

## Psychosocial Factors and Academic Outcome of High School Students: A Systematic Review

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### Abstract:

Psychosocial refers to the dynamic relationship between the psychological and social dimension of students. it includes relationship with family and community network, social values and cultural practices. The purpose of this review is to determine the state of research on psychosocial factors and academic outcomes in high school from relevant literature. A literature search using J Gate, Google Scholar, INFLIBNET, and Science Direct data covering the period from 2001 to 2022 was concluded. The authors reviewed studies with certain inclusion and exclusion criteria. Search terms were psychosocial factors, academic outcome, emotional intelligence, cognitive abilities, prosocial behavior, physical activity. After examining different aspects of empirical papers, it was found that in most of the studies, this variable (psychosocial factors) has been ignored by the researchers working in this area of research in India. Methodological and theoretical issues have been discussed.

**Keywords:** Psychosocial factors, academic outcome, emotional intelligence, cognitive abilities, prosocial behavior, physical activity

### Introduction

Psychosocial factors include general factors of human society concerned with social structure and social processes that impinge on the individual. It emphasized characteristics that influence an individual psychologically and socially; such factors can describe individuals in relation to their social environment and how these affect physical and mental health. It also includes psychological factors and protective psychosocial resources. (Kisttin Thomas, Evolill Nilsson, 2020).

Academic outcome means any identifiable success in the areas of scholarship or disciplined study. (APA Dictionary of Psychology). In educational psychology, "academic outcome" means a level of proficiency in scholastic work in general or in a specific skill, example: reading, comprehension, arithmetic. It is generally based on the results of a standardized ability test and an assessment of performance by the teacher or other supervisor. (APA).

### Method for Review

#### Literature Search Procedure

Studies were identified through Research gate, Google Scholar, Science Direct. It covers the period from 2000 to 2022. The review is conducted using the search term psychosocial factors and academic outcome of high school students.

#### Inclusion Criteria

Following are the inclusion criteria: (1) empirical studies from peer-reviewed journals (2) empirical studies in English only (3) quantitative research (4) critical review articles published in a peer-reviewed journal.

#### Exclusion Criteria

Following are the exclusion criteria: (1) Students from Primary, Middle School , (2)University students (3) Prior to the year 2000.

#### Methodology

The present review is based on the following six parameters: (1) Research Plan (2) Criterion Variable Validity, (3) Predictor Variable Coefficient Reliability (4) Reliability and validity Different Predictor Measures Coefficient on Own Data (5) Statistical evaluation: (6) Effect Dimension.

#### Methodology of review studies

All studies are based on a Correlational research design. All the 100% (25) reviewed studies reported the validity coefficient of the criterion measure on their own data. In addition, 100% (25) of the reviewed studies reported the reliability coefficient of criterion measures on their own data. 100% (25) of the reviewed studies reported validity or reliability coefficients of different predictor measures of their own data. Further, 100% (25) of the reviewed studies controlled confounding variables by statistical analysis. Moreover, 100% (25) of the reviewed studies reported an effect size.

