Relationship Between Psychosocial Adjustment Factors And Academic Achievement Of Higher Secondary Students

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Abstract:

The present study aimed to find out the relationship between psychosocial adjustment factors and 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 revealed that the academic achievement of higher secondary students is high and they have high level of psychosocial adjustment factors such as, anxiety, self-confidence, social support and social adaptation. It further revealed that the higher secondary students have average level of psychosocial adjustment factors such as, mental health, depression, self-esteem, self-concept, emotion, socio-economic status and also total psychosocial adjustment. It is also revealed that all the psychosocial adjustment factors are significantly correlated with the academic achievement of higher secondary students.

Keywords: students-psychosocial adjustment factors-academic achievement/

1. INTRODUCTION

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 of the child has to be continuously evaluated with regard to the level of his intelligence, attainment, aptitudes and 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 importance of academic achievement has raised several important questions for educational researchers. What factors promote achievement in students? How far do the different factors contribute towards academic achievement? There are many factors affecting the academic achievement of the students such as, socio economic background, intelligence, language, various personality traits of students, etc. These factors are of utmost theoretical and practical importance in developing curricula and designing educational programmes to suit the needs of pupils with varied backgrounds. Further, the study of these factors assumes special significance in view of their implications in respect of day-to-day curriculum planning on the part of the classroom teacher. Investigation and studies on the correlates of achievement need to be thoroughly examined with a view to improved curricular development, efficient teaching and better academic achievement.

2. NEED AND IMPORTANCE OF THE STUDY

The present study aimed to find out the relationship between academic achievement and psychosocial adjustment factors of higher secondary students. Psychosocial adjustment refers to people's capacity to adapt to the environment, which implies that the individual has sufficient mechanisms to feel good, integrate, respond adequately to the demands of the environment, and achieve his or her objectives. Psychosocial adjustment factors involve both psychological and social variables which influence various aspects of student's behaviour and development. Conley, Travers and Bryant (2013) classified the factors of psychosocial adjustment such as mental health, depression, self-esteem, self-concept, anxiety, self-confidence, emotion, social support, social adaptation and socio economic

status. All the psychosocial factors are considered to be of great importance in the achievement of the higher secondary students. The various researches conducted both in India and other countries indicated that the psychosocial adjustment factors are significantly correlated with the students' academic achievement. The study conducted by Dhull Jitender (2013) revealed that there was a significant relationship between academic anxiety and achievement in science of X class students. Agarwal, Dhillon and Babbar (2013) found that the self-concept strongly influences subsequent academic achievement. Jawalekar, Iqbal and Sahu (2014) found out 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 reveals 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 about relationship between academic achievement and psychosocial factors will enable the teachers and policymakers to plan teaching and learning process. 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 academic achievement with respect to psychosocial factors 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 find out the relationship between academic achievement and psychosocial adjustment factors of higher secondary students.

3. OBJECTIVES OF THE STUDY

1. To find out the level of academic achievement and psychosocial adjustment factors of higher secondary students.
2. To find out the relationship between academic achievement and psychosocial adjustment factors of 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 academic achievement of the students was measured through the average of marks obtained by the selected higher secondary students in their school examination. For the present study eleven schools in the Vellore District of Tamilnadu have been selected randomly by lottery method to collect data. The stratified random sampling technique has been followed for the selection of the sample from the selected schools. The sample consists of students studying higher secondary in the 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 students which include 382 male and 297 female higher secondary students.

5. RESULT AND DISCUSSION

Level of Psychosocial Adjustment Factors and Academic Achievement

The mean and standard deviation has been calculated to find out the level of academic achievement and psychosocial adjustment factors of higher secondary students. The result of the analysis is presented in table.1.

Table. 1: Mean and Standard Deviation of Psychosocial Adjustment Factors and Academic Achievement of Higher Secondary Students

S. No.	Variables	Number	Mean	StandardDeviation
1.	Mental Health	679	31.40	7.98
2.	Depression	679	17.80	5.08
3.	Self Esteem	679	24.56	4.67
4.	Self-concept	679	35.17	6.44
5.	Anxiety	679	30.00	6.20
6	Self Confidence	679	31.36	5.69
7	Emotion	679	35.78	6.19
8	Social Support	679	36.58	7.21
9	Social Adaptation	679	28.61	5.57
10	Socio-Economic Status	679	20.85	4.37
11	Total Psychosocial Adjustment	679	291.71	37.31
12	Academic achievement	679	64.05	10.74

Table-1 shows the mean and standard deviation for the mental health scores of higher secondary students and it is found to be 31.40 and 7.98 respectively. As per the norms of the tool, the mean score between 23 to 39 indicate that the mental health is average. Hence, it can be inferred that the level of mental health is average for the higher secondary students.

The mean and standard deviation for depression scores of higher secondary students is found to be 17.80 and 5.08 respectively. As per the norms of the tool, the mean score between 12 to 22 indicate that the depression is average. Hence, it can be inferred that the level of depression is average for the higher secondary students.

