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# Study and Comparison of the Role of Quality of Life and Self-Esteem with Educational Progress among High School Student (Case Study: Deyr County)

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## ABSTRACT

The present study aims at investigating the relationship between quality of life, self-esteem and resiliency with diligence and educational progress of male and female high school students of Deyr County. The statistical population are the total number of the second grade high school students of two sub-disciplines of literature and human sciences and experimental sciences (N=600). The sample was estimated 234 people based on Morgan table. The measurement tools include quality of life questionnaire, self-esteem, resiliency and self-made questionnaire that the result of the analyses with Cronbach alpha for quality of life, self-esteem, resiliency and educational diligence are 0.91, 0.89, 0.93 and 0.88 respectively. The result of the stud revealed a positive and significant relationship between quality of life, self-esteem, resiliency and educational progress on the P $\leq$  0.001. The result of the Multiple regression analysis method (synchronous) confirmed the significance of the effective factors' model on educational diligence of students (f, (230.3) = 101.04, P<0.001). The result of the oneway multivariate analysis of variance (MANOVA) about five dependent variables of quality of life, self-esteem, resiliency and educational progress showed that they are influenced by the independent variable of gender. Moreover, according to the result of an independent comparison, there is a significant and meaningful difference between human sciences students and experimental sciences students regarding the quality of life, self-esteem, resiliency, diligence and educational progress. **KEY WORDS**: Quality Of Life; Self-Esteem; Educational Progress; Gender; High School.

#### **INTRODUCTION**

Self-esteem in children is stem from others attitude, behavior and expectations from the early ages until adulthood. Humiliation, rejection, disrespect, threat, unnecessary comparison, repeating the negative points constantly are all obstacles on the way of child's flourishing self-esteem; while proper methods such as acceptance, respect, affection, attention, taking the child seriously, encouragement, support and reasonable expectations are useful ways in order to achieve self-esteem and self-confidence [1]. The reason behind many traumatic behavior of children at home and in the school, specifically academic failure, is the lack of self-esteem.

Pourhosein [2] has defined the term self-esteem as a psychological – Social product which forms and evolve through gradual interaction between human and surrounding environment in different fields. Human being has gained and desires to establish unity with others. He participates in interaction with other people and phenomenon as a unit and achieves the unity through his understanding of himself; he creates a kind of behavior and directs if. Once a person feels united will be the subject of the actions and this awareness would lead into freedom in actions and behaviors.

Despite numerous studies and researches, there are still challenging issues concerning the dimensions of quality of life. The theoretical ground of this matter, quality of life dimensions, is very limited and generally reflected in speeches about healthcare. However, most of the efforts in order to determine the dimensions of quality of life are personalized and optional.

Self-esteem is a cognitive issue and as long as the youth and adolescents have not reached a rational self-recognition, they have not achieved self-esteem as well. Note that self-esteem is different from selfishness and narcissist. There is no rational belief in selfishness and a selfish person can just see himself and consequently is always alone; yet a self-esteem person's beliefs are expressed through others' assistance. Self-esteem people identify their objectives and efficiently use the time and their surrounding environment, they believe God and the nature will assist him in the way of success. A person with self-esteem is also patient and see a bright future with worth all the current efforts. Thus self-esteem is an effort accompanied by faith in individual and social life and hope for the future. Human is who he believe he is and his point of

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view toward others and himself, his attitude toward the environment and the interpretation of the surrounding events and concluding them, all show the amount of one's self-esteem [1].

If parents do not have true understanding of mental, emotional and physical conditions of their teenagers and do not help them with sympathy and consciousness to go through this very sensitive stage of life which is adolescence, the possibility of abnormal behavior by teenagers would increase [3]. Kamandar [4] in a study about the relation between resiliency and the quality of life among couples in Khoram Abad city concluded that resiliency can increase agreement and leads to understanding in the highest levels of marital satisfaction, in a way that familial conflicts among couples with higher resiliency is low and their satisfactions is high. The quality of life indices are also higher in these families and couples are healthier.

