# Adapting to Change: Social Support Dynamics and Student Adjustment in the Contemporary Educational Environment

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*Abstract- This study examined the perceived level of support received by students during their adjustment period in terms of emotional, instrumental, informational, and appraisal support, as well as the relationship of these Social Support dynamics in student adjustment in contemporary educational environments. It was conducted among the first-year students from the College of Teacher Education at Laguna State Polytechnic University San Pablo City Campus. Data were collected through a research survey questionnaire. The responses were analyzed through statistical analysis using mean and standard deviation and Pearson Correlation to determine the relationship between social-related factors and Student Adjustment. The results of the study found that Emotional support was received from friends, Informational Support came from students' friends and teachers, Instrumental Support was received from classmates and family for things needed during online classes, and Appraisal Support was provided by friends and teachers, leading to satisfaction with their work. Regarding the relationship between Social Support Related Factors and Student Adjustment, the study found a strong relationship, indicating that social support from friends and family can help students adjust to college during the new normal.*

*Keywords- Social support dynamics, student adjustment, teacher education students, new normal.*

## I. INTRODUCTION

Entering higher education exposes students to many fresh obstacles, such as higher academic standards, greater freedom, and increased self-reliance in the learning process (Credé & Niehorster, 2012). The change is especially apparent in the initial year of college, when students negotiate a new academic setting, engage with unfamiliar classmates and instructors, and adjust to a novel course of study. These modifications might elicit a culture shock as students struggle with the requirements of their unfamiliar academic and social environments.

First-year students must adapt to many aspects of university life, such as building social connections, familiarizing themselves with the institutional environment, and taking on new roles and duties within the university community (Aderi et al., 2013). During these periods of change, students face several difficulties, including the need to establish efficient study routines, adapt to unfamiliar assessment methods, handle their finances, and foster mature relationships with family members, instructors, and peers (Paramo et al., 2014).

Adolescence makes adapting to new circumstances more difficult, as individuals discover their identity and face new responsibilities, such as becoming more independent from their parents (Wiley & Berman, 2013). Therefore, students' adaptation to college includes the educational, psychological, and social aspects, which demonstrate their attempts to navigate the intellectual, emotional, and interpersonal difficulties in their new surroundings.

The current worldwide epidemic in the Philippines has added more complexity to the educational experience since numerous classes have shifted to online formats (Panergayo & Aliazas, 2023). This prompts inquiries regarding how students obtain the social assistance required for a prosperous adaptation without in-person interactions with their peers. This study aims to investigate the degree to which students perceive and receive social support, specifically from their friends, in the setting of online learning. The study examines whether social support enhances students' adaptation to college in education, psychology, and social interactions.

Prior research, exemplified by Shiddiq et al. (2020), emphasizes the crucial significance of peer support throughout the transition to college. It emphasizes the value of social assistance from fellow students in helping students adapt to unfamiliar surroundings (Arazo et al., 2023). Various forms of social support, such as emotional, instrumental, appraisal, and informational assistance, contribute to students' adjustment and motivation.

Gaining insight into the degree to which students utilize social support from their social networks, including friends, family, and teachers, is essential for understanding how it affects their adaptation to college. This study examines the correlation between individuals' perceived social support and their adaptation in various aspects among students. Analyzing the impact of social support in this research aimed to elucidate the significance of supportive connections in promoting students' transition, improving their college experiences, and fostering academic achievement.

*Background of the Study*. Connecting with peers is crucial to human socialization, especially when people need company and assistance navigating unfamiliar circumstances. Before establishing or becoming a group member, individuals frequently look for shared interests, personality traits, behaviors, and social standing to guarantee mutual comprehension and unity. Interactions with peers are especially important during school, as peers are crucial to providing social support, particularly in academic pursuits.

