

A Study on the Impact of Educational And Social Adjustment on the Mental Health of Secondary School Students

Archana Kumari

Research Scholar, Department of Education, Sonadevi University, Ghatshila, Jharkhand

Dr. Reena Mahto

Assistant Professor, Department of Education, Sonadevi University, Ghatshila, Jharkhand

Abstract:

Maintaining social harmony, social adjustment, and inner peace are all crucial when adjusting to society. As a result, adjustment keeps the nation, community, and schools peaceful and harmonious. One way to characterize social adjustment is as a psychological process. It usually entails adapting to new norms and principles. Adjustment, to use the precise jargon of psychology, is the best way to get along with a member of society. Harmonious peer relationships, a correct awareness of social needs, and adherence to social norms at home, at school, and in society are all components of social adjustment. When someone is in good mental health, they are able to perform effectively, recognize their own skills, and handle everyday stress. A person in good mental health is one who is aware of their own capabilities, able to manage everyday stressors, able to work efficiently and effectively, and able to contribute to their community. Students only supported steps to seek treatment when symptoms were severe, indicating a lack of awareness regarding health promotion and the prevention of mental health concerns. Furthermore, compared to other students, those who were depressed and distressed were less likely to identify signs of mental illness.

Keywords: Social adjustment, psychological process, social needs, Mental Health.

Introduction:

In post-secondary settings, a number of mental health literacy initiatives have been put into place. Although response rates were frequently low and campaign usefulness visual promotion results were small, focus group and survey feedback tended to be good. When materials are visually appealing and created with students in mind, they work better. Campaigns aimed at groups like radicalized student organizations that are more likely to experience mental suffering are also necessary. How we think, feel, and behave is influenced by our mental health. Being able to handle daily stressors and feeling good about yourself are signs of good mental health. If you have trouble handling routine situations, it may indicate a mental health condition that needs to be addressed right away. Education is a process that shapes and models a person's knowledge, character, and behaviour. In order for young people to be able to adapt in social situations, it

ARTICLE INFO

Article history:

Received: 10 August 2025

Received in revised form
20 August 2025

Accepted 29 August 2025

Citation: Kumari. A. & Mahto. Dr. R., (2025) "A Study on the Impact of Educational And Social Adjustment on the Mental Health of Secondary School Students", *Pen and Prosperity*, Vol. 2, Issue. 3, September 2025.

helps them grow and develop along specific lines, acquire knowledge and skills, and learn specific ways of thinking and feeling.

Adjustment and education are linked to a person's entire life process. Problems with adjustment begin at birth and last until death. The modern world is dynamic and constantly evolving, and as time goes on, human wants, which must be met, are growing exponentially greater every day. This presents a significant risk to people's ability to adjust, especially for teenagers and college students. One of the most important issues facing the modern world is adaptability. Human development is the goal of education. The overall goal of education is to equip students to live prosperous lives. We should be able to overcome life's challenges and setbacks thanks to education. Education prepares a person to adapt to society. As a result, adjustment has gained importance in academic circles and requires greater focus.

Review of Related Literature:

- ❖ According to a 2007 study on adjustment problems among schoolchildren by **Raju, M. V. R. and Rahamtulla, T.** Khaja, school variables such as the class they are enrolled in, the medium of instruction used there, and the school's management style have a major impact on how well schoolchildren adjust. In a study on academic stress and adjustment among high school students,
- ❖ **Hussain, Kumar, and Husain (2008)** discovered that while students attending government schools demonstrated a significantly higher degree of adjustment, those attending public schools experienced a significantly higher degree of academic stress.
- ❖ **Devi, Nirmala (2011)** looked into A Study of Adjustment of Students in Relation to Personality and Achievement Motivation. They discovered that while neuroticism has a negative impact on emotional, social, educational, and general adjustments, extraversion has a positive impact on these areas, and achievement motivation has no effect on adjustment.
- ❖ College students have a satisfactory degree of adjustment, and there is a significant correlation between academic achievement and college student adjustment, according to **Sangeeta and Chirag's (2012)** investigation of adjustment problems of college students in relation to gender, socioeconomic status, and academic achievement. The study found that there were notable variations in college adjustment based on socioeconomic level and gender.
- ❖ **Yellaiah (2012)** looked into the effects of adjustment on high school students' academic achievement and found that while adjustment and academic achievement significantly differed between male and female students, they did not significantly differ between students attending government and private schools or between students attending rural and urban schools.
- ❖ In a study on the health, social, and emotional issues of college students, **Sharma, Priyanka, and Saini, Nisha (2013)** found that girls are unsatisfied in their emotional domains and average in their health and social adjustment dimensions. Boys are dissatisfied in their mental and physical well-being and have average social adjustment. The physiological, social, and emotional adjustment of boys and girls do not differ significantly. College students in urban and rural areas differ greatly in terms of their mental and physical well-being, but not in terms of their social adjustment.

