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Impact of Psycho-Social Factors on Students School Adjustment

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ABSTRACT

This research study was conducted with the title impact of psycho-social factors on student's school adjustment at secondary level. The study main objective was to find out the relationships between psycho-social factors and students school adjustment. This study was conducted in the two districts Bhakkar and Layyah. As per nature of the study descriptive research design was used. Study population was comprised of 10945 students selected from seven tehsils of district Bhakkar and Layyah. This population was bifurcated as 6155 from district Bhakkar and 4790 from district Layyah. The sample was 381 and was determined by using Yamanes (1973) Formula. Researcher used a self-developed questionnaire for data collection. Validation of instrument was completed through experts in the field of social sciences especially Teacher Education whereas reliability of the tool was done through Cronbachs Alpha. Statistical tools such as correlation and regression analysis were used for analysis.This Research study results represent that there were significant correlations between all psycho-social variables with school adjustment in the predicted directions: positive correlations with Self-Esteem, Motivation, Socio-Economic status, Cultural Background, and Peer Relationships and negative correlations with Stress. The regression analyses show that psychological factors had a significant influence on school adjustment. Social variables had a statistically significant impact on school adjustment. The study recommends that goal setting workshops, career counseling and recognition systems should be incorporated in schools for better school adjustment.

Introduction

School adjustment plays a vital role in a student's comprehensive development, impacting academic success, behavioral tendencies, and social engagement (Smith et al., 2013). 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 (Kumoro et al., 2025). Recent research highlights the importance of these factors in promoting positive school experiences and reducing issues like anxiety, depression, and social isolation (Park & Kim, 2023).

Psychosocial factors can act both as enablers and obstacles to effective school adjustment. For example, robust peer support and active family engagement have been associated with increased resilience and adaptability in students (Zhang & Deng, 2022). On the other hand, negative psychosocial circumstances like low self-esteem and family conflicts can impede a student's capacity

to participate fully in school activities and develop meaningful relationships (Carvalho at el., 2025). The complex interaction of these factors highlights the need for a comprehensive understanding to guide interventions that foster mental health and academic achievement. Psycho-social processes reveal how people's internal personal qualities and external environments interact and influence the development and functioning of their minds. They include a diverse set of social supports and challenges such as family upbringing, peer relationships, socioeconomic status, culturally relevant factors, an individual's academic perception, and the educational system.

Psychosocial factors represent an interconnected collection of psychological and social variables that shape an individual's cognitive processes, emotional states, behaviors, and holistic well-being, acting as critical determinants of their mental health and ecological adaptation.

Within this framework, the familial environment serves as a foundational pillar for a child's social and emotional growth, directly influencing their integration into the educational system. Research indicates that high parental involvement, warmth, and structural support facilitate positive school adjustment (Pomerantz & Eaton, 2001), while robust family cohesion and mutual support networks act as protective factors that foster psychological resilience and mitigate depressive symptoms (Herman et al., 2007). Conversely, household dysfunction, chronic interpersonal conflict, and deficit support structures frequently precipitate maladaptive behaviors and difficulties during school transitions (Pettit et al., 2001). Alongside family dynamics, peer networks function as a primary source of social validation and behavioral influence during these formative years. High levels of peer acceptance and quality friendships significantly enhance a student's sense of institutional belonging and ease their academic transitions (Wentzel, 2003). In contrast, adverse peer dynamics, such as victimization through bullying or systematic social exclusion, exert severe psychological stress that can lead to emotional distress, subsequently degrading the student's academic self-concept and willingness to actively engage with the school environment (Hymel et al., 2010).

Problem Statement

How a student makes adjustments to school settings powerfully influences both academic outcome and personal growth (Holt-Lunstad et al., 2022). Educators and institutions today are challenged by growing curriculum complexity, diverse student populations and rapidly evolving societal expectation. Advancing understanding of how psycho-social influences impact young learners' school adjustment becomes increasingly urgent in light of rapidly transforming educational environments. A number of psycho-social challenges, including anxiety, depression, bullying, cyber-victimization and low self-esteem, jeopardize a student's ability to remain focused and feel part of their educational community. Research into cyber-bullying conducted by Kowalski and Limber (2013) found strong links between victimization and poorer attendance, lower grades and more frequent use of mental health resources.

