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Assess the impact of factors affecting the emotional relationship between the role of teachers and high school female students of second grade

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Abstract

Factors in establishing sustainable and effective relationship in the teaching and learning process is one of the most important points. To identify the factors on the basis of previous studies to determine effective factors in establishing emotional ties to the learning process at the High School teacher was second. In a cross-sectional study, 162 students from 12 schools in Varamin city with stratified random sampling were selected and a questionnaire with 19 items about effective factors in establishing a relationship with the students, teacher four point ordinal scale. Very important to the trivial sum to be distributed. Data using descriptive statistics and frequency distribution, mean and standard deviation and analyzed using SPSS software and chi-square test was used to compare groups. The results showed that some features of teacher training that reflect his teaching skills such as rhetoric (84%) and also some moral qualities and personality as moral teachers (68.5 percent) from the perspective of students, are effective in establishing an emotional connection.

Keywords: Emotional relations, Learning, Teacher, Student

Introduction:

Teaching is an activity, but not like any other activity, but an activity that is carried out deliberately and on purpose. Based on the cognitive activity that is done and the change of the situation, and finally teach a series of regular activities, regular, targeted and pre-designed (Kia and Nasaj). Learning is a process of change and continuous improvement of organizational citizenship and in the process, most of them do not change fundamental beliefs or logic (Adli). In other words, learning is a continuous process due to the increase of the speed of change in today's society is more important (Rafipour). If teachers want to be successful in human relations, communication must consider the types of communication and basic skills (Salehian). Good human relationships, relationships that mental health, social and mental lead (Ardebili). While the teacher can use a set of knowledge and skills in teaching, creating a good relationship with the students about the personality and characteristics of effective teachers need to know that they are (Khine and Atputhasamy, 2005).

Theoretical basis of research:

Relevance and effectiveness

While the manifestation of human learning and learning according to the "peerless and unique attributes to him" (Fakhr Movahedi et al), the relationship between students and teachers must be emphasized. So that way they interact with each other is the most important element in teaching and student character part, if the emotional interaction, scientific, intimate and sturdy, students gain confidence and consequently be increased academic quality. So human resources for quality education comes first. Home-based teacher education which is sympathetic activity to make things more efficiently and understandable to students. Obviously, the most important work in this direction and create favorable in light of the ability to manage class manages communication with students is good and effective. Communication in the teaching process between Poster (teacher) and Recipients (students) is established in order to send and receive messages. So communicate during several factors: Poster, Recipients, the message, and the message of environmental conditions. These factors could Poster, Recipients, or by text message related. And winner Reese effective in human relations said: "Human relations in the broad sense, all kinds of interaction between people, conflicts, and assistance efforts and group relationships. Relationships with beliefs, attitudes and behaviors that lead to interpersonal conflicts and our personal lives and all associated work situations "(Mirkamali). The purpose of the teacher should first establish a good relationship, friendly and supportive with the student. This goal is achieved only by interactions between teachers and students. The first few days of school and the first meeting of students with the teacher in this regard is very important to consider so special. The main objective of the fact that teachers should be regarded as a mature and reliable for students. Teachers can only devote a specific time of day to communicate with his disciples, but try to have a positive relationship between teachers and students include all of the time. Education would be meaningless without regard for teachers at the beginning of his career and realize that communication with students is very important for. Thus, teachers must clearly strive to build positive relationships with students (Saif et al).trends will have on their academic motivation. When students feel safe because they know their teacher they trust you, they will support the teacher in case of a problem, it would also lead to increased perception of their adequacy. In other words, not relationships, education does not make sense. Teachers at the start, finding out that one of the first and most important things, how to communicate with students (Spalding,). It is obvious that the quality of teachers and students greatly affect the learning. As a student, his teachers love when they've loved or would have, in reading lessons more efforts and more we could have done (Zandi,). It is important that students have a positive view of teachers, because teachers in the classroom led to great effect in creating an effective learning environment and the quality of interpersonal behavior of teachers and students is a

