Self-Regulation In Relation To Social Adjustment of Students

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A B S T R A C T

This study aimed to investigate the role of self-regulation in relation to social adjustment of 2nd secondary education students in Iran. The method of this research is descriptive and correlational. The statistical population consisted of 1790 of 2nd secondary education students in Iran. Based on the Cochran formula, a sample of 316 people (138 boys and 178 girls) was determined by multistage cluster sampling. To collect the data,   1. Petrides and Furnham (2006) Emotional Intelligence Inventory, and 2. Sinha and Singh (1993) Social Adjustment, were used. Data were analyzed by using Pearson correlation coefficient, two variant regression simultaneously using SPSS software. The findings indicated the significant relation between self-regulation and social adjustment (social adjustment, emotional adjustment and education adjustment) in 2nd Secondary Education Students in Iran. Self-regulation directly affects social adjustment.

Keywords: Self-regulation, Social Adjustment, Students.

INTRODUCTION

The most important concern in today's schools is class incompatibility. Students are experienced multiple issues about adjustment in school(Garwood, Vernon-Feagans, & Investigators, 2017). For school instructors, controlling and supervising students is an essential element to avoid the disturbance and disorder (Gest, Madill, Zadzora, Miller, & Rodkin, 2014; Rahimi & Karkami, 2015). Misconduct and incompatibility of students affect the whole process of learning. According to Trautwein and Lüdtke (2009), aggression and disturbance behaviors in classroom as an important aspect of incompatibility, are related to the relationship between teacher and student, but also the perception of student control, self-efficacy and motivation, which are another aspect of inconsistency. Therefore, in this regard, role of ego and related processes are prominent (Haji Shamsaie, Kareshki, & Amin Yazdi, 2014).

Normal or maladaptive behavior is rooted in the relationships between parents and children(Dieleman et al., 2018). If a person experiences kindness and love, he feels safe and grows in a normal way. Indeed, if a person really becomes a loved one, he can endure various problems in the future. Also, the feeling of insecurity may cause a person to resort some ways to weaken his inner unrest and minimize it. He outlined three different ways in which people can adapt to the environment:

A) Going toward the people: accept your helplessness and try to win others' love.

B) Moving against people: A war with his environment that hates him.

C) Avoiding from the people: Isolated (not belonging, not fighting) (Rahmani, 2017)

These three types of individuals may be examples of these three main trends:

1. Observant

2. Aggressor

 3. Separated

Rogers (1995) believes that adjusted individuals can guide themselves in their transformation and perfection, and lead their lives without affecting past events. In this theory, the feature of self- neglected and easy-to-see is prominent, and it is also a special attraction in recalling Rogers' self-being and being present. Another view expressed by Rogers is that there is an innate tendency towards the development and perfection of the individual's mental health, that is, the intrinsic motivation of individuals for mental health that leads us to go forward (Afrasibi & Fattahi, 2017). By reviewing previous theories and researches, we can say that the role of self- processes, such as self-regulation, is prominent on adaptation processes and it is necessary to provide evidence of these relationships. Today, most psychologists consider both components in motivation and their role in learning, and based on new theories such as self-regulation learning, the components of cognition, motivation and academic activity are considered as an interconnected set of interactions(Wolters, 1999). One of the important characteristics of students that can affect students' adjustment and classroom behaviors is self-regulation. New managerial insights take into account the needs of students to foster relationships and positions in self-regulation. New classroom management practices focus less on student guidance to achieve more individual discipline and external supervision. Self-regulation refers to self-control of thoughts, feelings and behaviors for achieving the goals. These goals can be academic (such as improving comprehension) or social excitement (such as anger control, better communication with peers) (Chauhan, 2009).

Considering the importance of adjustment in students' academic and emotional performance and self-regulation as a key factor in success, promoting health and reducing psychological problems of students, and according to the mentioned issues, the main question of this research is that, whether self-regulation is related to the social adjustment of 2nd secondary education students in Bandar Abbas? Or no
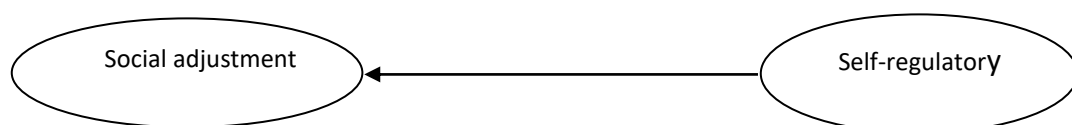

Fig. 1. The proposed model of self-regulation relationship with social compatibility components

METHODOLOGY

The method of this research is descriptive, correlational and predictive, also, data analysis method was structural equation modeling.

