**INTRODUCTION**

Young adulthood is a special stage in human life marked with physical, emotional, and social development and striving to achieve cultural goals. The physical changes of puberty, including increased height and weight and the secondary sexual characteristics are all involved in creating traits of maturity (CHANG, 2005). Young adulthood is also crucial for psychological development and social evolution. In this period, the need for emotional balance, understanding the inherent value of oneself, self-awareness, selecting actual life goals, emotional independence from family, maintaining psychological and emotional balance against life’s pressure, gaining social skills and establishing healthy relationships with others, and recognizing healthy life are the most important needs of young adults (KERIG, 1995). Family and especially parents are a crucial resource for young adults’ self-concept development, where the emotional relationship between parents fosters self-esteem and self-confidence in children. Parents’ marital satisfaction appears to be a significant factor for young adults’ self-concept. Krishnakumar & Buehler (2000) believe that parents with more marital satisfaction better support their children, and contrarily, marital conflict leads to ineffective marital performance in an unstable upbringing, which reduces cordiality and responsibility in the parent-child relationship. Several studies have confirmed the relationship between parents’ marital satisfaction and children’s self-concept and self-esteem.

Pinarulu & Fisiloghlu (2002) demonstrated a significant relationship between parents’ marital conflicts and young adults’ mental problems. Local studies have also investigated this relationship and found similar results, especially on anxiety, depression, and behavioral disorders of children and young adults. For example, study on 370 male and female young adults shows a relationship between family cohesion and young adults’ anxiety, and another study suggests that the parents’ marital conflicts predict 34% of children’s psychological pathology symptoms. Young adulthood is a period in which the person is physically developing and very fragile and sensitive to social culture. The young adults’ diversity of mood, behavioral changes, needs, sensitivities, outbursts, and anger create a situation that psychologists call the critical period. They have also confirmed that this period’s biological changes make young adults susceptible to anxiety and psychological tension, and push them toward negativity. These physical, psychological, and social changes in young adults and this period’s specific problems create conditions conducive to stress and mental disorders (Bolat, Dogangun, Yavuz, Demir & Kayaal, 2011).

Psychological health analyses in the United States show that over 4 million children and young adults aged 9 to 17 have experienced mental disorders (Manderscheid & Henderson, 1998). In a study, Belfer (2008) reported that 50% of adults suffer from mental disorders since young adulthood. Local studies based on global statistics also report that young adults are vulnerable to mental disorders. For example, 34.1% of girls and 23.7% of boys in Tehran (2007) are either susceptible to or have suffered from mental problems (Sotoudeh, 2004). Over the past decades, many studies have attempted to identify the preventative factors of harmful mental problems in young adults, which have stressed the role of self-concept on young adult anxiety. Personal self-concept is one of the most important psychological phenomena to affect personal and social life and mental health. Low self-concept reveals symptoms of anxiety, depression, loneliness, and embarrassment, and could cause serious problems if persistent
Predicting young adults' self-concept with couples' coordination and intellectual mutuality

(KAPLAN, SADOCK & GREBB, 1994). The young adults' behavioral patterns develop within family bonds, which guide many behavioral decisions and social relationships.

Institutional patterns contain ways to manage behavior and address behavioral conflicts. According to the differential association theory, deviant behavior is learned in interaction with others, especially with cordial persons. Therefore, the deviant behavior of parents and friends is an important source of learning delinquency. Research and statistical analyses have shown that the family's efficacy has a direct correlation with the outbreak of delinquency and criminality.

**METHODOLOGY**

The method of this research is descriptive-survey which has been done in the field. The study's statistical population consists of Qeshm County high-school students and their parents, and their data was collected from March 2014 until August 2015. The sample of this descriptive-correlational study consisted of 200 individuals selected using the convenience sampling method. First, the arrangements were made with the Qeshm Ministry of Education, and after receiving the permit from security and coordinating with schools, providing the necessary explanations, and requesting honest responses, the participants were asked to answer the questionnaire at the end of class hours in their break time. After the specified deadline, the researcher collected the questionnaires from participants. Of the 224 distributed questionnaires, 200 were analyzable and the data was entered into software for statistical analysis. Certain demographic information is presented as follows.

The statistical population includes all Qeshm County high-school students and their parents from March 2014 to August 2015. The sample selected using convenience sampling consisted of 200 high-school students and their parents. This study used the convenience sampling method with the correlation design, and the population consisted of high-school students. First, 10 high schools were selected using the multistage cluster sampling method due to sample size and the number of schools and classes. A number of grade one, two, and three students were randomly selected from each class, and 200 participants were finally evaluated. The average age of participants was 16.

