

ENHANCING STUDENT SUCCESS AND BLOOMING: EXPLORING THE RELATIONSHIP BETWEEN SCHOOL ADJUSTMENT AND OVERALL WELL-BEING

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ABSTRACT

Student well-being and school adjustment are vital to their personal and academic performance. This literature review examines these factors and their influences. Family, academic, school, and peer support promote well-being and school adjustment. Family support helps students in adjustment. Positive parent-child relationships, parental involvement in education, and family support improve well-being and school adjustment, according to research. Parents may guide, support, and assist students academically. Tutoring, mentorship, and other academic support improve school adjustment and well-being. Confidence, motivation, and school involvement increase when adolescents feel academically capable. Students need a healthy educational atmosphere to thrive. Safe, inclusive, and supportive schools improve student-teacher connections, social-emotional skills, and participation. Social-emotional learning, anti-bullying, and kindness programs improve school adjustment and well-being. Peer interactions also affect students' health and adaptability. Peer contacts, friendships, and a sense of belonging improve students' social and emotional well-being. Peer support programs, collaborative learning, and inclusive settings can help children form positive peer relationships in schools. This literature review concludes that family, academic, school, and peer support promote student well-being and school adjustment. Schools can foster students' personal growth, academic performance, and well-being by addressing these elements.

Keywords: School adjustment, overall well-being, academic success, social factors, emotional factors.

INTRODUCTION

School adaptability and well-being affect students' academic and personal lives. Students' social, emotional, and academic adjustment to school is called school adjustment. However, total well-being refers to a student's mental, physical, and emotional health and happiness throughout life. Both aspects affect academic achievement and development. Students' academic, social, and emotional well-being depends on school adjustment (Wentzel, 1998). School adjustment issues can affect academic performance, social relationships, and emotional regulation, resulting in poor well-being. However, a student who adjusts to school can improve academic, social, and emotional well-being. Student well-being affects academic achievement, social interactions, and emotional management. Well-adjusted students perform well academically, have positive social interactions, and regulate their emotions well. A student with poor well-being may suffer intellectually, socially, and emotionally, resulting in poor school adjustment. School adjustment affects well-being in complicated ways. Anxiety, despair, and stress can affect school-adjustment-challenged students' well-being. Poorly adjusted students may have trouble concentrating, motivating, and engaging in schoolwork (Murray-Harvey, 2010).

Family, peer, intellectual, and physical health affect school adjustment and well-being. Parental involvement and emotional support improve school adjustment and well-being. Positive peer interactions can help students acclimate to school and feel more connected (Bradshaw et al., 2012). Academic success also predicts school adjustment and well-being. Poor physical health can hinder educational adjustment, social interactions, and emotional management. Finally, school adaptability and well-being affect academic and personal success. Both aspects affect academic achievement and development. Family, peer, intellectual, and physical health affect school adjustment and well-being. Thus, initiatives and programs to improve students' academic performance and well-being must incorporate both variables.

SIGNIFICANCE OF THE STUDY

Student well-being and adaptability affect academic and personal success. School adjustment is students' social, emotional, and academic adjustment to school. Total well-being refers to a student's lifelong mental, physical, and emotional health and happiness. Both affect academic success and development (Durlak et al., 2011). School adjustment affects intellectual, social, and emotional health. School adjustment challenges can influence academic

performance, social relationships, and emotional regulation, leading to poor well-being. Adjusting to school can boost academic, social, and emotional well-being.

Student well-being impacts academics, social connections, and emotional control. Well-adjusted students excel intellectually, socially, and emotionally (Huebner, 2004; Seligman, Ernst et al., 2009). Poor mental, social, and emotional health can lead to poor school adjustment. School adjustment complicates well-being. Anxiety, depression, and stress can harm school-adjustment and challenged adolescents. Poorly adjusted students' may struggle with concentration, motivation, and learning. Understanding school adjustment and well-being impacts students' academic progress and future well-being. Bullying, social isolation, and academic challenges have been demonstrated to harm students. Academic performance, self-esteem, mental health difficulties, and life pleasure may diminish (Suldo et al., 2008).

Positive school experiences, including supportive connections, stimulating learning settings, and a sense of belonging, have been related to better academic performance, self-esteem, mental health, and life satisfaction. Educators, parents, and governments may create supportive school settings that promote school adjustment and well-being by recognizing their relevance (Suldo, et al., 2008). This may include anti-bullying initiatives, social-emotional learning, enough resources and assistance for difficult students, and prioritizing student well-being over academic accomplishment. We can help students succeed in school and in life by addressing school adjustment and well-being.

