, think it has a high effect on the improvement of students' training and disciplinary issues. The amount of Pearson correlation coefficient between two variables of educational factors and the improvement of students' training and disciplinary issues is meaningful in the level of  $\alpha=5\%$  and the amount of correlation coefficient is% 93.

Third question: How much do family factors (economical situation, parents literacy level, parents employment and parents training methods) cause the improvement of training and disciplinary issues?

Table 3. Frequency distribution and percentage of responses to the third question research

scale	Frequency percent	percent	valid percentage	cumulative percentage
Very low	4	1.1	1.1	1.1
low	7	2	2	3.1
To some extent	34	9.6	9.6	12.7
high	107	30.2	30.2	42.9
Too high	202	57.1	57.1	100
total	354	100	100	

As we can see in table 3, 11 teachers, that is 1.3% of teachers and foster teachers, think personal factors have a low effect on the improvement of students' training and disciplinary issues, 34 teachers, that is 9.6 % of teachers and foster teachers, think it has an average effect and 309 teachers, 87.3% of teachers and foster teachers, think it has a high effect on the improvement of students' training and disciplinary issues. The amount of Pearson correlation coefficient between two variables of family factors and the improvement of students' training and disciplinary issues is meaningful in the level of  $\alpha=5\%$  and the amount of correlation coefficient is% 94.

Forth question: How much do social factors (peers, students' attitude and ideas, their sports activities) cause the improvement of training and disciplinary issues?

Table 4. Frequency distribution and percentage of responses to the fourth question research

scale	Frequency percent	percent	valid percentage	cumulative percentage
Very low	1	.3	.3	.3
low	9	2.5	2.5	2.8
To some extent	51	14.4	14.4	17.2
high	118	33.3	33.3	50.6
Too high	175	49.4	49.4	100
total	354	100	100	

As we can see in the table 4, 10 teachers, that is 2.8% of teachers and foster teachers, think personal factors have a low effect on the improvement of students' training and disciplinary issues, 51 teachers, that is 14.4 % of teachers and foster teachers, think it has an average effect and 274 teachers, 82.7% of teachers and foster teachers, think it has a high effect on the improvement of students' training and disciplinary issues. The amount of Pearson correlation coefficient between two variables of family factors and the improvement of students' order and disciplinary issues is meaningful in the level of  $\alpha=5\%$  and the amount of correlation coefficient is 93.

### 3. Conclusion

According to the research questions and data analysis, the results of the research are as bellow: First research question: How much do personal factors (physical and mental) cause the improvement of training and disciplinary issues? The results of Xi-2 research question showed that in the level of  $\alpha=5\%$  there is a meaningful and direct relationship between personal factors (physical and mental) and the improvement of training and disciplinary issues and the amount of relationship and correlation between them through Pearson test is 96%. Among our four questions, this question had the highest correlation among our four questions.

Second question: How much do educational factors (management method of school, teachers and their methods, quality of educational programs, content of books) cause the improvement of training and disciplinary issues? The results of Xi-2 research question showed that in the level of  $\alpha=5\%$  there is a meaningful and direct relationship between personal factors (physical and mental) and the improvement of training and disciplinary issues and the amount of relationship and correlation between them through Pearson test is 93%. Third question: How much do family factors (economical situation, parents literacy level, parents employment and parents training methods) cause the improvement of training and disciplinary issues? The results of Xi-2 research question showed that in the level of  $\alpha=5\%$  there is a meaningful and direct relationship between personal factors (physical and mental) and the improvement of training and disciplinary issues and the amount of relationship and correlation between them through Pearson test is 94%. Among our four questions, this question had the highest correlation after the first question. Forth question: How much do social factors (peers, students' attitude and ideas, their sports activities) cause the improvement of training and disciplinary issues? The results of Xi-2 research question showed that in the level of  $\alpha=5\%$  there is a meaningful and direct relationship between personal factors (physical and mental) and the improvement of training and disciplinary issues and the amount of relationship and correlation between them through Pearson test is 93%.

### 4. Acknowledgements

I would like to thank all those who have been of invaluable assistance in the preparation of this study.

