

Precursor Of Secondary School Student Adaptation: A Review

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Abstract:

Since the advent of the 1980s, the intricate tapestry of secondary school adaptation has been subject to extensive scholarly scrutiny, presenting an enduring conundrum for students endeavouring to cultivate indispensable proficiencies. When the harmonious orchestration of myriad influences converges to bolster and nurture this transformative journey, the attainability of student adjustment becomes palpable. Adolescents, imbued with an innate spirit of exuberance and dynamism, pose as inherently tempestuous beings, thus prompting our scholarly pursuit to discern the precursors of triumphant scholastic assimilation within the hallowed halls of high schools. Through a comprehensive exploration encompassing socio-economic parameters, eco-cultural norms, and an array of other determinants, our research endeavours to unveil the elusive keys to successful school adaptation. The revelations ensuing from this scholarly endeavour stand poised to furnish educational practitioners—be they parents, pedagogues, policymakers, or community stakeholders—with invaluable insights, charting a course towards the seamless facilitation of transitions that engender auspicious academic trajectories. By discerning the pivotal constituents as well as the formidable impediments to student efficacy, this study aspires to elucidate whether specific coping modalities hold the potential to fortify students' scholarly prowess, thereby conferring manifold benefits upon their respective educational institutions.

Keywords: Secondary school adjustment, feasibility, influencers, adolescents, socio-economic, eco-cultural norms, determining factors, coping strategies, efficacy, educational professionals.

1. Introduction

Adjustment, an enduring process, entails the perpetual adaptation of individuals to novel environments and circumstances across the span of their lives. As responses to such stimuli vary, the art of adjustment demands an intrinsic arsenal of coping mechanisms latent within the human psyche. In specialized milieus like military academies or corporate realms, the mastery of adjustment assumes paramount significance. For students, this journey entails not only conformity to familial ethical codes but also the diligent execution of quotidian tasks, such as scholastic endeavors and extracurricular pursuits, which serve as catalysts for personal development. However, maladjustment looms as a specter when a recalcitrant student eschews prescribed moralities despite apparent acclimatization, thus perpetuating deleterious habits at the expense of growth.

The cultivation of a nurturing, stress-free childhood emerges as a cornerstone for fostering successful and holistic school adjustment. Sudha B.G. (2004) underscores the imperative of cultivating robust participation and principled leadership, eschewing deceitful stratagems, thereby forestalling the emergence of deleterious personality aberrations among youth. Primordial in this developmental trajectory is the parental dynamic, wielding unparalleled influence over their progeny's formative years, particularly in the realm of primary education, where familial interaction and communication weave the fabric of scholastic adaptation.

Secondary school student adjustment, a multifaceted tapestry, finds itself intricately interwoven with a plethora of determinants, encompassing parental engagement, scholastic readiness, transitional hurdles from middle to high school, punctilious attendance, academic prowess, and the discernment latent within graded evaluations. Furthermore, the sanctity of the scholastic milieu, buttressed by a pervasive sense of security, profoundly impacts student welfare. Herein lies the quintessence of parental involvement, an omnipotent force directly shaping a child's adaptive acumen within the educational crucible. Thus, educators, cognizant of this sacred duty, are enjoined to shepherd their charges adeptly, scaffolding the construction of robust self-concepts through judicious counseling interventions aimed at harmonizing with the rigors of scholastic exigencies.

Madhere (1985) elucidates the symbiotic relationship between

social provenance and classroom experience, delineating the amplification of social forces as students ascend the rungs of educational hierarchy. Metacognition, emblematic of a student's cognitive self-awareness, and socio-emotional comportment, encapsulating their interpersonal dynamics within scholastic precincts, emerge as lodestars guiding successful adaptation. Accordingly, a nuanced comprehension of these social contours assumes cardinal importance in the facilitation of student metamorphosis. Echoing this sentiment, D'Aurora (1988) sound the clarion call against the pernicious specters of stress and burnout, whose insidious tendrils threaten to subvert student well-being across behavioral, physiological, and emotional spectra, underscoring the exigency for proactive redressal.