This study used two questionnaires for data collection, namely the Couples' Intellectual Mutuality and Coordination Questionnaire and the Children's Self-Concept Scale (CSCS). This study used the Iranian Couples' Intellectual Mutuality and Coordination Questionnaire by JAVEDAN (2013) for evaluating intellectual mutuality and coordination, which was standardized for Iranian couples by its creator. This questionnaire was created according to personal differences, intellectual personality, educational and social factors, lifestyle, assessing marital differences, marital conflict stages, and evaluating the couples' incompatibility and marital dissatisfaction.

This instrument is a paper-pencil self-report scale with 30 items, and its options are scored in a Likert scale from 1 to 5 as follows. Items 3, 4, 5, 7, 9, 10, 11, 12, 13, 17, 19, 20, 21, 22, 23, 25, 26, 27, 28, and 29 were scored 1 for always, 2 for often, 3 for sometimes, 4 for scarcely, and 5 for never, whereas other items were scored 1 for never, 2 for rarely, 3 for sometimes, 4 for often, and 5 for always. The Intellectual Mutuality and Coordination questionnaire has 30 items and three criteria with a score range of 30 to 150. A high score represents high coordination and intellectual mutuality, whereas a low score represents low coordination. This questionnaire consists of the following components:

A. Meeting marriage expectations: Including items 1, 2, 7, 8, 10, 13, 24, 25, 26, and 30. The score range of this ten-item subtest is 10 to 50.

B. Doctrinal issues and life philosophy, including items 4, 5, 11, 12, 14, 18, 21, 22, 23, and 29.

The total scores of 10 items can range from 10 to 50. According to Cronbach's Alpha, the questionnaire's overall reliability was 94%, 89% for meeting the expectations of marriage, 78% for doctrinal issues, and 90% for personal characteristics. The questionnaire's validity was supported by structural concepts of compatibility and personal and mood traits and reflected the level of compatibility, agreement, and intellectual mutuality. The questionnaire's content...
validity according to the conceptual definitions matched the coordination and intellectual mutuality criteria. The Cronbach’s Alpha obtained for this study was 90%.

The Piers-Harris (1969) Children’s Self-Concept Scale is modeled for measuring children’s and young adults’ self-concept and is summarized as one’s emotional perception of oneself. In other words, the self-concept measured in this scale is defined as one’s relatively stable set of views of oneself. This questionnaire contains 80 questions designed as a personal report of children’s and young adults’ feelings toward themselves. The questions in this scale are scored toward positive and negative self-report. A high score represents positive self-assessment, and a low score represents the opposite. Any statement in the questionnaire is presented as a yes or no item. This scale has six dimensions, namely behavior, the school and cognitive-mental condition, appearance and physical features, anxiety, community-friendliness (popularity), and happiness and satisfaction. All microscales are scored toward positive self-concept; and a high score in the overall scale and each subscale indicates a high self-concept (The anxiety subscale is applied in the opposite direction, and a zero score represents high anxiety). Assadi (1995) reported this scale’s internal consistency to be 0.94.

The self-concept scale’s scoring method assigns scores to questions according to the scoring model for high (sufficient) self-concept. As the following table describes, a score is assigned to each yes and no item, and the total score is obtained by adding the scores from the six domains. Note that some items are presented in more than one domain. Therefore, any item presented in any field is counted as that secondary domain’s score. This scale’s scoring can be categorized into a one score and zero score.

Before scoring, the questionnaire should be controlled to see if the child has answered both yes and no for a question or skipped a question. Skipped questions or questions with both yes and no answers are not counted toward scoring. The scoring is made toward positive self-concept, and a higher score represents the respondent's positive self-concept. The total score is the number of responses obtained toward the positive self-concept. It is noteworthy that the total score cannot be obtained by aggregating all cluster scores since some questions receive a score in more than one scale while others do not. Cut-Off Score: A score below 28 is considered negative self-concept and a score above 46 is considered positive self-concept. The Cronbach’s Alpha for this study is 80%. Pearson’s correlation coefficient and the multivariate regression analysis were used simultaneously for data analysis using SPSS 21.

RESULTS

Research hypothesis
Couples’ coordination and intellectual mutuality predicts young adults’ self-concept.

