A STUDY OF ACADEMIC ACHIEVEMENT IN RELATION TO SOME PSYCHOSOCIAL VARIABLES OF SECONDARY SCHOOL STUDENTS IN MAHUVA CITY DISTRICT, BHAVNAGAR GUJARAT

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Abstract

The purpose of this research is to examine at the connection between academic success and some psychosocial characteristics among secondary school students in the Mahuva City District of Bhavnagar, Gujarat. Academic performance is an essential component of a student's educational experience, and a variety of psychosocial elements may have a major impact on their success. The aim of this study is to provide perception on the relationship between academic achievement and psychosocial characteristics such as self-esteem, motivation, peer relationships, and stress in the setting of the Mahuva City District. For collecting data from a varied sample of secondary school the students, the research uses a mixed-methods strategy that combines quantitative surveys and qualitative interviews. The results of this study will help us get a better understanding

of the variables that determine academic performance and will help to shape educational policies and practises in the area.

Keywords: Academic Achievement, Psychosocial Variables, Secondary School Students, Mahuva City District, Bhavnagar, Gujarat, Self-esteem.

I. INTRODUCTION

Psychosocial elements such as students' perceptions of lecturers' attitudes, their academic self-efficacy, and their social interactions with them all have a significant impact on students' academic performance and are necessary for providing high-quality instruction and learning opportunities. They continue to be the primary factor influencing students' academic success, and this cannot be overstated without taking social psychology into consideration. Education determines the fate of every country. Psychosocial is a commonly used term in daily life. Psychologists have attempted to define psychosocial since the turn of the 20th century. Psychosocial is an integral part of the system. Psychosocial variable Psychosocial variables comprise a vast array of elements pertaining to an individual's psychological state and social surroundings, and may have either good or negative effects on health and behavioural outcomes. Academic Success and pupils' subsequent academic achievement are influenced by several things. Noting that it is conceivable to consider the whole human population as being governed by psychological and social factors. The psycho-social factors in his surroundings reflect the goals and achievements of the contemporary man in terms of education. When one realises that the variables are essential to comprehending human beings, their overt and covert behaviours, potentialities, and performances in the three educational domains (cognitive, affective, and psychomotor), one can appreciate the unique and significant positions of these two sets of variables. This work's importance cannot be emphasised.
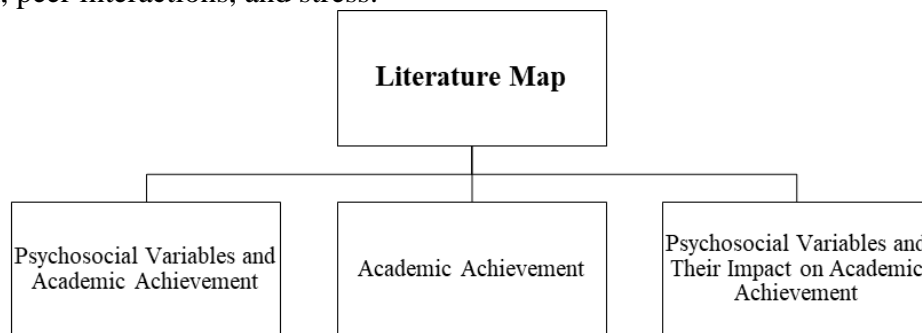
History of Bhavnagar

The research, titled "A study of academic achievement in relation to some psychosocial variables of secondary school students in Mahuva city district, Bhavnagar Gujarat," is framed in the historical backdrop of Bhavnagar, a Gujarat city with a strong educational heritage. Bhavnagar has a long history of encouraging education and has served as a focus for educational activities for generations. Understanding the historical history of educational institutions in Bhavnagar is essential for understanding the academic achievements and psychosocial characteristics of Mahuva City District secondary school students. The history of Bhavnagar, with its legacy of educational perfection and impact on the region's social and academic a textile, serves as a valuable backdrop for this study, throwing more light on the factors influencing students' academic outcomes and psychosocial well-being in this unique educational environment.

