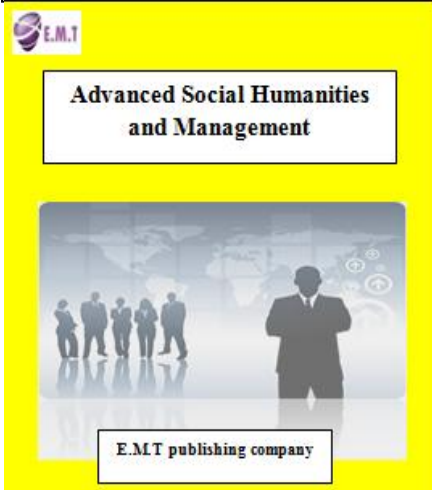


## Present the model and study the multilateral relationship between assertiveness and self-efficiency of female students and parents' idealism (case study: secondary schools of Shahrekord)

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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' perfectionism. The results of regression model showed that there were correlation  $-0.28$  between parents' perfectionism and students' self-esteem and  $-0.55$  with assertiveness 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

### Introduction

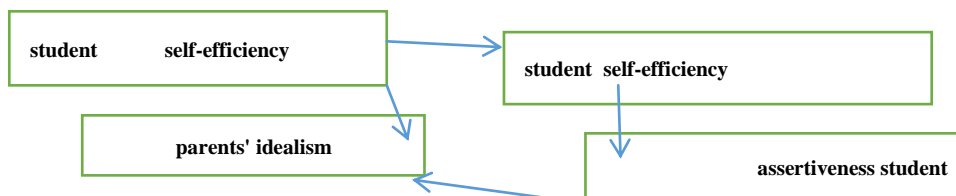
One of the most important aspects of personality which determines the behavior characteristics and man improvement is self-esteem and most experts consider it as the main factor in emotional and social compatibility (Lee, 1994). Self-efficiency is one of the key variables in social- recognition theory of Bandra. Theoretical principles of self-efficiency have been tested in various fields and environments and benefit from theoretical and experimental supports (Madox and Stanly, 2002). Self- efficiency is a stable and clear feeling of the person's competency and capability to effectively deal with many stressful conditions (Shwartz and sholes 2000). From many years ago, idealism has been considered and most initial definitions consider it as non-efficient feature. Zhant (1998) was the first person who wrote about idealism. He consider the idealists as the individuals with definite opinions, as a result the firmness and non-inflexibility of the opinions is one of the characteristics which was put forward about idealism.

Idealism is defined as tendency toward being perfect and extreme idealists are those who want to be perfect in all aspects of their life (Itowit and Fe'lt 2002). In the other hand, some findings have introduced dual classifications of idealism as normal-abnormal and positive – negative in term of positive and negative interaction of idealism. Idealism is one of the personality characteristics which can be both instructive, useful and positive and at the same time be neurotic and mal action. Motivational power of each person is toward growth and self-flouncing. All people should release their potential abilities as much as possible and attain at more growth than current one people naturally tend to move for realizing their potential abilities although they may confront with some social and environmental abstracts of course attaining at ideal and releasing the potential abilities and talent is per se so valuable and in this respect, idealism is a positive and desirable issue. But what is referred to is extreme aspect of idealism. The aim of the present paper is to study the relationship between self-esteem, dare and self-efficiency and parents' idealism in female students of Shahrekord secondary schools 2012-2013.

### Theoretical principles

Self-esteem, dare and self-efficiency are among the most basic factors for desirable growth of the personality. One of the most significant characteristics of creative people is to have high self-confidence, dare and self-efficiency. When we speak about self-esteem, personal value or feeling of the person about the group members is noticed. An investigation about self-esteem is that by keeper smith in 1967. He believes that the resources of self-esteem include: following the social and ethical rules and customs, being important: when a person finds that she/he is important in the other's life, her/his self-esteem will be increased success power: when a person feels powerful then she/he can influence the other and subsequently her/his self-esteem is increased. Therefore value of self-esteem as one of the dimensions of man personality and its relationship with success and failures is explainable. Dare behavior has correlation with positive self-thought, self-esteem, governance and self-efficiency. Non-dare behaviors are prohibitive and have high positive correlation with fears, negative idealism and any kinds of internal aggressions (Mahamed 1999). In the other hand, Hornay (1934) states that the history of the patients with severe tendency toward being perfect show that they have had the idealist and apparently religious parents who were omnipotent governor in the home and mostly discriminated the children. These unfair behaviors result in expressing conflict and anger in the children. As a result of these undesirable conditions, person doesn't have any center gravity in her/his personality to lean, but he/she search it in the others specially his/her parents. In the other words, she/he concludes that always the parents are right and he takes mistake and hereafter searches bad- or good being criteria outside his personality. Hiot (1991) showed that youth an adolescences who have high self-esteem early learn that make useful relationships with the others, can better use their opportunities, be productive and self-efficient and are more open mind than these who has low self-esteem (Spiler 1990). Assertiveness is a useful skill for self-efficiency and self-control which enhances self-confidence and self-esteem. Like other skills, this skill which is among the skills for coping with anger and also the best method for satisfactory relationship with the others requires knowledge, plan, negotiation and inflexibility. Then the present study tries to discuss multiple relationship between self-esteem, assertiveness and self-efficiency of the children with parents' idealism among female student of Shahrekord secondary schools. In the other words. We tries to study if there is a multiple relationship between self-esteem, assertiveness and self-efficiency of the students and their parents' idealism, and obtain the accurate results from these relationships so that parents make the necessary correction in their interactions with children.

