



# INTERNATIONAL JOURNAL OF ACADEMIC RESEARCH IN PROGRESSIVE EDUCATION & DEVELOPMENT



## Psychometric Properties and Factor Analyses of the a New Social Adjustment Measure for Arabic Postgraduate Students in Malaysia (SAMA)

Maryem Younes Grera

To Link this Article: <http://dx.doi.org/10.6007/IJARPED/v12-i2/16544>

DOI:10.6007/IJARPED/v12-i2/16544

**Received:** 07 February 2023, **Revised:** 09 March 2023, **Accepted:** 28 March 2023

**Published Online:** 10 April 2023

**In-Text Citation:** (Grera, 2023)

**To Cite this Article:** Grera, M. Y. (2023). Psychometric Properties and Factor Analyses of the a New Social Adjustment Measure for Arabic Postgraduate Students in Malaysia (SAMA). *International Journal of Academic Research in Progressive Education and Development*, 12(2), 67–83.

**Copyright:** © 2023 The Author(s)

Published by Human Resource Management Academic Research Society ([www.hrmars.com](http://www.hrmars.com))

This article is published under the Creative Commons Attribution (CC BY 4.0) license. Anyone may reproduce, distribute, translate and create derivative works of this article (for both commercial and non-commercial purposes), subject to full attribution to the original publication and authors. The full terms of this license may be seen at: <http://creativecommons.org/licences/by/4.0/legalcode>

Vol. 12(2) 2023, Pg. 67 - 83

<http://hrmars.com/index.php/pages/detail/IJARPED>

JOURNAL HOMEPAGE

Full Terms & Conditions of access and use can be found at  
<http://hrmars.com/index.php/pages/detail/publication-ethics>



# INTERNATIONAL JOURNAL OF ACADEMIC RESEARCH IN PROGRESSIVE EDUCATION & DEVELOPMENT



[www.hrmars.com](http://www.hrmars.com)

ISSN: 2226-6348

## Psychometric Properties and Factor Analyses of the a New Social Adjustment Measure for Arabic Postgraduate Students in Malaysia (SAMA)

Maryem Younes Gera

Faculty of education, Department of educational psychology, Tripoli University

Email: maryemyounes753@gmail.com

### Abstract

The purpose of this study was to create a theoretically driven instrument of Social adjustment entitled Social Adjustment measure for Arabic Postgraduate students in Malaysia (SAMA) and determine its validity and reliability. Exploratory factor analysis (EFA) and confirmatory factor analysis (CFA) were used to assess the dimensionality, structural validity and internal consistency of the instrument. The Chronbach Alpha coefficient was also calculated using the test-retest and Split-half methods. The Participants included 206 Arab postgraduate students in Malaysia. It was found that this measure has theoretically been effectively supported to measure the social adjustment by assessing three dimensions (Academic, Family, and local dimensions "friends & neighbors"). Regarding its reliability, The Chronbach Alpha coefficient was 0.75. The test-retest method yielded a coefficient of 0.82 while the split-half method yielded 0.76, indicating that the scale enjoys high reliability.

**Keywords:** Social Adjustment, Academic, Family, Friends & Neighbour, Arab Postgraduate Students.

### Introduction

social adjustment means the individual's ability to change and adapt to his social environment, and social environment means values, customs, traditions, beliefs, ideas, religion, and social relations. In addition to that the meaning of adjustment or not adjustment with the social environment depends on our skills to making changes, and this change may be negative, which causes many problems, which require changing our behaviours to face this change so that these problems do not lead to disturbances or tensions, and therefore we have to invest our abilities and various capabilities to resist this change, and bring about adjustment with the social environment .

Moreover, social adjustment is a set of different responses that are based on a sense of security and social safety, which is represented in the individual's social relations, such as good family relations and good relations in the local environment with neighbours and friends, and good relations in the academic environment.

Since social harmony is the individual's ability to solve the problems of his social environment, this does not mean in any way that the person surrenders to the negative

environment in order to conform with it, but the individual must strive to achieve positive adjustment and work to change it. to have a healthy environment characterized by agreed standards and values , which makes it a suitable socially environment.

