



Original Researcher Article

IMPACT OF DEPRESSION, ANXIETY, AND STRESS ON ADJUSTMENT OF SENIOR SECONDARY SCHOOL STUDENTS

Article History:

Name of Author:

Rachna¹, Dr. Rani Srivastava^{2*}, Dr. Niharika Arora³, Dr. Brijesh Saran⁴

Affiliation: ¹Ph.D., Department of Clinical Psychology (Psychiatry), Scholar at Santosh Deemed to be University, Uttar Pradesh- 201009, India,

²Prof. & HOD, Department of Clinical Psychology (Psychiatry), Scholar at Santosh Deemed to be University, Uttar Pradesh- 201009, India

³Assistance Professor, Department of Clinical Psychology, Santosh Deemed to be University, Ghaziabad, Uttar Pradesh, India,

⁴Assistance Professor, Department of psychiatry, Santosh Deemed to be University, Ghaziabad, Uttar Pradesh, India,

Corresponding Author:

Dr. Rani Srivastava

Received: 27-10-2025

Revised: 02-11-2025

Accepted: 15-11-2025

Published: 28-12-2025

This is an open access journal, and articles are distributed under the terms of the Creative Commons Attribution-Noncommercial-Share Alike 4.0 License, which allows others to remix, tweak, and build upon the work non-commercially, as long as appropriate credit is given and the

Abstracts: The present study aimed to examine the relationship between mental health factors—depression, anxiety, and stress—and adjustment styles—emotional, social, and educational—among senior secondary school students. A quantitative, correlational research design was used. The sample included 206 adolescents (103 boys and 103 girls), aged between 15 and 18 years, selected from Grades 10, 11, and 12 of two schools in Faridabad, Haryana. Data were collected using the Depression, Anxiety, and Stress Scale (DASS-21) and the Adjustment Inventory for School Students (AISS). Statistical analysis was carried out using SPSS version 27, applying descriptive statistics, independent sample t-tests, and Pearson's correlation. The results revealed no significant gender or age differences in depression, anxiety, stress, emotional adjustment, or social adjustment. However, significant differences were found in educational adjustment based on both gender and age. Correlation analysis showed that depression and anxiety had weak but significant negative relationships with emotional and social adjustment. Stress showed a moderate negative correlation with social adjustment but was not significantly related to emotional adjustment. Overall, the findings suggest that adolescents with better adjustment tend to have lower levels of mental health issues. The study highlights the need for mental health support and intervention strategies in schools to promote healthy adjustment and emotional well-being among adolescents.

Keywords: Mental Health, Emotional Adjustment, Social Adjustment, Educational Adjustment, Relationship,

INTRODUCTION

Adolescence, derived from the Latin word *adolescere* meaning “to grow up,” marks a critical transitional period bridging childhood and adulthood. This stage involves rapid physical, emotional, cognitive, and social development, shaping an individual’s identity and life trajectory (Bai, 2017). During this time, adolescents are particularly vulnerable to various psychological challenges, including anxiety, which is one of the most prevalent mental health concerns globally among school-aged children and adolescents. Anxiety is often characterised by low self-confidence, reduced self-esteem, and fear of failure or inability to cope with challenges (Baumert et al., 2024). These psychological symptoms are frequently accompanied by physiological responses such as palpitations, excessive sweating, and increased heart rate (Beukema et al., 2024).

As anxiety escalates, it can significantly disrupt adolescents’ daily functioning across social, educational, and occupational domains (Conwi et al., 2024). Common consequences include social withdrawal, decreased coping skills, fear of rejection, and difficulty in forming peer relationships. Additionally, cultural norms and social expectations shape the manifestation and management of anxiety, adding further complexity to this global phenomenon (Cáceres et al., 2024). The school environment also plays a pivotal role; a supportive school climate can foster student well-being, while a negative one may exacerbate psychological distress (Al-Zawaadi et al., 2021). Therefore, understanding the impact of anxiety during adolescence is vital for promoting mental health and academic success.

REVIEW OF LITERATURE

Kaur & Chawla (2018) concluded that adolescent females reported significantly higher academic anxiety and lower adjustment levels than males across both orphanage and family settings. Adolescents living in orphanages had less academic anxiety but poorer school adjustment, indicating varied psychosocial influences based on living arrangements.

Orgilés et al. (2024) highlighted the significant psychological impact of social distancing, COVID-19 infection, and bullying on school anxiety and adjustment. Social interaction

indirectly influenced adjustment, underscoring the complex mediating role of anxiety in school adaptation.

Conwi et al. (2024) found that most students experienced moderate mental health during blended learning, with school adjustment negatively correlating with academic stress. Although family distress had a weak and non-significant link with adjustment, stress from academics, family, and learning models significantly influenced student well-being.

Beukema et al. (2024) revealed that adolescents with more psychosocial issues were likelier to seek school-based help, though stigma around mental health remained unchanged. The results suggest that reducing psychosocial challenges may enhance support-seeking behaviour more effectively than addressing stigma alone.

