



PERCEIVED EFFECTS OF SOCIAL ISSUES ON SOCIAL ADJUSTMENT OF POOR STUDENTS IN SOCIETY

Habib Ur Rehman, M.Phil Scholar, Department of Education & Research, University of Lakki Marwat, KP, Pakistan;
E-mail: habiburrehmanmphilscholar@gmail.com

Matiullah, Lecturer, Department of Education & Research, University of Lakki Marwat, KP, Pakistan;
E-Mail: educationistmrn@gmail.com

Irfan Ullah Khan, Assistant Professor, Department of Education & Research, University of Lakki Marwat, KP, Pakistan;
E-Mail: irfanapulm@gmail.com

Shabnam Begum, M.Phil Scholar, Department of Education & Research, University of Lakki Marwat, KP, Pakistan;
E-mail: ak8663196@gmail.com

Bibi Ruqia, M.Phil Scholar, Department of Education & Research, University of Lakki Marwat, KP, Pakistan;
E-mail: bibiruqiact@gmail.com

ABSTRACT- Poor quality of education and increase in economic issues, public health problems, inequality or injustice are all because of social issues due to which society is highly affected. The study was descriptive (cross-sectional) in nature. All male principals, teachers and parents in district Lakki Marwat were the target population of the study. The total numbers of (n = 220) respondents (20 Principals/Headmaster, 40 Teachers and 160 Parents from Public boys Secondary Schools district Lakki Marwat were taken as sample of the study out of (N = 4400) by applying John Curran (1984) sample size rule of thumb. In this study, Simple random, stratified, Judgmental sampling (purposive sampling/authoritative sampling) and disproportionate sampling techniques were used. The key purpose of the study was to examine the perceived effects of social issues on social adjustment of poor students in society. Data were taken through self-developed questionnaire of Likert type scale response of anchors with options "Most Affect, More Affect, Much Affect, Less Affect, and Never Affect (No Effect)". Data were entered into SPSS to statistically analyze it by using Linear Regression and One Way ANOVA. Results, findings, and conclusions were drawn by probing research problem that social issues have bad effect on students' social adjustment in society. Recommendations were suggested at the end for future researcher and further improvement in the study.

Keywords: Social Issues, Perceived Effects, Students, Social Adjustment, Lakki Marwat & Society.

I. INTRODUCTION

Aftab et al (2015) found that students of the day facing social issues are also suffering from fatal psychological and medical problems like depression, drug addiction, and other mental disorders due to which they are highly stressed in the society and can't perform well academically for which their poverty is responsible in such circumstances. Tepperman, James and Kwan (2007) described that the government of the day, the community and the public including parents, teachers, educationists, scholars, lawyers, and politicians cooperate one another to solve all social issues in the country by promoting quality education so that students show better performance and play a vital role either to root out the social issues in the country or reduce it up to maximum level. Shahzad, Saeed and Lodhi (2015) revealed that economic issues, public health problems, inequality or injustice, discrimination, violence, hunger and insecurity like problems are all increased because of increased social issues due to which society is highly suffered. Sajid and Khan (2016) demonstrated that Poverty is one of the important and fundamental social issues; students belonging to poor families confront so many social issues in society, their educational activities are badly affected and poor students can't avail their educational opportunities properly as they have to deal issues over issues in society. Njong (2010) said that social stratification (grouping of members into socioeconomic strata in society based on income, occupation, social status or wealth), unemployment or economic issues, social disorganization (neighborhood problem), Problems related to public health like infectious diseases; discrimination, social inequality including related problems like gender and race discrimination, and violation of civil rights, weak social policies, occupational stress, sexual harassment, theft, and health related disparities are all different types of social issues that have negative effects on every citizen in the society. Naqvi and Zareen (2000) elaborated that in advanced countries like America, France, and United Kingdom, social issues are termed as cheating, gangs, hatred, suicide, misuse of power, offense attitude, and lack of quality education, poverty as well as misuse of energies in society.