REVIEW OF THE RELATED LITERATURE

Murray-Harvey, R. (2010). The significant associations revealed from correlation analysis between the Relationship, Psychological Health, and Social Adjustment variables and Academic Performance were further investigated using path analysis. This analysis confirmed the strength of the connection between the student's social/emotional and academic experience of school and highlighted that both academic and social/emotional outcomes are unambiguously influenced by the quality of the relationships between teachers and students which, when compared with that of family and peers, exert the strongest influence, on well-being and achievement outcomes for students.

Schonert-Reichl & Lawlor (2010). Mindfulness education (ME) program is favorable to increase a variety of characteristics of teacher-rated classroom social competent behaviors. The program also effects the participants' self-concept, although the ME program appeared to have greater beneficial effects on the pre-adolescents than it did on the early adolescents. The implementation fidelity and dose for the mindfulness activities were reported to be high by the instructors. The school going students who took part in a social and emotional learning program that was based on mindfulness are more interested in their academic work. They are also better able to manage stress moreover they are also capable to build relationships with peers and adults easily.

Durlak et al. (2011). The benefits of SEL programs on students' specific social-emotional competences as well as their attitudes regarding themselves, their peers, and their education were found to be considerable and favorable. In addition to this, they improved the students' academic performance on achievement tests and grades, as well as the students' behavioral adjustment, which manifested itself as an increase in prosocial behaviors and a decrease in conduct and internalizing difficulties. Implementing social and emotional programs in schools can have a significant impact on enhancing students' outcomes, including higher academic achievement and fewer behavior problems.

Bradshaw, Waasorp, & Leaf (2012). Following training in School-Wide Positive Behavioral Interventions and Supports (SWPBIS), there is a reduction in behavior problems as well as improvements in prosocial conduct and effective emotion regulation. Because SWPBIS is a universal prevention technique, this is one of the reasons why there is a reduction in behavior problems. It would indicate that the SWPBIS framework is a promising strategy for decreasing issues and boosting adjustment among elementary school pupils. A pleasant school environment, which is characterized by helpful teacher-student relationships, peer support, and a sense of safety, is associated with enhanced emotional adjustment and academic performance among children.

American Psychological Association (2017). Students who have established good relationships with teachers and are well connected to their school are good in mental health and have lower level of stress. It is expected that the student will have a higher degree of trust for her teacher, will demonstrate a greater level of participation in the learning process, will behave better in class, and will perform at higher levels academically. Students are more engaged in the learning process and have a stronger desire to learn when their teachers have positive relationships with them.

Pekrun et al., (2017). The presence of happy feelings, such as pride and enjoyment, was a strong indicator of future success. And that achievement positively predicted these feelings, which served as a controlling factor for the students. Achievement was adversely correlated with negative emotions (anger, anxiety, shame, boredom, and hopelessness), while negative emotions were negatively correlated with achievement. So the students who found their school environment supportive of their needs and interests are higher in academic achievement. Moreover they show greater life satisfaction and well-being.

RESEARCH METHODOLOGY

This research review explored how school adjustment affects children's well-being. Secondary data was employed in this investigation. Screening papers involved a thorough database search and inclusion/exclusion criteria. The researcher excluded irrelevant research papers from the review. Researcher searched literature using topic-related key words directly and indirectly. After data analysis, the researcher interpreted the results using narrative analysis.

OBJECTIVES OF THE STUDY

- To understand how students adjust to the academic and social demands of school.
- To examine the factors that impacts their overall emotional and physiological well-being.
- To identify strategies and interventions that can support students' school adjustment and overall well-being.

After reviewing and analyzing past studies, the researcher found some essential points that helped to grasp the topic. These points underpin additional research and exploration in this sector. They indicate key trends, knowledge gaps, and research opportunities. By synthesizing and building on earlier studies, the researcher has been able to provide a thorough review of existing knowledge and helpful ideas for future research.

FACTORS AFFECTING SCHOOL ADJUSTMENT

Student well-being and adaptability affect academic and personal success. School adjustment is students' social, emotional, and academic adjustment to school. Total well-being refers to a student's lifelong mental, physical, and emotional health and happiness. Both affect academic success and development. School adjustment affects intellectual, social, and emotional health. School adjustment challenges can influence academic performance, social relationships, and emotional regulation, leading to poor well-being. Adjusting to school can boost academic, social, and emotional well-being (Pajares & Schunk 2001).

