

The Relationship between Social Adjustment and Self-Esteem of the Female Students in Islamic Azad University of Ramhormoz

Efat Shirali¹, Morteza Golestanipour^{2*}

ABSTRACT

This study aimed to determine the relationship between social adjustment and self-esteem of the students. The statistical population of the study included all students of Islamic Azad University of Rāmhormoz in the academic year 2015-2016, of whom 210 students were selected using the random sampling method. Bell Adjustment Inventory and Coopersmith Self-Esteem Inventory were used for data collection. The correlation coefficient was obtained as 0.56 and the significance level was obtained as 0.000 that is less than 0.05, therefore, there a relationship between social adjustment and self-esteem of students of this university.

Keywords: Social Adjustment, Self-Esteem, Students

Human beings are social creatures and need to cooperate with each other from the very beginning of life in order to survive; because human needs force people solve the problems together and gradually move towards perfection. In fact, sociability has been established in the context of human creation. Humans are born social context and must live in the community and learn how to interact with the social environment in order to develop and attain the ideal adjustment. People permanently make relationship with others and should accept the group life in order to survive and collaborate with others to achieve the common goals. In fact, it can be said that (World Health Organization, 2010) man alone cannot satisfy his needs, and (Smart Richman & Leary, 2009) man resorts to others due to the dangers that threaten him. As a result, people adjust their behaviors and actions to others within a social context. However, even when he is alone, he evaluates his behaviors and actions with others' judgment criteria (Omidi et al., 2012). Social adjustment necessitates the coordination between the individual needs and desires and the interests and desires of the group where people live and prevention from the intense and direct collision and friction with the group interests and rules (Omidi et al., 2012). Social adjustment is one of the aspects of social cognition; psychologically, adjustment is a more or less

¹ Department of Psychology, Ramhormoz Branch, Islamic Azad University, Ramhormoz, Iran

² Department of Psychology, Izeh branch, Islamic Azad University, Izeh, Iran

*Responding Author

Received: April 18, 2017; Revision Received: May 11, 2017; Accepted: May 30, 2017

The Relationship between Social Adjustment and Self-Esteem of the Female Students in Islamic Azad University of Ramhormoz

conscious process upon which people adjust the social, natural and cultural environment. This adjustment requires changes in personal behavior in order to achieve an agreement and establish harmonious relations with the environment (Barzgar Befruei & Hosseini, 2014).

Social modification as a critical sign of brain research wellbeing is a theme pulling in the consideration of numerous therapists. Social development is the most vital part of one's improvement and it is procured through the association with others particularly with the guardians, peers and the educators, and it is the surveying measure of social development identified with the individual's modification with him/herself as well as other people (Hartup & Rubin, 2013).

James (1890) is one of the pioneers who primarily emphasized on the necessity of the self-esteem for in his *The Principles of Psychology* and stated that it is a factor determining the various forms of the individual behaviors. By the time, sociologists, including Koli made statements and regarded self-esteem a vital need of the human beings. Although researchers such as Goldstein, My, Angelial and Buhler carried out studies on the self-esteem. Nevertheless, before psycho-social approach, no systematic study has been conducted about self-esteem, in fact, with the advent of psycho-social approach, several researchers such as Horney, Fromm and Salvian performed systematic studies on self-esteem. But that self-esteem and considering it as a personality element are viewed in theories of humanists like Rogers and Maslow. Self-esteem is a sense of being valued, resulting from our personal thoughts, feelings, emotions and experiences in life: for example, we think that we are smart or stupid, good or bad; we like or dislike ourselves. Thousands of impressions, assessments and experiences make us pleasantly feel valued or unpleasantly feel inadequate. Self-esteem differs from the "self-concept". Self-concept is a set of qualities that a person uses to describe himself. A person may describe himself, for example, as a good footballer, a science fiction lover, Hussein's friend, with 35 kg weight or a relatively good student - all these form the content of self-concept (Rahimian, 2014). Self-esteem is the individual value of self-concept information, resulting from his beliefs about his traits and features. If a student highly values the top educational level, however he is an average or weak student, he may suffer from his low self-esteem. Nonetheless, the physical ability and popularity of this student among the peers may precede his educational performance. If this student takes advantage of both academic achievement and physical ability and popularity among the peers, he may benefit from high self-esteem. Therefore, individual self-esteem is based on a combination of the objective information about himself and subjective values that it he holds for those information (Sokan, 2013).

Dhingra et al (2005) declare that conformity is a consistent procedure through which one changes to be in appropriate alteration with his condition, others, and himself. The fundamental target to conformity is to set a harmony between one's desires and social desires that influences

The Relationship between Social Adjustment and Self-Esteem of the Female Students in Islamic Azad University of Ramhormoz

all parts of one's life. Therefore, the individual can react legitimately to all ecological jolts to gain his great boosts and support. In spite of the fact that alteration contains numerous perspectives like social, passionate, physical and instructive measurements; the best angle is social conformity which is the essential to alternate parts of modification (Mazaheri, Baghiyan, & Fatehizadeh, 2006). Emotional and social adjustment resulting from positive self-concept can provide the person with some kind of ability to face the difficulties, and a higher self-esteem strengthens one's ability to efficiently tackle with the psychological pressures (Wilbum & Smith, 2005).

