Current Status of First-Grade Students' Adaptability in Learning Activities

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Abstract

This study surveys the current state of adaptability in learning activities among first-grade students, aiming to assess their capacity to adjust as they transition from preschool to primary school. The research identifies the challenges and advantages students encounter in learning activities and explores factors affecting their adaptability. An objective assessment scale was developed to measure the formation of adaptability in first-grade students, surveying 168 students. Additionally, a teacher-assessment scale was created to evaluate teacher observations of first-grade students' adaptive behavior in learning activities, covering 117 teachers and 23 classes across two provinces, Nghe An and Ha Tinh. All pairs of variables compared showed relatively strong positive correlations (ranging from a minimum of 0.38 to a maximum of 0.66). Consequently, it can be observed that the adaptability level of first-grade students in learning activities is closely related to their academic outcomes. The correlation coefficient between academic outcomes and behavior in low-determined situations was 0.65, which is higher than in high-determined situations (0.53). Therefore, the adaptability of first-grade students in learning activities is closely associated with their academic performance. Results from 117 surveyed teachers with first-grade teaching experience indicate that 100% agree that adaptability significantly influences students' learning processes and outcomes; 98.29% believe it is essential to focus on improving student adaptability in first-grade instruction.

Keywords: *First-Grade Students, Adaptability, Learning Activities, Current Status, Teachers.*

Introduction

B. Zazzo (1987) and colleagues conducted research on the transition of children from preschool to first grade. The author identified various expressions of first-grade students' adaptability to learning activities, noting that students' learning adaptability is closely linked to aspects of psychological development, such as autonomy, intelligence, gender, biological factors, and family environment. These findings initially suggested the potential for predicting students' adaptability upon entering first grade. Furthermore, this research indicated a strong relationship between adaptability and academic performance. Studies on six-year-old students' learning adaptability revealed that their adaptability is influenced by twelve social factors; the findings also confirmed that instructional methods and educational approaches in preschool and elementary school significantly affect first-grade students' adaptability. The author suggested that, to support children's smooth adjustment to learning activities, a transitional phase is necessary where play-based activities and the student-teacher dynamics from preschool should be maintained during the first half of the first-grade year.

In her 1989 study, Vu Thi Nho found that, at the start of elementary school, 70%-80% of students adapt to learning activities, although at a moderate level, with influences stemming from preschool education, family upbringing, school environment, teaching methods, and the teacher's role. Nguyen Kim Quy (1995) indicated that first grade involves a dynamic, complex adaptation process to learning activities, with a small portion of students (10%-15%) still facing adaptability challenges by the end of the year. However, not all students adapt easily to these changes. Some may struggle to make new friends, understand and follow classroom rules, or absorb knowledge through new teaching methods. This underscores the need for both teachers and parents to support and create favorable conditions for students to develop learning adaptability. Although numerous studies have explored learning skill development for elementary students, there is a lack of in-depth research on first graders' learning adaptability within the context of modern education. Understanding the factors and manifestations influencing adaptability can guide appropriate educational interventions, enhancing the quality of primary education.

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Our research aims to explore:

- The current state of first-grade students' adaptability in learning activities and its relationship with various related factors.

- The perspectives of first-grade teachers and their strategies to enhance students' learning adaptability.

Literature Review

First-grade students' adaptability in learning activities refers to their ability to familiarize and adjust themselves to different activities, rules, learning methods, and academic demands as they first enter the school environment. During this phase, children transition from play-based learning at home or preschool to a more structured learning environment that requires focus and adherence to classroom rules. Adaptability is understood as the process of adjusting one's behaviors, attitudes, and emotions to meet new requirements and conditions. For first-grade students, this adaptability involves integrating into a new learning environment, developing self-regulation skills, and building social relationships with peers and teachers. Piaget (1952) pointed out that children's cognitive development through stages is a continuous adaptation process, wherein they learn to adjust and balance external demands with their own intrinsic abilities. Piaget's theory on children's cognitive development includes stages they must pass to adapt to new learning environments, highlighting the importance of self-regulation and thinking in the early years. In contrast, Vygotsky (1978) emphasized the role of the social environment and adult support in helping children adapt and develop. Vygotsky introduced the concept of the "Zone of Proximal Development" (ZPD), stressing the significance of social surroundings and adult assistance in children's development. This theory applies to explaining first graders' adaptability when supported by teachers and parents, offering a theoretical foundation for studying first-grade students' adaptability and understanding how they develop cognitive skills and competencies in a new school setting.

