The relationship between religious attitude and social status with self-regulation

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ABSTRACT: The purpose of the present study is to investigate the relationship between religious attitude with social status and self-regulation of female high school students of Qom city in 2012. The sample includes 300 subjects selected through Cochran formula using multi-stage sampling. The present research is correlational. Three instruments including Serajzadeh’s religious attitude questionnaire (1377) which is based on Gluck and Stark model (1965) adapted with Shiite Islam, social status questionnaire which its reliability was calculated by Amiri (2002) and educational self-regulation questionnaire of Connel Vyryan (SRQ-A) which its reliability was established by Alborzi (2003).

Descriptive and inferential statistics were used to analyze data. The results showed that there is a positive relationship between experiential and ritual sub-scales of religious attitude (belief, experiential, outcome and ritual) with self-regulation learning and there is a negative meaningful relationship between belief sub-scale and self-regulation learning. Among social status sub-scales including proper social skills, inappropriate dare, excitation, excessive confidence, jealousy), there was only a positive meaningful relationship between proper social skills and self-regulation learning. So it seems that by strengthening religious attitude in experiential and ritual aspects and increasing proper social skills and students’ social status we can promote their self-regulated learning.

Key words: religious attitude, social status, self-regulation

INTRODUCTION

Nowadays we need to think about the effect of religious commitments on entire human affairs more than every other time. Most of experts and scholars believe that religion has an unalienable effect on the physical and spiritual health and other aspects of the life. The results of the studies show that there is an inverse relationship between religion and anxiety meaning that with religious orientation increase, the anxiety lessens (Bahrami, Tashak, 2001). In a study it was showed that religious belief has a positive relationship with mental health in terms of optimism, meaningfulness of life, coping with stresses, self-acceptance, positive attitude to life and low anxiety. (Rahimi and Kamranpour, 2007). In another study found that when the young’s attitude becomes positive toward religion, anxiety, depression and stress decreases which is in line with usefulness of religious beliefs especially Islamic ones (Hasanvand and Amoozadeh, 2011). Islam causes welfare among Muslims and religious attitudes influence people’s behavior (Raiya et al, 2008). Islam’s instruction about physical and mental health and other affairs is of the most comprehensive commands. Behavior classification from Islam’s viewpoint is influenced by normal and abnormal concepts and as far as belief and normative health is not reached, mental health won’t be reached. It can be said that they briefly show the behavior of the believers meaning healthy and normative behavior with its entire meaning (Pourshahriari, Shoae Kazemi, 2004). Religious is a gift which empowers human with a philosophy of life, enlightens his logic, emphasizes determination and nurtures it, helps man to do logic’s commands and fulfills spirit’s needs especially love and eternity (Alsten et al, translated by Tavakkoli, 1997). So all aspects of human life have been integrated with religious beliefs. Religion is present in a special form in known cultures (Arian et al, 2008). Also it is a known objective reality studied by historians. Religion can be considered from rituals, symbolic personalities and different kinds of chants and prayers viewpoints. A religious man makes relationship with a divine source and origin of creation which influencing the human and natural affairs (Kazemian Moqaddam, Mehrabizadeh Honarmand. 2009). Historical studies show that praising and praying as a present
reality of world has been existed from the beginning of creation and people have used it to reach their fulfillments. Those who accept religion because of natural and internal reasons try to integrate religious beliefs with their own values and beliefs. It is in this case that we can say religion has been internalized in the persons. The more the religious internalization, the more is doing the religious acts freely and determined (Sharifi, 2011). Since religious beliefs have been transferred from long times ago in the process of socialization between parents and children, gradual transfer of the religion and other-regulations toward religion has proceeded to self-regulation and then a fully internalized religion (Buzzelli, 1993). Every person needs this important issue. Getting away from correct religious beliefs paves the way to have internal and mental fluctuations, feeling of futility and purposelessness, disappointment and hopelessness against mahromiatha, difficulties and mental pressure (Zohur, Tavakkolizadeh, 2011). Since human beings pass a considerable part of their lives in social groups in relating with others, they are in action and reaction with their primates. As persons have special status in the society, students have their own special place and important status (Rezai, 2007). One of the current concepts in the contemporary education is self-regulating learning. Self-regulation emphasizes individual’s role in learning. (Kadivar, cited in Mafakheri and Moetamedi, 2011). Self-regulating learning and its contributing factors is at the foci attention of educational psychologists and other experts of education. Nowadays self-regulating learning as an important structure in education is noted by policy makers, teachers, instructors and parents. This structure has aroused issues on the correction of schools and course books all over the world. When students use self-regulation process they can study effectively and monitor their study methods and finally reach educational achievement (Zimmerman, 1998). As the entire previous studies show, lots of variables influence self-regulating including stress, anxiety, mental atmosphere of classroom, self-acceptance and tec. (Rahimi and Kamranipoor, 2007; Bahrami and Tashak, 2001; Haji Shamsaei, 2012; Hasanvand Amoozadeh, 2011).