II. LITERATURE REVIEW

2.1 General

The evaluation of the literature for the research on academic accomplishment in connection to psychosocial factors among secondary school students in Mahuva City District, Bhavnagar, Gujarat, emphasizes the necessity of examining these variables in the context of academic performance. Prior research has continuously shown the relevance of psychosocial elements in affecting students' academic performance, such as self-esteem, motivation, peer interactions, and stress.

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                    │  Literature Map  │
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│ Psychosocial    │ │  Academic     │ │ Psychosocial     │
│ Variables and   │ │  Achievement  │ │ Variables and    │
│ Academic        │ │               │ │ Their Impact on  │
│ Achievement     │ │               │ │ Academic         │
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Figure 1 Conceptual framework

Nwegbo Charles Chijioke, et.al (2021) Conducted study on, "Psychosocial Factors Predicting School Adjustment and Performance of Secondary School Students in Enugu State, Nigeria" 11,672 JSS 1 pupils from all of the public secondary schools in Enugu State, which are run by the state government, made up the study's population. There are 800 pupils in the study's sample. This was chosen by use of a multi-phase sampling method. Multiple Regression Analysis was used to analyse the data gathered for the hypotheses. According to the study's results, academic performance and school adjustment for secondary school pupils in Enugu State were strongly predicted by academic self-concept, self-efficacy, and achievement motivation taken combined. The research looked at psychosocial variables that predicted secondary school pupils in Enugu State's performance and school adjustment.

Okongo, et.al (2021) Conducted study on, "Influence of Psychological Issues On Students Academic Performance in Public Secondary Schools in Migori County, Kenya" The purpose of this study was to ascertain how psychosocial issues affected students' academic achievement. The following goals served as the foundation for the study: to ascertain the influence of psychological problems on students' academic performance; to ascertain the relative importance of psychosocial problems at home and in schools; and to identify intervention strategies to address psychological problems in public secondary schools. The study's aims served as the basis for both the null hypothesis and the research questions. The research used a theoretical framework derived from Bronfenbrenner's ecological systems theory. Additionally, it may facilitate future research by allowing other researchers to carry out comparable studies in other fields to develop methods and tactics intended to close the gaps in counselling and improve the availability of psychological support services at educational institutions.

Chikwendu, et.al (2021) Conducted study on, "Influence of Psychological Factors on Students' Academic Performance in Senior Secondary Schools in Port Harcourt Metropolis" The research found that students' academic performance in Rivers State's public senior secondary schools is negatively and significantly impacted by psychological characteristics such as test anxiety, attitude, and self-concept. Therefore, the researcher recommended that school management should organize awareness programmes for the students on danger of test anxiety and how to overcome it, teachers should encourage their students to build their self-concept, which can influence positively students' academic performance and there should be enlightenment programme for the students on how to develop positive attitude towards reading or learning hence it improve the students' academic performance. The research looked at how psychological variables affected pupils' academic achievement in Rivers State's public senior secondary schools. The researcher developed three (3) study goals, research questions, and guiding hypotheses in order to fulfil the study's aim. A descriptive survey design is the method used in the investigation. Eighteen thousand, two hundred and seventy (18,270) SSI and SS II students enrolled in public senior high schools in Rivers State make up the study's population. Four hundred (400) students make up the study's sample size, and simple random sampling is the method of sampling that was used. A self-structured questionnaire based on a four-point Likert rating scale was the tool utilised to gather the data. Two senior academics from Rivers State University's Faculty of Education's

Measurement and Evaluation department verified the tool.

Umar Saleh Baba, et.al (2021) Conducted study on, "Influence of Psychosocial Factors on Students' Academic Achievement of Some Selected Universities in Nigeria." The research looked at how psychosocial variables affected students' academic performance in a few particular Nigerian institutions. Numerous scholars worldwide specialising in the teaching and learning process are become increasingly conscious of the subpar academic achievement of pupils in public as well as private schools. Given that motivation is the primary element influencing students' academic progress, it is advised based on the results. Therefore, it should be the responsibility of the Nigerian Ministry of Education to provide parents, students, and administrators with workshops and seminars on the importance of education. "motivation and supports where social psychologists, educational psychologists and other experts in humanities will be delivering lectures on students' motivation in academic learning for better students' academic achievement. Finally, policy makers should create rules and awareness through sensitization that will oriented the students' in dedication, commitment and perseverance in school toward achieving better academic performance.