Several factors influencing first-grade students' adaptability in learning include:

Physical and mental development: First-grade students are in a phase of physical, cognitive, and emotional development. They need time to adjust to new requirements related to sitting, memorizing, and focusing.

Self-management skills: Learning adaptability requires students to self-manage, from sitting quietly in class and completing assignments to learning to interact with friends and teachers.

Learning environment: The classroom environment significantly impacts children's adaptability. A supportive setting that allows children to explore freely and access knowledge in a way that suits their abilities helps them adjust more quickly.

Teaching methods: Personalized, flexible, and dynamic teaching methods make it easier for first-grade students to absorb knowledge and adapt to learning activities.

Family support: The family plays a critical role in supporting children as they adjust to the new learning environment. Encouragement and support from parents can help children overcome initial difficulties

Margetts (2002) highlighted that the complexity and diversity in the transition process can significantly impact how children adapt to a new learning environment. The author emphasized that major changes in environment, learning methods, and social relationships are critical factors that need attention to help children settle and integrate more effectively. Entwisle and Alexander (1998) underscored the role of the family environment and teacher support in promoting first-grade students' adaptability. Their research concluded that support measures from family and teachers are crucial in reducing adaptation difficulties. Rimm-Kaufman, Pianta, and Cox (2000) analyzed teachers' perspectives on the challenges children face during transitions. The study showed that preparation in social skills and support from teachers enable children to navigate the transition phase more effectively, thereby boosting their confidence and learning

capabilities. Nguyen Thanh Binh (2015) surveyed the state of school adaptability among students, identifying specific factors influencing adaptability levels. The study provided recommendations for improving the learning environment, reducing student stress, and enhancing support from teachers and parents. Nguyen Thi Thu Ha (2020) analyzed influencing factors, proposing effective support measures for students during this transitional phase. The author emphasized that, alongside family and school support, educational programs focused on developing social skills and school adaptability are essential. Joseph A. Durlak (2016) focused on the importance of Social and Emotional Learning (SEL) for first-grade students' adaptability in school. SEL is vital for young children as it helps them develop essential competencies such as self-awareness, self-regulation, social awareness, communication skills, and responsible decision-making. The author argued that SEL programs can improve students' ability to handle emotional and social challenges at the start of schooling, which is crucial for both academic success and overall well-being. Particularly, first-grade students face significant developmental changes, and SEL equips them with tools to navigate new social situations, adhere to classroom rules, and build positive relationships with peers and teachers. Through case studies and research data, Durlak demonstrated that students who receive structured SEL education adapt better to the demands of formal schooling. They tend to have better academic outcomes, lower stress levels, and improved social integration compared to peers who do not receive this support. The paper emphasized the necessity of integrating SEL into primary education as a strategy to promote long-term success in both academic and personal development. This study affirmed that a comprehensive approach, integrating cognitive and emotional development, is essential for ensuring a smooth transition for first-grade students into formal learning environments

Sarah L. Pierce's (2019) research focused on exploring the role of the teacher-student relationship in first graders' adaptation to school. This study highlighted the importance of teacher-student relationships in helping students overcome challenges when entering the school environment, especially during the early stages of learning. The main objective of the research was to examine how the teacher-student relationship affects children's adaptability to the school environment, including factors like engagement in learning activities, rule compliance, emotional development, and social skills. Pierce demonstrated that a positive relationship with teachers not only helps students build confidence but also plays a crucial role in their academic success and behavior at school.

The study also employed Bronfenbrenner's (1979) ecological framework, which emphasizes that children's development is influenced by multiple factors within their microsystem, such as teacher-student interactions. Positive interactions create a solid foundation for children to develop social and learning skills, minimize negative behaviors, and support their school adaptation. Additionally, Pierce highlighted the importance of supporting teachers in building positive relationships with students, showing that this relationship impacts not only academic achievement but also the development of children's social skills and behavior throughout their educational journey. The study concluded that, for first graders to adapt successfully to the school environment, teachers must act as emotional guides and supporters, creating a positive learning environment that fosters comprehensive development in both academic and social areas.

Terziev Venelin's (2020) study identified that the adaptation process for first graders in the school environment is a complex and crucial transitional phase requiring psychological, social, and behavioral adjustments. This adaptability affects not only academic success in the first school year but also has long-term impacts on children's learning and social development in subsequent years. The study emphasized that teachers and parents play essential roles in first graders' adaptation. Active involvement from teachers through academic support and classroom management helps students feel secure, while parental support establishes a solid foundation for children's adjustment process. Terziev identified several key factors influencing first-grade adaptation, including: individual factors (psychology and self-regulation), social factors (relationships with peers and teachers), family factors, and the school environment.

