

ACADEMIC ADJUSTMENT AMONG AL-QADISIYAH UNIVERSITY STUDENTS

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Abstract

Adjustment is considered one of the processes of interaction between the individual, with their needs and capabilities, and the environment, with its characteristics and requirements. It also refers to the psychological state an individual reaches as a result of making various adaptive responses to changes in time. In this sense, good adjustment is a source of reassurance and psychological comfort, while poor adjustment is a source of conflict, anxiety, and disturbance (Barakat, 2006: 4). Psychological adjustment for students is a strong motivator that drives them to achieve academic success, encourages them to study, helps them establish harmonious relationships with their peers and teachers, and makes the educational process an enjoyable and engaging experience. Therefore, the problem addressed in this research was identifying academic adjustment among university students by achieving the following research objectives:

1-To identify academic adjustment among students at Al-Qadisiyah University.
2-To determine the significance of differences in academic adjustment among Al-Qadisiyah University students according to the variables of gender (male - female), academic specialization (humanities students - science students), and academic year. The study focused on academic performance in grades .

After reviewing previous literature and studies, the researcher developed a scale consisting of 56items across five domains: academic effort and diligence, satisfaction with studies, discipline and obedience, relationship with teachers, and relationship with peers. After verifying the scale's compliance with the required psychometric criteria for psychological scales—including face validity, construct validity, and reliability using split-half and Cronbach's alpha methods it was administered to a randomly selected sample of 400 university students of both genders. The collected data were then subjected to statistical analysis using appropriate tools and formulas in the Statistical Package for the Social Sciences (SPSS).

Keywords: Academic Adjustment, University Students

Part One: General Framework of The Research

First: The Research Problem

Adjustment is considered one of the processes of interaction between the individual, with their needs and capabilities, and the environment, with its characteristics and requirements. It also refers to the psychological state the individual reaches as a result of making various adaptive responses to changes in time. In this sense, good adjustment is a source of reassurance and psychological comfort, while poor adjustment is a source of conflict, anxiety, and disturbance (Barakat,2007,4). An individual's balance with themselves, meaning their ability to confront and resolve internal conflicts and frustrations, their freedom from the resulting tension and anxiety, their success in reconciling their various motives and inclinations, and their harmony with the conditions of their material and social environment in general, including other people, relationships, elements, fields, subjects, and events, all lead to academic adjustment among students (Al-Quraiti2003,60,). Adjustment is considered one of the processes The interaction between the individual, with his needs and capabilities, and the environment, with its characteristics and requirements, also refers to the psychological state the individual reaches as a result of his various adaptive responses to change over time. In this sense, good adaptation is a source of reassurance and psychological comfort, while poor adaptation is a source of conflict, anxiety, and disturbance (Barakat,2006,4). The psychological adaptation of students is a strong motivator that drives them to achievement on the one hand, and makes them want to study and helps them establish harmonious relationships with their peers and teachers on the other hand, and even makes the educational process an enjoyable and attractive experience (Shazly,211`57)

Secondly: The importance of research

A-Theoretical Importance

1-The current study contributes to enriching the literature on the concept of academic adjustment as an influential driver of human behavior.

2-This research focuses on an important segment of society, namely university students. The sample is particularly important because this age group represents a crucial stage in the lives of individuals who face various challenges and pressures. This necessitates that university students possess an appropriate level

of resilience and psychological well-being to cope with these challenges and circumstances.

3-It opens the door for future studies to explore this topic from other perspectives.

4-It may contribute to identifying indicators and manifestations of academic adjustment among university students.

B-Practical Importance

1-It may contribute to helping educational institutions through the results it provides in order for them to play their role in planning, organizing and building programs that contribute to maintaining the students' adjustment and increasing their academic adjustment.

2-It may contribute to the development of preventive, developmental, and therapeutic programs in the field of educational guidance

3-The results of this study, along with its recommendations and information, may benefit researchers and psychological counselors, enabling them to develop training programs that reduce and improve academic adjustment difficulties.

