Investigation of the Role of Class Management in the Academic Achievement Motivation among the Students of Qeshm International Branch of Payame Noor University

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ABSTRACT

The present research was planned in order to investigate the role of professor's class management in motivation for academic achievement among the students of Qeshm international branch of Payame Noor University. The statistical population consisted of all students of Qeshm Payame Noor University among which a statistical sample, including 350 male and female students in technical, engineering, fundamental Science and human science fields, was chosen through stratified random sampling and considering the structure of university. The tools applied in this study included a questionnaire designed by the scholar using Likert scale, desk research, and some document and evidence. The data collected for this research were then investigated by descriptive and inferential statistics applying SPSS18 software. At first, the measures of central tendency and indexes of dispersion were determined for the data. Afterward, the (single and multivariable) regression coefficient was defined and the hypotheses were tested. The research results determine a significant relationship between class management and the motivation for academic achievement.

KEYWORDS: Class Management, The Motivation for Academic Achievement.

1. INTRODUCTION

Each year, the society undergoes huge amounts of expenses and spends its capitals over the academic success of the students. Educational success brings about efficient graduated individuals for the society who have the required academic ability so that the spent capitals and costs would have optimal output. On the contrary, academic failure leads to a waste of human, economic and national capitals. Considering the effect of educational system on all social elements, it seems necessary to change our attitude towards education and educational system and make more investments and take better actions to achieve educational success [1]. Creating motivation promotes the efficiency and makes the individuals use their abilities and talents in higher levels and more acquiescently [2]. Class management, working with students in a safe way, developing discipline and calmness, attracting student's attention, and securing a suitable educational atmosphere lead the students toward their goals [3]. Class management refers to conducting the class affairs through adjusting curriculum, organizing task stages and resources, and organizing the environment in order to promote the supervision on student's progress and predict potential issues [4]. Class management is the art of using professional knowledge and teaching skills in order to lead the students toward the goals required by them and the society as well [5]. Class organization refers to regulating the students in class both scientifically and socially. In their classes, teachers are faced with students which are similar or entirely different in skills and achievements. Thus they are expected to be aware of class management methods and communicational skills which can properly be applied depending on the situation and atmosphere of the classes [6].

Progress motivation is the tendency to do things well compared to a better criterion. Progress motivation is issued when individual takes advantage scale as a model in his activities or seeks success. Progress motivation is the most important motivation in educational psychology on which some studies have been performed trying to improve the academic achievement of students. This has the most important applications in education [7]. McClelland believes that when there is a lack of motivation among the members of a society, it would have a lower chance of development and improvement even in presence of great facilities and suitable natural condition. Through doing accurate investigations, he also found that the climatic condition of a region cannot be an important parameter in economic development. Finally, he concluded that economic, social and cultural growth of a society depends on the progress motivation among its members [8]. One of the needs, on which many studies have been performed, is the need for achievement or progress motivation. Ghich and Berlainers have defined the progress motivation as a tendency or interest in general success or being successful in a specific arena.

The researches have shown that people are very different from each other about this need. Some are highly motivated who try hard to achieve success while competing others and doing their own tasks. Others are not that much motivated for progress and victory and because of being afraid of failure, they are not ready to take the risk of fighting for success [9]. Progress motivation accelerates the process of learning and doing homework

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so that the individual can have the honor of being qualified and successful. The need for progress is moderated by the motivation for avoiding failure. Progress motivation was firstly issued by Moray as a need. Progress motivation is a personal characteristic in which people are different and some specific behaviors are predictable based on it. Progress motivation is a tendency to outpoint others considering specific criteria and try to achieve success [10].

Progress motivation is the most is the most important motivation in educational psychology on which some studies have been performed trying to improve the academic achievement of students. This has the most important applications in education [7]. Thus, according the results of the previous researches and the existing theoretical basis, the present research aims to investigate the role of class management in motivation for academic achievement among the students of Qeshm international branch of Payame Noor University.