On the other side self-regulating learning and its contributing factors have been noted by education experts for many years and has allocated a great part of researches to itself. One of cognitive theories which has been considered in learning and motivation is self-regulating learning. Due to having various facets, self-regulating learning has a comprehensibility and importance. The studies approve the positive effect of self-regulation on students’ academic performance (Kajbaf, Molave, Shirazi, 2003). In explaining this issue it can be said that self-regulating students have the abilities to design and control their learning process and have more inclination to learn. The results of the previous research show that there is positive relationship between religiousness and agreement and responsibility taking (Bashlideh, et al, 2011). Some researchers have studied the effects of religion on self-regulation and have found that religious attitude influencing life style and the method of solving value oppositions answer two basic questions of human life and meaning of his activities and talents and helps unification of human psychological, spiritual and self-discipline structures. In other words, compatibility of human with life issues needs answering important wants which are followed by human to be answered. Religion provides a proper base to answer the obscure needs and orientations (Janbozorgi, 2007). Michael, Willoughby, Brian (2009) found that there is positive relationship between religion and self-regulation. Raiya, Pargament and Stein (2008) showed that Islam religion causes welfare among Muslims. It seems that religious attitude influences behavior but some of the studies have shown opposite results. Qasemi Aqhari (2003) studied the relationship between religious attitude and self-regulation and stated that there isn’t a meaningful relationship between them. He believes that because the religion has been transferred in the form of a tradition from parents to children and it’s not been internalized, a person who has accepted the religion in this form needs external motives and incentives in education. So the person has a less self-regulation. It is possible that persons with more powerful religious belief lack educational guidance in the society. In this case however the person has a high religious level, but due to not having the ability in the considered field and achievement of undesirable results needs external motives and pressures to complete his/her academic activities. So he won’t be a self-regulated person (Qasemi Aqhar, 2003).

Generally the studies showed that those who accept religion because of natural and internal reasons try to integrate religious beliefs with their own values and beliefs. Religious beliefs and behaviors have positive effect in giving meaning to life. Behaviors like resorting to God, adoration and pilgrimage can cause internal relaxation and comfort by causing hope and encouraging to positive attitudes. Having a meaning and purpose in life, the feeling of having a belonging to a sublime source, hoping God’s assistance in difficult conditions of life, having social and spiritual supports are all among the methods can help people to take less damage in facing with life problem (Yang and Mao). This study answer this question: is there a relationship between religious attitude and students’ self-regulating learning?

**Research hypotheses**

There is a positive relationship between religious attitude (belief, experiential, outcome, ritual) and self-regulation.
There is a positive relationship between social status (proper social skills, inappropriate dare, excitation, excessive confidence, jealousy) and self-regulation.

**RESEARCH METHODOLOGY**

This research is correlational. Three instruments including Gluck and Stark religious attitude with 88% reliability, Metson et al social status questionnaire with 82% reliability and self-regulating questionnaire by Raiyan and Connel with 78% reliability were used. Multi-regression analysis was used to analyze data.

**RESULTS**

The following table shows that belief sub-scale with the mean of 3.58 has the highest rate among religious attitudes. Total mean of religious belief among the students is 2.58 with 44% standard deviation.

