Relationship Between Perceived Psychosocial Support And School Adjustment Among Form One Students In Muranga County, Kenya

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ABSTRACT
School adjustment among form one students in Murang'a South Sub-County, Kenya has become a concern as more and more students continue to find it difficult to fit in and cope with the school environment. This has posed serious problems among some students who develop a negative attitude and behavior towards the school, hindering them from comfortably engaging in learning and even dropping out of school. Very little effort has been employed to investigate factors that contribute to students' poor adjustment to the school environment. The purpose of the study was therefore to find out whether students' perceived psychosocial support had any relationship with school adjustment among form one students. The study used correlational design to establish the relationship among perceived psychosocial support, social competence, psychological well-being and school adjustment. The population of this study included all form one students in the Sub-county, totalling to 6,043. Out of these, 362 students were randomly sampled from 12 out of the 51 secondary schools in the Sub-County. Murang'a South Sub-County was selected through purposive sampling. Stratified sampling technique was used to sample the 12 secondary schools. Piloting was done to ensure the validity and reliability of the research tools. The pilot study sample consisted of 20 participants, 10 boys and 10 girls drawn from a mixed public day school. The quantitative data were analyzed using SPSS. There was a positive and significant correlation between students' perceived psychosocial support and school adjustment, r (347) =.32, p ≤ .05. The independent t-test also revealed a statistically significant difference in adjustment between boys and girls, t (347) = 3.26, p ≤ .05. This implies that there is a significant difference in the level of adjustment between form one boys and girls. The results suggest that boys adjusted better than girls. The study recommends that teachers and all the stakeholders in the school enhance students' psychosocial support to strengthen and ensure their school adjustment.

I.   Introduction

In Kenya, there is a perennial problem of strikes and upheavals in secondary schools, which can be considered a sign of poor adjustment. According to Mogire (2009), there have been sporadic waves of students' strikes in secondary schools that raise questions to the quality of the learning process and its dynamics. These strikes have led to massive destruction of property and even to loss of life. There is need to probe and investigate what causes secondary school students to go on rampage, burn schools and cause damage to school property. A large body of research has demonstrated that perceived quality of school environment is linked to school adjustment. Sarah et al. (2016) for example affirm that a supportive and warm social environment enhances adjustment and retention in secondary school. Lack of quality perceived support from teachers, families and peers all contribute to students' poor adjustment to the school. On the contrary, students who experience high levels of support from teachers, family and peers are more resilient and are able to cope with detrimental effects of moving from primary to secondary school with ease.

Poor school adjustment has also been reported by Kyalo and Chumba, (2011). They posit that students are confronted by a myriad of challenges in their transition and adjustment to the school environment. Failure of students to adjust to the school environment is still a persistent problem facing education sector in Kenya. They assert that underlying factors that influence students' social and academic adjustment have not received adequate research. Perceived psychosocial support was studied to examine how it isrelated to school adjustment.

In order to successfully interact with others and cope with the complexities, stress and expectations of school life, it is vital that all students acquire social competence. Students join school with varying levels of

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social competence where some are more confident in their social competencies and therefore able to interact appropriately with friends, peers, teachers and significant others in the school. On the contrary, when students feel incompetent in social skills they tend to withdraw from their peers. Hence, students' transition from primary to secondary school environmental pose challenges that they grapple with in their effort to transit and adjust. Their success in negotiating these challenges predicts school success.

Obikoya et al. (2017) in his study assert that transition to secondary school in Kenya usually presents adolescents with new social and educational demands causing stress. It also targets their development while many of them are not adequately prepared for the psychological, emotional and academic demands of secondary school. Cases of indiscipline, drug abuse, school dropout, school unrest, absenteeism and violence are on the rise in Kenyan secondary schools (Kanga et al. 2015). This is a clear indication that students are struggling with various challenges which are blamed on their maladjustment to the school environment due to lack of social support that offers understanding, acceptance and accommodating them which may result to their psychological imbalance and consequently withdrawal.

Gikungu et al. (2013) in their study to establish the causes of students' strikes in Murang'a County, Kenya identified indiscipline as the main cause manifested in behavior such as bullying, truancy, peer pressure, membership to gangs, apathy and school dropout among others. The study recommended a closer monitoring of students, friendly school environment, revamping of guidance and counselling programmes, peer counselling and establishment of mentorship programmes among others.

The Kenya National Adolescents and Youth Survey (2015) in a study in Murang'a County reported that students had some education challenges which were attributed to poverty, peer pressure, parental influence and the accessibility of drugs and substance abuse. Fatigue of students due to too much workload was also highlighted. The consequences of these problems result in poor adjustment and performance and in some cases, students dropping out of school. It is however important to determine all the possible factors that debilitate school adjustment process and consequently developing preventive measures for facilitating students' school adjustment.

This research went a step further to investigate other variables that may also have caused students' maladjustment and manifestation of a negative attitude towards school. This maladjustment might have led to absenteeism, truancy, low achievement and other uncalled for habits in the students. The study also sought to establish if there were sex differences in students' school adjustment. There are conflicting findings concerning gender differences in school adjustment. While some report gender differences in students' adjustment, others negate this reality. Winga et al. (2016), for example report that there were no gender differences in the coping styles students used hence they all adjusted in the same way. The current study aimed at further informing these findings.

II.   Statement of the Problem

Transition from primary to secondary school is a significant milestone for many youths. Adjustment to these new environments can be a complex and stressful process since it is accompanied by several changes in both the school environment and in the social context, which can have positive or negative effects on students. As students transit to secondary school, initial contact and social support from friends and family members is reduced. Coupled with the challenges of handling the stressors associated with this transition and increased psychological distress may result to poor adjustment consequently developing low motivation, absenteeism and engaging in delinquent behaviour among others. Previous research, for example, Wang'eri et al. (2012) has brought to light the anxieties that students experience as they move from a smaller to a bigger school, and how the sudden differences in space, size, and their own position within a large organization can affect their identities as learners.

