

**EVALUATION OF CLASS DIMENSIONS IN THE
ELEMENTARY SCHOOL TEACHERS ISFAHAN
MANAGEMENT STYLE**

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Abstracts

This paper examines the relationship between emotional intelligence and self-efficacy of teachers with classroom management style in Isfahan the city in the 93-1392 school year. The study of elementary school teachers in six districts of the city have been among them, random, stratified according to gender and size and location of the service area of 180 teachers selected. Survey methodology, data collection, correlation method has been applied for. The study of emotional intelligence questionnaire (1980), the classroom management style (1985) and teachers' self-efficacy questionnaire (2001), was used. The construct validity of the questionnaire has been received and approved by the university authorities and so the face and content validity as well. Cronbach's alpha reliability of the questionnaire for Emotional Intelligence Questionnaire 0/93, 0/98 is a classroom management style. The results showed that classroom management above average and all of the statistically significant ($P=0/01$).

Keywords: classroom management, elementary teachers.

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Introduction:

The effective implementation of the curriculum requires teachers, having emotional intelligence and the application of effective and efficient managerial style of classroom management. The main task of the teacher in teaching, learning and preparing students for life in a rapidly changing society and the world is growing and. Business opportunity in the course teacher must be proficient in various dimensions such as skills in problem solving, decision making skills, skills in human relations and dialogue with the critical thinking skills and creative to provide students. Therefore progress of the student limited to increase their knowledge and skills is not essential for life in an environment completely human and moral and by employing managerial style in accordance with the conditions and the condition of grade and characteristics of spiritual and psychological students one of the most necessary skills teaching profession.

, Classroom teachers in charge of the, the strategy and make order, the use of resources and educational materials strategy help, creating an atmosphere ideal learning mechanic multitude, constructive relationship with students and the evaluation of the educational progress are do these activities with numerous styles and patterns and variety that each class of position effectiveness have different. The Management classroom, order and teaching required designing and organizing, guidance and management to control drain and the evaluation. Therefore in the scope teachers classroom teachers who must be management functions with regard to situation and conditions to do the realization of the strategy goals educational and training to be brought and Cara.

teachers of the emotional and successful to the capabilities and attention are in their communications to a good feeling and sentiment can others understand and commensurate with that they should react and in general enjoy a high emotional intelligence. According to the complexity of the educational environments,

required a emotional intelligence, management style collectibleimpressive symbolism and high. In fact management style of the teachers about the emotional intelligence and efficiency role teachers mediate.

The important point about the effect of affective intelligence in their effective teachers is a teacher through the affective intelligence may be angry, negative emotions and desires to his Bad Weather and has more control of your positive feelings, such as optimism, adaptability and reliability events. Sociologists believe that with the development of mental, emotional intelligence, teachers can obtain the necessary interpersonal skills, and insight into the people and to those who are more into positive changes, and this makes them capable of productive and efficient and to effect of upgraded parts.(Hooman, 1380).

In connection with the subject of the present research research has been made for some time that as a sample to a number of those are mentioned

(Sharafi – 1385)in a study comparing emotional intelligence students athlete and the hero students and also the manner of their study group and comparison group has paid. In this study, the number of 220 students were evaluated to be at least age 20 and the maximum was 35 years. Measurement tools used in study questionnaire EQ (emotional Intelligence). According to the findings of this study meaningful difference between athlete and athlete students in intelligence emotional stress in the field, tension, depression and Hoffman in a low level. In their self confidence, need to progress, self-sufficiency, creativity and outside of materialism, a high score.

Vakili (1385), as a research relationship with emotional intelligence and organizational health managers and staff of University of light message on region 9 148 employee and manager 33. In this research the questionnaire emotional

intelligence and organizational health was used. This emotional intelligence research the organizational health and relationship means.

in a study with the title emotional intelligence and leadership methods in Gardner (2003) environment that emotional intelligence in psychology day by day more general and will be a useful and important factor for the training, election, development and guidance workers. experimental research as well as its impact on this field have proven. In the study on 303 senior manager with the use of (SUEIT), the results indicate that emotional intelligence connection with all components of leadership development instrument including emotional awareness and emotional management is to. Also emotional intelligence the best predicted the success leadership in this method. The results of this study using the emotional intelligence questionnaire to identify effective leaders to choose and Development Organization.

Goleman (2004), in their study of the 500 largest companies in America, the results of which are in his book, he draws an important measure of success for a manager.

