

Original Article



INFLUENCES OF SOCIAL ADJUSTMENT AS PREDICTORS OF MORAL VALUES AND ACADEMIC ACHIEVEMENT

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ABSTRACT

Background: Social adjustment plays a critical role in student persistence at college; it affects many variables. Thus, we conducted this study to measure the influences of social adjustment as predictors of moral values and academic achievement. **Objective:** The aims of this study are determine the influences of social adjustment as predictor of moral values and academic achievement. **Material and Methods:** we used descriptive statistic methods. Questioner technique is used as method of data collection. Study group include (400) special education students from Faculty of Education School and (60) students were selected randomly as study group sample. The data was analyzed by using SPSS program. **Results:** The study reveals that the level of social adjustment among special education students is high and it is significant ($p < 0.05$). The level of moral values among special education students is highly significant ($p < 0.05$). The influence of social adjustment as predictors of moral values is (35%) and the influence of social adjustment as predictors of academic excellence is (32%). **Conclusion:** The level of social adjustment and moral values among special education students were highly significant. This result is more satisfactory for university staff. So we suggested that the use of the student adjustment may be more convincing if the university staff needs to improve the level of academic achievement and support moral value among students.

Keywords: Social adjustment, Moral value, Academic achievement.

1. INTRODUCTION

Demand for higher education is growing around the world. In countries like Saudi Arabia, the number of university students increases every year, university is a new environment that triggers different reactions among students. The life at university can be exciting and challenging. On the others hand, increased personal freedom can feel wonderful and frightening. The university presents the opportunity to become more individualistic. In addition, parental control ceases and the student is confronted with the newfound freedom, the student has to reconstruct his or her personal relations in a new environment and this often causes mental and physical distress. Thus, bad adjustment with university life may force the student to leave the institution. The university terrain is drastically different from that of the school. Students get anxious as they adjust to academic, social, personal and lifestyle challenges that the university presents [1]. It is not surprising today, that high school graduation is not sufficient to prepare students for academic and social independence at university. This is a cause of concern as adjustment to the university environment is regarded as an important factor in predicting university outcomes.

Adjustment is a psychological concept that refers to the behavior permits people to meet the demands of the environment. Social adjustment to a college environment is one facet of student adjustment and serves as one of the most critical activities emerging adults undertake that predicts success in college and beyond build support networks, and negotiate the new freedoms afforded by college life [2]. So the behavior of youth at university is a crucial element in their overall social adjustment as defined [2].

Social adjustment plays a critical role in student persistence at college. It is one facet of student adjustment and serves as one of the most critical activities emerging adults undertake that predicts success in college and beyond. Students who report difficulty socially adjusting to college are more likely to suffer from feelings of loneliness, anxiety, and depression [3].

Arnett (2000) frames the period between the ages of 18–25 as "emerging adulthood" a critical developmental stage when individuals are transitioning from adolescence to adulthood [4]. During this period, individuals determine the kind of person they will be in regards to issues such as personal values and perspectives, love, and livelihood. This liminal developmental stage is important because individuals are able to experiment with their identity within a context that is often free from the constraints of parental oversight that characterize adolescence or the responsibilities associated with adulthood. Moving away to college can play a key role in this process it leads to increases in emerging adults' autonomy, spurred by changes in residence, places of employment, and the formation of new circles of friends. College students are expected to make a series of adjustments to cope with their new ways of life. These adjustments range from academic

assimilation to personal, emotional, and social adjustments [5]. Social adjustment to a college environment is one facet of student adjustment and serves as one of the most critical activities emerging adults undertake that predicts success in college and beyond [6].

Because of the strong relationships between social adjustment, successful transition to college, academic achievement, and moral value, many researchers have explored predictors of social adjustment in order to enhance the student experience by way of implementing support systems where needed [7].

Some researchers have highlighted some of the struggles that minority students face at college, as well as how these challenges historically have predicted college adjustment. Yet a recent research shows that Latino students who are socially and academically engaged at college and who are able to navigate diverse ethnic campus environments report a greater sense of connection with the university [8].

In this context our study aimed to evaluate the proportional contribution of social adjustment on predictors of moral values and academic excellence. The study problem is social adjustment influenced in moral value and academic achievement, and what is amount of this influenced.

Aims of the Study:

The study sought to

- 1- Examine the influence for social adjustment on moral values.
- 2- Examine the influence for social adjustment on academic excellence.
- 3- Identify and explain the level of social Adjustment
- 4- Know level of moral values among special education students.

To verify these aims the following question should be answering:

- 1- What is the level of social adjustment among special education students in faculty of education?
- 2- What is the level of moral values among special education students in faculty of education?
- 3- What is Influences of social adjustment as Predictors of moral values?
- 4- What is Influences of social adjustment as Predictors of academic achievement?

