

The Effect of Educational Teacher on Reducing Moral Disorder Students from Education Teachers Perspective in the School Year 2014-2015 in Mohr City .

Abdolreza Mohammadpour^a, Seyed Ahmad Hashemi^b

^aM.A Student educational research , Lamerd Branch , Islamic Azad University , Lamerd , Iran.

^b Corresponding author : Department of education , Lamerd Branch , Islamic Azad University , Lamerd , Iran .

Abstract . The aim of this study was to evaluate the effect of educational teacher on reducing moral Disorder students from education teacher's perspective in the school year 2014-2015 in Mohr city. This study in term of objective is applied and based on the method of data collection is descriptive survey was conducted field. The population of the research consisted of all Mohr city education teachers in the school year the number of 530 people by Morgan, which over 225 people randomly (cluster level) was selected as sample. The study collection data tool was questionnaire and the components of social - institutional disorder (disruption of public relations); Mental identification disorders (GID), disorder of individual disorders (disorders in behavior) coherence disorder and malformations (abnormal fragmentation, link the person to the community) students were used. In this research, descriptive and inferential statistics were used to analyze the data. The results showed that the activities of education teachers from Mohr teacher perspective on social institutional disorder components (disruption of public relations); mental disorders identification (GID), individual defects (disorder in behavior) and coherence disorder (abnormal fragmentation, link the person to the community) has a significant impact.

Keywords: educational teacher, moral disorder, individual disorder, mental disorder, coherence disorder.

1.Introduction

If education can develop children's moral and ethical dimensions in practice we have been able to promote society in the direction of cultural and religious knowledge. There is no doubt if the education process of moral education of the society coherent approach and the same has been successful in guiding society towards religious knowledge (Navabinejad, 2004). If education can develop children's moral dimension, in practice we have been able to promote society in the direction of the cultural and religious knowledge. There is no doubt if the education process of moral education of the society coherent and unified approach has been successful in guiding society towards religious knowledge.

If we recall the duty of school education of emerging generations support the statement that the operations of the school term training beyond the distribution of knowledge and the essential role of management of the educational function. Binet (1986) believes that teachers play a vital role in the management of the educational function and

therefore monitoring and implementation of training programs in schools is taught (Bineh quoted Hashemi, 2012, p. 191). Today, it is believed that a small school community and connecting its members with each other, it creates a certain social environment. Research that has been done in the school environment, its relationship with learning, academic achievement, moral development and all-round personality development of students has proven (Kadiver, 2000). If possible the realization of moral values in schools that teachers and school staff believed in these values, the necessary skills is gained into behavioral objectives (Bazargan, 1997).

If the family, school and community, as well as perform any of its functions, will increase the chances of success at the time of puberty and adolescence and vice versa if the three factors of their duties by failing to undertake a proper compatibility in youth and adulthood will be very difficult and sometimes impossible. This study seeks to answer the basic question whether the teacher effects to reduce moral disorders? In this respect, the position of this study, other research has been done that the results of this research will be mentioned.

The results Shukri (1994), indicating that individual factors (age, sex, power and genetic factors) and psychological factors (fear, egotistical, hate, hysteria, etc) and environmental factors (dysfunctional family, divorce, lack of compassion, kindness, too, parental history of crime, unemployment, etc.) is effective in the development of social deviation. The results Mousavi (1998), showed that there is a significant relationship between education, marital status, living situation, parents, difference with the spouse's level of education, the influence of friends, the age difference between parents, adherence to religious rituals with the risk of social deviation.

The results Tavalae (2010), with parents too busy metropolis that typically 25% of children with behavioral disorders and social abnormalities are acute. The need for counseling and treatment at times seem necessary.

Studies Vared (2004), shows that mental - social disorders during adolescence and peak at age 17 is increasing. This process decreases after the age of 17 and 30 years of age is extremely low.