He also lists a series of cognitive and non-cognitive characteristics, with a 360-degree review to assess and identify the traits and characteristics of successful managers. The result of this study was that over 80% of the features considered by respondents were related to the components of emotional intelligence. In a small expectations respondents intimately associated in the ability of the technical director of, while characteristics can be like make communication listen to, participation in decision making and of sympathy characteristics that repeatedly emphasized.

Stone and colleagues (2004) in a study of 464 Canadian and deputy director of elementary and secondary schools (187 males and 277 females) were studied. In this study, the time-scale for measuring emotional intelligence emotional intelligence emotional intelligence.

Results

obtained showed that the relationship between individual women, more than men. The principals in elementary and secondary schools, there were no differences. There is also a difference between the managers and assistants. The results of this study suggest that effective managers, managers who behave more flexibly to set your emotions overcame difficulties and gain new success, understand and apply. Although, in general, emotional intelligence is an important factor in predicting success at school principal, some of the components of emotional intelligence than the other components of this intelligence, are better prognostic factors, such as social awareness, self-esteem, interpersonal relationships, flexibility, problem solving and the ability to control emotions.

According to the above question under consideration is:

Each of the dimensions of management style class of elementary school teachers how much?

Methodology, target population, sample, sampling, measurement instrument driver:

The research method chosen depends on the nature and aims of the research with respect to this research, the researcher sought to examine the relationship between emotional intelligence, self-management style and the classroom

teachers, The present study was descriptive and correlational. In contrast, descriptive studies, studies aimed at discovering causal relations in order to describe the situation as objectively true and what is paid. In this study the correlation between a low of 0 to 1 is specified and the predictor variable to predict the criterion variable provides (Sarmad et al., 1392). The population consists of

a group of people, objects or events that share at least one trait or characteristic. Persons in this context refers to the act of generalization is done about them. (Delaware, 1391, p. 26). The research included allelementary school teachers in irregular public areas of six districts of the city are also based on 1392 statistics, the number of teachers was 3507 people. In the following table are shown by gender and region.

The following example is the community that is selected and represents the whole community (Delaware, 1392). By conducting a pilot study of its efficacy in the management of the estimated population variance and the sample size will be based on the Cochran formula. Since the target population in this study was unknown variance a preliminary study on a group of people to determine the variance was necessary. For this purpose, a group of 30 subjects were randomly selected from the target population and questionnaires distributed among them and after extracting data from the responses of groups of subjects were determined using Cochran formula.

$$n = \frac{N t^2 \alpha^2 S^2}{(N-1) d^2 + t^2 S^2}$$

N = Statistical Society

n = Sample size

t = statistic index

d = probable accuracy

In this study, a stratified random sampling with volume and according to gender and region were used to collect data and from each region will be selected according to the distribution of gender,

The sample size of 180 was estimated based on the above formula. In behavioral science research, researchers collected data from different devices such as Czech Lists observation, interviews, questionnaires and tests are used. (Naderi et al, 1390, p. 183). Since the most common means of collecting data for the discovery of ideas, thoughts and perceptions of the questionnaire in this study, three types of inventory (EI Peter AIDS and Farnhaym (1980), the classroom management style (1985), Self-Efficacy (2001) were used.

Results:

Question: Any style of classroom management in elementary school teachers of how much?

Table 1. The parameters of the test scores, classroom management styles and dimensions

P	Tob	μ_0	dF	S	\bar{x}	n	Indicators Classroom management style
0/000	35/23	3	179	0/44	3/92	180	According to the student
0/000	87/8	3	179	0/56	3/37	180	According to the organization

As can be seen in Table 1. The values obtained for a given student and according to the level detected by $\alpha=0/01$ mean assumption (3) is larger than the critical value table, with 179 degrees of freedom. Therefore, in all cases, the null hypothesis is rejected and the research hypothesis is confirmed. The-

test shows given that the average scores given to the student and is above average. Therefore, the results obtained with a 99% probability that the sample of all primary school teachers in Isfahan extended. Investigations into the style of classroom teachers in the department shows that the teachers of preventive actions and management style, more effective and more efficient use of the teaching will be. However, a significant number of teachers, their training activities than using an effective management style do. Therefore, classroom management style, class and applying the best management and best management style is essential and necessary. The classes are fun and effective, dynamic and positive relationships between teachers and students with respect, participation and satisfaction is within reach. The classes are specific targets for teachers and students to spend time and mental focus are responsible for achieving the goals. The courses are organized in Learning and behavioral expectations are clear and appropriate for the teacher to implement curriculum, teaching, learning concepts and subjects provided. The results of this study with the findings of Snyder and Anderson (1989) and alsunna Fuller (1998) is consistent.

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