In Kenya, secondary school students, especially those joining form one, face challenges when trying to arrive at a balanced condition of their personal needs and how these needs are satisfied in the school environment. Both psychological and social factors are important in any social setting such as school in order to achieve desirable attitudes, good relationships and proper self-understanding that will enhance students' adjustment to the new environment.Those who build secure relationships have fewer problem behaviours and exhibit high levels of self-esteem, form positve self-concept, exhibit leadership and engage in prosocial skills. Support from peers and significant others in the school may play significant support roles in helping them to adjust to the school. Unfortunately,many of these studentsare inadequately prepared for the realities of secondary school and the demands for adjusting to the academic system, daily tasks as well as developing a new array of social relationships with classmates, teachers and other significant members of the school community may be quite overwhelming. As a result, many students may develop severe social and psychological imbalances that may affect their interactions with other and subsequently the achievement of their life-goals. Learners who do not experience the necessary psychosocial support and adequate social skills to enable them relate with others may develop aggressive behaviour and poor adjustment leading them to consistently exhibit

behavioural patterns associated with low levels of adjustment such as low self-competence and hesitance to participate in school activities among others, and may eventually drop out of school. It is from this backdrop that this research attempted to see how far perceived psychosocial support correlates with students' adjustment responded to students' need in Murang'a South Sub-County, Kenya in enhancing their attitude and behavior and eventually facilitated school adjustment.

III.   Aim of the Study
This study aimed at finding out the relationship between perceived psychosocial support and school adjustment of form one students in Murang'a County, Kenya.

IV.   Review of Related Literature
        Considerable research on transition to secondary school and adjustment process has been conducted internationally. Previous studies show that for students, the move from the seemingly familiar and less demanding environment of primary school to the unfamiliar and more demanding surroundings of secondary school is experienced as both complex and demanding. Students report varied transition experiences but majority seem to have some difficulties at the start of secondary school and this can be a risk to students dropping out of school.

        Different researchers have conducted various studies to investigate students' adjustment to school. Considering that secondary school years is a stage with a high risk of failure and school drop out for some students, social support is an important contextual variable for the prevention factors that could lead to this reality. Lasarte et al. (2020) carried out a study on the role of social support in school adjustment during secondary education. The study aimed at examining the theoretical model of the explanatory capacity of social support in terms of school adjustment understood as school engagement and perceived academic performance. The study used a sample of 1,469 students (51% girls; 49% boys) from the Basque community in Spain. Their age raged between 12 and 17 years. The study employed an ex post facto cross-sectional design. Results indicated that social support predicts school engagement with perceived academic performance as a mediating variable: together, both variables predict 73% of school engagement. The strongest effect was that of teacher support, followed by family support, whereas, friends were not found to have any direct effect on school adjustment variables. The study concluded that teachers and families should strive to offer social support to students as a means of strengthening perceived self-efficacy and school engagement. The pressure and demands in secondary school life can be overwhelming for students. As a result, students may need a very strong support network from teachers and peers and which is readily available within the school environment to enable them navigate through with ease. The current study used correlational design method to find out how perceived psychosocial support, social competence and psychological well-being predict students' school adjustment. This study is also contextualized and is conducted among secondary school students in Kenya to compare the results.

        Lack of support in secondary school may result in poor self-confidence and decreased motivation to attend school and is a good reason for dropping out of school. According to Voitkane and Miezite (2006), social support is one of the key factors during transition to the university. They conducted a study with 170 first year female students at the University of Latvia, Canada. Data were collected through a self-report using the multi-dimensional scale of perceived psychosocial support and Ryff psychological well-being scale. The results revealed that students who scored higher in psychosocial support had higher psychological well-being compared to those who scored low in psychosocial well-being. This further revealed that the level of adjustment is related to a sense of connectedness and belonging to the education environment. They further ascertain that social support is an important determinant for coping with stress at the beginning of university studies. Voitkane and Miezite (2006)also cite that students who have higher social support report fewer problems with social relations and learning skills. They also echo that assertive students who express their frustrations and needs to others in a new setting receive more assistance, which help to lessen the level of anxiety and depressive feelings. The results of this study underscore the potential value of social networks, including peer and faculty. The results also highlight the need for educational initiatives for raising the necessary awareness about the importance of social support to ensure students' well-being as they endeavour to fit into the new school environment. While their study looked at the issue from a university perspective, the current study focused on secondary school students who are also transiting from the primary to secondary school in the Kenyan context who also require a well-founded social network support for better adjustment. This will help to compare the results in both levels and from the two contexts.

        Košir and Tement (2014) carried out a study to investigate the influence of teacher acceptance, students' perceived teacher support and academic achievement. The study had a sample of 816 students in Slovenian elementary and secondary schools. Structural equation modelling was used and data were analysed using the cross-lagged panel correlation technique. The results showed a positive relationship between teacher acceptance and academic achievement among students. This academic achievement can only be attained if

students have adjusted well and therefore are in a position to follow the academic activities comfortably. This study was done in Slovenia a different set up from Kenya and looked at students' academic achievement. The current research concentrated more on the level of students' adjustment in relation to perceived psychosocial support that they received from teachers and peers.

Affirmative findings were also reported by Fosberg et al. (2022) in their study among students in the Gaza. The study aimed at investigating the effect of a school-based and teacher-led psychosocial intervention in academic underachievement among students. The study had a sample of 300 students aged between 9 – 16 years. The results showed that students that had participated in the research reported improvement in all the domains measured, which included better school functioning, a reduced level of stress related symptoms, as well as long-term effects in the ability to self-regulate negative emotions, self-efficacy, better study skills and a higher academic performance. The current study considers psychosocial support provided to the learners a key element in the eventual ability to adjust in the school environment. Therefore, the current study aimed at affirming the need for the various stakeholders in the learning environment to as key role players in the process of learners' adjustment to the school.

Akanni and Oduaran (2018) carried out another research investigating the mediating roles of academic self-efficacy and academic adjustment among Nigerian university students. A sample of 621 beginning students was involved in this study who reported their academic self-efficacy, academic adjustment, social support and life satisfaction. Results revealed that social support networks from family and faculty members enhanced students' academic adjustment and consequent satisfaction in school life. Social support encompasses social integration as well as actual and perceived availability of social support experienced by the students. Although the findings of this study report a positive and significant relationship between psychosocial support and students' academic achievement, the current study was still necessary since it used a different sample, 362 form one students in Kenya.

Similar results were obtained by Lephoto and Hlalele (2021) in their study carried out among students in Lesotho. The study aimed at exploring teachers' perspectives on the position of guidance and counselling as a core component for school-based psychosocial support. The sample comprised of 18 teachers. The results revealed that psychosocial support is important in the life of the students although it focused more on material needs. To address the issues that contribute to the complex social challenges that negatively impact on students and life in school life in general similar other factors must be put into consideration to ensure students' issues are met in entirety. The current study therefore went beyond the provision of support based on material needs to address students' social and psychological needs. Undoubtedly, key social agents in the students' environment impact greatly in their academic attitudes and behaviour. In the current study peers, fellow students and teachers were considered key in providing psychosocial support to learners while in school who impact greatly in their social competence and psychological well-being and consequently enhance school adjustment. The research also considered secondary school students and specifically form one students in Murang'a South Sub-county.

