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PSYCHO-SOCIAL FACTORS AND THEIR IMPACT ON STUDENTS SCHOOL ADJUSTMENT

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Abstract

This research study was titled Psycho-Social Factors and Their Impact on Students School Adjustment at the Secondary Level. The primary objectives of the study were to assess the effects of psychological factors (such as self-esteem, stress, and motivation) on students' school adjustment and to examine the influence of social factors (including socio-economic status, cultural backgrounds, and peer relationships) on students' school adjustment. The study was carried out in two districts, Bhakkar and Layyah. Given the nature of the research, a descriptive research design was employed. The population for this study consisted of 10,945 students chosen from seven tehsils within the districts of Bhakkar and Layyah. This population was divided into 6,155 students from district Bhakkar and 4,790 students from district Layyah. A sample size of 381 was calculated using Yamanes (1973) formula. The researcher employed a custom-designed questionnaire to gather data. The instrument's validity was established with the help of experts in social sciences, particularly in Teacher Education, while its reliability was assessed using Cronbachs Alpha. For the analysis of data, statistical methods like correlation and regression were utilized.

Psychological factors significantly affect school adjustment, according to regression analyses. School adjustment is significantly influenced by social variables, as shown by statistical analysis. To enhance school adjustment, the study suggests incorporating goal setting workshops, career counseling, and recognition systems in schools.

1. INTRODUCTION

1.1 Background of the Study

School adjustment plays a vital role in a student's comprehensive development, impacting academic success, behavioral tendencies, and social engagement (Smith, 2024). A student's capacity to adapt successfully to the school setting is influenced by various psychosocial elements, such as self-esteem, peer relationships, family support, and emotional health. Recent research highlights the importance of these factors in promoting positive school experiences and reducing problems such as anxiety, depression, and social isolation (Raniti et al., 2022).

Psychosocial factors can act as both incentives and barriers to effective school adjustment. For example, strong peer support and active family involvement are associated with increased resilience and adaptability in students (Ruihua et al., 2025). On the other hand, negative psychosocial conditions such as low self-esteem and family conflicts can prevent students from fully participating in school activities and forming meaningful relationships (Kususanto et al., 2012).

The complex interplay of these factors highlights the need for comprehensive understanding to help identify interventions that promote mental health and academic success. Psychosocial processes reveal how an individual's internal personal qualities and external environment interact to influence the development and functioning of the mind. These include a variety of social supports and challenges, such as family upbringing, peer relationships, socio-economic status, culturally related factors, individual academic perceptions, and the educational system. In this context, the family environment constitutes a fundamental pillar of a child's social and emotional development and directly influences its integration into the educational system. Research has shown that high parental involvement, warmth, and structural support promote positive adjustment to school (Pomerantz & Eaton, 2001), while strong family cohesion and mutual support networks act as protective factors that promote psychological resilience and reduce depressive symptoms (Herman et al., 2007).

Conversely, dysfunctional families, chronic interpersonal conflicts, and lack of support systems often lead to maladaptive behaviors and difficulties during school transitions (Pettit et al., 2001). Along with family dynamics, peer networks serve as a major source of social evaluation and influence on behavior during this formative period. High levels of peer acceptance and good friendships significantly strengthen students' sense of belonging to their institution and facilitate their academic transition (Wentzel, 2003).

In contrast, harmful peer dynamics, such as bullying victimization and organizational social exclusion, can cause severe psychological distress that can lead to psychological distress, which can subsequently undermine students' academic self-image and willingness to actively participate in the school environment (Hymel et al., 2010).

1.2 Statement of The Problem

How students adapt to their school environment greatly influences both their academic performance and personal growth (Holt-Lunstad et al., 2022). Today, educators and institutions face challenges such as increasing curriculum complexity, increasingly diverse student populations, and rapidly changing societal expectations. Expanding our understanding of how psychosocial influences influence young students' academic adjustment has become increasingly important given the rapidly changing educational environment.

A variety of psychosocial issues, including anxiety, depression, bullying, cybervictimization, and low self-esteem, impair students' ability to stay focused and feel part of a learning community. School adjustment is a vital aspect of students' overall academic success and mental health. This involves students' ability to adapt to the academic, social and emotional challenges of the school environment. Despite its recognized importance, many students experience difficulty adjusting to school life, which can have a negative impact on their academic performance, social connections and mental well-being.

Psychosocial factors such as self-esteem, motivation, socioeconomic status, peer relationships, family support, culture, and stress levels are thought to significantly influence students' ability to adapt effectively to the school environment. However, the specific ways and extent to which these factors influence adaptation in different cultural and socio-economic contexts are not fully understood. Current research often lacks a comprehensive understanding of how these psychosocial variables interact to promote or inhibit academic adjustment for different student groups.

This gap highlights the need for a systematic investigation into how psychosocial factors impact students' school adjustment. Gaining insights into these relationships is crucial for designing targeted interventions and support systems that can improve students' adjustment, promote mental health, and enhance academic achievement. Therefore, this study aims to investigate the influence of key psychosocial factors on students' school adjustment and provide empirical evidence to guide educators, counselors, and policy makers in developing effective support strategies.