School adjustment is a vital aspect of students' overall academic success and psychological health. It involves students' capacity to adapt to the academic, social, and emotional challenges of the school environment. Despite its recognized significance, many students face difficulties in adjusting to school life, which can negatively impact 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 believed to significantly influence students' ability to adapt effectively to school settings. However, the specific ways and degrees to which these factors affect adjustment across different cultural and socio-economic contexts are not fully understood. Current research often lacks a comprehensive view of how these psychosocial variables interact to either facilitate or hinder school adjustment among diverse 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. Consequently, this study aims to explore the influence of key psychosocial factors on students' school adjustment, providing empirical evidence to guide educators, counselors, and policymakers in developing effective support strategies.

Research Question of the Study

1. Is there any significant relationship between psycho-social factors and students school adjustment?

Objective of the Study

1. To assess the relationship between psycho-social factors and students school adjustment.

Hypotheses of the Study

HO-1. There is no significant relationship between psycho-social factors and students school adjustment.

Literature Review

Psycho-Social Factors

A wide range of academic and non-academic factors significantly impact the way students learn and adapt to school as a whole. This examination aims to highlight how various psycho-social factors influence young children's academic attitudes and behaviors according to research findings in the area. The emotional well-being of students when it comes to their school experience relies heavily on their family at home. Family processes, parental engagement and socioeconomic factors have consistently been found to impact a child's mind set about education and the ease with which they navigate school life. Based on a literature review, it was found that the nature of family environments can have major influence on a student's 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, associating with negative peers can lead to a student dropping out and damage his or her social relationships. The study conducted by Ryan and Patrick (2022), shows that students who get along with their classmates settle much faster in school and is more likely to be enthusiastic about studying.

Both self-efficacy and self-esteem strongly impact the way they see their abilities and also how much effort they put into studying. Both self-efficacy and self-esteem significantly shape the school experience for students. 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).

Being depressed, struggling with anxiety or facing any health issue related to the mind can hinder proper interaction in class and being a part of your school life. A study by Hales et al., (2022) confirms that anxiety hinders student's capacity to achieve and maintain strong relationships with others. Observers and self-regulators are enhanced by healthy minds and psyches. Learning motivation is a psycho-social feature that shows variations from student to student across the globe. Based on research by Self-Determination Theory, motivation is classified as either intrinsic or extrinsic.

The students' views and the ability of schools to adapt are additionally impacted by factors within society and culture. Students' viewpoints about the value of education and their role in the educational setting may be influenced by cultural norms, standards and values. It is essential to consider the issues related to a child's acculturation and the outcomes of this process when evaluating why some children from immigrant families struggle in school (García-Coll& Marks, 2012).

A strong relationship between parental involvement in a child's education and their academic and psychological well-being has been found in various studies. Henderson et al., (2022) reviewed several studies and came to the conclusion that active parental presence in a child's education and regular cooperation between parents and teachers lead to healthier academic performance and better emotional well-being of the student. Parents who regularly volunteer in their children's school tend to have an easier time adjusting to the school environment (Brown et al., 2020).

Several theoretical models underpin the understanding of parental involvement and school adjustment. Epstein's (1997) Overlapping Spheres of Influence theory emphasizes the importance of collaboration among parents, schools, and communities in promoting student success. Hoover-Dempsey and Sandler's (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 a student's school adjustment has been widely studied in educational psychology and sociology. SES, often defined by income, parental education level, and occupational status, influences various aspects of a student's life, including their academic performance, emotional well-being, and social integration in school. A child's adjustment to school is multifaceted, encompassing academic success, peer relationships, behavior, and psychological development. Numerous studies have investigated how low or high SES may impact school adjustment.

