

Research Article

Investigating the Effect of Various Aspects of Social Support on Social Adjustment of High School Students

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ABSTRACT

Background: adjusting and matching with the surrounding environment is a vital necessity for any organism. Human daily tasks are all focused on adjustment. Every man either consciously or unconsciously satisfies his diverse and sometimes conflicting needs in a living environment. Various factors affect development of social adjustment. The most important factor is social support. The present study aimed to investigate the effect of different dimensions of social support on social adjustment of high school students in Yasuj.

Materials and Methods: this study is a cross-sectional descriptive analytical study. Using multistage sampling method, 366 high school students participated were selected. The study procedure was as follows; first, we obtained the informed consent of the participants. Second, the researchers developed a questionnaire using Likert Scale, which includes three parts as; demographic data, questions comprising the social support and social adjustment of students. Third, the reliability and validity of the tool were tested plus the normality and homogeneity of quantitative variables were confirmed; subsequently, the students filled out the questionnaires and finally, the collected data was analyzed using SPSS, t-test, ANOVA and Pearson correlation coefficient.

Findings: The demographic data showed, 53% of the participants were females. Maximum number the fathers had bachelor degree (37.71%). Maximum number the mothers had bachelor degree (30.87%). The greatest number of the participants (33.88%) had moderate economic base. Indicators of social support, emotional support had the highest mean ($X = 3.70$) and instrumental support had the lowest mean ($X = 3.60$). Components of social support were all above average ($X = 3$). Overall score of social support was above average ($X = 3.62$). In terms of social adjustment, adjustment at home had the highest mean ($X = 3.70$) and emotional adjustment had the lowest mean ($X = 3.46$). All components of social adjustment were above average ($X = 3.58$). All components of Social Support have statistical significant relation with Social Adjustment components.

Conclusion. The results showed that emotional, informational and instrumental dimensions and social support were positively and significantly correlated with social adjustment. Social adjustment was greater among males

compared to females. However, the relationship of economic base and parental education with social adjustment of the students was not significant.

Keywords: high school students, social support, social adjustment

INTRODUCTION

Socialization is a mutual reciprocal process between an individual and society. Thereby, socialization is a complex process with several dimensions among which acquiring social skills, the techniques of communication with other people and social adjustment can be cited. Process of learning and teaching continues throughout human life during which social adjustment is developed. Human being is both a learner and a teacher according to his nature and rationality. This is because human curiosity about social phenomena motivates him/her to learn more. Unfortunately, the severity and extent of learning at early age gradually decline due to absence a proper learning system. Not using a dynamic paradigm, inappropriate space for learning, not using available opportunities to learn effectively reduce the potential learning process. Some children and adults called incompatible individuals do not effectively and beneficially adjust with the environment due to various psychological, social or physical factors. Adjustment refers to a useful and effective human behavior consistent with physical and psychological environment in order to maintain a perfect balance between environment and the organism where all needs are met and all tasks are easily undertaken by the organism (Smith, 2010: 124). Social adjustment refers to a trend where satisfactory relationships are established between various individuals, groups and cultural elements. In other words, both parties are mutually satisfied with (Beh Pajoooh, 2010: 14).

Social Adjustment.

Human beings are constantly changing and evolving since they try to adjust with the environment as well as social and economic relations. Adolescent are also no exempt to this fact. Learners not only interact with the environment through formal education, but also learn to adapt with the environment and fulfill their potentials. They should deal with an emotional problem in this regard, which would delay learning process. An anxious student

cannot focus on his tasks. This is because desire and motivation are prerequisites for learning. Anxiety of the students would be intensified as they fail to do their tasks. They should be helped to overcome this crisis. Regardless of philanthropist aspect of this issue, supporting the students would prevent academic failure. Therefore, it is essential to examine factors associated with social adjustment among students.

Social Support.

Social support represent show much an individual was loved, addressed and assisted by family members, friends, and other people (Cobs, 1976: 89). However, care, friendship and support terms are as old as human communication term. Nevertheless, the concept of social support is relatively new. Nowadays, any sickness and health-threatening accident in relation to social support are studied (Lindeman, 1999: 77).

Social support can be provided in three emotional, informational and instrumental forms.

There are three forms of social supports (Schaefer, 2004: 202-179).;

- a) Emotional support covers love, acceptance and respect,
- b) instrumental support that is tangible assistance in forms of either commodities or services,
- c) informational support defines as giving information in times of physical and psychological stress

Relationship between Social support and Social Adjustment.

Human behavior is influenced by many factors such as family, school, peers and other social factors. A human being with the perfect personality trait strikes an appropriate balance and interaction between himself and the environment. Social pressures certainly and greatly affect individual behavior. On the other hand, flexible human beings not only adapt with

environment, but also change the environment according to their desires. Thus, adjustment and matching with the surrounding environment is a vital necessity for any living being. Human daily activities are focused on adjustment. Every man either consciously or unconsciously attempt to satisfy his diverse and sometimes conflicting needs in a living environment. Various factors affect development of social adjustment among which social support can be noted as the most important factor.

