



Relationship of Self-Regulation and Self-Esteem with Resiliency in Teenagers of Borazjan City High School

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ABSTRACT

The present study aimed to determine the relationship between self-regulation and self-esteem with Resiliency of adolescent was conduct in Borazjan secondary schooldays, thus, it's descriptive study. Participants in the study were 200 boys and girls students of Borazjan high schools who were selected with random multi-stage cluster sampling method. For data gathering, self-regulation Questionnaire (SRQ), Cooper Smith scale of self-esteem and Connor-Davidson Resilience Scale (CD-RISC) were used. The results of Pearson correlation between self-regulation and self-esteem with resiliency show that self-regulation, general self-esteem, social self-esteem and academic self-esteem have a positive and significant relationship with resiliency. But, there is no significant relationship between family self-esteem and resiliency. Also, step-by-step regression results for determine of effect size of self-regulation and self-esteem on resiliency show that the social self-esteem (0/16), general self-esteem (0/22) and self-regulation (0/20) have predictive power of resiliency. But family self-esteem and academic self-esteem haven't predictive power of resiliency. Based on these findings, can understood that adolescents with high self-esteem and self-regulation, may have the greater opportunity and possible for self-determination, self-expression, self-awareness, self-regulation and self-synergy that these psychological constructs affect the resiliency of people.

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Introduction

Human, as a multidimensional and complicated beings, despite his vulnerability and Restrictions have the special capacity and flexibility that is enables to deal with his peripheral lesions from childhood. Today, positive psychology approach, according to the talents and capabilities of people (instead of dealing with abnormalities and disorders) is considered by psychologists. This approach knows the ultimate goal to identify structures and methods that follows human well-being and happiness, so the factors that caused more adaptation of human with needs and threat of life are the most fundamental structures of this approach. In the meantime, the resiliency finds the special place in the field of developmental psychology, family psychology and mental health, as each day the number of research associated with these structures will be added (Samani et al., 1386). Resiliency is not only resisting against damage or threatening circumstances and inaction in the face of dangerous conditions, but also is participating actively and constructively in his environment. It can be said that Resiliency is the person's ability to biological - psychological balance in dangerous conditions (Connor and Davidson 2003, according to Jowkar and Samani, 1386). Historically, the major preventive researches and developing the interventions focused on the problematic behaviors are concentrated on identification of "risk factors" and in high-risk populations. This means that the best way to prevent creating the problem is focus on its creating causes and those who have the highest risk characteristics (Kaempfer, 2002). However, many studies have shown that the right approach is not to focus solely on risk factors. This study showed that many children at risk do not show the forecast problematic behaviors. Connor (2003) has described the Resiliency the individual quality that makes possible the Causes of growth and even

development under the difficult circumstances for individuals and society.

The term Resiliency is "a viable state on the person that based on it, the person is able to deal with the disasters, conflicts and failures of life and even positive events, developments and more responsibility continue to further effort and don't stop for achieve to greater success. As teenage is a very sensitive and crucial stage of growth and on the other hand they are regarded as custodians of education in the wake of success in achieving all the goals of education, achieve these goals requires physical and mental health students. In this regard, in addition to resiliency component, the various aspects of self-regulation and self-regulation component as a set of abilities and capacities are crucial to resist against risk factors and stressful and to improve and return to normal state. Bandura believes that self-regulation works through three lateral operations:

Introspection (for example self-monitoring) to self-judgment and self-reaction (Bandura, 1997, skilled translation, 1372). Self-observation provides the necessary information to classify the real objectives and the necessary information to use as a basis for self-reaction. The gathered information through Self-observation is applied as an organizer for change. The effective self-regulation depends on honest, continuity of edifying and urgency of Self-observation. Judgments (self-assessment) are leading to a reaction.

