Examine the relationship between perceived social support multidimensional social personality traits and achievement motivation in academic year students PNU city Gilangharb 2011-2012

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ABSTRACT
The purpose of this study was to investigate the relationship between perceived social support and achievement motivation and personality of students of Payam Noor University is Gilangharb city. This study is a descriptive and correlational terms. The population in this study, all students in Year 912011 to 2012 PNU city Gilangharb that number is 1,100, and the number 290, according to Morgan, and cluster sampling were randomly selected. Data collection tools, including questionnaires, self-concept questionnaire hardiness Ahvaz, questionnaires SCL-90-R, Locus of Control Scale (Drvny- external), Rutter (1996), Multidimensional Scale of Perceived Social Support (MSPSS), motivation scale education (Ams), form students Data using multiple regression, Pearson correlation coefficient and T (mean difference test) were no analyzes of the data analysis showed that the perceived social support and personality characteristics (self-confidence, tenacity, anxiety, locus of control) there is a student progress and motivation.

Introduction
Discuss the behavior of learners, illuminates some different perspectives on motivation. So that some teachers and professors behavioral, behavioral and learning from the perspective of environmental review and critique of the role of internal or interstitial underscored. This suggests that different motivational patterns that teachers need models or theories about motivation, why and how academic motivation, and achievement aim behaviors the basis of the category motivation, behaviors, and progress in the name of learners in the school, to think about their behavior in learning environments and classroom guidance. (Liberty, 1989).

One of the most important areas of research that have been allocated to various research, achievement motivation and Academic Achievement especially Research on achievement motivation theory Hoop, Sears and Mac based Killnd Vatkynsvn(1983). Achievement motivation as the willingness of a person to gain objective based on a set of defined standards. Puzzler and Brlaynr(1984), motivated by a desire or interest progress to, or overall success of the success of within a specific context defined (Saif, 1386).

One area of achievement motivation, achievement motivation, learning and achievement in school is related to behaviors that are shed. Achievement motivation is defined from different views. Some approaches to motivation are related to success and one of them is the objective approach. The goal of the adaptive approach based on the average dropout emerged (Pyntrychand Dgrvt, 2002).

Research shows that students who have similar abilities when faced with the problems of teaching and learning, they will have different responses. Some people have difficulty with high-level abilities such effects would seem low and the capabilities of their efforts succeed desperate this behavior sometimes Learned format languor interprets that is maladaptive because it creates a barrier to achieving those worthy goals and, in turn, other people's problems so they see the challenges, overcoming the way they do the problems are, and even the inconvenient their existence pleasure in overcoming the challenges caused (Pyntrych, 1993).

Research results have shown that the characteristics of individuals who have personality traits such as locus of control, psychological hardiness, military, social, flexibility and academic achievement motivation communicate (Zimmerman 1990).

One of the factors associated with academic motivation, and do their home work on how to deal with perceived social supportandoptimalyield2, which supports the perspective of cognitive assessment of the environment and its relations with others looks.

Theorists perceived social support on individual acknowledges that all relationships with others and social support are not counted. In other words, relationships are a source of social support, unless that person is available or appropriate for them as a source of self-perceived needs (the Astrytrv Franklin, 2007).

Sometimes the person gets the help that the unfit and against the wish of the person, thus not supporting their perception of support that is most important. The scale of perceived social support on cognitive appraisal of the environment and the individual to ensure that if necessary, he will be available to help and support focus (Tracy, 2002).

The desirable consequences of perceived social support. Feel that environmental factors in order to achieve her business goals and individual situations are successful, or in other words, in environmental factors in order to achieve her business goals (Kyamrsy and Najarian 1376), (Hosseini, 1388), (Nissi et al., 2002), (Zeynali, 1378), (Atkinson et al., 2000), suggests a relationship between self-esteem and perceived support. Research (Astrytr and Franklin, 2007), (Zeynali, 1378), (Atkinson, 2000), (Ghorbani, 2002), (Coopersmith, 1981) Abraham, 1370; cited in Gardner, 1968), (Mohammedans, 1357), (Pierce and Meloy, 1990; quoted in Ghorbani, 2002), (Kvbasa, 1988; the role of rvdvl Vagvst Dvytr 1968), (Rdvl and advertising in August, 1968; cited in Azmyd, 1990), (Chambers; cited in Cobb, 1984) suggests a relationship between self-esteem and perceived social support.

