

EFFECTIVENESS OF SELF-ESTEEM ON PROBLEM SOLVING, ATTITUDE TOWARDS EDUCATION AMONG FIRST YEAR OF HIGH SCHOOL GIRLS

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ABSTRACT

The main task of educational system is to prepare students for knowledge, understanding and professional skills to enter the community. Due to the factors that contribute to academic success has great importance. Main purpose of this study was to investigate effectiveness of self-esteem on problem solving, attitude towards education among first year of high school girls.

Method: This study is quasi-experimental with pretest-posttest and control group. The study sample all female students in the first year of secondary school in Zanjan city was announced that 190 students in 2014-2015 academic years. The participants were selected by random cluster sampling that 30 students and 30 students in experimental group was control group and experimental group received 10 sessions on teaching problem-solving. Instruments included Coopersmith Self-Esteem Inventories (CSEI) and Inventory of Attitude towards Education. Kolmogorov-Smirnov and covariance analysis were used to analyze data obtained.

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Results showed that problem-solving teaching methods to improve students' attitudes toward education, self-esteem of girls in secondary education have a significant positive impact.

Keywords: *problem solving, self-esteem, attitudes towards education, first year high*

INTRODUCTION

Achieving productivity and quality education system is the most effective factors developed countries. The main goal of education system to prepare students for knowledge, cognitive skills and job training to enter community and considering them in terms of education, research and culture is very important. Among major concern for teachers, education officials and families of university students, academic success and prevent drop is academic. The opposite of academic achievement, academic failure that have an influence on destiny of individual as well as costly to families and society (Wigfield, Cambria & Eccles, 2012).

The important thing is that teacher should have sufficient mastery of subject matter and information and know sources familiar and transfer to students. Otherwise guidance to students does not help him much, on other hand having adequate facilities are also necessary.

Problem-solving process discovers correct sequence ways that leads to goal or solution.

In a situation where people face a problem or problems should be obstacles in way of achieving goal. The main factor in solving the problem is to use previous experience to reach solution and answer that was previously unknown to man. At least that person is in special position. Experience, knowledge and skills, prerequisite is to solve problem (West et al., 2014).

Problem solving is one of active teaching methods. Steiner et al. (2000), this kind of conflict or difference between current position and another position that we want to be, to be seen. In other words, human beings seek to solve their problems and try to find a solution to any issue unresolved. If education systems teach students problem-solving ability certainly will achieve goals. Because power to make decisions and selection of optimal solutions in learners increase their daily needs are easier to fix (Ghadam Poor, 2011).

Numerous studies show that children and adolescents with a sense of self-worth and self-esteem are impressive, than their peers in similar circumstances, academic achievement and show more efficiency. Foster sense of self-worth and self-esteem in children and adolescents of the most important tasks and mission of PTA is that in this connection the most important role is responsible for patterns of behavior (Miller & Campbell, 2011). As child grows and grows, will change and fluctuates self-esteem. The children gain more experience and find new perception of self-esteem is changed on same basis. It is good for parents to be vigilant for signs of self-esteem, healthy and unhealthy self-esteem so that they can help their children

in a timely manner. A child who is suffering from poor self-esteem, seeking to learn or do not learn something new.

He always had a negative view of them and sentences like *I'm an idiot, do not ever remember nothing or no one does not pay attention to me*, says to himself:

He does not tolerate failures were simply annoyed by behavior and words of others. Children have low self-esteem, perceived barriers and permanent and temporary problem and consider this situation intolerable. In other words, pessimism is dominant and dominated.

Mar see and colleagues (2011) reported that child with high self-esteem enjoyed socializing with others and in social circles and group activities as individual do feel satisfied and comfortable. He welcomed new measures when faced with a problem in its own ability to find solutions. He did not underestimate their talents and shortcomings of your inner accept fair. For example, instead of saying: *I am an idiot*, says: *I do not understand what that means?* He knows his strengths and weaknesses of sense of optimism and positive and he has prevailed. Factors affecting growth of self-esteem in children and adolescents include: a) home-relationships between parents, siblings, grandparents and other relatives and family members a direct impact on children's self-esteem. Experiences child earns their living environment, dating, type qualifiers and pleasant and unpleasant childhood events affect development of children's sense of self-esteem. b) school-social relationships and friendly that connects children with their peers, teachers, coaches and school counselors on self-esteem are influenced by. Experiences that teach your child through tasks and assignments, extracurricular activities, sports, discipline plays a major role in this regard. c) Social-different relationship child has with rest of society, ranging from different cultures, races and religions can contribute to development of self-esteem (Kordlou, 2011).

