

The Effect of Wisdom and Socio-Economic Status of the Family through the Mediation of Academic Self-Concept on Academic Vitality

Akram Khalaj Amiri¹, Khadijeh Abolma'ali Alhoseini²

1. MSc Student in Educational Psychology, Department of Psychology, Roudehen branch, Islamic Azad University, Roudehen, Iran.
2. Associate Professor, Department of Psychology, Roudehen branch, Islamic Azad University, Roudehen, Iran.

Article history:

Received date: 5 August 2019

Review date: 15 September 2019

Accepted date: 18 September 2019

Keywords:

Academic Self-Concept, Academic Vitality, Socioeconomic, Wisdom

Abstract

Purpose: This study was conducted with the aim of determine the effect of wisdom and socio-economic status of the family through the mediation of academic self-concept on academic vitality.

Methodology: The purpose of the research was applied and the research method was descriptive correlation type. The statistical population of research included all female high school students in district 2 of Tehran in 2018 with a total of 1200 people, 300 people According to Kerjenci-Morgan table were selected by multistage random sampling. The study tools were included Wisdom Measurement by Schmitt et al., (2012); Socio-Economic Status Inventory by Ghodratnama et al., (2013); School Self-Concept Inventory by Chen & Thompson (2003) and Educational Vitality Questionnaire by Dehghani Zadeh et al., (2013). The data were analyzed using structural equation modeling and Amos software.

Findings: The results of the present study showed that wisdom has a positive and significant effect on self-concept ($P=0.001$). Wisdom has a positive and significant effect on academic vitality ($P=0.001$). Socio-economic status has no direct effect on self-concept ($P=0.208$). Socio-economic status has no direct effect on academic vitality ($P=0.358$). Self-concept has a positive and significant effect on academic vitality ($P=0.001$). Wisdom has an indirect and significant effect on academic vitality through the mediation of academic self-concept ($P=0.001$). Socio-economic status has no indirect effect on academic vitality in a positive and significant way with the mediation of academic self-concept ($P=0.208$).

Conclusion: Wisdom in turn directly and indirectly through the mediation of self-concept affects the students' academic vitality.

Please cite this article as: Khalaj Amiri A, Abolmaali Alhosein Kh. (2020). The effect of wisdom and socio-economic status of, *Iranian journal of educational Sociology*. 3(1): 157-166.

1. Introduction

The educational activities of each country can be considered as one generation investment for another generation that aims at human development (Bay, Hassan Abadi & Kavosian, 2017). Learners' learning is usually measured by their academic performance. Numerous factors affect the academic performance of students. Some of these factors improve performance and some weaken learners' performance (Sahaghi & Moridi, 2015). Academic vitality is experienced in responding positively, constructively and adaptively to a variety of challenges and barriers in the field of education; (Putwain, Connors, Symes & Douglas-Osborn, 2012). Academic vitality reflects academic resilience in the context of positive psychology (Van Dorforst, 2018). Academic vitality is one of the important indicators that affect the productive and successful education and learning of the individual, and where merits and abilities are born and scientific progress is achieved; But in everyday academic life, students face a variety of challenges, obstacles and pressures specific to this course (including poor grades, stress levels, threats to self-confidence as a result of performance, reduced motivation and interaction, etc.). Some students succeed in overcoming these obstacles and challenges, but another group of students fail in this area (Pourabdol, Sobhi-Gharamaleki & Abbasi, 2015).

Wisdom includes cognition, perception and insight, reflective thinking and a combination of individual perspective and personal interests in interaction with the interests and well-being of others, which also affects the educational status (Kazemi, Naderi, Hashemi S & Michaeeli manee, 2017). Sternberg 1986 for the wisdom of the six elements of the ability to reason, shrewdness and intelligence, learning from perspective and environment, judgment, quick and immediate use of information and intelligence (Asadi, Amiri, Molavi & Bagheri, 2013). Cognitive-social theories of motivation and academic achievement emphasize the interaction of personal and contextual variables in academic performance (Abedini, 2011). The family as a social system consists of a group of people who live together through marriage, reproduction and raising children. This social system and organization has historically played a vital role in the growth and development and socialization of the human race. The family is undoubtedly the most important organization that lays the foundation for his growth, physical, mental and social balance (physical, psychological and social) (Latva & Furmark, 2020). One of these factors is the socio-economic status of the family (Van Dorforst, 2018). Socio-economic status is an important predictor of students' academic life (Rodríguez-Hernández, Cascallar & Kyndt, 2019). Socio-economic status is a combination of the economic and sociological status of a person's work experience and the economic and social status of an individual or family in relation to others, based on income, education and occupation (Saif-Ur-Rahman, Anwar, Hasan, Hossain, Shafique, Haseen, Khalequzzaman, Rahman & Islam, 2018).

