

Social Adjustment and Academic Performance of Grade One Pupils

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Abstract

This study determined the extent of social adjustment and its relationship to the academic performance of Grade One pupils in selected public elementary schools in the Schools Division Office of Rizal during the School Year 2025–2026. Specifically, it assessed pupils' social adjustment in terms of teacher–pupil relationship, peer relationship, and emotional adjustment, examined the academic performance of Grade One pupils, and determined whether significant differences existed in teachers' perceptions when grouped according to selected demographic variables. It also investigated the relationship between pupils' social adjustment and academic performance. The study employed a descriptive survey research design complemented by documentary analysis. A researcher-made questionnaire-checklist served as the primary data-gathering instrument, while pupils' average grades were used to determine academic performance. The respondents consisted of the total population of 50 Grade One teachers from eleven public elementary schools in the Municipality of Baras, Rizal. Data were analyzed using appropriate descriptive and inferential statistical tools. Findings revealed that most respondents were 31 years old and above, female, married, pursuing graduate studies, holding Teacher I positions, with more than six years of teaching experience, and had attended school-level in-service trainings. Teachers assessed the social adjustment of Grade One pupils in terms of teacher–pupil relationship, peer relationship, and emotional adjustment as "Sometimes." No significant differences were found in teachers' perceptions when grouped according to age, sex, civil status, educational attainment, length of service, position title, and in-service trainings attended. Documentary analysis further showed that Grade One pupils obtained Very Satisfactory academic performance. Moreover, no significant relationship was found between pupils' social adjustment and their academic performance. The study concludes that teachers' demographic characteristics do not significantly influence their perceptions of pupils' social adjustment and that social adjustment, as perceived by teachers, is not significantly associated with pupils' academic performance. It recommends strengthening teacher and parent collaboration, implementing intervention programs to enhance pupils' social adjustment, providing professional development for teachers, and conducting further studies incorporating additional variables.

Keywords: Social Adjustment, Academic Performance, Grade One Pupils, Teacher–Pupil Relationship, Peer Relationship, Emotional Adjustment, Descriptive Survey Research

Introduction

The transition from kindergarten to Grade One is a critical stage in a child's educational journey because it requires learners to adapt to new academic expectations, classroom routines, peer interactions, and relationships with teachers. During this period, pupils develop social adjustment skills that enable them to participate effectively in classroom activities, establish positive relationships, regulate emotions, and cope with the demands of formal schooling. Successful social adjustment has been recognized as an essential component of holistic child development, influencing learners' engagement, motivation, and overall school experiences. Recent evidence suggests that children who demonstrate positive social competence and school adjustment are more likely to experience favorable educational outcomes during their early years of schooling (Lee, 2023).

Social adjustment encompasses a learner's ability to interact appropriately with teachers and classmates, follow classroom rules, manage emotions, and respond positively to various school situations. Teacher–pupil relationships, peer relationships, and emotional adjustment are among the fundamental dimensions that shape children's adaptation to the school environment. According to Kvintova et al. (2025), adaptation to the school environment significantly influences pupils' school achievement, particularly during the first grade when children are adjusting to increased academic and behavioral expectations. Their findings emphasize that successful school adaptation strengthens the positive effects of learners' academic skills on overall achievement.

The role of teachers and parents is equally important in facilitating children's social adjustment. Teachers establish classroom environments that promote cooperation, respect, and emotional security, while parents reinforce positive behaviors and social skills at home. A recent Philippine study on Key Stage I learners highlighted that effective teacher

practices, parental involvement, and collaborative transition activities contribute to smoother school adjustment among young learners (Umali & Labay, 2025).

Likewise, parental involvement remains a significant predictor of children's successful adjustment to school. Kim et al. (2023) found that parental school-based involvement positively influences children's academic achievement, classroom engagement, teacher–student relationships, and peer relationships during the early years of elementary education. Their study further revealed that supportive home-school partnerships contribute to better academic and social outcomes among learners, particularly those who may be academically at risk.

Although numerous studies have emphasized the importance of social adjustment, findings regarding its relationship with academic performance remain inconsistent. Some researchers have reported that effective learning adjustment contributes positively to learners' academic achievement by enabling them to adapt to changing educational environments (Bacyan & Maatubang, 2024). Conversely, other studies indicate that academic performance is influenced more strongly by specific academic competencies than by social adjustment alone. For instance, English language proficiency has been identified as a significant predictor of Grade One learners' academic performance, particularly in spelling and writing skills (Jocson & Genton, 2024).

In the Philippine context, Grade One learners continue to experience challenges associated with the transition to formal schooling. Reading difficulties, behavioral adaptation, and classroom participation have been found to affect pupils' learning experiences and overall performance. Pesales and Apohen (2025) emphasized that early identification of learners' developmental and academic needs is essential in designing interventions that support academic success and learner adjustment during the primary grades.

