

A Qualitative Study of Academic Performance and Career Goals of Adolescents with Signs of Addiction

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ARTICLE INFO

Keywords: *Academic Performance , Career Goal -Orientation , Dependency Syndrome , Teenagers*

ABSTRACT

The present study is a qualitative study aiming to investigate academic performance and career goals in adolescents with attachment traits. The study population included adolescents aged 13 to 18 living in Tehran. The population was sampled purposively to saturation (7 people). Using semi-structured interviews, data related to the sample was collected, and the research findings were analyzed using thematic analysis. After analyzing the interviews and coding them, 5 main themes were extracted regarding the academic performance of adolescents with dependency syndrome, including 1) lack of internal source of control in academic assignments, 2) lack of sense of belonging to academic assignments, 3) learned helplessness, 4) lack of academic enthusiasm, 5) academic inefficiency due to dependency in relationships, and 3 main themes related to their career purpose, including 1) lack of academic and career independence, 2) confusion in the future career path, 3) regression from purpose due to external inhibitors. The research findings showed that the academic performance of adolescents with dependency syndrome and their career purpose included two core themes, respectively: "The academic performance of adolescents with dependency syndrome indicates a lack of academic enthusiasm and belonging and inefficiency in academic functions." And "adolescents with dependency symptoms did not show an appropriate goal-directedness index due to their dependency in choosing their future career and educational paths."

Introduction

Various factors in students' academic performance are effective because that sentence can be interpreted as their view of education and future professionals that they have chosen, indicated. Without a doubt, many students do so that they can find a job and work that is more suitable and in line with their interests, or for that matter, their employment rate is increasing. They enter universities while educational fields of work conditions for some people are not equal, and even the labor market for some of them is saturated (Malmström and Osset, 2018). Academic performance depends on factors that affect student performance in specific circumstances. Motivation for academic progress is an internal stimulus that compels the learner to provide feedback, and he owes all his efforts to reach this. This effort to achieve self-actualization has a joy that guides a person towards success. Educational motivation with specific goals: there is a direct relationship between specific insights and beliefs, the methods of achieving them, and the individual's effort (Sanayi et al., 2019).

During adolescence, a person experiences comprehensive physical, psychological, cognitive, mood, and functional changes that affect the adolescent's personality. Parents are the first people to lay the foundation for a healthy adolescent personality (Choi et al., 2022). In order to gain the approval of the group, the person may resort to flattery or become completely invisible. In the first step, the dependent person feels compelled to please others even more than himself. These people are willing to sacrifice everything, but they do not want to face the disapproval or opposition of others. In the second step, the person is even willing to give up his own opinions to eliminate the tension of the group. In both cases, the situation is very destructive (Stijkevich et al., 2018).

In all types of dependence, lack of self-confidence plays the biggest role. Another point is the ignorance of people about their ability to do things. The thought is formed in the minds of these people that they are not worth much and cannot continue living alone (Sharma and Sharma, 2018). Learning and academic performance overall is a complex and participatory process, and many factors influence how quantity, quality, ease, speed, and even inhibition play a role. Mental and psychological development and readiness, intelligence, talent, memory, motivation, purposefulness, stylistic and procrastinating, including cases where, independently, indirectly, or in interaction with each other, they affect cognitive and learning activities and ultimately academic performance, learning (and et al., 2019).

Good education requires attention to the basic steps for effective learning in the context of student differences, including differences in cognitive styles. Optimal learning time happens when the structure of the content, educational materials, and teaching methods are in step and harmony with the cognitive style of the learners (Thomas and Allen, 2021). In educational settings, task purpose refers to behaviors that lead to learning and progress in learners. Individuals who are motivated to learn a subject are more likely to engage in activities that contribute to their learning. In contrast, people who lack the motivation to learn may not pay attention to the topics taught in class, lack organization, and even fail to review and repeat the course material (Newswick and Ham, 2019).

Making decisions about choosing a career and profession with the help of educational/career guidance is considered one of the most important and decisive issues in the life of every person. Today, the complexity and changes in the world of work, the speed of processes, the growth of technology, and the numerous demands for entry into certain professions, along with the need to acquire knowledge and skills while considering individual differences, have disrupted the balance between education and the labor market and created problems in the process of talent guidance, career counseling, and professional decision-making. On the other hand, one of the goals of education and training, professional development assistance, and career guidance for students is considered important in both education and higher education. It is, therefore, necessary to make an effort to implement this important matter systematically so that educational guidance and a job that suits one's qualifications meet the needs of both students and the labor market (Alessandri et al., 2020).

