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The relationship between the desired disciplinary behavior and family functioning locus of control and self esteem among high school students in cities of tehran province

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Abstract

In this study, a correlation method was used to define the relationship between the students' family functioning (such as problem solving, communication, roles, affective responsiveness, affective involvement, behaviour control), locus of control, self esteem and their desired disciplinary behaviour in cities of Tehran province, Iran. A multi step cluster sampling method was performed among all high school students, their families and school assistants in academic year 2004-2005 in Tehran province cities, among them 180 students with their parents and their school assistants were selected. Four different instruments were used in this study including Family Assessment Device (FAD), Rotter's locus of control scale, Rosenberg self esteem scale and Desired student behaviour checklist with significant reliabilities and validities. Result have shown that (a) There was a significant relationship (p < 0.05) was observed between the students' family functioning and their desired disciplinary behaviour. (b) There was a significant relationship (p< 0.05) between the students' internal focus of control and their desired disciplinary behaviour although the relationship between students' external locus of control and their desired disciplinary behaviour was not significant (p>0.05). (c) There was a significant relationship (p <0.05) was observed between the students' "self esteem" and their "desired disciplinary behaviour" showing the more the students' self esteem, the more their desired disciplinary behaviour and finally (d) Predicting variables of Family functioning (7 variables), locus of control and self esteem can predict the students' desired disciplinary behaviour

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1. Introduction

Students' Desired disciplinary behaviour, consist of a complex of behaviour including adoption of regular, legal (educational) and social rules, which the school authorities have predominantly considered them in educational situation during the recent years (Galloway & Rogers – 2000).

Evidences from Bellan et al (1979), Mc Cann (1989) and Kaufman et al (1989) show that the students' disciplinary problems and behavioural disorders have been increased during the recent decade.

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Since the occurrence of such undesired behaviours from students will bring different problem in educational process, Blasé & Pajak (1985) believe students, undesired disciplinary behaviours, consist the most important subjective challenges among teachers and schools administrators, and it can be proposed that these behaviours are the most obvious reason of failure among teachers and also cause of different mental stress for them (Kimberly et al. , 2000).

According to the public study by the Gallop institute, the lack of discipline is believed as one of the most dominant problems in American schools and teachers have referred to class management and controlling students as their biggest problem (Nakamura ). Lamont found that the undesired disciplinary behaviour such as lack of respect for teachers and school administrators and the lack of respect for other students' right, has decreased students' ability for providing effective education (Lamont -2002).

Evidences from Bellan et al (1979), Mc Cann (1989) and Kaufman et al (1989) shows that the students' disciplinary problems and behavioural disorders have been increased during the recent decade. The quality of undesired disciplinary behaviour has been changed from mild lack of discipline to acute and severe forms. School authorities have many problems in reminding students about their tasks. Sometime they don't feel safe and are threatened by students (Hamdollahzade Gol 2000). The past theories and studies propose that many variables such as familial and individual backgrounds are related to desired disciplinary behaviour (Weishew & peng, 1989). Since family is considered as the most important educational centre of the society and the first training and education site for every individual person, describing any issue regarding the child and adolescent education will be not perfect without paying attention to the vital rule of the family (Beh Pajoh , 2001).

Family functioning is related to factors such as family ability for adoption with changes, eliminating inconsistencies and conflicts, communication between members, success for providing disciplinary patterns, consideration of borders between people and role with the goal of preservation of the whole family system. (Goldenberg & Goldenberg, 1998).

Satir & Riskin divide families in two Functional and non functional types (Alavinia , Tabrizi , 2000). Functional Families solve their problems in different levels and in different timetables. Family is really an open complex which, its members are bonded together emotionally, although they certainly are encouraged for developing their own individual identity. The atmosphere of such families are widely full of love and unlimited agreement. As a result they tolerate their conflicts and help each other perfectly. On the contrary, non functional families, according to Walsh (1982) are as a closed system and their members are left alone emotionally and separated from each other. The border among non functional families are hard and even ambiguous, and such families are involved and interrelated. Love is a conditional process in these families and family members are not encouraged to develop their individual identities. Such family disagrees with requesting any help and does not accept the problem. It seems that problems will continue or appear in other forms for these families. (Walsh, 2001).

