

## THE STUDY OF SOCIAL GROWTH DIMENSIONS AMONG 12 TO 15 FEMALE ADOLESCENTS: A CASE STUDY IN TUDESHK CITY IN THE CENTER OF IRAN

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### ABSTRACT

*Adolescence is a period of time before entering to the adulthood period. Not only social growth is effective in individuals' adjustment with others, but also it is effective in their occupational success and social achievements. The purpose of the present study was to survey the dimensions of social growth among female adolescents with the age of 12 to 15 years of in Tudeshek city in Isfahan, Iran. The study carried out with dimensions and components which were existent in academic success, adjustment with others, and social achievement as research assumptions. The data of this descriptive-survey research were collected with questionnaire. The population was consisted of 12 to 15 years-old female adolescents included 37 peoples which were selected randomly. Assumptions were analyzed with inferential statistics (T-Test), ANOVA and detection of correlations. Results showed that the dimensions status of examined females was above the average level and some of the features of the household like father's education and a perfect family had effect on the dimensions of social growth. The results of tridimensional relationships study showed a relationship between the success and adjustment and also the success and achievement. Correlation analysis between three social growth dimensions showed that there is a relationship and correlation between all dimensions except the dimensions of adjustment and achievement.*

**Keywords:** Social growth, Academic success, Adjustment, Social achievement

### INTRODUCTION

Allen (2001) and Clark (2005, 2007a, 2007b) have been reported that except Malthus according to many economic historians, real wages in Europe were stagnant from 1200 to about 1800 centuries. With population decrease, the real wages of both agricultural laborers and building craftsmen were rose, as during the Black Death (peaking around 1350), and they decreased by populations rebounding. Also, they varied, due to agricultural vicissitudes. On the other hand, indentured servitude was another labor market type for solving a capital market problem and in the eighteenth century many people came to North America as "indentured servants" (Galenson, 1984).

A greater and denser population increases technological changes because of the notions about knowledge creation. Technology complements skill and increases the levels of education. On the other hand, education induces more technical changes. Also, families are induced to have fewer and more highly-educated children than a greater number of lower-educated children and eventually the crucial extensive demographic transition can set in. There are extensive transmission and preservation of knowledge among humans and it is a fundamental difference between humans and other species which has been led to modern economic growth. But without institutions called schools, the transmission could not have been broad based and could not have reached the "masses" of people (Goldin, 2014).

In the early part of the nineteenth century, most primary schools and colleges were gender neutral and U.S. education was, as well, secular (Goldin and Katz, 2011). Specially, African Americans, had low levels of education early in the twentieth century. Those who born around 1880 have completed only four years of formal schooling in contrast to white would have completed about eight years. (Card and Krueger, 1992).

Another issue is whether individuals who induced for training have more ability comparing to educated individuals. It has been shown that youths who did not attend secondary schools were not necessarily less able than those who did in historical estimates (Card, 1999). But in the present time, states have multiplicity needs for educated peoples including engineers, military personnel, teachers, clerical staff and bureaucrats. Education leads to positive externalities such as lower crime rates and better health (Goldin, 2014).

### **Social Growth During Adolescence**

When adolescents reach to the legal maturity, they believe that they are like adults. So, they wear clothes and act like adults. Adolescents believe that these things are not sufficient. So, they focus on their behavior in order to companion with adults. Adolescents believe that these behaviors make their ideal picture. In adolescence, mental development will firstly appear in a sexual and reproductive form. Secondly, it will appear in a crisis form. At last, it will appear in its completed form. Maturity will increase the emotional distance between adolescents and parents and gradually lead to more independency for adolescents. Adolescents' farness from their parents and their inattention toward their parents is a representation of egotism which has a lot of reasons. The first reason is the outbreak of adolescents new brain abilities and self-awareness. The next reason is adolescents' mental preoccupation toward their sudden physical changes. Adolescents' egotism will gradually become less and adolescents start renewing their social arrangements and reach to the social growth. Measurement criteria of an individuals' social growth is related to his adjustment with others consisting of his family, teachers, friends, relatives, the people around him, and the people whom he meets for the first time. Satisfaction, happiness, and usefulness will be obtained through affection exchange and respecting each other (Mun, 1947; Birou, 1999).

