The effectiveness of training classroom management techniques based on Adler-Dreikurs approach for improving Self-efficacy and mental well-being in teachers

Sakine Eslami

(M.A) Educational Psychology, University of Mazandaran Cultural (Sisters)
Eslami_s @ yahoo.com

Abstract: The aim of this study was to investigate the effect of class-based approach to management development training techniques Adler - Dreikurs on teachers' self-efficacy and psychological well-being. Quasi-experimental method with pre-test and post-test was administered to the control group. The study populations were total primary school teachers of Mazandaran Province that are teaching in the classroom, which were randomly divided into experimental and control groups. Cluster random sampling method is used. So, the first researcher to apply for primary school teachers from three schools to complete the pretest survey among them, 20 patients were then randomly selected and randomly divided into two groups of 10 (control and test) were replaced. It's noteworthy that based on Schonaker opinion, curriculum developers, the sample must be at least 4 persons and maximum 10 persons. Educational content of the current research on the topic of classroom management techniques based on mutual respect and democratic relations and the writings and translations of books related to the psychological approach, improve the training and communications school. The Individual Psychology of Alfred Adler's views influenced by Rudolf Dreikurs very important role in the development of theory-based methods and it have been prepared. In this study, two questionnaires were used as research tools. Efficacy and psychological well-being of the participants in this study, the general self-efficacy scale by scale psychological well-being was measured by Reef. Survey data using descriptive and inferential statistics, mean, median, variance, standard deviation and error standard deviation ANCOVA analysis was performed. The findings indicate that teachers' classroom management, group-based approach to education reform Adler - Dreikurs, self-efficacy and psychological well-being was significantly increased. Underlying philosophy of education based on democratic relationships and mutual respect, and applying the principles and ideas in education, relationships, work or any place where people are communicating with each other, and contribute positively to public health. Due to this reason it is suggested that the ease of Education to teach students in addition to the in-service training of teachers, counselors and parents to provide education.

Keywords: improvement techniques of classroom management based on Adler's - Dreikurs approach, self-efficacy, psychological well-being, and teacher

Introduction:

Classroom is forefront part of education (Berliner, 1988) and classroom management, the need for effective teaching in the classroom is an important part of the process of education (Germine, 2002), which is responsible for its administration and educational and training goals of the teacher (Dreikurs, 2004).

According to the Long & Frey & Vinstin opinion, "classroom Management" to create the best possible environment for learning, the responsibilities of the classroom teacher's first priority is to deliver that provide the best environment for learning (quoted by Martin & Shoho, 2003). Also Martin and Yin (2004) describes classroom management class umbrella activity that underlies the social atmosphere - psychology class and has three aspects: training management, personnel management, behavior management. Capitalist class, a key indicator of teachers' work in order to manage complex that it as

"art" that is mentioned in the familiar phrase heard repeatedly, "teaching is an art". So management systems in a classroom where classes are organized to provide an optimal learning takes place (Germine, 2002).

Over the years, many psychologists have tried to explain human behavior and developmental processes in the psychological theory, Bandura's self-efficacy plays in human behavior can be distinguished. He believes that humans are autonomous, self-organizing creativity and thoughtfulness (Mirzaee Kandri, 2007). Behavioral self-regulation is largely a result of human behavior and performance measures within their competence and self-regulation plays an important role in the behavior (Hergenhan & Olson, 2009; translated by Seif, 2011).

In Bandura's theory, in the sense of self-competence, competence and ability to cope with life is significant (Schultz & Schultz, 2005; translation by

Seyed Mohammadi, 2011).

However, researchers have explored the efficacy of a new, albeit with words and language that are different, but the basic issues and reflects the same question as the Adler says, is what we believe and the way we based on the belief that our behavior determines human behavior and can lead to psychopathology (Rathert & Reed, 2001).

Bandura's self-efficacy of cognitive processes through which we are aware that many of their social and personal development of our properties, Efficacy theory thus depends on the behavior of individuals who believe that they can successfully carry out a particular action (Bandura, 1977; translated by Maher, 1993).

The last decade has increased the tendency of the positive aspects of health. Ryff & Keyes represented patterns in the last decade have suggested that psychological well-being has been widely studied by researchers. Psychological well-being and satisfaction with life as a positive sense of self and others in various fields including family, career, and etc. is defined (Akin, 2008).