Nevertheless, the COVID-19 epidemic has significantly altered the way peers connect, leading to a shift towards online learning platforms in order to prioritize the safety of students and educators (Yazon & Callo, 2021). As a result of the pandemic, educational institutions, such as Laguna State Polytechnic University, have implemented online learning as the main teaching method for the academic year 2020-2021. The transition to online learning through platforms like Zoom has fundamentally changed the interactions between students and teachers and among students themselves (Aliazas et al., 2023). This transformation has brought up novel obstacles and possibilities for social support and adaptation.

The process of adjusting to college can be a challenging ordeal for numerous students, especially those in their first year, who may feel inundated by the requirements of a novel setting and academic standards. According to a study by Leary and DeRoiser (2012), students who possess advanced self-regulation skills, including the capacity to control their emotions, thoughts, and actions, are more likely to experience favorable results and have increased resilience when confronted with stress. Nevertheless, the transition to college can pose notable difficulties, as certain students may encounter stress due to the unfamiliarity of their surroundings and the wider socio-environmental setting (Al-Kumaim et al., 2021).

Social support is crucial for helping students adapt to college life, especially in the face of the tremendous problems brought forth by the COVID-19 pandemic. Research has demonstrated that social support, which includes emotional, instrumental, informational, and appraisal support, greatly influences students' capacity to effectively handle academic, social, and personal-emotional difficulties (Salami, 2011). This study aims to investigate the correlation between different types of social support and the adaptation of first-year students to college in the current situation, characterized by remote learning and minimal face-to-face connection with peers and educators (Callo & Baguna, 2017).

This research intends to clarify the function of social support in enabling adjustment during online learning by analyzing the level of social support that first-year students perceive and get from their social networks, which include friends, family, and teachers. The study aims to ascertain if first-year students have adequate access to the essential support systems required to effectively traverse the obstacles of college life in the distinct circumstances of the current situation.

This research sought to identify the coping mechanism and academic motivation of Social Studies students. Specifically, the goal of this study was to focus on the following questions:

1. What is the perceived level of social support received by the students during their adjustment period in terms of:
    1.1. emotional;
    1.2. informational;
    1.3. instrumental; and
    1.4. appraisal?
2. What is the mean perception of student adjustment in terms of:
    2.1 educational adjustment;
    2.2 psychological adjustment; and
    2.3 social adjustment?
3. Is there a significant relationship between the perceived social support dynamics and student adjustment?

## II. METHODOLOGY

*Research Design*. In this study, the researcher used a descriptive study. The main objective of descriptive research was to accurately and thoroughly describe a population, situation, or phenomenon (Martinez-Lopez et al., 2019). The researcher used a descriptive study to understand the type of social support dynamics and the student's adjustment to the new normal.

*Population and Sampling Technique*. The study's respondents were from the nine majors of the College of Teacher Education (CTE) at Laguna State Polytechnic

University, totaling 120. The researcher selected these respondents through random sampling.

The researcher used Stratified Random Sampling, a method wherein the sampling population was divided into subgroups, and then participants were randomly selected for the study (Noyens et al., 2017). The respondents from the eight majors of CTE students answered the questionnaire provided by the researcher. The students from the nine majors selected using random sampling constituted a total population of 120.

*Research Instrument*. The instrument utilized in the study was a researcher-made questionnaire designed to assess social support and student adjustment in college during the new normal. The researcher's instrument of a survey questionnaire to identify the respondents' perceived social support dynamics in adjusting to the contemporary educational environment.

*Data Gathering Procedure*. The researcher first sought permission from the teachers who supervised the study. After obtaining permission from the teachers, the next step involved giving the students from the nine majors a letter to request permission to participate in the research. Subsequently, they were provided with a questionnaire via Google Forms to ensure the safety of the participants and to facilitate easy contact with the students. After answering the questions, the data required for the study were collected on the same day.

*Data Analysis.* The respondents' responses to the Questionnaire were statistically analyzed according to the study's data requirements. The researcher utilized formulas to help interpret and analyze the gathered data.

