

The role of teacher's authority in students' learning

Dr. Zohreh Esmaeili¹ Hosein Mohamadrezai², Abdolah Mohamadrezai²

1. Assistant professor of department of educational science and psychology, Payame Noor University, pobox19395-3697Tehran, IR of IRAN

2. MA, curriculum development, Payame Noor University, Iran

Abstract

The current article attempts to examine the relation between authority styles of teachers and learning of students of secondary school of district 9 Tehran. The researcher has collected theoretical information by library method and then arranged the field information from teachers of secondary schools of district 9 of Tehran by questionnaire; the sample size has been selected randomly with number of 200 persons. For collecting information and data for analysis, one has used researcher-made questionnaire of authority and learning. In this stage one has consulted with advisor professors and consultants and experts to design questionnaire and thus it has been ensured that the questionnaires are characterized with desired properties. In this research one has used the Cronbach's alpha method for determining the reliability of the test. the results of Pearson test has shown that considering the significance level, all sources of authority of teachers has significant relation with students learning. It implies that as the teachers' authority level increases, the students learning ranks in higher level in the studied society.

Key words: teacher's authority, authority resources, learning

Introduction

Classroom is a preliminary stage for educational activities and it is a position for preparing people for living in a changing world. Classroom is a place that some direct services are provided for students so that they develop individually and socially and the requirement for healthy and holistic society development can be provided (Khalkhali, 2010).

Instruction or class management is a part of education and is referred as a part of educational activities that takes place with presence of the teacher in classroom. Four special traits can be found in the definition of the instruction, including: interaction between teacher and students, activity based upon predetermined objectives, organized design with view to situation and facilities, developing opportunities and facilitating learning (Zahed Babelan, 2012). Therefore class management can be considered as an important indicator in teachers' task is a complicated take that is referred as an "Art". This concept is frequently heard in famous motto of "the teaching is an art". For example, as we know the experience is an important component in any activity. But it is often seen that the experiences have not been effective in various conditions. This suggests the dynamic principle within human relations management. In such conditions, the insight is useful and it evaluates the power of teacher's management. Teachers are managers of their own classrooms and the class is a special organization that achievement degree in managing them is related to extent of ability of teacher in different fields particularly in personality field. Successful teachers are managers that their product is satisfying and delightful for themselves as well as for their students. Such teachers make learning as a sweet and memorable experience (Bayani, 1999).

Today educational psychologist believes that effective management of classroom can increase student learning opportunities. But researches show that classroom management does not seem to be an easy task. The classroom as a smallest educational sub-system is changing as consequence of alteration in the social orders. Among classroom components, the role of the teacher and its management style is highly important and essential for succeeding in educational objectives of students in proportion of today world. Teachers in classrooms should select their management styles in proportion with students' personality traits and teaching methods in such manner that the students can have opportunities of developing types of skills through practice in the classroom (Khalkhali, 2010).

Thus the current research is designed for responding to following hypothesis:

- 1- There is a relation between teachers' legitimate authority within classroom and students' learning.

- 2- There is a relation between teachers' specialized authority within classroom and students' learning.
- 3- There is a relation between teachers' reference authority within classroom and students' learning.
- 4- There is a relation between teachers' reward authority within classroom and students' learning.
- 5- There is a relation between teachers' punishment authority within classroom and students' learning.

Theoretical basics

Definition of authority concept

Authority concept has close relation with the concept of power and influence. Authority means legitimate power. Authority is meant as power based upon satisfaction. The influence of political leaders is entitled when they are inclined toward authority. The authority is one of the most effective forms of the influence and not only it is more reliable and durable than the force but it is a factor that helps the leadership in governing with least usage of political resources.

Authorities' properties

Legitimacy: this trait determines the effectiveness of the authority.

Dominance: the individual or group having the authority dominates on other people.

Substantiality: the authority is not an apparent power, because it has some traits that from the main visage of the power.

Rationality: the base of the authority is rationality and logics.

Responsibility: having authority brings responsibility for who have it and who accept the authority (Nazari, 2014).

Learning is one of the most important fields of educational system that over history has been addressed by philosophers. The main components of learning are teacher and student. The reason of emphasis on the role of the teacher and student, especially teacher within learning process is the influence of other educational factors such as educational objectives, Curriculum, textbook content, and teaching methods takes place through teacher to the learners. For the same reason, education system at first should direct any kind of improvement and revision within educational system to the learning process and the role of teacher and student (particularly the teacher) (Samadi & Mazidi, 2005).

Louis examined 21 elementary school and 21 secondary schools for the role of discipline of classroom in improving the responsibly for stable learning and increasing sense of security within class and found out that the forced discipline obstruct the students responsibility growth, and this detaches them from school tasks. By this token, it can be specified that the punishment cannot reduce aggressive behaviors. Then solving the problem of aggressive behavior probably needs teacher special attention and approach.

since 1930 so on new notions have emerged about teachers based on the fact that the teachers should have power of recognize and evaluation and the talent of class leadership, they should be able to recognize and treat students' learning problems and the successful teacher is one that have ability of compatibility, flexibility, charisma, usefulness and considerateness, reliability and innovation and in professional dimension it should be well-informed, aware from the material, purposeful and with decent teaching method.