Epstein et al (1983) provided a Family Assessment Device (FAD), dividing family efficacy in six dimensions as follows:

1- **Problem solving:** is related to the family's ability for solving problems in order to provide an effective efficacy.

2- **Communication:** is related to the family's ability for exchanging related information. Such communication may appear in obvious, non obvious, direct or indirect forms.

3- **Role playing:** Roles are referred to repetitive behaviour patterns, with which the family members establish their family functioning. (Parker, 2007, Dehaghan & Dehaghan , 1996)

4- **Affective responsiveness:** This refers to the family's emotional reaction in its relationship and family's ability for expressing different emotion, and emotional reaction fitted on the situation. Such responses are divided into two groups

   A) Good feeling such as love, to love, happiness,

   B) Negative feeling such as fear, anger, depression …

As a result, the family functioning is related to these responses. Adolescents, mal adaptation, and their non social behaviour is a reaction against the emotional shortage and deprivation. Mazlo (1959) believes that, the child's mal adaptation is the direct result of suitable responses to his/her basic needs including poor kindness (Richman et al 1982).
5- **Affective involvement**: this refers to the type of family member's contributions and involvement, relating to level, quality of interest and also their worries regarding each other. (Estinhover, 1984). Family is responsible for providing its member's emotional needs and such responsibility decreases when the members are matured to such a level that they can eliminate some needs.

This process appears in maturation period. Severe emotional maladaptation disturbs child's progress at school and his/her social welfare. Coping with the child's internal tendencies and emotional requests and their suitable support is regarded as the most basic of educational problems. Incorrect emotional and mental relationships between parents and children, weakness of relationship between members, lack of support feeling, lack of security feeling, lack of acceptance from patterns and providing freedom by them for children higher or lower than normal are regarded as the negative factor for children and adolescents. (Kleinbery 1954, Kardan, 1983)

6- **Behavioural Control**: Is referred to the rules with which the family manages its affairs and the rate of effects among the family members.

The most effective method of behaviour control is the "Flexible form" and the least effective one is "anarchistic" method (Epstein et al 1983). Children with neglecting parents show the most desirable behaviours at all ages. They have good relationship with their peers and are lucky and self-oriented.

In dictatorship families, adolescents fear from proposing their problems to their parents and as a result they try to hide some of their errors.

### Table 1: Family efficacy Dimension – Based on Master Family Assessment Device (FAD)

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problem solving</td>
<td>To what extend, the family is able to solve problems and can preserve an effective familial functioning.</td>
</tr>
<tr>
<td>Role playing</td>
<td>To what extent, roles are clearly and suitably defined. How did the responsibilities dedicated and how the response for family preservation and supports for family members are monitored</td>
</tr>
<tr>
<td>Communication</td>
<td>Which type of communication, (clear or subtle, hidden, direct or indirect,) is there in the family.</td>
</tr>
<tr>
<td>Affective involvement</td>
<td>To what extend, family is interested in its members. To what extend, the family respects for its members, activities and special interests?</td>
</tr>
<tr>
<td>Behavior control</td>
<td>What pattern is used by the family in order to (1) control high risk situations and situations which need an intra extra familial interaction (2) cope with biological emotional needs such as eating food, sleeping, sexual desire, parenting aggressiveness</td>
</tr>
<tr>
<td>General functioning</td>
<td>The six dimension: General functioning, General efficacy.</td>
</tr>
</tbody>
</table>

Masselam (1990) observed the healthier the family functioning, the lower adolescents, problem and such students experience a higher academic success. Shek (1998) in his study regarding 429 Chinese adolescents, found that, adolescents who reported bad functions of their families, experienced more mental and behavioural problem and lower academic achievements.

Luster et al (2000) showed a positive relationship between undesired factors of family environment and children's educational and behavioural problems.

Runchikin & koposov (2000) have studied the relationship between family functioning, parents functioning and students' criminal behavioral problems. Their study showed a relationship between high level of criminal behaviours and high levels of family's negative functioning. They also concluded that the family functioning highly forecasts children's behavioural problems.

Seadatmand (1997) and Nowroozi (1998) observed a direct effect of family functioning on children's physical problems, anxiety and depression.

Moosavi shoshtari (1998) in his study concluded that, students who experience a warm emotional relationship with their parents, provide a higher individual, social adaptation and better academic achievement.

