

Assessment of Psychological Adjustment among Preparatory School Students

تقييم التوافق النفسي بين طلبة المرحلة الإعدادية

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المستخلص:

الأهداف: لتقييم التوافق النفسي في عينة من طلاب المرحلة الإعدادية والتعرف على العلاقة بين الاختلافات في الخصائص الديموغرافية والتوافق النفسي.

المنهجية: تم استخدام تصميم ارتباط وصفي في هذه الدراسة. استخدمت عينة عشوائية بسيطة لاختيار (381) طالباً باستخدام التقرير الذاتي لاختيار الطلاب الذين سيتم ضمهم في الدراسة للمدة من 26 نوفمبر 2021 إلى 1 أبريل 2022. تم اختيار مقياس معتمد في الدراسة يتكون من 40 فقرة يقيس أربع اتجاهات وهي التوافق الشخصي، الاجتماعي، العائلي والعاطفي. تم تحليل البيانات من خلال تطبيق أسلوب تحليل البيانات الاحصائي الوصفي وتحليل البيانات الاحصائي الاستدلالي.

النتائج: وجد أن أكثر من نصف المشاركين (52%) كان لديهم توافق نفسي معتدل، 44% لديهم توافق نفسي جيد، و4% لديهم توافق نفسي ضعيف. هناك تأثير للخصائص الديموغرافية (العمر، مستوى تعليم الوالدين، الوضع الاجتماعي والاقتصادي) على التوافق النفسي. **الاستنتاجات:** أن طلبة المرحلة الثانوية والإعدادية كان لديهم توافق نفسي متوسط بصورة عامة. إن أغلب الطلبة لديهم انعدام التوافق العاطفي بصورة خاصة ووجد تأثيراً في الخصائص الديموغرافية (العمر، مستوى التعليم للأبوين، الحالة الاجتماعية والاقتصادية) على التوافق النفسي لدى طلبة المرحلة الثانوية والإعدادية.

التوصيات: أوصت الدراسة الحالية بالتركيز على تفعيل دور الإرشاد الأسري لتوعية الجمهور وتفعيل دور المعالجين النفسيين في المدارس. **الكلمات المفتاحية:** التوافق النفسي، التكيف النفسي، المراقبين.

Abstract

Objectives: To assess the psychological adjustment of middle school students and to identify the relationship between differences in demographic characteristics and psychological adjustment.

Methodology: A descriptive correlation design was used. The study utilized a simple random sample to select (381) students using self-report to select students who will be recruited into the study for the period from November 26th, 2021 to April 1st, 2022. A scale approved in the study consisting of 40 items was chosen. It measures four trends which are personal, social, familial, and emotional adjustment. The data were analyzed by applying the descriptive statistical data analysis method and inferential statistical data analysis.

Results: More than half of the participants (52%) had a moderate psychological adjustment, 44% had a good psychological adjustment, and 4% had a poor psychological adjustment. The sociodemographic characteristics (age, parental education level, socioeconomic status) effect on psychological adjustment.

Conclusions: The secondary and preparatory school student have a moderate psychological adjustment in general. Most students suffer from emotional maladjustment and found an effect of the demographic characteristics (age, parental education level, social and economic status) on the psychological adjustment of secondary and preparatory school students.

Recommendations: The current study recommended focusing on activating the role of family counseling to raise public awareness about psychological adjustment and activate the role of psychotherapists in schools.

Keywords: psychological adjustment, psychological adjustment, preparatory school students.

Introduction

For students and researchers in the field of psychological sciences, adolescence is one of the most intriguing stages of development. This is the most dangerous time of a person's life because it dictates his future. It is a trying time for them and dealing with conflicts, anxieties, and the onset of adolescence. It is like a bottleneck in the individual's psychological life, and whoever gets through it calmly usually has a steady life. ⁽¹⁾

Psychologists put forward the concept of psychological compatibility as the compatibility of the individual with them self. the medium that surrounds it, and all the ascribes and growths that influence it and are affected by it, inseparable from the other Psychologists add by saying self-conformity is socially compatible The individual is a self-compatible individual who can reconcile his motives with his conflicting social roles Motives so that there is no internal conflict. ⁽²⁾