This review explores the findings of different researchers regarding the impact of SES on students' school adjustment, focusing on how parental socioeconomic background influences children's educational outcomes.

A study by Sirin (2005) summarized the relationship between SES and academic achievement, emphasizing that children from higher SES backgrounds tend to exhibit better school adjustment than those from lower SES backgrounds. Higher SES often correlates with greater access to educational resources, such as tutoring, extracurricular activities, and a stable home environment, which supports academic success and overall school adjustment. Children from families with higher SES tend to have better cognitive skills, perform well academically, and demonstrate higher motivation and engagement in school. These factors contribute to better school adjustment compared to peers from lower SES backgrounds, who often face additional challenges, such as limited access to educational resources and less parental involvement (Sirin, 2005).

Emotional Factors: Stress, Anxiety, and Depression

Being emotionally healthy helps children adjust successfully to school. Among students, secondary and higher education are especially prone to stress and anxiety about tests which ultimately lower studying motivation and overall grades (Yousaf & Khurshid, 2020; Naz et al., 2020). Those with a lot of academic anxiety are likely to pull away socially and take part in fewer activities at school which may suggest they have trouble adjusting.

On the other hand, facing depression and low mood is tied to both less effective brain function and school absences which often create even more challenges when trying to adjust. Taking steps to address emotions by talking with a counselor and learning stress management can greatly help students adapt well to school.

Student Adjustment

According to this perspective, students willingness to learn and assimilate the curriculum in the classroom depends on what happens inside and outside of the classroom. Psychologists may view adjustment in a variety of ways, yet student adjustment stands for students successfully navigating the academic, social and emotional demands present within their school setting (Gay et al., 2022). Stress management is the methods and strategies individuals employ to manage their responses to stressors and maintain their overall wellness (Wheaten, 2020). As quoted by Ugudulunwa and Anakwe in (2012), Kulshrestha described adjustment as methods through which people, by their own actions, do things that enable them to achieve the desired accomplishments they need while also ensuring that mutual interactions between them and their surroundings do not become strained or soured.

Adjustment consequently takes into consideration an individual's needs while integrating him or her into the surrounding environment. School adjustment may be described as the level to which instruction and school settings should be altered to enable students to adapt seamlessly to academic activities and learning processes.

School adjustment, says Ecclestone (2020), relies on a person's ability to regulate their emotions, become self-aware and use appropriate coping methods. Adjustment indicates one's ability to adapt to and fulfill the norms and standards of the school environment. Students with adaptability are better equipped to handle peer group pressures, as well as challenges in the classroom and social situations and to resist the influence of drugs, alcohol and sexual activity. Students' smooth integration into school is affected by a range of person-centered traits, namely social, emotional, cultural and academic skills. These three factors all contribute to facilitating a child's adaptation into the school environment. The development of social and psychological skills has been shown to contribute to a students ability to adapt well at school.

De-socialization involves the process in which a person sheds aspects of his/her identity when leaving school or withdrawing from the educational environment as a result of events or encounters that took place. Socialization consists in learning new beliefs and perspectives that have developed in school.

Research Methodology

Nature of the Study

The study is quantitative in nature, employing a descriptive survey design. Quantitative research enables systematic measurement and analysis of numerical data to identify patterns, relationships, and trends among variables (Creswell, 2014; Bryman & Bell, 2015). The research uses a self-developed questionnaire administered personally to participants. Data were collected over four weeks, with follow-ups via email to ensure completeness. Descriptive statistics, including frequencies, means, and standard deviations, were used to summarize sample characteristics, while inferential statistics were conducted using SPSS Version 20 to examine relationships between variables. The reliability of scales was assessed using Cronbachs alpha, and rigorous data checks ensured accuracy and consistency (Yin, 2018; Saunders, Lewis, & Thornhill, 2019).

