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

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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.

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

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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
of social-psychological adaptation, determination of strategies of psychological help students to overcome internal barriers for adaptation and increase adaptational readiness of a person, which is of a particular importance. Difficulties of university students’ social-psychological adaptation can be connected with personal factors. Their academic work will allow determining the most important predictors of adaptation.

That is why the goal of our research is to study the influence of fundamental beliefs, motivation and attitude towards activity on social-psychological adaptation of students.

2. Methodology of the research

2.1. General background of the research

Hypothesis: If educational and professional motives supported by beliefs in loyalty of the world and personal significance prevail in the structure of students’ motivation, social-psychological adaptation to educational sphere will be successful.

Paradigm of the study: The present study is carried out on the basis of the system-diachronic approach in psychology. In accordance with the goal of the main approach research is implemented with the use of comparative method, correlation and regression analysis.

2.2. Participants

The number of the participants is 172 university students (42% - young men). The age of the participants is 20.40 years old (SD=1.03).

2.3. Instruments

Techniques. The participants were offered to take the test of social-psychological adjustment (SPA) by C. Rogers-R. Diamond (TSPAD), adapted into the Russian language by T.V. Snegireva (Raygorodsky, 1998); scale of fundamental beliefs (SFB) by R. Janoff-Bulman, adapted by O. Kravtsova (Soldatova, Shajgerova, Prokofieva & Kravtsova, 2008); method of personality’s motivational structure (MPMS) by V.E. Milman (1990).

SPA (101 points) consists of 6 integral scales (maximum grade – 100): adaptation (68 points), self-acceptance (18 points), acceptance of others (13 points), emotional comfort (14 points), internality (22 points), striving for domination (9 points). The scale of lies (9 points) and escapism (5 points) are given additionally. The participants assess statements in accordance with 8-point grading scale (0 – it absolutely does not refer to me, 7 – it is exactly about me).

MPMS (14 statements, 8 points each) contains 7 scales of motivational profile: life support maintenance, comfort, social status, communication, total activity, creative activity, social usefulness and scales of emotional profile: emotional worries of sthenic type, emotional worries of asthenic type, sthenic type of worries and behavior under conditions of frustration. Participants assess statements in accordance with 3-point grading scale (0 – no, I do not agree, 2 – yes, I agree).

Inventory SFB (32 points) contains 8 scales (each scale consists of 4 points, the value for each scale is determined by an arithmetic average grade, maximum grade – 6): loyalty of the world (LW), benevolence of people (BP), justice of the world (JW), control of the world (CW), randomness as the principle of occurring events’ spreading (R), self-worth (SW), self-control level (SC), luckiness level (L). Participants assess points in accordance with the scale: 1 – I absolutely disagree, 6 – I absolutely agree (maximum point in each scale – 24).

Questionnaire. The attitude to activity has been studied with the help of 8 scales (we offered to assess the statements in accordance with the level of significance for a respondent (in accordance with a 10-point grading scale: 1 – it is absolutely insignificant, 10 – it is absolutely significant) in the sphere of: (1) sport, (2)
entertainment, (3) tourism, (4) educational activity, professional training, (5) communication with friends, (6) internet, (7) self-development, self-cultivation, (8) religion; we also measured readiness to change in the sphere of (9) world politics, (10) economic changes, (11) change of place of residence (migration), and (12) way of life. Social-demographic values (age, gender, place of residence before admission to a university, place of residence at the present time) have been analyzed as well.

Data analysis. The following types of analysis were used: Student’s t-test, Pearson’s correlation analysis, direct step-by-step regression analysis. All statistical analyses were conducted with the aid of the Statistical Package for the Social Sciences (SPSS 17.0).