### 5. References

- [1] Ahmadi, Ahmad; Rajai Poor, Saeed and Mohammadi, Shariat. Students disciplinary problems and providing an appropriate disciplinary pattern in girls' elementary schools of Shahreza city, *Knowledge & Research journal in training sciences*, Islamic Azad University of Khorasgan, 4<sup>th</sup> year.2008. No. 16, P. 115-138.
- [2] Oliva, Peter . *Educational supervision and guidance in schools* (translated by Manouchehr Javaheri), publication office of International scientific associations of Teaching and Training Organization, 1<sup>st</sup> edition.2000.
- [3] Taghi Poor Zahir, Ali . *The principles of teaching and training*, Payam-e-noor university publication.2006.
- [4] Jabbari, Sirous . *Indiscipline reasons and kinds among male teenagers at the age of (12 to 20) in teachers' perspective*, M.A. thesis, Tehran University.1972.

- [5] Khodayari, Jabbar . *Investigation of the effective factors in the improvement of guidance school students` disciplinary issues in the perspective of the teachers` of Darehshahr city*, M.A. thesis.2006.
- [6] Drikors, Rudolf and Cassel, Perl . *Discipline with no tears* (translated by Minoo Vaseghi and Maryam Dadash Zadeh), Tehran: Rosh publications.2010.
- [7] Rashid Poor, Majid .*Familiarity with Islamic teaching and training and emphasis on methods*, Tehran, Teachers and parents` association publications.2006.
- [8] Rashidi, alireza . *Investigation of the effective reasons in guidance school students` disciplinary issues of Kermanshah city*, M.A. thesis, Teacher Training University.1999.
- [9] Sarmad, Zohreh; Bazargan, Abbas and Hejazi, Elaheh . *Methodology of behavioral sciences*, Tehran, Agah.2001.
- [10] Salimi, Seyyed Hossein . The study of the effect of teacher behavior on students discipline acceptance in school, *Educational innovations journal* (scientific-educational magazine), No. 6, Tehran, Innovations and lesson plans research institution of Teaching and Training Organization.2004. p. 96-108
- [11] Gholamali Lavasani, Masoud; Yosliani, Gholamali and Karami, Marzyeh .Frequency and the reasons of violent behaviors in Lorestan guidance schools: in teachers, assistants and students perspectives, *Psychology and training sciences magazine* (scientific-research), year 38.2009. No. 2, p. 77-100
- [12] Gordon, Thomas . *Children and teenagers self-discipline at home and in school* (translated by Ahmad Zandi), Be`sat publications.1999.
- [13] Mesrabadi, Javad . Investigation of the reasons of students indiscipline and providing appropriate strategies, Research abstract, No. 3, *Teaching and Training Organization of west Azerbaijan*.2008.
- [14] Moghadam, Badri . *The application of psychology in the institution*, Tehran, TV and Radio publications, Soroush.2001.
- [15] Nasr Abadi, Ali Bagher and Rahmani, Jafar . *The success key of managers in Imam Ali`s perspective*, Tehran, Lohe mahfooz publications.2002.
- [16] Navabi Nejad, Shokouh . *Three statements about children training and guidance*, Tehran, Teachers and parents` association publication of Islamic Republic of Iran, 1<sup>st</sup> edition.1994.
- [17] Hoveida, ALireza . *Investigation of the effective factors in Isfahan high school students` indiscipline in teachers and administrators perspective*.1991.
- [18] K.Bodovski,M.J. Youn.Love , discipline and elementary school achievement :the role of family emotional climate , *Social Science Research* 39.2010.Pp585-595.
- [19] T.W. Farmer , J.B.Goforth ,J.T.Clemmer,J.H.Thompson . *School discipline problems in rural African American early adolescents:characteristics of students with major , minor , and no offenses , behavioral disorders*.2004.
- [20] J.C. Rusby, T.K. Taylor and E.M. Foster, A descriptive study of school discipline referrals in first grade, *psychology in the schools* , 44 .2007. Pp333-350.
- [21] S.B.Sheldon ,L.L. Epstein . Improving student behavior and school discipline with family and community involvement. *Sage journal*.2010.
- [22] A. Ustun andF. Eres . Disciplinary problems in secondary education: a sample of Amasya , *procedia social and behavioral sciences* I .2009. pp 1717-1725
- [23] R.Wheatley R.P.West ,C. Charlton ,R.B. Sander,T.G.Smith , Taylor .Improving behavior through differential reinforcement :a praise note system for elementary school students , USA , Education &treatment of children.2009.