

## AN INVESTIGATION OF SOCIAL ADAPTATION OF UNIVERSITY STUDENTS

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**Abstract:** The aim of this study is to examine the social adaptation factor in terms of some variables within the framework of university students. The study group of the research consists of 371 students, 247 women and 124 men, studying in different departments of Necmettin Erbakan University. Students' ages range from 18-22. The data of the study were obtained by using the "Social Adaptation Self-Assessment Scale" (SASS) to determine the sociodemographic characteristics and adjustment levels of the individuals in the sample. The data were analyzed using Kolmogorov-Smirnov - Mann-Whitney U-Kruskal-Wallis H-t test-Anova Analysis of Variance tests. According to the research results; There was no statistically significant difference between the total scores of the participants according to gender-age

group, marital status, number of siblings, class, employment status, education status of parents and their partnership status. It was determined that there is a statistically significant difference between the total scores of the program according to the type of program and the survival status of the parents.

**Keywords:** university students, adaptation, social adaptation, sociodemographic characteristics.

### 1. INTRODUCTION

People strive to develop their self-knowledge and self-discovery skills with birth. With these efforts, importance should be attached to the unity of the individual with the environment and the formation of inner peace. People are as much as their essence and all their characteristics cause

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the feeling of belonging to the person, as well as creating one's own self-existence (Ayvalı, 2012). The social culture in which people are raised, combined with their experiences, has a great influence on behaviors. Whether social conditions are positive or negative will affect the development of personality in the same direction. Parents' behaviors, age, gender, material possibilities and self-perception differ according to people's thoughts and criticisms, but various factors affect self development (Aydoğmuş, 2001). As a matter of fact, as soon as the individual is born, he takes a step into the social environment. The ways in which the child lives, meeting the needs of the child, the behaviors, attitudes and attitudes shown to the child are effective in the child's personality and social development. Social cohesion and social skills are important for the social development of children. Social skills affect the level of communication with others. Therefore, social skills have an important place in our lives. Social cohesion is achieved by using social skills effectively (Avşar & Öztürk-Kuter, 2007; Günindi, 2008). Işık (2007) defined social cohesion as the abilities gained by the individual in meeting the expectations and demands of the society from the individual. According to Baker

and Siryk (1984), social cohesion means having satisfying relationships with other people, not experiencing discontent in the new environment, and being able to cope with the difficulties arising from environment change by being successful in social activities. According to Ozguven (1992: 78), social cohesion includes the quality of human beings' relationships with life.

The social communication of the individual includes strong use of communication skills, attitudes and behaviors according to the characteristics of the environment in which he lives, and behaviors that comply with social norms together with social approval. The individual's positive interaction with other people, adaptation, having his own behavior determines the level of social adaptation (Watts, 1979). Social maladjustment, on the other hand, is observed as a lack of trust, wanting to live alone, shy behavior, insufficient social relationships, and a desire to receive more attention from other people (Akıncı, 2007). Postponing social adaptation may cause behavioral problems as well as create insecure and shy personality states (Çağdaş and Seçer, 2013: 145). Individuals develop in interaction with society. The development of people depends on their

harmony. People who are active around themselves try to adapt by improving themselves according to external stimuli (Duran, Sezgin, & Çoban 2011). Individuals who try to fulfill the demands of the society with their own needs from birth are asked to change according to expectations. In this case, the behavior of the individual is one of the most important factors in starting and continuing communication (Aktaran, Akçamete, & Avcıoğlu, 2005). Being aware of one's feelings, not being ashamed of receiving social assistance, and rejecting situations that contradict his thoughts when necessary, is important in adapting to the environment (Sezgin & Akman, 2014). However, it has been observed that individuals have problems in demonstrating their social adaptation skills without receiving education (Raina et al., 2005). Humanity cannot survive alone and cannot continue its lineage. Others are needed to meet their needs and to maintain their lineage. Receiving social assistance when problems cannot be overcome, increases social communication (Kızılcılık and Erjem, 1996: 493). Social adaptability refers to the ability to understand and convey the feelings and thoughts of individuals, to support them, to divide work, to establish and maintain

friendship, to adjust their behavior according to social conditions and to communicate effectively (Ekinçi Vural, 2006). Apologizing when necessary and sharing information with others facilitates social adaptation. Thus, a union with the environment is formed, and this affects academic achievement positively (Tapmaz, 2012).

Adaptation, which has positive effects on individuals; expressing himself comfortably, helping, apologizing, supporting, cooperating, having a critical point of view, etc. provides great support on issues (Aydın, 2012). Köksal (2000) states that if a person feels good, social adjustment will be easier. The individual's ability to fulfill his responsibilities and gain independence is related to harmony. With experience, these features can become more permanent depending on each other. Social adaptation can be gained most effectively during adolescence. Because in this period, which is seen as the first step taken from childhood to adulthood, some roles are loaded. The adolescent also begins to emerge from his childhood and adopt adult roles. If these needs are met, social cohesion will be achieved to a great extent (Yavuzer, 2013). People's survival depends on their ability to adapt.

