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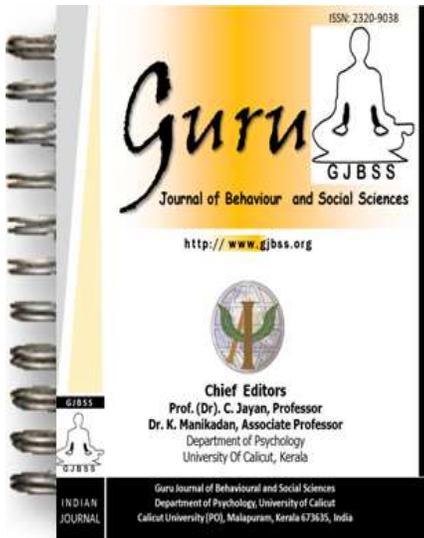
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Article Title

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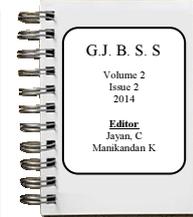


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Study of the relationship between teachers' disciplinary styles and Moral development of students in descriptive evaluation

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Abstract

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Keywords:

Disciplinary Styles, Moral Development, Primary schools, Descriptive Evaluation.

This study investigates the role of teacher's discipline styles in moral development of students of students of fifth grade of primary schools. Stratified random sampling method was used for selecting 186 subjects from the students of Descriptive Evaluation design. Data from questionnaire on Moral Development (Sanadgol, 2012) and the Discipline Styles (Ramazani, 2011) shows that the most of teachers used the Interventional Disciplinary Style. The results also showed that the Intervention Disciplinary Style predict the Moral Development of students more than the others styles.

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Practical commitment to moralities derived from social culture and traditions have a specific importance to construct a moral society. Ethics play an important determinant role in performance; behavior, decisions, choices and communication (Alvani, 2003). Educational institutions, particularly schools are main developmental places of ethical values (Yasaei, 2003). If schools want to have moralizing influences on children, it is essential for them to focus on appropriate people and to reinforce suitable behavior (Ingrid, 2004). Influences of an education system may lead to specific behaviors in a society (Start, 2001). Thus, the teacher has a significant reference role in construction and destruction of children's moral foundations (Yasaei, 2003). In today's world, popular education has orientated its efforts only towards quantitative changes or incremental rate of knowledge accumulation and skills reinforcement. Therefore, internal evolution-related affairs of students such as spirituality-orientation or internalization of ethical values have not received enough attentions (Shamshiri, 2007).

Primary school period is of high criticality to students structuring their personality and intellectual foundation. Therefore, assessing the factors related to children moralities can affect improvement of the performance in primary schools.

Achieving educational purposes entails the use of efficient and effective management style in the classroom. Teachers should choose their teaching methods and managerial styles in accordance with students' personality characters so that students practically learn various skills in the class. The necessity and importance of classroom management can be considered in identifying teachers' management styles, methods of classroom organization, learning conditions and teachers' proficiency of teaching and assessment (Aghahosseini, 2008). Descriptive evaluation plan aimed at making modifications in classroom management procedures, teaching methods and so on (Aoulina, 2002). In this evaluation system, all aspects of a child's character are taken into consideration (Hassani & Kazemi, 2003). Evaluation method as a link in classroom management process affects teaching method, disciplinary creation, management style of the teacher, student -teacher relationships and rules and regulations (Belgman, 2001). The type of evaluation system has positive effects on students' learning in terms of cognitive, social, emotional and innovative behaviors (Black, 2002 as cited in Heydari, 2005). Positive effects of descriptive evaluation system compared to quantitative system on students' moral development were also observed (Sanadgol, 2012). In this study, therefore,



we've tried to consider the type of evaluation system as an important factor. Accordingly, the research questions are: 1) is there a significant relationship between teachers' disciplinary styles and moral development of students? 2) Which of the disciplinary style have a better prediction of students' moral development?

Method

Participants

Participants included randomly chosen group of students in 5th grade where descriptive evaluation plan was employed. According to Morgan's table, sample size was determined as 186.

Instruments

1. The questionnaires of Realized ethical development (Sanadgol, 2012) It had 36 questions including 4 subscales of responsibility, partnership, integrity and legality. Appropriateness of the contents was obtained by using of experts' statements. In order to calculate the reliability, the questionnaire was exerted on a sample of 60 individuals. By using Cronbach's alpha, total reliability of the questionnaire was 86. Reliability of subscales on legality, responsibility, integrity and partnership were 0.76, 0.71, 0.71 and .62 respectively.
2. Teachers' disciplinary style questionnaire (Ramezani, 2011) was applied to assess disciplinary styles. It discusses teachers' use of a various styles based on three approaches including interventionist, interactive and non-interventionist styles. Subscales of interventionist style include teachers' full involvement in learning activities, supervision, regulation and implementation of the rules. Interactive disciplinary style consists of shared acting of the four above-mentioned activities by teachers and students. Subscales of non-interventionist style include not intervening of the teacher in extracurricular activities and acting them by the students. There are 18 questions for each style. Reliability of the questionnaire is indicated by alpha coefficients of 0.77, 0.82 and 0.84 for interventionist, interactive and non-interventionist styles, respectively.

Results

Descriptive statistics were used to examine teachers' disciplinary style and moral development of students. The results are shown in table 1.

Table 1

Description of the study variables

<i>variables</i>	Median score	Mean	Standard deviation
Moral development	156.1	14.93	126
Interventionist style	27.07	4.38	18
Interactive style	25.75	3.71	18
Non-interventionist style	19.17	1.09	18

Minimum score of 36 and maximum score of 180 in moral development variable, students of the sample group have the mean of 156.1. It is 20 scores higher than mean and 30 scores lower than maximum. Teachers also prefer Interventionist style over other methods.

