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## IMPACT OF PARENTS' EDUCATION ON SOCIAL ADJUSTMENT OF GIRLS STUDENTS AT THE SECONDARY LEVEL

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### ABSTRACT

The study sought to determine the impact of parental education on the social adjustment of girls at secondary level schooling. The study will be significant for the stakeholders of education e.g. parents. The study will also be useful for secondary school teachers concerning social adjustment. The study's population consisted of all female students in their last year of secondary school certificate "SSC" in 91 girls' Government secondary schools in the district of Sargodha. The study's sample consisted of 400 students chosen at random from nine (10%). A self-created questionnaire was employed, and data was gathered by the researchers themselves. Cronbach Alpha, the dependability coefficient, was 0.72. The data was analyzed by using descriptive statistics (frequency, mean scores, SD, etc.) and inferential statistics (t-test and Pearson r). The major findings were that as the students' mothers' and fathers' education levels increased, so did their social adjustment level also enhance. A positive but weak link was discovered between female students' adjustment and their parents' education. It is recommended that head teachers and teachers raise awareness among parents during parent-teacher meetings to help female students gain confidence and prepare for social adjustment.

*Keywords: Parents' education; Social adjustment; Secondary schooling.*

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### INTRODUCTION

Parent education is the major element in the whole development of children e.g. parents always take care of their children's needs and facilitate the development of motor, adaptive skills, language, cognitive, and behavioral development throughout childhood and beyond. The involvement of parents in children's lives can predict better educational goals, emotional well-being social and behavioral outcomes (Toren, 2013). The current society is a challenging society in which people must adapt to social norms. Good social skills and social relationships play a role in mature social relationships, health, academic success and psychological development, and social adjustment. Social adjustment indicates peaceful interaction with individuals and meetings with others, peer groups, culture, and community social obligations. Social adjustment includes many elements such as emotional, social, physical, and educational dimensions; social adjustment is the best element, which is the requirement for other elements of adjustment (Rizvan et al., 2014).

Social and emotional adjustment arising from positive self-conception can offer some sort of capacity to deal with problems, and greater confidence reinforces a person's capacity to deal with different types of stresses successfully. The term social adjustment is used for social skills, necessary for social adjustment which is the capability to connect with others in a unique communal region appropriate to the traditions and customs of the society (Alam & Azad, 2016). Jain (2012) describes social adjustment as an individual's attempt to deal with society's norms, and values, and needs to be recognized. In the language of psychology, it is

called social adjustment "to get laterally with the members of society as best one can." Consequently, adjusting to people and in natural environment is vital for everyone. It is the human supreme struggle focused on adjustment that enjoys the enormous significance that his inefficiency with the sensation of self-worth was low (Russo et al., 2008). Socialization is the process that relates to the ways in which an individual learns skills through education practices, observation, experience, desires, and behaviors needed to adapt efficiently to the family and culture (Ladd & Pettit, 2002).

Socialization is the directional method in which parents give information about socialization to their children, but their youngsters differ in their level of tolerance, attentiveness, and internalization of this information. Recent attention was given to the review of socialization literature about the relationship between the home setting of children (i.e. family) and the children's educational setting (Singh et al., 2016). In these two developmental backgrounds, children interrelate and are affected by numerous socializing factors, including their family, teachers, and peers. Youth is a specific period of social development in which the relationship between school and home environments is of extreme importance. In this generation, youth have shifted from a largely dependent and regulated phase of adolescence to a period characterized by a growing sense of self-exploration and independence. In general, teenagers begin to develop their life concepts and explore their interactions and relations with parents, peers, and the wider community (Grusec et al., 2000).

Parent's educations are very important for any individual and the self-development of their children. Many researchers have proved this point that parents' literacy plays a basic and major person in it (Khan et al., 2015). Family members play an important character in formal and informal systems. Learning achievement is pointed out to encourage their children and their academic attainment goals (Devika, 2016). According to Dickson et al. (2016), conclusions are stable among many states in persons with advanced level of school to accomplish the upper level of school. Major links are intergenerational correspondence and discriminate between crucial extensive. The first discussion was created by the source of intergenerational characteristics. Parent's selections are led to advanced level of education to create talents in their children. They are rising to belong to one another innate and conservation aspect to shared advanced level of education. The second simplifications are based on contributing stories to manage the product of education. Parents are providing good growth of environmental factor with the skill of high levels schooling with their children. Cultivated people have confident assertiveness towards learning and extra learning considered with the junior level of achievements. Parents have a higher level of instruction like consciousness and a positive ability to advantage of their learning (Hidayat, 2018).

