

Attitudes of University Students towards Family Responsibility and Its Relationship to Self-Esteem

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Abstract: The current study is aimed to identify the relationship between university students trends about family responsibility and self-esteem questionnaire and variety of the social and economic level of the family. The research sample was selected randomly from the provinces of Tanta and Kafr El-Sheikh from different social and economic levels. The research tools were applied to a sample of 200 university students. The research tools included, the data Form for the family, Questionnaire university students' attitudes towards family responsibility, and Measure of self-esteem. A questionnaire was applied to the university students' attitudes towards taking responsibility family axes and measure self-esteem and using correlation coefficient test and (t) test. The differences between average results of the study showed that: there is a correlation between attitudes of university students towards family responsibility and between some of the variables of the study of social and economic (educational level of the mother, family income, birth ranking). While, there were no statistically significant differences between the attitudes of university students towards family responsibility and self-esteem for the children of working and non-working mothers. In addition, there were significant level between university students attitude towards taking responsibility and self-esteem.

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1. Introduction

The family mission is to bear their children gradually to independence which aims to promote independence for this to suit the different stages of the growth in order to reach self-reliance and to be ready for life without dependency on the other (Abdel Hamid, 2004).

The university stage is an important turning point in the lives of many teenagers and young adults, where the college year period a significant psychosocial growth (Ghanem, 2006).

The university in addition to its consideration as a scientific institution sophisticated, a source of knowledge, culture and experience the students get upon graduation a certificate, which secured their future. Also, it is an environment of relationships and organizations student linking student by society, and they can feel the democratic atmosphere, including opportunities of choice and freedom of opinion (Abdel Moati, 2004). As confirms by Hamid Zahran (2001) on the importance of awareness exercise managerial behavior of individuals in all stages of their lives in general and adolescence in university education in particular. Where is the stage which determines the individual's identity, values, trends in life and work. Wherever, the aspects of his personality are completed in decisions for him. Especially choose the profession that suit aptitudes and inclinations, trends, and also choose a life partner and family formation are in

advanced stage of growth toward independence from family, freedom from authority and self-reliance.

The young people in any society are considered as an honest mirror that reflects it and its progress and reference which can be relied upon to predict its future under the condition of providing the educational guidance for youth, based on the pillars of virtue and who keeps in youth belonging and loyalty (El-Demerdash, 2000).

The youth is the backbone of the nation and its firm basis upon which their structure wherever they became strong the whole society become strong, but where they spoiled or shook their values it gives a weak construction. As, it has been said in an aphorism (a nation without a powerful youth is a nation without a future doomed to extinction (El-Saaty, 2003).

It found thus global interest in youth issues and their problems, because they are the strength of the whole society, they bear the burden on their shoulders is his building. Due to the large number, the abundance of their energies, activity, ability to work, production and reform, making them occupy a privileged position in every society. (Morsy, 1993).

Mcgilluddy (2000) pointed out that, the teens in late adolescence use planning strategies to resolve the problem, re-evaluation, self-control, assume responsibility and social support all this enough to help them to adapt and accept the negative effects of stress.

Wafa Shalabi (1999) illustrated to the need for focusing on encouraging children to participate in household chores and take the household decisions and take responsibility within the home. Also Hakki (1996) describes the effectiveness of the participation of house management in the construction of responsibility in young university. This means the participation of children in decision-making and responsibilities of home management, play an effective contributory in raising the level of social responsibility and family activities with young children. Also, participate in setting goals raises the level of personal responsibility. The human passes in life series of developmentally sequential and integrated changes for seeking it towards completion of maturity (Abdel Muti, 2004). This is called late adolescence in higher education, the ages ranged between 18 and 20 years. Also, some researchers called to this stage by a young adult, which is a stage that immediately precedes bear responsibility in the lives of the majority (Melhem, 2004). In addition it is a period tries teenager did Diaspora and organized himself and seek in which to unite efforts for the establishment of the unity of harmonious from the sum of its parts and components of his personality (Gaddafi, 2000). That is During the achievement for a variety of demands and challenges, most notably achieving independence and uniqueness (Mohammed 2000).

The late adolescence is corresponding to the age stage between (18 to 21 years) and correspond old also higher education. Phase has some call a youth which is individual to a life-majority, who is responsible for himself and for his important decisions, such as marriage and profession (Hard, 2009).

The family is the first step in a community entity basis for the community and the goodness of the foundation works and construction. Family and is gaining its importance in being a social institutions upon which society in the care of its members since their arrival to this presence and raise them and teach them the culture of the community, and prepare them to assume their social responsibility to the fullest. The family is seeking to raise their children a sense of responsibility and the ability to carry it, which start by training their children how to shoulder their responsibilities towards themselves. (Gharaibeh, 2006). Through a family function, parents involve children in carrying multiple responsibilities and learn a lot of experience, skills, values and trends related to the composition and personal development of the ability to make decisions consciously and efficiently (Issa, 2001). The family by its value of democracy and methods in the upbringing of their children produce a democratically generation abilities to carry

responsibility, armed with values, which rejects injustice, tyranny, all forms of cruelty, bullying, promote the concepts of good, secure, and adheres to the values of goodness, security, justice, respect for minorities, renounce all forms of aggression, resolve differences through dialogue and discussion (Nazz, 2001).

The family who is dealing of democratization tracking method with their children and their upbringing often develop the high confidence of self-esteem, positive cooperation with others, the ability to bear responsibility and establish successful relationships with peers. (Abdel Hamid, 2004). The sense of self-confidence Is associated with a set of variables where personal pressures to the individual. In the study (Al- Mobadel 2001) found that, there is a correlation between personal pressures and a sense of self-confidence.

Santrock, (2003) showed that, self-esteem begins from birth, the psychologists agree that early experiences in childhood and adolescence have a significant impact on the growth of personal and family. As we know is the main factor in the socialization process,

The way followed by parents in raising their children affect significantly in estimating personalty. The individual's self-esteem differs in the corresponding different situations depending on the change his understanding through his personal relationships with others. The individual tends to compare himself with those around him, if he needed a higher recognition of him. If this relationship is positive and his estimation of himself is negative when the others appreciated him negatively in this position. Gadhafi (2000) illustrated that, the self-esteem concept reflects the direction of the individual towards himself and the individual be trained about all the topics with which it deals, where self one of the topics trend towards it is different from all other issues and believes that higher self-esteem of the individual means the same sense of importance and self-respect in its image, which is (Abu Maghly, 2002).

Mulla (2008) recognized that, the discretion of each individual to the same effect on his lifestyle, his way of thinking, his work, his feelings towards others and affects the success. Furthermore, the achievement of its objectives in life with respect for the person and self-esteem increase productivity, effectiveness in his career and social. Through the results of different research and studies proved that we cannot understand the self only through people around.

Self esteem is based hub affecting perceptions, and attitudes towards others. This perception of that reference to relations, internal personal influence is evident in Sullivan theory, where he confirmed that the individual when they accept the self be receptive

than others. The self esteem has a social nature while all directions originating by social experience, the self trends seen as the results or outcome of social interaction in particular. Self-awareness not only shows when an individual who lives in a society where in which there is the principle of give and take (Abdul Raouf, 1998). In addition Sullivan sees that the diagnosis of self good result from mutual personal experiences which have the nature of reward (gratification) while, the diagnosis of self evil produces attitudes of exciting for concern (Abdul Raouf, 2000). The self-esteem affects the concept of a person of the same wherever a high self-esteem was positive for complacency, however, the people with a low estimate self complacency have low. Jerry confirms that complacency positive or negative effect on self-esteem for himself. (Gazar, 2001).

According to Robert et al. (2004) the level of appreciation for our personalities influenced by how others treat us, individuals who were treated with respect and interest by other people such as teachers and colleagues, have often had a high degree of self-esteem. The studies indicated (Ramadan, 2004 and El-Deeb 2002) that, the use of the democratization method in the treatment of children and guide them affects by a remarkable way in their agreement and anticipation inside and outside the home which makes them more stable in terms of emotional and tend to independence, more self-reliant and cooperate with others.

The role of women has changed radically during the last quarter of the twentieth century in our Arab communities, women have become involved her family to shoulder responsibility and bear the burdens of life and the pressures that are reflected on all members of the family in general and particularly the wife of the multiplicity of roles inside and outside the home.

