



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.

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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 Motivation and Academic Achievement especially Research on achievement motivation theory Hoop, Sears and Mac based Kllnd Vatkynsvn (,Kharrazi 1383). 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 supportandoptimallyield², 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 research (Zimmerman, 1990),Vlmvs, 1991)Astrytr and Franklin, 2007)(Conrad, 2006)(Avldany, 2005)(Fontaine, 2004),Chang et al., 2004; Robert, 2008), (Goleman, 2003),(Alnayal 2000; quoted in Tracy, 2002)(Ptska, 2000; cited in Carey, 2002) (Marshall, 2001), (Prmvzyk and Fvrnham, 2001; cited in Coleman (Abraham, 1370), (Zare, 1373), (Job Nast, 1378(Fancy, 1383), (Mohammed, 1386), suggests a relationship between perceived social support and academic achievement motivation is multidimensional. One of

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 environments where people of perceived social support of adequate

And try their best to achieve their goals Understanding how environmental protection can directly affect the educational environment on student academic achievement motivation. (Ebrahimi, 1370).

Enriched learning environments in terms of high social support combined with personality traits such as hardiness, social, flexibility and leads to high levels of achievement motivation and attitudes are different. Researches showed that social support are significantly related to dimensions of personality.

Research (Astrytr and Franklin, 2007), (Zeynali, 1378), (Atkinson, 2000), (tried and pour Shahriari, 1386), (e and Kvbasia, 1981), (nomad, 1382), (Coopersmith, 1981) (Abraham, 1370; cited in Gardner, 1968), (Mohammedans, 1375), (Pierceland Meloy, 1990; quoted tylvr, 1995), (Kvbasia, 1988; the role of rvdvlt Vagvst Dvytr 1968), (Rvdvlt and advertising in August, 1968; quoted Azmdy, 1990), (Chambers, 1981; cited in Cobb, 1984) suggests a relationship between self-esteem and perceived social support.

Research (Bass, 2007) (Astrytr and Franklin Alnayal, 2000; quoted trysy, 2002), (Zeynali, 1378), (Atkinson et al., 2000), (Ghorbani, 1374), (Haghighi et al., 1378), (Behnia, 1379), (Kyamrsy and Najarian 1376), (Hosseini, 1388), (Nissi et al., 1384), (Cohen, 2004), (Mohammad Zadeh, 1384), (Ibrahim, 1373), (Farhadirad, 1379), (Nissi et al., 1384), (Anzlycht, 2002; quoted Hosseini, 1388), (Vstmn, 2004) suggests a relationship between perceived social support is multidimensional with tenacity.

Research (Alnayal, 2000; quoted in Tracy, 2002), (Rosset 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), (Ibrahim, 1370), (Astrytr and Franklin, 2007), (Zeynali, 1378), (Nissi et al., 1384), (Job Nast, 1378), (Haghighi et al., 1378), (Laydra and others, 2002; cited in Coleman, 2004), (Pollock, 1985; quoted by Medicare, 1990 (Sheriff, 1375), (Summit 1371) (Viridi, 1368) suggests a relationship between perceived social support is multidimensional anxiety.

The results obtained by the research (Alnayal, 2000; quoted in Tracy, 2002), (Rutter, 1972), (Kang, 1998), (Vsaravsn Sarason, 1989), (Pvns, 1989; quoted from water Rahymy, 1370), (Ibrahim, 1370), (Antvnfsky, 1965; quoted scholar, 1380), (SonSen. and his HarakyKz, 1981; quoted Vstmn, 2004), (August Dvytr, 1968; quoted Hosseini, 1388) suggests a relationship between perceived social support and locus of control is multidimensional.

In this research we want to see whether the perceived social support multidimensional personality traits (self-esteem, ego, anxiety and locus of control) and student achievement motivation is there a relationship?

Methodology:

The present study sought to examine the relationship between perceived social support multidimensional personality traits and motivation of students' progress in a given time period, the type of research is descriptive and correlational.

Subjects:

The study sample of students PNU Gilangharb which number 1100, the number 285 as the sample size using the

Morganwere chosen. In order to determine the sample from the sampling clusterused a sample size of 290 was determined that the failure to consider factors such as complete or return their questionnaires, 350 questionnaires were distributed to students at the end of the analysis of 290 questionnaires.

Measurements:

Self Esteem Inventory

Cooper Smith (1967) self-esteem scale based on the scale of Roger and Dymvnd review (1954) did not prepare Self-esteem of children and youth in four areas: social, academic, family, and general self-esteem is discusse This scale has 58 items with four subscales and the total original subscale and a lie detector, it is.

Iran hardiness scale

Hardiness questionnaire, a pencil-paper self-report scale that has 27 female The scale by factor analysis by Kyamrsy and Najarian (1376) in a sample of 523 students of Islamic Azad University was made up of tough to measure. In the present study we used this questionnaire as the main instrument used to measure the tenacity of subjects.

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 hardiness.

