Investigating the role of self-esteem and self-efficacy in predicting academic performance of second grade students of elementary schools in the region 2 of Kerman

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Abstract

One of the interesting subjects in the social researches is academic performance since it can be considered as a measure not only for extended compatibility with educational environment and future position of the student but also for success of educational system in goal setting and meeting individual’s demands. Reviewing history of related researches, we realize that several researches have been performed to determine the relation between both variables of self-esteem and general self-efficacy with other variables and current study investigates the role of self-esteem and general self-efficacy in predicting academic performance of second grade students of elementary schools. On that basis the results indicate that this model is fit to the data obtained from studied sample, and Self esteem and self efficacy are considered as the predicting factors of academic performance.

Keywords: self-esteem, self-efficacy, academic performance.
Introduction
Lack of academic progress is one of the gravest concerns of families and those involved in education. Each year, many of students from different countries face the phenomenon of dropout. This phenomenon and economic effects caused by this have adverse consequences in mental health of students. Thus, recognizing related factors to academic progress could contribute to decrease dropout and consequently to improve educational, mental and physical attitude of students. Paying attention to academic performance of students and its related factors could contribute to growth and prosperity of the country in the future years significantly. Could we consider self esteem and self-efficacy as effective factors?
The main purpose of the research is to investigate the role of self esteem and self efficacy in predicting academic performance of second grade students of elementary schools in the region 2 of Kerman.

Literature
Academic performance
Mc.Clelland was the first person who studied the nature and measurement of progress motivation by the help of his colleagues. He considers social conditions as the factors which are effective in providing success motivation. Some of them are as follow:

1. Education in family: Mc.Clelland considers the most important education in family as the education which enhances characteristics like individual independence, self control, certain dreams and self confidence in the child. In his opinion, degree of success motivation is instilled one time for always in the child’s mind and it will be constant.
2. Social class of parents: Mc.Clelland believes that social class affects success motivation and this motivation in medium class is higher than other classes.
3. Social movements: individuals and groups who tend to social movements are more motivated to success.

Self esteem
Self-esteem is defined as sense of being valuable. This feeling stems from our thoughts, feelings, emotions and experiences during the life. Self esteem is assessment of oneself based on certain individual measures and each individual considers the role of those measures in determining his human value very important (Azar and Nouhy, 2010). In more simple word, self esteem is degree of value that an individual considers for himself (Cooper Smith, 1994).

We think about whether we are smart or stupid. We feel that whether we are lovely or disgusting; we feel that whether we are approved and trusty or not. Whether we love ourselves or not? These concepts, inferences and assessments and also our experiences totally make us feel valuable which is pleasant or feel incompetent which is unpleasant. All individuals, regardless of age, sex,
cultural base and their orientation and works, need self esteem. Self esteem means real self bravery, i.e. we should believe ourselves as we are and we should try to make us and others happy. Self esteem really affects all levels of life. In fact, various studies indicate that if the need for self esteem is not satisfied, more extended needs like need to make progress or perceive and recognize potential talents will be limited. You remember the pleasant feeling you have when performing a task as well. Individuals who have good feeling toward oneself usually have good feeling towards life. They can address problems and responsibilities of life that they face through relying on themselves and others (Biabangard, 1994).

Self esteem appears in the first five or six years of life when children need to assess themselves in different tasks and compare themselves with true performance. Moreover, this process of comparison between perception of oneself and ideals during the adolescence is of great importance due to continuous process of growth and mental-physical changes (PPY et al. 2006). Since sense of being valuable is taught, it can be forgotten and something else could replace it and this is also possible to boost self esteem of individual at any age (Setir, 2005).

