

Examine the Role of Social Adjustment and Its Components on Life Satisfaction in Students of Payam Noor University

Sedigheh Nasiri*¹, Mahnoosh Abedini²

1. Department of Educational Management, Bandar Abbas Branch, Islamic Azad University, Bandar Abbas, Iran

2. Assistance Professor in Farhangian University, Bandar Abbas, Iran.

*Corresponding author: Nasiri S.

Abstract The aim of this study is to examine the role of social adjustment and its components on life satisfaction in students of Payam Noor University of Bandar Abbas. The sample size consisted of 270 male and female students who were studied in Payam Noor University that selected by simple random sampling. In this study, for data collection two questionnaires were used include social adjustment and life satisfaction tests. The analysis of the main hypothesis indicated that there is a significant relationship between social adjustment and its subscales with life satisfaction ($P < 0.001$). Following the results of the analysis showed that the regression coefficients between the subscales of social adjustment, social standard, social skills and social relationships could predict life satisfaction among students ($P < 0.001$).

Keywords: social adjustment, life satisfaction, students, Payam Noor University

Introduction

Life satisfaction reflects the positive attitude compared to the world in which he lives. And in fact is gratified seeking not so short it spends. In fact, satisfaction with life, a philosophy that person consciously chooses for his life and the unconscious in mind (Kharazmi, 2007). Life satisfaction is the way persons evaluate their lives and how they feel about their directions and options for the future (Anand, 2016). It is a measure of well-being and may be assessed in terms of mood, satisfaction with relations with others and with achieved goals, self-concepts, and self-perceived ability to cope with daily life. It is having a favorable attitude of one's life as a whole rather than an assessment of current feelings. Life satisfaction has been measured in relation to economic standing, amount of education, experiences, and residence, as well as many other topics (Soltanizadeh, Malakpour and Neshat, 2012). According to Seligman, the happier people are, the less they are focused on the negative. Happier people also have a greater tendency to like other people, which promote a happier environment, which then correlates to a higher level of the

person's satisfaction with his or her life (Seligman, 2002). However, others have found that life satisfaction is compatible with profoundly negative emotional states like depression (Carson, 1981).

One of the variables that are associated with life satisfaction is social adjustment. Social adjustment is including adjustment with their social environment. This adjustment may be achieved by changing themselves or the environment. Emotional adjustment is good mental health, satisfaction of personal life and harmony between feelings, actions and thoughts (Mousavi Lotfi, Akbari and Safavid, 2009).

Several studies examined the relationship between social adjustment and life satisfaction has been included. Including Berry and Gonen (2006), by examining the suicide rate, life satisfaction and happiness as characteristics of community mental health concluded there is negative correlation between suicide rates and life satisfaction and happiness. Results Ulker (2008), positive and significant relationship between mental health, social adjustment and life satisfaction were highlighted. The research Stauber and Stauber (2009), also showed that there is

significant relationship between age, gender and life satisfaction with various areas of employment and education and physical health, psychological and social. Bsirshabestri, et al (2011), in a study to examine the relationship between social adjustment and satisfaction with life as Qazvin Dental student's results showed that there were significant positive relationship between component of social adjustment and life satisfaction of Students.

Khodayarifard (2006), investigate Factors Affecting students' social adjustment between Martyr and non- Martyr. The results showed that There are was a significant positive correlation religious beliefs, social and political attitudes with students' social adjustment Martyr and non- Martyr, While the No significant relationship was observed between academic performance and Students' social adjustment between Martyr and non- Martyr. Also, it was observed that the relationship between religion and socio-political attitudes and social adjustment of female students (control and non- Martyr) more powerful than male students (control and non- Martyr). According the mentioned items, and the importance of this issue, the researchers decided that the role of social adjustment and its components will examine on the life satisfaction of students. The researchers sought to answer the following hypothesis:

1. There is relation between social adjustment and life satisfaction of Payame Noor University students.
2. There is relation between subscales of social adjustment and life satisfaction of Payame Noor University students.

Methodology

The sample size consisted of 270 male and female students who were Payam Noor University were selected by simple

random sampling. In this study collected data from two questionnaires were used social adjustment and life satisfaction.

California social adjustment questionnaire (CTP):

In this study, social adjustment test is used personality test in California. This scale consists of six tests: Social standard, social skills, anti – social tendency, family relations, school relation, community relation.