Research (Bass, 2007)(Astrytr and Franklin, 2000; quoted trysy, 2002), (Zeynali, 1378), (Atkinson et al., 2000), (Ghorbani, 2002), (Haghighi et al., 2002), (Behnia, 1379), (Kyamrsy and Najarian, 1376), (Hosseini, 1388), (Hovdvd, 1384), (Cohen, 2004), (Mohammed Zadeh, 1384), (Ibrahim, 1373), (Farhadirad, 1379), (Nissi et al., 1384 ), (Anlyzlich, 2002; quoted Hosseini, 1388), (Vstmn, 2004) suggests a relationship between self-esteem and perceived social support. The 27-point grading scale in this manner is subject to one of four options: "never," "rarely," "sometimes," "often," and on the basis of values "0" «1» "2", "3" would be scored, except in articles 6, 7, 10, 13, 17, 12 with negative loadings and inverse grading practices are obtaining a high score on this questionnaire, show up in person hardness.

Reliability: Kyamrsy (1376) to assess test-retest reliability and internal consistency of the scale AHI of the two methods is used. The correlation coefficient between test and retest at intervals of 6 weeks in a sample of 119 subjects who, for all subjects and female subjects and female subjects in order r=0/84 and r=0/85 is reported to have are satisfactory. Hardiness scale for assessing the internal consistency of Cronbach's alpha Cronbach's alpha for the sample of 523 individuals using Grdyd.zryb hardiness scale for the subject r=0/76 for female subjects r=0/76 and for male subjects r=0/76 whose coefficients, are quite satisfactory. Mynavrdy (1380) two-retest reliability coefficients of the scale with a five-week interval in a sample of 70 subjects (selection of sample hypotheses testing) that were selected randomly, Cronbach's alpha coefficients on the sample test of hypothesis (n=300), respectively. Test-retest coefficient r=0/78 and Cronbach's alpha coefficient r=0/83 is obtained which is satisfactory.

Credit: Kyamrsy (1376) to assess the validity of the use made of the validity and concurrent validity of the hardness questionnaire along with four questionnaire measures of anxiety Questionnaire (ANQ), Ahvaz Depression Inventory (AD1) questionnaire. Maslov's self-actualization (Msai) scale construct validity of hardness (HVS) are used.

The correlation coefficient between scores of the subjects on a scale of tenacity and anxiety for the total sample, female subjects and male subjects, respectively, r=0/55, r=0/70, r=0/44 in the 0/001 meaningful. These coefficients indicate a significant negative correlation between tenacity and distress. The correlation coefficients between subjects' scores on the scale of hardness and depression in male and female subjects and the r=0/62, r=0/71, r=0/57 that 0/001 meaningful level. In addition, the correlation coefficients of the total subjects, male subjects and female subjects with self-actualization scale hardness scale Ahvaz, respectively, r=0/55, r=0/65, r=0/45 is (P %1).
first to demonstrate the psychological aspects of physical and mental patients were considered. The use of this questionnaire can be detected in healthy individuals and patients.

The questionnaire was introduced by Dragvtyas and colleagues in 1973 and based on clinical experience and analysis of psychometric, was revised and the final version was produced in Mirzai on Iran (1359) conducted a study to validate the data Dragvtyas (1976) has reported an inter-rater reliability testing. The correlation coefficients for psychotic depression (95%) and the lowest % 77 has been achieved. The test-retest reliability was calculated on 94. The mentally ill after a week of performing correlation coefficients between 78% to 90% is obtained. The validity of the study, the highest correlation for depression (73%) and lowest for the fear of disease has been reported in 36% (according to the Yarly, 1375).

**Locus of Control Scale (Internal_external), Rutter (1996):**

This questionnaire is probably the best test available for use in adults older than high school students (Ball, translated Masoudi 1377; quoted Behnia, 1379). The scale consisted of 29 females that any such material is formed. Scale scores range from zero to 23, is variable. High scores on this scale, external locus of control and lower scores indicate internal locus of control. Nomad, (1382). Good (1375) Validity and reliability of the scale using the same time criterion, i.e., external locus of control scale Nvyky Astyglnstr as the criterion's most Average reliability coefficient using Sun's Song Kvdr_ Rychadr been many studies 0/70 (nomad, Patience Front (1372) using the song, the reliability of this scale to be gained about 0/81 (ibid).