Self esteem is related to mental health and welfare positively (dawly et al. 2008). Self esteem indicates happiness and low self esteem indicates vulnerability to depression and suicide. Lack of self esteem is closely related to many problems of adolescent girls like weak academic performance, dropout, abusing drug, pregnancy in the young ages and criminal behaviors (Lyzhaytz and Lynt Sick, 2005). High self esteem cause individuals not to feel disable and disappointed when facing problems and crises of life (Maslow, 2007). Furthermore low self esteem is often accompanied by bad behavior, anxiety, negligence, prejudgment and mental-physical disorders (Stuart, 2003). Individuals with weak self esteem are easily influenced by stimulant and environment (Wright & Rawford, 2009). Being rejected, insulted and cursed in childhood cause them feel invaluable and incompetent in adulthood which decreases self confidence. In fact having high self esteem is necessary for being healthy and strong. High self esteem and self efficacy increase individual’s effort and motivation (Habiby, Saleh Moghadam, Ebrahim zadeh, 2011). Self esteem emerges differently for people but generally self esteem can be seen in gesture, behavior, speech and act of individuals. Taking criticism and admitting one’s mistakes are samples of self esteem. Words and acts of a person with self esteem are comfortable. In other word way of speaking and behaving indicates that he is not fighting himself and others. Coordination between what an individual says and what he acts indicates that he doesn’t escape or fight himself. Individuals with right self esteem don’t show lying, pretence and conspiracy.

Dimensions of self-esteem
Researchers and theorists had considered self esteem as overall judgment of oneself; but during recent years it is determined that children and adults judge themselves from different aspects like social, physical, academic, family and overall aspects (Gholy, 2000). In order to clarify the subject we explain each of them briefly.
• Social self esteem: it includes a child’s belief about oneself as a friend for others. Do other children like him? Are his thoughts valuable for them? Do they let him participate in their activities? Does he feel satisfied communicating with his peers? Generally, when social needs of a child are met, he feels satisfied even though some of his needs are not consistent with accepted national principles. (Akbary, 2001)

• Physical self esteem: it evaluates individual’s judgment of his physical abilities which is done by physical activities of the individual. Thus, being in good physical shape and having proper physical abilities affect physical self esteem of individuals positively and physical deficiencies and lack of ability to perform activities and skills influence physical self esteem of individual negatively (Eslamy nasab 1994).

• Academic self esteem: it evaluates individual’s judgment of value of his academic degree. If his friends react to his academic position favorably, he feels satisfied and judges himself positively (Gholy, 1997).

• Family self esteem: it evaluates individual’s judgment of himself as a member of family which is done by one’s communication with family members. Kind of interacting with father, mother and siblings and degree of acceptance by the family members influence his attitude toward oneself and determine his family self-esteem (Gholy, 1996).

• General self esteem: it evaluates individual’s judgment of all his values which includes other above aspects and in fact makes them integrated. An individual with positive general self-esteem considers himself favorable from the all physical, social, family and academic aspects. His positive attitude stems from positive reaction of family members, peers, teachers and his physical abilities. Such individual could get over his problems as well (Eslamy nasab, 1994).

**Concept of self-efficacy**

Self-efficacy is derived from the social cognition Theory of Albert Bandura (1997), the famous psychologist, which points out individual’s judgment of one’s abilities to perform duties and responsibilities. Self efficacy means individuals’ judgment of one’s abilities which influences their efforts and determines their performance, behavior, environment and its stimulants. (Zimmerman, 2002)

Social cognition theory is based on three-aspect causal pattern of behavior, environment and individual. This pattern emphasizes on interaction between behavior, environmental effects and individual factors (cognition, emotional and biological factors) which mentions individual’s perception to describe psychological functions. According to this theory, individuals influence their behavior and motivation in a three-aspect causal system. Bandura (1997) rejected one dimensional effects of environment on individual’s behavior which was one of the important hypotheses of behavior-oriented psychologists. Humans have a kind of self controlling and self arranging system by which they control their thoughts, emotions and behaviors. This system plays a significant role in their destiny.
The related concept to self efficacy is respect. Respect is a general concept which includes emotional feelings of individual towards oneself in diverse positions and roles (Rosenberg, 2000).

In the opinion of Mcfaland (1988, quoted by Mohammady, Abedy and Khanjany 2008), having high self respect is indispensable to have healthy and strong self efficacy. Self respect is related to success in the academic and job fields and it seems that in such fields self respect is the generalized form of self efficacy (Pazhars, 1997). If self respect is threatened in an area (like academic area), individuals may apply policies to manage this threat in order to defend self respect; one of the most important policies is making oneself disable (Akin & Absy 2011, Ordano Migeli, 2001).