Furthermore, classroom environments that encourage positive social interaction contribute to learners' well-being and academic progress. An action research conducted among Grade One pupils revealed that classroom social interaction, learner well-being, and academic performance are interconnected, emphasizing the need for supportive learning environments that promote both cognitive and socio-emotional development (Valencia, 2025).

Despite the growing body of literature on school adjustment and academic achievement, limited studies have specifically examined the extent of social adjustment of Grade One pupils in the Schools Division Office of Rizal. Most existing studies focus on learner engagement, transition programs, reading proficiency, or academic skills, leaving a gap in understanding how teacher–pupil relationships, peer relationships, and emotional adjustment collectively relate to learners' academic performance in the local context. This gap underscores the need for empirical evidence that can guide school administrators, teachers, and parents in developing interventions that foster children's successful adjustment during the foundational years of education.

Hence, this study was undertaken to determine the extent of social adjustment of Grade One pupils in selected public elementary schools in the Schools Division Office of Rizal and to examine its relationship with their academic performance. The findings of this study are expected to provide valuable information for educators, school leaders, and parents in designing programs and strategies that promote positive social adjustment and enhance learners' educational experiences during the early years of elementary education.

Material and methods

2.1 Research Design

The study employed a descriptive survey research design complemented by documentary analysis to determine the extent of social adjustment of Grade One pupils and its relationship to their academic performance.

2.2 Locale of the Study

The study was conducted in selected public elementary schools in the Schools Division Office of Rizal, specifically Baras Elementary School, Baras Heroesville 2 Elementary School, Baras Pinugay Elementary School, Baras Pinugay Phase 2 Elementary School, Evangelista Elementary School, Malalim Elementary School, Painaan Elementary School, Paopawan Elementary School, Pinugay Elementary School, San Roque Elementary School, and Santiago Elementary School during the School Year 2025–2026.

2.3 Respondents of the Study

The respondents of the study consisted of the total population of 50 Grade One teachers from the selected public elementary schools who provided their assessments of the social adjustment of Grade One pupils.

2.4 Sample and Sampling Procedure

The study utilized total population sampling, wherein all 50 Grade One teachers from the identified schools were included as respondents to ensure comprehensive representation of the target population.

2.5 Research Instrument

A researcher-made questionnaire-checklist, validated by experts and subjected to reliability testing, served as the primary instrument for gathering data on the extent of pupils' social adjustment, while documentary analysis of pupils' average grades was used to determine their academic performance.

2.6 Data Gathering Procedure

After securing the necessary approvals from the concerned authorities, the researcher administered the validated questionnaire to the respondents, retrieved the accomplished instruments, and obtained the Grade One pupils' average grades from official school records for documentary analysis.

2.7 Data Analysis Techniques

The collected data were analyzed using frequency, percentage, weighted mean, independent samples t-test, one-way analysis of variance (ANOVA), and Pearson Product-Moment Correlation Coefficient to describe the respondents' profile, determine the extent of social adjustment, identify significant differences, and examine the relationship between social adjustment and academic performance.

2.8 Ethical Considerations

The study adhered to established ethical principles throughout the research process. Prior to data collection, permission was obtained from the concerned authorities and participating manufacturing companies. All respondents were informed of the purpose, procedures, and voluntary nature of the study, and their informed consent was secured before participation. Confidentiality and anonymity of the respondents were strictly maintained by ensuring that no personal or company-identifiable information was disclosed in the presentation of the results. Participants were assured that they could withdraw from the study at any time without any consequences. The data gathered were used solely for academic and research purposes, stored securely, and handled in accordance with the agreed confidentiality and non-disclosure provisions to protect the privacy and integrity of both the respondents and the participating organizations.

Results and Discussion

3.1 Profile of the Respondents in terms of the Selected Variables

Table 1 shows that the respondents were predominantly 31–40 years old (70%), female (92%), and equally divided between single and married (50% each). Most were Teacher I (70%), held a bachelor's degree (40%), had five years and below of teaching experience (46%), and had attended school-level in-service trainings (54%). Overall, the respondents represent a relatively young and predominantly female group of Grade One teachers, with the majority occupying entry-level teaching positions, pursuing professional advancement through graduate studies, and participating primarily in school-based professional development activities.