Psychological adjustment is the set of behaviors that an individual adopts to achieve their goals, and it appears in Harmony and achieving stability with oneself first and another second. The extent of the individual's self-satisfaction, acceptance by others, freedom from self-sorrow, and self-acceptance. ⁽³⁾ no main verb

It is the condition of a person who is able to adapt to changes in their physical, occupational, and social environment. In other words, adjustment refers to the behavioural process of balancing conflicting needs, or needs challenging by obstacles in the environment, compatibility includes the individual's ability to change his

behavior and habits when facing a situation or a physical, social, moral, or psychological conflict A change to suit the new circumstances. ⁽⁴⁾

Psychological adjustment is defined as the set of processes that help adolescent achieve balance. It helps them to understand themselves, be confident and rely on themselves in facing the situations he is exposed to, and accept their strengths and weaknesses while being free of neurotic symptoms. ⁽⁵⁾

It is the ability to harmonize between the psychological needs and desires of the individual and what is available in the environment while continuing the ability to work productively and invest personal energies efficiently. ⁽⁶⁾

Methodology

Design of Study

The researcher used a descriptive study design because it fits with the study objective to assess psychological adjustment and its relationship to social demographic data among preparatory school's students. From November 26th, 2021 to April 1st, 2022, the study will take place at secondary and preparatory schools in Najaf's central city.

The Study Setting

The study was carried out in preparatory and secondary schools in the city of Najaf for the morning study and the academic year (2021-2022), which included (32996) male and female students distributed over (70) secondary and preparatory schools. Forty-one for females and twenty-nine for males in different areas of the city center of Najaf.

Sample of the Study In a probability simple sample of (381) students number of preparatory and secondary schools in Najaf City Center, (15) schools were selected out of (70) schools (7) Male schools from (29), and (9) girls' schools from (41) school distributed over the different areas of Najaf. The researcher used a beaker and put the numbers of the students' names in it. (10) Students were selected from each class. The actual sample size taken was (381) according to the sample required for the study population, according to the Thomson equation.

Ethical Consideration

The initial ethical approval came from the Ethical Committee for Research at the University of Baghdad's College of Nursing. The concerned schools were contacted through the school administration after the approval of the Studies Department in the Directorate of Education in the Najaf Governorate, and the approval of the school administration was taken to collect the sample and students' permission to participate in the study was obtained through their responses to the questionnaire's items.

Study Instrument

Part I: socio-demographic data

Socio-demographic data such as age, gender, family arrangement of the student, study achievement of both mother and father, and the standard of living of the parents according to the student's conviction.

Part II: Psychological Adjustment Scale

The Psychological Adjustment Scale was prepared by Dr. Ijlal Muhammad sari (1986) to measure general psychological adjustment, the mean for score method was used, with (0-0.33)weak adjustment, (0.34 -0.67) Moderate adjustment, and (0.68 -1) good adjustment. The scale consists of (40) items that measure four dimensions of psychological adjustment. personal, social, emotional, and family adjustment.

Validity and Reliability of the Study Instrument

The study instrument's face validity is assessed by a panel of specialists, and internal consistency reliability is determined using the split-half approach and the Cronbach alpha correlation coefficient ($r=0.90$).

Data Collection

The information was gathered using the Arabic version of the self-report questionnaire as a data collecting tool and a self-report with middle school students for the period from January 22st 2022 to 1st March 2022. The questionnaire has been administered personally by the researcher to the students, after obtaining the approval of the school administration.

Statistical Data Analysis

1) Descriptive Data Analysis Method

Statistical tables (frequency and percentage) are as follows Mean and Standard Deviation.

