

The Impact of Social, Emotional, and Educational Adjustment on Academic Performance among Male and Female Residential School Students

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Abstract

Adjustment is a key component of a fulfilling and prosperous life. Achieving a balanced level of life becomes essential as we progress through life to reach a level of equilibrium of adjustment in all spheres of our lives. This holds particular significance during the student years generally and in residential settings particularly, when adjustment patterns can have a substantial influence on educational outcomes. Therefore, the current study aimed to examine the gender difference in social, emotional, and educational adjustment and its combined effect on academic achievement among boys and girls residential school students. Random sampling was used in this study with a sample size of 120 residential school students (60 boys and 60 girls), further divided based on levels of high (30 boys and 30 girls) and low (30 boys and 30 girls) adjustment patterns, studying in 11th and 12th grade at Akal Academy, Baru Sahib. The data were collected by administering an Adjustment inventory (Sinha and Singh, 1971), and GPA for obtaining academic achievement scores. Multiple Linear Regression and the 't' test were used to analyze the data. The findings show that boys outperformed their female counterparts in terms of social adjustment. However, there was no significant difference among boys and girls in emotional and educational adjustment. Additionally, the combined effect of social, emotional, and educational adjustment did not significantly impact academic achievement. These nuanced findings throw light on the complex interplay of adjustment patterns and suggest further investigation into its varied impact on academic achievement.

Keywords: Academic Achievement, Emotional Coping, Residential Students, School Environment, Social Skills.

1. Introduction

Children learn important social skills in school, which gives them the chance to connect with the outside world and shape their identities. Spending a large amount of time in school allows students to acquire a variety of social, emotional, and academic abilities that are essential to their overall development (Raju & Rahamtulla, 2007; Frey, Fisher & Smith, 2019). More adaptations are required for the students living in school dorms, such as learning to be self-sufficient, self-motivated, and leading a disciplined lifestyle. The ability to build harmonious relationships with others is the most important of these adaptations. The academic achievement and socio-emotional well-being of residential school students are significantly

dependent on their ability to successfully adjust to the particular social, emotional, and educational obstacles they experience (Upadhyaya, 2016).

1.1. The concept of Adjustment

The term “Adjustment” can take on many forms and has several definitions. It describes the lifelong process of striking a balance between a person’s requirements and level of happiness with interaction with the outside world. Since adjustment reflects the result of reaching equilibrium through these processes, the term adjustment and accommodation are frequently used interchangeably. Moreover, Adjustment refers to a person's attempts to blend in or adjust to their social and physical surroundings, acting as a sign of integration and well-adjusted behavior in society (McGillivray & Clarke, 2006). According to Vyas (2021), adjustment is the act of identifying and modifying suitable behavioral patterns to the ever-changing surroundings. Moreover, adjustment is an ongoing process in which people modify themselves to preserve a healthy balance with society, their surroundings, and themselves (Dhingra, Manhas, & Thakur, 2005). Adjustment patterns encompass various dimensions such as social, emotional, educational, and physical aspects, with social adjustment especially important since it establishes the foundation for success in other adjustment domains (Mazaheri, Baghiyan, & Fatehizadeh, 2006).

1.1.1. Social Adjustment

The term “Social Adjustment” describes an individual’s attempts to fit in with society's norms, values, and expectations to build healthy connections and positive exchanges with other people (Jain, 2012). Furthermore, social adjustment entails modifying one’s conduct and mindset to fit in with the social environment, cultivating a feeling of acceptability and inclusion. Better social adjustment is a result of positive social interactions, although social anxiety might impede this process. In many facets of life, especially in social contexts, social adjustment is essential and has a profound effect on a person’s overall well-being (Urzua, Leiva & Caqueo-Urizar, 2020).

1.1.2. Emotional Adjustment

Maintaining emotional equilibrium and stability in the face of internal and external stressors requires emotional adjustment, which involves the application of cognitive strategies including acceptance and adaptability (Richard & Sumathi, 2015). This ability is crucial for the efficient control and regulation of emotions and is essential for living a balanced life. Since emotions have a substantial impact on behavior, cognition, and decision-making, the capacity to regulate and control emotions is especially important in the academic and professional spheres. Positive outcomes are more likely to occur in various aspects of individual lives for those who are skilled at managing their emotions (Engles et al., 2019).