Over the past two decades, self-concept has been recognized as an important factor influencing motivational behavior and influencing individuals' academic achievement (Kulakow, 2020). Self-concept is one of the basic concepts in psychology. It is a set of characteristics that make a person different from others or similar to others. Study itself has three dimensions: 1) self-concept, which is related to personal beliefs about oneself; 2) self-esteem or evaluation of one's characteristics; 3) Introducing oneself or the behaviors that a person adopts to create a certain perception in others (Bédard, Déziel & Lamarche, 2012). The academic self-concept refers to the student's perception of his / her competence in school learning and is the perception of the learner's academic abilities and limitations. Self-concept plays an important role in understanding students' learning and their growth and success in school (Pinxten, Wouters, Preckel, Niepel, De Fraine, & Verschueren, 2015). Relationships with important people affect the formation of the "self" and how the world experiences it in adulthood (Thomson & Jaque, 2017). The family and its status is the first and most important social system that affects the formation of self-concept and self-esteem. In fact, early parent-child interactions are the basis for developing a sense of self-worth in early childhood. From mid-childhood to adolescence, two cognitive changes lead to peer-to-peer effects on adolescents' self-concept and self-esteem. Adolescents' ability to form abstract concepts leads to more general self-

assessments instead of more abstract and detailed self-assessments and self-concept (Gorrese & Ruggieri, 2013).

Grossmann, Sahdra, Ciarrochi (2016) have defined wisdom as the ability to use pragmatic reasoning to solve important life challenges. According to the results of Zabihi Hesari, Chaji & Zare Moghaddam (2017), wisdom is a reliable predictor of psychological well-being and academic vitality among students, and wise students of psychological well-being and vitality. Have a higher education. Rostami (2014) Parents' literacy, number of books at home and home facilities are effective in academic performance. Social status and social patterns play an important role in shaping individual beliefs and self-concept. Raashidzade, Badri, Fathiazar & Hashemi (2019) suggested that by considering academic self-concept, programs can be developed to improve students' academic resilience and vitality. Hassanzadeh & Vatandoust (2018) concluded that education management improves students' motivation, academic vitality and academic self-concept.

Ghaderiani, Karimianpoor & Aziziyani (2016) in a study examined the relationship between self-concept and its components with academic vitality and the results of data analysis showed that there is a positive and significant relationship between academic self-concept and academic vitality. Ganji & Soufi (2015) showed that changes in academic achievement can be predicted through the variables of academic self-concept, learning strategies, and autonomous academic motivation. Paying attention to people's beliefs and perceptions about themselves and their abilities, as well as paying attention to vitality variables affecting people's performance in all educational situations is very important and important. Li, Xu & Xia (2020) showed that self-concept mediates the relationship between socio-economic status and academic achievement. Although poverty and low socioeconomic status of the family jeopardize many developmental processes and psychological adjustment in children and adolescents, a significant percentage of children and adolescents exposed to such adverse conditions are able to overcome its adverse consequences (Ackerman & Brown, 2006). Therefore, identifying the basic variables and protective factors affecting the functions of vitality and academic resilience in people with low socio-economic conditions is of great importance (Ge & Ngai, 2020). Reviewing the above, it seems that academic vitality, as well as affecting the individual and family factors of students, these factors in interaction with each other can predict the academic vitality of students. There are few studies that have examined the factors affecting academic vitality in the framework of a model, taking into account wisdom, socio-economic status and academic self-concept. According to the existing background and what was stated, the aim of this study was to determine the effect of micro and socio-economic status of the family through the mediation of academic self-concept on students' academic vitality.

