

## The Educational Pathway and its Impact on Adolescents's Psychosocial Adjustment

## المسار التعليمي وتأثيره على مستوى التوافق النفسي الاجتماعي لدى المراهقين

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### Abstract:

**Objectives:** This study explores the impact of educational pathway on adolescents' Psychosocial adjustment in academic and vocational secondary education. It examines whether differences exist in psychological and social adjustment based on the chosen educational track.

**Methods:** The research follows a descriptive causal comparative approach, addressing the central question: To what extent does the educational pathway influence adolescents' Psychosocial adjustment? A randomly selected sample of 300 students (post-ninth grade) from both educational tracks was analyzed during the 2023-2024 academic year.

**Results:** The results showed that no significant differences were found in psychological adjustment between academic and vocational students, and no significant differences were found in social adjustment between the two groups.

**Conclusions:** The study underscores the importance of educational pathways in shaping adolescents' Psychosocial well-being. However, findings suggest that students in both tracks demonstrate similar levels of adjustment, emphasizing the need for personalized guidance and support in academic and vocational education.

**Keywords:** Vocational Education; Academic Education; Psychosocial Adjustment; Adolescent.

### المخلص:

**الأهداف:** تستكشف هذه الدراسة تأثير المسار التعليمي على مستوى التوافق النفسي الاجتماعي لدى المراهقين في التعليم الثانوي الأكاديمي والمهني كما تفحص الفروق في على مستوى التوافق النفسي الاجتماعي بناءً على المسار التعليمي المختار.

**المنهجية:** تتبع هذه الدراسة منهجاً وصفيًا مقارنًا سببيًا، حيث تطرح السؤال المركزي: إلى أي مدى يؤثر المسار التعليمي على التكيف النفسي الاجتماعي للمراهقين؟ تم تحليل عينة عشوائية مكونة من 300 طالب (بعد الصف التاسع) من كلا المسارين التعليميين خلال العام الدراسي 2023-2024.

**النتائج:** أظهرت النتائج أنه لا يوجد فروق ذات دلالة إحصائية في مستوى التوافق النفسي بين طلاب المسار الأكاديمي والمهني، كما لم تُظهر النتائج فروقاً ذات دلالة إحصائية على مستوى التوافق الاجتماعي بين المجموعتين.

**الخلاصة:** تؤكد الدراسة على أهمية المسارات التعليمية في تشكيل الرفاه النفسي-الاجتماعي للمراهقين. ومع ذلك، تشير النتائج إلى أن الطلاب في كلا المسارين يظهرون مستويات متقاربة من التوافق مما يبرز الحاجة إلى الإرشاد والدعم شخصي في كل من التعليم الأكاديمي والمهني.

**الكلمات المفتاحية:** التعليم المهني؛ التعليم الأكاديمي؛ التوافق النفسي الاجتماعي؛ المراهقين.

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## 1 Introduction

Choosing an educational pathway, whether academic or vocational, is a critical decision that significantly influences an individual's future, psychological well-being, and social interactions. This phase is shaped by psychological, social and cultural factors that define adolescents' trajectories. The decision is not merely academic but plays a fundamental role in identity formation and social integration.

Psychosocial adjustment reflects an individual's ability to adapt to internal emotions and external challenges. Psychological adjustment entails feeling comfortable and aligned with one's educational path, affecting self-satisfaction and resilience to stress. Social adjustment, on the other hand, determines how well individuals interact with their environment, including family, peers and educational institutions. A well-matched educational choice enhances social engagement, whereas a mismatch may lead to isolation.

The study aims to examine the differences in psychological adjustment levels among adolescents based on the type of education they pursue, and to what extent their choice reflects their psychological alignment with themselves as well as externally with their families and communities. The study is particularly relevant in secondary education (academic path and vocational path), where students strive to balance aspirations with social expectations.