One of concepts that concept of looking is self-concept and self-esteem attitude about school. Similarly, success or failure of approval and disapproval after several years of study will lead to success or failure of students to teach herself as a learner or student. Finally, the students or the school or teachers should be charged to the failure to stop and their objective must be charged or approved schools and teachers for their success confirmed by the converter. Student success should be verified regularly in schools and teachers to extend school and a general sense of himself as a learner create positive.

Most experts in the self-esteem (positive evaluation of self) as central and essential factor in social-emotional adjustment, people know the idea has spread and has a long history of self-esteem is the first emphasized the importance of psychologists and sociologists as well as researchers many have found that self-esteem and positive relationship between high scores in

schools. This relationship even when their children are assessed as above which it can be called "self-esteem"(Rezaee Pour,2011).

The results show that low levels of academic achievement of students with low academic self-concept factors (Barry Wallace, 2010; McCoach & Siegle, 2013), low motivation (McCoach & Siegle, 2010) low valuation level goal (McCall , Evahn & Kratzer, 2009) and negative attitudes toward school and teacher (Colangelo, Christensen & Maxey, 2012) has direct relationship.

Attitude toward education include student interest and affection towards education. To research show that students' level of compliance with school assignments is highly related to their attitude to education and training. Also, the students have a more positive attitude towards school and high school will be perceived (Scott et al.,2011). McCoach & Siegle (2013) pointed out that students with poor academic achievement, negative attitudes towards education. The results of Majoribanks (2009) also show that the attitude of students to study academic achievement of students has had a significant relationship. Students with high academic achievement at school are interested in learning and have a positive attitude towards education.

Students may tempt some to classroom, wasting time and attend school due to lack of time to study those textbooks which are important for entrance exams. But here that is wrong with notion of class is absent or delayed goes to class. This view of the important points can be effective in preventing student achievement (Rezaee Pour,2011).

As above, main purpose of this study was to investigate effectiveness of self-esteem on problem solving, attitude towards education among first year of high school girls.

Method

This study is quasi-experimental with pretest-posttest and control group. The study sample all female students in the first year of secondary school in Zanjan city was announced that 190 students in 2014-2015 academic years. The participants were selected by random cluster sampling that 30 students and 30 students in the experimental group was the control group and the experimental group received 10 sessions on teaching problem-solving.

Tools

The Coopersmith Self-Esteem Inventories (CSEI): It has been taken by thousands of individuals. Findings from the two forms (Adult Form, CSEI-AD; and School Form, CSEI-SC) demonstrate the relationship of academic achievement to personal satisfaction in school and adult life. Normative data is available on both the Adult and School forms. The CSEI can be used for individual diagnosis, classroom screening and pre-post evaluation. It is 58-item

measure of attitudes toward oneself. The inventory was originally designed to measure self-esteem.

Inventory of Attitude towards Education: It consists of 35 items (questions) and 5 or scale factor (Saif al, 2010). The purpose of this questionnaire is to identify students who are learning curriculum, but the students are unsuccessful or slow accumulation. These include 5 or scale factor with the following titles: self-perception towards education, attitude towards school teachers, class, education, motivation and attitude towards their own organizational or regulation.

Teaching methods for problem solving group who were administered 10 sessions of two hours duration of the study 5 weeks, two two-hour sessions for the band. Kolmogorov-Smirnov and covariance analysis were to analyze the data.

Results

The normality of the data is examined by Kolmogorov-Smirnov test.

Table 1. Normality test of self-esteem and attitude to education

Variable	Kolmogorov-Smirnov	Sig.
Self-esteem	0.098	0.5
Attitude to education	0.045	0.3

Assuming normality of each variable will be accepted. Levine studied parameter of test was used to check consistency of the results in equality of variances score of attitude toward education is provided.

