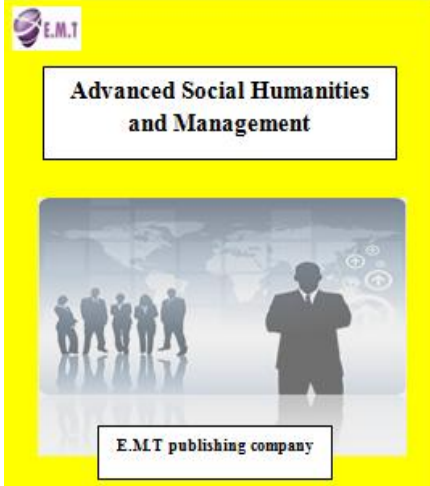


Study the multifold relationship between self-esteem, assertiveness and self-efficacy and idealism in female students of Shahrekord secondary schools

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Abstract:

The aim of this was to investigate the multi relationships between the self-esteem, assertiveness, and self-efficacy of female students with parents' perfectionism among Shahrekord secondary schools in the year 91-92. The sample of 120 secondary school students in Shahrekord was selected. The research design is a descriptive multiple correlation. Tools used in this were Coopersmith Self-Esteem test (1967), testing the courage by Gmbryl Vrychy (1975), Sherer General self-efficacy scale (1982) and the Scale of Perfection - Iran-oriented Najarian, Atari and Zargari (1382). In order to analyze the data, the multiple correlation coefficients were used. The results showed that there was a significant negative correlation between the self-esteem, self-efficacy and assertiveness of students with parents' perfection. The results of regression model showed that there were correlation-/028 between parents' perfectionism and students' self-esteem and -0/55 with asrtriveness variable. Self-efficacy variables didn't contribute significantly to the prediction of parents' perfectionism.

Also the results of the regression model step by step were meaningful in order to prediction of parents' perfectionism based on students' self-esteem and assertiveness. ($F=112/79$, $P< 0/0001$).

Key words:

Self-esteem, Assertiveness, Self-efficacy, Perfectionism

Theoretical principles

Self-esteem is defined as extent of affirmation, acceptance and value felt by a person about him/herself. This feeling may be dependent or independent on the others. As a need, self-esteem includes feeling man needs in a mutual social system. It means that we need interacting our common feelings with the others and feel internal valuable and other people consider us as valuable person and believe that other people are also valuable (Parhizkar 1986).

In discussion about the origin of self-esteem, role of others' evaluation in forming self-esteem was referred, because of the importance of parents' evaluation and role of family in forming self-esteem, we gain explain it. Pelham (2004) writes: evaluation psychologists emphasize on definite role of primary emotional experiences, specially between mother and child in determining the emotions and feelings, they believe that before the of the recognition system and thoughts about esteem in the person, child acceptance should influence self-esteem Parvin (2004) also believes that as most theorists agree, infrastructure of self-esteem in the family is formed in the first years of life in the family as a result of attitude and behavior of the parents toward the infant. Now the main question is that which attitudes and behaviors of the parents are effective on self-esteem formation. It seems that interaction between parents and child is significantly important in three areas. First area is related to the extent of acceptance, interest and emotion expressed toward the child. Smith (1975) put forward assertiveness as "aright for ever gone" and this was mostly based on liberal assumptions and social liberty philosophy. You have the right 70 judge about your own behaviors, thoughts and emotions and the responsibility of its beginning and results is on yourself. Most definitions rely on emotional expression of any emotion other than anxiety about the person. Another definition was presented by long and Jacko Boski: Assertiveness is defined as resistance against the rights of the person, expression of thoughts and opinions in a direct, honest and proper method, in which no violation to others' right exists (Hormozinejad 2000).

Learning theories started introducing social learning when behaviorists belief from association based on reduction principles were rejected. This viewpoint emphasized on the importance of imitating external behavior

pattern in behavior formation but failed in explaining the delayed or non-enhanced imitation steps. Also with regarding to this fact that behaviorists neglected the creation of new aspects of internal processes and non-enhancement benchmarking, they were criticized by theorists of social learning publishing a book entitled "social learning and personality evolution", Bandura and waltz (1963) noticed the principles of observational learning and successor enhancement and developed the most recent findings of social learning along with the principles of observational learning and successor enhancement method.