Mean and Standard Deviation were employed to determine the respondents' responses across the instrument's indicators. Pearson Correlation was utilized to examine the relationship between the variables, specifically Social support-related factors and Student adjustment.

### III. RESULTS AND DISCUSSION

**Table 1**. Perceived Level of Social Support Dynamics in terms of Emotional Support

| Indicators | M | SD | VI |
|---|---|---|---|
| 1. I have a relative who gives me advice. | 3.27 | 0.76 | Strongly Agree |
| 2. My family gave me the emotional support and assistance I needed. | 3.34 | 0.72 | Strongly Agree |
| 3. My friends are willing to assist me in using different online platforms. | 3.41 | 0.59 | Strongly Agree |
| 4. My friends are cheering me when I am down | 3.55 | 0.62 | Strongly Agree |
| 5. I can talk about my problems with my family | 2.72 | 0.93 | Agree |
| 6. My family's presence helped me to feel at ease during the synchronous session. | 3.15 | 0.78 | Agree |
| 7. Somebody advised me not to cram or overreact when I am experiencing new things that I am not used to. | 3.22 | 0.74 | Agree |
| Overall | 3.24 | 0.49 | Agree |

*Legend: 3.50–4.00 (Strongly Agree); 2.50–3.49 (Agree); 1.50–2.49 (Disagree); 1.00–1.49 (Strongly Disagree).*

Table 1 presents a concise overview of the main results obtained from the study that investigated the perceived degree of social support dynamics, with a specific emphasis on emotional support. The results demonstrate a significant consensus among participants about different facets of emotional assistance received from their social networks.

According to the results, the respondents expressed a significant recognition of having a family member who offers them guidance, showing the presence of a supportive network inside their family. Likewise, they strongly agreed that their family provides the emotional support and assistance they need. This indicates a strong and reliable support system inside the family structure.

In addition, the survey participants reported that their friends are willing to help them navigate various online platforms, demonstrating a supportive social network (Siudad, 2022). They also stated that their friends provide support and solace at difficult times, lifting their spirits when feeling low. This emphasizes the significance of friends in offering emotional assistance and encouragement.

Although friends assist, there seems to be a difficulty in confiding in family members about personal issues. This implies that there may be a hindrance to effective communication in familial connections, as students may be less inclined to share personal matters with family members than their peers openly.

According to Srivastava and Barmola (2012), emotional support includes warmth, friendliness, concern, encouragement, and trust. This definition corresponds to the diverse types of assistance indicated by the study participants.

Furthermore, emotional support can enhance individuals' self-assurance, as knowing that others have faith in them helps cultivate self-confidence and resilience. Hence, emotional assistance from relatives and companions can significantly improve students' mental and academic achievements.

**Table 2**. Perceived Level of Social Support Dynamics in terms of Informational Support

| Indicators | M | SD | VI |
|---|---|---|---|
| 1. My teachers help me with the lessons I do not understand. | 3.28 | 0.66 | Strongly Agree |
| 2. My teacher guides me daily on what we should do. | 3.26 | 0.66 | Strongly Agree |
| 3. My friends are helping me to understand lessons. | 3.27 | 0.74 | Strongly Agree |
| 4. I can easily obtain all the lessons in my major subject. | 2.99 | 0.69 | Agree |
| 5. I am receiving ideas/opinions from my classmates when we are interacting online | 3.42 | 0.64 | Strongly Agree |
| 6. I get useful advice from my teachers about important things in studying | 3.42 | 0.62 | Strongly Agree |
| 7. My friends are trying to help me in adjusting to being a college student. | 3.34 | 0.63 | Strongly Agree |
| Overall | 3.28 | 0.46 | Strongly Agree |

*Legend: 3.50–4.00 (Strongly Agree); 2.50–3.49 (Agree); 1.50–2.49 (Disagree); 1.00–1.49 (Strongly Disagree).*

Table 2 analyzes the perceived social support dynamics, specifically emphasizing informational support. The results indicate a high consensus among participants regarding the support they receive from educators and peers in their academic pursuits.