**Multidimensional Scale of Perceived Social Support (MSPSS):**

Multidimensional Scale of Perceived Social Support (MSPSS) a statement that the 12 instruments to assess perceived social support from three sources: family, friends, and important people in their lives by Zymentet al (1988) is provided. Multidimensional scale of perceived social support, social support perceived by the respondents in each of the three areas mentioned weighs and has three subscales: family (statements 11, 8, 4, 3), friends (of (12, 9, 7, 6) and those of (10, 5, 2, 1 terms) is. (MSPSS) a short instrument, and by the time it is simple and because it has been used in many studies Reliability: The Multidimensional Scale of Perceived Social Support. The coefficient alpha internal consistency, Cronbach's alpha coefficient of the test is equal to 0/91 and its subscales in the range of 0/90 to 0/95 located.

Credit: a multidimensional scale of perceived social support and co-factor authentication is desirable, because with depression and coronary heart disease in type A correlation of this scale. In addition, authors have suggested that this test has good construct validity, as the Marlowe-Crown Social Desirability no correlation.

**Academic Motivation Scale (Ams), students form:**

Academic Motivation Scale Valr and in 1992and partners in order to identify students' motivation and students from French to English translator. This scale was designed based on the theory of self-regulation of motivation and three dimensions, the motivation is self-, the motivation outer, and the drive is examined. This test has 7 subscales and 28 items for each subscale 4 words devoted to the subject. This test is a self-report instrument in a Likert-type scale 7 of the (from 1 to 7) specify which each of the items mentioned how he was going to the university. Reliability: Cronbach's alpha coefficient for the scale of the test Valrand motivation between 83% to 86% have been reported, only the alpha coefficient of the scale extrinsic motivation in this range have not matched the 62 percent, respectively Retest reliability coefficient of the scale of academic motivation within a month between 71% to 83% have been reported.

Credit: Confirmatory factor analysis results, the seven factor scale proved and demonstrated the construct validity of the Academic Motivation Scale.

**Analysis of data:**

To analyze the data from the questionnaires using SPSS software Descriptive and inferential statistical methods will be used. This means that the descriptive statistics of mean, standard deviation and inferential statistics in the multiple regression, Pearson correlation coefficient and T (difference test) was used.

**Results:**

**Descriptive analysis of sample data**

1: Absolute and relative frequency distribution of the sample by gender

<table>
<thead>
<tr>
<th>Sex</th>
<th>Frequency</th>
<th>Percent relative abundance</th>
<th>The cumulative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Son</td>
<td>140</td>
<td>48.2%</td>
<td>48.2%</td>
</tr>
<tr>
<td>Girl</td>
<td>150</td>
<td>51.8%</td>
<td>100%</td>
</tr>
<tr>
<td>Total</td>
<td>290</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

Table 1 shows that 140 students are boys and 150 are girls.

First hypothesis: the students' self-esteem and perceived social support multidimensional correlation exists Positive.

\[ R_s = 0.295 \]

Pearson's correlation coefficient for multidimensional measure of perceived social support and self-esteem Students.

The correlation coefficient \( R_s = 0.295 \), meaning that the multidimensional perceived social support and self-esteem Students Significant positive connection there.

The Pearson correlation test: a test of the confidence level of 95% P-Value = 0.000, ie, H0 is rejected and H1 is confirmed.

\[ N = 290, p < 0.05 R_s = 0.295 \]

ie the Multidimensional Perceived Social Support and Self-Esteem Students at a significance level of 95% There Significant positive relationship (correlation coefficient equal to two hundred and ninety-five thousandths is).

The second hypothesis: Relationship between perceived social support multidimensional stubbornly means there positive.

\[ R_s = 0.304 \]

Pearson's correlation coefficient was used to measure perceived social support multidimensional stubbornly Students.

Pearson correlation test: a test of the confidence level of 95%, P-Value = 0.000 H0 is rejected and H1 is confirmed.

\[ R_s = 0.304 \]

In other words between perceived social support multidimensional stubbornly students at a significance level of 95% is Significant positive relationship (correlation coefficient equal to four-thousandths Sysdv not included).

The third hypothesis: Relationship between perceived social support Multidimensional Anxiety means there negative. \( R_s = -0.378 \)

Pearson correlation between perceived social support multidimensional measure of anxiety for students. Correlation \( R_s = -0.378 \), meaning that the relationship between perceived social support multidimensional anxiety of students with significant There is a negative.