Bandura's viewpoint about man identity and his role in forming himself was gradually way from behaviorist imagination. Then, rejecting the viewpoints which believe that person is motivated from internal power (Psychoanalysis or those that consider man as an object in service of the environment and passive response to the environmental events (behaviorists), he emphasized on the interaction of man's recognition dimensions with his social characteristics and properties. Idealism has been noticed by many investigators in the recent decays and each one has presented his/her own definition. Culture and bed of idealism are beliefs and opinions based on it, behavior idealism reformation is the main aim of all behavioral attempts. Idealism in theology means that being innocent is possible in the life.

Horney (1934) defined idealism as mental suffering tendency toward being perfect, considering the least mistake as non-forgivable guilt and expecting its ominous consequences. In the other hand, Hullender writes: Idealism show the tendency and interest in appreciating the surroundings in a way where rule "all or nothing" is hold, as a result outcomes may be complete success or complete failure. As a personality structure, idealism is correlated with self-efficiency. Studies show that sever tendency toward idealism is related with low levels of self-efficiency (Hiot and Felt 1991). Also, Hamachek (1978) classified idealism into normal and abnormal idealism. He believes that abnormal idealism is: excess anxiety about committing the mistakes and fear from others' judgments. In another study, Wiseman defined idealism as sever need to improvement and this need refers to high and nonrealistic personal criteria. Islam doctrine always has prohibited its followers from excess and dissipation and encouraged them to moderation. Translation of some verses of Quran implies that man has been charged with. Then god doesn't charge any one more than his/her capacities. Verse 62 Mom noon: we don't assign anyone except in his capacity and ability. (some other verses with similar meaning) Little thinking about the above verses, it becomes clear that such characteristics as having non-accessible criteria, excess attempt to attaining at them and thug evaluation are blamed in Islam because they are beyond the man's endurance. Islam Training system recommends "obligation (duty) proportional to ability and capability. In this method trainer should request the trainee something which is in his performance and perception limit. This method is based on "Divine Justice" in which no one should be charged with more than his ability.

Method

The present study is in descriptive method and correlation type. Society of this study includes all female students in secondary schools of Sharekord in 2912 -2013. Variables include self-esteem, assertiveness. Self-efficiency and idealism and there are 8 micro-scales their sum is 120 subjects. Then, sample volume is 120 subjects. Multi-step clustering sampling was used in this investigation. Cooper smith self-esteem test, Richi and Ahvaz idealism scale were used. With regarding to the assumptions, first mean and standard deviation were computed by using descriptive statistics, then by using multiple regression statistical method, relationship between predictive variables (self-esteem, assertiveness, general self-efficiency) and criterion variable (idealism) was studied and statistical calculations were don by spss-19 software.

Findings

Main assumption: there is a meaningful relationship between self-esteem, assertiveness and self-efficiency of the student and parents' idealism. Descriptive statistics are given in table 1.

Table 1: Mean and standard deviation of the variables

variables	number	Mean	standard deviation
self-esteem	120	85/54	4/23
assertiveness	120	59/63	9/55
self-efficiency	120	56/49	6/22
parent's idealism	120	56/41	6/99

Based on the table, mean and standard deviation of self-esteem are 85.54 and 4.23, mean and standard deviation of assertiveness are 59.63 and 9.55, mean and standard deviation of self-efficiency are 56.49 and 6.22 and mean and standard deviation of parent's idealism are 56.41 and 6.99, respectively. For studying the multifold relationship between the mentioned variables, Results of pearson correlation coefficient are given in Table?

Table 2: correlation matrices of the variables

	self-esteem	assertiveness	self-efficiency	parent's idealism
self-esteem	1			
assertiveness	0.61**	1		
self-efficiency	0.68**	0.69**	1	
parent's idealism	-0.69**	-0.80**	-0.68**	1

Results of the above table show that calculated correlation coefficient is significant among all variables. Also, correlation coefficient between self-esteem assertiveness, self-efficiency and parents idealism is significant and reverse so that as parent's idealism decreases, self-esteem, assertiveness and self-efficiency of the student increase. According to the table, the most correlation is between parent's idealism and assertiveness and the least one is between it and self-efficiency.

