

**RESEARCH ARTICLE**

**Identity Crisis and Social Adjustment in Nomadic and Shiraz  
Adolescents: A Causal-Comparative Study**

**Crisis de Identidad y Ajuste Social en Adolescentes Nómadas y  
Shiraz: un Estudio Comparativo Causal**

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## Abstract

**Background and aim:** Adolescence is a very important stage of social and psychological growth and development. To reach full intellectual maturity, people go through different stages of life. Each stage is characterized by relatively similar features. Adolescence is among these stages, during which many changes occur in physical and mental characteristics of people. This study compared nomadic adolescents with Shiraz adolescents in terms of identity crisis and social adjustment. **Research method:** The study population consisted of all first-year male high school students studying in Shiraz and nomadic areas of Firoozabad, Fars, Iran in the academic year of 2019-2020. Using multistage cluster randomized sampling, a total of 90 students were selected as the sample. Identity Crisis Questionnaire and Social Adjustment Questionnaire were used to collect the data. **Findings:** The multivariate analysis of variance (MANOVA) results showed significant differences between nomadic and Shiraz adolescents in terms of identity crisis and social adjustment. Significant differences were also observed between the two groups in terms of identity crisis dimensions. In addition, there were significant differences between the two groups in terms of dimensions of social adjustment. The results indicate that place of residence plays an essential role in identity formation and social adjustment of people living in nomadic and urban areas. **Conclusion:** Based on the results, child and adolescent psychologists and counselors are recommended to pay special attention to the impact of identity crisis and social adjustment on the performance of adolescents.

**Keywords:** Identity crisis, social adjustment, adolescents, nomads

## Resumen

**Antecedentes y objetivo:** La adolescencia es una etapa muy importante del crecimiento y desarrollo social y psicológico. Para alcanzar la madurez intelectual completa, las personas atraviesan diferentes etapas de la vida. Cada etapa se caracteriza por características relativamente similares. La adolescencia se encuentra entre estas etapas, durante las cuales ocurren muchos cambios en las características físicas y mentales de las personas. Este estudio comparó a los adolescentes nómadas con los adolescentes de Shiraz en términos de crisis de identidad y ajuste social. **Método de investigación:** la población de estudio consistió en todos los estudiantes varones de primer año de secundaria que estudiaban en Shiraz y áreas nómadas de Firoozabad, Fars, Irán en el año académico 2019-2020. Utilizando un muestreo aleatorio por conglomerados de varias etapas, se seleccionó un total de 90 estudiantes como muestra. Se utilizaron el cuestionario de crisis de identidad y el cuestionario de adaptación social para recopilar los datos. **Hallazgos:** Los resultados del análisis multivariado de varianza (MANOVA) mostraron diferencias significativas entre los adolescentes nómadas y Shiraz en términos de crisis de identidad y ajuste social. También se observaron diferencias significativas entre los dos grupos en términos de dimensiones de crisis de identidad. Además, hubo diferencias significativas entre los dos grupos en términos de dimensiones de ajuste social. Los resultados indican que el lugar de residencia juega un papel esencial en la formación de la identidad y el ajuste social de las personas que viven en áreas nómadas y urbanas. **Conclusión:** Con base en los resultados, se recomienda a los psicólogos y consejeros de niños y adolescentes que presten especial atención al impacto de la crisis de identidad y el ajuste social en el desempeño de los adolescentes.

