The study on relationship among self-control and performance of family with social adaptation in high school students at Abadeh City

Eghbal SEKHAVATI¹, Mojtaba Rahimian BOOGAR¹*, Mahmoud KHODADOOST²,³, Roohi AFKARI⁴

¹Larestan School of medical sciences, Larestan, Iran
²Department of Epidemiology, School of Public Health, Iran University of Medical Sciences, Tehran, Iran
³Department of Epidemiology, Faculty of Public health, Shahid Beheshti University of Medical Sciences, Tehran, Iran
⁴Department of microbiology, jahrom branch, young researcher club, Islamic Azad University, jahrom, Iran

Received: 22.03.2015; Accepted: 29.05.2015

Abstract

Subject and objective: Adaptation is deemed as one of the human’s helpful and efficient behaviors in adjustment to physical and psychological environment in such a way that it is not only adapted to the environment and sufficed with following the environment unconsciously, but also it may affect on the environment and alter it appropriately. Hence, the present research was conducted in order to explore the relationship among self-control behavior and performance of family with high school students’ adaptation in Abadeh City (Fars Province, Iran).

Methodology: This study was carried out as a cross-sectional-correlation research on 350 cohort students in terms gender, order of birth, and education. Tangney’s (2004) Brief Self-Control Scale (BSCS) questionnaire, Family Assessment Device (FAD), and Adjustment Inventory for School Students (AISS) were employed for data collection. Data were analyzed via SPSS (v.19) software and by means of independent T-Test, Pearson’s correlation coefficient and regression analysis.

Findings: The current study includes both female (54.1%) and male (45.9%) students. The observation of mean rate of adolescents’ perception from family’s performances indicates that no remarkable difference may be seen in terms of dimensions of family’s performance between female and male adolescents while variables of self-control and social adaptation vary among females and males. Likewise, the results showed that the female students enjoy higher level of social adaptation than male students (P<0.05). Analysis of data indicated that there was significant relationship among variables of self-control and social adaptation between students so that the self-control might predict 21.7% of variance of social adaptation in students (p<0.05). Performance of family interpreted 11.4% of variance of social adaptation among students in the studied population. Similarly, the findings indicated that there was statistical significant correlation among higher adaptation of students in terms of variables of problem-solving, affective involvement, and behavior control at scale of family's performance (P<0.001 & P<0.05).

Conclusion: As the smallest social unit, family is assumed as the basis to form the community and protect from human’s emotions so with respect to its role in prediction of children’s adaptation, any deficiency and failure in family’s performance may adversely affect on normalization of behavior among children. Similarly, with respect to importance of role of self-controlling skills in experiencing psychological moods and prediction of social maladaptive behaviors, the necessity for addressing these factors may be felt further in social adaptation among students more than ever.

Keywords: Student, Performance, Family, Self-Control, Social Adaptation

* Corresponding author. Mojtaba Rahimian BOOGAR

Special Issue: Technological Advances of Engineering Sciences

http://dergi.cumhuriyet.edu.tr/ojs/index.php/fenbilimleri ©2015 Faculty of Science, Cumhuriyet University
The study on relationship among self-control and performance of family with social adaptation in high school students at Abadeh City

INTRODUCTION

Adaptation is assumed as one of human’s helpful and efficient behaviors in adjustment to physical and psychological environment so that it is not only adapted to environmental changes and sufficed with following this trend unconsciously, but also it may affect on environment and alter it proportionally (1,2,3). Also, adaptation has been defined as potential for responsiveness, adjustment, coordination, cooperation, and coping with one’s own, environment, and others as well (4). Adaptation is said to the strategies, which are taken by an individual to manage stressful situations of life (5) and according to Wiseman’s view (1975), it is a reflection from human’s interaction with other individuals, satisfaction from individual’s actions, and way of function in playing roles, which are more likely under the influence of personality, culture, and familial relations (6).

Theoretically, adaptation is supposed as diverse and complex structure and accordingly the thinkers try to study its various dimensions. Adaptation is theoretically considered as a social product and numerous conditions and factors play role to form it. Hence, adaptation is a social process that is the product of impact by several individual, familial, and environmental factors and it is not deemed as a single- cause phenomenon. It should be noticed of course that the several factors may not identically affect on it as well and individual, familial, and environmental factors differently impact on formation of adaptation among teenagers and adolescents. Theoretical approaches have been tried to interpret the impact of each of these factors in adaptation. The other important issue is in that the adaptation may form other individual and social phenomena and impacts on other social processes and subjects. Along with the previous issues, review of this point may explain the complexity of theoretical interpretation of this subject. If adaptation is properly performed by adolescents, they will be able more easily to do their social tasks and functions in continuance of life course (4).