The interest in the preparation of young people to take responsibility helps to eliminate improvisational chaos when dealing with their lives and helps them to use their human and material resources as sufficient as possible. In addition to helping them cope with the problems of family life organized scientific manner and adapt to the changes of society, move towards prosperity and achieve a better standard of living (Hakki, 1992).

The responsibility of family issues very important because they are linked object humanitarian without other creatures, and carries secretariat responsibility consequent acts and practices positive or negative within the family. The concept of self-confidence unites, and bear responsibility to understand the rights of the same understanding Well because of its significant impact on behavior of him, for that self-esteem can play an important role in the

family responsibility. The focus is on Undergraduate as the decisive stage in the progress of society or from behind. The youth is the real fruit of life and self-fulfillment if prepared Human kit and put her goals and plans that will bring it success and excellence. But, the burdens of life psychological, social, economic, family, professional, academic and emotional rests with young people, we find that many succeed in the rapid growth of the requirements of civilization. The most important characteristic of other personnel is the ability to adapt and there are many problems facing young people the most important of the inability to take responsibility and lack of self-confidence. So, the research problem stemmed the research problem in the next major question, what are the attitudes of university students towards family responsibility and its relationship to self-esteem?

The present study aims to:

- 1 - Determine the level of university students' attitudes towards family responsibility.
- 2 - Get over the post university students in making decisions and solving problems within the family.
- 3 - Knowing the difference between rural and urban girls in both directions university students about family responsibility and self-esteem.
- 4 - Getting on the impact of educational level and the level of financial income on both university students' attitudes towards family responsibility and self-esteem.
- 5 - the study of the relationship between some variables economic and social levels and trends of university students about family responsibility and self-esteem.

The importance of research:-

- This study addresses an important segment of society is a university student hope the desired tool change in society through its role assigned to it.
- Shed light on the extent of awareness of university students to bear the responsibility of family and the relationship of that self-esteem they have through participation in making decisions and solving problems and participate in the work of the house.
- May contribute to the results of this study and guidance to benefit educational institutions to enrich the curriculum home management with a focus on carrying family responsibility and participate in decision making and problem solving, including necessitated by the current required by the needs of our time and consistent moral standards and values acceptable to society.
- Take advantage of the results of this study in the development of outreach programs for on the verge of marriage to enable them to take responsibility family.

Hypotheses: -

- Statistically significant differences between the members of the research sample in the direction towards family responsibility and self-esteem according to place of residence,
- Statistically significant differences between the members of the research sample in the direction towards family responsibility and self-esteem following the work of mothering,
- Statistically significant differences between the members of the research sample in the direction towards family responsibility and self-esteem in birth sequence,
- Statistically significant differences between the members of the research sample in the direction towards family responsibility and self-esteem due to mother education,
- Statistically significant differences between the members of the research sample in the direction towards family responsibility and self-esteem due to Father's education
- Statistically significant differences between the members of the research sample in the direction towards family responsibility and self-esteem according to income, and
- A correlation between questionnaire axes trend towards family responsibility and questionnaire axes of self-esteem.

Research method

First: the curriculum

Research Methodology:

In the current the descriptive analytical method Was used, this approach is based on the collection of the data and facts, compilation, processing and carefully analyzing to extract its meaning, reach conclusions and draw generalizations about this phenomenon or subject (Mansi, 2003). In this study the researcher used the descriptive analytical method for the analysis of trends university students about responsibility and family. In addition to some Economic variables level and Social Council of the family and their self-esteem according to different both from the place of residence, level of education of the mother and the father, mother's work.

Second: scientific terms and concepts used in the procedural search:

Scientific terms:

Attitudes

Fadel (2007) Indicates that the attitude is a reflection of the experiences of individuals with the surrounding environment, where new trends and consists old attitudes and changing these experiences lead to increase the flexibility of attitude. A direction and inclination syndrome, which is confirmed in the behavior of an individual or group when they are in the process of assessing the position or topic in a consistent manner (Ezzat,1998). This is associated

with the trend closely related to readiness Spontaneous of individual or collective next ingredient mental and social, cultural and psychological governing interaction with the surrounding biodiversity and its content of community institutions, builders power and culture of the prevailed community (Green, 1994). It is a condition in which the adopted self was an individual or a group or society towards the subject or the issue, accompanied by - case - askew acquired shows the behavior of an individual or group case dealing with the situation or issue (payne ,1991).

Family responsibility

Qasim (2008) identify the responsibility as it is the individual responsibility for himself and his responsibility for himself towards his family through his understanding of his role in achieving its objectives and interest to the others, through his positive and participation in solving problems and achieving goals.

The responsibility, in a General sensible means is the determination of the individual in his or acts and he is ready to take the results of these acts. Moreover, it is the ability to be the same individual first, and the ability to then meet its obligations by his own efforts and his own free will. (Rizk, 2002). As The concept of responsibility interferes with a number of concepts, including the rights, duties, the identity, citizenship, ethics, values, social cognition, individual conscience, social and possible to assume that social responsibility growth-linked moral, self-confidence, social awareness, a sense of social identity, education, awareness and understanding the goal rights of life (Al Harthy, 1995).

Self-esteem:

Is the emotional assessment of the person each owned properties mental and physical performance and ability and judgment is personally capita on its intrinsic value during the interaction with others and is expressed through individual attitudes towards his actions (Abdel Hamid, 1994).

Shaukat (1993) identify the self esteem is the assessment of individual self-esteem for himself and his knowledge of the limits of its potential and satisfaction with them, and his confidence in himself and in his ability to take responsibility and face different situations with others, as well as his sense of love, attention and appreciation by others.

Abdul Raouf (1998) illustrated that self-esteem is the pride of the individual towards himself or in other words, the assessment of the level itself.

Procedural definitions:-

Attitudes trends

Procedurally knows that a personal and family orientation of the university student either acceptance or rejection to participate or not to participate in the

responsibility. While, procedurally measured primarily obtained a university student on the scale prepared for this purpose.

University student: The university student known as the young woman who joined the Universities of Kafr El-Sheikh, Tanta and Al-Azhar, whom recorded in the Home Economics department and in the fourth year college student.

Family responsibility is the responsibility of the girl university herself and its responsibility towards her family, through the important role in achieving the objectives and concerns of others through positive relationships and participation in solving the problems of the family, as well as to achieve the overall objectives using all available means.

Self-esteem means self-esteem is the value expressed by the College girl in the direction she feels about herself and about her family which include girl efficiency and sense of worthiness to participate in family responsibility and willingness to accept new experiences.

The study sample: -

The sample consisted of 200 students from the third and fourth year, Faculty of Specific Education, University of Kafr El-Sheikh, and College of Home Economics at the University of Al-Azhar has been selected sample way intentional from the provinces of Kafr El-Sheikh and Tanta with levels of different socioeconomic. The research tools applied to them, as a form of public data for the family and Surveys university students' attitudes towards family responsibility, and self-esteem questionnaire.

Time limits: application field from the beginning of March 2012 to the beginning of June 2012

Research tools and data collection:

Data Forms for a university student, university students' attitudes towards family responsibility, and Questionnaire self-esteem were prepared by the researcher.

- General data axis: - This axis contains preliminary data for a university student, which included the following data:-
- The housing area (Rural - Urban), which is the current place, where the college student live in rural or urban;
- Birth ranking: - is the birth ranking of the university student between her brothers, was expressed in a numerical value;
- Working mothers (working - does not work). Not include the type of the profession because there is social changes in Egyptian society makes it difficult to rely on the type of profession as an objective variable in determining the social level of the family (AL-Issawi, 1990).
- Level of education of both father and mother, has arranged into three main levels: * A low level of

education: It includes a Father and a mother who can neither read nor write. (Illiterate).

* Average level of education: It includes a Father and a mother who in various stages of education beginning of reading and writing, and even get an average qualification.

* A high level of education: It includes a Father and a mother who obtaining a university degree or Graduate (MSc - PhD).