Findings revealed that the respondents strongly agreed that their teachers effectively aid them in comprehending difficult topics. This suggests the presence of a supportive educational setting where teachers actively assist students in their learning journey. Similarly, participants indicated that their instructors offer daily instruction on what they should focus on, highlighting the significance of professors in providing academic guidance and assistance.

In addition, survey participants emphasized the beneficial influence of peers in comprehending lectures, suggesting that peer connections enhance understanding and learning. This highlights the significance of peer assistance in academic environments when fellow students can provide vital perspectives and clarifications to facilitate comprehension of intricate topics.

Moreover, survey participants indicated that they received ideas and opinions from their classmates during online exchanges, suggesting the presence of an information exchange and a collaborative learning environment among peers. The study by Awang et al. (2014) emphasizes the significance of classmates as valuable and easily approachable reservoirs of information.

Furthermore, the respondents acknowledged that their teachers provided valuable guidance on significant study-related issues, highlighting the educators' provision of informative help beyond academic subjects (Engel et al., 2023). In addition, it was observed that friends had a supporting role in assisting the participants in adapting to college life, suggesting a wider range of support beyond academics.

Overall, the results indicate that friends and teachers are essential in offering informational assistance to students, aiding their comprehension, adaptation, and management of academic difficulties. This assistance is crucial for students' academic achievement and overall welfare, as it enables them to navigate and thrive in their educational endeavors.

**Table 3**. Perceived Level of Social Support Dynamics in terms of Instrumental Support

| Indicators | M | SD | VI |
|---|---|---|---|
| 1. My friends are always there when I need someone who can explain to me the activities. | 3.24 | 0.73 | Agree |
| 2. I have a friend who has my trust. | 3.71 | 0.55 | Strongly Agree |
| 3. My classmates help me to finish my academic tasks. | 2.99 | 0.78 | Agree |
| 4. I can ask my classmates for some discussions about the lessons. | 3.34 | 0.68 | Strongly Agree |
| 5. My parents provide anything I need, especially online classes. | 3.53 | 0.64 | Strongly Agree |
| 6. Spending time with my | 3.33 | 0.86 | Strongly |

| | | | |
|---|---|---|---|
| family is my break from doing schoolwork. | | | Agree |
| 7. It is helpful to feel the support of my parents in everything I do. | 3.69 | 0.53 | Strongly Agree |
| Overall | 3.42 | 0.41 | Strongly Agree |

*Legend: 3.50–4.00 (Strongly Agree); 2.50–3.49 (Agree); 1.50–2.49 (Disagree); 1.00–1.49 (Strongly Disagree).*

Table 3 outlines the perceived level of social support dynamics, particularly focusing on instrumental support. The findings suggest a strong consensus among respondents regarding the supportive roles of friends, classmates, and family members in various aspects of their academic and personal lives.

According to the findings, respondents agreed that friends are consistently available to explain activities when needed, indicating a reliable source of peer assistance and guidance. Moreover, they strongly affirmed having friends they trust, highlighting the importance of trust in interpersonal relationships, especially within instrumental support.

Additionally, respondents strongly agreed that classmates play a significant role in helping them complete academic tasks, demonstrating the collaborative nature of learning within the peer group. They also indicated that they can discuss lesson topics with classmates, further illustrating peer relationships' supportive and interactive nature in academic settings.

Furthermore, respondents noted the instrumental support provided by their parents, particularly in ensuring they have everything they need for online classes. This highlights the role of family in meeting practical needs and supporting students' academic pursuits, contributing to their overall success and well-being.

Moreover, respondents strongly agreed that spending time with their family serves as a break from schoolwork and contributes to their sense of support and well-being. This underscores the importance of familial relationships in providing emotional and instrumental support to students throughout their educational journey.

The results suggest that instrumental support, encompassing assistance, trust, and provision of resources, is instrumental in fostering student success and well-being. Trust in friendships and support from classmates help students navigate challenges, while support from family members ensures practical needs are met, contributing to a conducive learning environment.

