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Role of student responsibility and the academic environment as perceived by high school students in their academic progress

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Abstract:

The purpose of the present study is to assess the role of student responsibility and the academic environment as perceived by high school students in their academic progress. This study is a descriptive-correlational research. The universe of the study involved the whole high school students of Tehran among which two hundred (200) ones were selected through random cluster sampling and the Responsibility Questionnaire of Kordlou (2010), and the members filled the questionnaires of the Students' Perception of Classroom Environment Scale (CES) by Fisher, Fraser, and McRobbie (1996). Statistical findings indicate that classroom responsibility and perception as perceived by students predict the academic progress of students and components of the two variables of classroom responsibility and perception have relationships with academic progress. The results of this research is indicative of the significance of responsibility and classroom perception in academic progress. In fact it can be said that responsible students control their own internal and external environment and are self-regulating and intellectual, they have strong emotional dependence or cohesiveness toward others. Such students enjoy the support of the teacher and are powerful and active in class and cooperate with other students and do their homework and have proper perceptions of the class and the sum of these features lead to their progress and academic success.

Keywords: Academic progress, responsibility, perception of class environment.

Introduction

Since any educational system is always being assessed by experts to achieve the best conditions and results and resolve the shortages and obstacles throughout the entire teaching and educational processes and making an optimal use of inputs and at last the yielding of educational systems are learners who have acquired some features, academic progress can be one of the most significant and objective variables to assess and study the efficacy of educational systems. (Yavarian, 2010) Educational progress has always been of significance for teachers, learners, parents, theorists, and the educational researchers. For instance, the educational progress of learners is one of the key factors to assess the performance of

teachers. For students a higher total average grade is significant. Perhaps, that's why the educational theorists have concentrated the majority of their studies on realizing the factors affecting educational progress. (Hedjazi & Lavasani, 2009)

In today's societies the role of school is determining and fundamental following that social and cultural issues and the development of technology get excessively more complex toward the formation of students' characters. One of the educational issues and an influential factor in the educational progress which has a determining role in the performance and spirit of individuals is the principle of responsibility. A responsible human is viewed as a more efficient person with their effectual performance for whom the possibility of attempting negative conducts reduces. (Kordlou, 2008)

An acceptable responsibility is the accountability and taking on to do something which someone is asked to do it and that person has a right to accept or reject it and what appears in the process of true development of humans isn't the congenital responsibility but it's a conventional, ethical, and educational concept. In fact, responsibility can be learned at school when the students perceive their responsibility and position and that others count on them, believe them, and respect their ideas. There is no reason for the disappearance of the sense of responsibility. This is the phase in which individuals get out of complete cohesiveness (dependence), achieve a high self-confidence, and see themselves to have a role. It is in light of responsibility that they get they have a power for decision-making in their lives and can ask for something and do their deeds. It is not the case that their wants are never ever in question and they are always trying to meet others' wants. They themselves have some wants in this interrelationship and a share which is worthwhile and absorbs the attention. (Rafatian, 2006).