**Palabras clave:** crisis de identidad, ajuste social, adolescentes, nómadas.

## Introduction

Adolescence is a very important stage of social and psychological growth and development. To reach full intellectual maturity, people go through different stages of life. Each stage is characterized by relatively similar features. Adolescence is among these stages, during which

many changes occur in physical and mental characteristics of people. Like other stages of life, adolescence is also associated with some crises commonly known as adolescence/identity crises. It is crucially important for adolescents to go through adolescence (identity) crisis without bearing any serious consequence. During this crisis, adolescents often seek answers to questions about their identity, and may try different ways to finally find their true identity. One of the main concerns of adolescents is to establish their true identity. Adolescents who fail to form a normative identity will go through identity crises. A non-normative identity can also affect the future life of adolescents. A group of adolescents go through a long period of confusion, and may never develop a strong and clear sense of identity. These adolescents have low levels of self-esteem and moral independence (1). At this age, individuals face many behavioral and psychological problems. Poor decisions made during adolescence (in areas such as school, sexual relationships, and drug use) are accompanied with more negative consequences than those made in childhood. In addition, adolescents are more responsible for their decisions and deeds than children (2). The crisis occurring during adolescence is referred to as identity versus role confusion. Experiences gained at this stage of development directly affect the rest of an individual's adult life. Identity formation is a very important part of adolescence (3).

Today, we need higher levels of flexibility or social adjustment than ever before. Social adjustment and flexibility can undoubtedly play an essential role in people's lives. Considering its relative nature, people can achieve different degrees of adjustment. In the process of social adjustment, people try to satisfy their needs and desires in the face of the environment, while the environment puts pressure on them and directs them towards certain paths to behave in certain ways. Therefore, the degree of adjustment is obtained by multiplying personal needs and desires by social or environmental desires. Human history has witnessed many small and large migrations that, according to historians and sociologists, have led to the dawn of several civilizations and social transformations.

Since people are products of society, they are influenced by the systems and cultures of society. Therefore, they need to adjust themselves to society and meet their needs while maintaining their inner peace. The main dimensions of adjustment include social, psychological, and moral adjustment, of which social adjustment is the most important dimension (4).

Social adjustment necessitates balancing the needs and wants of people with the interests and desires of the group in which they live, and avoiding direct conflict with group interests and norms (5). Considering the dramatic importance of social adjustment, people need to help their society better cope with increasing social maladjustments and abnormalities.

Various societies have their own cultures, values, norms, beliefs, technologies, and socio-environmental conditions, and the degree of adherence to these issues varies in different societies; therefore, it is necessary for all people to adjust themselves to themselves and to their surrounding environment. In addition, people attempt to meet their multiple and sometimes conflicting needs in their living environment. In fact, people's needs make them adjust themselves to their surrounding environment. Accordingly, entering a new environment seems to affect the degree of social adjustment especially in adolescents. Several factors can predict common adolescence dilemmas. Today, it is a vital necessity for every living being to adjust itself to itself and to its surrounding environment. This is considered as a basic rule of life. People try to meet both their conscious and unconscious needs, and social adjustment necessitates balancing the needs of people with the interests of the group in which they live. Adjustment is a psychological process in which one meets or controls the desires and challenges of everyday life (6).

The study focused on Shiraz adolescents and nomadic Qashqai adolescents living in Firoozabad, Iran. When Qashqai adolescents with their unique cultural and social backgrounds migrate to a larger living and work environment like Shiraz, they often face adjustment problems

and influence the urban and rural environments of the destination city. Although the destination city is part of the migrants' homeland, they experience an unwanted feeling of homesickness that they need to endure. The overall conditions of the destination city also affect migrants' ability to accept or reject the new environment. Unlike rural areas, cities have features such as high population, high density, heterogeneity of residents, job specialization, *etc.* Due to these features, urban social relations have become the main focus of urban sociology and anthropology.

The issue of the impact of urbanization on social relations and psychological indicators remains controversial. While some researchers argue that urbanization has led to the erosion of social capital and decreased quality and quantity of social relations (7), others maintain that high social cohesion and high satisfaction with social relations are the outcomes of this phenomenon (8).

Given the importance of identity crisis and social adjustment, especially in adolescents, identification and study of factors affecting these processes can dramatically affect adolescent development plans. However, only a handful of studies have been conducted on identity crisis and social adjustment, especially in Iran. Considering the contradictory results of previous studies and the existence research gap, new studies can provide researchers with useful scientific information. Therefore, the present results can prepare the ground for carrying out further local, national, and intercultural studies, as well as for developing practical policies and plans. This study aimed to investigate whether there are differences between nomadic Qashqai adolescents in Firoozabad and Shiraz adolescents in terms of adolescence crisis and social adjustment.

