

The Relationship between Self-esteem and Interpersonal Relationships with Life Expectancy in Ninth Grade Male Students in Dargaz

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Abstract

The study examined the relationship between self-esteem and interpersonal relationships with life expectancy among male students in Dargaz. The study was descriptive and correlational in terms of method. The population was all ninth-graded male students studying in the academic year 2018-2019 and the sample was 160 students selected by cluster sampling according to Morgan table. The data collection method was field method and data was collected using Snyder's life expectancy questionnaire, Rosenberg Self-Esteem Scale and Matson's Interpersonal Communication Skills Questionnaire given the nature of the subject. Moreover, Pearson correlation and regression analysis were used to confirm or reject the hypotheses. The results showed that self-esteem and interpersonal relationships can significantly predict life expectancy in male students. The results using regression analysis showed that interpersonal relationship predicts 57% and self-esteem 22% life expectancy. Hence, the life expectancy of students can be increased by improving self-esteem and interpersonal relationships.

Keywords: Self-esteem, interpersonal relationships, life expectancy

INTRODUCTION

Hope means the ability to believe in feeling better in the future. Hope with its piercing force stimulates one's activity to gain new experiences and create new forces in the person. Concerning the topic of life expectancy that is a very significant problem in adolescence, "one of the most important factors affecting human health and longevity is the hope to recovery and continuation of life. Hope has biological effects and can have positive effects on people's pain control and physical weakness. This feature is an ability that helps an individual keep motivated despite the difficulties faced in reaching goals. Purposefulness and hope in life are of the components consolidating health. Thus, it is natural that any event, although overwhelming like severe stress and mental illness becomes meaningful if life is purposeful, meaningful, and hopeful ^[1].

One of the principles of mental health is self-respect: one loves oneself and accepts oneself as one is. A healthy person feels that others like him and are in agreement with him and respect him. In contrast, the one who is psychologically unhealthy is usually pessimistic and claims that he has never had a true friend in life and does not value his personality. Using this principle, every person can help themselves and others a lot in the community at any status and rank. For instance, a teacher must consider the principle that one should not use force and fear and ridicule to manage the class. The

parents should not exert external pressure on their children either ^[2].

Nowadays, communication with others forms one of the most important and valuable parts of our lives. Indeed, most hours of our lives are spent with others. Thus, the type of communication has a significant role in everyone's life. If the communication type with people-clients is intimate, friendly and positive, life and work times pass pleasantly, and vice versa, if the type of relationship is hostile with negative emotions, enduring every moment of it becomes overwhelming ^[3].

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The purpose of the study is to determine whether life expectancy in adolescence, especially in the ninth grade, is related to two components of self-esteem and interpersonal relationships. As there is the issue of selecting a major and then a career, the hope for the future in the students should be alive in middle school to build a bright and beautiful future. Hope is a link between goal-related behaviors and one's beliefs about achieving these goals. High hope is related to greater well-being. Hope increases by successful life experiences and diminished by failure experiences ^[4].

THEORY AND BACKGROUND

Life expectancy is a statistical index that shows how long the average life expectancy in a community is: how long each member of that community can expect to live. As health and therapeutic indices enhance, life expectancy will increase; thus, it is one of the indices of countries' progress and regress. In a study to examine the effectiveness of group hope therapy in stress, depression, self-esteem, and life meaning, Schneider et al. found that treatment intervention reduces stress and depression and affects the increase of self-esteem and feeling meaningful about life. A review of the studies shows that although there has been much evidence of the effectiveness of logotherapy in enhancing the life expectancy and general health of different samples, few studies have been done on older samples ^[5]. Hope is considered as a cognitive motivational mechanism that interacts with elements of goals and methods and factors (motivating people to reach goals) and is considered a complex, multidimensional, dynamic, and powerful cognitive factor in improving adaptation ^[6].

One of the seminal theories on hope is Snyder's theory. The intellectual base of this theory is the fact that hope is defined as one's expectation of success in reaching their goals. In other words, it is to understand the fact that goals are achievable ^[7].

According to Snyder, hope is a process through which people first set their goals, create strategies to achieve those goals, and then provide the motivation to implement those strategies and maintain them along the way. Thus, academic hope has to do with the educational goals the students select for themselves, to the ways and means of achieving those goals, as well as the factors that make students be steady in this way ^[8].