Molai [5] suggested that despite the general agreement about the potential value of elements, dimensions and quality of life indices, there is no clear compromise about the definition of quality of life and each field and area has proposed a specific definition based on their own point of view or researches' objectives. However that multidimensional nature of quality of life has been widely accepted, yet physical, spiritual and social dimensions are more emphasized. In fact, different things might be considered important in someone's life but the health dimension is always essential in the quality of life.

Rezakhanian [6] in study titled studying self-esteem and educational progresses of Ahnaz Islamic Azad University's students in different fields, showed that self-esteem in general is much lower than the standard level but their educational progress is higher than the hypothesized theoretical level (12 grade from 20). Bandura [7] believes that people with high self-esteem have high motivations to achieve their goals. If we believe our objectives and goals are beyond our capabilities, we may leave those objectives and neglect them, while positive and strong beliefs about ourselves are desirable for health and quality of life.

Most of the studies indicate that 85 percent of personal formation is until age six and family has the crucial and major role in this regard. In fact, the respect and value that they show to their child would lead to the belief that s/he worth this respect as a competent person. Once a person uses the term "I", needs to know what he wants and who this term refers to. One of the main ways in nurturing self-esteem in children is to induce them that they can evaluate their own behavior and concludes its righteousness and if it is necessary modify its negative points. The main objective of this study is to investigate and compare the relationship among quality of life, self-esteem and educational progress among high school students of Deyr County. Studying the effective components on students' educational progress and the influence of gender and field of study on quality of life and self-esteem is another objective of this research.

#### MATERIAL AND METHODS

Considering that the present study aims at investigating and studying the relationship among quality of life, selfesteem and educational progress among high school students of Deyr County. In the other word, the impact of quality of life and self-esteem as independent variables on dependent variable, educational progress, is being studied, thus this research is correlational. The total number of 600 male and female high school students of Deyr County are the statistical population with 400 females and 200 males; the sample was randomly estimated 234 person based on Morgan Table. Regarding the proportion of male and female students, 136 female students and 98 male students from 6 girls' and 4 boys' high school were randomly chosen and studied.

The data collection instruments are three questionnaires which will be explained in detail in the next section:

Scales	Number of questions	Alpha coefficient
Quality of life	15	0.91
Self-esteem	17	0.89
Educational progress	11	0.88

Three types of questionnaires were applied to collect data. The quality of life questionnaire contains 15 multiplechoice items using likert scale scoring method from (strongly agree, agree, neutral, disagree and strongly disagree). This questionnaire has been published in the reported results of a study conducted in 15 international centers of the World Health Organization. The reliability of the questionnaire was calculated 0.89 by cronbach's alpha. And the reliability coefficient has been obtained 0.91 using cronbach's alpha and the scoring scale is from 1 to 5. Nasiri [9] has applied the criterion – related validity method to determine the questionnaire's validity and calculated the correlation coefficient between the total score of the general health questionnaire (GHQ).

The correlation coefficient of this questionnaire with the general health questionnaire (GHQ) is reported to be high. In order to determine the questionnaire validity, the correlation coefficient between each score and the total score was

computed as well. In order to evaluate self-esteem, the self-esteem questionnaire of Rezai [10] is used. This is a 17-item questionnaire with multiple-choice questions and likert scale. The options are from 1 to 5 (from strongly agree, agree, neutral, disagree to strongly disagree). The reliability of the questionnaire was calculated 0.79 by Cronbach's alpha. The correlation coefficient of each question with the total score is computed to determine the validity. The reliability coefficient based on Cronbach's alpha was estimated 0.89.