2) Inferential Data Analysis methods

Chi-square test and T-tes

Results**Table (1) Distribution of The Sample According to Socio-Demographic Data**

Socio-Demographic Data	Groups	Freq.	%
age	15 to 17 years	167	44.0
	18 to 20 years	214	56.0
	M ± SD	17.81 ± 1.580	
Gender	male	169	44.2
	female	212	55.8
	Total	381	100.0
Educational Level for father	uneducated	31	8.0
	read and write	33	8.8
	elementary	68	18.0
	middle school	100	26.1
	Institute / College	107	28.2
	postgraduate	42	10.9
	Total	381	100.0
Educational Level for mother	uneducated	36	9.6
	read and write	79	20.6
	elementary	88	22.9
	middle school	100	26.4
	Institute / College	58	15.4
	postgraduate	20	5.1
	Total	381	100.0
Parents' standard of living	poor	45	12.0
	average	245	64.1
	good	91	23.9
	Total	381	100.0

M: Mean for a score, SD: Standard Deviation for a score, Freq: frequency, %: percentage

This table depicts the distribution of socio-demographic statistics, indicating that females have the highest participation rate (55.8%) and that the years in the most ages (18-20) years are at a rate of (56 %). The study findings also demonstrate the degree of education among fathers (28.2) Institute / College and middle school mothers (26.4), both of whom had a high level of education. When it came to the family's financial situation, the greatest average percentage was (64.1 %).

Table (2) Assessment of Personal Adjustment among Students: (N 381)

Personal adjustment	Freq.	%	M ± SD
Poor	47	12.3	0.699 ± 0.242
Moderate	130	34.1	
Good	204	53.5	
Total	381	100.0	

M: Mean for a score, SD: Standard Deviation for a score, Freq: frequency, %: percentage (Poor= 0-0.33, Moderate= 0.34-0.67, Good= 0.68-1)

This table explains the level of personal adjustment among students, 53.5% of the sample have a good level of personal adjustment followed by 34.1% of students having a moderate level of personal adjustment, and 12.3% of samples were with a poor level.

Table (3) Assessment of Emotional Adjustment among Students: (N= 381)

emotional adjustment	Freq.	%	M ± SD
Poor	84	22.0	0.485 ± 0.183
Moderate	230	60.4	
Good	67	17.6	
Total	381	100.0	

M: Mean for a score, SD: Standard Deviation for a score, Freq: frequency, %: percentage (Poor= 0-0.33, Moderate= 0.34-0.67, Good= 0.68-1)

This table explains the level of emotional adjustment among students, 60.4% of the sample have a moderate level of emotional adjustment followed by 22% of students having a poor level of emotional adjustment, and 17.6% of samples were with a good level.

Table (4) Assessment of Family Adjustment among Students: (N= 381)

family adjustment	Freq.	%	M ± SD
Poor	15	3.9	0.745 ± 0.207
Moderate	93	24.4	
Good	273	71.7	
Total	381	100.0	

M: Mean for a score, SD: Standard Deviation for a score, Freq: frequency, %: percentage (Poor= 0-0.33, Moderate= 0.34-0.67, Good= 0.68-1)

This table explains the level of family adjustment among students, 71.7% of the sample have a good level of family adjustment followed by 24.4% of students having a moderate level of family adjustment, and 3.9% of samples were with a poor level.

Table (5) Assessment of Social Adjustment among Students: (N =381)

social adjustment	Freq.	%	M ± SD
Poor	26	6.8	0.627 ± 0.204
Moderate	186	48.8	
Good	169	44.4	
Total	381	100.0	

M: Mean for a score, SD: Standard Deviation for a score, Freq: frequency, %: percentage (Poor= 0-0.33, Moderate= 0.34-0.67, Good= 0.68-1)

This table demonstrates the level of social adjustment among students, 48.8% of the sample have a moderate level of social adjustment followed by 44.4% of students having a good level of social adjustment, and 6.8% of samples were with a poor level.

Table (6) Assessment of Psychological Adjustment among Students: (N= 381)

psychological adjustment	Freq.	%	M ± SD
Poor	12	4	0.637 ± 0.158
Moderate	197	52	
Good	172	44	
<i>Total</i>	381	100.0	

M: Mean for a score, SD: Standard Deviation for a score, Freq: frequency, %: percentage (Poor= 0-0.33, Moderate= 0.34-0.67, Good= 0.68-1)

This table explains the level of psychological adjustment among students, 52% of the sample have a moderate level of psychological adjustment followed by 44% of students having a good level of psychological adjustment, and 4% of samples were with a poor level.