Dr. Shahida Naz, et.al (2020) Conducted study on, "Effects of Social and Psychological Factors On Students' Learning Achievements in English at Intermediate Level in Pakistan" This paper was basically aimed at exploring social and psychological factors that affect students' learning achievement in English as Second language. A mix method approach was used for data collection. A self-reported questionnaire was used as research tool that consisted of questions about six major social and psychological factors that affect students' learning achievement in English. Sample of this study consisted of 800 students of intermediate level selected randomly. Twenty-five parents were selected by using convenience sampling technique. The quantitative data were analyzed by using multiple regression analysis technique while thematic appreciation method was used to analyze qualitative data. The results of the study showed that social and psychological factors such as students' constructive and critical approach, learning environment, control over educational stress and emotions, health issues, corporal punishment by the teachers, drug usage, 2 nd language attitude, aptitude, social milieu and academic anxiety affected students' academic achievement. In the same way parents' illiteracy, poverty, time constraints, responsibilities, 2 nd language learning anxiety, competitions, no proper guidance, and helplessness in educational achievement, students' complexes and difficulties in study significantly affected students' educational attainment at intermediate level. It was concluded on the basis of findings of quantitative and qualitative data analysis its and results that students' anxiety, drug abuse and health risk behaviors affected their English learning achievement negatively while students' self-esteem, life skills development and family background had positive effects on students' learning.

Ngozi M. Eya, et.al (2020) Conducted study on, "Socio-Psychological Factors as Correlates Of Students' Performance In Chemistry: Implication For Science And Engineering Education" The major findings revealed among others that there is a significant relationship between attitude and students' academic performance in chemistry; there is a significant relationship between motivation and students' academic performance in chemistry and that there is a significant relationship between self-regulation and students' performance in chemistry. These findings have implications for students' career choices in science and engineering education in Universities in Nigeria. The significant positive relationship obtained for sociopsychological factors and students' achievement in Chemistry implies an improved enrolment as well as performance of students in science and engineering education at University level. This study was carried out to determine the relationship between socio-psychological factors and students' academic performance in chemistry. Three research questions and three hypotheses were formulated to guide the study. The research design was correctional research design. A questionnaire developed by the researchers was used to collect data. The questionnaire was face validated and trial tested.

1.1 Statement of The Problem

Students receive their Secondary level education from secondary schools close to their homes, mostly in Mahuva City, since it has become a need. Furthermore, students confront several obstacles in their pursuit of secondary level education. Several factors, such as attitude toward learning English, aptitude, anxiety, motivation, and stress, have been reported to influence the English learning of Secondary level students. There are a number of other social and psychological aspects that impact pupils' academic performance. This study was meant to investigate and assess the influence of social and psychological elements on intermediate-level students' learning success. Research Design is a procedural plan that is adopted by the researcher to carry on the research work in a systematic way. It includes the measurement procedures, the sampling strategy, the

frame of analysis etc. Hence the present chapter deals with the design of the study that is categorized into the following headings.

1.2 Objective of The Study

1. To find out the level of psycho-social factors of secondary students.
2. To find out the level of study habits of secondary students.
3. To find out the level of academic achievement of secondary students.
4. To find out the significant difference, if any, in psycho-social factors of secondary students with regard to gender, age, group, religion, community, nature of school, type of school, location of school, location of residence, family type, father's education and mother's education.
5. To find out the significant difference, if any, in study habits of secondary students with regard to gender, age, group, religion, community, nature of school, type of school, location of school, location of residence, family type, father's education and mother's education.

1.3 HYPOTHESIS

1. Psycho-social factors of Secondary Students

a. There is no significant difference between secondary boys and girls intheir psycho-social factors.
b. There is no significant difference between Government and Private school secondary students in their psycho-social factors.
c. There is no significant difference between rural and urban school secondary students in their psycho-social factors.
d. There is no significant difference between rural and urban resided secondary students in their psycho-social factors.
e. There is no significant difference between joint and nuclear family secondary students in their psycho-social factors.

