



Correlation Between Psychosocial Competence And Peer Group Influence Among Higher Secondary Students

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Citation: K.Bhuvaneshwari, et.al (2024). Correlation Between Psychosocial Competence And Peer Group Influence Among Higher Secondary Students, *Educational Administration: Theory and Practice*, 30(11) 2327-2331

Doi: 10.53555/kuey.v30i11.10460

ARTICLE INFO

ABSTRACT

In this study, an attempt has been made to study the correlation between Psychosocial Competence and Peer Group Influence among Higher Secondary Students. The Psychosocial Competence Scale (PCS) and Peer Group Influence Inventory (PGII) are constructed and validated by the investigator and research supervisor (2024), were used to collect the data from a sample of 300 higher secondary school students studying in Kallakurchi and Villupuram District of Tamilnadu State in India. The survey method had been followed and simple random sampling technique was used in administration of the research tools. The result of the analysis reveals that the average level of psychosocial competence and peer group influence of higher secondary students, there is significant difference in the locality of the school and type of management of higher secondary students with respect to their Psychosocial Competence and Peer Group Influence, there is no significant difference in the type of family of higher secondary students with respect to their Psychosocial Competence and Peer Group influence, there is significant and positive relationship between psychosocial competence and Peer Group Influence of higher secondary students.

Keywords: Psychosocial Competence, Peer Group Influence, Locality of the School and Higher Secondary Students

1. Introduction

Psychological skills are the skills which represent the attitude of one towards oneself, personal strengths and weaknesses, self-awareness, abilities and potentialities of one whereas social competence is required for development of interpersonal relationship, interactions and social bonding (Goldfinch, Wronski, 2006; Meconium, 2008).

The term peer group refers to a group of individuals or companies that share similar characteristics with one another. These characteristics may be age, education, ethnic background, size, industry, or sector.

2. Need and Importance of the Study

In order to understand what it means to be psychosocially competent in the 21st century, we need to see how the construct has been conceptualised in the research literature. So, we can see, it is an age-old concept but not scientifically studied for long. However, during the second half of the 20th century interest grew among the researchers to explore the patterns of psychosocial effectiveness. A peer group is generally known as a person who is of equal association with another in a group. Peer group as a small group of similar age, fairly close friends, sharing the same activities. This positive influence plays an important role model towards leading a high academic goal attainment. Therefore, in this present study, researchers tried to investigate the current status of psychosocial competence and peer group influence among higher secondary students.

3. Review of Literature

Manyeswari Gayathri and Devikrishna Sabu (2024) conducted a study on "Career decision making, cognitive flexibility and perceived parental expectations among higher secondary students". Using convenience sampling, data collection was done on a sample of n=216 students of Class 11 and 12. On analysis of the collected

data, results show that 97% of the students are tentative on career decision making, meaning they are neither decided nor indecisive. The three variables of this study are significantly correlated. Perceived parental expectations and cognitive flexibility both significantly predict career decision making and the R^2 value is .068. Career decision making differs significantly between different family types.

Ogunsanya Muiwa Solomon (2023) conducted a study on “The Influence of Peer Group on the Academic Performance of Senior Secondary School Students in Ondo West Local Government Area of Ondo State”. The population sample one hundred (100) students was taken from four (4) secondary schools in Ondo West Local Government Area of Ondo State. Data were collected through the use of structural questionnaire designed by the researchers. Data collected were analysed using simple percentage. Furthermore, It is concluded that peer group have influence on the academic performance of secondary school students especially at the developmental years of adolescent. It is recommended that the school in general should ensure that there is a guidance and counselling serve within its environment to help and assist children being negatively influenced by peers and also, children students with peculiar problems especially those from broken home as they have been observed to conform more to peer pressure as compared to others from stable homes.

Rajwinder Kaur and Gagandeep Kaur (2022) conducted a study on psychosocial competence of 300 adolescents viz. type of family , working status of mother , number of siblings and locale was studied through the psychosocial competence scale developed by the researcher having three dimensions i.e. self-efficacy, interpersonal trust and active coping. The collected data was analysed by calculating t ratio and p value and the results indicates that working status of mother, type of family and locale effected the psychosocial competence of the adolescents whereas there exists no significant difference in the psychosocial competence of adolescents having siblings or no siblings.

Mark O. Ojukwu (2020) conducted a study on “Peer group influence and aggressive behavior among Secondary School Students”. The sample for the study consisted of 878 respondents drawn through a two-stage sampling procedure from 8783 (4195 male and 4588 female) senior secondary school students in Abia State. Findings revealed that Peer group influence to a positive high and significant extent correlate with aggressive behaviour. A positive but very low and no significant gender differences exist in the relationship between peer group influence and aggressive behaviour of the students.

4. Operational Definitions of the Study

Psychosocial Competence

Psychosocial competence involves emotional intelligence, self-knowledge, and coping abilities. It includes understanding one's emotions, dealing with stress, and sustaining mental health.

Peer Group Influence

Peer group refers to the as a small group of similar age, fairly close friends, sharing the same activities.