➤ The level of the family's monthly income: has arranged into three levels: - Income level is low (less than 300)

➤ - The level of average income (300 - 600), (600 - 900)

➤ - A high level of income: (900 - 1200), (1200 - 1500) from 1500 and more

(B) Surveying of the university students' attitudes towards family responsibility: -

The researcher studied exploratory primary objective to prepare a questionnaire directions of the university students about taking family responsibility. In the light of operational definition prepared questionnaire axes in its initial image after reviewing the theoretical framework, studies and research related to the subject. Which is composed of a set of family posts by university students in different lives and living situations that exposed them. This axe has been measured through (49) items, which is divided into five items distributed as follows: decision making, and problem solving which included in 10 positions - item purchases, included on 11 position - item order and clean housing, included on 9 positions - item food preparation, included on 11 position - item care clothes and furnishings, included on 8 positions and determine the response to statements according to three responses and on a scale connected (always - sometimes - never), also varied phrases in trends was some positive and one negative.

Questionnaire correction:

The questionnaire included university students' attitudes towards family responsibility that are selected and one of the last (always, sometimes, never) in every attitude of the questionnaire and the patch on the balance of (1,2,3) and thus the highest degree of university students' attitudes towards family responsibility 147 degrees and the lowest score of university students get about trends of student to take responsibility is 49 degrees.

Statistical treatments used

The validity and reliability of the questionnaire: -

First honesty logical questionnaire: - aims to judge the representativeness of the questionnaire for the goal which is measured. To identify the true validity of this axis of the questionnaire was presented to a group of specialists in the field of home economics at Egyptian universities, and who

numbered (4) reviewer to identify the: - the correction of formulation phrases - suitability of each phrase for field size - the relevance of each area or phrase dimension of this axis of the questionnaire in the light of the objective of the operational definition. This included axis of the questionnaire in its initial form of (52 phrases), the percentage of agreement between the arbitrators (49) words of phrases that axis to more than 96%. While, decreased the proportion of agreement (3) statements were excluded. Also, some phrases have been reworded and according to the opinions of the arbitrators, and this becomes finalized axis component of (49). So that this axis of the questionnaire have undergone certified content in measuring the level of a university student trend towards family responsibility.

Second, sincerity internal consistency: - measure the sincerity of the internal consistency of questionnaire axis reliability manner Alpha-Cronbach coefficient was calculated for each item of this axis separately and the axis as a whole.

The value of alpha coefficient for the university students directions axis about family responsibility as a whole 0.92041, which is a high value confirms the consistency of this axis of the questionnaire.

- Third, stability questionnaire: - it is one the common ways to find reliability coefficient of the questionnaire, application of the questionnaire on the same group twice where there should be an appropriate period between the first and the second time.

Table (1) Alpha coefficient values for the axis of university students' attitudes towards family responsibility

Axes	Phrase no.	Alpha coefficient
Decision-making and solving problems	10	0.9152
Purchasing operation	11	0.8461
Sort and clean housing	9	0.9501
Preparing and serving food	11	0.7685
Clothing and furniture care	8	0.7345
Total awareness	49	0.92041

To give the chance to not remember the questions in the first time to change the results in the second time. If we got a high reliability coefficient, so it is possible reassurance to the possibility of the application of this axis and evaluate its results. A prospective study has been applied to a sample of 15 students from the province of Kafr El-Sheikh, and after Three weeks it has been re-apply this axis on the same sample, and thus got every student to two degrees, and calculates the alpha coefficient which gave the reliability coefficient value (0.9125), a high value to confirm the persistence of this axis of the questionnaire.

C - axis of measuring university student self-esteem:

The objective of this axis is to identify the self-esteem of University students. This axis of the questionnaire have been prepared after reviewing the theoretical framework, studies and research related to the topic. This axis have been measured through (38 phrases) which are divided into three items -11 or a self-esteem household, (15) phrase (self-esteem of a group of friends), and (12) a (self-esteem university), the response is determined in these terms according to three responses on a scale connected (always - sometimes - never), where expressions were varied in trends was one positive and one negative.

Correct questionnaire:

A self-esteem questionnaire of the student university included that, one of the last is selected and (always, sometimes, never) in every attitude of the questionnaire and correction is on the balance of (1,2,3). Thus the highest degree of self-esteem for university students are 114 degrees and the lower it gets about student self-esteem is 38 degrees.

The validity and reliability of the questionnaire: -

First: honesty logical questionnaire: -these axes of the questionnaire have been reviewed by a group of specialists (4) in the field of home economics at Egyptian universities, to identify the: - the validation of the formulation phrases - appropriate all the words of the Resolution - the extent to ferry all fields or dimension of this axis of the questionnaire in the light of the intended and workable definition. This axis of the questionnaire has included (40 phrase) is in its initial, where the percentage of agreement between the arbitrators (38) words of phrases that axis to more than 95% . While, decreased the proportion of agreement on the ferries were excluded. Also been reworded some phrases according to the opinions of arbitrators. The finalized axis component becomes of 26 phrases, so that this axis of the questionnaire underwent validity content to measure self-esteem of the university student.

Second: Believe internal consistency: - the sincerity of the internal consistency of the questionnaire has been measured by Alpha-Cronbach coefficient, which was calculated for each position of this axis positions of the questionnaire and the focus of a whole unit

Table (2) Alpha coefficient values for the axis of self - esteem for a university student

Axes	Phrase no.	Alpha coefficient
Familial self-esteem	11	0.8914
Self-esteem group comrades	15	0.9451
University self-esteem	12	0.9710
Total awareness	38	0.9251

The value of alpha coefficient of the university student self-esteem axis as a whole was 0.9251, which is a high value confirms the consistency of this axis of

the questionnaire. Thirdly stability questionnaire: has been applied a prospective study of a sample of 15 students from the province of Kafr El-Sheikh, and after Three weeks has been re-apply this axis of the questionnaire on the same sample. Thus all heads of household got two degrees. By calculating the alpha coefficient the reliability coefficient was calculated, and was valued (0.9120), which is a high value to confirm the persistence of this axis of the questionnaire.

Fifth: data analysis and statistical transactions:

Some statistical methods have been done using SPSS to reveal the relationship between the variables of the study and testing hypotheses, which include the following:

- 1 - Account frequencies, percentages, averages and standard deviations for all the variables of the study: which include (housing area – birth ranking - the educational level of the father and mother - work Mother - monthly income of the family).
- 2 – determining the alpha coefficient to see the consistency of the axes of the questionnaire and the stability of the questionnaire
- 3 - Calculation of the correlation coefficient
- 4 - T test to to assess the significant differences between the axes and the variables of the study questionnaire
- 5 - ANOVA analysis of variance account

3. Results and discussion

First: Sample Description

Below is a description of the study sample, which were represented in the (200) college student, who were selected from urban and rural province of Kafr El-Sheikh and El-Gharbia Governorates.

Table (3) The relative distribution of the sample depending on the area of housing

Housing area	Frequencies	Percentage
Rural	105	52.5
Urban	95	47.5
Sum	200	100

As illustrated in table (3) that the sample consisted of 200 university students of urban and rural provinces of Kafr El-Sheikh and Tanta, where the proportion of female university students in urban 47.5%, and the proportion of university students in the rural 52.5%, it was noticed that the proportion of rural than urban areas.

Table (4) The relative distribution of the sample according to the mother's work

Mother work	Frequencies	Percentage
Work	45	22.5
Does not work	155	77.5
Sum	200	100

As shown in table (4) that the percentage of working mothers 22.5, and the proportion of non -

working mothers 77.5% , it was noted that more than female workers .

Table (5) The relative distribution of the sample depending on the number of children the study sample

Number of children	Frequencies	Percentage
One	-	-
Two	14	7.0
Three	71	35.5
Four	95	47.5
Five	20	10.0
Sum	200	100

It is Clear from Table (5) that the

It is Clear from Table (5) that the proportion of mothers with two sons, 7.0%, while gained mothers with four children largest share hitting percentage 47.5%, followed closely by mothers with three children hitting percentage of 35.5%, while the mothers who have five sons stood percentage 10.0%

Table (6) the relative distribution of the sample according to the Father's education

Father education	Frequencies	Percentage
Low level of education	46	23.0
Average level	124	62.0
High level	30	15.0
Sum	200	100

Evidenced by the table (6), the highest percentage in the father's level of education was the average educational level, which amounted to 62.0%, followed by low educational level, where the rate was 23.0%, while the lowest percentage was high educational level, which amounted to 10.0%.

