Determining the relationship between self-esteem with quality of teaching high school students in Isfahan

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Abstract

The research aimed to investigate the relationship between self-esteem and quality of teaching secondary school students in Isfahan in the academic year 2015. For this purpose, the sample size in this study was 281. The data collection tool was a self-esteem questionnaire. The data obtained were analyzed using descriptive and inferential statistics and results showed that students’ higher self-esteem, teachers teaching style, and student-centered have a significant positive relationship \( p < 0.01 \). This relationship suggests that teachers who have a higher quality of teaching, students of higher self-esteem is in total 9.3% of the explained variance. Explanation of this finding is that the methods of teaching and interactive learning in the classroom inspire satisfaction and more active participation of students in the class.

Keywords: quality of teaching, Education self-esteem, Isfahan.
Introduction

One of the important objectives of providing all-round development of the individual education and training healthy subjects is to play efficient and responsible roles to personal and social life. Students are as an essential pillar of our education system, in achieving the goals of educational systems. According to this social stratum, in terms of education and training, fertility and prosperity of the system increases the educational community. However, among all students who are entering the education system, few of them can develop their talents and be successful in this field and show good academic performance. One of the crucial factor affecting the academic performance of their students' psychological factors includes 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 claims that the relationship between self-esteem and academic performance is positively associated with learning and teachers work to provide an appropriate basis for achieving positive self-esteem and good practice for the student (Miller 1982). Teaching is an expressive activity, reasoning and action that aim to reach a kind of wisdom and power. Recent years theories questioned such role and its impact on self-esteem and academic achievement. Education is one of the factors that affects the academic performance and self-esteem of the person's general attitude toward his abilities in relation to school learning the value that person for their own self-esteem and locus of control.

Positive impression about his education affects and imagines a positive factor to achieve the desired excellence in education. Conversely, students who do not feel good about their ability, even without regard to race and skin color are rarely successful in their academic activities (Prky 1970). The main characteristic of self-esteem is that self-esteem is a result of interactions and experiences with others. This fact is confirmed that the acquisition of self-esteem, learn over time and teachers play an important role in the formation of self-esteem and self-esteem of children (Mndaglyv and pyrite, 2003). The person's self-esteem hive is specified and measured in the following four aspects of self-esteem.

Self-esteem: The scores of the subjects of the scores of questions (17 questions) scale of overall acquire self-esteem Self Esteem Questionnaire.
Self-esteem, social (peer): the score of the subjects of the scores of questions (18 questions) scale social self-esteem Self Esteem Questionnaire.
Self-esteem, family (parents): the score of the subjects of the scores of questions (9 items) scale family self-esteem Self Esteem Questionnaire.
Self-esteem (educational): the score of the subjects of the scores of questions (8 questions) scale self-esteem Self Esteem Questionnaire. This test has been confirmed by several studies.

Also Poorshafei suggested (1991) people in this Test, score higher than the average, gain higher self-esteem and people whose score of self-esteem is low. Progress and academic success of students, along with their mental health as human capital, education and health of each community is an important goal. The academic achievement and academic performance of students are two interdependent factors.

So with no achievement, people arrive to academic failure and school failure; that is also one of the reasons underlying the risk of mental health problems in students.
Inconsistency of behavior, such as aggression, hyperactivity, hostility, neglect, low self-esteem and personality development of the defects affects academic failure. So these behavioral problems are among students whose academic failure or low their training, are significantly more than others (Biyabangard, 2007).

Therefore, the terms of educational attainment, emotional and psychological conditions such as self-esteem and burnout can be considered as the main cause of progress or academic failure. Many students with an IQ above average and learning capacity because of purely emotional reasons such as poverty, lack of motivation, lack of perseverance, lack of confidence, lack of competence in assertiveness, a sense of self valuable and mental conflicts, etc., and with anorexia nervosa cannot have good academic achievement.

Significantly, more than others, Poorshafei (1991), on the relationship between self-esteem and academic achievement among high school students, reached the conclusion that a significant correlation between self-esteem and academic achievement exists.

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 affect the effectiveness of teaching physical education teachers in schools.

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

**Research Methodology**

The purpose of the applied research is to investigate and examine the status of each of the variables and the relationship between them in terms of the type of force field, cross-sectional time and in terms of quantitative data and collection methods for field data through questionnaires.

**Statistical Society**

The study population included all male and female students in high school and grade school all high schools in the city of Isfahan in the academic year that the total number of reported 2015 secondary education (high school), management Isfahanian education was equal to 9507 people.