Table 3: synchronous regression for predicting parent's idealism base on assertiveness, self-esteem and self-efficiency of the students

critierion variable	Predictive variable	Beta	sig	R	R ²	F	sig
parent's idealism	self-esteem	-0/28	0/0001	0/84	0/71	96/73	0/0001
	assertiveness	-0/55	0/0001				
	self-efficiency	-0/1	0/19				

Results show that there is multiple correlation 0.85 between assertiveness, self-stem, self-efficiency of the students and parents' idealism, meaning that .71% Parents' idealism is predicted by self-esteem, assertiveness and self-efficiency of the students. also results show that there is correlation -0.28 between parents' idealism and self-esteem of the student and :.55 with assertiveness self-efficiency doesn't play significant role in predicting parent's idealism.

Table 4: Summary results of step-by-step regression for predicting parent's idealism based on self-esteem, assertiveness and self-efficiency of the students

Variab le	Predictive variable	R	R ²	F	sig	B	Beta	t	SEM
Step 1	self-esteem	0/69	0/48	112/79	0/0001	-1/15	-0/69	-10/62	0/109
Step 2	self-esteem and self-efficiency	0/84	0/71	143/38	0/0001	-0/43	-0/59	-9/45	0/46

About predicting parent's idealism, self-esteem of the student was entered the regression equation in the firs step. In this respects F=112.79 has been estimated which is significant in p<0.0001.

Moreover, based on determination coefficient R² it was clear that self-esteem of the student predicts .48% of the variance in behavioral disorders. Assertiveness variables is entered in the second step which is significant in 0.0001. in this step, self-esteem of the students and assertiveness predict 71% variance in parents' idealism. First secondary assumption: There is a significant relationship between self-esteem of the students and parents' idealism. For studying the relationship between self-esteem of the students and parent's idealism, Pearson correlation coefficient results are given in Table 5.

Table 5: correlation coefficient between self-esteem and parent's idealism

Predictive variable	Criterion	parent's idealism
self-esteem of the students	R -0/69	p 0/0001

Results show that there is a significant and reverse relationship between self-esteem of the students and parent's idealism.

Table 6: Summary regression of predicting parent's idealism based on self-esteem of the students

Criterion	Predictive variable	Beta	sig	R ²	F	sig
parent's idealism	self-esteem	-0/69	0/69	0/48	112/79	0/0001

Results show that there is multiple correlation 69 between parent's idealism and assertiveness of the students, meaning that .48% parent's idealism is predicted by self-esteem of the students second secondary assumption: there is a significant relationship between assertiveness of the students and parent's idealism. For studying the relationship between assertiveness and parent's idealism, results of Pearson correlation coefficient is reported in Table 7.

Table 7: correlation coefficient between assertiveness and parent's idealism

Criterion	parent's idealism	Predictive variable
self-esteem of the students	r	p
	-0/80	0/0001

Results show that calculated correlation coefficient between assertiveness of the students and parent's idealism is a reverse and meaningful relationship.

Table 8: summary regression for predicting parent's idealism based on assertiveness of the students

Criterion	Predictive variable	Beta	R	R ²	F	sig
parent's idealism	assertiveness	-0/80	0/80	0/64	213/26	0/0001

Results show that there is multiple correlation .80% between parent's idealism and assertiveness of the students, meaning that .64% parent's idealism is predicted by assertiveness of the students.

Third secondary assumption: there is a significant relationship between self-efficiency of the students and parent's idealism. For studying the relationship between self-efficiency of the students and parent's idealism, results of Pearson correlation coefficient are given in table 9.

Table 9: correlation coefficient between self-efficiency and parent's idealism

Criterion	Predictive variable	parent's idealism
self-efficiency	r	p
	-0/68	0/0001

Results show that calculated correlation coefficient between self-efficiency of the students and parent's idealism is significant and reverse.

Table 10: summary regression for predicting parent's idealism based on self-efficiency of the students

Criterion	Predictive variable	Beta	R	R ²	F	sig
parent's idealism	self-efficiency	-0/68	0/68	0/47	104/56	0/0001

Results show that there is multiple correlation .68 between parent's idealism and self-efficiency of the students, meaning that .47% parent's idealism is predicted by self-efficiency of the students Discussion and conclusion.