Pearson correlation test: a test of the confidence level of 95%, P-Value = 0.000 H0 is rejected and H1 confirmed.

\[ R_s = -0.378 \]

In other words between Perceived Social Support Multidimensional Anxiety students. There was a significant negative correlation between the level of 95% indicates a negative relationship would be a much more perceived social support, anxiety, depression may be compressed, students.
Fourth hypothesis: Multidimensional Perceived social support and locus of control among students positive correlation there. Rs = 0.274, Pearson correlation coefficient to measure the relationship between perceived social support multidimensional locus of control with students. Correlation (Rs = 0.274), meaning that the next few perceived social support and locus of control there is a significant relationship.

Pearson correlation test: a test of the confidence level of 95%, P-Value = 0.000 H0 is rejected and H1 is confirmed.

Rs= 0.274, in other words between perceived social support and locus of control in multidimensional significance level of 95% is Significant positive relationship. (The correlation coefficient is equal to two hundred and seventy-four thousandth).

Fifth hypothesis: the multidimensional perceived social support student academic achievement motivation positive correlation there. Rs = 0.314, Pearson correlation coefficient to measure the relationship between perceived social support multidimensional student academic achievement motivation. Correlation (Rs = 0.314), meaning that the multidimensional perceived social support student academic achievement motivation are positively correlated.

The Pearson correlation test: a test of the confidence level of 95%, P-Value = 0.000, ie, H0 is rejected and H1 is confirmed.

\[ N = 290, p < 0.05 R_s = 0.314 \]

In other words, the Multidimensional Perceived Social Support significantly associated with students' achievement motivation level is 95% (the coefficient of correlation thousandth theto the three hundred fourteen).

Linear regression analysis between perceived social support and multi-dimensional personality traits:

The results of the ANOVA table to check the linear relationship between two variables:

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of squares</th>
<th>Degrees of freedom</th>
<th>Mean square</th>
<th>F</th>
<th>Significant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regression</td>
<td>13.800</td>
<td>One</td>
<td>13.800</td>
<td>0.280</td>
<td>49.238</td>
</tr>
<tr>
<td>Sum</td>
<td>31.391</td>
<td>112</td>
<td>0.280</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>45.192</td>
<td>113</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

-Value The above table shows that significant or P-Value is less than 5%. Therefore reject the null hypothesis of non-linear relationship between two variables, and we can say that between the two variables, perceived social support and personality characteristics related multidimensional there are linear.

Regression to determine the coefficients of the multidimensional model between perceived social support and personality traits

<table>
<thead>
<tr>
<th>Significant</th>
<th>The standard factor</th>
<th>The constant factor</th>
<th>Model</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.000</td>
<td>10.477</td>
<td>0.553</td>
<td>Perceived Social Support</td>
</tr>
<tr>
<td>0.000</td>
<td>7.017</td>
<td>0.064</td>
<td>0.450</td>
</tr>
</tbody>
</table>

As can be seen in the constant coefficient of Perceived Social Support Multidimensional Model 2/187 and 0/450 Are. Since the significance (sig) both the coefficient is less than 5% of the coefficients are assumed equal to zero was rejected by both the coefficients in the model are like puke. According to this formula, a linear model between the two variables is as follows:

(Perceived social support) \( V_S = 2/187 + .450 \) HD (character traits)

Since the sum of squares for the linear regression rate of 0/305 Was obtained. It can be said that almost 30% of the variability (character traits) is explained by a single factor, perceived social support.

Multidimensional linear regression between perceived social support and motivation for achievement:

The results of the ANOVA table to check the linear relationship between two variables:

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of squares</th>
<th>Degrees of freedom</th>
<th>Mean square</th>
<th>F</th>
<th>Significant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regression</td>
<td>12.400</td>
<td>One</td>
<td>12.400</td>
<td>0.230</td>
<td>0.000</td>
</tr>
<tr>
<td>Sum</td>
<td>29.135</td>
<td>1.09</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>41.535</td>
<td>11.0</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The above table shows that sig or P-Value is less than 5%, so the null hypothesis was rejected based on non-linear relationship between two variables and we can say that between the two variables, perceived social support and motivation for achievement multidimensional linear relationship exists.