**Table: 1 Reviewed studies**

S.No.	Title	Source	Author/Authors	Research Design	Statistical Analysis	Sample Size	Results
1.	Importance of Life Skills Education among Adolescents	Indian Journal of Positive Psychology.2021(4), 403-406.	Mahanta, et al.	Correlational	Regression	15	Life skills have significant impact in overall development.
2.	An Overview of School Climate and Student Outcomes in the Indian context	Anweshan: Journal of Education 2019 Vol.-X, No.1	Gairola & Mishra	Correlational	Regression	75	Rural and urban school climate and adjustment of male and female adolescents differed significantly.
3.	The Psychosocial School Environment	UNESCO'S International Institute for Education and planning. 22 Sep. 2021	Department of Health Education	Correlational	Regression	40	Psychosocial environment include quality of personal relationship, methods of learning process, discipline and class management, teachers well being and prevalence of school violence.
4.	Psychosocial factors in Learning: Learning Environment on Academic Progress.	European Journal of Molecular and Clinical Medicine.2020 7(4) ISSN-2515-8260	Durgalakshmi	Experimental	ANOVA	40	Significant correlation among study habits, learning environment. And academic progress.
5.	Psychosocial problem among Young High School Adolescents in Chandigarh North India	Indian Journal of Public Health Research and Development. 2015, 6 (1)	Gupta & Tripathi.	Correlational	SPSS V-17	102	Psychosocial problems like sadness, learning, emotional, home, health, diet, exercise, menstrual period, violence, alcohol, drug tobacco and sex, significantly related to Young Adolescent
6.	Built Environment Psychosocial Factors and Active Commuting to school Adolescents: Clustering a Self Organizing Map Analysis	International Journal of Environment, Research and Public Health.2018.1 683.	Garcia, et al.	Correlational	SOM Analysis(computed Programme)	465	Significant relationship among low Active commuting behavior, high values of total environment Psychosocial factors.
7.	Prevalence of Psychosocial problems among School going Male Adolescents	Indian Journal of Community Medicine, 2007, 32(3) 219-221.	Ahmad, et al.	Correlational	SPSS v-10	410	Significant relationship between Mental health awareness and Male Adolescents

8.	Relation between Student Mental Health and Academic Achievement Revisited : A Meta Analysis.	Intechopen, 20 January, 2021.	Bas, G.	Correlational	Meta Analysis	13	No significant relationship within subgroup variation in relation between Mental health and Academic Achievement.
9.	Indian Emotional Intelligence among High school student of Purnia District in relation to their Academic Achievement	Education Indian Journal. Org. 2000.	Nadim.	Correlational	t -Value	120	Significant difference between Emotional intelligence and adolescents with reference to gender and socio-economic status.
10.	Emotional Intelligence and scholastic performance among Children of High school in South India.	International Journal of Collaborative Research on Internal Medicine & Public Health.2002.	Ratnaprabha, et al.	Correlational	SPSS v- 16	295	Significant association with Emotional intelligence and Scholastic Performance.
11.	Emotional Intelligence and Academic Achievement of High School Student in Kanyakumari District	International Journal of Physical and Social Sciences 2013 3 (2), 101-107	Lawrence & Siwan.	Correlational	SPSS	400	No significant relationship among Emotional Intelligence, Socio-economic status and Academic Achievement.
12	Effect of Teacher Student relationship on Prosocial Behavior and Academic Achievements of Sec. Student	Indian Journal of Economics and Business 2022 , 21 (1)	Jadoon, et al.	Correlational	Regression	250	Significant relationship between teacher and student.
13	A study of Prosocial Behaviour and Self Concept of Adolescent	I- manager journal on Educational Psychology. 2015. 9 (1)	Gupta & Thapliyal.	Correlational	t- Test Pearson's Correlation	96	significant differences between prosocial behavior of male and female.
14	Longitudinal relation among Parenting style, Prosocial Behaviour and Academic Outcomes in U.S. Maxican Adolescents	Child Development SRCD. 2017. 89(2), 577-592.	Carlo, et al.	Longitudinal	MANOVA	462	Prosocial behaviors were positively associated with academic outcomes.
15	Positive Effect of promoting Prosocial Behavior in Early Adolescents: Evidence from a school based Intervention.	International Journal of Behavioral Development. 2014,38(4), 386-396	.Capara, et al.	Correlational	SPSS v-18	324	Significant relationship between Prosocial Behavior and Academic Achievement.
16	The development	SRCD Child	Peng &	Longitudinal	Meta	60	Significant