It is worth noting that Freud, the founder of psychoanalysis, asserted that the person who enjoys mental health is the one who is able to satisfy his necessary requirements through socially acceptable means. Furthermore, He sees that diseases that afflict humans, such as neurosis and psychosis, are but a form of social mismatch, and confirms that the basic characteristics of a mentally healthy and socially compatible personality are the ability to work and diligence, the ability to give and love, and the strength of ego in a person (Khalifa, 2009). Glasser also points out in his theory (reality theory) that the socially incompatible personality is formed when a person is not able to satisfy one of his needs in love or self-esteem ; Accordingly, he suffers from psychological pain, which indicates the existence of a problem that needs a quick solution, and therefore the person is alerted to the need to do what restores him a sense of adjustment. (Al-Zayoud, 1999). Moreover, Grera et al (2021) found that the dimension of social relationships with others is significantly and positively related at the level (0.01) motivated by achievement and its dimensions.

From the foregoing, this study explored how postgraduate student accomplishes his social adjustment, and which social factors have more influence on their social adjustment. through the aim of the present study which is create the measure of social adjustment by assessing dimensions.

### **Social Adjustment**

Every individual is exposed to various social conditions that vary from one age stage to another, and the human ability to confront them is essential. He must respond to these environmental conditions and interact with them naturally. For example, the student's ability to adapt to the new social changes accompanying his academic environment with the least amount of disturbance and dispersal, maintaining his balance and continuity In a balanced life, what is known as the ability to social adjustment.

Social adjustment has been defined by some authors as the ability to establish a good social relations, assume responsibility, realize rights and duties within society, comply with the rules of social control, keep pace with group standards, and work for its good. Others defined it as the individual's response to changes that occur in the various areas of life and the face of the problems that accompany these changes. Among these tariffs: Definition (Rayah, 1991) as the ability to establish satisfactory social relations, characterized by cooperation, tolerance and complacency, not tainted by aggression or dependence on others or indifference to the feelings of others. It is defined (Grera, 2009) as the individual's ability to face life situations and deal with them flexibly according to the changes that occur to them, so that the individual does not conflict with the rules and laws of his society and that the individual is characterized by his ability to establish interactive social relations, which is the basis of the individual's sense of social security.

Also, the definition by (Zahran, 1978) social adjustment includes a feeling of happiness with others, commitment to the ethics of society, compliance of the individual with social standards, compliance with the rules of social control, acceptance of social change and the ability to sound social interaction and work for the benefit of the group. As for (Wolmen, 1973) he sees that social adjustment is a set of behavioural changes and modifications for the individual that are necessary to satisfy social needs, and to meet the requirements of society, in addition to the existence of harmonious and accepting relationships with the environment.

While (Ross, 1992) define it as the efforts aimed at solving a problem when the requirements faced by the individual are related to his benefit, his interest and his needs. Moreover, usually these requirements are gone beyond by his stocks, harmonic and adaptive skills.

The dimensions of social adjustment among students are based on the individual's sense of social security, and it includes the following aspects: \*Recognizing social responsibility and acquiring social skills: that is, the student realizes the rights of others and realizes the necessity of subordinating some of his desires to the needs of the group, and exerts his comfort, effort and thought to help and facilitate them. \*Relationships in the family: that is, he has good relations with his family, and he feels that the family loves and appreciates him, treats him well, and feels safe and respected by his family members. \*Relationships in the school: that is, the student feels that his teachers love him and enjoys the fellowship of his peers, and finds that the school work is consistent with his level of maturity and inclinations, and these good relations include the student's feeling of importance and value in the school to which he belongs. \* Relationships in the local environment with friends & neighbours : that is, the student adapts to the specific environment in which he lives, feels happy when he is with his neighbours and friends. El-Deeb (2000) The student at the university level comes into contact with different societies such as family, neighbours, friends, and the academic environment, which consists of students, administrative teachers, and others.

Both Maslow and Rogers are the owners of the humanistic theory, where Maslow asserts that the socially adjustment person can achieve his balance by accepting others and the environment in where he lives, whether it is a family, school, friends & neighbours environments. Thus, he is able to solve the problems he faces in a logical way, and he is actively aware of his reality. He is a person capable of emotional sharing with others and belonging to them. Rogers supports Maslow by saying that socially ill - adjustment people are not interact with their surroundings in a flexible manner, and that the poor social adjustment is due to the incompatibility of the individual's self with his social self. This leads to poor balance in his life and tension, in an attempt to find social harmony and balance.

### **Previous Measures of Social Adjustment**

To the knowledge of the researcher, and by conducting a survey of previous studies and research, the researcher did not find a study similar to the subject under research, and therefore the researcher presented similar studies to the current study.