2. Methodology

The purpose of the present study was applied and the research method was descriptive-correlational. The statistical population included all female high school students in District 2 of Tehran in the academic year 1397-1397. The statistical population was equal to 1200 people based on the education statistics of region 2, which according to Kerjenci-Morgan table; the proposed sample size was estimated at 291 people, which were selected considering the probability of sample loss of 300 people. The sampling method was multi-stage random; Thus, among all the first secondary schools in Region 2 of education (6 schools in total), 3 schools were selected by cluster sampling method and then the questionnaires were randomly distributed among 3 schools. Among the criteria for entering into cohabitation with both parents from childhood to the present and the grade point average was higher than 15 in the semester before 1397-1397. Among the criteria for excluding research from chronic physical illness in this child and receiving treatment for these illnesses were taking medications such as Ritalin and receiving psychotherapy at the same time. To maintain ethics, they were asked to refrain from mentioning their first and last names and to answer questions honestly, ensuring that the answers were confidential.

Collection tool: Wisdom Scale Schmit, Muldoon, Pounders Wisdom Scale, made in (2012), includes 21 items, of which 5 subscales: reflective dimension (3 items), opening dimension (3 items), interactive dimension (3 items), practical dimension (3 items) Evaluates the paradoxical dimension (4 items) and the experience dimension (5 items) in a 5 Likert scale from strongly disagree = 1 to strongly agree = 5. In this questionnaire, the range of scores for reflective, openness, interactive and practical subscales ranges from 1 to 15, for paradoxical subscale from 1 to 20 and for experience subscale from 1 to 25, and the total score is 105 and the score Higher in this questionnaire indicates more wisdom. In Schmit, Muldoon, Pounders (2012) research, the 6-factor structure of this instrument was confirmed by confirmatory factor analysis and they reported Cronbach's alpha coefficient for this instrument of 0.75. Akbari, Hashemi & Khabbazi Kenari (2016) reported the correlation of this tool with Connor and Davidson resilience questionnaire equal to 0.20 and Cronbach's alpha coefficient for this tool 0.78. Cronbach's alpha coefficient in the present study was 0.928.

Socio-economic status questionnaire, The Socio-Economic Status Questionnaire of Ghodramnama, Heydarinejad and Davoodi, which was developed in (2013), includes 4 items, which are 4 subscales of income, economic class, housing status and education, which in a 5-point Likert scale of 1 Up to 5 scores are given. In this questionnaire, the range of scores for each subscale varies from 1 to 5 and the total score is 20, and a higher score in this questionnaire indicates a better socio-economic status. In the study of power (2013), the face and content validity of the questionnaire were confirmed by 12 psychologists. The reliability of the questionnaire was 0.84 through Cronbach's alpha and implementation on 120 students. Cronbach's alpha coefficient in the present study was 0.74.

Academic self-concept questionnaire, The Chen & Thompson Academic Self-Concept Questionnaire was developed in 2003 and consists of 15 items. = 1 to totally agree = 4 evaluates. In this questionnaire, the range of scores for social and educational subscales varies from 1 to 24 and for physical subscales from 1 to 12, and the total score is 20, and a higher score in this questionnaire indicates a more positive self-concept. In the study of Jesse Chin and Thompson (2003), the structure of three factors including physical, social and educational self-concept was confirmed by confirmatory factor analysis and they reported the internal correlation between these factors in the range from 0.75 to 0.82. . In Afsharizadeh, Kareshki & Naserian (2013) based on the results of exploratory factor analysis, three factors of general, school and non-school self-concept were extracted and Cronbach's alpha coefficient for this tool was reported to be 0.78. Cronbach's alpha coefficient in the present study was 0.85.

Academic Vitality Questionnaire, Dehghanizadeh, Hossein Chari, Moradi and Soleimani Academic Vitality Questionnaire, which was developed in (2014), consists of 10 items that are scored in a Likert scale completely = 1 to strongly agree = 7. In this questionnaire, the range of scores for this tool varies from 1 to 70, and the total score is 70, and a higher score in this questionnaire indicates higher academic vitality. Dehghanizadeh et al (2014) reported the correlation of each item with the total score in the range of 0.54 to 0.64 and Cronbach's alpha coefficient of 0.77 for this instrument. Cronbach's alpha coefficient in the present study was 0.732. In the present study, the structural model of the research was analyzed using structural equation modeling and Emus software.

3. Findings

In the present study, information about 9 participants was excluded from the study due to incompleteness. Table 1 shows the characteristics of the sample group based on age, mother and father education and family income status.