Further, Kanga et al. (2015) conducted a study to investigate the effectiveness of Guidance and Counselling services as means of psychosocial support to learners in enhancing students' adjustment to school social environment in public boarding secondary schools in Kenya. The study adopted a descriptive research survey design. The study had a population of 36,671 comprising of 35,659 form three students, 506 form three class teachers and 506 teachers in charge of Guidance and Counselling from boarding secondary schools in Kitui, Nyeri and Nairobi Counties in Kenya. The findings of the study indicated that Guidance and Counselling was an effective means of psychosocial support for learners. The current study used a correlational design in order to find relationships between perceived psychosocial support, social competence and psychological well-being of in relation to students' adjustment to school in Murang'a County. In as much as Guidance and Counselling services are a means of psychosocial support the current study further considered such aspects as teachers, peers and the larger school community as a great source of psychosocial support to the target group of this study. Not everyone approaches counsellors for support but the daily social interactions with teachers and peers are key to students' well-being and cannot be avoided. The current study considered these social interactions paramount. These relations form part of social environment of the school and are key in students' adjustment as they provide warmth that qualifies high quality peer relationships as well as highly functional classroom climates, which ensure students'comfort and help meet the need for relatedness.

Sarah et al. (2016) carried out a study in Uasin Gishu County in Kenya, which aimed at establishing the influence of peers on adjustment of form one students to secondary school. Explanatory survey research design was used. The study targeted 207 heads of schools, 207 heads of counselling department and 14,043 form one students in Uasin Gishu County. The study employed explanatory survey research design. The findings indicated that the adjustment of form one students was significantly influenced by peers affirming that a supportive and warm social environment positively influenced adjustment and retention of students to school. A lot of emphasis is placed on the importance of peer support completely ignoring the influence of other stakeholders in the school. The current study highlights the importance of psychosocial support from peers,

teachers, and significant others and the whole school environment as an important ingredient to students' school adjustment and consequently their academic achievement. In addition, the current study employed correlational design as opposed to the explanatory research design used in the reviewed literature.

Evelyn (2018) conducted a study among secondary school students in Keiyo North Sub-county, Kenya to investigate their perception on the influence of guidance and counselling services on school adjustment. The study adopted a mixed method methodology research approach and the ex post facto causal comparative research design. The sample consisted of 367 students. The study findings showed that there were significant differences in students' perceptions on the influence of guidance and counselling services on school adjustment. While guidance and counselling is considered to be a strong source of students' psychosocial support, the students didn't seem to experience this support. The study recommended uniformity and adequacy in the provision of guidance and counselling services to students. The study also recommended the need to address the challenges and shortcomings that exist in the provision of guidance and counselling services so that all the students are adequately assisted to make the desired school adjustment. Besides guidance and counselling services that provide psychosocial support to students and eventually facilitate their adjustment, the current study will adopt other strategies that can go hand in hand with counselling services in order to ensure that students psychosocial needs are addressed in a more wholistic manner.

V. Methodology

Research Design and Target Population
The research adopted a correlational research design. This research design examines the co-variation or degree of relationship between two or more variables and helps determine the direction and strength of the relationship (Whitley & Kite, 2013). The design was therefore considered appropriate for the current study because it allowed the researcher to examine the relationship among perceived psychosocial support, social competence, psychological well-being and school adjustment and the degree of association among these variables among Form one students in Murang'a South Sub-county. Creswell (2012) asserts that correlational design helps researchers to investigate relationship between variables. The purpose of using correlational design is to figure out which variables relate by looking at the patterns of what is manifesting (Kowalczyk, 2015). The design also helped to determine the degree and direction of association of the predicted relationship. It is considered to be a good research design to use in cases where the researcher is not able to randomize and manipulate the independent variables but nevertheless wants to test how they influence the dependent variable.

The study targeted all the 51 secondary schools in Murang'a South Sub-County with a student population of about 6,043 form one students accessible for this study. The choice for form one students was because they were transiting from primary school to secondary school, from a familiar to an unfamiliar environment and they could therefore experience some transitional challenges in school adjustment (Wang'eri et al. 2012).

Sampling Techniques and Sample Size
Twelve out of 51 secondary schools were selected through stratified random sampling technique. The schools were classified as girls'boarding, boys' boarding and coeducational schools. Stratified sampling was considered appropriate because it ensured that the participants would be representative of the four categories of schools. Four schools from each stratum were then purposively selected. The researcher then randomly selected the required number of participants from each school. Form one classes were purposefully selected. The study population of Form one students totaling to 6,043 was selected. Probability proportional to size (PPS) method was used to ensure that students from each school were represented in the same proportion as the number of students in the school in the sample size of students for this study. The strata differed in sizes and this enabled the sizes of the sample to remain proportionate to the size of the strata. Murang'a County was purposively sampled as one of the counties recording high prevalence of adjustment challenges among students. This research sampled 12 out of the 51 secondary schools in the Sub-county. From the 12 schools, a sample size of 362 students was randomly sampled. This sample was arrived at using Krejcie and Morgan's (1970) table which gives the study populationas as well as the sample size.

Research Instruments
Two research instruments were used.

Scale for Perceived Psychosocial Support (SPPS, Zimet et al. 1988)
The researcher used this scale to assess students' perceived level of psychosocial support from friends and family. It comprises of 12 items. The respondents indicated their level of perceived psychosocial support on a seven-point Likert scale ranging from 1 = *very strongly disagree*, 2 = *strongly disagree*, 3 = *mildly disagree*, 4 = *neutral*, 5 = *mildly agree*, 6 = *strongly agree* and 7 = *very strongly agree*. The lowest score was indicated as

ranging between 12 – 35, while levels between 36 –59 indicated a moderate score and those between 60 – 84 were considered to have high scores in perceived psychosocial support.