Baghbanipoor (2000), observed a significant negative correlation between a complex of familial factors and students undesired behaviours. Janani (2001) in his study regarding the relationship between families internal interactions with their third grade students' mental health, found a significant relationship between the type of individual interaction in families and students' mental health.

Mashadi Zadeh (2001) found a significant relationship between family functioning and students' mental health. Student with better family functioning experienced a better mental health. Hamdollah zadeh (2002) found a significant relationship between familial situation and desired behaviours among students.
Shahsavari (2003) showed a significant relationship between family functioning and students' adaptation. Mohammadi (2001) observed that aggressive students were not supported from family members during the conflicts. Farhang Fallah (2003) concluded a positive relationship between familial factors and obeying educational rules among female students in Karaj city, Iran. Sharifi (2004) in a study among 300 second grade students in high schools observed a significant relationship between family functioning and dimensions of emotional, social adaptation.

**Self esteem**

Self esteem is among the psychological properties pointing to the individual's evaluation regarding him/herself. Self esteem is an attitude regarding the individual acceptance, capability, importance, success and values that usually are conserved by the individual (Cooper smith, 1988)

The level of satisfaction and values that the man considers for himself is important for his behaviour. Most of resources consider the self esteem and positive self evaluation as the central and basic factors of emotional and social adaptation of individuals (Biabangard, 1991)

Cooper smith (1967) considers self esteem as the basic factor for the type of individual behaviour and believes people with higher self esteem, have the more social behaviour in comparison with those with lower self estees.

Deiwid & Latron (1961) showed those with higher self esteem show a better adaptation. Rosenberg and Rosenberg showed by correlation analysis that self esteem is a strong factor for describing crime and studies regarding the relationship between self esteem and disturbed behaviours such as aggression, crime and other showed that the low self esteem is the reason for criminal behaviours.

Maxwell (1992) studied the effect of gender and race on depression, aggression and self esteem and the relationship with each other showing no significant relationship between depression, aggression and self esteem with race and gender. But he observed a significant relationship between low self esteem depression and aggression.

Results of a study conducted by Falsaﬁnejad (1993) suggested that self esteem effects on adolescent students, behavioural adaptation with the classroom environment. The effect of self esteem on adaptation with classroom environment was significant without considering samples, gender.

Ghazis study (1997) showed that the levels of self esteem among criminal adolescents is lower than normal adolescents. Fallah's study (2003) also confirmed the relationship between the self esteem and obeying education rules.

**Locus of control**

Locus of control is another variable related to behaviour. According to some authors, cognitive and psychological variables may be among those factors affecting the students' mal adaptive behaviours (Tong -2003). For the first time, the significance of control was introduced by Rotter (1966) under the title of "the source of internal, external control" (Rather 1966). According to Brewer & Kranon (1994), the idiom of "locus of source" is introduced for differentiation of people based on internal–external control

Those who believe control their dignities, own an internal locus of control and those who believe their dignities are controlled by external factors, own an external locus of control (Rater 1966).

People with internal control believe their awards are dependent on their behaviours. They are looking for controlling their destiny. According to Tony (2003), people with external control believe the life events is not under their control but under the control of external factors and forces (Tony -2003).

Hompston believes there isn't any pure personality sample in the field of internal or external control, but it can be said that the internal -external controls own a bonding nature and since some levels of internality and externality is present in people there is no completely "internal" or "external" personality type, (Ghazanfari – 1995).

Different studies regarding the relationship between the locus of control, adaptation and people health shows a relationship between these two variables. Kendalls et al study (1978) showed that people with internal control adapt with the environment much better than those with external control because some levels of internality and externality is present in people's locus of control.

Le Fcourt (1992) in some studies regarding the locus of control found that people with external locus of control, experience more social, professional and academic problems and are defeated sooner in competitive situations. In addition they have many problems in social interchanges and show aggressive and irritable behaviours against social stresses.
Tony's study (2003) shows a positive relationship between undesired disciplinary behaviours and external locus of control among students, although students with desired disciplinary behaviours have more internal control.

Kazami (1997) in his study on normal and criminal adolescents in Tehran city showed a significant difference between self esteem and locus of control, concluding both of them are the effective factors for predicting crime in the society. But the effect of "self esteem" was more than the "locus of control" in this prospective study.