Seligman (2011), argues that the mental state of a person's psychological well-being every time depends on arbitration in general cannot be based of investigation. Hence, the focus of positive psychology of happiness to well-oriented changed. The various theories of well-being, positive and negative emotions have an important role, for example, Diener and Robert (1984) Psychological well-being overall satisfaction with various aspects of life, there is a lack of positive affect and negative affect introduce and Bradbern (1969), the balance between positive and negative emotions as an indicator of psychological well-being, but some of the mental welfare of its characteristics, including self-acceptance, positive relations with others, environmental mastery, personal growth, autonomy and purpose in life is to know (quoted by Ryff & Keyes and Shmotkin, 2003).

The general classroom management, classroom management and using the best and most appropriate management style is essential and necessary. This is corroborated by the findings of the teachers' classroom management styles, management and appropriate use of preventive behaviors, self-efficacy, positive, harmonious, almost stable (Zeidner & Matthewst, 2003), psychological well-being and higher levels of commitment and enthusiasm in return for their work (Allinder, 1994, Burley, Hall, Villeme & Brockmeier, 1991) leading to the effectiveness, efficiency and all-round development of students in the underlying causes and community development (Wragg, 1999).

Research has shown that motivation correlates and progression of many learners. One of

the areas discussed, personality characteristics and behaviors of teachers. Researchers between teacher characteristics and student learning, have little lasting relationships. But he was an exception efficacy beliefs and teacher is her ability. The idea that belief determines his behavior during teacher training, the idea is simple but powerful (Woolfolk, 2007).

Self-efficacy reflects the efficiency of their motivation to exercise control over the behavior of its environment. The self-understanding of people's experiences as they strive towards those goals, the amount of force that the sole purpose of achieving certain levels of performance is likely to be effective. Teacher efficacy as a matter of interest to the researchers were batch studies showed that the building was known as Rand, the advancement of learning and the use of innovative teaching methods, the teacher expects. Researchers at RAND Study (Armor & et al., 1976; Berman, Mclaughlin, Bass, Pauly & Zellman, 1977) were researchers showed that the only teacher efficacy measured by two items, both of which showed distinct structures. The first was self-taught as a general overview about environmental influences on student performance and discusses personal teaching efficacy, or efficacy of the second aspect of the so-called teacher is a teacher's belief in his ability to influence on the students talk about. Later studies teacher efficacy to a number of positive outcomes for students and teachers transplant. Some of these consequences, which encompass motivation, self-improvement and higher education students (Anderson, Greene & Loewen, 1988; Midgley, Feldlaufer & Eccles, 1989; Moor & Esselman, 1992; Ross, 1992) and employing teaching methods, are creative, effective and innovative by teachers (Alinder, 1994; Ghaith & Yaghi, 1997; Gibson & Dembo, 1984; Stein & Wang, 1988; Wertheim & Leyser, 2002; Hoy & Davis, 2006).

In this regard, given that little research has been done in the area of classroom management and theoretically relies on overwhelming their management styles are derived from management theory, it is based on learning theories to classroom management and psychology to learn. Meanwhile, due to the evolution of the teacher in the document, as the main component of education and the role of revivalism rather than knowledge transfer, thus the importance of skills development and planning professional development teachers' classroom management and identifying effective ways to equip teachers with the skills necessary for this research was evident. In this regard, a researcher with teaching techniques and classroom management skills of teachers' professional development based on the concepts of Adler - Dreikurs use efficacy and its impact on their psychological well-being check. For

this purpose, hypotheses were formulated and tested:

1- Improving technology education teachers in classroom management has an impact on efficacy rates.

2- Improving education classroom management skills of teachers has an impact on the psychological well-being.

Method:

This study used a quasi-experimental design with pre-test and post-test control group. In this scheme, any two groups of subjects were randomly selected and randomly assigned to experimental and control groups. Before and after the implementation of the independent variables, the two groups were measured by pre-test and post-test. The main purpose of this test plan implied causal relationship between phenomena that are controlled (Hassanzadeh, 2004).
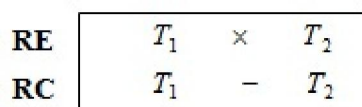
Pre-test and post-test design with control group

The study populations were total primary

school teachers of Mazandaran Province that are teaching in the classroom, which were randomly divided into experimental and control groups. Cluster random sampling method is used. So, the first researcher to apply for primary school teachers from three schools to complete the pretest survey among them, 20 patients were then randomly selected and randomly divided into two groups of 10 (control and test) were replaced. It is believed Schonaker and Schonaker, curriculum developers, the sample must be at least 4 persons and maximum 10 persons (Bahlman & Dinter, 2001). Data collected in this study, two questionnaires were used as research tools.