Al Khoky (2008) created a scale of academic adjustment for students of the Faculty of Physical Education at Mosul, the scale was applied to a (25) student, and the scale was re-applied to the same sample after 21 days. the (Pearson) coefficient showed that the stability factor (0.83), which is a high degree that can be adopted for the stability. The scale, in its final form, consisted of (36) items, distributed over three dimensions, namely (the cognitive dimension of adjustment, the emotional dimension of adjustment, and the behavioural dimension of adjustment). Adjustment Scale. M. Bell "1934", whose original version appeared in the United States of America, and it consists of four areas of "health adjustment, which includes 35 questions," n "domestic adjustment, which includes 35 questions, psychological adjustment, which includes 35 questions, and social adjustment, which includes 35 questions." The scale will record high degrees of reliability and validity. Measure of adjustment which

Preparade (Slyman and Al-Manzel, 1999) the goal of the study to build the adjustment scale for students of Sultan Qaboos University, the sample of study was (1226) students, the scale consists of four dimensions ( personal adjustment, family adjustment, academic adjustment, social adjustment).

Al-Ghurabiya (2015) aimed to create a scale of psychological and social adaptation for students of the basic stage in Zaatari camp. The sample of the study was (382) students, the scale consisted of (55) items, and the stability coefficient was Cronbach's alpha (0.74). Psychological adjustment scale reported by Abbas (1999) the scale aimed to establish an adjustment scale for middle school students in Mosul. The study sample was (360) students, the scale consists of three dimensions (physical, healthy, emotional).

Rajab (2008) created a measure of academic and social adjustment for university students in Mosul. The sample of the study was (109) students, the number of scale was (22)items, the Cronbach's alpha stability coefficient was (0.75). The scale consisted of four dimensions, namely (the student's relationship with his colleagues, the student's relationship with the teachers, the student's relationship with the deans, the student's attitude towards social and recreational activities).

### **The Present Study**

Social adjustment is a continuous process carried out by the individual with the aim of changing his behaviour in order to create a more harmonious relationship between him and the environment in which he lives. And the interests of students in universities depend on his relationship with his social environment, whether this is his family environment, his academic environment or with his friends, which can vary according to the capabilities and culture of individuals. The process of social adjustment is of great importance to a university student because of its reflection on his academic achievement at the university, also, because university students often go through many disturbances and conflicts, which may lead to some university conflicts. Good social adjustment, whether with his professors or with his colleagues is necessarily to complete his academical future. Furthermore, (Grera et al., 2022) showed that social adjustment was the second significant predictor of achievement motivation among Arab postgraduate students. Moreover, (Grera, 2022) believed that the required educational achievement and positive educational outcomes has strong association with the ability confrontation of social barriers.

Moreover, the researcher noticed during her study of the social adjustment that most of the measures prepared for adjustment were with all its branches as a whole. The existence of a scale that includes the dimensions of social adjustment is very rare and may even be non-existent. Given the importance of social adjustment for university students, especially graduate students the aim of the study was to find a special measure for social adjustment by assessing dimensions. Also, it cannot be denied that, providing a workable definition of social adjustment is a very challenging subject. as a result of not having enough of researchers attempted to measure social adjustment with his dimensions.

The present study aimed to achieve the following objectives: **1)** to explore the dimensions of a social adjustment scale for Arab students in Malaysia. **2)** to identify the psychometric

properties of the social adjustment scale for Arab students in Malaysia. It was hypothesised that the instrument enjoys a high degree of validity and reliability.

### **Methodology**

The study employed a survey method. The participants in the study consisted of a total of 206 Arab postgraduate students. Data were collected through three main dimensions of Social adjustment Scale which are (The academic dimension, the family dimension, the local dimension "friends& neighbours environment"). These are briefly discussed below.

### **Scale Development**

The scale was based on an understanding that achievement motivation comprises the following

**The family dimension:** It is represented in the type and nature of family relations, whether with (parents, brothers, children and relatives.)

**The academic dimension:** It is represented in the type and nature of relations in the school, whether with (teachers, employees, colleagues at the university)

**The local dimension "friends and neighbours environment":** It is represented in the type of The nature of relationships with neighbours and friends.

The vocabulary of the scale was formulated in the light of previous sources of knowledge and based on the procedural definitions of each dimension of the scale where it reached in its initial form (26) items, the items of the scale were formulated in easy and clear language, and the choice of five alternatives (never - almost never - often - almost always - always) to give the respondent various alternatives to the answer.