Table1. Demographic characteristics of the participants

Age	Abundance		Percentage	
15 years	16		5/5	
16 years	87		29/9	
17 years	122		41/9	
18 years	66		22/7	
Total	291		100	
education	Abundance		Percentage	
	mother	father	mother	father
Diploma and sub-diploma	172	132	64/9	45/3
Associate Degree	36	51	12/4	17/5
Bachelor	39	50	13/4	17/2
MA	26	39	8/9	13/4
P.H.D	18	19	6/2	6/9
Total	291	291	100	100
Income	Abundance		Percentage	
Less than 1 million	30		10/3	
One to two million	79		27/1	
Two to three million	80		27/5	
Three to four million	51		17/5	
Four to five million	31		10/7	
Above 5 million	20		6/9	
Total	291		100	

Table 2 shows the mean, standard deviation and correlation matrix between micro variables, academic self-concept and academic vitality.

Table2. Mean standard deviation and micro-correlation matrix, socio-economic status, academic self-concept and academic vitality

variable	Average	Standard deviation	1	2	3	4
1. Wisdom	44/47	15/19	-			
2. Socio-economic status	12/4	3/45	0/108	-		
3. Academic self-concept	26/67	11/92	0/614**	0/123	-	
4. Academic vitality	26/45	4/08	0/433**	0/141	0/409**	-

Table 2 shows that micro-variables and academic self-concept were positively correlated with academic vitality at a significant level of 0.01, but socio-economic status was not correlated with academic vitality. The micro variable was positively and significantly correlated with academic self-concept, but socio-economic status was not correlated with academic self-concept.

Table3. Fitness indicators of the measurement and structural model of the research

Model	χ^2	df	p	CFI	GFI	AGFI	RMSEA
Measurement	0/190	2	0/975	0/971	0/995	0/927	0/080
Structural	14/884	11	0/188	0/968	0/967	0/923	0/081

Table 3 shows that the chi-square index was insignificant at the level of 0.05 and this indicated a good fit of the measurement and structural model with the collected data. Table 3 also shows that other fit indices also supported the optimal fit of the measurement and structural model with the collected data. In the structural model of this study, it was assumed that the latent variable of socio-economic and micro status, both directly and through the mediation of academic self-concept, mediates academic vitality. Table 4 shows

the coefficients of the total, direct and indirect path coefficients between micro, socio-economic status, academic self-concept and academic vitality.

Table4. Total, direct and indirect path coefficients between research variables

	Routes	b	S.E	β	sig
Total scores	Wisdom - Academic vitality	0/116	0/012	0/433	0/001
	Socio-economic status - academic vitality	0/988	1/780	0/042	0/528
Direct effects	Wisdom - Academic vitality	0/077	0/016	0/288	0/001
	Socio-economic status - academic vitality	1/374	1/682	0/059	0/358
	Wisdom - Academic self-concept	0/482	0/036	0/611	0/001
	Socio-economic status - academic self-concept	-4/760	4/027	-0/069	0/208
Indirect effects	Academic self-concept - academic vitality	0/081	0/022	0/238	0/001
	Wisdom - Academic vitality	0/039	0/011	0/146	0/001
	Socio-economic status - academic vitality	-0/387	0/334	-0/017	0/208

Table 4 shows the total path coefficient ($p < 0.05$, $\beta = 0.042$) and direct path coefficient ($p = 0.05$, $\beta = 0.059$) between socio-economic status and academic vitality at level 05. 0.0 was not significant. Total path coefficient ($p < 0.01$, $\beta = 0.433$) and direct path coefficient ($p < 0.01$, $\beta = 0.288$) between wisdom and academic vitality at the level of 0.01 were significant was. The path coefficient between academic self-concept and academic vitality ($p < 0.01$, $\beta = 0.238$) was positive at the level of 0.01. Indirect path coefficient between socio-economic status and academic vitality ($p < 0.05$, $\beta = 0.017$) was not significant at the level of 0.05. Indirect path coefficient between wisdom and academic vitality ($p < 0.01$, $\beta = 0.146$) was positive and significant at the level of 0.01.