One of the most important parts of career goal setting is when a person decides what profession to work in, because they will have to work in it for years, and if they don't have a good rapport, they certainly won't enjoy it. Simply saying that one wants everyone to call them "Dr." when they grow up is not enough to set a career goal (to become a doctor). One must know how to achieve this goal. Knowing one's ultimate career goal allows one to clarify one's short-term career goals and gradually reach one's ultimate goal (Jack, 2016). People's personality type helps them better understand their individual characteristics and match them with jobs that suit them, gaining a better understanding of their own psyche and personality so that they can ultimately choose a more suitable and better job and achieve greater success in their careers. In general, knowing each person's personality type helps them achieve a better and more successful position in their personal and social lives, as well as in their professional situations (Priest et al., 2016).

Korendo et al. (2018) acknowledged that the connection between behavior and its consequences is the foundation of social learning theory. People who understand the connection between behavior and its consequences have an internal locus of control; in fact, these people believe that they can influence their environment. In contrast, people who consider themselves powerless in this process and do not recognize the connection between their actions and the reflection of the communicative environment have an external locus of control. From the perspective of social learning, those who have

an internal locus of control have a greater perception of control. Studies have shown that an internal locus of control leads to academic achievement, high grades, perseverance, effort, and attention to homework. It is worth noting that the control structure (internal and external) in this theory is not related to real opportunities to gain control (Korendo et al., 2018).

Since the goal of the education system is to train a humane and committed force and assign responsibilities to graduates, one way to achieve this important goal is to provide students with high interest and motivation, enabling them to consciously choose their desired field. It is essential for students to have the right attitude and vision towards their field and professional future. Career purposefulness and a person's positive attitude towards their field of study and future work can create job satisfaction and success, and can also lead to promotion and advancement in the community they serve (Kang et al., 2019). Each individual is equipped with certain tools to enter society and, as a result, face different situations and people (culturally and economically). These individual tools can be considered as the individual's psychological structures that help them cope with life events. These psychological structures are mutually influenced by various factors such as family, society, and peer groups. For this reason, researchers have always paid great attention to the effects of these psychological components on various aspects of individuals' lives, including their impact on occupational, academic, and social performance (Tian and Fan, 2021).

Procrastination is influenced by various factors such as low self-esteem, lack of a work plan, inability to manage time, fear of failure, feelings of inferiority, difficulty in starting work, anxiety, and depression. Because overeating, physical inactivity, and smoking have a pervasive aspect, people ignore them even though they are aware of their harms (Balik and Duro, 2012). Mamadav (2022) conducted a study titled "The Big Five Personality Factors and Academic Performance: A Meta-Analysis." This study is the most comprehensive assessment of the relationship between five personality traits and academic performance. The results of this study showed that personality factors have a direct relationship with academic performance; Conscientiousness was a strong predictor of academic performance. The relationship of academic performance with openness, extraversion, and agreeableness impacted Neuroticism, which was significantly more prevalent in elementary and middle school than in later grades. Neuroticism limited academic performance. Brandt et al. (2020) conducted a study titled "Personality, Cognitive Ability, and Academic Performance." The results of this study showed that personality traits and cognitive ability (fluid intelligence) are related to academic performance, and personality traits have more influence on academic performance in education than other variables.

Palos et al. (2019) conducted a study titled "Studying the Relationship between Academic Performance, Academic Engagement, and Academic Burnout in Psychology Undergraduate Students" and concluded that academic performance plays a predictive role in academic engagement and academic burnout. Stijckevik et al. (2018) conducted a study titled "Three Conceptual Models of the Effect of Five Personality Traits and Self-Efficacy on Academic Performance: A Meta-Analytical Approach." The results of this study showed that self-efficacy is positively and significantly related to academic performance, task-orientedness and emotional stability are predictors of self-efficacy and academic performance, and the importance of the other three traits—openness, extraversion, and agreeableness—was transient. Li and Li (2018) conducted a study titled "The Importance of Career Goal in Relation to Academic Performance: A Case Study of Hospitality Management Students," and the findings showed that career goal and positive career potential in the hospitality industry are significantly related to academic performance. Friz et al. (2015) conducted a study titled "Rejection, Self-Esteem, and Job Performance: When Do We Affirm Our Performance and When Do We Promote Ourselves?" The results of this study showed that there is a relationship between self-esteem and rejection; in addition, self-perception and self-esteem are related to job performance, and negative interpersonal behaviors impair job performance. Also, people who have low self-esteem and seek self-affirmation do not improve their job performance.