1.3 Research Question

1. Is there any significant impact of psychological factors on student's school adjustment?
2. Is there any significant impact of social factors on student's school adjustment?

1.4 Objective of the Study

1. To identify impact of psychological factors on student's school adjustment.
2. To identify impact of social factors on student's school adjustment.

1.5 Hypotheses of the Study

Ho1.There is no significant impact of psychological factors on student's school adjustment.

Ho2. There is no significant impact of social factors on student's school adjustment.

2. LITREATURE REVIEW

2.1 Psycho-Social Factors

A wide range of academic and non-academic factors significantly influence how students learn and adapt to school as a whole. The purpose of this investigation is to identify how various psychosocial factors influence young children's academic attitudes and behavior, according to research conducted in this area. The emotional well-being of students depends largely on their family at home. Family processes, parental involvement and socio-economic factors continually influence children's attitudes towards education and the ease with which they progress through school life. Based on a literature review, it was found that the nature of family environments can have major influence on a students motivation and academic performance. It is these families that foster education and create a positive learning atmosphere for their offspring.

The sort of friendships an adolescent has in their peer group significantly influences how they act in school and their overall attitude towards learning. Students who develop friendships with positive influences are motivated to perform well and also maintain a sense of belonging at school. Conversely, hanging out with negative peers can lead to dropping out of school and negatively impact social relationships. Research by Ryan and Patrick (2022) shows that students who get along well with their classmates integrate into school much faster and are more engaged in learning.

Self-efficacy and self-esteem greatly influence how you perceive your abilities and the effort you put into your studies. Self-efficacy and self-esteem greatly influence students' academic experiences. Students who believe in their own ability to succeed at school show greater levels of academic motivation and adjustment (Wang, et al., 2021). Students with high self-efficacy develop resilience and effective coping mechanisms (Patel et al., 2022). Self-esteem impacts how students interact with others and strengthen their relationships with peers.

Recent research shows that positive self-esteem is associated with an increased likelihood that students approach learning with an optimistic attitude, which in turn influences how they approach learning. Improving mental and psychological health is essential to impact learning and social development at school. Being depressed, suffering from anxiety, or dealing with any mind-related health issues can interfere with good classroom interaction and participation in your school life.

A study by Hales et al. (2022) confirms that anxiety hinders students' ability to establish and maintain strong relationships with others. Observers and self-regulators are strengthened by a healthy mind and spirit. Motivation to learn is a psychosocial characteristic that varies among students around the world. Based on research conducted by self-determination theory, motivation is classified as intrinsic or extrinsic. Students who are motivated by their own interests in learning and personal development often have a positive view of school. However, students whose motivation depends on external factors, including rewards or grades, may have difficulty overcoming obstacles to their adjustment to school. Students' attitudes and schools' capacity to adapt are also influenced by social and cultural factors. Students viewpoints about the value of education and their role in the educational setting may be influenced by cultural norms, standards and values.

Lopaz (2022)'s research shows that having confidence in one's culture increases academic enthusiasm and confidence. Diversity in school experiences can foster not only cultural understanding but also the development of social skills (Banks et al., 2020). Students who are able to persevere and succeed despite adverse school conditions are considered academically resilient. Immigrant students are especially at risk when they face barriers to academic success, such as language barriers and truancy. When assessing why some children from immigrant families experience difficulties in school, it is important to consider issues related to children's acculturation and the consequences of this process (García-Coll & Marks, 2012).

Various studies have revealed that there is a close relationship between parental involvement in children's education and their academic and psychological health. Henderson et al. (2022) reviewed several studies and came to the conclusion that the active presence of parents in their children's education and regular cooperation between parents and teachers leads to healthier academic performance and better psychological well-being of students. Parents who regularly volunteer at their child's school tend to adapt more easily to the school environment (Brown et al., 2020).

There are several theoretical models underlying the understanding of parent involvement and school adjustment. Epsteins' (1997) overlapping spheres of influence theory emphasizes the importance of parent, school, and community collaboration to promote student success. Hoover-Dempsey and Sandlers (1997) Model of Parental Involvement posits that parental motivation and self-efficacy influence the degree of involvement, which subsequently impacts children's school outcomes. These frameworks suggest that active parental engagement can facilitate smoother school transitions and positive behavioral adaptations. The relationship between socioeconomic status (SES) and students' adjustment to school has been widely studied in educational psychology and sociology.

SES is often determined by income, parental education, and employment status, and influences many aspects of a student's life, including academic performance, mental health, and social integration at school. A child's adjustment to school is multifaceted and includes academic ability, peer relationships, behavior, and psychological development. Many studies have investigated the extent to which low and low SES influences school adjustment.