	of Academic Achievement and Cognitive Abilities ; A Bidirectional Perspective	Development prospective 2020, 14 (1), 15-20	Kievit,	al	Analysis		bidirectional relationship between Cognitive abilities and Academic Achievement.
17	Physical activity Screen time and Sleep duration ; Combined associations with Psychosocial Health among Canadian Children and Youth .	Statistic Canada, Catalogue no. 82-003X, 2020 . 31 (5), 9-16	Bang, et al.	Correlation al	Regression	4250	Sleep duration and Screen time were significantly associated with Psychosocial health.
18	Concurrent Screen used and cross sectional association with Life style Behaviors and Psychosocial Health in Adolescent families	Acta Paediatrica 2021, 110 (2), 2164-2170	Harrington, et al.	Correlation al	SPSS 3.6.1	816	Screen use is significantly related to Lower Physical activity, Higher BMI and Less sleep.
19	School related Physical Activity Interventions and Mental Health among Children ; A Systematic and Meta Analysis.	Andemo et al. Sports Medicine. 2020. open 6:25	Andermo, et al.	Correlation al	Meta analysis (PRISMA)	10265	Significant relationship between Physical activity interventions and Mental health.
20	The Role of Psychosocial Stress on a family based treatment for Adolescent with Problematic Behavior.	International Journal of Environment Research and Public Health. 2018, 15, 1867	Maya, et al.	Quasi Experimen tal Design	SPSS v.-23	276	Significant differences between PSP and IPSP adolescents.
21	Psychosocial Factors correlates of Physical Activity in Healthy Children	Jama pediatrics 2001, 55 (8), 897-902	Strauss, et al.	Correlation al	SPSS v.- 8.0	92	High level of physical activity was significantly associated with improved self esteem but higher health benefit was not correlated.
22	Psychosocial factors of slow learner ; Comparative study between Government and Private school students	International Journal of Indian Psychology. 2022, 10 (1), 2348-5396	Daga & Jain.	Cross sectional	ANOVA	60	Significant difference between personality and level of curiosity of slow learners.
23	Psycho social problems among Adolescent students ; An exploratory study in the Central Region of Nepal.	Frontiers in Public Health. 2016, 4 (158)	Bista, et al.	Corelationa l	SPSS v- 16	787	Frequently family dispute was significantly associated with psychosocial dysfunction. It rises in age group and grade.
24	Psychosocial	In journal	Sukhbir.	Ex post	t -Test	300	Significant

	Factors influencing the Academic Achievement	Advances Scholarly Researches in Allied Education. 2019, 16 (1), 2230-7540		facto			relationship with Psychological factors and interpersonal relations with teacher and Academic Achievement.
25	12 <sup>th</sup> World Pediatric Congress	Neonatal Pediatr. Med. 2019, Vol. 05	Shrivastava, & Buckshee.	Correlation	SPSS	1024	Significant relationship between Family stressors and Psychosocial issues of children. Male students were more affected as compare to female students.

**Table:2 Methodological Assessment of Reviewed Studies**

Studies		Years	Parameters					
S. No.	Authors		Research Design	Validity of Criterion Variable	Reliability Coefficient of Predictor Variable	Validity and Reliability Coefficient of Different Predictor Measure on Own Data	Statistical Analysis	Effect Size
1.	Mahanta, et al.	2021	0	1	1	1	1	1
2.	Gairola & Mishra.	2019	0	1	1	1	1	1
3.	Department of Health Education	2021	0	1	1	1	1	1
4.	Durgalakshmi.	2020	0	1	1	1	1	1
5.	Gupta & Tripathi.	2015	0	1	1	1	1	1
6.	Garcia, et al.	2018	0	1	1	1	1	1
7.	Ahmad, et al.	2007	1	1	1	1	1	1
8.	Bas, G.	2021	0	1	1	1	1	1
9.	Nadim.	2001	0	1	1	1	1	1
10.	Ratnaprabha, et al.	-	0	1	1	1	1	1
11.	Lawrence & Siwan	2013	0	1	1	1	1	1
12.	Jadoon, et al.	2022	0	1	1	1	1	1
13.	Gupta & Thapliyal.	2015	0	1	1	1	1	1
14.	Carlo, et al.	2017	1	1	1	1	1	1
15.	Capara, et al.	2014	0	1	1	1	1	1
16.	Peng & Kievit.	2020	1	1	1	1	1	1
17.	Bang, et al.	2020	0	1	1	1	1	1
18.	Harrington, et al.	2021	0	1	1	1	1	1
19.	Andermo, et al.	2020	0	1	1	1	1	1
20.	Maya, et al.	2018	0	1	1	1	1	1
21.	Strauss, et al.	2001	0	1	1	1	1	1
22.	Daga & Jain.	2022	0	1	1	1	1	1
23.	Bista, et al.	2016	0	1	1	1	1	1
24.	Sukhbir	2019	0	1	1	1	1	1
25.	Shrivastava & Buckshee.	2019	0	1	1	1	1	1