The scale has been corrected according to existing alternatives (never-Almost never-often- Almost always - always) (the answer grades are obtained from grades (1-2-3-4-5), respectively, and negative phrases follow the opposite of this grade the high score indicates a high rate of social adjustment, the low score indicates a low rate of social adjustment, the time to answer this scale is 20 minutes.

### **Results and Discussion**

It is certain of the validity and stability of the scale, and there is explain the multiple methods used to determine the validity and stability of the scale as follows:

The validity of the scale has been found in several ways and these methods are as follows:

#### **1- Content Validity (arbitrators)**

The scale was presented to a group of educational psychology professors to ascertain the extent to which each item belongs to the dimension to which it belongs, and the extent to which the dimensions belong to the subject of the study. The researcher made all the amendments agreed upon by most of the arbitrators in the drafting of the paragraphs, and the phrases that the majority of the arbitrators agreed to delete from the scale were removed by .70%.

2- **Factorial Validity: (Exploratory factory analysis (EFA)** It is one of the forms of formation validity, and it was verified by using factor analysis (EFA) of the items of the social adjustment scale to identify the factors that constitute the social adjustment scale. A factorial analysis of the total study sample (206) was conducted on the social adjustment scale. And through the use of (Principal Components) method, the extracted factors were rotated orthogonally by (Varimax) method, and the researcher considered the acceptable saturation of the item to be at least (0,5), and based on that, three factors of the first degree were extracted for the social adjustment scale. Table (1) shows the matrix of extracted factors.

**Rotated Component Matrixa**

**Rotated Component Matrix<sup>a</sup>**

items	Component		
	1	2	3
Q1	<b>.807</b>	.042	.115
Q2	.214	.103	<b>.807</b>
Q3	<b>.779</b>	.051	.155
Q4	<b>.794</b>	.111	.057
Q5	.128	-.098	<b>.526</b>
Q6	.000	-.058	<b>.777</b>
Q7	<b>.829</b>	.030	.221
Q8	<b>.846</b>	.001	.135
Q9	.267	.052	<b>.845</b>
Q10	.058	<b>.826</b>	-.054
Q11	-.027	<b>.709</b>	.028
Q12	<b>.799</b>	-.078	.081
Q13	<b>.852</b>	-.085	.111
Q14	.082	-.032	<b>.855</b>
Q15	-.103	<b>.811</b>	-.140
Q16	.086	<b>.820</b>	.006
Q17	.042	<b>.820</b>	.055

These factors can be explained as follows

**TABLE (1) THE FIRST FACTOR**

**Interpretation of the first factor:** The first factor includes (seven variables) whose saturations ranged between (.779 - .852) and it is noted that this factor is highly saturated.

Number of items	Items texts	Rotated component matrix
1	I get along easily with my family	.807
3	I always cooperate with my family members.	.779
4	I feel so much fun when I gather with my family at the table.	.794
7	I feel happy when we visit our relatives.	.829
8	I avoid doing social activities with my family.	.846
12	I share relatives in their joys and sorrows.	.799
13	There are disagreements between me and my family members.	.852

It is noticed from the components of the first factor that there is an overlap and interdependence between these components and when we understand the psychological content of these phrases, we find that they all contain a specific psychological meaning that refers to me being “ Coexist easily with family and cooperation with family members. The feeling of fun when meeting with the family at the table, the feeling of happiness when visiting relatives and sharing their joys and sorrows. Doing social activities with the family “. Therefore, this factor, in view of its high saturations, can be called family dimension.



**Table (3) The Second Factor**

**Interpretation of the second factor:** The second factor includes (five variables) whose saturations ranged between (.709 - .826) and it is noted that this factor is highly saturated.

Number of items	Items texts	Rotated component matrix
10	I feel that I have a good standing among my colleagues.	.826
11	I respect my lecturers even when they do what bothers me.	.709
15	I like to help my colleagues.	.811
16	There are disagreements between me and my colleagues.	.820
17	I feel comfortable talking to my lecturers	.821

It is noted from the components of the second factor that there is an overlap and interdependence between these components and when we understand the psychological content of these phrases, we find that they all include a specific psychological meaning that refers to “ the feeling of good standing among my colleagues, the respect of the professors and university staff, and the feeling of comfort when talking to them. Constant desire to help colleagues”. So this factor can be called in light of its high saturation with Academic dimension.

**Table (4) The Third Factor**

**Interpretation of the third factor:** The third factor includes (four variables) whose saturations ranged between (526 - 855) and it is noted that this factor is highly saturated.