Sirin's (2005) study summarized the relationship between SES and academic achievement, noting that children with higher SES tend to be better adjusted in school than children with lower SES. Higher SES is often correlated with better access to educational resources such as tutoring, extracurricular activities, and a stable home environment that promotes academic success and overall academic adjustment. Children from higher SES families tend to have better cognitive skills, perform better academically, and show higher motivation and engagement in school. These factors contribute to better academic adjustment compared to peers from lower socio-economic backgrounds, who often face additional challenges such as limited access to educational resources and less parental involvement (Sirin, 2005).

2.35 Emotional Factors: Stress, Anxiety, and Depression

Mental health helps children adapt well to school. Secondary and tertiary education students are particularly susceptible to test-related stress and anxiety, which ultimately reduces their learning motivation and overall performance (Yousaf and Khurshid, 2020; Naz et al., 2020). People with severe school anxiety are likely to withdraw socially and participate less in school activities, which may indicate that they are having difficulty adjusting.

On the other hand, depression and low mood are associated with both less efficient brain functioning and missing school, which often creates even more problems when trying to cope. Taking steps to manage emotions by talking to a counselor and learning how to manage stress can go a long way in helping students adjust to school.

2.2 Student School Adjustment

According to this view, students' ability to learn and assimilate classroom curriculum depends on what happens inside and outside the classroom. Psychologists may view adjustment in different ways, but student adjustment means that students successfully cope with the academic, social, and emotional demands of their school environment (Gay, L.R., et al. 2022). Stress management refers to the techniques and strategies people use to manage their reactions to stressors and maintain their overall well-being (Wheen 2020).

As cited by Ugudulunwa and Anakwe (2012), Kulshrestha describes adaptation as a way to enable people to achieve the desired desired outcomes through their own actions while ensuring that the interaction between humans and the environment is not strained or compromised. Thus, adaptation takes into account the needs of the individual while integrating them into the environment. Academic adaptation can be described as the level to which teaching and the school environment need to be modified to enable students to adapt smoothly to academic activities and learning processes. This aim encourages people to gradually adapt to the rhythms and routines of the school. According to Smits (2024), academic adjustment includes aspects of social, cultural, and personal identity. Academic adjustment refers to the concept of social, emotional, and academic adjustment.

According to Ecclestone (2020), coping in school depends on a person's ability to regulate their emotions, be self-aware, and use appropriate coping techniques. Adaptation refers to an individual's ability to adapt and conform to the norms and standards of the school environment. Adaptable students are better able to resist the effects of drugs, alcohol, and sex, as well as cope with peer pressure as well as challenges in classrooms and social situations. Many learner-centered attributes, such as social, emotional, cultural, and academic skills, influence a student's smooth integration into school. All three of these factors help facilitate a child's adjustment to the school environment. The development of social and psychological skills has been shown to contribute to students' good adjustment at school.

2.8 Teacher Student and School Relationships

Student learning outcomes often depend on the quality of their relationships with their teachers. Strong relationships between teachers and students are associated with students feeling more part of the school community, being more focused in class, and staying motivated to learn. Relationships between teachers and students are optimal when both parties value mutual trust, respect, and work together to achieve student success. Teachers who are warm, responsive, and set high standards for their students help create an environment where students feel comfortable participating in class, asking questions, and relying on support from their teacher. The students who need the most help are the ones who are most dependent on their teachers to encourage and guide them when they find themselves in difficult situations (Pianta et al., 2012).

Research shows that the level of teacher support influences students' academic and social engagement in school. Students who perceive their teachers as warm and supportive are likely to develop greater motivation, stay engaged in learning, and feel better about themselves (Roorda et al., 2011). Students who have problems with their teachers often lose interest in school, exhibit problem behaviors, and have lower academic performance (Skinner & Belmont, 1993). This underscores the important influence teachers have on both the knowledge students gain and the ways they feel about school. The wider environment of the school also influences how well students adapt to their school experience. School climate includes the quality of relationships within the school and the overall environment shaped by the school's culture and beliefs (Cohen et al., 2009). Schools that foster a culture of acceptance, protection, and support enable students to be more successful academically, intellectually, and within the school community. On the other hand, a toxic or indifferent environment for students can lead to increased school dropout, truancy, and a variety of emotional and behavioral problems.

Schools that actively encourage collaborative connections between all members of the community help students develop self-esteem and confidence in their abilities.

3. RESEARCH METHODOLOGY

3.1 Nature of the Study

This study is quantitative in nature and uses a descriptive research design. Quantitative research systematically measures and analyzes numerical data to identify patterns, relationships, and trends among variables (Creswell, 2014; Bryman and Bell, 2015).

3.2 Study Population

This population includes all 10th grade students enrolled in public secondary schools in Rayyar (4,790 students) and Bhakkar (6,155 students), for a total of 10,945 students. This population included students from diverse socio-economic, linguistic, and academic backgrounds.