Bandura (1997) indicates that self efficacy is a constructive ability by which cognitive, social, emotional and behavioral skills of human being are organized effectively to reach different purposes. In his opinion, having knowledge, skills and previous achievements doesn’t predict future performance of individuals properly, but human’s belief about his abilities to perform tasks influences his performance. There is a clear difference between having different skills with ability to mix them properly to perform tasks in various conditions. Individuals are completely aware of what tasks they have to do and they know the necessary skills, but they are often unsuccessful in performing them properly (Bandura, 1997, 75).

Knowing oneself is activated through processing cognitive, motivating and emotional skills which transfer knowledge and abilities to skillful behavior. To sum up, self efficacy is not related to having skills but it relates to having belief in ability to perform duties in different job positions.

**Internal researches**

Pary, Fateme (2011) investigated the role of self efficacy and sense of belonging to school in academic progress of third year students of Tabriz high schools. She showed that sense of belonging to school and self efficacy perceptions play a significant role in predicting changes of academic progression of students. In the other hand, the results showed that there is not a significant difference between male and female students in the terms of sense of belonging to school and self efficacy perceptions.

Abbasy (2009) in a research entitled investigating the relation between mental satisfaction with self efficacy and academic performance of students concluded that there was a significant relation between self efficacy and academic performance.

Hormozy (2008) showed that there was a direct relation between academic self-concept, motivation of academic progress and academic progression. Furthermore, female students had higher academic self-concept.

Samady (2007) in a research entitled investigating the relation between supportive perception of family, teachers and friends and self efficacy with academic progression showed that there was a relation between self efficacy and academic progression.
Abniky Fard (2003) showed that there was a significant relation between self esteem and academic progression and also between progression motivation and academic progression of students. Moreover, the results of this research showed that there was not a significance difference between self esteem, progression motivation and academic progression of students of humanities and natural sciences.

Foreign researches
Lenro et al. (2012) in a research showed that an adolescent with higher self efficacy was more accepted by his peers. It indicates that self efficacy influences peer’s acceptance directly.
Kiong Lee (2010) in his research aimed to investigate effect of academic motivation, self efficacy and studying approaches on academic progression of students. It was indicated that there was a direct and significant relation between academic progression and self efficacy and also between academic progression and academic motivation.
Welman (2007) during his researches found out that self efficacy was related to success or lack of success of learner in academic positions and it was a reliable predictor for academic progression.
Lioner-Shenk (2006) offered a research entitled academic self efficacy and academic progression. He indicated some similarities and differences as a function of age and academic background of family in which correlation between self efficacy and academic involvement was similar between different groups and also for all ages and whole kinds of students.
Chamres, Hou and Garcia (2001) in a research over math problems showed that children with higher self efficacy took their time and used effective solutions in comparison with children with lower self efficacy.
Some papers have reported positive and significant relation between self-efficacy and academic performance (Moulten, Baron and Lynt 1991). Numerous researches also show the positive and significant relation between academic self efficacy and academic progression (Bandura et al. 1996).

Hypothesis of the research
Self-esteem and self efficacy are considered as the predicting factors of academic performance.

Definition of phrases and expressions

Conceptual definitions: self esteem
Self-esteem (self respect) is that whether an individual confirms oneself or not. It shows that to what extent an individual considers himself as a valuable and important person. Thus, in order to fully understand individual’s behavior, the strongest predictor is satisfaction with life till the next five years. Individual’s behavior, perception and belief about oneself are of great importance (Rogers and Diamond, 1954).
General self-efficacy
General self-efficacy points out individual’s evaluation of his basic abilities to perform his tasks successfully (Stoikovich and Laut Hens 1998 quoted by Tai, 2006, page 53).

Academic performance
Academic performance is knowledge or general and special learning skills for academic courses which are often measured by tests executed by teachers or students. (Shirany Pour, 2008).

