

EVALUATION OF THE RELATIONSHIP BETWEEN PSYCO-SOCIAL ENVIRONMENTS OF CLASS AND EDUCATION PROGRESS OF STUDENTS

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Abstract

The main objective of this study was to investigate the relationship between Psycho-Social Environments of class on Education Progress of students. Type of Research has been descriptive – correlative. The statistical population consisted of all female students in middle schools of Tonekabon (the number of 420 students) that 200 students were selected by using random sample. Tools of data collection included questionnaires of psycho-social environments that have an appropriate reliability. Data obtained were analyzed by using Pearson Correlation and Multiple Regression. The results showed that:

There is significant and negative relationship between friction and education progress of students.

There is significant and positive relationship between solidarity and education progress of students.

There is significant and positive relationship between discipline and education progress of students.

There is significant and positive relationship between competition and education progress of students.

- Solidarity and competitiveness variables are appropriate predictors for education progress.

Keywords: Psycho-Social Environments of Class, Education Progress, Students

1. Statement of Problem

Class as a small community and secondary is composed of different people that in terms of experiences, culture, character and ... varies. These individuals bring their characteristics to class and therefore psycho-social environments of class are different (Michoud, Comeau, Goupil, 1990). Thus, psycho-social environments of class includes teacher and students that their main objective is to teach and learn, so it is necessary for teaching and learning that class are held in a decent environment. Environment of class and the school, system of school administration and teacher education practices has undeniable effects on academic performance and cognitive processes. Students' perceptions are one of the important outcomes of the school environment that has important role in motivation, cognition and performance of students. - Eccles & Wigfield (2002) found that high school students with perception of more control by their teachers and they had fewer opportunities to make decisions, had low levels of self-efficacy and motivation. Perceptions

of school or class activities are a wide range of processes, attitudes and beliefs, including perception of control, supporting autonomy, and choice and pleasure (Bianfar, 2011).

In view of Piaget (1992) favorable psycho-social environments in the class is environment where students are active rather than passive. Active methods is caused to create intellectual character, ethical and organizing intellectual exchange of students and stimulate individual to innovation and increases his/her motivation and reward and this situation can lead to real learning, however, the passive method does not lead to deep learning, although students may be more familiar with the content and remember more content to his/her memory, but can lead to rhetoric and individual will not internalized content (Mansoor & Dadsetan,1995).

Teachers with their behaviors contribute to shape perceptions of competence in students. First aim of teachers should be to establish a good relationship, a friendly and supportive with students. This aim can be achieved only with the interaction between teachers and students (Elliot, 2006).

Training will be no meaningful without communication and teachers at the beginning of his career are realizing that how to communication with students is very important. Communication based on love, mutual respect and trust between teachers and students is a cause not related to the student teacher and increase his/her academic motivation (Feldman, 2012).

Result of Hejazi research (2011) show that there is positive and significant relationship between class goal structure variables, thinking style of type 1 and deep learning approaches with education progress and there is negative and significant relationship between thinking style of type 2 and education progress.

Ghadiri (2011) in study examined expected relationship from class environment and goal orientation with education progress of mathematics in female students of high school. Result showed that there is significant relationship between perceptions of class environment and education progress in mathematics lessons and perceptions of the class can be a predictor of education progress in mathematics lessons and goal orientation.

Abbasi (2009), in study with title "The relationship between psycho -satisfaction with self-efficacy and education performance of students" concluded that purpose in life and personal growth have most power predictive of self-efficacy and academic performance. In addition, positive relationships with others, self-acceptance and self-follow has a high predictive power for self-efficacy. There is also a significant relationship between self-efficacy and academic performance.

Result of Samadi study (2011) showed that there is relationship between perception of support from family, teachers, friends and education progress. Thereby perception of high support is led to education progress.

Kizlegnez (2009) in study showed that whatever students with low approach deal with learning tasks will reduce education progress. While deep approach will lead to increase intrinsic motivation and education progress.

Result of Sanjer study (2009) showed that there is significant positive relationship between expectation from class environment with cognitive and motivational components of learning autism.

Hijing (2002) in study examined the relationship between students' perceptions of class environment with education progress and showed that class environment is a good predictor for education progress of students.

Vetli (2006) in study surveyed the relationship between perceptions of class environment with education progress and showed that there is positive relationship between perceptions of class environment and education progress.

Renjer (2009), in study explore the relationship between perceptions of class environment and goal orientation. The results showed that there is positive and significant relationship between perceptions of class environment and goal orientation.

Kano (2005) in research examined the relationship between the context of class and learning approaches in students. The results showed that positive perceptions of educational context in class

with deep approach of learning and perception of weak educational quality with parroting learning of content and surface approach. Positive perceptions of the learning environment is cause to encourage learners to positive learning outcomes through learning approach can be modified directly.