sign of the quality of leadership in the classroom (Khine and Atputhasamy, 2005). Teachers always teach so that students have an opportunity to view the details of the ascent and descent of the conflict (Lemke, 1990). Teacher interpersonal behavior and well-being are important aspects of the classroom. Teachers to improve the environment, should strive to create a strong learning environment, teachers may be able to create a better classroom environment, pro-environment through positive interpersonal relationships is recognized that it is each person feel good (Van Ptgm et al., 2008). Students prefer teachers who are warm and friendly. More importantly, positive relationships with students and teachers who may correct development of human relationships and also his capacity to create classes and agrees democratic, efficient characteristics are important to teach (Muijs and Reynolds, 2005). In other words, proper communication between teachers and students is the most important factor in teaching. If this relationship is well established, high quality educational goals more easily realized. Its contact with well-known principles and techniques that familiarity with them is necessary for teachers (Safavi,). Effective education depends on the proper use of communication skills. Teachers use their knowledge and use of texts and teaching skills and create a suitable environment would be learning. The characteristics of a teacher that could facilitate the education process, and even textbook defects and lack of education make up or, conversely, the best position and interest in teaching, communication with the inability to create an environment favorable to the disabled and non-attractive (Shabani,). Educational and many variables in the communication process elements such as teachers, students, and environmental factors are involved Message (Kohestani,). Communication in educational process for the exchange of ideas and information in a two-way interaction between teachers and students is (Espeland, 2001). Its contact increases the confidence and motivation of students to teacher in student learning (Crawford and Paterson, 1994). Training teachers, particularly teachers, be familiar with the factors affecting communication in order to facilitate the teaching-learning process. In fact, effective training on communication skills teacher (Spencer, 2003). One study found that students from the four points of the characteristics of a good teacher, as their ability to communicate the importance of teacher (Zoohor and Eslaminejad, 2004). Ability to communicate effectively is one of the most important indicators of effective teaching and, of course, can be a function of personality characteristics of teachers (Esfandiari,). However, identifying the factors that are involved in emotional connection between teachers and students is necessary.

Emotional relations

So different emotional atmosphere in the ruling classes, but constitute the emotional atmosphere of the class, teacher and students is that aims to teach and learn. "After a decent atmosphere for teaching and learning need to be met in the classroom. Favorable atmosphere, positive and purposeful relationships between teachers and students in class. The teacher should first aim to establish a favorable relationship, friendship and support to the student. This goal is achieved only by interaction between the teacher and student (Yaghma,). Relations between teachers and students should be such that belonging needs, Like and be loved, to recognize the value of having respect and talent flourish provided. This leads to the students' satisfaction and increasing their efforts. As well as establishing relationships with students and do kindness and timely treatment, the other principles of education is correct. This behavior, to teach students to overcome their feelings and the right way to express their emotions. Human emotions positive emotion is an important issue in the valley by strengthening the immune system plays a role in improving physical health. Studies have shown that positive affect on mental health could be the revocation of negative emotions and neutralizing their destructive effects (Fredrickson, 1998, Isen, 1993, Bartolic et al, 1999, Martin, 2003). Also research has shown that positive emotion, creativity, cognitive flexibility,

efficiency in decision-making, problem-solving and thinking useful indicators increases (Rose, 2001, Kenneth et al, 2003, Ambady and Gray, 2002). After considering these points in order to strengthen the positive affect teacher to students that they grow up, step. Wang also stressed the emotional atmosphere of the classroom and believes that if good classroom management is to increase students' participation in class, disruptive behavior and appropriate use of training time is reduced. Emotional behavior of teachers with students learning effect and lead to a sense of self-esteem and foster friendly relations in the classroom and the school (Wang, 1995).