III. METHODOLOGY

The effect of psychosocial factors on the campus adjustment of secondary school students in Mahuva City District, Bhavnagar, Gujarat. Described correlation research process as qualitative used to determine the existence and nature of a relationship between two or more entities, Variables that exist within a population. The correlation research design focuses on establishing relationship among many factors within the same population. The work is guided by two previous studies inquiries and Hypotheses School of education from the four extant education institutions Mahuva City District Bhavnagar Gujarat was chosen at random.
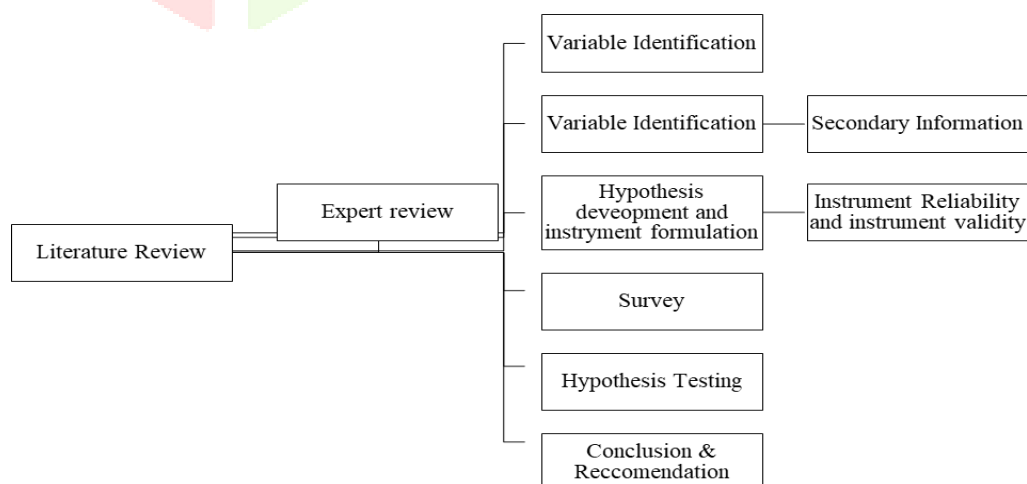

Figure 2 Research Methodology

3.1 Study Area

Academic Achievement in Relation to Some Psychosocial Variables of Secondary School Students in Mahuva City District, Bhavnagar, Gujarat," is a significant component of the study since it defines the geographical and demographic scope of the examination. Mahuva City District is located in the district of Bhavnagar in the Indian state of Gujarat. To help readers understand the context in which the research is done, a full description of the subject region is required.

Bhavnagar Mahuva City District, Gujarat

3.2 Purpose of the study

This study's primary goal is to look at the psycho-social elements influencing secondary school students' academic self-efficacy. A literature search conducted in Mahuva City reveals a patchy body of prior research on the topic. The objective of this study is to further our understanding of the intricate and dynamic nature of the variables affecting students' academic self-efficacy by integrating prior research into a cohesive framework.

3.3 Significance of the study

The anticipated results of this research should be very important to parents and sponsors who put a lot of effort into raising their kids and want them to do well in school. Additionally, students should benefit from it, particularly those who give up easily on assignments or who face other obstacles to their academic achievement. Psychologists should presumably find the study's findings helpful in that they will be able to identify the factors that contribute to low academic self-efficacy. Teachers who understand the curriculum and help pupils develop their knowledge and character might also find the results valuable. governmental policy makers, examination bodies, and other education stakeholders should find the study to be a useful source of information on issues pertaining to self-efficacy and academic performance. It should also highlight the need of providing sufficient learning materials and an encouraging setting for the teaching and learning process. Additionally, the research need to fill the knowledge gap that currently exists and somewhat broaden the area of the literature.

3.4 Population

The population for the present study consists of all the students studying in Class 9th & Class 10th in the secondary schools of in Mahuva city district, Bhavnagar Gujarat. The Mahuva District has a total of 600 secondary school's students which out of 300 are male and 300 females in secondary school. The total enrollment of students in 600 in secondary school. The Population in details is shown in the table below:

Table 1 Table Showing the Sample size of Students

Secondary School	9th & 10th
Male	300
Female	300
Total	600

3.5 Tools Used

Statistical Techniques to Be Used:

Following statistical techniques will be used to analyses the data.