The population was chosen because of the heavy volume of material (the length of the study period 3) the end of final exams and diploma and diploma affecting 30 percent of the final scores in the entrance examination for students 4) critical period of maturity at this point could teach style, self-esteem and academic burnout is associated.
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 was randomly selected from the population and a questionnaire was distributed among them. Then extract data related to the call of the group, the sample was determined by using Cochran formula. For a limited population, counted and quantitative variables of the formula were used (Hussain, 2003).

\[ P = \frac{\text{Mean observed}}{\text{Number of questions}} \times \text{Maximum score questions} \]

\[ P = 0.75 \]
\[ Q = 0.43 \]
\[ t = 1.96 \]
\[ d = 0.05 \]

\[ n = \frac{t^2 pq}{d^2} \]

\[ n = \frac{1.96^2 \times 0.75 \times 0.43}{1 + \frac{1.96^2 \times 0.75 \times 0.43}{0.05^2}} = 281 \]

The sample size is 281 students who obtained the 281 questionnaires.

Sampling Method

Sampling is multi-stage cluster sampling method. That is among several high school classes Isfahan high school and the high school class a few classes were randomly selected and then randomly Sampled.

Data Collection tools

In this study, according to research topics and methods of self-esteem, questionnaires were used.

Self Esteem Questionnaire

The survey by Cooper Smith in 1967 was conducted in order to assess the students feeling in social and educational fields. With the assumption that self-esteem is relatively stable trait based on the scale revision was produced by Rogers. The questionnaire consisted of five categories which included homework educational, social relationships, family, and one’s future.
Results

The relationship between teacher qualities of teaching self-esteem of high school students in the Isfahan 2015 is examined. Teaching quality is associated with self-esteem.

Table 1 summarizes the correlation coefficient of teaching styles and education self-esteem

<table>
<thead>
<tr>
<th>Quality of teaching</th>
<th>Dependent variable</th>
<th>Pearson correlation</th>
<th>Number</th>
<th>Significance level</th>
</tr>
</thead>
<tbody>
<tr>
<td>0/049</td>
<td>The overall self-esteem</td>
<td>0.197</td>
<td>281</td>
<td>0.001</td>
</tr>
<tr>
<td>0/051</td>
<td>Social self-esteem</td>
<td>-0.051</td>
<td>281</td>
<td>0.11</td>
</tr>
<tr>
<td>0/08</td>
<td>Family self-esteem</td>
<td>0.11</td>
<td>281</td>
<td>0.001</td>
</tr>
<tr>
<td>0/106</td>
<td>Self-esteem</td>
<td>0.106</td>
<td>281</td>
<td>0.001</td>
</tr>
</tbody>
</table>

Results of Table 1 show that the self-esteem of teaching quality is a significant positive correlation p <0.01). This relationship suggests that teachers who have a higher quality of teaching, their students have higher academic self-esteem. Overall self-esteem has a positive correlation with academic performance although this relationship is not significant.

Analysis of the importance of self-esteem components

Table 2. Descriptive statistics of Friedman's non-parametric test components of self-esteem

<table>
<thead>
<tr>
<th>Average Rating</th>
<th>Maximum</th>
<th>Minimum</th>
<th>Standard deviation</th>
<th>Average</th>
<th>N</th>
<th>Dependent variable</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/31</td>
<td>0/36</td>
<td>0/001</td>
<td>0/08</td>
<td>0/23</td>
<td>281</td>
<td>The overall self-esteem</td>
</tr>
<tr>
<td>3/05</td>
<td>0/39</td>
<td>0/11</td>
<td>0/08</td>
<td>0/27</td>
<td>281</td>
<td>Social self-esteem</td>
</tr>
<tr>
<td>3/10</td>
<td>0/37</td>
<td>0/001</td>
<td>0/13</td>
<td>0/29</td>
<td>281</td>
<td>Self-esteem, family</td>
</tr>
<tr>
<td>1/58</td>
<td>0/29</td>
<td>0/001</td>
<td>0/08</td>
<td>0/11</td>
<td>281</td>
<td>Education Self-esteem</td>
</tr>
</tbody>
</table>
Results of Table 2 show the components of family self-esteem in the first place with an average rank of (3/10), social self-esteem in second with average ratings (3/05), self-esteem third overall with an average rank (2/31) and self-esteem for a final time with average rating is 1/58.

**Discussion and conclusion**

The findings of this study are consistent with the results of research studies related to the teaching style Salehi (2004), Chavoshi (2009). The study has shown that the increased involvement of learners in the classroom provides more favorable context for them.
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