Azpiazu et al. (2024) demonstrated that emotional involvement, resilience, peer and teacher support significantly contribute to school integration and academic success. Emotional factors and support systems work synergistically to improve school satisfaction and performance.

Bul et al. (2024) emphasized the protective role of parental and school support against psychometric, depressive, and suicidal symptoms, especially among low SES adolescents. School liking and physical support emerged as key buffers against mental health issues, highlighting SES-based disparities in outcomes.

Overall, across years, the reviewed studies affirm that emotional resilience, supportive relationships, and socio-environmental factors critically shape adolescents’ school adjustment, academic stress, and mental health. Tailored interventions that enhance emotional support, reduce psychosocial burdens, and consider SES disparities are essential for improving adolescent well-being.

Significance of the Study

In today’s fast-paced and ever-changing society, adolescents are often confronted with numerous challenges that can lead to emotional distress and psychological strain. Senior secondary school students, in particular, face increasing academic pressure, identity development concerns, and social expectations, which may result in heightened levels of depression, anxiety, and

stress. These mental health issues, if not managed effectively, can negatively impact their ability to adjust to their surroundings. However, some adolescents demonstrate better adaptability due to stronger mental resilience and emotional maturity.

The present study aims to examine the impact of depression, anxiety, and stress on the adjustment styles—emotional, social, and educational—of senior secondary school students. It also investigates whether these adjustment patterns differ across gender and age groups. By exploring these relationships, the study seeks to highlight the importance of fostering mental well-being among adolescents to enhance their overall adjustment. Ultimately, this research underlines the need for schools, parents, and communities to prioritise mental health support to help adolescents navigate their developmental transitions more effectively.

Objectives

1. To examine gender differences in mental health (depression, anxiety, and stress) and adjustment styles (emotional, social, and educational) among senior secondary school adolescents.
2. To analyse age-related differences in mental health (depression, anxiety, and stress) and adjustment styles (emotional, social, and educational) among senior secondary school adolescents.
3. To explore the relationship between mental health dimensions (depression, anxiety, and stress) and adjustment styles (emotional, social, and educational) among senior secondary school adolescents.

Hypotheses

1. There is a significant gender differences in mental health (depression, anxiety, and stress) and adjustment styles (emotional, social, and educational) among senior secondary school adolescents.
2. There is a significant age group differences in mental health (depression, anxiety, and stress) and adjustment styles (emotional, social, and educational) among senior secondary school adolescents.
3. There is a significant negative correlations between mental health dimensions (depression, anxiety, and stress) and adjustment styles (emotional, social, and educational) among senior secondary school adolescents.

METHODOLOGY

Research Design

A co-relation design was used in this research to investigate the relationship among mental health and adjustment style in adolescents.

Research Participants

For the current study, a sample of 206 students from the 10th, 11th, and 12th grades at SAINIK PUBLIC SEC.SR.SCHOOL and S.R.S. PUBLIC SCHOOL in the Faridabad district of Haryana, India were chosen at random. Out of the 206, 103 boys and 103 girls actively engaged in the test. Students' ages ranged from 15 to 18 years.

Research Instrument

The researcher employed two (2) specially designed tools to improve the research and achieve the proposed objectives. The first was the Adjustment Inventory for School Students (AISS), and the second was the DASS-21 Scale which consists of 21 Items.

Depression, anxiety, and stress were the three emotional states that the **DASS-21** was prepared to measure. According to Hong et al. (2017), the scale showed sufficient internal consistency with Cronbach's alpha ranging from 0.761 to 0.906.

In **Adjustment Inventory for School Students (AISS)** created by Sinha and Singh (2005) consists of 60 items, 20 of which pertain to emotional adjustment, 20 to social adjustment, and 20 to academic adjustment. With a product-moment correlation of 0.51 and a split-half reliability of 0.95, the inventory scores and criteria ratings are in good agreement.

Statistical techniques used

According to the collected data and hypotheses, the researcher used the mean (average of each group's score), median (the central value of the data distributions), t-test for the difference in the mean group of each dimension, and the Pearson's product-moment correlation used to test the relationship among the dimensions and variables that are the primary focus of the study. In addition to statistical studies, graphical data representations such as bar graphs, pie charts, and correlation matrices aid with variable interpretation. All the analyses were conducted with the help of SPSS-V27.

Data Gathering Procedure

The two scales were administered to students individually via Paper and Pen. The instructions were presented on a self-explanatory Paper, and after receiving approval from the test administration, the students completed the questionnaires. Scoring followed the manual's

instructions. Data were obtained based on gender and age group. The researcher classified both genders as boys and girls based on their age: a) 15 to 16 years old, and b) 17 to 18 years old.

Ethical Considerations

The research was conducted solely for the goal of education and secrecy, as disclosed to the

participants, and appropriate consent was obtained, with the assurance that the participants' information would not be compromised under any circumstances.

RESULTS

As the data was collected and below analyses have been done for further proceedings.