(Regression to determine the coefficients of the model for predicting perceived social support achievement motivation)

<table>
<thead>
<tr>
<th>Significant</th>
<th>The standard factor</th>
<th>The constant factor</th>
<th>Model</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.000</td>
<td>9.733</td>
<td>0.234</td>
<td>Perceived Social Support</td>
</tr>
<tr>
<td>0.000</td>
<td>6.874</td>
<td>0.058</td>
<td>0.550</td>
</tr>
</tbody>
</table>

As can be seen in the constant coefficient of perceived social support model 2/882 and 0/550 are. Since both coefficients significantly less than 5% is assumed to be equal to zero was rejected both coefficients are the coefficients of the model to puke. According to this formula, a linear model between the two variables is as follows: (perceived social support) \( V_S = 2/882 + 0/550 \) HD achievement motivation

Since the sum of squares for the linear regression rate of 0/343 was obtained. It can be said that almost 34% of the variability (achievement motivation) is explained by the independent role of perceived social support.

Discussion and conclusions:

Test the first hypothesis: In this test, we tried to correlate the multidimensional perceived social support and self-esteem of students to review. The results show that the assumption, given that p-value obtained is equal to 0/295, Null hypothesis is rejected, the claim that there is a significant positive relationship between perceived social support and self-esteem multidimensional Gilangharb PNU students will be accepted. The result of the research results

(Astryn and Franklin, 2007), (Zeynali, 1378), (Atkinson, 2000), (Hosseinian and Pvrshhryary, 1386), (e and Kbasa, 1981), (nomad, 1387), (Coopersmith, 1981), (Abraham, 1370; cited in Gardner, 1968), Mohammadans, 1375), (Pierce and Meloy, 1990; quoted tylor, 1995), (Kbasa, 1988; quoted, rvdvlt Vagvst Dvytr 1968), (Rvdvlt Dvytr August, 1968; quoted Azmady, 1990), (Chambers, 1981; cited in Cobb, 1984) is consistent. Given the above findings support the multidimensional socially perceived self-esteem can be a high degree of variability the students (and other people) account. Because of their belief in the worthiness of social situations intersectiontorealizeithatbased on their perception of social support and self-esteem due to their ability in effective advocacy.

The second hypothesis test

In this test, we tried to correlate with tenacity multidimensional perceived social support students to review.
The results of hypothesis testing indicates Since p- vale obtained equal to 304/0, the null hypothesis is rejected, the claim that there is positive correlation between perceived social support multidimensional stubbornly University Message Light Gilangharb be accepted. The results with the results of (Bass, 2007), (Astrytr and Franklin, 2007), (Alnayal, 2000; quoted Aztrsys, 2002), (Zeynali, 1378), (Atkinson et al., 2000), (Victim, 1374 ), (Haghighi et al., 1378), (Behnia, 1379), (Kyamrsy and Najarian, 1376), (Hosseini, 1388), (Nissi et al., 1384), (Cohen, 2004), (Mohammad Zadeh, 1384) (Abraham, 1373), (Farhadirad, 1379), (Nissi et al., 1384), (Anzlychty, 2002; quoted Hosseini, 1388), (Vstmn, 2004) is consistent

Based on the results obtained, multidimensional perceived social support can be a high degree of variability in students' psychological obdurate (and others) explain. 

Consequently, the third hypothesis:

In this test, we tried to correlate the Perceived Social Support Multidimensional Anxiety students to review. The results show that the assumption, given that p_- vale obtainedwith378/0, the null hypothesis is rejected, the claim that there is a significant negative correlation between perceived social support multidimensional anxiety students PNU Gilangharb be accepted. The result of the research results (Alnayal, 2000; quoted in Tracy, 2002), (Ross et al, 1999; quoted Prysmn, 2006), (Jymvt, 1988), (Kaysar and others, 2001; quoted Hosseini , 1388), (Zaylskav, 2007), (Hoveyda, 1375, as quoted by Hoveyda, 1376), (1 degree of Bani Jamali, 1378), (ebrahami, 1370), (Astrytr and Franklin, 2007), (Zeynali, 1378 ), (Nissi et al., 1384), (Job Nast, 1378), (True et al., 1378), (Laydra and others, 2002; cited in Coleman, 2004), (Pollock, 1985; quoted by Medicare, 1990 (Sheriff, 1375), (Summit 1371) (Virdi, 1368) is consistent.