It operates through a personal scale and often based on education of systems or evaluative training of others, self-compare with previous behaviors and valuation based on the action. These self-reactions are the ways that regulate the behaviors based on standards. Self-reaction also affects on the way that people are satisfied with your progress. Bandura (1997)

believes that the real self-regulation is affected by other mechanisms, efficacy and target selection. Self-efficacy when affects on the operation that person have the needed skills to perform a task and to act in accordance with their self-efficacy beliefs be excited enough. The time to faced with different situations, high efficacy is necessary for consistent in work. People with higher self-efficacy, adopt the higher and challenging goals and they are committed more sustainable to them. People with low self-efficacy are easily discouraged by obstacles and setbacks. Target selection of Bandura's is assumed second mediator mechanism of self-regulatory. Targets energize to effects of self-reaction on self-regulation. Because the purposes specified conditions for positive self -assessment (Bandura, 1997). So the self-regulatory persons at first review their behavior, and in conjunction with this review, determine the self-selected behaviors that which one of these behaviors are compatible with their criteria and personal goals and which one is inconsistent. So base on the judgment, react to itself. In other words, those behaviors punish or reward themselves (Bandura, 1977 according to Ishmael Dokht, 1383). Pintrich and De Groot (1990) point out that there are various definitions of self-regulated learning, but three important components appears necessary for the performance of the class, first that the self-regulating learning is including of metacognitive strategies, to design, monitor and refine recognition. The second are strategies or management strategies that include efforts to control student on academic tasks and assignments.

The third important aspect of self-regulating learning that some researchers have pointed out, the cognitive strategies that students use of that in situations such as learning and understanding contents, Pintrich and De Groot adds that usually cognitive and metacognitive strategies is not enough to develop students' progress, they also have to excited for use of these strategies optimal. Self-esteem is one of the concepts that in recent decades take in to consideration of many psychologists and researchers in the world. In fact, self-esteem is one of the major characteristics of each individual's personality can affect the other aspects of the human personality and helps the self regulating tend and makes person more twist in the face of disasters and environmental challenges (ies). According to the conditions in the educational system, adolescents often face to bitter experiences, stress, anxiety of exam and other adverse events in life that have the self-regulation , have healthy self-esteem and high levels of resiliency help to their mental and emotional well-being. Robson (1985) described self-esteem as a sense of satisfaction and self-esteem that derived of person's assessment about worth, value, dignity, charm, merit, competence and ability to satisfy your desires and demands. Self-esteem affect on all levels of life, in fact, various studies have shown that if the need to self-esteem does not satisfy, the broader needs such as need to create, progress, or understand the potential skill remains limited.

History of this issue is also seen in the discussions that scholars and philosophers of education had in the past. During the past hundred years, many psychologists have accepted the idea that human have the need to self-esteem (Adler, 1930, Allport 1937, Rejers 1959, Solivan 1953, karan hounney 1937, James 1890, Maslo 1970). Masen and et al (1998) refers Self-esteem as personal evaluation of individual properties or generally the assessment that a person do of himself is person's self-esteem. Self-esteem comes from the difference between self-perceived with Self- Concept, an objective view of self and ideal self, what that person knows valuable, or would like and generally the low space leading to low self-esteem in person (Quoted from Biyaban gard, 1381). Self-esteem is the

satisfaction of person to himself and feeling of being valuable (Gharachedaghi, 1379 and Sdralsadat and Shams, 1380).

Eslami nasab (1373) knows the self-esteem as a Perception that person have it about himself, and this understanding has been associated with value judgments and include the degree of self-observation and self-esteem .He always knows the individual value judgments, positive. Self-esteem is the value that the information in the "Self- Concept" has for the individual and arises of the individual beliefs about all attributes and features that is in that person. Self-esteem can be low or high. When the "self-perceived" and "self-ideal" are aligned together, the person has the high self-esteem and on contrary if the self-perceived and self-ideal of that person have a big difference, the person will have low self-esteem. Existence the gap between self-perceived and self-ideal is a factor that creates problems related to self-esteem (Peter, 1991 Quotes of Hekmat, 1382). According to the above tips can be say that "self-esteem" is as an expression of approval or disapproval over himself and show how much a person knows himself capable, valuable and important, in other words, "self-esteem " is a personal experience that its expression can be observed in the speech and in the meaningful behaviors (Cooper Smith, 1967). School age and especially the teenage period, the period for growth of confidence and sense of self-worth in students . Self-esteem, self-esteem is positive self-perceived or self-assessment of person.