Ryan in 1960 within a study pointed out to three important factors for achievement of teachers:

- 1- warm and sincere relation of teacher with students' understanding
- 2- organized and planned activity in classroom
- 3- motivating and fictional activity

In the following of these examinations in 1970, Flander presented effective pointed of teachers' activities within a research and considered the teaching into two direct and indirect methods. Direct method is an individual method i.e. lecture, criticizing, orienting and justification just from the teacher. But the indirect methods relying

on participative methods and contribution of students in the teaching procedure and the research showed that the students of teachers that have used indirect method have better approach toward learning process as well as greater and better learning .

In 1973 two researcher i.e. Rozneshin and Feverst mentioned five important traits in a research for a successful teacher that the first and second traits were the same mentioned by Ryan. Like warmth and intimacy of teacher and directing students' activity and the third trait is transparenance and precision and doing question and answer.

In 1978 Berliner in a new examination about the teaching method and class management declared that the most important factor in teacher success in the school is attention to the time of students' activity in practical activities (Nazari, 2014).

Types of teachers' authorities

Teacher for having dominance to the classroom need to have authority, because anyone as a responsible position should have authority for being able to accomplish its tasks. A teacher for persevering the peace and order in the world needs authority resources. Taber in 2007 and Assug in 1991 by inspiring from theory of French and Rawn (1960) named five kinds of authority, including: legal, incentive, specialty, reference and punishment authorities. By this token, teachers can develop an appropriate environment for students learning in classroom by using authority resources. In the following one describes these authority resources (Mesrabadi, Badri, & Vahedi, 2010).

Legal authority:

Some roles regardless of who performs them comprise authority. The teacher role encompasses certain legislative authority. According to law the teacher has the power and jurisdiction of decision making about activities of its classroom. For example the teacher can refer students by encountering disciplinary issues to the principal or consultant of the school. However, at a certain time the legal authority of teacher was so powerful that it was the only needed power. But nowadays it is not the case. In fact in modern educational method a method that leads in absolute obedience is no longer decent and valuable. In this regard, Santrag in 2006 acknowledged that beforehand the classroom used to be considered as well-lubricated machine, but at present time the best description of the classroom is participation and active behavior of students resulting in better learning among them.

Specialty authority:

If someone is known by the group as a skillful and expert one or its knowledge is pondered as higher regarding certain subject, the group grants it certain authority; such authority is known as specialty. The meaning by the specialty authority is high level of knowledge and skill of the teacher as well as its ability to offer and transfer this information and skill to learners. Therefore in a classroom with a teacher that is potent in terms of proficiency on lesson matter and explanation and transfer of materials, the students attempt to use to the greatest extent and emphasize on the learning process (Mesrabadi, Badri, & Vahedi, 2010).

Reference authority:

Reference authority implies the influence of the teacher in students' heart through showing respect and affection toward them. Within a class that proper emotional relation can be observed between the teacher and students, students meet appropriately their own needs such as need to power, activity and having entertainment and the teacher can accomplish its educational objectives. Reversely the teachers having negative emotions toward students cannot attain students' respect.

Reward authority:

People in authority and leadership condition can give reward and advantages to the group members. This ability is the fourth kind of the authority and is named as reward authority. Teachers can use some effective rewards such as grade, special responsibility, privilege, attention and encourage. Everyone enjoy receiving rewards and whoever can give rewards is potent. But reward authority has certain limitations. One of these limitations is that sometime the group determines what should be as reward, for example using grade for a class members that most

of students are not seeking high grade cannot be considered as a reward. In such situation if the teachers rely solely on grade for exerting its potency, it soon loses its authority (Mesrabadi, Badri, & Vahedi, 2010).

Punishment authority:

People with authority and leadership potency are able to exert punishment as well. Traditionally we know the teacher authority as the punishment authority. In educational literature the bastinado is reminder of this type of teacher authority (Mesrabadi, Badri, & Vahedi, 2010). The punishment varies between elimination of attention, exerting mental harms, written reprimand, expelling from the classroom and sometime deprivation from school. One should take into account that continues of punishment results in elevation of students' sensitivity threshold to it. If the punishment turns into a common and public tool, indeed its main harm would direct to teacher and school principals. As a student receives more punishment, its impact on the performance becomes lesser. Similarly, as the teacher uses punishment methods more, mental flux exerted on students make the distance between them greater and also negative and unified pressure of classroom decreases teacher's authority through condemning it. But this is not meaning the elimination of the punishment, but it is for considering more effective methods of exerting punishment. In fact reward and punishment as it is theorized by educational theories can be a tool for students' guidance and can be exercised in such manner that result in growth of students' awareness for repercussions of their behavior (Bayani, 1999).