Operational definitions
General self-efficacy

In this research, self-efficacy degree of studied individuals is the point obtained from inventory of general self efficacy of Sherer(1982).

Self esteem
In this research, self-esteem degree of studied individuals is the point obtained from inventory of self esteem (Cooper Smith 1967).
Academic performance: in this research we consider final academic scores of second grade students of elementary school as academic performance.

Method of the research
Regarding the purposes of the research, it investigates the role of self-esteem and self efficacy in predicting academic performance of male and female students of second grade of elementary school.
The research method is correlative since it investigates the relation between two or some variables in a group of individuals and in this regard it investigates the role of self esteem and self efficacy in predicting academic performance.

Statistical society
Statistical society in this research includes all male and female students of second grade of elementary schools in the region 2 of Kerman in the academic year of 2013-2014 which are 17182 individuals.
The sample size is 375 individuals including 190 girls and 185 boys using Morgan table. They are selected using Multistage cluster sampling from elementary schools of the region 2 (two private and two public schools, two boys and two girls’ school). Then randomly a class form fourth grade, a class from fifth grade and a class from sixth grade were selected from each of the schools.
Variables of the research
Predictor variable is a factor which causes change in the criterion variable (Delavar, 2001). Therefore predictor variables are:
Predictor variable: self esteem
Predictor variable: self efficacy
Criterion variable is a response which is influenced by a predictor variable. If it is indicated according to the hypothesis, it is a variable that researcher aims to explain it (Delavar 2001). As a result criterion variable is defined as academic performance.

Tools of measurement
Regarding purpose of the research and its nature, the most suitable method to collect required data is inventory. In the current research two inventories of self esteem (Cooper Smith) and general self-efficacy (Sherer) were used as follow.

Cooper smith self esteem inventory
Self esteem inventory of Cooper smith is one of the common measures to evaluate self esteem. Academic form of this measure is provided based on extensive study of basis, necessities and self esteem interactions. The majority of items are arranged items of the measure of Rogers and Diamond (1954); but other items are also added. The sentences are written in a way that can be usable for the children above ten years old. Self esteem inventory includes 58 items which describe individual’s emotions, beliefs or reactions; contestant should answer these items by marking the square (like me (yes) or unlike me (no)). The items include 26 items of public sub measure, 8 items of social sub measure, 8 items of family sub measure, 8 items of academic sub measure and 8 items of lying sub measure. Scores of sub measures and also total score define the fields that individual has positive self-images pictures of himself (Cooper Smith 1967). Reliability and validity of researches in Iran and Foreign countries indicate that this test has an accepted reliability and validity. Herez and Gulen (1999) reported Alpha coefficient of 0.88 for total score of the test. Furthermore, in order to measure validity, there is a negative and significant divergent validity between total score of the test and neuroticism subscale in the Eysenck Personality Test and there is a positive and significant convergent validity between total score of the test and extroversion subscale. Edmondson et al. (2006) reported internal consistency coefficient of 0.86 to 0.90 for the cooper smith self esteem test. Cooper Smith et al (1990) reported retest coefficients as 0.88 after five weeks and 0.70 after three years. By the means of retest method, reliability coefficient of this test in Iran was reported as 0.77 and 0.88 in the time distance of 4 weeks and 12 days. Reported Internal consistency coefficient varies from 0.83 to 0.89 in the different studies. PourShafei (1991) reported coefficient of 0.87 by the means of splitting. In the study of validity of Cooper Smith test, Sabet (1996) and Nayeby fard (2003) obtained positive convergent validity between Cooper Smith test and Eysenck self-esteem test. This amount was equal to 0.80 in the research of Sabet and it was equal to 0.87 in the research of
Nayeby Fard. Furthermore, reliability coefficients of this test were reported as 0.90 and 0.92 for girls and boys respectively by the means of retest method.