Population of The Study

The population comprises all grade 10 students enrolled in government secondary schools in Layyah (4,790 students) and Bhakkar (6,155 students), totalling 10,945 students. The population included students from diverse socio-economic, linguistic, and academic backgrounds. Official enrolment lists were used to verify population data and demographic details, such as age, residential location, and previous education (Kothari, 2004; Bryman & Bell, 2015).

Table 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 3.1 states that there were four tehsils in District Bhakkar, including Bhakkar, Darya Khan, Kalor Kot and Mankera, with 81 secondary schools for boys, serving 6,155 students (EMIS, 2024). In Bhakkar, the Tehsil, 1,670 students were enrolled in 28 schools which came out to about 60 students in each school. Darya Khan had few schools (only 16), but many students (1,702), indicating that these institutions were larger and more centralised. On the other hand, Kalor Kot and Mankera had fewer students in each school (67 and 87 per school) because the settlements were more dispersed and class groups were larger.

Table 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**

Sample

A sample is a well selected section of the entire population and it is taken to represent the larger population. A good sample is important in quantitative studies because it allows the findings to be applied to the entire population with a certain level of confidence (Creswell, 2014; Saunders, Lewis, and Thornhill, 2019). Located on stratified random sampling, the sampling method was aimed at making sure that important subgroups are represented proportionally (Bryman & Bell, 2015). In this study, each sub group was identified by the distribution of tehsils and schools of students in both districts of Layyah and Bhakkar. Stratification makes sure that even smaller subgroups are represented sufficiently, and the sampling bias is minimized, and the external validity of the findings is higher. The ultimate sample selected was a population of 385 students out of a population of 10,945 students and calculated using the formula of Yamane (1967) with a confidence level of 95 and a margin of error of 5%.

Sampling and sample size

Table 3: Sample Distribution of Students by District and Tehsil

District	Tehsil	Number of Schools	Population (Students)	Sample Size
Bhakkar	Bhakkar	28	1,670	59

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

Instrumentation

The questionnaire in this study was self-developed on a five-point Likert-Scale in order to measure the perceptions of the respondents regarding the psycho-social factors and school adjustment. The questionnaire was designed in such a way that it incorporated all the aspects of the study such as self-esteem, stress, motivation, socioeconomic status, cultural background, and peer relationships were taken as independent variables and school adjustment, which is Academic adjustment , Social-emotional adjustment Co-curricular activities, School Facilities and Communication, as the dependent variables. The instrument was pilot-tested on a small group of students before the main data collection to determine any ambiguous items, redundant questions or gaps in the coverage of the data. Feedback was used to make adjustments to make it clear and relevant. The developed tool allowed gathering structured quantifiable data that can be analyzed statistically, which is consistent with the quantitative character of the study (Creswell, 2014; Bryman and Bell, 2015).

Validity of Instrument

Validity of the research instrument is important to measure the intended constructs properly. Content, construct and face validity were used in this research. Expert review (10 Ph.D degree holders in social sciences) was used to address the content validity issue, and the instrument was assessed based on its comprehensiveness and relevance. Construct validity was used to check that every questionnaire item was really measuring psycho-social or school adjustment constructs, whereas face validity was used to check whether the questionnaire looked reasonable on the first sight (Saunders, Lewis, and Thornhill, 2019; Robson and McCartan, 2016). Reviewing of the items, revision of the instrument to include important questions and elimination of ambiguities were undertaken after expert feedback to ensure that the instrument measured all the important variables.

Reliability of Instrument

Reliability is the term that means that the instrument is consistent and stable with time (Creswell, 2014). In this study, the reliability was determined through internal consistency with Cronbach alpha. The high alpha coefficient (more than 0.70) revealed that the questionnaire items were always able to measure the desired constructs of psycho-social factors and school adjustment (Bryman and Bell, 2015). Pilot testing also helped in the reliability of the instrument because it indicated the possible inconsistencies or ambiguous questions before the full-scale data collection. This form of rigorous reliability evaluation guaranteed the obtained data was reliable and accurate and reproducible in subsequent research works.