Education of the parents plays an essential part in shaping the thinking of their children and also their behaviors. In the developed world, it has been proved that parents' education has a direct relationship with the students' social adjustment. Keeping in view this fact, the study aimed to find the impact of parents' education on the social adjustment of secondary-level female students.

### **Objective of the Study**

The objective of the Study was as under:

1. To find out the social adjustment level of female secondary-level students.
2. To find out the relationship between parent's education and social adjustment of secondary-level girls' students.
3. To compare the impacts of mother and father education on the social adjustment of female students at the secondary level.

### **METHODOLOGY**

The data was collected from 400 students studying in secondary schools of tehsil Sargodha. Sargodha district is one of the large districts, of Punjab (Pakistan) comprised of seven Tehsils. Due to this large number of schools, the study was delimited to Tehsil Sargodha. The purposive sampling technique was used to select the sample. The population of the study was all the female students studying in the 10<sup>th</sup> class of 91 girls' secondary schools of tehsil Sargodha. The sample of the study was 400 students selected from

randomly Nine (10%) girls' schools. A self-developed questionnaire was used for the data collection. Reliability analysis of the research instrument shows that the Cronbach alpha value is 0.708 indicating that the instrument is acceptable. Descriptive statistics for frequencies and inferential for comparison and relationship were used for the data analysis.

**RESULTS AND DISCUSSION**

Data was analyzed and the results are presented in the following tables.

Table 1. Parents' education of SSC female students.

Education	Uneducated	Primary	Middle	Matric	F.A/ F.SC	B.A/ B.SC	M.A/ M.SC	MPhil	Total
Mother Education	94 23.5%	88 22.0%	32 8.0%	129 32.3%	29 7.3%	16 4.1%	7 1.8%	4 1.0%	400 100%
Father Education	61 15.3%	63 15.8%	40 10.0%	151 37.8%	41 10.3%	18 4.6%	11 2.8%	6 1.5%	400 100%

Table 1 shows that 23.5% of female students' mothers were uneducated, 22% of mothers had primary level education, 8.0% mothers had middle-level education, 32.3% mothers had matric level education, 7.3% mothers had intermediate level education (F.A, F.SC), 4.1% mothers had graduation level education (B.A, B.SC), 1.8% mothers had master (M.A, M.SC) level education and 1.0% mothers had MPhil level education. On the other hand, 15.3% of students fathers were uneducated, 15.8% of fathers had primary level education, 10% of fathers had middle-level education, 37.8% fathers had matric level education, 10.3% of fathers had intermediate (F.A, F.SC) level education, 4.6% fathers had graduation (B.A, B.SC) level education, 2.8% fathers had master (M.A, M.SC) level education and 1.5% fathers had MPhil level education. The trend shows that level of SSC female students' parents on average had matric level education.

Table 2. Social adjustment levels of secondary level female students.

Level	Range	Frequency	Percent
Low	1.1 – 2	4	1.0%
Moderate	2.1 – 3	115	28.7%
High	3.1 – 4	273	68.3%
V High	4.1– 5	8	2.0%
Total		400	100.0%

Table 2 shows that according to female students' responses, the majority (70.3%) of students claimed for high or very high level of social adjustment whereas a handsome number (28.7%) of female students were at moderate and 1.0% of students opined for low level social adjustment. The trend shows that most (96%) of the female students had moderate and high-level social adjustment.

Table 3. Cumulative views on factors on social adjustment about parents, school, and society.