Smith (2009), failing to promote social sees as a structural pressure. But not limited to the failure to improve the psychological stress and social pressure are other negative situations to deal with; they are forced to accept criminal behavior.

O'Malley and Bachmn (1779) in a study found that the relationship between low self-esteem and academic achievement and self-esteem there are low compared to those with lower marks in school have higher self-esteem.

2.The major research questions:

1. How is the effect of Mohr city educational teachers on the reduction of social - institutional disorders (disruption of public relations) students?

2. How is the effect of Mohr city educational teachers on the reduction of mental - identification disorders (GID) students?

3. How is the effect of Mohr city educational teachers on the reduction of individual disorders (disorders in behavior) students?

4. How is the effect of Mohr city educational teachers on the reduction of coherencies disorders (disorders of coherencies, link the person to the community) students?

5. Is there a significant difference between male and female teachers of Mohr city education about the impact of educational teachers on reduce moral disorders students?

3.Methodology

The aim of this study was to evaluate the effect of educational teacher on reducing moral Disorder students from education teacher's perspective in the school year 2014-2015 in Mohr city. This study in term of objective is applied and based on the method of data collection is descriptive survey was conducted field. The population of the research consisted of all Mohr city education teachers in the school year the number of 530 people by Morgan, which over 225 people randomly (cluster level) was selected as sample. The study collection data tool was questionnaire. Content validity of the questionnaire was confirmed by experts and using factor analysis 0.82 was confirmed validity and reliability using Cronbach's alpha 0.83. Data were analyzed using descriptive and inferential.

4.Results

The first research question: How is the effect of Mohr city educational teachers on the reduction of social - institutional disorders (disruption of public relations) students?

Table 1
descriptive results of first research question

Question	Average	Standard deviation	Middle	Mode	Minimum	Maximum
1	3.09	1.1	3	3	1	5
2	3.19	0.99	3	3	1	5
3	3.27	0.95	3	3	1	5
4	3.22	0.95	3	3	1	5
5	3.09	0.98	3	3	1	5
6	3.24	0.99	3	3	1	5
	3.18	0.99	3	3	1	5

The findings showed that educational teachers influence on the reduction of social - institutional

disorder (disruption of public relations). The results of this research is consistent with the Zamani Poor

(1987), Shukri (1994), Tavalae (2010), Michael Rutter and Smith (1995), Amali and Bachman (1779).

The second question Study: How is the effect of Mohr city educational teachers on the reduction of mental - identification disorders (GID) students?

Table 2
Descriptive results of the second study question

Question	Average	Standard deviation	Middle	Mode	Minimum	Maximum
7	3.15	1.01	3	3	1	5
8	3.24	1.04	3	3	1	5
9	3.12	0.95	3	3	1	5
10	3.21	0.95	3	3	1	5
11	3.16	0.91	3	3	1	5
12	3.21	0.94	3	3	1	5
13	3.08	0.93	3	3	1	5
14	3.11	1.01	3	3	1	5
	3.16	0.98	3	3	1	5

The findings showed that educational teachers effect on the reduction of mental identification disorder (GID). The results of this research is consistent with the research Zamani Poor (1987), Kheiri (1993), Mousavi (1998), Tavalae (2010), Michael Rutter and Smith (2010), Amali and

Bachman (1779), Matsuda (1992), Master Krohon (1990).

The third research question: How is the effect of Mohr city educational teachers on the reduction of individual disorders (disorders in behavior) students?

Table 3
Descriptive results of the third research question

Question	Average	Standard deviation	Middle	Mode	Minimum	Maximum
15	3.07	1.04	3	3	1	5
16	3.07	0.94	3	3	1	5
17	3.17	0.92	3	3	1	5
18	3.28	0.95	3	3	1	5
19	3.37	1.00	3	3	1	5
20	3.29	0.94	3	3	1	5
21	3.27	0.95	3	3	1	5
22	3.14	1.01	3	3	1	5
	3.21	0.97	3	3	1	5

The findings showed that educational teachers effect on the reduction of individual disorders (disorders in behavior). The result of this research is consistent with study Shukri (1994), Zamani Poor (1987), Kheiri (1993), Mousavi (1998), Tavalae (2010), Robert Agnio(2009), Michael Rutter and Smith (2010), Amali and Bachman

(1779), Matsuda (1992), Master Krohon (1990), Michael Rutter and Smith (1995).