The findings align with previous studies, such as Awang et al. (2014), which emphasize the importance of peer support in university settings, and Kamel (2018), which highlights the role of friendships in coping with challenges and engaging in social activities. This underscores the significance of social support networks in facilitating students' adjustment and success in college.

**Table 4**. Perceived Level of Social Support Dynamics in terms of Appraisal Support

| Indicators | M | SD | VI |
|---|---|---|---|
| 1. My family also tells me when my behavior is already wrong. | 3.56 | 0.58 | Strongly Agree |
| 2. I am satisfied when the people around me see my work as good. | 3.73 | 0.52 | Strongly Agree |
| 3. I feel happy when I accomplish the task. | 3.92 | 0.31 | Strongly Agree |
| 4. It motivates me to study better when I know my family supports me. | 3.71 | 0.54 | Strongly Agree |
| 5. When I receive better grades, it motivates me to do my work much better. | 3.78 | 0.54 | Strongly Agree |
| 6. It helps when my friend motivates me that I can do the activities in class. | 3.70 | 0.55 | Strongly Agree |
| 7. My effort was worth it When my teacher/classmates praised me. | 3.74 | 0.57 | Strongly Agree |
| Overall | 3.73 | 0.36 | Strongly Agree |

*Legend: 3.50–4.00 (Strongly Agree); 2.50–3.49 (Agree); 1.50–2.49 (Disagree); 1.00–1.49 (Strongly Disagree).*

Table 4 offers insights into the perceived level of social support dynamics, specifically focusing on evaluation support. The results indicate a significant consensus among participants on the beneficial influence of comments and encouragement from family, friends, and teachers on their academic motivation and satisfaction.

Respondents unequivocally affirmed that their family plays a crucial role in providing assessment assistance by supplying criticism when their behavior is inappropriate. This emphasizes the significance of receiving constructive criticism from family relationships in fostering personal growth and advancement (Wall, 2021).

In addition, the respondents conveyed contentment when their endeavors were acknowledged and valued by individuals in their vicinity. The individuals expressed a sense of happiness and motivation upon completing activities, particularly when they received assistance from their relatives. Moreover, when students receive commendation from their peers and teachers, such as recognition for their hard work or achievements, it amplifies their motivation and feelings of fulfillment (Jia, 2022).

Moreover, participants expressed that obtaining higher marks is a big incentive to persist in their academic endeavors. Likewise, the support and inspiration provided by friends and professors enhance their academic drive and contentment.

The results indicate that evaluation support, which includes feedback, acknowledgment, and encouragement, significantly impacts students' academic motivation and satisfaction. Positive feedback from multiple sources, such as family, friends, and professors, strengthens students' feelings of accomplishment and motivates them to continue working hard in their academic pursuits (Cai & Lian, 2022).

The results align with prior studies, such as Kaur and Sharma (2022), emphasizing the connection between contentment with academic pursuits and overall pleasure with life. Furthermore, the research conducted by Awang et al. (2014) highlights the significance of interpersonal engagement and peer assistance in the educational journey, both within and beyond the confines of the classroom, in promoting academic adaptation and improving student contentment. In summary, the results emphasize the importance of social support in enhancing students' academic motivation and well-being.

**Table 5**. Perceived Level of Student Adjustment in the Contemporary Educational Environment as to Educational Adjustment.

| Indicators | M | SD | VI |
|---|---|---|---|
| 1. I easily cope with new lessons in college. | 2.76 | 0.67 | Agree |
| 2. I regularly attend my online classes. | 3.52 | 0.75 | Strongly Agree |
| 3. My type of learning changed when I became a college student. | 3.54 | 0.65 | Strongly Agree |
| 4. I easily adjust to online learning. | 2.65 | 0.82 | Agree |
| 5. I have a good grade this semester. | 3.23 | 0.56 | Agree |
| 6. I can pass my performance task on or before the time scheduled. | 3.46 | 0.70 | Strongly Agree |
| 7. Listing schedules and schoolwork helps organize my time. | 3.40 | 0.69 | Strongly Agree |
| Overall | 3.22 | 0.44 | Agree |