Table 1. Descriptive statistics of religious attitudes

<table>
<thead>
<tr>
<th>SD</th>
<th>Mean</th>
<th>Sub-scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>0/50</td>
<td>3/58</td>
<td>belief</td>
</tr>
<tr>
<td>0/59</td>
<td>3/26</td>
<td>experiential</td>
</tr>
<tr>
<td>0/80</td>
<td>2/36</td>
<td>outcome</td>
</tr>
<tr>
<td>0/64</td>
<td>2/19</td>
<td>ritual</td>
</tr>
<tr>
<td>0/44</td>
<td>2/85</td>
<td>Religious attitude (total)</td>
</tr>
</tbody>
</table>

Table 2 shows that inappropriate dare has the highest mean among students social status sub-scales (3.01). Total mean of social status is 2.29 with 37% standard deviation.

Table 2. Descriptive statistics of social status sub-scales

<table>
<thead>
<tr>
<th>SD</th>
<th>Mean</th>
<th>Statistical index</th>
</tr>
</thead>
<tbody>
<tr>
<td>0/49</td>
<td>1/24</td>
<td>Inappropriate social skill</td>
</tr>
<tr>
<td>0/61</td>
<td>3/01</td>
<td>Inappropriate dare</td>
</tr>
<tr>
<td>0/67</td>
<td>2/67</td>
<td>Excitation</td>
</tr>
<tr>
<td>0/69</td>
<td>1/96</td>
<td>Excessive confidence</td>
</tr>
<tr>
<td>0/69</td>
<td>2/58</td>
<td>jealousy</td>
</tr>
</tbody>
</table>

Table 3 show that adapting self-regulation has the highest mean among self-regulation learning sub-scales (3.12). The total mean of self-regulation is 2.85 with 46% standard deviation.

Table 3. Descriptive statistics of self-regulation learning sub-scales

<table>
<thead>
<tr>
<th>SD</th>
<th>Mean</th>
<th>Statistical index</th>
</tr>
</thead>
<tbody>
<tr>
<td>0/56</td>
<td>2/80</td>
<td>external self-regulation</td>
</tr>
<tr>
<td>0/56</td>
<td>2/95</td>
<td>Internal control self-regulating</td>
</tr>
<tr>
<td>0/60</td>
<td>3/12</td>
<td>Adapting self-regulation</td>
</tr>
<tr>
<td>0/69</td>
<td>2/55</td>
<td>Internal self-regulation</td>
</tr>
<tr>
<td>0/46</td>
<td>2/85</td>
<td>Self-regulating learning</td>
</tr>
</tbody>
</table>

**First hypothesis**

There is a positive relationship between religious attitudes and self-regulation.

Table4. Regression model, ANOVA and statistical features of religious attitudes and self-regulation sub-scales

<table>
<thead>
<tr>
<th>SE</th>
<th>R2</th>
<th>R</th>
<th>P</th>
<th>F</th>
<th>MS</th>
<th>D F</th>
<th>SS</th>
<th>INNDEX</th>
</tr>
</thead>
<tbody>
<tr>
<td>0/447</td>
<td>0/070</td>
<td>0/26</td>
<td>*0/001</td>
<td>5/52</td>
<td>1/10</td>
<td>4</td>
<td>4/42</td>
<td>Regression Residual</td>
</tr>
</tbody>
</table>

P  T test  Bêta  SEB  B  Predictive variable
*0/00 12/95 0/19 2/58  Fixed value
*0/02 -2/30 -0/15 0/06 -0/14  Belief
*0/01 2/38 0/16 0/05 0/12  Experiential
0/14 1/47 0/09 0/03 0/05  Outcome
*0/01 2/56 0/15 0/04 0/10  Ritual
Table 4 shows that religious attitude has 0.26 percent correlation with self-regulating learning and explains 7% percent of self-regulating learning. Based on ANOVA results, religious attitudes $F (4.295) = 5.52$ is meaningful in explaining self-regulating learning ($P=0.001$). Based on $F$ value, there is a meaningful relationship between experiential and ritual sub-scales and self-regulating learning so that their increase will raise self-regulating learning. Belief sub-scale relationship with self-regulating learning is negative so that increase of belief declines self-regulating learning. Among religious belief sub-scales, experiential one predicts self-regulating learning in its strongest form.