2) Which of the disciplinary styles do a better prediction of students 'moral development?

Correlation and stepwise regression methods were used to investigate this question. The following results have been obtained.

Table 2

Correlation matrix of the disciplinary style with moral development (N=186)

Variable	1	2	3	4
Moral development (1)	-			
Interventionist style (2)	-.61*	-		
Interactive style (3)	.57	-.98	-	
Non-interventionist style (4)	.53*	.54*	-.7*	-

* $p \leq .01$

As shown, all disciplinary styles correlate with students' moral development at significance level ($p \leq .01$). Interventionist style has an inverse correlation with moral development and two other styles have direct relation with the moral development.

Table 3

Summaries of the regression model for disciplinary style to predict moral development

Step	Variable	R	R ²	F	β	t	Watson's test
1	Interventionist style	0.26	0.38	259/67 (1.185)	0.73	- 4.9**	1.41
2	Interventionist style+ Interactive style	0.28	0.4	143.05 (2.184)	1.33	- 7.46**	

** $p < .01$

Stepwise regression analysis indicates that the variable of interventionist disciplinary style has been entered into regression model at the first step. It could predict 0.38 of changes in moral growth decreasing ($\Delta R^2 = 0.38$, $F_{(1, 185)} = 259/67$, $p \leq .01$). In the second step, interactive disciplinary style was introduced to the model adding 0.02 to previous prediction ($R^2 = 0.4$, $F_{(2, 184)} = 143.05$, $p \leq .01$).

Testable items selection, statistical methods of correlation and stepwise regression were used to investigate this question, achieving the following results.

Table 4

Correlation of disciplinary styles with moral development based on evaluation system (N=186)

Variable	Descriptive	Quantitative
Interventionist style	-.75*	-.42*
Interactive style	.72*	.34*
Non-interventionist style	.69*	.43*

* $p \leq .01$

In contrast to overall results, stepwise regression analysis indicated that in descriptive evaluation system, the variable of non-interventionist disciplinary style has been entered into regression model at the first step. It could predict 0.19 of changes in moral growth increasing ($\Delta R^2 = 0.19$, $F_{(1, 185)} = 52.88$, $p \leq .01$). In the second step, the interventionist style was introduced to the model adding 0.01 to previous prediction value ($\Delta R^2 = 0.2$, $F_{(2, 184)} = 28.87$, $p \leq .01$). β value indicates a positive prediction coefficient for Non-interventionist style and the inverse coefficient of the Interventionist style. The values of t represent the significance of these patterns and the value of denote a significant β coefficient (Interventionist 0.2, Non-interventionist 0.28, $t = -2.9$ & -2.03 , $p \leq .01$). Watson's test shows the value of 1.17 representing the low power of regression for this calculation.

Table 5

Summaries of the disciplinary style regression model to predict moral development in quantitative plan

Step	Variable	R	R ²	F	β	t	Watson's test
1	Non-interventionist style	0.35	0.19	52.67 (241.1)	0.28	- 2.03*	1.17
2	Interventionist style+ Non-interventionist style	0.38	0.2	28.87 (240.2)	0.2	2.9*	

* $p < .05$

In descriptive evaluation system, variables of disciplinary styles were introduced in a similar order to the overall results. Interventionist variable could predict 0.56 of decreasing changes in moral growth ($\Delta R^2 = 0.56$, $F_{(1, 185)} = 248.59$, $p \leq .01$). In the second step, the Interactive variable added 0.2 to this prediction ($\Delta R^2 = 0.19$, $F_{(2, 184)} = 132.15$, $p \leq .01$). β indicates an inverse prediction coefficient.

Discussion and Conclusion

The results showed that moral development of sample group, in average, differs from average to high. This result may be linked with the second descriptive result representing interventionist style as the most commonly used disciplinary style of teachers. The negative impact of interventionist style on moral growth justifies the mentioned results.

Chambers' paper (2001) on teacher's personality type and their disciplinary styles reporting most teachers use the intervention style is consistent with our research findings. These results also correspond with Stags' attitude (2001) considering teacher as a part of social system of the classroom and his/her actions against the students lead to their reaction (Kerny et al, 2002). Kistenrez and White (2000) also stated that classroom management style can affect students' behavior in either positive or negative manners. The results also correspond with Sanadgols' (2012) that teachers' disciplinary styles have interventional influences on students' moral growth.

The results also showed that all disciplinary styles correlate with moral development of students, but the interventionist style correlates reversely with the moral growth and two other disciplinary styles. The results indicated that the interventionist disciplinary style have been able to predict 0.38 of changes in reduction of moral growth at the first step. Secondly, the variable of interactive disciplinary style together with the previous one, were able to predict 0.4 of changes in reduction of moral growth. These also support Wening's (2004) research findings showing that the more strictness of management in classroom, the less interaction between teacher and students would be.

Consistent with our results, qualitative research by Romans et.al (1986) showed that students, who experienced cooperative conditions in the classroom, achieved higher moral scores after 8 weeks. Consequently, the relationship between disciplinary styles and moral development in descriptive evaluation system corresponds with this study.

Teachers are more interested in interventionist style than two other methods though interventionist disciplinary style has inverse relationship with moral development. Indeed, such a conclusion is an alarm for the majority of teachers who use this disciplinary procedure requiring complete intervening in learning activities, supervision, regulation and rules enforcement. Based on the results, it is recommended that teachers ought to use interactive and non-internationalist disciplinary styles.



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