Psychological adjustment refers to an individual's ability to adapt to themselves and their environment, including adjusting to emotions and thoughts, as well as providing a healthy response to life challenges. In this context, psychological adjustment is influenced by the comfort and alignment with one's educational choice, which enhances the individual's ability to cope with psychological stress (Al-Btouch, 2024). On the other hand, social adjustment concerns the ability to interact and adapt to one's social environment, strengthening feelings of belonging and stability in relationships with family, friends, and colleagues.

Various theories have come to explain psychological and social adjustment, each focusing on different aspects of an individual's personality and relationships. Some of the main theories include:

### • Biological Theory

This theory emphasizes the physiological and neurological foundations of psychological and social adjustment. It suggests that maladjustment may stem from imbalances in the nervous or endocrine systems or from physical or neurological disorders. These issues may be genetically inherited or triggered by external factors such as physical injury or environmental stressors. For instance, anxiety or depression may be linked to imbalances in brain chemistry, such as abnormal levels of serotonin or cortisol. Therefore, achieving adjustment involves maintaining a healthy biological and hormonal balance that supports mental well-being (Abu Ryach et al., 2008).

### • Psychoanalytic Theory

Founded by Sigmund Freud, this theory posits that adjustment is achieved when the three components of the psyche—the id (instinctual desires), ego (rational self), and superego (moral conscience)—function in harmony. Maladjustment arises when these elements are in conflict, often due to unresolved traumas or painful experiences in early childhood. Later psychoanalysts expanded this perspective. Alfred Adler, for example, emphasized the role of feelings of inferiority and the individual's striving for superiority, while Jacques Lacan highlighted the importance of language, identity, and the influence of the social environment in shaping the self (Alawinah, 2004).

### • Behavioral Theory

According to this theory, adjustment is learned behavior shaped by environmental stimuli and reinforcement. Individuals adapt based on the rewards or consequences that follow their actions. Positive behaviors that are reinforced are more likely to be repeated, while maladaptive behaviors can emerge in response to negative environmental conditions, such as persistent noise, harsh parenting, or inconsistent feedback. Thus, adjustment depends on the quality of environmental interaction and the learning experiences that result from it (Btouch, 2024, p. 29).

### • Humanistic Theory

This theory emphasizes human potential, self-growth, and the innate desire for self-actualization. Carl Rogers believed that adjustment is fostered when individuals experience unconditional positive regard, openness to experience, and self-trust. He stressed the significance of personal freedom and authentic expression. Abraham Maslow similarly proposed that individuals must fulfill a hierarchy of needs—ranging from basic physiological needs to self-actualization—in order to achieve full adjustment. A well-adjusted person is one who realizes their potential while maintaining a balanced, meaningful life (Al-Zoubi, 2010).

## • Cognitive Theory

Cognitive theorists focus on the role of thought patterns in influencing behavior and adjustment. Albert Ellis, through Rational Emotive Behavior Therapy (REBT), argued that irrational and negative thought patterns are major causes of psychological distress. By identifying and replacing these thoughts with more rational, realistic beliefs, individuals can enhance their psychological and social adjustment. This theory underscores the importance of self-awareness, self-perception, and cognitive restructuring in promoting emotional resilience and adaptability (Ayub, 2020).

In applied studies, several studies have shown the effectiveness of counseling programs in improving psychological and social adjustment. For example, a study by AlTamimi (2021) in Saudi Arabia found that a counseling program effectively improved adjustment among orphans.

In Spain, Giménez and colleagues (2021) conducted a study on the relationship between parenting styles and psychological-social adjustment after adolescence and found that the permissive parenting style was the most effective in improving adjustment.

Al-Shreideh (2017) revealed a statistically significant relationship between the type of educational track (academic or vocational) and the level of psychological adjustment among secondary school students in Jordan. The results showed that vocational track students experience higher levels of anxiety and stress compared to their academic counterparts, highlighting the need for targeted psychological and educational support for this group.