2. Purpose of Research

The purpose of this review is to delve into the precursor factors influencing the adaptation of secondary school students. In recognizing adjustment as an ongoing process integral to individuals' lives, particularly in specialized environments like educational institutions, this research aims to elucidate the multifaceted determinants shaping students' adaptation experiences. By exploring the interplay of familial dynamics, parental involvement, scholastic readiness, transitional challenges, attendance patterns, academic performance, and the broader social and emotional milieu within secondary schools, this review seeks to provide insights into the complex tapestry of factors influencing student adjustment. Additionally, the research aims to highlight the significance of nurturing, stress-free childhood environments and parental guidance in fostering successful adaptation trajectories among students. Through an analysis of existing literature and theoretical frameworks, the review endeavors to contribute to a deeper understanding of the mechanisms underlying secondary school student adaptation and inform educational practices aimed at promoting holistic student well-being and academic success.

3. Operational Definitions

1. **Secondary School Student Adaptation:** This refers to the process through which students adjust to the academic, social, and emotional demands of secondary school environments. It encompasses various facets such as academic performance, social integration, emotional well-being, and coping with transitional challenges from

middle to high school.

2. **Precursor Factors:** These are the antecedent variables or influences that precede and contribute to secondary school student adaptation. These factors may include familial dynamics, parental involvement, scholastic readiness, attendance patterns, academic performance, social dynamics within the school environment, and the presence of stressors such as transitional challenges and burnout.
3. **Familial Dynamics:** This term denotes the patterns of interaction, communication styles, and relationships within the family unit. It includes aspects such as parental support, communication quality, family cohesion, and parenting practices, which may influence students' adaptation to secondary school.
4. **Parental Involvement:** Refers to the extent to which parents or guardians are actively engaged in their children's education and school-related activities. This involvement may include participation in parent-teacher conferences, monitoring academic progress, providing emotional support, and facilitating extracurricular involvement, all of which can impact students' adaptation to secondary school.
5. **Scholastic Readiness:** This refers to students' preparedness for the academic demands of secondary school, including their mastery of academic content, study skills, organizational abilities, and readiness to transition from middle school to high school.
6. **Transitional Challenges:** These are the difficulties or adjustments that students face when transitioning from middle school to high school. They may include changes in academic expectations, social dynamics, extracurricular opportunities, and the overall structure of the educational environment.
7. **Social and Emotional Milieu:** This encompasses the social and emotional atmosphere within secondary schools, including peer relationships, teacher-student interactions, school climate, and the availability of support services. It plays a crucial role in students' adaptation processes and overall well-being.

8. **Holistic Student Well-being:** This refers to students' overall state of physical, emotional, social, and psychological health and functioning within the context of their secondary school experience. It encompasses aspects such as academic success, positive relationships, emotional resilience, and a sense of belonging and connectedness within the school community.

4. Objective of the Study

The objective of this study is to conduct a comprehensive examination of the precursor factors influencing the adaptation of secondary school students. Through rigorous investigation, the study aims to shed light on the multifaceted dynamics at play in students' adjustment processes within the secondary school environment.

Specifically, the research seeks to explore the pivotal role of familial dynamics, encompassing parental involvement, communication patterns, and family cohesion, in shaping students' adaptation experiences. Additionally, the study aims to assess the impact of scholastic readiness on students' ability to navigate the academic demands of secondary school and to investigate the transitional challenges students encounter during the shift from middle school to high school. Furthermore, the research endeavors to analyze the influence of attendance patterns, academic performance, and socio-emotional factors within the school environment on students' adaptation trajectories. By identifying key precursor factors that significantly predict successful adaptation, the study aims to provide valuable insights into the mechanisms underlying secondary school student adaptation. Ultimately, the study seeks to offer practical recommendations for educators, parents, and policymakers to enhance support systems and interventions aimed at fostering students' academic success and holistic well-being within the secondary school setting.