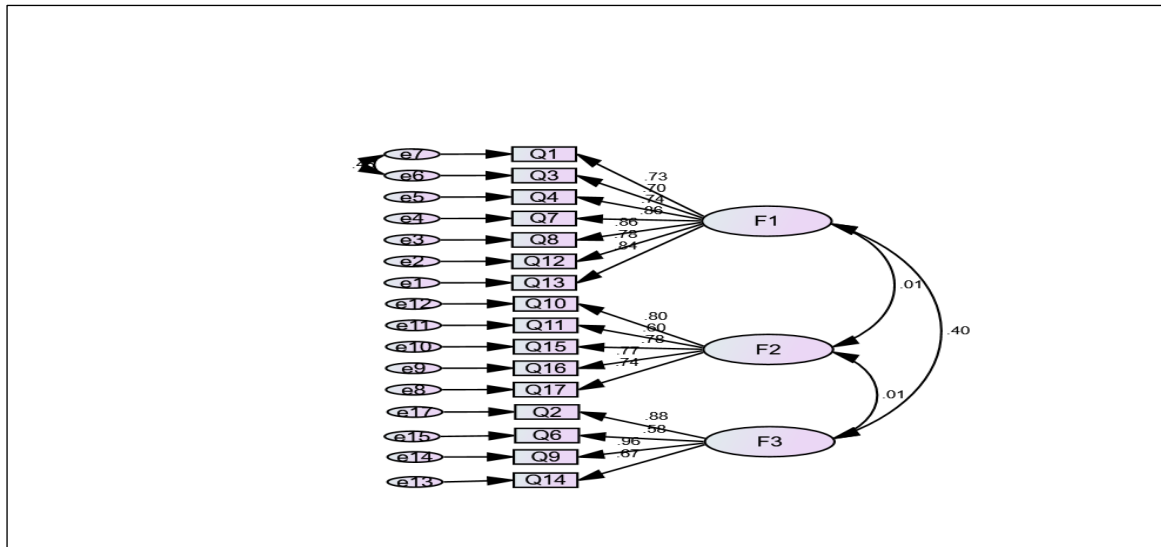
Number of items	Items texts	Rotated component matrix
2	It is easy for me to get along with my neighbours and friends.	.807
14	I participate with my neighbours and friends in charitable and volunteer work.	.855
6	I have a desire to help my friends and neighbours	.777
9	I respect the opinion of my friends and neighbours, even if it is contrary to the opinion.	.845
5	I feel the sympathy of friends and neighbours with me	.526

It is noticed from the components of the fourth factor that there is an overlap and interdependence between these components, and when we understand the psychological content of these phrases, we find that they all include a specific psychological meaning that refers to "Ease of coexistence with (neighbours & friends) and participating with them in charitable work. Desire to help, respect and sympathize with them", so this factor can be called, in light of its high saturation, with friendship and neighborhood environment dimension.

- 3- **Factorial Validity (Confirmatory Factor Analysis (CFA):** It is one of the statistical technique used to determine the factor and factor loading of measured variables. Also, it used to verify the factor structure of a set of observed variables. Next figure (1) shows the first result of this factory analysis.

**The First Result of (CFA):- Figure (1)**

The model included three latent variables: The family dimension (F1), the academic dimension (F2), the local dimension "friends & neighbours" (F2). The family dimension latent variable included seven items, academic dimension included four items. and local dimension " friends & neighbours environment" included four items. The results showed that the fit indices indicated a mediocre fit for the data, CMIN / DF= 2,448, CFI = .91, TLI = .90, GFI = .86, RMR =0.039 and RMSEA =0.084 .