4. Discussion

The results of the present study showed that wisdom has a positive and significant effect on self-concept. In explaining this finding, it can be said that some approaches in defining wisdom have been highly process-oriented and have considered wisdom as a feature of adult thinking, while others have been more consequential and wisdom, Have been considered as a model of personality traits and transformational assets (Asadi et al 2013). Experience-based approaches assume that wisdom grows from life experiences and transformational assets that involve fundamental change. Transformational assets are positive structural designs that all children, adolescents, and young people need to succeed, and they include important connections, skills, opportunities, and values. Transformational assets are divided into two sets of external and internal transformational assets. External transformational assets include support, empowerment, constraints and expectations, constructive use of time ("external" relationships and opportunities provided by others to young people) and internal transformational assets including commitment to learning, positive values, social competencies and positive identity (values, The "inner" skills and self-perceptions that young people have developed in the gradual path to self-regulation, thus making it possible for the individual to understand personal issues in a way that allows them to face situations. (Asadi et al. 2013) and causes self-concept to increase and thus perform better in task performance (Asghari, Mirmahdi, & Mazloumi 2011).

The results of the present study showed that wisdom has a positive and significant effect on academic vitality. These results were in line with the results of Zabihi Hesari (2017) and Grossmann et al (2016). Explaining these findings, Balts and Smith (2008) offer the next dimension of wisdom, which they refer to as relativism, that is, "the means of tolerating and respecting beliefs or actions that are contrary to one's beliefs"; This feature is considered a consequence of wisdom. The interactive talent dimension, on the other hand, refers to a person's ability to regulate their emotions and how they express them and understand the emotions and behaviors of others. In other words, this dimension includes emotional, social, and communication skills. Numerous studies have argued that emotional sensitivity and emotional regulation are important components of wisdom. Wise people are able to adapt their emotions to the situation according

to the existing conditions and show the most appropriate one, which creates vitality in all aspects of life, especially students' academic vitality.

The results of the present study showed that socio-economic status has no direct effect on self-concept. These results were not in line with the results of Rostami (2014) and Li et al (2020). Explaining this finding, we can say that self-concept is a combination of thoughts and feelings that it has and the overall evaluation of the individual derives from his personality (Orang, Hashemi Razini, Ramshini Orang, 2018). Internal and external transformational assets are considered as the heart of positive transformation, effective individual and social factors. The complex cycle of external success and internal feedback of individuals can change the effect of transformational assets on the level of self-concept of individuals and from this perspective it can be inferred that the effect of socioeconomic status on self-concept versus other internal transformational assets and the exterior of people is very small.

The results of the present study showed that socio-economic status does not have a direct effect on academic vitality. These results were not in line with the results of Rostami (2014). In explaining this finding, it can be said that although the socio-economic status of children has an effect on their educational status. The role of schools in the development of children is undeniable, if the human baby lives alone, man will not be born, but simple animal and instinctive reflections will be issued from him. It is only through education that man attains the status of a human being. In any case, raising a child should be done according to the principles and stages of mental and psychological development. The school environment is one of the most important areas of students' lives; because they spend a lot of time in school (Gharehbaghi, Taghilou, & AbbasPour Azar 2019) and hence, the school and classroom atmosphere and learning environment as well as the characteristics of the teacher and possible teaching methods It diminishes the effect of socio-economic status on academic vitality.

The results of the present study showed that self-concept has a positive and significant effect on academic vitality. These results are in line with the results of Hassanzadeh, & Vatandoust (2018); Ghodratnama et al (2016); Ganji & Soufi (2015) were in line. In explaining this finding, it can be said that academic motivation stems from the self-concept that students have. Another factor affecting students' anonymity is the negative academic self-concept. Self-concept includes our attitudes, feelings, and knowledge about ability, skill, and social acceptability. Self-concept encompasses all cognitive, perceptual, emotional, and evaluation dimensions. Therefore, a set of attitudes towards oneself is called self-concept. Self-concept is also formed from the real or imagined judgments of others, especially related people in the social environment. Students' self-concept determines their academic achievement (Shafiepour Motlagh & Torabi Nahad 2018).

The results of the present study showed that wisdom has a positive and significant effect on academic vitality through the mediation of academic self-concept. These results are consistent with the results of research by Orang et al (2018); Hassanzadeh, & Vatandoust (2018); Raashidzade et al (2019); Zabihi Hesari (2017) Ghaderiani (2016); Ganji & Soufi (2015) and Grossmann et al (2016) were in line. A wise solution is a balanced solution; in such a way that it considers the conflicting intrapersonal, interpersonal and transcendental interests, in the short and long term, and also incorporates positive moral values in decision-making. It is also balanced in how it deals with the context of the problem: in fact, depending on the nature and circumstances of the issue, it adapts to the context, changes it, or chooses another context (Asadi et al. 2013); thus, the ability to solve problems in the context of the environment has a motivating role for the individual.