Adaptive human is someone, who enjoys mental health, while the intensive and quick changes may usually challenge individual’s adaptation seriously and consequently there is possibility for difference, conflict, stress, and confusion (7). What it affects these conditions, is the process of individual’s perception of family’s performance. In this process, the individual regulates and interprets his/ her own perceptions and impressions with receiving and interpretation of stimulants from the environment. Such perceptions may create some representations from the environments as early maladaptive schemas and in the case of unfavorable nature of them, they may expose the given person to various types of damages (8,9,10,11). These perceptions expose the given person to various types of damages and maladaptive behaviors (12).

The investigations indicate that the family is deemed as most efficient environmental factor in growth and cognitive development of child and most of problems of children originate from their families (13) so that the family is considered as one of the efficient environments for physical and mental health of individual (14). The presence of perception based on lack of affection, conflict, and hostility plays continually very crucial role in mental health and potential for their adaptation (15,16,17). Overall, adolescent’s perception of his/ her family is often directly and strongly related to his/ her psychological function. Other findings may be also introduced, which reflect indirectly such an impact (18,19).

Laursen and Mooney explored adaptation of adolescents and their perception of relationship with parents and friends. The results showed that those adolescents, who had experienced good relationships qualitatively with their parents, indicated better adaptation in comparison to the adolescents with lesser relationship qualitatively (1).

Alternately, enjoying self-controlling trait is deemed as one of the foremost skills in line with the performance of family that is highly important in normal behavior and adaptation of the individual. Self-controlling means that the person may control his/ her own behaviors,
emotions, and instincts despite of being motivated for doing a certain action. With self-controlling behavior, an adolescent takes time for thinking about his/ her own choices and possible results and then selects the best choice out of them (200). Mayer and Salovey introduce self-controlling under title of proper use of emotions and argue that the self-controlling and potential for regulation of emotions may improve personal capacity for self-reassuring, perception of anxieties, depressions, and or current frustrations. The persons, who behave weakly in terms of self-controlling, are constantly struggled with sense of disappointment, depression, and disinterest in function, while the persons with a lot of skills in this regard may more quickly leave the problems behind and accompany certain amount of emotions to thought and pass through the proper course of thinking (21,22). Self-controlling does not mean suppression of emotions and feelings; inversely, self-controlling denotes that we have a choice for quality to express our emotions so that the method of expressing of emotions is something which should be focused in such a way that thereby the process of thinking is facilitated (23).

The concept of self-controlling was developed by Snider (1974) based on which to what extent a person in his/ her own position might be flexible and or stable (24). Logue defines self-controlling in this way: It is to wait for the behaviors, which are but followed by postponed rewards in tomorrow. Self-controlling may be observed from different points of view; for instance, self-controlling has been described as postponed satisfaction and operationally as the period of time for which a person waits to achieve more valuable but more-delayed outcome. Self-controlling denotes rate of adjustment of one’s behavioral characteristics to the existing conditions and position (25).

Failure of self-controlling is related to concept of impulsiveness and anxiety and it shows deficiency in thinking about consequence of behavior and it reveals higher levels of maladaptation. The adolescents employ self-controlling when they intend to achieve a goal in long run. For this purpose, the adolescent should ignore the joys of food, gambling, alcohol, spending money and the like. They do this action through controlling of temptations for telling lies and escaping from their promises and also making oneself calm toward the given failure (25). In most of complicated situations and dilemmas in which the adolescent should select an alternative, s/he should use self-controlling. Self-controlling indicates its impact through the coping methods in adaptation. The persons, who can prioritize the realistic objectives and create balance between their emotions and wisdom at time of making decisions, are self-controlled (26,27).

In several studies, the effect of self-controlling has been explored and they came to this conclusion that the persons with higher self-controlling might enjoy social skill at the highest level (28). Hence, self-controlling is the main core for many problems in adolescents. As a result, identifying and recognition of impact of this important variable on mental health and adaptation of adolescents seems necessary similar to family as a factor. Thus, the weak belief and performance in such fields may lead to occurrence of maladaptation in individual. Therefore, the current study is looking for giving answer to this question: Is self-controlling and family’s performance related to social adaptation in students?

