

Psychological Adjustment as Predictor of Students Academic Achievement in Gilgit: Pakistan

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Keeping in view the importance of psychological adjustment in students' academic achievement this research was conducted to assess the predictive power of psychological adjustment for students' academic achievement. A total of 171 (85 male & 86 female) students between the ages of 17-35 years ($M = 22.08$, $SD = 2.7$) were recruited from Karakoram International University, Gilgit, Pakistan. The adult version of Personality Assessment Questionnaire along with the obtained marks in last semester of the students was recorded to assess their academic achievement. Results showed that students' psychological adjustment was significantly related with their academic achievement. Hierarchical regression analysis indicated that only students' negative self-adequacy, a subdomain of psychological adjustment, independently predicted their academic achievement. Additionally, gender differences were also found in emotional instability and academic achievement.

Keywords: Psychological adjustment, academic achievement, negative self-adequacy, emotional instability

Students' academic achievement is an important issue for parents as well as for teachers. Doing well in academics is highly valued among parents, teachers, and in society and the negative impression of poor academic achievement is not easily minimized. Therefore, it attracts researchers' attention in modern world as a result a good number of factors have been found to be related with students' academic achievement including psychological and study skill factors (Steven et al., 2004). Students' social functioning and adjustment, uniquely contribute to students' academic achievement (Chen, Rubin, & Li, 1997). In contrast, disruptive, aggressive, socially withdrawal, and inhibited and shy children tend to perform poorly in academics (Dishion, 1990; Green, Forehand, Beck, & Vosk, 1980; Mastern et al., 1995; Wentzel, 1991). School children who have social and behavioral problems tend to be low achievers or even failed in academics in subsequent years (Coie, Lochman, Terry, & Hyman, 1992; Ledingham & Schwartzman, 1984; Masten et al., 1995; Ollendick, Weist, Borden, & Greene, 1992) and their increased level of stress and depression negatively effects their grade point averages (Buddington, 2002).

According to the findings of structural equation model conducted by Valas (2001) students' academic achievement was directly and indirectly related to their psychological adjustment. Internalizing and externalizing behavioral problems such as withdrawal, somatic complaints, anxiety, depression, delinquent behavior, and aggression have interaction effects on academic achievement (Malinauskiene, Vosylis, & Zukauskiene, 2011). Another variable of psychological adjustment such as aggression is highly studied in association of students' academic achievement. It is believed that aggression is related to the various forms of poor academic outcomes such as lower academic achievement, absenteeism, and lower graduation rates. Aggression has explained 16% of variance in students' academic achievement (Loveland, Lounsbury, Welsh, & Buboltz, 2007). Boys with behavioral difficulties, antisocial behavior, and delinquency have lower academic achievement than those without behavioral difficulties (Hinshaw, 1992; Yousefi, Abu Talib, BteMansor, BteJuhari, & RofRedzuan, 2010). Externalizing behavior problems were significantly associated with students' academic difficulties and lower gains in test scores and this association was stronger for older students (Arnold, 1997; Georges, Brooks-Gunn, & Malone, 2012).

The comorbidity between students' academic and behavioral challenges with emotional and behavioral disorders is also high that ranged from 25% to 97% (Reid, Gonzalez, Nordness, Trout, & Epstein, 2004). For some researchers and institutions the poor academic achievement of students with emotional and behavioral disorders is not surprising because it is criteria for emotional disturbances (IDEIA, 2004; Mooney, Epstein, Reid, & Nelson, 2003). According to the findings of meta-analysis students with emotional and behavioral disturbances reported significant deficits in their academic achievement. In contrast, academic performance of students without behavioral disorders was significantly better than students with behavioral disorders. The difficulties of students with behavioral problems are not limited to their poor academic performance but they also have reported higher school absence rate (Apkan, Ojinnaka, & Ekanem, 2010).

The association between emotional and behavioral problems with poor academic performance is consistent across gender and different levels of academic career. Students with

emotional and behavioral disorders including school adjustment and externalizing and internalizing behaviors from both elementary and secondary levels performed poorly on reading, math, and written expression (Lane, Barton-Arwood, Nelson, & Wehby, 2008). Additionally, both boys and girls with emotional and behavioral disorders as compared to their typical peers, have comparable academic achievement deficits (Nelson, Babyak, Gonzalez, & Benner, 2003; Nelson, Benner, Lane, & Smith, 2004). Thus, students with emotional and behavioral disorders tend to be academically underachievers regardless of their gender and level of academic career.

Some contradictory findings are reported by researchers in Pakistani context i.e., there was a negative relationship between students' psychological adjustment and their academic achievement. It indicated that when students' psychological adjustment increases their academic achievement decreases (Mahmood & Iqbal, 2015; Nazli & Irfan, 2009). According to them the reasons behind these findings are cultural differences because most of the studies that reported positive relationships between both variables were conducted on western samples. In Pakistan, students are not emotionally trained and their parents focus on their academic achievement for the sake of competition.

