Presenting a Structural Model for Student Hope Forecast Based on Perception of Parent-Child Relationship and Socioeconomic Status through Mediation of Self-Esteem

Maryam Majidi, M.A.

Department of Educational Psychology, Rooden Branch, Islamic Azad University, Roodehen, Iran

Khadije Abolmali al-Husseini∗, Ph.D.

Department of Psychology, Roodhen Branch, Islamic Azad University, Roodhen, Iran

Abstract

The study was conducted with the aim of predicting educational hope based on the perceived parent-child relationship and socioeconomic status through self-esteem mediation in female high school students in the 19th district of Tehran during the academic year of 1396-97. The research method was descriptive-correlational. 200 students were randomly selected using cluster random sampling. Copepool and Kawon (2001)'s socioeconomic status and Rosenberg's self-esteem (1965) and Mark Fine et al. (1983)'s perceived parent-child relationship questionnaires were Completed. Statistical analysis of structural equation modeling using AMOS software was used to analyze the data. Findings showed that the direct effect of parent-child relationship perception and self-esteem on academic achievement was positive and significant, but the direct effect of socioeconomic status on academic hope was insignificant but significant on self-esteem. The indirect effect of the parent-child relationship and socioeconomic status on academic self-esteem mediation was also significant. Based on the findings of the study, the role of teenage female-parent relationship in the hope of education and self-esteem of adolescent females was emphasized. In addition, socioeconomic status plays an important role in explaining the student's education and self-esteem.

Keywords: Educational hope, parent-child relationship, self-esteem, socioeconomic status

Introduction

Contrary to the popular belief, intelligence and ability alone do not determine the success of a student's classroom, even talented individuals may fail to achieve levels appropriate to their academic capacity; they may be lower than their expectations in the university. They may also not even go to college, or if they fall into college or university, they will suffer academic failure or contingency. Therefore, it is important to know what factors maintain and sustain students in academic assignments and pursuit of educational goals (Snyder, Sherry, Chauvins, Polurz, Adams, & Wickland, 2002).

One of the most important safe guards for students is academic hope (Ujella, 2017).Hope has been introduced as a process of thinking about a goal with motivation to move toward these goals and the ways to achieve these goals (Alexander & Anabwasu, 2007, Hassan, 2013; Retenovati, Rāmadianti, Socialwast, Sokang & Viola, 2015). Hopes for a scholarship includes students' belief in their abilities to develop strategies for achieving goals, to have the incentive to use these strategies, to maintain a high level of positive affection, as well as a commitment to longer endurance, and spent more effort to challenge and accomplish teaching tasks. There are many factors that are relevant to the academic hope, including motivation, study habits, attitudes towards teachers, attitudes toward educational background, school and home, concentration, mental conflicts, level of passion, trust in self-esteem, test fear, etc. (Ahmadi Dehnat Golboddini, 2010).

Among the most important factors that seem to be related to the educational hope and were examined in the current research, are parent-child relationship, Socio-economic status and student self-esteem. The

relationship between parents and children is among the most important issues attracting the attention of scholars and educators for many years (New et al., 2018). Relative parenting - a hearty and supportive child that allows teenagers to examine social beliefs and roles, helps to develop autonomy and anticipates self-reliance, career orientation, academic qualifications, and self-esteem. On the other hand, parents who are algebraic or psychologically controlling disrupt autonomy (Roncen, 2012). Other research has been done in the area, including Clare, McGee, Lucknow, and Burt (2011), to study the conflict between children and parents and their behavioral problems. The results showed that there was a positive and significant relationship between parent-child conflict and behavioral and educational problems of children. Kenny and Searyn (2006) as well as Williams and Kelley (2005) reported that the type of communication between parents and children can play an important role in students' academic adaptation.

Among other influential factors that seem to affect the student's educational and performance expectations, is the socioeconomic status of the family. The socioeconomic status of a family is a specific underlying variable that illustrates the social structure of society. Several definitions have been made for the socioeconomic situation, but when the socioeconomic situation is taken into account, there is a tendency to think about money and education (quoted by Kalsicki, Finney, & Horst, 2016). Some researchers have considered a simple relationship between socioeconomic status and academic achievement, and others have directly and indirectly referred to the influence of socio-economic status on academic performance (Barry, 2006; Kalwaski et al., 2016). Anderson and Kate, using the structural equation model, have realized that although the socioeconomic status of the family is directly related to the ability of the parents, it has an indirect relationship with the student's academic achievement and engagement. Akland et al.'s study also showed that socioeconomic status explains a large number of variance in academic achievement (quoted by Kalwasci et al., 2016).

