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**EFFECTS OF SOCIAL AND PSYCHOLOGICAL FACTORS ON
STUDENTS' LEARNING ACHIEVEMENTS IN ENGLISH AT
INTERMEDIATE LEVEL IN PAKISTAN**

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Abstract

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, 2nd language attitude, aptitude, social milieu and academic anxiety affected students' academic achievement. In the same way parents' illiteracy, poverty, time constraints, responsibilities, 2nd 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.

Introduction

Social and psychological are two different types of factors. Psychological factors include students' attitude, thinking, aptitude and motivation on the other hand social factors include relationship between individuals and social environment. Social and psychological factors include discussions on individual's mental improvements in an association with a social situation (Fong & Asera, 2010; Aziz & Hassan, 2018). The features of social and psychological factors describe the effects of social relations on person's psychological attainment and well-being. Hayward (2012) was the man who invented socio-psychological field and he explained the link between psychological and social elements. Historically, Erickson (1984) gave the concept of social and psychological factors in his theory of social development. Erikson's theory of social and psychological improvement is exceptionally important and significant in human development (Franz & White, 1985). It expresses that social and psychological factors essentially influence human behavior (Ochse & Plug, 1986). This approach looks at individuals in the framework of combined effects of psychological elements and integrating social condition on their physical and emotional well-being and their ability to work (Casillas et al., 2012). It describes psychological and social techniques that occur among people or group of people. A few psychological and social perspectives may influence individual's lives (Bouffard, Boisvert, Vezeau, & Larouche, 1995). In addition, social and psychological assessment is an evaluation of an individual's mental well-being and social prosperity.

Moreover, it was the fact that the progress of nations depends upon students' learning achievement in English. The advancement of any nation is directly linked to students' educational accomplishment (Mushtaq & Khan, 2012). In addition, students' learning achievement takes responsibility in upbringing qualitative personnel who will strengthen the nation in an appropriate way (Ali et al., 2009; Hassan & Dzakiria, 2020). That is the reason, each country emphasizes on students' academic achievement.

Similarly, education is an integral element in upgrading financial development, decreasing poverty, improving private incomes, constructing viable economy, empowering individuals and promoting a healthy environment (Afzal et al., 2010). Essentially, education is a main element for economic, political, social and moral development of nations (Mahmood, Zahid, & Muhammad, 1999). Progress in students' educational attainment is directly related to social and psychological factors. Similarly, Durlak et al. (2011) defined the importance of students' social and psychological abilities in learning programs to increase students' educational success.

The previous studies showed that there are numerous elements that affect students' learning at school level (Coles, 1970; Jeynes, 2003; Hassan, & Aziz, 2019). Some researchers had investigated the associations between different social and psychological factors and educational learning. The researcher realized that it was extremely needed to find some specific additional social and psychological factors which will help to investigate the impacts of social and psychological factors on students' educational accomplishment. The identification of additional elements will help the students to enhance their educational learning. These elements will provide information about necessities and difficulties of students' learning in higher higher secondary schools (intermediate). It is predictable that additional social and psychological factors will assist and support students and teachers in their efforts to enhance students' educational attainment. Therefore, the researcher decided to conduct this important study to see the effects of six (06) social and psychological factors on students' educational achievement at secondary level.

Statement of the Problem

Students get their intermediate level education from secondary schools near their houses usually in Pakistan as it has become the need of the hour. It is the basic criteria to get admission in BS program. In addition, students face many difficulties for getting secondary level education. It has been observed that some elements such as attitude towards learning English, aptitude, anxiety, motivation and stress affect students' learning English at intermediate level. There are several other social and psychological factors that influence students' learning achievement. This study was designed to explore and analyze the effects of social and psychological factors on students' learning achievement at intermediate level.

Objective

Objective of this study was to analyze the effects of social and psychological factors on students' learning achievement in English at intermediate level in higher secondary schools.

Research Question

What are the effects of social and psychological factors on students' learning achievement in English at intermediate level?

Significance

The results of this present research may be helpful to identify students' basic necessities, difficulties and hurdles in their learning. It was also noted that social and psychological factors were directly linked with learning achievement in English of intermediate students. Therefore, these results may be helpful for teachers, head teachers and parents to control these social and psychological factors for the better results of these students in their future life and academic achievement. Moreover, the study may also be helpful for educational program managers to enhance their knowledge about the prevalence of social and psychological factors and their influences on students' educational success. Additionally, the current study may be valuable for those teachers who are facing difficulties in their professional career.