1.1.3. Educational or Academic Adjustment

Academic performance refers to the complex process of adjusting to the demands and expectations of the academic environment in which students attempt to match their own needs with the requirements of their education (Seker & Lawrence, 2016). This multifaceted concept covers a range of various dimensions of student life, such as academic, intellectual, emotional, and social well-being. Finding a balance between these aspects and being content in each is essential for a good academic transition. A student’s overall adjustment is greatly influenced by several factors, including prosocial behavior, school happiness, academic achievement, and participation in extracurricular activities. On the other hand, inadequate academic adjustment might show up as poor academic achievement, behavioral issues, a lack of interest

in learning objectives, and in the worst situations, dropping out of school. Moreover, factors including overprotection, a lack of affection in the family, and a lack of enthusiasm for learning might shape adolescent adjustment patterns in a variety of life domains (Eton, 2014; Vyas, 2021).

In the educational landscape, academic achievement stands as a cornerstone, transcending other scholastic pursuits. Over time, it has evolved as a reliable gauge of students' proficiency in their studies and coursework. This comprehensive understanding positions academic performance as the culmination of a student's diverse endeavors within an educational institution. Additionally, academic achievement is construed as the extent to which a student has achieved their educational objectives (Chen, Chen & Zhu, 2012; Steinmayr et al., 2014).

Hence, academic achievement is a complex interaction between multiple factors. Essentially, investigating academic performance concerning its psychological correlates is essential to elucidate the factors affecting academic progress. Moreover, education is a continual process that necessitates constant adjustment to a dynamically changing environment. This flexibility is a crucial aspect of education since it increases a student's ability to learn and achieve academic success. The more a student integrates with their environment, the more they can learn and achieve academic excellence. Consequently, it becomes crucial to investigate whether a relationship exists between a student's academic achievement and their level of social, emotional, and educational adjustment patterns.

2. Literature Review

Many scholars have explored the intricate relationship between adjustment factors and academic achievement in the academic literature, producing a variety of conclusions.

Winga, Agak, and Ayere (2011) examined the level of school adjustment and their relation to academic achievement among N= 450 senior secondary school students. The study revealed a noteworthy difference in devotion, absorption, engagement, and overall school adjustment between high and low achievers, but no significant difference was observed in school adjustment between male and female school students. The study suggested creating a supportive environment to raise adjustment levels, especially for low-achieving students.

Osa and Iyamu (2012) explored the impact of social life adjustment academic achievement of N= 240 randomly selected senior secondary school students in Edo State. The results showed that social life adjustment has a major impact on academic accomplishments, indicating that educational stakeholders should prioritize student's academic goals and set up programs that allow teenagers to voice their opinions on their surroundings.

Yellalah (2012) identified a non-significant correlation between adjustment patterns and academic achievement among students in government and private schools, encompassing both genders and various settings. Interestingly, female students exhibited a higher degree of adjustment (31.3%) compared to their male counterparts (7.3%). Additionally, a subtle yet positive link between adjustment and academic achievement was discerned.

Ganai and Mir (2013) conducted a study, revealing no statistically significant disparities in total adjustment scale scores between male and female college students. Moreover, no divergence in independent scores across various dimensions of the adjustment scale was observed, and academic achievement remained unaffected by gender-based variations.

Valiyamattam et al. (2013) conducted a cross-sectional study examining adolescent adjustment patterns in the Indian context across gender and grade. The results indicated significant differences across grade groups and genders concerning adjustment dimensions. The study suggested the importance of considering

age in assessing the relationship between emotional intelligence, socio-emotional variables, and academic achievement.

Makwana and Kaji (2014) investigated the adjustment patterns of 120 senior secondary school students concerning gender. The results revealed no significant mean distinctions in home, school, or emotional adjustment based on gender. However, significant disparities were identified in social adjustment, with male students exhibiting higher levels than their female counterparts. Similarly, Mansingbhai and Patel (2014) noted notable disparities between male and female adolescents, particularly in health, social, and emotional adjustment. These differences extended to academic achievement as well.

Naseer (2014) explored the social adjustment and academic achievement of 257 primary school students in an Urdu medium Government high school in Quetta city. The results revealed a positive association between social adjustment and academic achievement among primary-grade students.