The beginning of this harmony starts and develops between the mother and her baby and continues in the future in school with their peers and in human relations during adulthood (Balcı 1999; Balcıoğlu 2001; Özgüven 1992).

The most important function for adolescence to continue in a harmonious order is the family element. The family is of great importance for the adolescent to get efficiency from his life and to adapt to the environment he lives in. Adaptive people grow up in a healthy and peaceful environment. Whether or not families do their duties is a factor in the individual's adaptability (Bostan 1993; Balcı 1999; Kulaksızoğlu 2004; Kumbasar and Bulut 1997; Yavuzer 1998). As the adolescent grows up, although the community consisting of school and friend groups begins to change him, the thoughts and influences of his family on human personality development continue to maintain their place and importance. Because, people evaluate the behaviors learned from the society by looking at whether they overlap with parental thoughts. He stated that as the parental interest and contribution increases, the level of adaptation of the youth increases, the level of psychological depression decreases, the satisfactory relationships

of the young people with their families have a positive effect on their social adaptation, and that seeing the family positively decreases the psychological tension and provides adaptation. It has been observed that young people who misunderstand the aims of their parents, resort to non-ineffective actions such as starting substance use, watching TV and concentrating on technology, deterioration of sleep, increased crying behavior, desire to get away from social life (Gündüz 2006; Kumbasar and Bulut 1997; Türküm et al. 2005).

During the puberty period, which is the transition period to youth, the environment does not see the individual as a child or an adult, so it does not assume any duties and responsibilities. During this period, while the individual is trying to adapt to the differences in his body; On the one hand, it has to be able to respond to the expectations of the society and adapt to social roles and rules. The individual who is not seen as a child and an adult, falls into a dilemma in identity confusion during this period and experiences adaptation difficulties (İnanç, Aıcı, & Bilgin, 2019). In this period, young people who do not find themselves competent and want more, try to overcome difficulties with learning by

living by doing irregular, rebellious, unexpected actions by remaining in search of identity. Family, which is of great importance in childhood and adolescence; The thoughts of the individual that have begun to change are gradually diminishing their influence due to their desire for freedom, and harmony problems and conflict between their parents and young people are seen. . During this period, the influence of the circle of friends increased due to the reasons such as communication with peers, development of age-related interests and skills, and similar problems; As the individual begins to be independent, his / her communication with his / her family decreases and his / her interaction with the peer group gets stronger (Gürgan, 2019). In this period of psychological turbulence, young people who continue their higher education are trying to associate the principles adopted by parents and society with their own lives, while on the other hand, they try to develop a system of values and standards specific to themselves. The influence of the peer environment gradually increases, and the sensitivity and attention to situations such as being teased by friends and excluded from the group or not being included in a group, and this situation can be dangerous for

the individual who tries to eliminate identity confusion (Akırmak & Dündar, 2015).

University years, individual, demographic status, family factor, higher education and social experiences in the transition period (Tinto, 1975; Cook, 1995; Feenstra, Banyard, Rines, & Hopkins, 2001; Thomas, 2002; Bennet, 2003; Chen, 2008), Personal qualifications such as perception of professional competence, self-existence, competence level, willingness, stress and depression level (Tinto, 1993; Napoli & Wortman, 1998; Allen, Robbins, & Oh, 2008; Chen, 2008) are important to peer groups and activities in the university. communication with people such as participation, classmates, roommates, teachers and school staff (Spady, 1970; Tinto, 1975; Terenzini, Lorang and Pascarella, 1981; Tuna, 2003; Pascarella, Terenzini, 2005; Chen, 2008), educational and future expectations, success performance (Tinto, 1975; Larose & Boivin, 1998; Jackson, Pancer, Pratt, & Hunsberger, 2000; Paul & Brier, 2001), the characteristics, structural rules and opportunities of the school where he was educated (Tinto, 1975; Pascarella & Chapman, 1983; Pascarella, S March and Ethington, 1986; Tinto, Russo, & Kadel, 1994),

many factors affect individuals' adaptation to university life. Although university life starts a different period for the individual, the differences it will create in personal, social and academic fields and the ability to cope with these differences is the transition phase that will facilitate this process. Being able to recognize the features that will change at this stage is the first stage of the adaptation process. In higher education years, which are at a serious stage in the lives of individuals, while trying to overcome some of the problems caused by the university period, they continue to strive to achieve identity search and independence (Rickwood, Deane, Wilson, & Ciarrochi, 2005).