According to the theory of autonomy, motivation is in a continuum from external motivation to internal motivation. The basic premise of this theory is that a person's autonomy increases with the attribution of intrinsic motivation. Autonomy is defined as the quality of an individual's performance that includes the experience of choosing and internal perception of the source of control that affects their competence. The need for competence is the need for the ability to perform challenging tasks in various fields such as physical activity, education, etc. (Timo, Sami, h Anthony Jarmo & 2016). Early academic experiences shape students'

perceptions of competence, which in turn may affect academic achievement. In longitudinal studies, positive self-perception has been associated with higher levels of academic achievement (Scholtens, Rydell, Yang-Wallentin, 2013). Self-concept is a more general sense of how well a person thinks about doing homework and somehow reflects a sense of competence. Positive academic self-concept in people by creating positive thoughts causes the emergence of positive emotions and avoidance of negative emotions such as anxiety. That is, people who have a positive and constructive perception of themselves and their abilities, especially in the educational dimension, such perception and thinking as a barrier against the emergence of undesirable thoughts and actions in all areas of life and situations. It is crucial (Pourtaieb, & Mirnasab 2018). According to social identity theory, it encourages the need for self-confidence of group members to maintain and enhance their positivity. Self-confidence creates a positive self-concept in a person and this has positive effects on his performance. Negative self-concept, on the other hand, increases a person's sense of social ignorance. Positive self-concept in students strengthens their identity in a way that helps them to recognize their path in academic life and achieve a degree of satisfaction (Shafiepour Motlagh, & Torabi Nahad, 2018), so to achieve academic vitality.

The results of the present study showed that the socio-economic status has a positive and significant effect on academic vitality through the mediation of academic self-concept. In explaining this finding, it can be said that according to the ecological theory, the environment is not a stagnant force that affects people equally; It is dynamic and always changing, As individuals add roles or situations to their lives, the breadth of subsystems changes. These changes take place in environments, or ecologically speaking, ecological transitions throughout life, and are more of an important turning point in evolution. In the meantime, the effect of other biological characteristics such as intelligence on the effects received from the environment and their processing should not be neglected. Gifted students are more flexible than their external and internal experiences and have a greater capacity to review and change values and misconceptions (Eriksson et al. 2018). Academic achievement and vitality of students and learners who have a high level of wisdom are more affected by their skills and competencies in problem solving, which also form a positive self-concept for them than the socio-economic status of the family.

In conclusion, it can be concluded that students with high academic self-concept have high confidence in their academic abilities and prepare themselves to face any academic challenges and problems, and if faced with these challenges, with high self-confidence and self-confidence, Problems arise. Solving these academic challenges can create a positive feeling in students and generally increase their academic vitality. In fact, it can be said that academic self-concept can be one of the sources of increasing academic vitality in students. Academic vitality, which refers to a positive and adaptive response to the types of challenges and obstacles that are experienced in the ongoing and current academic field, can increase under the influence of students' academic self-concept.

Every research has limitations that limit the generalizations of the research. Among the limitations of the present study, we can mention the limitation of the researcher in accessing other areas of Tehran, based on which the generalizations of the research to other areas should be done with some caution. For future research, it is suggested that sampling be done from other regions and compared with the results of the present study. One of the implicit applications of the present study on wisdom is to identify the facilitating and inhibiting conditions and to create effective educational methods in order to acquire wisdom and promote academic self-concept. In order to increase academic vitality, it is suggested that teachers engage students in challenging assignments by considering incentives, which in addition to gaining wisdom, also affect their academic self-concept.