### **Success**

The researcher considered indexes such as adolescents' interest and responsibility for the purpose of surveying their amount of success (Mun, 1947; Giddens, 2009).

### **Social Achievements**

The researcher considered indexes such as social trust, social support, will, and the level of household's welfare of adolescents for the purpose of identifying their amount of social achievements (Mun, 1947; Giddens, 2009).

### **Economic Welfare**

Economy has an important role in the basis and foundation of household. One of the important factors of students' academic success is economic factors. A customary life can be a suitable ground for nurturing the children. In poor environments, the possibility of children's balanced growth is impossible or very less (Mun, 1947; Giddens, 2009).

Robert Selman is one of the theorists of social learning who proposes the role of society on learning the adolescents, but believes that learning the identity of adulthood will be done through experiencing roles in different social situations such as school, physical activity, and family relationships (Selman, 1980). Another theorist of social learning is David Elkind who believes that adolescence is consisted of social learning of passing from egoism to central community (Elkind and Irving, 1978).

The purpose of this study was to survey the dimensions of social growth among 12 to 15 female adolescents which lived in Tudeshkchubeh region district in Tudeshk city, Isfahan, Iran. Hypothesis of present study included:

- i. It seems that household has an impact on the female adolescents' adjustment of Tudeshkchubeh in Tudeshk city.
- ii. It seems that there is a significant relationship between adolescents' adjustment and their academic success.

## **METHODOLOGY**

This study was a descriptive-survey research. The data of literature review were collected with library method the data for the analysis of research assumptions were collected with questionnaire. The population was consisted of 12 to 15 year-old female adolescents included 37 peoples which were selected randomly. The survey carried with dimensions and components which were existent in academic success, adjustment with others, and social achievement as research assumptions. The data was analyzed by SPSS version 20, inferential statistics (T-Test) and differences among groups were compared by ANOVA statistical test.

## **RESULTS**

Results obtained from surveying data and assumptions are as follows:

It seems that the social growth of female adolescents of Tudeshkchubeh in Tudeshk city is above the average level.

Obtained results confirm the proposed assumption in this ground. The relationships in the first assumption were surveyed in the dimensions of social growth such as adjustment, academic success, and social achievements. Then, each components of social growth were examined. These results show that the condition of Tudeshkchubeh in Tudeshk city is above the average level from social growth dimension view point.

The significance level of the first assumption was 95 percent. Social achievements were above the average level among other components.

### **The Survey of repliers point of view based on different factors**

Distribution of respondents by age, education years, family situation, parent's education, are shown in Tables 1-5.

**Table 1. Distribution of respondents by age**

Age (Year)	Frequency	Percent	Valid Percent	Cumulative Percent
12	6	16.2	17.6	17.6
13	8	21.6	23.5	41.2
14	10	27.0	29.4	70.6
15	10	27.0	29.4	100.0
Total	34	91.9	100.0	

**Table 2. Distribution of respondents by education years.**

Education (Year)	Frequency	Percent	Valid Percent	Cumulative Percent
6	6	16.2	17.6	17.6
7	7	18.9	20.6	38.2
8	9	24.3	26.5	64.7
9	12	32.4	35.3	100.0
Total	34	91.9	100.0	

**Table 3. Distribution of respondents according to family situation**

Situation	Frequency	Percent	Valid Percent	Cumulative Percent
Complete family	35	94.6	94.6	94.6
Without parents due to death	1	2.7	2.7	97.3
Without parents due to divorce	1	2.7	2.7	100.0
Total	37	100.0	100.0	

**Table 4. Distribution of respondents by father education**

Education	Frequency	Percent	Valid Percent	Cumulative Percent
Illiterate	1	2.7	2.7	2.7
Primary	11	29.7	29.7	32.4
Guidance	12	32.4	32.4	64.9
Diploma	5	13.5	13.5	78.4
Super Diploma	1	2.7	2.7	81.1
Bachelor	5	13.5	13.5	94.6
Super bachelor	1	2.7	2.7	97.3
doctoral	1	2.7	2.7	100.0
Total	37	100.0	100.0	