Third: Research Objectives

The current research aims to identify the following:

1-To identify the academic adjustment of students at Al-Qadisiyah University.

2-To identify the significance of differences in academic adjustment among Al-Qadisiyah University students according to the variables of gender (male - female), academic specialization (humanities students - science students), and academic year (first year - fourth year).

Fourth: Research Scope

The current research is limited to first and fourth year students at Al-Qadisiyah University for morning studies, of both genders, in the scientific and humanities specializations for the academic year 2024-2025..

Fifth: Defining the Terms

Academic compatibility is defined as a state that manifests in the continuous dynamic process a student undertakes to understand and succeed in their coursework, achieving harmony with their learning environment and its essential components, including professors, peers, social, cultural, and sports

activities, and the course material itself ((Baker & Serk, 2002: 44:). The researcher defines academic compatibility operationally as: (The student's ability to achieve adaptation and harmony with their peers, professors, and course material, as demonstrated by their diligence and perseverance in their studies. This is measured by the total score obtained on the academic compatibility scale used in this study.)

Part One Two: Theoretical Framework

Academic Compatibility

Humanistic Theory:

Proponents of this approach emphasize the unique status of humankind among living beings and strive to develop individuals morally, practically, and materially. This development aims to elevate individual humanity and achieve harmony with oneself and society, the highest level in Maslow's hierarchy of needs. Among the proponents of this approach are Maslow, Rogers, and Allport. Rogers argues that individuals can achieve harmony as long as there is no contradiction with their self-concept. He also emphasizes that the self is not the sole determinant of behavior; other influences, such as experiences and basic needs, also play a role. If an individual succeeds in achieving harmony and balance between their self and basic needs, they become more understanding. However, if these conflicting needs lead to conflict, achieving harmony becomes more difficult, and the individual becomes more susceptible to mental illness. (Awda, 2006: 32)

Part One: Research Methodology

Research Population:

The research population consisted of first-to-fourth-year students distributed across the colleges of Al-Qadisiyah University for the academic year (morning studies), totaling (8064 (2024/2025) students.

Research Sample:

The researcher used a random sample of 400 male and female students from the first and fourth years of the colleges of Al-Qadisiyah University, using the stratified random method (Malham, 2002,251). From this sample, a proportional selection method was used (Atwi2002,90) with a representation rate

approaching 5% The sample included all scientific and humanities colleges, as shown in Table .

Table (1) Distribution of research sample members according to the variables of gender, stage, and specialization

College	Stage First		Fourth		Total Stage		Total Set Year
	A	B	A	B	A	B	
Sections Education Scientific	19	23	10	7	9	16	42
Sections Education Humanities	65	29	35	11	30	18	94
Pharmacy	2	2	0	0	2	2	4
Agriculture	8	11	3	3	5	8	19
Administration and Economics	21	38	9	12	12	26	59
Mputers Science and Mathematics	9	7	4	2	5	5 ^{Co}	16
Literature	33	30	10	8	23	22	63
Veterinary medicine	2	4	1	1	1	3	6
Medicine	7	4	3	1	4	3	11
Physical education	1	13	1	7	0	6	14
Science	9	9	5	5	4	4	18
Law	10	20	3	8	7	12	30
Nursing	4	2	0	0	4	2	6
Engineering	11	7	4	2	7	5	18
Total	201	199	88	67	113	132	400

Research Scale:

After reviewing the literature and previous studies, the researcher prepared the academic adjustment scale, which consists of five domains: (effort and academic diligence), (satisfaction with study), (discipline and obedience), (relationship with teachers), and (relationship with classmates), with (12 items) for each domain.

The initial version of the scale was presented to the reviewers:

After preparing the initial version of the scale, it was presented to a group of professors specialized in psychology and mental health to provide their comments and suggestions on this scale. After making the modifications proposed by the esteemed reviewers, the scale became in its final form, consisting of (56) items distributed across five domains.