## **Research Method**

This descriptive causal-comparative survey compared Qashqai adolescents in Firoozabad with Shiraz adolescents in terms of identity crisis and social adjustment. The study population consisted of all first-year male high school students studying in Shiraz and Firoozabad in the academic year of 2019-2020. Using multistage cluster randomized sampling, a total of 90 students were selected as the sample. In this process, two out of four educational regions were first randomly selected; then four high schools were selected from each region, and four classrooms were selected from each school. Finally, fifteen students were randomly selected from each classroom, and Identity Crisis Questionnaire and Social Adjustment Questionnaire were used to collect the data.

## **Research Tools**

The following tools were used to collect the data:

### **Identity Crisis Questionnaire**

This researcher-made paper-and-pencil tool has 40 items. It was developed by Ahmadi (1997) to measure the incidence of identity crisis in adolescents with an emphasis on the following distinct domains:

1. Problems in setting long-term goals;
2. Uncertainty about the future job;
3. Lack of a suitable friendship model;
4. Inappropriate sexual behavior;
5. Superficial religious knowledge;
6. Lack of attention to moral values;
7. Lack of group commitment;
8. Negative self-assessment;
9. Lack of a competitive and creative spirit;
10. Problems in scheduling activities

### **Scoring the items**

Each domain is assessed using some items. These items are scored on a four-point scale from 0 (no problem) to 3 (serious problem/identity crisis). Higher scores indicate more serious problems. The overall identity crisis score for an individual is calculated by adding the scores given to all domains (Total score range: 0-30). A total score < 9 indicates that the individual does not suffer from identity crisis. The score of 9 has been specified as the threshold point based on the criteria outlined in DSM-IV. The reliability of the questionnaire was confirmed (Cronbach's alpha = 0.84).

### **Social Adjustment Questionnaire**

This 180-item test was first published by Thorpe, Clark and Tiegs in 1939 (quoted by Khodayarifard *et al.*, 2002), and was revised in 1953. It measures personal and social adjustment of preschool, elementary school, middle school, and high school students, as well as that of adults. The test has two main subtests of self-adjustment and social adjustment. Each subtest has six subscales, and the high school version of the test has 12 subscales and 15 items per subscale. The social adjustment subtest was used in the present study. The items are scored using true-false format, where score 0 is given to false (No) answers and score 1 is given to true (Yes) answers. All scores given by a participant are then added to obtain total score for that individual (9).

Subscales of social adjustment:

**1. Social standards:** A person who accepts social standards understands others properly; accepts real relationships and social needs clearly, and knows the right and wrong perfectly.

**2. Social skills:** A person with a high degree of social skills likes people, helps them, and manages his/her relations with friends and others.

**3. Antisocial tendency:** An antisocial person tends to hurt others, quarrel with them, reject them and destroy public property. In this subtest, higher scores indicate lower tendency towards antisocial behavior.

**4. Family relations:** A person would respect family relations and beliefs, if he/she is accepted and loved at home, and enjoys the trust and respect of all family members.

**5. School relations:** A student would fully adjust himself/herself to school, if he/she feels the love of teachers and enjoys being with other students and doing homework.

**6. Social relations:** A person would easily relate to others, if he/she feels proud of his/her social activities, acts patiently in dealing with acquaintances and strangers, and respects social relations and rules.

The test manual presents no report on the validity of the test. It only clarifies that all items are selected based on teachers' and principals' judgments and students' responses using two-point correlation coefficients. The internal consistency of the subtests of social adjustment was reported between 0.87 and 0.90 using Spearman-Brown split-half method (9). Using Cronbach's alpha method, the overall reliability of the social adjustment questionnaire was calculated as 0.69, while the reliability of subscales of social standards, social skills, antisocial tendency, family relations, school relations, and social relations was calculated as 0.69, 0.71, 0.67, 0.66, 0.68, and 0.73, respectively.