**Table 5. Distribution of respondents by mother education**

Education	Frequency	Percent	Valid Percent	Cumulative Percent
Illiterate	4	10.8	10.8	10.8
Primary	23	62.2	62.2	73.0
Guidance	4	10.8	10.8	83.8
Diploma	3	8.1	8.1	91.9
Super Diploma	1	2.7	2.7	94.6
bachelor	2	5.4	5.4	100.0
Total	37	100.0	100.0	

**The effects of different factors on social growth indexes**

Results indicate that components are approved. Apart from the components of health and hope that no have significant differences with the test value, other components are above average (Table 6).

**Table 6. Results obtained from T test for every indexes of social growth**

Variable	Index	Test Value = 3					
		t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
						Lower	Upper
Social achievement	Welfare	5.324	36	0.000	0.66667	0.4127	0.9206
	Volition	2.465	36	0.019	0.33784	0.0598	0.6158
	Aegis	5.262	36	0.000	0.64189	0.3945	0.8893
	Confidence	4.421	36	0.000	0.45045	0.2438	0.6571
Occupational success	Coordination	5.707	35	0.000	0.76852	0.4951	1.0419
	Hope	1.000	36	0.324	0.10811	-0.1111	0.3274
	Responsibility	3.352	36	0.002	0.39640	0.1565	0.6363
Adjustment with others	Intelligence	7.217	36	0.000	0.68468	0.4923	0.8771
	Hygiene	-0.527	35	0.602	-.05556	-0.2697	0.1585
	Inflexion	3.183	36	0.003	0.43243	0.1569	0.7079
	Cooperation	3.820	36	0.001	0.42342	0.1986	0.6482

### The effect of the type of family (full or semi-full) on social development dimensions

As seen in Table 7, there is no difference between the girls which live in full and semi-full families in the neighborhood Tudeshkchubeh in Tudeshk, by adjustment and success. But the mentioned two groups are different by academic achievement.

**Table 7. Results obtained from ANOVA test by the type of family for each of social development dimensions**

	Sum of Squares	Df	Mean Square	F	Sig.	
Adjustment	Between Groups	0.434	2	0.217	1.102	0.344
	Within Groups	6.497	33	0.197		
	Total	6.931	35			
Success	Between Groups	0.106	2	0.053	0.193	0.826
	Within Groups	9.074	33	0.275		
	Total	9.180	35			
Achievement	Between Groups	2.588	2	1.294	6.278	0.005
	Within Groups	7.007	34	0.206		
	Total	9.595	36			

### Attitudes of respondents on the father education

As it can be seen in Table 8, there is no difference between adjustment and academic achievement for respondents with educated and no educated fathers, but the two groups are different in terms of success.

**Table 8. ANOVA test results for each of aspects of social development in terms of father education**

		Sum of Squares	Df	Mean Square	F	Sig.
Adjustment	Between Groups	0.589	7	0.084	0.371	0.911
	Within Groups	6.342	28	.227		
	Total	6.931	35			
Success	Between Groups	3.478	7	0.497	2.440	0.044
	Within Groups	5.701	28	0.204		
	Total	9.180	35			
Achievement	Between Groups	3.449	7	0.493	2.324	0.052
	Within Groups	6.147	29	0.212		
	Total	9.595	36			

**Attitudes of respondents on the mother education**

As it has been seen in Table 9, there is no difference between adjustment success and academic achievement for respondents with educated and no educated mothers .

