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Study relationship between social identity and self Esteem with a hierarchy of values

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ABSTRACT

The purpose of this study determined the relationship between self esteem and a hierarchy of values with social identity in high school students is Khoram Abad. Method: the study was descriptive using methods of correlation. The selected sample consisted of 400 students were female and male with a sampling relative and were stratified cluster. In this study, examinees completed social identity Questionnaires of Akbar pour (2003) and Koper smith's self esteem (1967) and measure scale the value system of Lotf Abadi (2005). Results: Results showed that there are significant differences between identities. But no significant differences between male in female students in other components of social identity. There are not significant differences between the average self esteem and its components in students. In between components in the hierarchy of values of the average values only are female students more than male students. And the other values, there is no difference between male and female students. There is a significant relation ship between male and female student's social identity and self esteem. There are significant and positive relation ship between individual artistic, family, religious, national values and social identity of female and male students. There is a significant and positive relation ship between the individual, family, religious values in females and individual, family, social, religious values and social identity in males. Also the result show : the independent variables (predictive) entered the analysis , the variables of self esteem , family values , personal values , artistic values , national values , can be predicted that male and females social identity .The independent variables (predictive) entered the analysis , the variable of self esteem can be predict social identity in personal and religious values in females and, individual and social values in males .Discussion : the results obtained in this study illustrate the importance of self esteem and social identity in adolescents is growing.

Keywords: social identity; self esteem; a hierarchy of values.

INTRODUCTION

Human and man's place in the world he has long engaged the human mind, and has been a topic for research. In today's society man has been studied from different aspects and since the identity is also an important part of human existence personal and social life of every person affected is identified. Evaluation of human identity is very remarkable [1]. Identity or "human remains" is Arabic word and it means "unity to nature" or "conformity with nature". "Unity to nature" is means description and recognition and to be identical qualified with the main character and the nature [2].

Identity of each person's understanding of self and social identity of each person's understanding of self and others on the one hand and, understanding of self and others is his other hand. Leader of social identity theory is "George Herbert mead" who study individual achieve process and full perception of self.

In other words, the image that makes one's own and found sense to him is reflecting attitude that others have to him [3]. Identity in the community represents a sense of belonging to social groups or units of collective and individual commitment and loyalty against them. This type identity is usually expressed with the pronoun "as", which helps regulate a person's relationship with community groups, and against it, these questions can be raised (designed) who are we? What are we? Who are the others? What are the others? [4]. Later Tajfel relying on this approach , systematic study of possible relationship between individual and their perceptions of social classes that they and others belong to them, study about identity , especially , adolescent's social identity and determine its limits and boundaries, which to solve problems of contemporary societies to a viable way. On the other hand, all people, regardless of age, gender, cultural background and work for their living, they need self esteem. Truly self esteem affects all levels of life. In facts, various studies suggest that it is psychological, as necessary to satisfy self esteem does not remains limited to the broader needs such as the need to create, develop and realized potential [5]. All educators, parents and leaders believed that community should be foster people with mental Health and self esteem is good. In other words society needs people with good self esteem because of these people believe in their abilities and are responsible and reliable [6].

Our mind image of ourselves is formed of the same experiences. These images are the fact for ourselves and make up our self esteem and mental imagery to tell as what we can succeed or fail [7]. People's self esteem determines its function in the work place and success in communicating with others and finally self esteem has an important role in interacting with others, feel valued and pleased [8]. True self esteem is not received approval from others, but it is optimistic and realistic others to us [9]. Whenever a person has a positive assessment of his performance, increase his self esteem, while if he has negative assessment of his performance decrease his self esteem. Is a protective shield against stress, which protects of individuals against, pressing negative life events? A person who is of high value, can easily be confronted with ideas and events external stresses without experiencing negative and organization of mental disintegration .[10].

Finally , values are rooted in the beliefs and ideas of community and community members believes that based on what they considered good or bad , ugly or beautiful, moral or immoral. [11]. In personality psychology and its development, there concepts "self", "identity" and "value system" have a central place. The two aspects of the concept of "self" namely "received from self" and "self valuable" and "perturbation identity" and a wide range of types and levels of "value system" is fundamentally importance in understanding the status and development of adolescents [12]. Research goal: To determine the relationship between self esteem and hierarchy of values with social identity in male and female high school students Khoramabad city.

MATERIALS AND METHODS

The study sample include all male and female students high school Khoramabad city in year 2010 have been studying on a daily basis; According to statistics, total number of 28189 people has been that , number 13298 people were females and 14891 person were males. In the present study, in order to, selected statistical sample is used stratified cluster and sampling method relative.

In order to estimate the value appropriate sample is used table of Morgan, according to this table 28189 people from the present study population were selected as the sample of 379 people, due to factors such as not answering the whole questionnaires and remove some of the questionnaires, 400 questionnaires were completed.

