A Correlation Analysis Between Psycho-Social Factors and Academic Achievement of Higher Secondary Students

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ABSTRACT *The main objectives of the study are to find out the level of psycho-social factors and academic achievement of higher secondary students and also to find out the relationship between psycho-social factors and academic achievement of higher secondary students. Survey method is used for the study. The sample consists of 1000 higher secondary students selected randomly from 25 higher secondary schools of Ramanathapuram District, Tamilnadu. Psycho-social factors questionnaire developed by investigator has been used to collect data. The research results reveal that the level of psycho-social factors and academic achievement of higher secondary students are moderate and significant relationship between psycho-social factors and academic achievement of higher secondary students.*

INTRODUCTION

Good (1945) defines academic achievement as "the knowledge attained or skills developed in the school subjects, usually determined by test score or by mark assigned by teachers or both". Academic achievement is considered as composite criteria and not a unitary one. In fact, it appears as if the whole system of education revolves round the academic achievement of students, though various other outcomes are also expected from the system. Thus a lot of time and effort of the schools are used for helping students to achieve better in their academic achievement. A number of research studies have been under taken to identify the factors affecting achievement or the factors causing the achievement (Mahadevan, 2013).

During the higher secondary level, students' achievement is supposed to be based on their psychological and sociological factors such as self-concept, anxiety, occupational aspiration home environment, socio-economic status and so on. All these variables are considered to be of great importance in the achievement of the higher secondary students. So, it is essential to study the influence of psycho-social factors on academic achievement.

SIGNIFICANCE OF THE STUDY

Academic achievement decides the future of the higher secondary students, because it is the scale to select better professional courses in the college level. Academic achievement of the students depends upon various factors. It is necessary to study the factors which affect the academic achievement and the ways to improve the academic achievement of the students. The importance of scholastic or academic achievement has raised several important questions for educational researchers. What factors do promote achievement in students? How far do the different factors contribute towards academic achievement? Many factors have been hypothesized and researched upon. The investigator also selected some psychological variables such as self-concept, anxiety, occupational aspiration and the social factors such as home environment, socio-economic status as the influencing factors to study whether these influences the academic achievement of the higher secondary students or not. From this study the investigator

intends to find out the level of psycho-social factors and level of academic achievement of higher secondary students and also to find out whether there is any significant relationship between psycho-social factors and academic achievement of higher secondary students.

OBJECTIVES

- To find out the level of psycho-social factors and academic achievement of higher secondary students.
- To find out the significant relationship, if any, between psycho-social factors and academic achievement of higher secondary students.

HYPOTHESIS

There is no significant relationship between psycho-social factors and academic achievement of higher secondary students.

METHOD ADOPTED

The method adopted for the present study is the survey method.

POPULATION & SAMPLE

The population for the study consists of all the higher secondary students studying in Government and aided higher secondary schools of Ramanathapuram district in Tamil Nadu.

The sample consists of 1000 higher secondary students selected from 25 higher secondary schools of Ramanathapuram district in Tamil Nadu.

TOOL USED

Psycho-social factors questionnaire (2013) developed by M. Baskaran (investigator) was used. It consists of 66 items distributed under five dimensions namely, Self-concept, Anxiety, Home climate, Occupational desire and socio-economic status.

ANALYSIS OF DATA

The statistics employed in the study were percentage analysis and correlation analysis. The analyses were presented in the following tables.

Table 1
Level of psycho-social factors of higher secondary students

Dimensions	Low		Moderate		High	
	No.	%	No.	%	No.	%
Self-concept	172	17.2	568	56.8	260	26.0
Anxiety	167	16.7	719	71.9	114	11.4
Home Environment	245	24.5	496	49.6	259	25.9
Occupational Desire	126	12.6	694	69.4	180	18.0
Socio-economic status	156	15.6	659	65.9	185	18.5
Psycho-social factors	137	13.7	700	70.0	163	16.3

It is inferred from the above table that, irrespective of all the dimensions the higher secondary students perceive moderate level of psycho-social factors.

Table 2
Level of Academic Achievement of Higher Secondary Students

Variable	Low		Moderate		High	
	No.	%	No.	%	No.	%
Academic Achievement	199	19.9	601	60.1	200	20.0

It is inferred from the above table that 19.9% of the higher secondary students have low, 60.1% of them have moderate and 20.0% of them have high level of academic achievement.

Table 3
Relationship between Psycho-Social Factors and Academic achievement of Higher Secondary Students

Dimensions	Psycho-social factors		Academic Achievement		ΣXY	'r' value	Remarks
	ΣX	ΣX²	ΣY	ΣY²			
Self-concept	13478	191248	745943	571814065	10069590	0.06306	S
Anxiety	14626	235754	745943	571814065	10896984	-0.02274	NS
Home environment	24189	596467	745943	571814065	18041453	0.06517	S
Occupational desire	55851	3195509	745943	571814065	41702115	0.03737	NS
Socio-economic status	59208	3601438	745943	571814065	44106952	-0.04846	NS
Psycho social factors	167352	28231330	745943	571814065	124817094	0.00966	NS

(At 5% level of significance, for df 998, the table value of 'r' is 0.062)

It is inferred from the above table that there is no significant relationship between Anxiety, Occupational desire, Socio-economic status, psycho-social factors and academic achievement of higher secondary students, but there is significant relationship between self-concept, home environment and academic achievement of higher secondary students.

FINDINGS
The level of psycho-social factors of higher secondary students is moderate.

The level of academic achievement of higher secondary students is moderate.

There is no significant relationship between Anxiety, Occupational desire, Socio-economic status, psycho-social factors and academic achievement of higher secondary students, but there is significant relationship between self-concept, home environment and academic achievement of higher secondary students.

IMPLICATIONS
From the study, it has been found that, the self-concept of higher secondary students significantly influences their academic achievement. It is evident from the study that improving the self-concept of the students would improve the academic achievement in a positive manner. So, proper guidance and counseling should be given to the higher secondary students to develop and maintain their self-concept. Home environment also influences the academic achievement of the students. The family members, especially parents, should ensure better and pleasant home environment by giving special attention and affection to the higher secondary students. As they are in the adolescent age and in the stage of selecting their future, it is necessary to give special care and attention towards academic achievement of the higher secondary students to ensure a better future.

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