2. MATERIALS AND METHODS

2.1 Study design:

Research Method: In this study the descriptive analytic research technique was used. The technique consists of validated international questionnaires.

Sample technique: We used the followed the random sample method, the questionnaire was answered by (60) students during fall 2014-2014 (academic period) from three different levels: (30) from level fourth and (30) from level eighth.

Tools Technique: we used two questionnaires as following:

A- Social adjustment questionnaire: formed by (34) item designed by the researchers, this items were distributed in two different constructs that are self-adjustment, and social-adjustment. The questionnaire was constructed considering different already -validated international questionnaires. With the objective of obtaining a trustworthy list of questions, some opinions from experts in this topic were collected. The pilot tests in a random sub-sample of the university student community were made. The results were analyzed and adjustments in form and format were made. Cronbach's alpha coefficient stability was (0.93).

B- Moral value: formed from (44) items designed by the researchers, these items were distributed in two different constructs that are friend moral value, and teachers' moral value. The questionnaire was constructed considering different already validated international questionnaires. With the objective of obtaining a trustworthy list of questions, some opinions from experts in this topic were collected. The pilot tests in a random sub-sample of the university student community were made. The results were analyzed and adjustments in form and format were made. Cronbach's alpha coefficient stability was (0.91).

Practical Procedures: The principle of voluntarism was the precondition of participating in questioner. For the questioner, an explanation was prepared. The goal of the research and how the study would be carried out were clearly stated in it. In addition, it was emphasized that the identities of the participants would remain confidential. During the questioner, written forms were used. Questioner took place between two to three weeks, from on 25/2/2014 to 18/3/2014.

2.2 Study Group

The group formed from special education students in faculty of education - Jazan University, that numbered about (400) male, the average of age about 22.6 distributed in different levels as in table1.

Table 1: Shows the Study Group.

Levels	Frequency	percent
Four	88	22.00%
Five	85	21.25%
Six	80	20.00%
Seven	75	18.75%
Eight	72	18.00%
Total	400	100%

3. RESULTS

After analyzed the data the result are as following:

3.1 What is the level of social adjustment among special education students in faculty of education?

To answer this question the researchers used one sample T-test and table 2 shows the level of social adjustment among special education students.

Table 2: Show the level of social adjustment among special education students in faculty of education.

Variable	Mean	S.D	T	SIG	Result
social adjustment	154.2	13.205	30.621	0.001	significant

S.D = Standard deviation; **T**= T value; **SIG** = sigma value

When we compare the average premise (132) with the average arithmetic (154), we found that average arithmetic greater than average premise as phrases as in table 1, and this difference is significant at the level (0.05), because the level of significant greater than SIG, and this means that the level of social adjustment among special education students is high.

3.2 What is the level of moral values among special education students in faculty of education?

To answer this question the researchers used one sample T-test and table 3 shows the level of moral values among special education students.

Table 3:Show the level of moral values among special education students in faculty of education.

Variable	Mean	S.D	T	SIG	Result
moral values	157.57	22.087	8.966	0.001	significant

S.D = Standard deviation; **T**= T value; **SIG** = sigma value

When we compare the average premise (102) with the average arithmetic (157.57), we found that average arithmetic greater than average premise as phrases as in table 3, and this difference is significant at the level (0.05), because the level of significant greater than SIG, and this means that the level of moral values among special education students is high.

3.3 What is influences of social adjustment as predictors of moral values?

For answer, this question the researchers used regression method, and table 4 shows the influences of social adjustment as predictors of moral values.

Table 4:Shows the influences of social adjustment as predictors of moral values.

Predictors Variable	Dependent Variable	F	R	B	B. Constant	SIG	Standardized Coefficients
moral values	Social adjustment	8.256	0.45	0.125	120.948	0.006	0.353

F= F value; **R**= correlation value; **B**= Regression value; **SIG** = sigma value

After analysis we found that the standardized coefficients value is (0.353) (see table4), the value of correlation coefficients is (0.45). These values are significant at level (0.01), because the level of significant is greater than SIG. This means that the influences of social adjustment as predictors of moral values are (35%) and this level is higher. Thus, take care on social adjustment is important if we need to improve the moral values.

3.4 What is Influences of social adjustment as Predictors of academic achievement?

To answer this question we used regression method. Table 5 shows the influences of social adjustment as predictors of academic achievement.

Table 5: shows the influences of social adjustment as predictors of academic achievement.

Predictors Variable	Dependent Variable	F	R	B	B. Constant	SIG	Standardized Coefficients
academic achievement	Social adjustment	6.691	0.45	0.103	5.225	0.01	0.322

F= F value; **R**= correlation value; **B**= Regression value; **SIG** = sigma value

We found that the standardized coefficients value is (0.322) (See table4). The value of correlation coefficients is (0.85). These values are significant at level (0.01), because the level of significant is greater than SIG, and this suggest that the influences of social adjustment as predictors of academic excellence is about (32%). Thus it is more convincing to take care on social adjustment if we need to improve the academic excellence.