### **Scoring the items**

All 90 items of the questionnaire (a subtest of the California Test of Personality) are scored using true-false format, where score 0 is given to false (No) answers and score 1 is given to true (Yes) answers. The scores given by a participant to all 6 subscales (including social standards, social skills, antisocial tendency, family relations, school relations, and social relations) are then added to obtain the total social adjustment score for that participant.

## Findings

The data were analyzed in SPSS. To this end, the descriptive statistics (including mean and standard deviation) were used to describe the research variables, and inferential statistics (including independent t-test and MANOVA) were used to test the research hypotheses. Table 1 shows the mean and standard deviation of the variables in the two groups.

**Table 1:** Descriptive statistics

Variable	Group	Mean	SD
Social acceptance	Nomadic adolescents	6.26	1.43
	Shiraz adolescents	7.08	1.04
Social skills	Nomadic adolescents	7.77	1.50
	Shiraz adolescents	8.86	0.96
Antisocial tendency	Nomadic adolescents	6.02	2.24
	Shiraz adolescents	5.37	0.61
Family relations	Nomadic adolescents	7.66	2.09
	Shiraz adolescents	7.88	0.77
School relations	Nomadic adolescents	8.64	1.17
	Shiraz adolescents	8.88	0.43
Socials relations	Nomadic adolescents	9.97	1.49
	Shiraz adolescents	12.00	0.00
Total adjustment	Nomadic adolescents	46.35	1.89
	Shiraz adolescents	50.11	1.65
Identity Crisis	Nomadic adolescents	12.51	3.19
	Shiraz adolescents	2.48	1.27

As shown in Table 2, the group centroids of the variables were significant; therefore, the main hypothesis was confirmed. In addition, group membership accounted for 85% of variations.

**Table 2:** Multivariate Analysis of Variance (MANOVA) results of both groups

Test	F	df	$\alpha$	Eta coefficient	Power
Wilks' Lambda	264.529	1	0.0001	0.85	1

As presented in Table 3, the overall identity crisis scores of nomadic adolescents were significantly higher than those of Shiraz adolescents ( $p > 0.05$ ). Therefore, the first research hypothesis was confirmed.

**Table 3:** Independent t-test results for identity crisis for both groups

Variable	t	Mean difference (MD)	df	$\alpha$
Identity crisis	19.54	10.02	88	0.0001

As shown in Table 4, the overall social adjustment scores of Shiraz adolescents were significantly higher than those of nomadic adolescents ( $p > 0.05$ ). Therefore, the second research hypothesis was confirmed.

**Table 4:** Independent t-test results for social adjustment for both groups

Variable	t	Mean difference (MD)	df	$\alpha$
Social adjustment	10.009	3.75	88	0.0001

According to Table 5, the between-groups MANOVA results indicated significant differences between the two groups of adolescents in terms of scores of social acceptance, social skills and social relations ( $p > 0.05$ ), with Shiraz adolescents showing higher scores than nomadic adolescents. Table 5 shows the between-groups differences in each variable. Therefore, the third hypothesis was partly confirmed.

**Table 5:** Between-groups MANOVA results of mental health dimensions of both groups

Source of variation	Subscale	Sum of squares (SS)	df	Mean Square	F	$\alpha$	Eta coefficient	Power
Group	Social acceptance	15.21	1	15.21	9.66	0.003	0.09	0.86
	Social skills	26.67	1	26.67	16.65	0.0001	0.15	0.98
	Antisocial tendency	9.34	1	9.34	3.46	0.06	-	0.45
	Family relations	1.11	1	1.11	0.44	0.5	-	0.10
	School relations	1.34	1	1.34	1.72	0.19	-	0.25
	Socials relations	92.01	1	92.01	81.8	0.0001	0.48	1
error	Social acceptance	138.44	88	138.44	-	-	-	-
	Social skills	140.97	88	1.60	-	-	-	-
	Antisocial tendency	237.55	88	2.69	-	-	-	-
	Family relations	240.44	88	2.50	-	-	-	-
	School relations	68.75	88	0.78	-	-	-	-
	Socials relations	98.97	88	1.12	-	-	-	-
Total	Social acceptance	4167.00	90	-	-	-	-	-
	Social skills	6401.00	90	-	-	-	-	-