Students compare their true selves (what they are) with their ideal selves (what they want) and judgment on themselves based that to what extent they can gratify might expectations and social standards (for example expectations of teachers) and act in right way. In this regard, self-regulation and its various aspects in this field and in directing the people can be fruitful to achieve this important goal. Self-regulation refers to systematic efforts that is to direct the thoughts, feelings and individual performance to achieve personal goals (Taheri Khorasani, 1378). Teen Student by use of resiliency strategies and use of self-regulation and healthy self-esteem achieve to success and academic achievement. Resiliency can moderate the stress levels and the inability in stressful situations and to cause the increase of success. Psychological resiliency is said to dynamism process of adaptation and positive adjustment with bitter experiences in life (Benard, 1995). In terms of the discussed variables in this study, several studies have been conducted. For example, in a study to assess the supportive factors of resiliency in predict depression - suicide thoughts as a risk factor, as well as social support and a sense of belonging as supportive factors and resiliency was performed over a 99-member group of Australian men farmers. Protective or supportive factors of resiliency compensate the high levels of depression and the increase of protective factors showed the poor relation with feelings of depression - suicide. Finally, the increase of protective factors will improve the mental health of men (McLaren and Charlier, 2009). Among the underlying factors, resiliency does not relate to none of socio-demographic factors including age, income, gender, education level, marital status and employment status and there is weak and positive correlation between social networks and levels of resiliency of seniors (Wells, 2009).

In a study was performed to identify factors and resources that enable families with children with autism that successfully make resilient, the several resiliency factors was known. These factors are including high socio-economic status and social support, open models and commitment, self-esteem, internal and external coping strategies, positive scenery to life and economic systems of family (Gryft and Andrvault, 2010). Robin and et al (2001) in investigating the different effects of education on self-

regulation and the lifestyle of diabetics concluded: At 6 months after the performance the educational programs on 165 people, self-regulation behaviors cause to control their blood sugar levels and also cause to create changes in life style including exercise and diet, that at 12 months after self-regulatory behaviors which their blood sugar and insulin was continued. But lifestyle changes were not lasting. Jokar (1386) proceed in his study on the mediator role of resiliency in the relationship between emotional intelligence and general intelligence and states that emotional intelligence than general intelligence is stronger predictor for resiliency and also has mediating role between types of intelligence and life satisfaction. Of course, resiliency doesn't have the direct and meaningful effect on life satisfaction but it has the indirect and meaningful effect on it: means increase the resiliency ability, lead to decrease the emotional problems (Stress, anxiety and depression) and decrease of these problem lead to life satisfaction (Samani 1386).

Results of research that done about 211 undergraduates from Tehran University, showed that there was a significant positive correlation between resiliency score and psychological well-being the and also there was a significant negative correlation between the resiliency score and anxiety, psychological distress, and general health problems. In the etiology of relationship perhaps can say that various degrees of resiliency even be linked through influence on self-esteem, competence and strength of person, tolerance the negative emotions, control and spirituality with health factors status and psychological damage (Besharat, 1386 and 1387).

In a study which done to investigate the relationship between Psychological hardiness and self- resiliency with mental health in youth and adult survivors of Bam earthquake ,it was seen a significant positive relationship between resiliency and mental health , also in this study resiliency is mentioned as best predictors of mental health (Rahimian, 1387). Mansouri (1377) in a research by investigating the simple and multiple relationship between self-esteem, loneliness and social anxiety with assertiveness, showed that overall self-esteem, self-esteem, academic self-esteem, exam anxiety, avoidance and social distress and fear of negative evaluation has a significant relationship with assertiveness. Mir Ali Yari (1379) in his study entitled "The relationship between self-esteem and academic achievement of boys and girls in the third year of the new system of mathematical physics" find out that there is a significant relationship between academic achievement and self-esteem. The Hypothesis that there is significant difference between self-esteem and sexuality with education progress was approved with 99% probability. Mohammad Yari (1382) in his study concluded that students who employ self-regulatory strategies, have the higher levels of motivation, self-efficacy and progress (Parvin Kadivar, 1389).Kajbaf and et al (1382) in his study entitled "The relationship of motivational beliefs and self-regulation learning strategies and academic performance of high school students indicated that there is a significant positive relationship between self-regulation learning strategies and motivational beliefs. They find out that self- regulation, self-efficacy and anxiety, are the best predictors of academic performance.