In the research of Sepahmansour (2007), the reliability of the questionnaire, with retest interval of one month was 0.65. In this Ahadi, et al (2009), as well as the social compromise reliability in tests using split-half 0.68 respectively.

Life Satisfaction Questionnaire (SWLS) Satisfaction Life Scale reliability and validity has been investigated in several studies. Diener et al. (1985), in a sample of 176 undergraduates, life satisfaction scale were evaluated. Mean and standard deviation of students' scores 23.5 and 6.43 respectively and test-retest correlation coefficient score after two months of 0.82 and Cronbach's alpha coefficient was 0.87.

The Satisfaction with Life Scale

The Satisfaction with Life Scale of Khaier and samani (2003), have been adapted for use in Iran. Cronbach's alpha for this scale in this study was obtained 0.80. The test by the Bainsi et al. (2007) was translated into Persian and its reliability using Cronbach's alpha 0.83 and by retest method reliability is determined 0.69. In the present study the reliability obtained by Cronbach's alpha for the total scale was calculated to 0.91.

Results

First hypothesis: There is relation between social adjustment and life satisfaction of Payame Noor University students.

2. Second hypothesis: There is relation between subscales of social adjustment and life satisfaction of Payame Noor

University students
 In Table 3 Analysis of variance showed statistically significant regression model. In other words the regression model is

linear relationship between the variables. This table shows that there is significant in subscales of social adjustment variable with a value of $F = 10.44$, and $p < 0.001$.

Table 1. Simple correlation coefficients between social adjustment and its subscales with life satisfaction

social adjustment subscales	life satisfaction	
	correlation coefficients	P
Social adjustment	0.31	0.001
Social standard	0.39	0.001
Social Skills	0.30	0.001
Anti-social tendency	-0.08	0.15
Family relationships	0.28	0.001
school relations	0.25	0.001
community relations	0.27	0.001

Table 2. Summary table regression model to predict life satisfaction Based in subscales of social adjustment

Predictor variables	R	R ²	Adjusted R ²
subscales of social adjustment	0.44	0.19	0.18

Table 3. Summary Results of ANOVA For prediction of life satisfaction subscales of social adjustment

Model Enter	Model Index	Sum square	DF	Mean square	F	P
subscales of social adjustment	regression effect	69500.38	6	11583.39	10.44	0.001
	Remaining	291700.88	263	1109.12		
	Total	361201.27	269			

Table 4. Enter regression coefficients, in subscales of social adjustment variable

Model	Non-standardized coefficients		β	t	P
	B	Standard Error			
Intercept	90.06	16.15		5.57	0.001
Social standard	1.56	0.37	0.28	4.14	0.001
Social Skills	0.70	0.49	0.12	2.64	0.01
Anti-social Tendency	-0.92	0.97	-0.05	-0.95	0.34
Family relationships	0.26	0.53	0.03	0.48	0.62
school relations	0.11	0.50	0.01	0.23	0.81
community relations	0.51	0.36	0.11	2.42	0.05

Conclusion

The main hypothesis of the analysis results indicated that there is a significant relationship between social adjustment and its subscales with life satisfaction ($P < 0.001$). The social adjustment sub scale variable is social standard; social skills and

social relations could predict life satisfaction among students. Among the subscales of social adjustment, scales of anti-social Tendency, family and school relationships were not statistically significant and could not predict life satisfaction. This results are consistent

with yers (2001), and Peterson (2000), Jeffrey (2002), Loeng and Bowen (2002), Wallace (2001), Shlloderman et al. (2001) and Maltbay et al. (2004), Broneshtain et al. (1993), Arindel et al., (1991), Ulker (2008), Johnson and Krueger (2006), Argaille (2001), Bsirshabestri et al., (2013), Khodayarifard (2006), Asgari (2002), Jafari & noroozi (2003) , Khodayarifard (2003), Gholizdeh & shirani (2010), and Mortazavi (2003).

To explain these findings, we can say that social adjustment; students established appropriate the linear relationship with their social environment. And develop their interpersonal relationships properly with classmates, professors, employees and other student groups. In addition, participate in various social activities, formal and legal groups on campus are identified and members in them and Participate in different social programs will be held at the University. Appropriate friends are for him and with them have established intimate relationships and mutual support, easily cope with homesickness and loneliness, feeling homesick and away with his family to accept and prevent its negative Effect on social and academic performance. Easily cope with homesickness and loneliness, accept Feeling nostalgic and away with his family and prevent its negative Effect on their academic and social performance.

