

Relationship between Psychosocial Adjustment and Academic Achievement of students at secondary level

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Abstract

Most of the children suffer psychosocial adjustment during the period of adolescents, which is the crucial period of their development. The psychosocial refers to psychological and social factors that influence mental health. Social influences such as peer pressure, parental support, cultural and religious backgrounds, socio-economic status and interpersonal relationships all help to shape personality and influence psychological makeup. Because of more psychosocial adjustment problems of students, such children should be made to feel special by arranging outings, excursions, field trips, debates etc., for them. The capacities, capabilities, talents and potential of children should be channeled in a proper direction to make them self-reliant, self-confident and well-adjusted in the school and society. There is a need of proper guidance and counselling to make them feel more loved and cared by teachers and society.

Keywords: Psychosocial Adjustment, Academic Achievement and Secondary level

Introduction

The psychosocial adjustment problems of students play an important role in the total development of children. Such problem can have adverse effect upon learning and behaviour of a child. These problems which occupies the students mind not only hinder him from doing whatever he is supposed to do at a particular moment but also sometimes lead to indiscipline and in some cases even to antisocial manifestations.

Psychosocial problems reflect both the under controlled, externalizing or behavioural problems such as conduct disorders, substance abuse, hyperactivity, low self esteem, poor self concept, social withdrawal etc. and the over controlled internalizing or emotional problems like anxiety, depression, loneliness etc. The poor adjustment in school leads to perversion and juvenile delinquency. The personality of the students as reflected in their adjustment is an important concern of the educator. The ability to adjust to the demands of family and classroom living depends upon the individual's capacity to tolerate frustration as well as on the availability of substitute satisfaction.

Statement of the problem

The problem for the present investigation has been stated as "A study of the relationship between psychosocial adjustment and academic achievement of students at secondary level.

Psychosocial adjustment

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 (Madanaga et al.,2014). In the present study psychosocial adjustment term used to cover any situation in which both psychological and social factors are assumed to play role.

Academic Achievement

Academic achievement describes academic outcomes that indicate the extent to which a student has achieved their learning goals. (Retrieved from, [top chat.com/glossary/a/academic achievement/](http://topchat.com/glossary/a/academicachievement/)). In this study, academic achievement is the total score obtained by an individual in the term end examination.

Secondary level

In secondary level the students studying in eight, nine and tenth standard ranging from the age group of thirteen to fifteen years. Only ninth standard students were selected for this study.

Objectives of the study

1. To study the relation between psychosocial adjustment and academic achievement of secondary school students for the total sample.
2. To find out whether there exist any significant difference in the mean scores of psychosocial adjustment of secondary students with respect to gender
3. To find out whether there exist any significant difference in the mean scores of academic achievement of secondary students with respect to gender

Hypotheses of the study

1. There exists a significant correlation between psychosocial adjustment and academic achievement of secondary school students for the total sample'
2. There exists no significant difference in psychosocial adjustment of secondary students with respect to gender
3. There exists no significant difference in academic achievement of secondary students with respect to gender

Research Methodology

Normative survey method was adopted for the study. The sample consisted of 98 secondary students from Kollam district. Stratified random sampling technique was followed to collect the data. The tool used for the study is: Psychosocial Adjustment scale (borrowed from Dr.Celine Pereira & Sreeja, S. 2011) .Statistical techniques used to analyse the data collected are Mean, Standard deviation, t test and Karl Pearson Product Moment of Coefficient of Correlation.

Analysis and Interpretation of Data

The details of analyses are summarized in the tables below

Relationship between psychosocial Adjustment and Academic Achievement of secondary level students

Table 1-Coefficient of correlation between psychosocial adjustment and academic achievement of students at secondary level

Variables correlated	N	r	Significance of r
Psychosocial adjustment and academic achievement	98	0.295	Significant

Table (1) shows that the correlation coefficient obtained between scores for psychosocial adjustment and academic achievement is 0.295 and it exceeds the critical value 0.283 at 0.01 level of significance. This implies that there exists significant relationship between two variables are correlated. Thus it can be interpreted that the psychosocial adjustment of secondary level influences their academic achievement.

Comparison of the Psychosocial Adjustment on the basis of Gender

Table 2-Test of significance of difference in the mean scores of psychosocial adjustment of secondary students classified on the basis of gender

Groups	N	Mean	SD	t value
Boys	49	184.14	63.55	1.73
Girls	49	217.85	72.68	

Table (2) shows that the mean score of psychosocial adjustment of boys is 184.14 and standard deviation is 63.55 .Girls have the mean scores of 217.85 and standard deviation is 72.68.The critical ratio calculated 1.73 is less than table value 1.96 at 0.05 level. Therefore it can be interpreted that there exists no significant difference between the mean score of psychosocial adjustment of boys and girls at secondary level.

Comparison of the Academic Achievement on the basis of Gender

Table 3-Test of significance of difference in the mean scores of Academic achievement of secondary students classified on the basis of gender

Groups	N	Mean	SD	t value
Boys	49	161.87	32.12	3.85**
Girls	49	209.83	54.87	

Table (3) shows that the mean score of academic achievement of boys is 161.87 and standard deviation is 32.12. Girls have the mean scores of 209.83 and standard deviation is 54.87. The critical ratio calculated 3.85 is greater than table value 2.58 implying a significant difference between the mean scores at 0.01 level. Therefore it can be interpreted that there exists a significant difference between academic achievement scores of boys and girls at secondary level.

Findings of the study

1. The study reveals that there existed a significant correlation between psychosocial adjustment and academic achievement students at secondary level.
2. There existed significant a difference between boys and girls in their psychosocial adjustment at secondary level
3. There existed no significant difference between boys and girls in their academic achievement at secondary level

Conclusions

In the light of the study it is inferred that students in their adolescents stage are prone to have better relation with the peer group and society with high level of rapport with self and others. This situation points out to the imperative need for taking effective steps for meeting the psychosocial adjustment of the students in secondary schools. It means that multifaceted performance including education of children is being adversely affected during the adolescent period, because of the influence of psychosocial problems which certainly disturb the make up of a better nation. Hence parents and teachers should take practical steps to identify the psychosocial problem of adolescent children, and provide effective support to solve them through counselling and awareness classes etc.

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