Findings:

Table 1 contains the descriptive characteristics of self control and experimental groups, including mean, median, variance, standard deviation and standard error of the members in the pre-test and post-test to compare the difference has been investigated.

This table represents the amount of data that describe the characteristics of self-efficacy in the control and experimental groups were not significantly different tests, but the features described in the test group than the control group increased self-efficacy.

Table 1: Descriptive statistics of control and self-efficacy scale experiments

Variables		Tests	Average	Middle	Variance	S.D.	E.S.D
Control group	Self-efficacy	Pretest	59.50	57.50	36.27	6.02	1.90
		Posttest	59.20	57.50	49.73	7.05	2.23
		Difference	0.3	0	13.46	1.03	0.33
Experimental group		Pretest	59.70	56	104.45	10.22	3.23
		Posttest	69.10	68.50	91.43	9.56	3.02
		Difference	9.40	12.50	13.02	0.66	0.21

Table 2 contains the descriptive characteristics of psychological well-being the control and experimental groups, including mean, median, variance, standard deviation and error standard deviation is a member of the pre- and post-tests. This table represents the amount of data that describe the characteristics of psychological well-being in control and experimental groups were not significantly different pre-test, descriptive characteristics of psychological well-being of the test group than the control group increased.

Table 2: Descriptive statistics of control and psychological well-being scale experiments

Variables		Tests	Average	Middle	Variance	S.D.	E.S.D
Control group	Psychological well-being	Pretest	387.80	398	401.95	20.04	6.34
		Posttest	398	403	569.11	23.85	7.54
		Difference	10.20	5	167.16	3.81	1.2
Experimental group		Pretest	401.70	405	503.56	22.44	7.09
		Posttest	464.40	472.50	412.71	20.31	6.42
		Difference	66.70	67.50	90.85	2.13	0.67

Findings in Table 3 show that the condition of equality of covariance analysis of variance to test for both efficacy and psychological well-established variable because both variables are statistically significant level (sig) is greater than both the 0.05 and 0.01, respectively.

Table 3: Analysis of data using Levine's test

Tests	F	DFI	DF2	sig
Self-efficacy	2.24	1	18	0.15
Psychological well-being	4.33	1	18	0.052

Table (4) implies that self-efficacy scores between experimental and control groups at post-test, Assuming a pre-test scores as the variables associated with the 99% confidence level, there is a significant difference. Between pre-test and post-test scores of the two groups in efficacy trials, there was no significant difference at 99% confidence level. In other words we can say that their level of self-efficacy than the control group at post-test has been improved. This implies that improving classroom management training on self-efficacy groups have been effective and promoting their self-efficacy in the first hypothesis of this study is that improving education is effective classroom management on teacher self-efficacy is confirmed.

Table 4: the impact of management development training courses at the Adler – Dreikurs

Sources of change	SS	DF	MS	F	P
Efficacy of pretest	1017.61	1	1017.61	68.40	0.000
Group of independent variables	472.38	1	472.38	31.75	0.000
Error	252.88	17	14.87	-	-

Table (5) expresses the psychological well-being scores between experimental and control groups at pre-test and post-test scores as the variables associated with assuming a 99% confidence level, there is a significant difference. Between pretest and posttest scores on the psychological well-being of both control and experimental groups are significantly different at the 99% confidence level. In other words, it can be said that psychological well-being in the experimental group than the control group at post-test psychological well-being has improved. This implies that classroom management development training on group work and psychological well-being psychological well they are up-to-date. In the second hypothesis of this study is that management development training class teachers have an influence on psychological well-being verified.

Table 5: Impact of management development training courses at the Adler - Dreikurs On psychological well-being of teachers

Sources of change	SS	DF	MS	F	P
Efficacy of pretest	3134.46	1	3134.46	9.34	0.007
Group of independent variables	17061.21	1	17061.21	50.86	0.000
Error	5701.93	17	335.40	-	-

Discussion and Conclusion:

Education in modern societies, the most important element for the achievement of development and education coming from, the most important cultural developments, social and economic development and is responsible for creating a fertile ground to facilitate and talents, and the ability of individuals. Mainly due to the communication flows with other education institutions, political culture, the researchers are studying different aspects, in the meantime, the greatest contribution to the efforts in schools as an educational system returns to operational patterns administrative and training School causal factors - particularly teachers who are at the forefront of designing and implementing educational programs for the purposes of education are (Rouge, 1999). Classroom as a social system is a place for education. Class groups have beliefs, norms and values that are common so-called small community to create effective learning opportunities and facilitate the teaching - learning process and increase the efficiency and effectiveness of teachers, principals, and curriculum and course focus and psychologists have (Mullins, 1991).