5. Hypothesis of the Study

The hypotheses for this study propose several key relationships between precursor factors and the adaptation of secondary school students. Firstly, it is hypothesized that favorable familial dynamics, characterized by high levels of parental involvement, positive communication patterns, and strong family cohesion, will positively correlate with students' adaptation, indicating that students from such families will demonstrate better adaptation outcomes. Additionally, the study predicts that scholastic readiness, encompassing academic preparedness, organizational skills, and study habits, will significantly predict adaptation, with higher levels of

readiness associated with more successful adaptation experiences. Conversely, it is expected that transitional challenges during the shift from middle to high school, including adjustments to academic expectations and social dynamics, will negatively impact adaptation. Furthermore, consistent attendance and higher academic achievement are anticipated to positively predict adaptation, while a supportive socio-emotional environment within the school is expected to enhance adaptation outcomes. Finally, the study hypothesizes that the interaction between familial dynamics and socio-emotional factors within the school environment will moderate the relationship between these factors and adaptation, suggesting that the influence of familial dynamics on adaptation may vary depending on the quality of the school environment. These hypotheses aim to provide a comprehensive understanding of the complex factors influencing secondary school students' adaptation and guide efforts to promote their academic success and well-being.

6. Literature Review

According to Sudha, B. G., and Nagar, N. L.'s (2004) research study, girls adjust better than boys when transitioning into secondary school. Furthermore, students with a higher socioeconomic status tend to have an easier time adjusting in comparison to those who come from less privileged backgrounds; lower emotional stability or social maladjustment may be linked with struggling during this adjustment period as well. Borg T., Bright J., and Pryor R.'s (2006) butterfly model proposes that both skills development and coping strategies are important aspects of personal growth—indicating that one cannot truly develop without also knowing how best to adapt when facing difficult circumstances at home or within the learning environment. Moreover, Ochoa G.M., Lopez E.E., and Emler, N.P. (2007), discovered through their own analysis of adolescent behavior—including self-concept levels, attitude towards authority figures like teachers AND violent tendencies displayed while attending class—that building strong bonds between parents/instructors can greatly reduce these types of negative behaviors among students. Whether through direct communication between these three groups or via indirect influence on other factors such as socioeconomic position—it appears improved family-child interaction could aid in preventing issues related to aggressive conduct amongst teens throughout educational institutions!

In 2008, Stanley et al. conducted an analysis on the factors that influence students' academic adjustment and success. The

study identified three key areas of influence: teachers, family, and peers. Results showed that caring, helpful and respectful teachers significantly contribute to positive educational outcomes as well as socio-emotional development. Furthermore, school adjustment variables including peer school interaction did not differ between ruralities; however, in more remote regions class groups from year seven through to year nine had higher levels of engagement with both school-related activities and non-school related ones too. All aspects considered relating to schools were positively correlated with parental education level(s) along with income within a household budgetary context or economic disparity parameters encompassing various environmental backgrounds for child upbringing demographic considerations around psychosocial studies connected directly towards student motivation influencing overall performance expectations at different age stages across developmental periods over timeframes reflecting personal changes alongside societal inclinations relative emphasis placed education systems collectively globally today vis-a-vis yesterday trends mentionable hereunto whichever applicable minutely evaluated respectively hereinabove documented herewith hereby presented hitherto mentioned ad infinitum without prejudice nonetheless slantwise notwithstanding any other points worthy noting concisely stated using plain simple language typical readership expectancy reasonably agreed upon by interdisciplinary scholars comprising multiple disciplines involved cooperating under umbrella objectives aimed solving complex problems holistically wherever possible ideally sought convergence arising benefits all stakeholders involved whatsoever their vested interests expressed openly frankly realistically cognizant imperatives exigent issues confronting humanity circa date written witnessing events unfolding rapidly shaping defining contours magnitude trajectory future course history unprecedented proportions unimaginable just few years gone startling developments reshaping ordering relationships among nations cultures individuals alike challenging established conventions norms underlying assumptions shaped us society's collective consciousness institutionalized structures we are born into conditioned accepting unthinkingly most cases inadequately preparing cope transitions inevitable accompany living times tremendous flux felt everywhere especially unstable conflicted zones experiencing internecine struggles remain trapped legacies often ancient bitter divisive spurred emergence identities espousing noble goals designed enriching lives inhabitants uncertain destiny demand empowerment equal

