

## A Comparative Study on the Amount of Self-Esteem and Aggression (Cognitive Features) of Students of Different Majors in Qaemshahr Humanities Faculty

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**Abstract:** In this study on the amount "self-esteem" and 'aggression' of boy and girl students in the education year 2011-2012 was studied. As the purpose of the study was to investigate and compare the rate of cognitive features of 'self-esteem' and aggression of girls and boys students of different majors of Qaemshahr Azad university faculty of humanities, to do the researcher used the descriptive method. The sampling included 343 students of 11 majors chosen randomly of a population of 3431. To access the needed data, two tests of self-esteem of "Cooper smith" and aggression, test of "Eysenck" were employed. In the present study the general hypothesis of "girl and boy students of different majors enjoy different levels of "self-esteem" and minor hypotheses of: 1- students of different majors are different in the amount of "self-esteem". 2- Students of different majors are different as the rate of aggression is concerned. 3- There is a meaningful difference in boys and girls as far as the rate of self-esteem is concerned. 4- there is a meaningful difference between boys and girls as far as "aggression" is concerned were studied. After a descriptive analysis of the gained data, the researcher found out that the greatest number of students is that of "Law students" with the frequency of 656, and the least number belongs to Educational Sciences students with the frequency of 112, while the biggest number of sample students belongs to law students with a frequency of 66 and the least number of the sample students chosen is that of educational sciences with the frequency of 11. The tables of data show that the greatest frequency of scores of "self-esteem" are respectively 27, 34 and 35. It shows the fact that "self-esteem" is relatively high and the biggest frequency of scores for "aggression" is respectively 33, 36 and 39, which indicates the fact that aggression is below average in the groups studied. The study also shows that the average of "self-esteem" scores is higher in girls than in boys, and the average of "aggression" is higher in boys than girls. The average of "self-esteem" scores in the students of Physical education, Law, English translation, Accounting, Banking and Custom Management are respectively higher than in other field students. It also shows that the average score for "aggression" in students is higher in the students of Agriculture Economic, Physical education, Accounting, and Administrative Management students, respectively, than in other fields of study students. Based on the inferential and deductive analysis, it was that there is not a significant and meaningful relationship between the fields of study in the dependant compound variables, that is self-esteem and aggression. (Partial Eta Squared = 0/059, Wilks Lambda = 0/88,  $P < 0/005$ ,  $F_{20/660} = 2/054$ ) The analysis of each of the dependant variables by itself using the "Ben Feroni's" alpha (0/025) shows that fields of study do not have that much effect on the dependant variables of self-esteem and aggression ( $F = 1/88$ ,  $P = 0/047$ ). But the groups were different in self-esteem just due to their fields of study, therefore, we can conclude that there is a meaningful difference between students of different fields of study as far as self-esteem is concerned, but there is not such a meaningful difference as far as aggression is concerned as a dependant variable, i.e., the independent variable of field of study is effective on the level of dependant variable of self-esteem, but it does not have such an effect on the level of aggression. Also, in the studied group, regarding the sex, there was not seen such a meaningful difference in the dependant variable of self-esteem. ( $p = 0/309$ ), but in the dependant variable of aggression there is a meaningful difference ( $p = 0/000$ ), it means that the independent variable of sex is determine in the level of dependant variable of aggression, but not on the level of dependant variable of self-esteem. Analyzing the Variance, the researcher found out that there is not any meaningful difference as far as level of self-esteem is concerned ( $F = 1/82$ ,  $df = 10$  &  $P > 0/005$ ). Therefore, the first hypothesis was refuted. Also, by analyzing the Variance, the researcher found out that there is a meaningful difference between the students of different fields as far as the level of aggression is concerned. ( $F = 2/874$ ,  $df = 10$  &  $P < 0.005$ ) thus the second hypothesis was confirmed. Also, by calculating the "t-test", it was found that there is not a meaningful difference between boys & girls as far as level of self-esteem level is concerned ( $P = 0/312$ ,  $df = 341$  &  $t = 1/013$ ), hence the third hypothesis is rejected. Calculating the "t-test" it was also found that there is a meaningful difference between boys & girls as far as the level of aggression is concerned. ( $P = 0/000$ ,  $df = 341$  &  $t = -6/426$ ), accordingly the fourth hypothesis was approved.