METHODOLOGY

The present research is of descriptive- cross-sectional type with correlation design that was carried out by aiming at exploring relationship among self-controlling and performance of family with social adaptation among students. The studied major variables in this investigation include self-controlling, family’s performance, and social adaptation. The statistical population of current research comprises of all high school students from Abadeh City in academic year (2013-14). The minimum sample size was estimated 318 by means of Cochran’s sampling formula as well as the given error level (0.05). In order to increase potential for study on final
The study on relationship among self-control and performance of family with social adaptation in high school students at Abadeh City

Proportional to studied goals in this survey, Tangney’s revised Brief Self-Control Scale (BSCS), Family Assessment Device (FAD) questionnaire, Adjustment Inventory for School Students (AISS), and a demographic data form were utilized. The self-control questionnaire is a self-reporting scale that has been prepared by Tangney et al. (2004) and it includes 36 articles. This test has been prepared with inspiring from previous tools and for removal the defects in inventories, which had been built for self-controlling. 36 statements of this scale are answered in 5-scale Likert spectrum ranging from ‘it is never similar’ score 1 through ‘it is very similar’ with score 5. Total score for the participants in this test will be 36 and 180 at least score and highest score, respectively. The articles 1, 2, 3, 5, 7, 8, 9, 10, 11, 13, 15, 16, 18, 19, 20, 22, 24, 27, 28, 30, 31, 32, 33, and 34 are scored inversely. The reliability and validity of this tool were reported 0.89 by using Cronbach alpha coefficient (29). Family Assessment Device (FAD) questionnaire has been prepared by Epstein, Lawrence, Baldwin, and Bishop (1908) and it is aimed at measurement of family’s performance based on McMaster’s model. This model determines the structural, occupational, and interactive characteristics of family and identifies six dimensions of family’s performance including problem-solving, roles, affective involvement, communication, affective responsiveness, and behavior control. Similarly, it determines the family’s potential for adaptation to field of familial tasks on 4-scale Likert spectrum ranging from ‘strongly agreed’ with score 1 through ‘strongly disagree’ with score 4. All responses are coded from 1 to 4 to score this tool. The mean scores of its constituent element are calculated to acquire the score for any scale and then scores of elements for any subscale are summed and divided by number of those elements. Acquisition of higher score in FAD questionnaire indicates unhealthy function. The reliability and validity of this tool was reported 0.72-0.92 using Cronbach alpha coefficient by Epstein et al. so that it suggests the relatively good internal consistency for this tool (30). In Iranian sample, alpha coefficients for these subscales were reported as 0.61 (problem-solving), 0.38 (communication), 0.67 (roles), 0.72 (affective involvement), 0.64 (affective responsiveness), 0.65 (behavior control), and 0.81 (total performance) (31). Adjustment Inventory for School Students (AISS) is a self-reporting tool that has been formulated by Sinha and Sing (1993). This tool includes 60 questions and isolates the high school students with good adaptation from the weak students in three adaptation fields (affective, social, and educational). The subscale of social adaptation was utilized in this study with 20 articles, which can be answered with yes or no. Acquisition of lower score at social adaptation scale means better social adaptation. The reliability coefficient of social adaptation subscale was reported as 0.93 (half-split technique), 0.90 (retest), and 0.92 (Kuder Richardson technique-20) (32). The reliability of this test has been approved by a group of psychologists.

Research questions
1. Is self-controlling capable to predict social adaptation in students?
2. Is family’s performance capable to predict social adaptation in students?
3. Which of variables of self-controlling and family’s performance can predict further for social adaptation?
4. Is social adaptation of students different in terms of gender?
Findings
In Table (1), mean and standard deviation for scores of students are given based on dimensions of family’s performance, self-controlling, and social adaptation.

Table 1. Mean and standard deviation for students’ scores based on dimensions of family’s performance, self-controlling, and social adaptation (N=350).

<table>
<thead>
<tr>
<th>Variable</th>
<th>Boy Mean</th>
<th>Boy Standard deviation</th>
<th>Girl Mean</th>
<th>Girl Standard deviation</th>
<th>Total Mean</th>
<th>Total Standard deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family’s performance</td>
<td>3.09</td>
<td>0.42</td>
<td>3.11</td>
<td>0.39</td>
<td>3.09</td>
<td>0.41</td>
</tr>
<tr>
<td>Problem-solving</td>
<td>2.93</td>
<td>0.51</td>
<td>2.93</td>
<td>0.48</td>
<td>2.93</td>
<td>0.50</td>
</tr>
<tr>
<td>Communication</td>
<td>3.01</td>
<td>0.48</td>
<td>3.07</td>
<td>0.43</td>
<td>3.04</td>
<td>0.45</td>
</tr>
<tr>
<td>Roles</td>
<td>3.32</td>
<td>0.44</td>
<td>2.30</td>
<td>0.41</td>
<td>3.32</td>
<td>0.43</td>
</tr>
<tr>
<td>Affective involvement</td>
<td>3.21</td>
<td>0.45</td>
<td>3.26</td>
<td>0.38</td>
<td>3.24</td>
<td>0.41</td>
</tr>
<tr>
<td>Affective responsiveness</td>
<td>2.76</td>
<td>0.55</td>
<td>2.84</td>
<td>0.48</td>
<td>2.79</td>
<td>0.52</td>
</tr>
<tr>
<td>Behavior control</td>
<td>3.24</td>
<td>0.43</td>
<td>3.32</td>
<td>0.42</td>
<td>3.27</td>
<td>0.42</td>
</tr>
<tr>
<td>Self-control</td>
<td>18.24</td>
<td>7.39</td>
<td>22.79</td>
<td>9.27</td>
<td>20.13</td>
<td>8.51</td>
</tr>
<tr>
<td>Social adaptation</td>
<td>4.28</td>
<td>2.74</td>
<td>5.64</td>
<td>2.83</td>
<td>5.13</td>
<td>2.76</td>
</tr>
</tbody>
</table>