	Antisocial tendency	3171.00	90	-	-	-	-	-
	Family relations	5666.00	90	-	-	-	-	-
	School relations	6987.00	90	-	-	-	-	-
	Socials relations	11059.00	90					

As shown in Table 2, the group centroids of the variables were significant; therefore, the main hypothesis was confirmed. In addition, group membership accounted for 85% of variations.

Some of the present results were consistent with the findings of Sajjadian (10), Cheshmpish (11), Eshrati *et al.* (12), Foroughmand (13), Tabatabaei *et al.* (14), Omidian (15), Rahimnia and Rasoulia (16), Twilhaar *et al.* (4), Lee *et al.* (17), Gray *et al.* (18), Seevers (19), and Harpfam *et al.* (20).

The formation of a stable identity is an important developmental task in adolescence. According to Erikson (1968), not all adolescents can successfully get on with this task. One of the main concerns of adolescents is to establish their true identity. Adolescents who fail to form a normative identity will go through identity crises. A non-normative identity can also affect the future life of adolescents. Some adolescents go through a long period of confusion, and may never develop a strong sense of identity. These adolescents have low levels of self-esteem and moral independence (1).

At this age, individuals face many behavioral and psychological problems. Poor decisions made during adolescence (in areas such as school, sexual relationships, and drug use) are accompanied with more negative consequences than those made in childhood. In addition, adolescents are more responsible for their decisions and deeds than children (2). The crisis occurring during adolescence is referred to as identity versus role confusion. Identity formation is a very important part of adolescence. Experiences gained at this stage of development directly affect the rest of an individual's adult life (3).

Social adjustment is another key process during adolescence. Today, we need higher levels of flexibility (social adjustment) than ever before. Social adjustment and flexibility can undoubtedly play an essential role in people's lives. Considering its relative nature, people can achieve different degrees of adjustment. In the process of social adjustment, people try to satisfy their needs and desires in the face of the environment, while the environment puts pressure on them and leads them towards certain paths to behave in certain ways. Therefore, the degree of adjustment is obtained by multiplying personal needs and desires by social or environmental desires. Human history has witnessed many small and large migrations that, according to historians and sociologists, have led to the dawn of several civilizations and social transformations. Since people are products of society, they are influenced by the systems and cultures of society. Therefore, they need to adjust themselves to society and meet their needs while maintaining their inner peace. The main dimensions of adjustment include social, psychological, and moral adjustment, of which social adjustment is the most important dimension (4).

When Qashqai adolescents with their unique cultural and social backgrounds migrate to a larger living and work environment like Shiraz, they often face adjustment problems and influence the urban and rural environments of the destination city. Although the destination city is part of the migrants' homeland, they experience an unwanted feeling of homesickness that they need to endure. The overall conditions of the destination city also affect migrants' ability to accept

or reject the new environment. Unlike rural areas, cities have features such as high population, high density, heterogeneity of residents, job specialization, *etc.* Due to these features, urban social relations have become the main focus of urban sociology and anthropology. The issue of the impact of urbanization on social relations and psychological indicators remains controversial. While some researchers argue that urbanization has led to the erosion of social capital and decreased quality and quantity of social relations (7), others maintain that high social cohesion and high satisfaction with social relations are the outcomes of this phenomenon (8). Therefore, nomadic adolescents of Firoozabad who migrate to a larger community like Shiraz may face urban problems and fail to develop a secure identity. As adolescence is the period of identity acquisition, people develop a stable personality during this period, and their identity is expected to remain fixed for the rest of their lives. Therefore, nomadic adolescents may also face communication and social problems, which may reduce their social adjustment capabilities and may even result in the emergence of identity crisis.