Sr.	Statements	SA	A	UD	DA	SDA	Total
1	Parents' facilitation in social adjustment	2964 57%	1342 25.8%	248 4.7%	333 6.4%	313 6.01%	5200 100%
2	Social Adjustment in School	3301 51.5%	1892 29.5%	461 7.20%	376 5.87%	370 5.78%	6400 100%
3	Adjustment in society	2523 51.9%	1441 29.6%	382 7.86%	246 5.06%	264 5.43%	4856 100%
	Overall Social Adjustment	8788 53.4%	4675 28.4%	1091 6.62%	955 5.08%	947 5.75%	

Table 3 shows cumulative views of female students that the majority (82.6%) of the respondents expressed that they had parents' facilitation in social adjustment. Similarly, the majority (81%) of female students claimed that their school supports social adjustment. The majority (81.5%) of female students claimed that they had a social adjustment in society. The overall majority (81.8%) of female students claimed that they had social adjustment.

Table 4. Social adjustment of secondary school female students with respect to mother education.

Mother Education	Low	Moderate	High	Very High	Total
Uneducated	21	36	33	3	94
	22.3%	38.2%	35.2%	3.20%	100.0%
Primary	19	40	34	5	88
	21.5%	45.4%	38.6%	5.6%	100.0%
Middle	4	10	17	1	32
	13.1%	31.2%	53.2%	1.125%	100.0%
Matric	6	28	92	3	129
	4.6%	21.7%	71.3%	2.3%	100.0%
F.A/F.SC	0	7	21	1	29
	0.0%	24.1%	72.4%	3.4%	100.0%
B.A/B.SC	0	3	12	1	16
	0.0%	18.75%	75%	6.25%	100.0%
M.A/M.SC	1	3	4	1	9
	11.1%	33.3%	44.4%	11.1%	100.0%
MPhil	1	1	2	0	4
	25%	25%	50%	0.0%	100.0%

Table 4 shows that the majority of female students (73.4%) of illiterate mothers had moderate and high level of social adjustment. whereas the Majority of female students (84%) of primary pass mothers had high and moderate level of social adjustment. The majority (84.4%) of female students of middle pass mothers had high and moderate level of social adjustment. The majority (93%) of female students of matric (10<sup>th</sup>) pass mothers had a high and moderate level of social adjustment, likewise, the majority (96.4%) of female students of intermediate (12<sup>th</sup>) pass mothers had a high and moderate level of social adjustment. While the majority (93.7%) of female students of graduate mothers had high and moderate levels of social adjustment; the majority (77.7%) of female students of mothers with master-level education, had high and moderate level of social adjustment and likewise majority (75%) of female students of post graduate mothers also had high and moderate level social adjustment. The trend shows that as the level of mothers' education of female students increases from illiterate to intermediate level, the social adjustment level also increases but when the mothers' education level increases more graduation to post-graduate level, the social adjustment decreases.

Table 5 shows that the majority of female students (78.7%) of illiterate fathers had moderate and high level of social adjustment. whereas the Majority of female students (80.8%) of primary pass fathers had moderate and high-level social adjustment. The majority of (85%) female students of middle pass fathers had moderate and high-level social adjustment. The majority (90.7%) of female students of matric (10<sup>th</sup>) pass fathers had moderate and high-level social adjustment, likewise majority (95%) of female students of intermediate (12<sup>th</sup>) pass fathers had moderate and high-level social adjustment. While the majority (83.2%) of female students of graduate fathers had moderate and high-level social adjustment; the majority (80%) of female students of fathers with master-level education, had a moderate and high-level social adjustment and likewise majority (66.6%) of female students of post graduate fathers had moderate and high-level of social adjustment. The trend shows that as the level of fathers' education, of female students, increases from illiterate to intermediate level, the social adjustment level of female students also increases

But when the fathers' education level increases more, graduation to postgraduate level, the social adjustment level decreases.

Table 5. Social adjustment of secondary school female students with respect to father education.

Father Education	Low	Moderate	High	Very High	Total
Uneducated	11 18%	28 46%	20 32.7%	2 3.27%	61 100.0%
Primary	9 14.2%	18 28.5%	33 52.3%	3 4.7%	63 100.0%
Middle	4 10%	10 25%	24 60%	2 5%	40 100.0%
Matric	10 6.6%	37 24.5%	100 66.2%	4 2.6%	151 100.0%
F.A/F.SC	1 2.4%	8 19.5%	31 75.6%	1 2.4%	41 100.0%
B.A/B.SC	2 11.1%	3 16.6%	12 66.6%	3 16.6%	18 100.0%
M.A/M.SC	1 5%	3 15%	13 65%	15 15%	20 100.0%
MPhil	0 0.0%	1 16.6%	3 50%	2 33.3%	6 100.0%

Table 6. Locality-wise categories and social adjustment.

