



Relationship between Thinking Styles, Academic Adjustment, and Homesickness in Students of Zabol University of Medical Sciences

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Abstract: *Background: The basic characteristic of man is the ability to think. With the help of their own minds, humans have been able to dominate the complex and changing environment and survive. Adaptation in humans is a dynamic and non-discontinuous flow because, on the one hand, human needs are diverse and constantly changing, and on the other hand, the circumstances and conditions of the environment in which these needs are to be met. Methodology: The study is descriptive and correlation with the purpose of prediction. The sample of this study is Zabol University of Medical Sciences. The total number of participants in this study is 300 people. Then, according to the sample size, among the students of the University of the community studied by census method, three questionnaires including thinking styles, academic adjustment, and homesickness are selected. To collect data, three standard questionnaires including thinking styles, academic adjustment, homesickness were used. Data were collected through descriptive statistical tests (mean, variance, standard deviation). Results: Pearson correlation coefficient with error less than 5% indicates that there is not a significant relationship between thinking styles and academic adjustment. Pearson correlation coefficient with error less than 5% indicates that there is a statistically significant relationship between styles of thinking and homesickness. There is a significant relationship ($r = 0.189$, $p\text{-value} < 0.05$), and this relationship is positive and direct. Conclusion: Finally, it can be stated that the study of thinking styles and academic adjustment can be a turning point in the university. The implementation of recreational, educational programs, along with expanding access to social support and training coping strategies can help to reduce homesickness.*

Keywords: *Thinking Style, Academic Adjustment, Homesickness, Students.*

INTRODUCTION

The basic characteristic of man is the ability to think. Human beings, with the help of their own thoughts, have been able to dominate the complex and changing environment. They think with their own special style of how to do things. In the dictionary and context, the word thinking style means behavior and distinction. The

manner of conduction and execution has been mentioned (Sternberg, 2001). The meaning of the term “thinking style” is the way of thinking, the thinking model, and so on. Although there is a controversy between theorists on the style of thinking, there is a consensus that individuals for coding (code Layer), storage and processing of information in the mind have a fixed and distinct way that is independent of intelligence (Gigliotti and Gigliotti, 1998). Robert Sternberg has named different ways of information processing (thinking styles) in people. In his view, the style of thinking is preferred (Gigliotti and Gigliotti, 1998).

Within the framework of theory (mental autonomy), Sternberg has identified thirteen basic thinking styles, namely, legislator, executor, judge, generalist, minor, libertarian, conservative, monarchy, anarchy, oligarchy, hierarchical, internal, external, which each one has its own definition (Sternberg, 2001; Abdullah et al., 2009). Leaving home and going to college in another city is usually considered a positive event, albeit with a change in lifestyle for all students who are quoting this. These changes can take place at different levels, including physical changes (such as geographic displacement), bio (eg, new food conditions), cultural and communicative, psychological, and changes in values, capabilities, Motives and Feedback (Rodgers, 1977).

The combination of these changes can lead to a sharp collapse of personality, leading to a collapse in the balance between internal resources and external demands, resulting in a phenomenon called homesickness (Yalim, 2007). Homesickness is a complex, cognitive, motivational, and emotional state associated with mental abnormalities about the previous environment and a tendency to return to it, and is usually accompanied by depressed mood and various psychosomatic symptoms (Benn et al., 2005). This phenomenon, which is usually a natural reaction to the new environment, is at the same time a potentially debilitating phenomenon that affects individuals of all cultures and age groups (van Tilburg, Vingerhoets and van Heck, 1996).

The concept of adaptation from biology has entered into the field of psychology (Islaminasab, 1991). This concept has been adapted from the term compromise, while compromise refers to the set of instinctive and developmental endeavors that organisms apply to adapt to the environment. This process in humans, and especially in the social arena, is the result of a conscious attempt to adapt and appropriately interact with individual and personality traits, with the nature of the situations faced by the individual. The concept of adaptation in humans is a dynamic and non-discontinuous flow, because, on the one hand, human needs are diverse and constantly changing, and on the other hand, the circumstances and conditions of the environment in which these needs must be met, is variable and different (Valipour, 1981).

A glance at the background of the study shows that in the context of the relationship between academic adjustment and homesickness, researches usually study the academic adjustment with thinking style, but regarding the homesickness and academic adjustment of new graduates of all levels, such as PhD, MSc, BSc, as a concept related to the style of thinking, less research has been done. The purpose of this research is to better understand homesickness and academic adjustment. In this regard, component (thinking style) is considered as one of the factors influencing homesickness and academic adjustment.

Since students are expected to have a transition perspective and an analyst, in order to be able to make appropriate decision-making in their academic and academic development, it is necessary that their tendency to use these thinking styles is identified. Therefore, the present study was conducted to investigate the relationship between the thinking styles of male and female students and their relationship with academic adjustment and homesickness. This work is carried out by examining the distribution of each of the social styles of the functional dimension, namely executive, creative, judiciary, as well as academic adjustment and homesickness in new students.

Methodology

The study method is descriptive and correlation with the purpose of prediction. The sample of this study is Zabol University of Medical Sciences. The total number of participants in this study is 300 people. Then, according to the sample size, among the students of the University of the community studied by census method, three questionnaires including thinking styles, academic adjustment, and homesickness are selected. To collect data, three standard questionnaires including thinking styles, academic adjustment, homesickness were used.