Pearson’s correlation method and regression analysis were used to investigate this hypothesis. Table 3.4 shows the correlation coefficient matrix for couples’ coordination and intellectual mutuality quality and young adults’ self-concept.

Evaluating the multivariate regression hypotheses
The research data was evaluated before data analysis to ensure that it satisfied the basic hypotheses of multivariate regression analysis. The independence of errors, normality, and multiple collinearity were analyzed for this purpose and are explained as follows:

Independence of errors
One of the assumptions of regression is independence of errors (the difference between actual values and the regression equation’s predictions). If the independence of errors hypothesis is rejected and the errors have correlation, the regression cannot be used. The Durbin-Watson test is used to evaluate independence of errors. If this statistic ranges from 1.5 to 2.5, H₀ (noncorrelation of errors) is accepted, otherwise H₀ is rejected and errors are correlated. The error placement table is only one number obtained from multivariate regression analysis, and is the result of regression analysis of test outcome as a number and does not require a table. The Durbin-Watson test result was 1.84, which is within the specified range due to noncorrelation of errors, and regression analysis is possible.
Table 1. The Durbin-Watson Test Results

<table>
<thead>
<tr>
<th>Method of Analysis/ Criterion Variable</th>
<th>Stage</th>
<th>Simultaneous</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mental Health</td>
<td>1.527</td>
<td>1.539</td>
</tr>
</tbody>
</table>

Source: Search data

As the Table shows, the Durbin-Watson value is within 1.5 to 2.5 for the simultaneous and staged regression methods, which indicates that the predictive variables are independent, the no correlations of errors hypothesis is rejected, and regression can be used.

Normality

The normal distribution of variables is another important assumption of linear and multiple regression analysis. The skewness and kurtosis coefficients are used for analyzing normality. An absolute skewness value of 3 indicates deviation of data normality. The kurtosis coefficient absolute values greater than 1 is problematic for data analysis, and a kurtosis absolute value greater than 2 causes serious problems. This study used skewness and kurtosis to investigate the normality of variables. Table 2 shows the normality test results of variables.

Table 2. Test Results of Research Variable Score Distribution Normality

<table>
<thead>
<tr>
<th>Descriptive Indicators/ Scales</th>
<th>Skewness</th>
<th>Skewness Standard Deviation</th>
<th>Kurtosis</th>
<th>Kurtosis Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coordination and Intellectual Mutuality</td>
<td>-0.27</td>
<td>0.140</td>
<td>-2.06</td>
<td>0.43</td>
</tr>
<tr>
<td>Self-Concept</td>
<td>0.30</td>
<td>0.170</td>
<td>-1.9</td>
<td>0.30</td>
</tr>
</tbody>
</table>

Source: Search data

Table 2 shows that since the criterion is normal, the research variables all have an absolute skewness below 3, and there was no deviation from data normality.

Multiple collinearity

If the two predictive variables have high correlation (e.g., 0.90), they explain the same variance of the criterion variables, which is known as multiple collinearity. This is an important phenomenon that should be avoided in multivariate analyses. The tolerance statistic and the variable inflation factors (VIF) are used for multicollinearity analysis. Values below 0.10 indicate multiple collinearity among variables. Another problem with multiple collinearity is that the high correlation of standard error predictive variables increases their coefficients, which means that their values fluctuates by study. This phenomenon is known as VIF and is calculated using Equation $1 - R^2$. VIF values above 10 represent a redundant variable. This study analyzed the multicollinearity of variables using the tolerance and the VID statistics, and Table (3) shows the results.

Table 3. Multicollinearity Analysis Results of Research Variables (Predictive)

<table>
<thead>
<tr>
<th>Variables</th>
<th>Multiple Collinearity Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Tolerance Statistic</td>
</tr>
<tr>
<td>Coordination and Intellectual Mutuality</td>
<td>0.15</td>
</tr>
<tr>
<td>Self-Concept</td>
<td>0.13</td>
</tr>
</tbody>
</table>

Source: Search data

Table (3) shows that the tolerance values obtained for variables are above 0.10, suggesting a lack of multicollinearity among variables. The variance inflation factor for variables is also below 10, which indicates no multicollinearity among variables.
Couples’ coordination and intellectual mutuality hypothesis affects young adults’ self-concept.

Multivariate regression analysis and simultaneous data entry were used to test the overall research hypothesis, and Table (3) shows the results. In this method, all regression variables are simultaneously entered into the model.