In order to examine the educational progress of the students, a self-made questionnaire is applied. The authors designed this questionnaire, with 15 multiple-choice items and likert score scale. The options are arranged from 1 to 5 that is from strongly agree, agree, neutral, disagree to strongly disagree. The reliability of the questionnaire was calculated 0.84 by cronbach's alpha. The correlation coefficient of each question with the total score is computed to determine the validity. The authors went to Deyr County's education department and asked for the total number of the high schools in the city extracted from the statistical information in the department's computers. 10 schools were randomly selected, 4 boys' and 6 girls' schools, and finally 234 participants including 98 males and 136 females were randomly selected and studied. The following methods were used in order to analyze the data and answer the research questions.

The authors went to Deyr County's education department and asked for the total number of the high schools in the city extracted from the statistical information in the department's computers. 10 schools were randomly selected, 4 boys' and 6 girls' schools, and finally 234 participants including 98 males and 136 females were randomly selected and studied. Participants were led to a quiet room and after a short introduction by researcher and greeting the students, distributed the questionnaires and their instructions. The researcher was present all the time and was answering any question or confusion related to the questionnaire. The SPSS software was used to analyze the collected data and was considered as a descriptive and inferential statistics. The data were analyzed by the statistical indices such as frequency, percentage, mean, SD and diagrams in the descriptive level; and tests such as correlation coefficient, multivariate analysis of variance (MANOVA) and multiple regression analysis were used in the inferential level.

#### RESULTS

### a) Demographic information of students

According to the results, 73.9 percent of the total number of participants are female students and 26.1 percent are male students (Diagram.1).

According to the results, 63.7 percent of the statistic populations are human sciences students and 36.3 percent are experimental sciences students (Diagram. 2).

The results of the table 4 show mean and Standard Deviation of variable including quality of life, self-esteem, resiliency, diligence and educational progress in terms of gender.

The results of the table 5 show mean and Standard Deviation of variable including quality of life, self-esteem, resiliency, diligence and educational progress in terms of field of study.

Gender	Frequency	Percentage
Girls	136	58.1
Boys	98	41.9
total	234	100

Table 2. Frequency and percentage of students in terms of gender

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Diagram 1. Percentage distribution of students in terms of gender



Table 3 Frequency	v and Percentage	distribution of	f students in	terms of their	field of	f study
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Diagram 2. Frequency and percentage distribution of students in terms of their field of study

Table 4. Mean an	d Standard Deviation of t	he quality of life, resiliency and	d educational progress in terms of gender
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Variable	Girl		Boy		Total	
Gender	mean	SD	mean	SD	mean	SD
Quality of life	53.41	11.16	50.65	12.20	52.26	11.66
Self-esteem	66.21	9.84	63.94	12.01	65.26	10.83
Educational progress	16.97	2.05	16.42	2.20	16.74	2.12

Fields of study	Human	sciences	Experimental sciences		Total		
variables	mean	SD	mean	SD	mean	SD	
Quality of life	49.59	11.17	56.93	11.07	52.26	11.66	
Self-esteem	5762	10.48	69.95	9.84	65.26	10.83	
Educational Progress	16.37	2.29	17.39	1.60	16.74	2.12	

Table 5. Mean and Standard Deviation of the o	quality of life.	resiliency and	l educational di	iligence in terms	of fields of study
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### **Research hypothesis**

## H<sub>1</sub>: there is a significant relationship between the quality of life, self – esteem and educational progress.

Pearson correlation coefficient was used to answer this hypothesis and result are shown in table 6:

The correlation coefficient level showed that there is a positive and significant relationship among the quality of life, Self-esteem, resiliency, diligence and educational progress at the P < 0.001 level; that is with increase in quality of life, resiliency and self- esteem, the level of educational progress and diligence would increase as well. These findings are in consistency with other studies such as Lotfi [9], Ghalibaf et al. [10], and Oshio [11].

Table 6. The correlation matrix of	quality of life	, self-esteem, resiliency,	, diligence and educational progress
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Variable	Educational progress	Quality of life	Self-esteem
educational progress	1		
quality of life	0.48**	1	
self-esteem	0.53**	0.79**	1

\*\* The significance level at the 0.001 level.