Table 1. Normality of Data

Variable	Kolmogorov-Smirnov Sig. (p)	Shapiro-Wilk Sig. (p)	Normality Interpretation
Depression	.100	.110	Normally Distributed
Anxiety	.123	.124	Normally Distributed
Stress	.118	.132	Normally Distributed
Emotional Adjustment	.101	.141	Normally Distributed
Social Adjustment	.105	.122	Normally Distributed
Educational Adjustment	.103	.112	Normally Distributed

Table 2. Mean, SD, t-test on the Mental Health factors Scaling by DASS-21 of adolescents (Gender)

Variable	Group (Gender)	N	Mean	SD	t-value	df	Cohen's d	sig. (p-value)
D	Boy	103	7.17	5.85	1.714	204	5.326	.088 p>0.05
	Girl	103	5.89	4.73				
A	Boy	103	7.86	10.69	1.896	204	8.15636	.059 p>0.05
	Girl	103	5.70	4.32				
S	Boy	103	8.94	5.15	.028	204	4.93538	.978 p>0.05
	Girl	103	8.92	4.71				

Note: D: Depression, A: Anxiety, S: Stress

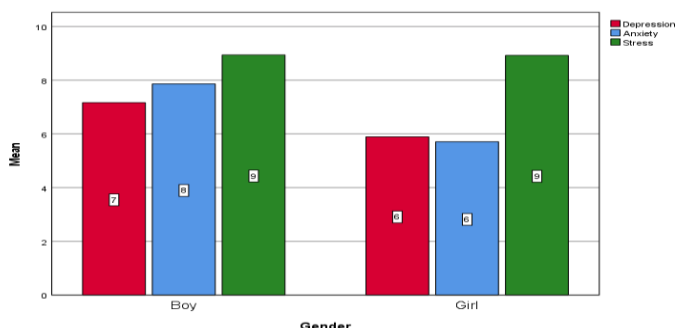


Figure 1. Mean score on the Mental Health factors Scaling by DASS-21 of adolescents (Gender) by Bar Graph.

Table 3. Mean, SD, t-test on the Mental Health factors Scaling by DASS-21 of adolescents (Age)

Variable	Group	N	Mean	SD	t-value	df	Cohen's d	sig.(p-value)
----------	-------	---	------	----	---------	----	-----------	---------------

	(Age)							
D	15 to 16 Years	73	7.52	6.07	1.984	204	5.313	.049
	17 to 18 Years	133	5.98	4.84				p>0.05
A	15 to 16 Years	73	7.97	11.79	1.542	204	8.180	.125
	17 to 18 Years	133	6.13	5.24				p>0.05
S	15 to 16 Years	73	9.05	5.12	.265	204	4.934	.978
	17 to 18 Years	133	8.86	4.83				p>0.05

Note: D: Depression, A: Anxiety, S: Stress

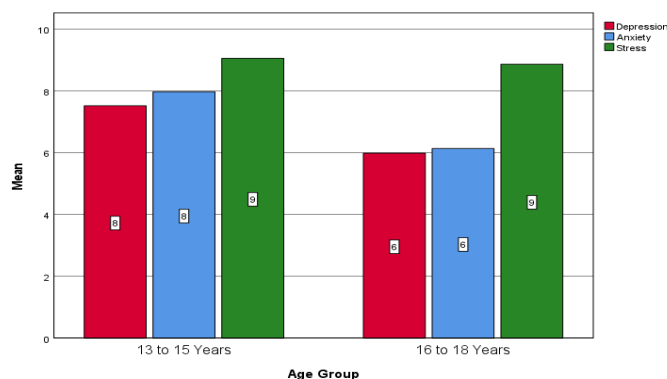


Figure 2. Mean score on the Mental Health factors Scaling by DASS-21 of adolescents (Age) by Bar Graph