*Legend: 3.50–4.00 (Strongly Agree); 2.50–3.49 (Agree); 1.50–2.49 (Disagree); 1.00–1.49 (Strongly Disagree).*

Table 5 offers insights into the perceived level of student adaptation in modern educational settings, with a specific focus on educational adjustment. The results indicate that the participants demonstrate significant flexibility and involvement in their academic endeavors.

Initially, the respondents expressed that they can easily handle new lessons in college, indicating a capability for quick acquisition and integration of new information. In addition, they consistently participated in their online classes, displaying a dedication to their study despite the alterations in the learning environment. In addition, participants observed a change in their learning approach when they started college, adjusting to novel methods of instruction, such as online courses and modular learning. This demonstrates the adaptability and openness of students to adopt alternate learning approaches that cater to their educational requirements.

In addition, the respondents demonstrated confidence in their academic achievement, as indicated by their high marks and punctual completion of performance assignments. They emphasized the need for scheduling and planning in effectively managing their schoolwork, demonstrating proactive measures to ensure they kept on track with their academic obligations (Medina & Del Rosario, 2022).

The findings suggest that successful student adaptation in college requires active participation, flexibility in adapting to novel learning contexts, and efficient time management practices. Students can enhance their ability to traverse the hurdles of college education by actively participating in classes, embracing changes in learning methods, and keeping an organized approach to their studies (Aliazas et al., 2021).

These findings are consistent with earlier research, such as the study by Kamel (2018), which highlights the significance of confidence and positive attitudes in achieving academic achievement and adjusting to university norms. Academically proficient students who possess self-assurance are more inclined to achieve academic excellence and effectively adjust to unfamiliar academic settings.

Furthermore, the research conducted by Mandasari (2020) highlights the significance of educational adaptation in stimulating students to participate in activities that improve their academic achievements and efficiency. Students can optimize their learning capacity and academic achievement by actively engaging in class, fulfilling tasks, and thoroughly preparing (Panoy et al., 2022).

Overall, the results emphasize the significance of being actively involved, being flexible, and having self-assurance in promoting effective student adaptation and academic achievement in modern educational settings.

**Table 6**. Perceived Level of Student Adjustment in the Contemporary Educational Environment as to Psychological Adjustment.

| Indicators | M | SD | VI |
|---|---|---|---|
| 1. I am already used to the process of online classes. | 3.21 | 0.67 | Agree |
| 2. I can easily handle academic problems that occur during my online class. | 2.87 | 0.75 | Agree |
| 3. I think possibly the result of the work I have done. | 3.39 | 0.57 | Strongly Agree |
| 4. I set time for doing my performance tasks, so I am not to do it all at once. | 3.32 | 0.76 | Strongly Agree |
| 5. I am confident in every work I have done. | 3.16 | 0.68 | Agree |
| 6. I feel like I have someone with me when studying at home. | 2.98 | 0.80 | Agree |
| 7. I feel comfortable discussing and learning in online classes. | 2.92 | 0.74 | Agree |
| Overall | 3.12 | 0.45 | Agree |

*Legend: 3.50–4.00 (Strongly Agree); 2.50–3.49 (Agree); 1.50–2.49 (Disagree); 1.00–1.49 (Strongly Disagree).*

Table 6 offers insights into the perceived degree of student adaptation in modern educational settings, specifically emphasizing psychological adaptation. The results indicate that the participants exhibit a certain degree of flexibility. However, they encounter difficulties in certain aspects, specifically adapting to remote learning and studying solitude at home.

Survey participants reported that they have adapted to the online learning format and can efficiently manage academic challenges during these sessions. This implies

experience and proficiency with online learning systems and virtual classroom environments (Handog & Aliazas, 2024).

