INVESTIGATE THE RELATIONSHIP BETWEEN CLASSROOM MANAGEMENT AND HUMAN ESTABLISHING RELATIONS WITH CRITICAL THINKING

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Abstract

For this purpose, a sample of 144 secondary school teachers who Shahin Shahr the randomly selected proportional to size. The data collection tool was a questionnaire. Cronbach's alpha reliability of the study 0/964, respectively. The data obtained were analyzed both descriptive and inferential statistics. The results showed that the positive relationship between effective teaching (r=0/391) significantly (p <0.01) with CT. The components of effective teaching, including teaching of positive correlation (r=0/301), the implementation of a positive correlation (r=0/214), classroom management, positive relationship (r=0/212), effective teaching, positive relationship (r=0/454) evaluation of effective positive correlation (r=0/412) and personality characteristics positive correlation (r=0/329) are significantly associated with critical thinking. These findings suggest that the components of critical thinking is more effective teaching.

Keywords: teaching, effective teaching, critical thinking, teachers, Shahin Shahr

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Educational institutions for the major role in the education of future generations, one of the most important institutions in society are fundamental. One of the main challenges facing the education system and the transfer of knowledge to future generations. Increasing the production of knowledge and information, changes and extensive cultural, social, economic, new problems consequently, the educational system has created new expectations and led them to the target so instead of a set of knowledge and information to people asking the question of how to learn and to teach. In the current era, students must change to meet the critical thinking skills and learn the correct way to use the appropriate decision and solving social problems (criterion et al., 1388: 111). The new mission of the educational system corresponding to the modern era, enabling a new generation of surf serious and purposeful direction of limitless sources of information is the most important prerequisite for the unknowns and questions one must be (MehrMohammadi, 1387: 15). Access to such educational systems are subject to a creative and active learners in a variety of social skills, critical thinking skills, and especially the question of knowledge are necessary (Mazloomi Ghazi Mahale, 1381: 20). One of the main aims of education, problem solving ability, creativity and initiative of the students. With this capability, students can adapt to new conditions of life and situations. This growth can be achieved through active teaching methods (Armand, 1374: 11). A dream for every community in the development and upliftment of the society and the citizens are educated and intelligent, and obviously any progress in various areas, including cultural, economic, social, political, requires a thoughtful people, creative and critical that the right decisions can be made with cash and are subject to proper planning is the dynamic system of education. So we can certainly say that the development of efficient and accurate system of education comes communitiesAnd this is due to many factors including changes in teaching practices and patterns of use of modern methods and depend

on (Yazdanipour et al, 1388: 87). In this regard, methods of teaching one of the most important elements in the realization of the aims of the educational role is effective. It seems that traditional education in learning to take a deep breath and that can lead to meaningful Character development student and in solving the problem to help less attention and with the education level education and training the main aim that the same learning take a deep breath and is part of the realization of the. Methods today new and active in learning basic role responsibility, but these ways must be such to be taken to work. For innovative and adapted to life, educational opportunities more attractive to students interested in learning more and more effort (Adib Nia, 1392: 64).

One of the obstacles that today our society is involved, narrow-mindedness, prejudice, dogmatic thinking, lack of a comprehensive survey of resources and information, hasty judgment in the face of the views and opinions of others, and the lack critical thinking especially the younger generation about science, society and world issues. Unfortunately this method and practice, even among a significant proportion of educated people is impressive. Despite the spirit of critical thinking and criticism because of the lack of education in educational settings we felt. Many of our educational circles rather than to foster the intellectual capacities of learners attach, no information on learning and critical analysis are emphasized. Students in the class, motivation and willingness to question and the question and have a specific question that is not a concern (Adib Nia, 1392: 64).

The internal and external research conducted recently that some of them refer HosseinSadeghi (1385) in a study of good teaching in universities according to the views of students at the College of Gyilan University are discussed and analyzed. Primarily through interviews of 40 first-year students were asked to express their opinions about the quality of teaching. Then 356 people were asked by

questionnaire, factors affecting the quality of teaching in terms of (a) primary and (b) a subsidiary of the rankings. The differences and contradictions between the important and special teaching for total of 6 different schools was considered. Despite the fact that their views and experiences with regard to discipline, the differences were examined in all groups had similar comments. Ranking in the analysis also revealed that the optimal teaching model based on two general learning-centered and teacher-centered focus has students.

Nasr, Abedi and Sherifian (1385), citing the fact that an important aspect of teaching in universities and higher education institutions which did not receive much attention, the role of human interaction in the teaching faculty members in a study to identify indicators of human relations from the perspective of teachers and civil cases then to determine the fulfillment of these markers in the teaching faculty of the university began. In the qualitative study with the masters of the country were interviewed sample. And in part a function of faculty members with a self-made questionnaire was examined. Their research findings show that the quality of teachers nationwide sample of the four categories of the importance of human relations in university teaching, And the necessity for a human being as a means of avoiding the eyes of students, professors and students explaining about relationships and attention to students with academic problems, they stressed. In the small, university faculty members with 3/96score over the specified criteria (3/5) were considered to be markers of human relationships.

