Original Article

The relationship between adjustment dimensions, the quality of interpersonal relationships and its comparison in successful and unsuccessful university students

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Abstract

Introduction: The purpose of the present research is to evaluate the relationship between adjustment dimensions and the quality of interpersonal relationships and its comparison in successful and unsuccessful university students.

Materials and Methods: In this research, the population included all bachelor students studying in state universities of Tehran. The research sample consisted of 400 female and male university students with high and low academic progress in Tehran universities in the academic year 2013-2014. The participants were selected using cluster random sampling. Bell's Adjustment Inventory and Attachment Scale by Collins and Read (1990) were used to collect data. The data was analyzed through t-test and multiple regression analysis.

Results: The results indicated a significant relationship between emotional and social adjustment dimensions and interpersonal relationships in university students. In addition, there was no significant difference between adjustment dimensions and interpersonal relationships in successful and unsuccessful university students.

Conclusion: The results of this research show the importance of identifying different dimensions of adjustment in interpersonal relationships.

Keywords: Adjustment, Interpersonal relationships, Successfulness, University students

Introduction

Entering the university is considered one of the most critical periods in interpersonal relationships (1). Differences in interpersonal relationships are one of the most important reasons for students to refer to counseling centers (2). Different relationships of a person with others provide different supports for a person during the growth period (3). The student period is the period when a person relies on people outside the family for support and guidance (4). Students who have problems in interpersonal relationships and do not have the ability to create intimate relationships with others suffer from a feeling of loneliness (5).

One of the factors that has a significant effect on the personal growth and interpersonal relationships of students is compatibility (6).

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Usually, students who do not have good adaptation, do not have good interpersonal relationships, feel lonely, and their immune system weakens (7). Adaptability means that a person pursues his goals within the framework of social and cultural values in such a way that he can make the desired changes to enjoy a suitable life for himself and his environment (8).

According to different researchers, it has a wide range of compatibility. One of the dimensions of adaptation that affects interpersonal relationships is the dimension related to adaptation at home and factors related to parents (9). The first interpersonal experiences in the family affect a person's perceptions and expectations of others and are shown in different ways in interpersonal relationships with others (10). Adaptation at home makes people learn how to behave with others and experience the feeling of being with others (2). Inconsistent home environment is associated with depression and anxiety (11). According to Roner's theory, bullying and unresponsiveness of parents are associated with aggression towards peers (12). The attachment approach claims that the experiences related to the child-mother (nurse) emotional bond are internalized and spread to all interpersonal relationships in cognitive structures called internal dynamic patterns, and these patterns are in different stages of life. It will remain relatively stable (13). Another dimension of adaptation is emotional adaptation. Emotional adjustment includes mechanisms by which a person finds emotional stability (14). Emotional instability and feelings of anger lead to not being accepted by others and reducing interpersonal relationships (12). A person who shows unstable and abnormal behavior in different situations is involved in a high level of interpersonal problems and emotional disturbances (10). Another dimension of adaptation is social adaptation. Social adaptation means that a person is compatible with his social environment and this adaptation may be achieved by changing himself or the environment (7). Many people with social adjustment problems are not able to respond appropriately to social requests in interpersonal relationships, and that is why problems in interpersonal relationships begin with peers (15). In addition to interpersonal relationships, compatibility dimensions are also effective on

people's academic performance (16). Although some researchers have shown that the disturbance of the family environment is related to problems in interpersonal relationships, but it is not related to other aspects of life such as academic performance (17). The theoretical background of the research has confirmed that compatibility and interpersonal relationships form "interrelated structures" (18) and these interrelated structures perpetuate the individual's behavioral patterns.

According to the brief explanations that were given, the aim of the current research is the relationship between the dimensions of adaptation and interpersonal relationships and its comparison in academically successful and unsuccessful students.

Materials and Methods

The working method in the present research is of the type of correlational and post-event comparative causal research. The statistical population of this research includes all undergraduate students in public universities in Tehran. The research sample was selected from male and female students of three universities in Tehran (Tehran, Shahid Beheshti and Allameh Tabatabai) by multi-stage random sampling method in the academic year 2013-2014. The participants in the research were divided into two groups of successful students and unsuccessful students based on the GPA of the last two semesters. Next, the average variables in these two groups were compared. In order to determine the sample size of this research, considering the size of the statistical population, Cochran's statistical formula was used, which according to the results of the table and statistical formula, to obtain valid and generalizable results, it should be around 380 samples were selected, and in this research, 400 people were selected from the total number of the statistical population (19). Inclusion criteria included students who have spent at least three full academic semesters in the university. Students with GPA less than 12 and at least one semester of probation were considered as unsuccessful students, and students with GPA above 12 and without any type of probation were considered as successful students. It should be mentioned that among the 400 samples selected from the statistical population, 389 people answered all the

questions of the questionnaires accurately and 11 people were excluded from the sample due to their failure to answer the questions. In this research, two adult attachment scale questionnaires (20) and Bell's adjustment scale were used to collect information.