One of the other important variables, indirectly studied in this research, was the mediating role of self-esteem in relation to the hope of education. Psychologists define self-esteem as an individual's self-assessment and constructing a concept about their own attributes and abilities (Flori, 2016). The self-esteem of the human being grows and covers the whole of human life and creates an image about ourselves, the experiences of childhood and the quality of the communication of parents and friends form the basis of our self-esteem (Yaratan & Yosulo, 2010). Students with high self-esteem are able to

communicate and express feelings and emotions in different situations and tolerate failure and disappointment and show responsibility, positive emotions in themselves and internal control. In contrast, students who have low self-esteem, lack hope and motivation, and have frustration (O'Reil, Trazenowski, & Robbins, 2010).

Various researchers suggest that self-esteem is associated with various factors such as educational factors, academic performance, motivation and academic eagerness (Roohi, Hosseini, Badleh & Rahmani, 2007). It is also shown that self-esteem increases the feeling of empowerment and value in a person as well as positive changes such as improving academic achievement and increasing efforts to achieve success. Khazaei et al. (1392) also concluded that high self-esteem leads to improved academic performance. Therefore, considering the importance of self-esteem and the results of the previous research, recognition of self-esteem and its effects can play a role in the planning, as well as the knowledge of the families (Rohi & Asayesh, 2012).

Thus, considering the importance of the subject, it was necessary to examine and identify the factors and variables that can positively influence and increase the academic progress. Considering the importance of educational hope, especially for students, the study of variables such as parent-child relationship, socioeconomic status, and self-esteem as the predictors of the performance and academic achievement and their effect in increasing academic expectations, was considered in the study. Also, due to the fact that little research has been addressed on the issue so far, the study seems to be necessary to predict the academic hope based on the perception of the relationship between the parent and the socio-economic status by mediating self-esteem. Therefore, the main aim of the present research was to see whether the perception of the relationship between the parent and the socio-economic status by mediating self-esteem can predict the student's educational expectations.

Method

The research method was descriptive- correlation.

Participants

The statistical population of the study was all female high school students in the district 19 of Tehran, who studied in the academic year of 97-96. The sampling method was random cluster sampling. In order to select the samples, three schools were randomly selected, then from each school two classes and then all the students of these classes formed our sample.

Model parameters were used to estimate the sample size. According to the number of parameters of the model (18 parameters), for each parameter, 13 people were considered. In total, the sample size was estimated to be 234 persons, which increased by more than 250 people. Then, the questionnaires were completed with informed consent and agreement.

Instruments

Socio-economic status Questionnaire: To collect data on socioeconomic status, a researcher-made questionnaire containing 2 components of family income and parents' educational status was sent to the UNIVERSITY INSTRUCTORS IN THE FILED to check the face and content validity of the questionnaire. They were asked to write their ideas on the two components using the sentences "It is essential", or "it is not essential but it is useful". Then, the responses were calculated and adapted based on CVR (content validity ration). Also, the reliability coefficient was 0.72.

Parent-child Relationship Questionnaire: The original form of the questionnaire was designed by Mark a Fein, Jay Morland, and Andrew Schubel with the aim of assessing the quality of male-female relationships. It was a 24-item tool to measure young people's (even young) attitudes about their relationship with their parents. The parent-child relationship ratio was two-fold, one for measuring the relationship between the child and the mother, and one for measuring the relationship between the child and the father. The scale with alpha coefficients ranged from 0.89 to 0.94 for father's subscales and total alpha -0.96 and coefficients of α-0.61 (replication) up to 0.94 for maternal subscales and the total alpha of 0.96 has excellent internal consistency. Also, studies in Iran have confirmed its validity and reliability. In a pilot study, the coefficients of reliability calculated for the father form questionnaire was 0.93 and for the mother, was 0.92, which indicates the internal consistency was acceptable (quoted by Parehizgar, Mahmoudnia, & Mohammadi, 2009). The reliability level in the present study was 0.74 for the Cronbach's alpha for the parent-child questionnaire.