Student well-being impacts academics, social connections, and emotional control. Well-adjusted Social, emotional, and academic aspects affect school adjustment. Social elements include school, peer, and family support. Supportive teachers, a sense of belonging, and a safe setting help youngsters acclimate to school. Positive peer relationships and class interactions help students acclimate. School acclimation depends on emotions. Higher self-esteem and resilience help students acclimate to school (Wentzel, 2016). Low-self-esteem students may have trouble making friends, handling stress, and adapting to new settings. High stress and anxiety levels may impair pupils' ability to concentrate, participate, and learn.

Academics also affect school adjustment. Students' adjustment depends on the curriculum's complexity, teaching methods, and quality. A tough, personalized curriculum inspires students. Effective teaching approaches that accommodate diverse learning styles and provide clear instructions can aid school adjustment (Wang et al., 1993). Students must master these aspects to acclimate to school. Students can overcome problems and adjust to school with strong coping mechanisms, problem-solving abilities, and emotional regulation. Parents and family help youngsters acclimate to school. Positive family relationships, open communication, and parental involvement in schooling help children acclimate to school (Hill & Tyson, 2009).

Recognizing and addressing these issues can assist educators, parents, and policymakers in fostering students' school adjustment. Positive interactions, social-emotional learning programs, academic support, and belonging can improve students' well-being and academic success. Social, emotional, and academic aspects affect adolescents' school adjustment. These factors must be addressed to provide a supportive school atmosphere. Educators and parents may help students succeed by encouraging healthy social relationships, addressing emotional needs, and offering academic support.

FACTORS AFFECTING OVERALL WELL-BEING

Psychological factors: Stress, anxiety, and sadness influence mental health. Academic pressure, high expectations, and personal concerns all frustrate kids. Anxiety and depression can harm mental health. Students require mental health skills and coping methods.

Social factors: Students' well-being depends on social interactions. Positive peer relationships, supportive friendships, and belonging boost mental health. Supportive family members offer emotional stability and advice. Financial problems and resource shortages burden pupils. High-quality life demands supporting school and family environments (Cohen & Wills, 1985).

Physical factors: Wellness depends on physical health. Diet, exercise, and sleep affect student health. To help students, physical health requires encouraging healthy habits, providing nutritious food, frequent physical activity, and appropriate rest. Healthy exercise reduces stress and improves mood, enhancing mental health (Warburton et al., 2006).

Factors influencing well-being: Students must manage well-being factors. Students overcome problems and stay healthy with resilience, coping skills, and stress management. Managing psychological, social, and physical issues requires open communication, support, and mental health resources. Teacher, parent, and politician encourage student well-being. Student well-being depends on mental health care, solid relationships, and quality of life programmes (Diener & Seligman, 2002).

Student health is affected by psychological, social, and physical changes. Students can cope with challenges and stay healthy with guidance during these transitions. Long-term student achievement depends on supportive home and school settings, best practices, and resources and supports.

Relationship between school adjustment and overall well-being

School adjustment affects well-being. Student well-being improves when students adjust academically, socially, and emotionally to school. Academically and socially successful students are well-rounded. Adolescents who struggle with school transition or well-being have lower academic achievement and behavioral issues. Academic stress, feeling disconnected from peers, and emotional hardship can affect students' academic performance and social connections. Students with a sense of belonging, good relationships with peers and teachers, and overall well-being are more likely to achieve academically and socially (Suldo & Shaffer 2008). They're determined, curious, and optimistic. Thus, school adaptability and well-being must be prioritized. This includes social-emotional learning, effective teacher-student relationships, and help for challenging students. Educators can help students succeed by addressing school adjustment and well-being. After school, this can benefit them.

Interventions to improve school adjustment and overall well-being

Students can adjust and thrive at school with several methods. Mainly social, emotional, and academic therapies are included.

Research indicated that academic interventions aid school adjustment. Study groups and tutoring help children learn and gain confidence. The strategy, like customized curriculum, boosts student engagement and performance. Interventions like hands-on activities, personalized curriculum, and differentiated instruction can help. Career advising and counseling can help students find their passions and link their academic choices to their goals, giving them purpose and motivation (Weist et al., 2018).