2.4. Procedure

The logic of the research is as follows: 1) first we carried out the comparative analysis of students’ (young men and women) adaptation. Due to the fact that adaptational parameters for young men and women (table 1) were the same, the next analysis was carried out without gender differentiation; 2) on the basis of descriptive statistics’ data two extreme groups according to the level of adaptation were singled out: (a) “disadaptational” ($M_a < M - \sigma$) and (b) “adaptational” ($M_b > M + \sigma$); 3) the comparative analysis of polar adaptive and disadaptive groups was conducted; 4) the regression analysis for establishing prediction level of students’ adaptation by different characteristics of sets, motivation, and attitude towards its activity was carried out.

3. Research results

Analysis of social-psychological adaptation of male and female participants of the research did not show any gender differences ($M_f = 65.66$; $M_m = 64.62$; $t = 0.53$; $p > 0.05$). That is why we carried out the next analysis of the characteristics being studied without any gender differentiation. Absence of differences is expected due to the fact that in a number of studies (Grigoryeva, 2010; Shamionov, 2012) adaptational values of young men and women are the same. In order to form polar groups according to social-psychological adaptation level criterion we used mean values ($M = 65$; $SD = 13.06$). We detected two polar groups: a group with a high ($M > 78$) and a low level of social-psychological adaptation ($M < 52$).

Comparison of polar groups’ personal motivation structure with the use of Student’s parametric criteria has shown a number of similarities and differences in the values (see table 1).

Table 1 Motivation of disadaptive ($M_a$) and adaptive ($M_b$) students

<table>
<thead>
<tr>
<th>Motivation</th>
<th>Disadaptive students ($M_a$)</th>
<th>Std. Deviation SD</th>
<th>Adaptive students ($M_b$)</th>
<th>Std. Deviation SD</th>
<th>t</th>
<th>Sig. (2-tailed) p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Life support maintenance</td>
<td>13.41</td>
<td>2.81</td>
<td>13.31</td>
<td>2.78</td>
<td>0.13</td>
<td>.89</td>
</tr>
<tr>
<td>Social status</td>
<td>16.22</td>
<td>3.73</td>
<td>18.25</td>
<td>3.24</td>
<td>-2.32</td>
<td>.02</td>
</tr>
<tr>
<td>Comfort</td>
<td>15.03</td>
<td>2.84</td>
<td>14.75</td>
<td>3.73</td>
<td>0.33</td>
<td>.74</td>
</tr>
<tr>
<td>Communication</td>
<td>20.19</td>
<td>2.78</td>
<td>21.44</td>
<td>2.23</td>
<td>-1.98</td>
<td>.05</td>
</tr>
<tr>
<td>Total activity</td>
<td>15.19</td>
<td>3.68</td>
<td>17.25</td>
<td>3.41</td>
<td>-2.32</td>
<td>.02</td>
</tr>
<tr>
<td>Creative activity</td>
<td>19.13</td>
<td>4.54</td>
<td>25.06</td>
<td>3.01</td>
<td>-6.19</td>
<td>.00</td>
</tr>
<tr>
<td>Social usefulness</td>
<td>18.66</td>
<td>4.74</td>
<td>19.91</td>
<td>3.70</td>
<td>-1.17</td>
<td>.25</td>
</tr>
</tbody>
</table>

Table 1 shows that there are no statistically significant differences between the scales of life support maintenance, comfort motivation, and motives of social usefulness. The above named motives of a personality are, obviously, considered as the general and invariant ones for achieving goals of social-psychological
adaptation. It seems that they are the most general and necessary conditions of life and educational professional activity of young people that help to maintain important interconnections with the surrounding reality. Motives of social utility are those general social motives that form the basis for business orientation of a person providing the quality of educational professional activity and orientation for effective implementation in working process of acquired professional competences in the future. These motives are expressed in students’ with both high and low level of social-psychological adaptation behavior equally.

Most likely strength and direction of social usefulness motives orient students towards the process of interaction with educational environment to the same extent, but this orientation has to be supported. It can be supported by effective and optimal communicative skills, socially-acceptable ways of behavior, abilities to demonstrate positive emotions in social contacts, to react to approval or blame from teachers or other people, which, as it will be shown later on, is expressed to a different degree in the groups of research participants.