Concept of Adjustment:

One unique quality of living things is their ability to adjust. It is an essential quality for living in harmony with the rest of the planet. Originally biological in origin, the idea of adjustment served as a fundamental component of Darwin's theory of evolution (1859). Adaptation is the term most frequently used in biology.

The psychologist has adopted the biological idea of adaptation and dubbed it adjustment. According to the dictionary, “adjustment” means to fit, make appropriate, adapt, arrange, change, or harmonize. We change or adjust one or both of the objects to match when we make an adjustment between them. Therefore, the process of changing behaviour to achieve a harmonious relationship with the environment might be characterized as adjustment.

For parents, teachers, and psychologists, comprehending the adjustment process necessitates a long-term analysis of an individual’s development from birth. A child’s only option at birth is to depend on others to provide for his needs, but as he becomes older, he gradually learns to control his own desires. His adjustment will be significantly influenced by his living surroundings. When a child is born, the world is a big, busy, blossoming, and perplexing place. He cannot distinguish between different objects in his surroundings at this point in his development, but as he gets older, he gains the ability to do so through sensory, perceptual, and cognitive processes.

Since adjustment is multifaceted and can be explained in terms of multiple interacting variables, human adjustment variables, such as personality characteristics or processes, can be seen as having either positive or negative values on either side of a theoretical neutral point. Although a particular dimension may be described using dimensionless language, the process is always multidimensional.

Social Adjustment:

The process by which a living thing keeps a balance between its requirements and its environment is known as social adjustment. According to Kulshrestha (1979), the social adjustment process is how an individual tries to meet his or her requirements and cope with stress, tensions, disputes, etc. The person also tries to keep a harmonious relationship with the surroundings during this process. According to L.F. Shaffer (1961), adjustment is the process through which a living thing keeps its requirements and the conditions that affect those needs in balance.

It describes how a person’s attitudes and behaviours reflect their adjustment to social relationships with others, both within and outside of the classroom. The development of social attributes and virtues in an individual is necessary for social integration. A person’s level of social maturity affects their social adjustment. Building positive relationships with family, neighbors, classmates, playmates, teachers, and other members of the community is a sign of social maturity. The adaptation to the social context is known as social adjustment. This entails a cordial rapport between educators and pupils, a thorough comprehension of social needs, requirements, and group objectives, and adherence to the social norms of the community, peer groups, home, and culture.

Emotional Adjustment:

The ability to maintain emotional balance in the face of both internal and external stimuli is known as psychological adjustment or personnel adjustment. The agitated, excited, or disturbed condition of our mind and body might be characterized as emotion. Our behaviour is dictated by our emotions. Emotion is an organism’s dynamic internal adjustment that works to promote personal fulfilment and well-being. If a person can appropriately express his feelings at the appropriate moment, he is considered emotionally balanced. The children’s emotional adjustment is primarily the responsibility of their parents and instructors.

Educational Adjustment:

Education is a methodical process that helps people establish the information, behaviours, abilities, and attitudes that make them excellent citizens. The preservation of each student’s relationship with the materials

and circumstances found in the appropriate learning environment is referred to as educational adjustment. Educational adjustment refers to how a person is carrying out his or her responsibilities in relation to his or her education and whether or not he or she is able to accomplish his or her objective.

The dictionary definitions of the term “adjustment” include “to make suitable,” “to adapt,” “to arrange,” “to modify,” “to harmonize,” and “to make correspondent.” Therefore, adjusting two items means changing one or both of them such that they complement each other. One such example is attire that is suited for the season. Since the weather is beyond our control, we must modify our clothes accordingly. According to James C. Coleman,

“Adjustment is the outcome of the individual’s attempts to deal with the stress and meet his needs: also, his efforts to maintain harmonious relationships with the environment.” And as Carter V. Good writes, “adjustment is the process of finding and adopting modes of behavior suitable to the environment or the change in the environment.” “Adjustment” is the process of altering one’s behavior to bring one’s actions into harmony with one’s surroundings. Usually, a recent change in circumstances causes such a reaction. Because of the stress of this shift, one tries to achieve a new equilibrium or homeostasis between themselves, their surroundings, and themselves.