### Table 4. The Multiple Correlation Coefficient and Its Square Root, and the Regression Coefficients for Married Males and Females

<table>
<thead>
<tr>
<th>Multiple Correlation (R)</th>
<th>Coefficient of Determination (RS)</th>
<th>F to p Ratio</th>
<th>Regression Variables and Coefficients</th>
<th>Constant α</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.453</td>
<td>0.205</td>
<td>8.74</td>
<td>Couples’ Coordination and Intellectual Mutuality</td>
<td>B=0.21 β=0.436 t=8.201 p=0.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>11.520</td>
</tr>
</tbody>
</table>

Source: Search data

According to this Table, the F (8.74) coefficient is significant at the P≤0.01 level. The Rs coefficient is also 0.205 and significant at the P≤0.01 level, and indicates the model’s suitability for predicting the criterion variable. Therefore, the research hypothesis is confirmed. Table (4-8) shows that the model consists of the predictive variable of young adults’ coordination and intellectual mutuality, which suggests its ability to predict young adult self-concept (RS=0.205). The standardized β regression coefficients for coordination and intellectual mutuality prediction was β=0.436, which was significant in the P≤0.01 level and suggests that each item is effective in predicting the self-concept variable. Therefore, the young adults’ self-concept prediction equation can be explained as follows according to the predictive variable.

Self-concept = 11.50 + (0.436) × couples’ coordination and intellectual mutuality

In other words, to predict the participants’ score in the self-concept indicators, the constant 11.520 and the 0.436 for coordination and intellectual mutuality are added as the predicted score for self-concept.

### DISCUSSION AND CONCLUSION

Regarding the research hypothesis, the regression analysis results with the simultaneous entry method stated in Table 4 on the multivariate correlation coefficient of couples’ coordination and intellectual mutuality with the young adults’ self-concept in Qeshm County is MR=0.453 and RS=0.205, which is significant at the 0.0001 level. Therefore, the research hypothesis is confirmed. This study investigated the relationship between couples’ coordination and intellectual mutuality and young adults’ self-concept, and its prediction according to coordination and intellectual mutuality and its adequacy. The results are consistent with Ashman, Dawson and Panagiotis (2008), and Safaei, Bigdeli and Talepassand (2011).

In their study titled “The Relationship between Mothers’ Self-Concept and Child’s Attachment Style and Self-Concept,” Safari, Bigdeli and Talepassand (2011) found a significant positive correlation between children’s self-concept and their relationship with their mothers. In their investigations, Ashman, Dawson and Panagiotis (2008) discovered that school-age children whose mothers had chronic depression showed symptoms of internalizing behaviors. Bernstein (2006) investigated the relationship between mothers’ depression and marital stress and its consequences on children’s behavior, and showed that the correlation between mothers’ depression, their childrearing tension, and the behavioral consequences of children was significant, and mothers’ mental health was the best predictive variable for children’s behavioral consequences.
As mentioned, the “self” is a mental construct that takes shapes with internal and external experiences in a dynamic system and becomes gradually more complex. It is also a social product realized by interacting with and encountering others (MIRKAMALI, 1999). Previous studies have stressed the importance of parental attention to children, especially the mother’s attention, which creates self-concept stability to provide the conditions for children’s positive self-concept. Constructive interaction with a positive and stable self-concept parent, especially during childhood and young adulthood, which coincides with the formation and stabilization of the self-concept, greatly impacts the children’s self-concept.

Mothers with a positive self-concept accept their trait, value the children’s self-concept, and provide positive attention to their children to create more cordial relationships, more influence on children, and in turn form a positive self-concept. Therein lies the value of forming emotional and supportive child-parent relationships and creating a unified and stable self-concept. Therefore, the mother’s role, especially in this field, is considered critical, since mothers are the first representation of attachment with whom the infant establishes a close relationship and their guarantor of survival and health. Hence, mothers who adequately meet their children’s needs allow their children to explore their environment and trust in a supporter that will form the child’s self-concept in a positive and cohesive manner while guaranteeing their security in emotional relationships and attachment during adulthood. The insecurity in attachment caused by insufficient attention during sensitive development and attachment stages creates a sense of inadequacy in the “self”; which means that children consider the failure to establish stable relationships with the parent primarily, and with relatives secondarily, to be caused by their inadequacy and incompetence. This feeling is the foundation for a negative self-concept in children and its extension into adulthood.