Kakavand (2002) regarding the relationship between the internal control locus and physical signs of anxiety, somnolence, social functioning failure, depression and general health showed a negative relationship between above variables and internal control although he found a positive relation between above variable and external control.

Results of studies regarding the locus of control shows those who feel that can be effective on their life events, have more behavioural and social health in relation with those who don’t have the above mentioned feeling (Mendes et al., 1996).

Based on the above theoretical and research details, this study was focused on the relationship between the high school students desired disciplinary behaviour with family functioning, their locus of control and self esteem. Since there are considered seven variables of "problem solving", "communication", "role playing", "affective involvement", "affective responsiveness", "behaviour control" and "general functioning", for family functioning, this study has been conducted based on above seven familial variables as well as two individual variables and evaluated their relationship with desired disciplinary behaviour among high school student in Tehran city.

Hypotheses:
1- There is a significant relationship between students, desirable behaviour and their familial functioning.
2- There is a significant relationship between students’ internal and external locus of control and their behaviour.
3- There is a significant relationship between the high schools students self esteem and their desirable behaviour.
4- Predicting variables of Family functioning (7 variables), locus of control and self esteem can predict the students’ desirable behaviour.

2. Methodology

In this study, a correlation method was used to define the relationship between the students' family functioning (seven variables), locus of control, self esteem and their desired disciplinary behaviour in cities of Tehran province, Iran.

Variable of the study: these include family functioning variables such as problem solving, communication, roles, affective responsiveness, affective involvement, behaviour control and general function as well as self esteem, and locus of control and desired disciplinary behaviour.

Sampling: A multi step cluster sampling method was performed among all high school students, their families and school assistants in academic year 2004-2005 in Tehran province cities, among them 180 students with their parents and their school assistants were selected.

Instruments: Four different instruments were used in this study.

5. Family Assessment Device (FAD)

This Device was edited based on Mc Master pattern by Epstein et al (1983). The FAD was used because it is a valid, reliable, instrument that measures overall family functioning in related key areas of family functioning (Sanaii, 2000).

Both the internal reliability and validity of the FAD have been demonstrated in prior research with Chronbach's alphas on the scales ranging from .74 to .92 (Epstein, Baldwin, & Bishop, 1983) and in different studies in Iran conducted by Mir Enayat (1999), Rezaei (1999) and Amini (2000).

The FAD also has adequate test-retest reliability, low correlations with social desirability, and moderate correlations with other self-report measures of family functioning, which provides evidence of concurrent validity of the scale (Miller, Epstein, Bishop, & Keitner, 1985).

Discriminative validity was also demonstrated by clinical ratings. FAD scores of families were compared to clinicians' ratings, with the results indicating that families rated by the clinicians as unhealthy also had significantly higher family mean FAD scores, representing poorer functioning (Miller et al., 1985). (Table 2)
Table 2: Chronbach's alphas results in different studies regarding family functioning in Iran conducted by Mir Enayat (1999), Rezaii (1999) and Amini (2000) and in the present study.

<table>
<thead>
<tr>
<th>No</th>
<th>Indexes</th>
<th>Mir Enayat study</th>
<th>Rezaii study</th>
<th>Amini study</th>
<th>Present study</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>problem-solving, (PS)</td>
<td>0.63</td>
<td>0.66</td>
<td>0.61</td>
<td>0.65</td>
</tr>
<tr>
<td>2</td>
<td>Communications©</td>
<td>0.63</td>
<td>0.67</td>
<td>0.38</td>
<td>0.54</td>
</tr>
<tr>
<td>3</td>
<td>Roles ®</td>
<td>0.48</td>
<td>0.63</td>
<td>0.72</td>
<td>0.51</td>
</tr>
<tr>
<td>4</td>
<td>affective responsiveness (AR)</td>
<td>0.56</td>
<td>0.42</td>
<td>0.64</td>
<td>0.68</td>
</tr>
<tr>
<td>5</td>
<td>affective involvement(AI)</td>
<td>0.74</td>
<td>0.61</td>
<td>0.65</td>
<td>0.68</td>
</tr>
<tr>
<td>6</td>
<td>behavior control(BC)</td>
<td>0.59</td>
<td>0.38</td>
<td>0.61</td>
<td>0.64</td>
</tr>
<tr>
<td>7</td>
<td>General functioning (GF)</td>
<td>0.74</td>
<td>0.73</td>
<td>0.81</td>
<td>0.84</td>
</tr>
<tr>
<td>8</td>
<td>Whole scale</td>
<td>0.90</td>
<td>0.91</td>
<td>0.92</td>
<td>0.93</td>
</tr>
</tbody>
</table>