It is known that university years provide many advantages, but also bring many disadvantages (Asıcı, 2017). Experienced or possible situations change according to other life stages. He has to overcome the problems that are in different places in his family and that occur because of this situation. Young people may encounter problems in preparing for the future and the profession of their choice, adapting to university life, and relationships (Koç, 2014). In particular, his thoughts are about meeting the basic needs seen in this period, efforts to be independent,

communicating in harmony with the opposite sex, taking care of body health, choosing appropriate behaviors according to his identity, organizing his income and preparing to establish a family, and career goals (Baysal, 2005). In the studies of university students conducted by Türküm et al. (2005), it was observed that students who perceived parental relationships negatively experienced adaptation problems with their dating family members, friends, emotional relations, education and financial constraints. According to Turkum et al., A negative relationship was found between the felt family support, the level of stress and psychological problems felt. It has been determined that the more help young people receive from their parents and peers, the more their ability to overcome the problems increases.

It requires physical and psychological efforts for university students to solve some problems and balance some problems at all stages of the developmental period they live in. While making this effort, it is possible for them to feel motivational deficiencies, loneliness, fatigue, fear, anger, anxiety, not being satisfied with life, and feeling anxious. However, sudden academic failures in university

students, differences in their physical appearance and self-care, and differences in social relations may indicate some pathological problems (Akırmak & Dündar, 2015). If young people are not able to solve these negative events in a healthy way, it is possible for mental problems to arise (Geldard & Geldard, 2013). In other words, the inability of individuals to solve their adaptation problems in their most productive periods will cause some negativities both for themselves and those in their social environment. The majority of university students do not know the reason for their adaptation problems. Although these experiences cause the problems to become pathological, it means that individuals who have to live with adaptation problems can adversely affect the mental health of both themselves and those around them.

In this study, the level of social adaptation was examined in terms of various variables. For this reason, it is thought that this study will make a contribution to the literature regarding the factors affecting the level of adjustment and will enable the review of the variables previously studied on the level of adjustment. In this context, the aim of the study is to examine the social

adaptation levels of university students with various variables (gender, age, marital status, number of siblings, department, employment status, educational status of the mother and father, and togetherness). In line with the main purpose of the study, the following question was sought:

- Is there any difference between some sociodemographic characteristics in terms of social adjustment levels?

## 2. METHOD

This study is a research conducted in relational model. According to Büyüköztürk, Kılıç-Çakmak, Akgün, Karadeniz, and Demirel (2016), the examples of correlational research examine the relationships and connections formed by correlational methods and causal comparison.

This study is a causal comparative study in terms of examining the effects of students' gender, age group, marital status, number of siblings, class, program, employment status and their parents' education, well-being and togetherness on social adaptation. Causal comparison research is a study in which the researcher examines the existing relationship between one or more numerical dependent variables or one or



more qualitative independent variables (Johnson & Christensen, 2014).

### **2.1. Population and Sample**

In the 2019-2020 academic year, 371 students attending their faculties in the Ereğli campus of Necmettin Erbakan University constitute the universe of the research.

### **2.2. Data collection tool**

The data of the study were obtained by using the "Social Adaptation Self-Assessment Scale" (SASS) to determine the sociodemographic characteristics and adjustment levels of the individuals in the sample. Information on the data collection tool of the research is given below:

#### **2.2.1. Social Adaptation Self-Assessment Scale**

A new self-rating scale specific to measuring social functionality was developed by Bosc et al. (1997). The "Social Adaptation Self-Evaluation Scale" (SASS) aims to evaluate the level of social functionality in depressive patients of all ages for clinical research purposes. It is suggested that it can only compensate the deficit arising from measuring "symptom-level

improvement", which is considered to be a deficiency of classical depression scales, and it measures the return to "normal social functioning", which is an indicator of improvement (Dubini et al. 1997a, Dubini et al. 1997b, Healy 2000).

SASS is a 21-item self-assessment scale that questions four main domains of social functioning (work, leisure time, family, and the ability to organize and cope with the environment). Filling out the scale answer questions that complement each other in order to evaluate their motivation and behavior, self-perception, interest in different roles they have in their daily lives and the satisfaction they receive.

SASS can be filled in approximately 10-15 minutes by depressive people. Validity study of SASS was conducted on more than 3400 people from the general population and 496 people with depression in France (Bosc et al. 1997). One of the 1st and 2nd items of the scale, which consists of 21 items, is filled according to the occupation status, and each person responds to 20 items evaluated within the range of 0-3. The total value is reached by adding the points of each item. The score range of the scale is between 0-60. It is considered necessary for a person to



get at least 35 points in order to have normal social functionality. If a person gets a score below 25, it is thought that there is a problem with his social functionality. The test was found to be sensitive to changes in depressive symptoms and to be highly reliable.