L. Bierman (2008) explored how social and emotional factors influence first-grade success. This research emphasized the importance of emotional understanding, social problem-solving skills, and positive social behavior in early academic achievement. According to a systematic review by Donaldson, Moore, and Hawkins (2022), school transition intervention programs can improve mental health and well-being outcomes for children and adolescents by providing tools for coping with change and building resilience.

These programs may include emotional support activities, social skills development, and enhanced interactions among students, teachers, and families. The study also found that interventions with community involvement and tailored to students' specific needs tend to yield better outcomes. Implementing early interventions before children enter the transition phase can help mitigate potential negative impacts on mental health

B. Zazzo (1987) discussed the transition from preschool to elementary school, a crucial stage in child development. She emphasized: "The contribution that psychologists can make is to provide a unique, thorough, and detailed understanding of the events that actually take place within the school, involving the school and the children, as they truly are in reality." With this perspective, B. Zazzo's research was conducted in two main areas: "Children's integration with peer groups and their level of participation in school activities." The study results focused on children's behaviors and reactions, providing a description of the adaptation process rather than academic outcomes or test scores. The author employed a combination of research methods, with the most important being direct observation of children's behavior in typical learning situations.

The second key method was "indirect observation," in which teachers provided assessments of specific aspects of children's behavior. With this research content and methodology, B. Zazzo presented several notable conclusions and observations:

- The adaptation to learning activities for first-grade children is a complex and variable process.

- This adaptation process is influenced by many internal and external factors, the most prominent being gender, family environment, intellectual development, autonomy, self-control, biological history, and the age at school entry.

- The adaptability to learning activities of first-grade students shows little correlation with preschool teachers' evaluations of the child's abilities.

- The level of adaptation to learning activities in children has almost no correlation with their adaptation to community activities.

- It is possible to predict children who are likely to have poor adaptability to learning activities at the beginning of the school year.

In summary, B. Zazzo concluded that effective intervention measures are psychological in nature. However, the most immediate and impactful approach is for first-grade teachers to understand the psychological characteristics of students and the psychological challenges they face during the transition from preschool to first grade.

Research Methodology

Research Subjects

- *Students***:** First-grade students at Ben Thuy Primary School in Vinh City, Nghe An, with a sample size of 168 students selected randomly by class unit. These students are distributed across four first-grade classes.

- *Teachers:* Primary school teachers who have taught or are currently teaching first grade in the provinces of Nghe An and Ha Tinh, with a sample size of 117 teachers selected randomly from 23 primary schools across urban, suburban, and rural areas.

- *Behavioral Observations***:** The behavior and reactions of the children were studied through two methods: 1) Direct observation of children's behavior in specific learning situations; and 2) Soliciting

feedback from homeroom teachers who taught the children at the end of the school year on various psychological indicators of adaptability in the learning process.

Objective Evaluation Scale for Adaptability Formation

The research team observed similar behaviors and categorized their levels based on a unified standard, specifically:

- The correctness of learning posture and classroom behavior.

- Level of discipline and order in the classroom.

- Level of active participation in learning.

- Level of attention during learning.

- Confidence in carrying out learning-related actions and behaviors.

- Independence in completing tasks.

- Accuracy in task execution following instructions.

- Speed of actions and behaviors in learning.

- Carefulness, meticulousness, and planning in learning-related behaviors.

The observed results were rated on a 3-point scale: not meeting expectations (0), meeting expectations (1), and excellent (2). The total score across all nine aspects was calculated (with a maximum of 18 points per student) and used to classify adaptability levels as follows: 0 to 8 points – low; 9 to 12 points – average; 13 to 15 points – good; and 16 to 18 points – excellent.

Teachers' Evaluation of First-Grade Students' Adaptability in Learning Activities

To supplement classroom observations, the research team collected teachers' evaluations of the students' suitability of behavior and adaptation in learning activities across nine aspects. Each aspect was rated on a scale of three levels: weak, average, and fairly good. These evaluations were then compiled into an overall assessment scale with four levels: 0, I, 2, and 3, corresponding to the response levels: not meeting expectations, average, good, and excellent for each student.