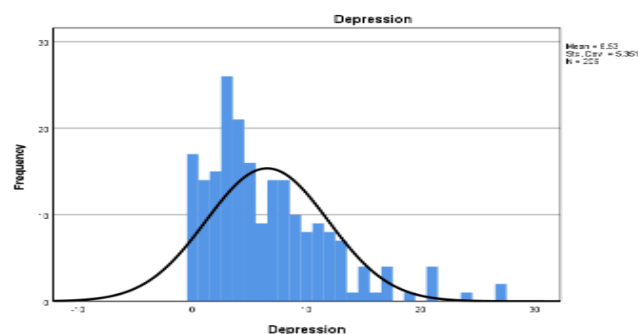


Figure 3. Dispersal of Depression Scores in the Adolescents by Histogram

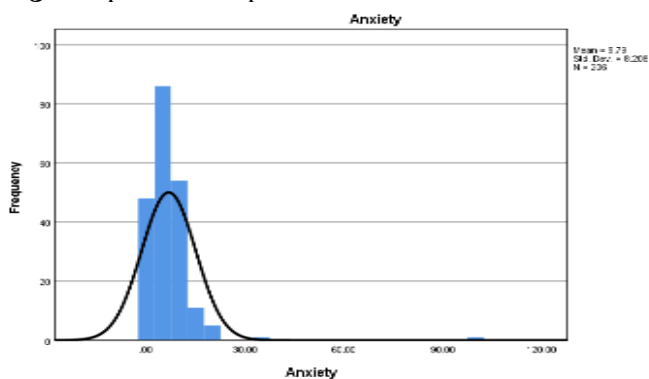


Figure 4. Dispersal of Anxiety Scores in the adolescents by Histogram

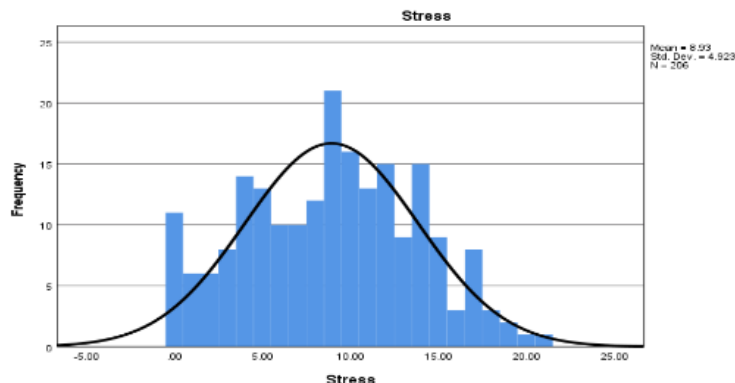


Figure 5. Dispersal of Stress Scores in the Adolescents by Histogram

Table 4. Mean, SD, t-test on the Adjustment factors Scaling by AISS of adolescents (Gender)

Variable	Group (Gender)	N	Mean	SD	t-value	df	Cohen's d	sig.(p-value)
Em. A	Boy	103	8.34	2.57	1.522	204	2.70011	.129
	Girl	103	7.77	2.82				p>0.05
So. A	Boy	103	6.93	2.78	.673	204	2.79469	.502
	Girl	103	6.66	2.80				p>0.05
Edu. A	Boy	103	9.02	3.54	3.726	204	3.40331	.001
	Girl	103	7.26	3.25				p<0.05

Note: Em.A.: Emotional Adjustment, So.A.: Social Adjustment, Edu.A.: Educational Adjustment

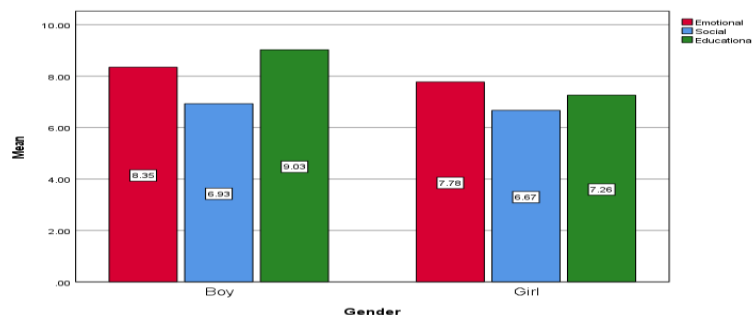


Figure 6. Mean score of the Adjustment factors Scaling by AISS of adolescents (Gender) by Bar Graph

Table 5. Mean, SD, t-test on the Adjustment factors Scaling by AISS of adolescents (Age)

Variable	Group (Age)	N	Mean	SD	t-value	df	Cohen's d	sig.(p-value)
Em. A	15 to 16 Years	73	8.34	2.63	1.097	204	2.70743	.274
	17 to 18 Years	133	7.90	2.74				p>0.05

So. A	15 to 16 Years	73	6.65	2.82	-.546	204	2.79575	586
	17 to 18 Years	133	6.87	2.77				
Edu. A	15 to 16 Years	73	8.97	3.62	2.539	204	3.46290	.012
	17 to 18 Years	133	7.69	3.37				

Note: Em.A.: Emotional Adjustment, So.A.: Social Adjustment, Edu.A.: Educational Adjustment

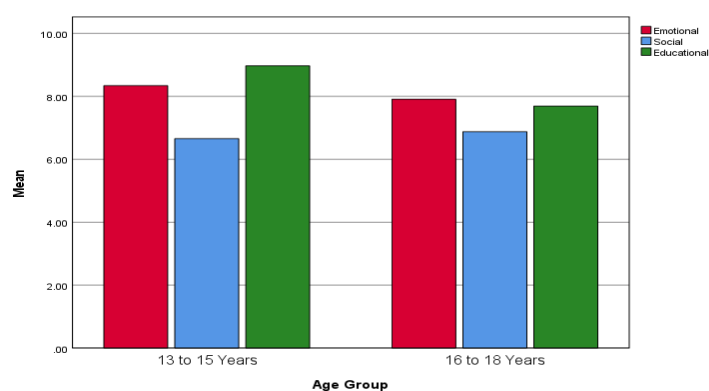


Figure 7. Mean score of the Adjustment factors Scaling by AISS of adolescents (Age) by Bar Graph

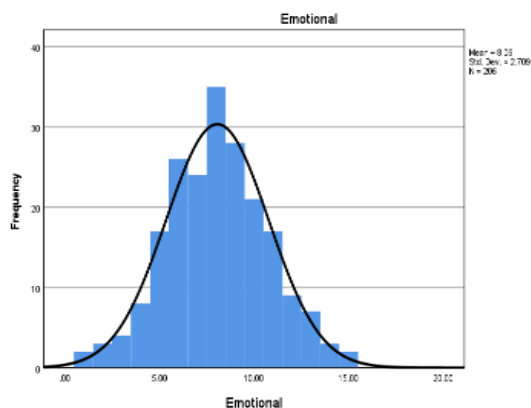


Figure 8. Dispersal of Emotional Adjustment Scores in the Adolescents by Histogram