Sajadi (2010) conducted a study entitled the relationship between social adjustment and self-esteem and showed that there is a positive correlation between social adjustment and social self-esteem. Marie (2006) carried out a study entitled the relationship between self-esteem and social adjustment and reported a significant relationship between self-esteem and social adjustment. Thus, this study aims to answer the question whether there is a relationship between social adjustment and self-esteem of the students?

Hypotheses

- There is a relationship between social adjustment and self-esteem of the students.

Objectives

- This study aimed to determine the relationship between social adjustment and self-esteem of the students.

METHODOLOGY

Statistical population, sample and sampling method

The statistical population of the study included all students of Islamic Azad University of Rāmhormoz in the academic year 2015-2016, of whom 210 students were selected using the random sampling method.

Research tool

Bell Adjustment Inventory

Bell developed Adjustment Inventory in 1961. Adult form was used in this study. This form includes five separate measurement levels of personal and social adjustment: Home adjustment, Health adjustment, Social adjustment, Emotional adjustment, Occupational adjustment. Validity of each step makes the comparison possible. Evaluation of these five kinds of adjustment by a sheet determines the situation of the difficulties for adjustment. Total score can be used to show the general adjustment (Bell, 1961). Validity of each kind of adjustment and total score was reported in Table 1.

The Relationship between Social Adjustment and Self-Esteem of the Female Students in Islamic Azad University of Ramhormoz

Table 1: Validity of the questionnaire (n=84)

Adjustment	Validity	Adjustment	Validity
Home	0.91	Emotional	0.91
Health	0.81	Occupational	0.85
Social	0.88	Total score	0.94

The validity of the questionnaire was obtained in two ways: First, items in the questionnaire were selected in a range so that their difference was between higher and lower 50% in the distribution of scores of the adults, so in this questionnaire, only those cases are mentioned that show the sharp distinction between these two completely different groups. Second, the questionnaire was obtained as the result of the consultation experts' efforts on adults, based on the selection of the groups of people who showed adjustment in the range of very good and very poor, as well as determination of the scope of the questionnaire that can distinguish them. Validation of this inventory in Iran was standardized by Delaware for veteran athletes, it has also been studied by Aghamohammadian Sherbaf who achieved results similar to the test developer. In order to obtain the scores on home adjustment, at first score the responses by providing the key based on the Table 1 and according to the home key sample. By providing the key corresponding to each criterion, signs of each criterion is easily counted and after obtaining the scores of all criteria, compare the obtained scores with those in Table 2 (neighbors in Bell adjustment inventory) and compare the total score obtained for overall adjustment. In the present study, Cronbach's alpha reliability coefficient of the questionnaire was 0.79.

Coopersmith Self-Esteem Inventory

Coopersmith (1967) developed and proposed his self-esteem scale based on the revision on a scale proposed by Daymond (1954) and discusses self-esteem of children and adolescents in four areas: social, academic, family, and self-esteem. This scale has 58 items and a total of 4 main subscales and a lie detector subscale, as follows: General Self-Esteem Scale (26 items). In another study, reliability coefficient was obtained using Cronbach's alpha coefficient as 0.81 that was statistically significant. After implementing the research, calculated reliability coefficient was 0.79 (Bayangard, 1992). In the present study, reliability coefficient of the questionnaire was obtained as 0.75 by Cronbach's alpha.

RESULTS

Table 2: Mean and standard deviation of the score of the subjects in research variables among students of Azad University for the total sample

Variable	Number	Mean	standard deviation	Min. score	Max. score
Social adjustment	279	47.3	6.35	32	87
Self-esteem	279	82.61	8.01	69	102

The Relationship between Social Adjustment and Self-Esteem of the Female Students in Islamic Azad University of Ramhormoz

As shown in Table 2, the mean of the social adjustment is 47.3 and its standard deviation is 6.35; it means that 95% of the respondents are between 40.95 and 53.65. Minimum score is 32 and maximum is 87. In the above table, the mean of the self-esteem is 82.61 and SD is 8.01; it means that 95% of the respondents are between 74.6 and 90.62. Minimum score is 69 and maximum score is 102.

The findings of the research hypothesis

Hypothesis: there is a relationship between social adjustment and self-esteem of the students of Azad University.

Table 3: the correlation coefficients between social adjustment and self-esteem of the students

Independent variable	Dependent variable	Statistical index		
		correlation coefficient (r)	Significance level (p)	number
Social adjustment	Self-esteem	0.56**	0.000	279

As shown in Table 3, correlation coefficient was obtained as 0.56 and the significance level was obtained as 0.000 that is less than 0.05, therefore, there a relationship between social adjustment and self-esteem of students of this university; so that as the social adjustment increases, self-esteem increases, too.