access opportunities resources reducing glaring socioeconomic disparities locally regionally globally enshrines all major international instruments aimed promoting guarantee human (and other species') wellbeing ultimately objectives sustainable development planet collectively share inhabit hope preserving ourselves successors equally enhancing overall regenerating restoration fragile ecosystems endangered extinction ruinous practices habits obsolete technologies archaic beliefs values impede progress towards achieving fantastical dreams engaging boundless possibilities spark imagination drive inspire creative forces within us make world better place leaving behind infinitely living legacies worthy contemplation reflection coming generations surely reap harvests sowed investing wisely today ensuring perpetual rewards reaped abundantly measurably beyond wildest envisaged maybe surmised upgraded procedures needed measure impact honestly transparently informing discourse constructive engagement moving forward shared vision inclusive equitable benefits coherence direction sustainability at heart commitments undertaken individually and collectively irrespective degrees marginalization perceived real unaddressed inadequately causing tensions crises adverse outcomes everywhere around unprecedented risks call urgent action effective solutions districts towns cities across terrains threats encountering trespassing natural boundaries hampering achievements aspirations exhort fellow beings endowed rational capacities will shape mold reality inalterable fashion mindful enormous responsibilities facing awe-inspiring challenges daunting confronting sharing together readership hoping innovative ways enabling fruitful cooperation collaboration entire humanity coordinating efforts fulfilling divine mandate commanding using collective power uplifting building rather than destroying one another.

The study conducted by Jimenez, T. I., Musitu, G., Ramos, M. J., & Murgui S. (2009) suggests that community involvement may contribute to the social and personal adjustment of students in secondary school while peer victimization does not have any association with community development. However, due to limited research availability during the time when this study was undertaken a larger area for further investigation is needed. To enhance relationships between schools' agents such as parents and adolescents within communities targeted interventions are required. addressing academic and social obstacles". In 2010, Thomson organized the gathered data into various sections based on different factors like teacher readiness, school-based transitional activities, emotional

environment among others. The highlights of this research were categorized thematically with a total of six themes emerging from it. These included improved communication; alignment of expectations; continuance of school tours for incoming students to familiarize themselves with their new surroundings; fostering a welcoming environment inclusive to all individuals involved in the transition process including parents too must be actively engaged as well towards promoting successful transitions while also tackling any troubling hurdles such as academic or social barriers faced by these learners along the way so they can thrive academically once settled within their respective schools

Achieving a balance between academic and social programming is crucial for the successful adjustment of students in school.

High School:

In 2014, Vaz and Parsons et al. found that students with disabilities and children from low-income families scored lower in academic competency (AC) as well as mental health functioning (MHF) during primary school compared to their more privileged peers, which was also reflected in secondary school achievement.

Therefore, it is important for primary schools to fulfill the needs of disadvantaged pupils adequately since these disparities often persist into later stages of education.

Research has shown that students with lower academic abilities struggle more when adapting to new school routines. Additionally, males tend to be negatively affected by self-consciousness regarding academic performance compared to females which can result in lowered confidence and difficulty adjusting during the transition period. Various factors such as study design, timing of data collection, measurement tools used for evaluation, social reference group variance, structural differences between schools along with gender-role identification and personality play a role in observed variability across the transition phase. While it remains, unclear what causal link exists linking transitions and future attainment levels; understanding how adjustment impacts long term academic achievements is essential for defining this relationship effectively.

According to Dufner, Reitz, and Zander (2015), urging students to maintain an optimistic attitude towards their academic abilities can enhance the adjustment process. However, it is

not always beneficial as self-improvement may not be suitable in all situations. In some cases, evaluating one's talents realistically could prove more helpful than striving for self-enhancement. During major decisions such as selecting a job or subject of study or joining a project team that aligns with their skills would require individuals to evaluate themselves accurately rather than overestimating or underestimating what they are capable of handling; controlling impulses related to boosting oneself temporarily serves better during these instances instead...