Thakar and Modu (2014) investigated the adjustment patterns of 100 students in the 11th grade, revealing a statistically significant association between overall adjustment and academic adjustment, as well as between social adjustment and academic adjustment for both male and female students.

Brouzos, Misailidi, and Hadjimatheou (2014) examined the relationship between emotional intelligence (EI) and socio-emotional adjustment at school and academic achievement in 205 children aged 8-13 years. The findings indicated a positive correlation between EI, adaptive functioning, and academic achievement for the age group of 11-13 years.

Paramanik, Saha, and Mondal (2014) investigated adjustment ability among 471 10th-grade students in Purulia district, West Bengal, with no significant differences observed based on residential area. However, girls demonstrated a higher mean adjustment score than boys.

Nidhi and Kermene (2015) delved into adjustment issues among college students, finding either negative or non-significant differences in adjustment problems when comparing high and low academic achievers.

Yengimolki, Kalantarkousheh, and Malekitabar (2015) studied the relationship between self-concept, social adjustment, and academic achievement among secondary students in Iran. The findings indicated a robust connection between academic achievement and social adjustment, while self-concept exhibited no such link.

Mahmood and Iqbal (2015) examined gender differences in psychological adjustment and academic achievement among 120 O-level students, revealing a negative relationship between psychological adjustment and academic achievement, with females displaying a superior level of adjustment than males.

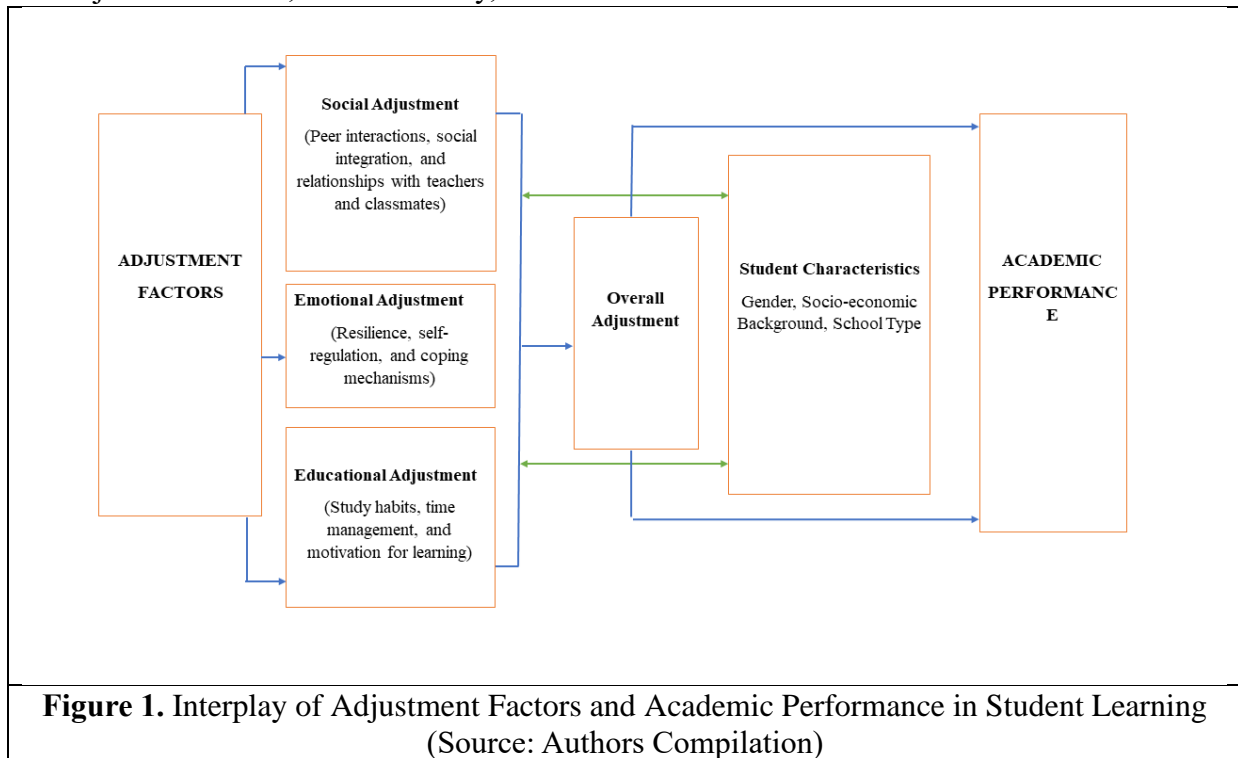
Sekar and Lawrence (2016) investigated the relationship between emotional, social, and educational adjustment and academic achievement in 350 higher secondary school students in Thanjavur district, Tamil Nadu, revealing a significant association between the variables under study.