Table 3.1

Name of Tehsil	No. of Schools	No. of Students
Bhakkar	28	1,670
Darya Khan	16	1,702
Kalor Kot	22	1,480
Mankera	15	1,305
Total	**81**	**6,155**

Table 3.2 School Distribution

Name of Tehsil	No. of Schools	No. of Students
Layyah	27	1,900
Karor	22	1,570
Choubara	23	1,320
Total	**72**	**4,790**

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3.3 Sample of The Study

A sample is a carefully selected portion of an entire population that is representative of a large portion of the population. Adequate sampling is important in quantitative research because it allows results to be applied to the entire population with some degree of confidence (Creswell, 2014; Saunders, Lewis, and Thornhill, 2019). The sampling method, based on stratified random sampling, aimed to ensure proportional representation of important subgroups (Bryman & Bell, 2015). In this study, each subgroup was identified by the distribution of tehsils and student schools in Raiyya and Bakkar districts. Stratification allows for better representation of even smaller subgroups, minimizing sampling error and increasing the external validity of the results. The final sample was a population of 385 out of 10,945 students, calculated using Yamane's (1967) formula with a confidence level of 95 and a margin of error of 5%.

3.4 Sampling and Sample Size

Table 3.3: Sample Distribution of Students by District and Tehsil

District	Tehsil	Number of Schools	Population (Students)	Sample Size
Bhakkar	Bhakkar	28	1,670	59
Bhakkar	Darya Khan	16	1,702	60
Bhakkar	Kalor Kot	15	1,008	52
Bhakkar	Mankera	22	1,775	46

District	Tehsil	Number of Schools	Population (Students)	Sample Size
Subtotal Bhakkar			**6,155**	**217**
Layyah	Layyah	27	1,900	67
Layyah	Karor	22	1,570	55
Layyah	Choubara	23	1,320	46
Subtotal Layyah			**4,790**	**168**
Total		141	10,945	385

Note. The target sample size was determined using Yamane's (1967) formula, assuming a 95% confidence level and a 5% margin of error. Schools were randomly selected within each tehsil to ensure unbiased representation of the student population.

3.5 Instrumentation

The questionnaire in this study was uniquely designed with a 5-point Likert scale to measure respondents' perceptions regarding psychosocial factors and academic adjustment. The questionnaire was designed to include all aspects of the study such as self-esteem, stress, motivation, socio-economic status, cultural background, and peer relations considered as independent variables and school adjustment as dependent variables, namely school adjustment, socioemotional adjustment, extracurricular activities, school environment, and communication. Prior to primary data collection, the instrument was pilot tested with a small group of students to identify ambiguous items, redundant questions, and gaps in data coverage. We used your feedback to make adjustments to make it clear and relevant. The developed instrument produced structured quantitative data that could be statistically analyzed, consistent with the quantitative nature of the study (Creswell, 2014; Bryman and Bell, 2015).

3.6 Validity of Instrument

The validity of a research instrument is important to ensure that it accurately measures the concepts being considered. Content, construct, and face validity were used in this study. Expert judgment (10 social science doctoral students) was used to address the issue of content validity, and the instrument was evaluated for its comprehensiveness and relevance. Construct validity was used to verify that each questionnaire item actually measured the constructs of psychosocial or academic adjustment, while face validity was used to verify whether the questionnaire seemed reasonable on its face (Saunders, Lewis, and Thornhill, 2019; Robson and McCartan, 2016).

3.8 Reliability of Instrument

Reliability is a term that refers to equipment being consistently stable over time (Creswell, 2014). In this study, reliability was determined by internal consistency with Cronbach's alpha. High coefficient alphas (above 0.70) indicate that the survey items were able to consistently measure psychosocial factors and desirable constructs of school adjustment (Bryman and Bell, 2015). Pilot testing also helped improve the reliability of the instrument by identifying potential discrepancies and ambiguous questions prior to large-scale data collection. This form of rigorous reliability assessment ensured that the data obtained was reliable, accurate, and reproducible in subsequent research work.

4. DATA ANALYSIS

4.1 Psychological Factors – Stress (Items 5–8)

Table 4.1: Students' Perception of Daily Life Stress (N = 381)

Response Category	Frequency (f)	Percent (%)	Valid Percent (%)	Cumulative Percent (%)
Strongly Disagree	72	18.9	18.9	18.9
Disagree	123	32.3	32.3	51.2
Neutral	92	24.1	24.1	75.3
Agree	68	17.8	17.8	93.1
Total	**381**	**100.0**	**100.0**	—

Note. The percentages are calculated using valid responses (N = 381).

Table 4.1 presents a report on the answers of 381 individuals to the question based on daily stress. Most of the respondents (51.2) said that they were not stressed in their daily life or strongly not: 32.3% disagreed and 18.9% strongly disagreed. The levels of daily stress were low with only 24.7% showing agreement (17.8% agreed and 6.9% strongly agreed). Also, 24.1% did not have an opinion on this statement.