Literature Review

Social and psychological factors affect students learning achievement in English at intermediate level. Previous studies discussed in literature review are the evidence of this as Gang, G. C, Han, C. G. K, Bansa, A. B. (2019) examined the effects of three psychological factors including academic selfefficacy, psychological wellbeing & effects of parental support on rural students' academic achievement. Findings showed that parental support, students' academic selfefficacy, and psychological wellbeing can be good predictors to academic achievement of rural students. Similarly Trigueros, R., et al. (2020) and Hassan and Dzakiria (2019, in a study conducted at university students found that academic stress negatively predicted motivation, critical thinking and academic performance. Academic motivation positively predicted metacognitive strategies and critical thinking.

Kolo, Jaafar, and Ahmad (2017) stated that two social and psychological factors had considerable impacts on students' education. Similarly, Kuo (2011) have described about the influences of social and psychological factors on classroom achievement of high school students. He described that motivation and social control considerably affected specifically female school students. Furthermore, Higgins (2011) shows positive relationships among family resources, parental involvement and learning achievement while negative correlation was found between family rules and academic attainment. Likewise, some additional social and psychological factors were identified and included in literature review.

First social and psychological element identified by the researcher was life skills development. Life skills are adaptive and positive social and psychological capabilities

to make individuals to deal positively with the demands and challenges of everyday life (World Health Organization, 2000). The relationship between life skills development and educational attainment was introduced by Lindsey and Mabie (2012) in which they state that life skills improve students' educational performance. Similarly, Currie et al. (2012) show significant effects of health care skills and physical fitness on high school students' learning achievement. In addition, a research study conducted by Amirian (2012) found that self-awareness, teaching with problem solving techniques and coping with stress skills significantly affected students' educational success. Similarly, Prajina and Preamsingh (2015) found considerable positive link between life skills and students' educational accomplishment. Further, Rasnack (2011) found no considerable relationship between self-efficacy and learning achievement of sports students. Similarly, Ayaz and Sekerci (2015) determine positive impacts of students' constructivist knowledge on their educational attainment.

Second social and psychological factor affecting students learning was students' health related issues. The links between health risk behaviors and educational success of higher secondary school students were described by Rasberry (2017) in the United States. The results of his study reveal significant relationships among substance use, physical inactivity, violence-related attitudes, sedentary behaviors, suicide based behaviors, sexual risk behaviors, dietary behaviors and academic outcomes. Similarly, Bradley and Greene (2013) prove inverse relationship between health risk behaviors (insufficient physical activity, sensual activities, drug abuse, unnatural dietetic behaviors and smoking), academic attainment. In addition, Busch et al. (2014) state that healthy students perform better in academics while smoking and drug abuse negatively affected students' educational attainment. Moreover, Eisenberg, Golberstein, and Hunt (2009) describe that depression and anxiety contributed the cause of students' lower learning achievement in English and directly related to students' dropout from schools. These findings showed negative association between health risks and students' academic achievement.

Third factor was students' drugs usage. The relationship between drug abuse and learning achievement was described by so and Park (2016) in which they state that smoking, physical inactivity, irregular diet, alcohol consumption were directly related with students educational learning. A study instigated by Amadi and Onyinyechi (2018) shows that students usually abuse drugs like tobacco, alcohol, marijuana and hot drinks recorded poor educational attainment at secondary level. Additionally, Chukwu et al. (2017) state that low educational attainment is one of the causes of drug abuse. Similarly, Akanbi, Augustina, Theophilus, Muritala, and Ajiboye (2015) reported considerable differences between learning achievement of those students who use drugs and do not use drugs. In addition, King, Kmeehan, Trim, and Chassin (2006) describe that substance abuse reduces the educational pursuits. Further, Okari (2018) states that school dropout;

absenteeism and low attention are causes of substance and drug abuse which create nervousness, misperception and difficulties in students' academic achievement. Additionally, Brady, Insler, and Rahman (2017) identify negative impacts of bigger bad peer group and positive effects of smaller peer group on students' academic success.

Fourth factor was students' self-esteem as Mirzaei-Alavijeh, Rahimi, Matin, and Jalilian (2018) showed positive relationship between self-esteem and students' learning. Similarly, Doodman, Zadeh, and Changizi (2017) reveal that weaker learning achievement is a main cause of lower self-esteem and higher self-esteem cause better educational success. Similarly, Noronha, Monteiro, and Pinto (2018) state that high self-esteem resolves the conflicts and enable students to perform better in educational accomplishment. In addition, Kalouti (2012) identifies high correlation among students' self-esteem, social relations and educational commitment. Furthermore, Sangeetha (2017) demonstrates considerable relation between students' self-esteem and educational attainment. Similarly, Booth and Gerard (2011) reveal consistent relation between students' self-perceptions and their educational success.