Self-concept researchers mention that it contains a cognitive self-assessment aspect and emotional-motivational aspects. According to Wigfield & Carpathin (1991), self-concept refers to the types of roles individuals assume. Self-concept is people’s knowledge and understanding of themselves in various situations (WIGFIELD & CARPATHIN, 1991). Self-efficacy points to an individual’s belief in their ability to execute a particular task. Despite acceptance, clarity, and general definition, educational psychologists often debate the conceptual, experimental, and operational differences of these constructs. Bong and Skalvic (2003) argued that self-concept specifically states one’s perceived ability in a specific field. Self-concept beliefs are greatly dependent on social comparison and reflect acceptance by others.

It stresses that perceived social support from strengthening “Empowerment Theory” affects the self-concept beliefs in predicting individuals’ stressful experiences. According to proactive agency, experiencing support against situational demands is not a potential protective agent, yet increases support by increasing adaptive personal abilities in facing challenges and problems to increase personal self-control (BENIGHT & BANDURA, 2004). In fact, social support in facing a stressful factor allows individuals to use substitution experiences. This problem emerges when the supporting resources become adequate for facing issues similar to successful experiences. In other words, social support expresses a symbolic experience through which members in a communicative network gain verbal assurance in facing problems. The other possible path through which supportive experiences strengthen self-concept beliefs in facing stressful situations is when perceived social support increases self-concept by reducing negative emotional factors. Therefore, the social support perceived by reducing tension-induced negative emotions and arousal gain effectiveness in strengthening self-concept beliefs (SCHWARZER & KNOLL, 2007).
REFERENCES
Predicting young adults’ self-concept with couples’ coordination and intellectual mutuality...
Predicting young adults’ self-concept with couples’ coordination and intellectual mutuality in Qeshm County in Iran

Resumo
O presente estudo teve como objetivo prever o autoconceito de jovens adultos de acordo com a coordenação e a mutualidade intelectual dos casais. A população estadística do estudo consiste em alunos do ensino médio do condado de Qeshm e seus pais, e seus dados foram coletados de março de 2014 até agosto de 2015. A amostra deste estudo consistiu em 200 indivíduos selecionados usando o método de amostragem de conveniência. Para a análise de dados, correlação simples e regressão multivariada foram utilizadas na seção dedutiva para prever e analisar a relação entre as variáveis. Este estudo utilizou a Escala de Autoconceito Infantil de Piers-Harris (CSCS) e o Questionário de Mutualidade Intelectual e Coordenação de Casais Iranianos de Javedan (2013), bem como o SPSS 21 para análise de dados. Os resultados mostraram uma relação simples e multivariada entre o autoconceito dos jovens adultos e a mutualidade intelectual dos casais, e essas variáveis foram significativas no nível P≤0,01.


Abstract
The present study was intended to predict young adults’ self-concept according to couples’ coordination and intellectual mutuality. The study’s statistical population consists of Qeshm County high-school students and their parents, and their data was collected from March 2014 until August 2015. The sample of this descriptive-co-relational study consisted of 200 individuals selected using the convenience sampling method. For data analysis, simple correlation and multivariate regression were used in the deductive section to predict and analyze the relationship between variables. This study used the Piers-Harris Children’s Self-Concept Scale (CSCS) and the Iranian Couples’ Intellectual Mutuality and Coordination Questionnaire by Javedan (2013), as well as SPSS 21 for data analysis. The results showed a simple and multivariate relationship between the young adults’ self-concept and couples’ intellectual mutuality, and these variables were significant at the P≤0.01 level.

Keywords: Self-concept. Young adults. Couples’ coordination and intellectual mutuality.


Resumen
El presente estudio tuvo como objetivo predecir el autoconcepto de los adultos jóvenes de acuerdo con la coordinación de las parejas y la reciprocidad intelectual. La población estadística del estudio consiste en estudiantes de secundaria del condado de Qeshm y sus padres, y sus datos se recopilaron desde marzo de 2014 hasta agosto de 2015. La muestra de este estudio consistió en 200 individuos seleccionados mediante el método de muestreo por conveniencia. Para el análisis de datos, se utilizó correlación simple y regresión multivariante en la sección deductiva para predecir y analizar la relación entre variables. Este estudio utilizó la Escala de Autoconcepto de los Niños de Piers-Harris (CSCS) y el Questionario de Coordinación y Mutualidad Intelectual de Parejas Iraníes de Javedan (2013), así como el SPSS 21 para el análisis de datos. Los resultados mostraron una relación simple y multivariada entre el autoconcepto de los adultos jóvenes y la reciprocidad intelectual de las parejas, y estas variables fueron significativas en el nivel P≤0.01.