Table (7) The relative distribution of the sample according to the mother's education

Mother education	Frequencies	Percentage
Low level of education	26	13.0
Average level	134	67.0
High level	40	20.0
Sum	200	100

Evidenced by the table (7), the highest percentage in the level of education of the mother was the average educational level as they hit rate of 67.0%, followed by the high educational level, reaching 20.0%, while the lowest percentage was low educational level where the rate reached 13.0%.

Table (8) The relative distribution of the sample depending on the family's monthly income

Monthly family income	Frequencies	Percentage
Low income	70	35.0
Average income	90	45.0
High income	40	20.0
Sum	200	100

Evidenced by the table (8) that the highest percentage in the level of household income was the middle income level, reaching 45.0%, followed by the low-income level as they hit rate of 35.0%, while the

lowest percentage was the highest level of income, reaching 20.0%.

Second: discuss research hypotheses:

First hypothesis: - The first hypothesis stipulate that:

- There are significant differences in the level of university students' attitudes towards family responsibility depending on the different place of residence.

- There are significant differences in the level of university students' attitudes towards family

responsibility and self-esteem due to the different place of residence. To validate the hypothesis T test was used to determine the significant differences between the average scores of university students in level about family responsibility in both rural and urban areas, and tables (9) and (10) clarify that.

First, with regard to the level of university students' attitudes towards family responsibility depending on the area of housing:

Table (9) Significant differences between the average scores of the university students' attitudes level towards family responsibility in both rural and urban n = 200

Trend level	Rural (n=105)		Urban (n=95)		T value	Significance level
	Mean	Standard deviation	Mean	Standard deviation		
Decision making and solving problems	24.8095	3.1104	23.1579	2.9038	6.182	0.01
Procurement	19.6286	3.0861	17.6316	1.8796	11.451	0.001
Sort and clean housing	21.9143	2.3660	18.7895	2.2733	0.684	0.001
Preparing and serving food	23.2571	1.8082	21.9474	1.9426	1.061	0.001
Clothing and furniture care	18.4857	2.0480	18.6842	2.8999	13.270	0.001
Sum	21.01102	10.1758	18.0321	8.0792	6.498	0.01

Clear from Table (9) and there were statistically significant differences between the average scores directions university students study sample in each of the rural and urban some responsibility family as a whole, where the value of (T) the mouthpiece of these differences (6.498). Which, are statistically significant at the level 0,01 in favor of the countryside, where the average trends in rural areas, higher than urban in the sense that the rural university students were more on the level of the trend towards taking responsibility urban family.

There are also significant differences between the average score university students study sample in each of the rural and the urban towards the trend level of taking responsibility, namely, (making decisions and solving problems - acquisitions - Sort and clean housing - preparing and serving food - care clothing and furniture). Where, (T) value of these differences (6.182) (11.451), (0.684), (1.061) and (13.270), respectively, which are statistically significant values.

This means that, the area of university student housing contributes to make a difference in the level of the trend towards family responsibility and for the benefit of the countryside where all averages higher in rural than urban areas, meaning that rural university students were more in the trend level for urban university students. Except in clothing and furnishings care with equal average university students in urban and rural areas.

This study agreed with the study (EL Shami 2000) where explained that rural girls were more post for the family in the various activities the urban girls. However this study is differed with the study (Ibrahim 1999) where explained this study no statistically significant differences for the university youth between rural and urban in administrative practices, possibly because the difference due to different sample

Secondly: With regard to the self-esteem of a university student depending on the area of housing: -

Table (10) Significant differences between the average self-esteem scores in both rural and urban areas (n = 200)

Trend level	Rural (n=105)		Urban (n=95)		T value	Significance level
	Mean	Standard deviation	Mean	Standard deviation		
Family self esteem	23.0381	2.01878	22.8947	3.25992	-0.378	0.001
Friends group self esteem	31.3810	1.97280	30.9474	2.69897	-1.305	no
University self esteem	25.6190	1.50244	26.6316	0.81283	5.840	0.001
Sum	80.0381	4.46982	80.4737	5.63394	0.608	0.01

Evidenced by the table (10) that there are statistically significant differences between the average scores of university students (study sample)

in both of the rural and urban areas in the level of self-esteem as a whole, where the (T) value of these differences (0.608) which is a statistically significant

values at the level 0.01 for the countryside, where the average scores higher in rural than urban in the sense that the rural college students were more self-esteem for urban university students.

There are also significant differences between the average scores university students (study sample) in each of the rural and urban at the level of self-esteem (self-esteem household - self-esteem group Friends - self-esteem university). Where the (T) value of these differences (-0.387), (-1.305) and (5.840), respectively, which is a statistically significant value. This means that the housing housewife contribute to make a difference in the level of self-esteem of the student university, and for the benefit of the countryside, where all the average scores in the countryside higher than urban except for (self-esteem university), the average scores in urban higher than rural. Which already clear that there are significant differences in the level of university students' attitudes towards family responsibility and self-esteem in rural and urban areas for the benefit of the students in the countryside and thus the first hypothesis have been achieved.

Second hypothesis: - It provides for:

- There are significant differences in the level of university students' attitude according to family

responsibility and self-esteem following the work of the mother.

- There are significant differences in the level of university students attitude according to family responsibility depending on the work of the mother. To validate the hypothesis (Test) was used to determine the significance of the assumptions between the average university students in the level of the trend towards family take responsibility for both working and non-working, tables (11) and (12) clarify that.

First: with respect to the level of university students and trends according to family responsibility depending on the work of Mother

As illustrated in table (11), there are significant differences between the average scores university students of the sons of workers and the son of non workers in the standard directions of university students according to the responsibility of the family as a whole, where the (T) value of these differences (1.556). Which, is statistically significant at the significance level of 0.001, where the average score for son of non workers is higher than the average workers degrees sons working in the sense that university students of unemployed people were more in the trend level, according to family responsibility for children of workers.

Table (11) Significant differences between the average scores level trends university students according to family responsibility depending on the work of Mother n = 200

Trend level	Rural (n=105)		Urban (n=95)		T value	Significance level
	Mean	Standard deviation	Mean	Standard deviation		
Decision making and solving problems	23.7097	3.0172	20.4444	1.8408	7.168	0.001
Procurement	24.5548	2.7496	22.0010	0.5821	5.955	0.001
Sort and clean housing	18.3613	2.3765	20.5546	0.8408	6.075	0.001
Preparing and serving food	21.2387	2.0196	22.7778	0.4204	5.072	0.001
Clothing and furniture care	19.0387	2.6528	17.0001	0.5214	5.146	0.001
Sum	22.0192	10.5355	21.0272	1.4204	1.556	0.001

There are also significant differences between the average scores university students study sample of children of working and non working in the axes level trends university students according to the responsibility of family, namely, (making decisions and solving problems, acquisitions, arranging and cleaning the home, preparing and serving food, care of clothes and furnishings). Where the (T) value of these differences (7.168), (5.955), (6.075), (5.072) and (5.146), respectively, a statistically significant value. This means that the work of heads of household contributes to make a difference in the trend towards taking responsibility and family for the sake of the children of no working mother as more averages for non-working higher than workers. This study differs with the study of Abu Sakina and Abdul Samad (1997), where this study indicated, the

contribution of children in a home work is limited, particularly with regard to acts of daily cleaning and there are no differences between the sons of workers and non-workers to participate.

Secondly: With regard to the level of self-esteem for a university student depending on the work of Mother.

Evidenced by the table (12) that there are significant differences in the average self-esteem of the university student as a whole, where the (T) value of these differences (-5.622), a value statistically significant at the level of 0,001 to favor sons of working mothers where the average degrees sons of non working mother is higher than the average scores of children of workers).

Table (12) Significant differences between the average scores of the level of self-esteem for a university student depending on the children of working mothers and non working n = 200

Trend level	Rural (n=105)		Urban (n=95)		T value	Significance level
	Mean	Standard deviation	Mean	Standard deviation		
Family self esteem	23.4774	2.83607	21.2222	0.42044	-5.508	0.001
Friends group self esteem	31.5806	2.51972	29.4774	1.8028	-4.672	0.001
University self esteem	26.1935	1.47312	25.7778	2.2552	-1.368	0.001
Sum	81.2516	5.32404	76.7778	2.3251	-5.622	0.001

There are also significant differences between the average scores of university students study sample sons of workers and non-workers in the level of self-esteem axes, namely, (familial self-esteem, self-esteem group of friends, the academic self-esteem). Where the (T) value of these differences (-5.508), (-4.672) and (-1.368), respectively, a statistically significant value at a significance level of 0.001. This means that the mother's work contributes to make a difference in self-esteem and for the benefit of children of non-working where all the averages for the children is higher than the sons of workers employed. Which already clear that there are significant differences in the level of university

students' attitudes towards family responsibility and self-esteem for the children of working and non-working and thus have been achieved second hypothesis

Results of the third hypothesis: - The third hypothesis stipulates:

- There is a relationship between the attitudes of university students towards family responsibility and self-esteem in the birth order and to validate the hypothesis statistically correlation coefficient was calculated and tables (13) and (14).