Thinking Style Questionnaire: A Thinking Styles Questionnaire, a pencil and paper test that contains 65 questions, is designed by Sternberg and Wagner (1992), in which each question answers on a 7-point scale. This questionnaire is scored by each Likert scale with scores (1, 2, 3, 4, 5, 6, 7). Each item of the Thinking Style Questionnaire (short form) is scored on a 5-point Likert scale from totally opposite to fully agreeable. 1 = Completely disagree, 2 = disagree, 3 = No Comment, 4 = Agree, 5 = completely Agree, Individual Score in each Schema is obtained by scoring 5 scores related to that Schema. Thinking styles questionnaire in various studies showed that Cronbach's alpha coefficients were acceptable. Cronbach's alpha coefficients for 13 thinking styles in various studies were reported from 43% to 80% (Sternberg, 2001).

Academic Adjustment Questionnaire: A subscale of the Baker & Sirik Adjustment Questionnaire, which has 24 items, was used to determine academic compliance. The student's score on this scale is between 24 and 168. Higher scores indicate more adjustment. In the study of Baker and Cyrillic, Cronbach's alpha coefficient for the academic adjustment subscale was higher than 80%. In the Michaellean study conducted among students of Urmia University, this coefficient is equal to 84%. Obtained. In the present study, alpha coefficient is 88%.

Questionnaire of homesickness: Ejehei and colleagues (2008) questionnaire: This questionnaire contains 36 articles, which assesses five diminished dimensions for the family's desire to return home, adjustment, loneliness and nostalgia for individuals and the familiar environment. The questionnaire is based on the Five Likert scale (never too much) and its grading is from 1 to 5. The minimum score for a person is 36 and a maximum of 180, and the higher the individual score in this test. A sign of a more feeling of homesickness. The higher the person's score in this test is, the sign of a more feeling of homesickness (Ejehei, 2008).

Following the necessary coordination and using the list of names of existing health centers, these centers were referred. The questionnaire used by the researcher was completed by interview method. It should be noted that before the completion of the questionnaire, oral explanations were provided to the speaker to complete the research process and its objectives, and with full satisfaction participated in this study. Also, some of our educated people were educated because of the lack of time they took the questionnaires and presented them after the completion of the questionnaire. The data obtained through descriptive statistical tests (mean, variance, standard deviation) and stanch statistics are analyzed. The inferential statistics in this research is Pearson's correlation.

Findings

Table 1: The Relationship between Styles of Thinking and Academic Adjustment

Academic adjustment			Variables
p-value	Pearson correlation coefficient	Numbers	
0.929	0.005	330	Thinking styles

Based on the above table, Pearson correlation coefficient with error less than 5% shows that there is no significant relationship between thinking styles and academic adjustment.

Table 2: Relationship between styles of thinking and homesickness

Homesickness			Variables
p-value	Pearson correlation coefficient	Numbers	
0.001	0.189	330	Thinking style

Pearson correlation coefficient with error less than 5% indicates that there is a significant relationship between styles of thinking and homesickness ($r = -0.189$, $p\text{-value} < 0.05$) and this relationship is positive and direct.

Discussion and Conclusion

The results of this study indicate that there is no significant relationship between thinking styles and students' academic adjustment. Zarei et al. (2011) showed that there are significant positive correlations between the judiciary, executive, hierarchical, free-thinking, exterior and first-generation thinking styles and anarchic thinking style with a significant negative correlation with academic adjustment. The results of multiple regression showed that the first type of thinking styles are positive and third-order thinking styles are negatively predictive of academic adjustment. Overall, 20.4% of the variance of academic adjustment can be explained based on these thinking styles. Based on the results, academic adjustment is associated with a variety of thinking styles. Therefore, improving the academic adjustment of nursing students requires attention to the types of thinking styles that are in conflict with the results of this study.

Safarinia's research showed that with the support of the family, a strong predictor of academic adaptation, students can be helped to overcome their academic problems and achieve better education.

Emamipour and Seif (2003) showed that free and hierarchical thinking styles predicting high academic achievement and oligarchic thinking style predict lower academic achievement in students. There is also a significant statistical relationship between styles of thinking and homesickness, and this relationship is positive and direct. The results of the study by Fritz and colleagues showed that Asian and European students studying in the United States have a higher homesickness due to the impact of cultural change.

In studying homesickness in both sexes, it was found that homesickness was significantly higher among female students than among male students. Among the five structures of feeling homesick, only the average score of the saddle structure for the family in girls was higher than that of the boys. In the study of Dehqani and colleagues, homesickness was significantly higher in female students than male.

In the study of Yaghoubi et al., the results showed that boys' homesickness was less than female students, and since there was a significant relationship between mental health of students and homesickness, the mental health of male students was higher than that of female students. In the study of Gospel and colleagues, the results also indicated that homesickness in female students was significantly higher than that of boys, and it has been argued that because one of the components of homesickness is depression, and depression in women is more than that of men. Another reason is the boys' refusal to express their homesickness. Culturally, it is less acceptable for the boys to express their homesickness. Therefore, few boys express their homesickness. Another point is that girls in Iranian culture face more social constraints than boys, and as a result may spend more time in a dormitory environment, they will spend less on entertaining activities, and due to spending more time in the dormitory, homesickness. In fact, the facilities and leisure spaces available for girls are very limited. Young girls seem to be in need of different leisure programs due to social expectations. If there are no such programs, girls are more likely to develop depression. It is interesting to note that in Fisher and colleagues, Fisher and Hood and Brain and colleagues, the results were different. There was no significant difference in homesickness in two sexes. Perhaps the reason for this is the cultural conditions existing in Western societies, which girls like boys spend their free time and therefore have a similar experience in homesickness.

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