Sample for clarity of instructions and time calculation:-a

The researcher applied the initial version of the academic adjustment scale on (50) male and female students from the Departments of Life Sciences and History in the College of Education, from the first and fourth grades. The researcher confirmed thru this application the clarity of the items, the scale instructions, and the clarity of the answer alternatives. It was found that the average time required to answer the scale is (22 minutes) with a range of (18-26) minutes.

Analysis of the paragraphs with the extreme groups:

The students' responses were arranged in descending order from the highest value to the lowest value to obtain two extreme groups. Then, the upper 27% was taken, which amounted to 108 students, with the highest score being 264 and the lowest score being 206. Meanwhile, the lower 27% was also taken, which amounted to 108 students, with the highest score being 150 and the lowest score being 73. The t-test for independent samples was then applied at a significance level of 0.05 and with 214 degrees of freedom, comparing the calculated t-value with the tabulated value of 1.96 as shown in the table.

Table (2) Analysis of items with extreme groups

Paragraph sequence	Upper Group		Lower group		Calculated T- value	Significance
	mean	standard deviation	mean	standard deviation		
1	4.343	0.929	2.167	1.063	16.015	distinctive
2	4.306	0.791	2.241	1.058	16.247	
3	4.009	1.115	1.509	1.009	17.276	
4	4.176	1.040	2.093	1.279	13.135	
5	4.074	0.794	2.667	1.238	9.946	
6	4.324	0.759	2.528	1.357	12.009	
7	4.157	0.949	2.259	1.278	12.394	
8	4.324	0.905	2.611	1.317	11.138	
9	4.222	0.970	2.130	1.381	12.884	
10	4.287	0.907	1.528	0.779	23.979	
11	4.102	1.041	2.102	1.207	13.042	
12	3.935	1.088	1.759	1.031	15.090	
13	4.222	0.960	2.333	1.150	10.969	
14	4.037	0.985	2.278	1.400	10.681	
15	3.963	1.191	1.472	1.000	16.645	
16	4.111	1.008	1.352	0.753	22.797	
17	4.157	1.153	1.620	0.954	17.613	
18	4.074	1.056	1.639	0.961	17.717	
19	4.222	1.088	1.685	0.973	18.063	
20	4.241	1.110	2.861	1.615	7.319	

21	4.426	1.034	1.731	1.029	19.199
22	4.435	0.940	1.361	0.716	27.030
23	4.398	1.050	1.722	1.142	17.925
24	4.426	0.811	2.648	1.179	12.913
25	4,500	0.717	3,500	1.501	6.248
26	4.259	0.931	1.861	1.219	16.251
27	4.204	1.057	1.778	1.062	16.827
28	4.296	0.910	2.324	1.420	12.156
29	4.185	0.877	3.639	1.293	3.634
30	4.074	0.924	1.935	1.202	14.661
31	4.139	0.971	3.398	1.353	4.622
32	4.037	1.032	3.093	1.250	6.057
33	4.083	1.033	2.389	1.191	11.170
34	4.046	1.017	2.306	1.156	11,749
35	4.176	0.984	1.759	1.049	17,460
36	4.361	0.779	2.787	1.354	10.474
37	4.130	1.033	2.241	1.303	11,804
38	4.157	0.939	1.917	1.112	16.003
39	4.259	0.890	3.648	1.383	3.862
40	4.241	0.975	2.454	1.131	12.439
41	3.981	1.275	2.287	1.283	9.735
42	4.602	0.773	3.593	1.340	6.782
43	4.370	1.028	2.657	1.375	10.367
44	4.611	0.783	2.657	1.601	11,390
45	4.352	1.079	1.556	1.088	18.962
46	4.176	1.281	2.352	1.278	10.477
47	4.352	1.053	2.074	1.316	14.043
48	4.333	1.023	2.361	1.072	13,833
49	4.380	0.833	2.389	1.134	14.392
50	4.231	1.019	2.769	1.398	8.786
51	4.278	1.183	1.620	1.182	16.518
52	4.389	0.998	2.426	1.341	12.222
53	4.352	0.970	1.694	1.027	19.549
54	4.407	0.977	2.194	1.106	15.585
55	4.435	0.960	1.315	0.805	25.892
56	4.426	1.052	3.065	1.442	7.924