The fourth question research: How is the effect of Mohr city educational teachers on the reduction of coherencies disorders (disorders of coherencies, link the person to the community) students?

Table 4
Descriptive results of the fourth question research

Question	Average	Standard deviation	Middle	Mode	Minimum	Maximum
23	3.00	1.08	3	3	1	5
24	3.22	1.01	3	3	1	5
25	3.23	1.05	3	3	1	5
26	3.19	0.99	3	3	1	5
27	3.23	0.99	3	3	1	5
28	3.32	1.05	3	3	1	5
	3.21	1.03	3	3	1	5

The findings showed that educational teachers impact on reduction coherensive disorders (disorders of consistency, the link with the community). The results of this research is consistent with the research: Shukri (1994), Zamani Poor (1987), Kheiri (1993), Mousavi (1998), Tavalae (2010), Robert Agnio (2009), Michael Rutter and Smith (2010), Amali and Bachman

(1779), Matsuda (1992), Master Krohon (1990), Michael Rutter and Smith (1995).

5. is there a significant difference between male and female teachers of Mohr city education about the impact of educational teachers on reduce moral disorders students?

Table 5
Results test of comparison of the mean rank dimensions using Friedman test

Dimension	Average Rating	Number	Degree of freedom	Static value	<i>p-value</i>
Social– Institutional disorders	2.56	198	3	2.905	0.407
Mental– identity disorder	2.37				
Individual disorders	2.56				
Coherencies disorders	2.51				

We see that the *p-value* greater than 0.05 is obtained, so it can be concluded that there is no significant difference between the average rate of dimension.

5. Conclusions

The results suggest that more attention to ethical problems in the school is very important. Most respondents to the impact of teacher training on reducing the moral defects of the students believe and believe that educational teachers have a huge impact on the control and reduction of student's disorder.

6. Surjection

The educational teachers in schools considered to reduce defects in the children of parents it is necessary to acquaint the student with the original cultures of student's decreased disorder.

References:

- [1] Agnew, R., 2009, A General Strain Theory of Community Differences in Crime Rates, *Journal of Research in Crime and Delinquency*, Vol, 36, No. 2.
- [2] Bazargan, Kh. (1997). Familiar with the characteristics and problems of exceptional children, Isfahan: Teacher Bahonar.
- [3] Hashemi, Seyed Ahmad (2012), curriculum planning (principles and application), Azad University Press.
- [4] Kadivar, Parvin (2000). Educational Psychology, Samt published.
- [5] Mousavi, T. (1998), to investigate the factors affecting students' education problems, MS Thesis, Tehran University.
- [6] Navabinejad, MA (2004). Psychology of exceptional children, Tehran: Payame Noor University.
- [7] Omali; M .And. Bachman, J.C. (1779). Motor learning and performance as related to age and sexintowmeasuesr of balance coordination. *Research Quarterly*, 32, 123-137.
- [8] Rutter , michael& david j . smith(1995) psychosocial disorders in young people. john wily & sons .
- [9] Shukri, H. (1997). Of social deviations, Master Thesis, Marvdasht Islamic Azad University.
- [10] Smith (2009), to investigate the failure of students . Aylar Publication and distribution center, first printing
- [11] Tavalae, Simin (2010). The effect of parental employment and educational problems of students, master's thesis, Tehran University.
- [12] Wared. V (2004). Challenges of Starting a Jump Rope Program. *Florida Public Health Review*, 1966, 1: 54-65.