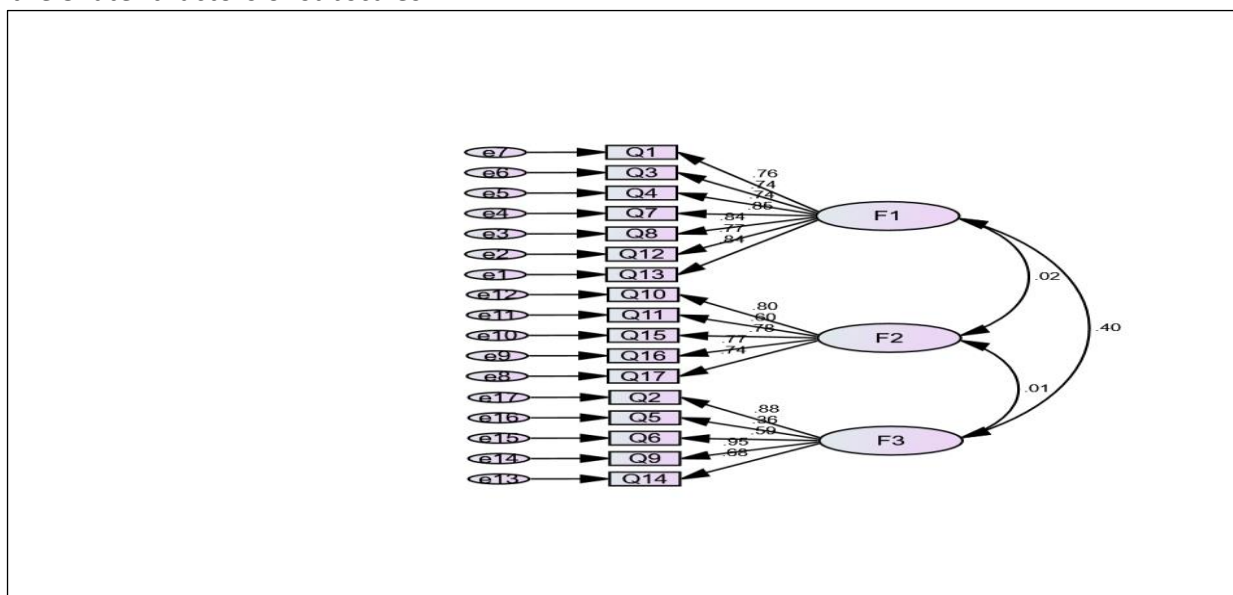
The figure (1)

**Modification Indices**

Modification indices (MIs) suggested adding an error covariance between item 1 and item 3 to improve the model. After examining item 1 (i.e. I get along easily with my family), and item 3 (i.e. I always cooperate with my family members.), I determined that these two (1-3) items were under the same latent variable (family dimension), These items measured similar concepts (both emphasised the importance of feedback for an individual). We reran the model after adding an error covariance between items (1 and 3). In addition, the standardised estimate between item 5 and latent variable (local dimension"friends& neighbors") was .36 indicating a poor factor loading ( I feel the sympathy of friends and neighbours with me).

**The Second Result of (CFA):- Figure (2)**

Figure 2. The final confirmatory factor analysis model of Social adjustment Measure (SAMA). The standardised parameter estimates for the SAMA are listed. Error covariances were added between Items 1 and 3. Rectangles indicate the 16 items on the SAMA, and ovals represent the 3 latent factors of subscales.



I reran the model after adding an error covariance between items (1 and 3), and delete the item (5). The results indicated that the modified model improved dramatically, CMIN / DF= 1,980. CFI = .95, TLI = .93, GFI = .89, RMR= 0.036 and RMSEA = 0.069. After the modification, I reviewed MIs for a better model fit and found no additional modification suggestions for significant improvements in the model.

### Internal Consistency

It is one of the forms of validity of composition. The SPSS v 23 used to find this validity, it used to ensure that the items are consistent with the scale as a whole. validity internal consistency of the scale was applied to respondents. The items reached the statistical level. Table (6) showed the results of the Pearson correlation to investigate if the items are consistent with the scale as a whole.

Table (6)

*The result of the Pearson correlation to investigate if the items are consistent with the scale as a whole.*

items	Pearson correlation	Sig	items	Pearson correlation	Sig
1	.733**	0.01	9	.245**	0.01
2	.542**	0.01	10	.683**	0.01
3	.729**	0.01	11	.733**	0.01
4	.332**	0.01	12	.426**	0.01
5	.792**	0.01	13	.140*	0.05
6	.763**	0.01	14	.353**	0.01
7	.589**	0.01	15	.339**	0.01
8	.310**	0.01			

The previous table (6) showed that most of the correlation coefficients between the items of the social adjustment scale and the total score are statistically significant, and it is clear from that the items of the scale are associated with the total degree of the scale, and there is consistency and homogeneity between its items and this indicates the stability of the scale as well.

It is clear from the previous table that most of the correlation coefficients between the items of the social adjustment scale and the total score are statistically significant coefficients at (0.01) except of (13) item whose is statistically significant coefficients at (0.05). It can be seen that the items of the scale are related to the total degree of the scale, and that there is consistency and homogeneity between its items, which indicates the stability of the scale

### The Reliability of The Scale

Scale stability has been found in several ways: "re-test and spilt-half, alpha half, Cronbach alpha coefficient are the best to use several methods determining reliability. This is because each method aims to achieve the psychometric requiremen , such as the method of the retest method shows stability over time, while the method of spilt-half is to find reliability across the cells of the scale. The finding of the reliability of the scale showed the reliability factor through the three methods.