Halter, Oechslin and Zweimüller (2014) mentioned that there are other commonly repeated problems giving birth to social issues such as corruption, bribe, political instability, and unprincipled ethics in society. Eunice and Benedict (2016) asserted that cultural clashes, linguistic differences, economic barriers, lack of quality education, mismanagement of resources and poverty are the big social issues due to which the whole society is badly affected where education, business, and other social activities are either impossible or very hard to manage. Dollar (2007) investigated that terrorists and such other people showing social problems are highly encouraged in environment and society where there are social issues on the peak level. David, Nakanda and Sylvanus (2020) highlighted that societies where social issues are developed are always under militant practices and activities due to which so many other socials issues and problems take place. Chibuzor (2016) described that Social issues mostly promote fatal ideas and practices like killings and murder as well as torturing others in society. Ashraf (2013) pointed out that Students living in society or community where social issues are there, they are drug addicted, they are mentally or psychologically ill, they show poor academic achievement, they always remain poor, and some of them even think of self-suicide in such circumstances. Arif (2006) revealed that students deprived of neighborhood, sympathy, empathy and mutual cooperation can't perform better academically by showing zero confidence due to increasing social issues in society which they face in routine. Anwar (2010) stated that issues like education, school truancy, lack of literacy, violence, injustice, and child labor are the among the key social issues to badly influence students' schooling, education, learning and confidence while living in society.



SOCIAL ISSUES (CONCEPTUAL FRAME)

II. STATEMENT OF THE PROBLEM

Social issues badly influence students from their psychological, physical, mental, economic, cultural and personal perspectives while living in society. Therefore, research over it is the need of the day, therefore,

in the current study; the researcher focused to probe the perceived effects of social issues on the social adjustment of poor students in society by taking views different stakeholders (Principals, Parents and Teachers) at Secondary school level in district Lakki Marwat.

III. RESEARCH METHODOLOGY

The current study was descriptive (cross-sectional) in nature. All Public Secondary Schools in district Lakki Marwat were the population of the study. All male principals, teachers and parents in district Lakki Marwat were the target populations of the study. The total numbers of (n = 220) respondents (20 Principals/Headmaster, 40 Teachers and 160 Parents were taken as sample out of (N = 4400) from Public boys Secondary Schools district Lakki Marwat. The size of sample was taken according to John Curray (1984) sample size rule of thumb. In this study, simple random, stratified, Judgmental (purposive/authoritative sampling) and disproportionate sampling techniques were used. The study was delimited to boys Public Secondary Schools in district Lakki Marwat. Validity and reliability of the research instruments were ensured. Data were collected through self-developed questionnaire of Likert type scale response of anchors with options "Most Affect (76-100%), More Affect (51-75%), Much Affect (26-50%), Less Affect (1-25%), and Never Affect (No Effect) carrying values 1, 2, 3, 4, 5. The study was delimited to boys Public Secondary Schools in district Lakki Marwat. Data were entered into SPSS to statistically analyze it by using Linear Regression and One Way ANOVA. Cronbach's Alpha was used to analyze and assess the internal consistency of the research instrument which was .930. The general rule of thumb is that a Cronbach's Alpha of .70 and above is good .80 and above is better, and .90 and above is best. The details of population and sample are as under:

Table Showing Population of the Study (N = 4400)

Schools	Respondents				
	Principals/Headmasters	Teachers	Parents	Sub Total	N
Rural Secondary Schools	66	279	3762	4107	4400
Urban Secondary Schools	04	61	228	293	
Total	70	340	3990	4400	

Source: DEO Office District Lakki Marwat

Table Showing Sample of the Study (n = 220)

Schools	Respondents				n
	Principals	Teachers	Parents	Sub Total	
Rural Secondary Schools	16	32	128	176	220
Urban Secondary Schools	04	08	32	44	
Total	20	40	160	220	

Sample Size Rule of Thumb (John Curry, 1984)

01-100	100%
101-1000	10%
1001-5000	5% (Sample falls in this category)
5001-10000	3%
10000 +	1%
4400 × 5% = 220	

IV. RESEARCH OBJECTIVES OF THE STUDY

This research aimed to (1) examine the perceptions of school heads regarding the perceived effects of social issues on social adjustment of poor students in society, (2) determine the perceptions of teachers regarding the perceived effects of social issues on social adjustment of poor students in society, (3) know the perceptions of parents regarding the perceived effects of social issues on social adjustment of poor students in society.