In addition, Jubour (2019) indicated that negative societal attitudes toward vocational education represent a major barrier to students' enrollment in this track. Vocational education is often perceived as a fallback option for those who fail in academic education. The study recommended launching awareness campaigns to change the prevailing stereotypes and to emphasize the importance of vocational education in building a sustainable national economy.

The research shows that the choice of educational path has a significant impact on both psychological and social adjustment, as individuals strive to balance their personal and social needs. Adjustment is closely linked to self-concept, and the perception of oneself is fundamental to individual adaptation. In the secondary education phase, adolescents aim to adapt to themselves and their social environment, which enhances their psychological and social balance. Accordingly, the study addressed the impact of the educational path on psychological and social adjustment among adolescents in secondary education and official institutes in the Dhoniieh region.

## 1.1 Research Problem

Educational choices impact adolescents' Psychosocial adjustment, yet research on the comparative effects of academic and vocational tracks remains scarce. Given the researcher's experience with adolescents and engagement in mental health workshops, this study seeks to address the following question: **To what extent does the educational pathway influence adolescents' Psychosocial adjustment?**

Sub-questions include:

### Practical Importance:

- Offers an objective analysis of the challenges students face in maintaining psychological balance.
- Assists educators and policymakers in providing better support systems.
- Encourages research on vocational education, an area often overlooked.
- Guides mental health professionals in enhancing adolescent well-being.
- Suggests improvements in educational environments to cater to students' needs.
- Helps policymakers tailor vocational programs to students' interests.

## 1.2 Study Scope

**Participants:** 300 secondary students from vocational and academic tracks in North Lebanon. **Timeframe:** 2023-2024 academic year. **Geographic Scope:** Public secondary schools and vocational institutes in North Lebanon.

### Key Definitions:

- **Educational Pathway:** The choice between academic secondary and vocational education after middle school, after completing the nine- year basic educatin phase (Educational development in Lebanon,2006)
- **Psychosocial Adjustment:** Lazarus (1976) suggests that adjustment is a complex process consisting of two essential elements: the first relates to the individual, including their motivations, needs, and aspirations, while the second concerns the surrounding natural and social environment, which includes controls and

specifications that may face obstacles and constraints. On the other hand, Jaber Abdel Hamid Jaber (1995) views adjustment as a conscious, dynamic, and continuous process in which the individual strives to achieve a balance between personal needs and environmental demands to enhance self-growth, experience, and awareness, as well as promote the growth of others. Abdel Latif Medhat Abdel Hamid Abdel Latif and Abbas Mohamed Awad (1990) emphasize that an individual who is well-adjusted to their environment can modify their behaviors to meet their needs and enjoys good mental health.

The ability to maintain psychological stability and engage positively in society.

- **Adolescents:** Erikson (1968) considered adolescence as a transitional stage from childhood to adulthood and maturity, beginning at the age of thirteen and ending at the age of nineteen. During this period, adolescents undergo psychological, social, biological, and cognitive changes. This phase starts with sexual maturity and ends with cognitive maturity.

Adolescence is a crucial stage characterized by profound changes in the physical, biological, hormonal, psychological, and social aspects (Leong, Nor & Salmiah, 2020, p. 319)

This study highlights the influence of educational choices on adolescents' psychological and social well-being. Findings emphasize the need for structured educational guidance to foster optimal student adjustment and overall stability.

## 2 Study Procedures

### 2.1 Research Methodology and Variables

Research methodology refers to the approach a researcher adopts to answer specific research questions. It encompasses data collection, analysis methods, and implementation procedures. This study follows a **descriptive causal-comparative method**, which aims to analyze the phenomenon as it exists in reality, providing both quantitative and qualitative descriptions (Tadmouri, 2015, p: 105).

This method is suitable for the study's objective of assessing whether the educational pathway influences Psychosocial adjustment among adolescents, either positively or negatively, while comparing different levels of adjustment. The study's key variables are:

- **Independent Variable:** Type of education (academic or vocational)
- **Dependent Variable:** Psychosocial adjustment

### 2.2 Study Population

The study population consists of adolescents enrolled in public secondary schools and vocational institutes in the North Lebanon district of Dinniyeh during the 2021-2022 academic year. The population includes students from 4 vocational institutes and 8 public secondary schools.