Table 4.2: Students' Experience of Stress-Related Symptoms

Response Category	Frequency (f)	Percent (%)	Valid Percent (%)	Cumulative Percent (%)
Strongly Disagree	78	20.5	20.5	20.5
Disagree	130	34.0	34.0	54.5
Neutral	86	22.6	22.6	77.1
Agree	63	16.5	16.5	93.6
Strongly Agree	24	6.3	6.3	100.0
Total	**381**	**100.0**	**100.0**	—

Note. Percentages are based on valid responses (N = 381).

Table 4.2 presents the answers related to physical symptoms related to stress. Most of them (54.5) disagreed or strongly disagreed: 34.0% disagreed and 20.5% strongly disagreed. Only 22.8% were in agreement or strongly in agreement that they have such symptoms (16.5% agreed and 6.3% strongly agreed) and 22.6% of them were neutral, which further confirms that the stress level was low.

Table 4.3: Impact of Stress on Decision-Making

Response Category	Frequency (f)	Percent (%)	Valid Percent (%)	Cumulative Percent (%)
Strongly Disagree	85	22.3	22.3	22.3
Disagree	121	31.7	31.7	54.0
Neutral	90	23.6	23.6	77.6
Agree	60	15.7	15.7	93.3
Strongly Agree	25	6.6	6.6	100.0
Total	**381**	**100.0**	**100.0**	—

Note. The valid responses (N = 381) are calculated in percentages.

Table 4.3 indicates that most of the respondents (54.0) did not agree or strongly agree that their level of stress affects their decision-making capacity: 31.7% disagreed and 22.3% disagreed. Fewer than 22.3% said they were impacted (15.7% agreed and 6.6% strongly agreed) and 23.6% were neutral.

Table 4.4: Perceived Impact of Stress on Physical Health

Response Category	Frequency (f)	Percent (%)	Valid Percent (%)	Cumulative Percent (%)
Strongly Disagree	83	21.8	21.8	21.8
Disagree	126	33.1	33.1	54.9
Neutral	91	23.9	23.9	78.8
Agree	57	15.0	15.0	93.8
Strongly Agree	24	6.2	6.2	100.0
Total	**381**	**100.0**	**100.0**	—

Note. Valid responses are used as percentages (N = 381).

Table 4.4 presents the responses on the adverse impact of stress on physical health. Most (54.9%) responded in the negative: 33.1% responded that they disagreed, 21.8% strongly disagreed. Just 21.2% said yes or strongly yes (15.0% yes and 6.2% strongly yes) and 23.9% said no. This was the least level of agreement in the stress subscale.

Table 4.5: Stress Subscale Summary

Subscale	Mean	SD
Stress	2.55	1.01

Note. N = 381. SD = standard deviation.

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The mean of the subscale was 2.55, which is low perceived stress levels among the participants.

4.2 Social Factors Socio-Economic Status (Items 13–16)

Table 4.6 Students Perception of Stable and Sufficient Income (N = 381)

Response Category	Frequency (f)	Percent (%)	Valid Percent (%)	Cumulative Percent (%)
Strongly Disagree	10	2.6	2.6	2.6
Disagree	22	5.8	5.8	8.4
Neutral	63	16.5	16.5	24.9
Agree	151	39.6	39.6	64.5
Strongly Agree	135	35.4	35.4	100.0
Total	**381**	**100.0**	**100.0**	—

Note. Percentages are based on valid responses (N = 381).

Table 4.6 shows that adequacy of income in meeting family needs was examined among 381 participants. The majority of respondents (75.0%) expressed agreement: 39.6% agreed and 35.4% strongly agreed that they have a stable and sufficient source of income. On the other hand, a percentage of respondents (5.8% disagreed and 2.6% strongly disagreed) indicated a perception of inadequacy. Furthermore, a significant portion

of the respondents (16.5%) remained neutral on this issue.

Table 4.7
Students Perception of Career Advancement Opportunities in Their Current Occupation (N = 381)

Response Category	Frequency (f)	Percent (%)	Valid Percent (%)	Cumulative Percent (%)
Strongly Disagree	14	3.7	3.7	3.7
Disagree	52	13.6	13.6	17.3
Neutral	115	30.2	30.2	47.5
Agree	151	39.6	39.6	87.1
Strongly Agree	49	12.9	12.9	100.0
Total	**381**	**100.0**	**100.0**	—

Note. Percentages are based on valid responses (N = 381).

Table 4.7 shows responses regarding career advancement opportunities. The majority (52.5%) agreed or strongly agreed: 39.6% agreed and 12.9% strongly agreed that their current occupation provides such opportunities. In contrast, 13.6% disagreed and 3.7% strongly disagreed, while 30.2% remained neutral, indicating some uncertainty.

Table 4.8 Students Home Ownership Status (N = 381)

Response Category	Frequency (f)	Percent (%)	Valid Percent (%)	Cumulative Percent (%)
Strongly Disagree	51	13.4	13.4	13.4
Disagree	68	17.8	17.8	31.2
Neutral	107	28.1	28.1	59.3
Agree	109	28.6	28.6	87.9
Strongly Agree	46	12.1	12.1	100.0
Total	**381**	**100.0**	**100.0**	—

Note. Percentages are based on valid responses (N = 381).