Research and programs aimed at restoring independence and self-confidence and reducing the level of dependency in adolescents with dependent personality symptoms are an important step towards strengthening the country's future generation. Given the lack of research specifically analyzing the signs of adolescent dependency and career goal setting in a complete and systematic manner to improve their academic performance, the researcher decided to enrich this research topic. Also, considering the need to improve the level of awareness and learning of society with the help of cyberspace and various information bases that provide scattered information in this field, a scientific and practical study of the signs of adolescent dependency and an analysis of their academic performance and career goals are among the necessities of this research. The results of this research theoretically contribute to a better understanding of students with dependency symptoms by administrators, teachers, art students, and education officials. It is effective. First, because this framework can help school administrators identify key competencies needed to reduce dependency in the school environment and improve academic performance among adolescents who are the future leaders of the country, and to revive the goals and principles of education for career targeting of academic fields. Second, the results of this study expand the research literature in this field with a deeper understanding of how its variables work. Also, this framework and its suggestions can be useful for raising awareness among parents and those around adolescents with signs of

dependency and can be fruitful in helping these individuals achieve personal independence. On the other hand, our education system needs fundamental changes to improve the educational and career paths of students. This makes the necessity of conducting applied and field research on this topic more evident.

Method

This research is qualitative and uses a descriptive phenomenological approach. The aim of this study was to discover the academic performance and career goals of adolescents with signs of addiction. Therefore, sampling was carried out in a purposeful and accessible manner, and considering the participants' perspective and experience, a first-class survey was used to collect data and obtain information about the subject area. The research was conducted. In this study, observation and semi-structured in-depth interviews were used to understand the perceptions of the clients.

Since in qualitative research, the community and the sample are compatible, semi-structured interviews were conducted in the targeted schools for targeted and accessible sampling. The subjects of this study were adolescents aged 13 to 18 in Tehran with dependency syndrome who were studying in the 2022-2023 academic year. Interviews were conducted with seven students for an average of 60 to 90 minutes, and due to the repetitive responses of the participants in the report, theoretical saturation practically occurred. The data obtained from the interviews were transcribed in writing, and after the desired coding, the results were analyzed.

The criteria for entering the study were as follows:

Teenagers who were studying in the first and second levels of secondary education and gave informed consent to participate in the research.

The school counselor and counselors acknowledged that the adolescents had dependency symptoms. At the same time, to be sure, the researcher asked the following questions about the introduced student:

Has at least one of the student's parents acknowledged that the student has difficulty making decisions?

Is he afraid of being alone?

Does he not have a plan for doing his homework?

Does he try to keep his friends happy?

Does he not take the lead in school projects and programs? If the answer was positive, the student was considered a participant, provided that he had the desire and informed consent.

The interview was structured in such a way that there were predetermined questions and topics, and although the questions were asked to the participants in a systematic manner, the researcher was able to gain insights beyond the answers to the questions. The order of the questions was not the same for all participants and depended on the interview process and the responses of the individuals. However, the interview guide ensured that the researcher collected similar types of data from all informants. Before the start of each interview, necessary explanations were provided regarding the objectives of the present study, obtaining permission, confidentiality of information, and their identities, and then topics surrounding the research focus were addressed. During the interview process and initial analyses, more specific questions were formed that shaped the overall theme of the topic.

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Findings

The number of people present in this study was 7 who entered the study after obtaining consent. An attempt was made to interview these individuals with maximum depth and minimal researcher intervention.

Table 1 : Demographic information of participants

| Trac e | Participant name | Ag e | Foot | String | Number of families | Father 's education | Father's job | Mother 's education | Mother's job |
|--------|------------------|------|-----------|-------------|--------------------|----------------------|--------------|----------------------|--------------|
| 1 | Code 1 | 17 | The tenth | Mathematics | 5 | Cycle | Sewing | Cycle | Housewife |
| 2 | Code 2 | 17 | twelfth | Experience | 4 | Postgraduate Diploma | Employee | Diploma | Housewife |
| 3 | Code 3 | 18 | twelfth | Mathematics | 5 | Diploma | Weaver | Diploma | Housewife |
| 4 | Code 4 | 17 | The tenth | Mathematics | 5 | Diploma | Retired | Diploma | Housewife |
| 5 | Code 5 | 18 | twelfth | Mathematics | 5 | Bachelor 's degree | Employee | Diploma | Housewife |
| 6 | Code 6 | 14 | Ninth | - | 5 | Bachelor 's degree | Employee | Postgraduate Diploma | Sewing |

| | | | | | | | | | |
|---|--------|----|-------|-------|---|---------|------------|---------|-----------|
| 7 | Code 7 | 15 | Tenth | Human | 4 | Diploma | Shopkeeper | Diploma | Housewife |
|---|--------|----|-------|-------|---|---------|------------|---------|-----------|