Reliability: Kyamrsy (1376) to assess test-retest reliability and internal consistency of the scale AH1 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. Mynavrddy (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 hardiness questionnaire along with four questionnaire measures of anxiety Questionnaire (ANQ), Ahvaz Depression Inventory (AD1) questionnaire. Maslow's self-actualization (Msai) scale construct validity of hardiness (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 hardiness and depression in male and female subjects and subjects in 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 hardiness scale Ahvaz, respectively, $r=0/55$, $r=0/65$, $r=0/45$ is ($P<0/01$).

Questionnaire

This questionnaire is one of the most widely used tool for psychiatric diagnosis. Which includes 90 items to assess psychological symptoms and the response to the report is the

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 Dragvtyts 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 Dragvtyts (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, ie, external locus of control scale Nvyky Astryklndr 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 of 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 1992 and 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

Sex	Frequency	Percent relative abundance	The cumulative Drsdfra van
Son	140	48/2%	48/2%
Girl	150	51/8%	100%
Total	290	100%	

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. $R_s = 0.274$, Pearson correlation coefficient to measure the relationship between perceived social support multidimensional locus of control with students. Correlation ($R_s = 0.274$), 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 H_0 is rejected and H_1 is confirmed.

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

Fifth hypothesis: the multidimensional perceived social support student academic achievement motivation positive correlation there. $R_s = 0.314$, Pearson correlation coefficient to measure the relationship between perceived social support multidimensional student academic achievement motivation. Correlation ($R_s = 0.314$), 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, H_0 is rejected and H_1 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 to 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:

Model	Sum of squares	Degrees of freedom	Mean square	F	Significant
Regression	13.800	One	13.800	49.238	0.000
Sum	31.391	112	0.280		
Total	45.192	113			

-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

Significant	T	The standard factor	The constant factor	Model	
		Beta	Std. Error B		
0.000	10.477		0.208	2.187	Perceived Social Support
0.000	7.017	0.553	0.064	0.450	

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) $VS = 2/187 + . /450$ 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

Model	Sum of squares	Degrees of freedom	Mean square	F	Yes Mnad
Regression	12.400	One	12.400	4.2	0.000
Sum	29.135	109	0.230		
Total	41.535	110			

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)

Significant	T	The standard factor	The constant factor	Model	
		Beta	Std. Error B		
0.000	9.733		0.234	2.882	Perceived Social Support
0.000	6.874	0.594	0.058	0.550	

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) $AP = 2/882 + 0/550$ 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_vale 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

(Astrytr and Franklin, 2007), (Zeynali, 1378), (Atkinson, 2000), (Hosseinian and Pvrshhryary, 1386), (e and Kvbasa, 1981), (nomad, 1382), (Coopersmith, 1981), (Abraham, 1370; cited in Gardner, 1968), (Mohammedans, 1375), (Pierce and Meloy, 1990; quoted tylor, 1995), (Kvbasa, 1988; quoted rvdvlt Vagvst Dvytr 1968), (Rvdvlt Dvytr August, 1968; quoted Azmdy, 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 worth and self-concept and ability to perform social activities and positive interpersonal relationships and social situations intersection to realize that are based on their perception of social support and self-esteem due to their variability 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 Aztrisy, 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), (Anzlycht, 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_ valeobtainedwith378/0, 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 Prysnn, 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), (ebrahimi, 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) (Viridi, 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 cause anxiety in a person's lifestage, 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), (Vsarasvn Sarason, 1989), (Pvns, 1989; quoted Ebrahimi, 1370) (Abraham, 1370), (Antvnfsky, 1965; quoted scholar, 1380), (Sun and Haraky age Vykz, 1981; quoted Vstmn, 2004), (August Dvytr, 1968; quoted Hosseini, 1388) is consistent. The person with the ability to assess cognitive self-esteem and perceived social support from family and important persons in their lives

And their interpretation of the data obtained from environmental stimuli (schemas) to the stressors of life, sense of control and inhibits That makes a person feel in control instead of passivity and helplessness that lead to self-isolation can be a useful strategy to beat And make all effort to change the 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 them better manage Increasing social competence and self-concept of people with locus of control in terms of social relations Social self-esteem and eventually he will, the greater the perceived control, Adverse effects of stress, less experienced Unpleasant events assessed as 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), (Vlmvs, 1991), (Astrytr and Franklin, 2007), (Conrad, 2006), (Avldany, 2005), (Fontaine, 2004), (Chang et al., 2004 ; Robert, 2008), (Goleman, 2003), (Alnayal 2000; quoted in Tracy, 2002), (Ptska, 2000; cited in Carey, 2002) (Marshall, 2001), (Prmvzyk and Fvrnham, 2001; cited in Coleman, 2004), (Ibrahim, 1370), (Zare, 1373), (Job Nast, 1378), (Fancy, 1383), (Jafari, 1385), (.M, 1 386), (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 real feedback, choosing assignments with moderate 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 effects of cognitive appraisal of progress, feedback to those involved in real Given the need to develop and encourage other that they value all their efforts to achieve success in the fall, For example, if students with learning difficulties confronted with the same ability, the ability of the resulting perception of social support, Learning difficulties and see it 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 restrictions can result from the Affect research. 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 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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