Responsibility is a value which children learn from their parents, in school, from peers, and from society. This is a long-life skill which helps children to be successful throughout their lifetime. Parents and teachers should find ways to teach their children and teens the sense of responsibility otherwise they will get into problems in their future decisions. Responsible children receive more positive attention from their parents. (Wagerman & Funder, 2007) Class environment factors are influencing the learning of children and their educational progress as well. Students' cohesiveness (dependence) and a need for the feeling of belongingness in class are in relation to educational motivation and progress. Teachers' methods of teaching, their attitudes and support and the perception of this support on behalf of students influence the educational motivation of students. Students' perception from class environment explains a major part of the results of learning. Thus, school and specifically class environment have undeniable impacts on the educational performances of students. (Samadi et al. , 2008) In class there are several issues for which the teacher and the student should decide about them. Making decision on the method of teaching the materials, type and the way of testing, the way to run the class, and so on should be done cooperatively for which the social development of children is a guarantee. (Sadeghi et al. , 2011) In general, the closer the variables of perception and expectation are to one another which are the building blocks of class environment, the environment will be more proper and as a result educational progress will be better. Thus, it can be said that in our educational environments identifying these variables helps teachers in achieving the educational goals and thinking about their methods of activity. (Hojjat Ansari, 1995) A study on the review of literature indicates that few studies have been done on responsibility and the relation of this variable with the educational progress hasn't been studied directly but Bahrami et al. (2004), Ahmadi (1999), Izadi (2007), have assessed responsibility with other variables based on the view of reality therapy in the educational domains which achieved a meaningful relationship. In the area of perception from class environment several studies have been carried out. Hojjat Ansari (1995), Rafeiyi (2012), Ryan et al. (1998), Turner et al. (2002), Fraser & O'Brien (1958), Roeser (1992), Brophy & Good (1974), Dwyer et al. (1983), Zazo (1993), and Mishu et al. (1985) in their studies indicated that perception from class environment has a positive and meaningful relationship with the educational progress of students. By noting that few studies have been done in the domain of responsibility and the perception from class environment and their relationship with the educational progress of students and noting the significance of these two variables in the educational environments the purpose of this study is to assess the role of responsibility and the perception from environment in the educational progress of students.

Research Method

The present study is a descriptive-correlational research. The statistical universe includes the whole high school students of Tehran in the academic year of the autumn of 2015 to the end of the spring of 2016. Noting the purpose of the study a sample of two hundred subjects was selected from the mentioned universe through cluster random sampling. The analyses of the results with an aid of the statistical tests of regression analysis and the Pearson correlation coefficient will be analyzed.

Research instruments

1-A questionnaire to measure the responsibility of students at home and at school: This questionnaire was devised by Kordlou (2010). The mentioned questionnaire is the one with five mini-scales which according to order in the first scale the students activities are asked inside and out of the school. The second scale assesses the responsibility of students at home. The third scale asks the quantity of absence and tardiness of subjects. The fourth and fifth scales of the questionnaire measure the quantity of responsibility, sense of security, self-esteem, and coherence (dependence). The results of the assessments indicated that this test has a validity of %90 which is indicative of the high validity of this test.

2-A questionnaire for perception from class environment: To measure the perception from class environment the questionnaire of "what happens in the class?" devised by Fraser, Fisher, and McRobbie (1996) was used. This questionnaire contains fifty six (56) questions and is devised in seven mini-scales containing student cohesiveness, teacher support, involvement (of research students), investigation, task orientation, cooperation, and equity. (Fraser, Fisher, and McRobbie, 1996) Standardization is done for this questionnaire in Iran. (Nikdel et al., 2009)

3-Educational progress: To determine educational progress, total average grades of students were considered as the factor for educational progress.

Table No.1-A summary of descriptive statistics factors related to the general scales

	Minimum	Maximum	Mean	Standard deviation
Educational progress	11.0	20.0	16.81	2.04
Responsibility	105.0	174.0	216.0	27.14
Perception from class environment	286.0	579.0	437.65	61.79

Table No.2-Pearson correlation coefficient for the major premises of the study

	Educational progress	Responsibility	Perception from class environment
Educational progress	1	0.534**	0.421**
Responsibility		1	0.834**
Perception from class environment			1

**p<0.01 (TWO DOMAINS)

The results of table No.2 indicate that there is a meaningful correlation between the variables of responsibility and perception from class environment at 0.01 level. Therefore, we can use the statistical method of regression for prediction.

Table No.3-A summary of hierarchical regression model to predict educational progress

Predictor variable	R	R ²	Standard error of estimate	F	Level of significance
Perception from class environment	0.610	0.372	2.0993	2.894	0.008
Responsibility	0.433	0.187	2.0758	1.71	0.016

Table No.31 has presented a summary of the hierarchical linear regression model by considering the educational progress as the criterion variable and the responsibility and perception from class environment as predictor variables. In the table No.4 the result of hierarchical linear regression analysis

is presented for determining the separate ratio of responsibility and the perception from class environment within the variance of educational progress.