6-Rotter's locus of control scale: This scale includes 29 items and two parts. Each item includes two sentences A and B. Total points of two above parts shows the locus of control for each sample. This instrument was used in different studies with about 70% adequate test-retest reliability (Mahdavian, 1995)

After a factorial analysis of total points gained by 1000 high school students Franklin found that, all items in this instrument were correlated significantly with the general factor, representing 0.53 of the whole variance of this instrument (Ball, 1977, Madad, 1994). Reliability coefficient of Rotter's internal–external locus of control scale calculated in Iranian samples was equal with 70% (Sheicki, 1993). Ghazanfari (1991) studied the validity of Rotter's internal external focus of control in three academic levels including middle schools, high schools and university by koder Richardson method and found a 69% coefficient for this scale.

7-Rosenberg self esteem scale

Rosenberg self esteem scale (1972) was used for calculating high school students' self esteem, and its reliability was calculated based on the Chronbach's alphas by Habibi (68%), Hasmdollah zadeh (70%) and Farhang Fallah (79%). In this study, Chronbach's alphas was 83%.

4- Desired student behaviour checklist.

This instrument was prepared by the researcher of this study for evaluating the students' desired behaviour. This instrument was distributed among schools assistants for reporting the desired behaviours, based on their own observations.

This instrument included 28 items each of them considered a particular type of desired behaviour among students. The reliability of instrument was confirmed by some university professors and educational technicians of the country and its validity was 88% appeared as alpha Chronbach's alphas coefficient.

For evaluating the relationship between the family functioning variables, locus of control and self esteem and students desired behaviours, descriptive indexes and analytic tests such as Pearson correlation coefficient and step by step regression were used for defining the rational contribution of each predictive variables in desired behaviour.

Data analysis

The following results have been observed regarding each hypothesis of the study:

Hypothesis 1=There is a significant relationship between students' desired disciplinary behaviour and their family functioning.

In table 3, six different variables of family functioning were evaluated as follows:
Table 3: Correlation coefficient among family functioning and desired disciplinary behaviour

<table>
<thead>
<tr>
<th>No.</th>
<th>Variable</th>
<th>Correlation coefficient</th>
<th>Sig</th>
<th>R²</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>problem-solving</td>
<td>0.266</td>
<td>0.021</td>
<td>07%</td>
</tr>
<tr>
<td>2</td>
<td>Communications</td>
<td>0.160</td>
<td>0.032</td>
<td>025%</td>
</tr>
<tr>
<td>3</td>
<td>Roles®</td>
<td>0.166</td>
<td>0.026</td>
<td>027%</td>
</tr>
<tr>
<td>4</td>
<td>affective responsiveness</td>
<td>0.213</td>
<td>0.007</td>
<td>045%</td>
</tr>
<tr>
<td>5</td>
<td>affective involvement(AI)</td>
<td>0.350</td>
<td>0.001</td>
<td>122%</td>
</tr>
<tr>
<td>6</td>
<td>behavior control(BC)</td>
<td>0.316</td>
<td>0.001</td>
<td>099%</td>
</tr>
<tr>
<td>7</td>
<td>General functioning(GF)</td>
<td>0.267</td>
<td>0.018</td>
<td>071%</td>
</tr>
</tbody>
</table>

Referring to hypothesis 1, and according the table 3, a significant relationship (p=0.018, p < 0.05) was observed between the students’ family functioning and their desired disciplinary behaviour.

Hypothesis 2: There is a significant relationship between students’ internal and external locus of control and their desired disciplinary behaviour.

Table 4: correlation coefficients between locus of control and desired disciplinary behaviour

<table>
<thead>
<tr>
<th>Variable</th>
<th>Correlation coefficient</th>
<th>Sig</th>
<th>R²</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internal control focus</td>
<td>0.201</td>
<td>0.011</td>
<td>040</td>
</tr>
<tr>
<td>External control focus</td>
<td>-0.097</td>
<td>0.241</td>
<td>094</td>
</tr>
</tbody>
</table>

Referring to hypothesis 2, and according the table 4, a significant relationship (p = 0.011, p< 0.05) was observed between the students’ internal focus of control and their desired disciplinary behaviour although the relationship between students’ external locus of control and their desired disciplinary behaviour was not significant (p = 0.241,p>0.05).