**Table 9. ANOVA test results for each of aspects of social development in terms of mother education**

		Sum of Squares	Df	Mean Square	F	Sig.
Adjustment	Between Groups	0.569	5	0.114	0.536	0.747
	Within Groups	6.363	30	0.212		
	Total	6.931	35			
Success	Between Groups	1.278	5	0.256	0.970	0.452
	Within Groups	7.902	30	0.263		
	Total	9.180	35			
Achievement	Between Groups	1.890	5	0.378	1.521	0.212
	Within Groups	7.705	31	0.249		
	Total	9.595	36			

**Correlation between three social growth dimensions**

The results are shown in following table:

**Table 10: the results of correlations between three growth scale components**

		Correlations		
		Achievement	Success	Adjustment
Achievement	Pearson Correlation	1	0.544	0.431
	Sig. (2-tailed)		0.001	0.009
	N	37	36	36
Success	Pearson Correlation	0.544	1	0.686
	Sig. (2-tailed)	0.001		0.000
	N	36	36	35
Adjustment	Pearson Correlation	0.431	0.686	1
	Sig. (2-tailed)	0.009	0.000	
	N	36	35	36

## DISCUSSION

The survey of correlation between three social growth dimensions showed that there is a relationship and correlation between all dimensions except the dimensions of adjustment and achievement which their Pearson correlation coefficient was 0.431. Correlation relationship is between the dimensions which their Pearson correlation coefficient is 0.5 or above 0.5.

In a previous study, the effectiveness of teaching life values on the preschool children and proficiency of their parents was specified on social growth of children. This Quasi-experimental study was design the pretest– posttest with control group. The statistical population of the study was consisted 351 children were selected from all preschool children who were in kindergartens under welfare institution in the Shiraz city in 2010, with using multi stage cluster sampling, and was performed to them Winelend social growth questionnaire and Adams and sharer's self- proficiency assessment to their parents. After completing the questionnaire, 30 numbers of people who had score lower than a quorum, were randomly selected and divided into two experimental and control groups. Experimental group trained 10 conventions of 2 hours of life values. The results showed that divergences in two experimental and control groups in terms of children social growth ( $P \leq 0.002$ ) and efficacy of their parents ( $P \leq 0.02$ ) has reached a significant level. Measurement dimension of training effect is respectively 30 and 18 percent (Moghtaderi, 2011).

Souri (2014) has been reported that the human capital could be considered as the most important factor in the economic growth models. In addition, social capability has been seen one of the factors of the economic growth social capital and trust is its main component which has gained a vital role in economic growth studies. In this study the relationship between growth and social capital has been evaluated. The results showed that the social capital has a significant effect on the economic growth. Furthermore, the economic factors could have an important effect on improving or declining the social capital.

The findings of Durlak (2011) based on a meta-analysis of 213 school-based, universal social and emotional learning (SEL) programs involved 270,034 kindergarten through high school students showed that SEL participants substantiated significantly improved social and emotional skills, attitudes, behavior, and academic performance compared to controls, that reflected an 11-percentile-point gain in achievement. Four recommended practices were used for developing skills and the despite of implementation problems moderated program outcomes. The findings also showed that policy makers, educators, and the public can cooperate to healthy development of children by supporting the combination of evidence-based SEL programming into standard educational practice.

Basic differences of nurturing criteria in west and Iran can be concluded as following. In the west, constantly encouraging people to material progress, absolute individual independency, unjust competition, individuality, and inattention to others are the basic criteria of youth and adolescents' nurturing of high and middle class (Kagitcibasi, 1996). On the other hand, basic criteria of adolescents and youth's growth among religious and traditional groups of Iranian community consisting of high and middle social class are their obedience from their parents, their assignment implementation, their access to livelihood, and their responsibility toward other family members, relatives, and other people. Clearly, when a teacher transfers a subject matter to students without their intervention, activity, and willingness, it is almost possible that this kind of unilateral teaching will prevent students from their creative and active learning. If a teacher provides a condition for the students in which they themselves absorb, modify, manipulate, and interpret subject matters, learning will occur in its real and deep sense. So, we can say that a baby has a subjective role in the learning process, but a teacher

has a subjective role in the teaching process. The most illustrative justification for identifying the difference between becoming a social person and socializing other people is expressed that you should be with all people and do not be like them. This sentence means that people should maintain their unity and uniqueness as well as accepting other people and obeying the norms and values of the community. With regard to the proposed discussions about accepting and setting norms, we should mention that a student has a selection power by being in a community and dealing with norms and values. Selection power is the most effective factor of nurturing. A teacher is an indirect observer of students.

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