Wadhawan (2018) compared the social, emotional, and educational adjustment of 200 school students of government and private school students of 11th-grade senior secondary school in Panchkula, India, the findings of the study reveal that girls exhibited higher levels of social, emotional, and educational adjustment than their male counterparts. Urban students were also found to be well-adjusted as compared to their rural counterparts.

Therefore, it is crucial to recognize that the body of existing literature on the subject has yielded numerous conclusions regarding the effect of social, emotional, and educational adjustments on students' academic performance. Even though adjustment patterns and academic achievement have been the subject of numerous studies, the results have yielded a wide range of findings. Hence, the goal of the present study is to provide further insight into the intricate nature of the relationship that exists between students' academic achievement and adjustment patterns in residential school settings.

Conceptual Model

The suggested theoretical model provides a framework for investigating the complex web of connections between students’ academic achievement and adjustment factors. It emphasizes the need for more study to fully comprehend these dynamics, particularly in specific settings like residential schools where students may encounter unique challenges and opportunities that shape their experiences. As we refine our understanding, educators and policymakers may tailor interventions and support programs to improve students adjustment levels, and eventually, their academic achievement.



2.1. Present Research

Social and emotional learning is a key indicator in determining students’ academic achievement in the field of education. This is especially true in the Indian context, where children are required to adjust to a variety of social, emotional, and educational environments due to their varied socio-economic, cultural, and religious backgrounds. Academic achievement is more likely to result from motivated students who thrive in school activities and are well-adjusted to their surroundings. Although several studies have been carried out to investigate the challenges that students encounter in terms of their adjustment patterns, there is a noticeable gap in research that focuses on the adjustment patterns of residential students. This knowledge gap highlights the need for further investigation in this area.

Therefore, by examining the adjustment patterns of residential students, this study aims to address the existing gap. The study intends to provide insight into the unique challenges and difficulties experienced by the students residing in residential school settings. This study will contribute to advancing our knowledge of the variables influencing residential students’ adjustment processes and, eventually, their academic performance. By bridging this knowledge gap the study will contribute to informing educational institutions, policymakers, parents, and other stakeholders about the specific needs and support system required to enhance the coping skills in adjustment difficulties and polishing their academic attainments. The outcomes of the study can be utilized for crafting targeted interventions, and strategies to enhance the

adjustment patterns, promote social, psychological, and emotional well-being, and ultimately improvements in the academic achievement of the student population.

2.2. The objectives of the study are:

2.2.1. To Investigate the gender difference in social, emotional, and educational adjustment levels among boys and girls residential school students.

2.2.2. To investigate the impact of social, emotional, and educational adjustment levels on academic achievement among boys and girls residential school students.

By fulfilling these goals, the study tends to advance the knowledge of readers about the intricate connections between adjustment factors and academic achievement of residential school students.

2.3. Hypothesis

2.3.1. There will be a significant difference in the level of social, emotional, and educational adjustment patterns of boys and girl's residential school students.

2.3.2. There will be a significant impact of social, emotional, and educational adjustment patterns on the academic achievement of boys and girl's residential school students.

3. Method

This research used a descriptive research method to examine how children who attended residential schools differed in terms of their social, emotional, and educational adjustment. Academic accomplishment was the dependent variable, whereas, social, emotional, and educational adjustment were the independent variables. The study aims to observe and explain the gender differences in adjustment levels and the impact of adjustment patterns on the academic achievement of residential school students.

