



# Impact of Psycho-Social Factors on Academic Performance among School Children

<sup>1</sup>Shivananda, <sup>2</sup>Dr. P.B. Kavyakishore

<sup>1</sup>Research Scholar, <sup>2</sup>Research Guide and Faculty of Education

<sup>1</sup>Research Centre in Education, R.V. Teachers College (IASE)

<sup>1</sup>Bengaluru City University, Bengaluru 560 011, Karnataka, India

**Abstract:** This paper explores the impact of psycho-social factors on academic performance among students, emphasizing the intricate relationship between psychological and social elements. Adolescence marks a critical developmental stage characterized by profound biological and emotional changes, with schools playing a vital role in shaping students' educational and social experiences. The paper delves into the multifaceted nature of psychosocial factors, encompassing various elements such as emotional well-being, social relationships, family dynamics, socio-economic status, and cultural influences. Drawing insights from empirical studies, it highlights the significant implications of psycho-social factors on students' academic achievement. The discussion highlights the importance of recognizing and addressing these factors in educational practices to foster supportive environments conducive to positive outcomes for all students. By understanding and addressing psycho-social factors, educators and policymakers can empower students to thrive academically and contribute to their overall well-being.

**Index Terms** – Psycho, social, factors, academic performance, school children.

## 1. INTRODUCTION

Academic performance among students is influenced by a countless of factors, ranging from individual characteristics to socio-economic conditions. Among these, psycho-social factors play a crucial role in shaping students' ability to excel academically. Understanding the relationship between psychological and social elements is essential for educators and policymakers aiming to enhance educational outcomes. This paper explores the significance of psycho-social factors and their impact on students' academic performance.

Adolescence marks a pivotal transitional stage characterized by profound biological and emotional changes, influencing psychosocial development. Schools serve as fundamental environments where adolescents spend considerable time, shaping their educational and social experiences and contributing significantly to their personality development. Psychosocial factors encompass a range of characteristics that affect individuals psychologically and socially, including protective resources like social support and psychological risk factors such as depressiveness and hopelessness (Effiom, Bassey Ekeng, & Stella C. Jacks, 2019; Mina Timalsina, Mana Kafle, & Rekha Timalsina, 2018).

The definition of psychosocial dysfunction remains multifaceted, encapsulating emotional and behavioral disorders synonymous with internalizing and externalizing conditions. Neglecting the mental well-being of adolescents during this critical phase of socialization can lead to enduring mental health consequences, hindering societal productivity and reducing individuals' quality of life. Conversely, fostering proper psychosocial development in adolescents correlates with enhanced academic achievement, physical health, and psychological well-being, mitigating risks of behavioral problems and substance misuse (Effiom, Bassey Ekeng, & Stella C. Jacks, 2019; Hasan Bozgeyikli, 2010).

## 2. PSYCHO-SOCIAL FACTORS

Psycho-social factors encompass a wide range of elements, including psychological well-being, social relationships, family dynamics, socio-economic status, and cultural influences. These factors interact dynamically, shaping students' attitudes, behaviors, and ultimately, their academic achievement. Students' mental health profoundly affects their academic performance. High levels of stress, anxiety, depression, or other psychological issues can impair cognitive functioning, concentration, and

memory retention. Moreover, negative emotions may lead to disengagement from learning activities, further exacerbating academic difficulties. The quality of students' social interactions significantly impacts their academic success. Supportive relationships with peers, teachers, and family members foster a positive learning environment and provide students with the encouragement and motivation needed to excel. Conversely, conflicts, bullying, or social isolation can undermine students' self-esteem, confidence, and academic performance.

The family environment plays a pivotal role in shaping students' educational outcomes. Factors such as parental involvement, parenting style, family structure, and socio-economic status influence students' academic aspirations, study habits, and overall achievement. Supportive family environments characterized by parental encouragement, academic expectations, and access to educational resources contribute to higher academic performance. Students from disadvantaged socio-economic backgrounds often face additional challenges that hinder their academic success. Economic hardships, inadequate access to educational resources, and limited parental involvement can create barriers to learning and achievement. The achievement gap between students from different socio-economic backgrounds highlights the profound impact of socio-economic status on academic performance.

Cultural factors shape students' beliefs, values, and attitudes towards education. Cultural norms regarding the importance of education, gender roles, and academic aspirations influence students' motivation, engagement, and academic choices. Understanding and respecting cultural diversity are essential for creating inclusive learning environments where all students can thrive academically.