As it visible in this table, observation of mean value of adolescents’ perception of performances of their family indicates that no remarkable difference is seen in dimensions of family’s performance between female and male adolescents while variables of self-control and social adaptation are different among female and male students. In Table (2), the correlation matrix of dimensions of family’s performance and self-control with social adaptation is given.

Table 2. Correlation matrix of dimensions of family’s performance and self-control with.

<table>
<thead>
<tr>
<th></th>
<th>Total performance</th>
<th>Problem-solving</th>
<th>Communication</th>
<th>Roles</th>
<th>Affective involvement</th>
<th>Affective responsiveness</th>
<th>Behavior control</th>
<th>Self-control</th>
<th>Social adaptation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total performance</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Problem-solving</td>
<td>0.258</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication</td>
<td>0.304</td>
<td>0.293</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Roles</td>
<td>0.273</td>
<td>0.334</td>
<td>0.456</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Affective involvement</td>
<td>0.357</td>
<td>0.273</td>
<td>0.311</td>
<td>0.347</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Affective responsiveness</td>
<td>0.306</td>
<td>0.295</td>
<td>0.363</td>
<td>0.351</td>
<td>0.425</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Behavior control</td>
<td>0.227</td>
<td>0.354</td>
<td>0.259</td>
<td>0.291</td>
<td>0.371</td>
<td>0.381</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self-control</td>
<td>0.286</td>
<td>0.204</td>
<td>0.206</td>
<td>0.173</td>
<td>0.253</td>
<td>0.127</td>
<td>0.256</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Social adaptation</td>
<td>0.294</td>
<td>0.293</td>
<td>0.278</td>
<td>0.216</td>
<td>0.318</td>
<td>0.296</td>
<td>0.242</td>
<td>0.227</td>
<td>1</td>
</tr>
</tbody>
</table>

As it shown in Table (2), with dimensions of affective involvement (0.318), affective responsiveness (0.296), and perceived total performance of family (0.294) are correlated in social adaptation at high level. Likewise, correlation rate was acquired among variables of social adaptation and self-control as 0.227.

Research first question: Is self-controlling capable to predict social adaptation in students?

Given that both variables of self-control and social adaptation are placed at standard distance level with normal distribution, single linear simple test was used to examine the research first
The study on relationship among self-control and performance of family with social adaptation in high school students at Abadeh City

question. Table (3) shows the results from single linear regression test to interpret the potential for prediction of social adaptation among students based on variable of self-control.

Table 3. The simple linear regression test to interpret potential for prediction of social adaptation based on variable of self-control.

<table>
<thead>
<tr>
<th>Correlation coefficient R</th>
<th>Determination coefficient</th>
<th>B</th>
<th>β</th>
<th>T</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-control</td>
<td>0.243</td>
<td>0.217</td>
<td>0.143</td>
<td>0.248</td>
<td>2.16</td>
</tr>
</tbody>
</table>

As it seen in Table (3), the rate of correlation among variables of self-control and social adaptation was reported 0.243, which is 24.3% of correlation between variables of self-control and social adaptation among students. As it shown in Table (3), determination coefficient has been derived 0.217 and this quantity signifies that the self-control may define 21.7% of variance for variable of social adaptation. The slope of regression of self-control with social adaptation was acquired 0.143 and this figure means that score of variable of social adaptation is added 0.143 as variable of self-control is increased one unit. Thus, with respect to t-value (t=2.16) and significance level (p=0.043) it can be concluded that there is a significant relationship between them at confidence level 95% and in other words the variable of self-control may predict social adaptation among students (P<0.05).