The statistical population of this study included all female and male 2nd secondary education students in academic year 2015-2016, of which the size of sample was 1790 students. After determining the number of statistical population based on input criteria (resident of Bandar Abbas city, students were in the second grade of the secondary education and had a consent

letter of the participation in the research) , the final sample size was studied including 138 boys and 178 girls from 8 different classes in Bandar Abbas,. This study was performed with 95% confidence level and 5% error.

Dara Collecting tool:

a. Self-Regulation in learning Questionnaire (SRLIS): In 1986, Zimmerman & Martinez-Pons identified 14 self-regulatory strategies in an interview with 80 high school students, and based on a 15-item questionnaire. 14 self-regulation learning strategies including self-assessment, organization and transfer, targeting and planning, information search, recording and taking notes, environmental structuring , self-help, mental review and memorization, search assistance from peers, search assistance from a teacher , Search for help from adults, reviewing the notes, reviewing assignments and examinations, and reviewing the text of the books were included in this questionnaire. In addition to the fourteen strategies, Question 15 was used that did not refer to a strategy, but it provided the student's creative response in an innovative way. The questionnaire of Zimmerman and Pons (1986) was used to measure self-regulation questionnaire. Whose response was graded on a scale of four ranges from 1 to 4, this form had 60 points, and the results showed the student's perceived self-regulation. Zimmerman and Pons (1986) reported a convergence validity of 0.70. In the present study, after the data collection, the reliability of the questionnaire was calculated through Cronbach's alpha coefficient. The Cronbach's alpha coefficient of the questionnaire was o. 820.

B. Social Adjustment Scale

This questionnaire was compiled by Sinha and Singh (1993) and translated and written by Yarmohammadian and Sharafi (2012). The questionnaire had 60 questions, and was designed in a yes and no manner. The students with good adjustment was separated weak students in three areas of adjustment (social, emotional, and educational). In this questionnaire, for responses of adjustment indicators in all three domains, the score was considered zero and otherwise 1. But in this research, only 20 first questions were used for measuring the social adjustment. The reliability coefficient of this test was 0.95 and 0.93, respectively, by means of two halving and re-test (Abbasi, Bagyan, & Dehghan, 2014; Yarmohammadian & Sharafi, 2012). In the present study, after the data collection, the reliability of the questionnaire was calculated through Cronbach's alpha coefficient, which is the Cronbach's alpha coefficient for the present questionnaire was 0.782

RESULTS

Before analyzing the data of this study, we estimate the assumptions underlying the structural equation modeling, which examined some of the main structural equation assumptions including lost data and normalization. In the present study, the method of replacing lost data with mean was used. To assess the normality of the variables, the Kolmogorov-Smirnov test was normalized, and using normal logarithms, all the research variables were normalized, so all the research variables had the absolute value of the coefficient of skewness and elongation less than 3, so the violation of the normality of data in the present study is not visible ..

In this section, the research findings were presented according to the research hypothesis. In this case, the hypothesis was first expressed and then the result of the related statistical test was presented.

General hypothesis: Self-regulation plays a role in the components of social adjustment (social adjustment, emotional adaptability, and academic adjustment) of 2nd secondary education students.

Table 1. Summary of regression model, between self-regulation and components of social adjustment (social adjustment, emotional adjustment and educational adjustment)

Number of models	Variables	Multiple correlation coefficient	The coefficient of determination	Adjusted coefficient of determination
1	Compatibility Components	0.608	0.37	0.364

In the above table, the multiple correlation coefficient between self-regulation and social compatibility components (social adjustment, emotional adaptability and academic adjustment) was equal to (.6080), coefficient of determination (.3700) and adjusted coefficient of determination (0.364). In other words 36 percent of the self-regulating variable of secondary school students in Bandar Abbas was explained by social adjustment components.

Table 2. Analysis of variance, between self-regulation and components of social adjustment (social adjustment, emotional adjustment of academic adjustment)

Model		Sum of Square	df	Mean of Square	F	p
1	Regression	9.46	3	3.153	61.093	0.001
	Residual	16.105	312	0.052		
	Total	25.565	315			

The above table shows the results of the analysis of variance that self-regulation regression has been applied simultaneously with the components of social adjustment (social compatibility, emotional adjustment of academic adjustment). The value of F=61.093 was obtained at alpha level (0.001) which is smaller than (P <0.01) at a significant level, which means that the linear regression model is significant. Regarding the results obtained in this hypothesis, it can be concluded that self-regulation plays a main role in the components of social adjustment (social adjustment, emotional compatibility of academic adjustment).