3.1. Sampling and Participants

Table 1. Representation of Sample for Study

Socio-Emotional and Academic Adjustment (IV)	Academic Achievement (DV)	
	Participants	Total
High Adjustment (Girls)	30	60
High Adjustment (Boys)	30	
Low Adjustment (Girls)	30	60
Low Adjustment (Boys)	30	
Total	120	

The participants for this study were N= 120 randomly selected residential school students of Akal Academy Baru Sahib, ages ranged from 14-18 years, studying in 11th and 12th grade. The cohort was stratified into four groups based on both their levels of adjustment and gender, High adjustment (HA)- 30 boys and 30 girls, low adjustment (LA)- 30 boys and 30 girls. This stratification will allow for a comprehensive analysis of the impact of adjustment patterns on academic performance, with specific attention to potential gender differences.

3.2. Research Instrument

3.2.1. Adjustment Inventory for School Students (AISS)

For measuring the social, emotional, and educational adjustment of residential school students a predesigned and standardized measurement inventory originally developed by A.P.K. Sinha and R.P.

Singh (1971) and consistently used by several researchers in this domain of research was utilized. The inventory is designed for the age group of 14-18 years of adolescents and consists of 60 items, with 20 items devoted to each adjustment domain. High scores on the emotional adjustment domain signify unstable feelings and low adjustment, and higher scores on the social adjustment domain suggest submissive and retiring behavior. For educational adjustment, higher scores indicate poor adjustment, while lower scores indicate interest in both curricular and co-curricular educational programs. The inventory has demonstrated good reliability with a test-retest reliability coefficient of $r = 0.93$.

3.2.2. Academic Achievement Measure

To measure academic achievement, the participants' Grade Point Average (GPA) was calculated. The GPA is a commonly used measurement in education research. It was derived by converting the participants' aggregate percentage of marks obtained in the previous exam into GPA using the formula:

$$\text{GPA} = (\text{Percentage of marks}/9.5).$$

4. Results

4.1. Inferential Statistics (t-Test)

A t-test analysis has been used to see if there was a significant difference in the means of boys and girls in terms of their adjustment pattern and academic achievement scores that were related in some way.

Table 2. Significance of Difference between Means of Social Adjustment among Girls and Boys School Students on Academic Achievement Measure

Category	Group	N	Mean	SD	SED	t-value	Level of Significance
HSOCA	Girls	30	6.92	1.2	0.22	-2.26	P<.05
LSOCA		30	7.55	0.92	0.17		
HSOCA	Boys	30	6.73	1.11	0.2	-1.99	P<.05
LSOCA		30	7.25	0.9	0.16		

***Notation:** HSOCA= High Social Adjustment; LSOCA= Low Social Adjustment; Level of Significance $\alpha = p < 0.01$ and 0.05 .

Table 2 illustrates the difference in mean scores between male and female school students regarding their social, emotional, and academic adjustment as measured by academic achievement. The findings revealed that girls' mean score for High Social Adjustment (HSOCA) was $M = 6.92$ with a standard deviation of $S.D. = 1.20$, while their mean score for Low Social Adjustment (LSOCA) was $M = 7.55$ with a standard deviation of $S.D. = 0.92$. The t-value of -2.26 , $p < 0.05$, suggests a statistically significant difference, indicating a lower level of social adjustment among girls. Similarly, the boys' mean score for HSOCA was $M = 6.73$ with a standard deviation of $S.D. = 1.11$, and their mean score for LSOCA was $M = 7.25$ with a standard deviation of $S.D. = 0.90$. The t-value of -1.99 , $p < 0.05$, indicates a statistically significant difference, signifying a lower level of social adjustment among boys. Therefore, hypothesis No 2.3.1. which states that "There will be a significant difference in the level of social, emotional, and educational adjustment patterns of boys and girl's residential school students." is accepted.

Table 3. Significance of Difference between Means of Emotional Adjustment among Girls and Boys School Students on Academic Achievement Measure

Category	Group	N	Mean	SD	SED	t-value	Level of Significance
HEMOA	Girls	30	6.99	1.23	0.22	-1.73	NS
LEMOA		30	7.48	0.93	0.17		
HEMOA	Boys	30	6.8	1.15	0.21	-1.48	NS
LEMOA		30	7.19	0.87	0.16		

*Notation: HEMOA= High Emotional Adjustment; LEMOA= Low Emotional Adjustment; Level of Significance $\alpha = p < 0.01$ and 0.05 .