Research second question: Is family’s performance capable to predict social adaptation in students?

Whereas the variables of family’s performance and social adaptation include both interval level and normal distribution thus simple linear regression test was utilized to examine research second question. Table (4) shows the results from simple linear regression test to interpret potential for prediction of social adaptation among students based on performance of family.

Table 4. The simple linear regression test to interpret potential for prediction of social adaptation based on variable of family’s performance.

<table>
<thead>
<tr>
<th>Correlation coefficient R</th>
<th>Determination coefficient</th>
<th>B</th>
<th>β</th>
<th>T</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family’s performance</td>
<td>0.162</td>
<td>0.114</td>
<td>0.172</td>
<td>0.154</td>
<td>2.157</td>
</tr>
</tbody>
</table>

As it visible in Table (4), the correlation coefficient between variables of family’s performance and social adaptation was derived 0.162 and this value interprets 16.2% of correlation among family’s performance and social adaptation between students. Based on the existing results, the given determination coefficient was reported 0.114 and this value signifies that the variable of family’s performance may define 11.4% of variance of social adaptation among students in the studied population.

The slope of regression was reported 0.172 among variables of family’s performance and social adaptation and this figure shows that as amount of 0.172 is added to score of social adaptation, variable of family’s performance is increased up to one unit. Similarly, findings in Table (4) indicated that with respect t-value (t=2.157) and significance level (p=0.032), it can be concluded that there is a significant relationship among them at confidence interval 95%. Thus, it may be implied that there is significant relationship among family’s performance and social adaptation of students and variable of family’s performance may predict social adaptation of students (P<0.05). Table (5) shows the results from multivariate regression to interpret potential
foe prediction of social adaptation among students based on dimensions of family’s performance.

Table 5. The multivariate regression test to interpret prediction of social adaptation of students based on variable of family’s performance (only the significant prediction variables have been listed).

<table>
<thead>
<tr>
<th></th>
<th>Correlation coefficient R</th>
<th>Determination coefficient</th>
<th>Regression slope B</th>
<th>Standard deviation</th>
<th>β-Beta</th>
<th>t-value</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problem-solving</td>
<td>0.293</td>
<td>0.247</td>
<td>0.143</td>
<td>0.069</td>
<td>0.108</td>
<td>2.06</td>
<td>0.039</td>
</tr>
<tr>
<td>Affective involvement</td>
<td>0.273</td>
<td>0.169</td>
<td>0.227</td>
<td>0.08</td>
<td>0.203</td>
<td>2.98</td>
<td>0.003</td>
</tr>
<tr>
<td>Behavior control</td>
<td>0.225</td>
<td>0.148</td>
<td>0.287</td>
<td>0.053</td>
<td>0.373</td>
<td>5.45</td>
<td>0.001</td>
</tr>
</tbody>
</table>

As the findings indicate in Table (5), primarily the variable of problem-solving entered at scale of family’s performance in stepwise multivariate regression analysis and it defined 24.7% of variance of social adaptation among students (P= 0.039 and F 1,346= 4.28). Then the affective involvement was a variable that interpreted 16.9% of variance of social adaptation among students (P= 0.003 and F 1,346= 9.04). Similarly, the third variable that entered in this regression was the self-control, which defined 14.8% of variance of social adaptation in students (P<0.001 and F 1,348= 18.47). Thus, it can be mentioned that the higher level of social adaptation among students is correlated to dimensions of problem-solving, affective involvement, and behavior control at scale of family’s performance (P<0.001 and P<0.05). No significant relationship was found among social adaptation with dimensions of roles, communication, and affective responsiveness in family’s performance.

Research third question: Which of variables of self-controlling and family’s performance can predict further for social adaptation?

Table (6) indicates the results of total variance relating to regression of variables of self-control and family’s performance in social adaptation.

Table 6. Total analysis of variance (ANOVA) relating regression of variables of self-control and family’s performance on social adaptation (only the significant prediction variables have been listed).

<table>
<thead>
<tr>
<th></th>
<th>Mean (M)</th>
<th>Standard deviation (SD)</th>
<th>Degree of Freedom (d.f)</th>
<th>F-statistic</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-control</td>
<td>20.13</td>
<td>8.51</td>
<td>1</td>
<td>7.01</td>
<td>0.008</td>
</tr>
<tr>
<td>Family’s performance</td>
<td>3.09</td>
<td>0.41</td>
<td>1</td>
<td>5.04</td>
<td>0.025</td>
</tr>
</tbody>
</table>

As, the findings showed in Table (6), both variables of self-control and family’s performance affect significantly on social adaptation (p<0.05). Table (7) shows the results from multivariate regression test to interpret potential for prediction of social adaptation among students based variables of self-control and family’s performance.