### 2.3. Collection of Data

Research data: Students in the sample group who continue their education at their faculties in Necmettin Erbakan University's Ereğli Campus were asked to fill in the questionnaire via the online system in the spring semester of the 2019-2020 academic year due to the covid-19 outbreak. Significant support was provided from the community pages of the universities. 371 students participated in the study. Before filling in the data collection tool, the students were given information about the purpose of the study and the content of the questionnaire. It was stated that the process of collecting the data of the research would take approximately 5 minutes and it was stated that the participation should be on a voluntary basis, the answers will be kept confidential and will only be evaluated by the researcher, and the data obtained will contribute to the field by shedding

light on scientific information and will be used in publications.

### 2.4. Analysis of Data

In this study, Statistical Package for Social Sciences (SPSS) 25.0 software was used to statistically analyze the data collected from university students.

The internal consistency of the responses of the students who participated in the study to the Social Cohesion Self-Assessment Scale was examined for the reliability study and the Cronbach's Alpha coefficient was determined as 0.741.

The distribution of students' socio-demographic characteristics and some characteristics of their parents is shown with a frequency distribution table. The mean and standard deviation of the responses of the students to the items in the Social Adaptation Self-Assessment Scale were given, and the mean and standard deviation of the total score of the scale, as well as the lowest and highest scores obtained.

In order to determine the hypothesis tests to be used to compare the total scores of the Social Adaptation Self-Assessment Scale according to the socio-demographic characteristics of the students and some of their parents, the

normal distribution of the scale scores was examined with the Kolmogorov-Smirnov test and it was determined that it did not show a normal distribution. Accordingly, the Mann-Whitney U test was used to compare the total scores of the Social Adaptation Self-Assessment Scale according to the gender, marital status, program, employment status and the health status of the students. The Kruskal-Wallis H test was used to compare the total scores of the Social Adaptation Self-Assessment Scale according to the age, number of siblings,

class, parents' education and parents togetherness, and the Mann-Whitney U test with Bonferroni correction was used as a further analysis to determine the difference between groups. has been applied.

### 3. FINDINGS AND INTERPRETATION

In this section, the findings obtained in the light of the data collected for the sub-purpose of the study are mentioned.

**Table 1.** Comparison of the total scores of the students on the Social Adaptation Self-Assessment Scale according to their gender (N = 351)

Gender	N	$\bar{X}$	SS	Alt	Üst	t	P
Female	247	39,55	5,68	20	53	1,639	0,102
Male	124	38,54	5,50	23	52		

In Table 1, t test results are given for the comparison of the total scores of the Social Adaptation Self-Assessment Scale according to the gender of the sample.

According to the data in Table 1, it was determined that the difference between the total scores of the participants according to their gender

from the Social Adaptation Self-Assessment Scale was not statistically significant ( $p > 0.05$ ). In other words, although the total scores of the female participants from the Social Cohesion Self-Assessment Scale are higher than the total scores of the male participants, the difference is not statistically significant.

**Table 2.** Comparison of the total scores of the students from the Social Adaptation Self-Assessment Scale by age group (N = 351)

Age group	N	$\bar{X}$	SS	Alt	Üst	F	p
18-19 age	103	38,99	6,29	20	52	0,710	0,492
20-21 age	168	39,01	5,48	25	53		
22 years and older	100	39,79	5,18	26	51		

ANOVA Variance Analysis results are given in Table 2 regarding the comparison of the total scores of the students included in the study from the Social Adaptation Self-Assessment Scale according to their age group.

According to the findings in the table, it was determined that the difference between the total scores of the students in the study according to their

age group from the Social Adaptation Self-Assessment Scale was not statistically significant ( $p > 0.05$ ). In other words, although there is a difference between the scores obtained by the participants according to the age groups on the Social Adaptation Self-Assessment Scale, it is not at a significant level.

**Table 3.** Comparison of the total scores of the Social Adaptation Self-Assessment Scale by the students according to their marital status (N = 351)

Marital status	N	$\bar{X}$	SS	Medyan	SO	Z	p
The married	7	41,86	3,72	41	214	-1,186	0,236
Single	364	39,16	5,66	40	185,4615		

Table 3 shows the results of the Mann-Whitney U test for the comparison of the total scores obtained from the Social Adaptation Self-Assessment Scale according to the marital status of the students in the study.

When the data in the table was examined, it was found that there was no statistically significant difference between the total scores of the students participating in the study, based on their marital status, from the Social Adaptation Self-Assessment Scale ( $p >$

0.05). In other words, the total scores of the participants from the Social Adaptation Self-Assessment Scale are

similar, regardless of whether they are married or single.