Permission was obtained from the Directorate of Secondary Education and the Directorate of Vocational Education following ethical approval from Saint Joseph University's Ethics Committee. The approval facilitated access to schools and vocational institutes for data collection.

### 2.3 Study Sample

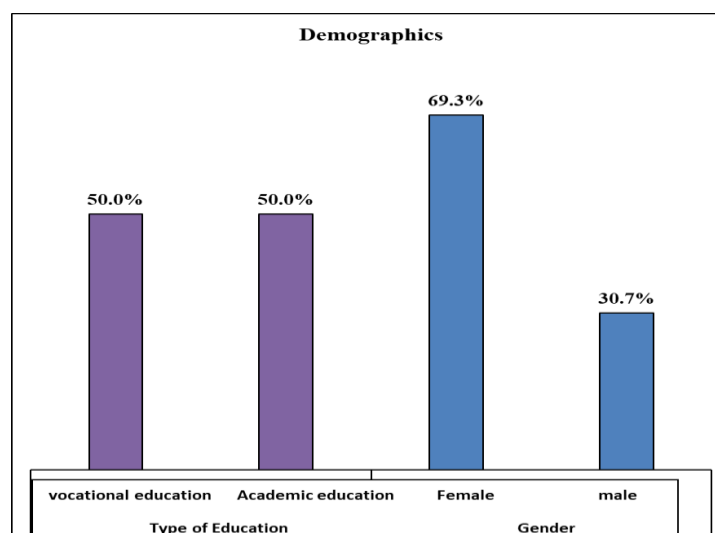
A sample is a subgroup of the target population that accurately represents its characteristics, allowing generalization of findings (Creswell, 2012). This study employed **random sampling** to ensure an unbiased selection of participants.

The sample consisted of 300 students, equally divided between academic (50%) and vocational (50%) tracks. The participants were aged 15 to 20 years, with an average age of 17.5 years. The distribution accounted for various academic and vocational specializations to ensure comprehensive representation.

The inclusion of this sample is significant given the challenges adolescents face in choosing their educational paths, societal stereotypes regarding vocational education, and the limited research available on this demographic. The Dinniyeh region, located in the northern mountains of Lebanon, provided an important setting for capturing diverse perspectives on educational choices and Psychosocial adjustment.

**Table 1:** Study Sample Distribution by Gender and Education Type

Demographic Characteristics	Number	Percentage
<b>Gender</b>		
Male	92	30.7%
Female	208	69.3%
<b>Education Type</b>		
Vocational	150	50.0%
Academic (Secondary)	150	50.0%

**Figure 1:** Study Sample Distribution by Gender and Education Type

The table and figure above indicate that the majority of participants are female (69.3%), while males represent (30.7%). This gender disparity is attributed to the high representation of females in early childhood education specialization (32.7%) within the vocational track, while male participation in vocational electricity studies was minimal (2.7%). In contrast, academic specialization trends showed lower male representation in General Sciences (4.7%), whereas Life Sciences had a female-majority representation (21.1%).

**Table 2:** Study Sample Distribution by Specialization

Vocational Specialization	Number	Percentage	Academic Specialization	Number	Percentage
Early Childhood Education	49	32.7%	First Secondary Year	33	22.0%
Hospitality	45	30.0%	Second Secondary – Science	19	12.7%
Nursing	27	18.0%	Second Secondary – Humanities	13	8.7%
Business Administration	8	5.3%	Third Secondary - General Sciences	7	4.7%
Health Inspection	8	5.3%	Third Secondary - Life Sciences	32	21.3%
Electricity	4	2.7%	Third Secondary - Economics & Sociology	38	25.3%
Physical Education	4	2.7%	Third Secondary – Humanities	8	5.3%
<b>Other Specializations</b>	<b>5</b>	<b>3.3%</b>	-	-	-

## 2.4 Social Adjustment: Study Limitations

Based on the data above, the study's human scope focused on adolescents aged 15-19 years enrolled in academic and vocational education. The geographic scope was limited to North Lebanon (Donniyeh district). Data collection was conducted in the second semester of the 2023-2024 academic year. The study sought to compare students' self-esteem levels in both educational tracks using validated measurement tools.