Table 1-3 the related questions to measures and style of scoring them

<table>
<thead>
<tr>
<th>Questions</th>
<th>Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>47-43-39-38-27-19-4-1</td>
<td>Yes General self esteem</td>
</tr>
<tr>
<td>-30-25-24-18-15-13-12-10-7-3</td>
<td>No</td>
</tr>
<tr>
<td>57-56-55-51-48-35-34-31</td>
<td></td>
</tr>
<tr>
<td>29-20-9</td>
<td>Yes Family self esteem</td>
</tr>
<tr>
<td>44-22-16-11-6</td>
<td>No</td>
</tr>
<tr>
<td>28-14-8-5</td>
<td>Yes Social self esteem</td>
</tr>
<tr>
<td>52-49-40-21</td>
<td>No</td>
</tr>
<tr>
<td>46-42-37-33</td>
<td>Yes Job/academic self esteem</td>
</tr>
<tr>
<td>54-23-17-2</td>
<td>No</td>
</tr>
<tr>
<td>58-53-50-45-41-36-32-26</td>
<td>Yes Lie scale</td>
</tr>
</tbody>
</table>

Total score of self esteem is obtained by adding scores of four general, family, social and job or academic measures. The score of lie scale is not considered in the total score. The maximum score in the general measure is equal to 26 and in the each of three other measures is equal to 8. Maximum total score of self esteem is equal to 50.

**Self-efficacy scale of Sherer (1982)**

This scale is designed to evaluate self efficacy of individuals by Sherer and Maddux (1982). The questionnaire includes 17 items which are related to general self efficacy. This scale measures self efficacy expectations of contesters in the three behavioral aspects of tendency to begin, tendency to make extended efforts to complement the duty and resistance in facing obstacles. Woodruff and Kashman (1993) confirmed validity and reliability of this scale by studying self-efficacy scale of Sherer et al. in order to study validity of the structure, they used the method of exploratory factor analysis and showed three factors in this scale.

The results of performed research by Bucher and Smith (1989) which was done by the means of confirmatory factor analysis method indicated that there were three hidden correlated factors and a factor with higher level of general self efficacy in this scale.

In our country, Asgharnejad, Ahmady Deh Ghotbediny, Farzad and Khodapanahy (2006) studied factor structure of the questionnaires and three factors were confirmed and Alpha coefficient was reported as 0.83 for whole the questionnaire. Scoring this scale is based on Likert scale.

**Academic performance scale**

This scale was scored as 0 to 20 by the related teacher in order to evaluate academic performance of students at the end of academic year.
Data analyzing method
In this research, SPSS software is used to analyze data by the means of descriptive and inferential statistical methods. Regarding studied variables and kind of collected data, indicators of central tendency, dispersion and distribution of scores were used to describe them. In the stage of statistical analysis, regarding nature of measuring scale which is distance type and hypotheses of the research, Pearson correlation coefficient, stepwise regression, multivariable regression and multivariable variance analysis were used to analyze data.

Describing data
Demographic variables of studied groups

Table 4-1. Status of contesters based on studied groups

<table>
<thead>
<tr>
<th>Percentage of frequency</th>
<th>Frequency</th>
<th>Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>49.3</td>
<td>185</td>
<td>Boy</td>
</tr>
<tr>
<td>50.7</td>
<td>190</td>
<td>Girl</td>
</tr>
<tr>
<td>100</td>
<td>375</td>
<td>Total</td>
</tr>
</tbody>
</table>

Regarding the results of table 4-1, 185 individuals (49.3%) were boy and 190 individuals (50.7%) were girls and total contesters were 375 individuals.

Quantitative description of variables
In this part of fourth chapter, obtained data from measuring different variables is described using proper descriptive statistical methods like average, standard deviation and distribution indicators. Table 4-2 shows score distribution of studied contesters in general self efficacy, general self esteem and its dimensions (general self esteem, family self esteem, social self esteem and job/academic self esteem) based on different descriptive indicators like average, standard deviation, minimum and maximum score. The results showed that skewness and kurtosis measures of variables are between -2 to +2 which indicates that variables are in a favorable position to perform parametric analyses.

Table 4-2 summary of descriptive indicators of contesters’ scores in the variables of the research (N=375)
Testing hypothesis
Self-esteem and self efficacy are considered as predictor factors in academic performance.