Fifth social and psychological element found was students' family issues. Hampden-Thompson and Galindo (2017) describe that family with school strong relationship and school contentment enhance children's educational success. In addition, DeFauw, Levering, Msipa, and Abraham (2018) state that family adjustment (mother's help, father financial support, family spiritual advices and parental education) influence children's education. Moreover, Roksa and Kinsley (2019) state that family passionate care and financial funding facilitate low income students in their academic achievement. Further, Mahuro and Hungi (2016) indicate that family contribution significantly increase students' grades. Furthermore, Otani (2017) denotes considerable relationship between family involvement and students' learning. Similarly, Topor, Keane, Shelton, and Calkins (2010) describe significant relationship between parental involvement and teacher's observation about students' learning. In addition, Abou (2016) indicates that students' domestic responsibilities significantly affected female intermediate students.

Sixth social and psychological factor used in the study was students' second language learning anxiety. Das, Halder, and Mishra (2014) found considerable link between academic anxiety and educational achievement of intermediate students. Additionally, Safeer and Shah (2019) found significant negative effects of examination pressure on intermediate level male students' educational attainment. Moreover, Shakir (2014) specifies negative correlation between educational anxiety and students' learning outcomes. In addition, Mirawdali, Morrissey, and Ball (2018) describe negative relationships among academic anxiety, tough course of study, test anxiety, family history and students' educational success. Further, Khemka and Rathod (2016) stated that every

student has academic anxiety in which female students of private schools have more academic anxiety than public girls' school students. In the literature review, it is found that social and psychological factors play an important role in students' educational attainment (Bandura, 1986).

Methodology

Participants of the Study

A mixed method research approach was considered for data collection. Population of this research study was consisted of three lac, one hundred and thirty four (300134) intermediate level students. The same numbers of students' parents were also considered as population of the study. The sample size was selected by using sampling table of (Cohen, Manion, & Morrison, 2013) for random samples. The total sample size was comprised on 800 higher secondary school students and 25 parents. For the sample of this study, systematic random sampling method was applied to select students while parents of these students were also chosen by convenience sampling technique.

Data Collection Tool

For quantitative part of the research, a self-structured social and psychological factors questionnaire was developed for higher higher secondary school students. This questionnaire was consisted on forty eight (48) statements based on Likert-type scale. The reliability of tool was calculated by applying Cronbach's alpha using SPSS which was 0.73 and the validity was checked by Pearson's product moment correlation and also got expert opinion from senior professors. For qualitative part of the research, face to face interviews were conducted on students' parents. The main interview questions were about six social and psychological factors. Parents' interviews were analyzed by thematic appreciation method which is generally used for examining qualitative data (Thomas & Harden, 2008).

Data Collection procedure and Analysis

The questionnaire was distributed among grade 11 and 12 students by personal visits of researcher to collect data. These personal visits improve the response rate of the respondents. The collected data was entered in to SPSS grid sheet. Data was analyzed by using multiple regression analysis technique. Furthermore, with the help of thematic appreciation method, qualitative data was analyzed. By using this method, interviews were transcribed and themes were taken.

Data Analysis and Results

An analysis of regression that contains more than one explanatory variable is called multiple regression analysis (Uyanık & Güler, 2013). So, the multiple regression

analysis technique was used to predict the effects of independent variables on dependent variable.

Table 1
Students' gender

Gender	Frequency	Percentage
Urban area boys school students	480	60.0
Urban area girls' school students	320	40.0
Total	798	100.0

Table 1 shows that the participants were from both categories of gender. From each type of gender, boys were 480 (60%) while girls were 320 (40%), who responded to the questionnaire.

Table 2
Effects of life skills development on students' learning achievement

Gender		N	β	SE	Beta	<i>t</i>	<i>p</i>
Urban area boys school students	(Constant)	480	2.003	271.409	34.0787	.964	.000
	Life skills development			.990	.092	2.022	.044
Urban area girls school students	(Constant)	320	-2.914	476.632	43.90310	.856	.000
	Life skills development			1.261	-.129	-2.311	.021

Dependent Variable= Marks at intermediate level

Table 2 expresses that multiple regression analysis was carried out to see the influences of life skills development on the learning achievement of students in the subject of English at intermediate level. The p-value of urban area boys intermediate level students ($p = .044$) denotes that life skills development pointedly affected students' academic attainment. Similarly, the p-value of urban area girls intermediate level students ($p = .021$) indicates that life skills development such as students' constructive and critical approach, learning environment, control over educational stress and emotions have significant effects on students' learning.