StudyShabani and HosseinqoliZadeh (1385) Education courses on undergraduate students took Ferdowsi University of Mashhad.

Competent person and his colleagues (2003) in their comparative study on determining indicators of effective teaching From the perspective of teachers and students in the area of scholarship is to provide an educational experience to date and have referred this is also seen in other studies, which suggests a positive

correlation between educational background and skills teachers have emphasized the teaching process.

Tang (1997) Factors associated with effective teaching at a university in the northeastern United States, 3,500 students and 126 faculty members selected for the evaluation. The results show that was that 12 factors were estimated as educational materials Clearly, the quality and accountability of teachers to students' questions, dealing courteously with students having professional behavior, a mastery of the subject, having high expectations and so on good to be observed in each class and the sum of all faculties of the university teaching has been effective. Four factors related to effective teaching in a sample of 2785 students in Thailand can be obtained include: teaching, student-teacher relationships, material and content and feedback and evaluation (Dygbeigy et al., (1998).

Fernandez and Matthew (1997), a study conducted at the University of Madrid, Spain aims to investigate the effects of gender on quality evaluation of university students and professors and teaching. The results showed that female students than male students with a mean average of 5/48 to 5/29 teachers were much more effective evaluation. Also among the different schools of student evaluation of teachers is a significant difference was observed.

Lovyntal, Lensk and Andryoz (2001) conducted a study to assess the students to compare the observed behavior and the behavior of the ideal teacher (compared to the current situation and the desired situation) did. A total of 263 undergraduate students in the current behavior of ideal behavior of teachers and students were evaluated. A significant difference between the existing and desired behavior of teachers indicated. In this regard, according to new approaches for improving the quality of teaching to teach the teachers are recommended.

In a study Vytanjy and Nandyrangv (2005) have done at universities in Kenya, 20-item questionnaire based on three components: classroom teaching aspects,

including providing education and attitudes of the individual subject or course material is used. The results revealed that the overall quality and effectiveness of the teaching faculty of the university is located on the lower level.

According to what was said, the following hypothesis is considered

Management class is associated with critical thinking

Stablishing relationships with critical thinking are related

Research Methodology

The purpose of this research is applied and the method of correlation because the state pays relationship variables. In terms of running field. When the cross-sectional and quantitative data types and methods of collecting data in the field and through a questionnaire.

Statistical Society

The population of this study consisted of all teachers who teach in secondary schools Falcon 94-1393 of the academic year are they reported that the total number of undergraduate training in management education hawk to 640 people.

Sample size

The population variance is unknown, since the study was a preliminary study on a group of people was necessary to determine the variance of the population. To this end, a group of 30 subjects were randomly selected from the target population and a questionnaire was distributed among them, and then extract the data from the response of the group, the sample was determined using Cochran formula. For the finite and countable statistical and quantitative variables of the formula used.

P=Mean observed÷ Number of questions× Maximum score questions

 P=0l87

Q=0/14

t=1/96

d=0/05

$$n = \dfrac{\dfrac{(t)^2 (Pq)}{(d)^2}}{1 + \left[\left[\dfrac{1}{N} \times \left(\dfrac{(t)^2 (Pq)}{(d)^2} \right] - 1 \right) \right]} = \dfrac{\dfrac{(1.96)^2 (0.86 \times 0.14)}{(0.05)^2}}{1 + \left[\left[\dfrac{1}{640} \times \left(\dfrac{(1.96)^2 (0.86 \times 0.14)}{(0.05)^2} \right] - 1 \right) \right]} = 144$$

The sample size in this study was obtained from 144 questionnaires were distributed to about 160 to 144 questionnaires were analyzed flawless.

Sampling procedure

Sampling method is proportional stratified random sampling. This means that the schools are separate schools for boys and girls schools were selected randomly the students were randomly selected to research and questionnaires were given to them.

Results

The first hypothesis

Classroom management is associated with critical thinking

Table 1 shows Results Pearson correlation coefficient with Critical Thinking Classroom Management

Critical Thinking		
0/212	Pearson correlation	
0/011	Significancelevel	Classroom Management
144	Count	

Results Table 1 shows that classroom management is a significant positive correlation (p <0.01) with critical thinking. These findings suggest that the more effective classroom management is much more critical thinking.

The second hypothesis

Human establishing relations associated with critical thinking

Table 2. Pearson correlation test results establish relationships with critical thinking

critical thinking		
0/454	Pearson correlation	
0/0001	Significance level	Human establishing relations
144	Count	

Results Table 2 shows that effective teaching is a significant positive correlation (p <0.01) with critical thinking. These findings suggest that the greater the degree of critical thinking is more effective human establishing relations.

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