Table 4-4: summary of results of Pearson correlation coefficient test between variables

<table>
<thead>
<tr>
<th>Predictor variable</th>
<th>Criterion variable</th>
<th>General self efficacy</th>
<th>Self esteem</th>
<th>Academic performance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>0.507</strong></td>
<td><strong>0.786</strong></td>
<td></td>
</tr>
</tbody>
</table>

P<0.05 * P<0.01**

Regarding obtained coefficients, it can be concluded that there is a positive and significant relation between variable of academic performance and self esteem (p<0.01, r=0.739). Furthermore, the results showed that there is positive and significant relation between academic performance and general self efficacy.

Table 4-5: results summary of variance analysis of predictor variable between self esteem and self efficacy

<table>
<thead>
<tr>
<th>ΔR²</th>
<th>R²</th>
<th>R</th>
<th>Significance level</th>
<th>F</th>
<th>Mean square</th>
<th>Freedom degree</th>
<th>Total squares</th>
<th>Model</th>
<th>Predictor</th>
<th>Criterion</th>
</tr>
</thead>
<tbody>
<tr>
<td>-</td>
<td>0.618</td>
<td>0.786</td>
<td>0.000</td>
<td>603.120</td>
<td>250</td>
<td>1.315</td>
<td>4.147</td>
<td>1546.941</td>
<td>4048.256</td>
<td>Self esteem</td>
</tr>
<tr>
<td>00.020</td>
<td>0.638</td>
<td>0.799</td>
<td>0.000</td>
<td>327.603</td>
<td>129</td>
<td>1.09</td>
<td>2</td>
<td>Self esteem</td>
<td>Academic performance</td>
<td></td>
</tr>
</tbody>
</table>
Complementary results of predicting academic performance based on general self efficacy and self esteem by the Stepwise regression showed that in the first stage, there is a significant linear relation between self esteem and academic performance (p<0.01, F(1.373)=603.120) and obtained amount of R2 (0.618) showed that 61.8% of academic performance variance was determined by the self esteem. Results of studying regression coefficients also showed that effect of self esteem on academic performance was positive and significant (p=0.000, t=24.558, b=0.786) and academic performance increased for 0.355 per each unit increase of self efficacy.

In the second stage, self efficacy was studied. The results showed that the linear relation between self esteem and self efficacy with academic performance was significant (P<0.01, F (2.372) =327.603) and obtained amount of R2 (0.638) showed that 63.8% of academic performance variance was determined by self esteem and self efficacy. Results of changes rate in determined coefficient showed that after considering self efficacy, determined coefficient increased for 2 percent. Results of studying the regression coefficients also showed that effect of self efficacy on academic performance is positive and significant (p=0.0000, t=4.530, b=0.162), and academic performance increased for 0.075 per each unit increase of self efficacy.

Table 4-6: summary of regression coefficients for predicting academic performance based on predictor variables (N=375)

<table>
<thead>
<tr>
<th>P</th>
<th>T</th>
<th>Dependant variable: academic performance Standardized coefficients of B</th>
<th>Standard error</th>
<th>Non-standardized coefficients of B</th>
<th>Predictors</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.000</td>
<td>9.553</td>
<td>-</td>
<td>0.470</td>
<td>4.487</td>
<td>Constant number</td>
</tr>
<tr>
<td>0.000</td>
<td>24.558</td>
<td>0.786</td>
<td>0.014</td>
<td>0.355</td>
<td>Self esteem</td>
</tr>
<tr>
<td>0.000</td>
<td>2.295</td>
<td>-</td>
<td>0.759</td>
<td>1.742</td>
<td>Constant number</td>
</tr>
<tr>
<td>0.000</td>
<td>**19.770</td>
<td>0.707</td>
<td>0.016</td>
<td>0.319</td>
<td>Self esteem</td>
</tr>
<tr>
<td>0.000</td>
<td>4.530</td>
<td>0.162</td>
<td>0.017</td>
<td>0.075</td>
<td>General self-efficacy</td>
</tr>
</tbody>
</table>