Table 4.8 shows the responses regarding owning a suitable home. A moderate portion (40.7%) expressed agreement: 28.6% agreed and 12.1% strongly agreed that they own a suitable home. On the other hand, 17.8% disagreed and 13.4% strongly disagreed, indicating perceptions of inadequacy in housing. Furthermore, 28.1% remained neutral on this.

4.3 Section B: School Adjustment

Academic Adjustment (Items 25–29)

Table 4.9 Students Comfort in Their Academic Environment (N = 381)

Response Category	Frequency (f)	Percent (%)	Valid Percent (%)	Cumulative Percent (%)
Strongly Disagree	20	5.2	5.2	5.2
Disagree	40	10.5	10.5	15.7
Neutral	71	18.6	18.6	34.3
Agree	160	42.0	42.0	76.3
Strongly Agree	90	23.6	23.6	100.0
Total	**381**	**100.0**	**100.0**	—

Note. Percentages are based on valid responses (N = 381).

Table 4.9 shows the responses of 381 participants regarding comfort in their academic environment. The majority of respondents (65.6%) expressed agreement: 42.0% agreed and 23.6% strongly agreed that they feel comfortable in their academic environment. In contrast, 10.5% disagreed and 5.2% strongly disagreed, indicating some discomfort. Furthermore, 18.6% remained neutral on this statement.

Table 4.10
Students Time Management for Academic Demands (N = 381)

Response Category	Frequency (f)	Percent (%)	Valid Percent (%)	Cumulative Percent (%)
Strongly Disagree	23	6.0	6.0	6.0
Disagree	43	11.3	11.3	17.3
Neutral	74	19.4	19.4	36.7
Agree	157	41.2	41.2	77.9
Strongly Agree	84	22.0	22.0	100.0
Total	**381**	**100.0**	**100.0**	—

Note. Percentages are based on valid responses (N = 381).

Table 4.10 shows that the majority of respondents (63.2%) can manage time effectively: 41.2% agreed and 22.0% strongly agreed. Only 11.3% disagreed and 6.0% strongly disagreed, while 19.4% remained neutral.

Table 4.11
Students Ease in Connecting with Teachers (N = 381)

Response Category	Frequency (f)	Percent (%)	Valid Percent (%)	Cumulative Percent (%)
Strongly Disagree	22	5.8	5.8	5.8
Disagree	41	10.8	10.8	16.6
Neutral	69	18.1	18.1	34.7
Agree	163	42.8	42.8	77.5
Strongly Agree	86	22.6	22.6	100.0
Total	**381**	**100.0**	**100.0**	—

Note. Percentages are based on valid responses (N = 381).

Table 4.11 shows the responses regarding ease in connecting with professors. The majority (65.4%) expressed agreement: 42.8% agreed and 22.6% strongly agreed that they find it easy to connect with professors and ask questions. A small percentage (10.8% disagreed and 5.8% strongly disagreed) indicated difficulty, while 18.1% were neutral.

Table 4.12 Students Satisfaction with Academic Resource Support (N = 381)

Response Category	Frequency (f)	Percent (%)	Valid Percent (%)	Cumulative Percent (%)
Strongly Disagree	24	6.3	6.3	6.3
Disagree	45	11.8	11.8	18.1
Neutral	76	19.9	19.9	38.0
Agree	153	40.2	40.2	78.2
Strongly Agree	83	21.8	21.8	100.0
Total	**381**	**100.0**	**100.0**	—

Note: Percentages are based on valid responses (N = 381).

Table 4.12 shows responses on satisfaction with academic resources. The majority (62.0%) agreed or strongly agreed: 40.2% agreed and 21.8% strongly agreed that they are satisfied with the level of support provided. 11.8% disagreed, and 6.3% strongly disagreed, with 19.9% neutral.

Table 4.13 Students Seeking Guidance for Academic Challenges (N = 381)

Response Category	Frequency (f)	Percent (%)	Valid Percent (%)	Cumulative Percent (%)
Strongly Disagree	22	5.8	5.8	5.8
Disagree	41	10.8	10.8	16.6
Neutral	68	17.8	17.8	34.4
Agree	165	43.3	43.3	77.7
Strongly Agree	85	22.3	22.3	100.0
Total	**381**	**100.0**	**100.0**	—

Note. Percentages are based on valid responses (N = 381).

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Table 4.13 shows that the majority of respondents (65.6%) seek guidance for academic challenges: 43.3% agreed and 22.3% strongly agreed. Only 10.8% disagreed and 5.8% strongly disagreed, while 17.8% remained neutral.

Table 4.14 Academic Adjustment Subscale Summary (N = 381)

Subscale	Mean	SD
Academic Adjustment	3.64	0.98

Note: N = 381. SD = standard deviation.

The overall subscale mean of 3.64 indicated moderate to high academic adjustment.

Hypothesis 1: Psychological Factors and School Adjustment

The first null hypothesis was as follows: Psychological factors (self-esteem, stress and motivation) did not play a significant role in the school adjustment of students.