**Table 4.** Comparison of the total scores of the students from the Social Adaptation Self-Assessment Scale according to the number of siblings (N = 351)

Number of siblings	N	$\bar{X}$	SS	Alt	Üst	F	p
0-1 sibling	79	39,71	5,88	20	51	0,391	0,677
2-3 sibling	200	39,06	5,60	23	53		
4 and sibling	92	39,14	5,54	26	52		

In Table 4, ANOVA Variance Analysis results are given for the comparison of the total scores of the students included in the study from the Social Adaptation Self-Assessment Scale according to the number of siblings.

According to the data in the table, it was determined that the difference between the total scores of the

students in the study according to the number of siblings from the Social Adaptation Self-Assessment Scale was not statistically significant ( $p > 0.05$ ). In other words, although there is a difference between the scores of the participants according to the number of siblings from the Social Adaptation Self-Assessment Scale, this difference is not significant.

**Table 5.** Comparison of the total scores of the students from the Social Adaptation Self-Assessment Scale (N = 351)

Class	N	$\bar{X}$	SS	Alt	Üst	F	p
1. Class	201	39,00	5,69	23	53	0,929	0,427
2. Class	65	38,72	6,28	20	51		
3. Class	41	39,61	5,70	28	51		
4. Class	64	40,16	4,65	29	50		

In Table 5, ANOVA Variance Analysis results are given regarding the

comparison of the total scores of the students included in the study from

Social Adaptation Self-Assessment Scale.

When the data in Table 5 were examined, it was determined that the difference between the total scores of the participants from the Social Adaptation

Self-Assessment Scale according to their class was not statistically significant ( $p > 0.05$ ). In other words, regardless of the class they attend, the scores of the participants from the Social Adaptation Self-Assessment Scale are similar.

**Table 6.** Comparison of the total scores of the students from the Social Adaptation Self-Assessment Scale according to the type of program (N = 351)

Program	N	$\bar{X}$	SS	Alt	Üst	t	p
License	286	39,59	5,63	20	52	2,367	0,018*
Associate Degree	85	37,95	5,51	26	53		

\* $p < 0,05$

In Table 6, t test results related to the comparison of the total scores of the students subject to the study from the Social Adaptation Self-Assessment Scale according to the type of program are given.

According to the data in the table, it was determined that there is a statistically significant difference

between the total scores of the participants from the Social Adaptation Self-Assessment Scale according to the type of program ( $p < 0.05$ ). The total scores of undergraduate students on the Social Adaptation Self-Assessment Scale are higher than the total scores of the students at the associate's degree.

**Table 7.** Comparison of students' total scores from Social Adaptation Self-Assessment Scale according to their employment status (N = 351)

Working status	N	$\bar{X}$	SS	Alt	Üst	t	p
Working	36	39,31	4,98	27	49	0,101	0,920
Inoperative	335	39,21	5,71	20	53		

In Table 7, t test results regarding the comparison of the total

scores of the students participating in the study from the Social Adaptation Self-Assessment Scale are given.

When the findings obtained from the table were examined, it was determined that the difference between the total scores of the students included in the study according to their working

status from the Social Adaptation Self-Assessment Scale was not statistically significant ( $p > 0.05$ ). The total scores of the working participants from the Social Adaptation Self-Assessment Scale and the total scores of the non-working participants were found to be similar.

**Table 8.** Comparison of the total scores of the students from the Social Adaptation Self-Assessment Scale according to the mother's education level (N = 351)

Maternal education status	N	$\bar{X}$	SS	Alt	Üst	F	p
Primary school	213	39,12	5,88	20	53	0,833	0,476
Secondary school	63	38,71	5,12	28	50		
High school	62	39,32	5,41	26	52		
University	33	40,58	5,37	23	50		

In Table 8, ANOVA Variance Analysis results are given regarding the comparison of the total scores of the students, who are the subject of the research, from the Social Adaptation Self-Assessment Scale according to the mother's education status.

When the findings in the table were examined, no statistically significant difference was found

between the total scores of the students in the study, which they got from the Social Adaptation Self-Assessment Scale according to the mother's education level ( $p > 0.05$ ). In other words, the total scores of the participants from the Social Adaptation Self-Assessment Scale are similar, regardless of the education level of the mother.

**Table 9.** Comparison of the total scores of the students from the Social Adaptation Self-Assessment Scale according to the education level of the father (N = 351)

Father's education status	N	$\bar{X}$	SS	Alt	Üst	F	p
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Primary school	124	40,05	5,85	20	53	2,530	0,057
Secondary school	82	37,90	5,03	25	50		
High school	83	39,49	5,46	26	52		
University	82	38,99	5,89	23	50		

In Table 9, ANOVA Variance Analysis results are given regarding the comparison of the total scores of the students included in the study from the Social Adaptation Self-Assessment Scale according to the education status of the father.