### 3. VARIED PSYCHO-SOCIAL FACTORS

- 1. Emotional Well-being:** Emotional well-being refers to an individual's ability to understand, manage, and express their emotions in healthy and adaptive ways. It encompasses feelings of happiness, contentment, and resilience in the face of challenges, as well as the ability to cope with stress and regulate emotional responses effectively.
- 2. Social Relationships:** Social relationships encompass the connections and interactions individuals have with others, including family, friends, peers, and community members. Positive social relationships provide support, companionship, and a sense of belonging, contributing to emotional well-being and overall life satisfaction.
- 3. Academic Challenges:** Academic challenges refer to the difficulties and obstacles individuals encounter in their educational pursuits. These challenges can include academic workload, performance pressure, learning disabilities, and adjusting to new academic environments. Successfully navigating academic challenges requires resilience, perseverance, and effective coping strategies.
- 4. Family Dynamics:** Family dynamics encompass the patterns of interaction, communication, and relationships within a family unit. Healthy family dynamics involve open communication, mutual respect, and support among family members, whereas dysfunctional dynamics may involve conflict, neglect, or abuse. Family dynamics significantly influence individuals' emotional well-being and social development.
- 5. Peer Influence:** Peer influence refers to the impact that peers have on individuals' attitudes, behaviors, and decision-making processes. Peers play a crucial role in shaping social norms, values, and identity formation during adolescence. Positive peer influence can foster social skills, confidence, and a sense of belonging, while negative peer influence may lead to risky behaviors and social isolation.
- 6. Identity Formation:** Identity formation involves the development of a coherent sense of self, including one's beliefs, values, interests, and goals. This process is influenced by various factors, including family, peers, culture, and personal experiences. Adolescence is a critical period for identity formation, as individuals explore different roles, identities, and aspirations.

7. **Technology and Social Media:** Technology and social media have become integral aspects of modern life, influencing how individuals communicate, interact, and access information. While technology can facilitate connections and provide educational opportunities, excessive use or misuse of technology may contribute to social isolation, cyberbullying, and mental health issues such as anxiety and depression.
8. **Substance Use and Addiction:** Substance use and addiction involve the misuse or dependence on substances such as alcohol, drugs, or tobacco. These behaviors can have detrimental effects on individuals' physical health, mental well-being, and social relationships. Factors such as peer pressure, family history, and environmental influences contribute to substance use and addiction.
9. **Mental Health and Well-being:** Mental health and well-being encompass individuals' psychological and emotional state, including their ability to cope with stress, maintain positive relationships, and function effectively in daily life. Mental health issues such as depression, anxiety, and eating disorders can significantly impact emotional well-being and overall quality of life.

Understanding and addressing these factors are essential for promoting psychosocial well-being and fostering healthy development across the lifespan. By recognizing the influence of these factors and providing support, resources, and interventions when needed, individuals can enhance their resilience, coping skills, and overall quality of life.

The studies discussed offer valuable insights into the intricate relationship between psycho-social factors and academic performance among students, highlighting the importance of understanding and addressing these factors for the betterment of education systems worldwide. Effiom, Bassey Ekeng, and Stella C. Jacks (2019) shed light on the specific psycho-social behaviors impacting junior secondary school students' academic performance in Nigeria. By identifying the correlations between substance abuse, emotional depression, and self-esteem with academic outcomes, the study highlights the necessity of targeted interventions to mitigate these issues and enhance educational achievements.

Similarly, Mina Timalisina, Mana Kafle, and Rekha Timalisina's (2018) study conducted in Nepal highlights the prevalence of psychosocial problems among school-going adolescents and the need for early detection and intervention strategies. By recognizing the associations between psychosocial problems and demographic factors such as age group and parent's marital status, educators and policymakers can develop tailored support systems to assist vulnerable students effectively, thus fostering a conducive learning environment.

Furthermore, Maria Fernanda Durón-Ramos, Fernanda Inéz García Vázquez, and Lucia Poggio Lagares' (2018) study on university students in Mexico highlights the significance of positive psychosocial factors in promoting student engagement. By emphasizing the importance of nurturing supportive social relationships and personal well-being, universities can design programs and initiatives that enhance student engagement and retention, ultimately contributing to improved academic outcomes.

Additionally, Harish Kumar Tyagi and Anil Kumar's (2014) research in Jalandhar City demonstrates the substantial influence of psycho-social factors on academic achievements among class VII students. The study's findings regarding the correlations between academic achievement, study habits, and socio-economic status highlight the holistic nature of factors impacting student success, emphasizing the need for comprehensive support systems to address these multifaceted challenges.