Pearson correlations indicated that there were significant correlations, positive Motivation, Self-Esteem, and negative Stress.

Multiple regression analysis was done with the three psychological variables being the predictors.

Table 4.15 Regression Analysis Predicting School Adjustment from Psychological Factors (N = 381)

Predictor	B	β	t	P
Constant	—	—	—	—
Self-Esteem	0.14	0.18	2.01	.045
Stress	-0.12	-0.09	-1.73	.086
Motivation	0.25	0.32	3.14	.003

Note: Dependent variable: School Adjustment. Significant predictors are indicated at $p < .05$.
Adjusted $R^2 = 0.22$ (F = significant at $p < 0.001$)

The model accounted for 22% of the variance. Motivation was the strongest predictor (β = 0.32, p = 0.003), followed by Self-Esteem. Stress exhibited a negative but non-significant effect.
The null hypothesis was not accepted. School adjustment was greatly influenced by the psychological factors.

Hypothesis 2: Social Factors and School Adjustment

The second null hypothesis was the following: the school adjustment of students did not significantly depend upon such social factors as socio-economic status, cultural background, and peer relationships.
Pearson correlations showed that all three social variables had significant positive relationships.
A multiple regression of the three social variables was performed.

Table 4.16 Regression Analysis Predicting School Adjustment from Social Factors (N = 381)

Predictor	B	β	t	p
Constant	—	—	—	—
Socio-Economic Status	0.33	0.34	3.58	.001
Cultural Background	0.27	0.26	2.78	.003
Peer Relationships	0.21	0.22	2.56	.011

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Note: Dependent variable: School Adjustment. All predictors are significant at $p < .05$.
Adjusted $R^2 = 0.25$ (F = significant at $p < 0.001$)

Table 4.16 attributed 25 per cent of the variance. The strongest predictor was Socio-Economic Status (0.34, 0.001), then Cultural Background and Peer Relationships. They were all statistically significant.

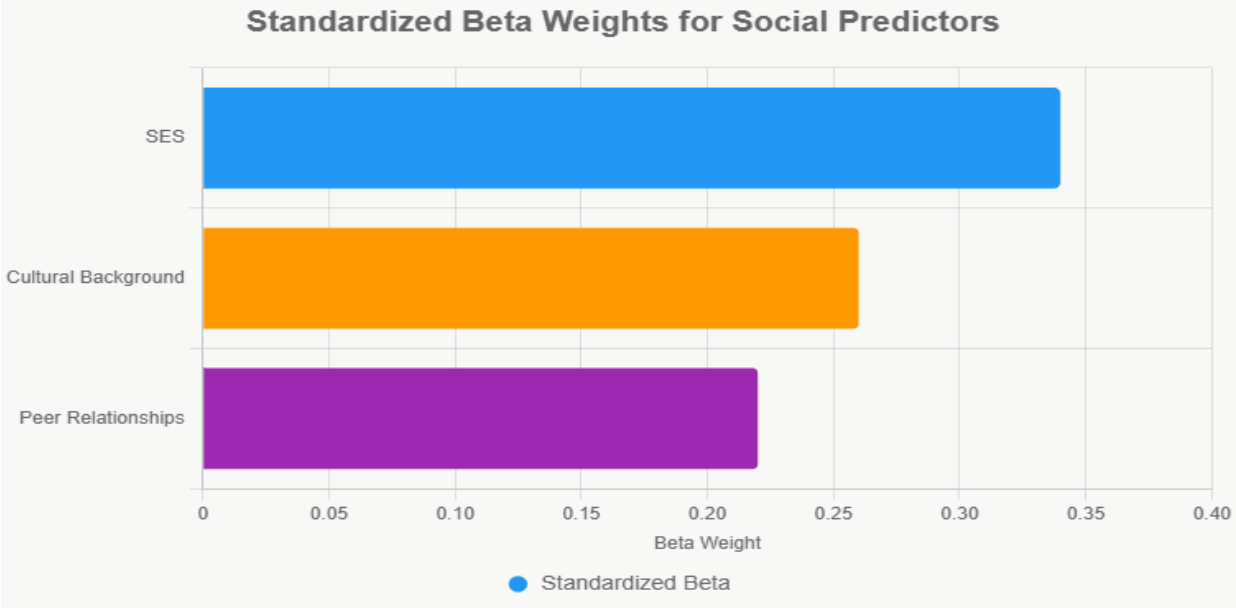

Figure: Standardized Beta Weights – Social Predictors of School Adjustment

Explanation of Figure: The chart proved that the strongest social factor is the Socio-Economic Status, and the other two factors, Cultural Background and Peer Relationships, have a significant influence. The null hypothesis was not accepted. School adjustment was highly affected by social factors.