### H<sub>2</sub>: There is a significant relationship between the level of quality of life, self-esteem and educational progress. Pearson correlation coefficient was used to answer this hypothesis and results are shown in table. 7:

Table 7.	Summary	of the	affecting	factors'	model	on educational	progress
		· · · · · · · ·		100010		011 00000000000000000000000000000000000	progress.

Model	R	R2	Adjusted R2	Standard Deviation
affecting factors on educational progress	0.759	0.591	0.585	5.00

	Table 8. Analysis of Variance	(ANOVA)	of the affecting factors'	model on educational	progress
Statistics	Sum of squares	df	Mean squares	F	Significance level
Regression	8300.045	3	2766 682		

Regression	8300.045	3	2766.682		
Remaining	5751.887	230	25.008	110.631	0.001
Total	14051.932	233			

			-	-			
variables	Non standardized coefficient		standardized coefficient	t	Significance	Shared The correlation coefficient	
(unucied)	В	SD	β	lev		(split)	
Fixed amount	10.095	4.907		4.907	0.001		
Quality of life	0.144	0.046	0.216	3.122	0.002	0.202	
Self - esteem	0.245	0.062	0.314	0.940	0.001	0.251	

#### **Table 9.** Model coefficients of affecting factors on academic diligence

The result of the tables 7, 8 and 9 show significant relationship between the factors' model affecting students' educational progress (f, (230.3) = 110.63, P<0.001) and this model justify the educational progress variance up to 58.2 percent. The ( $\beta$ ) coefficient show the significant predictive role of the quality of life and self-esteem on educational progress, specifically about the self- esteem which has stronger effect on educational progress. The shared correlation coefficient (split) also indicate that self-esteem justifies the major share of educational progress variance.

The correlation coefficient result showed a positive and significant relationship between quality of life, self-esteem, resiliency and educational diligence and progress at P < /001 level; which means with increase in quality of life, self-esteem and resiliency, the level of educational diligence and progress would increase as well. These findings are consistence with the results of other studies including Nasiri [7].

# H<sub>3</sub>: there is a significant difference between male and female students regarding the quality of life, self-esteem and educational progress.

Multivariate analysis of variance (MANOVA) was used to answer this hypothesis and result are shown in table. 10:

	Table To	• With variate test	of the gender mig	pact on dependen	it variables		
test	amount	F	df	df error	Significance level	Partial η2	
Pillai's trace	0.073	3.612	5	228	0.004	0.073	
Wilks's lambda	0.927	3.612	5	228	0.004	0.073	
Hotelling's trace	0.079	3.612	5	228	0.004	0.073	
roy's largest root	0.079	3.612	5	228	0.004	0.073	

Table 10. Multivariate test of the gender impact on dependent variables

Resources		Total squares	df	Mean square	F	Significance Level	Partial η2
Y-Intercept	Quality of life	616818.017	1	616818.017	4581.141	0.001	0.952
	Self- esteem	964721.192	1	964721.192	8272.951	0.001	0.973
	Educational progress	63533.109 433.470	1	63533.109	14276.168	0.001	0.984
	Quality of life	292.747	1	433.470	3.219	0.074	0.014
gender	Self- esteem	17.192	1	292.747	2 51	0.114 0.001	0.011
	Educational progress	31237.145	1	17.192	4581.141		
	Quality of life	27053.868 1032.468	2	134.643	8272.951	0.001	0.016
error	Self- esteem	670662.00	2	116.611	14276 169	0.001	
	Educational progress	1023812.00	2	4.450	142/6.168	0.001	
total	Quality of life	66652.719	2				
	Self- esteem	616818.017	2				
	Educational progress	964721.192	2				

#### **Table 11.** Determining factors among subjects

The MANOVA was used to analyze the three dependent variables of quality of life, self – esteem and educational progress and the independent variable of gender and the results of Pillai's trace, Wilks's lambda, Hotelling's trace and roy's largest root showed that the independent variable are not significantly affected by gender. These findings are in consistency with Herrera [12], Gidnez [13] and Jackson [14] has reached different results.