School Adjustment-Child (Revised) Scale (SACS)

This scale was developed by Maumary-Gremaud in 2000. It is a seventeen – item scored scale that was used to evaluate students' perception of their adjustment to school. The scale is rated on a 5 – point Likert scale, where 1 = *never true*, 2 = *seldom true*, 3 = *sometimes true*, 4 = *usually true* and 5 = *always true*. The lowest possible score was 5, moderate score around 28 and the highest was 85. Respondents who indicated 5 demonstrated a low levelof adjustment, while those who indicated 28 will demonstrated an insignificant level of school adjustment and those who indicated 85 showed a high level of adjustment.

Data Collection Procedures, Analysis and Presentation

Following the schedule that the researcher had agreed with each of the principals from the sampled schools, the researcher met the participants of each school on the day and time allocated. Before filling in the questionnaires, the researcher explained to them the intention, the aim of the study and all the necessary information pertaining to the process of filling the questionnaire, and assured them of confidentiality. With the assistance of one teacher, the researcher administered the questionnaires and followed the process of filling in the questionnaires by the participants. Since the questionnaire took about half an hour to fill, the participants were given the questionnaires, which they completed in the presence of the researcher who then collected the completed responses ready for analysis. When all the participants finished and all the questionnaires collected the researcher thanked the participants for their good will and availing themselves to fill in the questionnaire.

The quantitative data generated from the questionnaire were coded and entered into the computer software for analysis. This was done using the Statistical Package for Social Sciences (SPSS) version 21. The data were also cleaned to check for any outliers and missing data before the analysis. Both descriptive and inferential statistics were used in the data analysis. Frequencies, percentages and measures of central tendency were used for descriptive data and the presentation done using tables, means, and percentages while skewness and kurtosis described the shapes of the distribution. Pearson Product-Moment Correlation Coefficient was used in testing the significant relationships between the variables. Analysis of variance (ANOVA) was also used in exploring the significance of mean differences.

VI.   Results and Discussions

Background Information

A cross-tabulation was done among age, gender of the respondents and the school category. The data collected from the respondents were analyzed and the results presented in Table 1.

Table 1
Descriptive Statistics of Participants' Age, Gender and School Type

Demographic characteristic	%	School Category		
		MPSS %	PBGS %	PBBS %
Age				
12 – 15	63.6	9.2	42.1	12.3
16 – 19	35.8	15.2	6.6	14.0
20 – 23	0.6	0.3	0.0	0.3
Gender				
Male	37.2	10.6	0.0	26.6
Female	62.8	14.0	48.7	0.0

Note. N = 349; MPSS = Mixed Public Secondary Schools; PBGS = Public Boarding Girls' Schools; PBBS = Public Boarding Boys' Schools

Table 1 shows the participants' age and gender across the school categories among the participants. It also shows how these demographic categories were distributed. The distribution indicates that majority of the participants were aged between 12 – 15 years (63.6%) followed by those aged between 16 and 19 (35.8%). Only a minority of participants were aged 20 – 23 years (0.6%). The distribution of the participants across the categories of schools show that in the mixed public secondary schools, majority of the participants were aged 16 – 19 years (15.2%) followed by those aged 12 – 15 (9.2%), and lastly those aged 20 – 23 (1, 0.3%). In the public boarding girls' schools, majority of the participants were aged 12 – 15 years (42.1%) followed by those aged 16 – 19 (6.6%) and no participant aged 20 – 23 year was in this category of school. In public boys' boarding school category there was only a slight difference in age between those aged 12 – 15 years and those aged 16 – 19 years presented by (12.3%) and (14.0%) respectively. Only 3% male participants were aged 20 – 23 years. The data indicates that although the participants were all from the same level, form one, there were disparities among them with regard to age. Some participants were as young as 12 years while others were 22 years.

Regarding the gender of the participants, the data indicate that female students were the majority (62.8%) while the male participants were (37.2%). The data also show that more female participants (14.0%) frequented mixed public secondary schools compared to the male participants (37%). While public boarding girls' schools had 48% of girls, public boys' boarding schools had 26%.

Description of Respondents' Perceived Psychosocial Support

Students' perceived psychosocial support levels were measured using the 12 – item perceived psychosocial support (SPPS) scale by Zimet et al. (2008). For each item in the SPPS, scores ranged from 1 to 7 on a Likert scale ranging from 1 = *very strongly disagree* to 7 = *very strongly agree*. The scores were analyzed to obtain the range, mean, standard deviation, skewness, and kurtosis. The results are presented in Table 2.

Table 2
Descriptive Analysis of Perceived Psychosocial Support Scores

N	Min	Max	*M*	SD	Sk	Kur
349	12	84	57.1	19.49	- 1.11	.09

Note: Min = Minimum; Max = Maximum; *M* = Mean; *SD* = Standard Deviation; *Sk* = Skewed; *kur* = Kurtosis

Table 2 indicates that perceived psychosocial support scores ranged from 12 to 84. Further, it indicates that the mean score was 57.1 (SD = 19.49). The coefficient of skewness was -1.11 indicating a negative skewness. This means that the majority of the respondents rated themselves highly on the perceived psychosocial support. The value of kurtosis coefficient was .09. This ascertains that the data had a normal distribution. Bryne (2010) states that data is considered to be normal if skewness is between -2 and +2 and kurtosis is between -7 to +7.

Further analysis was conducted to determine the levels of significance of the perceived psychosocial support among the participants. The scores were therefore further categorized into low perceived psychosocial support, moderate perceived psychosocial support, and high perceived psychosocial support. The categories used the following cut-off scores: 12 – 35 indicated that students had low of perceived psychosocial support, while scores of 36 – 59 indicated a moderate level perceived psychosocial support, and 60 – 84 meant that students scored highly on perceived psychosocial support level. The results were tabulated in Table 3.

Table 3
Levels of Perceived Psychosocial Support among Participants

Variables	frequency	%
Low PPS	49	14.0
Moderate PPS	143	41.0
High PPS	157	45.0
Total	349	100.0

Note. N = 349; PPS = Perceived Psychosocial Support

The results presented in Table 3 show that majority of the respondents reported high and moderate scores in perceived psychosocial support represented by 45% and 41% respectively. Only 14% of the participants reported a moderate score of perceived psychosocial support in their school. This implies that the majority of the students received adequate psychosocial support at school.
The researcher further wanted to establish how the levels of perceived psychosocial support were distributed among the participants in terms of both age and gender. The results are presented in Table 4.