The study's findings provide valuable insights into how students perceive their educational paths, their self-adjustment, and how societal norms influence their choices. These results contribute to understanding the broader implications of academic and vocational education on Psychosocial well-being.

## 2.5 Study Tools

After reviewing previous studies and building the theoretical framework for the current study, several tools were employed to achieve the research objectives. These tools were selected to obtain the necessary data for testing the hypotheses and verifying their validity:

- Psychosocial Adjustment Scale by Zeinab Shuqair (2012): The scale is divided into four dimensions, each containing 20 items:



1. Personal and Emotional Adjustment: Reflects satisfaction with oneself and others, meeting personal needs, and facing life challenges.
2. Physical Health Adjustment: Indicates good physical and mental health, acceptance of physical appearance, and overall well-being.
3. Measures happiness in social relationships, adherence to societal norms, and integration with others.
4. Family Adjustment: Assesses family harmony, mutual understanding, emotional bonds, and the ability to handle family-related challenges.

Participants respond to each item using a three-point Likert scale: "Agree" (2), "Neutral" (1), and "Disagree" (0). The total scale score ranges between 0 and 160.

### Psychometric Properties of the Scale:

To ensure the reliability and validity of the measurement tools, key psychometric properties were examined.

#### Reliability (Consistency of Measurement):

Reliability was assessed using Cronbach's Alpha Coefficient, a measure of internal consistency among scale items. The results are as follows:

**Table 3:** A table of Cronbach's alpha reliability coefficient for the instrument measuring Psychosocial Adjustment

Scale	Number of Items	Cronbach's Alpha Value
Psychosocial Adjustment	80	0.943

A Cronbach's Alpha value above 0.7 indicates a high level of reliability. As shown in the table, the Psychosocial adjustment scale achieved a coefficient of 0.943, confirming its excellent internal consistency.

#### Split-Half Method:

This method assesses reliability by dividing the test into two equal halves and calculating the correlation between the average scores of odd and even items. The results are as follows:

**Table 4:** A table of the correlation coefficient using the split-half method for the instrument measuring Psychosocial Adjustment

Scale	Odd Items	Even Items	Guttman Split-Half Value
Psychosocial Adjustment	40	40	0.827

A Guttman coefficient of 0.827 confirms that the scale exhibits a high level of reliability.

#### Validity (Accuracy of Measurement):

Validity ensures that the scale measures what it is intended to assess. The construct validity method was employed by calculating the correlation between individual item scores and the total scale score using Spearman's correlation coefficient. The significance levels for each item are presented in the following table:

**Table 5:** Spearman correlation coefficient between the items of the Psychosocial adjustment scale and the score of the dimension to which they belong

Item Number	Correlation Coefficient	Statistical Significance	Item Number	Correlation Coefficient	Statistical Significance
1	.484**	p < 0.01	41	.486**	p < 0.01
2	.413**	p < 0.01	42	.547**	p < 0.01
3	.155**	p < 0.01	43	.546**	p < 0.01
4	.404**	p < 0.01	44	.610**	p < 0.01
5	.416**	p < 0.01	45	.463**	p < 0.01
6	.359**	p < 0.01	46	.445**	p < 0.01
7	.450**	p < 0.01	47	.529**	p < 0.01
8	.484**	p < 0.01	48	.525**	p < 0.01
9	.360**	p < 0.01	49	.409**	p < 0.01
10	.279**	p < 0.01	50	.544**	p < 0.01
11	.405**	p < 0.01	51	.365**	p < 0.01
12	.322**	p < 0.01	52	.344**	p < 0.01
13	.514**	p < 0.01	53	.565**	p < 0.01
14	.464**	p < 0.01	54	.464**	p < 0.01
15	.402**	p < 0.01	55	.424**	p < 0.01
16	.474**	p < 0.01	56	.476**	p < 0.01
17	.514**	p < 0.01	57	.418**	p < 0.01