Table (7) The Differences between Psychological Adjustment Among Students and their age (Socio-demographic Characteristics): (N= 381)

Demographic Data	Groups	N	M	S.D	T.test	Sig.
Age	15 to 17	169	0.618	0.145	2.179	0.02
	18 to 20	212	0.652	0.145		
	Total	381				

N: sample number, M: Mean, SD: Standard Deviation, Sig.: Significance at $p \leq 0.05$

The table shows that is a highly significant relationship between the age of students and psychological adjustment among students when (p. value =0.02) at $p < 0.05$ level of significance.

Table (8) The Differences between Psychological Adjustment Among Students and the Level of Economic of Parents

Demographic Data	Groups	N	M	S.D	F	Sig.
Level of economic for Parents'	low	46	0.592	0.153	2.071	0.001
	mild	244	0.637	0.159		
	Good	91	0.660	0.158		
	Total	381	0.637	0.158		

N: sample number, M: Mean, SD: Standard Deviation, Sig: Significance at $p \leq 0.05$, F: ANOVA

The table shows that is a highly significant relationship between the Level of economics for Parents and psychological adjustment among students when (p. value =0.001) at $p < 0.05$ level of significance.

Table (9) The Differences between Psychological Adjustment Among Students and Educational Level for Father (Socio-demographic Characteristics): (N 381)

Demographic Data	Groups	N	M	S.D	F	Sig.
Educational Level for father	Uneducated	30	0.631	0.148	3.902	0.002
	red and write	34	0.616	0.151		
	Elementary	69	0.582	0.174		
	middle school	99	0.639	0.159		
	Institute / College	108	0.684	0.145		
	Postgrad	41	0.621	0.151		
	Total	381	0.637	0.158		

N: sample number, M: Mean, SD: Standard Deviation, Sig: Significance at $p \leq 0.05$, F: ANOVA

The table shows that is a highly significant relationship between the Educational Level of fathers and psychological adjustment among students when (p. value =0.002) at $p < 0.05$ level of significance.

Table (10) The Differences between Psychological Adjustment Among Students and Educational Level for the Mother (Socio-demographic Characteristics): (N =381)

Demographic Data	Groups	N	M	S.D	F	Sig.
Educational Level for mother	Uneducated	37	0.618	0.179	2.327	0.04
	red and write	78	0.588	0.138		
	Elementary	87	0.660	0.155		
	middle school	101	0.655	0.165		
	Institute / College	59	0.642	0.160		
	Postgrad	19	0.656	0.144		
	Total	381	0.637	0.158		

The table shows that is a significant relationship between the Educational Level of mothers and psychological adjustment among students when (p. value =0.04) at $p < 0.05$ level of significance.

Discussion

Part I: Discussion of Social Demographic Characteristics

The percentage of females was (55.8%) higher than males, according to the table (1). (44.2%) male. This is because girls' schools were more responsive to the questionnaire and decided to participate, as opposed to boys' schools, when some students refused to participate. In addition, in Najaf city girls' schools outnumber boys' schools. while the distribution of the sample according to age showed that the largest percentage was for the age group (18-20), where it was (56%) and decreased by (44%) for the age group (15-17). This age group was the least participating in the questionnaire. The group (18-20) in preparatory schools was more a result of repeated repetition among the numbers of sixth-grade students, and for this reason, their percentage was high. Regarding monthly income, 64.1% of parents are perceived somewhat sufficient monthly income, and 23.9% of them perceive sufficient income while only 12% are perceived insufficient monthly income. When it came to the educational level of the parents, was discovered that the majority of the fathers were in college or institute, that the percentage of the student's fathers (28.2%) was in college, and the percentage of the student's mothers (26.4%) was in secondary school, and this outcome. Because society needs to become more informed and educated, focusing on the educational element and academic accomplishment, we discovered that most parents have advanced degrees. A study named "The Role of Parenting Styles and Gender

Differences in Adolescent Depression" provided support for this study, which indicated that the father had a percentage of no formal education of (63.33%) and the mother who has never had formal education (67.50%) The research was carried out in four secondary schools in Ghana's Upper East Region⁽⁷⁾.