Mahin Karimi and Kiyumars Farahbakhsh. (1390) in their study entitled "the relationship of emotional self-regulation and study skills with the academic performance of students of Isfahan Medical Sciences university" showed that emotional self-regulation and study skills has a significant positive correlation with academic performance.

They showed that emotional self-regulation with 365% has the most share in explaining academic performance. Thus, according to what has been proposed is determined according to the conditions prevailing in the educational system, teens often face bitter experiences and mishaps in life that having self-regulation and self-esteem helps to their resiliency in the face of these events. In recent years, researchers have found that simply cannot compensate certain risk factors such as poverty, educational problems and etc. It is imperative that people, especially children and adolescents to be armed with the skills that be resistance against risk factors and stressful, and tolerate these conditions in a way that have emotional, social and behavior problems do not occur. However, the issue of the relationship between self-regulation and self-esteem with resiliency among adolescent students is necessary and important. Because according to the current situation in our education system, such as exam anxiety, heavy competition for entrance to university and specific conditions and many problems of families that consequently it is a problem for teens, It is appropriate to conduct such studies in education practitioners and parents although little help offered to train a generation of healthy and flourishing land. Therefore, in this study, the focus was on the relationship between self-regulation and self-esteem and resiliency factors in adolescent high school student of Borazjan city be studied and to achieve this goal, the following hypotheses were proposed and tested:

- 1- There is a significant relationship between self-regulation and resiliency in adolescents.
- 2- There is a significant relationship between self-esteem and resiliency in young people.
- 3-Self-esteem can be a significant predictor for resiliency.
- 4-self-regulation and self-esteem to what extent are able to predict resiliency?

Methodology

Research Method

This Research is descriptive and correlation study which examines the relationship between self-regulation and self-esteem with resiliency in adolescent students of Borazjan high schools.

Population and Statistics Sample

The study population consists of all high school students of Borazjan city that according to provided statistics by the Department of Education of Dashtestan city in 91-90 school year. The number of high school students is 4,000 and the number of 200 students including 100 females and 100 males, selected randomly by using multi-stage cluster sampling.

Data Collection Tools

In this study, in general, 3 questionnaire were used for data collection that are as follows:

A- Self-Questionnaire SRQ

This questionnaire is a 31 Articles questionnaire that is taken of self-regulation 63 Articles questionnaire (Brown et al. 1991). Gary Neal and Collins (2004) did a factor analysis (Exploration) in self -regulation 63 Articles questionnaire and this cause to develop the short form of self-regulation 31 Articles questionnaire. The short form of 31 Articles questionnaire have the much correlation with main 63 articles questionnaire and show the good homology. Self-regulation offers a few score of self-regulation. Its Options from 1 (not fit me at all) to 5 (completely compatible to me) scored and all of them express the total score. In Self-regulation questionnaire, 13 articles of 31 articles are reverse cases which have negative concept and are not indicative of self-regulation.

Table1. The mean and standard deviation of resiliency, self-regulation, self-esteem and dimensions in teenagers

Standard deviation	Mean	Dimensions
2/70	10/90	Public or general self-esteem
3/22	11/39	Social self-esteem
2/29	16/55	Family self-esteem
1/09	3/17	Academic self-esteem
6/54	42	self-esteem
9/22	74/72	resiliency
18/49	102/86	Self-regulation

Table 2. Pearson correlation coefficient between self-regulation and resiliency in teenagers

The significance level	correlation coefficient	Standard deviation	mean	number of samples	Variables
0/001	. /33	9/22	74/72	200	Resiliency
		18/49	102/86	200	self-regulation