Data Analysis

Section A: Psycho-Social Factors

(a) Psychological Factors – Self-Esteem (Items 1–4)

Table 4.: Students' Feelings about Themselves

Response Category	Frequency (f)	Percent (%)	Valid Percent (%)	Cumulative Percent (%)
Strongly Disagree	16	4.2	4.2	4.2
Disagree	32	8.4	8.4	12.6
Neutral	55	14.4	14.4	27.0
Agree	162	42.5	42.5	69.5
Total	**381**	**100.0**	**100.0**	—

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

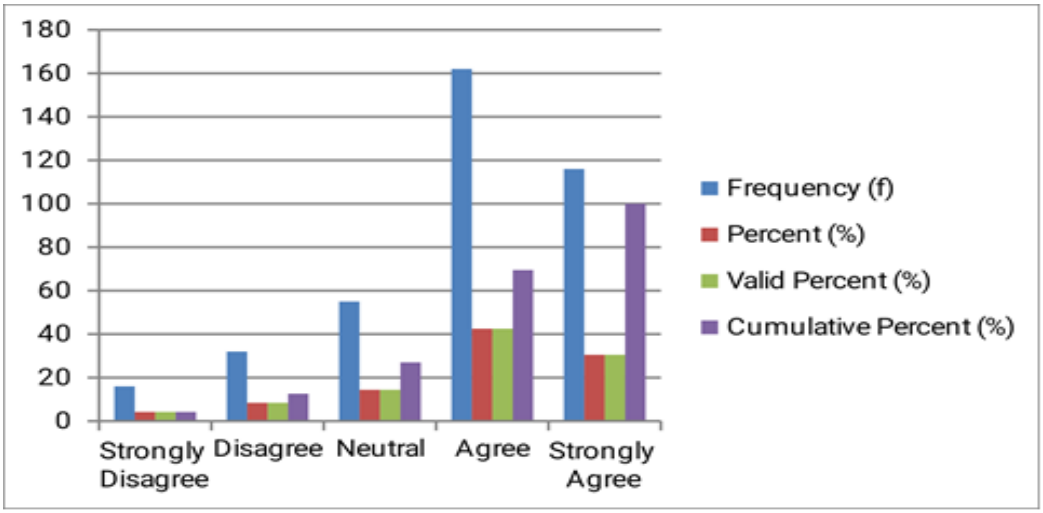

Table 4.indicates the answers of 381 subjects on the topic of feeling good about themselves. Most of the respondents (73.0%) said yes: 42.5% said yes and 30.5% strongly said yes that they felt good about themselves. Conversely, 8.4% of them did not agree, and 4.2% did not strongly agree, which implies a minor group of people with negative self-perception. Also, 14.4% were neutral on this statement.

Table 5 Students Pride in Their Accomplishments

Response Category	Frequency (f)	Percent (%)	Valid Percent (%)	Cumulative Percent (%)
Strongly Disagree	19	5.0	5.0	5.0
Disagree	37	9.7	9.7	14.7
Neutral	60	15.7	15.7	30.4
Agree	158	41.5	41.5	71.9

Response Category	Frequency (f)	Percent (%)	Valid Percent (%)	Cumulative Percent (%)
Total	**381**	**100.0**	**100.0**	—

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

Table 4.2 presents the answers to pride in achievements. Others (69.6) said they agreed: 41.5% said they agreed, and 28.1% said they strongly agreed. It was found that only a small percentage (9.7% disagree and 5.0% strongly disagree) had no pride and 15.7% were neutral.

Table 6: Students' Confidence in Their Abilities

Response Category	Frequency (f)	Percent (%)	Valid Percent (%)	Cumulative Percent (%)
Strongly Disagree	18	4.7	4.7	4.7
Disagree	35	9.2	9.2	13.9
Neutral	66	17.3	17.3	31.2
Agree	164	43.0	43.0	74.2
Strongly Agree	98	25.7	25.7	100.0
Total	**381**	**100.0**	**100.0**	—

Note. The valid responses form the basis of percentages (N = 381).