2. MATERIALS AND METHODS

The studied population is the population which the research is performed. The statistical population in this research included all students of Qeshm international branch of Payame Noor University (3500 individuals). The sample size was calculated by Cochran's formula which included 350 students who were chosen through stratified random sampling.

A class management questionnaire designed by the researcher was applied in order to collect data along with Pintrich and De Groot academic achievement questionnaire. The reliability of class management questionnaire calculated by Cronbach's Alpha was 0.89. Its validity was determined through content analysis and according to the supervisor and advisor; it was in a suitable level. Reliability and validity of Pintrich and De Groot academic achievement questionnaire have also been reported satisfactory by different studies [8,9].

3. RESULTS

After collecting data for this research, it was investigated by descriptive statistic in order to determine the related measures of central tendency and indexes of dispersion. Then, the inferential statistics including (single and multivariable) regression coefficient were applied in order to test the research hypotheses. SPSS software and Cronbach's alpha reliability coefficients were also applied in this research in order to evaluate the reliability of questionnaires.

As it has been mentioned before, regression analysis was applied in order to test the research hypotheses. The first research hypothesis indicates a relationship between class management and motivation for academic achievement. The achieved data to test this hypothesis are presented in table 1.

Table 1. a summary of regression model for the effect of class management on motivation for academic achievement

Model	Correlation Coefficient (R)	Determination Coefficient (R_2)	Moderated R	Estimation Error
1	0.423	0.179	0.177	11.843

The calculated correlation Coefficient shows a correlation about 0.423 between class management and motivation for academic achievement which is significant at 0.01 level. Simultaneous regression was applied in order to obtain the predictive coefficient between class management and motivation for academic achievement. The findings related to this analysis are illustrated in table 2. The value of R_2 obtained through regression model indicates that class management can explain 0.179% of the motivation of academic achievements among the students of Qeshm international branch of Payame Noor University.

Table 2. a summary of the results of variance analysis on the effect of class management on motivation for academic achievement

Model	Total Amount of Squares	Degree of Freedom	Average Amount of Squares	F Value	Level of Significance
Regression Effect	9467.900	1	9467.900		
Remainder	43342.473	309	140.267	67.4999	000
Total	52810.373	310			

It is observed in the one-way analysis of variance and regression test that the obtained F is equal to 67.499, which is significant at 001 level.

The standardized β coefficients, t and β values, and the level of significance for predictive variable are shown in this table. The results of this analysis show that class management variable (β= 117.115) positively and significantly explains the motivation for academic achievement.

Table 3. The coefficient of simultaneous regression equation for prediction of the effect of class management variable on motivation for academic achievement

Model		Non-Standard Coefficients			T Value	Level of Significance
		β Value	Standard Error	Standard β Value		
Class management	Motivation	117.115	2.312	0.423	50.625	000

4. DISCUSSION AND CONCLUSION

Research findings showed that the relationship between class management and motivation for academic achievement is significant at 0.01 level. Motivation can be known as s creator, preserver and conductor force for behavior. The achieved results in the present research are in accordance with the previous ones on this arena.

In a research named interaction of teacher and student, it was indicated that a good relationship between teacher and student improves and increases the level of academic adjustment and motivation for academic achievement among students. The students who suffer mental and behavioral problems have experienced weak relationships with teachers [10]. Khakhali et al. [11] and Khayyatjadidi [12] have also achieved similar results in their researches on some of the aspects of a healthy class. By and large, it can be assured that enjoying a humanistic atmosphere in official educational systems, is the natural right of children and students. This atmosphere should create the possibility of their improvement in all aspects up to their highest capabilities. This research issues a secure class management as the process of creating such atmosphere and it also introduces the constructive aspects of this process clearly.

According to the results of the present research, it is suggested to perform more scholarly activities in different educational periods. In addition to motivation, other variables such as self-efficiency and self-esteem are recommended to be investigated as well.

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