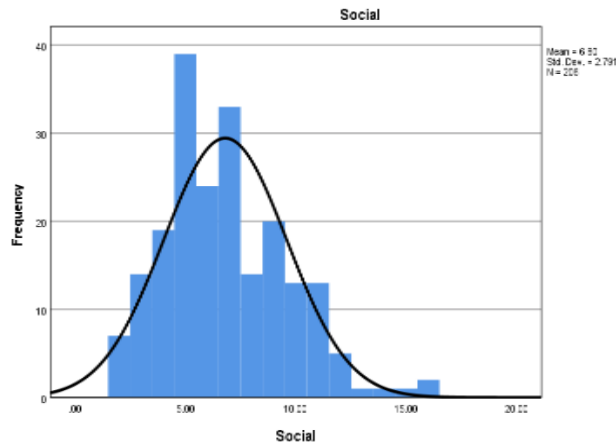


Figure 9. Dispersal of Social Adjustment Scores in the Adolescents by Histogram

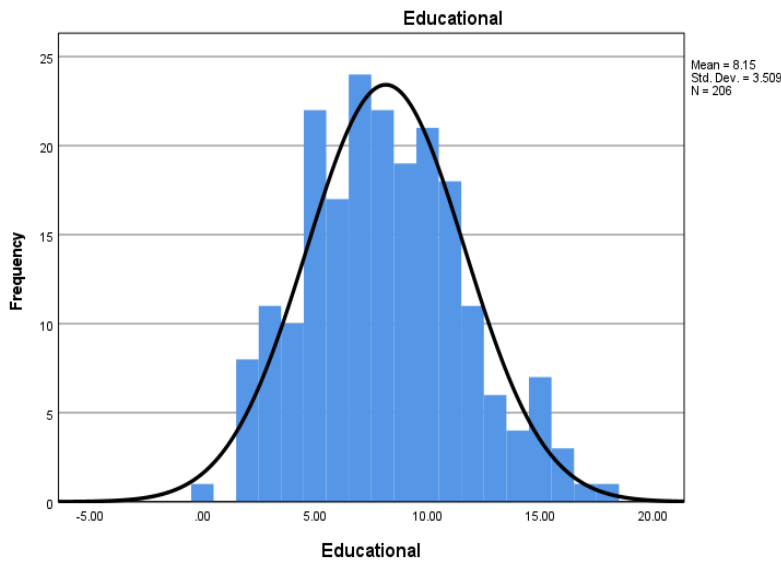


Figure 10. Dispersal of Educational Adjustment Scores in the Adolescents by Histogram

Table 6. Correlations test on Mental Health and Adjustment among adolescents

Correlations		Depressio	Anxiet	Stres	Emotiona	Socia	Educationa
		n	y	s	l	l	l
D	Pearson Correlation	1	.459**	.565*	-.162*	-.155*	-.119*
	Sig. (2-tailed)		.000	.000	.020	.026	.038
	N		206	206	206	206	206
A	Pearson Correlation		1	.394*	-.147*	-.139*	-.030*
	Sig. (2-tailed)			.000	.035	.046	.028
	N			206	206	206	206

S	Pearson Correlation	1	-.112*	-	-.016*
				.226**	
	Sig. (2-tailed)		.002	.001	.008
	N	206	206	206	
Em.A.	Pearson Correlation	1	-		-.484**
				.353**	
	Sig. (2-tailed)			.000	.000
	N		206	206	
So.A.	Pearson Correlation		1		-.222**
					.001
	Sig. (2-tailed)				.001
	N			206	
Edu.A.	Pearson Correlation				1
	Sig. (2-tailed)				
	N				

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Note: D: Depression, A: Anxiety, S: Stress, Em.A.: Emotional Adjustment, So.A.: Social Adjustment, Edu.A.: Educational Adjustment

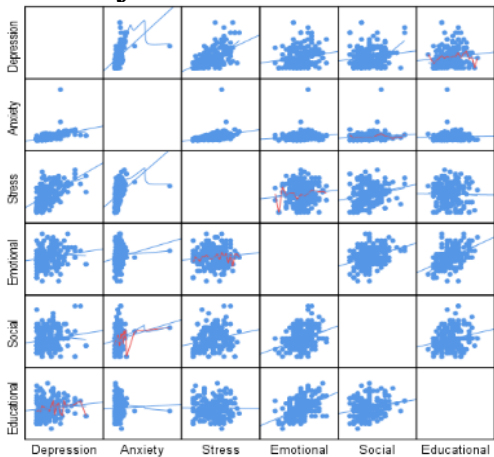


Figure 11. A pair-plot matrix of scatter plots, showing the relationships between multiple variables: Depression, Anxiety, Stress, Emotional, Social, and Educational

**Analysis:
Normality Check**

Kolmogorov-Smirnov and Shapiro-Wilk tests confirmed that all variables—depression, anxiety, stress, and the three domains of adjustment—were normally distributed ($p > 0.05$), justifying the use of parametric tests for further analysis.