Table 2. Statistical results Levine test for variances in control group and experimental of attitude to school

Statistical indicator variable	F	Sig.
Self-perception towards education	1.45	0.21
Attitude to the teacher	1.79	0.08
Valuing target	1.83	0.17
attitude to education	0.89	0.28
Motivation and self-organization	0.03	0.72
Total of attitude	0.055	0.69
Self-esteem	1.46	0.12

Assumption of equal variances is confirmed; and respecting other assumptions with regard to statistical test can be used to analyze the data.

Table 3. Variance analysis on the effect of problem solving attitude to school and self-esteem

Variable	Source of effect	Sum of squares	df	Mean of squares	T	Sig.
Self-perception towards education	Pretest	84.36	1	4.21	5.58	0.001
	Groups	46.36	2	2.31	3.218	0.001
	Error total	23.81	57	31.19		
Attitude to teacher	Pretest	90.36	1	4.51	6.78	0.001
	Groups	98.35	2	4.91	4.437	0.56
	Error total	34.36	57	1.81		
Valuing target	Pretest	8.62	1	8.62	2.569	0.001
	Groups	5.37	2	5.62	3.528	0.001
	Error total	81.59	57	81.59		
attitude to education	Pretest	16.18	1	8.09	4.79	0.063
	Groups	24.72	2	12.36	33.27	0.001
	Error total	61.9	57	1.09		
Motivation and self-organization	Pretest	8.33	1	8.33	4.50	0.001
	Groups	2.083	2	2.08	6.46	0.006
	Error total	29.83	57	9.34		
Total of attitude	Pretest	12.67	1	12.67	6.12	0.001
	Groups	13.63	2	6.82	4.37	0.001
	Error total	26.96	57	0.48		
	Pretest	81.335	1	12.66	9.79	0.001
	Groups	65.99	2	8.66	31.01	0.001

Self-esteem	Error	47.33	57	9.66
	total		60	

The table shows that effect problem solving teaching method in experimental and control groups to study the attitudes statistically significant level ($p < 0.05$) except of attitude to teachers, school classes. After adjustment, the mean score of attitude to school after the intervention there was significant difference between control and experimental groups ($p < 0.05$). According to the findings, we can conclude that the method of problem solving training on improving students' attitude towards education has a positive impact as well as methods of problem solving training has a positive effect on self-esteem.

DISCUSSION AND CONCLUSION

Evaluation study showed, problem solving methods to improve students' attitudes toward education has positive impact. The results of Zeidner & Schleyer (2010) showed that teachers can teach character to affect learners' academic progress. Number of components, such as a classroom teacher perceived characteristics and perceived relationships between teachers and students was significantly associated with outcomes that are consistently in the classroom environment is consistent with current research.

It seems, teacher teaching problem solving using the active and planned way, to relish attention and motivation of students. Given the importance of the interests and motivations of students positive attitudes toward school and teacher can make in students. Subscales were observed in study, teaching problem solving method only affects attitude to teachers and classrooms had no significant effect on other subscales (self-perception towards education, value for the purpose, attitude and motivation to study and self-organization) has been effective.

Studies show that problem solving training in reducing undesirable behaviors (Latifi, 2009), self-assertiveness, self-esteem (Jalali, 2010), the functions of intelligence and academic achievement (Mahmoudi Rad, 2002) had an impact that is consistent with the study. It seems, when students are taught using problem-solving content learns, the more responsible solely for contents score do not learn and it aims to raise knowledge and awareness in the social environment, so it can be said that students in this way desirable social behavior, assertiveness and also learn.

The results show that the teaching methods of problem solving have a positive effect on self-esteem. Results of Sharifi Daramadi (2005) showed that the rate of problem solving education

affect students' self-esteem, thus the overall self-esteem scores in experimental group than the control group in the study of Sharifi Daramadi was higher.

Since the issues of attitude towards education and its effects on students and teachers is not well considered so it is suggested workshops in the field to meet students, teachers and parents be held and due to the formation of self-esteem in childhood is important therefore it is suggested to parents, especially mothers tutorials to learn how the formation of self-esteem, self-esteem causes, symptoms of children's self-esteem.

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