First: with respect to the level of university students' attitudes towards family responsibility according to the birth order

Table (13) Aanalysis of variance in one direction to the level of university students' attitudes towards family responsibility . according to the order of the , n = 200

Variance	Source of variation	Sum of squares	Degree of freedom	Mean of squares	F value	Significance level
Decision making and solving problems	Between groups	120.556	3	40.185	4.676	0.004
	Within groups	1684.319	196	8.593		
	Total	1804.875	199			
Procurement	Between groups	454.806	3	151.602	32.369	0.001
	Within groups	917.989	196	4.684		
	Total	1372.795	199			
Sort and clean housing	Between groups	184.936	3	61.645	13.670	0.001
	Within groups	883.859	196	4.509		
	Total	1068.795	199			
Preparing and serving food	Between groups	159.834	3	53.278	18.690	0.001
	Within groups	558.721	196	2.851		
	Total	718.555	199			
Clothing and furniture care	Between groups	185.531	3	61.844	11.620	0.001
	Within groups	1043.189	196	5.322		
	Total	1228.720	199			
Sum	Between groups	3279.160	3	1093.53	15.470	0.001
	Within groups	13848.840	196	70.657		
	Total	17128.000	199			

Evidenced by the table (13) and there were statistically significant differences between the average level students study in the level of the trend towards taking responsibility family according to the order of the birth, as the value of F (15.470), a value greater than that spreadsheet is statistically significant at the level 0.001. This means that the birth arrangement contributes to the variation in the level of the whole trend. There are also significant differences between the average scores university students study sample according to the birth order in axes level trends of university students according to

the responsibility of family, namely, (making decisions and solving problems, acquisitions, arranging and cleaning the home, preparing and serving food, care of clothes and furniture), where The (F) value of expressing these differences (4.676), (32.369), (13.670), (18.690) and (11.620), respectively, a statistically significant values. At a significance level of 0.001 and this means that the birth ranking sons contribute to make a difference in the trend toward family responsibility.

Secondly: With regard to the level of self-esteem for a university student in the birth order

Table (14) analysis of variance in one direction to the level of self-esteem for a university student in the AD order n = 200

Practice Services	Source of variation	Sum of squares	Degree of freedom	Mean squares	F value	Significance level
Family self esteem	Between groups	169.884	3	56.628	8.851	0.001
	Within groups	1253.936	196	6.398		
	Total	1423.820	199			
Friends group self esteem	Between groups	254.888	3	84.963	19.731	0.001
	Within groups	843.987	196	4.306		
	Total	1098.875	199			
University self esteem	Between groups	102.968	3	34.323	27.454	0.001
	Within groups	245.032	196	1.250		
	Total	348.000	199			
Sum	Between groups	1027.104	3	342.368	16.594	0.001
	Within groups	4043.891	196	20.632		
	Total	5070.995	199			

As shown in table (14), there are significant differences between the average self-esteem of the student university as a whole, where the (F) value of expressing these differences (16.594), which values are statistically significant at the level 0.001. This means that the birth order contribute to variation in the level of self-esteem as a whole. Also there are significant differences between the average scores of university students study samples according to the birth order on the level of self-esteem axes, namely, (familial self-esteem, self-esteem of the group of friends, the academic self-esteem). Where, the (F) value of expressing these differences (8.851), (19.731) and (27.454), respectively, a statistically significant value at a significance level of 0.001. This means that the order of birth contributes to make a difference in self-esteem, which already clear that there are significant differences in the level of university students' attitudes towards family

responsibility and self-esteem, according to the birth order and thus the third hypothesis have been achieved.

Fourth hypothesis:

The fourth hypothesis stipulate that: - There were statistically significant differences in the level of university students' attitudes towards family responsibility and self-esteem due to different educational level of the mother. To validate the hypothesis statistically using analysis of variance test in one direction one way ANOVA to determine the significance of differences between the mean scores of university students' attitudes towards family responsibility depending on the different level of education of the mother. As illustrated in tables (15) and (16).

First: with respect to the level of college student attitudes towards family responsibility depending on the level of the mother education.

Table (15) Analysis of variance in one direction college student attitudes towards family responsibility depending on the level of education of the mother, n = 200

Variance	Source of variation	Sum of squares	Degree of freedom	Mean of squares	F value	Significance level
Decision making and solving problems	Between groups	367.831	2	183.916	25.212	0.001
	Within groups	1437.044	197	7.295		
	Total	1804.875	199			
Procurement	Between groups	426.165	2	213.082	44.344	0.001
	Within groups	946.630	197	4.805		
	Total	1372.795	199			
Sort and clean housing	Between groups	304.544	2	152.272	39.251	0.001
	Within groups	764.251	197	3.879		
	Total	1068.795	199			
Preparing and serving food	Between groups	59.000	2	29.500	8.811	0.001
	Within groups	659.555	197	3.348		
	Total	718.555	199			
Clothing and furniture care	Between groups	326.814	2	163.407	35.692	0.001
	Within groups	901.906	197	4.578		
	Total	1228.720	199			
Sum	Between groups	4569.837	2	2284.918	35.844	0.001
	Within groups	12558.163	197	63.747		
	Total	17128.000	199			

The data in table (15) clarify that, there were statistically significant differences between the average scores of university students study sample in the level

of the trend towards family responsibility as a whole, where the F value is (35.844), a value is greater than that in the spreadsheet which is statistically significant

at the level of 0.001. This means The level of education of the mother contributes to the variation in the level of direction as a whole and applying Tuckey test found that average score study sample in trend level (28.785) to the level of low education of the mother, (34.258) for the level of educational medium, and (36.682) for the educational level high. This means that the university students who educational level of their mothers is high, have the level towards higher than their colleagues who their mothers belonging to educational level, medium and low. Means include averages from low to high that the higher the educational level of the mother the higher the level direction by a university student about family responsibility.

There were statistically significant differences between the average scores university students study sample in the level of the trend towards taking responsibility family at the center (the decision-making and problem-solving) depending on the different educational level of the mother as the F value (25.212), a value greater than that spreadsheet is statistically significant at significance level of 0.001. Application of Tuckey test found that the average university-level students study sample at the center of decision-making and problem-solving (6.001) for the low educational level of the mother, (10.214) for the average educational level, and (11.462) for the high level of education. This means that the university students who have the educational level of mothers Be more high level direction toward a family responsibility axis (decision-making and problem-solving) of the others, who their mothers belong to the average level of education and low.

There were statistically significant differences between the average score university students study sample in the level of the trend towards taking responsibility family at the center (procurement) depending on the different educational level of the mother as the F value (44.344), a value greater than that spreadsheet is statistically significant at the level 0.001. Applying the Tuckey test found that the average university-level students study sample at the center of the purchases (7.001) of the low educational level of the mother, (9.264) for the average educational level, and (10.452) for the high level of education. This means that the university students who have the educational level of mothers Be more in high level in the direction towards family responsibility axis (procurement) of the others, who their mothers belong to the average level of education and low.

There were statistically significant differences between the average score university students study sample in the level of the trend towards taking responsibility family at the center (the order and clean housing) depending on the different educational level

of the mother as the value of F (39.251), a value greater than that spreadsheet is statistically significant at the level significance 0.001. Applying the Tuckey test found that the average university-level students study sample at the heart of the order and clean housing (9.014) of the low educational level of the mother, (9.264) for the average educational level, and (11.215) for the high level of education. This means that the university students who have the educational level of mothers Be more in high level in the axis of family responsibility (the order and clean housing) of the others, who their mothers belong to the average level of education and low.