Winga Maureen Adhiambo, Agak John Odwar, and Ayere A. Mildred (2011) observed no such differences in school adjustment among this demographic, despite the fact that females’ academic achievement is frequently worse than boys’. The way that the high achievers and the poor achievers adjusted to school was obviously different. Therefore, it was essential to consider the student’s academic performance when making a school change.

Mental Health:

People who are in a condition of mental health are able to manage life’s stressors, reach their full potential, learn and work effectively, and give back to their communities. It is essential to our wellbeing and has both inherent and practical worth.

A wide range of structural, familial, community, and individual factors can either support or compromise mental health at any one moment. People who are exposed to negative situations, such as poverty, violence, handicap, and inequality, are more likely to acquire a mental health disorder, even though most people are resilient. Despite the fact that many mental health illnesses may be adequately treated for relatively little money, health systems around the world continue to lack enough funding, and treatment gaps persist.

Academic Achievement And Adjustment in Studies:

To achieve is to succeed at something or obtain something via hard work. In the context of education, “achievement” refers to the level of success in a variety of academic pursuits. The capacity to finish schoolwork, which may be general or specifically focused on one subject, is referred to as “academic achievement.” Academic achievement is determined by the degree to which a student has met his or her learning goals. Academic effort is reflected in the student’s learning output, or academic accomplishment.

Exams, ongoing evaluations, and other specialized techniques are commonly employed to assess academic performance. The phrase “academic achievement” can be used to describe a student’s performance in all academic settings, such as projects, extracurricular activities, and classroom work. “Academic performance includes both the curricular and co-curricular performance of the students,” Mehta (1969) defined academic achievement accordingly. It reveals how much the students have learned. Because it allows pupils to reach their greatest potential, the classroom is a location where learning occurs.

A student's performance in secondary school is correlated with a number of factors. These factors could be called "Predictors" since they help predict how well kids would do in college. Academic achievement is hard to predict and has little understanding. It turns out that while some students perform below expectations, others are overachievers, doing more than was predicted based on prior knowledge about them. Numerous factors have a substantial impact on academic achievement. Gaining knowledge of these elements linked to academic success could result in new perspectives on college life and innovative suggestions for improving it. Another advantage is a greater ability to adapt.

Educational Contribution of the Study:

Rationale for the Research According to a study of related data, adolescents' academic success is correlated with their educational adjustment. Students that are more able to adapt to the educational environment do better academically. Therefore, increasing educational adjustment should be the main goal in order to guarantee higher academic accomplishment. The first step in improving it is determining the degree of educational adjustment. In light of this, the researcher intended to investigate the degree of educational adjustment among Sonipat's teenagers.

Conclusion:

As a result, academic success is the result of intricate interactions between several variables. In essence, determining the factors influencing academic success requires examining academic performance in relation to its psychological correlates. Furthermore, education is an ongoing process that requires ongoing adaptation to a changing environment. Since it improves a student's capacity to learn and succeed academically, this flexibility is an essential component of education. A kid can learn more and excel academically the more they integrate with their surroundings. Therefore, it becomes imperative to look at whether a student's degree of social, emotional, and educational adjustment patterns and academic achievement are related.

References:

- **Best, John W. and Khan, James V. 2012.** Research in Education. New Delhi, PHI Learning Private Limited.
- **Bhagat, Pooja 2016.** Comparative study of adjustment among secondary school boys and girls. International Journal of Applied Research, 2(7): 91-95.
- **Chakrabarty, Nabanita 2016.** Adjustment Problems of Adolescence Girls- A Study on Kamrup District (Rural) of Assam. IOSR Journal of Humanities and Social Science (IOSR-JHSS), Volume: 21, Issue: 2, pp 07-10.
- **Choudhury, Dipti 2015.** A Study of Adjustment of Students at +2 Stages in relation to their Academic Achievement. The International Journal of Indian Psychology, Volume: 3, Issue: 1, No. 8, 152-157.
- **Devi, Nirmala 2011.** A Study of Adjustment of Students in relation to Personality and achievement Motivation. Bhartiya International Journal of education and Research, Volume: 1, Issue: 1.
- **Goswami, Marami 2014.** Fundamentals of Educational Psychology. Guwahati, Ashok Publication.
- **Hussain, Akbar., Kumar, Ashutosh and Husain Abid 2008.** Academic Stress and Adjustment among High School Students. Journal of the Indian Academy of Applied Psychology, Vol. 34, Special Issue, 70-73.