The differences between more specific motives (social status, communication, total and creative activity) are significantly expressed in the groups of adaptive and disadaptive students. Social status motives are better expressed within the group of adaptive students. Aspiration for higher status in the primary and other groups is a factor, which is strong enough to make an individual perceive and correctly interpret social information, search for the most optimal and productive ways of behavior in the society, learn the group norms and values, and adapt to them. Students adapt to the social environment better, which results from this kind of actions supported by motives for interaction.

Motives for total and creative activity are better expressed in adaptive students as well. In its own way, social-psychological adaptation is an adaptation of a personality to new conditions of life and activity. New situations (social, educational, interpersonal, educational and professional, etc.) appear all the time in the process of student’s functioning in the university educational environment and require common reactions and activities, or totally new ways of interaction with people around and influence on the surrounding object environment, from a personality or a change, which is adequate for a certain situation. This process is impossible without an aspiration to create new mental models of behavior, evaluation of their effectiveness, application of new behavioral and active strategies and tactics, new social contacts, which means that there is no aspiration for creative activity.

Let us turn our attention to two generalized criteria – general everyday and business (educational and professional) orientation depending on the degree of students’ adaptiveness. The major differences (Fig. 1) have been detected in the motives of business orientation of a personality ($t = 4.24$, $p < .001$). At the same time we have not detected any differences within general everyday motivation ($t = 1.61$, $p > .05$), which proves the non-relevance of these characteristics to adaptation of a personality.

![Motivational orientation of adaptive and disadaptive students](image-url)
Therefore, business orientation of a personality (in this very case it is educational and professional orientation) encourages the success of social and psychological adaptation in students, while motives of social status, communication, total and creative activity can be described as rather significant factors of social and psychological adaptation.

Correlation of parameters of basic beliefs allowed to uncover their similarities and differences in adaptive and disadaptive students (Table 2). The similarity was discovered in their perceptions concerning control of the world and randomness of all the events that take place. Parameter values can be found in the middle zone, which testifies about flexibility and not very high stability of these beliefs and lack of their strong influence on behavior and activity. This belief is not a differential one for social-psychological adaptation and does not have any major influence on the behavior and actions of adapting students.

<table>
<thead>
<tr>
<th>Motivation</th>
<th>Disadaptive students (Md)</th>
<th>Std. Deviation SD</th>
<th>Adaptive students (Ma)</th>
<th>Std. Deviation SD</th>
<th>t</th>
<th>Sig. (2-tailed) p</th>
</tr>
</thead>
<tbody>
<tr>
<td>BW benevolence of the world</td>
<td>3.77</td>
<td>1.08</td>
<td>4.50</td>
<td>1.13</td>
<td>2.59</td>
<td>.01</td>
</tr>
<tr>
<td>BP benevolence of people</td>
<td>3.32</td>
<td>0.47</td>
<td>4.18</td>
<td>1.09</td>
<td>4.10</td>
<td>.00</td>
</tr>
<tr>
<td>J world justice</td>
<td>3.74</td>
<td>0.99</td>
<td>4.46</td>
<td>1.16</td>
<td>2.66</td>
<td>.01</td>
</tr>
<tr>
<td>C world control</td>
<td>3.48</td>
<td>0.89</td>
<td>3.56</td>
<td>1.10</td>
<td>0.31</td>
<td>.75</td>
</tr>
<tr>
<td>R randomness of events</td>
<td>3.55</td>
<td>0.92</td>
<td>3.13</td>
<td>1.15</td>
<td>1.60</td>
<td>.11</td>
</tr>
<tr>
<td>SW Self-worth</td>
<td>2.94</td>
<td>1.03</td>
<td>4.75</td>
<td>0.80</td>
<td>7.77</td>
<td>.00</td>
</tr>
<tr>
<td>SC Self-control</td>
<td>3.81</td>
<td>0.87</td>
<td>4.37</td>
<td>0.49</td>
<td>3.17</td>
<td>.00</td>
</tr>
<tr>
<td>L luckiness</td>
<td>3.45</td>
<td>0.96</td>
<td>4.37</td>
<td>1.09</td>
<td>3.55</td>
<td>.00</td>
</tr>
</tbody>
</table>