Self-esteem is what we think of ourselves, our qualities we compare with others, and our ability to reach an acceptable conclusion concerning the issues we consider significant. Self-esteem is one of the most important characteristics of an individual that affects his mental health ^[9]. Self-esteem also affects other personal aspects of the humans or lack of it impedes the development of other aspects of personality and or their imbalance will become disorganized and may even be the base for different mental illnesses like depression, defiance, and aggression. Thus, self-esteem is at the center of this issue. Those who fail to reach their goals or see negative

traits in themselves and find themselves unattractive have less self-esteem than successful and attractive people ^[10].

According to Rogers, self-esteem is "Continuous evaluation of the person of self-worth." In other words, the main element of self-esteem in the individual from adolescence to old age is based on one's "judgment and evaluation" of self. However, concerning self-esteem in children with the above meaning, there is a subtle difference: A child's self-esteem is like a layered cloud that transforms every day and includes the child's complex emotions, beliefs, and desires according to his changing skills as a result of the influence of the world around him is often influenced by the others' "description" of child as more sophisticated thinking abilities have not yet been developed in them. In fact, as children start to know themselves and find their identity, they implicitly assign positive or negative values for their traits, which are often based on the behavioral feedback of the surroundings and those around along the set of evaluations that the children make of themselves that will shape their self-esteem. To the theorists, "Replication" in children forms the base of self-esteem ^[11].

Experts in the interpersonal field argue that poor communication is the main cause of many problems and that effective communication is the solution to many problems. Even though interpersonal communication skills are of basic life skills, some studies show that enough attention has not been paid to these components and lack of attention to this skill will lead to some problems. Lack of emotional-psychological and communication skills and abilities render people vulnerable to problems and problems and expose them to different mental, behavioral and communication disorders. Lack of interpersonal communication skills can end in personality disorders like interpersonal sensitivity, interpersonal ambivalence, aggression, need for social approval, and lack of socialization ^[12].

Mental health is one of the essential components of a healthy interpersonal relationship. Mental health is a concept that shows our thinking, feeling, and action in the face of life situations and depends on our understanding of ourselves and our lives. Moreover, it differs depending on our mental health, stress management, communication with others, our evaluations and choices. The purpose and the main task of mental health are to provide, maintain and promote the mental health of individuals and society so that they not only do not have a mental illness but also are aware of their cognitive, emotional, and abilities in relation to others. Having a better mental balance can overcome stresses in life and make daily work more productive, enjoy life, communicate well with family and surroundings, and be a useful individual to society ^[13].

In a study entitled "The role of self-esteem, hope and environmental factors in resilience," Kaya (2007) showed a significant relationship between self-esteem and hope. Self-esteem and hope are predictors of resilience as well ^[14].

In a study entitled “Examining the relationship between hope, self-esteem, and social skills,” Lysaker et al. (2006) showed a significant relationship between life expectancy and self-esteem with social skills of individuals ^[15].

In a study entitled “Examining the relationship between lack of self-esteem and hopelessness in adolescents,” McGee et al. (2001) showed that adolescents committing suicide or have suicidal thoughts suffer low self-esteem and hopelessness. Their results showed a significant relationship between self-esteem and hope ^[16].

MATERIALS AND METHODS

The study was descriptive with a correlation type that was fundamental in terms of purpose that examined the relationship between self-esteem and interpersonal relationships with a life expectancy of ninth grade male students. Data was collected using Snyder's life expectancy questionnaire, Rosenberg Self-Esteem Scale and Matson's Interpersonal Communication Skills Questionnaire.

The population was all ninth-grade male students of Dargaz studying in the academic year 2018-2019 who were 279 people, of whom 160 were selected according to the Morgan table.

Moreover, the cluster sampling method was used in the study. First, from among all male middle school students of Dargaz that were six schools, three with more than two ninth-grade classes were selected and then 160 students were selected using a convenience sampling method.

RESULTS AND DISCUSSION

We first examined the regression assumptions prior to testing the hypotheses.

