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Relationship between Self-concept and Social Behavior of Elementary School Students **Masume Hajizadeh*¹, Ali Edalati², Mohammad Hossein Gholami¹**

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Abstract This study aimed to research about the relationship between self-concept and social behavior of school students in the second grade of elementary school. Statistical population of this research included all elementary school students in the second grade in Bandar Abbas in zone 2 in 2014-2015 academic years and they were 14340 people. The researcher has chosen the statistical sample, 374 people, based on the Cochran formula by stratified random sampling in order to achieve the goals. The information in this research were obtained by Rogers' standard questionnaire in order to evaluate the scale of school students self-concept and also the Wineland social growth scale in order to evaluate the scale of their social behavior. The collected data were analyzed through descriptive statistics (frequency distribution tables, average, and standard deviation) and inferential statistics (Pearson correlation coefficient, multi-variable regression) using SPSS software, version 16. The results show that there is a significant relationship between the self-concept and social behavior of school students. The self-concept can explain 16.5% of school students' social behavior. Moreover, the real self-concept has significant relationship with public self-help, self-command, preoccupation, language relationship and socialization. But, has no relationship with eating, dressing and relocation. Also, the ideal self-concept has significant relationship with public self-help, language relationship and socialization and has no relationship with eating, dressing, self-command, preoccupation and relocation.

Keywords: Self-concept, social behavior, elementary school students.

Introduction

Not long ago, the concern of educational system policy makers was to expand the education and learning quantitatively and they were attempting to respond the growing and widespread demands of families for their children's education and learning in order to provide about a minimum of education for all children. But in the recent years, this concern has changed from the expansion of access to the education to more fundamental issues, meaning the improvement of quality and paying attention to the quality became one of the most important issues for policy makers. Activity for the improvement of the quality of education is more complicated than activity for the increase of the quantity of education since the effective factors in the quality improvement are very varying. One of the effective and important factors in the quality improvement and maybe one of the effective factors of all renovations that are done with the goal of the quality improvement is paying attention to the behavior of students in school and also outside the school since the school is the foundation of entrance to the community and shapes the personality in society and youth. With correct social behavior, we can educate a person who can live healthily in the society without being dangerous for others (Rozi, 2010).

Zare Shah Abadi and Ebrahim Abadi (2011) show that social and economic factors have relationship with the social identity of school students. It is been also proved that there is a

significant relationship between the related factor with official education and social identity of school students, kind of school and their average at school (Amiri et al, 2013). Furthermore, the surveys show that theoretical loyalty of youths to their national identity and practical loyalty to their religious identity are stronger than the other dimensions. Totally, the national identity has been reinforced more than the religious identity in youths. The meaning of identity is the parts of self-compounded of meanings related to the individuals that play multiple roles.

The researches' results show that one's self-attitude method has direct effect in making success or failure. In the other expression, the functions of the people who know themselves as weak and talentless are not the same. One of the important factors in these kinds of attitudes, beliefs and self-attitudes or self-concepts is the family. Not only the family environment has a basic and important effect in the intellectual structure, but also the problems of family in terms of time and especial shape are effective in the kind of one's personality. Social skills are the behaviors that enable people to do an effective engagement, to evade from undesirable responses and are the explanations for behavioral and social health. These skills have root in cultural and social backgrounds and include the behaviors like being pioneer in making new relationships and demanding and suggesting for help. From the most important educational goals of childhood is developing the social skills. The scales of having these skills have impact on social and individual health and academic success of children and adults (Motlagh et al, 2013).

So, the social behavior is a behavior that is affected by the others or has become conditional (Shoari Nezhad, 1985). In other words, it is a behavior from an individual or group toward someone or something in the framework of material and spiritual culture (Besharat et al, 2011).

According to what mentioned above, some research have been done on the components and variable of the study and the researcher has tried to related those variables together on which separate research has been conducted in order to understand their relationship. In this regard, most researchers did agree to the hypotheses of the researcher and in most cases confirmed the relationship between them. In this study, we tried to investigate whether there is a relationship between the self-concept as the predicting variable and social behavior as the criterion variable.