DISCUSSION AND CONCLUSION

This study aimed to investigate the relationship between the social adjustment and self-esteem of the students. Correlation coefficient was obtained as 0.56 and the significance level was obtained as 0.000 that is less than 0.05, therefore, there a relationship between social adjustment and self-esteem of students of this university; so that as the social adjustment increases, self-esteem increases, too. The results of this study are consistent with those of Sajadi (2010) and Marie (2006). All people seek to adjust themselves and consciously and unconsciously seek to satisfy the various and sometimes conflicting needs where he lives. It is noteworthy to say that people should use the logical ways to reach adjustment and one of these ways is self-esteem. Maslow believes when we respect ourselves, our internal safety and self-esteem increases and feel that we are valued and respected; however, when we do not respect ourselves, we feel inferiority, discouragement and failure in our life. In order to achieve the self-respect, we should know ourselves, be adjustable and can recognize our weak points clearly and meticulously. If these needs are satisfied, then we seek to satisfy our most important needs and self-realization and can achieve self-actualization. Pope et al. used the cognitive-behavioral method at their outpatient clinic and obtained beneficial results. Moreover, this method was implemented for the talented and elite students who had a negative attitude towards themselves and positive results were obtained. This method was also proposed for working with schools and universities,

The Relationship between Social Adjustment and Self-Esteem of the Female Students in Islamic Azad University of Ramhormoz

hospitals and social service centers and private clinics. In Iran, a variety of activities have been conducted on the effect of two variables of self-esteem and social adjustment. For example, the effect of self-esteem on social adjustment of the students with the classrooms in Qom was investigated and results revealed that self-esteem affects the social adjustment of the teenagers in the classrooms. Sedighi, in his research concluded that cognitive-behavioral training of self-esteem does not increase social adjustment of students. Therefore, it can be said that there is a positive and significant relationship between social adjustment and social self-esteem and there is a stronger relationship between social self-esteem and social adjustment.

Research limitations

1. Since this study was conducted on students of Islamic Azad University of Rāmhormoz, results should be cautiously generalized to other universities in other time and place conditions due to the different climatic and cultural circumstances.
2. The self-report questionnaire was used to collect data in this study and these tools have their own limitations.

Suggestions

1. Other studies similar to this research can be conducted in other cities and with more samples.
2. The use of other data collection methods such as interviews to assess the research variables notably the variable of personality type are recommended to other researchers.
3. It is recommended to hold workshops to enhance social self-esteem.

Acknowledgments

The author appreciates all those who participated in the study and helped to facilitate the research process.

Conflict of Interests: The author declared no conflict of interests.

REFERENCES

- Barzgar Befrouei, K., & Hosseini, B. (2014). *Social adjustment and self-esteem in the students' academic achievement*. The First National Conference on Science Education and Psychology, Marvdasht, Iran.
- Dhingra, R., Manhas, S., & Thakur, N. (2005). Establishing connectivity of emotional quotient (EQ), spiritual quotient (SQ) with social adjustment: A study of Kashmiri migrant women. *J. Hum. Ecol*, 18(4), 313-317.
- Hartup, W. W., & Rubin, Z. (Eds.). (2013). *Relationships and development*. Psychology Press.

The Relationship between Social Adjustment and Self-Esteem of the Female Students in Islamic Azad University of Ramhormoz

- Mazaheri, A., Baghiyan, I., & Fatehizadeh, M. (2006). The effects of group training of self-esteem on the social adjustment of the university student. *Daneshvar Raftar Scientific-Research Periodical*, 13(16), 49-56.
- Rahimian, R. (2014). *Relationship between internal and external control resources and self-esteem among students of Azad University Izeh*. MA thesis.
- Smart Richman, L., & Leary, M. R. (2009). Reactions to discrimination, stigmatization, ostracism, and other forms of interpersonal rejection: a multimotive model. *Psychological review*, 116(2), 365.
- Sokan, J. (2013). *Relationship between attachment styles and self-esteem among students of Islamic Azad University of Larestan*. Psychology master's thesis.
- Wilburn, V. R., & Smith, D. E. (2005). Stress, self-esteem, and suicidal ideation in late adolescents. *Adolescence*, 40(157), 33.
- World Health Organization. Department of Making Pregnancy Safer, & World Health Organization. (2010). *Counselling for maternal and newborn health care: A handbook for building skills*. World Health Organization.
- Zahed, A. (2012). *A comparison of social, emotional, academic adjustment and self-regulated learning of students with and without learning disabilities*. The University of Mohaghegh Ardabili.

How to cite this article: Shrirali E, Golestanipour M (2017), The Relationship between Social Adjustment and Self-Esteem of the Female Students in Islamic Azad University of Ramhormoz, *International Journal of Indian Psychology*, Volume 4, (3), DIP: 18.01.064/20170403