The study assessed self-esteem, subjective well-being, and popularity as factors and found that individuals with a falsely positive view of themselves consistently fared better than those who held more neutral or negative perceptions in both intrapersonal aspects like happiness and welfare, as well as interpersonal adjustments such as being popular over time. Further investigation is required to determine if sensitivity towards situational demands and the attribute of self-improvement can offset, enhance or even interconnect with one another.

In their 2015 study, Vaz and Falkmer discovered that certain personal student characteristics such as competence and coping skills, along with school factors like a low-level classroom task-goal orientation continued to have an impact on students' sense of belonging in secondary school. Additionally, effort-goal orientation and perceptions about the level of disability tolerance within the school were found to influence feelings of belonging during this time. Surprisingly, family issues had little effect on belongingness at this stage. These findings emphasize the significance for elementary schools to prioritize fostering a strong sense of community among their students early on while also ensuring these positive communal values are passed down through handover documents as children transition into secondary education.

Most of the factors that influenced one's sense of connection to school, both before and after secondary education, are changeable.

The unfortunate reality of school is that many young people are victims of bullying, particularly at the hands of their classmates. Bullying involves an unequal power dynamic between two individuals, while peer victimisation encompasses any recurring negative interactions among multiple individuals. There are various reasons why students might be bullied based

on factors like race/ethnicity/national origin, religion, gender identity and expression or sexuality as well as physical or mental ability. Repeatedly getting pushed around physically or verbally abused (called bad names) also qualify for being categorized under bullying. However, if similar strength opponents engage in quarrel/fight it cannot ascertain to be classified as a case involving harassment/bullying. The impact on academic achievement from experiencing peer victimization could not have been overstated; hence adolescents who face this may end up disengaging with educational activities leading them towards poor performance coupled with problems related to attendance.

On the flip side, noteworthy indirect connections via school affiliation were identified. This underscores the importance of recognizing how a sense of belonging to one's educational institution can play an essential role in enhancing students' scholastic achievements.

The intricate interplay between psychological, socioeconomic, ecological and policy influences on exercise programs engagement is emphasized by the socio-ecological paradigm (Ridley & Dollman, 2019). As students transition from elementary to secondary school they encounter a distinct physical environment where their behavior is shaped by social norms, curriculum and rules exclusive to this setting. Findings demonstrate that physical activity enablers and obstacles differ based on school level thereby highlighting challenges in promoting optimal levels of physical activity while effectively customizing tactics with limited resources. The current study identified school break periods as a crucial context during which teenage females experience dramatic declines in their level of physical activity throughout the adjustment phase thus warranting intervention efforts aimed at addressing these gaps within existing strategies for improved outcomes. According to Vargas, B., Leiva, L., and their colleagues (2019), School maladjustment (SM) refers to the presence of behavioral, social, and emotional problems that hinder students from meeting their school's standards. When SM appears in early years of schooling it is linked with negative outcomes such as academic underachievement or dropping out of school; aggressive conduct; psychological disorders; as well as long-term maladaptive patterns.

The research conducted by Serna and Martínez (2019) indicated that the involvement of parents can prevent academically successful students from experiencing setbacks

such as poor school integration, satisfaction, and conduct. However, additional studies are required to examine other variables related to school adjustment in order for a comprehensive understanding of how family assistance impacts retained students. The outcomes signify significant educational implications which must be taken into consideration: integrating familial context within education is fundamental towards preventing academic maladjustment.

Establishing partnerships between families and schools coupled with raising awareness about parental support's importance will aid educators in ensuring smooth functioning at all times. (Note: Modified according to American English.)

and behaviors towards the environment. In 2019, Musitu-Ferrer and Esteban- Ibañez conducted a study that found adolescents who were well-adjusted in school displayed higher levels of cognitive and emotional environmental empathy as well as stronger connections to nature compared to those with poor school adjustment. Conversely, low levels of these traits were associated with weak attachment to nature. These findings suggest that other factors such as family relationships, parental socialization, communication skills and general family functioning could also contribute positively or negatively toward students' environmental awareness. Despite growing concerns over ecological issues worldwide many continue behaving unsustainably towards their surroundings which underscores the necessity for research into what motivates attitudes surrounding ecologically friendly behavior.