Rosenberg Self-Esteem Scale: The scale was developed by Maurice Rosenberg. It has ten substances that have been developed for self-esteem. For Born and Wright, Rosenberg's self-esteem scale was one of the most commonly used self-esteem measures and has been developed to provide a general picture of positive and negative attitudes. The scale has stronger correlation coefficients than the Cooper Smith self-esteem questionnaire and has more validity in assessing levels of self-esteem and was suitable for convergent and divergent credibility. In a study by Maki Kangas et al. in Iran, the Cronbach's alpha coefficients for the scale were calculated to be 0.87 for men and 0.86 for women in the first turn, and 0.88 for men and 0.87 for women respectively. Also, the coefficients of reliability of the retest test were 0.84, 0.67 and 0.62 (Rezaei et al., 1394). In Mohammadi's research (2005), 185 students at the University of Shiraz, reliability of Rosenberg self-esteem questionnaire was tested using Cronbach's alpha and two semi-experimental methods (0.69, 0.78 and 0.68 respectively) (Pourangash Tehrani et al., 1396). In this study, the Cronbach's alpha was 0.68, which indicates the proper internal consistency of the scale.

Academic Hope Questionnaire (Campbell & Coen, 2001): The questionnaire was compiled from Campbell and Cowon, which contains 9 questions, and was scored on the Likert spectrum with 8 perfectly rigorous (score 8) to completely false (score 1). The scale measures two factors of agency and passage.. Campbell and Cronbach's Alpha method have reported a moderate to the high probability of 0.89 for the questionnaire. In Jalili Shwashivan et al. (1396), using factor analysis method and calculating Cronbach's alpha coefficient, the psychometric properties of the academic hope scale have been investigated and the results of factor analysis confirm the two factors of the passage and the agency for the questionnaire. The operating load range of the crossing points was between 0.63 and 0.72 and operating factors ranging from 0.63 to 0.73. Also, the Cronbach's alpha coefficients for crossing and agent dimensions were 0.78 and 0.81 respectively, and for the total scale was 0.86. The reliability in the present study was reported using Cronbach's alpha coefficient to be 0.79.

Findings

Twelve (4.3%) participants were 12 years old, 43 (17.2%) of the participants were 13 years old, 84 (33.6%) were 14 years old, 71 (28.4%) were 15 years old and finally, 40 (16%) were 16 years old. Maternal education: 30 primary and secondary school graduates (12%), 56 (22.4%) high school, 67 (26.8%), 32 (12.8%) associate, 31 (12.4%) Bachelor's degree, 22 (8.8%) were masters and 12 (4.8%) were PhD. Table 2 also shows that the level of education of the fathers of 16 participants (6.4%) was elementary, 39 (15.6) was high school, 62 (24.8) was diplomas, 44 (6/17) and, 43 (17.2) undergraduate, 33 (13.2%) master and 13 PhD.

Table 1.

Average, Standard Deviation and Cronbach's Alpha Coefficient Including Perceived Parent-Child Relationship, Self-Esteem and Academic Hope

Variable	mean	standard deviation	skewness	Kurtosis
Perception of parent-child relationship	46/05	6/27	-0/808	-0/299
Self-esteem	4/35	3/16	1/21	0/978
Hope for education	39/92	6/81	-0/074	0/304

Table 1 shows the mean and standard deviation of the research variables, as well as their Cronbach's alpha coefficient. As it is seen, the Cronbach's alpha coefficient was close to or above 0.70. It suggests that the measurement tool used in this study has an acceptable internal consistency. Also, the indexes of slip and elongation of any of the agents have not crossed the 2 ° boundary. Therefore, it can be said that the distribution of the data for each of the variables was normal. Another assumption was the modeling of structural equations, the linearity of relationships between research variables. In order to test this assumption, the matrixes of the distribution graph (Fig. 1) were used. It can be deduced from the study of the distribution of the two variables, which showed that the present research variables have two distribution patterns that are elliptical. Accordingly, none of the relationships among the variables indicates a clear deviation from the linearity. This suggests a linear assumption of relationships between variables among research variables. Table (2) shows the correlation coefficients between research variables.
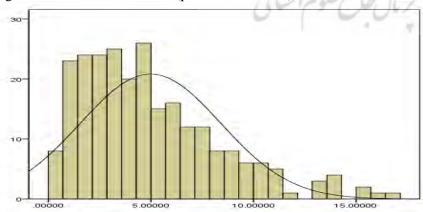
Table 2.