The mean and standard deviation for self-esteem scores of higher secondary students is found to be 24.56 and 4.67 respectively. As per the norms of the tool, the mean score between 19 to 29 indicate that the self-esteem is average. Hence, it can be inferred that the level of self-esteem is average for the higher secondary students.

The mean and standard deviation for self-concept scores of higher secondary students is found to be 35.17 and 6.44 respectively. As per the norms of the tool, the mean score between 28 to 41 indicate that the self-concept is average. Hence, it can be inferred that the level of self-concept is average for the higher secondary students.

The mean and standard deviation for anxiety scores of higher secondary students is found to be 30.00 and 6.20 respectively. As per the norms of the tool, the mean score between 36 to 45 indicate that the anxiety is high. Hence, it can be inferred that the level of anxiety is high for the higher secondary students.

The mean and standard deviation for self-confidence scores of higher secondary students is found to be 31.36 and 5.69 respectively. As per the norms of the tool, the mean score between 37 to 45 indicate that the self confidence is high. Hence, it

can be inferred that the level of self confidence is high for the higher secondary students.

The mean and standard deviation scores for emotion of higher secondary students is found to be 35.78 and 6.19 respectively. As per the norms of the tool, the mean score between 29.59 to 41.97 indicate that the emotion is average. Hence, it can be inferred that the level of emotion is average for the higher secondary students.

The mean and standard deviation for social support scores of higher secondary students is found to be 36.58 and 7.21 respectively. As per the norms of the tool, the mean score between 43 to 50 indicate that the social support is high. Hence, it can be inferred that the level of social support is high for the higher secondary students.

The mean and standard deviation for social adaptation scores of higher secondary students is found to be 28.61 and 5.57 respectively. As per the norms of the tool, the mean score between 34 to 40 indicate that the social adaptation is high. Hence, it can be inferred that the level of social adaptation is high for the higher secondary students.

The mean and standard deviation for socio-economic status scores of higher secondary students is found to be 20.85 and 4.37 respectively. As per the norms of the tool, the mean score between 16 to 25 indicate that the socio-economic status is average. Hence, it can be inferred that the level of socio-economic status is average for the higher secondary students.

The mean and standard deviation for the total psychosocial adjustment scores of higher secondary students is found to be 291.71 and 37.31 respectively. As per the norms of the tool, the mean score between 254 to 329 indicate that the total psychosocial adjustment is average. Hence, it can be inferred that the level of total psychosocial adjustment is average for the higher secondary students.

The mean and standard deviation for the academic achievement of higher secondary students is found to be 64.05 and 10.74 respectively. Hence, it can be inferred that the level of academic achievement of higher secondary students is high.

Relationship between Psychosocial Adjustment Factors and Academic Achievement

The coefficient of correlation has been carried out

to find out the relationship between the academic achievement and psychosocial adjustment factors of higher secondary students and the result of the analysis is given in table-2.

Table.2: Co-efficient of Correlation between Psychosocial Adjustment Factors and Academic Achievement of Higher Secondary Students

S.No	Variables	Number (N)	Co-efficient of Correlation ('r' Value)
1	Mental Health and Academic Achievement		.274**
2	Depression and Academic Achievement		.270**
3	Self Esteem and Academic Achievement		.333**
4	Self-concept and Academic Achievement		.317**
5	Anxiety and Academic Achievement		.374**
6	Self Confidence and Academic Achievement	679	.324**
7	Emotion and Academic Achievement		.381**
8	Social Support and Academic Achievement		.357**
9	Social Adaptation and Academic Achievement		.395**
10	Socio-Economic Status and Academic Achievement		.349**
11	Total Psychosocial adjustment and Academic Achievement		.535*

Note: * indicates significant at 0.05 level, ** indicates significant at 0.01 level

Table-2 shows the coefficient of correlation between various psychosocial adjustment factors and academic achievement of student studying higher secondary. It indicated that the total psychosocial adjustment is significantly correlated with academic achievement of higher secondary students. It further indicated that all the psychosocial adjustment factors such as, mental health, depression, self-esteem, self-concept, anxiety, self- confidence, social support, social adaptation and socio-economic status is significantly correlated with academic achievement of higher secondary students.

6. CONCLUSION

The present study revealed that the academic achievement of higher secondary students is high and they have high level of psychosocial adjustment factors such as, anxiety, self-confidence, social support and social adaptation. It further revealed that the higher secondary students have average level of psychosocial adjustment factors such as, mental health, depression, self-esteem, self-concept, emotion, socio-economic status and also total psychosocial adjustment. It is also revealed that all the psychosocial adjustment factors are significantly correlated with the academic achievement of higher secondary students. The results of the study can provide opportunity for the teachers to become aware of the level of psychosocial adjustment and its

relationship with the academic achievement of higher secondary student. The findings will also help educational institutions to gain understanding of the psychosocial adjustment of higher secondary students in improving their academic achievement. 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.

7. REFERENCES

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