Table 3. Pearson correlation matrix between self-esteem and resiliency in teenagers

Self-esteem	Academic	Family	Social	public	Variables
					Public or general self-esteem
				0/55**	Social self-esteem
			0/16*	0/23**	Family self-esteem
		0/15*	0/33**	0/16*	Academic self-esteem
	0/45**	0/55**	0/83**	0/79**	self-esteem
0/40**	0/16*	0/08	0/40**	0/36**	Resiliency

$$0/01 \leq P0/05 \quad ** = \leq P** =$$

Table 4. Simultaneous multiple regression to determine the effect of self-esteem on resiliency

Significance level	t	Coefficient Beta	Coefficient B	P	F	R ²	R	variables
0/01	2/61	0/20	0/70	0/001	11/31	0/19	0/43	Public self-esteem
0/001	3/46	0/28	0/80					Social self-esteem
NS	0/31	0/02	0/08					Family self-esteem
NS	0/54	0/04	0/32					Academic self-esteem

Palahang, Assadollahi, Zahedi, Sehhat (1375) validate the SRQ questionnaire in Shahrkord city and have gained Branch validity 82%. The reliability of this scale in this study was calculated 73/0 by using Cronbach's alpha.

B - Self -Esteem Questionnaire of Coopersmit

The questionnaire consists of 58 questions that 8 questions are lie detector and other 50 questions include 4 pieces scale: family self-esteem, academic self-esteem, general self-regulation and social self-esteem. Nojabae (1374) quotes (S. Sharafi) 1387; in a study did over 600 students from 19 secondary schools (guidance schools) of Tehran achieve the reliability of 80%.

Self -Esteem Questionnaire of Coopersmit have reliability with retest of 86% and two halves reliability of 82%, and its criterion validity achieved 85%.

(Coopersmit1967),Bernizano(1998), Garaziano(1999), Terotesti waynoa(1994) reported that self -Esteem Questionnaire of Coopersmit have high reliability and desirable validity (Anna et al. 2008, quoted Sharafi 1387). The reliability of this scale in this study by using of Cronbach's alpha was calculated 78/0. Pour Sanei 1371 (quoting Fakhrpour 1378) at first run this test on a group of 30 people and then achieved 83% reliability by break up (even – odd),Golbargi 1373 quoted Fakhrpour by re-running the test on 180 students achieved reliability 80%.

C - Resiliency Questionnaire of Connor (Connor) and Davidson

Connor (2003), based on different characteristics (Connor-Davidson Resiliency Scale) is developed resiliency. A list is completed by people and it is used to measure resiliency (Davidson and Payne Connor, 2003). The questionnaire contains

25 questions, and is provided to measure the strength against pressure and threats. For each question, five-point grading scale is considered, (completely false to always true) that is score from zero (completely false) to 4 (always true). Validity and reliability has been determined by Mohammadi (1384). To use of this test in Iran, at first the process of translation into English was done and after confirming the creators of scale, obtained the license to use it. Then to establish the reliability of Cronbach's alpha and to determine the validity is used of factor analysis method. The scale in this study using the alphabet Alpha was calculated 89/0.

Data Collection Method

Researcher after receiving a referral from Islamic Azad University of Marvdasht, by Referring to the Department of Education and obtain the necessary Licenses and the introduction of schools that were done randomly, Personally visit the schools and in coordination with school administrators and assistants within two months , the questionnaire was carried out. The students who were selected by Cluster sampling, in collaboration with directors and deputies gathered in classes and after the presentation of introductory remarks and make the necessary preparations, students were asked to answer questionnaires. Students individually responded to the questionnaires. After collecting the questionnaires, grading them was done by a graduate of the research field.

Analysis Information Method

To analyze the data, it was used of descriptive statistics such as mean and standard deviation and also inferential statistics methods. In this case, in the first and second hypotheses was used of Pearson correlation coefficient, in third

hypotheses of simultaneous multiple regression and forth hypothesis of stepwise regression.