According to the findings made, perceived social support, the Multidimensional Anxiety can be a high degree of variability in student s(and others) to explain. The cognitive assessment of how individual life experiences and his ability to deal constructively with social networking. And to confront and deal with problems that causeanxietyina person's lifestyle, Due to the perceived social support from family and important persons and effective life-forms.

Consequently, the fourth hypothesis:

In this test, we tried to correlate the multidimensional perceived social support and locus of control students to review. The results of hypothesis testing indicates Since p_- vale obtained equal to 274/0, the null hypothesis is rejected, the claim that there is positive correlation between social support perceived multidimensional locus of control students at the University of message Light Gilangharb be accepted. The result of the research results (Alnayal, 2000; quoted in Tracy, 2002), (Rutter, 1972), (Kang, 1998), (Vssarasn Sarason, 1989), (Pvns, 1989; quoted Ebrahami, 1370) (Abraham, 1370), (Antvnsksy, 1965; quoted scholar, 1380), (Sun and Haraky age Vykz, 1981; quoted Vstmn, 2004), (August Dvytr, 1968; quoted Hosseini, 1388 ) is consistent. The person with theabilitytoassesscognitiveseestameandperceivedsocial supportfromfamilyandimportant personisin their lives

And their interpretation of the data obtained from environmental stimuli(schemas) to thetressorstos life, sense of controlandinhibitsThatmakesa personfeelin controlinstead of passivityandhelplessness that lead to selfisolation can be useful strategy to beat. And make all efforts to change current situation. Perceived social support from top control created, from the cognitive point of this story is The events and experiences that happen in life are predictable and can be controlled by making the better manage increasing social competence and self-concept of people with the focus on the long-term effects of social relations, Self-esteem and eventually he will, the greater the perceived control, Adverse effects of stress, less experienced Unpleasant events indeed less unpleasant and these assessments may cause compatibility psychological health and eventually his life.

The fifth hypothesis test result:

In this test, we tried to correlate the perceived social support multi-dimensional achievement motivation of students to review. The results of hypothesis testing indicates Since p_- vale obtained with 314/0, the null hypothesis is rejected, the claim that there is positive correlation between perceived social support multidimensional motivation of students' progress PNU Gilangharb be accepted. The result of the research results (Zimmerman, 1990), (Vlyms, 1991), (Astrytr and Franklin, 2007), (Conrad, 2006), (Avldny, 2005), (Fontaine, 2004), (Chang et al., 2004; Robert, 2008), (Goleman, 2003), (Alnayal 2000; quoted in Tracy, 2002), (Pska, 2000; cited in Carey, 2002) (Marshall, 2001), (Prmvzyk and Frvnm, 2001; cited in Coleman, 2004), (Ibrahim, 1370), (Zare, 1373), (Job Nast, 1378), (Fancy, 1383), (Jafari, 1385), (M, I 386), (Mohammed, 1386) is consistent.

Students according to perceived social support of several high-dimensional, high achievement motivation showed. In front of his functions responsibly, tend to get feedback, choosing assignments with moderated difficulty, calculated risk, recall and incomplete homework completion, innovation, foresight, higher self-esteem, hard work, planning, independence from family and his duty was to prioritize work. Identify the effect of cognitive appraisal of progress, feedback to those involved irreall.Given the need to develop and encourage other that they value and their efforts to achieve success in the fall, For example, if students with learning difficulties confronted the same ability, the ability to resist perception of social support, Learning difficulties and seems as a challenge to overcome and enjoy them in the absence of this perception, eye problems and uncontrollable disaster I see no effort being done to achieve success and have learned to be helpless.

In this study, a questionnaire was used to measure the variables. The questionnaires OPINION POLL and interpretation of results due to the limitations of validity, caution. And honesty loyalty and sense of respondents choosing response options, including restriction scan result from the Affect search. Researcher could not control all the other variables and so the study is limited by the conditions of this study, Careful study of the relationship of some personality factors such as self-esteem and social tenacity, strength training interventions to increase self-esteem may result in the following could be the use of the results, the researcher’s subject offers END LINK consider. Context for research assistance offices and committees, research consulting group - presence of young researchers with the latest useful and efficient for conferences, lectures, questions and answers with students, parents, to strengthen the relationship and full support to them and explain this to your child's perception of your support that way, he guided the development and progress the basic beliefs and your opinions are say so explicitly, encourage the selection, and in the event of difficulties support children of their own.

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