Table 3. Regression coefficients, between self-regulation and social adjustment components (social compatibility, emotional adaptability and educational adaptability)

Model size	Social adjustment components	Non Standard coefficient		Standard coefficient	t	p
		B	Beta	Beta		
1	Intercept	-5.978	1.346		-4.440	0.001
	Social adjustment	0.194	0.044	0.228	4.450	0.001
	Emotional adjustment	0.111	0.038	0.173	2.917	0.001
	Educational adjustment	2.166	0.340	0.353	6.370	0.001

Table (3) shows the results of regression coefficients. The social adjustment component with beta (0.228) was found at alpha level (0.001), which is smaller than (p <0.01) at the significant level. This means that self-regulation plays a role in the social adjustment component of 2nd secondary education students in Bandar Abbas. Emotional adjustment with beta (0.173) was found at alpha level (0.001), which is lower (p <0.01) at a significant level. This means that self-regulation plays an important role in the emotional adjustment component of 2nd secondary education students in Bandar Abbas. Compatibility Basis A study with beta (0.353) was obtained at alpha level (0.001) which is smaller than (p <0.01) at a significant level, which means that self-regulation contributes in the academic adjustment of students in.

Table 4. Pearson correlation coefficients between self-regulation and components of social adjustment (social adjustment, emotional adaptability and educational adaptability) in present research

Variables		N	Self-regulation	
			Correlation coefficient	p
components of social adjustment	Social adjustment	316	0.431	0.001
	Emotional adjustment	316	0.486	0.001
	Educational adjustment	316	0.532	0.001

The above table shows the correlation coefficients of self-regulated with the components of social adjustment (social adjustment, emotional adaptability, and academic adjustment). The correlation coefficient of self-regulation with social adaptation is equal to (0.431) at alpha level (0.001), which is significantly less than (P <0.01). Therefore, there is a positive and significant relationship between self-regulation and social adjustment. The correlation coefficient of self-regulation with emotional adjustment is equal to (0.486) at alpha level (0.001), which is significantly less than (P <0.01). Therefore, there is a positive and significant correlation between self-regulation and emotional adjustment. The correlation coefficient of Self-regulation with academic compatibility was equal to (0.532) at alpha level (0.001), which is significantly less than (P <0.01). Therefore, there is a positive and significant correlation between self-regulation and academic adjustment.

CONCLUSION

The results of statistical analysis of two-variable regression coefficients from the data of the questionnaires showed that there was a positive and significant correlation between self-regulation and social adjustment (p = 0.001), emotional adjustment (p = 0.001), educational adjustment (p = 0.001). The results of this study were consistent with the results of (Yarmohammadian & Sharafi, 2012).

In explaining this finding, it can be said that self-regulation is related to the components of social adjustment (social adjustment, emotional adaptability and academic adjustment) of 2nd secondary education students, which means that when self-regulation is increased, the components of social adjustment (social compatibility, emotional adaptability, and academic adaptability) also increased

The results of statistical analysis of Pearson correlation coefficients from the data of the questionnaires showed that there was a positive correlation between self-regulation with social adjustment component (p = 0.001), emotional adjustment (p = 0.001), educational adjustment (p = 0.001) . The results of this study were consistent with the results of (Bjorklund & Rehling, 2009). In explaining this finding, it can be said that there is a direct and significant relationship between self-regulation and the components of social adjustment (social adjustment, emotional adaptability, and academic adjustment) of 2nd secondary education in Bandar Abbas. This means that whenever self-regulation increases, the components of social adjustment (social adjustment, emotional adaptability, and academic adjustment) also increase, self-regulation is an important factor in social adjustment, and self-regulation can help the person to be accommodated in situations that are not compatible before.

According to the results, there is a significant relationship between social self-regulation and social adjustment directly. It seems that the components of social adjustment and self-

regulation seem more important because naturally students who are spontaneous And self-regulation tries to have the adaptability and skill to have a healthy attitude and to engage in satisfying relationships with others because the student with low communication and interaction properly, therefore does not have the incentive to try and be energetic. The higher quality of the school environment and the creation of an environment for social adjustment and learning the Self-regulation can provide students with a better context to benefit from more appropriate training conditions. It seems that all students can be considered for better results. It seems that the role of other factors will be studied

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