**Conclusion and Discussion**

The results of Mafakheri and Moetamedi (2011) showed that there is a positive relationship between religion and self-regulating learning. Kushki and Khalilifar (2001) found that positive attitude toward religion has a significant role in all aspects of human life such as preventing or decreasing mental pressure and depression. Mohammadi and Mehrabizadeh Honarmand (2006) in their study showed that religion has a positive relationship with internal locus of control. Karshki et al (2012) found a positive meaningful relationship between religious orientation and mental health. Hasanvand Amoozadeh and Rowshan (2011) showed that when students’ attitude becomes positive toward religion, their depression and stress decline which are in line with religion efficiencies. Rahimi and Kamranpour (2007) resulted that the power of religious beliefs has a positive relationship with mental health in optimism, meaningfulness of life, coping with stresses, self-acceptance, positive attitude to life and less anxiety. Rahmani (2011) showed that there is a meaningful relationship between internal religious orientation with socio-educational and professional compatibility and socio-educational self-esteem. So those who have internal religious orientation have a high social compatibility. The results of Bahrami and Tashk (2001), Kajbaf and Raeispour (2008) and Ghaffari and Rezae(2010) showed that the more religious beliefs and more positive religious attitudes persons have, the higher is their comfort and relaxation and less faced with disorders like anxiety. Also their mental health will increase. Abar et al (2009) found that the school and university students with higher religious levels had a more inclination toward better academic performance and studying and prefers lees risky behaviors. Elinerkazarin (2009) Pargament and Sanders (2007) concluded that religion and religious beliefs had a positive and meaningful relationship with life satisfaction and mental health and people with high religious attitudes look at the realities with opened views. The results of the present study are in line with previous researches. So regarding the results of the present and previous studies it is observed that increase of religious attitude not only

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**Table 4. Regression model, ANOVA and statistical features of social status and self-regulation sub-scales**

<table>
<thead>
<tr>
<th>SE</th>
<th>R2</th>
<th>R</th>
<th>P</th>
<th>F</th>
<th>MS</th>
<th>D F</th>
<th>SS</th>
<th>INDEX</th>
</tr>
</thead>
<tbody>
<tr>
<td>0/453</td>
<td>0/048</td>
<td>0/21</td>
<td>0/01</td>
<td>2/96</td>
<td>0/61</td>
<td>5</td>
<td>3/05</td>
<td>Regression</td>
</tr>
<tr>
<td></td>
<td>0/20</td>
<td>294</td>
<td>60/46</td>
<td></td>
<td></td>
<td></td>
<td>Residual</td>
<td></td>
</tr>
</tbody>
</table>

**Table 5** shows that social status has 0.21 correlation with self-regulating learning and explains 4.8 percent of self-regulating learning variance. Based on observed variance ,$F(5.294)=2.96$ is meaningful in explaining self-regulating learning $(P<0.05)$. Based on standard Beta value and Beta value it is concluded that there is a positive relationship between proper social skills and inappropriate dare and self-regulating learning. Only the relationship between proper social skills and self-regulating learning is meaningful so that with the increase of this sub-scale, self-regulating learning increases. Excitation, excessive confidence and jealousy have negative meaningless relationship. Only proper social skills sub-scale is a positive and meaningful predictor. In other words with the increase of proper social skills, students’ self-regulating learning is increased. The research hypothesis is supported.
has positive effects on relaxation, anxiety reduction, causing higher self-confidence, social compatibility and other behavioral aspects and personal skills but also influences self-regulating learning and it seems that we can help students to increase their self-regulating learning through empowering their positive attitudes toward religion and teaching them these cases correctly. Michael et al (2009) showed that religion influences self-regulation through influencing person’s goals and self-monitoring. They found a positive relationship between religion and self-regulation. In explaining and interpreting the results of the first hypothesis it can be claimed that one of the important issues of education is that what should be done to provide students with self-regulating learning in addition to learning course books because this issue will help students significantly. Self-regulating learning has been attended by education experts, theoreticians, parents and students. Students can achieve their success by it. Students can achieve academic performance and success through self-regulating learning. As mentioned the most basic aspect in healthy human personality is religious commitment. Kuing believes that internal religiousness helps him in the time of anxiety and depression. Among the ways to weaken the young’s religious is downgrading scientific side of religious beliefs and promoting the view on incompatibility of religion and science in high levels of education. Since both science and religion should be taught to students and try to facilitate their perceptions, they are not separated but religious points are logical and practical. Religious beliefs mean an all-out presence of spirituality in personal and social life. One of the most prominent aspects of this presence is behavioral evidences (pourshahriari, Shoae Kazemi, 2003). a strong religious attitudes plays its roles in all aspects of believers’ live. Rash who is father of American psychology believes that religion is so important for spiritual nurturing that air is to breath. Religious beliefs are bounded with human’s fate influencing other aspects of human life (Bakhshayesh, 2011). So not only religion increases students’ self-regulating learning but also it decreases the view of incompatibility between religion and science in high levels of their education. Bukarts (1997) believed that self-regulation is an ideal educational goal related to advancement, problem solving ability and deep-self-understanding. Regarding the mentioned studies religious beliefs can provide the persons with mental health and decline stress, anxiety and other abnormalities which help the learner to follow self-efficacy and self-regulating learning. Ranjbarei (2010) pointed that religious attitude as a religious and cultural and an internal need can create some of the personality features and manner in young persons. Since self-regulating learning is among the issues noting to the role of individuals in learning process, it provides opportunities for them to manage actively some processes like goal regulation, self-controlling, self-assessment and self-motivation. Controlling these processes help students to have positive academic performance.