The present study, which is based on the analysis of interviews obtained from the interviewees, after conducting the interviews and analyzing their coding based on themes related to the academic performance of adolescents with signs of addiction, identified a core theme and five main themes. The main theme, lack of internal source of control in academic assignments, is a sub-theme. The second main theme is the lack of a sense of belonging to academic assignments, which is a sub-theme. The third main theme is learned helplessness, with five sub-themes. The fourth main theme is the lack of enthusiasm for education, with five sub-themes. Finally, the main theme of educational inefficiencies resulting from dependency in relationships has two sub-themes. These interviews were coded, and the results obtained from the data classification into core, main, and sub-themes are shown in Table 2.

Table 2 : Factors related to the academic performance of adolescents with addiction symptoms

| Abundance | | | |
|-----------|---|--|---|
| 13 | Sub-themes | | |
| 4 | Lack of motivation to learn | Lack of internal source of control in academic assignments | The academic performance of students with dependent traits indicates a lack of academic enthusiasm and belonging and inefficiency in academic functions |
| 5 | self-esteem prevents getting help | | |
| 7 | of competitive spirit | | |
| 4 | Advancing lessons by relying on others | | |
| 7 | Lack of planning | Lack of sense of belonging to academic assignments | |
| 4 | Doing homework under external pressure | | |
| 2 | Lack of responsibility in completing assignments | | |
| 7 | Low commitment to group activities | Learned helplessness | |
| 8 | Passivity in class due to lack of preparation | | |
| 5 | Negative academic self-concept | | |
| 3 | Feeling unable to make academic progress | | |
| 4 | Feeling unable to complete tasks | | |
| 6 | Avoiding difficult tasks | Lack of academic enthusiasm | |
| 5 | Lack of perseverance in academic assignments | | |
| 3 | Prioritizing other activities over homework | | |
| 3 | Lack of value for positive academic performance | Academic inefficiency due to dependency in relationships | |
| 2 | Procrastination in doing homework | | |
| 9 | Desire for attention through homework Extracurricular | | |
| 9 | of focus due to entanglement of relationships | | |

Also based on themes related to the career goals of adolescents with signs of dependency, a core theme and three main themes were identified. The main theme of lack of independence in educational and career choices has five sub-themes. The second main theme is confusion about the future career path. There are three sub-themes. The content of the third theme is the withdrawal from purposefulness by external deterrents. One is the sub-theme. These interviews were coded, and the results obtained from the classification of the data into core, main, and sub-themes are specified in Table 3.

Table 3: Topics related to the goal Occupational status of adolescents with signs of addiction

| Abundance | Subtopics | Main contents | Core content |
|-----------|---|---|---|
| 9 | Making educational and career decisions based on the opinions of others | Lack of independence in educational and career choices | Students with dependency symptoms did not demonstrate appropriate career goal orientation due to lack of independence in their choices and ambiguity in their future educational and . career paths |
| 5 | Choosing a major depends . on the opinions of others | | |
| 10 | Crossing one's position due to fusion | | |
| 3 | Choosing a career based on parental consent | | |
| 3 | Lack of choice in various areas | | |
| 6 | Lack of job prospects | Confusion about future career path | |
| 2 | Despair about the future | | |
| 3 | Confusion in understanding career path | | |
| 4 | Financial constraints . hinder goal achievement | Deflection from - purposefulness due to external deterrents | |

Discussion and interpretation

In this path, two core themes have been obtained, which will be further analyzed. Findings from the analysis and analysis of relevant data; this topic has been dealt with.

Question 1) What is the academic performance of adolescents aged 13 to 18 with signs of addiction from their perspective?