The sample consisted of 190 females and 210 males who were studying at first, second and third grades in high school. The correlation method is way of this present study. In this study the following instruments were used for data collection:

A- Social identity questionnaire: This questionnaire by Zahra Akbarpuor was prepared in 2003 to measure social identity. Using Likert type is intended to collect information. That is with 63 questions, which 48 questions that are related to eight different dimensions of social identity questionnaire validity was determined using Alfa cronbach, and obtained an 82% coefficient Ratio is acceptable. B- Inventory of Esteem (1967): This questionnaire is Article 58, the material includes questions 6, 8, 13, 20, 27, 34, 41, 48, 55 lie detectors and article 50 is divided into four subscales to overall self esteem, social esteem (peers), self esteem, family (parents) and self education (school). Iran has conducted research on the reliability of this test on students. The study involved 200 students in third and fourth years of high school in Tehran and 100 students at Tehran University. Reliability coefficient for the group of students is higher than 0.8. Also in this study by using Alfa cronbach were obtained coefficient of 0.84.C- The value system of rating scale: measure the value system of (lotfabadi , Norozi, 2002) was a questionnaire that containing 45 + 90 questions. It study the basic concept such as the person's value system in many different fields of personal, family, economic, political, social, artistic , scientific and theoretical, religious, national and global. Validity for this

scale is used firstly, in terms of its experts on every buoy. Secondly, the scale has been implemented on a pilot sample 568 high school students and pre-university people. Factor analyses studies have been done for the results and are used to determine the reliability of the known methods to calculate the reliability (include Alfa cronbach, and split half Reliability). Means of Reliability values and set of values in research obtained with two mentioned methods which was 0.83. In this study, using Alfa cronbach obtained coefficient 0.84.

RESULTS

Using descriptive statistics: Mean standard deviation, Frequency tables and corresponding graphs, inferential statistical techniques: test for independent samples to compare the means of two independent groups, multiple regression analysis and Pearson correlation coefficient.

Table 1: The multiple correlation coefficients, coefficient determination and the significant test

Multiple correlation	Coefficient	F-circumstantial	Degrees of	The significant
Coefficient	Determination	Evidence	Freedom	Level
0.383	0.147	0.066	388 11	**P<0.001

* *significant level 0.05* ** *significant level 0.01*
NS → NO significant

Table 2 : Regression coefficients and Relevant significant test

Variable	Non-standardized Coefficient		Standardized Coefficient	t- circulms tational	The significant Level
	B	Standard Error	Beta		
Latitude of Origion	105/649	9/470		11/156	**P<0/01****
Self esteem	0/515	0/116	0/212	4/421	**P<0/01****
Individual	0/231	0/081	0/182	2/862	**P=0/04****
Family	0/140	0/061	0/112	2/276	**P=0/023***
Economic	0/013	0/074	0/008	0/172	**P=0/864**^{NS}
Political	0/107	0/063	0/084	1/688	**P=0/092**^{NS}
Social	0/012	0/067	0/009	0/180	**P=0/857**^{NS}
Artistic	0/153	0/066	0/114	2/337	**P=0/020***
Scientific	0/116	0/067	0/082	1/737	**P=0/083**^{NS}
Religious	0/044	0/069	0/038	0/645	**P=0/519**^{NS}
National	0/125	0/055	0/107	2/258	**P=0/025***
Global	**0/072**	**0/055**	**0/062**	**1/294**	**P=0/197**^{NS}

* *the significant in level 0.05* ** *the significant in level 0.01*
NS : NO significant

Table 3. correlation between social identity and hierarchy values among female and male students

	Personal	Family	Economic	Political	Social	Artistic	Scientific	Religious	Na Honal	Global
Personal	1									
Family	0/099*	1								
Economic	0/129**	0/070	1							
Political	0/125*	0/156**	0/022	1						
Social	0/339**	0/145**	0/162**	0/161**	1					
Artistic	0/201**	0/070	0/003	0/011	0/045	1				
Scientific	0/027	0/039	0/037	0/041	0/038	0/034	1			
Religious	0/556**	0/142**	0/001	0/123*	0/132**	0/143**	0/020	1		
National	0/030	0/055	0/037	0/030	0/006	0/082	0/038	0/030	1	
Global	0/101*	0/023	0/082	0/047	0/046	0/065	0/081	0/020	0/030	**1**
Social identity	**0/208****	**0/107***	**0/052**	**0/097**	**0/059**	**0/112***	**0/082**	**0/145****	**0/110***	**0/042**

The significant in level 0.05 *the significant in level 0.01*

Table 4 : Correlation between social identity and self esteem among female and male students

Correlation Between	Respondents	Pearson correlation coefficient	Number	Significant level	Results
Social identity Self esteem	The total Sample	0.233**	400	P<0.001	**Positive Significant (P<0.001)**