Table 1 uses the Kolmogorov-Smirnov test to test the data normality. While examining the data normality, we tested the null hypothesis stating the normal distribution of data at 0.05 error level. Thus, if the test statistic is larger than or equal to 0.05, data distribution would be normal.

Table 1: Testing data normality

Variables	Test score	Sig.
Interpersonal relationships	1.36	0.33
Self-esteem	1.03	0.47
Agency thinking	1.09	0.26
Strategic thinking	1.11	0.36
Life expectancy	1.47	0.25

The results of the above analysis show that the significance level of the stated tests is greater than 0.05. The null hypothesis in this test is that the data follows the normal test. Considering the level of significance and non-rejection of the

null hypothesis, the data distribution is considered to be normal.

The main hypothesis:

Self-esteem and interpersonal relationships can significantly predict life expectancy in the ninth grade male students of Dargaz.

Examining Table 2 for the assumptions the numerical values of Durbin-Watson test (1.7) and (1.5) shows the independence of the errors, and the numerical values of the Tolerance test for self-esteem and interpersonal relationships (1) and the variance inflation factor is for both variables (1), which shows no linear relationship between the predicting variables.

Moreover, the table shows that self-esteem alone determines more than 22% of the shared variance with life expectancy. When interpersonal relationships are added, this value reaches 57%, so one can conclude that interpersonal relationships and self-esteem have the power to predict life expectancy.

Table 2: Summary of the regression model

Model	Correlation coefficient R	R ²	Squared correlation coefficient	Standard regression error	Durbin-Watson Test	Colinearity assumption	
						Tolerance	VIF
Self-esteem	0.477	0.228	0.223	5.91	1.7	1	1
Interpersonal relationships	0.760	0.578	0.575	4.37	1.5	1	1

Sub-hypothesis 1:

There was a significant relationship between self-esteem and life expectancy in the ninth grade male students of Dargaz. given the significance level (0.001) obtained from self-esteem and life expectancy in Table 3 and as it is lower than 0.05, one can state a significant relationship between these two variables. Moreover, the results showed a significant relationship between the components of agency thinking and strategic thinking with self-esteem given the significance level (0.001) because it is lower than 0.05.

Table 3: Correlation test between self-esteem and life expectancy

		Self-esteem	Life expectancy	Agency thinking	Strategic thinking
Self-esteem	Pearson correlation	1	0.477	0.438	0.442
	Sig.		0.001	0.001	0.001
	Frequency	160	160	160	160

Sub-hypothesis 2

There was a significant relationship between interpersonal relationships and life expectancy in the ninth grade male students of Dargaz.

Table 4 shows a significant relationship between these two variables considering the level of significance (0.001) obtained from self-esteem and life expectancy and as it is lower than 0.05, one can state a significant relationship between agency thinking and strategic thinking, because it is lower than 0.05, with interpersonal variables that according to the significance level (0.001).

Table 4: Correlation test between interpersonal variables and life expectancy

		Interpersonal relationships	Life expectancy	Agency thinking	Strategic thinking
Interpersonal relationships	Pearson correlation	1	0.760	0.722	0.679
	Sig.		0.001	0.001	0.001
	Frequency	160	160	160	160

According to the results, one can state:

One of the characteristics of a normal personality is having self-esteem. As studies have shown, people with high self-esteem are more empowered than those with low self-esteem in the face of stressors. Self-esteem is equal to true self-belief, not a transient, but a constant state ^[17].

Indeed, self-esteem is affected by internal and external factors. Internal factors are the ones that originate from within or the person creates them himself - the ideas, beliefs, actions, or behaviors. External factors are all environmental factors: verbal or non-verbal messages and interpersonal communication. Self-esteem is the most decisive factor in a person's mental development and has significant effects on one's intellectual flow, feelings, desires, values, and goals, and one's life expectancy ^[18].

As a person fails to gain self-esteem, he suffers from anxiety, mental instability, self-pessimism, reality evasion, and the feeling of inadequacy in life, and thus life expectancy decreases. Moreover, the ability to establish and maintain intimacy with others can increase a person's life expectancy. Interpersonal communication skills help people deal with communication problems and create satisfactory relationships. This is while avoiding intimacy is characteristic of people describing their relationship as less satisfying ^[19].

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