1. Mean

2. Standard Deviation

3. T-Test

4. Correlation

3.6 Statistical Techniques Used

The following statistical techniques were used for analyzing the data.

☐**Analysis of data:** The obtained data has been analyzed using SPSS.

The overview of the research procedures and methodologies utilised to carry out this study is provided in this chapter. This provides details on the female beneficiaries of the participant as well as social organisations that were chosen for investigation using sampling techniques. The chapter also provides an explanation of the many phases and phases of the research, including information on the technique used to conduct the study as well as confirmation and rationale for its use. It also describes the tools used to gather data and carry out the data analysis process, which includes sampling strategies, tests carried out to validate the hypothesis, etc.

Additionally, the researcher talks about the methods used to assess user data. The chapter also covers the researcher's function and methodology for gathering both quantitative and qualitative data, as well as the importance of these data for carrying out a successful research project. A discussion on secondary school pupils concludes the chapter. The methodology followed in the present investigation is presented under the following sub heads.
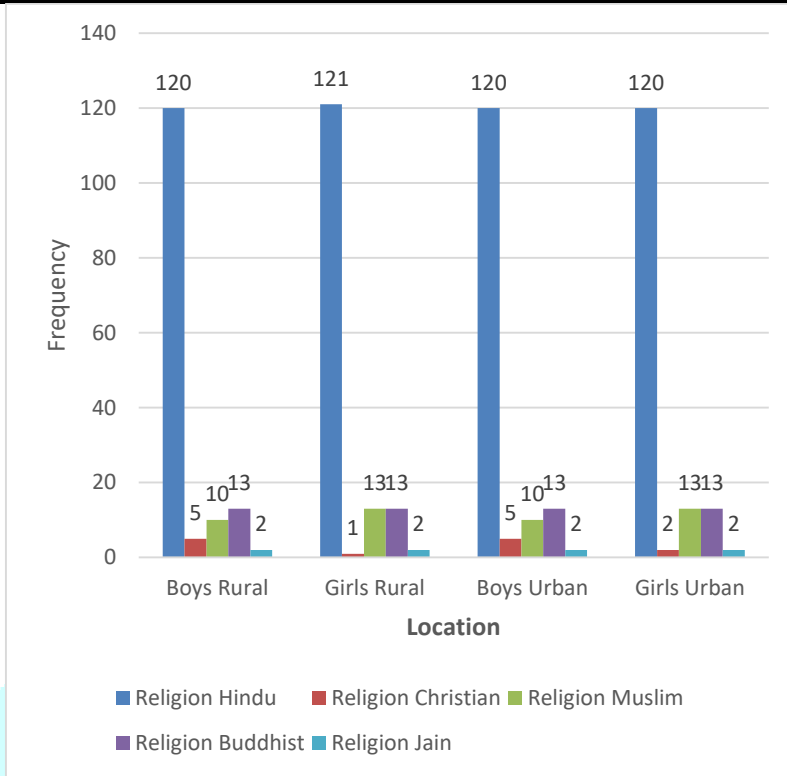
IV.   RESULT

Table 1 Demographics

Ranks				
	Gender	N	Mean Rank	Sum of Ranks
Age Group	Boys	300	301.23	90368.00
	Girls	300	299.77	89932.00
	Total	600	-	-
Religion	Boys	300	300.62	90185.00
	Girls	300	300.38	90115.00
	Total	600	-	-
Family type	Boys	300	294.50	88350.00
	Girls	300	306.50	91950.00
	Total	600	-	-
Type of school	Boys	300	188.63	56590.00
	Girls	300	412.37	123710.00
	Total	600	-	-
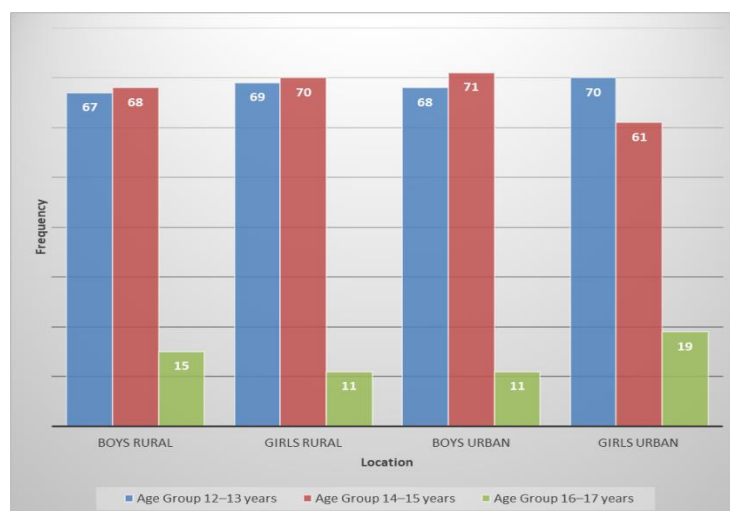
Chart 1 Age