18	.335**	p < 0.01	58	.525**	p < 0.01
19	.350**	p < 0.01	59	.497**	p < 0.01
20	.480**	p < 0.01	60	.261**	p < 0.01
21	.502**	p < 0.01	61	.422**	p < 0.01
22	.276**	p < 0.01	62	.448**	p < 0.01
23	.476**	p < 0.01	63	.362**	p < 0.01
24	.352**	p < 0.01	64	.283**	p < 0.01
25	.428**	p < 0.01	65	.283**	p < 0.01
26	.439**	p < 0.01	66	.459**	p < 0.01
27	.425**	p < 0.01	67	.137*	p < 0.01
28	.414**	p < 0.01	68	.372**	p < 0.01
29	.330**	p < 0.01	69	.254**	p < 0.01
30	.467**	p < 0.01	70	.320**	p < 0.01
31	.417**	p < 0.01	71	.319**	p < 0.01
32	.463**	p < 0.01	72	.359**	p < 0.01
33	.467**	p < 0.01	73	.195**	p < 0.01
34	.529**	p < 0.01	74	.437**	p < 0.01
35	.400**	p < 0.01	75	.332**	p < 0.01
36	.510**	p < 0.01	76	.411**	p < 0.01
37	.415**	p < 0.01	77	.344**	p < 0.01
38	.440**	p < 0.01	78	.475**	p < 0.01
39	.300**	p < 0.01	79	.331**	p < 0.01
40	.446**	p < 0.01	80	.381**	p < 0.01

All correlation values are statistically significant at  $p < 0.01$  or  $p < 0.05$ , confirming a high degree of internal consistency and construct validity.

### 3 Data Analysis and Hypothesis Testing

#### 3.1 First Hypothesis: No Significant Differences in Psychological Adjustment Based on Educational Pathway

**Table 6:** A table showing the t-test between the dimensions of the psychological Adjustment scale and the Educational Pathway variable

Variable	Education Type	Sample Size	Mean Score	Standard Deviation	Statistical Significance
Personal Emotional Adjustment	Academic	150	26.23	6.930	0.888
	Vocational	150	26.34	6.596	
Health Adjustment	Academic	150	25.76	7.804	0.890
	Vocational	150	25.90	7.576	

The t-value (0.888 and 0.890) is greater than **0.05**, indicating no statistically significant differences in psychological adjustment between academic and vocational students. Thus, the null hypothesis is accepted.

#### 3.2 Second Hypothesis: No Significant Differences in Social Adjustment Based on Educational Pathway

**Table 7:** A table showing the t-test between the dimensions of the Social Adjustment scale and the educational pathway variable

Variable	Education Type	Sample Size	Mean Score	Standard Deviation	Statistical Significance
Family Adjustment	Academic	150	31.80	8.499	0.186
	Vocational	150	32.57	7.660	
Social Adjustment	Academic	150	28.83	5.803	0.679
	Vocational	150	25.90	7.576	

Again, the t-values (0.186 and 0.679) exceed **0.05**, confirming no significant differences in social adjustment between the two groups.

## 4 Discussion and Interpretation of Results

### 4.1 First Sub-Hypothesis

The study concluded that there were no statistically significant differences in the psychological adjustment levels of adolescents based on the educational track they follow. This finding highlights that the type of educational track alone may not significantly determine adolescent adjustment. This aligns with the findings of Al-Tamimi (2018), who indicated that vocational rehabilitation programs, when structured effectively, could provide Psychosocial support comparable to that of academic tracks.

