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## The relationship between psychological adjustment and social protection with academic self-concept and academic achievement among high school female students in Rasht

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### ABSTRACT

The study conducted to examine the relationship between psychological adjustment and social protection with academic self-concept and academic achievement among high school female students in Rasht. The research is descriptive correlational. The target population includes all female students studying in Rasht in 2015. By random cluster sampling method and based on the variables, 180 subjects selected. In this study, to collect data, psychological adjustment and social support, academic self-concept and academic achievement questionnaire are used. To test the hypothesis of this research, the parametric statistical Pearson correlation and regression tests are used. Moreover, all statistical operations were analyzed by using SPSS software. The research results showed that the correlation values between psychological adjustment and social support with academic self-concept and academic achievement of high school female students is statistically significant ( $0/01 > p$ ).

**Keywords:** psychological adjustment, social support, academic self-concept, academic achievement.

### INTRODUCTION

Self-concept includes all beliefs, assumptions and one's perception of himself and self-concept is teachable and this issue for the individual and those who are responsible for education in life, is very important, whatever individual knows about himself, comes from his past experiences, among them social experiences are primarily of importance [14]. Although the academic self-concept is based on student imagine of his school's previous history, It should be noted that in our opinion this type of concept first of all self is an emotional input feature that affects next progress in tasks [13]. It should be remembered that the concept of academic self-concept is students' imaginations index of his self in relation to the comparison of the progress of other students in the class that he belongs. No doubt, the academic self-concept based on student feedback that student gains in relation to the grades, exams, teachers, parents and their peers. In these cases, the more the student receives further evidence; his academic self-concept can better predict his academic achievement, unless important changes occur in student and [13]. Basically, the

relationship between self-concept and academic achievement can be discussed in several ways. In the first case, the assumption is that educational attainment is associated with the concept of academic self-concept. Increased self-concept model is based on this. In the increased self-concept model, academic achievement is the main determinant concept. Based on the Rosenberg assessment[5], can be predicted that academic achievement through assessment of prestigious individuals such as teachers, parents or friends effects on students' academic self-concept. Also, according to social comparison theory, proper operation within social groups, especially in open class affects the concept of self-concept. In the second case, self-concept is considered to be involved in academic achievement. Increased model is based on this, according to the model; academic self-concept is associated with academic achievement. In the increased model, it is emphasized on the explicit and implicit involvement in training programs to increase the self-concept. Academic achievement will also increase by increasing self-concept. The term academic achievement, the students achieving educational objectives predetermined that we expect them to reach them in their learning efforts. In any educational system, students' achievement is an indicator of success in scientific activities. Measuring the academic achievement and affecting factors are issues that have attracted the attention of various researchers. It has been seen several times that students who have similar ability and talent in learning, but have several differences in academic achievement, these differences are not only in school learning, but also are in other non-academic activities. This aspect of human behavior is related to the field of motivation in psychology. Achievement Motivation represents the most important aspect of personality that refers to human identification. Whatever person knows of his character originates from a set of terms and cognition of personalized features and his beliefs that does not have descriptive aspect. Due to the fact that consciousness forms in relation to others, whatever the motivation, academic achievement and individual self-concept increases, cognitive map of his self, is more complex and wider. Therefore, by increasing motivation, especially academic achievement, individual empowerment and self-concept go deeper[1].

According to the researchers, many of these issues identify in early adulthood, which may cause some diseases and mental disorders. Goodstein & Lanyon [8].have defined adaptability as a continuous process, in which a person experiences enables social learning and provide skills that can be used to satisfy payment requirements. If a person's physical and mental balance unwell that give him uneasy, for making balance, internal and external support is needed to apply and in this case, if using new mechanisms be successful and problem solves in their favor, the process of adaptation has been created. Adaptability includes social, emotional, physical and moral adaptability that is above all social adjustment so that the prologue to achieve mental, moral and physical adaptability is socially compatible [17]. One resource that helps the process of adaptation is social support. Social support refers to care, love, honor, comfort and assistance to other people or groups, (Sarafino, 2005) and is a source, which enables people to cope with stress and adaptability (Yang Affairs, 2004). In addition, social protection includes social resources that people are ready for it to improve their relations [7].Geleman[18] pointed out that paying attention to students' needs is not only a subject to decrease students' negative behaviors, but also if the goal is to fostering successful members of society, is vital. Needs are not static structures; therefore more definitions, are greatly influenced by the theoretical framework of researchers who study about it, so it is natural that there are many classifications of needs [13]. Meanwhile, one of the theories that are human beings needs is Glasser's "choice theory", which focuses on five fundamental human needs. These needs are internal, universal, dynamic and consistent with each other [19]. The five basic needs are survival, love, power, freedom and recreation [3]. We found no research that examines the relationship between self-concept and academic achievement and psychological adjustment and social support, therefore, the present study is because of the importance and role of such needs in adaptation and discusses the relationship between the variables. Also, according to the above-mentioned provisions social support variables also play an important role in the adaptation of students Therefore; in this study the relationship between those variables is examine. The key problem in this study is that what type of relationship is there between the psychological adjustment and social support with academic self-concept and academic achievement?