Table 4
Distribution of Levels of Perceived Psychosocial Support by Age and Gender

Demographic characteristic		Levels of PPS		
Age		Low PPS	Moderate PPS	High PPS
12 – 15	63.6	6.6	24.9	32.1
16 – 19	35.8	7.2	15.8	12.9
20 – 23	0.6	0.3	0.3	0.0
Gender				
Male	37.2	9.7	7.4	20.1
Female	62.8	4.3	33.5	24.9

Note. N= 349; PPS = Perceived Psychosocial Support; All values represent percentages.

The results in Table 4indicate that the majority of participants (63.6%) were aged between 12 – 15 years. From these 6.6% of the participants had a low level of perceived psychosocial support followed by 24.9% with a moderate level. Majority of the participants (32.1%) reported a high level of perceived psychosocial support in this age category. Among participants aged 16 – 19 years, 7.2% reported to have a low level of perceived psychosocial support followed by another 15.8% participants with a moderate level while 12.9% of the participants reported a high level of perceived psychosocial support. Among the last category of participants aged between 20 – 23 years, 0.3% reported a low level of perceived psychosocial support followed by another 0.3% who experienced a moderate level. However, none of the participants in this category reported a high level of perceived psychosocial support. The results indicate that majority of the participants were aged between 12 – 18 years.

With regard to gender, (9.7%) of the male participants recorded a low level of psychosocial support followed by (7.4%) who demonstrated a moderate level and finally (20.1%) of the male participants who reported a high level of perceived psychosocial support. Among the female participants only (4.3%) of the participants reported a low level of perceived psychosocial support. Over a third of the female participants (33.5%) indicated a moderate level while close to a quarter (24.9%) demonstrated a high level of psychosocial support. Perceived psychosocial support was further analyzed based on the kind of school the respondents frequented and the results obtained. The results are presented in Table 5.

Table 5
Descriptive Analysis of Perceived Psychosocial Support by School Type

School type	Min	Max	M	SD	*Sk*		*Kur*	
MPSS	12	72	45.5	6.15	- 0.46		- 0.30	
PBGS	12	71	61.9	12.44	- 0.82		- 0.74	
PBBS	12	84	59.08	2.72	- 0.92		- 1.06	

Note. N = 349; MPSS = Mixed Public Secondary Schools; PBGS = Public Boarding Girls' Schools; PBBS = Public Boys' Boarding Schools; Min = Minimum; Max = Maximum; *M* = Mean; *SD* = Standard Deviation; *Sk*= Skeweness; *Kur* = Kurtosis.

The results in Table 5 indicate that public boarding girls' schools had the highest mean (*M* = 61.99, *SD* = 12.44) followed by public boarding boys' schools (*M* = 59.08, *SD* = 2.72) and then mixed public secondary school (*M* = 45.52, *SD* = 6.15). Students in boarding schools reported that they received better psychological support than those in mixed public secondary schools and the public boys' boarding schools. Students from both girls and boys boarding schools indicate a higher mean (61.99, *SD* = 12.44) and (59.08, *SD* = 12.44) respectively with regard to perceived psychosocial support.

Descriptive Statistics of School Adjustment

The researcher wanted to establish the level of students' school adjustment to determine whether there were differences in school adjustment among the students. Data was obtained to categorize the participants into three groups depending on whether they had low, moderate or high levels of school adjustment. Students' school adjustment was measured using the school adjustment-child scale (SACS) (revised) developed by Maumary-Gremaud (2000). The scale is rated on a 5 – point likert scale where 1 = *never true*, 2 = *seldom true*, 3 = *sometimes true*, 4 = *usually true* and 5 = *always true* (Appendix E). Participants who ranged between 29 – 40 were categorised as having a low level of school adjustment while those ranging between 41 – 59 had moderate school adjustment and those ranging between 60 – 71 were considered to have a high level of school adjustment. Participants' level of school adjustment scores were analyzed to obtain the frequency and the percentage. The results are presented in Table 6.

Table 6
Descriptives of Frequency of School Adjustment

Variables	Frequency	Percentage
LSA	66	18.9
MSA	256	72.2
HAS	31	8.9
Total	349	100

Note: N = 349; LSA = Low School Adjustment; MSA = Moderate School Adjustment; HSA = High School Adjustment.

The results in Table 6 indicate that 18.9% of the participants had a low school adjustment while 72.2% had a moderate school adjustment. Another 8.9% indicated a high school adjustment level. This means that majority of the participants were moderately adjusted in school. This might indicate that majority of the participants were average in school adjustment.

The descriptive statistics of school adjustment were further analyzed based on age and gender of the participants to determine whether there was any difference between boys and girls in school adjustment. The results are shown in Table 7.

Table 7
Descriptives of School Adjustment by Age and Gender

Demographic characteristic		Levels of School Adjustment		
Age		Low	Medium	High
12 – 15	63.6	7.2	51.3	5.2
16 – 19	35.8	11.5	20.6	3.7
20 – 23	0.6	0.3	0.3	0.0
Gender				
Male	37.2	11.2	18.6	7.4
Female	62.8)	7.7	53.6	1.4

Note. N = 349; All values represent percentages.

The results in Table 7 reveal that among participants between ages 12 – 15, (7.2%) had low school adjustment followed by (51.3%) who had a medium adjustment. In the same category, (5.2%) showed a high level of adjustment. Among participants aged 16 – 19, (11.5%) demonstrated a low level of adjustment followed by (20.6%) who showed a medium level of adjustment and finally (3.7%) with a high level of school adjustment. In the category of those aged 20 – 23, (0.3%) showed low adjustment and another (0.3%) equally showed medium level of adjustment. No participant in this category had a high level of school adjustment. This may be explained by the fact that majority of the participants ranged between 12 – 18 years and this age

category has the least number of participants (0.6%) of the sample. The results reveal that majority of the students who demonstrated a medium level of school adjustment are in the age category of 12 – 15 with (51.5%). This might imply that younger students are more likely to adjust to school than older ones. This can also be because many students join secondary schools at a younger age thus the high number of participants in that category as compared to the other two categories.

The results also show that (11.2%) male participants demonstrated a low level of school adjustment followed by another (18.6%) with a medium level of school adjustment and finally (7.4%) who show a high level of school adjustment. This means that majority of the male participants adjust moderately well to school. With enhanced support from teachers and peers, more students can adjust better in school.

With regard to the female participants, (7.7%) showed a low level of adjustment while (53.6%) showed a medium level of school adjustment. Another (1.4%) demonstrated a high level of school adjustment. Just like their male counterparts, majority of the female participants also showed a medium level of adjustment. However, it is noted that male participants had a higher number of students with low school adjustment (11.2%) compared to their female participants with (7.7%). Again, among the male participants those who had a high adjustment are slightly more (7.4%) than the female participants (1.4%).