This result shows the more the students’ internal focus of control, the more their desired disciplinary behaviour.

Hypothesis 3: There is a significant relationship between the high schools students self esteem and their desired disciplinary behaviour.

Table 5: correlation coefficients between locus of control and self esteem

<table>
<thead>
<tr>
<th>Variable</th>
<th>Correlation coefficient</th>
<th>Sig</th>
<th>R²</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self esteem</td>
<td>0.255</td>
<td>0.001</td>
<td>065</td>
</tr>
</tbody>
</table>

Referring to hypothesis 3, and according the table 5, a significant relationship (p = 0.01, p <0.05) was observed between the students’ self esteem and their desired disciplinary behaviour showing the more the students’ self esteem, the more their desired disciplinary behaviour.

Hypothesis 4: Predicting variables of Family functioning (7 variables), locus of control and self esteem can predict the students’ desired disciplinary behaviour.

Tables 6 and 7 are related to hypothesis 4 as follows:

Table 6: Regression analysis for defining the predictive variables (family functioning, locus of control, self esteem) for prediction of desired disciplinary behaviour.

<table>
<thead>
<tr>
<th>Variable</th>
<th>Multiplr R</th>
<th>R²</th>
<th>F</th>
<th>Sig f</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affective involve</td>
<td>0.120</td>
<td>0.125</td>
<td>22.48</td>
<td>0.001</td>
</tr>
<tr>
<td>Self esteem</td>
<td>0.152</td>
<td>0.163</td>
<td>15.17</td>
<td>0.001</td>
</tr>
<tr>
<td>Behavior control</td>
<td>0.172</td>
<td>0.188</td>
<td>11.94</td>
<td>0.001</td>
</tr>
</tbody>
</table>

7
Table 7: results of step by step regression for predicting the students’ desired disciplinary behavior

<table>
<thead>
<tr>
<th>Step</th>
<th>Variable</th>
<th>B</th>
<th>Beta</th>
<th>T</th>
<th>Significance level</th>
</tr>
</thead>
<tbody>
<tr>
<td>First step</td>
<td>Constant</td>
<td>5.547</td>
<td></td>
<td>1.845</td>
<td>0.067</td>
</tr>
<tr>
<td></td>
<td>Affective</td>
<td>0.751</td>
<td>0.354</td>
<td>4.741</td>
<td>0.001</td>
</tr>
<tr>
<td></td>
<td>involvement</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Second step</td>
<td>Constant</td>
<td>6.536</td>
<td></td>
<td>1.203</td>
<td>0.231</td>
</tr>
<tr>
<td></td>
<td>Affective</td>
<td>0.657</td>
<td>0.310</td>
<td>4.120</td>
<td>0.001</td>
</tr>
<tr>
<td></td>
<td>involvement</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Self esteem</td>
<td>0.348</td>
<td>0.199</td>
<td>2.647</td>
<td>0.009</td>
</tr>
<tr>
<td>Third step</td>
<td>Constant</td>
<td>3.160</td>
<td></td>
<td>0.565</td>
<td>0.573</td>
</tr>
<tr>
<td></td>
<td>Affective</td>
<td>0.422</td>
<td>0.199</td>
<td>2.209</td>
<td>0.029</td>
</tr>
<tr>
<td></td>
<td>involvement</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Self esteem</td>
<td>0.356</td>
<td>0.204</td>
<td>2.746</td>
<td>0.007</td>
</tr>
<tr>
<td></td>
<td>Behavior control</td>
<td>0.415</td>
<td>0.193</td>
<td>2.184</td>
<td>0.030</td>
</tr>
</tbody>
</table>

Referring to hypothesis 4 and according to tables 6 and 7, a step by step regression analysis was performed for evaluating the contribution of each of predictive variables of family functioning (seven variables), locus of control and self esteem in predicting the desired disciplinary behaviour among high school students.