V. RESEARCH QUESTIONS OF THE STUDY

The research questions were (1) what are the perceptions of school heads regarding the perceived effects of social issues on social adjustment of poor students in society? (2) what are the perceptions of teachers regarding the perceived effects of social issues on social adjustment of poor students in society? and (3) what are the perceptions of parents regarding the perceived effects of social issues on social adjustment of poor students in society?

VI. HYPOTHESES OF THE STUDY

The research hypothesis of the study was (1) there were no effects of social issues on social adjustment of poor students in society.

VII. RESULTS OF STUDY

Table 1 showing Linear Regression Analysis of Social Issues with Social Adjustment of Poor Students due to Poverty in Society

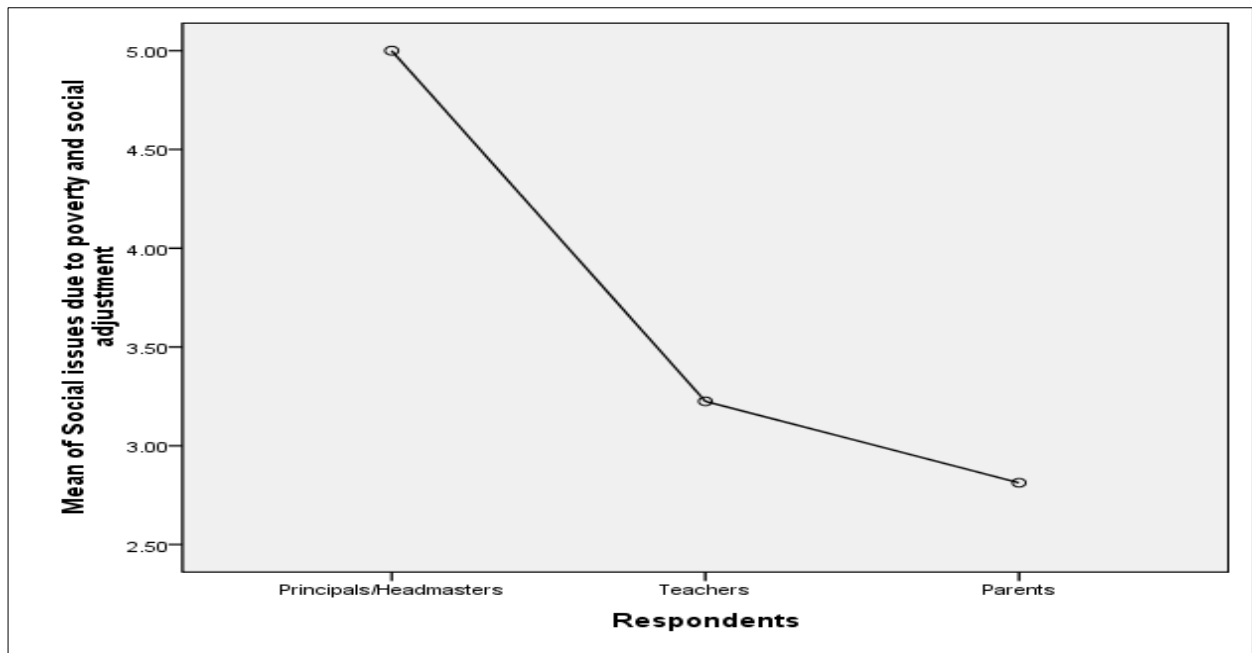
Model Summary				ANOVA ^b					Coefficients ^a					
R	R Square	Adjusted Square	R Error of the Estimate	Sum of Squares	df	Mean Square	F	Sig.	Unstandardized Coefficients		Standardized Coefficients		t	Sig.
									B	Std. Error	Beta			
.220a	.048	.044	.28548	.900	1	.900	11.045	.001a	3.149	.054			57.847	.000
				17.767	218	.081			.055	.016	.220		3.323	.001
				18.667	219									

a. Dependent Variable: Students
b. Predictor/Independent Variable: Social Issues Due to Poverty
c. Respondents: Principals/Headmasters, Teachers, & Parents