Methodology

Research method, statistical population and sample: The research was correlational descriptive kind. Statistical population of research included all the second grades of elementary school students in zone 2 in Bandar Abbas in 2014-2015 academic years. The sampling in this research was done through stratified sampling method. 5 schools of boys and 4 schools of girls in town, 1 school of boys and 1 school of girls in rural areas were chosen between the elementary schools of zone 2 in Bandar Abbas and 374 people responded to the questionnaires as listed samples in total and finally a sample of 250 was concluded that included 130 girl school students and 120 boy school students by putting away 124 incomplete questionnaires and the questionnaires that have repeated answers. Also, the method of collecting data in this research was field method. Statistical population of the research included all the second grade of elementary school students in zone 2 in Bandar Abbas. There are 136 schools in zone 2 of Education and Learning Department in Bandar Abbas. 14340 9-12-year-old school students were educating in 2014-2015 academic years in these schools. The volume of the research sample was calculated by using the Cochran formula and the research statistical sample was chosen through stratified random method.

Rogers's self-concept questionnaires and Wineland social growth test were used in this research. Self-concept test was used to determine the scale of school students' self-concept and the scale of Wineland social growth was used to determine the scale of their social behavior.

Rogers's self-concept scale: This questionnaire was produced by Carl Rogers in order to evaluate the scale of people's self-concept that includes two "A" and "B" Separate forms. "A" form is the basic self-concept which means the way that the person sees himself and evaluates ones' imagination from him. "B" form evaluates the ideal self-concept which means the way that an individual is dreaming. 25 polar features (positive and negative) are put in this form.

The validity coefficient of the test is evaluated by the use of dividing and was reported as 0.80 (Musavi, 1999).

Internal homology of the test was evaluated and proved by the use of calculating the correlation of each question with the entire test. The validity content of this test can be counted, according to the theory of Carl Rogers (manufacturer of this scale) and the confirmation of professors and experts. Because of the internal homology confirmation of the questions, this test has one of the testimonials of structural validity. Many researches in Iran have surveyed and approved the validity of this test. The validity of this test is surveyed through a 60-people sample of high school teenagers in Tehran by rating the questions even and odd. Correlation coefficient of the questions and the validity determination coefficient of the questions are reported as 0.81 and 0.89, respectively (Naderi, 20002). Raqibi and Minakhani (2011) reported the test validity by Cronbach alpha as 0.69 for "A" questionnaire and 0.60 for "B" questionnaire. According to the Cronbach alpha, the stability coefficient of the test for "A" questionnaire and "B" questionnaire were obtained as 0.82 and 0.78, respectively.

Wineland social growth scale:

Wineland social growth test was prepared by Dhal in 1953 and was translated and validated by Mohammad Taqi Barahani, Vali Okhovvat and Loghman Daneshmand. This scale is one of the evolutionary scales that deal with one's ability to meet the needs and take the responsibility. However, this scale included the age range of more than 25 years old and has separate questions up to 12 years old. But, it has common questions after 12 years between 12-15, 15-18, 18-20, 20-25 and more than 25 years. Accordingly, it is obvious that its efficiency reaches the highest point in lower ages especially in mentally retarded groups.

This scale has 117 articles that are divided into 1 year groups. In each article, the required information is obtained not only from the situations of the test but also from self-tests or interview with informants. The basis of the scale is based on someone's abilities in doing daily life tasks (Saatchi et al, 2010).

Wineland scale has been normed on 620 people (included 10 men and 10 women) in each one of the age groups from birth to 30 years. Stability coefficient is reported as 0.92 by retesting 123 people. The retest interval is from 1 day to 9 months. Wineland questionnaire is used in several studies and its validity and stability is confirmed. In "Kushalngar" study, for example, the stability coefficient of this questionnaire is reported from 0.80 up to 0.90 for different items since the adaptive behavior in different populations can be totally different based on the different demands of environmental. Tavakoli et al (2000) reported that this scale has satisfactory validity and stability.

Running method and data analysis: After coordination with school principals, the students were chosen and asked for their mothers to be present in school in appointed time. After explanation

about the goals of running research and confidentiality of their information and group analysis of their information, they were asked for their satisfaction in order to attend in research. Then the questionnaire was completed and the data was collected. Data analysis was done by Pearson correlation coefficient statistical method and regression analysis. Descriptive statistics are used in presenting the tables, schemas, percentages and subjects' average. Inferential statistical methods, Pearson correlation and multivariable regression analysis are used in order to analyze the theories.