In the main assumption of the study it was predicted that there is a significant relationship between self-esteem, assertiveness and self-efficiency of the students and parent's idealism. Results show that there is a significant and negative relationship between self-esteem, assertiveness and self-efficiency of the students and parent's idealism. According to the findings, relationship between self-esteem, assertiveness and self-efficiency of the student with idealism is negative and significant.

Findings are indirectly consistent with those of Anfla & Timoti (1990), Cox, ones and clara (2002), Verdi, Mehrabizade, Honarmand and Najarian (2001), Hormozinejad (2001), Tashakor (1998). In explaining these findings it can be said that such psychological states as self-esteem, assertiveness and self-efficiency are resulted from direct effect of idealism in the family. The main need of each person is to have good feeling, establishing humanistic relationship with the other and self-efficiency. If such need isn't satisfied, person will confront with some problems resulted from parent's idealism. In the first secondary assumption it was predicted that: there is a significant relationship between self-esteem of the students and parent's idealism. Results show that there is a negative and significant relationship between self-esteem of the students and parent's idealism. According to the findings, relationship between self-esteem of the students and parents' idealism is negative and significant. This finding is indirectly consistent with those of Yonk, Clapton and Black Li (2004), yourser, Ris vashbi (1996) vanier (1999), Hiot (1991) and Halendre (1956). In explaining these findings, it can be said that some theories believe that self-esteem is a long-history characteristic of the personality and refers to some general and hypothetical levels of self-evaluation and self-dignity. Then, self-esteem has significant relationship with self-confidence, valuable feeling and the conception of the person from him/herself. Idealism parents have difficult criteria for their children and have non-realistic exceptions from them. Self-stem results in self-confidence. People behave based on their own conception and the exception of their self and the others. Their own conception determines their fate. Criticize yourself not only reduce your motivation but also has negative effect on self-esteem (Fergosen et al, 2003). In the second secondary assumption it was predicted that: there is a significant relationship between assertiveness of the students and parent's idealism.

Results show that there is a negative and significant relationship between assertiveness and parent's idealism. Based on the findings, the relationship between assertiveness of the students and parent's idealism was negative and significant. These findings are indirectly consistent with those of Keni-Benson & Eva (2005), Hillet al (1997), Hiot (1991), showartz & Gotman (1976) and Lodik & Lazaros (1972). In the other hand, they aren't consistent with those of sholtz (1996). In explaining the findings it should be said that velpi refers the "loss fear" in the personality of assertive persons. In the third secondary assumption it was predicted that "there is a negative and significant relationship between self-efficiency of the students and parent's idealism. Results show that there is a negative and significant relationship between self-efficiency of the students and parent's idealism: these findings are indirectly consistent with these of Lindadi Dinter (2000), wolf et all (1999), Alden' Biling & Valas (1994). In explaining these findings it should be noted that self-efficiency is denied as a person's opinions about his/her ability to control his/her actions and environment events. In explaining the findings and the role of parent's idealism in such psychological and personality characteristics as self-esteem, assertiveness and self-efficiency it should be said that man likes goodness and ideal. It is obvious that this tendency means that being perfect per se isn't the issue. In fact if all people feel such need in themselves and try to satisfy it, they will have better world. But what is noted in this investigation was excess aspect of idealism. As a result of these undesirable conditions, person not only doesn't have any center of gravity in his personality to rely on, but also searches it in the others specially parents. In the other words he/she concludes that parents are always right and searches goodness and badness criteria outside of him/herself.

Suggestions:

With regarding to the importance of family and role of parents, it is suggested that in the future studies all interactional climate of the family in relation to self-esteem and assertiveness of the should be considered. It is recommended that with regarding to the theoretical principles of the investigation, such adjusting variables as gender, social-economical class, discriminated age groups,... Will be compared and special questionnaires proportional to society culture is provided to measure self-efficiency, assertiveness and self-esteem of the students. this investigation should be generalized to other schools and also in various rural and urban regions and also in different boys and girls.

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