In addition, the respondents expressed a high level of agreement about using efficient time management strategies, such as allocating specific periods for completing chores to prevent feeling overwhelmed. This demonstrates a proactive strategy for handling academic obligations and reducing stress (Carada et al., 2022).

Moreover, the participants conveyed a sense of assurance in their scholarly endeavors and perceived a strong support system even while engaging in remote learning. Nevertheless, they also admitted to experiencing greater ease while engaging in discussions and acquiring knowledge in online courses, suggesting a dependence on virtual interactions for academic assistance and social bonding.

Although there are some positive features, the data indicate that pupils may not have completely adapted psychologically to studying alone at home without the usual classroom setting. This is seen in their dependence on online interactions for assistance and their possible unease with self-directed learning.

The findings are consistent with Esmael et al. (2018) research, which emphasizes the significance of in-person interactions in fostering a favorable adaptation to college life. Direct personal encounters offer chances for social bonding, which can facilitate the shift from high school to college and cultivate a feeling of inclusion and assistance (Alam & Mohanty, 2023).

Overall, the results emphasize the intricate characteristics of psychological adaptation in modern educational settings, especially in online learning. Although students exhibit resilience and adaptation, ongoing assistance and tactics are still required to allow a more seamless shift to self-directed study and online learning platforms.

**Table 7**. Perceived Level of Student Adjustment in the Contemporary Educational Environment as to Social Adjustment.

| Indicators | M | SD | VI |
|---|---|---|---|
| 1. I already had friends from the university before the online classes started. | 3.01 | 1.01 | Agree |
| 2. The social support of friends and family helps me to adjust to college easily. | 3.48 | 0.58 | Strongly Agree |
| 3. It is much easier to | 3.08 | 0.77 | Agree |

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|---|---|---|---|
| communicate with classmates, even online. | | | |
| 4. I have someone who I can talk with about my schoolwork. | 3.49 | 0.65 | Strongly Agree |
| 5. My classmates are easy to get along with | 3.36 | 0.61 | Strongly Agree |
| 6. The presence of my family is enough to motivate me. | 3.56 | 0.61 | Strongly Agree |
| 7. When I ask a question to my classmates online, I get an answer immediately. | 3.19 | 0.67 | Agree |
| Overall | 3.21 | 0.44 | Agree |

*Legend: 3.50–4.00 (Strongly Agree); 2.50–3.49 (Agree); 1.50–2.49 (Disagree); 1.00–1.49 (Strongly Disagree).*

Table 7 offers insights into the perceived degree of student adaptation in modern educational settings, specifically emphasizing social adaptation. The results suggest that participants perceive a significant amount of social assistance and comfort while engaging with their peers, which aids in their adaptation to the collegiate environment.

Respondents said that they had formed friendships with other university students before the commencement of online classes, indicating the presence of an existing social network within the university community. Furthermore, they agreed with the significant impact of social support from friends and family on their ability to adapt to college life. They emphasized the vital role of interpersonal ties in the adjustment process (Dong et al., 2021).

In addition, survey participants observed that they experience greater ease in interacting with their peers, both face-to-face and through digital means. This suggests the presence of a favorable and encouraging social atmosphere within their educational community. Additionally, they reported contentment with the simplicity of engaging with their classmates, indicating a feeling of camaraderie and mutual admiration among their peers.

The respondents said they have a confidant with whom they can discuss their school assignments, emphasizing the presence of academic assistance inside their social circle. The presence of classmates who are encouraging and promptly provide answers to queries contributes significantly to their social adaptation and academic achievement.

The results indicate that the existence of supporting peers and relatives plays a crucial role in the social adaptation of college students. The support and encouragement provided

by these interactions assist in fostering students' motivation and sense of connection, so enabling their incorporation into the academic community (Zheng, 2022).