Hypothesis Testing
To find out if there was a significant relationship between perceived psychosocial support and students' adjustment, the following null hypothesis was tested;

$H_{01:}$ There is no significant relationship between perceived psychosocial support and school adjustment among Form one students in Murang'a South Sub-county.

To test this hypothesis, data was subjected to a bivariate correlational analysis using Pearson's product moment correlation coefficient (*r*). The results obtained for this analysis are presented in Table 8.

Table 8
Correlation between Students' Perceived Psychosocial Support and School Adjustment

		School Adjustment
	Pearson Correlation	.32*
Perceived Support	Psycosocial Sig. (2-tailed) .00	

Note: N = 349

The results in Table 8 indicate that there was a positive and statistically significant correlation between students' perceived psychosocial support and their school adjustment, (*r* (349) = .32, *p* <. 05). This implies that an increase in psychosocial support led to an increase in school adjustment. When perceived psychosocial support scores go up, there is a corresponding rise in in students' level of school adjustment. Therefore, the null hypothesis was rejected and the alternative hypothesis was adopted. Having found a positive significant relationship between students' perceived psychosocial support and school adjustment, it was therefore concluded that students' perceived psychosocial support was significantly related to school adjustment. This implies that psychosocial support for students contributed to their level of school adjustment.

Having found a positive and significant relationship between students' perceived psychosocial support and school adjustment, the researcher endeavored to find out if the mean school adjustment scores were significantly different across the three levels of perceived psychosocial support. The results are presented in Table 9.

Table 9
Mean Differences in School Adjustment Based on Levels of Psychosocial Support

Psychosocial Support	Mean score in school adjustment	*SD*
LPPS	44.33	5.98
MPPS	51.50	6.38
HPPS	53.15	8.69
Total	48.52	8.41

Note. N = 349, *SD* = Standard Deviation, LPPS = Low Perceived Psychosocial Support, MPPS = Moderate Perceived Psychosocial Support, HPPS = High Perceived Psychosocial Support.

The results in Table 9 indicate that the mean for students with low psychosocial support was 44.33 (*SD* = 5.98), which was the lowest followed by the mean for moderate level of perceived psychosocial support (*M* = 51.50, *SD* = 6.38). Students who reported a high level of psychosocial support had the highest mean score on school adjustment (*M* = 44.33, *SD* = 6.38). As the researcher expected and also based on literature review, students who had high level of perceived psychosocial support obtained a high mean score in school adjustment while those with low perceived psychosocial support mean score equally obtained low adjustment mean scores.

To determine whether the mean differences in school adjustment scores based on the three levels of perceived psychosocial support were significant or not, One-Way ANOVA was done. Table 10 indicates the results.

Table 10
Testing for the Differences in School Adjustment T-Scores Based on Levels of Perceived Psychosocial Support

T score	Sum of Squares	*df*	*MS*	*F*	Sig.
Between Groups	5687.34	2	2843.67	51.91	.00
Within Groups	18953.75	346	54.78		
Total	24641.09	348			

Note. N = 349; *df* = degrees of freedom; *MS* = Mean Squares; *F* = Critical Value of F; Sig. = Significance.

As indicated in Table 10 indicate that there were significant mean differences in school adjustment between the groups, and within the groups based on the level of psychosocial support, F (2, 346) = 51.91, *p* < .05. The value of the sum of the squares within the group was too large indicating a large degree of variability.

The One-Way ANOVA test conducted prompted the researcher to perform a Post-hoc analysis using the Tukey's Honestly Significant Difference (HSD) to determine which specific group brought out the significant mean differences. The results are presented in Table 11.

Table 11
Post-Hoc Analysis of School Adjustment T-Scores Based on Levels of Perceived Psychosocial Support

(I) PSS Levels	(J) PSS Levels	Mean Difference (I-J)	*SE*	Sig.
Low PSS	Moderate PSS	-7.17*	1.23	.01
	High PSS	-8.82*	1.21	.00
Moderate PSS	Low PSS	7.17*	1.23	.01
	High PSS	-1.65*	.86	.00
High PSS	Low PSS	8.82*	1.21	.00
	Moderate PSS	1.65*	.856	.00

Note. PSS – Perceived Psychological Support; *SE* = Standard Error; Sig. = Significance.

The results in Table 11 indicate that all the differences in school adjustment based on the level of psychosocial support were statistically significant. The students categorized as having high levels of psychosocial support reported higher mean scores than those categorized as having moderate and low levels of perceived psychosocial support. Students with low levels of perceived psychosocial support demonstrated correspondingly low school adjustment. The results suggest that the level of psychosocial support that students get significantly determine the level of school adjustment.

Perceived psychosocial support comprised of two domains namely: belongingness and self-esteem. The researcher performed a descriptive analysis with the aim of summarizing the participants' range, mean, standard deviation, skewness and kurtosis on each of the domains of perceived psychosocial support. The results are presented in Table 12.

Table 12
Descriptives of the Domains of Perceived Psychosocial Support

	N	Range	Min	Max	*M*	*SD*	*Sk*		*Kur*	
Belonginess	349	36	6	42	28.40	9.84	- 1.07		- .01	
Self esteem	349	34	6	40	24.59	9.69	- 1.12		.15	

Note. N = 349; Min = Minimum; Max = Maximum; *M* = Mean; *SD* = Standard Deviation; *Sk* = Skeweness; *Kur* = Kurtosis.

The results on Table 12 revealed that perceived psychosocial support on belongingness had a slightly higher mean (28.40, *SD* = 9.84) against that of perceived psychological support on self-esteem (24.59, *SD* = 9.69). When students received adequate psychological support, they are able to experience a sense of belonging in the school and among their peers as they also build their self-esteem. The coefficient skewness for belonginess was -1.07 while that of self-esteem was -1.12 indicating that participants had rated themselves high on both belongingness and self-esteem. This was also confirmed by the mean, which was 28.40 for belongingness domain and 24.59 for the self-esteem domain. The kurtosis score for belongingness was -1.07 while that of self-esteem domain was -1.12 showing that scores were clustered around the mean hence, a normal distribution.

The researcher wanted to establish the relationship between the two domains of perceived psychosocial support. A correlation analysis between the two domains was done using Pearson's product moment correlation coefficient and the results are presented in Table 13.