### **Research Method**

This study is descriptive and on the basis of its aims is practical and the method of research is descriptive and correlational. Correlation study by specifying the relationships between variables increases our understanding of important phenomena [2]. This research is aimed to find the relationship between the variables of learning styles and self-efficacy with motivation and academic achievement of female students. In this study, learning styles and self-efficacy of predictor variables, motivation and academic achievement variables are criterion variables and gender is control variable. The population in this study is 3000 of the female second high school students in Rasht (first year of high school) in the (2015-2016) academic year. To estimate the sample size there are various methods including the using of tables Morgan sample size and formulas. But because the study is correlational and correlation

coefficients are strongly influenced by sample size, So It is suggested that not to use the correlation research sample formulas for estimating sample size, and the sample size be determined based on the predictor variables and for each variable 30 to 50 individuals. In this study, 30 subjects for each subscale predictor variables and a total of 180 people were selected. In this study, data collection tool is questionnaire that includes:

**Students' adaptability questionnaire:** This questionnaire has been developed by Sinha and Singh (1993, according to Narimani, Rajabi, Afrooz and Samadi, 2011) and has been translated by Karami. This questionnaire has 60 questions and has been designed for Yes and No answers. And it separates the students with good and weak adaptation in three areas of adaptation (social, emotional and academic). The questionnaire, for adaption answers 0 score is provided in three areas and otherwise, the score is 1. The reliability of this test has been reported 0.95 and 0.93 respectively for Split-half and retest coefficient. Foulad Chang (2006) has reported retest reliability coefficient and Kuder Richardson coefficient for this questionnaire 0.89 and 0.82, respectively. The validity of this test have confirmed by a group of psychologists [14].

**Phillips Social Support Scale:** Social support questionnaire have been provided by Wax et al (1986). This scale has 23 points. In the case of the Iranian students, internal consistency coefficient of the total scale of social protection is 0.70. The internal validity coefficients of social support is calculated in three Cronbach's alpha equal to 0.76, split equal to 0.55 and Gutmann equal to 0.84. In the case of the Iranian students, social support scale reliability coefficient is reported 0.70 (Bavi, 2004).

**Academic self-concept:** Fazli academic self-concept scale: This scale which has provided by Fazli, in general has 40 points that the person specifies his opinion about each of these by choosing one of the options: completely disagree (1), disagree (2), agree (3) and strongly agree (4) and scoring is done in the same way, then by summing the given scores, total scores calculates. In this scale the number of questions is scored reverse. High scores on this scale is a sign of high academic self-concept. In a research that has conducted on students of Allameh Tabatabai University, reliability coefficient is obtained 0.78 [16].

**Education achievement test:** In this study, the total score of the first half-year of students represents academic achievement (excellen18-20; 17-15 good, 12-14 moderate, weak 11-10).

## RESULTS

**Table 1 . Results of Kolmogrov - Smirnov test of criterion variables**

Variable	Ks-z	The significance level
Psychological adjustment	1/05	0.24
social support	0/88	0.39
Academic self-concept	1/21	0.09
educational Progress	1/09	0.21

As reflected in the table above; The Kolmogorov - Smirnov test for variables is not statistically significant; so we can use parametric tests in test assumptions.

a. examining linear relationship between the variables

**Table 2: The correlation matrix psychological adjustment and social support with academic self-concept and academic achievement**

Variable	1	2	3	4
1.psychological adjustment	-	0/47**	0/42	**0/40
2.academicself-concept		-	0/56**	**0/45
3.Social support			-	**0/34
4.Academic Achievement				-

\*\* $p < 0.01$

As can be seen in the table above the correlation values between psychological adjustment and social support, academic self-concept and academic achievement of female students in Rasht city schools is statistically significant ( $p < 0.01$ ).