Chart 2 Religion
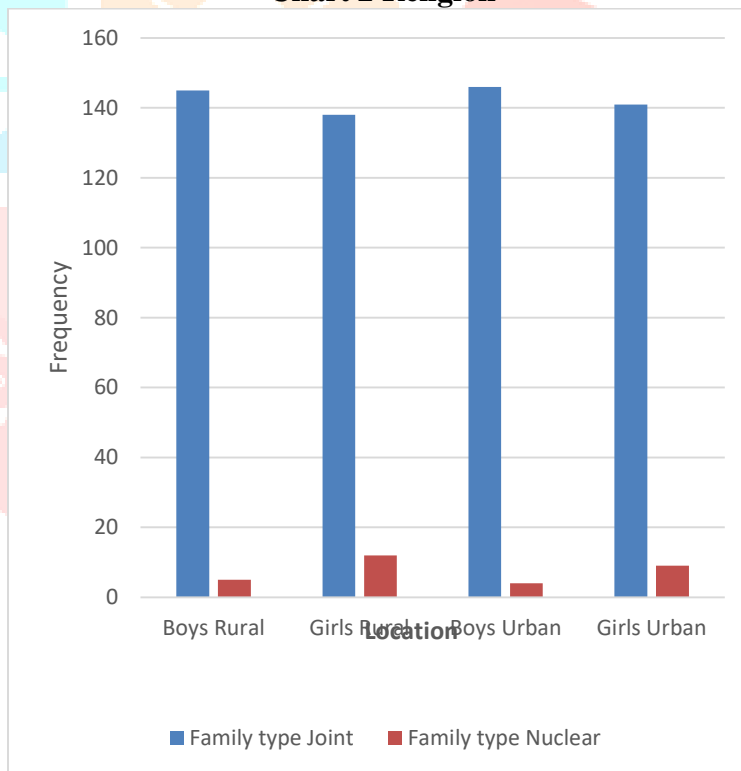
Chart 3 Family Type

Table 2 Test Statistics

Test Statistics[a]	Age Group	Religion	Family type	Type of school	Gender
Mann-Whitney U	44946.000	44876.500	44400.000	45000.000	45000.000
Wilcoxon W	90096.000	90026.500	89550.000	90150.000	90150.000
Z	-.028	-.084	-.749	.000	.000
Asymp. Sig. (2-tailed)	.977	.933	.454	1.000	1.000

V. CONCLUSION

This research aimed to elucidate the complex relationships between academic performance and key psychosocial parameters including personality traits, intelligence, socioeconomic status, gender, and location among secondary school students in Mahuva City District, Gujarat. The lack of a holistic understanding of how these multidimensional factors interact to impact student outcomes presented a gap that this study sought to address. The conclusion synthesizes the key findings that emerged from this investigation into the associations between academic achievement and psychosocial variables. It summarizes the central results and discusses their implications within the broader landscape of education research and practice. The section revisits the research objectives and questions in light of the data analysis. It highlights the contributions of this study to the field's knowledge on the intersection between individual competencies, social-environmental influences and academic success. The conclusion outlines the need for further research to build on these insights. The goal is to provide a cohesive synthesis of how examining psychosocial factors advances our understanding of the determinants of academic achievement among the target population. The findings reveal that while no broad differences existed in overall achievement between groups, select disparities emerged based on subgroup analysis. Specifically, girls demonstrated higher academic achievement compared to boys in terms of the type of school attended.

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