Similar domestic and foreign research

(Raouffi, 1998) States in its article that the sound classroom management is dealing with students, providing order and peace, attracting attention of students and providing an appropriate educational atmosphere in which students can be guided to the objectives. (Nakamura, 2000) In its article has examined five dimensions of teacher leadership style in managing a healthy classroom. Healthy classroom management includes students' healthy growth, healthy motivation, healthy teacher, healthy communication and healthy discipline. Healthy classroom management is a process that helps students in all physical, social, spiritual, emotional, intellectual and environmental fields and provides them the opportunity for growth and progression (Nasserzadeh, Sheikhi, Sheikhi, & Mohsenimoghaddam, 2014). In an article have examined the classroom management of teachers in schools and its relationship with the self-confidence of students. The data analysis results suggest that the imposing teacher controls students more for classroom management. In its classroom one can observe more division of power and less students are noticed by the teacher, its students characterized by low self-confident in such manner that even when clever students stand at the blackboard they suffer from stress and anxiety. But in classroom of independence-focused teacher, the teacher looks at all students in the same way and pay attention to all of them, even when the students with lower educational competence are at the blackboard, they don't have stress, the relations of students with each other and with the teacher is based on intimacy, the teacher uses encouragement and reward rather than punishment. (Nazari, 2014) In its article has examined the relation between the authority style of teachers and the sense of security in the students. The results suggest that 48.49 % of students consider the apparent authority of the teacher as the great cause of lack of sense of security in them. The difference between the ratios of student's view is statistically significant. By this token, the first hypothesis of this research is confirmed. That is, there is a reverse relationship between apparent authority and sense of security in the students of secondary school. And 68.04 percent of participants in this research have evaluated the level of influence of the content authority of the teacher to great extent on their own sense of security. The difference of low, medium and high categories are statistically significant. On this basis the second hypothesis of this research is confirmed. That is, from viewpoint of participant students in this research, there is a direct relationship between content authority of teacher and the sense of security of secondary school students.

Research method

The current research is a survey research library resources, articles, needed books as well as internet have been used for collecting information in the field of theoretic basics and study literature. The authority and learning researcher-made questionnaire has been used for collecting information and data for analyzing hypothesis. Statistical population of the research is consisted of all teachers (male and female) of secondary schools of district 9 of Tehran in schools year 2014-2015. Their number is 2584 students and due to great sizes of the statistical population and the fact that examining all of them have been impossible, by Cochran formula the number of 200 teachers of secondary schools of district 9 of Tehran that has been selected as the statistical sample. Among 200 members of the obtained sample 90 persons were male and 110 persons were female. In this study the random method has been used for sampling.

Validity and reliability of research tools

In order to collecting information and data for analysis, researcher-made authority and learning questionnaire has been used. In this step some dimensions obtained by consulting with advisor professor and consultant as well as experts of the field of examining the relation of role of teachers' authority in the students' learning of secondary school of district 9 of Tehran have been exerted in design of questionnaire and by this token, one ensures that the questionnaire evaluates the very traits desired by the researcher. In this study for determining reliability of the test the Cronbach's alpha method has been used and its result was 0.86 that suggests high validity of the questionnaire. A set of statistical operations of research data analysis have taken place in two descriptive and inferential levels due to the nature of this research. Among descriptive statistics one has used frequency statistics, central tendency (mean, median, mode), and one has used Pearson correlation and regression for analyzing hypothesis.

Research findings

Descriptive findings

Frequency description of responders in terms of gender

Based on table (1) findings one observe that women and men are forming 55% and 45% of respondents respectively.

Table 1. Distribution of frequency of respondents in terms of gender

Gender	Frequency	Percentage
Male	90	45
Female	110	55
Total	200	100

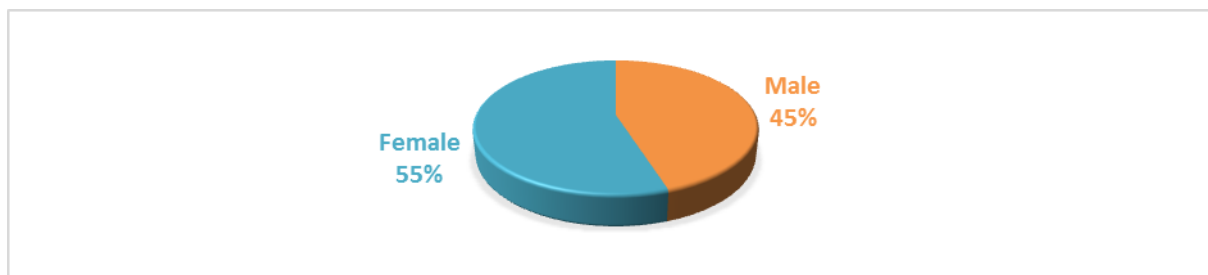


Figure 1. The ratio of respondents in terms of gender

Distribution of frequency of responders in terms of marital status

As it is shown in figure 2, marital status of responders is evaluated within nominal measurement scale and it has been placed in two classes. Most of respondent i.e. 75.5 percent are married and 24.5 percent are single.