Social therapy interventions aid in school adjustment and well-being. A warm, respectful, and tolerant school environment helps children feel at home (Thapa et al., 2013). Preventing bullying and interventions like mentorship and extracurricular activities can improve peer relationships and social cohesiveness. The activity of engaging parents and carers in school events and encouraging open communication can boost children's social support and well-being. Student emotional engagement is necessary. Addressing stress, anxiety, and depression improves school adjustment. Schools can teach mindfulness, stress management, and emotional regulation. With the aid of these interventions, students are able to communicate safely with school counselors or mental health specialists. Besides that, a culture of empathy and understanding where students feel safe seeking aid and communicating their concerns is also vital (Froh et al., 2008; Waters, 2011).

These above-mentioned therapies complement each other. Teachers, administrators, support personnel, and parents must collaborate on these strategies. The process of monitoring how these policies affect school integration and well-being can help identify areas for improvement and encourage changes. School integration of academic, social, and emotional skills helps children adapt and develop. Intellectual growth occurs when students feel valued, connected, and supported. This can boost their health and success.

MAJOR FINDINGS OF THE STUDY

The following points emerged after reviewing the previous studies:

- ❖ Positive school experiences, adjustment and climates increase school adaptability and well-being, according to various research studies. Positive school experiences boost mental health, academic engagement, and success.
- ❖ Negative school adjustment, experiences and unsupportive environments can cause mental health issues, low academic interest, and poor performance.
- ❖ Strong relationships, emotional intelligence, and social skills boost school adjustment and well-being. Students learn problem-solving, communication, and conflict resolution in social skills therapy.
- ❖ Interventions promote beneficial peer-student connections, partnerships, and personal ownership. Students learn empathy and healthy coping skills in emotional intelligence classes.
- ❖ Activities like anti-bullying and peer counseling foster social cohesiveness and relationships. School events and networking assist parents and carers. Students who are supported, appreciated, and engaged have better mental health, academic engagement, and achievement. These benefits improve their health and success.
- ❖ Positive school experiences and supportive surroundings aid transition and well-being. Addressing these traits improves schools academically, socially, and emotionally.

- ❖ Help schools improve transition and well-being. School improves mental health, academic engagement, and productivity. Unhelpful events can have the opposite impact.

EDUCATIONAL IMPLICATIONS OF THE STUDY

Understanding how school adjustment affects well-being helps teachers help children. Social emotional learning programmes increase student adjustment and well-being by teaching self-awareness, self-regulation, social skills, communication, and responsible decision-making. Also vital is a welcoming, inclusive educational environment that promotes communication. Extracurricular activities, peer mentoring and decision-making improve school transition and well-being. Improved school-family and community connections can boost student well-being. These methods can boost school adjustment and well-being by making children feel valued, supported, and driven.

- The school encourages student wellness through engagement, motivation, and socialization. Create a welcoming climate, offer extracurricular activities, and activate and engage pupils through teacher-student connections.
- Individualized instruction promoting lifelong learning is crucial for student success. Training might include targeted learning, customized education, critical thinking, problem solving, and self-regulation. These methods equip pupils for lifetime learning and academic success.
- The benefits of teacher-family ties and community involvement are significant for individuals in their 30s, regardless of gender. These therapies foster helpfulness, socialization, and growth. Good relationships and belonging help people overcome obstacles and improve well-being.
- Cognitive treatment for stress, anxiety, and depression can benefit individuals in their thirties. Mindfulness, relaxation, and psychosocial therapy improve emotional health and coping. These approaches boost self-control, reduce stress, and improve mood.
- Teachers can improve student well-being by teaching trauma and positive psychology. This course helps teachers foster positive learning environments, manage trauma, and increase student well-being.

CONCLUSION OF THE STUDY

Student well-being and school transition effect academic and personal performance. Engaged secondary students are happier, and vice versa, according to research. Thus, school reform and well-being must be understood and improved. Social and emotional climate affects school adjustment and well-being. A good school climate promotes student participation, belonging, and teacher-student connections. Kindness, social-emotional learning, student voice, and participation can help schools do this. Supportive parents, teachers, and peers assist. Parent-teacher-school cooperation is a key to school reform and well-being. Parent involvement in their child's education, teacher professional development to understand student well-being, and good peer support programmes can improve school adjustment and well-being and meet student requirements. This includes detecting and treating learning challenges, mental health difficulties, and trauma that might affect school adjustment and well-being. Education, counseling, and mental health strategies can help students overcome these issues and succeed in school. Parents, teachers, and principals must collaborate for school transformation and well-being. Schools can increase student well-being and academic success by providing healthy social and emotional settings, supporting relationships, and individual needs.

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