* *the significant in level 0.05* ** *the significant in level 0.01*

Table 5 : comparison hierarchy of values between male and female students

Variable	Sex	Number	Mean	Standard Deviation	t-circumstantial	Degrees Freedom (df)	Significant level (p)
Family	Female	190	78/0214	9/79696	0/357	398	**P=0/721^{NS}**
	Male	210	77/6455	11/14203			
Economic	Female	190	73/2943	11/03600	1/003	398	**P=0/316^{NS}**
	Male	210	72/0988	12/63611			
Social	Female	190	74/5906	9/30541	0/932	398	**P=0/352^{NS}**
	Male	210	73/6155	11/38761			
Political	Female	190	77/2904	11/32850	1/757	398	**P=0/080^{NS}**
	Male	210	75/2083	12/27898			
Artistic	Female	190	72/2320	10/67043	1/648	398	**P=0/100^{NS}**
	Male	210	70/4145	11/31226			
Scientific	Female	190	71/1598	10/09142	1/029	398	**P=0/304^{NS}**
	Male	210	70/0617	11/13705			
Religious	Female	190	75/0097	9/45175	1/638	398	**P=0/102^{NS}**
	Male	210	73/3422	10/77996			
National	Female	190	72/2807	12/10510	2/345	398	**P=0/020***
	Male	210	69/3739	12/62255			
Global	Female	190	69/5517	14/65155	0/161	398	**P=0/872^{NS}**
	Male	210	69/3210	14/02135			

* significant in level 0.05 ***significant in level 0.01*
NS : NO significant

DISCUSSION

There is a significant and positive relationship between self esteem and a hierarchy of values with social identity at male and female students. The results show that there are significant effective between independent variables (predictive) entered in analysis, such as self esteem variables, individual value , family value, artistic value and national value which to explain changes of criterion variable (social identity) students. Relationship between values and self esteem with identity to seem clear and obvious (Mohammadi Rozbahani, 1999). While lotfabadi and Norozi (2005) believe that value system as the most inner layers of personality and identity, shaping basis behavior attitude system of people. Between self esteem and a hierarchy of values with social identity at male and female students, There is significant and positive relationship between self esteem and a hierarchy of values with social identity at female students. Variables of self esteem and a hierarchy of values is about 10% (R^2 = 0.104) , to explain from dependent variables changes (social identity) female students, and in order to determine contribution of each of these variables was used regression analysis with simultaneously method, that its results show , among independent variables (predictive) entered in analysis, the variables self esteem , personal value , religious value have significant effective. At exampling changes of criterion variable (social identity) of female students, In this study, with attention to the positive relationship between self esteem and religious and personal values with social identity can be result that has self esteem and religious teaching of the strong potential to create a healthy society and a high and noble identity. Therefore, the first pace prevention of criticism and harms of social is directed and organized educational and methods social affairs based on values and religious norms. Religious makes life significant and objective, that way people look at life without it is as a main goal, while they enjoy life, at the same time, religious makes life means of nearness to welfare (Hamilton, 1994, 277).There is a significant and positive relationship between self esteem and a hierarchy of values with social identity in male students. The results show that there are significant effective independence variables (predictive) entered in analysis , such as self esteem variables, individual and social values , to explain changes of criticism variable (social identity) of male students. There is significant are positive relationship between a hierarchy of values with social identity at male and female students.

According to, obtained results in this study, there is positive and significant relationship between individual, family, artistic religious, national values with social identity students. ($p<0.05$)

The results of this study show that, that there is positive significant relationship between self esteem with social identity of male and female students. It is believed that teenagers who have acquired identity or have been actively search it, they have more self esteem feel and more likely, think abstractly and critically.

There are more similarities between their self ideals and their self real, and are advanced in moral reasoning (Marcia and colleagues). In contrast teenagers who have failed to obtain the identity or involved in dispersion of identity have compatibility problems. These people are petrified, fanatical and inflexible. Often they afraid, they reject by the people that are dependent for their love and self esteem to them. (Berk, 2005). So, to attention to above contexts can be take into consideration consistent between results this study and above contexts [13].

Result of some studies says there is differences between both male and female sexual in accept of values. While some others spoke of the similarities between them. (Macrenen and Russel, 2006) believe that there is similarity between male and female values, means of both to emphasize to values such as, freedom , trust, health and welfare (happiness) and peace [14]. Also, in this study, there is similarity between males and females values. That is both to emphasize to family, personal, artistic, social economic, political, scientific, Global, religious values. Only mean female students' national value is more than male students. Researchers have referred to this manner to different of gender role and criterions which society defines for every sexual, and there is a social stereotype for each gender roles and what is expected of him [14].

The attention to above contexts can be considered consistent between results this study to macrenan, Russel and Erfani's results [15]. The results of study show that: there is not significant difference between mean self esteem and its components at between male and female students [16].

There are significant differences between male and female students' social identity. The obtained results from this study are based on separate analysis both sexes show that male and females have significant differences in some aspects of their social identities. Since our high school have not coherent and programs in order of their programs and activities in relative to educational affairs and developing character, self esteem, social and value system students. They should be attending to this serious lack and effort to remove it. It is suggest that parents and parenting education more attend to children's right train that cause comprehensive growth and unity and integrity of character and finally it cause to grow sense of identity. Brings to the emotional support, create an intimate relationship in teenagers and give to them both freedom to the values and goals.

To provide home and school's environment discussion which to encourages abstract thinking, encourages teenagers that between beliefs and values, do rational choice and optional.

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