Marital status	Frequency	Percentage
Married	151	75.5
Single	64	24.5
Total	200	100

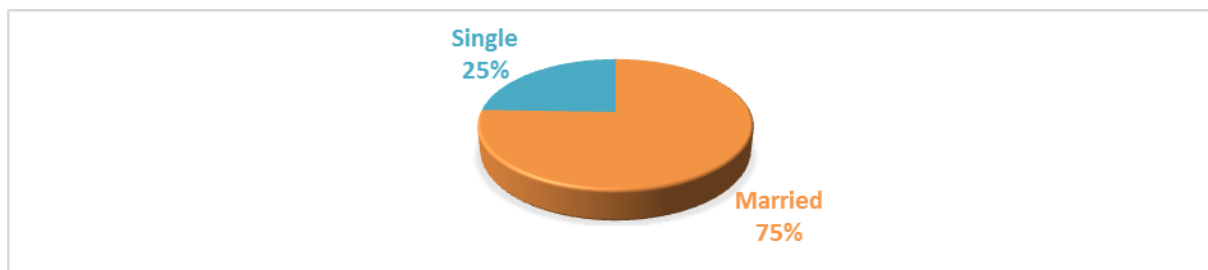


Figure 2. The ratio of respondents in terms of marital status

Distribution of frequency of respondents in terms of age

Based on findings of table 3 one observes that majority of respondent with 36.5 percent are placed within age group between 30 and 40 age and less number of 8 percent are within age group of older than 50 years old.

Table 3. Distribution of frequency of respondents in terms of age

Age	Frequency	Percentage
Less than 30 years	63	31.5
30 to 40	73	36.5
40 to 50	48	24
Older than 50	16	8
Total	200	100

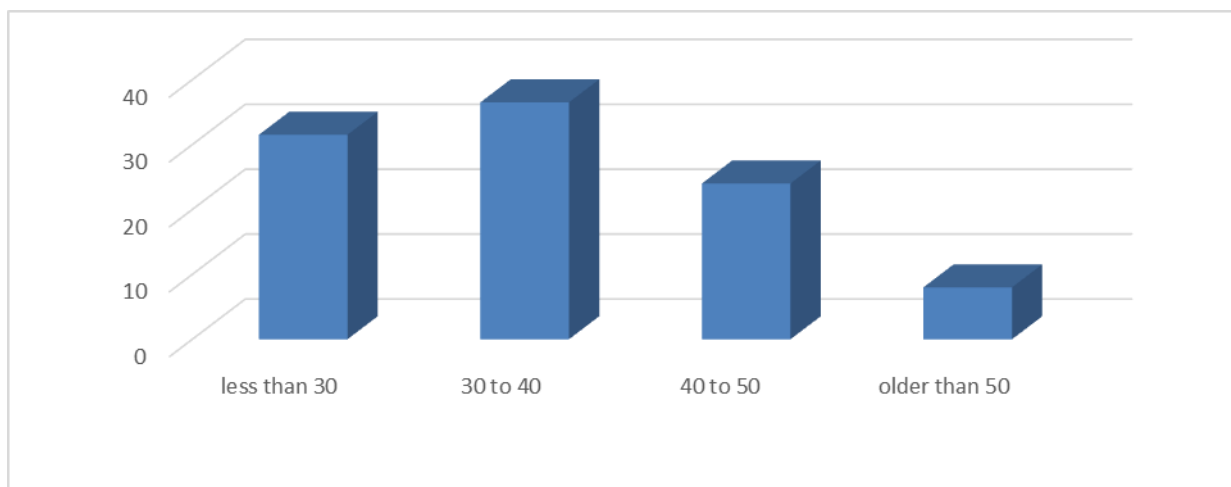


Figure 3. Distribution of frequency of respondents in terms of age

Frequency of respondent in terms of employment background

Based upon table 4 one observes that the greatest part of respondent i.e. 30 % have employment background between 15 to 20 years and less number of 16 percent have 20 years of employment background.

Table 4 distribution of frequency of respondents in terms of employment years

Years of employment	Frequency	Percentage
Less than 10 years	58	29
10 to 15 years	50	25
15 to 20 years	60	30
20 years and more	32	16
Total	100	100

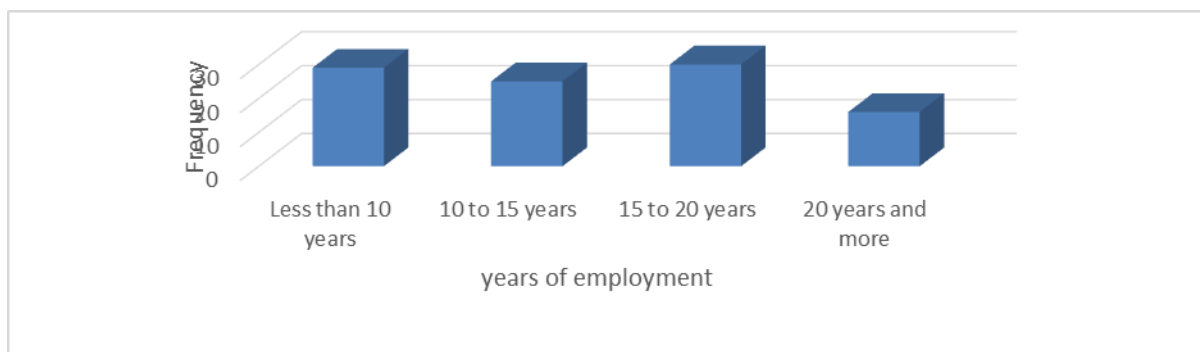


Figure 4. Frequency distribution of respondents in terms of years of employment

First hypothesis

There is a relation between legal authority of teachers in classroom and the students' learning.