Table 7. The multivariate regression test to interpret potential for prediction of social adaptation of students based on variables of self-control and family’s performance.

<table>
<thead>
<tr>
<th></th>
<th>Correlation coefficient R</th>
<th>Determination coefficient</th>
<th>Regression slope B</th>
<th>Standard deviation</th>
<th>β-Beta</th>
<th>t-value</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-control</td>
<td>0.243</td>
<td>0.217</td>
<td>0.143</td>
<td>0.037</td>
<td>0.254</td>
<td>2.06</td>
<td>0.003</td>
</tr>
<tr>
<td>Family’s performance</td>
<td>0.162</td>
<td>0.117</td>
<td>0.172</td>
<td>0.08</td>
<td>0.154</td>
<td>2.34</td>
<td>0.054</td>
</tr>
</tbody>
</table>
The study on relationship among self-control and performance of family with social adaptation in high school students at Abadeh City

As it visible in Table (7), the variable of self-control primarily entered in stepwise multivariate regression analysis and defined 21.7% of variance of social adaptation among the students (P= 0.003 and F 1,326 = 5.37). Then, the variable of family’s performance entered in this regression and it interpreted 11.7% of variance for social adaptation among students (P= 0.054 and F 1,326 = 4.68). Therefore, it can be implied that the variable of self-control have greater potential for prediction of social adaptation.

Research fourth question: Is social adaptation of students different in terms of gender?

Table (8) shows the results of independent t-test for comparison of mean and standard deviation in variable of social adaptation based on gender.

<table>
<thead>
<tr>
<th>Gender</th>
<th>Number</th>
<th>Mean M</th>
<th>Standard deviation SD</th>
<th>Sig</th>
<th>D.F</th>
<th>T</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social adaptation</td>
<td>Girls</td>
<td>173</td>
<td>2.33</td>
<td>1.17</td>
<td>0.018</td>
<td>244.99</td>
</tr>
<tr>
<td></td>
<td>Boys</td>
<td>147</td>
<td>2.13</td>
<td>1.48</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

As the findings indicated in Table (8), the mean score of female social adaptation (SD= 1.17 and M= 2.33) is significantly higher than (P= 0.018, d.f= 244.99, and t= 1.34) the mean score of male social adaptation (SD= 1.48, M= 2.13). Likewise, whereas the variances of both groups were significantly unequal (p<0.05, F= 40.41) thus t-test was used for unequal variances. Therefore, it can be mentioned that there is significant difference among scores of social adaptation between female and male students and this difference is in favor of girls (p<0.05).

DISCUSSION

Adaptation has been also defined as potential for responsiveness, adjustment, compromise, cooperation, and coping with oneself, environment, and others (4). The adaptive human is someone, who enjoys mental health but the intensive and quick changes may usually challenge the potential for adaptation in individual seriously and consequently it creates possibility for difference, conflict, stress, and confusion (7). A review on psychological history of teenagers and adolescents in the past shows that only family, school, community, and/ or cohort group were studied under the one-dimensional survey to determine maladaptation and problems of teenagers and adolescents and they were looking for the cause of this problem only in a single factor. However, different psychological and sociological attitudes at modern age are founded on this principle that only one factor may not be deemed as the sole determinant for behavior of individuals so that several factors may play role in creation and formation of behavior and they are looking for determining the role of any factor separately in formation of behavior. Thus, the current study was conducted in order to interpret the relationship among variables of self-control and family’s performance with social adaptation between high school students.

It is noteworthy before discussion about findings and results that the demographic data from testees have been presented according to gender, educational grade, education level of their parents, and economic status of family and testees have been classified into cohort group based on these data to make it possible comparison between them. Nonetheless, participants included 54.1% of female students and 45.9% of male students. 75.8% of students have studied at first grade of high school in general course. Regarding parents’ education, most of parents had education level under high school diploma while this ratio was reported 42.2% for fathers and 62.1% for mothers. Similarly, 83.8% of participants reported economic status of their family at average level.
The results derived from the research first question (Is self-controlling capable to predict social adaptation in students?) suggested that with respect to $t$-value ($t=2.16$) and significance level ($P=0.043$), it can be concluded that there is a relationship at significance level 95%. Thus it may be inferred that there is a significant relationship among variables of self-control and social adaptation in students and variable of self-control can predict 21.7% of variance for variable of social adaptation in students. Likewise, The rate of correlation among variables of self-control and social adaptation was reported 24.3% at the present survey and these results are aligned with findings of the conducted studies (22,24,26,28,33). The findings of these studies noticeably suggest that there is a significant relationship among variables of self-control and social adaptation and this alignment may interpret the similarity between the existing social and cultural factors in the studied samples.