When the data obtained from Table 9 were examined, it was found that there was no statistically significant

difference between the total scores of the students included in the study from the Social Adaptation Self-Assessment Scale ( $p > 0.05$ ). In other words, the total scores obtained from the Social Adaptation Self-Assessment Scale of the students whose father's education level is primary, secondary, high school and university are similar.

**Table 10.** Comparison of the total scores of the students from the Social Adaptation Self-Assessment Scale according to the state of mother's health (N = 351)

Maternal survival	N	$\bar{X}$	SS	Medyan	SO	Z	p
Alive	363	39,20	5,69	40	182,2204		
Death	8	39,75	1,58	40	357,5	-7,778	0,000*

\* $p < 0,05$

In Table 10, the results of the Mann-Whitney U test for the comparison of the total scores of the students included in the study from the Social Adaptation Self-Assessment Scale according to their mother's health status are given.

When the data in the table were examined, it was found that the

difference between the total scores of the students included in the study according to their mother's health status was statistically significant ( $p < 0.05$ ). The total scores of the participants whose mothers are alive on the Social Adaptation Self-Assessment Scale are lower than the total scores of the



participants whose mothers have passed away.

**Table 11.** Comparison of the total scores of the students from the Social Adaptation Self-Assessment Scale according to their father's alive status (N = 351)

Father's survival status	N	$\bar{X}$	SS	Medyan	SO	Z	p
Alive	349	39,19	5,68	40	175,1891	-13,155	0,000*
Death	22	39,68	4,96	39	357,5		

\*p<0,05

Table 11 shows the results of the Mann-Whitney U test for the comparison of the total scores of the students in the study according to their father's alive status from the Social Adaptation Self-Assessment Scale.

According to the data in Table 11, it was determined that there is a statistically significant difference

between the total scores of the participants from the Social Adaptation Self-Assessment Scale according to the survivorship of their father (p <0.05). The total scores of the students whose fathers are alive on the Social Adaptation Self-Assessment Scale are lower than the total scores of the students whose fathers have died.

**Table 12.** Comparison of the total scores of the students from the Social Adaptation Self-Assessment Scale according to their parents' relationship (N = 351)

Mother-father relationship status	N	$\bar{X}$	SS	Medya n	SO	$\chi^2$	p	Far k
Together	32	39,5	5,4	40	190,90	12,94	0,002	1-2
	2	3	4		8	1	*	
Separate	21	33,8	7,2	33	104,38	1		2-3
		1	5					
At least one has passed away	28	39,6	4,4	39,5	190,76	8		

p<0,05

Table 12 shows the results of the Kruskal-Wallis test for the comparison of the total scores of the students included in the study from the Social Adaptation Self-Assessment Scale according to their parents togetherness.

According to the findings obtained from the table, it was determined that the difference between the total scores of the students in the study in terms of their parents togetherness from the Social Adaptation Self-Assessment Scale was statistically significant ( $p < 0.05$ ). The total scores of the participants whose parents are separate from the Social Cohesion Self-Assessment Scale are lower than the total scores of the participants whose parents are together and at least one of their parents has passed away.

#### **4. CONCLUSION AND DISCUSSION**

##### **4.1. In this part of the research, the findings obtained from the analysis of the data are discussed and interpreted.**

According to the gender variable of university students, it was determined that the difference between the total scores of the Social Adaptation Self-Assessment Scale was not

statistically significant ( $p > 0.05$ ). In other words, although the total scores of the female participants from the Social Cohesion Self-Assessment Scale are higher than the total scores of the male participants, the difference is not statistically significant. When the studies conducted are examined, some of the studies on whether the general adjustment level varies according to the gender factor are balanced with the obtained data, while some of them show inconsistency with the result of the study. Alver (1998) did not find a significant difference between the general adjustment levels in terms of gender factor in his study with a sample group of 200 university students. In our country, this situation is increasingly stated as social status and the provision of equal opportunities in relations between men and women. Dündar, Yapıcı, and Topçu (2008), in their study with university students, concluded that the overall adjustment effect on the gender factor was not significant. However, Aras (2015), in his research with university students, reached the conclusion statistically that the general adjustment level in favor of male students differed significantly. When the studies conducted are examined, it is seen that there is no definite data

regarding the general level of adjustment in terms of gender factor. In this study, the reason why the gender factor does not have a significant effect on the general adjustment level is that university students constitute the sample group, the roles and responsibilities expected from both women and men in social life are similar, and men and women experience similar life experiences. So society increasingly offers equal opportunities for both sexes can be shown.