Gender Differences in Mental Health and Adjustment

Independent t-tests indicated that boys reported slightly higher mean scores in depression ($M = 7.17$) and anxiety ($M = 7.86$) than girls ($M = 5.89$ and $M = 5.71$, respectively). However, these

differences were not statistically significant. Stress levels were nearly identical between genders.

In terms of adjustment, no significant gender differences were found in emotional and social adjustment. However, boys showed significantly better educational adjustment than girls ($t = 3.726$, $p = 0.001$). This may reflect gender-based differences in academic coping strategies or societal expectations.

These findings partially support the hypothesis that gender differences exist in mental health and

adjustment. While mental health factors were similar across genders, the educational adjustment disparity suggests that boys might experience and manage academic demands differently than girls.

Age Differences in Mental Health and Adjustment

Adolescents aged 15–16 years reported higher mean scores in depression ($M = 7.52$) and anxiety ($M = 7.97$) compared to those aged 17–18 years ($M = 5.98$ and $M = 6.13$, respectively). The difference in depression was statistically significant ($t = 1.984$, $p = 0.049$), suggesting that younger adolescents may be more emotionally sensitive during school transitions. Stress levels were similar across both age groups.

Regarding adjustment, no significant age-related differences were observed in emotional or social domains. However, educational adjustment was significantly higher in the younger group ($M = 8.97$ vs. $M = 7.69$; $t = 2.539$, $p = 0.012$). This finding could imply that younger students are more academically engaged or face lower pressure compared to older peers.

These outcomes partially validate the hypothesis of age-related differences, particularly for depression and educational adjustment.

Table 7. Summary of Hypothesis Testing

Hypothesis	Status	Summary
H1 (Gender Differences)	Partially Supported	Significant only for educational adjustment
H2 (Age Differences)	Partially Supported	Significant for depression and educational adjustment
H3 (Correlation)	Supported	All negative correlations were statistically significant

Implications

The findings suggest that while mental health issues are present among adolescents, their impact on adjustment is modest. Factors like emotional resilience, peer and teacher support, and socio-cultural expectations likely play important moderating roles. Tailored interventions that strengthen these support systems could enhance adolescent well-being and school adjustment.

DISCUSSION

This study investigated how depression, anxiety, and stress influence adolescents' adjustment in emotional, social, and educational domains, considering age and gender.

Gender Differences (Objective 1 & Hypothesis 1): No significant gender

Correlations Between Mental Health and Adjustment

Pearson correlation analysis showed:

Depression had significant but weak negative correlations with emotional ($r = -.162$), social ($r = -.155$), and educational adjustment ($r = -.119$).

Anxiety showed weak negative correlations with emotional ($r = -.147$) and social adjustment ($r = -.139$), and a negligible correlation with educational adjustment ($r = -.030$).

Stress had a weak negative correlation with emotional adjustment ($r = -.112$) and a moderate negative correlation with social adjustment ($r = -.226$).

These results confirm the hypothesis of a negative relationship between mental health challenges and adjustment. However, the strength of these associations was weak, indicating that while mental health does impact adjustment, other factors such as peer support, resilience, and school environment may buffer or moderate this impact. Additionally, emotional adjustment showed moderate positive correlations with both social ($r = .353$) and educational adjustment ($r = .484$), reinforcing the interconnectedness of these adaptive domains.

differences were observed in mental health or in emotional and social adjustment. However, boys exhibited significantly better educational adjustment than girls, partially supporting Hypothesis 1. This aligns with Baumert et al. (2024), who reported gender variations in school performance. The similarity in emotional and social domains may reflect shared academic pressures and social experiences.

Age Differences (Objective 2 & Hypothesis 2): Younger adolescents (15–16 years) showed higher depression and better educational adjustment compared to older adolescents (17–18 years). Anxiety and stress levels, as well as emotional and social adjustment, did not differ significantly by age. These outcomes partially validate Hypothesis 2 and suggest that younger

students may face less academic pressure or have greater adaptability.

Mental Health and Adjustment Relationship (Objective 3 & Hypothesis 3):

Depression, anxiety, and stress were interrelated. Contrary to Hypothesis 3, their associations with adjustment were weakly negative or non-significant. Depression and anxiety showed slight negative correlations with emotional and social adjustment, while stress was moderately linked to poorer social adjustment. These results indicate a relationship with negative impact.

Implications: Findings highlight that mental health challenges do not uniformly disrupt adjustment. Emotional resilience, peer and parental support, and school environment play moderating roles. Consistent with **Azpiazu et al. (2024)** and **Beukema et al. (2024)**, positive psychosocial factors enhance adolescent adjustment despite emotional difficulties.

CONCLUSION

This study explored the impact of mental health—specifically depression, anxiety, and stress—on emotional, social, and educational adjustment among senior secondary school adolescents. It also examined whether these variables differed by gender and age group.