This result can be analyzed based on the responses related to the psychological adjustment scale and its specific dimensions. Despite selecting a balanced sample of adolescents in both the secondary and vocational tracks, the study found that 68% of students had high levels of psychological adjustment, largely influenced by a stable family environment that enhances self-confidence.

The generally high levels of Psychosocial adjustment reported in this study reflect the strong familial and social support adolescents receive within their community. This interpretation aligns with the findings of Giménez-Serano, García, and García (2021), who emphasized the role of permissive and flexible parenting styles in enhancing adolescents' Psychosocial adjustment.

The results also reflect the significant influence of cultural and societal factors on students' educational decisions. This aligns with Al-Btouch (2024), who highlighted cultural intelligence as a key mediator in the relationship between psychological and academic adjustment, indicating the substantial role of socio-cultural context in adolescents' decision-making and adjustment processes.

The study results also reflect the principles of cognitive-behavioral theory, which suggests that positive feedback from educational and social environments enhances Psychosocial adjustment. Ayoub (2020) emphasized that improving negative thought patterns and behavioral responses significantly contributes to increased adjustment levels, aligning with this study's findings of stable adjustment across different educational settings.

Furthermore, students who selected a path that matched their psychological and physical aspirations experienced better psychological adjustment. The analysis revealed that emotional and personal adjustment varied among students, with 66% reporting positive future aspirations, while some reported lower adjustment levels due to stress or misfortune. The study also showed that most students did not suffer from physical health problems, which contributed to their overall psychological well-being.

Adolescents' ability to manage emotions and make decisions positively impacted their educational path and fostered confidence. This result aligns with the biological theory of adjustment, which links psychological and physical well-being, suggesting that a lack of adjustment arises from disorders affecting the body's tissues or brain, which influence hormonal balance. The theory emphasizes that psychological and physical harmony is essential for optimal adjustment, aligning with the hypothesis of no significant differences in psychological adjustment based on educational track.

#### 4.2 Second Sub-Hypothesis

The study also found no significant differences in social adjustment levels among adolescents based on the educational track they follow, favoring students in the secondary track. The results indicate that adolescents in the sample exhibited high levels of social adjustment, particularly in family and social dimensions. They interacted positively with their families and communities, feeling secure and supported, which helped them freely choose their educational path. The family environment provided emotional support, strengthening social and psychological adjustment.

The results underscore the need for structured Psychosocial support programs within both academic and vocational educational contexts. Abbas, Al-Ghnimaoui, and Jassim (2021) similarly advocate for psychological counseling programs in schools, demonstrating their effectiveness in enhancing Psychosocial adjustment among adolescents.

Socially, adolescents were engaged in positive community activities and maintained respectful relationships with others. Adolescents in more conservative social environments showed more disciplined behavior than those in more liberal settings. These findings correlate with Carl Rogers' humanistic theory, which emphasizes self-determination and the ability to control one's behavior. According to Rogers, achieving self-actualization through interaction with the environment leads to personal growth and adjustment.

Additionally, Maslow's theory highlights the importance of solving problems, self-acceptance, and social relationships for achieving adjustment. The results support this by showing that adolescents' ability to navigate social and educational environments is influenced by their sense of freedom, self-acceptance, and the ability to pursue relationships with peers. This aligns with the study's hypothesis that no significant differences in social adjustment exist between educational tracks, as adolescents demonstrate autonomy in choosing educational paths that suit their aspirations.

### 5 Conclusion and Recommendations

Based on the study findings, the following recommendations are proposed:

- Enhancing Psychosocial support in educational settings to promote students' well-being.



- Organizing career orientation workshops to help students make informed educational choices.
- Raising parental awareness about the role of positive upbringing in shaping adolescents' psychological health.
- Developing training programs to equip students with coping skills for personal and academic challenges.

These results contribute to a deeper understanding of educational pathways' impact on adolescent Psychosocial adjustment, offering valuable insights for educators, policymakers, and researchers.

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