Part II: Discussion of the assessment of psychological adjustment among preparatory Students

table (6) shows the level of psychological adjustment among students in general, (52%) of the sample have a moderate level of psychological adjustment, followed by (44%) of students have a good level of psychological adjustment, and(4%) of the samples have a poor level of psychological adjustment. As for comparing the types of psychological adjustment, we find that a high percentage of students suffer from poor emotional adjustment, as shown in Table (3), where the largest percentage was moderate (60.4 percent), followed by the poor percentage (22%). This indicates that the percentage of a large number of students suffer from emotional incompatibility, as most students suffer from emotional problems such as anxiety, depression, and others, and this may be due to the critical adolescence stage that students go through and the accompanying psychological and physical changes that may affect their feelings negatively. Add to its direct relationship with methods of parenting but when we go to Table (5), we find that the highest percentage that suffers from social incompatibility was moderate, as it was (48.8%), and this is directly related to the emotional

compatibility, which was low among students. But when we go to Table (2), we find that (34.1%) have a moderate personal adjustment and (12.3%) have a poor personal adjustment, and this is related to emotional and social compatibility as they affect the individual's personality negatively or positively. In Table (4), we find the highest percentage of students who had a good level of family adjustment, where the percentage was (71.7%). Then followed by (24.4%), it was a medium percentage. This is due to the high percentage of parents' use of the indicative style to deal with their children. In a study titled "Psychological Adjustment and Academic Achievement among Adolescents" With a sample size of 120 students (N = 120), sixty females (N = 60) and sixty boys (N = 60) ranging in age from 12 to 19, this study showed support for the finding that nearly half of adolescents with moderate psychological adjustment⁽⁸⁾.

Part 3: Discussion of the Relationship between Social Demographic Characteristics with psychological adjustment

The results appeared in a table (7) and there was a statistically significant relationship between the age of the students and the psychological adjustment among the students when (p-value = 0.02) at $p < 0.05$ level of significance. This means that students at this age have a direct relationship with psychological adjustment, as there is a correlation between age and psychological compatibility, and this is due to the adolescence period in which students live and the accompanying emotional and cognitive variables. Table (8) revealed a relationship between psychological adjustment and the student's social and economic status at

(p. value = 0.001) at a significant level of $p < 0.05$. Where the highest percentage of students had psychological compatibility with a medium to good economic level, which means that the social and economic situation affects the psychological state of students. The result is consistent with the study title "The relationship between parenting style and depression in adolescents" which found a positive and significant association between family income and depression (p. 0.29, at level 0.01).⁽⁹⁾.

Table (9) and (10) shows there is a correlation between parental treatment methods and psychological adjustment in adolescence, according to the variable educational level of the parents. at (p. value = 0.002 father, 0.04 mother) at $p < 0.05$. This indicates the existence of a positive correlation between The two variables in the sense that the higher the educational level of the parents, the better the methods of parental treatment and psychological adjustment of the students the study agreed with the study of Mahrez, 2004 (indicates an increase in the practice of methods Parental treatment (segregation, ostracism) of parents at a comparatively low level with parents with a high level of intermediate education.

Conclusions

Most of the students have a moderate psychological adjustment in secondary and preparatory schools in Najaf city and most students have poor to moderate emotional adjustment in a large percentage as a result of the adolescence period, then social, then personal, and finally family maladjustment. In addition, there is a relationship between socio-demographic characteristics (age of the student, level of economic for parents, and level of

education for parents) and psychological adjustment.

Recommendations

1- The researcher recommends the Ministry of Education that all secondary and preparatory schools have a school psychologist to assist adolescents in adapting and developing their personalities to make them more effective in the academic sector.

2-The researcher recommends universities and educational authorities hold awareness sessions and lectures for parents on how to deal with children in general and adolescents in particular.

3- The researcher recommends that parents allocate a part of their time to their sons and daughters and not be completely busy, requesting the daily situation to combat the emotional void of adolescents, which helps this communication on the social and emotional adjustment of adolescents.

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