But it is seen that the belief concerning the randomness of events is much stronger within the disadaptive group. Students that have adaptational difficulties are worse at identification of the cause and effect of the current events, although the differences between the groups are not significant. It is obvious, that adaptive students to a greater degree understand and acknowledge the fact that all the events that happen in the world have a particular determination and the process of change is linked to a certain objective law.

Differences concerning the strength of other beliefs are significantly expressed. The biggest difference can be seen in the degree of development of the belief in value of one’s personal “self”(self-worth). It is expressed stronger in adaptive students. High level of self-esteem, self-importance, ability to apply one’s knowledge and skills effectively and adequately, and thus, self-importance in the future, accompanies the process of social-psychological adaptation and positively influences its results. This fact is supported by significant differences in the strength of beliefs concerning the possibility of self-control and luckiness. The importance of differences in the degree of development of the belief concerning benevolence of people is great. It is much higher in adaptive students. Confidence in positive, friendly, and caring attitude of other people to oneself promotes the assurance in the possibility to overcome difficulties in the process of social-psychological adaptation, to get help from other people, to compromise and find the productive way out of a conflict situation. This, in its turn, encourages success in educational and professional activities, as well as positive emotional background. Therefore, social-psychological adaptation can be achieved according to both objective and subjective criteria. Difference in beliefs concerning benevolence of the world testifies about the fact that adaptive students (unlike disadaptive students) are to a greater degree confident that the world around them, including the social one, treats them with more sympathy and care and gives them more opportunities to receive its benefits. It is obvious that this belief helps to
decrease the neuropsychic tension and anxiety, and this in its turn, helps to develop positive emotional background of life and activities.

Belief concerning benevolence of the world obviously encourages adaptability. Adaptive students see the correspondence between rights and responsibilities, work and reward, merit and its recognition, role of an individual and its social status, etc. in the surrounding world. Students with difficulties in social-psychological adaptation are to a greater degree convinced that this correspondence is violated. They evaluate their personal activity higher than people around them and believe that their work is not truly valued, their merits are not recognized, and their social status is not high enough and does not correspond with the roles that they play.

In order to create a more comprehensive picture of the predictors of social-psychological adaptation of students to university educational environment, we carried out the direct step by step regression analysis of data with the inclusion of the integral parameter of social-psychological adaptation as a dependent variable, and some independent variables, such as personal motives and beliefs, measured by means of test method, types of personal activities, readiness for change, measured by means of scaling method. The results of regression analysis can be seen in Table 3.

Table 3. Progressive multiple regression model for loneliness, with social-psychological adaptation, motivation, and beliefs variables as predictor variables

<table>
<thead>
<tr>
<th>Predictor variables</th>
<th>Unstandardised coefficients</th>
<th>Standardised coefficients</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>R2</td>
<td>B</td>
</tr>
<tr>
<td>(Constant)</td>
<td></td>
<td>5.90</td>
</tr>
<tr>
<td>Self-worth</td>
<td>.37</td>
<td>4.58</td>
</tr>
<tr>
<td>Activity in the academic sphere</td>
<td>.47</td>
<td>2.23</td>
</tr>
<tr>
<td>Luckiness</td>
<td>.54</td>
<td>4.30</td>
</tr>
<tr>
<td>Activity in the sphere of entertainment</td>
<td>.57</td>
<td>-1.85</td>
</tr>
<tr>
<td>Motivation of creative activity</td>
<td>.60</td>
<td>0.56</td>
</tr>
<tr>
<td>Activity on the Internet</td>
<td>.63</td>
<td>1.15</td>
</tr>
<tr>
<td>Readiness for life style change</td>
<td>.65</td>
<td>-0.87</td>
</tr>
<tr>
<td>Self-development (active)</td>
<td>.66</td>
<td>-0.94</td>
</tr>
<tr>
<td>Comfort motivation</td>
<td>.67</td>
<td>0.50</td>
</tr>
</tbody>
</table>

Note: F(9, 159) = 34.23, p < .01, Adj. R2 = .657.