**Table 3: Descriptive indicators of psychological adjustment and social support with academic self-concept and academic achievement**

Variable	Average	The standard deviation
Psychological adjustment	90.47	4.88
Social support	88.87	7.07
Academic self-concept	75.37	13.19
Educational progress	16.26	2.89

Based on the table above the average of psychological adjustment is 90.47 with a standard deviation equal to 4.88 and social support is 88.87 with a standard deviation equal to 7.07 and the average criterion variables, academic self-concept (75.37) with a standard deviation (13.19), academic achievement (16.26) with a standard deviation (2.89). To examine that to what extent predictor variables (psychological adjustment and social support) explain criterion variables (academic self-concept and academic achievement), advanced statistical analysis, canonical correlation has used.

**Table 4: Summary of multivariate analysis of variance on the set of criterion variables**

Multivariate tests	Value of statistic	F	df Hypothesis	df Error	The significance level
Pilay effect	0.421	23.65	4	354	0.001
Hotelling effect	0.696	30.45	4	350	0.001
Wilks Lambda	0.586	26.97	4	352	0.001

In the table above, multivariate analysis of multivariable on the set of criterion variables (academic self-concept and academic achievement) is provided. Meaningful results in all three statistics ( $p < 0.01$ ) show that there is significant canonical correlation between two sets of variables. Wilks Lambda test that is meaningful in the table above, show that variables at least have a significant relationship and two sets of variables are significantly linked by Canonical Correlation, in other words, 99 percent chances of canonical correlation between two sets of variables is approved. To investigate the relationship between predictor variables (psychological adjustment and social protection) and criterions variables (academic self-concept and academic achievement) and determining the amount of variance explained by each criterion variables, the results of canonical correlation analysis is presented.

**Table 5: Summary of canonical correlation predictor variables and criterions variables**

Center	The canonical correlation	Shared variance	F	df Hypothesis	df Error	Significance level
1	0.40	0.16	26.97	4	352	0.001
2	0.02	0.0004	2.29	1	177	0.10

The results of canonical correlation analysis based on the data of table above shows that the central relationship between predictor variables (psychological adjustment and social protection) and criterions variables (problem solving styles and academic self-concept) is composed of two centers that just the first center of the canonical correlation is statistically significant ( $p < 0.01$ ). In other words predictor variables (psychological adjustment and social protection) and criterion variables (academic self-concept and academic achievement) have been able to explain 16% of variance of other.

**Table 6: Central bar and the central standardized coefficients of predictor variable (Psychological adjustment and social support) with each criterion variables (academic self-concept and academic achievement)**

canonical 2		canonical 1			
canonical Standardized coefficients B	canonical bars A	canonical Standardized coefficients B	canonical bars A		
0.98	0.41	0.51	0.61	Psychological adjustment	predictor
0.87	0.26	0.68	0.39	Social support	
-0.77	-0.27	0.82	0.56	Educational self-concept	Criterion
1.08	0.33	0.31	0.34	Educational improvement	

A: Coefficients canonical B: Standardized canonical Coefficients

Standard canonical correlation coefficients that shows relative importance of each of the main variables in calculating the amount of canonical in each of the canonical variables this factor is such as beta values in the regression analysis, 0.30 criterion was considered as the cutoff point for loading and the bars of more components 0.30 were studied to identify the relationship between variables.

As Table (6-4) shows; canonical correlation psychological adjustment and social support with academic self-concept and academic achievement, is obtained in the in the first psychological adaptability center with the canonical bar (0.61) social support with the canonical bar (0.39) .Square of each of the values of variables represents the percentage of variance explained by a main or canonical variable. In other words we can say that the psychological adjustment of 37% and 15% of the variance in academic self-concept and social support, explain students' academic achievement. Also the canonical correlation criterion variables associated with psychological adjustment and social protection, the strongest relationship is respectively canonical bar, academic self-concept (0.56), educational attainment (0.34). In other words, academic self-concept 31%, academic achievement 12%, explains the psychological adjustment and social protection. According to the variance explained by the predictor variables and the criterion can be concluded that psychological adjustment and social support is most relevant to academic self-concept and academic self-concept and academic achievement is most relevant to psychological adjustment.