- 1- **Cronbach Alpha coefficient:** The researcher used the Cronbach Alpha coefficient to find the validity of internal consistency and was valued at 0.75.
- 2- **Test-retest Method:** The researcher re- apply the scale to the same sample of (60 ) students after fifteen days and the correlation factor was found between the two times and the value of the stability factor was at 0.82.
- 3- **Split-half Method:** The researcher used this method to find stability using the spss v23 program, and the correlation coefficient was 0.76.

Table (7)

*Showed social adjustment scale stability coefficient (Cronbach's alpha coefficient, Test-retest method, split-half)*

The scale	Chronbach Alpha coefficient	Test-retest	split-half
<b>Total</b>	0.75	0.82	0.76

By analysing the statistical values in the previous table, it is clear that the stability coefficients of the scale as a whole are high, for the Cronbach Alpha coefficient (0.75), Test-retest method (0.82) while the split-half method was at (0.76), indicating that the scale enjoys high stability

The results of this study showed that the measure of the social adjustment has three dimensions which are (family dimension, academic dimension, and local dimension “friends & neighbours”). Although there were no studies similar to the subject under research which aimed to create a measure of social adjustment with its dimensions. Wherefore, the researcher presented similar studies to the current study. The study performed by (Al-Khoky, 2008) found that there are three dimensions of academic adjustment. Also, (Al-Ghurabiya, 2015) showed there are three dimensions of psychological social adjustment scale. While, (M.Bell, 1934), (Slyman & Al-Manzel, 1999) and (Rajab, 2008) confirmed that there are four dimensions of adjustment scale.

### Conclusion

This study aimed to create a theoretically driven instrument of social adjustment based on the experiences of Arab Postgraduate students in Malaysia and determine its validity and reliability. The measure has three dimensions of social adjustment which are Academic, Family, and local dimensions “friends & neighbors. The psychometric properties of this new social adjustment measure indicated a high level of reliability, with a Cronbach Alpha coefficient of 0.75. The test-retest method yielded a coefficient of 0.82 while the split-half method yielded 0.76, indicating that the scale enjoyed high reliability and can be applied and further evaluated by researchers. Results of Exploratory factor and confirmatory analysis (EFA- CFA) and test-retest and Split-half reliability analysis methods were used for validation. It was found that this measure had theoretically been effectively supported to measure the social adjustment by assessing three dimensions (Academic, Family, local environment “friends & neighbors”) while enjoying high levels of internal consistency and reliability.

These results, especially those pertaining to the dimensions of social adjustment, are novel and have not been found in previous studies. Most of the previous measures prepared

for social adjustment were with all its branches as a whole. So, the measure of this study could help the researchers to make comparative studies between the dimensions. Moreover, they can choose only one or two of these dimensions for their studies. Nevertheless, this study has limitations, key among them being that it consisted exclusively of Arab postgraduate students in Malaysia. Hence, the results have limited generalizability. Future studies should include participants from different stages of education as well as other professions such as teachers and administrators.

There are many opportunities now for researchers to use the SAMA measure in conducting research on Arab students in education settings. Where Social adjustment is an issue, the SAMA can provide an expedient method of addressing and assessing this issue. The findings indicate that SAMA has the potential to predict performance among Arab postgraduate students in Malaysia. Moreover, SAMA can be used in the counselling and guidance services to help postgraduate students who have low levels of social adjustment. Measures of social adjustment can be used to further understand students with social and behavioural problems. that perhaps will develop the educational and social group interventions to guide students based upon the test scores. Replications of this study and research investigations from other settings are encouraged.

**The Final Form of The Scale (SAMA):** The scale in its final form consists of 15 items distributed over three sub-dimensions related to social adjustment which are (6) items addressing the family subscale, (5) items addressing the Academic subscale, (4) items written for the local subscale "friends & neighbours". Some of which are positive which are ( 1,2,3,5,7,8,9,11,12,13,14,15) and the other negative which are (4,6,10) and in front of each statement are five alternatives (never – almost never- often- almost always- always), the examiner chooses one of them when answering, and the first alternative is given (1) never, the second is given (2) almost never, (3) often, (4) almost always and always is given (5) for positive items. While the negative items, the first alternative is given (1) always, the second is given(2) almost always, (3) often, (4) almost never, and never is given (5). and thus a high degree indicates a high rate of social adjustment, A low score indicates a low rate of social adjustment, the time is 20 minutes to respond to this scale. Next table showed the final form of the social adjustment Scale.