References

Abedini, Y. (2002). The relationship skills to solve social problems by accepting peers In second and fifth grade female students in Tehran, the graduate thesis of Educational Psychology, Tehran University, Faculty of Psychology and Educational Sciences.

- Ahadi, B.; Mirzaee, P.; Narimani, M.; Abolqasemi, A.. (2009). The impact of social problem solving training on social adjustment and academic performance of students shy. study on *Exceptional Children*, 9 (3), 193-202.
- Anand, Paul (2016). *Happiness Explained*. Oxford University Press.
- Argyle, (2001), *The psychology of happiness*. London: Routledge.
- Argyle, Michael. (2003). *Psychology of happiness*. (Translator: M. Gohari M. Hamid Taher Neshat Palahang F. Hassan Bahrami (2003). Isfahan, Jahad University.
- Arrindell, W. A, Heesink, J., & Seij, J.A.(1999). The Satisfacation With Life Scale (SWLS) : Ap praisal with 1700 healthy young adult in the Netherlands. *Personality and Individual Differences*,26, 815-826.
- Arrindell, W. A., Meeuwesen, L., & Huyse, F. J. (1991). The Satisfaction With Life Scale (SWLS): Psychometric properties in a non-psychiatric medical outpatient's sample. *Personality and Individual Differences*, 12, 117-123.
- Asgari, A.. (2002). Check marriage martyrs and its impact on the psycho-social aspects, adjustment and Martyr children's education problems (Arak), a research project in collaboration with the Bureau of Investigation and study Foundation martyr of the Islamic Revolution Bureau of Investigation and Studies.
- Baiani, AA; Koochaki, Am.; Goudarzi, H.. (2007). Reliability and validity Satisfaction with Life Scale (swls). *Iranian psychologists*, 3 (11), 259-265.
- Bray, I., & Gunnell, D. (2006). Suicide rates, life satisfaction and happiness as marker for population mental health. *Psychiatry Epidemiologic*, 41, 333-337.
- Bronstein, P., Fitzgerald, M., Briones, M., & Pieniadz, J.(1993). Family Emotional Expressiveness as a predictor of early

- adolescent social and Psychological adjustment. *Journal of Early Adolescence*, 13(4), 448-471.
- Bsirshabestri., S., Shirin Beck, I., Safidi F. and Daliri, H.. (2011). The relationship between social adjustment and academic achievement of Medical Dental, Medical Education Development Journal, Volume 6, Issue 11, pp. 10-1.
- Carson, T. (1981), "Happiness, Contentment and the Good Life". *Pacific Philosophical Quarterly*.
- Diener, E., Emmons, R., Larsen, R., & Griffin, S. (1985). The satisfaction with life scale. *Journal of Personality Assessment*, 49(1), 71-75.
- Fouladi, E.. (2003). *Peer counseling: Landscape, mental health concepts and skills*. Third edition, Tehran: Sunrise knowledge.
- Gholizdeh, A. Shirani, E. (2010). The relationship between individual factors, familial, social and economic levels of life satisfaction. *Applied Sociology*, 21 (37), 69-82.
- Iwata.J.N.; Noboru,K., Higuchi, M., & Hiana, R.J.(2000). response of Japanese and American students to the Anxiety and social skills question air. *Journal of Personality Assessment*, 74(1), 48-62.
- Jafari, F; Norouzi, F. (2002). The effect of father absence On the children of Martyr, a research project in collaboration with the Bureau of Investigation and study Foundation martyr of the Islamic Revolution Bureau of Investigation and Studies.
- Jeffrey, P. (2002). Competency coping and contributory life skills. *Journal of agricultural Education Pennsylvania university*, 68-74
- Johnson,W& Krueger,RF(2006)How money buys happiness:genetic and environmental processes linking finances and life satisfaction.*Journal of Personality and social psychology.vol0,680-691.*
- Khaier, M., Samani S.. (2003). Compare psycho-social health, mental health, life satisfaction and cooperation among working mothers and housewives In the city. Research reports, statistics and information technology Fars Research Working Group.
- Kharazmi, Sh. (2007). *Life Skills: private Vsha prosperity and quality of life*. HealthDay News . Htt: //www.hamshahri online.ir/ categories.
- Khodayarifard, M.. (2006). Martyr and non-Martyr study of factors affecting students' social adjustment, PhD thesis, Psychology and Educational Sciences, Tehran University.
- Khodayarifard, M.; Nesfat, M, GHOBARI BONAB, B, Shokoohi yekta, M. and Beh Pajoh, A. (2003). Factors associated with social adjustment of children, veterans and non-veterans in Tehran. The final report of the research project under the Foundation for the Oppressed and War Veterans of the Islamic Revolution.
- Lewis, C., & Shevin.M.(1999). Factor structure and reliability of a Czech translation of the Satisfaction With Life Scale among Czech university students. *Studia Psychological*,41,239-244.
- Loeng F , Bonz M .(2002).Coping style predictors of college adjustment among freshmen counseling psychology. *journal of education research.*;10(2) : 211-221.
- Maltaby, J., Day, L., McCutcheon, L. E., Gillett, R., Houran, J., & Ashe, D. D. (2004). Personality and coping: A context for examining celebrity worship and mental health. *British Journal of Psychology*, 95, 411-428
- Mazaheri, M., Aghaei A.; Golparvar, M; Shayegannejad, V.. (2007). Teach behavioral effects on social adjustment of children and adolescents with