As shown in Table 3, the overall identity crisis scores of nomadic adolescents were significantly higher than those of Shiraz adolescents ( $p > 0.05$ ). Therefore, the first research hypothesis was confirmed.

This finding is partly in line with the results of previous studies such as Sajjadian (10), Tabatabaei *et al.* (14), and Omidian (15).

People with an integrated and developed identity have a strong “I” and are capable of acting coherently in stressful situations. Erikson defines identity as a relatively stable sense of oneness. In other words, despite occasional changes occurring in one’s behaviors, thoughts, and feelings, his/her perception of himself/herself always remains the same. Erikson also argues that a person’s sense of “I” must be consistent with other people’s perception of him/her. This reveals the importance of the relationship of a person with himself/herself and society in the view of Erikson. He points out that at least four basic issues are associated with an individual’s sense of identity (Human: The sense of being a human being. Gender: The sense of being masculine or feminine. Individuality: The sense of being special and unique. Stability: The sense of being the same person as the day before). Thus, the development of a sense of identity requires a clear awareness of the fact that you, as a man or woman, have a unique identity that is generally different from the identity of others (21).

Individuals in the identity achieved status probably spend a lot of time actively solving their major problems, because they can easily solve their identity problems and know where they are heading to. These highly confident and relatively autonomous people easily accept their capacities, limitations, and responsibilities, and freely attempt to shape their own future. In the moratorium identity status, individuals passively try to find a way to achieve their goals to cope with the critical situation they find themselves in. These hardworking people actively seek information to make proper decisions. They cannot easily cooperate and reconcile with others, because they mainly trust the information they collect instead of the guidance given by others. They can however reconcile and cooperate with others in certain circumstances, if the cooperation helps them meet their needs. Individual attempts for improving their motivations to the highest possible level increase sense of responsibility and accountability in these individuals. In the foreclosed identity status, individuals have prematurely established identity, and their characteristics and abilities are very likely to be influenced by their identity. These people have good relationships with their parents, so they happily accept the framework of plans prepared by others, especially their parents. They depend heavily on their families, and therefore are very likely to evade responsibilities. People with a diffused identity have not yet reached a coherent sense of self. This lack of a clear sense of identity leads to multiplication of unsolved problems, which in turn increases the tendency to abdicate responsibilities. These individuals fail to compete or cooperate with others or even to take responsibility for their own deeds; therefore, they are criticized and punished by others. As a result, their self-esteem decreases, and they lose their trust

in others, and take a negative attitude towards life. They avoid responsibilities because they cannot find an answer to their problems.

When Qashqai adolescents with their unique cultural and social backgrounds migrate to a larger living and work environment like Shiraz, they often face adjustment problems and influence the urban and rural environments of the destination city. Although the destination city is part of the migrants' homeland, they experience an unwanted feeling of homesickness that they need to endure. The overall conditions of the destination city also affect migrants' ability to accept or reject the new environment. Unlike rural areas, cities have features such as high population, high density, heterogeneity of residents, job specialization, *etc.* Due to these features, urban social relations have become the main focus of urban sociology and anthropology.

The issue of the impact of urbanization on social relations and psychological indicators remains controversial. While some researchers argue that urbanization has led to the erosion of social capital and decreased quality and quantity of social relations (7), others maintain that high social cohesion and high satisfaction with social relations are the outcomes of this phenomenon (8). Therefore, nomadic adolescents of Firoozabad who migrate to a larger community like Shiraz may face urban problems and fail to develop a secure identity. As adolescence is the period of identity acquisition, people develop a stable personality during this period, and their identity is expected to remain fixed for the rest of their lives. Therefore, nomadic adolescents may also face communication and social problems, which may result in the emergence of identity crisis.

