

International Conference on Education & Educational Psychology 2013 (ICEEPSY 2013)

Influence of beliefs and motivation on social-psychological adaptation among university students

Rail M. Shamionov*, Marina V. Grigoryeva, Anton V. Grigoryev

Department of educational psychology, Saratov State University, Astrakhanskaya st., 83, Saratov, 410049, Russia

Abstract

The major research objective is to study the influence of fundamental beliefs, motivation and attitude to activity on students' social-psychological adaptation (N=172; young men – 42%). The absolute weight of positive (attitude to loyalty of the world, one's self-value, development motives, educational activity significance) and negative (readiness to change one's lifestyle; significance of self-development and entertainment) factors of students' adaptation (66% of dispersion). Combination of beliefs in value of one's own life, in experiencing luck in life and activity, motivation of creativity, refusal from entertainment, changing of lifestyle, absence of self-development significance have great impact on the results of students' social-psychological adaptation.

© 2013 The Authors. Published by Elsevier Ltd.

Selection and peer-review under responsibility of Cognitive-counselling, research and conference services (c-crcs).

Keywords: adaptation, motivation, beliefs, personality, educational environment

1. Introduction

Change of a social development situation upon young people's admission to university leads to actualization of social-psychological adaptation problem. There are several reasons for this: change of social environment, reduction of external control, change of academic situation, and (very often) change of place of residence. Experience of social-psychological adaptation in a new place becomes an important finding in students' life that influences future adaptation in the professional community. Besides, social-psychological adaptation is connected with academic adaptation (Yu & Downing, 2012; Litvinenko, 2007), which causes interest to this phenomenon from the point of view of social competence and development of students' academic achievement.

Investigations of students' social-psychological adaptation cover a limited range of issues. A number of studies over the last decade discussed factors of social-psychological adaptation of a personality in the

* Corresponding author. Tel.: +7-927-229-0815; fax: +7-845-222-76-72.

E-mail address: shamionov@info.sgu.ru

educational sphere: emotional intelligence (Jimenez & Lopez-Zafra, 2011; Grigoryeva, 2010), emotional experience (Mescheryakov & Sobolev, 2010; Dombrovskis, Guseva, & Murasovs, 2011), mode of personal behavioral regulation (Shamionov, 2012), cognitive style, perceptions, personal qualities (Grigoryeva, 2010) and academic achievement (Yau, Sun & Fong Cheng, 2012; Wouters, Germeijs, Colpin & Verschueren, 2011).

Correlation between different kinds of adaptation in the educational sphere (intellectual, social, psychological etc.) remains under-investigated up to the present day. Grigoryeva (2008) attempted to carry out the analysis of correlation between adaptational kinds in different educational conditions. It has been found out that when all kinds of adaptational processes mutually determine each other, the problem of adaptation can appear. Moreover, in different educational conditions correlation of adaptational kinds can differ. Meanwhile, this correlation can be different depending on gender differentiation as well. Thus, in studies of academic, social and psychological adaptation gender differences of correlations between social and academic, psychological and academic adaptation were seen, but differences in interconnection of students' social and psychological adaptation were not detected (Yau, Sun & Fong Cheng, 2012).

Many modern studies of students' adaptation are connected with studying of adaptational predictors to new (radically different) cultural and demographic conditions (for instance, during studying abroad) (Yu & Downing, 2012; Dorozhkin & Mazitova, 2008; Brisset, Safdar, Lewis & Sabatier, 2010; Li, Wu, Li & Zhuang, 2012). Thus, it has been detected that an integral motivation is the most important predictor of social-cultural adaptation, while knowledge of a second language is such a predictor that is less important, and an integral motivation is the only predictor for academic adaptation (Yu & Downing, 2012). A large review, conducted by Zhang and Goodson (2011), investigates predictors of psycho-social adaptation of international students in the United States. As the authors point out the most frequent predictors included stress, social support, English language proficiency, region/country of origin, length of residence in the United States, acculturation, social interaction with Americans, self-efficacy, gender, and personality's characteristics (Zhang & Goodson, 2011). However, neither beliefs, nor motivational characteristics, and significance of different kinds of a social activity in this aspect were studied. The only exceptions are values and cultural intentions. At the same time Zhuravlev (1998) points out that such personal characteristics as motivation, value orientations, locus of control (integrity), adaptive personal qualities (attitude towards risk, competition, assessment of personal capabilities in overcoming difficulties etc.) are the most important characteristics for social adaptation.

There are much fewer studies that establish the connection between behavioral characteristics and students' social-psychological adaptation. While this question is being studied in detail under conditions of school adaptation, it remains under-studied at post-school level and even less so at university level. For instance, Werner and Crick (1999) mark the presence of the connection between relational aggression and social-psychological disadaptation that is regularly seen in students' behavior. There are much more investigations that establish the connection between social-psychological disadaptation and alcoholic and drug behavior. Meanwhile, the issue of students' social adaptation in new conditions not only during the transition from one level to another, but also upon entering a new group (of students) and getting a new social status are important as well. Authors of a number of studies confirm the fact that presence of social-psychological adaptation of first-year students does not disappear during the first term and continues throughout all years of learning (Mescheryakov & Sobolev, 2010; Grigoryeva, 2010; Shamionov, 2012). Shamionov (2011) in his comparative research of adaptational readiness of senior students of secondary school and first-year university students shows that during the first year of university studies there is a sharp decrease of adaptational readiness due to social-psychological factors. Grigoryeva (2010) highlights that adaptation to university educational environment primarily means adaptation to new interrelationships (with other students and teachers) including communicative, role, value and other characteristics.

In conditions of rapidly changing educational paradigms, educational openness, and possibilities of academic mobility, low adaptational capability can become a barrier for implementation of educational needs of a person and international connections in the educational sphere. Study of personal characteristics' influence on the system

Download English Version:

<https://daneshyari.com/en/article/1115439>

Download Persian Version:

<https://daneshyari.com/article/1115439>

[Daneshyari.com](https://daneshyari.com)