



Examine the role of social adjustment and its components on life satisfaction in students Payam Noor University

Sedigheh Nasiri^{*1}, Mahnoosh Abedini²

1. Department of Educational Psychology, Hormozgan University, Bandar Abbas, Iran.

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

A B S T R A C T

The aim of this study is examine the role of social adjustment and its components on life satisfaction in Iranian students of Payam Noor University. 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 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.

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 (Jason, Stevens, Light, & Doogan, 2019; Romice, 2017). Life satisfaction is the way persons evaluate their lives and how they feel about their directions and options for the future (Anand, 2016; Csikszentmihalyi & Hunter, 2003). 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, Malekpour, & Neshatdoost, 2013). 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 (Fredrickson, 2016; Seligman, 2002). However, others have found that life satisfaction is compatible with profoundly negative emotional states like depression (Carson, 1981; McKenzie, 2016; Veenhoven, 2016).

*. Corresponding Author: yas4562000@yahoo.com

DOI: [In pressing](#)

To cite this article: Nasiri, S., Abedini, M. (2019). Examine the role of social adjustment and its components on life satisfaction in students Payam Noor University. *Iranian Journal of Positive Psychology*, 5 (3), 137-141.

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 (Doe, Ndinguri, & Phipps, 2015; Locke, 2005).

Several studies examined the relationship between social adjustment and life satisfaction has been included. Including Bray and Gunnell (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 of Ulker (2008), positive and significant relationship between mental health, social adjustment and life satisfaction were highlighted. The research Stoeber and Stoeber (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.

Basir Shabestari, Shirinbak, Sefidi, and Sherkat Daliri (2013), 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. 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.

METHODOLOGY

The sample size consisted of 270 Iranian 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 this Ahadi, Mirzaee, Narimani, and Abolghasemi (2008), 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, Emmons, Larsen, and Griffin (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 Bayani, Koocheky, and Goodarzi (2007), was translated into Persian and its reliability using Cronbach's alpha 0.83 and by retest method reliability is

Examine the role of social adjustment and its components ...

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.

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

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

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			

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 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

Table 4, Shows Regression coefficients of each predictor variables on criterion variables among subscales of social adjustment variable, Social standard with the beta 0.28 and t 4.14 at $P < 0.001$ is significant and social skills with the beta 0.12 And the values of t, 2.64 at $P < 0.01$ is significant social relations with the beta 0.11 and the values of t, 2.42 at $P < 0.05$ meaningful and could predict life satisfaction among students. From between the subscales of social adjustment, scales of anti-social Tendency, family and school relationships were not statistically significant and could not predict life satisfaction.

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.

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

- Ahadi, B, Mirzaee, P, Narimani, M, & Abolghasemi, A. (2008). The Impact of Social Problem Solving Training on Social Adjustment and Academic Performance of Shy Students. *Research on the Exceptional Children*, 33, 193-202 [In Persian].
- Anand, Paul. (2016). *Happiness explained: What human flourishing is and what we can do to promote it*: Oxford University Press.
- Basir Shabestari, Samira, Shirinbak, Iman, Sefidi, Fatemeh, & Sherkat Daliri, Hossein. (2013). Evaluation of the relationship between educational development and social adjustment among Qazvin Dental students in 2010-11. *Journal of Medical Education Development*, 6(11), 1-10 [In Persian].
- Bayani, Ali Asghar, Koocheky, A Mohammad, & Goodarzi, Hosnieh. (2007). The reliability and validity of the satisfaction with life scale. *Journal of Iranian psychologists*, 3(11), 259-260 [In Persian].
- Bray, Isabelle, & Gunnell, David. (2006). Suicide rates, life satisfaction and happiness as markers for population mental health. *Social psychiatry and psychiatric epidemiology*, 41(5), 333-337.

Examine the role of social adjustment and its components ...

- Carson, Thomas L. (1981). Happiness, contentment and the good life. *Pacific Philosophical Quarterly* 62(4), 378.
- Csikszentmihalyi, Mihaly, & Hunter, Jeremy. (2003). Happiness in everyday life: The uses of experience sampling. *Journal of happiness studies*, 4(2), 185-199.
- Diener, ED, Emmons, Robert A, Larsen, Randy J, & Griffin, Sharon. (1985). The satisfaction with life scale. *Journal of personality assessment*, 49(1), 71-75.
- Doe, Raymond, Ndinguri, Erastus, & Phipps, Simone TA. (2015). Emotional intelligence: The link to success and failure of leadership. *Academy of Educational Leadership Journal*, 19(3), 105.
- Fredrickson, Barbara L. (2016). Leading with positive emotions: Center for Positive Organizations.
- Jason, Leonard A., Stevens, Edward B., Light, John M., & Doogan, Nathan J. (2019). An Empirically Based Theory of the Relationships among Social Embeddedness, Economic Viability, Learned Recovery Skills and Perceived Quality of Life in Recovery Homes. *Alcoholism Treatment Quarterly*, 1-17. doi: 10.1080/07347324.2019.1633977
- Khaier, M., & Samani, S. (2003). Compare psycho-social health, mental health, life satisfaction and cooperation among working mothers and housewives. statistics and information technology Fars Research Working Group [In Persian].
- Locke, Edwin A. (2005). Why emotional intelligence is an invalid concept. *Journal of organizational Behavior*, 26(4), 425-431.
- McKenzie, Jordan. (2016). Happiness vs contentment? A case for a sociology of the good life. *Journal for the Theory of Social Behaviour*, 46(3), 252-267.
- Romice, Ombretta. (2017). Neighbourhood Quality of Life—Global and Local Trends, Attitudes and Skills for Development *Housing, space and quality of life* (pp. 71-79): Routledge.
- Seligman, M. (2002). *Positive emotions undo negative ones*. New York, USA: Simon & Schuster.
- Soltanizadeh, M., Malekpour, M., & Neshatdoost, H.R. (2013). The Relationship between Positive and Negative Affection and Student's Life Satisfaction in University of Isfahan. *Clinical Psychology & Personality*, 2(7), 53-64 [In Persian].
- Stoeber, Joachim, & Stoeber, Franziska S. (2009). Domains of perfectionism: Prevalence and relationships with perfectionism, gender, age, and satisfaction with life. *Personality and Individual Differences*, 46(4), 530-535.
- Ulker, Aydogan. (2008). Mental health and life satisfaction of young Australians: The role of family background. *Australian Economic Papers*, 47(2), 199-218.
- Veenhoven, Ruut. (2016). Quality of life and happiness: concepts and measures *Handbook of Research Methods and Applications in Happiness and Quality of Life*: Edward Elgar Publishing.