Table 1 show that a simple linear regression was calculated to predict “Social Adjustment of poor students” based on “Social issues due to poverty in society”. In this table, the value of (R = .220a) showing multiple correlation; & (R Square or coefficient of determination = .048) with total variation of 4.8% in the dependent variable. The value of adjusted R² is .044 which shows the goodness of fit for the regression model and moderate effect size. The regression equation (F (1, 218) = 11.045 is the degree of freedom; (Mean Square = .900, and .081 with Sig. = .001a). Furthermore, in the unstandardized coefficient column, (B = 3.149, .055; Std. Error = .054, .016) represent the slope of the line between the predictor variable and the dependent variable; whereas in standardized coefficient portion (Beta (β) score (Coefficient of Regression) = .220), which reveals the level of effectiveness of the independent variable on dependent variable which is quite strong, and is significant at .001 level of significance. As P = .001 < alpha value (0.05). Therefore, the null hypothesis is statistically rejected, and there are strong effects of social issues on social adjustment of poor students due to their poverty in society.

ANOVA					
Table 2 showing Perceived Effects of Social Issues on Social Adjustment of Poor Students in Society					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	86.009	2	43.005	43.740	.000
Within Groups	213.350	217	.983		
Total	299.359	219			

Table 2 indicates that the p-value is .000 which is lower than alpha value 0.05 (.000>0.05) and reveals a significant difference. The sum of squares value between the groups is 86.009 with 2 df and within groups is 213.350 with 217 df. Similarly, Mean square values for between groups and within groups are 43.005 and .983 respectively. The F value is 43.740 which indicate variation with p-value .000. The below Mean Graph shows that there are strong effects of social issues on social adjustment of poor students due to their poverty in society in which school heads (Principals/Headmasters) showed most agreement responses, teachers more responses and parents much agreement responses regarding the effects of social issues on social adjustment of poor students in society. School heads (Principals/Headmasters) completely urged that social issues badly affected social adjustment of poor students in society; teachers' perceptions were closed to Principals/Headmasters (school heads) to some extent that social issues negatively influenced the social adjustment of poor students in society as compared to the perceptions showed by parents regarding the said statement as shown in the Mean Graph below:



VIII. RESEARCH DISCUSSION

The results of the current study indicated that social issues badly affected the social adjustment of poor students in society. Furthermore, the Mean Graph also obviously revealed that students belonging to poor families were negatively influenced while ensuring their social adjustment in society due to social issues that they confronted in society like Economic issues, injustice and inequality, violence, public health problems, hunger, insecurity and poverty etc. According the previous study by Alok (2020), poor education, war, terrorism, mental and psychological disorders, and illegal use of power are all due to increasing social issues in society, as a results students belonging to poor families suffers a lot and they can't show better performance in society. Arif (2006) cited that poor students are highly discouraged and dishearten in society because of facing social issues like unemployment, hatred, social disorganization (neighborhood problems), social discrimination, corruption, bribe, and political instability in society.

IX. RESEARCH CONCLUSIONS

In the light of results, findings and objectives of the study, the researcher concluded that social issues have highly negative effects on social adjustment of poor students in society due to which they are dismayed and disappointed. Their confidence level is quite affected due to confrontation of social issues like gender discrimination, poverty, cheating, physical, mental and psychological problems, violation, poor social policies, suicide, cultural clashes, killings, murder, offensive attitude, misuse of power, linguistic differences, economic barriers, mismanagement of resources and so on. The researcher finally concluded

that social issues badly affected the social adjustment of students in society, who belonged to poor families as they were disappointed in society because of so many social issues for them to handle in routine.

X. STUDY RECOMMENDATIONS

The following recommendations were suggested by keeping in view the results and objectives of the study:

1. Students belonging to poor families may be encouraged and supported to avoid social issues they faced in society in routine.
2. The government may fully facilitate students of poor families to overcome all social issues and challenges of the day.
3. Education department may ensure better environment for students of poor families to compete their social issues and problems in society.
4. Parents and teachers may train the students to boldly face all social issues with full confidence and courage so that their educational career may not suffer.
5. The government may play a significant role to reduce social issues in society.
6. The policy makers may make such policies that are quite helpful and meaningful to solve all social issues in society so that poor students may easily ensure their adjustment in society.

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