B – The method of the relationship between the item score and the total score of the academic adjustment scale (internal consistency): This method provides a homogeneous scale in its items, and Pearson's correlation coefficient was used. To calculate the relationship between the score of each item and the total score of the academic adjustment scale, the correlation coefficients between the item score and the total score of the academic adjustment scale were observed. The relationship between the score of each item and the total score of the psychological adjustment scale was calculated using Pearson's correlation coefficient. When comparing the calculated correlation coefficient with the critical tabulated value at a significance level of (0.05) and

degrees of freedom 398, which is (0.098), it was found that the relationship of all items was statistically significant, as shown in the table.

Table (3) shows the relationship between item score and total score on the academic adjustment scale (internal consistency).

NO.	Relationship between paragraph score and total score	NO.	Relationship between paragraph score and total score	NO.	Relationship between paragraph score and total score	NO.	Relationship between paragraph score and total score
1	0.623	15	0.654	29	0.201	43	0.540
2	0.642	16	0.659	30	0.568	44	0.508
3	0.671	17	0.633	31	0.259	45	0.652
4	0.624	18	0.642	32	0.314	46	0.536
5	0.509	19	0.619	33	0.539	47	0.629
6	0.539	20	0.360	34	0.513	48	0.605
7	0.548	21	0.667	35	0.641	49	0.628
8	0.577	22	0.738	36	0.454	50	0.487
9	0.588	23	0.619	37	0.486	51	0.618
10	0.726	24	0.571	38	0.630	52	0.544
11	0.563	25	0.348	39	0.271	53	0.647
12	0.572	26	0.590	40	0.553	54	0.625
13	0.462	27	0.635	41	0.501	55	0.706
14	0.459	28	0.560	42	0.390	56	0.372

•Test-retest reliability

Data from 40 individuals were collected, and the scale was re-administered to them after a period of 3 weeks. The correlation coefficient between the two applications was calculated and found to be 0.38, which is an acceptable reliability level in educational and psychological measurement scales.

•Split-half reliability:

The reliability was calculated using the split-half method with Pearson's correlation coefficient between the odd and even items, which was (0.803). When adjusted using the Spearman-Brown formula, its value reached (0.89), indicating good reliability in educational and psychological measurement scales.

•Reliability using Cronbach's Alpha:

The normality of the academic adjustment scale items:

One of the important conditions for adopting the scale score is that the sample scores should be distributed on it in a way that approaches the normal distribution of that phenomenon. ('Awda 1988: 66) quoted in (Al-Zubaidi 2012: 87)

Therefore, the total score obtained by each student in the sample of 400 students was calculated and then placed in a frequency distribution, which approximated a normal distribution with a mean of 178.4 and a standard deviation of 44.223.

The final version of the scale:

The scale is now ready for final application, consisting of (56) items with respondent scores ranging between 56 and 280, with a hypothetical mean of 168. A student who scores below the hypothetical mean with statistical significance indicates our perception of their academic adjustment, while a score above the hypothetical mean with statistical significance indicates that they do not possess academic adjustment.

Part One Four: Presentation and Discussion of Results

The first objective: Understanding the academic adjustment among Al-Qadisiyah University students.

The data analysis showed that the average of the sample members on the academic adjustment scale reached (178.4) degrees with a standard deviation of (44.42) degrees. Comparing this average with the hypothetical average of the scale, which is (168), it appears to be higher than the hypothetical average. When testing the significance of the difference between the two averages using the one-sample t-test with 339 degrees of freedom and a significance level of (0.05), it was found to be statistically significant and in favor of the sample, as the calculated t-value (4.86) was higher than the tabulated t-value (1.96), indicating that university students perceive the existence of academic adjustment among them. See the table.

Results of a one-sample t-test for the difference between the mean academic adjustment scores of university students and the hypothetical mean.