Conclusion
The main hypothesis: self esteem and self efficacy are offered as predictor factors in academic performance. Regarding findings of Table 4-3, the results show that there is a positive and
significant relation between variable of self esteem and academic performance (p<0.01, r=0.739). Furthermore the results show that there is a positive and significant relation between general self efficacy and academic performance (p<0.01, r=0.507). According to the findings of the research, there is a positive and significant relation between self esteem and self efficacy with academic performance. The obtained results are consistent with findings of internal researchers (Pary, Fateme. 2011). It also studied the role of self efficacy and sense of belonging to school in academic progression of third grade students of Tabriz high schools. It indicated that sense of belonging and self efficacy perceptions play a significant role in predicting changes of academic progression of students. Abbasy (2009) in a research entitled the relation between mental satisfaction with self efficacy and academic performance of students concluded that there was a significant relation between self efficacy and academic performance. Abniky Fard (2003) showed that there was a significant relation between self esteem and academic progress and also between progression motivation and academic progression of students. Baraty (1996) studied the relation between self efficacy, self esteem and self care with academic performance. The results showed that self efficacy is related to academic performances of girls significantly. Kiong Lee (2010) aimed to study the effect of academic motivation, self efficacy and study approaches on academic progression of students. Through calculations, it was indicated that there was a direct and significant relation between academic progression and self efficacy and also between academic progression and academic motivation. Lions Schenk (2006) has performed a research named academic self efficacy and academic progression. He considered similarities and differences as a function of academic background of the family and age which correlation between self efficacy and academic involvement were similar between different groups and for all ages and types of students. Gulity (2007) studied components of academic self efficacy among high school students. He referred to components of self-efficacy theory of Bandura (1997) as the basis of his work. He found out that previous achievements, Modeling, verbal encouragement and emotional excitement played a significant role in forming beliefs of academic self-efficacy among students and it predicted academic progression and continuing education while low self-efficacy predicted low academic progression and dropout.

In order to explain the findings, it can be said that self-esteem is one of the components of self perception which is individual’s overall evaluation and judgment of whole oneself values that includes all dimensions of self esteem. An individual with positive overall self-esteem views oneself favorable from all physical, social, family and academic aspects. He gains the positive perspective from positive reactions of family members, peers, teachers and also his abilities. Such an individual has better academic performance. Furthermore, self efficacy points out individual’s beliefs or judgments of his abilities to perform duties and responsibilities. These beliefs stem from cognitive processes of individual and these cognitive processes play an important role in the individual’s behavior. Human’s performance and learning is influenced by cognitive tendencies, emotions, expectations, beliefs and values. Human being is an active
creature who affects his life events. The more his beliefs are strong, his performance and competency will be better.

**Limitations of the research**

Limitations include measuring students’ attitude while answering the questions of inventory and also the class position that students were involved with it and dissimilarity between students’ understanding of the concept of the inventories.

- Another limitation was evaluation of academic performance since the exams were not hold uniformly and the scores of the students were not standardized.
- Carelessness of some students in answering the questions, not answering some questions and being influenced by the misunderstanding some information may weaken generalizability of the findings.

**Research recommendations**

- Other variables in addition to self esteem and self efficacy which are related to academic performance should be determined and studied.
- In the studied researches, other samples should be heeded.
- Regarding importance of academic performance in the all societies, further researches should be performed.

**Practical recommendations**

- Informing families in the family education classes and offering life skills based on parenting styles.
- Emphasizing on philosophy of education from the perspective of fundamental development plan and reaching this belief that teacher should be up to date and performance and skills of the student should be evaluated so that beliefs of self efficacy are increased.
- Using whole capabilities of students and recognizing weakness and strength points and planning to remove their weakness points in order to reach self efficacy beliefs.
- Using appropriate patterns and determining individual characteristics of that pattern by school authorities and media to increase success experiences and self efficacy among students.
- Making the students participate in social activities and perform different tasks in order to increase spirit of responsibility and self esteem.
- Using modern teaching methods in the class and turning from teacher-oriented methods to student-oriented methods and making the class active and dynamic by the help of students.
- Attributing students’ success to their performance ability and emphasizing on growth of self esteem and academic motivation regarding strength points.
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