- **Kothari, C.R. 1985.** Research Methodology, Methods and Techniques. New Delhi, New Age International (P) Limited.
- **Mahmood, K., & Iqbal, M. M. (2015).** Psychological Adjustment and Academic Achievement among Adolescents. *Journal of Education and Practice*, 6(1), 39-42. 20.
- **Makwana, M. D., & Kaji, S. M. (2014).** Adjustment of secondary school students in relation to their gender. *The International Journal of Indian Psychology*, 2(1), 5-12. 21.
- **Malek, T. J., Noor-Azniza, I., & Farid, T. M. (2011).** Emotional intelligence in modifying social and academic adjustment among first year university students in North Jordan. *International journal of psychological studies*, 3(2), 135. 22.
- **Malone, C. M., Wycoff, K., & Turner, E. A. (2022).** Applying a MTSS framework to address racism and promote mental health for racial/ethnic minoritized youth. *Psychology in the Schools*, 59(12), 2438-2452. 23.
- **Mansingbhai, S. T., & Patel, Y. H. (2014).** Adjustment and academic achievement of higher secondary school students. *Journal of Information, Knowledge and Research in Humanities and Social Sciences*, 3(1), 128-130. social 24.
- **Mazaheri, A., Baghiyan, I., & Fatehizadeh, M. (2006).** The effects of group training of self esteem on the adjustment of the university students. *Aneshvar Rafftar scientific research periodical*, 13(16), 49-56. 25.
- **McGillivray, M., & Clarke, M. (2006).** Understanding human well-being. United Nations University Press. 26.
- **McKenney, S., & Brand-Gruwel, S. (2018).** Roles and competencies of educational design researchers: One framework and seven guidelines. *Learning, design, and technology*, 41, 1-26. 27.
- **Merrill, K. L., Smith, S. W., Cumming, M. M., & Daunic, A. P. (2017).** A review of social problemsolving interventions: Past findings, current status, and future directions. *Review of Educational Research*, 87(1), 71-102. 28.
- **Naseer, N. (2014).** Social adjustment and academic achievement of primary graders. *Pakistan Journal of Social Sciences*, 34(1), 217-227. 29.
- **Nidhi, S., & Kermane, M. M. (2015).** Adjustment problems of college students in relation to gender, socioeconomic status and academic achievement. *International Journal of Current Research*, 7(4), 14574-14578. 30.
- **Osa-Edoh, G. I., & Iyamu, F. I. (2012).** Social life adjustment and academic achievement of adolescents in Edo State: implication for counselling. *Ozean Journal of Applied Sciences*, 5(2), 159167. 31.
- **Paramanik, J., Saha, B., & Mondal, B. C. (2014).** Adjustment of secondary school students with respect to gender and residence. *American journal of educational research*, 2(12), 1138-1143. 32.
- **Raju, M. V. R., & Rahamtulla, T. K. (2007).** Adjustment problems among school students. *Journal of the Indian academy of applied psychology*, 33(1), 73-79. 33.



- **Ramrathan, S. (2018).** Exploring inequality in institutional marketing: access to higher education by marginalised communities (Doctoral dissertation). 34.
- **Reinke, W. M., Stormont, M., Herman, K. C., Puri, R., & Goel, N. (2011).** Supporting children's mental health in schools: Teacher perceptions of needs, roles, and barriers. *School psychology quarterly*, 26(1), 1. 35.
- **Richard, J. A., & Sumathi, C. (2015).** A study of emotional adjustment and academic achievement among selected high school students in coimbatore district. *Shanlax Int J Educ*, 3(3), 50-4. 36.
- **Sekar, J., & Lawrence, A. S. (2016).** Emotional, Social, Educational Adjustment of Higher Secondary School Students in Relation to Academic Achievement. *Journal on Educational Psychology*, 10(1), 29-35.

