ORIGINAL ARTICLE

Religiosity and Social Adjustment Problems in high school Students

Alipour Noormohamad

Department of social sciences, Yasooj Branch,
Islamic Azad University, Yasooj, Iran.
E-mail: ALIPOUR_KHASHAB@YAHOO.COM

Abstract:

The term adjustment refers to a continuous process by which a person changes his own behavior or tries to change the environment or brings change in both to produce satisfactory relationship with his environment. This paper examined the relationship between Religiosity and Social Adjustment Problems in high school Students. The sample contained of 86 (41 males and 45 females) 1th Year high school Students from Iran. Adjustment Inventory (BAI) and Religiosity questionnaire, carried out on the group sample and data analyzed by Pearson correlation and two independent samples T test. The results revealed that social adjustment problems significantly have negative correlation with Religiosity.

More over there is no significant differences between boys and girls in social adjustment problems nevertheless the scores of religiosity in girls are significantly more than boys. Regarding to the results of study, the implications for practice and research are discussed.

Key Words: Social Adjustment Problems, Religiosity, High School Students

1. INTRODUCTION

The quality of students' academic performance is influenced by wide range of environmental factors rather simply teacher factors and psychological factors within the learners such as motivation and the self, rather than simply by ability. School as a social environment is not only the places in which many students spend most of their day, it also is where they engage in the important activities of learning academic knowledge; acquiring and practicing more generalized skills, such as solving problems, being on time, and following directions; and developing formative relationships with peers and adults. Moreover, the consequences of their behavior at school can be powerful. As noted, students' inappropriate behavior at school can distract both the students themselves and those around them from their learning tasks. In addition, research has shown that teachers' evaluation of students' academic performance is influenced by the students' behavior in the classroom (Minuchin & SSAPiro1983).Adjustment is one of the factors which can even be influential on pedagogical achievement. In other words, adjustment is a person's ability in establishing relationship with the environment, and a person cannot expect optimum results until he/she bridges between environment and the situation in a curriculum atmosphere (Erica, 1996).

The term adjustment means a state of harmonious relationship between a person and his

environment. It also refers to a continuous process by which a person changes his own behavior or tries to change the environment or brings change in both to produce satisfactory relationship with his environment. It also means how efficiently an individual performs his duties in different circumstances. It is concerned with the individual's ability to cope effectively with his environment. According to Parameswaran and Beena (2004) Adjustment is a process by which a living organism acquires a particular way of acting or behaving or changes an existing form of behavior or action.

Since school is a communal location, it is fundamental that every single individual keeps in touch with his/ her peer groups Besides, the adjustment conflict can be posited in terms of the manner of adjustment to the school atmosphere, principals, teachers and subject matters is incorrect behaviors and will be pessimist to the future (Douglas, 1968).more over There is some other school variables related to learning.   Despite the many reports on the relationships between variety of variables and Adjustment, there is in short supply if any documentation of the relationship between Adjustment problems and religiosity. Secondly, there is need for studies which will address gender differences in the levels of Adjustment problems and religiosity. This presents study therefore focuses on these issues.

1.1   GOALS
The study has two aims:
- To examine the relationship between levels of Social adjustment problems and religiosity among high school students in Iran.
- To examine the effects of gender on students' levels of Social adjustment problems and religiosity.

2.0: METHOD
2.1   SAMPLE:

86 students of 1th Year high school (9 grade)   , were selected(41 males and 45 females) via random sampling. The mean age of the students was 14.7 and they were selected from two kinds of Iranian schools (government and private).

2.2 TOOLS & MATERIALS:

Social adjustment problems: In the study we used of 35 items developed by Bell's Adjustment Inventory –BAI (Bell, 1934). The whole of inventory comprises of 140 items in relation to four areas of adjustment (School, Health, Social and Emotional) with 35 items in each factors. The test is helpful in screening the poorly adjusted students who may need further psycho-diagnostic study and counseling for their adjustment problems. This scale possesses high reliability by split half method (for social subscale it was 0.87) and concurrent validity also commuted 0.82 for this subscale.

Religiosity scale: This Scale created by the researcher with 21-item self-report instrument in a four-response Likert format. This instrument was designed to gather information about religiosity level of high school student . The four response options range from 1 = completely false to 4 = completely true. The psychometric properties of this scale has shown that internal consistency alpha coefficient was computed 0.85.

3.0 RESULTS & DISCUSSION

3.1 RESULTS

According to the hypothesis of the current investigation, the analysis of data divided in two parts: At first part we have evaluated the relationship between two variables and in the second part we analyzed the gender differences in two variables.

3.1.1 Relationship between Social adjustment problems and religiosity:

the correlations between levels of Social adjustment problems and religiosity are presented in the correlation matrix table 1 below:

Table 1.Means, standard deviations and correlation matrix of SAP and RS

Variables	Social adjustment problems M=10.16 SD=4.31	Religiosity M=17.43 SD= 2.11
Social adjustment problems	-	
religiosity	0.41 (*)	-

N: 86. * Correlation is significant at the 0.01 level (2-tailed).

It was hypothesized that there are significant negative relationships between Social adjustment problems and religiosity. Contrary to the hypothesis, negative significant relationships were found between SAP with RS [r= 0.41, p = .00].

3.1.2 The influence of gender on Social adjustment problems and religiosity:

Table 2   presents the scores of boys and girls in two dependent variables. The results of two independent T test are described below.

Table 2. Means, SD and estimated two independent samples T test of boys and girls in two variables

Dependent Variable	SEX	MEAN	SD	T
Social adjustment problems	male	10.19	4.12	0.87
	female	10.32	4.47	
Religiosity level	male	16.19	1.65	2.47
	female	17.98	2.51	

An inspection of the mean scores of males and females on table indicates that:
1. There are not significantly differences between males and females on SAP, (m = 10.19, SD =4.12) for male and (m = 10.32, SD = 4.47) for female(t = 0.87, p > .01).
2. Females scored slightly higher on the RS (m = 17.98, SD = 2.51) than males (m = 16.19, SD=1.65) (t = 2.47, p < .01).

3.2 DISCUSSION & CONCLUSION

The first hypothesis of the current investigation suggested that there is significant relationship between Social adjustment problems and religiosity in high school students. The results of the study reveal significant negative relationships between Social adjustment problems and religiosity (r = -.41, p < .01). This means that students who have high Social adjustment problems tended to perform fewer scores in Religiosity. However, those who have low Social adjustment problems   tended to perform high scores in Religiosity level. These findings corroborate pervious findings which report significant relationships between SAP and RS.
          The second hypothesis suggested that there is no significant difference between boys and girls in two   variables. Examination of the mean scores of males and females indicates that there are not significantly differences between males and females on SAP. More over females scored slightly higher on the RS than males .

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