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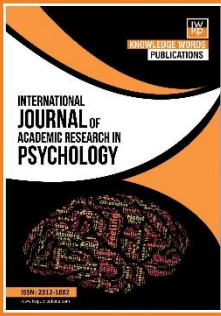
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## Study the Effect of Family Performance Aspects on Female Students' Self-Esteem of High Schools of Isfahan City in Academic Year 2013-2014

Zohreh Haghani<sup>1</sup>, Yaghoub Masoumi<sup>2</sup>, Esmaeil Mohammadi<sup>3</sup>,  
Mahmud Sadeghi<sup>4</sup>, Hosein Sadeghi<sup>5</sup>

<sup>1</sup>MA in family consultation – Azad University of Ghouchan, <sup>2</sup>MA in Career Counseling, University of Isfahan, <sup>3</sup>MA student of Career Counseling, University of Isfahan, <sup>4</sup>MA in counseling, Islamic Azad University, khomeinishar, <sup>5</sup>PhD in career counseling, university of Isfahan.

Email: H.sadeghi222@gmail.com

### Abstract

The main purpose of this study was to investigate the effect of family performance aspects on female student's self-esteem of high schools of Isfahan city in the academic year 2013-2014. The statistical population of the study was the female students of high schools of Isfahan city in the academic year 2013-2014. Of them, a sample of 100 students was selected with stratified random sampling method. The statistical method used includes: analysis of Pierson's correlation coefficient and step-by-step regression analysis. Cooper Smith's self-esteem questionnaire and the tools of family performance measurement were used to measure the study variables. The study findings showed that there is a significant relationship between self-esteem and family performance aspects, which is 0.78 in the sub-scale of emotional accountability (family performance). The current study result showed that the higher family performance is associated with the positive results for students' self-esteem.

**Keywords:** Self-Esteem, Family Performance, Female Students of High Schools

### Introduction

A family is an effective factor in teenagers' development. We not only mean parents and their behavior effect but we also mean neighbors, weather, nutrition in family, location and size of the house, the economic situation, behaviors of relations and even guests which all will effect on teenagers' behavior and development. A family is the first unit of a society in which children are shaped. It is the physical, emotional, personal shape and the oldest educational

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<sup>1</sup> MA in family consultation – Azad University of Ghouchan

<sup>2</sup> MA in Career Counseling, University of Isfahan

<sup>3</sup> MA student of Career Counseling, University of Isfahan

<sup>4</sup> MA in counseling, Islamic Azad University, khomeinishar.

<sup>5</sup> PhD in career counseling, university of Isfahan: Email:H.sadeghi222@gmail.com

entity of human beings. According to Bersard, the professor of Pennsylvania University, social personality of a teenager is the strongest factor in a family (Farazchi, 1998).

Family has a very important role in development of abilities and talents of its members, on the other word, the role and duties of each family member are in interaction with each other and playing the role of each member can provide family development. Family performance is the quality of family relationships and emotional relationships of parents which has a role in leading mental diseases and deviations (Sharir, 1992). In families that parents have disagreements, a proper context for dis-functionality in family performance is created. Dis-functionality in family performance will create some problems in a family and will lead to breakdown a family if the problems escalate. Generally, the increase of physical, emotional and mental problems and lack of health in the society is resulted by dis-functionality of a family (Gourman, 2000).

Self-esteem is a concept that many researchers are interested in it and much research has been conducted on it. Self-esteem is a judgment of personal eligibility which has developed in one's attitudes of him (Smith, 1967). Self-esteem is a degree of acceptance, self-worth and validation which a person feels about him (Biabangard, 1993).

Self-esteem is an important factor which helps a person act effectively and seriously (Ernesoon, 1971). Self-confidence is the presence of an independent reliance on self that in its light, a person starts a work without any expectation of others' help, and tries to finish it correctly (Ghaemi, 1985). Most experts know having self-esteem as a fundamental factor of people's social and emotional performance. Social – emotional eligibility can help people to resist against future main problems as a power or barrier (Biabangard, 1994; Barbra, 2005).