Research in this area could facilitate a greater comprehension of the attributes that enhance one's environmental empathy and connection with nature.

In 2020, Engels, M. C., Pakarinen and others conducted a study to investigate multiple different signs of something.

In this study, the focus was on how students adjust academically and emotionally during their transition from primary school (grade 6) to secondary school (grades 7 and 9). The findings revealed bidirectional connections between behavioral and cognitive engagement.

Cognitive involvement was anticipated to increase in the next one or two school years with higher success, while less behavioural engagement was predicted with more teacher conflict.

Although behavioural and cognitive involvement are interconnected throughout the transition from primary to secondary school, it is noteworthy that each has its specific contextual and personal implications as per the findings. The perception of whether a shift is challenging or threatening can be significantly influenced by various factors, including the attitudes and expectations of young individuals.

Anticipating unpleasant experiences may inadvertently lead to such outcomes. To assist students in perceiving change as an opportunity rather than a challenge, elementary school teachers should focus on facilitating coping strategies such as self-awareness, choosing key friends, communicating feelings effectively, managing emotions well through solidarity and cohesion amongst peers within integrated activities like field trips and group learning that are guided by their instructor's encouragement for playfulness exploration too (Sospeter et al., 2020).

In 2020, Fernández Lasarte et al. utilized multiple measuring instruments including TCMS for teacher support subscale, AFA-R for family and peer support subscales, SEM for School Engagement Measure and EBAE-10 to measure perceived academic performance subscale. According to their research findings, social support is a key predictor of school engagement while perceived academic performance plays the role of moderator. Results showed that teacher support had the highest impact on students followed by family's but friends did not have any direct influence on school adjustment characteristics. The study suggests teachers and families should work together towards providing necessary social supports which can result in improved perceptions about one's own abilities as well as increased involvement with academics at school level among students.

health, there is still more work to be done. Moore and his colleagues (2020) indicate that despite the effectiveness of various interventions in reducing mental health issues among populations recently, further efforts are required.

The data suggests that early intervention in primary schools is essential for promoting excellent adolescent well-being in the years following secondary school transition. A lack of proper education can adversely affect student coping and academic achievement, which highlights the importance of addressing this issue. "Family level affluence" is a crucial factor in predicting student adjustment, rather than solely attributing mental well-being to school-level socioeconomic composition

based on individual students and their families' wealth levels. The socioeconomic makeup of a school has an impact on its underlying dynamics that can significantly influence student welfare outcomes; although there are some cross-classifications between these factors, a secondary school's compositional affluence largely depends upon the income levels seen across those feeder schools leading up to it.

According to a 2021 study by Eskelä-Haapanen, S., Vasalampi, K., and Lerkkanen, M.-K., students have various aspirations for secondary school including comfort, friendships, learning experience improvement in independence levels and teacher-student relationships. However; among youngsters' friendship was the primary source of anxiety. Entering new classes or fear of bullying can be early manifestations of severe wellbeing issues related to schooling requirements during lower secondary education level. In view thereof teachers alongside parents should prepare their children towards successful transition from elementary into their next phase - Lower Secondary Schooling as studied in this article suggests so.

are often considered at risk due to their "Social, Emotional and Mental Health difficulties (SEMH)" as they navigate significant changes in support systems during the transition from primary to secondary school.

According to the results, it is essential for children with SEMH issues to have a feeling of "safety" and "belonging." Proper management of such cases requires taking into account their emotional welfare both in primary school for short term benefits as well as preparing them emotionally for secondary school long-term. Collaborative efforts amongst schools and parties involved can ensure uniform standards and support are provided consistently.

Whelan, M., McGillivray, J., and Rinehart, N. J. (2021) state that the move to secondary school is a crucial achievement in education which affects both academic progress and well-being of students. Despite having Autism Spectrum Disorder,

Individuals with Autism Spectrum Disorder (ASD) are particularly vulnerable during transitions, but the impact of ASD features on transition outcomes is poorly understood. The switch from primary to secondary school presents a significant challenge for students and can have wide-ranging effects on their quality of life, academic achievements, sense of belonging in school and mental health. This shift typically involves moving

from a smaller setting to larger schools where pupils need to navigate complex educational as well as social systems; while some learners adapt easily others become overwhelmed by this new environment resulting in loss of confidence or even dropping out altogether. Difficulties encountered during this time not only affect current mental health but may also compound into lower academic achievement leading high dropout rates thus identifying those at risk and providing support becomes imperative towards ensuring successful transitions for all students involved.

