

## TEACHING DETERMINE THE RELATIONSHIP BETWEEN TEACHERS WITH SELF- KNOWLEDGE STUDENTS

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### **Abstract**

The present study was to determine the relationship between teaching and academic burnout and self-esteem of high school students in the academic year has been 2013-14. For this purpose, a sample of 281 students from secondary schools who were selected by multistage random cluster sampling method. Data collection tools, teaching style, self-esteem was. Cronbach alpha reliability of the research was 0.969,0.924 respectively. Both descriptive and inferential data obtained were analyzed and the results showed Students who have higher self-esteem of teachers teaching style, student-centered higher. To explain these findings is that the methods of teaching and interactive learning in the classroom inspires happiness, the more active participation of students in the class.

**Keywords: teaching style, self-esteem, Isfahan.**

## **Introduction:**

Flexibility in teaching style, one of the important variables for teaching styles and learning styles. In this regard Prashnyg (2002) argues that, in fact, teachers are one of the least flexible of the occupational groups and prefer to limit what you, still remain and they are generally resistant to change in the day.

The academic burnout leads to mental distress, including anxiety, depression, repression, hostility or fear to be (nami, 2010). So in which direction the underlying causes of mental illness and burnout are students or have contact with them, seem necessary. During the past century, many psychologists agree that people need self-esteem. There is extensive information on self-esteem in the psychological literature and research and many studies on self-esteem. And its association with numerous other variables was most important and fundamental research confirmed. That high self-esteem and positive factors affecting the mental health and low self-esteem are the risk factors for mental disorders. Self-esteem is: The feel valued, a sense of thoughts, feelings, emotions and experiences in life arises. All people, regardless of age, gender, cultural background, direction and type of work in their lives, are in need of self-esteem. People who feel good about themselves are more likely to feel good about life. They can confidently tackle their problems and come (Klmz 1996).

One of the important objectives of providing all-round development of the individual education and training healthy subjects, efficient and responsible role to play in personal and social life is. Since students as an essential pillar of the country's education system. Role in achieving educational goals and special place, according to this stratum of society in terms of education and training, fertility and prosperity of the system decreases the educational community. One of the crucial factors affecting the academic performance of their students' psychological factors, including the important psychological characteristics that affect academic performance, self-esteem and academic burnout.

Humanistic education, self-esteem integral part of the learning and growth of the student knows and has claimed that the positive self-esteem with learning and academic performance there and

teachers work to provide an appropriate basis for achieving positive self-esteem and good practice for the student knows (Miller 1982).

In recent years the theory that each person's talent, as only a single factor in education, the role has been questioned and its impact on self-esteem and academic achievement, relied. Education is one of the factors affecting the academic performance and self-esteem of the person's general attitude towards their abilities In conjunction with the school learning self-esteem is the value one attaches to itself and in relation to the source control (Prvasnr 2005).

Positive impression about his education affect not only can but imagine a positive factor to achieve the desired excellence in academic and vice versa, Students who do not feel good about his ability, even without regard to race and skin color are rarely successful in their academic activities (Prky 1970; translated Mirkamali, 1999).

The main characteristic of self-esteem in the case that self-esteem as a result of interactions and experiences with others determines And this fact is confirmed that the acquisition of self-esteem and learn over time and teachers play an important role in shaping their children's self-esteem and self-esteem (and your master Mndaglyv, 2003)

Jacobson and Stiles (1985) argue that a series of factors such as professional expertise, education and experience of teachers in the implementation of major factors affecting the effectiveness of teaching physical education teachers in schools.

Butler (1981) examine the relationship between self-esteem and academic achievement concluded that the correlation between self-esteem and academic achievement Nanyjvd and self-esteem are more people in higher academic achievement.

Bales (1995 quoting Fathi, 2003) concluded that students' academic achievement on their self esteem.

### Research Methodology

This purpose of applied research and the method of correlation because it can investigate the status of each of the variables and the relationship between them are examined. In terms of the type of force field. In terms of cross-sectional time. In terms of quantitative data and collection methods for field data through questionnaires.

### Statistical Society

Statistical population included all high school and college students from all grade schools in the Isfahan city is 2013-14 They reported that the total number of secondary education (high school), Directorate of Education in Isfahan, equal to 9507 people.

### Sample size:

Since the study population was unknown variance a preliminary study on a group of people to determine the population variance was necessary. For this purpose, a group of 30 people randomly selected from the population and using a questionnaire distributed among them. And then extract data related to the call of the group, the sample was determined by using Cochran formula. For a limited population and counted and quantitative variables of the formula used (Hussain, 2003).

$$P = \text{Mean observed} \div \text{Number of questions} \times \text{Maximum score question}$$

$$P = 0.57$$

$$Q = 0/43$$

$$t = 1/96$$

$$d = 0/05$$

$$n = \frac{\frac{t^2 pq}{d^2}}{1 - \frac{1}{N} \left( \frac{t^2 p}{d^2} - 1 \right)}$$

$$n = \frac{1.96^2 \cdot .57 \times .43}{.05^2} = 281$$

$$n = \frac{1}{1 + \frac{1}{9507} \left( \frac{1.96^2 \times .57 \times .43}{.05^2} - 1 \right)}$$

The sample size in this study obtained 281 questionnaires were distributed to some 300 .281 questionnaires were analyzed without any defects.

### Sampling Method

Sampling is multi-stage cluster sampling method. That is among several high school classes Isfahan high school and the multi-class high school classes were selected randomly from the selected class students Were selected randomly Sampling Method to distinguish between male and female students will be selected randomly.

### Data Collection tools

In this study, according to research topics and methods of teaching style questionnaires, self-esteem and academic burnout is used.

### Research results

*1 .teaching style is associated with family self-esteem.*

Summary coefficients of correlation between self-esteem teaching style with family

Teaching style		The dependent variable
0.068	Pearson correlation	Family self-esteem
281	Number	
0.253	Significance level	

The results indicate that a significant positive relationship between self-esteem and family teaching style  $p < 0.01$ ). This relationship suggests that teachers are student-centered teaching style, students of higher self-esteem and family.

*2. self-esteem is associated with academic burnout*

Self-esteem		The dependent variable
0.042	Pearson correlation	Academic burnout
281	Number	
0.485	Significance level	

The results indicate that significant negative relationship with self-esteem and academic burnout  $p < 0.01$ ). This relationship suggests that students who wear higher education have lower self-esteem.

This finding is consistent with results of studies related to the style of teaching and academic burnout Soltani et al. (2010), Salehi (2004), Chavoshi (2009) and Mortazavi (2005) is consistent. Research shows that teachers teaching style with the consent of the students. has shown that the methods of teaching and interactive learning in the classroom inspires happiness, the more active participation of students in the class. The study has shown that the increased involvement of learners in the classroom provides more favorable for them.

**Discussion and conclusion**

Research findings also indicate we can say that because of the people involved with school activities and thus skills development In the fields of science and thus for a strong attachment to their attachment to the challenge of learning and studying and less, are at risk of emotional exhaustion (Rostami and Abedi Sharfly, 2012). School stress is also an important element burnout and high mental workload, a significant relationship with all three dimensions of burnout (mental exhaustion, depersonalised and reduce individual skills), while the working hours are associated with mental exhaustion. The academic burnout is associated with low self-esteem.

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