For analysis we have chosen the statistical model, which explains 66% of dispersion of the dependant variable (social-psychological adaptation). It includes self-worth, educational and professional orientation of a person, belief in importance of luck, internet activity, creative activity (with positive coefficients), as well as activity in the sphere of entertainment, activity in self-development, readiness for life style change (with negative coefficients). Multiple correlation coefficient in this model equals .82, which is valuable at p < .001.

The dependence of social-psychological adaptation result from the range of factors named above can be equated to: \[ A = 5.9 + 4.58B + 4.30C + 2.23D + 1.15E + 0.56F + 0.5G - 1.85H - 0.94I - 0.87J, \] where \( A \) is social-psychological adaptation; \( B \) – self-worth; \( C \) – belief in importance of luck; \( D \) – activity in the academic sphere (educational); \( E \) – Internet activity; \( F \) – creative activity; \( G \) – comfort motives; \( H \) – activity in the sphere of entertainment; \( I \) – activity in self-transformation; \( J \) – readiness for life style change.

From the regression model we can see that in the complex of factors that are presented the most positively significant ones are self-worth and belief in importance of luck. The first of the two factors named above
provides self-acceptance, confidence in the fact that the subject is the owner of not simply socially acceptable, but rather necessary qualities for the society. The second positive factor is the belief in the importance of luck, which testifies about the contribution into the general result of social-psychological adaptation of both subjective qualities of students and external, environmental factors, which are expressed in the favorable course of circumstances. Apart from that, an individual that is convinced that favorable outcome is possible and at the same time is convinced of his/her self-worth is more likely to act more bravely and freely in any type of uncertain situation, which is characteristic of an adaptation process; he/she can try to opt for various types of behavior and activity therefore increasing the possibility of finding the optimal solution for a difficult adaptational situation. This trajectory of adaptational process development is strengthened by the creative activity, which is included into the suggested model of factors. Academic (educational) activity of a person organizes the realization of the suggested trajectory in the sphere of professional activity. The positive factor of internet activity, which testifies to the growing importance of mediated interaction in the course of social-psychological adaptation in students is interesting. It is obvious that solution of complicated or uncertain adaptational situations for modern students is linked to both their resolution in the course of immediate communication and interaction with other people in reality, and active communication, collection of information, increasing the number of contacts, in other words, with the possibility to solve social-psychological problems of interaction with the social environment in less emotionally tense situations of internet communication. It should be noted that internet plays an irreplaceable role in the educational process, which together with the influence of the educational and professional factor of personal orientation brings in the positive input into students’ adaptation to university educational environment. Motives of comfort as a separate factor of social-psychological adaptation are not a powerful force, but combined with predictors, their potential of predicting successful adaptation increases.

Negative influence of factor H, which is activity in the sphere of entertainment, on social-psychological adaptation of youth is quite explainable. Educational and professional orientation of a personality and activity connected with is, desire to enter the university educational environment smoothly is ill-assorted with the desire for entertainment, as it is mismatched with the values of business professional and educational communication, and breaks the organization of systematic activity within educational environment. Orientation towards self-development significantly lowers students’ adaptivity, which is quite understandable, as it is well-established that activity linked with self-development is connected with lack of satisfaction, presence of internal conflict. Negative J factor, which is readiness for life style change carries the prognostic power for adaptation. It is connected with the fact that while at the moment there is a sufficient level of adaptation, any serious steps towards life style change are unlikely, as there are no sufficient conditions for it.