References

- Abedini Y. (2011). Predicting student's academic achievement according to their self-efficacy beliefs, socio-economic status, and academic disciplines in students. *Contemporary Psychology*, 6(2): 57-70.
- Ackerman B P, Brown E. D. (2006). Income poverty, poverty co-factors, and the adjustment of children in elementary school. In R. V. Kail (Ed.), *Advances in Child Development and Behavior*, (34): 91-129.
- Afsharizadeh S E, Kareshki H, Naserian H. (2013). Psychometric Properties of School Self-concept in Primary Students of Tehran. *Scientific Journal Management System*, 3(11): 53-66.
- Akbari E, Hashemi S, Khabbazi Kenari S. (2016). The Psychometric Characteristics of Wisdom Scale (WS). *Positive Psychology*, 2(2): 19-34.
- Asadi S, Amiri S, Molavi H, Bagheri K. (2013). Introducing concept of wisdom in psychology and its Educational applications. *New Educational Approaches*, 8(2): 1-28.
- Asghari M, Mirmahdi S R, Mazloumi A. (2011). Investigating the effect of self-regulation strategies training on students' self-concept and mathematic academic achievement. *Quarterly Educational Psychology*, 7(21): 23-44.
- Baltes P B, Smith J. (2008). The Fascination of Wisdom: Its Nature, Ontogeny, and Function. *Perspectives on Psychological Science*, 3(1): 56-64.
- Bay N, HassanAbadi H R, Kavosian J. (2017). Structural model of competence beliefs and classroom perceptions with students' academic achievement: The role of behaviors and beliefs of progress. *Quarterly of Applied Psychology*, 11(41): 67-83.
- Bédard L, Déziel J, Lamarche, L. (2012). *Introduction à la psychologie social (Introduction to social psychology)* (4th edition). Pearson.
- Chen Y H, Thompson M. (2003). Confirmatory Factor Analysis of a School Self-Concept Inventory.
- Dehghanizadeh M H, Hossienchari M, Moradi M, Soleymani Khashab A. A. (2014). Academic Buoyancy and Perception of Family Communication Patterns and Structure of Class: The Mediatory Role of Self-Efficacy Dimensions. *Educational Psychology*, 10(32): 1-30.
- Eriksson M, Ghazinour M, Hammarström A. (2018). Different uses of Bronfenbrenner's ecological theory in public mental health research: what is their value for guiding public mental health policy and practice? *Social Theory & Health*, 16(4): 414-433.
- Ganji H, Soufi S. (2015). Contribution of self-concept, learning strategies, self-determination motivation, and global self-esteem in academic achievement. *Psychological Research*, 17(2): 11-29.
- Ge T, Ngai S S y. (2020). Three pathways to promote poverty resilience: The effects of poverty on children's educational and behavioral performance under multisystem in China. *Children and Youth Services Review*, 113: 104962.
- Ghaderiani H, Karimianpoor Gh, Aziziyani Gh. (2016). Investigating the relationship between self-concept and students' academic vitality. *The first international conference on modern research in the field of educational sciences, psychology and social studies in Iran*.
- Gharehbaghi R, Taghilou P D S, AbbasPour Azar P D, Z. (2019). A Comparison of parenting styles and students' social development in public and private schools [research]. *Quarterly Journal of Family and Research*, 15(4): 67-84.
- Ghodratnama A, Heidarinejad S, Davoodi I. (2013). The relationship between socio – economic status and the rate of physical activity in Shahid Chamran University Students of Ahwaz. *Journal of Sport Management*, 5(16): 5-20.
- Gorrese A, Ruggieri R. (2013). Peer attachment and self-esteem: A meta-analytic review. *Personality and Individual Differences*, 55(5): 559-568.
- Grossmann I, Sahdra B K, Ciarrochi J. (2016). A heart and a mind: Self-distancing facilitates the association between heart rate variability, and wise reasoning. *Frontiers in Behavioral Neuroscience*, 10(68): 1-10.
- Hassanzadeh R, Vatandoust L. (2018). Effectiveness of motivation management training on students' academic buoyancy and self-concept. *Research in School and Virtual Learning*, 5(3): 67-72.
- Kazemi S F, Naderi H A, Hashemi S, Michaeli manee F. (2017). Proposing a casual model for student's creativity based on individual (general self-efficacy, creative self-efficacy, intrinsic motivation & wisdom) and social variables (university climate). *Scientific Journal Management System*, 7(1): 71-100.
- Kulakow S. (2020). Academic self-concept and achievement motivation among adolescent students in different learning environments: Does competence-support matter? *Learning and Motivation*, 70: 101632.
- Latva R, Furmark C. (2020). Family Support; International Trends. In J. B. Benson (Ed.), *Encyclopedia of Infant and Early Childhood Development (Second Edition)* (pp. 603-612). Elsevier.