Findings

The mean and Standard deviation of resiliency, self-regulation, self-esteem and its dimensions are presented in Table 1:

Hypothesis 1

There is a significant relationship between self-regulation and resiliency

To investigate this hypothesis used of statistics method of Pearson correlation coefficient. The results are presented in Table 2.

As can be seen in Table 2, there is a significant and positive relationship between resiliency and self-regulation in young children in level ($0.01/0 = \alpha$), with a correlation coefficient ($0.33 / .r = r$). This means that more resiliency of teenager will have higher self-regulation.

Hypothesis 2

There is a significant relationship between self-esteem and resiliency in teenagers

To investigate this hypothesis used of statistics method of Pearson correlation coefficient. The results are presented in Table 3.

As can be seen in Table 3, there are significant positive relationship between resiliency with public self-esteem ($0.36 / .r =$), resiliency and social self-esteem ($0.40 / .r =$), resiliency and academic self-esteem ($0.16 / .r =$) and resiliency and self-esteem ($0.40 / .r =$). But there is no significant relationship between resiliency and family self-esteem ($0.08 / .r =$). It can be said that the more self-esteem of teenagers will have higher resiliency.

Hypothesis 3

Self-esteem is a significant predictor for resiliency

In order to test this hypothesis was used of statistics method of Simultaneous multiple regression. The results are presented in Table 4.

According to the table (4-4), regression was done in to Simultaneous method and observe that public self-esteem and social self-esteem have the predictive power of resiliency that according to $R^2 = 0.19$, $F = 31/11$ Linear relationship is significant. This relationship suggests that 19 percent of the variance of resiliency variable in teenagers is explained by these two dimensions. In addition, other aspects of self-esteem such as family self-esteem and academic self-esteem did not have the predictive power of resiliency.

Hypothesis 4

Self-regulation and self-esteem to what extent are able to predict resiliency

To investigate this hypothesis was used of stepwise multiple regression, and the results of this study are presented in Table 5.

Stepwise regression was done and observed that in the first stage, social self-esteem entered to the equation that according to $R^2 = 0.16$ and $F = 45/37$ the linear relationship is meaningful. This relationship suggests that 16 percent of the variance of resiliency in teenagers by social self-esteem is predicted. In the second stage variable of self-regulation entered to the equation that according to $R^2 = 0.20$ and $F = 98/24$ the linear relationship is meaningful. This relationship suggests that at this stage the 4% added for predictive power. In the third stage, public self-esteem entered in the equation that according to $R^2 = 0.22$ and $F = 44/18$ the linear relationship is meaningful. This relationship suggests that at this stage, 2% is added to the predictive power. And family self-esteem and academic self-esteem doesn't have predictive power of resiliency.

Discussion and Conclusion

The results of research show that there is a significant positive relationship between resiliency and self-regulation in young children and teenagers. So we can say that more resiliency for teenager will have higher self-regulation. In fact, resiliency is capacity of back of the Difficulty, Stiff stability and self healing. This capacity in teen can cause to he passes victoriously from adverse events. And despite exposure to severe stress, his social and academic competence, be promoted. In fact, achieve to self-regulation .based on the relationship between self-regulation and resiliency ,these findings are consistent with DL (2010), McLaren and Charlize (2009), Aaron Brennan Rydnvr and Peterson (2008), H. et al. (1390), Mohammadi et al. (1389), Rahimian Boger (1387), Jokar (1386).Also, the findings showed that between resiliency and public self-esteem, social self-esteem, academic self-esteem and resiliency with self-esteem, there is a significant positive relationship, while there is no significant relationship between resiliency and Family self-esteem. It can be said that the more self-esteem of teenager will have higher resiliency. In addition, self-esteem enables teens to make his knowledge, attitudes and values to real and objective abilities, to take advantage of the ability to use more accurate forces. And be able to raise his power of resiliency in communicate and connect with others.