Table 6 provides the answers given on confidence in abilities. Most (68.7) said yes or strongly yes: 43.0% said yes and 25.7% strongly yes. It was 9.2 percent that did not agree and 4.7 percent strongly disagreed, 17.3 percent neutral.

Table 7: Self-Esteem Subscale Summary

Subscale	Mean	SD
Self-Esteem	3.81	0.92

Note. N = 381. SD = standard deviation. The subscale mean of 3.81 indicated high overall self-esteem with consistent responses across items.

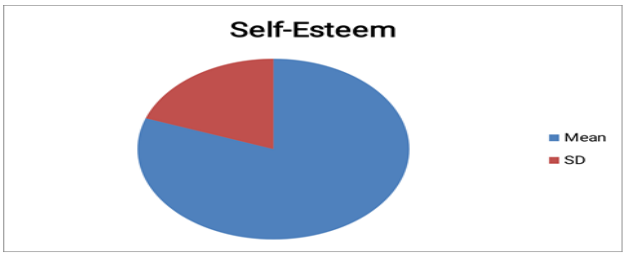

Figure: Percentage of Agreement (Agree + Strongly Agree) for Self-Esteem Items

Figure Explanation: The bar chart shows high levels of agreement (between 68.7 and 73.0) in the four items of self-esteem, which are used to explain the high levels of positive self-perception indicated by the students.

Table 8: **Pearson Correlations between Psycho-Social Factors and School Adjustment (N = 381)**

Variables	School Adjustment
Self-Esteem	.42**
Stress	-.30**
Motivation	.45**
Socio-Economic Status	.51**
Cultural Background	.46**
Peer Relationships	.44**

Note: p < .01. Higher scores indicate higher levels of each psycho-social factor.

Table No 8 indicated the Pearson correlation coefficients of psycho-social factors and school adjustment. The findings provide that Self-Esteem, Motivation, Socio-Economic Status, Cultural Background, and Peer Relationships have positive relationships with school adjustment, which are significant. This implies that the more these factors are high the better the school adjustment would be among the school going children.

Stress on the other hand had a very strong negative relationship with school adjustment and this implies that the higher the stress, the worse the school adjustment. Correlation analysis establishes the fact that all psycho-social variables have significant correlation with school adjustment in the predicted direction giving grounds to proceed with the regression analysis.

Table 9: Multiple Regression Analysis Predicting School Adjustment from Psycho-Social Factors (N = 381)

Predictor	B	B	T	p
Constant	—	—	—	—
Self-Esteem	0.17	0.21	2.03	.043
Stress	-0.14	-0.10	-1.76	.080
Motivation	0.22	0.29	2.83	.005
Socio-Economic Status	0.31	0.31	3.32	.001
Cultural Background	0.28	0.28	3.01	.001
Peer Relationships	0.19	0.20	2.15	.032

Note. Dependent variable: School Adjustment. Significant predictors are at p< .05.

Adjusted R^2 = 0.28, F significant at p < .001

Table 9 denotes that the regression model accounts 28 percent of the variance of school adjustment. Socio-Economic Status became the most effective predictor, then there was Motivation and Cultural Background. There is also a positive and significant contribution of Self-Esteem and Peer Relationships. There was a negative but statistically insignificant impact of stress. On these findings, the null hypothesis was rejected.

Table 10: Multiple 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 at p< .05.

Adjusted R^2 = 0.22, F significant at p < .001

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.

Table 11: **Multiple 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

Note. Dependent variable: School Adjustment. Significant predictors are at p< .05.

Adjusted R^2 = 0.25, F significant at p < .001

Table 11 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.

Hypothesis 1: School Adjustment and Psycho-Social Characteristics.

The null hypothesis was the following: the psycho-social characteristics of students did not have a significant effect on their school adjustment.