Table 13
Correlation between Belonginess, Self-esteem and School Adjustment

		School Adjustment
Belongingness	Pearson Correlation	.33**
	Sig. (2-tailed)	.00
Self-esteem	Pearson Correlation	.31**
	Sig. (2-tailed)	.00

Note. N = 349

The results in Table 13 indicate that there were significant correlations between the two domains of perceived psychosocial support and school adjustment. The results show that there was a moderate positive significant relationship between belongingness and school adjustment, $r (349) = .33$, $p < .00$. Equally, self-esteem was significantly related to the school adjustment, $r (349) = .31$, p< .00. This indicates that students with high sense of belongingness and self-esteem are able to adjust well in school. When compared with school adjustment scores, belongingness had a higher positive and significant correlation $r = (349) = .33$, $p \le .05$ compared to self-esteem $r = (349) = .31$, $p \le 0.5$. This means that students who rated themselves high in belongingness were able to adjust better in school.

VII. Discussion of the Results

The first objective was to examine the relationship between students' perceived psychosocial support and their school adjustment. The study found a significant and positive relationship perceived psychosocial support and school adjustment as seen in Table 4.11. The higher the perceived psychosocial support mean scores of the participants, the higher their school adjustment mean scores. Significant differences in schools' adjustment scores of students with different levels of perceived psychosocial support was also found as shown in Table 4.14. The students with high perceived psychosocial support mean scores obtained high school adjustment mean scores.

The results of the study also showed a significant correlation between the two domains of perceived psychosocial support namely: belongingness and self-esteem, as seen in Table 4.16. This indicates that belongingness and self-esteem go hand in hand in students' school adjustment. The findings of the relationship between students' perceived psychosocial support and school adjustment are in line with Erikson's psychosocial theory (1948). As students transit from primary school to secondary school, their ability to settle in the school can pose some challenges. One of their biggest concerns might be their ability to settle in a school and developing a sense of belonging to the school community.

As students transit into secondary schools, many changes take place. Adolescence itself is a stage of instability and exploration during which they must adjust to an unfamiliar environment that consists of different academic and social relationships and identity explorations. The theory describes this adolescence as a stage in which adolescents initially experience some role confusion-mixed ideas and feelings about the specific ways in which they will fit into society and in our case into the school community and environment. This implies that as students transit into the new environment, they need a strong social network that can provide support in order to facilitate this process. During adolescence, there is a high risk of failure and school dropout. Psychosocial support is an important contextual factor for the prevention of school maladjustment. The current study considers perceived psychosocial support that adolescents receive during this period as paramount in enhancing this process. This will make it possible for the students to adjust to the school environment with ease.

The results in the current study revealed that there was a significant and positive relationship between students' perceived psychosocial support and adjustment. Majority of the students reported moderate and high psychosocial support indicated in Table 4.7. Consequently, participants who reported to have adequate psychosocial support also showed a better ability to adjust to school as opposed to those who reported low psychosocial support.

The results obtained were consistent with the findings of earlier studies. In Basque, Spain Lasarte et al. (2020) examined the association and impact of psychosocial support in school adjustment during secondary education and reported findings that are consistent with the findings of the current study. The results indicated a positive correlation between social support and students' school engagement. They established that teacher support on perceived performance and school engagement has a greater influence on school adjustment than family support. The results suggest that teachers play a key role in performance of the students, school engagement and adjustment. Similarly, families also have a key role to play in the school adjustment of the students. The findings of the earlier study and the current one therefore agree that students who experience adequate psychosocial support from teachers and significant others including parents, adjust better to school.

A study done by Longobardi et al. (2019) in Italy found out that positive relationships between teachers and students provide a conducive environment that helps the learners to adjust to the new environment. The researchers asserted that it is important for the teachers to build a good relationship with new learners to reduce the psychological challenges associated with school transitions. These findings corroborate the findings of this study where a significant relationship was found between the psychosocial support that teachers provide to the students and and the ability of the students to adjust to the school. The implication of this is that teachers have a critical role to play in ensuring a smooth transition of students from one school environment to the next. The quality of this relationship is vital in influencing the trajectory of students by providing the necessary psychosocial support and relational models characterized by closeness, responsiveness and recognition of their emotional needs. If not properly handled, the effects will be difficult to mitigate.

The findings of the current study support those of Forberg et al. (2022) in their study carried out in Gaza to investigate the effect of a school-based and teacher-led intervention among students. The results indicated a positive correlation between the support students receive from teachers and their academic adjustment. The researchers found out that students who experienced sound psychosocial support responded positively and showed improvement in various domains including better school functioning. With adequate psychosocial support, the students reported better school functioning, a reduced level of stress-related symptoms and better study skills, among others. These findings agree with those of the current study, which show that students who received adequate psychosocial support also adjust with ease in the school environment. This highlights the effectiveness of psychosocial support and its power in facilitating students' process of adjustment.

The results of the current study equally support earlier findings by Gungor (2019) in his study to investigate the relationship between social support and students who were overwhelmed by academic activities in school and therefore experienced various challenges. His results indicated a significant relationship between students' psychosocial support and school adjustment. Gungor found out that students who were given maximum support in school exhibited higher levels of school adjustment that resulted in increased academic performance. Hence, social support was found to be essential in the learning environment. These findings are consistent with the results of the current study where teacher support was found to play a critical role in students' school adjustment. The implication for this is that perceived psychosocial support influences school adjustment. The key players involved in helping the students adjust to the new school environment need to invest heavily on psychosocial support during this stage.

These findings of the current study concur with those of Awang et al. (2014) from their study in Malaysia that aimed at determining whether students who received social support adapted faster to university life or not. To ensure race diversity, the researchers involved students of Chinese, Malaysian and Indian origins. The results from their study revealed a positive significant relationship between student's level of support and their adjustment. The researchers found out that the higher the level of support the student received, the faster they adjusted to the university environment. Although the current study looked at the adjustment of secondary school students, these results are consistent with the findings of this study. These findings imply that by increasing the level of psychosocial support among form one students, they are supported to adjust better in the school. Therefore, the students who face challenges in school adjustment may be due to inadequate psychosocial support.

Consistent results were found by Akanni et al. (2018) in their study carried out in Nigeria to determine the reconciling roles of academic self-efficacy and academic adjustment among university students. The study involved first-year students who were interviewed with the aim of achieving the set objectives of the study. The findings of this study revealed a strong positive correlation between academic self-efficacy and students' academic adjustment. Further conclusions were made that social support received from family and department members facilitated students' academic adjustment and resulted to satisfaction in school life. These results are

consistent with the findings of the current study, which established a positive correlation between psychosocial support and school adjustment. It was concluded that psychosocial support detrmined how students adjust to school life. With adequate psychosocial support, support are better equiped to adjust to the new school environment with ease.