Fig.1. conceptual model of the investigation



Tashakor (1938) studied the relationship between parenting, personality pattern type A, dogmatism and idealism of the parents with test exam anxiety and educational performance of their children in a sample comprising of 105 male students of secondary school and concluded that there isn't any significant relationship between idealism of the parent's exam anxiety and educational performance of the students. In the other hand, Bardon, can, Abramson, Hiterton and joins (2006) in an investigation studied the relationship between idealism and self-efficiency in a sample comprising of 406 females studies showed that there is a negative correlation between induced social idealism and self-efficiency. In another study, Keny- Benson Eva (2005) studied the role of mothers' idealism in expressing children's idealism in a sample comprising of 140 students of elementary schools. Results showed that idealism in the students whose mothers were idealism was more than the others. They also concluded that these students have weaker self-expression. In the other hand, sons, Wonstinkist, Latin and Doris (2006) in an investigation entitled "transfer among idealism generation" studied the role of the parents in expressing idealism in the children. Results showed that parents' idealism plays a role in children's idealism. Results also showed that there is a stronger relationship between fathers' and daughter's idealism. Also, Yonk, Clapton and Black Li (2004) studied the relationship between parent's idealism and self-esteem of the students. results showed that there is a negative correlation between parents' idealism and self-esteem of the children. In an investigation, Ashbi and Reis (2002) studied the relationship between compatible and

incompatible dimensions of idealism and self-esteem. They concluded that compatible idealism has positive relationship with self-esteem and incompatible idealism has negative relationship with self-esteem.

## 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 done by spss-19 software.

## Findings:

1) Descriptive findings: Results showed that there are 56 students in first grade, 40 in second grade and 20 in third grade, meaning 46.7% in the first grade, 33.3% in the second grade and 20% in the third grade. Maximum age was 12 and minimum was 15 years. 12 years old students had most redundancy as 41.66% and 15 years old ones had the least redundancy as 5%. 51.66% of the fathers were employee, 40% had free job, and 8.33% were unemployment. 55.83% mothers were employee, 12.5% had free jobs and 31.66% were house keeper. Single-child families had most percent (45.83) and 4-child families had the least redundancy (3.33). 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 parents 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 <sup>2</sup>	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.

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

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.

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 R<sup>2</sup> 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	
	R	p
self-esteem of the students	-0/69	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 <sup>2</sup>	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	
	r	p
self-esteem of the students	-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 <sup>2</sup>	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	parent's idealism	
	r	p
self-efficiency	-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 <sup>2</sup>	F	sig
parent's idealism	self-efficiency	-0/68	0/68	0/47	104/56	0/0001

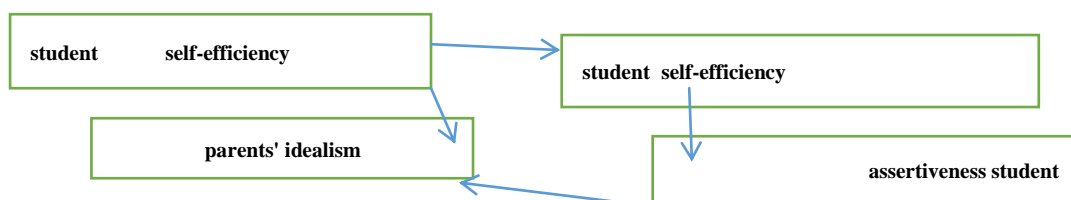
Results show that there is multiple correlation .68 between parent's idealism and self-efficiency of the students, meaning that .47% parent's idealism is predicted by self-efficiency of the students Discussion and conclusion.

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.

Fig2: final model



### 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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