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## 1. Introduction

One of the out-standing traits of successful people is enjoying self-confidence and self-esteem which are based in childhood and adolescence in the family environment and then school, social environments, friends, one the way person knows him/her self. Psychologists experiences have shown that man is naturally seeking for variety and gets bored with monotonous and stable environment, especially not-suitable emotional and mental conditions, paralyze him and his personality and makes him imbalanced.

In the past hundred years, many psychologists have admitted the theory that man needs self-esteem (Adler/1930, Allport / 1937, Rogers/ 1959 Sullivan /1953, Horny 1937, James /1890, Morphy / 1947, Rank /1959). The issue of self-esteem and self-value are of the most essential factors in the development and growth of man's personality. Enjoying a strong will and self-confidence, decision-making and innovatively, creativity, mental, health, all have a direct relationship with the amount of self-value. In other words, self-esteem is a basic factor in the relationship between us and life and has a certain effect on independence, efficiency and capability of ours. The way we count life depends on the sense of self-esteem and can change it from a positive and stable and optimistic to a negative, pessimistic and hesitant one. Aggressive behavior, on the other hand, both from a cognitive and from a behavioral aspect, has been an issue to psychologists. studies on abnormal behaviors show that behavioral problems in childhood and adolescence can relate to problem and crises of temporary, and can slow down and normally fade-away but emergence of some problems are introductory to some future problems.

In socialization of children, whether of adaptability on of its effect on society, no behavioral format can equal in importance as aggression and cruelty. Ignorance and short-coming in preventing aggressive behaviors can lead to negative and long-lasting effects (Rice / 1980). Studies show that managing children and adolescents with aggressive and behaviors could be successfully done and by employing modifying methods and behaviors one can save both the person and the society of the pain and discomfort. (Vix nelson, Israel, Allen -C- 1984) aggression has been so popular in the man's life that he has considered it as natural, and the first scientific researches on the issue date less than a century.

## 2. Material and Methods

As the purpose of the study was to investigate and compare the amount of cognitive

features (self-esteem and aggression) of boy and girl students of Qaemshahr Islamic Azad of university, we can call the kind of the study as descriptive Comparative. Population is all the students of humanities faculty of Qaemshahr Azad university in (2011– 2012) education year (3431). Sampling according to krijisi and Morgan (1970) table was done. 343 students in 11 majors (Educational sciences, Family studies, Physical Education, Islamic education, English translation, Administrative Management, Accounting, Persian Literature, Law, Agriculture Economics, Banking and Custom Management), all randomly selected in both sexes.

To determine the level of 'self-esteem' of girl and boy students, Cooper Smith's test was applied, this test includes 58 yes-No question which scored 1 and 2. Also to determine levels of, aggression 'Eysenck' test 'was applied. It included 30 items with never, hardly ever, some items-and always which scored 0,1,2,3 respectively.

## 3. Data –analysis

In analyzing the gained data, the researcher used descriptive statistic indexes and at the level of inferential statistics, multi-variables test, independent 't-test', and, variance analysis were used.

## 4. Results (findings)

General hypothesis: boys and girls students in different majors enjoy different levels of self-esteem and aggression. Analyzing data with the use of multi-variable test, the researcher did not notice any meaningful difference between the fields studied in dependant variables "self-esteem and aggression". (Partial Eta Squared = 0/059, Wilks Lambada = 0/88,  $P < 0/005$ ,  $F_{20/660} = 2/054$ ). The analysis of each of the dependant variables by itself using the "Ben Feroni's " alpha (0/025) shows that fields of study do not have that much effect on the dependant variables of self-esteem and aggression ( $F=1/88$ ,  $P=0/047$ ). But the groups were different in self-esteem just due to their fields of study, therefore, we can conclude that there is a meaningful difference between students of different fields of study as for as self-esteem is concerned, but there is not such a meaningful difference as for as aggression is concerned as a dependant variable, i.e, the independent variable of field of study is effective on the level of dependant variable of self-esteem, but it does not have such an effect on the level of aggression.

### First hypothesis:

Students of different majors are different as for as level of self-esteem is concerned. In analyzing the hypothesis, given the data gained through

computing variance analysis ( $p=0.055$ ,  $f=1.825$ ) it was found that there is not a significant difference in students of different majors regarding the self-esteem rate, hence, null hypothesis is confirmed with 95%, and it is nullified. Physical education students enjoyed the highest level of self-esteem  $M=34$  and economic students the lowest  $M=28$ , and the mean on the self-esteem was  $M=31.39$  for all majors.