Lefchuhert has posited that the self-control may predict a wide range of behaviors (34). Similarly, Sheppes et al also found that the variable of self-control is deemed as a good predictor for social behaviors and this complies with the results of present research (34). Thus, it can be implied that self-control is a unique personality trait that is different in various persons. Namely, each of persons with higher level of self-control may express different reactions and behaviors with respect to what extent they enjoy self-control trait and such different behavioral reactions indicate the level of their adaptation under several conditions.

The results came from the research second question (Is family’s performance capable to predict social adaptation in students?) signified that with respect to $t$-value ($t=2.157$) and significance level ($0.032$), it can be concluded that there is a relationship at significant level 95%. Thus, it may be inferred that there is a significant relationship among family’s performance and adaptation of students and variable of family’s performance may predict social adaptation among the students ($p<0.05$). The results indicates that the derived determination coefficient signifies that variable of family’s performance interprets 11.4% of variance of social adaptation among students in the studied population. These results are aligned with the finding from other conducted investigations (36, 35, 19, 18, 15, 14, 1, 7, 37). The findings of these studies noticeably suggest that there is significant relationship among family’s performance and students’ adaptation. Similarly, according to Wiseman’s viewpoint, the social adaptation is seen in human’s interaction with other individuals, satisfaction with individual’s action, and way of performance in respective of their functions, which are more unlikely affected by personality, culture, and family’s relations (38, 39) so this definition of adaptation may interpret our results.

The results of this study can be interpreted by the aid of various psychological theories, which have addressed the relation among family’s performance and children and providing their emotional requirements. For example, Freud have emphasized on children’s experiences during first five years of their life and parents’ affective relation with them while Erickson highlighted the importance of formation of trust at the early years of life and/ or in his motivational-personality theory, Maslow has paid due attention to satisfaction of basic needs and role of parents in providing such requirements and from his view, physical- mental health and adaptation can be realized in light of meeting the basic needs and anxiety and other maladaptive effects originate from deprivation of satisfying these needs in family’s climate (40). Similarly, the findings of the current research showed that the scales of problem-solving (24.7%), affective involvement (16.9%), and behavior control (14.8%) can interpret the variance of social adaptation among students. Therefore, it can be implied that there is statistically significant relationship among students’ higher social adaptation with dimensions of problem-solving, affective involvement, and behavior control in family’s performance ($P<0.001, P<0.05$). The findings from studies of Rajabi, Chehardoli, and Attari showed that the variables of family’s performance and social- mental climate of classroom have negative significant relationship with students’ maladaptation (41). Likewise, the results of study from Hoagland and Leadbitter indicated that the focus on parasocial behaviors from students with their cohorts might increase
The study on relationship among self-control and performance of family with social adaptation in high school students at Abadeh City

social competitions and lack of concentration might lead to annoyance and bothering of students in social relations. They also found that the weak performance at familial multifaceted scales may predict rising behavioral problems and issues and reducing parasocial behaviors of students and higher score in adaptive behavior is significantly related to stronger performance at multifaceted scales so these are consistent with the results of the present research (42). Thus, it can be mentioned in interpretation of these findings that those families, which satisfy well children’s needs in skills of problem-solving, affective involvement, and behavior control and at the same time children’s requirements are met appropriately and at necessary level, will excellently affect on personality and adaptation of children.

The analytical findings about the research third question (Which of variables of self-controlling and family’s performance can predict further for social adaptation?) suggest that both variables of self-control and family’s performance significantly affect on social adaptation (p<0.05). The results showed that the variable of self-control might interpret 21.7% of variance of students’ social adaptation while family’s performance could 11.7% of variance of students’ social adaptation. This finding is similar to other conducted results regarding the relationship among self-control and family’s performance with adaptation. Hence, it may be implied in definition of these findings that the adaptation includes the relationship among individual and his/her environment, particularly the social environment and it makes possible for the individual to meet his/her requirements and motives. The individual enjoys adaptation when s/he could create healthy and appropriate relationship among oneself and social environment and satisfy his/her motives; otherwise, we assume him/her as maladaptive. In fact, adaptation to the environment is a skill to be learned and like other trained materials, its quality depends on rate of individual’s interest and effort for learning (39). The social adaptation possesses certain components and symptoms out of which one can refer to self-control, independence, and familial healthy relations so that to be led to satisfying individual’s requirements.