Psychologists and sociologists always addressed sense of belonging and social support. Cutting social ties can lead to loneliness and social isolation, which cause many psycho-social disorders. This is because positive freedom would not be realized in societies where human talents and capabilities would not be flourished as well. Solitary people adopt themeasures that conflict with realization of individuality within the context of love and labor. They look for sources of support in order to feel that someone or somewhere would take them under protection. The importance of Social Support and Social Adjustment was doubled with regard to irregular migration from villages to cities in modern societies, which developed a heterogeneous population with no adjustment between the individuals. This study focus is on among adolescents in school context and the aim is to investigate the effect of social support on social adjustment. We examined the scales of Home, emotional and community adjustment and total social adjustment of the students; moreover, we look at the relationship between social support and adjustment.

MATERIALS AND METHODS.

This study is descriptive cross-sectional analytical study conducted in 2014. The participants were 336 high school students came from Yasuj city in south west of Iran. Using multistage sampling method, the study participant selected from 7793 high school students of Yasuj. Then, female and male high schools were randomly selected as clusters; subsequently, portions of students were systematically and randomly selected from each

high school. The students and their parent informed about the study process and give their consent to the study and filled out the questionnaire. The collected data was analyzed. In the end, 366 high school students participated in the study. A questionnaire developed by the scholar was used for data collection. Validity of the questionnaire was confirmed by academics. Reliability of the tool was assessed using Cronbach's alpha, which was acceptable. The questionnaire consisted of three parts as follows: demographic data, dimensions of social support and social adjustment. The collected data was analyzed using SPSS. Normality and homogeneity of quantitative variables (social support, social adjustment and relevant dimensions) were assessed and confirmed using Kolmogorov-Smirnov Test as well as Levin's test. Therefore, parametric t-test, ANOVA and Pearson correlation were used for data analysis. Index scores were calculated above 5.

Findings.

The demographic data showed, 53% of the participants were females and 47% were males. Maximum number the fathers had bachelor degree (37.71%) and minimum number of the fathers were undergraduate (7.92%). Maximum number the mothers had bachelor degree (30.87%) and minimum number of the mothers were undergraduate (10.65%) The greatest number of the participants (33.88%) had moderate economic base and the lowest number of the participants (8.74%) had very low economic base. Indicators of social support, emotional support had the highest mean ($X = 3.70$) and instrumental support had the lowest mean ($X = 3.60$). Components of social support were all above average ($X = 3$). Overall score of social support was above average ($X = 3.62$).

In terms of social adjustment, adjustment at home had the highest mean ($X = 3.70$) and emotional adjustment had the lowest mean ($X = 3.46$). All components of social adjustment were above average ($X = 3.58$). Normality and homogeneity of quantitative data were assessed using Smirnov-Kolmogrov test and Levin's test. Data normality was not rejected. Then, parametric tests were used to analyze the collected data.

Table 1: Assessment of social adjustment and Social support in high school students, Yasuj, 2013

Social adjustment	Home Adjustment at	Emotional adjustment	Adjustment in the community	The total rate of social adjustment
Mean±SD	3/70 ± 0/91	3/46 ± 0/92	3/60 ± 0/98	3/58 ± 0/93
social support	Emotional support	Data Support	Tools Supporting	The total rate of social support
Mean±SD	3/70 ± 0/91	3/56 ± 0/92	3/60 ± 0/98	3/62 ± 0/93

Table 2: relation between social support with social adjustment in high school students, Yasuj, 2013.

Description	Adjustment at home	Emotional adjustment	Adjustment in the community	The total rate of social adjustment
Emotional support	R= 0/25 P-value= 0/001	R= 0/31 P-value= 0/001	R= 0/27 P-value= 0/001	R= 0/30 P-value= 0/0010
Data Support	R= 0/26 P-value= 0/001	R= 0/29 P-value= 0/0001	R= 0/32 P-value= 0/0001	R= 0/27 P-value= 0/001
Tools Support	R= 0/33 P-value= 0/000	R= 0/28 P-value= 0/000	R= 0/25 P-value= 0/000	R= 0/32 P-value= 0/0001
The total rate of social support	R= 0/27 P-value= 0/001	R= 0/29 P-value= 0/001	R= 0/28 P-value= 0/001	R= 0/29 P-value= 0/000

DISCUSSION AND CONCLUSION.

The results showed that emotional and informational support had significant relationships with social adjustment among the students. These findings are consistent with those obtained by Robbie (2000), Garcia (2005) and Wang et al. (2006).

Instrumental social support had also a significant relationship with social adjustment of students. These results are also consistent with those obtained by Smith (2008), Garcia (2005) and Schmidt (2010).

The overall social support and social adjustment were significantly correlated. These findings are also consistent with those obtained by Wang et al. (2006), Fraydlander et al. (2007), Robbie (2005), Smith (2008), Garcia (2005) and Schmidt (2010). Social adjustment of males was greater than females.

The difference was significant. These findings are not consistent with those obtained by Wang et al. (2006), Fraydlander et al. (2007), Robbie (2005), Smith (2008) and Garcia (2005). This was because females were not treated the same as males in Iranian population.

Economic base and education had no significant relationship with social adjustment of students.

Recommendations.

Including maximum number of materials in terms of awareness on social support in the

family and its dimensions in formal training at schools and universities as well as providing educational programs through mass media can effectively increase social adjustment.

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