It is necessary that a decent atmosphere for teaching and learning in the classroom is established. Favorable atmosphere, positive and purposeful relationships between teachers and students in class. Such a relationship in the classroom is very important so that we can say that using communication skills in the classroom, teachers have the ability to establish positive interpersonal relationships with students and provide optimal classroom environment, difficult concepts through engaging appropriate class and with cooperation and active participation of students in the teaching-learning, teach. Must therefore human communication techniques and training them to practice their communication skills, be able to establish effective communication with our students. They have created in their learning enjoyable for them. Due to these facts, identify and understand factors affecting the emotional relationship between teachers and students is necessary.

Research Background

Van Pete gam and the impact of research collaboration, student's personality and interpersonal behavior of high school students have good teachers in the classroom, on the. The results of this study showed that intake of students of teacher interpersonal behavior, can be good students can forecast (Van Pete gem et al. 2008).

Fisher's research object with the results of cognitive and behavioral dependence behavior Teachers and students about science in Taiwan have done. The results show that the behavior of students and teachers from Teachers There is a significant difference (She and Fisher, 2002).

Fisher and Fraser teacher-student research a link between interpersonal behavior and personality of the teacher had done. The results show that the interpersonal behavior of teachers, positive correlation between teacher and understanding of her own personality to the personality of the teacher and students' understanding there. It also indicates that teachers are very understanding of her own personality associated with being friendly, being of help to lodge, freedom, responsibility, and opportunity is dependent to operate independently in the classroom. While the students' understanding of interpersonal behavior of teachers was related to the personality of the teacher with respect to the freedom and responsibility that students had thought. In this study, the similarities of the 16 MBTI personality type were cleared (Fisher and Fraser, 1998).

Research methodology

The population, sample and sampling

This cross-sectional study was conducted. The target population included all high school students in mathematics and experimental second city of Varamin were girls from 12 schools, of whom four schools were selected randomly. 162 students were selected through stratified random sampling method based on

classification. The number of classes was 15 to 5 first class and second class in both mathematics and experimental 4 and 4 third grade in both mathematics and experimental and 2 in both mathematics and experimental high school classes were divided.

Research tools

Data collected by a questionnaire including 19 items regarding factors in establishing emotional relationship between teachers and students that ordinal scale four spot for (critical, major, minor and insignificant) and, respectively, scoring four and a presentation was . After reviewing previous studies to investigate the validity and test-retest reliability was acceptable and the correlation coefficient was 0.89. Questionnaires for the run and with the consent of the students at recess and distribution was completed.

The Analysis of Data

Data using SPSS statistical software using descriptive statistics and frequency distribution, mean and standard deviation and chi-square tests were used to compare groups.

Research Findings

Thirty-six-three percent of students in the first year, 25.6 percent of students in the second year, 23.1% of students in the third year and 15 percent of students were enrolled in high school. The findings show that emotional communication between teachers and students, scientific and educational level of teachers, how the concepts and rhetoric, teacher ethics, empathy and ability, together with teachers, awareness and use of effective communication methods, experience the teacher was teaching role, while age and gender of the teacher, ere and divine punishment is less effective (table 1). In view of different educational levels of the students of first year students questionnaire items the same opinions, but humility and devotion teacher in establishing effective and significant relationship with the other students had different levels of education. Chi-square test results to the test in humility and devotion of teachers and educational level (0.007 = P and 7.28 = 2X) and of humility and devotion teacher and student age (0.005 = P and 7.75 = 2X), respectively. In addition, as first-year students about the effects ere and divine punishment to establish an emotional relationship between teachers and students differed (0.019 = P and 5.51 = 2X).

Table 1: frequency distribution, mean and standard deviation of Varamin city views sages school students about factors affecting the emotional relationship between physics teacher and students

Affecting factors	Very important	Important	No significant	Unimportant	Average and Standard deviation
Scientific and educational level of teachers	132(%81.5)	(%16.8) 27	3(%1.9)	0	3.51 ± 0.90
Personal characteristics and personality of the teacher	93(%58)	(%36.4) 59	8(%4.9)	1(%0.6)	3.65 ± 0.45
Fairness in dealing with students	102(%63)	(%29.6) 48	(%6.8) 11	1(%0.6)	2.29 ± 1.80