The results of the research fourth question (Is social adaptation of students different in terms of gender?) signified that There was significant relationship in social adaptation between female and male students so that the mean score of social adaptation (SD= 1.17, M = 2.33) in female students is significantly (P = 0.018) higher than social adaption (SD = 1.48, M = 2.13) between male students. These findings comply with the result from other conducted investigations (43, 44, 45, 64, 47). In general, these studies showed that the social adaptation is different between girls and boys and the female students possess social adaptation at higher level. It can be mentioned in interpretation of the current hypothesis that the adaptation is a subject based on which any living organism should be typically adapted to the surrounding environment proportionally to its life and according to nature and developmental phase to acquire it inevitably in order to guarantee the life and survival for the given organism (41) and it is a dynamic stream that refers to the individual’s response to the environment and the changes occurred there. Inter alia, their affection from various sociability models, the girls are further adaptive than boys.

The investigation showed that sexual differences between females and males and social adaptation are mutually interdependent. In a survey done by Razavian Shad titled ‘The relationship among emotional intelligence with social adaptation and educational achievement of students’, he indicated that the positive and significant differences might be seen between girls and boys in terms of social adaptation while such a difference would be in favor of boys (48). But, in the current research the existing difference in scores of social adaptation among female and male students was reported in favor of girls. Therefore, it can be expressed in interpretation of such discordance that the adaptation is not supposed as a single-cause phenomenon, but it is assumed as a process resulting from the effect of various individual, familial, and environmental factors. As one of the relevant factors to social adaptation, which have been explored in some studies, gender has been also followed by different results and this
may suggest various experiences exercised by individuals over the time that has created individual differences in their adaptation. Thus, in order to interpret the result of this study, one could assume the variables of women’s social growth, avoidance from loneliness and isolation, tendency to acquire social acceptance and their interest in establishment of close and intimate relation with friends and family to acquire their support as the effective factors on further social adaptation among girls than the boys.

CONCLUSION

As the smallest social unit, family lays the foundation to form the community and for protection from human’s emotions while any type of failure in family’s performance will adversely affect on normalization of children. The maximum numbers of maladaptive and problematic individuals belong to the damaged families and also due to lack of enjoying mental comfort and further lack of concentration with anxiety, the children from more conflicting families are more exposed to maladaptive behaviors. To adjust to physical and psychological environment, adaptation from human’s helpful and efficient behavior is done in such a way that s/he not only should be adapted to environmental changes and sufficed with it unconsciously, but also s/he should be able to affect on the environment appropriately and this process may be transformed under the influence of family’s negative performance. Hence, it can be concluded that in order to solve the problems and maladaptation in children, they should look for the social roots and causes for it in primary training environment i.e. family. And at the same time with respect to importance of role of self-controlling skills to experience psychological moods and prediction of educational and social behaviors, the necessity for paying attention to these factors may be felt further in students’ adaptation. Thus, with respect to the existing significant relationship among self-control and family’s performance with social adaptation, it is deemed very essential for students to improve variables of self-control and family’s performance in order to increase their potential for being exposed to problems and adaptation efficiently.

Research suggestions:
1- Holding of training and briefing courses for families and making parents aware of the effect of their performance on adaptation of their children;
2- Training of self-controlling skills in schools proportionally to abilities of students;
3- Paying attention to perception of family’s performance and self-control skill to correct behaviors of maladaptive students;
4- Identifying the related variables to students’ social adaptation and trying for upgrading these variables so that to be led eventually to improvement of adaptation and enhancement of quality of their life

Research constraints

The present research has been carried out regarding high school students in Abadeh city so the related results should be accurately and cautiously generalized to other populations. Likewise, with respect to limitation of the above population, the results of this study may not be generalized to student’s communities in other cities or towns, especially the cities or towns with very different cultural, ethnic, and educational characteristics from Abadeh city therefore it requires being cautious in generalization of the results from this study.

Acknowledgements:

The authors of this article express their gratitude to officials in office of education at Abadeh city, the counseling panel, personnel, and students in the studied schools. Likewise, it is hereby thanked to Dr. Mahboubeh Chinaveh and other persons, who assisted us in conducting this study.
The study on relationship among self-control and performance of family with social adaptation in high school students at Abadeh City

REFERENCES


The study on relationship among self-control and performance of family with social adaptation in high school students at Abadeh City


[46] Alipour, Mahboubeh (2002). The review on social adaptation among martyrs’ children (SHAHED) by test of family drawing. MA thesis in Islamic Azad University, Central Tehran Branch, Faculty of Social Sciences and Psychology by cooperation with research administration of Islamic Republic Martyrs Foundation.