Research Results and Discussion

Results of Observing First-Grade Students' Adaptable Behavior in Learning Activities During Class

Results in High-Determination Learning Situations

The majority (95.2%) of first-grade students in high-determination situations demonstrated adaptable behavior that met required levels or higher. This suggests that students can be introduced to school discipline without a lengthy transitional phase. The adaptability level of students' behavior in high-determination learning situations generally increased from the first to the second observation, indicating that first-grade students can quickly grasp and stabilize adaptive behaviors, achieving a high level of adaptability within the first semester.

Results in Low-Determination Learning Situations

The adaptability level in low-determination situations was significantly lower than in high-determination situations, especially at the beginning of the school year. Notably, about one-fifth of students struggled with self-regulation at the start of first grade, even though they understood the required behaviors. Although adaptability increased over the three observations, the overall rate remained consistently lower than in high-determination situations. However, the disparity between the two situations decreased from the beginning to the end of the year, and students' progress in low-determination situations eventually surpassed that in high-determination situations. Most students showed moderate or fairly good levels of adaptable behavior in this situation, indicating that developing adaptability in less-structured situations was more challenging, slower, and lower compared to high-determination situations. Unlike in high-determination situations, the increase in adaptability behavior was notably stronger in the second semester.

There was a considerable discrepancy (0.5 - 1) between students' adaptability levels in the two situations across all three observations. This suggests that students' acquisition of behavioral tools was higher than their development of internal adaptability as first graders.

Comparing Differences in First Graders' Behavioral Adaptability Across Contrasting Situations
To explore these differences, we calculated the average difference between students' adaptable behavior in the first situation (X) and the second (Y). The findings indicated that the adaptability psychology for learning activities in first-grade students develops throughout the school year. However, this development is nonlinear, with varying rates and levels of formation between the external behavioral aspect and the internal subjective aspect of adaptability. By the end of first grade, the vast majority of students had developed a relatively complete adaptability structure that met learning requirements or exceeded them.

According to classroom teachers, 80.35% of students demonstrated adaptability at a satisfactory level or above, while 19.64% had not yet adapted to learning activities. The distribution showed that 20.83% of students were at an average level of behavioral adaptability, one-third at a fairly good level, and 25.60% at an excellent level, a relatively high percentage, with most behaviors rated as 3 (excellent).

Summary of First-Grade Students' Adaptability in Learning Activities

To assess the alignment between various adaptability indicators in first-grade students' learning activities, we used the Pearson correlation coefficient (r), calculated across variable pairs: the adaptability behavior level in situation 1 (x) and situation 2 (y) at observation points 1 and 3 (X1, X3, Y1, Y3), and the adaptability level (x; y) compared with teachers' evaluations (u). Although the adaptability level observed in situation 1 at the first observation (y1) showed a positive correlation with other variables, it was not high. In contrast, the adaptability level in situation 2 at the first observation had a lower correlation with the third observation in situation 1 and teachers' evaluations. This suggests that the internal formation of adaptability is primarily developed during the actual first-grade learning process.

The correlation between the adaptability behavior level in situation 1 at the first observation (x1) with other variables was higher than the level in situation 2 at the first observation (y1), indicating that early adaptability in high-determination situations strongly influences learning activities and adaptability in lower-determination situations. However, the initial adaptability level at the start of first grade did not significantly impact adaptability levels at the end of the school year. The correlation between observed adaptability in high-determination and low-determination situations at the third observation (x3 and y3) was fairly strong (ry3-x3 = 0.53), as was the correlation with teachers' evaluations (u). This indicates a close relationship between observed adaptability in both situations by the end of the school year.

Research on first graders' adaptability in learning activities revealed that: By the end of first grade, most students (about 75%) reached a satisfactory level of adaptability, with only a very small proportion (under 10%) showing excellent adaptability, and about 15% still not fully adapted. The psychological structure of

adaptability (behavioral and internal aspects) in most first-grade students did not develop at an equal pace and was only fully established by the end of the year. There was a strong correlation among the adaptability indicators examined.

Survey Results on Factors Related to First-Grade Students' Adaptability in Learning Activities

The majority of first graders achieved average to good academic results (83.92%), corresponding to the end-of-year observations in low-determination situations. This indicates a close link between academic performance and the development of internal adaptability to learning activities. To examine the relationship between academic performance and adaptability levels in first-grade students, we calculated the correlation coefficient between academic performance (k) and various adaptability indicators. The results are as follows (Table 4.2.1):

No.	Comparison of Variable Pairs	Correlation Coefficient (r)
1	k - Situation 1, Observation 1 (x1)	0.48
2	k - Situation 2, Observation 1 (y1)	0.38
3	k - Situation 1, Observation 3 (x3)	0.53
4	k - Situation 2, Observation 3 (y3)	0.65
5	k - Teacher Evaluation (u)	0.66

Notes: 1. kkk: Academic performance level; 2. rrr: Pearson correlation coefficient between variable pairs.