It is evident from the reviewed literature that students with emotional and behavioral problems tend to have lower academic achievement and attainment but some contradictory evidences are reported from Pakistani context. Keeping in view this point the present research was designed to assess the relationship between students' psychological adjustment and their academic achievement.

Hypothesis

Students' psychological adjustment would predict their academic achievement.

Method

Research Design

A correlational study was designed to assess the relationship between psychological adjustment and academic achievement of university students in Gilgit.

Participants

The sample of 171 (85 male and 86 female) students were recruited from various departments of Karakoram International University, Gilgit city, Pakistan based on convenient sampling technique. Their age ranged from 17-35 years ($M = 22.08$, $SD = 2.7$).

Measures

Demographic Information Form; a self-constructed demographic information form was used to collect participants' personal information like, age, gender, educational level, parents' education and occupation etc.

Personality Assessment Questionnaire (Child PAQ); Students responded to the Urdu-version of the Adult PAQ to assess their own psychological adjustment (Rohner & Khaleque, 2005). The questionnaire consists of seven subdomains that are; hostility/aggression, dependency, negative self-esteem, negative self-adequacy, emotional unresponsiveness, emotional instability, and negative world view. The sum of these 7 scales composes the psychological adjustment. The higher the score the higher the psychological maladjustment and low score indicates lower psychological maladjustment. The measure has been found to be reliable for use internationally (Khaleque & Rohner, 2002). In the present study the Cronbach's alpha was .91.

Academic Achievement; students obtained marks in the previous semester were used to measure their academic achievement.

Procedure

Only consented students have responded to the adult personality assessment questionnaire in their class rooms. Their obtained marks in previous semesters were collected from the office of controller of examination, Karakoram International University, Gilgit. The statistical analysis was performed by SPSS (19 version).

Results

The present study was conducted to assess the relationship between psychological adjustment and academic achievement of university students in Gilgit.

Table 1
Mean, Standard Deviation and Gender Differences in Psychological Adjustment, its Subscales, and Academic Achievement

Measures	Boys (n=85)		Girls (n=86)		t
	M	SD	M	SD	
Personality Assessment Questionnaire	135.7	21.5	135.4	17.7	.09
Hostility/Aggression	19.4	4.6	19.0	7.0	.43
Dependency	23.5	5.9	24.8	4.8	1.6
Negative Self Esteem	18.5	4.8	17.3	4.4	1.7
Negative Self Adequacy	17.1	4.4	16.3	3.6	1.2
Emotional Unresponsiveness	18.9	3.8	18.6	3.4	.5
Emotional Instability	20.6	4.1	22.8	4.4	3.2*
Negative Worldview	17.4	5.9	16.7	5.2	.89
Academic Achievement	65.6	7.2	68.9	6.7	3.03*

*p<.05

Table 1, shows that female students have higher level of emotional instability as compared to male students while female students outperformed male students in academic achievement. There are no gender differences in psychological adjustment and its subscales; hostility/aggression, dependency, negative self-esteem, negative self-adequacy, emotional unresponsiveness, and negative world view.

Table 2

Correlations between Psychological Adjustment and its Subscales and Academic Achievement

Variables	1	2	3	4	5	6	7	8	9
Psychological adjustment	—								
Hostility/aggression	.52**	—							
Dependency	.41**	.27**	—						
Negative self-esteem	.67**	.21**	-.03	—					
Negative self-adequacy	.73**	.21**	.01	.73**	—				
Emotional unresponsiveness	.57**	.32**	.13	.31**	.34**	—			
Emotional instability	.60**	.30**	.24**	.21**	.31**	.30**	—		
Negative world view	.64**	.24**	-.01	.40**	.46**	.25**	.25**	—	
Academic achievement	-.31**	-.05	-.02	-.27**	-.34**	-.23**	-.09	-.26**	—

*p<.05, **p<.01

Table 2, shows the correlation between psychological adjustment and academic achievement that is statistically significant. It indicates that when scores on psychological maladjustment decrease the academic achievement increase. Subdomains of psychological maladjustment that are; negative self-esteem, negative self-adequacy, emotional unresponsiveness, and negative world view are also negatively and significantly correlated with academic achievement while the correlations between academic achievement and other subdomains of psychological maladjustment that are; hostility/aggression, dependency, and emotional instability are not significant.

Table 3

Hierarchical Regression Analyses Predicting Students 'Academic Achievement

Predictors	β	R^2	ΔR^2
Step 1		.09	.09
Constant	82.56		
Psychological adjustment	-.31**		
Step 2		.11	.11
Constant	77.20		
Hostility/aggression			
Dependency	.01		
Negative self-esteem	-.02		
Negative self-adequacy	-.05		
Emotional unresponsiveness	-.34**		
Emotional instability	-.14		
Negative world view	.007		
	-.13		

*p < .05; **p < .01

According to results of hierarchical regression analysis as shown in table 3, students' psychological adjustment is a significant predictor of their academic achievement, $F = 17.8$, $p < .01$. The correlation coefficient is $R = .31$, indicating that it explained 9% variance in students' academic achievement.