A meaningful result could not be reached among the social adjustment levels of university students according to the gender factor. When the literature is scanned, there are studies that are balanced and consistent with the results of the study, as well as studies that are not consistent with the findings of the study. According to Aladağ-Bayrak (2012), in their study with university students, they concluded that the level of social adaptation in gender factor did not change. According to Hall (2015), in his study, he stated that the gender factor has no meaning on social cohesion in university students. In addition, according to Talepasand, Ghartapped, Solhi, Manshaee, and Abolfathi Gharatappeh (2013), in their study with high school students, they found that the

level of social adaptation significantly changed in favor of men in terms of gender factor. In the research of Dogan (2009) sample consisting of teachers, it was determined that the social adaptation level of female teachers was higher than that of male teachers. When the studies conducted were examined, it was found that the results showed imbalance. According to the findings obtained in the study, it was determined that the social pressure and negative discrimination experienced by women in their living spaces in men and women gradually decreased. In this study, the similarity of gender roles in individuals on the social adaptation factor was explained as the adoption of androgen identity in both genders, and the decrease in the differences in behavior and attitudes of parents towards boys and girls.

ANOVA Variance Analysis results were obtained regarding the comparison of the total scores of the students included in the study from the Social Adaptation Self-Assessment Scale according to the age group. It was determined that the difference between the total scores of the students included in the study from the Social Adaptation Self-Assessment Scale was not statistically significant ( $p > 0.05$ ). When the literature was examined, Hall (2015)

found in his study with university students in the 18-19 age group that the level of social adaptation was statistically significantly higher than the social adjustment level of students in the 20+ age group, but did not find a significant difference between the personal adjustment levels of individuals in the same age group. According to İlhan (2015), in his research with university students in terms of age variable, he did not find a significant difference between social adjustment levels. However, Yeğen (2008), in his study with high school students, found that the level of social adaptation was statistically significant in favor of students in the age group of 16 and younger.

According to Çelik (2018), according to the results of his study, the increase in the level of adaptation as the age group rises can be explained as follows: The adoption and fulfillment of professional and social responsibilities, which are thought to be related to the level of adaptation, progress in the process of gaining identity. In addition, he explained that as the age of the individual progresses, reaching a certain maturity through positive or negative life events, adding experience to the level of adaptation can increase the variables. As

a result, according to Geldard and Geldard (2013), the individual matures over time as he develops his personal identity. According to the result of the study, although there is a difference between the scores of the participants according to the age groups from the Social Adaptation Self-Assessment Scale, it is not at a significant level.

Mann-Whitney U test results were given for the comparison of the total scores of the students from the Social Adaptation Self-Assessment Scale according to their marital status. When the data were examined, it was found that there was no statistically significant difference between the total scores of the students participating in the study, based on their marital status from the Social Adaptation Self-Assessment Scale ( $p > 0.05$ ). In other words, the total scores of the participants from the Social Adaptation Self-Assessment Scale are similar regardless of whether they are married or single.

ANOVA Variance Analysis results were given for the comparison of the total scores of the students included in the study from the Social Adaptation Self-Assessment Scale according to the number of siblings. According to the data, it was determined that the difference between the total scores of the

students in the study based on the number of siblings from the Social Adaptation Self-Assessment Scale was not statistically significant ( $p > 0.05$ ). In other words, although there is a difference between the scores of the participants according to the number of siblings from the Social Adaptation Self-Assessment Scale, this difference is not significant.

ANOVA Variance Analysis results were given for the comparison of the total scores of the students included in the study from the Social Adaptation Self-Assessment Scale. When the data were examined, it was determined that the difference between the total scores of the participants from the Social Adaptation Self-Assessment Scale was not statistically significant ( $p > 0.05$ ). Considering the studies conducted, Aktaş (1997), in his research with university students, found that the personal, social and general adjustment levels of the first-year students increased in a statistically significant way when they came to the 4th grade. In a study conducted by Aras (2015) with university students, while the level of personal adjustment did not differ significantly according to the class level variable, the general and social adaptation levels differ in a statistically

significant way. Tanrıdağ (1994) did not find a significant difference between the general adjustment levels of high school students going to 1st and 4th grade. In case of personal harmony, in favor of 4th grade students, in case of social adaptation, 1st grade students are significantly aware. Tuncel (2005) differs in favor of university students and 4th graders currently studying with 1st grade students within the boundaries of general, personal and social cohesion. In a study conducted by Tanrıdağ (1994) with high school students, no significant difference was found between the general adjustment levels of students attending 1st and 4th grade. A significant difference was found in favor of 4th grade students in terms of personal adaptation and in favor of 1st grade students in terms of social adaptation. As can be seen, while the results of the research are consistent with the results obtained from some studies, they are also inconsistent with others. The reason why there is no significant difference between the personal and general adaptation levels of university students in terms of class variable in the studies carried out is that although university students take important steps towards completing their identity development as their grade levels rise, the status in the society that