**Scoring Pattern:-** Scoring Patterns suggested by Kamal, Tiwari, Behera & Hasan (2018). Tiwari et al. (2017), Khan & Hasan (2016), Behera & Hasan (2018), Shukla, Hasan, Mitra (2018). Research design (Longitudinal = 1, Cross sectional = 0), validity coefficient of criterion measure on own data (yes = 1, No = 0), reliability coefficient of criterion measure on own data (yes = 1, No = 0), validity or reliability coefficient of different predictor measure (yes = 1, No = 0), statistical analysis viz-controlling of confounding variable (yes = 1, No = 0) and reported effect size (yes = 1, No = 0)



## Discussion

The result revealed that psychosocial factors are significant predictors of the academic outcome of high school students. Academic outcome is positively related to variables like emotional intelligence, cognitive ability, self-efficacy, self-esteem, prosocial behavior, physical activity, mental health, adjustment, and different psychosocial factors. The research studies employed simple random techniques, while some other studies employed stratified area and incidental cumulate random sampling techniques. All reviewed studies included an appropriate target group. Most studies used various statistical analysis techniques like structural equation modeling, ANOVA, MANOVA, descriptive analysis, exploratory factor analysis, hierarchical linear modeling, multiple regression analysis, t-Test, Pearson correlation, and multivariable regression. Reviewed studies employed both longitudinal and cross-sectional research designs to provide evidence regarding the degree of relationship and causal relationship among factors. Several reviewed studies controlled confounding variables by different statistical analysis. Reviewed studies reported effect sizes. Studies also revealed that there is a statistically small gender difference in academic achievement between male and female students, where boy students were better achievers than girl students. Most findings indicated the significant relationship between psychosocial factors and the academic outcome of high school students. Also, life skills education and health (physical and mental health), school climate, emotional intelligence, prosocial behavior, cognitive abilities, and physical activities were found to be positively associated with the academic outcome of high school students. In some studies, no significant correlation was found between psychological factors and acne severity. Non-experimental learning and self-esteem were negatively correlated with psychosocial factors of high school students. A neutral relationship was also found with variables like urban and rural students, family income, family type, family occupation, emotional intelligence, mental health, well-being, self-esteem etc.

## Conclusion

This review paper provides an in-depth look at the various psychosocial factors that link the school environment and their impact on student academic outcomes. Kingdon (2007), in her study titled "The Progress of School Education in India", mentioned that private schools are more effective in imparting learning and do so at a fraction of the unit cost of government schools." kingdom (2007). Daga, P. and Jain, E. (2022) also found in their research study that students from government schools faced more psychosocial problems. They had different personalities as compared to private school slow learners. Private school slow learners were more curious than government school slow learners. It can be affected by a different set of psychosocial factors, producing a different degree of academic outcome for students. However, certain related variables such as school psychological environment, physical health, emotional competency, prosocial behaviour, and cognitive abilities are the areas where there is a need to research and find out the better academic outcome of students.

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