Roger's definition of self-esteem is continuous evaluation of a person toward self-worth. Self-esteem is a kind of judgment of self-worth. This feature in humans is general, but it is not restrictive and temporary. According to Roger, this sense of self-esteem is created as a result of need to positive comments. Need to other's positive comments includes feedbacks, how kind people greet, respect, confidence, acceptance and kindness from the environment especially children's parents (Shamloo, 1989). Cooper Smith defines self-esteem as evaluative feedbacks which a person has toward himself (Smith, 1967; Gatferdson, 2002).

Gorge Klay (1902) addressed the development of this opinion, attention to self, and emphasized on the importance of others' reactions to forming self-esteem. Storra (1979) provided a formula for self-esteem according to psychodynamics: an infant becomes aware of his dependence and need to adults increasingly after he was born. If an infant was born in a family that accepts him, and he is loved by them, he will gradually feel self-worth while growing and internalize the parents as good items. By external validation, the sense of self-worth will be internalized in a person. If this infant was born in a family that does not accept and love him, he starts to feel lack of self-worth and this will effect on his behavior in different states during his mental development. A factor disturbing self-esteem is punishment and face to many unsuccessful situations (Salimi, 2003).

Generally, evaluations that a person have of himself, forms his self-esteem. Also, self-esteem is a degree of self-worth, acceptance and validation which a person feels toward himself (Turner et al, 2011). However the quality of life increases, the level of self-esteem will increase as well. In the new concept of health, high self-esteem creates the sense of confidence which enables him to match with difficult situations (Rachin, 1999; Vozki, 2008). Teenagers' self-esteem and family performance are the variables that were got interested by researchers for

a long time, and the main problem in the current study is investigating the effect of family performance on children's self-esteem.

### Methodology

The main aim of the study was investigating the effect of family performance on female students' self-esteem of high schools of Isfahan city in the academic year 2013-2014. The statistical population of the study included all the female students educating in the level of high school in Isfahan city in the academic year 2013-2014 from which a statistical population of 100 students was selected with stratified random sampling method. The average descriptive statics, standard deviation, inferential statistics of multi-variable regression and Pierson's correlation coefficient were used in the study. To collect data, the questionnaire of family performance evaluation and Cooper Smith's self-esteem questionnaire were used.

**Instruments: Questionnaire of family performance evaluation:** it is a 60-question scale which was proposed by Epstein & Baldwin & Bishop in 1983 to evaluate family performance according to Mac Master Pattern. This pattern determines the structural, professional and interactive characteristics of a family.

Validity and reliability of the questionnaire was studied by Chen et al. Cronbach's alpha coefficient was obtained between 0.29 and 0.74 in a sample of 313 kids hospitalized in Chinese hospitals. Govin & Vambolet obtained its reliability coefficient between 0.48 and 0.79 on a sample of 194 teenagers with asthma by using Cronbach's alpha methods.

Mohammadzadeh & Khosravi (2006) reported the Cronbach's coefficient 0.49 for the entire questionnaire and for sub-scales as follow: 0.78 (total performance), 0.72 (problem-solving), 0.70 (communication), 0.73 (emotional association), 0.66 (behavior control) and 0.71 (emotional involvement). And reliability of the questionnaire was proved in Iran by using internal consistency approach in many studies.

**Cooper Smith's self-esteem questionnaire (1967):** Smith (1967) developed his scale of self-esteem according to the review of Roger & Dymond's scale (1954). This 58-item scale is itself a report whose 8 items (no. 1306, 55, 48, 41, 34, 27 and 20) are polygraph and other 50 items are divided into 4 sub-scales, general self-esteem, social self-esteem (peers), family self-esteem (parents) and educational self-esteem (schools). This scale's items are written for children 8 to 10 year-old, in terms of understandings. But it can be used for different ages with some changes.