5. FINDINGS AND RESULTS

5.1 Results

Pearson correlation results showed positive correlations with self-esteem, motivation, socio-economic status, cultural background, peer relations, and academic adjustment, and a strong negative relationship with stress. Regression analyzes also showed that psychosocial variables together accounted for 28% of the variance in academic adjustment, with socioeconomic status, motivation, and cultural background being the most important predictors. Psychological factors alone accounted for 22% of the variance, with motivation being the most important variable. 25% of the variance was due to social factors, mainly explained by socio-economic status. Overall, the results prove that internal psychological resources and external social context are important for students' school adjustment.

5.2 Findings of the Study

1) Regression Analysis for Hypothesis 1 indicates the regression equation explained 22 per cent of the variance in school adjustment. The psychological predictor of greatest strength had been Motivation then Self-Esteem. The relationship between stress and its significance was negative but non-significant. This null hypothesis was thus rejected.

2) Regression Analysis for Hypothesis 2 indicates that the social factors described a quarter of the variance in school adjustment. The best predictors were the Socio-Economic Status, Cultural Background, and Peer Relationships. The resultant predictors were all significant. Therefore, the null hypothesis was dismissed.

Overall, the results prove that internal psychological resources and external social conditions are crucially relevant to the school adjustment of students. All null hypotheses were disproved, which proves that psycho-social characteristics had significant positive effects on school adjustment.

5.3 Conclusion

This study has determined that psycho-social influences play a significant role in school adjustment among 10th -grade male students in

the sampled government schools. On the basis of present study analysis showed a strong relationship between psychosocial factors and student school adjustment. Both the psychological and social aspects were observed. From psychological point, the important factors were motivation and socio-economic status being identified as very strong predictors of the adjustment of students while stress had a negative impact.

On the social grounds, the socio-economic status indicate the adequacy of income in meeting family needs indicated moderate perceptions of socio-economic status, with higher variability reflecting diversity in economic backgrounds. Cultural background showed moderately high engagement. Peer relationships indicated very high satisfaction among students. According to the findings, the sample students tended to demonstrate positive psycho-social profiles and moderate to high school adjustment, which could indicate the certain degree of resilience in the group despite the context-specific factors, including the lack of resources and moderate socio-economic status.

The fact that the null hypotheses have been rejected supports the theoretical frame, as outlined in Chapter 1, which is that adjustment in school is not an individual experience but a result of an interaction between psychological traits of the individual and social conditions of the external environment. This brings out the relevance of considering student development as a whole and the personal qualities as well as the situational aspects are regarded as the key elements in academic success.

On the whole, the findings highlight the importance of a multi-layered and multi-faceted intervention that would not only meet the psychological needs of the students but also support the social and environmental factors that they learn in. With the increased individual motivation, the better self-perception and the better socio-economic and school-based support, educational stakeholders can contribute greatly to better adaptation and achievement of students in school environments.

5.4 Discussion

This result was consistent with previous research on the influence of psychosocial factors on students' academic adjustment. A wide range of psychological and social factors greatly influence how students learn and adapt to school. The purpose of this examination is to identify how various psychosocial factors influence the adjustment of middle school students.

Self-esteem greatly influences how you view your abilities and how much effort you put into your studies. Self-efficacy and self-esteem greatly influence students' school experiences. Students who believe in their ability to succeed in school exhibit higher levels of learning motivation and adaptability (Wang, et al., 2021). Students with high self-efficacy develop resilience and effective coping mechanisms (Patel et al., 2022).

Self-esteem influences how students interact with others and strengthen relationships with their peers. Recent research shows that positive self-esteem is associated with an increased likelihood that students approach learning with an optimistic attitude, which in turn influences how they approach learning. Research findings on high self-esteem and motivation support Bandura's (1997) self-efficacy theory and Deci and Ryan's (2000) self-determination theory, which emphasize the importance of intrinsic motivation and high self-esteem as prerequisites for successful adjustment. The fact that stress is low indicates that these students experience relatively little emotional stress despite the characteristics of public schools.

Roeser et al., (2000) found that resilience occurs in structured school environments. This study shows that there is a significant relationship between self-esteem and academic adjustment. A higher level of self-esteem tends to provide a more conducive environment for academic adjustment. Their feelings about themselves, their achievements and their confidence in their abilities provide knowledge about self-esteem and school adjustment.

Present study results are supported by Lewinsohn et al., (2003) who are of view that negative effect of depression is that it makes it difficult for students to cope at school. A common sign of depression is that students feel tired and not

motivated to take part in academics. They have trouble concentrating at school and may become less sociable, which makes them feel lonely and worsens their emotional problems. Compas et al. (2017) believe that stress at school, for example due to academic performance, arguments with peers or bullying, can increase or cause mental health problems among students.

5.5 Recommendations for Future Research

1. Future studies should include female students and mixed-gender groups to explore gender differences in school adjustment.
2. Research should be conducted with larger and more diverse samples in Pakistan to improve the generalizability of the findings.
3. A longitudinal study is necessary to examine how psycho-social factors influence long-term academic outcomes, including student performance and dropout rates.
4. Researchers might adopt a qualitative methodology to deepen their understanding of students' experiences during the school adaptation process.

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