## Reference

- Abbas, K. A. (1999), Psychological adjustment among middle school students and its relationship to academic achievement, *Journal of Education and Science Research*, No. (14).
- Al-Deeb. (2000), *The Philosophy of Psychological and Social Adaptation in Sports Schools*, Dar Al-Kitab Al-Libanani, Edition 1, Beirut, 10-11.
- Al – khoky. (2008), Constructing and Applying an Academic Adjustment Scale of the Students at the College of Physical Education University of Mosul, University of Mosul/ College of Sport Education, *College of Basic Education Research Journal*, Volume 8, Issue 2.
- Al-Zayoud, N., Saleh, D., Hisham, A., Tayseer, M. (1999), *Jordan, Classroom Learning*, Dar al-Fikr, 4th edition.
- Bell, H. M. (1934), *Manual for adjustment inventory, student form (for the students of high school and college age)*. California: Stanford University Press.
- Gharaibeh, S., Tashtoush, R. (2015), The level of psychological and social adjustment among students of the upper basic stage of Syrian refugees in Zaatari camp (Jordan) in the light of some variables, *College of Educational Sciences - Yarmouk University, Hashemite Kingdom of Jordan, International Journal of Research in Education and Psychology* , 142-162.
- Grera, M. Y. (2009), *The relationship between psychological social adjustment and social responsibility, Libya, Tripoli University, Masters thesis*, 2-3.
- Grera, M. Y., Abd Hamid, S. R. (2021), Relationship between psychological well-being and Achievement Motivation Among Libyan Postgraduate students in Malaysia, *International journal of Academic Research in Progressive Education and Development*, Vol 10, No 3,1364-1374.
- Grera, M. Y., Ssekamanya, S. A., Kirembwe, R. A. (2022), Psychological Well-being, Social Adjustment and Social Responsibility as Predictors of Achievement Motivation among Arab Postgraduate Students in Malaysia, *International journal of Academic Research in Progressive Education and Development*, Vol 11(1)373-386.
- Grera, M. Y. (2022), Psychometric Properties of a New Achievement Motivation Measure for Arab Postgraduate Students in Malaysia (AMMA), *International journal of Academic Research in Progressive Education and Development*, Vol 11, (4)223 .
- Khalifa, A. L. (2009), *Activities and Happy Events for University Students*, Center for Psychological Research and Studies, Thesis (5), 1-64.1993
- Rageh. (1991), *The Origins of Psychology*, Alexandria, Dar Al Maaref.
- Rajab. (2008), Building and applying the social-academic adaptation scale for students of the fourth stage in the College of Physical Education / University of Mosul / College of Physical Education, *Journal of Research of the College of Basic Education*, Volume 7, Issue 4.
- Wolmen, B. B. (1973), *Dictionary of Behavioural Science*. New York Von Nostrand Reinhold Company. USA., 125.
- Zahrán, H. A. (1978), *Mental health and psychotherapy*, Cairo, second edition, World of Books, 29.

**Appendix (1)**

**SOCIAL ADJUSTMENT SCALE**

Name: ..... Name of the university.....

Gender: ..... Name of department .....

Dear Student

Please indicate the extent to which these statements correspond to your thoughts, feelings and behaviour by placing a tick (v) in the box corresponding to each paragraph, bearing in mind that this is not an exam and there are no right or wrong answers.

Number of items	Items texts	never	Almost never	often	Almost always	always
1	I always cooperate with my family members.					
2	I feel so much fun when I gather with my family at the table.					
3	I feel happy when we visit our relatives.					
4	I avoid doing social activities with my family.					
5	I share relatives in their joys and sorrows					
6	There are disagreements between me and my family members.					
7	I feel that I have a good standing among my colleagues.					
8	I respect my lecturers even when they do what bothers me.					
9	I like to help my colleagues.					
10	There are disagreements between me and my colleagues.					
11	I feel comfortable talking to my lecturers					



<b>12</b>	It is easy for me to get along with my neighbours and friends .					
<b>13</b>	I participate with my friends and neighbours in charitable and volunteer work.					
<b>14</b>	I have a desire to help my friends and neighbours.					
<b>15</b>	I respect the opinion of my friends and neighbours, even if it is contrary to the opinion.					