These findings are consistent with the research conducted by Rahat and İlhan (2015), which emphasizes the significance of social adaptation in fulfilling interpersonal and societal needs in educational environments. Social adjustment involves various facets, such as establishing social connections, engaging in social gatherings, and effectively cooperating in group tasks, significantly impacting students' overall welfare and academic achievements.

Overall, the results highlight the importance of social support networks in helping students adapt to college life, developing a sense of inclusion, and cultivating healthy relationships within the academic community.

**Table 8**. Test of Correlation between Social Support Dynamics and Students' Adjustment in the Contemporary Educational Environment.

| Social Support Dynamics | Educational | Psychological | Social |
|---|---|---|---|
| Emotional Support | .417 ** | .460 ** | .535 ** |
| Instrumental Support | .603 ** | .553 ** | .478 ** |
| Informational Support | .517 ** | .467 ** | .613 ** |
| Appraisal Support | .530 ** | .439 ** | .366 ** |

*Note: **. Correlation is significant at the 0.01 level (2-tailed).*

Table 8 displays the correlation analysis results, which indicate significant correlations between the different types of social support (emotional, instrumental, informational, and appraisal) and various factors related to student adjustment, including educational, psychological, and social adjustment, in modern educational settings.

The results demonstrate substantial correlations between different types of social support and student adaptation. Emotional, instrumental, informational, and appraisal support are highly associated with students' educational, psychological, and social adjustment.

This implies that the social assistance provided to students from various sources, such as family members, teachers, and friends, is vital in helping them adapt to college life (Mai et al., 2021). Students who experience greater levels of social support, including emotional empathy, practical help, informative advice, and performance criticism, are more

inclined to adjust effectively to the academic, psychological, and social difficulties encountered in college (Wang, 2023).

The findings suggest that offering sufficient social support to freshmen in college might greatly enhance their overall adaptation and probability of continuing their academic endeavors (Omar, 2020). Cultivating robust support networks and partnerships inside the educational setting can help institutions bolster students' well-being and academic achievement, eventually heightening their likelihood of completing their courses (Bataluna, 2024).

The results of the current study are consistent with prior research conducted by Shiddiq et al. (2020), which also showed a positive correlation between social support and college adaptation. Like the current study, their research emphasized the significance of social support from several sources, including friends, family, and teachers, in facilitating students' adjustment to the college setting. This underscores the enduring and substantial impact that social support has on aiding students in adapting to the difficulties of college life (Ramzan et al., 2023).

In addition, the study by Salamon et al. (2020) investigated the correlation between motivation, institutional support, supervisor support, and student involvement. Their research revealed a strong correlation between motivation and institutional and supervisor support. This, in turn, led to higher levels of behavioral, cognitive, and emotional involvement among students. These findings indicate that the assistance provided by authoritative individuals, such as peers and supervisors, can substantially influence students' involvement and adaptation to college life, promoting a feeling of inclusion and dedication to the institution.

A study by Cobo-Rendón et al. (2020) found a strong correlation between social support and academic achievement. Their research revealed a positive correlation between increased levels of social support and enhanced academic achievement in students. This highlights social support's significance in facilitating adaptation and improving students' academic progress and accomplishments.

Overall, the results emphasize the significance of social support in helping students adapt and the potential advantages of interventions focused on improving social support systems in educational environments. By prioritizing social support activities, educational institutions can establish a nurturing environment that fosters students' comprehensive growth and enduring academic success.

## IV. CONCLUSION

Students receive several forms of social support dynamics, including emotional, informational, instrumental, and evaluation support, from individuals such as their parents, teachers, and friends during their transition to college. This support significantly aids their adjustment process in college. Regarding Student Adjustment in a contemporary educational environment, the respondents engage in actions that facilitate their educational adjustment, aiding their transition to college. Regarding psychological adjustment, those with an optimistic mindset tend to do better when completing tasks. In terms of social adjustment, the presence of a supportive family can serve as a motivating factor for students in their studies. The study found a favorable correlation between social support and student adjustment in contemporary educational environments.

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