Research instruments
 A) Collins and Reed Adult Attachment Scale: This scale is an objective and self-assessment test that was developed to measure problems in interpersonal relationships. This scale was first prepared in 1990 by Collins and Reed and revised in 1996. Each of the test-retest reliability coefficients for each of the three subscales of closeness, dependence and anxiety are reported as 0.68, 0.71 and 0.52, respectively. Collins and Reed (cited 21) showed that the results of the subscales of closeness (C), dependence (D) and anxiety (A) remained stable in a time interval of 2 months and even 8 months. In Iran, the correlation between the results of two implementations has been reported for the closeness subscale of 0.57, the dependence subscale of 0.47 and the anxiety subscale of 0.75, which is the most reliable overall anxiety subscale (22). B- Bell Adaptability Scale: 160-question Bell Adaptability Questionnaire (for students) was used to check the adaptability. This questionnaire has five components of adjustment at home, emotional adjustment, social adjustment, job adjustment and health adjustment. In the current research, according to the study sample, which are university students, the questions related to health compatibility and job compatibility were omitted. This questionnaire was standardized by Simulen (1365) in Iran and can be used for adults as well as teenagers. The test can be implemented in groups and has no time limit for implementation. The stability of the questionnaire by calculating the correlation between even and odd questions, the answer sheet of this questionnaire is set as three options: yes, no and I don't know. The scoring method is such that only "yes" and "no" answers are scored. A low score in this test indicates good adaptation and a high score indicates poor adaptation. In a research, Javan Sheikhi reported the validity of the questionnaire through Cronbach's alpha of 0.87 (23). In the current research, considering that three areas of emotional, family and social adjustment were examined, as a result, only 96 questions were used out of a total of 160 questions. The validity of each of the social components is 0.88, emotional 0.91 and family 0.91.

Results
 Out of the total of 400 subjects participating in this study, 207 were girls (51.75%) and 193 were boys (48.3%), who were in three age groups. The largest number was seen in the age group of 18-21 years, which is equal to 219 people (54.7%), followed by the age group of 22-25, which was equal to 145 people (36.3%), and finally the age group of 26-30, which 23 people (75.5%) were in this age range. In addition, 7 girls and 6 boys did not mention their age. Table 1 shows the frequency and percentage of problems in interpersonal relationships, the mean and standard deviation of the scores of three subscales of adjustment in successful and unsuccessful students.

Table 1. Frequency and percentage of problems in interpersonal relationships and dimensions of adjustment in successful and unsuccessful students

Students	Problems in interpersonal relationships		Lack of problems in interpersonal relationships		Total		Emotional adjustment		Home adjustment		Social adjustment	
	frequency	percentage	frequency	percentage	frequency	percentage	mean	Standard deviation	mean	Standard deviation	mean	Standard deviation
Successful	91	22.75	224	56	315	78.75	13.60	6.20	9.98	7	10.97	6.11
Unsuccessful	16	4	58	14.5	74	18.5	12.37	6.09	9.86	5.96	10.97	6.11
Unanswered	3	0.75	8	2	11	2.75	_	_	_	_	_	_
Total	110	27	290	47.5	400	100	13.38	6.10	9.90	6.19	10.99	6.22

According to Table 1, it can be seen that 91 people (22.75%) of successful students are involved in problems in interpersonal relationships, and 224 people (56%) of them do not have problems in interpersonal relationships. In addition, 16 (3.5%) of unsuccessful students are involved in problems in interpersonal relationships, and 58 of them (14.5%) do not have problems in interpersonal relationships. 11 (2.75%) of the studied students did not declare their GPA.

In addition, the results of Table 1 show that the average emotional and family adjustment in unsuccessful students is lower than that of successful students. Using the above table, it can be seen that the mean of social adjustment (10.97) is equal in both successful and unsuccessful groups. The correlation coefficients between the dimensions of adaptation to interpersonal relationships in students show that there is a significant positive relationship at the level of 0.05 between the three dimensions of social, family and emotional adaptation to problems in interpersonal relationships. The most relationship is related to emotional, family and social compatibility with problems in interpersonal relationships.