The analysis involving Pearson correlation analysis was initially conducted to test bivariate relationships. There were significant correlations between all psycho-social variables with school adjustment in the predicted directions: positive correlations with Self-Esteem, Motivation, Socio-Economic status, Cultural Background, and Peer Relationships and negative correlations with Stress.

The six psycho-social variables were then analyzed using multiple regression analysis (Enter method) with school adjustment as the dependent variable and the six psycho-social variables as the predictors.

Finding And Results

Summary of Results

Results of Pearson correlation showed a positive correlation between Self-Esteem, Motivation, Socio-Economic Status, Cultural Background and Peer Relationships and school adjustment and a strong negative relationship with Stress. Regression analysis also indicated that psycho-social variables together reduced 28 percent of the variance in school adjustment with Socio-Economic Status, Motivation, and Cultural background being the most significant predictors. It was only psychological factors

which had a 22% variance, with the most significant variable being Motivation. 25% of the variance was attributed to social factors, which were mainly explained by Socio-Economic Status. Overall, the results prove that internal psychological resources and external social conditions are crucially relevant to the school adjustment of students.

Findings

1. The Pearson product moment correlation coefficient of psychological and social variables is given below. The p-value less than 0.01 indicate positive correlation among variables.
2. It indicated the Pearson product moment correlation coefficients of psycho-social factors and school adjustment. The findings provide that Self-Esteem, Motivation, Socio-Economic Status, Cultural Background, and Peer Relationships have positive relationships with school adjustment, which are significant. This implies that the more these factors are high the better the school adjustment would be among the school going children.
3. Stress on the other hand had a very strong negative relationship with school adjustment and this implies that the higher the stress, the worse the school adjustment. Correlation analysis establishes the fact that all psycho-social variables have significant correlation with school adjustment in the predicted direction giving grounds to proceed with the regression analysis.
4. Regression Analysis for Hypothesis 1 indicates that the regression model accounts 28 percent of the variance of school adjustment. Socio-Economic Status became the most effective predictor, and then there were Motivation and Cultural Background. There is also a positive and significant contribution of Self-Esteem and Peer Relationships. There was a negative but statistically insignificant impact of stress. On these findings, the null hypothesis was rejected.

Discussion

The results conformed to the previously available scholarly works on impact of psycho-social factors on students' school adjustment. A wide range of psychological and social factors significantly impact the way students learn and adapt to school as a whole. This examination aims to highlight how various psycho-social factors influence the adjustment of students at secondary level.

Self-esteem strongly impact the way they see their abilities and also how much effort they put into studying. Both self-efficacy and self-esteem significantly shape the school experience for students. 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. According to recent research, a positive self-image is linked to increased likelihood that students approach learning with an optimistic mind-set and this, in turn, affects how a student feels about schooling. The results of high self-esteem and motivation supported the self-efficacy theory by Bandura (1997) and the self-determination theory by Deci and Ryan (2000), which underline the importance of internal drive and good self-regard as the precondition of successful adjustment. The fact that stress was low was an indicator that these students despite the features of the government schools had comparably lower emotional load, as Roeser et al., (2000) found resilience to be in organized school settings. This research study indicates a significant association between self-esteem and school adjustment. Higher level of self-esteem tends to provide more conducive environment for school adjustment. The feelings about self, their accomplishments, and their confidence in 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 struggle to pay attention in school and they might become less social which makes them feel alone and adding to their emotional problems. Compas et al., (2017) are of view that being stressed at school, for example about success in schoolwork, challenge with fellow students or bullying, can increase or bring on mental health challenges in students.

Recommendations for Future Research

- Future research needs to consider female students as well as mixed-gender samples to determine gender variations in school adjustment.
- The research should have larger and more varied samples in Pakistan to enhance the extrapolation of the results later.
- The longitudinal study will be required to test the effects of psycho-social variables on long- term academic performance, including performance and dropouts.

- Scholars may use a qualitative approach and gain additional knowledge about the lived conditions of students in the process of school adaptation.

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