Table (7) shows the results of a one-sample t-test for the difference between the mean academic adjustment scores of university students and the hypothetical mean.

Sample	number	hypothetical mean	mean	standard deviation	Calculated value	Calculated value	Significance
Students of Al-Qadisiyah University	400	168	178.4	44.42	4.68	1.96	Function

The above result is consistent with the findings of the study by Farhan(2018), and this result may be expected due to the nature of the values that govern the Iraqi family, especially in the Al-Furat Al-Awsat region (University District). Here, competition among students and encouragement from families to achieve superior grades compared to others, and the emphasis on obtaining advanced positions and high grades in studies, play a significant role in reinforcing the determination for academic self-consistency among them. This result can be explained according to the adopted theory, which is Rogers' Humanistic Theory, as it asserts that an individual can achieve their self-consistency as long as there is no contradiction with their self-concept. It is seen that individuals always strive to achieve the highest levels of academic consistency and self-actualization.

The second objective: To determine the significance of differences in academic adjustment among Al-Qadisiyah University students according to the variables of gender (male-female), academic specialization (humanities-sciences), and academic stage (first-fourth).

Data analysis showed that the mean of academic adjustment behavior from the perspective of the sample members, including university students of both genders, various scientific and humanities disciplines, and first-year and final-year students, is as shown in the table. The table indicates that there is a variation in academic adjustment levels among the sample members based on their gender, academic stage, and field of study. To verify the significance of the above differences, a three-way ANOVA was conducted, and the results are as shown in the table.

Means of gender, stage, and specialization in the academic adjustment of student behavior

Table (5) shows the means for gender, academic year, and major in student behavioral academic adjustment.

variable		number	mean
Type	females	198	166.75
	Males	202	198.74
Academic stage	Phase One	247	192.94
	Phase Four	153	172.56
Academic specialization	Humanities specialization	260	180.6
	Scientific specialization	140	184.9

Results of three-way ANOVA for the significance of differences in academic adjustment according to the variables of gender, academic level, and specialization

Table (6) shows the results of the three-way ANOVA for the significance of differences in academic adjustment according to the variables of gender, academic level, and specialization.

Source of variation	Sum of squares (type three)	Degree of freedom	Average of squares	Calculated value of F	values in the tabular	The level of significance at which the value is meaningful
Type	82167.328	1	82167.328	52.962	3.89	Function
Stage	33317.162	1	33317.162	21.475	3.89	Function
Specialization	1486.375	1	1486.375	0.958	3.89	Non-functional
Type x Stage	51.631	1	51.631	0.033	3.89	Non-functional
Specialization x Stage	18381.976	1	18381.976	11.848	3.89	Function
Specialization x Type	5958.364	1	5958.364	3.831	3.89	Non-functional
Type x Stage x Specialization	11172.385	1	11172.385	7.201	3.89	Function
The mistake	608169.82	392	1551.454			
Total	1.32547	400				
Sum of Correlation	791631.97	399				

From observing the above table, it is evident that the calculated F-value was significant concerning gender and stage, while it was not significant concerning the field of study. Additionally, there is a difference in the academic adjustment behavior among Al-Qadisiyah University students according to gender, as the calculated F-value reached (52.962), which is higher than the tabulated F-value of (3.84) at a significance level of (0.05) with degrees of freedom (1-392). From observing the means in table (20), it is clear that the significance is in favor of males with a mean of (198.74) compared to females with a mean of 166.75). That is, males perceive academic adjustment behavior at a higher significance level than females do. This result can be explained by the fact that children in our society are more inclined toward liberated behaviors, non-compliance with social norms, and tendencies toward behaviors that parents see as deviations from rules and standards compared to females. This makes male children more sensitive than females to parental prohibitions and regulations. Consequently, parents perceive them as more aware and granting more freedom to their children, which is attributed to their cultural and social levels.

Research Recommendations

Guiding parents on how to alleviate the psychological burden on adolescents and instill positivity, academic adjustment, and self-confidence in themselves.

Suggestions

The effectiveness of a counselling program in improving academic adjustment among university students.

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