All compared variable pairs showed relatively strong positive correlations (ranging from a minimum of 0.38 to a maximum of 0.66), indicating that first-grade students' adaptability levels in learning activities are closely related to their academic performance. Specifically:

- First-grade students' academic performance is strongly related to the development of adaptable behavior throughout the school year, though less so with the initial adaptability levels.

- At the third observation, academic performance correlated more strongly with behavior in low-determination situations (0.65) than in high-determination situations (0.53).

In summary, first-grade students' adaptability levels in learning activities have a relatively close relationship with their academic performance. Results from a survey of 117 first-grade teachers showed that 100% agreed that adaptability in learning activities has a strong impact on students' learning process and outcomes, and 98.29% believed that enhancing students' adaptability should be a focus in first-grade instruction.

Intellectual Development of First-Grade Students and Its Relationship with Adaptability Indicators in Learning Activities

Intellectual development, measured by the Draw-a-Person test, showed an average score significantly higher than the standard for 6-year-olds (approximately equivalent to 6 years and 9 months). There was a substantial variation in intellectual test scores among the study participants upon entering first grade. Only about one-quarter of the students scored at the 6-year level, while over half scored at the 7-year level or higher.

To explore the relationship between first graders' intellectual development and their adaptability to learning activities, we calculated the correlation between this variable (v1) and the various adaptability indicators. The results are presented in Table 4.2.2.

No.	Comparison of Variable Pairs	Correlation Coefficient (r)
1	Intelligence - Observation Situation 1, Round 1 (rv1 - x1)	0.18

No.	Comparison of Variable Pairs	Correlation Coefficient (r)
2	Intelligence - Observation Situation 2, Round 1 (rv1 - y1)	0.27
3	Intelligence - Observation Situation 1, Round 3 (rv1 - x3)	0.23
4	Intelligence - Observation Situation 2, Round 3 (rv1 - y3)	0.45
5	Intelligence - Teacher Assessment of Adaptability Behavior (rx1 - u)	0.22

Table 4.2.2 indicates that the level of intellectual development, as measured by the Draw-a-Person test at the beginning of first grade, has a positive but relatively low and inconsistent correlation with all adaptability indicators. There is a relatively strong correlation between intellectual development and adaptability observed in low-determination learning situations at the end of the year (0.45). Conversely, the correlation between intellectual development and adaptability in high-determination situations, as well as with teachers' assessments, is weaker (0.18; 0.23; 0.22).

To further investigate the relationship between intellectual development at the beginning of first grade and adaptability indicators, we created a matrix showing the relationship between initial intellectual development and adaptability behavior levels at the end of the year in both observation situations.

By the end of the school year:

- *Students With Low Intellectual Development*: Their adaptability behavior predominantly fell at the average level in both situations, though it was notably lower in low-determination situations.

- *Students With Average Intellectual Development*: Most achieved fairly good (20) and average (11) adaptability in high-determination situations, while in low-determination situations, these students were primarily at the average level (23), followed by fairly good.

- *Students With Good Intellectual Development*: In the first situation, most were distributed at the fairly good level (53), followed by good, though only two-fifths (21) reached this level. In the second situation, the distribution was primarily at the fairly good level (56), followed by average (19).

- *Students With Excellent Intellectual Development*: In the first situation, most were at the good level (11), followed by fairly good (7). In the second situation, the distribution was more balanced, with fairly good (10), good (5), and average (4) nearly equal.

These results suggest that intellectual development at the beginning of the school year is closely related to adaptability behavior levels by the end of the year, though the relationship is not linear. Students with lower intellectual levels (weak or average) tended to achieve higher adaptability behavior than their intellectual level would predict. Meanwhile, for students with good or excellent intellectual levels, their adaptability behavior in high-determination situations matched their intellectual level but was lower in low-determination situations.

The first-grade teachers also rated intellectual development as having a significant impact on students' adaptability and performance in learning activities.