Table 4. Correlation coefficient between legal authority of teachers in classroom and students' learning

indicators	Pearson value	Significance level
The relation between legal authorities of teachers in class and students' learning	0.752	0.000

as one can observe in findings of above table, the correlation coefficient for variables of teachers' legal authority in classroom and students' learning is 0.752 in an error level less than 0.01 and one can acknowledge that the relation between above variables is in level of significant of 99%.

✓ processing the regression model

In order to examine the effects of independent variables and detecting the fitted model the simple linear regression method has been used. One of the conditions of using regression is the condition of lack of correlation of errors with each other. In other term, if the hypothesis of errors independence is rejected and the errors are correlated to each other, one cannot use the regression. For determining this issue, one should use the Durbin-Watson test in which the error independence (difference between actual values and predicted values by regression equation) is distinguished, therefore we will have:

Durbin-Watson	Error standard deviation	Adjusted determination coefficient	Determination coefficient
1.869	0.40512	0.601	0.601

The determination coefficient is obtained 0.601 and this value shows that 60% of variable variations are dependent to prediction of legal authority of teachers in the classroom. Since this value does not take into account the degree of freedom, sooner use the adjusted determination coefficient for this purpose. Considering

the fact that the Durbin-Watson statistic is placed within 1.5 to 2.5, therefore we conclude the independence of remnants. Considering the mentioned indicators, the model is characterized by necessary adequacy.

In following table the significance of regression is calculated by F test

Table 5. ANOVA table

model	Sum of squares	Degree of freedom	Mean of squares	F	Sig
regression	16136.8	3	2689.4	83.1	0.000
Remaining	12983.7	197	32.3		
Total	174352.5	200			

Considering the above table the calculated level of significance for the statistics is 0.000 and it implies the significance of the regression at level of 0.99 %.

Table 6- influence coefficient

Model	Nonstandard coefficient	Standardized coefficient		T	sig
	Beta	Std. Error	B		
Constant value	0.601	0.137	0.733	6.045	0.000
Legal authority of the teacher		0.510	0.778	17.173	0.000

Considering the results of above table one can say that with increase of one unit in independent variable, the dependent variable increases to the extent of written coefficient. Or in other word, with increase of one unit of teachers' legal authority in the classroom, 0.601 units of students learning deviation increases. The results of influence coefficient relating to regression coefficient confirm the influence of independent variable on dependent variable.

Second hypothesis

- ✓ There is a relationship between specialty authority of teachers in the classroom and students' learning.

Table 7, correlation coefficient between specialty authorities of teachers in the classroom and students' learning

indicators	Pearson value	Significance level
The relation between specialty authorities of teachers in class and students' learning	0.768	0.000

As it can be observed in the findings of above table, the correlation coefficient for variables of specialty authorities of teacher's in the classroom and students' learning is 0.768 in the error level of less than 0.01 and one can acknowledge that the relation between above variables is at level of significance of 0.99.

Fitness of regression model

For examining the effect of independent variables and detecting the fitted model one uses the simple linear regression method. One of conditions of using regression analysis is the condition of lack of correlation between errors. In other word, if the hypothesis of errors independence is rejected and the errors are correlated to each other, one cannot use regression. For determining this issue one should use Durbin-Watson test in which the error independence (the difference between actual values and predicted values by regression equation) can be distinguished from each other. Therefore we will have:

table 8: correlation between variables (regression adequacy indexes)

Durbin-Watson	Error standard deviation	Adjusted determination coefficient	Determination coefficient
1.702	0.31532	0.613	0.613

The determination coefficient is obtained equal to 0.613 and this value implies that 61 % of variations of dependent variable are related to prediction of teachers' specialty authority. Since this value does not take into account the degree of freedom, therefore one used the adjusted determination coefficient in this regard, and that is equal to 61 % in this test. Considering the fact that the statistics value of Durbin-Watson is laid within 1.5 to 2.5, as a result we can conclude the independence of remnants. Considering the mentioned indicators, the model has the necessary adequacy.

In following table the significance of the regression can be calculated by F test.

Table 9. ANOVA table

model	Sum of squares	Degree of freedom	Mean of squares	F	Sig
regression	15126.8	2	2689.4	83.1	0.000
Remaining	11943.1	198	32.3		
Total	27069.6	200			

Considering the above table the calculated table for the statistic is equal with 0.000 and it implies the significance of regression at the level of 0.99.

