

## INFLUENCE OF PSYCHOSOCIAL ADJUSTMENT FACTORS ON THE ACADEMIC ACHIEVEMENT OF HIGHER SECONDARY STUDENTS

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### **Abstract**

The present study aimed to find out the influence of psychosocial adjustment factors on the academic achievement of higher secondary students. Survey method with stratified random sampling technique has been followed for the present study. The Psychosocial Adjustment Scale constructed and validated by the investigator(2020) has been adapted to measure the psychosocial adjustment of higher secondary students. The academic achievement of the students was measured through the marks obtained by the selected higher secondary students in their school examination. The total sample consists of 679 higher secondary students which includes 382 male and 297 female higher secondary students. The present study indicated that there is 30.7% of the total variance in the academic achievement is attributed by various psychosocial adjustment factors. It further indicated that there is significant influence of psychosocial adjustment factors such as, depression, anxiety, emotion and social adaptation on the student's academic achievement. The other psychosocial adjustment factors such as, mental health, self esteem, self concept, self confidence, self support and socio economic status are not significantly contributed to student's academic achievement.

**KEYWORDS:** students-psychosocial adjustment-academic achievement

### **1 INTRODUCTION**

The students of today are the youth of tomorrow, future citizens and pillars of the nation. They are the backbone of the educational process. Education is a process and it acts as an instrument to bring out the innate behaviour of the individual. Therefore, proper development and growth of the students should be ensured even at the earliest stage. The school is concerned with the development of the whole child and all round development of the physical, social, aesthetic and emotional qualities of the children. During the process of education, the child has to be continuously evaluated with regard to the level of his intelligence, attainment, aptitudes, interest and educational objectives, that are determined by the needs of these learners, the demands of the society and the psychology of learning. Therefore, the objectives of education and the development of the physical, social, aesthetic and emotional qualities in the child are assessed only through the academic achievement of a child, and they are very important in this process of education. The high level of academic skills are necessary for successful entry into today's job market, with or without a college education, has risen to the point that a focus on achieving

academic success is necessary for all students throughout each and every year of schooling from pre-kindergarten to 12th grade.

## 2. NEED AND IMPORTANCE OF THE STUDY

The present study aimed to find out the influence of psychosocial adjustment factors on the academic achievement of higher secondary students. All the psychosocial factors are considered to be of great importance in the achievement of the higher secondary students. The study conducted by Dhull Jitender (2013) revealed that there was a significant relationship found between academic anxiety and achievement in science of Xth class students. Agarwal, Dhillon and Babbar (2013) found that the self-concept strongly influences subsequent academic achievement. However, neither academic achievement improves prior self-concept nor failure deteriorates prior self-concept. Jawalekar, Iqbal and Sahu (2014) revealed that the self-efficacy was positively related to the students' intentions of remaining in the profession. Self-efficacy and academic efficacy, these two constructs were actually reciprocally related. It further revealed that the students' academic self-concept strongly influences their academic self-efficacy beliefs. The study conducted by Sreeja (2014) ascertains the influence of psychosocial adjustment and vocational aspirations on the academic achievement of hearing impaired students at higher secondary level. The various researches conducted both in India and other countries indicate that the psychosocial adjustment factors are significantly correlated with the students' academic achievement.

The present study will be useful for students as well as teachers, because the knowledge of the relationship of these factors under study will enable the teachers and policymakers to plan teaching and learning process keeping in view of these factors. The present study will provide an insight to the parents to deal effectively with their children, so that they will be able to develop an understanding of the importance of psychosocial adjustment to enhance academic achievement of the higher secondary students, and also proper training and guidance may be given to the children accordingly to develop their academic achievement. Based on the above discussion, the investigator felt it necessary to do the present research.

## 3. OBJECTIVE OF THE STUDY

The objective of the study is to find out the influence of psychosocial adjustment factors such as, mental health, depression, self esteem, self concept, anxiety, self confidence, emotion, social support, social adaptation, and socioeconomic status on the academic achievement of the higher secondary students.

## 4. METHOD OF STUDY

Survey method is a method for collecting and analysing data, obtained from large number of respondents respecting specific population collected through highly structured and detailed tool. This method is useful for development studies where the current problems and described at present. Hence, survey method has been employed for the present study. The Psychosocial Adjustment

Scale constructed and validated by the investigator(2020) has been adapted to measure the psychosocial adjustment of higher secondary students. It is a Likert’s type five point scale and it includes the various dimensions of psychosocial adjustment such as, mental health, depression, self esteem, self concept, anxiety, self confidence, emotion, social support, social adaptation and socio-economic status. The marks obtained by the students in their school examination have been taken to measure the academic achievement. For the present study eleven schools in the Vellore District of Tamilnadu have been selected randomly by lottery method to collect data. For the selection of the sample from the selected schools, stratified random sampling technique has been followed. The sample consists of students studying higher secondary in selected schools. The higher secondary students refers to the students studying 2 years of ‘Higher Secondary Education’ provided in higher secondary schools affiliated by higher secondary board, Government of Tamilnadu. The total sample consists of 679 higher secondary students which includes 382 male and 297 female higher secondary students.