In a similar vein, Table 3 examines the disparities in mean scores between male and female school students in emotional adjustment as measured by academic achievement. Among girls, the mean score for High Emotional Adjustment (HEMOA) was $M = 6.99$ with a standard deviation of $S.D. = 1.23$, while the mean score for Low Emotional Adjustment (LEMOA) was $M = 7.48$ with a standard deviation of $S.D. = 0.93$. These values indicate a lower level of emotional adjustment among girls. However, the t-value of -1.73 , $p > 0.05$, suggests that this difference is not statistically significant.

Similarly, among boys, the mean score for HEMOA was $M = 6.80$ with a standard deviation of $S.D. = 1.15$, and the mean score for LEMOA was $M = 7.19$ with a standard deviation of $S.D. = 0.87$. This also points to a lower level of emotional adjustment among boys. However, the t-value of -1.48 , $p > 0.05$, indicates that this difference is not statistically significant. Therefore, hypothesis No 2.3.1. which states that “There will be a significant difference in the level of social, emotional, and educational adjustment patterns of boys and girl’s residential school students.” is rejected.

Table 4. Significance of Difference between Means of Educational Adjustment among Girls and Boys School Students on Academic Achievement Measure

Category	Group	N	Mean	SD	SED	t-value	Level of Significance
HEDUA	Girls	30	7.09	1.08	0.19	-1.01	NS
LEDUA		30	7.38	1.14	0.2		
HEDUA	Boys	30	6.75	1.22	0.22	-1.84	NS
LEDUA		30	7.23	0.73	0.14		

*Notation: HEDUA= High Educational Adjustment; LEDUA= Low Educational Adjustment, Level of Significance $\alpha = p < 0.01$ and 0.05 .

Furthermore, Table 4 irradiates the distinctions in mean scores between male and female residential school students concerning their educational adjustment as gauged by academic achievement. For girls, the mean score for High Educational Adjustment (HEDUA) registered at $M = 7.09$ with a standard deviation of $S.D. = 1.08$, while the mean score for Low Educational Adjustment (LEDUA) stood at $M = 7.38$ with a standard deviation of $S.D. = 1.14$. These figures suggest a lower level of educational adjustment among girls. However, the t-value of -1.01 , $p > 0.05$, indicates that this disparity is not statistically significant.

Conversely, among boys, the mean score for HEDUA amounted to $M = 6.75$ with a standard deviation of $S.D. = 1.22$, and the mean score for LEDUA was $M = 7.23$ with a standard deviation of $S.D. = 0.73$. This also implies a lower level of educational adjustment among boys. However, the t-value of -1.84 , $p > 0.05$,

indicates that this difference lacks statistical significance. Therefore, results demonstrate that while there may be variations in educational adjustment between male and female students as assessed by academic achievement, these distinctions do not attain statistical significance. Therefore, hypothesis No 2.3.1. which states that “There will be a significant difference in the level of social, emotional, and educational adjustment patterns of boys and girl’s residential school students.” is rejected.

4.2. Multiple Linear Regression

Table 5. Regression Analysis Performed to know the Impact of Social, Emotional, and Educational Adjustment on Academic Performance among Boys and Girls Residential School Students

Predictor/ Independent variable	D. V.	R	R2	R2 Change	T	F	P	Sig
SOCA	ACA	0.352	0.124	0.093	-1.595	4.056	0.113	NS
EMOA	ACA	0.352	0.124	0.093	-1.010	4.056	0.315	NS
EDUA	ACA	0.352	0.124	0.093	-0.417	4.056	0.677	NS

***Note:** ACA= Academic Achievement, EDUA= Educational Adjustment, SOCA= Social Adjustment, EMOA= Emotional Adjustment, Level of Significance $\alpha= 0.01, 0.05$.

Analysis of Table 5 revealed that the impact of emotional, social, and educational adjustment on the dependent variable, Academic achievement (ACA), was not statistically significant. This was evident from the non-significant results for social (F= 4.056, p= 0.113, $\alpha>.01$), emotional (F= 4.056, p= 0.315, $\alpha>.01$), and educational adjustment (F= 4.056, p= 0.873, $\alpha>.01$). The beta weight of -0.135 and the associated (R2 change = 0.093) further supported the lack of a significant effect. Consequently, Hypothesis No-2.3.2. “There will be a significant impact of social, emotional, and educational adjustment patterns on the academic achievement of boys and girl’s residential school students” was rejected, based on the observed non-significance across these adjustment factors.