Table 3*Effects of health on students' learning achievement*

Gender		N	β	SE	Beta	<i>t</i>	<i>p</i>
Urban area boys	(Constant)			284.48	21.717	13.112	.000
school students	Health risk behaviours	480	2.218	.858	.1182	.586	.010
Urban area girls	(Constant)			327.967	27.630	11.870	.000
school students	Health risk behaviours	320	1.977	1.127	.098	1.754	.080

Dependent Variable= Marks at intermediate level

The aforesaid table 3 describes the influences of health risk behaviors on students' learning. The *t* and *p* values of urban area boys intermediate level students were 2.586 and .010 respectively. Multiple regression analysis reveals that health risk behaviors (use of unhygienic things, unbalanced furniture and bad environment of the class room, students' bad health and corporal punishment by the teachers) significantly affected students' educational success in grade nine. In contrast, the *t* and *p* values of urban area girls' school students were 1.754 and .080 in the order. The results of multiple regression analysis show that there were no significant effects of health risk behaviors on urban area girls' school students' academic achievement.

Table 4*Effects of drug on students' learning achievement in English*

Gender		N	β	SE	Beta	<i>t</i>	<i>p</i>
Urban area boys	(Constant)			257.978	24.934	10.347	.000
school students	Drug abuse	480	2.715	.815	15	3.331	.001
Urban area girls	(Constant)			451.443	27.832	16.220	.000
school students	Drug abuse	320	-2.502	.908	-.153	-2.757	.006

Dependent Variable= Marks at intermediate level

The aforesaid table 4 shows the influences of drug abuse on students' educational accomplishment in grade nine. The *t* and *p*-values of urban area intermediate level students' learning achievement in English were 3.331 and .001 respectively. The analysis shows that drug addiction significantly influenced students' learning. Similarly, the *t*-value of urban area intermediate level girls school students was -2.757 and *p*-value was .006 which shows that health risk behaviors negatively affected students' educational achievement.

Table 5*Effects of self-esteem on students' learning achievement in English*

Gender		N	β	SE	Beta	<i>t</i>	<i>p</i>
Urban area boys	(Constant)	480	2.474	260.964	34.920	7.473	.000
school students	Self esteem			1.088	.1042	.274	.023
Urban area girls	(Constant)	320	1.028	342.111	42.545	8.041	.000
school students	Self esteem			1.992	.045	.795	.427

Dependent Variable= Marks at intermediate level

The above table 5 shows the influences of self-esteem on students' learning at intermediate level. The values of 480 urban area intermediate level boys school students ($t=2.274$ and $p = .023$) indicated that the self-esteem has considerable impacts on learning achievement in English of intermediate level boys school students. Similarly, multiple regression analysis was conducted on 320 urban area intermediate level girls' school students and t and p values were .795 and .427 respectively. The results show that there were no significant effects of self-esteem on students' learning.

Table 6*Effects of family adjustment on students' learning achievement in English*

Gender		N	β	SE	Beta	<i>t</i>	<i>p</i>
Urban area	(Constant)	480	3.747	228.849	23.5949	.700	.000
boys school	Family adjustment			.784	.2144	.782	.000
Urban area girls	(Constant)	320	.433	362.017	30.369	11.921	.000
school students	Family adjustment			.947	.026	.457	.648

Dependent Variable= Marks at intermediate level

The above table 6 describes that multiple regression analysis was carried out to analyze the influences of family adjustment on students' learning at intermediate level. This table shows that family adjustment ($p=.000$) such as parents' encouragement in learning and parents' help positively affected urban area boys school students' academic achievement. In contrast, the ($p=.648$) value of urban area girls intermediate level students shows that there were no significant effects of family adjustment on students' educational attainment.

Table 7*Effects of academic anxiety on students' learning achievement in English*

Gender		N	β	SE	Beta	t	p
Urban area boys	(Constant)			323.999	30.22110	.721	.000
school students	Academic Anxiety	480	.586	1.114	.024	.526	.002
Urban area girls	(Constant)			358.865	33.50910	.710	.000
school students	Academic Anxiety	320	.630	1.238	.029	.509	.611

Dependent Variable= Marks at intermediate level

Table 7 indicated the influences of academic anxiety on students' educational attainment. The multiple regression analysis was conducted on 480 urban area intermediate level boys' school students. The t and p values were .526 and .002 in the order. The results reveal that academic anxiety significantly affected students' academic achievement. In contrast, the t and p values of urban area intermediate level girls school students were .509 and .611 respectively. The analysis shows no significant effects of academic anxiety on students' learning.

Thematic Analysis and Interpretation

The researcher conducted face to face interviews with 25 students' parents. After this, the researcher transliterated the interviews questions conducted on student's parents and extracted themes. The detailed description of themes was given below.