As shown in Table 4, the overall social adjustment scores of Shiraz adolescents were significantly higher than those of nomadic adolescents ( $p > 0.05$ ). Therefore, the second research hypothesis was confirmed.

This result is partly consistent with the findings of Cheshmpish (11), Eshrati *et al.* (12), Foroughmand (13), Rahimnia and Rasoulian (16), Twilhaar *et al.* (4), Lee *et al.* (17), Gray *et al.* (18), Seevers (19), and Harpfam *et al.* (20).

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When Qashqai adolescents with their unique cultural and social backgrounds migrate to a larger living and work environment like Shiraz, they often face adjustment problems and influence the urban and rural environments of the destination city. Although the destination city is part of the migrants' homeland, they experience an unwanted feeling of homesickness that they need to endure. The overall conditions of the destination city also affect migrants' ability to accept or reject the new environment. Unlike rural areas, cities have features such as high population, high density, heterogeneity of residents, job specialization, *etc.* Due to these features, urban social relations have become the main focus of urban sociology and anthropology. The issue of the impact of urbanization on social relations and psychological indicators remains controversial.

While some researchers argue that urbanization has led to the erosion of social capital and decreased quality and quantity of social relations (7), others maintain that high social cohesion and high satisfaction with social relations are the outcomes of this phenomenon (8). Therefore, nomadic adolescents of Firoozabad who migrate to a larger community like Shiraz may face various urban problems. Accordingly, these adolescents may face communication and social problems, which may reduce their social adjustment capabilities.

According to Table 5, the MANOVA results indicate significant differences between the two groups of adolescents in terms of scores of social acceptance, social skills and social relations ( $p > 0.05$ ), as the respective scores of Shiraz adolescents were higher than those of nomadic adolescents. Therefore, part of the third hypothesis was confirmed. This result is partly consistent with the findings of Cheshmpish (11), Eshrati *et al.* (12), Foroughmand (13), Rahimnia and Rasoulilian (16), Twilhaar *et al.* (4), Lee *et al.* (17), Gray *et al.* (18), Seevers (19), and Harpfam *et al.* (20).

Adjustment refers to the process of accepting, performing, and behaving in accordance with the environment and environmental changes. The opposite term is maladjustment, which is used when people respond inappropriately to environmental stimuli and situations in a way that harms themselves, others, or both by failing to meet the expectations of themselves, those of others, or both. Maladjustment may occur in different contexts and situations and may affect people in different ways. In the written and colloquial literature, the concept of maladjustment is used along with terms such as marital, academic, social, emotional, occupational, *etc.* In general, there are two types of adjustment including personal and interpersonal social adjustment. In individual adjustment, one can appropriately cope with his/her personal interests, needs, and preferences, while in interpersonal social adjustment one can interact well with other people and the environment (22).

After migration to a larger living and work environment like Shiraz, Qashqai adolescents, with their unique cultural and social backgrounds, face adjustment problems. They also influence the urban and rural environments of the destination city. Although the destination city is part of the migrants' homeland, they experience an unwanted feeling of homesickness that they need to endure. The overall conditions of the destination city also affect migrants' ability to accept or reject the new environment. Unlike rural areas, cities have features such as high population, high density, heterogeneity of residents, job specialization, *etc.* Due to these features, urban social relations have become the main focus of urban sociology and anthropology. The issue of the impact of urbanization on social relations and psychological indicators remains controversial. While some researchers argue that urbanization has led to the erosion of social capital and decreased quality and quantity of social relations (7), others maintain that high social cohesion and high satisfaction with social relations are the outcomes of this phenomenon (8).

## Conclusion

Nomadic adolescents of Firoozabad who migrate to a larger community like Shiraz may face urban problems and fail to develop a secure identity. Therefore, these adolescents are very likely face communication and social problems, which may reduce their social adjustment capabilities and may even result in the emergence of identity crisis.

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