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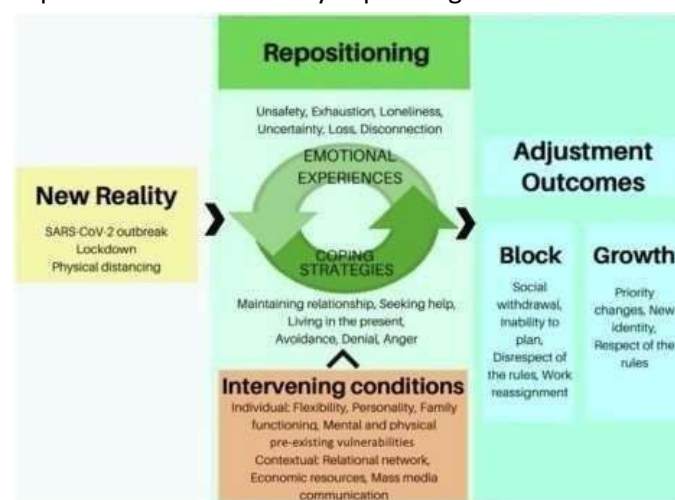
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Figure 1. The adjustment process after the first wave of the COVID-19 pandemic. Source:

www.frontiersin.org

Examples of adaptive methods include maintaining relationships, seeking aid, living in the present moment, being creative and integrating past experiences with current ones. On the other hand, some commonly used maladaptive techniques to shield oneself from negative emotional experiences are outwardly expressing



anger; avoiding or denying them; exhibiting dominating behaviours or becoming addicted to alcohol. Student adjustment encompasses various outcomes that can be studied as well.

7. Methodology

The SLNA method is utilized to investigate the factors or predictors of secondary school transition and adaptation, which forms the focus of the study. The research delves into Secondary School Adjustment, School Transition as well as School Maladjustment (SM) - all keywords that were discerned from the paper's title. To meet specific selection requirements for this scholarly pursuit, only papers written in the English language with a source type categorized under Scholarly

Journals qualify for inclusion.

ProQuest holds Dissertations & Theses, while Ebsco provides full-text access. Any paper on secondary school adjustment must include keywords such as students, transition of secondary school students and relevant research related to this topic. After meticulously reviewing over 240 articles from the period between 2015 and 2022, we were able to extract factors that could affect student academic success through careful categorization based on extensive reading regarding diverse topics surrounding student adaptation during their time in high school.

8. Results

The factors which affect the secondary school adjustment of students is inevitably dependent along with his family values and last school attended are socio-cultural norms, curriculum, and rules unique to the secondary school setting. Peer-acceptance, Direct victimization, Indirect victimization, Empathy, Anger regulation, Direct aggression and Indirect aggression" (competence, coping skills) and school factors (low-level classroom task-goal orientation) school failure and dropout, aggressive behaviors, mental health issues, and lifelong maladaptive trajectories are other factors which affects the school adjustment.

Parental participation can prevent kids with good academic performance (promoted students) from bad academic performance (school integration, school satisfaction, and pro-social conduct) (retaining students). Low levels of environmental (cognitive and emotional) compassion and attachment to nature, about meeting new friends, entering a new class, or bullying, large structural changes in support (sometimes unanticipated) over the primary-secondary school transition, and require a sense of "safety" and "belonging,".