1. Life skills awareness
2. Unhygienic life style
3. Unbalanced nutrition intake
4. Punishment from teachers
5. Use of Internet
6. Use of Drug
7. Poverty
8. Parents' illiteracy
9. Learners' anxiety
10. Mental health

The most of the parents who were participated in the study were uninformed about life skills development and neglect this element for children's academic achievement. Parents further added that children's emotions and stress affected negatively their academic achievement. Moreover, parents agreed that physical inactivity, corporal punishment and uses of unhygienic things were the major sources of decreasing their knowledge. In addition, themes supported that use of smart phone,

mental illness and students' smoking and use of drugs negatively affected students' educational success. Additionally, parents' views provide information that parents' illiteracy, educational anxiety, familial conflicts and tough course of study has negative impacts on students' educational accomplishment.

Discussion

The present study revealed many important findings and one of it from quantitative part showed that six social and psychological factors has considerable influences on students' educational attainment. Multiple regression analysis of the present research study showed that life skills development, students' learning environment, critical and constructive approach, educational stress and emotions significantly affected their learning. The results of the current study were similar with the findings of prior studies (Shamaki, 2015; Kamaruddin, Zainal, Aminuddin, & Jusoff, 2009; Duruji, Azuh, & Oviasogie, 2014; Lata & Sharma, 2013; Ayaz & Sekerci, 2015; Khan, Altaf, & Kausar, 2013; Saqib & Rehman, 2018). In addition, the findings disclosed that students' bad health, use of unhygienic things, corporal punishment from teachers and unbalanced furniture negatively influenced students' educational attainment. The previous research studies proved that corporal punishment, physical punishment and sit-stand furniture considerably influenced students' learning achievement (Akhtar & Awan, 2018; Naz, Khan, Daraz, Hussain, & Khan, 2011; Castellucci et al., 2017).

Furthermore, the findings of the current study showed that smoking and drug abuse has negative effects on students' learning. The findings of prior researches revealed that lower educational achievement is one of the influences of students' drug abuse, hot drinks, alcohol and marijuana (Amadi & Onyinyechi, 2018; Chukwu et al., 2017). Another important finding revealed that students' self-esteem, distinct qualities of learning and educational capabilities has positive effects on their educational attainment as stated in prior researches (Mirzaei-Alavijeh, Rahimi, Matin, & Jalilian, 2018; Thomas, Iventosch, & Rohwer Jr, 1987; Hemati-Alamdarloo & Moradi, 2013). Additionally, another finding exposed that parents' help and encouragement in students' learning has positive while parents' illiteracy, poorness, no proper time to children negatively affected students' educational attainment. The findings of current study were similar with the results of previous research studies (Hasan, 2016; Chohan & Khan, 2010; Kaur, 2013; McKenzie, 2019). The results further divulged that academic anxiety, students' inferiority complex, helplessness in academic attainment, examination fear, tough course of study and students' concerns about educational objectives significantly affected their academic achievement. The results of most research studies were similar with the findings of present study. The study of Das, Halder and Mishra (2014) found negative link between students' educational achievement and educational anxiety. Similarly, the results also point out that boys' school students have more helplessness in studies than

girls' school students (Valas, 2001). In contrast with the present research finding, the Kalaivani's (2017) study showed negative correlation between students' inferiority complex and learning achievement at intermediate level. The findings of previous research studies indicated that test anxiety produced negative effects on students' educational accomplishment (Balogun, Balogun, & Onyenko, 2017). The findings of Boeding's (2016) study showed that students' learning achievement is higher in short courses than compressed courses. Furthermore, the findings of thematic analysis indicated that students' stress, physical inactivity, smoking, corporal punishment, parents' illiteracy and poverty, tough course of study, mental illness, inferiority complex and uses of unhygienic things significantly affected students' academic achievement.

Conclusion

On the basis of findings researcher concluded that critical thinking skills, constructive and learning methods play a vital role in improving students' English learning achievement. In addition to this results showed that students' health issues and anxiety due to the punishment from teachers as negative reinforcement also affected students' learning so, it is concluded that the major factors that cause students poor English learning achievement in English included their bad habits like smoking, hot drinks and drugs usage. A positive correlation was found between students' self-esteem, educational capabilities, distinct qualities of learning and their educational accomplishment. Parents' encouragement also helps students to deal with their anxiety that negatively affects students' English learning achievement. Similarly, the qualitative results of the present research were consistent with quantitative findings. Based on results, it was concluded that six social and psychological factors significantly affected students' English learning achievement at higher secondary school level.

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