Results

The results of regression analysis are presented in tables 1, 2 and 3 in order to predict the variances of self-concept grades in social behavior of school students. The findings of regression test on predicting the social behavior through self-concept show that the determination coefficient of the mentioned model is 0.165. This status shows that the self-concept variable explains the 16.5% of school students' social behavior. The results of variance analysis show that the self-concept explain the school students' social behavior significantly, according to the $F=24.321$ and $P=0$. The results show that the real self-concept according to $Beta=0.320$ and $P=0$ and ideal self-concept according to $Beta=0.225$ and $P=0$ explain the school students' social behavior significantly.

Table1. The results of determined model of the self-concept role in predicting the school students' social behavior

Predict variable	Correlation coefficient	Determination coefficient	Balanced coefficient
Self-concept	0.406	0.165	1.85517

Table2. Variance analysis of the self-concept role in predicting the school students' social behavior

Model	Total squares	Freedom Degree	Mean squares	F	P
Regression	167.409	2	83.705	24.321	0
Error	850.087	247	3.442		
Total	1017.496	249	-		

Table3. predicting the school students' social behavior through self-concept

Self-concept	Beta	t	P
Real self-concept	0.320	5.493	0
Ideal self-concept	0.225	3.862	0

Conclusion

This research aimed to determine the relationship between self-concept and social behavior of elementary school students. The results in this research show that self-concept can have a role in explaining the school students' social behavior. In fact, the results in this research represent that self-concept is as an effective factor in the process of education and learning of elementary school students. Due to the studies and the researches that I have done in and out of the country and the hypotheses which were considered in this research, I worked on hypotheses that were less surveyed or there was no case to be totally similar to my hypotheses. Also, this research concluded the results that determine the relationship between self-concept and social behavior scales better. Accordingly, the results of this research fill the uncertainties and challenges that exist in this field. These results are in the line of the results of Greenier et al (1999). by

emphasizing on the stability and the effect of self-esteem level on the health and satisfaction feeling of people, He know the stability of self-esteem as a more determinative factor in comparison with its level.

In an article entitled as studying the future expectations, Asmvrty researches about the resilience, social behavior and self-efficacy in teenagers after the bone cancer treatment and determines the role of self-concept. He concluded that teenagers with bone cancer are more optimistic and hopeful for the future than normal people. In clinical samples, the expectations toward future were negative. We can assume that teenagers in our study had just an experience of having bone cancer for life and getting the successful treatment now, makes them more optimistic for the future. By this way, a high level of expectations from future as maximum closeness to the future was reported in comparison with the healthy teenagers and the chronic disease afflicted youths. This result is because of self-concept and how they deal with this disease.

A sample included 120 teachers of elementary and high schools were chosen in order to survey the relationship between sympathy and self-concept of teachers in Serbia, byTvdrvrvvays et al (2014). The results show that the teachers who have high positive self-concept will evaluate the scale of their sympathy greatly. Almost all aspects of self-concept is linked to the sympathy and mostly is showed that the people who have positive self-concept have high scale of sympathy and have also a good value in the society.

Moreover, the research results that was in the line of the researches of the Sadeghi, Ansari Nezhad, Fadaei, Rub Nezade and Ebrahimi (2009) showed that there is a positive meaningful relationship between the real and ideal self-concept with the dimension of control-freedom of parents. The research results of Eslami Vaghar (2009), Hossein Nezhad Karimi (2012), Deh abadi (2012), Taghi Nezhad (2009), Hosseini(2013), Karmi(2012), Najimi(2011), Gharib (2013) and Moradi (2013) all emphasized on the role of self-concept and its reinforce that is in the line of the this research results.

All of the mentioned studies were in the line of the present research. The results suggest that self-concept has an important role in school students' social behavior explanation. The school students who have more positive self-concept have more favorable social behavior. The parents with school authorities are the basic columns of school students' politeness and train their self-esteem and self-concept dimension which is leading to their psychological sublimation. So, increasing the engagement of parents with teachers can create an appropriate homology and coordination in terms of increasing self-concept of school students. The result is the improvement of school students' behavior.

Due to the importance that modern societies consider for continuity and survival of the family and mental health of society it is necessary to study the problems and factors that leads to shaping up the children' behavior and that the family and training method of parents play the main and the most important role in creating the behavioral personality and social problems in children. So, there is a hope that through increasing the information of parents from schools or public media, their life style will turn around the democratic axis.

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