In the first step, "affective involvement" was included in regression analysis which 0.345 of the desired disciplinary behaviour could be predicted by this variable. In the second step both "affective involvement" and "self esteem" were included in regression analysis showing a decrease of the "affective involvement" share from 0.354 to 0.310 and the share of each of "affective involvement" and "self esteem" variables were 0.310 and 0.199 respectively. In the third step three variables of "affective involvement", "self esteem" and "behaviour control" were included in the study simultaneously. Results at this step have shown that after including the "behaviour control", the share of "affective involvement" was decreased to 0.199. Finally table 7 suggests that the share of each of variables of "affective involvement", "self esteem" and "behaviour control" in predicting students, desired disciplinary behaviour were 0.199, 0.204 and 0.193 respectively.

3. Conclusion and Discussion

Results of the study showed a significant relationship between students familial functioning and their desired disciplinary behaviour in all dimensions of "problem solving", "communication", "role playing", "emotional response", "Affective involvement", "behaviour control" and general functioning.

Students with healthier family functioning provided more desirable behaviour for obeying rules and social and educational regulations.

Two dimensions of family functioning such as "Affective involvement"

And "behaviour control" was among those variables that could predict students desired behaviours to somehow.

These results were in accordance with results of studies conducted by Meslam (1990), Sheck (1998), Laster et al (2000), Ranchkin and Koposof (2000), and other studies from Mosavi shoshatari (1998), Bagbanipoor (2000), Janani (2001), Mashadi zadeh (2001), Hamdollah zadeh (2002), Farhang Fallah (2003), Shasavari (2003), Sharifi (2004) regarding the significant relationship between family functioning variables and students desired behaviours. These studies have shown a significant relationship between student's desired behaviour and family functioning.

Family functioning is the most important variable effective on students behaviours. As noted above, when the families functioning are desirable in all dimensions, and in other word, when the family has the ability of solving all problems suitably, and the relationship among family members are clear and obvious, when the family members can talk together about important problems and propose their interests and wonders, when the members, role are defined clearly and suitably when the roles include all essential family functioning and are divided fairly among family members, when the family atmosphere is full of love and interest and family takes the responsibility of coping with members, emotional needs, when there is intimate contribution among members based on the real understanding of each other needs among members.
When the flexible control is used instead of nonflexible and rigid control or anarchistic methods
1-Then the children's (members) behaviour in different environment and schools are predictable. In these situations, students' behaviour is desirable and suitable.
2-The locus of control is significantly related with students behaviour. In other word, the more internal the students locus of control, the more desirable their behaviour.
These studies show the relationship between students' internal control and their health and social adaptation.
Those who feel that can be effective on the life events (with internal locus of control) experience more health and social adaptation in comparison with these without such belief (those with external locus of control), and they will have more desirable behaviour in schools.
Self esteem is also significantly related to with designed behavior. Self esteem is among the predictive variables of desired behaviours.
Self esteem as an important psychological pattern provides an important effect on people's adaptation. Peoples with high self esteem are more adaptive to the environment with less behavioral problems. AS Farhany Fallah has shown, students with higher self esteem obeys educational rules with more expended understanding and provide better adaptation , and designed behaviour in schools . Results of the study have shown that among the nine variables of the study.
Three variables of emotional Amizesh, self esteem and behaviour control are among the predictive elements of desired behaviours.
In other word these variables own the higher rate of significance in their relation with desired behaviours. Then, If the families Schools and educational authorities provide suitable functioning in these fields and develop them in their functioning it can be expected that their behaviour is suitable with legal and social rules.
Families are expected to consider these seven factors especially two factors of " Affective involvement " and "control of behaviour " more than ever . " Affective involvement " refers to the level of interest provided from families toward their children. Really the value considered by families for their children's activities and interests should be also desirable and suitable.
On the other hand it is needed that, the family uses a patter suitable for coping with dangerous situation providing internal external interaction and for contralling its reactions and emotions in critical periods to prevent any undesired pattern for children.
Another aspect is students self esteem and its primary foundation is undoubtedly desired in family and then in school and society . It is essential for parents and schools authorities to act in such a manner that the students, self esteem or their evaluation regard themselves are not distracted and students, self image are considered with important , success and individual values . Both family and schools are responsible in this field and any damage to these systems will bring un compensable damage for students followed with undesirable behaviors in schools. Most psychologists consider self esteem as the central and basic factor for emotional and social adaptation. (Biabangard , 1991).

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