Table 10 influence coefficient

Model	Nonstandard coefficient	Standardized coefficient		T	sig
	Beta	Std. Error	B		
Constant value	0.613	0.137	0.733	6.045	0.000
specialty authority of the teacher		0.510	0.778	17.173	0.000

Considering the results of above table one can say that with increase of one unit of independent variable, the dependent variable increases to the extent of the written coefficient. Or in other term, with increase of one unit of prediction of teachers' specialty authority, the standard deviation of students' learning increase by 0.673 unit. The results of influence coefficient relating to regression coefficient confirm the influence of independent variable on dependent variable too.

The third hypothesis

- there is a relation between reference authority of teachers in the classroom and students' learning

Table 11 the correlation coefficient between reference authority of teachers in the classroom and students' learning

indicators	Pearson value	Significance level
The relation between reference authorities of teachers in class and students' learning	0.714	0.00

As it is obvious in findings of above table, the correlation coefficient for variables of teachers' reference authority in the classroom and students' learning is 0.714 in the error level less than 0.01. One can acknowledge that the relation between above variables is in level of significance of 0.99.

✓ Regression model fitness

For examining the influences of independent variables and detecting the fitted model, one uses the simple linear regression. One of conditions of using regression analysis is condition of lack of correlation between errors. In other word, if the hypothesis of errors independence is rejected, and the errors are correlated with each other, one cannot use the regression. For determining this issue, one should use Durbin-Watson test in which error independence (difference between actual values and predicted values by regression equation) can be distinguished from each other. So we have:

Table 12: the correlation between variables (adequacy regression indexes)

Durbin-Watson	Error standard deviation	Adjusted determination coefficient	Determination coefficient
1.632	0.32512	0.672	0.673

The determination coefficient is 0.673, and this value implies that 67% of variations of independent variable is related to prediction of relation of teachers' reference authority in the classroom. Since this value does not take into account the degree of freedom, so one has used the adjusted determination coefficient for this purpose and this is 67 percent in this test. Considering the fact that the statistic value of Durbin Watson lies within 1.5 to 2.5, therefore we conclude the independence of remnants. Considering the mentioned indexes the model has the necessary adequacy.

In following table the regression significance is calculated by F test.

Table 13. ANOVA table

model	Sum of squares	Degree of freedom	Mean of squares	F	Sig
regression	20126.8	7	20129.4	65.1	0.000
Remaining	15214.1	193	53.3		
Total	35340.9	200			

In view of above table the calculated significance level for the statistic is equal with 0.000 and it implies the significance of regression in the level of 0.99.

Table 14, influence coefficient

Model	Nonstandard coefficient	Standardized coefficient		T	sig
	Beta	Std. Error	B		
Constant value	0.673	0.117	0.742	6.545	0.000
reference authority of the teacher		0.350	0.428	18.273	0.000

Considering the results of above table one can say with increase of one unit of independent variable, the dependent variable increases to the extent of written coefficient. Or in other word, with increase of one unit of prediction of relation of teachers' reference authority in the classroom, 0.673 unit standard deviation of using student's learning increases. The results of influence coefficient relating to regression coefficient confirm the impact of independent variable on the dependent variable as well.

Fourth hypothesis

- there is a relation between teachers' rewarding authority in the classroom and students' learning

Table 15 the correlation coefficient between teachers' rewarding authority in the classroom and students learning

indicators	Pearson value	Significance level
The relation between rewarding authorities of teachers in class and students' learning	0.845	0.00

As it is obvious in findings of above table, the correlation coefficient for variables of teachers' rewarding authority in the classroom and students' learning is 0.845 in the error level less than 0.01. One can acknowledge that the relation between above variables is in level of significance of 0.99.

✓ Regression model fitness

For examining the influences of independent variables and detecting the fitted model, one uses the simple linear regression. One of conditions of using regression analysis is condition of lack of correlation between errors. In other word, if the hypothesis of errors independence is rejected, and the errors are correlated with each other, one cannot use the regression. For determining this issue, one should use Durbin-Watson test in which error independence (difference between actual values and predicted values by regression equation) can be distinguished from each other. Therefore we have:

Table 16: the correlation between variables (adequacy regression indexes)

Durbin-Watson	Error standard deviation	Adjusted determination coefficient	Determination coefficient
1.985	0.4565	0.784	0.781

The determination coefficient is 0.784, and this value implies that 78% of variations of independent variable are related to prediction of relation of teachers' rewarding authority in the classroom. Since this value does not take into account the degree of freedom, so one has used the adjusted determination coefficient for this purpose and this is 78 percent in this test. Bearing in mind the fact that the statistic value of Durbin Watson lies within 1.5 to 2.5, therefore we conclude the independence of remnants. Considering the mentioned indexes the model has the necessary adequacy.

In following table the regression significance is calculated by F test.

Table 17. ANOVA table

model	Sum of squares	Degree of freedom	Mean of squares	F	Sig
regression	7585.8	7	4789.4	78.1	0.000
Remaining	5487.1	193	15.3		
Total	45487.9	200			

In view of above table the calculated significance level for the statistic is equal with 0.000 and it implies the significance of regression in the level of 0.99.