# H<sub>3</sub>: there is a significant difference between human sciences and experimental sciences students regarding the quality of life, self-esteem and educational progress.

The MANOVA was used to analyze the results of this hypothesis.

Test	Amount	F	df	df error	Significance level	Partial <b>ŋ</b> 2
Pillai's trace	0.130	6.832	5	228	0.001	0.130
Wilks's lambda	0.870	6.832	5	228	0.001	0.130
Hotelling's trace	0.150	6.832	5	228	0.001	0.130
roy's largest root	0.150	6.832	5	228	0.001	0.130

Table 12. MANOVA of the effect of the field of study on dependent variables.

Resources		Total squares	df	Mean square	F	Significance Level	Partial <b>ŋ</b> 2
	Quality of life	614117.935	1	614117.935	4954.699	0.001	0.955
Y-Intercept	Self- esteem	950645.364	1	950645.364	9038.118	0.001	0.975
	Educational progress	61706.706	1	61706.706	14404.725	0.001	0.984
Field of study	Quality of life	2915.012	1	2915.012	23.518	0.001	0.092
	Self- esteem	2944.441	1	2944.441	27.994	0.001	0.108
	Educational progress	55.823	1	55.823	13.031	0.001	
	Quality of life	28755.603					
error	Self- esteem	24402.174					
	Educational progress	993.838					
	Quality of life	670662.00					
total	Self- esteem	1023812.00					
	Educational progress	6652.719					

 Table 13. Determining factors among subjects

The result of the two-way MANOVA analysis on 3 dependent variables of quality of life, self-esteem, and educational progress and also the independent variable of field of study and also the results of the four tests of Pillai's trace, Wilks's lambda, Hotelling's trace and roy's largest root revealed that independent variables are significantly affected by field of study. Partial eta factor shows that 13% variance of the dependent variables (F (5,228) = 6/ 83P, < 0.001, partial  $\eta$ 2=0/13), quality of life, self-esteem, educational progress, is related to variable of field of study as the independent variable.

Separate studies show significant difference between human sciences and experimental sciences students, regarding the quality of life, self – esteem, diligence, resiliency and educational progress. These findings are in consistent with Eston et al. [15], Kubasa [16], Bendura [17], Mehrabi [18] and Eliot [19].

#### CONCLUSION

The present study aims at investigating and comparing factors including quality of life and self-esteem with educational progress among high school students. The correlational methodology had been applied and the statistical population contains all of the human and experimental sciences' high school students of Dayer county.

Scientists believe that the motive behind educational progress, quality of life, self-esteem, resiliency, diligence and the selected field of study is to seek success in a high standard competition. Students with high self-esteem and resiliency have better educational achievements compare to those with lower self-esteem and resiliency. They showed that resiliency is a predictive factor for self-esteem, educational progress and motives. Numerous studies have mentioned the positive relationship between self-esteem and educational progress, quality of life, resiliency and diligence.

There is no general agreement on the role of gender in educational progress; while many studies emphasize on the role of gender in progress and educational achievements, some of them believe that gender differences is not an important factor in educational achievement. However, many studies showed the satisfaction with the quality of life among girls is less than boys. It seems that the difference in life satisfaction among students is related to the self-empowerment ability, self- esteem and resiliency.

Students' dedication and diligence can imply their interest toward learning and putting effort into their education until getting the sufficient mastery. Diligence is stem from the motivation to learn and motivation to progress. In the other word, diligence means to show the utmost seriousness and effort with great focus on achieving academic goals.

The concept of the quality of life used to emphasize on effectiveness and overcoming basic needs but nowadays it has been turned into a multidimensional concept with aspects such as physical health, physiological, social, economic, personal beliefs and environmental interactions. All of the indices including Gross Domestic Product, the main progress indicator, the index of social health, human development index, give a different image of life. Self – esteem also means to believe in physiological and psychological achievements and optimal use in order to gain prosperity and social individual talents and abilities.

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