4. DISCUSSION

Our study revealed that the level of social adjustment among special education students in faculty of Education-university of Jazan is high. This result is more convincing and very important because life at university can be exciting and challenging. Yet, the student has to reconstruct his or her personal relations in a new environment. The social adjustment for university permits people to meet the demands of the environment. Social adjustment to a college environment is one facet of student adjustment and serves as one of the most critical activities emerging adults undertake that predicts success in college and beyond. In addition, prosaically and cooperative behaviors may help create a classroom environment. Besides, this may conducive to instruction and learning; where aggressive and hostile behavior may disrupt the processes of learning.

The researchers point that based on collectivistic principles in school education, children's political, social, academic, and recreational activities are organized to reflect collectivistic ideology. For example, children are required to participate in extensive extracurricular group activities that are organized and controlled by formal organizations such as the Young Pioneer and the Youth League. In the group, children are encouraged to cooperate with each other and to maintain harmonious relationships with peers, at the same time; they are encouraged to help each other with schoolwork and to explore their common academic interests. Thus, students are expected to develop appropriate social behaviors as well as academic competence through collectivistic activities.

In addition our study revealed that the level of moral values among special education students in faculty of education at University of Jazan is high. We suggest that moral values are something that interest for us, something that we look for, something that pleases, something that loved. Although, moral value is the top value that we must appreciate. It is very important in a life cycle because it can lead us to self-control, help us in able to meet danger or endure pain or hardship without giving in to fear. In general, moral value is important to carefully consider your values for several reasons as following: You have to know where you are going before you can get there. Values and morals can not only guide but inspire and motivate you, giving you energy and a zest for living and for doing something meaningful.

Sensitivity to a failure to live up to your basic values may lead to unproductive guilt or to constructive self-dissatisfaction that motivates you to improve. Thus, this result is more convincing and that means the most of students in faculty of education at the University of Jazan had positive moral value. This lead us to suggest that most of them must protect their life, because moral values are guiding principles or standards of behavior which are regarded desirable, important and held in high esteem by a particular society in which a person lives. Also the result of study revealed that the influences of social adjustment as predictors of academic excellence is (35%), and that mean they are positive relation between social adjustment and moral value, when students is a good in social adjustment he must be have good moral value.

The found also that the reason of relationship between social adjustment and moral value in study sample as follow: In Saudi Arabia culture, they respect their elders as a custom by bow down and touching feet for blessing at special occasions and consider elders as superior, never speak to them in high tone. All these depend on individual moral values without considering any gender difference. This was followed from one generation to another in the form of essential learning while families and communities should continue to take responsibilities for the maintenance of certain societal and cultural values including moral values. This behavior is type of social adjustment, that means when the person respect the moral value then the society respect him, thus he became acceptance in society and had a social adjustment. Moral values play an important role in carving personality development of the student

Finally the study revealed that the influences of social adjustment as predictors of academic achievement is(32%). This result is in agreement with the study of Green et al, (1980) [9]. I found that children who display sociable behavior are likely to achieve highly in academic areas. In addition, our result is in agreement with that of Dishion (1990) how found that children who are disruptive and aggressive fare poorly on academic achievement, and with Wentzel (1991) how

found that social withdrawal and inhibition are also associated with academic difficulties [10-11]. Also, the Asher conducted in 1995 found that socially inhibited and shy children tend to perform more poorly in school than their less inhibited counterparts. In addition to social behavior and functioning have important impact; children's stoichiometric status covaries with academic achievement [12]. The study result of Hinshaw (1992) found that children who are accepted and liked by peers and hold leadership positions are likely to be high achievers in the school; whereas, children who are rejected have academic difficulties [13].

The researcher point that students who are socially skilled may be cooperative and likely to receive requested aid during academic class work. In addition academic achievement may determine social prestige in the peer group and consequently affect self-image. Therefore, we see that social adjustment would be positively predictive of academic achievement.

5. LIMITATIONS

A number of limitations to this dataset should be acknowledged. First sub ration' between students male and female in educational process facing us when we need to distributed the scales. It is so difficult for us as male to enter the female section because local cultural limitation and traditional life. So we applied the study in male section at second semester in our college, which means our sample does not include students who may have left after or during their first semester of college.

6. CONCLUSION

We found that the influences of social adjustment as predictors of moral values is (35%), the influences of social adjustment as predictors of moral values is (35%). These results are very important for university staff to look after the student adjustment if they need to improve the level of academic achievement and support moral value among their students. Thus, further research is needed to explore the impact of social adjustment on students' behavior as school adjustment.

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