Sounger (2012), in study examined the relationship between expectations of class with assignments of learning. The results showed that however students with surface approach deal with learning tasks, education Progress will be reduced.

Router, Hanish, Stophen and Barjeal (Quoting from Thurler, 1993) expressed 11 features in the "efficient schools" that suggests a positive relationship targeted and favorable environmental. These include:

1) The student is an active, not passive; 2) there are clear standards for students. 3) There are good relationships between teachers and students 4) training is according to need of students. 5) Also there is confidence and welfare in addition to maintaining discipline. 6) There is a good relationship between teachers and consult about educational issues, values, discipline. 7) Managers are good instructor and have extensive communication with teachers and parents of students. 8) There is a clear and positive evaluation 9) there is an extensive communication between parents, students and teachers. 10) It is considered positive activities in students. 11) It is established democratic method in class.

With regard to cases expressed class environment has effective role on education Progress of students. In this study the researcher tries to examine the relationship between Psycho - social environment of class and education progress of students and to answer the following question.

1- Is there significant and negative relationship between friction and education progress of students?

2- Is there significant and positive relationship between solidarity and education progress of students?

3- Is there significant and positive relationship between discipline and education progress of students?

4- Is there significant and positive relationship between competition and education progress of students?

2. Research Methodology

2.1. Population, Sample, Sampling Methods

This study is type of Correlation. The statistical population consisted of all female students in Middle schools of Tonekabon (Iran) that are 420 students. Based on the number of variables, the sample size determine 200 students And is selected random sampling.

2.2. Tools of data collection

Expectation questionnaire of class: This questionnaire contains 20 questions that allows to the individual for expressing desires and their wishes about what should be expected from the class environment. This questionnaire are related to four sub-scale friction: (a rate mismatch, or unfriendly behavior students each other), dependence (solidarity): (amount of student sense of belonging and dependence to each other and to the class, discipline (task-oriented): (students how much their class assignments and tasks are completed on time and competition (degree of competition between the students). Validity of expectation questionnaire from class environment is reviewed and verified by teachers, supervisor and consultant and other experts. In order to determine reliability, questionnaire as experimental was performed on a sample of 30 students and then by using Cronbach's alpha, reliability coefficient is obtained 0.782.

3. Findings

To examine the research questions were used correlation and stepwise multiple regression. Regression is a statistical method that this allows us to predict a person's score in one variable based on her scores in another variable or in several other variables in case of interdependence. However correlation coefficients be higher, thus scores is closer to the regression line and in result prediction is more accurate.

The results to evaluate the correlation between variables are presented in table 1.

Table 1: Correlation coefficient matrix of education progress and predictor variables

variable	1	2	3	4
Education Progress	**-.0173	**0.339	**0.210	**0.253
Predictor variables				
1- Friction	-	**-.0296	0.026	**0.166
2- Solidarity	-	-	**0.331	**0.263
3- Discipline	-	-	-	**0.280
4- Competition	-	-	-	-

P ★ < 0.05 , P ★★ < 0.01

The results of correlation show that there is negative correlation between frictions with education progress and there is positive correlation between variables of solidarity, discipline and competition and education progress.

To determine the best predictors of education progress among predictor variables have been used regression model with simultaneous techniques and partial correlation.

That results obtained are presented in table 2.

Table 2: Multiple correlation coefficient and multiple correlation coefficient square of friction, solidarity, discipline, competition in the prediction of education progress

Criterion variable	predictor variables	Multiple correlation coefficient	multiple correlation coefficient square	Adjusted multiple correlation coefficient square	F(4,194)	sig
Education Progress	Friction Solidarity Discipline Competition	0.392	0.154	0.137	8.828	0.000

Based on the above findings, the relationship between the variables of friction, solidarity, discipline, competition with education progress is a significant ($p=0.000$, $F_{(4,194)} = 8.828$). Therefore, a linear combination of linear values significantly associated with education progress. The sample multiple correlation coefficient equal to 0.392 that shows; almost 16% of the variance in education progress in the sample is explained with a linear combination of values of psychosocial environments in class ($R^2=0.154$).

Therefore, it is concluded that Independent variable friction, solidarity, discipline, competition have predictive power criterion variables. Thus, the regression equation is generalizable to the entire statistical population.

The results obtained to determine coefficients of regression analysis and to determine significant predictive power for the independent variables and the adjusting the regression equation are presented in Table 3.