5. Discussion

In the present study, a t-test analysis was employed to examine potential gender-based differences in adjustment patterns and academic achievement scores among boys and girls in a residential school setting. The results indicated a statistically significant difference in social adjustment between genders, with girls exhibiting a lower level of social adjustment compared to boys. The findings align with the previous studies of (Enochs & Roland, 2006; Makwana & Kaji, 2014; Mansingbhai & Patel, 2014; Yau & Cheng, 2014; Kaur & Sharma, 2022). However, no significant differences were found in emotional and educational adjustment between male and female students (Malek, Noor & Farid, 2011; Makwana & Kaji, 2014; Brass et al., 2019). This outcome led to the acceptance of Hypothesis No. 2.3.1, affirming a significant gender difference in social adjustment levels among residential school students, while rejecting Hypothesis No. 2.3.1 positing non-significant differences in emotional and educational adjustment levels, respectively.

In the multiple linear regression analysis, it was revealed that the collective influence of social, emotional, and educational adjustment on academic achievement lacked substantial significance. None of the adjustment factors- social, emotional, and educational- display a notable impact on academic performance, leading to the rejection of hypothesis 2.3.2. These findings align with the previous work done by (Bansal,

2012; Yellalah, 2012; Ganai & Mir, 2013; Nidhi & Kermane, 2015). These results provide insight into adjustment aspects among residential school students and, emphasize the necessity for further research and intervention to address social adjustment challenges in both boys and girls school students of residential settings.

6. Limitations, Practical Implications, and Future Scope

6.1. Limitations

While this study has provided valuable insights, it is crucial to acknowledge certain limitations. Firstly, the findings are confined to a specific residential school setting, potentially limiting their generalizability to other educational contexts. Secondly, the sample size and demographics impose contextual constraints. Furthermore, reliance on self-reported data for adjustment patterns and academic performance may lead to potential biases and subjectivity. The study also overlooked the potential confounding variables, such as socio-economic status or cultural differences influencing adjustment patterns and academic achievement. Future research should address these limitations to improve the external validity and robustness of the findings.

6.2. Implications

In addition to the identified limitations, the study's findings bear practical significance for educational institutions, counselors, and policymakers. The recognition of gender-based differences in adjustment patterns underscores the importance of targeted interventions and support systems (Herndon et al., 2013; Endendijk et al., 2019; Sukovieff & Kurk, 2021). Educational institutions should prioritize the implementation of counseling services to address the social, emotional, and educational challenges faced by both boys and girls (Reinke et al., 2011; Greenberg et al., 2017). Tailored interventions have the potential to improve academic performance and promote positive mental health outcomes (Taylor et al., 2017; Arango et al., 2018; Malone, Wycoff & Turner, 2022). These insights lay the groundwork for developing strategies that foster a conducive and supportive environment for students, and contribute to their holistic development.

6.3. Scope for Future Research

To advance our comprehension of adjustment patterns across diverse educational contexts, future research should broaden its investigative scope. An expansion to a larger and more varied sample, spanning various residential schools and educational settings, would facilitate the generalization of findings (Aspelmeier et al., 2012; Suldo & Shaunessy-Dedrick, 2013). Delving into additional socio-demographic variables, such as religion, socio-economic status, caste, and urban/rural locality, could offer a more nuanced understanding of adjustment challenges and issues and patterns used to cope by children (Franky & Chamundeswari, 2014; Ramrathan, 2018; Azad & Zinta, 2021; Chakravorty, Goli & James, 2022). Longitudinal studies would enable researchers to scrutinize the dynamic nature of adjustment over time. Moreover, investigating the efficacy of specific intervention programs in addressing adjustment challenges could provide practical insights for educational practitioners and parents (Merrill et al., 2017; McKenny & Brand-Gruwel, 2018). Future research endeavors should strive for a comprehensive exploration of adjustment factors as suggested by the conceptual framework of the present study to inform evidence-based policy formulations in the education sector.

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