The Correlation Matrix of Research Variables

Variable	1	2	3
Perception of parent-child relationship	1	-	
Self-esteem	0/347**	1	
Hope for education	0/485**	0/377**	1

Table 2 shows the correlations between the dimensions of the research variables. Relationships were expected in directions. So that the perception of the parent-child relationship was positively correlated with educational expectation ($p < 0.05$, $r = 0.485$) at a significant level of 0.01. Self-esteem was positively correlated with educational expectation in the level of 0.01 with a significant level ($r = 0.37$, $p = 0.01$). Finally, the relationship between parent-child relationship perception and positive self-esteem was significant at the level of 0.01 ($p < 0.01$, $r = 0.347$). In order to study the assumption of the normalization of the single-valued distribution, the values of elongation and skidding were investigated.

From the assumptions of structural equation modeling analysis, the normalization of multivariate distribution was the use of the "Mahalanobis distance (D)" method and the drawing of its distribution curve shows that the combination of predictive variables was in the explanation of the normal criterion variable. Figure (2) shows the distribution diagram of the Mahalanobis distance.

Figure 1.
Distribution of Data for Maharanis Distance (D)

Finally, in order to evaluate the homogeneity of variances, the dispersion pattern of standardized variances of errors was investigated. As Figure (2) shows, the homogeneity assumption of variance was established between the data of the present research.

Figure 2 shows the homogeneity assumption of variance was established between the data of the present research.
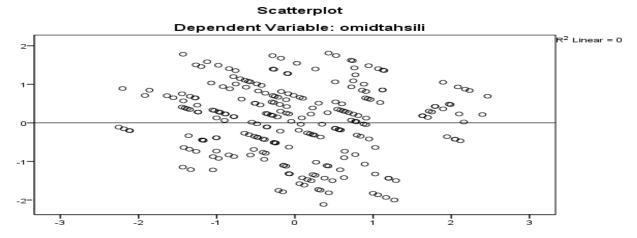
Scatterplot
Dependent Variable: omidtahsili

Figure 2.
The Homogeneity Assumption of Variance

Table 3.
Total and Direct Path Coefficients between Research Variables in Structural Model

paths		b	S.E	β	significance
Total Path correlation	Parent-child relationship perception - Academic hope	0/531	0/051	0/448	0/001
	Socioeconomic status - Academic hope	0/562	0/996	0/040	0/560
direct Path correlation	Parent-child relationship perception - Academic hope	0/432	0/052	0/397	0/001
	Socioeconomic status - Academic hope	-0/401	1/046	-0/029	0/645
	Perception of parent-child relationship-Self-esteem	0/186	0/030	0/369	0/001
	Socioeconomic status - Self-esteem	1/816	0/758	0/281	0/001
	Self Esteem - Hope for Education	0/531	0/123	0/246	0/001
indirect Path correlation	Parent-child relationship perception - Academic hope	0/099	0/030	0/027	0/001
	Socioeconomic status - Academic hope	0/963	0/492	0/026	0/001

The results of Table 3 show that the indirect path coefficient was significant between the parent-child relationship perception and the educational expectation and was significant at the level of 0.01 (P <0.01, β = 0.027). Thus, it was concluded that self-esteem positively and significantly mediates the relationship between parent-child relationship perception and academic hope. In Figure 4, the structural model of research in predicting academic hope based on the perception of the parent-child relationship shows the socioeconomic status of the family by mediating self-esteem.
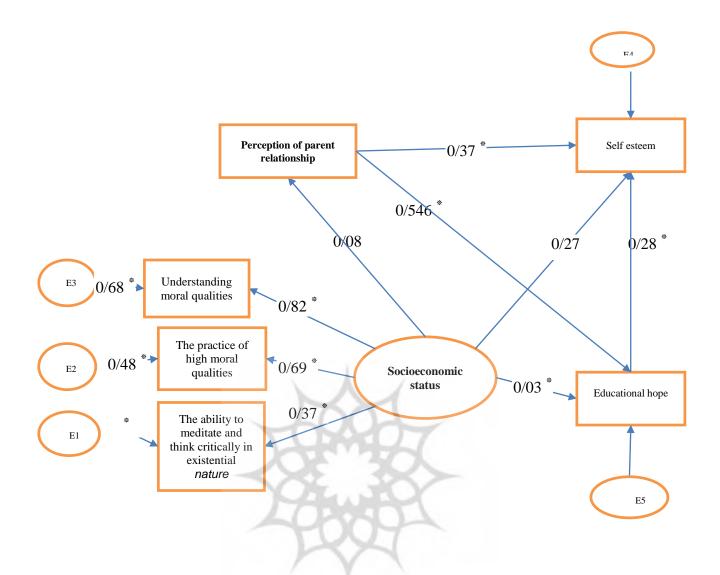
Figure 4.
Structural Model of Research in Predicting Academic Hope Based on the Perception of the Parent-Child Relationship, Socioeconomic Status of the Family with Self-Esteem Mediation