Lastly, Hasan Bozgeyikli's (2010) study on human values and psychological needs among high school students provides insights into the factors contributing to students' psychological well-being. Understanding these relationships can inform the development of educational programs that promote positive values and address students' psychological needs, thereby fostering a supportive learning environment conducive to academic success. Overall, these studies highlight the significance of recognizing and addressing psycho-social factors in education to enhance student outcomes and promote holistic development.

Psychosocial factors comprise a complex relationship between psychological, social, and behavioral dimensions, influencing individuals' thoughts, emotions, and behaviors. Psychological components encompass cognitive processes and emotional well-

being, while social factors involve relationships, cultural influences, and environmental conditions. Adaptive and maladaptive behaviors, life events, and personal beliefs also contribute to psychosocial dynamics (Maria Fernanda Durón-Ramos, Fernanda Inéz García Vázquez, & Lucia Poggio Lagares, 2018; Harish Kumar Tyagi & Anil Kumar, 2014).

Various scholars have offered insights into psychosocial factors, each highlighting unique perspectives based on their research. Erikson emphasized psychosocial development as a series of stages involving psychological and social crises, while Bronfenbrenner highlighted the ecological context's influence on human development. Anna Freud and Jean Piaget emphasized early social experiences and social interactions' significance in shaping personality and cognitive development, respectively (Lev Vygotsky, 1978; Erikson, 1959).

Understanding psychosocial factors is essential across multiple disciplines, including psychology, medicine, and education. They inform assessment, diagnosis, and treatment of mental health conditions, as well as public health initiatives aimed at promoting well-being. Moreover, interventions addressing psychosocial aspects are critical for fostering supportive environments conducive to positive outcomes in education and beyond (Krishna Kumar, 2005; D.N. Majumdar, 2006). Therefore, recognizing and addressing psychosocial factors are essential for promoting holistic development and well-being among school children. Integrating insights from research into educational practices can create supportive environments that nurture positive outcomes and contribute to students' overall success (Roehlkepartain et al., 2006; Cotton Bronk & Hill, 2009).

#### 4. IMPACT OF PSYCHO-SOCIAL FACTORS ON ACADEMIC PERFORMANCE

The cumulative effect of psycho-social factors on academic performance is profound. Students who experience positive psycho-social environments characterized by strong social support, nurturing relationships, and conducive learning environments tend to perform better academically. Conversely, students facing adverse psycho-social circumstances may struggle academically, experiencing lower grades, higher dropout rates, and diminished educational outcomes.

#### 5. CONCLUSION

Psycho-social factors exert a significant influence on students' academic performance, shaping their cognitive, emotional, and social development. Recognizing the complex relationship between psychological and social elements is essential for promoting student success and fostering inclusive educational environments. By addressing psycho-social factors through targeted interventions, educators and policymakers can empower students to achieve their full academic potential, regardless of their background or circumstances.

#### REFERENCES

1. Best, J.W. (1978), *Research in Education*, New Delhi: Prentice Hall of India Pvt. Ltd.
2. Effiom, Bassey Ekeng and Stella C. Jacks (2019), Psychosocial Behavior and Junior Secondary School Student Academic Performance in Cross River State, Nigeria, *International Journal of Innovative Education Research* 7(1), 64-72. [www.seahipaj.org](http://www.seahipaj.org)
3. Harish Kumar Tyagi and Anil Kumar (2014), Influence of Psycho- Social Factors on the Academic Achievements of Students, *International Journal of Modern Social Sciences*, 3(1), 44-50.
4. Hasan Bozgeyikli (2010), The Relationship between Secondary school students' Psychological Needs and Human Value Perceptions, *Procedia Social and Behavioral Sciences*, 9, 1798-1804. [www.sciencedirect.com](http://www.sciencedirect.com)
5. Mangal, S.K. (2004). *Statistics in Psychology and Educations*. Prantice Hall of India Pvt. Ltd., New Delhi.
6. Maria Fernanda Durón-Ramos; Fernanda Inéz García Vázquez; and Lucia Poggio Lagares (2018), Positive Psychosocial Factors Associated with the University Student's Engagement, *The Open Psychology Journal*, 11, 292-300. [www.benthamopen.com/TOPSYJ/](http://www.benthamopen.com/TOPSYJ/) DOI: 10.2174/1874350101811010292
7. Mina Timalisina; Mana Kafle; and Rekha Timalisina (2018), Psychosocial Problems among School Going Adolescents in Nepal, *Hindawi, Psychiatry Journal*, 1-6. <https://doi.org/10.1155/2018/4675096>
8. Suneetha C.N. (2011), *Educational Psychology*, Mysore: Shruthiloka Prakashana.