The results of the present study showed that the relationship between belief sub-scales with self-regulating learning is negative so that the increase of religious side decreases students’ self-regulating learning. The results of some researchers like Sharifi (2011), Ramvaz (2004), Kushki and Khalilifar (2012), Michael et al (2009) and Abar et al (2009) are in line with the results of the present study. Regarding this finding, Qasemi Aghari stated that religion should be accepted actually not to be transferred as a tradition from parents to children. This causes that religion not be internalized and a person who has accepted religion in this way needs external motives and incentives in education and he has a less self-regulation. It is possible that persons with strong religious attitude have not used, in this case although the person is in a high religious level, he needs external pressures and motivation in his educational activities due to not having the ability in the studied field and achievement of undesirable results.

Amiri (2005) showed that there is a positive relationship between social status and academic achievement so that students with higher social status have higher educational advancement. In other words the highest level of educational achievement was observed among students who had high social status and the lowest rate among those with low social status. In another study Amiri (2007) showed that children with high social status lack proper social skills. The results of Baqaei Sarabi (2006) showed that those who perceive higher social status perform higher job functions. Baratvand (1997) found that there is a positive relationship between educational advancement and self-confidence. It was shown that a combination of the two variables of group acceptability and self-confidence can explain changeability of educational performance more. Amiri (2003) concluded that the capabilities and competencies of a person will influence his popularity. Chen et al (1997) found that beloved persons had a better educational performance comparing with outcaste ones and gained higher scores in intelligence test. These results are in line with the results of the present study which showed there is a positive relationship between proper social skills and self-regulating learning. The findings of Varoshan showed that there is a positive meaningful relationship between positive self-viewing and social acceptability and students’ compatibility in the school. Since peer relationship is one of the most important aspects of children’s social growth, it affects social status. Schneider et al stated that social skills or social status is the tool of relationship between persons and environment and as a tool to start and continue peer relationship it is considered as an important part of mental sanitation (Yusofi and Khayyer, 2002). Khodabandeloo (1993) stated that social status is a status which will be gained by the efforts and
capabilities of persons. Since a person can influence his friends and peers through reaching to his appropriate social status, he shows some changes in his behavior with reaching that status. Bedoura and Lioung (2005) considered self-regulation as an ability which can control person’s acts and movements to stop an action or complete it. Based on the results of the previous and this research it can be said that the changes which is made in person’s behavior after reaching social status is probably resulted from increase of self-regulation.

The results of the second hypothesis show that students should be taught proper social skills. The results of the study showed that jealousy, excessive confidence and excitement have negative relationship with self-regulating learning. However the relationship was not meaningful it shows that reduction of these inappropriate social behavior increase social status and self-regulating learning. So social status is one of the factors that can have positive effects on self-regulating learning.

Limitations of the study

Limiting the sample to female high school students of Qom city increases the generalizability of results to male students and other educational levels (primary and guidance schools) and regions which lack adequate facilities.

Practical suggestions

Self-regulating learning is one of the most important issues of education. The findings of the study are notable scientifically. They showed that religious attitude and social status have effect on self-regulating learning. It is hoped that the results bring important implications for education stakeholders and it is suggested that they provide students with self-regulating learning through appropriate teaching of social status and religious beliefs because the positive effect of social status and religious attitudes on self-regulating learning will improve other aspects of students’ lives especially their academic performance.

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