Table3: Standardized and non-standardized regression coefficients for the prediction of education progress

Criterion variable	Statistical Indicators of predictor variable	Unstandardized coefficients B	Std. error	Standardized coefficients of Beta	t	sig
	Constant	12.807	.998	-	12.831	.000
Education Progress	Friction	-.048	.043	-.077	-1.094	.275
	Solidarity	.177	.053	.248	3.324	.001
	Discipline	.087	.072	.088	1.207	.229
	Competition	.128	.060	.151	2.134	.034

According to result of above table and significant F in table of variance analysis (3) and t in above table, the regression equation with two predictors of solidarity and competition significantly related to education progress. Due to the slope coefficients (column B) the regression equation is as follows.

$$Y = a + b_1x_1 + b_2x_2 + b_3x_3 + \dots$$

So by replacing the coefficients in the above formula, the equation predicted the Education Progress from the values of component on psycho-social environments of class is obtained as follows.

$$\text{education progress} = 12.807 - 0.048 (\text{Friction}) + 0.177 (\text{Solidarity}) + 0.087 (\text{Discipline}) + 0.128 (\text{Competition})$$

Due to value of slope, whatever value of friction be less and values of solidarity, discipline, competition be high, is expected greater value for education progress. Indicators presented in table 4 shows share of each predictor.

Table4: Bivariate and partial correlations of predictors with education progress

Variable	Bivariate correlation	Partial correlation
Friction	-.173**	-.078
Solidarity	.339**	.232**
Discipline	.210**	.086
Competition	.253*	.151*

Dual Variable Correlation: Correlation between each predictor and education progress

Partial correlations: the correlation of each predictor and education progress by controlling for other predictors

P**<.01, p*<.05

As can be seen that bivariate correlations between levels of education progress and fourth index is significant (p<0.05). Partial correlation between the values of solidarity, competition and education progress is significant. Based on the correlation analysis, it can conclude that useful predictor

among variables; solidarity can predict 6% (r^2) of changes in education progress and the share of other variables is 10% (6%-16%).

4. Discussion

1. The first hypothesis states: There is relationship between friction and education progress of students.

The findings conclude that: The correlation coefficient calculated at the level of $p < 0.01$ is significant ($p=0.007, r= -0.173$) and shows that there is a negative relationship between friction and education progress of students. In other words, whatever the amount of friction is too much in the class, will reduced education progress of students.

Result of research is consistent with research of Hejazi (2011), Hijing (2002) and Renjer (2009) and result shows that increasing friction cause to resistance of students against teachers, lack of camaraderie between the students in the class, grief and depression, absence from class, dissatisfaction and interest to learn and thereby reducing education progress.

2. The second hypothesis states: There is relationship between solidarity and education progress of students.

The findings conclude that: The correlation coefficient calculated at the level of $p < 0.01$ is significant ($p=0.000, r= 0.339$) and shows that there is positive and significant relationship between solidarity and education progress of students. In other words, whatever level of solidarity increase in the class, will increase education progress of students.

Result of research is consistent with research of Ghadiri (2011), Hejazi (2011), Kizlegnez (2009) and Sanjer (2009) and the results show that increasing solidarity leads to favorable climate, increasing positive and purposeful relationships between teachers and students, teacher support in times of problems, developing friendly relations in the class, increasing student engagement, enhancing students' sense of self-esteem, and finally the efficiency and education progress.

3. The third hypothesis states: there is relationship between discipline and education progress of students.

The findings conclude that: The correlation coefficient calculated at the level of $p < 0.01$ is significant ($p=0.001, r= 0.21$) and shows that there is positive and significant relationship between discipline and education Progress of students. In other words, whatever level of discipline increase in the class, will increase education Progress of students.

Result of research is consistent with research of Hejazi (2011), Vetli (2006) and shows that to create discipline and harmony is a prerequisite for effective teaching. By monitoring social behavior of students are reinforced students appropriate behaviors and inappropriate behaviors of students that requiring own special practices, will be reduced and this provides field of teaching and learning targeted for students.

4. The fourth hypothesis states: There is relationship between competition and education progress of students.

The findings conclude that: The correlation coefficient calculated at the level of $p < 0.01$ is significant ($p=0.000, r= 0.253$) and shows that there is positive and significant relationship between competition and education Progress of students. In other words, whatever level of competition increase in the class, will increase education progress of students.

Result of research is consistent with research of Ghadiri (2011), Kizlegnez (2009), Renjer (2009) and Sounger (2012) and shows that whatever students have surface approach with learning tasks, in result will reduce Competition among them, and also will reduce education progress, while deep approach will increase intrinsic motivation, more competition and education progress.

Based on these results, it is recommended:

Students participate actively in the class, in every field (teaching, learning, planning, etc.). A close relationship exists between teachers and students and in times of trouble, students must support by teacher. An intimate relationship and good exist between the students. Discipline exist in the class and for it is necessary that face with clear rules in the class. Educational materials provide in form of organized to make meaningful learning. try and assignments of students be consider important , because to do assignments has effects on learning and feedback of assignments should be explicit, clear written and immediate. Teachers by studying new resources and updated provide new and motivation content to students and is supported new ideas of students in the correct to create interest in students.

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