Locality	Low	Moderate	High	Very High	Total
Rural	1 0.56%	42 23.2%	134 74.0%	4 2.20%	181 100.0%
Urban	3 1.37%	73 33.3%	139 63.5%	4 1.82%	219 100.0%

Table 6 shows that according to students' responses, 97.2% of female students of rural schools had a moderate and high level of social adjustment whereas 93.5% of female students of urban schools had a moderate and high level of social adjustment.

Table 7. Locality-wise comparison of students' social adjustment.

Locality	Mean	SD	t-value	Df	p-value
Rural	170.13	14.79	3.153	398	0.76
Urban	164.90	17.80			

Table 7 shows the difference between rural and urban students' social adjustment ( $t= 3.153$ ,  $df = 398$ , and "p" value =  $0.76 > 0.05$ ) showing that there was no significant difference. It shows that the social adjustment of rural and urban students was equivalent.

Table 8. Relationship between mothers' education and social adjustment of students.

Sr.	Statement	Mean	SD	N	Pearson r	Sig.(p-value)
1	Mothers' education	2.202	2.039	400	0.177	0.000
2	Social adjustment of students	3.712	0.516			

Table 8 shows that Pearson 'r' value of 0.177, and p-value of  $0.000 < 0.05$  reflects that a significant, positive but weak relationship exists between mothers' education and social adjustment of students. In this relationship, the null hypothesis about parent education was rejected. It shows that as the father's education of the students increases, the social adjustment also increases.

Table 9. Relationship between fathers' education and social adjustment of female students.

Sr.	Statement	Mean	SD	N	Pearson r	Sig.(p-value)
1	Fathers education	2.846	2.291			
2	Social adjustment of students	3.712	0.516	400	0.191	0.000

Table 9 shows that Pearson's 'r' value was 0.191, and p-value  $0.000 < 0.05$ , revealing that a significant, positive but weak relationship exists between the father's education and the social adjustment of female students, and the null hypothesis about parent education was rejected. The trend shows that as the father education of the students increases the social adjustment also increases.

### CONCLUSION AND RECOMMENDATIONS

Most of the female students' social adjustment was at a high and very high level, whereas a handsome number of female students had a moderate level of social adjustment. The result is similar to a Jordanian study by Al-Mseidin et al. (2017) that female students had a high level of Social Adjustment. Similarly, urban and rural SSC-level female students had equivalent level of social adjustment. The result is in line with the findings of Lalchhuanawma, et al. (2020) that rural-urban background does not affect social adjustment of both male and female college students. The level of parents' education (both mothers and fathers) of the female students increases the social adjustment level also increases. The result is similar to the findings of Muja et al. (2021) that there was "a relationship between parents' education and students' social integration". Moreover, Al-Rawwad et al. (2016) also found that across all subject areas parents association in their children's learning, not only improves a child's self-esteem, attitude, and tutorial success. There was a positive but weak relationship between parents' education (both mothers and fathers) and students' social adjustment of SSC female students; overall on the basis of data analysis, it concluded that parent's education has an effect on the female students' social adjustment at secondary level. The findings of the study revealed a positive relationship exists between parents' education and social adjustment of secondary-level students. however, it mostly promotes higher behavior and social adjustment. To work it out however highly educated parents differ from low-educated parents in terms of influencing the academic achievement of their children, five essential components; include first what quantity facilitate the oldsters render with their children 'schoolwork, Parents watching their children's school attendance, third Arranging tuition classes for the children, fourth Enquiring concerning the teaching ways of the academics, and fifth Enquiring regarding the roles or professions that interest their children (Mahuro & Hungi, 2016; Suyatno & Hidayat 2018; Khan et al., 2015; Ngure & Amollo, 2017). The parent's education has a relationship with the social adjustment of female students; therefore, the head teachers and teachers may give awareness to parents during parent-teacher meetings to facilitate their female children to give them confidence and ready for social adjustment.

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