There were statistically significant differences between the average score university students study sample in the level of the trend towards taking responsibility family at the center of (preparing and serving food) depending on the different educational level of the mother as the value of F (8.811), a value greater than that spreadsheet is statistically significant at the level significance 0.001. Applying the Tuckey test found that the average university-level students study sample in the axis of the preparation and presentation of food (7.278) of the low educational level of the mother, (10.625) for the average educational level, and (12.621) for the high level of education. This means that the university students who have the educational level of mothers Be more in high level in the direction towards family responsibility axis (preparing and serving food) of the others, who their mothers belong to the average level of education and low. There were statistically significant differences between the average scores university students study sample in the level of the trend towards taking responsibility family at the axes of (care clothing and furnishings) depending on the different educational level of the mother as the F value (35.692), a value greater than that spreadsheet is statistically significant at the level significance 0.001. Applying the Tuckey test found that the average university-level students study sample at the center of care clothes and furnishings (8.247) of the low educational level of the mother, (8.979) for the average educational level, and (10.842) for the high level of education. This means that the university students who educational level of mothers' high Be more in the direction towards the responsibility of family axis (care clothing and furnishings) from the others who their mothers belonging to educational level, medium and low. Due to that with a high educational level of the mother makes it look at the scientific books, research and to participate in clubs, and concerts which increase her knowledge and this is reflected in the children in a positive way and make them more able to cope better with her daughter at this stage, which requires them to take responsibilities, participation in decision-making

and problem-solving scientific and realistic ways. This is with the agreement of the study by (Fulgini and Eccles, 1993; Strauss and Clark1992).

Secondly: With regard to the level of self-esteem for a university student depending on the educational level of the mother:

Data in the table (16) illustrated that there are statistically significant differences between the average scores of university students study sample in the level of self-esteem as a whole, where the F value is (29.415), a value greater than that spreadsheet is statistically significant at the level of 0.001. This means that the level of education mother contributes to the

variation in the level of self-esteem as a whole and applying Tuckey test found that average score study sample in the level of self-esteem (26.524) to the level of low education of the mother, (26.217) for the level of educational medium, and (25.257) for the educational level high. This means that the university students who a low educational level of mothers have had an estimate of the level higher than their mothers of the others who belong to the average level of education and higher. This indicates that the means include averages from high to low that lower the level of education of the mother, the more the level of self-esteem for a university student.

Table (16) Analysis of variance in one direction to the level of self-esteem for a university student depending on the educational level of the mother. N = 200

Practice Services	Source of variation	Sum of squares	Degree of freedom	Mean squares	F value	Significance level
Family self esteem	Between groups	193.212	2	96.606	15.606	0.001
	Within groups	1230.608	197	6.247		
	Total	1423.820	199			
Friends group self esteem	Between groups	332.982	2	166.491	42.824	0.001
	Within groups	765.893	197	3.888		
	Total	1098.875	199			
University self esteem	Between groups	121.981	2	60.991	53.160	0.001
	Within groups	226.019	197	1.147		
	Total	348.000	199			
Sum	Between groups	1166.098	2	583.049	29.415	0.001
	Within groups	3904.897	197	19.822		
	Total	5070.995	199			

There were statistically significant differences between the average score university students study sample in the level of self-esteem on the axis (self-esteem familial) depending on the different educational level of the mother as the F value (15.465), a value greater than that spreadsheet is statistically significant at the level 0.001. By application the Tuckey test found that the average of the university-level students study sample at the center of familial self-esteem (70.245) for the low educational level of the mother, (7.981) for the average educational level, and (8.245) for the high level of education. This means that the university students who have the educational level of mothers Be more in high level in self-esteem axis (familial self-esteem) about the others who their mothers belonging to the average level of education and low. There were statistically significant differences between the average score university students study sample in the level of self-esteem on the axis (self-esteem of a group of friends) depending on the different educational level of the mother as the F value (42.824), a value greater than that spreadsheet is statistically significant at the level 0.001. Application of Tuckey test found that the average university-level students study sample at the center of the self-esteem of the group Friends (10.257) for the low educational level of the mother, (9.257) for the average educational level, and (9.921)

for the high level of education. This means that the university students who educational level of mothers low be more in a flat in self-esteem axis (self-esteem of a group of friends) of the others who their mothers belonging to the level of educational medium and high. The researcher explains that by that a group of comrades considered as a bridge that connects the family and the community where encourages on self-reliance and promote personal autonomy. There were statistically significant differences between the average score university students study sample in the level of self-esteem on the axis (self-esteem university) depending on the different educational level of the mother as the value of F is (53.160), a value greater than that spreadsheet is statistically significant at the level 0.001. Applying the test Tuckey found that the average university-level students study sample at the center of the academic self-esteem (8.296) of the low educational level of the mother, (7.352) for the average educational level, and (7.951) for the high level of education. This means that the university students whose educational level of their mothers lower in the level of self-esteem axis (the academic self-esteem) of others who their mothers belong to the average level of education and higher. Which already clear that there are significant differences in the level of direction college student about to take responsibility family depending on the

different educational level of the mother for the benefit of educational levels high. While, there are significant differences in the level of self-esteem for the benefit of low levels of literacy and be so may verify the hypothesis fourth.

The fourth hypothesis

First: with respect to the level of college student attitudes towards family responsibility depending on the level of education of father

Table (17) Analysis of variance in one direction college student attitudes towards family responsibility e depending on the level of education father, n = 200

Variance	Source of variation	Sum of squares	Degree of freedom	Mean of squares	F value	Significance level
Decision making and solving problems	Between groups	220.461	3	73.487	9.091	0.001
	Within groups	1584.414	196	8.084		
	Total	1804.875	199			
Procurement	Between groups	729.317	3	243.106	74.094	0.001
	Within groups	643.478	196	3.283		
	Total	1372.795	199			
Sort and clean housing	Between groups	245.712	3	81.904	19.504	0.001
	Within groups	823.083	196	4.199		
	Total	1068.795	199			
Preparing and serving food	Between groups	123.417	3	41.139	13.548	0.001
	Within groups	595.138	196	3.036		
	Total	718.555	199			
Clothing and furniture care	Between groups	243.727	3	81.242	16166	0.001
	Within groups	984.993	196	5.025		
	Total	1228.720	199			
Sum	Between groups	4102.585	3	1367.528	20.578	0.001
	Within groups	13025.415	196	66.456		
	Total	17128.000	199			

Evidenced by the table (17) illustrated that there were statistically significant differences between the average scores of university students study sample in the level of the trend towards family responsibility as a whole, where the value of F is (20578), a value greater than that spreadsheet is statistically significant at the level of 0.001. This means that the level of father education contributes to the variation in the level of direction as a whole. Applying Tuckey test found that the average grade study sample in trend level (16.248) to the level of low education of the father, and (17.351) for the level of educational average, and (19.257) for the educational level high. This means that the university students who level fathers educational high have had the level towards the top of the others who their parents belong to the level of education, average and low. Means include averages from low to high, the more the level of education of the father greater trend level by the college student about to take responsibility family.

There were statistically significant differences between the average score university students study sample in the level of the trend towards taking responsibility family at the center (the decision-making and problem-solving) depending on the different educational level of the father as the value of F is (9.091), a value greater than that spreadsheet is statistically significant at significance level of 0.001. Applying Tuckey test found that the average university-level students study sample at the center of decision-making and problem-solving (10.247) for the

low educational level of the father, (12.457) for the average educational level, and (13.217) for the high level of education. This means that the university students who have the educational level of their parents Be more in high level in the trend towards taking responsibility axis (decision-making and problem-solving) of the others who their parents belong to the average level of education and low.

There were statistically significant differences between the average score university students study sample in the level of the trend towards taking responsibility family at the center (procurement) depending on the different educational level of the father as the value of F (74.094), a value greater than that spreadsheet is statistically significant at the level 0.001. Applying the Tuckey test found that the average university-level students study sample at the center of the purchases (8.258) of the low educational level of the father, (8.978) for the average educational level, and (11.345) for the high level of education. This means that the university students who have the educational level of their parents Be more in high level in the direction towards family responsibility axis (procurement) about the others who their parents belong to the average level of education and low.

There were statistically significant differences between the average score university students study sample in the level of the trend towards taking responsibility family at the center (the order and clean housing) depending on the different educational level of the father as the value of P (19.504), a value greater

than that spreadsheet is statistically significant at the level significance 0.001. Applying the Tuckey test found that the average university-level students study sample at the axes of the order and clean housing (11.521) for the low educational level of the father, (13.452) for the average educational level, and (13.982) for the high level of education. This means that the university students who have the educational level of their parents Be more high level direction toward family responsibility the axis (the order and clean housing) of the others who their parents belong to the average level of education and low.