Table 18, influence coefficient

Model	Nonstandard coefficient	Standardized coefficient		T	sig
	Beta	Std. Error	B		
Constant value	0.879	0.45	0.795	9.489	0.000
rewarding authority of the teacher		0.21	0.369	30.698	0.000

Considering the results of above table one can say with increase of one unit of independent variable, the dependent variable increases to the extent of written coefficient. Or in other word, with increase of one unit of

prediction of relation of teachers' rewarding authority in the classroom, standard deviation of using student's learning increases by 0.789 unit. The results of influence coefficient relating to regression coefficient confirm the influence of independent variable on the dependent variable as well.

Fifth hypothesis

- there is a relation between teachers' punishment authority in the classroom and students' learning

Table 19 the correlation coefficient between teachers' punishment authority in the classroom and students learning

indicators	Pearson value	Significance level
The relation between punishment authorities of teachers in class and students' learning	0.415	0.00

As it is obvious in findings of above table, the correlation coefficient for variables of teachers' punishment authority in the classroom and students' learning is 0.415 in the error level less than 0.01. One can acknowledge that the relation between above variables is in level of significance of 0.99.

✓ Regression model fitness

For examining the influences of independent variables and detecting the fitted model, one uses the simple linear regression. One of conditions of using regression analysis is condition of lack of correlation between errors. In other word, if the hypothesis of errors independence is rejected, and the errors are correlated with each other, one cannot use the regression. For determining this issue, one should use Durbin-Watson test in which error independence (difference between actual values and predicted values by regression equation) can be distinguished from each other. Then we have:

Table 20: the correlation between variables (adequacy regression indexes)

Durbin-Watson	Error standard deviation	Adjusted determination coefficient	Determination coefficient
1.654	0.98774	0.178	0.169

The determination coefficient is 0.178, and this value implies that 17% of variations of independent variable is related to prediction of relation of teachers' punishment authority in the classroom. Since this value does not take into account the degree of freedom, so one has used the adjusted determination coefficient for this purpose and this is 16 percent in this test. Bearing in mind the fact that the statistic value of Durbin Watson lies within 1.5 to 2.5, therefore we conclude the independence of remnants. Considering the mentioned indexes the model has the required adequacy.

In following table the regression significance is calculated by F test.

Table 21. ANOVA table

model	Sum of squares	Degree of freedom	Mean of squares	F	Sig
regression	65845.8	7	98754.4	28.1	0.000
Remaining	1485.1	193	65.3		
Total	54565.9	200			

In view of above table the calculated significance level for the statistic is equal with 0.000 and it implies the significance of regression in the level of 0.99.

Table 21. Influence coefficient

Model	Nonstandard coefficient	Standardized coefficient		T	sig
	Beta	Std. Error	B		
Constant value	0.147	0.325	0.369	6.324	0.000
punishment authority of the teacher		0.547	0.247	12.258	0.000

Considering the results of above table one can say with increase of one unit of independent variable, the dependent variable increases to the extent of written coefficient. Or in other word, with increase of one unit of prediction of relation of teachers' punishment authority in the classroom, standard deviation of using student's learning increases by 0.147 unit. The results of influence coefficient relating to regression coefficient confirm the influence of independent variable on the dependent variable as well.

Conclusion

The results of Pearson correlation test have shown that in view of its significance level, all teachers' authority resources have significant relationship with students' learning. It means that as the teachers' authority is in higher level, the learning of students of studied population increases too.

For examining the influences of independent variables and detecting the fitted model one has used the simple linear regression method. Therefore results of regression show following implications:

Within first hypothesis as teachers' legal authority increases by one unit, the standard deviation of students learning increases by 0.601. So the regression coefficient results confirm the influence of independent variable on dependent variable as well.

Within second hypothesis as teachers' specialty authority increases by one unit, the standard deviation of students learning increases by 0.673. Accordingly the results of influence coefficient relating to regression coefficients confirm the influence of independent variable on dependent variable as well.

In third hypothesis as teachers' reference authority increases by one unit, the standard deviation of students learning increases by 0.673. Thus the results of regression coefficients confirm the influence of independent variable on dependent variable as well.

In fourth hypothesis as teachers' rewarding authority increases by one unit, the standard deviation of students learning increases by 0.789. So the results of regression coefficients confirm the influence of independent variable on dependent variable as well.

In fifth hypothesis as teachers' punishment authority increases by one unit, the standard deviation of students learning increases by 0.147. So the results of regression coefficients confirm the influence of independent variable on dependent variable as well.

In this study it has been observed that some teachers though they are serious in their teaching, but sometimes they have a vivacious classroom atmosphere that it is arising from the type of legal authority of the teacher. In other word, the students' learning is not decreased.

It is necessary to mention that the meaning of specialty authority is related to high level of teacher's knowledge and skill in the field of education as well as to its ability in presenting and transferring these skills and by bearing in mind the second hypothesis, this leads in increase of learning among students.

The influence of teacher in students' hearts implies showing respect and affection to them. Within a classroom in which there is proper emotional relation between the teacher and the students, they can meet in an appropriate manner their needs to power, movement and etc. and the teacher reaches to its emotional objectives. Based on third hypothesis the teacher authority arising from teacher's reference cause increase of students' learning.