Cooper Smith et al (1967) obtained the reassessment coefficient 0.88 after 5 weeks and 0.70 three years after the test. Factor analysis showed that the sub-scales evaluate different factors of self-esteem (Raberson & Miller, 1986). In Iran, the reliability and internal consistency coefficients (Cronbach's alpha coefficient) of the related scale were calculated by Ebrahimi, Ghavam (1990) on a sample of students of Ahwaz city. Cronbach's alpha coefficient was reported  $\alpha=0.82$ . After 6 weeks, reassessment and internal consistency coefficients of the scale were reported very satisfactory.

### Findings

In table 1, a step-by-step regression is presented to predict self-esteem based on family performance.

Table 1: a step-by-step regression to predict self-esteem based on family performance

Variables	Standard coefficients	Standard deviations	Beta	Coefficients of determination
Step 1 Total performance	-0.48	0.10	-0.42	0.22*
Step 2 Total performance Communication	-.43	0.10	-0.38	0.30*
	-0.76	0.32	-0.24	

$P < 0.005^*$

Step-by-step multi-variable regression shows the component of total performance equal to 0.22 can explain the changes of self-esteem and the concept of communication equal to 0.8 increases it and other components can explain self-esteem very poor which is not significant. In other word, the components of total performance and communication explain 0.30 changes of self-esteem totally.

Also, in table 2, correlation coefficient of family performance aspects and self-esteem are presented.

Table 2: correlation coefficients of family performance aspects and self-esteem

No.	Variable	Self-esteem
1	Problem-solving	0.34**
2	Communication	0.33**
3	Roles	0.42**
4	Emotional accountability	0.78**
5	Emotional interest	0.36**
6	Behavior control	0.37**
7	Total performance	0.49**

\*\* Correlation is significant in the level of 0.01.

Table 2 shows the relationship of all aspects of family performance and self-esteem is significant. The most correlation coefficient is related to the sub-scale, emotional accountability (0.78\*\*) and the least one is related to communication (0.33\*\*). Therefore, it can be concluded that there is a significant relationship between family performance aspects and self-esteem. Because the high score indicates a dis-functionality of family performance, so it can be said that there is a significant relationship between family performance and self-esteem. That is, the higher score of family performance aspects is, the lower self-esteem is.

### Conclusion

The main purpose of this study was to investigate the effect of family performance aspects on female student's self-esteem of high schools of Isfahan city in the academic year 2013-2014. The statistical population of the study was the female students of high schools of



Isfahan city in the academic year 2013-2014. Of them, a sample of 100 students was selected with stratified random sampling method. The statistical method used includes: analysis of Pierson's correlation coefficient and step-by-step regression analysis. The result of the current study is that there is a relationship between family performance and its aspects and self-esteem. That is, the higher family performance will result in positive results for students' self-esteem and in contrast, dis-functionality in family performance aspects will result in undesirable self-esteem.

Family performance is the most important variables affecting on students' behavior. When family performance is desirable in all aspects and a family can solve problems, if the relationship between family members is clear, they can speak about main problems with each other and cite their concerns and interests, and also about roles, the role of family members should be defined clearly. Roles include all necessary performance of a family and are divided justly among members. On the other hand, emotionally, the family atmosphere is full of love and interest. Family has the responsibility to meet members' emotional needs and feelings. Instead of lack of involvement, there has been an involvement without emotions, over-involvement, or emotional involvement.

Generally, the results showed that the more desirable family performance, the more self-esteem is in the students. The study results are in agreement with Rahimi's study (2007), who knows orientation to family conversations as a positive, significant predictor and conformity orientation as an insignificant, negative predictor. Also, the current study is in agreement with Yousefnejad's study (2007) on family performance and life satisfaction, Mashhadizadeh (2001) on family performance relationship and children's general health, Lashgari (2004) on family performance relationship and children's general health, Sayadi (2002) on low family performance and presence of mental disorders.

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