As Figure 4 shows, the sum of the squares of multiple correlations for the academic expectation variable was 0.29. It suggests that the perception of the parent-child relationship, the socioeconomic status of the family and self-esteem in total account for 29 percent of the variance of the educational expectation variable.

Discussion and Conclusion

The purpose of the study was to fit the structural pattern of prediction of academic hope in high school female students based on parent/child relationship and socioeconomic status by means of self-esteem mediation. The result of the research hypotheses analysis showed that self-esteem mediates positively and significantly the relationship between parent-child relationship perception and academic hope. The results of the study are similar to the results of researchers such as Ahmadi Deh Ghotboddini (2010), Shanni Yilagh et al. (1393), Gheid Amini et al. (1393), Kalwaschi et al. (2016) and Clar et al. (2011).

The family is the first to create a link between the person and the surroundings. The child learns about the world in the first thoughts, and physically and mentally, develops behavioral norms, and their attitudes, and moralssocially shaped (Bandura, 1977). In relation to parenting, there are two important issues: the adoption of children by parents and the control of parents by children. It seems that parenting is more important than these two factors. Moreover, academic hope does not happen in a vacuum, and it's not just about student intelligence and talent. But the family environment, the way family members interact,

support and parenting, and other factors play an important role in the relaxation of thought and focus and attention, and the forms of these factors will not only affect the individual's learning and development in the family environment, but it also affects the individual's performance at the school. Therefore, when the family does not perform well in different aspects, the future and the student's academic expectations of such a family will also be negatively impacted. In fact, what happens within the family and how it functions can be a key factor in generating flexibility and reducing the current and future tasks associated with adverse events and inappropriate conditions. Suitable educational environment for children enables them to learn and advance. On the contrary, inappropriate family environments and poor parenting communication can be very detrimental to many aspects of child growth and their positive transmission to adulthood.

Among other influential factors that seem to affect the student's educational and performance expectations, the socioeconomic status of the family can be mentioned. The socioeconomic status of a family is a specific underlying variable that illustrates the social structure of a society. Several definitions have been made for the socioeconomic situation, but when the socioeconomic situation is considered, there is a tendency to think about money and education (Kalwasicki, Finney, & Horst, 2016). In studies, some variables such as family income, parental education, parental and gender employment, and the number and age of children are considered socioeconomic status (Delly & Gareth, 1998).

In explaining the relationship between academic hope and self-esteem, one can say: Hope is a psychological state of a person's stimulus to work and be active. Naturally, hope creates human motivation for optional work and prevents fear from harm. Hope makes people move to achieve their goals, and increases self-esteem. Hope is a process in which individuals initially set their goals and then create solutions to achieve those goals, and then create the incentive to implement these strategies and keep them along the way; it motivates achieving the goal and, consequently, increases self-esteem in a person (Rabieh, 1392).

Khazaei et al. (2013) in their research titled "Self-esteem Relationship with Students' Educational Progress" concluded that high self-esteem leads to improved academic performance. In fact, self-esteem is a personality trait that can interact directly or indirectly with various attributes. In this realization, considering the study of academic hope and the factors that affect the relationship between childbirth and

socioeconomic status, it seems that these factors are likely to have a direct impact on academic hopes, but due to the quality of self-esteem as an important factor influencing academic performance, and academic hope, the role of this mediator variable can be important and verifiable. Since it is based on the concept of self-esteem in the family and from the first years of life, it is suggested that the child-parent relationship be developed to improve proper self-esteem in adolescents.

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