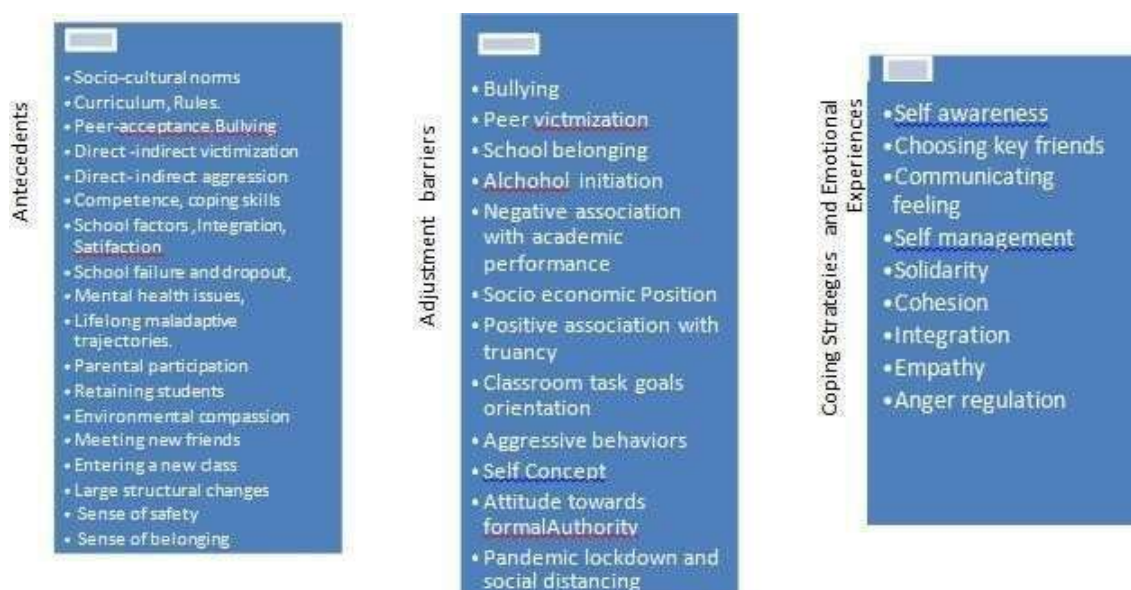


Figure 2- Secondary School Student Adjustment process
Source: Proposed model by Authors

9. Discussion

Despite the gap in academic achievement and school adjustment, students can flourish and attain success through self-motivation. They seek guidance from teachers and peers who can assist them with achieving their personal as well as educational goals for long-term growth. Given that a significant portion of one's adolescent life is spent in school, it plays an influential role in shaping one's character. Since graduation marks a pivotal point when selecting courses for professional development becomes imperative, we place greater emphasis on supporting these students' future aspirations. It behooves parents to remain optimistic about their children but also refrain from setting unrealistic expectations during this critical juncture - doing so may compromise both present happiness and long-term prospects by causing psychological imbalances amongst young adults. To ensure positive learning outcomes throughout secondary education proper attitudes such as empathy must be consistently modelled by not only educators but community members at large including family members of enrolled youths.

10. Limitation

This research does not encompass schools that cater to gifted students or differently-abled individuals.

No specific research is conducted based on race, caste or any other social and economic classifications.

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|-----------------------|-----------------------|-------------------------------|-----------------------------------|
| Emotional Experiences | Coping mechanism | Teacher student relationship | Family relationship |
| Parents involvement | Socio - cultural norm | Socio economic position | Self regulation |
| School policies | Mental health | School ambience and structure | Environmental compassion |
| Pandemic | Curriculum | Friendship | Sense of safety and belongingness |

Figure 3- Limitations of senior secondary schools. Source: Proposed model by Authors

Although dropping out and failing are always options for secondary school students, having positive antecedents can encourage them to stay in school and achieve academic success with the support of peers, teachers, and family. School adjustment is crucial in shaping one's personality as well as achieving academic excellence.

11. Conclusion

The symbiosis between emotional intelligence and adaptive coping strategies is paramount. Despite the reservoir of emotional acumen inherent in high school students, its refinement and guidance towards emotion regulation remain imperative. The tumultuous terrain of adolescence ushers in a kaleidoscope of affective states demanding adept navigation to forestall any deleterious ramifications on scholastic pursuits. Indeed, the mishandling of such emotive complexities can precipitate scholastic maladjustment, posing formidable obstacles to academic attainment.

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