- Li S, Xu Q, Xia R. (2020). Relationship between SES and academic achievement of junior high school students in China: The mediating effect of self-concept [Original Research]. *Frontiers in Psychology*, 10(2513).
- Orang S, Hashemi Razini H, Ramshini M, Orang T. (2018). Investigating the meaning of life and psychological well-being, in youth, adults, and elderly (a comparative study of three age groups) [Research]. *Salmand: Iranian Journal of Ageing*, 13(2): 182-197.
- Pahlavan Sadegh A, Farzad V E, Naderi E. (2007). The relation between the family socio-economic status, student characteristics, and math achievement. *Journal of Education*, 22(88): 66-70.
- Pinxten, M, Wouters S, Preckel F, Niepel C, De, et al. (2015). The formation of academic self-concept in elementary education: A unifying model for external and internal comparisons. *Contemporary Educational Psychology*, 41: 124-132.
- Pourabdol S, Sobhi -Gharamaleki N, Abbasi M. (2015). A comparison of academic procrastination and academic vitality in students with and without specific learning disorder. *Journal of Learning Disabilities*, 4(3): 22-38.
- Pourtaleb N, Mirnasab M M. (2018). The relationship between hopelessness and academic self-concept with test anxiety among sixth grade primary students. *Journal of Instruction and Evaluation*, 11(43): 13-27.
- Putwain D W, Connors L, Symes W, Douglas-Osborn E. (2012). Is academic buoyancy anything more than adaptive coping? *Anxiety, stress, and coping*, 25(3): 349-358.
- Raashidzade A, Badri R, Fathiazar E, Hashemi T. (2019). Investigating the effect of teaching self-regulated-metacognitive strategies on resilience components (with interactive role academic Self-Concept) [Research]. *Shenakht Journal of Psychology and Psychiatry*, 6(4): 55-67.
- Rodríguez-Hernández C F, Cascallar E, Kyndt E. (2020). Socio-economic status and academic performance in higher education: A systematic review. *Educational Research Review*, 29: 100305.
- Rostami R. (2014). Investigating the effect of parents 'literacy level on students' academic achievement. *National Conference on Educational Sciences and Psychology*.
- Sahaghi H, Moridi J. (2015). Relationship between social support and self-regulated learning with academic burnout in students of Jundishapur University of Ahvaz [Research]. *Development Strategies in Medical Education*, 2(2): 45-53.
- Saif-Ur-Rahman K M, Anwar I, Hasan M, Hossain S, et al. (2018). Use of indices to measure socio-economic status (SES) in South-Asian urban health studies: a scoping review. *Systematic Reviews*, 7(1): 196.
- Schmit D E, Muldoon J, Pounders K. (2012). What is Wisdom? The Development and Validation of a Multidimensional Measure. *Journal of Leadership, Accountability and Ethics*, 9(2): 39-54.
- Scholten S, Rydell A M, Yang-Wallentin F. (2013). ADHD symptoms, academic achievement, self-perception of academic competence and future orientation: a longitudinal study. *Scandinavian journal of psychology*, 54(3): 205-212.
- Shafiepour Motlagh, F, Torabi Nahad M. (2018). Relationship between academic stress, educational impulsivity and negative academic self-concept with sense of social unconsciousness based on the mediation of academic frustration. *Journal of Instruction and Evaluation*, 11(43): 45-68.
- Thomson P, Jaque S V. (2017). 11 - Attachment, parenting, and childhood adversity. In P. Thomson & S. V. Jaque (Eds.), *Creativity and the Performing Artist* (pp. 167-186). Academic Press.
- Timo J, Sami Y P, Anthony W, Jarmo L. (2016). Perceived physical competence towards physical activity, and motivation and enjoyment in physical education as longitudinal predictors of adolescents' self-reported physical activity. *Journal of science and medicine in sport*, 19(9): 750-754.
- Webster J D. (2003). An Exploratory Analysis of a Self-Assessed Wisdom Scale. *Journal of Adult Development*, 10(1): 13-22.
- Zabihi Hesari N Kh, Chaji M R, Zare Moghaddam A. (2017). Relationship between wisdom and psychological well-being and academic buoyancy of students. *Educational Research Journal*, 4(35): 20-35.