## 5. RESULT AND DISCUSSION

Regression analysis has been carried out to find out the significant influence of various dimensions of psychosocial adjustment on the academic achievement of higher secondary students and the result of the analysis is presented in table 1-3.

**Table - 1**  
**Anova for Contribution of Psychosocial Adjustment Factors on the Academic Achievement of Higher Secondary Students**

ANOVA						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	24032.429	10	2403.243	29.651	.000 <sup>a</sup>
	Residual	54142.667	668	81.052		
	Total	78175.096	678			

**Predictors:** (Constant), mental health, depression, self esteem, self concept, anxiety, self confidence, emotion, social support, social adaptation and socio-economic status.

**Dependent Variable:** Academic achievement

It is evident from the table-1 that the F value is found to be 29.651, which is significant at 0.05 level. It indicates that there is a significant contribution of various psychosocial adjustment factors on the academic achievement of higher secondary students.

**Table - 2**  
**Model Summary for the Contribution of Psychosocial Adjustment Factors on the Academic Achievement of Higher Secondary Students**

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.554 <sup>a</sup>	.307	.297	9.00288

**Predictors:** (Constant), mental health, depression, self esteem, self concept, anxiety, self confidence, emotion, social support, social adaptation and socio-economic status.

**Dependent Variable:** Academic achievement

The table-2 shows the R square value and it is found to be 0.307. It is evident that 30.7% of the total variance in the academic achievement is attributed by various psychosocial adjustment factors such as, mental health, depression, self esteem, self concept, anxiety, self confidence, emotion, social support, social adaptation and socio-economic status of higher secondary students.

**Table - 3**

**Influence of Psychosocial Adjustment Factors on the Academic Achievement of Higher Secondary Students**

Model		Un-standardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	18.096	2.766		6.542	.000
	Mental Health	.007	.063	.005	.116	.908
	Depression	.305	.097	.145	3.163	.002
	Self Esteem	.145	.091	.063	1.590	.112
	Self Concept	.038	.073	.023	.515	.607
	Anxiety	.287	.078	.165	3.704	.000
	Self Confidence	.024	.086	.013	.279	.780
	Emotion	.294	.075	.170	3.926	.000
	Self Support	.125	.065	.084	1.938	.053
	Social Adaptation	.324	.084	.168	3.840	.000
	Socio-economic status	.084	.105	.034	.794	.427

**Dependent Variable:** academic achievement

The Table-3 clearly indicated that the psychosocial adjustment factors such as depression (t=3.163), Anxiety (t=3.704), emotion (t=3.926) and social adaptation (t=3.840) are significantly contributed to the academic achievement of higher secondary students. It further indicated that the emotion is more contributing factor than the depression, anxiety and social adaptation. It is also indicated that the other psychosocial adjustment

factors such as, mental health, self esteem, self concept, self confidence, self support and socio economic status are not significantly contributed to the academic achievement of higher secondary students.

## FINDINGS

1. 30.7% of the total variance in the academic achievement is attributed by various psychosocial adjustment factors.
2. There is significant and positive contribution of various psychosocial adjustment factors such as, depression, anxiety, emotion and social adaptation on the academic achievement of higher secondary students. The emotion is more contributing factor than the depression, anxiety and social adaptation.
3. There no significant contribution of various psychosocial adjustment factors such as, mental health, self esteem, self concept, self confidence, self support and socio economic status on the academic achievement of higher secondary students.

## 6. CONCLUSION

Psychosocial adjustment factors involve both psychological and social variables which influence various aspects of student's behaviour and academic achievement. The present study indicated that there is 30.7% of the total variance in the academic achievement is attributed by various psychosocial adjustment factors. It further indicated that the psychosocial adjustment factors such as, depression, anxiety, emotion and social adaptation are significantly contributed to student's academic achievement. The other psychosocial adjustment factors such as, mental health, self esteem, self concept, self confidence, self support and socio economic status are not significantly contributed to student's academic achievement. The results of the study can provide opportunity for the teachers to become aware of the influence of psychosocial adjustment factors on the academic achievement of higher secondary student. The findings will also help educational institutions to gain understanding of the psychosocial adjustment in improving academic achievement of the students. On this basis, they can provide a congenial academic environment that can be instrumental in helping students succeed in achieving higher grades. The findings of the study also have important implications for parents, who can foster their children's inner need for academic achievement through inculcating curiosity and need to gain knowledge rather than simply build pressure to gain grades. Such parenting will help build intrinsic motivation in students to gain knowledge, which will be a precursor for the achievement of high grades.

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