There were statistically significant differences between the average score university students study sample in the level of the trend towards taking family responsibility at the center of (preparing and serving food) depending on the different educational level of the father as the value of F (13.548), a value greater than that spreadsheet is statistically significant at the level significance 0.001. Applying the Tuckey test found that the average university-level students study sample in the axis of the preparation and presentation of food (8.247) of the low educational level of the father, (9.351) for the average educational level, and (10.248) for the high level of education. This means that the university students who have the educational level of their parents Be more high level direction toward a family responsibility axis (preparing and

serving food) of the others who their parents belong to the average level of education and low.

There were statistically significant differences between the average score university students study sample in the level of the trend towards taking responsibility family at the center (care clothing and furnishings) depending on the different educational level of the father as the value of F (16.166), a value greater than that spreadsheet is statistically significant at the level significance 0.001. Applying the Tuckey test found that the average university-level students study sample at the center of the purchases (7.612) of the low educational level of the father, and (7.842) for the average educational level, and (9.245) for the high level of education. This means that the university students who educational level of the parents is high be more in a flat in the direction towards the responsibility of family axis (care clothing and furnishings) from the others who their parents belong to the level of education, average and low. Due to the fact that Father's education expands their attitude and increases the ability to meet problems and lead to act in matters wisely and earns the children the ability to make sound decisions and solve problems and to share responsibility and this study agree with (Palan, 1995).

Secondly: With regard to the level of self-esteem for a university student depending on the educational level of the father:

Table (18) Analysis of variance in one direction to the level of self-esteem for a university student depending on the educational level of the father. N = 200

Practice Services	Source of variation	Sum of squares	Degree of freedom	Mean squares	F value	Significance level
Family self esteem	Between groups	481.053	3	160.351	33.337	0.01
	Within groups	942.767	196	4.810		
	Total	1423.820	199			
Friends group self esteem	Between groups	196.069	3	65.356	14.189	0.001
	Within groups	902.806	196	4.606		
	Total	1098.875	199			
University self esteem	Between groups	133.494	3	44.498	40.659	0.001
	Within groups	214.506	196	1.094		
	Total	348.000	199			
Sum	Between groups	1904.276	3	634.759	39.288	0.001
	Within groups	3166.719	196	16.157		
	Total	5070.995	199			

As illustrated in table (18) that, there are statistically significant differences between the average scores of university students study sample in the level of self-esteem as a whole, where the value of F (39.288), a value greater than that spreadsheet is statistically significant at the level of 0.001. This means that the level of education Father contributes to the variation in the level of self-esteem as a whole and applying Tuckey test found that the average grade study sample in the level of self-esteem (20.245) to the level of low education of the mother, (21.278) for the level of educational medium, and (23.541) for the educational level high. This means that the university

students who have the educational level of their parents have had a low estimate of the level of the highest of the others who their parents belong to the average level of education and high. This means that including the averages from high to low that the higher educational level of the father, the more the level of self-esteem for a university student.

There were statistically significant differences between the average score university students study sample in the level of self-esteem on the axis (self-esteem familial) depending on the different educational level of the mother as the value of F (33.337), a value greater than that spreadsheet is statistically significant

at the level 0.001. The application Tuckey test found that the average university-level students study sample at the center of familial self-esteem (12.247) for the low educational level of the father, (12.982) for the average educational level, and (13.212) for the high level of education. This means that the university students who have the educational level of their parents Be more in a high level of self-esteem axis (familial self-esteem) of the others, who their parents belong to the average level of education and low.

There were statistically significant differences between the average score university students study sample in the level of self-esteem on the axis (self-esteem of a group of friends) depending on the different educational level of the father as the value of F (14.189), a value greater than that spreadsheet is statistically significant at the level 0.001. The application Tuckey test found that the average university-level students study sample at the center of the self-esteem of the group Friends (8.214) of the low educational level of the father and (8.958) for the average educational level, and (10.271) for the high level of education. This means that the university students who have the educational level of their parents more in a high level of self-esteem axis (self-esteem group of friends) of the others who their parents belong to the average and low education level.

There were statistically significant differences between the average score university students study sample in the level of self-esteem on the axis (self-esteem university) depending on the different educational level of the father as the value of F (40.659), a value greater than that spreadsheet is statistically significant at the level 0.001. Applying the Tuckey test found that the average university-level students study sample at the center of the academic self-esteem (7.352) of the low educational level of the father, (9.210) for the average educational level, and (9.989) for the high level of education. This means that the university students who educational level of the parents is high over the level of self-esteem axis (self-esteem university) of the others who their parents belong to the level of education, average and low. This is due to the fact that parents with higher education allowing people to make decisions and if it was related to their giving the sons of self-confidence and the ability to judge things. This with the agreement of the study of (Palan, 1995), while differing with a study by (Aldadan, 2003). Where, indicated no statistically

significant differences between self-esteem and educational level of the father, this may be due to the differences in sample. Which, already clear that there are significant differences in the level of direction college student about to take responsibility family depending on the different educational level of the father in favor of educational levels high, while there are significant differences in the level of self-esteem for the educational levels high and be so may verify the fifth hypothesis.

The sixth hypothesis: The sixth hypothesis stipulate that:

There were statistically significant differences in the level of university students' attitudes towards family responsibility depending on the different level of the family's monthly income.

There were statistically significant differences in the level of self esteem depending on the different level of the family's monthly income.

To validate the hypothesis statistically, using analysis of variance in one direction one way ANOVA to determine the significance of differences between the mean scores of university students in the direction toward family responsibility. Tables (19) and (20) clarify that.

First: with respect to the level of university students' attitudes towards family responsibility depending on the level of the family's monthly income

As illustrated in table (19) that there are statistically significant differences between the average scores of heads of household sample study at the level of the whole trend toward family responsibility depending on the level of the family's monthly income as the value of F (21.777), a value greater than that spreadsheet is statistically significant at the level of significance 0.001. This means that the level of monthly household income contributes to the variation in the level of direction as a whole and applying Tuckey test found that the average grade study sample in trend level (12.245) to the level of low-income, (13.512) to the level of middle-income, and (13.481) to the level of high income. This means that the university students who income level have average was having the level towards the top of others who belong to the level of low-income and high. Means include averages from low to medium to high that the higher the level of monthly household income greater level trend towards taking responsibility family.

Table (19) Analysis of variance in one direction to the level of university students' attitudes towards family responsibility depending on the different level of the family's monthly income n = 200

Variance	Source of variation	Sum of squares	Degree of freedom	Mean of squares	F value	Significance level
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Decision making and solving problems	Between groups	1035.375	3	345.125	87.907	0.001
	Within groups	769.500	196	3.926		
	Total	1804.875	199			
Procurement	Between groups	140.615	3	46.872	17.456	0.001
	Within groups	1232.180	196	6.287		
	Total	1372.795	199			
Sort and clean housing	Between groups	327.815	3	109.272	28.904	0.001
	Within groups	740.980	196	3.781		
	Total	1068.795	199			
Preparing and serving food	Between groups	218.835	3	72.945	28.610	0.001
	Within groups	499.720	196	2.550		
	Total	718.555	199			
Clothing and furniture care	Between groups	411.140	3	137.047	32.854	0.001
	Within groups	817.580	196	4.171		
	Total	1228.720	199			
Sum	Between groups	2616.000	3	872.000	21.777	0.001
	Within groups	14512.000	196	74.041		
	Total	17128.000	199			

There were statistically significant differences between the average score university students study sample in trend level in the axis (decision-making and problem-solving) depending on the different level of income as the value of F (87.907), a value greater than that spreadsheet is statistically significant at the level 0.001. Applying the Tuckey test found that the average university-level students study sample at the center of decision-making and problem-solving (6.247) for the low-income level, (8.352) to the level of middle-income, and (9.532) for high-income level. This means that the university students who belong to the families of the level of income have high Be more in trend level axis (decision-making and problem-solving) of the other women belonging to the income level of medium and low. Due to the fact that the family of high-income are more stable financially than a positive impact on how their children's participation in the responsibility on the exact opposite of low-income families. Study by (Shalaby and Ibrahim,1996; Man1990) showed that, family atmosphere affects the ability of children to make decisions as well, there is a positive correlation between the variables of economic level and the ability of children to make decisions. There were statistically significant differences between the average score university students study sample in trend level in the center (procurement) depending on the different level of monthly household income as the value of F (17.456), a value greater than that spreadsheet and a statistically significant at the level 0.001. Applying the Tuckey test found that the average university-level students study sample at the center of the purchases (6.254) for the low-income level, (5.987) to the level of middle-income, and (6.524) for high-income level. This means that the university students who belong to the level of high income were more in trend level axis (purchases) of the other women belonging to the income level of medium and low. Due to the fact that the family of high-income are more stable financially than a positive impact in the post sons to take

responsibility and participation in the procurement process the exact opposite of low-income families.