Table 1.1
Profile of the Respondents

Age	Frequency	Percent	Rank
41 – 50 years old	9	18.0	2
31 – 40 years old	35	70.0	1
21 – 30 years old	6	12.0	3
Total	50	100	
Sex			
Female	46	92.9	1
Male	4	8.0	2
Total	50	100	
Civil Status			
Single	25	50.0	1.5
Married	25	50.0	1.5
Total	50	100	
Educational Attainment			
With PhD/EdD units	3	6.0	4
MAT/MAEd	11	22.0	3
With MAT/MAEd units	16	32.0	2
Bachelor's Degree	20	40.0	1
Total	50	100	

Length of Service			
11 – 15 years	16	32.0	2
6 – 10 years	11	22.0	3
5 years and Below	23	46.0	1
Total	50	100	
Position Title			
Master Teacher I	3	6.0	3.5
Teacher III	9	18.0	2
Teacher II	3	6.0	3.5
Teacher I	35	70.0	1
Total	50	100	
In-Service Trainings Attended			
National	7	14.0	2
Regional	6	12.0	3.5
Division	6	12.0	3.5
District	4	8.0	5
School	27	54.0	1
Total	50	100	

3.2 Extent of Social Adjustment of Grade One Pupils as Perceived by the Teacher-Respondents With Respect to the Different Aspects

Table 2 presents the summary of the extent of social adjustment of Grade One pupils as perceived by the teacher-respondents across the three identified aspects. The overall composite weighted mean of 3.37, verbally interpreted as "Sometimes," indicates that the pupils moderately exhibit socially adjusted behaviors in the school setting. Among the three dimensions, emotional adjustment obtained the highest weighted mean (3.40, Rank 1), followed by peer relationship (3.36, Rank 2), while teacher–pupil relationship registered the lowest weighted mean (3.35, Rank 3); however, all three aspects were consistently interpreted as "Sometimes." These findings suggest that while Grade One pupils demonstrate positive behaviors in managing emotions, interacting with peers, and building relationships with teachers, such behaviors are not consistently manifested and still require continuous guidance and support. This finding supports the assertion of Fullantes (2025) that social adjustment among Grade One pupils is a crucial developmental process during the transition to formal schooling, where learners gradually develop self-awareness, interpersonal skills, and emotional regulation necessary for successful classroom participation and social interaction.

Table 2

Extent of Social Adjustment of Grade One Pupils as Perceived by the Teacher-Respondents With Respect to the Different Aspects

Aspects	Overall $\bar{W\bar{X}}$	Verbal Interpretation	Rank
Teacher-Pupil Relationship	3.35	Sometimes	3
Peer Relationship	3.36	Sometimes	2
Emotional Adjustment	3.40	Sometimes	1
Composite $\bar{W\bar{X}}$	3.37	Sometimes	

3.3 Significant Difference on the Extent of Social Adjustment of Grade One Pupils as Perceived by the Teacher-Respondents with Respect to the Different Aspects in Terms of Their Profile

Table 3 presents the results of the F-test on the significant difference in the extent of social adjustment of Grade One pupils as perceived by the teacher-respondents when grouped according to their profile variables. The findings reveal that all computed p-values were greater than the 0.05 level of significance, leading to the acceptance of the null hypothesis across all variables. This indicates that there were no significant differences in teachers' perceptions of pupils' social adjustment in terms of teacher–pupil relationship, peer relationship, and emotional adjustment when respondents were grouped according to age, sex, civil status, educational attainment, length of service, position title, and in-service trainings attended. These results imply that teachers, regardless of their personal and professional characteristics, consistently observed the social adjustment behaviors of Grade One pupils in a similar manner. Such consistency suggests that teachers' demographic and professional backgrounds do not influence their assessment of pupils' social adjustment. The findings corroborate the study of Alabe (2023), which likewise reported no significant differences in teachers' perceptions of kindergarten learners' social adjustment across various profile variables, indicating that teachers tend to have a common understanding and observation of learners' social adjustment regardless of their individual characteristics.

Table 3

Significant Difference on the Extent of Social Adjustment of Grade One Pupils as Perceived by the Teacher-Respondents with Respect to the Different Aspects in Terms of Their Profile

Aspects/Variables	F-value	p-value	Ho	Verbal Interpretation
Age				
Teacher-pupil relationship	.124	.884	Accepted	Not Significant
Peer relationship	.467	.630	Accepted	Not Significant
Emotional Adjustment	.485	.619	Accepted	Not Significant
Sex				
Teacher-pupil relationship	.018	.894	Accepted	Not Significant
Peer relationship	.241	.626	Accepted	Not Significant
Emotional Adjustment	1.708	.095	Accepted	Not Significant
Civil Status				
Teacher-pupil relationship	.245	.623	Accepted	Not Significant
Peer relationship	.155	.695	Accepted	Not Significant
Emotional Adjustment	.357	.553	Accepted	Not Significant
Educational Attainment				
Teacher-pupil relationship	.473	.703	Accepted	Not Significant
Peer relationship	1.222	.313	Accepted	Not Significant
Emotional Adjustment	1.143	.114	Accepted	Not Significant
Length of Service				
Teacher-pupil relationship	.019	.982	Accepted	Not Significant
Peer relationship	.279	.758	Accepted	Not Significant
Emotional Adjustment	.871	.425	Accepted	Not Significant
Position Title				
Teacher-pupil relationship	2.123	.110	Accepted	Not Significant
Peer relationship	2.005	.126	Accepted	Not Significant
Emotional Adjustment	2.410	.079	Accepted	Not Significant
In-Service Trainings Attended				
Teacher-pupil relationship	.233	.919	Accepted	Not Significant
Peer relationship	.352	.842	Accepted	Not Significant
Emotional Adjustment	.940	.449	Accepted	Not Significant