4. Discussion

Social-psychological adaptation of students presupposes adaptation to new conditions of university educational environment, among which are a system of relations to a university society, social security, relations with peers, professors, and administration, organization of educational and professional activity, etc. It is well-known that social-psychological disadaptation of students very often turns into a significant factor of their ill-being, low academic results, and sometimes even emotional disorders.

The present research uncovers the nature of influence of basic convictions, motivation and attitude to activity on the social-psychological adaptation of students.

Results of our research show that there are significant differences in motivational spheres in adaptive and disadaptive students only within business orientation (in our case it is educational and professional orientation), while general every day orientation of students does not seriously influence adaptivity, which can be linked to peculiarities of adaptation of students to university educational environment. According to theoretical perceptions about dependence of effectiveness on the strength of motivation, social-psychological adaptation of students is to a greater degree provided with effectiveness of inclusion into social, creative, and academic activity (Rean,
Kudashev & Baranov, 2002; Yu & Downing, 2012; Grigoryeva, 2010), which is induced by these motives. Apart from this, as these parameters of motivation in adaptive students do not fall beyond the middle zone (M±σ), these results correspond with the Yerkes–Dodson law (Yerkes & Dodson, 1908), which means that as motivation rises up to a certain level, the quality of activity rises as well, but upon reaching the plateau it leads to decrease in productivity. Increase in level of developing motives above the level of supporting motives is connected with social orientation of personal position (Milman, 1985), which allows a personality to adapt easier in conditions of new social (educational) environment. This situation was discovered in adaptive students. In the meanwhile, significant excess and prevalence of general every day orientation over business orientation was observed in disadaptive students, which tells us about the immaturity of a personality (Maslou, 2003; Shamionov, 2012; Rean, Kudashev & Baranov, 2002; Zhuravlev, 1998).

While comparing research results of students belonging to two polar groups, we can see more significant changes in basic beliefs in comparison with motivational structure of a personality. Therefore, we can come to the following conclusion: if motives for social-psychological adaptation of students to university educational environment have a differential meaning in the sphere of educational and professional orientation only, then basic beliefs to a greater extent determine both the emotional background and external objective results of life and activity. Possibly, important socially-oriented beliefs contribute to both positive attitudes to social reality and adaptation to an educational environment (Zhang & Goodson, 2011). It mostly concerns the positive self-concept and higher integrity in uncertain situations (Nalchadzhjan, 2010; Rean, Kudashev & Baranov, 2002; Zhuravlev, 1998), as well as faith in benevolence of the world and kindness of people.

Meanwhile, research results prove that an important predictor of social-psychological adaptation of modern students is not only academic activity, but internet activity as well, which, possibly, encourages higher intensity of interpersonal contacts, as well as prompt information search. Research shows that self-development and readiness for change are important criteria of personal maturity (Maslou, 2003). Our research discovered the negative input of these criteria into students’ adaptivity, which can indicate activity of adaptive students, which is aimed at self-expression, rather than self-realization.

5. Conclusion

Adaptive students are characterized by higher indices of motives of business (educational and professional) orientation. Disadaptive students demonstrated prevalence of general everyday life motives. Expressiveness of general everyday life motives does not influence the degree of social-psychological adaptation.

Adaptive students demonstrate higher indices of beliefs in the benevolence of the world, self-worth, and ability to control the events and luckiness. Beliefs concerning controllability of the world and randomness (non-randomness) of events do not have any significant influence on adaptivity. Adaptive students can be characterized by higher indices of academic activity and lower indices in the sphere of entertainment. They express lower level of readiness to political change, as well as change of place of residence.

Regression model of factors that we offer includes such positive predictors as self-worth, belief in the importance of luck, academic activity, internet activity, creative activity, motives of comfort, and such negative predictors as activity in the sphere of entertainment, self-development, readiness for life style change. The model explains the contribution of every factor into the integral result of social-psychological adaptation of students and possesses prognostic value for evaluation of adaptational possibilities of students.

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