### DISCUSSION AND CONCLUSION

The results of the statistical data showed that given the variance explained by the predictor variables and the criterion variables can be concluded that psychological adjustment and social support is most relevant to academic self-concept and academic self-concept and academic achievement is most relevant to psychological adjustment. In explaining the above result should be said that perceived Social Support have many effects on the state of physical, mental, life satisfaction and different aspects of quality of life and is known as a moderating factor influencing the cope and adapt to stressful events of life. In studies in this field, social support is studied as both received and perceived issue. In received social support the amount of support received by individuals is emphasized. And in perceived social support, individual assessments of the availability of supports in emergencies is discussing. The concept of perceived social support refers to the support of perspective of cognitive assessment of person relations. Theorists in this field believe that all relationships with others are not considered as social protection; unless person assesses them as a source of accessible and affordable to meet his needs. Perceived social support scales also concentrate on person cognitive assessment of the environment and the level of confidence and the ability to make the necessary helps and available support. In the new psychological studies, self-concept is a topic that has attracted a lot of attention to itself and is an important issue in psychology. Rogers and Kelly believe that the concept of "self" has an important role in integrating human performance. Cembz believes that self-perceived retention is the motivation of all behaviors. Each person tries to act in a manner that is consistent with the understanding and interpretation of his own; it means that people always behave in the same style and the way that they see themselves [7]. Self-concept is the individual community view about his self that forms and transform by individual experience and interpretation of that experience [10]. Self-concept is Rogers's theory center. Rogers believed that when we interaction with people around like our parents and family and friends and teachers, we began to create self-concept. Self-concept is formed based on the opinions of others about us. We evaluated ourselves based on what others think about us, not based on what we feel and understand [9]. Growth of self-concept in children and young people is depend on experience and their perception of the family and especially parents and deep links and emotional relationship between parents is important and this link makes the sense of self-esteem and confidence in children.

In families in which intimacies, affection, love and kindness reigns, the child can maintain self-concept and provide favorable change in his character. On the other hand, with confidence in his character he can face with different problems and without having anxiety put doubts about his inappropriate behavior, and tries to alter it somehow. The sense of self-concept began to flourish from the first days of life and gradually by parenting. If there are obvious conflicts between the parents, the child psychologically conflicts and caught between the two poles of the parents. Sometimes find trends to the mother and sometimes to the father, and when he cannot support anyone becomes confused [11]. Caff (1989) showed that poor adaptability in school among boys without a father, with mothers negative attitude towards the father can significantly contribute to the development of weak self-concept and abnormal behaviors in children, mother's job is effective in building his confidence and self-concept. Cooper Smith (1967) by conducting a study found that if mother is feels positive about her job; it is related to her child's confident [17]. It can be said that facing with the conditions and community involvement is less in children than the youth in addition, the increase of age and socialization leads to personal growth - social and dealing with different people

(genders and cultures and different psychological profile), and participate in educational and social centers. Compatible as a constituent element of mental health is important. On the other hand mental health is effective in education, communication and future life of the individual. Student, who enters to the environment, faces with different environment and culture than what has ever faced in his life. It seems that the differences in the environment on one hand, content and a large number of subjects connect with new, age, gender, culture and ethnic differences, on the other hand requires social adaptation. Youths at any age to participate in public affairs need to find their identity, and recognize their interests and abilities, acquire social skills, learn communication skills, understand the needs of others and learn how to live with others. Therefore, each of these needs in groups and communities is achieved by social adjustment. Optimal adaptability and full adaptability are two noteworthy words. The person may have full adaptability, but optimal adaptability is established when person makes logical relation between what he thinks about his self. This relationship is an adaptation that has its own special features. In families where parents respect teachers and student science through their words and behavior, more academic success can be seen in these families. Also, in families where parents deal with books, newspapers and studying, children are more interested in studying. Parents should learn this principle of education that all students do not learn at the same time and same level, and time is different for them. Sometimes it is necessary to increase teaching hours or use auxiliary teacher, handbooks, training CDs and attend in remedial classes. Human beings are complex, complicated and influenced and these features makes researchers cannot be able to control all the actions and movements and measure the impacts on humans. Therefore, this study, like other research on the field of human, mankind is faced with many constraints. Here are some of them: Any researcher, who deals with testing, faces with limitations and problems, in this study, there were some problems. The present study is correlational, not experimental; therefore the claim of relationship between variables is not possible. This research was conducted on female students and results cannot be generalized to other people.

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