Relationship Between Family Environment and First-Grade Students' Adaptability in Learning Activities

We conducted a survey on the family backgrounds of the students. The majority of study participants had family backgrounds rated at levels 1 and 2, with only 6.51% of students coming from highly challenging backgrounds and 5.33% from very favorable backgrounds. We calculated the correlation coefficient between family background levels and the adaptability indicators. The correlation results showed that family environment had a positive correlation with all aspects of adaptability, ranging from 0.18 to 0.50. Family background had the highest correlation with teachers' evaluations (0.43), followed by observed behavior in situation 2 during the third observation (0.32). This indicates a relatively close relationship between family

background and first graders' adaptability, especially with psychological qualities of adaptability. Family background had a positive but not high and relatively uniform correlation with behavior observed in low-determination situations, suggesting that family background has a limited effect on initial adaptability behaviors and the internalization of adaptive behaviors in learning activities. However, the correlation was relatively high in low-determination situations, indicating that family background is an important predictor of adaptability, particularly for children from disadvantaged families.

Relationship Between Age at School Entry and Adaptability in First-Grade Learning Activities

The survey results showed that, although there was a significant age range (11 months) among students entering school, this age difference did not lead to significant differences in overall adaptability to learning activities or academic outcomes. Feedback from first-grade teachers regarding the role of age in students' adaptability in learning activities supported this finding.

Relationship Between Gender and First-Grade Students' Adaptability in Learning Activities

Our study included 168 participants, with 81 boys and 87 girls. We calculated the average adaptability scores for both groups, comparing these averages to assess differences. We then calculated the Student's t-value for each adaptability indicator, comparing it to the critical t-value (t 〈 = 1.61) to determine the statistical significance of the differences between groups. For most adaptability indicators, the t-value exceeded the critical t-value, indicating that the differences between boys and girls in adaptability levels were statistically significant (except for the adaptability behavior in situation 1, observation 2).

The findings suggest that the level of adaptability behavior and the internal aspect of adaptability formation were notably lower in first-grade boys compared to girls. The average teacher rating of girls' adaptability behavior was significantly higher than that of boys (difference of 0.47).

In terms of academic performance, the average score for girls exceeded that for boys by 0.19, with a t-value of 2.28 (t 〈 = 1.61), indicating a statistically significant difference in academic performance between boys and girls. This difference highlights two points:

- Academic performance, as a critical indicator, shows that adaptability in boys is notably lower than in girls.

- The discrepancy in academic performance is not as pronounced as the difference in observed adaptability behaviors at the end of the year and in teachers' evaluations.

Overall, the comparison and analysis results indicate that first-grade students' adaptability in learning activities is closely related to gender. Boys generally exhibit lower adaptability and performance levels than girls in the same age group, learning environment, and with the same teacher

Impact of Teacher Influence on First-Grade Students' Learning Adaptability

To examine the impact of teacher influence on students' adaptability in learning, we analyzed variations in adaptability levels across different classes. We assessed adaptability indicators by class, and the results showed significant differences among the groups surveyed, particularly between classes 1B and 1C. The disparity in adaptability levels between these two classes may be due to various factors, notably differences in the teachers' attributes, including appearance, education level, age, understanding of first graders' psychological characteristics, teaching content knowledge for first grade, and experience in teaching first grade.

Other influential factors include consistent, systematic monitoring of students' behaviors in the classroom, consistency in expectations, fairness in treatment, understanding of students' individual characteristics and backgrounds, and attention to students inside and outside of class. These findings serve as a practical basis

for us to develop a system of experimental interventions to enhance students' adaptability in the learning process. Additionally, 86.32% of respondents believed that first-grade teachers could actively improve students' adaptability in learning through appropriate pedagogical approaches. Thus, it can be concluded that teachers can positively influence students' adaptability through suitable educational interventions.

Conclusion

During the first grade, students experience strong development in learning adaptability. Adaptability in students occurs on two levels: mastering the content and modes of school behaviors and forming psychological qualities that enable students to control and direct learned behaviors appropriately in various learning situations. Of these, the first level develops earlier and at a higher level than the second. By the end of the first-grade year, most students have adapted to learning activities, though not at an advanced level, with only a small number showing excellent adaptability. First-grade students' adaptability is influenced by factors including intellectual development at school entry, gender, family environment, and teacher influence during the teaching process. There is a close relationship between first-grade students' adaptability and the pedagogical impact of teachers during teaching, providing a practical foundation for proposing experimental interventions to enhance adaptability in the classroom. Furthermore, among the factors examined at the start of the school year, three factors—children's intellectual development as measured by the Draw-a-Person test, family environment, and gender—showed a relatively strong positive correlation with first graders' adaptability indicators. Thus, data on these three factors at the beginning of the school year can be used to predict students' adaptability levels in first-grade learning, particularly in identifying students who may face challenges in adapting to learning activities.

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