3.4 Level of Academic Performance of Grade One Pupils as Revealed by their Average Grades

Table 4 presents the level of academic performance of Grade One pupils based on their average grades. The findings show that 46% of the classes obtained Satisfactory performance (80–84), 34% achieved Very Satisfactory performance (85–89), and 20% attained an Outstanding rating (90 and above). The pupils' highest recorded average grade was 92, while the lowest was 80, yielding an overall mean grade of 85.22, which is verbally interpreted as Very Satisfactory. The computed standard deviation of 3.599 indicates relatively minimal variation in the pupils' academic performance, suggesting that their grades were generally consistent across the different classes. These findings imply that Grade One pupils demonstrated commendable academic achievement, reflecting their ability to meet the expected learning competencies despite being in the early stage of formal education. The overall performance may be attributed to effective classroom instruction, supportive learning environments, and the development of positive learning habits among the pupils. This finding is consistent with Alegria (2023), who emphasized that learners' academic performance is influenced by a combination of personal motivation, effective study habits, self-management skills, and supportive educational environments, all of which contribute to improved learning outcomes and academic success.

Table 4

Level of Academic Performance of Grade One Pupils as Revealed by their Average Grades

Grades	Descriptors	Average Grades	
		Frequency	Percentage
90 and above	Outstanding	10	20.0
85-89	Very Satisfactory	17	34.0
80-84	Satisfactory	23	46.0
Total		50	100
Highest		92	
Lowest		80	
Mean		85.22(Very Satisfactory)	
Std. Deviation		3.599	

3.5 Significant Relationship Between the Perceived Extent of Social Adjustment of Grade One pupils and their level of Academic Performance

Table 5 presents the computed Pearson r-values showing the relationship between the extent of social adjustment of Grade One pupils and their level of academic performance. The results reveal very weak positive correlation coefficients for teacher–pupil relationship ($r = .041$, $p = .776$), peer relationship ($r = .066$, $p = .648$), and emotional adjustment ($r = .116$, $p = .423$). Since all p-values are greater than the 0.05 level of significance, the null hypothesis is accepted, indicating that there is no significant relationship between the perceived extent of social adjustment and the academic performance of Grade One pupils. These findings suggest that pupils' relationships with teachers, interactions with peers, and emotional adjustment, as perceived by teachers, do not significantly influence their academic achievement. The results imply that academic performance may be affected by other factors such as cognitive ability, home environment, instructional practices, parental support, and learning motivation rather than social adjustment alone. This finding contradicts the study of Periasamy (2024), which reported a significant positive relationship between social adjustment and academic achievement among high school students, suggesting that the influence of social adjustment on academic performance may vary across educational levels and learner characteristics

Table 5

Significant Relationship Between the Perceived Extent of Social Adjustment of Grade One pupils and their level of Academic Performance

	r-values	p-value	Ho	VI
Teacher-Pupil Relationship	.041	.776	Accepted	Not Significant
Peer Relationship	.066	.648	Accepted	Not Significant
Emotional Adjustment	.116	.423	Accepted	Not Significant

Conclusions & Recommendations

The study concludes that Grade One pupils exhibit a moderate level of social adjustment, as reflected in their teacher–pupil relationship, peer relationship, and emotional adjustment, all of which were assessed as "Sometimes." Teachers' perceptions of pupils' social adjustment did not significantly differ when grouped according to age, sex, civil status, educational attainment, length of service, position title, and in-service trainings attended, indicating consistency in their observations regardless of their personal and professional characteristics. Moreover, Grade One pupils attained an overall Very Satisfactory level of academic performance. However, no significant relationship was found between pupils' social adjustment and their academic performance, suggesting that academic achievement is influenced by factors other than social adjustment alone.

Based on these findings, it is recommended that school administrators strengthen programs and interventions that promote pupils' social and emotional development through teacher capacity-building activities, learner support initiatives, and parent engagement programs. Teachers should continue fostering positive classroom environments that encourage healthy teacher–pupil and peer relationships while implementing strategies that address learners' emotional needs. Parents are likewise encouraged to collaborate closely with teachers in supporting children's holistic development both at home and in school. Future researchers may conduct similar studies involving larger populations, different educational settings, or additional variables such as parental involvement, learning motivation, socioeconomic status, and classroom climate to gain a broader understanding of the factors influencing the academic performance of Grade One pupils.

Compliance with ethical standards

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