Therefore, schools need more hardworking and committed workforce and education goals more than anything else, depends on the efforts of teachers should know (Dreikurs, 1997, translated by Alizadeh and Rouhi, 2009). Without a doubt, the teachers, the educational system has a key role and impact and expectations of the school community and teachers is to prepare students for life in tomorrow's society. The knowledge, skills and abilities of men and women coming to the knowledge, abilities, competence, effort and depends on today responsibility of teachers. It is therefore crucial that the most qualified individuals for the teaching profession to be employed. Virtually every country that has qualified and effective teachers, education will be more efficient and quality (Navid, 2011).

Practical necessity of improving classroom management techniques to identify teachers' management styles, how to design and organize the classroom learning environment, the teachers teach skills, pattern recognition and basis of valuation and the motivation of students toward doing homework as the teacher gives the students a positive environment for learning, to provide effective control (Williams and Sternberg, 2000).

Efficacy and psychological well motivational aspects are each positively associated with prosperity and health. Component focuses on the efficacy of cognitive, emotional stress and psychological well-being of both the aspects are positively correlated (Davelaar et al, 2008). Since the amount of effort and perseverance for life, self-efficacy influences what we spend, according to self-efficacy beliefs down your resolve weakens and impairs performance, in contrast, high self-efficacy to participate in a task, select the task, and to facilitate performance (Klassen & Lynch, 2007). Thus, self-efficacy and achievement motivation underlying the psychological well-being of the individual and provides (Kurbanoglu, 2003).

The first hypotheses, this study implies that self-efficacy scores between experimental and control groups at pre-test and post-test scores as the variables associated with assuming a 99% confidence level there is no significant difference. Between pre-test and post-test scores of the two groups in efficacy trials, there was no significant difference at 99% confidence level. In other words we can say that their level of self-efficacy than the control group at post-test has been improved. This implies that the improvement of teaching techniques, classroom management was effective and self-efficacy on self-efficacy group it is upgraded. The first hypothesis of this study is that the improvement of teaching techniques, classroom management, and teacher self-efficacy influence is confirmed. Data analysis on the second hypothesis, implies that the psychological well-being scores between control and experimental groups at pre-test and post-test scores as the variables associated with assuming a 99% confidence level there is no significant difference. It means between pretest and posttest scores on the psychological well-being of both control and experimental groups are significantly different at the 99% confidence level. In other words we can say psychological well-being in the experimental group than the control group at post-test psychological well-being has improved. This implies that improving classroom management training on psychological well-being in the experimental group was effective and enhance their psychological well-being is thus the second hypothesis of this study that affect teachers' training management development

courses on psychological well-being is confirmed. Improving teaching techniques, classroom management, there will be a space where different characters are doing in the classroom in order to learn together and thus improve the efficacy and psychological well-being to help teachers teach better and enjoy their work. Students and citizens philanthropist, has the experience and training are organized into (Navid, 2011) and the results are also useful insights for social and educational policy and planning, to give and to assist teachers in order goals of education, skills and understanding needed to deal with the challenges of their business and therefore provide community education and development mission.

Practical Suggestions:
-   Improving technology education teachers in classroom management can improve psychological well-being.
-   Self-efficacy can be enhanced by increasing the level of psychological well-being aided.
-   Enhance self-efficacy and psychological well-being can be improved to be effective in improving the quality of education.
-   Administrators and teachers in a longitudinal study of classroom management styles and identify more precisely the different levels of education in order to pay way more effective methods of teaching and classroom management development of the turn.
-   A philosophy based on the teachings of Islam lies in the concepts of democratic relations and mutual learning and applying the principles and ideas in education, relationships, work or any place where people are communicating with each other, will lead to a positive contribution and Public Health. For this reason it is suggested that the ease of implementation, education, and teach it to the students and further education courses, teachers, counselors, and teach families to be provided with experienced teachers.

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