Experience and teaching experience teacher	124(%76.5)	(%21.6) 35	3(%1.9)	0	3.43 ± 0.84
Appearance and qualified teachers	46(%28.4)	(%43.2) 70	(%25.3) 41	5(%3.1)	2.90 ± 0.88
Awareness and use of effective communication techniques	89(%55)	(%38.9) 63	8(%4.9)	2(%1.2)	3.30 ± 0.86
Respect in dealing with students	111(%68.5)	(%27.8) 45	5(%3.1)	1(%0.6)	3.22 ± 0.86
How the concepts and rhetoric	136(%84)	(%14.8) 24	2(%1.2)	0	3.46 ± 0.79
Using modern methods of teaching physics	70(%43.2)	55(%34)	(%14.2) 23	14(%8.6)	2.96 ± 0.65
Knowledge of tips and advice methods	71(%43.8)	(%45.1) 73	(%9.9) 16	2(%1.2)	3.22 ± 0.86
Teacher ethics	111(%68.5)	(%29.6) 48	3(%1.9)	0	3.45 ± 0.72
Humility and devotion teacher	55(%34)	(%46.3) 75	(%17.9) 29	3(%1.9)	2.86 ± 0.96
Punctuality and discipline teacher	85(%52.5)	(%36.4) 59	(%11.1) 18	0	3.20 ± 0.54
Ere and divine punishment	51(%31.5)	(%43.8) 71	(%17.9) 29	11(%6.8)	2.89 ± 0.44
Age Teacher	34(%21)	(%27.1) 44	(%36.4) 56	28(%17.3)	2.40 ± 1.33
Teacher sex	33(%20.4)	(%25.3) 41	(%36.4) 59	29(%17.9)	2.22 ± 1.47
The ability to close communion with teacher	67(%41.3)	(%45.7) 74	(%9.9) 16	5(%3.1)	3.50 ± 0.74
Integrity and confidentiality teacher	73(%45.1)	(%38.9) 63	(%14.8) 24	2(%1.2)	3.20 ± 0.84

Problem-solving ability in dealing with problems	51(%31.5)	(%46.9) 76	(%16) 26	9(%5.6)	3.66 ± 0.89

Conclusion:

Due to all the mentioned issues and studies that have been done in advance, effective communication between any role in each field of creating empathy and interpersonal cooperation will increase efficiency in the field. One of the sub-effective communication, emotional communication in the field. By creating such a link could finally see what was working and empathy in small communities. School and classroom as the most important and productive communities, can play a role in the formation and development of human society personalities who will be the future managers. Realizing one's goals was watching. The study was found on characteristics such as how the concepts and rhetoric teacher training, and ethical, scientific and educational level of teachers, teacher experience and teaching experience as well as ethics and respect in speech and behavior in dealing with the teacher of the most important factors students were effective in establishing a relationship from the perspective of students, while personality and appearance and age and gender of the teacher in this regard is not very effective. Study results show that characteristics of practical and professional and ethical individual master (teacher) in order to have the greatest significance (Shakurnia et al). Another study showed that characteristics of knowledge and experience in Yazd, the second character of a master (teacher) is ideal (Mazlomi and Ehteram poush,). Other research, science teacher (teacher), building trust, confidence and mutual respect to enhance communication is emphasized (Navidian et al.) which is consistent with the current study.

Practical suggestions:

The teacher should know the mentality of the students in the early years of his is empty, it can create a strong emotional relationship, raise their confidence and willingness to learn as well as they strengthen the. This action also causes the end of the continuous teacher can facilitate teaching and learning to forgive. Recommended in the light of such a communication, the teacher needs to have relationships with students as second secretary. One of achieving environmental good relationship reliable, safe, fresh and lively. Good relationships, happy school students with high achievements will create. Thus, in hopes of learning has taken from her. The role of teacher to students is such that only reflect the content of his mobile and there's no connection. Learning to understand and analyze the material will lead to many problems, so it will not happen deep learning and effective. This loss is crucial that sometimes gripped in education and reaching your goals is in serious trouble.

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