There were statistically significant differences between the average score university students study sample in trend level in the axis (the order and clean housing) depending on the different level of monthly household income as the value of F (28.904), a value greater than that spreadsheet and a statistically significant at the level 0.001. The application Tuckey test found that the average university-level students study sample at the center (the order and clean housing) (7.256) for the low-income level, (8.352) for middle-income level, and (9.365) for the high level of income. This means that the university students who belong to a high level of income were more in trend level axis (the order and clean housing) the others who belong to the level of medium and low income.

There were statistically significant differences between the average score university students study sample in trend level in the axis (preparing and serving food) depending on the different level of monthly household income as the value of F (28.610), a value greater than that spreadsheet and a statistically significant at the level 0.001. Applying Tuckey test found that the average university-level students study sample axis (preparing and serving food) (8.245) for the low-income level, (10.541) for the middle-income level, and (9.589) for the high level of income. This means that the university students who belong to the income level of the average were more in trend level axis (the preparation and submission of the food) Nzaurhen who belong to the income level of low and high.

There were statistically significant differences between the average score university students study sample in trend level in the axis (care clothing and furnishings) depending on the different level of monthly household income as the F value (32.854), a value greater than that spreadsheet is statistically significant at the level 0.001. Applying Tuckey test

found that the average score for female heads of households the study sample at the center of care clothes and furnishings (9.215) for the low-income level, (10.354) for the middle-income level, and (11.357) for the high-income level. This means that the university students who belong to the income level of

the average were more trend in the level of the axis of (costumed care and furnishings) of the other women belonging to high income and low.

Secondly: With regard to the level of self-esteem for a university student depending on the level of the family's monthly income: -

Table (20) Analysis of variance in self-esteem for a university student Depending on the different level of the family's monthly income n = 200

Practice Services	Source of variation	Sum of squares	Degree of freedom	Mean squares	F value	Significance level
Family self esteem	Between groups	199.940	3	66.647	10.673	0.01
	Within groups	1223.880	196	6.244		
	Total	1423.820	199			
Friends group self esteem	Between groups	61.875	3	20.635	13.898	0.01
	Within groups	1037.000	196	5.529		
	Total	1098.875	199			
University self esteem	Between groups	150.000	3	50.000	49.495	0.001
	Within groups	198.000	196	1.010		
	Total	348.000	199			
Sum	Between groups	991.915	3	330.638	25.887	0.001
	Within groups	4079.080	196	20.812		
	Total	5070.995	199			

As illustrated by the table (20) that there are statistically significant differences between the average scores of university students study sample in the level of self-esteem as a whole depending on the level of the family's monthly income as the value of F (25.887), a value greater than that spreadsheet is statistically significant at the level of 0.001. This means that the level of monthly household income contributes to the variation in the level of self-esteem as a whole. Applying Tuckey test found that the average grade study sample in the level of self-esteem (11.354) to the level of low-income, (13.241) to the level of middle-income, and (12.521) to the level of high income. This means that the university students who have an average income level have had a higher estimate of the others, who belong to the income level of low and high. The means include a gradual averages from low to medium to high, that the higher the level of the family's monthly income greater level of self-esteem for a university student.

There were statistically significant differences between the average scores of university students study sample in the level of self-esteem on the axis (familial self-esteem) depending on the different level of the family's monthly income as the value of F (10.673), a value greater than that of a tabular statistically significant at the level of 0.001. Applying the Tuckey test found that the average university-level students study sample at the center of familial self-esteem (6.325) for the low-income level, (6.854) to the level of middle-income, and (7.325) for high-income level. This means that the university students who belong to the level of high income were more on the level of self-esteem to the axis (self-esteem familial) of the other

women belonging to the income level of medium and low. Due to the rise in income affects the personality of the individual feels the individual sense of self-confidence, which positively affects in self-esteem.

There were statistically significant differences between the average scores of the heads of households in the study sample in the level of self-esteem on the axis (self-esteem group comrades) depending on the different level of monthly household income as the value of F (13.898), a value greater than that spreadsheet is statistically significant at the level 0.001. Applying the Tuckey test found that the average university-level students study sample at the center of the self-esteem of the group comrades (9.254) for the low-income level, (9.000) for the middle-income level, and (8.691) for high-income level. This means that the university students who belong to the level of low income were more on the level of self-esteem axis (self-esteem group comrades) about the others who belong to the level of medium and high income.

There were statistically significant differences between the average scores heads of households the study sample in the level of self-esteem on the axis (self-esteem university) depending on the different level of monthly household income as the value of F (49.495), a value greater than that spreadsheet and a statistically significant at the level 0.001. Applying the Tuckey test found that the average university-level students study sample at the center (the academic self-esteem) (11.325) for the low-income level, (9.254) for middle-income level, and (9.989) for the high level of income. This means that the university students who belong to the level of low income were more on the level of self-esteem axis (the academic self-esteem) the

others, who belong to the level of medium and high income. Which already clear that there are significant differences in the level of the trend towards taking responsibility family depending on the different level

of income for income levels high, while there are significant differences in the level of self-esteem due to the different level of income for income levels average, and thus the sixth hypothesis have been achieved.

Table (21) Matrix of correlation coefficients between the level of college student attitudes towards taking responsibility family axes and level of self-esteem axes

Variables	Familial self-esteem	Self-esteem group comrades	University self-esteem	Total self-esteem
Decision making and solving problems	0.455**	0.558**	0.657**	0.673**
Purchasing	0.307**	0.354**	0.590**	0.482**
House order and clean	0.254**	0.418**	-0.094	0.305**
Preparing and serving food	0.377**	0.400**	0.117	0.417**
Clothing and furniture care	0.721**	0.648**	0.686**	0.863**
Sum	0.568**	0.641**	0.564**	0.747**

* at the significance level 0.01

** at a significance level of 0.001

Clear from the table (21) that all correlation coefficients between trends university students about responsibility and family dimensions of self-esteem are all statistically significant at the level 0.001, the relationship is positive in the sense that the more directions university students about taking responsibility family greater self-esteem with the exception of correlation between the order and clean housing, self-esteem. Also, prepare and serve food, self-esteem and university, the researcher interpreted that the participation of children in solving problems and making decisions and contribute to the purchasing and care of clothes and do the house, contribute effectively in raising the level of children responsibility, especially in the Undergraduate affecting positive self-esteem for a university student and how it feels to be receptive than others and have self-confidence and others.

Recommendations in the light of the results

· The inclusion of some of the decisions textbooks on the concepts of family responsibility through different stages of life starting from childhood and ending with undergraduate.

· Family plays an important role in promoting responsibility through the process of socialization carried out through practice involving girls in business and family responsibilities, through continuous dialogue with the children with the importance of family responsibility, and make it a family newly practiced on a daily basis.

-The need to encourage the family for their children to participate in the work of the house.

- The faculties and departments of home economics holding seminars and lectures to raise awareness of responsible corporate family and their significance for the individual and society.

- To operate the family to increase opportunities for interaction between them and their children, allowing them to disclose feelings receptivity to their children and encourage them to freedom of expression

and self-reliance and confidence in them and allow them to participate in decision-making and problem-solving within the family and society, where it contributes to a large extent in the development of self-esteem and achieve compatibility of family and social sons

- Prepare educational programs and guidance and training for the development of family responsibility with groups of children and young people, also to activate the role of youth in youth participation in various community activities in the family and society and also to self-esteem in the image of periodic bulletins distributed to family or using modern techniques, in order to guide them to the best methods in breeding and preparing youths came true setting.

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