will directly affect their level of adaptation towards the end of university education. It can be shown that important life events such as having a job, meeting the expectations of the family and marriage plans increase the effect. When the literature is examined, the social adaptation level in favor of the 4th graders is found to be significantly higher in favor of the 4th graders when compared to the first graders, the difficulties experienced in performing self-control, the feeling of loneliness they experience, the trust problems and the inadequacy in communication skills of the students in the first grade because they have a freer environment compared to secondary education. University education students trying to get used to the culture of the city may be due to the fact that first-year students do not have sufficient knowledge about the university environment. In our study, the scores of the participants from the Social Adaptation Self-Assessment Scale are similar regardless of the class they attend.

T test results were given for the comparison of the total scores of the students subject to the study from the Social Adaptation Self-Assessment Scale according to the program type. According to the data, it was determined

that there is a statistically significant difference between the total scores of the participants from the Social Adaptation Self-Assessment Scale according to the type of program ( $p < 0.05$ ). The total scores of undergraduate students on the Social Adaptation Self-Assessment Scale are higher than the total scores of the students at the associate's degree.

T test results were given for the comparison of the total scores of the students participating in the study from the Social Adaptation Self-Assessment Scale. When the findings were examined, it was determined that the difference between the total scores of the students included in the study according to their working status from the Social Adaptation Self-Assessment Scale was not statistically significant ( $p > 0.05$ ). The total scores of the working participants from the Social Adaptation Self-Assessment Scale and the total scores of the non-working participants were found to be similar.

Mann-Whitney U test results were given for the comparison of the total scores of the students included in the study from the Social Adaptation Self-Assessment Scale according to their mother's state of health. When the data were examined, it was found that the difference between the total scores of the

students included in the study according to the state of their mother's health from the Social Adaptation Self-Assessment Scale was statistically significant ( $p < 0.05$ ). The total scores of the participants whose mothers are alive on the Social Adaptation Self-Assessment Scale are lower than the total scores of the participants whose mothers have passed away.

Mann-Whitney U test results were given for the comparison of the total scores of the students in the study from the Social Adaptation Self-Assessment Scale according to their father's alive status. According to the data, it was determined that there is a statistically significant difference between the total scores of the participants from the Social Adaptation Self-Assessment Scale according to the state of father's survival ( $p < 0.05$ ). The total scores of the students whose fathers are alive on the Social Adaptation Self-Assessment Scale are lower than the total scores of the students whose fathers have died.

The results of the Kruskal-Wallis test related to the comparison of the total scores of the students included in the study from the Social Adaptation Self-Assessment Scale according to their parents togetherness were given.

According to the findings, it was determined that the difference between the total scores of the students in the study according to their parents togetherness from the Social Adaptation Self-Assessment Scale was statistically significant ( $p < 0.05$ ). The total scores of the participants with separate parents from the Social Adaptation Self-Assessment Scale are lower than the total scores of the participants whose parents are together and at least one of their parents has passed away.

## 5. RECOMMENDATIONS

Below is given the information developed regarding the results of the research that will serve as an example for the studies to be conducted in the field.

- Pdr units can organize activities to increase the level of social adaptation to students who study at the university where the research was conducted, to close the gender variable gap.

- Looking at the age group variable, students can be informed about their developmental period and other age stages through videos and presentations. Educational and informative activities can be organized about the situations they can experience in the university environment.



- In order to balance the effect of marital status factor on students and the difference between them, various studies that increase social adaptation levels can be organized by field experts.

- In terms of the program variable, it was observed that the total scores of the undergraduate students from the Social Adaptation Self-Assessment Scale were significantly higher than the total scores of the students at the associate degree level. In the studies to be carried out in this field, this issue can be examined more widely by focusing on qualitative method studies and by doing various activities (sociocultural, integration, orientation). When these results are examined from a developmental guidance perspective, they seem quite meaningful. When the results of the study are examined as a whole, it is observed that, from infancy to adulthood, besides gaining skills related to interpersonal relations, communication and interaction with the environment, supporting the experiences that can create a sense of social connectedness on which students feel less alone and adapt to a new environment are effective and social support. It is seen that it is important to support the lives that they will base on forming groups. Considering these

situations, activities prepared to take into account the psycho-social needs can be applied for this purpose.

- In summary, the results of this study show that the social adaptation factor has a key role in university students by examining them from the perspective of various variables, shedding light on the emergence of different results.

However, one should be careful while interpreting the effects and reflections of important variables in the process of adaptation to the university due to the correlational structure of the research. Relationships between variables should be considered as conceptual correlational rather than causal relations.

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