The picture is quite different when subdomains of psychological adjustment which are; hostility/aggression, dependency, negative self-esteem, negative self-adequacy, emotional unresponsiveness, emotional instability, and negative world view were used as predictors of students' academic achievement. Specifically, only negative self-adequacy contributed significantly to variations in students' academic achievement, $F = 21.0$, $p < .01$. The correlation coefficient is $R = .34$, indicating it explained 11% variance in students' academic achievement while other subdomains of psychological adjustment did not predict students' academic achievement.

Discussion

This study examined the association between students' psychological adjustment and their academic achievement. It was found that students' overall psychological maladjustment scores were negatively and significantly related with their academic achievement as had been predicted. The gender differences in overall psychological adjustment was not significant, however, it was significant in emotional instability and academic achievement. Thus female students reported higher level of emotional instability and academic achievement as compared to male students.

These findings are consistent with earlier investigations reporting that students' adjustment, their emotional health, and social competence in a longitudinal study were significant predictors of their academic achievement even after controlling their IQ level (Teo, Carlson, Mathieu, Egeland, & Sroufe, 1996). Their prosocial classroom behavior was also associated with their better academic outcomes and evidences suggested that students' desirable classroom behavior causes their better academic outcomes (Wentzel, 1993). On the other hand, students' feelings of sadness and hopelessness were related to declines in their test scores in reading, language, and mathematics; however their test scores increased when they have caring relationships and high expectations in school, and meaningful community participation (Hanson, Austin, & Lee-Bayha, 2004). Under-achiever students in school also revealed deficits in self-esteem and problems in interpersonal relationship (Stone & LaGreca, 1990). All psychological problems which are associated with adjustment can adversely affect students' scholastic achievement (Ameerjeen, 1983; De Bimleshwar & Singh, 1970; Gupta, 1970; Mattoo, 1994; Miya & Krishna, 1996; Orpen, 1976; Sharma & Manju, 1993). Similarly, in the present study, it was found that students' negative self-esteem, negative self-adequacy, emotional unresponsiveness, and negative world view were negatively associated with their academic achievement.

According to Roeser, Eccles, and Strobel (1998), different behavioral and emotional problems effect students' academic functioning differently. For example, internal distress such as sadness, anxiety and depression diminished students' academic functioning directly while externalized distress such as anger, frustration, and fear can cause school difficulties as a result

students suffer learning delays and poor achievement. Some researchers have reported direct association between students' externalizing behavior problems and their lower academic achievement and academic skills (Arnold, 1997; Frick et al., 1991; Hinshaw, 1992; McLeod & Kaiser, 2004). In search of the possible reasons of these associations between externalizing behavior problems and academic achievement, researchers have found noncompliant and under controlled behaviors of students which directly hamper their learning (Patterson, Reid, & Dishion, 1992).

It is important to understand the role of mediating variables in relationship between psychological adjustment and academic achievement of students. According to Nasir (2012) students' emotional intelligence mediate the relationship between adjustment and academic achievement of students in Pakistan. According to Buhs and Ladd (2001) negative peer treatment leads to less adjustment that in turn is related with less achievement. However, Grolnick and Ryan (1989) reported various dimensions of parenting associated with adjustment and academic achievement of students.

Unfortunately, in Pakistan a research based program to address students emotional and behavioral disorders have not been identified. Parents value academic achievement but underestimate their emotional training (Mahmood & Iqbal, 2015). Such program should include trained and devoted professionals, behavioral management plans, application of environmental support, programs to enhance social skills, academic support system, and family involvement (Simpson, Peterson, & Smith, 2011). Without early and effective interventions, students with emotional and behavioral problems are more likely to be at high risk for poor academic achievement (Jenn, 2007). Such interventions which strengthen students' social, emotional, and decision-making skills positively impact their academic achievement in terms of high standardized test scores and better grades (Fleming et. al., 2004). Thus, enhancing their social and emotional behavior can have a strong positive impact on school success and eventually in life (Zins, Bloodworth, Weissberg, & Walberg, 2004).

Conclusion, Limitations, and Recommendations

As a conclusion of the present research findings and other empirical evidences, students' psychological adjustment is important to define their academic achievement. However, it is not certain about the role of mediating variables in this relationship.

Despite its significance for this less researched area of Pakistan, the present study has some limitations such as: the study was conducted only on university students and the mediating variables in the relationship between psychological adjustment and academic achievement of university student were not controlled.

Therefore, it is recommended to include students from schools and colleges with an inclusion of mediating variables in future research.

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