Within current educational system, instead on students being recommended to observe order and discipline, one should remind teachers that managing their classrooms should be based on new effective management methods.

In view of fourth and fifth hypothesis the teachers should know that each student has its own traits and this is the teacher who with its art, enthusiasm and taste and by taking appropriate methods and observing their individual differences and by on time usage of punishment and reward can depicts the lesson so delightful and the classroom environment so bright that the learning of lessons become pleasant for students.

Comparison of results with other researches

The results of this research have great consistence with findings of Namakura (2000). He counted five dimensions of teacher leadership style including students' growths, communication, motivation and discipline in the healthy classroom as factors of healthy classroom management factors.

(Raouffi, 1998) States in its article that the healthy classroom management includes dealing with students, providing order and peace, attracting attention of students and providing an appropriate educational environment in which student are directed to the desired objectives.

These results are consistent with the findings of (Salimi, 2003) & (Houston, Wheldall, Jude, & Sharp, 1999) based on the importance the sense of being noticed and addressed by teachers. Finally if teachers within using opinions of children during teachings process behave so that they complete students' views and opinions and show authority in criticizing students and don't exhibit despotism and pay attention to students' state and feeling within lecture and explaining lessons and adjust their remarks on this basis, and finally within encouraging and rewarding students, they observe differentiation in their behavior, it leads in progression in students' learning. Also the results of research of (Nasserzadeh, Sheikhi, Sheikhi, & Mohsenimoghaddam, 2014) suggest that the imposing teachers control students in classroom to greater extent, there is no great power division in its classroom and small number of students pays attention to the teacher, so that the students at the blackboard may suffer from stress and anxiety. But in an independent –based teacher classroom the teacher notice all students in the same manner and pay attention to all of them. The relations of students with each other and with the teacher are based on intimacy, the teacher use less punishment and more reward.

In general, one can emphasize that this is the natural right of the students to enjoy a humane environment in educational system. This environment should be so that can provide the basis for their comprehensive growth and development to the highest capacities.

References

- Bayani, F. (1999). the resources of teachers' power , class management in a comparative study with organizational management system, part I, . *the Journal of teacher growth* (148).
- Houston, S., Wheldall, K., Jude, R., & Sharp, A. (1999). The effects of limited private eprimands and increased private praise on classroom behavior in four british secondary school classes. *British Journal of Educational Psychology* , 3 (60), 255-265.
- Khalkhali, A. (2010). presenting a model for edtablishing management of healthy classroom. *jJournal of educational psychology of Islamic Azad university, first year, Tonekabon* , 2, 60-71.
- Mesrabadi, J., Badri, R., & Vahedi, S. (2010). examining the extent of lack of discipline within students in the conditions of exerting different resources of teacher's authority. *science-research journal of psychology Tabriz university* .
- Nakamura, R. m. (2000). *Healthy classroom management*. Canada: Wadsworth, Thomson Learning.
- Nasserzadeh, N., Sheikhi, S., Sheikhi, R., & Mohsenimoghaddam, F. (2014). *Examining the teachers' classroom management in schools and its relation with self-confidence of students of third grade of primitive schoold of Ilam city*. The first national conference of educational and psychological sciences.
- Nazari, M. (2014). the relation between teachers' authority styles with sense of security in students of secondary school of Bojnourd county. *international conference of development and promotion of business*. Harran.
- Raouffi, M. (1998). *The classroom behaviour management*. Mashhad: Astan Qods Razavi publications.

Salimi, S. (2003). the study of impact of teacher behavior on discipline of students in the school. *Journal of educational innovations* , 2 (2), 96-108.

Samadi, M., & Mazidi, M. (2005). examining the possibility of approaching findings of empirical, logical and practical schools in the field of the teacher and learner within teaching-learnindh process and its efect on educaiton. *psychology and educational sciences* (1), 177-198.

Zahed Babelan, A. (2012). the extent of conformity of teachers verbal and non verbal relaitons within teaching and its association with students educational progress . *Journal os School psycology* , 1 (1), 46-61.

The IISTE is a pioneer in the Open-Access hosting service and academic event management. The aim of the firm is Accelerating Global Knowledge Sharing.

More information about the firm can be found on the homepage:

<http://www.iiste.org>

CALL FOR JOURNAL PAPERS

There are more than 30 peer-reviewed academic journals hosted under the hosting platform.

Prospective authors of journals can find the submission instruction on the following page: <http://www.iiste.org/journals/> All the journals articles are available online to the readers all over the world without financial, legal, or technical barriers other than those inseparable from gaining access to the internet itself. Paper version of the journals is also available upon request of readers and authors.

MORE RESOURCES

Book publication information: <http://www.iiste.org/book/>

Academic conference: <http://www.iiste.org/conference/upcoming-conferences-call-for-paper/>

IISTE Knowledge Sharing Partners

EBSCO, Index Copernicus, Ulrich's Periodicals Directory, JournalTOCS, PKP Open Archives Harvester, Bielefeld Academic Search Engine, Elektronische Zeitschriftenbibliothek EZB, Open J-Gate, OCLC WorldCat, Universe Digital Library, NewJour, Google Scholar