According to the research findings, the data from the interview revealed a core theme, five main themes, and twenty sub-themes were obtained. The core theme obtained from the interviews is: Performance of Educational Students with attachment traits show a lack of interest and academic belonging and ineffectiveness in academic functions. In this regard, five main themes emerged from the interviews: obtained and continued to analyze findings from the analysis and analysis of relevant data this topic is dealt with.

Lack of internal locus of control in academic tasks: This issue stems from the fact that adolescents often consider themselves unskilled and ignorant in this area, which in itself promotes a spirit of lack of self-confidence and lack of any kind of education and planning in this area. This theme is not limited to families or schools or social environments; rather, it can be said that individuals' academic performance is derived from abilities and motivations in carrying out the assigned tasks. In this regard, the results of the study by Thomas et al. (2021) were that academic failure is rooted in dependence on others, and carrying out academic activities due to coercion by the school and the teacher. It can be explained as follows: that adolescents with signs of dependency are more likely to be incoherent in performing assigned tasks or unable to use their abilities, which are offered to them, and since these people do not have sufficient tools such as decision-making skills and time management, they are not equipped with the necessary ability to solve the problems they face, and as a result, at different times, they show self-destructive behaviors, lack of self-confidence, and lack of planning in doing things to avoid environmental tensions. As a result, they will not be able to create change in academic affairs and succeed.

A sense of belonging to academic assignments: The second theme that the interviewers attended to was learning, which is a person's willingness to do the work in question. The educational environment is also provided. In Mamadau's (2022) research, a meta-analysis was conducted that showed that personal factors have a direct relationship with academic performance; a sense of agency and decisiveness is a strong predictor of academic performance. The relationship between academic performance and the spirit of achieving success and having inherent abilities for success, which are like wings to fly towards success, has a more significant effect in adolescence. When a person does not feel self-confidence in doing homework deep down, academic performance will not lead to a proper outcome. It can be interpreted as those who show signs of dependency in adolescence do not fully utilize their abilities in learning the subject matter.

These individuals must make more effort than their other classmates; they should have more representation and commitment to perform better.

Learned helplessness: The third theme of attention. The interviewees were, and for these people, empowerment (both psychological empowerment and academic empowerment) can be. But these teenagers are not guided and empowered in environments lacking educational programs in the fields of science and technology, and despite having talent and ability in the long term, having signs of dependency leads to a decrease in their academic performance and intrinsic motivation. In this regard, we can refer to the research of Sania et al. (2019), who showed why some students succeed in completing tasks, why some give up easily, and why some other students persist. They recommend that teachers adopt a learner-centered approach to enable their students to develop a self-sustaining approach to fostering a passion for lifelong learning. In the future, we can understand that we show teenagers the way to achieve their goals, so that we can develop in them a sense of strength and improvement along with practice and effort, in order to reduce the roots of dependency in their minds and behavior.

Lack of academic enthusiasm was one of the most important themes received from the analyses, which has psychological discussions, because passion, active learning, and engagement with course topics are necessary for any kind of progress in the field of learning. Environmental change (such as the emotional climate of the family, the support of peers, teachers, and society) creates a space for self-evaluation, and the actions of students form academic enthusiasm. In this regard, in the research of Palos et al. (2019), they showed that the dependence and poor academic performance of individuals are rooted in the lack of desire and enthusiasm in doing things. Meanwhile, lack of perseverance and procrastination have a direct and significant effect on reducing motivation, and attachment to others through negative emotions leads to a decrease in their academic performance.

Educational inefficiency resulting from dependency in relationships is more rooted in the entanglement of relationships at the family level, and this entanglement affects mental and physical health. It affects students and their ability to effectively complete academic assignments, and high levels of it lead to the following results: psychological, emotional, and physical effects will be negative. From somewhere onwards, the individual will experience tension between prioritizing himself and others, and all of this will affect his academic performance. This is in line with Brandt, Lackner, Tzenro, and Ramsted (2020). Their findings indicated that personality traits and cognitive ability (fluid intelligence) are related to academic performance, and personality traits such as altruism as opposed to selfishness have wide variations in academic performance in education compared to other variables. It can be explained that attachment styles have different effects on children's academic performance and social adaptation. It will follow, and instead of rejecting and denying, it is better for parents and those around them to try to teach methods of repairing dependency and pushing the individual towards independence. This can increase adaptation and academic performance. They will be.

Question 2) What is the career goal orientation of adolescents aged 13 to 18 with signs of addiction from their perspective?