Table No.4-Hierarchical regression for responsibility and perception from class environment for educational progress

Model	B	β	T	Sig.
Constant	6.536		3.261	0.001
Responsibility	4.003	1.032	2.116	0.003
Perception from class environment	3.802	1.010	2.035	0.007
Constant	16.513		5.430	0.000
Responsibility	3.004	1.042	2.226	0.001
Constant	17.319		57.785	0.000

The results of regression analysis in tables 3 and 4 indicate that the ratio of responsibility in predicting the variance of scores for educational progress is almost %18.7. Therefore, it can be said that at the 0.05 level of significance responsibility is viewed as a predictor variable for educational progress. Results of regression analysis indicate that perception from class environment has a considerable influence on predicting the scores of educational progress for students (%18.7) Therefore, it can be said that at %05 level of significance perception from environment is a predictor variable for the educational progress.

Discussion and results

The purpose of the present study is to assess the role of responsibility and the perception from environment in the educational progress of students. The results of regression analysis indicate that educational progress can be predicted based on the responsibility and the perception from environment. Also, a meaningful relationship was achieved between the factors of responsibility and the perception from environment for which we will examine its results here:

As the statistical findings indicate, responsibility is a meaningful predictor for the educational progress which the result of the present finding is compatible with the studies by Bahrami et al. (2004), Ahmadi (1999), Izadi (2007), which in a way study the influence of responsibility on educational environments. In fact, all of these studies indicate that responsibility has a significant role in the educational and the non-educational progress of students.

Since responsible individuals has a high level of the sense of security they have self-esteem and dependence on others and internal and external commitment are among their characteristics. Such individuals are going to do things in the best way. These students are self-reliant and have a more internal motivation for doing their home works and managing their educational process and due to this it is natural that they enjoy more educational progress.

As the table No.4 indicates perception from class environment is the predictor of educational progress which in fact the hypothesis of the researcher is approved and the results of studies by Hojjat Ansari, (1995), Rafeiyi (2012), Ryan et al. (1998), Turner et al. (2002), Fraser & O'Brien (1958), Roeser (1992), Brophy & Good (1974), Dwyer et al. (1983), Zazo (1993), and Mishu et al. (1985) achieved similar results as well.

Multiple studies indicate the influence of mental atmosphere on the extent of learning by students. (Anderson, translated by Amini, 2001) Learning atmosphere in class is the result of the functions of class management which finally influences the educational progress and the final output of class. In Nakamura's view (2000), the situation of each class is finally identified according to the quantity of the cooperation of students in the process of teaching and learning. Findings indicate that there is a relationship between the factors of responsibility and the educational progress and there is a relationship between the whole factors of responsibility (activity, home activity, sense of security, self-esteem, sense of dependence, internal commitment) except for absence and internal commitment. The reason for the meaninglessness of the factors of absence and the internal commitment can be that perhaps the subjects haven't inserted the number of their absence correctly and for the external commitment it can be said that a commitment which is external and the individual has no eager for it and in fact is being formed due to the influence of others can be followed by responsibility in an individual since a responsible individual is the one who is committed naturally and has internal motivations.

The findings indicate that there is a relationship between the factors of class perception and the educational progress. In fact, the hypothesis of the researcher is approved. The whole components of perception from class including cohesiveness, teacher support, involvement (of research students), investigation, task orientation, cooperation, and equity except for research are relevant to educational progress. For the factors of the study to become meaningless it can be said that due to devaluing the subject of research in the educational system this factor has no meaningful relationship with educational progress. In fact the method of teaching by teachers and even the teaching courses leave no time for the subject of research and just some voluntary class activities are devoted to this affair which it is evident that they have no significant role in the educational progress of students.

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