As can be seen, the general self-esteem (have good feeling in most properties), social self-esteem (have good feeling about themselves as a friend of others, respect and love from others, tend to involve people in activities from others) academic and self-esteem (have good feeling as a good and wise student) has a significant relationship with resiliency. But family self-esteem, (be a valuable member of the family, respect of parents, brothers and sisters to the individual ...) doesn't have a significant relationship with resiliency. And it is perhaps for this reason that today, due to economic difficulties in most families both parents have to work outdoors and due to the fatigue of daily work bored enough to have good communication with your child and on the other hand teenager reached to stage of growth that has sense of independence and will away of his family and is more willing to take up with his friends, parents and siblings and this makes the family less self-esteem and give way to social self-esteem. Based on the relationship between self-esteem and resiliency, these findings are consistent with findings of and Amali and Bachman (2001), Aznbrg and others research (1997). The results showed that the general self-esteem and social self-esteem are predictors of resiliency. While, other aspects of self-esteem like family self-esteem and academic self-esteem did not have the predictive power of resiliency. In this regard, we can say that when a teenager in the majority of properties knows him as a good and noble person and is friend with others and is accepted from friends and respected by them, he can rely on himself and his friend in the face of life difficulties and have the support and confidence feeling, and in all walks of life be more competent and in fact, be more resilient. Therefore, you can predict his resiliency by observe the public and social –self-esteem of him.

But there are teenagers who are not even in the family and headed to the orphanage or public places but because of having the other aspects of self-esteem, they have resiliency in the face of problems. So maybe that's why family self-esteem cannot be a good predictor for resiliency. But about the predictive of academic self-esteem for resiliency, it is sufficient that many people are not even literate but they are capable and powerful in the face of life's problems. Or seen students who are not academically powerful due to the lack of diligence and doesn't have high self-esteem and but in the face of life's problems are

patient and resilient. This finding is consistent with Mansouri (1377), Eisenberg and others (1997), based on the relationship between self-esteem and resiliency. Finally, to determine the predictive power of self-regulation and self-esteem, using stepwise regression, at the first stage social self-esteem was entered that the results showed that social self-esteem, predict 16% of the variance of resiliency variable in teenagers. In the second stage self-regulation variable entered in the equation that at this stage 4% was added to the predictive power. In third stage public self-regulation entered and other 2 percent was added to the predictive power. While the academic and family self-esteem had not predictive power of resiliency.

In explanation of this hypothesis should be stated that the teenager who have high self-esteem than other components of self-esteem, have more confidence and self-esteem to themselves and also have the high ability of adaptation. It can be predicted by observing such people, they can control stress with more preparation and tolerate problems with more patience. In fact, public self-esteem is a strong predictor of resiliency. About predictive self-regulation must also be stated for resiliency that teenagers in the face of events of life does not work equally. Those orient to their thoughts, feelings and actions to achieve their goals, or in other words are self-regulate, doesn't get obvious distress in life and promote to high levels of resiliency. In fact, by observing the self-regulate people can predict their resiliency. The findings of the research based on the association between self-regulation and self-esteem and resiliency are consistent with McLaren and Charlize (2009), Aaron Brennan Rydnvr and Peterson (2008), Aznbrg and others (1997), Joker (1386), Toghiani (1386), Mohammad Yari (1382), Kajbaf et al. (1382), Mansouri (1377).

Suggestions

At the end, it should be noted that each research is face to restrictions which the expression of them would be effective in improving the quality of same research in future. this study also faced to restrictions, such as short opportunity to run (2 months), being limited to high school students in public schools of Borazjan, lack of random assignment of cases, being limited the data collection tool to questionnaire and the large number of questions and tools and ...

In order to do this research, it is recommended to similar studies done in other academic courses and grades to include a larger sample of public school and Private schools students, especially in the big cities. Also, it is recommended that also investigate the relationship of resiliency with other psychological variables (other than those listed in this paper).In

addition, given the importance of the listed variables in research and also their results, it is recommended that parents participate in family education classes held in schools monthly to provide their familiarization basis with the process of resiliency, self-regulation, and self-esteem. In this regard, Holding the classes and workshops in schools by professional counselors is necessary to improve the ability of self-regulation, resiliency and self-esteem of parents and students. Parents and school authorities should also by transferring responsibility to the students and giving importance to their ideas, abilities and interests of teenagers, let to them to express and help to increase their self-esteem.

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