According to the research findings, the data from the interviews revealed a core theme, three main themes, and no sub-theme. The core theme derived from the interviews is that students with dependency symptoms are not independent in their choices and are uncertain about their path. They did not show appropriate career goals in their future education and career. In this regard, three main themes emerged from the interviews and were further analyzed. Findings from the analysis and analysis of relevant data on this topic are dealt with.

Lack of independence in educational and career choices: People with signs of dependency tend not to choose their own career, and they are not the main decision-makers, in which case they will probably not achieve the success they had envisioned for the future. In this regard, the opinions and satisfaction of others take precedence over their own desires. This may provide a basis for failure in later stages. This is while personal talents and abilities will flourish with the individual's own choice, and independence training should be well institutionalized both in families and in school environments. In this regard, in the research of Kermani et al. (2021), the results indicated that the dimensions of personal independence, economic dimension, family support, and guidance from friends, selection method, social dimension of work, and job security have the greatest impact on individuals' career choice and purpose. Therefore, it can be explained that independence and strengthening the spirit of inquiry can have a significant impact on individuals' future careers. When a person has signs of dependence, he is not able to decide on his educational path and react to his inherent interests and talents, and does not even try to discover them. Therefore, the background to strengthening this case is to improve the level of awareness and attitude of the individual and have the right to choose in different situations. As a result, this person will grow and excel in his educational path and will also be successful in career purpose.

Confusion about future career path: One of the most important problems for adolescents with signs of dependency is that they do not know. They are usually not in the right place to know exactly which job to choose and how to work in it, and later they end up working in a place they are neither interested in, nor talented for, nor even satisfied with. For this reason, it is necessary to provide the necessary counseling in schools to discover their inner talents by themselves, to formulate a vision for the future, and to prioritize demands in different periods. In this regard, the research of Choi et

al. (2022) found that there is a relationship between career prospects, perceived usefulness, and the motivational component of students' educational progress, and career prospects and perceived usefulness are significant predictors of students' motivational progress. Therefore, this type of variable can be considered in students' awareness. It can be explained that one of the ways to help people with signs of dependency is to encourage and pay attention to the person in challenging situations from an early age so that he can choose a better way from his own perspective and be responsive to the issues before him. For this purpose, attention can be paid to the methods of collecting and categorizing information and how to prioritize based on the person's wishes. In this case, the person will be able to escape the trap of confusion in different situations with the help of simple methods.

Deflection from goal-setting due to external barriers: Financial constraints prevent goal achievement. Lack of cognitive awareness of students with signs of dependency and having plans to improve social interactions and academic activities, a prescriptive perspective on macro-educational policies, lack of use of new educational methods, and creativity development can be observed in various areas of the country's educational system, although providing a better solution is not far from imagination. With proper management, these obstacles can be reduced so that the abilities and talents of our country's future leaders should be optimally utilized. This finding is consistent with the results of research by Ghorbani et al. (2018), which expresses the position that attachment styles are effective on children's educational performance and social adjustment, and focusing on securing parent-child relationships can increase children's adjustment, purposefulness, and educational performance. It can be explained that there is a relationship between the level of self-esteem and the financial decision-making power of the individual and the family; in addition, self-perception and financial performance and the level of self-esteem will improve the level of purposefulness of the individual. Negative interpersonal behaviors impair job performance; also, people who have low self-esteem and seek self-affirmation do not improve their job performance.

The following suggestions were made for managers, officials, and parents:

- 1) School administrators and managers should manage educational environments in ways that increase students' awareness and recognition of their abilities and the importance of group and collective activities, and to this end, they should prepare programs so that students can participate in various subjects and enjoy expressing their opinions and flourishing. Their creativity is not to be feared.
- 2) Families and adolescents may not benefit from the advantages of exposure due to low cognitive information and knowledge and lack of awareness in this area. Signs of dependency should be recognized. For this issue, a foundation should be laid and the necessary planning should be considered.
- 3) More information about the roots of dependency and the long-term effects on academic performance and future careers should be provided to adolescents and their families.
- 4) Participation of adolescents with signs of dependency in the 2) It is also recommended for other researchers to discuss topics such as: examining the impact of cultural differences and social norms on obstacles to the development of talents and abilities of adolescents with signs of dependency, examining the impact of laws governing the educational system and the use of new technologies for the participation and empowerment of adolescents with signs of dependency in the educational system, examining the self-confidence and creativity of adolescents with signs of addiction to participate in academic and practical activities in academic matters.

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