- epilepsy. *Knowledge and Research in Psychology*, 33, 15-36.
- Mortazavi, Sh.. (2003). Interrelationships between self-concept and perceived support from family, teachers and close friends associated with life satisfaction in a sample of high school students in Tehran and educational innovations. *Journal*, 3 (8).
- Mousavi-Lotfi, M., Akbari, V. & Safavi, M. (2009). *Why Emotional Intelligence*. Qum: Qum University of Medical Sciences Press.
- Myers, D. G. (2001). The fund, friends, and of happy people. *American Psychologist*, 55, 56-67.
- Myers, D. G., & Diener, E. (1995). Who is happy? *Psychological Science*, 6, 10-19.
- Ozer,Mele & Karabulut, Ozlem.O.S .(2003). Satisfaction Of Life Elderly Individuals.Turkish Journal Of Geriatrics, (2),p1. Htt://geriatric.Dergisi.org/.
- Peterson, C., L. (2000). Explanatory style and academic performance among university freshmen. *Journal of personality and Social Psychology*, 53, 603-607 .
- Sanaei, B. (2009). *Psychotherapy and counseling groups*. Tehran, Mehr Publications.
- Schludermann, E.H., & Schludermann, S.M.(2001). *Adjustment Scale*, Technical report (Winnipeg, M.B, Department of Psychology, University of Manitoba).
- Seligman, M. (2002), "Positive emotions undo negative ones". *Authentic Happiness*. New York, New York: Simon & Schuster.
- Sepahmansour, M. (2007). Life skills training impact On the achievement motivation, self-respect and social harmony. *Thought and Practice*, 2 (6), 85-93.
- Sloby C., & Gura, J.(1988). The ecology of a lost relationship. *Journal of Research in Crime and Deloquency*, 19, 4-24.
- Slomowski, C., & Dunn, J.(1996). Young Children's understanding of other people's feeling and beliefs. *Child Development*, 62, 1352-1336.
- Soltanzade, M.; Malakpour, M., Neshat doost , T. (2012). The relationship between positive and negative affect life satisfaction of students of Isfahan University. *Clinical Psychology and Personality*, 19 (7), 53-64.
- Stoeber, J., & Stoeber, F. S. (2009). Domain of perfectionism: Prevalence and relationships with per perfectionism, gender, age and satisfaction with life. *Personality and Individual Differences* (in press).
- Taher, M. (2011). The relationship between personality traits and styles style of dealing with stress and life satisfaction among women working in higher education institutions. Payanamh Master of Psychology, University of Guilan.
- Thorpe, Clarck & Tieg(1939), Relationship between emotional intelligence and various indicators of quality of life, *Journal of Psychosomatic Research*.
- Ulker, A. (2008). Mental health and life satisfaction of young Australians: The role of family background. *Australian Economic Papers*, 2, 199-218.
- Valas H . (2001).Learned helpness and psychological adjustment : effects of age , gen der and acadmic achievement . *Journal of Education Research.*; 45 (1) : 71 -4
- Zullig, K. J., Valois, R. F., Huebner, E. S., & Drane, J. W. (2005). Adolescent health-related quality of life and perceived satisfaction with life. *Quality of Life Research*, 14, 1573-1584.