The findings showed that boys and girls did not differ significantly in levels of depression, anxiety, stress, emotional, or social adjustment. However, boys had significantly better educational adjustment than girls. This supports earlier research by **Kaur and Chawla (2018)**, who found that adolescent females often experience higher academic anxiety and lower school adjustment.

Age-wise, younger adolescents (15–16 years) reported significantly higher levels of depression but also demonstrated better educational adjustment than older adolescents (17–18 years). These findings align with **Conwi et al. (2024)**, who found that academic stress can negatively influence school adjustment, especially among older students. The age difference in depression also suggests that younger adolescents might be more emotionally sensitive during transitional school years.

The correlation analysis indicated that depression, anxiety, and stress are moderately related to each other and negatively, though weakly, associated with adjustment. Higher levels of psychological distress were linked to lower emotional, social, and academic adjustment. This

supports the work of **Orgilés et al. (2024)**, who highlighted the role of anxiety in disrupting school adjustment, especially in challenging social environments.

The study also supports findings by **Azpiazu et al. (2024)** and **Bul et al. (2024)**, who emphasised the protective influence of emotional involvement, resilience, and school and parental support in enhancing adolescent adjustment and reducing distress.

In conclusion, while mental health difficulties can impact adolescents' ability to adjust, the strength of this impact is often moderated by age, support systems, and resilience. Therefore, schools, parents, and communities must invest in promoting emotional well-being to help adolescents cope effectively with academic and social demands.

DECLARATIONS

Ethical Approval Statement

The Institutional Review Board of the School of Social Science (Clinical Psychology) granted research ethical approval for this study, which was conducted in compliance with the Academic Integrity Code of the School of Social Science Department of Clinical Psychology, Santosh Deemed University.

Informed Consent:

Informed permission was obtained from the participants and maintained confidentially during the study.

Consent for publication:

This manuscript does not include any personal data of individuals, hence the consent for publication is "Not applicable".

Data Availability Statement:

The data supporting Tables 7.1-7.5 and Graphs 7.1 to 7.7 are original and new to the public.

Competing Interests:

The writers affirm that there is no conflict of interest.

The author affirms that there are no possible conflicts of interest with the research and authorship of this paper.

Funding

This study got no explicit funding from any public, commercial, or non-profit organization.

Author's Contribution

The author has the sole contributor of the paper.

Acknowledgement:

I would like to express thank to my parents and husband who inspired me to do this work and the school principal, students who helped me in completing this research work.

REFERENCES

1. Al-Zawaadi, A., Hesso, I., & Kayyali, R. (2021). Mental Health Among School-Going Adolescents in Greater London: A Cross-Sectional Study. *Frontiers in Psychiatry*, 12(592624). <https://doi.org/10.3389/fpsyt.2021.592624>
2. Azpiazu, L., Aguirre, I. A., Izar-de-la-Funte, I., & Lasarte, O. F. (2024). School adjustment in adolescence explained by social support, resilience, and positive affect. *European Journal of Psychology of Education*. <https://doi.org/10.1007/s10212-023-00785-3>
3. Bai, G. S. (2017). Mental Health of School Going Adolescents. *INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY EDUCATIONAL RESEARCH*, 6(7(7)), 43-63. Retrieved from www.ijmer.in
4. Baumert, J., Becker, M., Jansen, M., & Köller, O. (2024). Cultural Identity and the Academic, Social, and Psychological Adjustment of Adolescents with Immigration Background. *Journal of Youth and Adolescence*, 53, 294-315. <https://doi.org/10.1007/s10964-023-01853-z>
5. Beukema, L., Winter, A. F., Korevaar, E. L., Hofstra, J., & Reijneveld, S. A. (2024). Investigating the use of support in secondary school: the role of self-reliance and stigma towards help-seeking. *JOURNAL OF MENTAL HEALTH*, 33(2), 227-235. <https://doi.org/10.1080/09638237.2022.2069720>
6. Bul, B. G., Larm, P., Nilsson, K. W., Olsson, C. H., & Giannotta, F. (2024). Trends in mental health problems among Swedish adolescents: Do school-related factors play a role? *PLoS ONE*, 19(3), e0300294. <https://doi.org/10.1371/journal.pone.0300294>
7. Cáceres, I., Palacios, J., Ferrari, L., Ranieri, S., Rosnati, R., Miller, L. C., . . . Román, M. (2024). School victimization and psychosocial adjustment among Eastern European adopted adolescents across Europe. *Child Care Health Development*, 50, e13217. <https://doi.org/10.1111/cch.13217>
8. Chouhan, S., Bhatnagar, B., Sharma, M., & Kanwar, G. (2017). School Satisfaction among Adolescents. *Studies on Home and Community Science*, 11(1), 20-24. <https://doi.org/10.1080/09737189.2017.1336307>
9. Conwi, L. J., Pinar, F. I., & Destura, J. S. (2024). Exploring Mental Wellbeing, Distress and Adjustment in a Blended Learning Environment. *Journal of Interdisciplinary Perspectives*, 2(7), 146-157. <https://doi.org/10.69569/jip.2024.0148>
10. Dkhar, A., & Sailo, G. L. (2021). MENTAL HEALTH PROBLEMS AMONG SCHOOL GOING ADOLESCENTS IN INDIA: A LITERATURE REVIEW. *EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal*, 7(4), 44-47. <https://doi.org/10.36713/epra6667>
11. F. S.-S., A. A.-M., M. M., N.-M. B., & H. S. (2020). Effectiveness of school-based mental health programs on mental health among adolescents. *Journal of Education and Health Promotion*, 9, 142. https://doi.org/10.4103/jehp.jehp_421_19
12. Kaur, H., & Chawla, A. (2018). A Study of Academic Anxiety and School Adjustment among Adolescents. *Indian Journal of Psychiatric Social Work*, 9(2), 106-110. <https://doi.org/10.29120/IJPSW.2018.v9.i2.118>
13. Lee, J., & Jeong, G. C. (2024). The Influence of Gaming Behavior on School Adjustment among Korean Adolescents: The Moderating Effect of Self-regulation. *Behavioral Sciences*, 14, 259. <https://doi.org/10.3390/bs14030259>
14. Lim, Y. (2024). Maternal Involvement in Education, Bicultural Acceptance, and School Adjustment: An Autoregressive Cross-Lagged Modeling Study among Adolescents from Multicultural Families. *Behavioral Science*, 14, 368. Retrieved from www.mdpi.com/journal/behavsci
15. Lin, J., & Guo, W. (2024). The Research on Risk Factors for Adolescents' Mental Health. *Behavioral Sciences*, 14, 263. <https://doi.org/10.3390/bs14040263>
16. Martínez-Ferrer, B., León-Moreno, C., Musitu-Ferrer, D., Romero-Abrio, A., & Callejas-Jerónimo, J. E. (2019). Parental Socialization, School Adjustment and Cyber-Aggression among Adolescents. *International Journal of Environmental Research and Public Health*, 16(4005). <https://doi.org/10.3390/ijerph16204005>
17. Moreno, C. L., Ochoa, G. M., Pardo, E. C., López, E. E., & Jerónimo, J. E. (2021). Relationship between School Integration, Psychosocial Adjustment and Cyber-