Also, for the purpose of multivariate analysis and determining the contribution of family, social and emotional adjustment variables on problems in interpersonal relationships, regression analysis was used using the entry method (Table 2).

Table 2. Coefficients from the regression analysis of interpersonal relationships according to predictor variables

Predictor variable	R	R2	B	Beta	T	P
Constant factor	–	–	6.858	–	5.994	0.01
Emotional adjustment	0.68	0.46	0.27	0.41	0.217	0.829
Social adjustment	0.121	0.15	0.73	0.123	0.855	0.395
Home adjustment	0.17	0.028	-0.38	-0.64	-0.382	0.704

According to the results of Table 2, the observed amount (F= 0.413) is significant and explains about 0.17 percent of the variance of problems in interpersonal relationships. As can be seen, emotional adjustment (R= 0.46), family adjustment (R= 0.028) and social adjustment (R= 0.15) can change the problems in interpersonal relationships among students. In order to compare the dimensions of compatibility and problems in the interpersonal relationships of successful and unsuccessful students, the t-test for independent groups was used (Table 3).

Table 3. Statistical t-test of the mean and standard deviation of the dimensions of compatibility and problems in the interpersonal relationships of successful and unsuccessful students

		Levene test F	p	Mean	Standard deviation	Mean difference	t	P	Freedom degree
Emotional adjustment	Successful	0.32	0.641	13.61	6.09	12.37	-1.507	0.553	387
	Unsuccessful			12.43	6.18				
Home adjustment	Successful	0.03	0.849	9.93	5.92	9.86	-0.220	0.63	387
	Unsuccessful			10.11	7.04				
Social adjustment	Successful	1.31	0.25	10.85	6.28	10.97	-0.252	0.755	387
	Unsuccessful			11.05	6.11				
Problems in interpersonal relationships	Successful	4.137	0.819	8.71	4.30	-0.5489	-0.999	0.322	387
	Unsuccessful			9.26	4.32				

According to table 3, because all it's calculated at the significance level of 0.05 for comparing the average scores are smaller than the critical value of the table (1.96), it is concluded that between the dimensions of compatibility and problems in There is no significant difference between interpersonal relationships in two sample groups (successful and unsuccessful students).

Discussion

The results of the current research show that there is a relationship between the dimensions of adaptation and interpersonal relationships, and emotional adaptation shows the greatest relationship with interpersonal relationships. The results of regression analysis to determine the effect of each dimension of adjustment on students' interpersonal relationships showed that about 0.46 of the variance of students' interpersonal relationships is explained by emotional adjustment and 0.15 by social adjustment.

The findings of the current research, in line with the views of other researchers, indicate that the most important variable is related to healthy interpersonal relationships and emotional compatibility (24,25). Among the effective factors in emotional adjustment, the presence of strong emotional relationships between parents and children can be mentioned (25).

The results of comparing the quality of interpersonal relationships and dimensions of adjustment in students with high and low success showed that the difference between the averages of interpersonal relations and dimensions of adjustment in successful and unsuccessful students is not significant. This result is consistent with the research results of Whittemore et al. (9). It seems that there are other factors that affect students' academic success or failure. Probably, one of the reasons for the lack of significant difference between the dimensions of adaptation in successful and unsuccessful students in the present study is related to the influence of other effective factors on students'

academic progress (26), but in addition to external sources, there are other types of sources to support the goals of progress and continuation. There is education. For example, we can mention the socio-economic status of the family, parents' education, valuing education by parents and society (27). The current research, like all research, has limitations according to the terms and conditions related to scientific research, such as the fact that the sample of this study is related to the students of three public universities in Tehran, which cannot be applied to other universities in Tehran. He even extended the cities. The lack of homogenization of the sample based on intervention variables such as age, education and other demographic variables can be considered as another major limitation of this research. Due to the fact that problems in interpersonal relationships have serious and social consequences, therefore, holding educational workshops on the methods of establishing emotional communication as the first preventive strategy to reduce problems in interpersonal relationships in order to expand the level of mental health and mental health of young people and in The result of the future generations of society should be taken seriously.

Conclusion

The present research shows that the most important dimension of compatibility in interpersonal relationships is related to emotional compatibility. Lack of emotional compatibility has always been cited as an important part of problems in interpersonal relationships. Young people who do not have emotional compatibility and always express negative emotions in relation to others will not experience favorable interpersonal relationships. In addition, interpersonal relationships and compatibility cannot be considered as effective factors in the difference between successful and unsuccessful students during the student period, it seems that there are other factors that have an effect on the academic success or failure of students.

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