### Second hypothesis:

Students of different majors are different in enjoying the level of aggression. Analyzing this hypothesis and given the data gained through variance test analyzing ( $p=0.002$ ,  $f=2.874$ ) it was found that there is a significant difference in students of different majors as for as level of aggression is concerned, there for, the hypothesis is confirmed by 95%. Economics students enjoyed highest level of aggression  $M=41$  and Islamic education students enjoyed the lowest level  $M=30$ , while the general mean was  $M=36.26$  for all majors.

### Third hypothesis:

There is a significant difference in boys and girls as for as self-esteem is concerned. Statistical data and computing 't-test' it was found that there is no any significant difference between boys and girl self-esteem ( $p=0.312$ ,  $df=341$ ,  $t=1.013$ ) by 99% null hypothesis was confirmed and the study hypothesis was refused. Girl students mean was 32 /boys =  $M=31$ /girls enjoyed a higher mean, regarding the mean of self-esteem for all majors, there was not such a significant difference observed between boys and girls.

### Fourth hypothesis:

There is a meaningful difference between the amount of aggression in boys and girls. Analyzing the hypothesis, given statistical data computed through 't-test' it was found that there is a significant difference of aggression between boy and girl students ( $p=0.000$ ,  $df=341$ ,  $t=-6.426$ ), accordingly the hypothesis was confirmed by 99%. Boy students  $M=39$ , girls  $M=33$ , boys of a higher level of aggression compared with the general mean of all majors  $M=36.26$ . The difference of aggression in boys and girls is significant.

## 5. Discussion and conclusion:

### Analyzing the general hypothesis:

"Girl and boy students in different majors enjoy different levels of self-esteem and aggression". As based on data analysis and multi-variable test, there was not any meaningful difference between fields of study as compound dependant variables (self-esteem and aggression), therefore this

hypothesis is totally refuted. This hypothesis result does not agree with such Iranian researchers 'studies as 'Eshaghi, Gorgi (2000)'- Nazem Shirazi /Masoud Biabangard (1998)- Parsa, Mohammad (2003). It is not also in line with the result studies of other researchers such as: Store '1991', Sian '1985', Tanjeni '1990', Harder and Luis '1986', Krinis, Granman and Barclay (1989).

### First hypothesis analysis:

"Students of different majors are different in self-esteem levels" Analyzing the hypothesis /given the statistical data computed through variance analysis /it was found that there is not any significant difference between students of different majors /hence / the null hypothesis was confirmed by 95% and the study hypothesis was refuted. The finding of the first hypothesis are in agreement with such Iranian researchers as, Biabangard ismael 1991, Eshaghi Gorgi, Hasan 2000, Nazem-Shirazi Masoud 1998 and Also, hafman and others 1988, Cooper smith 1970, Rosenberg 1965, Bachman 1970, Stang 1972, Vinota 1989.

### Second hypothesis analysis:

Students of different majors are different in the level of aggression ". Analyzing the hypothesis, given the statistical data computed through variance analysis, it was found that there is a significant difference between students of different majors as for as level of aggression is concerned, hence the hypothesis of the study is confirmed by 95%. The conclusion of the second hypothesis is in agreement. With those of such researchers as, Navabi neg had, shokuh 1996, karimi Yosef 2007, Watson, and Bandura. There is a significant difference of self-esteem in boys and girls, thus null hypothesis is confirmed by 99% and that of the study is refuted.

### Third hypothesis analysis:

In agreement with the studies of such researchers as, Malak-Kheili, Ali 1992, Yori, Mohammad 1992, Esmaeelneghad, Mehri 1995.

### Fourth hypothesis analysis:

Between boys and girls /there is a significant difference of aggression" As the statistical data gained through computing, t-test, show /there is a significant difference between girls and boys in aggression. Thus /the hypothesis of the study is confirmed by 99%. The result of this hypothesis is in agreement with those of such researchers as: Hamdzade Sadati /Seyede fatemeh 1996, Gazi Mir Saeed /Seyede Narges 1997, Gorzodin, Nematollah 1993 /Karimi yusef 1989, Lwin Stein 1985, Darsky & Jones 1987 /Rosenberg 1989.

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