In Kenya, a study by Kanga et al. (2015) that sought to investigate the impact of guidance and counseling as a way of orientation for form one students to the boarding school environment. The study showed a positive relationship between the support students received while at school and their ability to adapt to the new environment. It was established that guidance and counseling was the most effective way of orientation for newcomers to the boarding school environment. Such support helps the students to understand the new environment, expectations and how to counter the challenges they may face in their new environment. These findings imply that education stakeholders need to invest more in guidance and counseling to boost school adjustment which will, in turn, enhance students' adjustment and eventually boost academic performance of the new students in boarding schools.

The findings of this study were also in agreement with those reported by Sarah et al. (2016) in their study conducted in UasinGishu County, Kenya. Their study aimed at investigating the impact of peers on adjustment of form one students to the new school environment, not similar to primary school. The findings of their study revealed a significant relationship between the psychosocial support provided by peers and school adjustment among form one students. Peers acted as a strong anchor in the process of adjustment of their friends. This implies that the peers need to be encouraged to help one another to adjust to the new school environment.

The results of the current study support earlier findings by Oketch-Oboth (2018) in his study carried out at the University of Nairobi that sought to determine whether there was an association between psychosocial adjustment, academic achievement and stress level. The results revealed psychosocial adjustment was highly related to students' school adjustment. Oketch-Oboth found that those who adjusted to the university environment easily both psychologically and socially posted high academic achievement among first-year students. This agreed with the findings of the current study findings, which also showed a positive relationship between perceived psychological support and school adjustment. Students who are supported to adjust to the school environment posted higher academic achievement than those who were not.

However, contradicting results were reported by Yassin and Dzulkifli (2010) in their study among university students in Malaysia. The study examined the relationship between social support and adjustment problems. The results revealed that there was a significant negative relationship between social support and adjustment suggesting that the higher the social support, the lower the psychological and adjustment problem. Olmedo et al. (2019) also reported inconsistent results in their study among Ecuadorian students. The findings of their study revealed that students' adjustment to the institution had a weak level of association with the different types of support they received at school. Beside the perceived psychosocial support that students received at school from the various stakeholders, the current study also considers other factors that together with psychosocial support can contribute greatly to students' adjustment.

Evelyn (2018) reported contradictory findings in her research among secondary schools in Keiyo North Sub-county. The study hypothesized that guidance and counselling provided psychosocial support to students and therefore correlated to their school adjustment. The results showed that students reported significant differences in their perceptions on the influence of guidance and counselling services on school adjustment. The study recommended uniformity and adequacy in the provision of guidance and counselling services to students. The study also recommended the need to address the challenges and shortcomings that exist in the provision of guidance and counselling services so that all the students are adequately assisted to make the desired school adjustment.

In conclusion, most of the findings reveal that students who receive adequate psychosocial support have better chances to adjust with ease to the school environment irrespective of the cultural contexts, methodologies as well as samples. Such students thrive in their academic life enabling them to score high in academic achievement. Hence, the findings of the current study can shed light on the fact that psychosocial support is an impetus in students' school adjustment. On the contrary, when students are deprived of psychosocial support while in school, there is a high risk of poor adjustment as they struggle with new learning packages and teaching methodologies, new locations demands as well as establishing new social networks. All these demands tend to predispose the students to stress and maladjustment in secondary schools.

VIII. Conclusions

Following the findings of the current study, the conclusions were made based on the objectives of the study. The first objective of this study sought to find out the relationship between students' perceived psychosocial support and school adjustment. The findings indicated that there was a positive significant relationship between students' perceived psychosocial support and school adjustment. This means that students

who received support from peers, teachers and significant others while at school adjusted adequately to the school. The results showed that the respondents rated themselves highly on the perceived psychosocial support presented by a mean of 57.1 (SD = 19.49) and a negative skewness of -1.11. This demonstrates their high level of perceived psychosocial support. Female students reported a slightly higher level of perceived psychosocial support than male students with 87 (24.9%) and 70 (20.1%) respectively.

Further, public boarding girls' schools (PBGS) had the highest mean of perceived psychosocial support 61.9 (SD = 6.15), followed by public boarding boys' schools (PBBS) with 59.08 (SD = 2.72), and lastly mixed public secondary schools (MPSS) with 45.52 (SD = 6.15). The study further established that male students were better in school adjustment compared to their female counterparts by 26 (7.45%) and 5 (1.4%) respectively. It was also found that the public boarding boys' schools category had the highest mean of school adjustment, 54.87 (SD = 10.62) compared to public boarding girls' schools and mixed public secondary schools with 49.07 (SD = 3.69) and 39.47 (SD = 3.32) respectively.

When the two domains of perceived psychosocial support (belongingness and self-esteem) were anlysed, it was found out that there was a moderate positive significant relationship between the two domains. However, belongingness had a slightly higher predictive value than self-esteem. It is therefore impoertant to acknowledge the paramount role played by both belongingness and self-esteem as important in learners school adjustment. Students must be assisted to experience belongingness amidst their peers and indeed to the whole school community as well as empowered to build self-esteem as means of ensuring their adjustment to the school.

ANOVA test conducted indicated that there were significant mean differences in school adjustment scores between the school categories. To conclude the relationship between perceived psychological support and school adjustment, the researcher hypothesized that there is no significant relationship between perceived psychosocial support and school adjustment among form one students. The Pearson's product moment correlation coefficient indicated the existence of a positive and significant relationship between students' perceived psychosocial support and their school adjustment. This information helps to inform the importance of psychosocial support as a key factor in students' school adjustment, calling all the stakeholders to invest more in providing adequate support to facilitate students' process in school adjustment.

IX.   Recommendations

The first objective of the study was to find out the relationship between perceived psychosocial support and school adjustment. The study findings revealed that there was a positive significant relationship between students' perceived psychosocial support and school adjustment. This means that students who experienced adequate psychosocial support had a higher probability of adjusting to school with ease. This implies that there is a great need for the teachers, other students as well as all the stakeholders involved in the school activities to create positive relationships, conducive school environment as well as provide the much required psychosocial support for form one students in order to enhance their school adjustment.

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