- Aggression among Adolescents. *International Journal of Environmental Research and Public Health*, 18, 108. <https://doi.org/10.3390/ijerph18010108>
18. Moss, S. J., & Stelfox, M. (2024). Social factors associated with self-reported changes in mental health symptoms among youth in the COVID-19 pandemic: a cross-sectional survey. *BMC Public Health*, 24, 631. <https://doi.org/10.1186/s12889-024-18087-8>
19. Mushtaque, I., Rizwan, M., Abbas, M., Khan, A. A., Fatima, S. M., Jaffri, Q. A., . . . Muneer, K. (2024). Inter-Parental Conflict's Persistent Effects on Adolescent Psychological Distress, Adjustment Issues, and Suicidal Ideation During the COVID-19 Lockdown. *OMEGA—Journal of Death and Dying*, 83(3), 919-935. <https://doi.org/10.1177/00302228211054316>
20. Omoponle, A. H., & Dwarika, V. (2024). Improving Psychological Adjustment of the Sexually Abused In-school Adolescents in Nigeria: The Roles of Emotional Stability, Social Anxiety, and Self-Esteem. *E-Journal of Humanities, Arts and Social Sciences (EHASS)*, 5(3), 284-300. <https://doi.org/10.38159/ehass.20245311>
21. Orgilés, M., Serrano-Ortiz, M., Espada, J. P., & Morales, A. (2024). Back to school after the pandemic: Adjustment of Spanish children and adolescents. *anales de psicología / annals of psychology*, 40(1), 69-75. <https://doi.org/10.6018/analeps.530471>
22. Pengpid, S., & Peltzer, K. (2018). Parental involvement and mental health among school-going adolescents in five Caribbean countries. *Journal of Psychology in Africa*, 28(5), 394-399. <https://doi.org/10.1080/14330237.2018.1501916>
23. Prajapati, H. (2019). Adjustment among High School Students. *The International Journal of Indian Psychology*, 7(2), 816-821. <https://doi.org/10.25215/0702.098>
24. Rani, S. (2022). School Adjustment of Adolescents in Relation to Mental Health. *Research in Higher Education*, 63(7), 1-11.
25. Shahril, N. S. S. A., Ahmad, S., & Arshat, Z. (2021). Parenting Styles, School Connectedness and Mental Health Among Adolescents in Selangor, Malaysia. *International Journal of Academic Research in Business and Social Sciences*, 11(6), 865-873. <https://doi.org/10.6007/IJARBS/v11-i6/10217>
26. Sinha, J. R. (2020). Mental health among adolescents. *The International Journal of Indian Psychology*, 8(1), 650-654. <https://doi.org/10.25215/0801.081>
27. Wapaño, M. R. (2021). Emotional Intelligence and Mental Health among Adolescents. *International Journal of Research and Innovation in Social Science (IJRISS)*, V(V), 467-481. Retrieved from www.rsisinternational.org