5. Objectives of the Study

1. To find out the level of following different dimensions of Psychosocial Competence of Higher Secondary Students.
 - a) Thinking Competence
 - b) Social Awareness
 - c) Self-Awareness
 - d) Communication Competence
 - e) Emotional Regulation and
 - f) Social Flexibility
2. To find out the level of Peer Group Influence of Higher Secondary Students.
3. To find out whether there is any significant difference in the Psychosocial Competence of Higher Secondary Students with respect to their following sub-samples.
 - a) Locality of The School
 - b) Type of Management
 - c) Type of Family
4. To find out whether there is any significant difference in the peer group influence of Higher Secondary Students with respect to their following sub-samples.
 - a) Locality of The School
 - b) Type of Management
 - c) Type of Family
5. To find out whether there is any significant relationship between Psychosocial Competence and Peer Group Influence of Higher Secondary Students.

6. Hypotheses of the Study

1. The level of following different dimensions of Psychosocial Competence of Higher Secondary Students is low.
 - a) Thinking Competence
 - b) Social Awareness
 - c) Self-Awareness
 - d) Communication Competence
 - e) Emotional Regulation and
 - f) Social Flexibility
2. The level of Peer Group Influence of Higher Secondary Students is low.
3. There is no significant difference in the Psychosocial Competence of Higher Secondary Students with respect to their following sub-samples.
 - a) Locality of The School
 - b) Type of Management
 - c) Type of Family
4. There is no significant difference in the peer group influence of Higher Secondary Students with respect to their following sub-samples.
 - a) Locality of The School
 - b) Type of Management
 - c) Type of Family
5. There is no significant relationship between Psychosocial Competence and Peer Group Influence of Higher Secondary Students.

7. Research Methodology

The normative survey method was adopted in the present study. In order to collect the required data, Psychosocial Competence Scale (PCS) and Peer Group Influence Inventory (PGII) are constructed and validated by the investigator and research supervisor (2024). Simple random sampling technique has been employed to collect the data from 820 higher secondary students studying in government, aided and private schools of Kallakuruchi and Villupuram district.

8. Analysis of Data and Interpretation

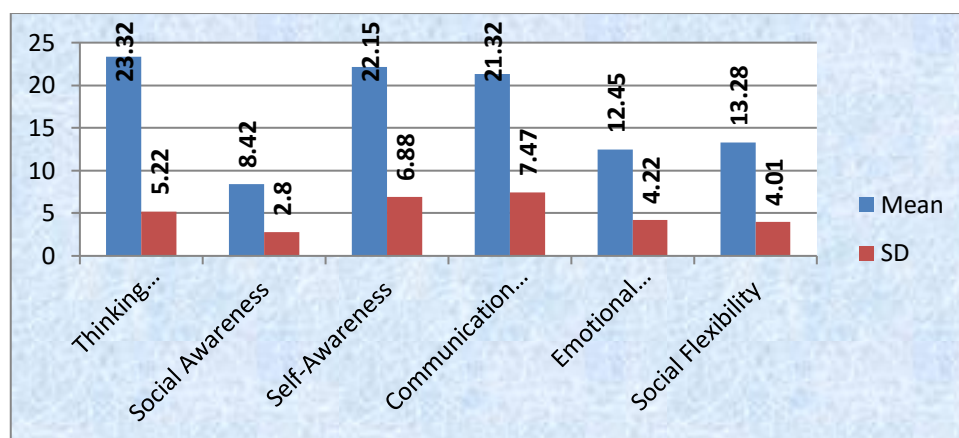
The data collected were descriptively analyzed by employing the following statistical techniques:

1. Descriptive Analyses
 - i. Measures of central tendency (Mean)
 - ii. Measures of variability (Standard Deviation)
2. Differential Analyses ('t' test and 'F' test) and
3. Co-relational Analyses (Karl Pearson Product Moment Correlation)

9. Data Analysis

Table 1 Mean and Standard Deviation Scores of Different Dimensions of Psychosocial Competence

Dimensions of Psychosocial Competence	N	Mean	SD
Thinking Competence	300	23.32	5.22
Social Awareness	300	8.42	2.80
Self-Awareness	300	22.15	6.88
Communication Competence	300	21.32	7.47
Emotional Regulation	300	12.45	4.22
Social Flexibility	300	13.28	4.01
Overall Psychosocial Competence	300	100.94	30.6

**Figure 1**

Bar Diagram Showing the Mean and Standard Deviation for Different Dimensions of Psychosocial Competence of Higher Secondary Students

Table 2 Mean and Standard Deviation Scores of Peer Group

Variable	N	Mean	SD
Peer Group Influence	300	19.22	3.48

Differential Analysis

Table 3 Significant Difference among Psychosocial Competence scores of Higher Secondary Students with regard to Sub-Samples

Sub Samples	Sub Category	N	Mean	SD	Critical Ratio Value	Level of Significance at 0.05 level
Locality of the School	Rural	114	100.62	15.63	2.42	Significant
	Urban	186	102.12	15.72		
Type Management of	Government	110	100.43	16.32	3.99	Significant
	Aided	91	101.32	16.21		
	Private	99	103.50	15.00		
Type of Family	Joint	57	101.88	15.82	1.48	Not Significant
	Nuclear	243	100.47	16.10		

Table 4 Significant Difference among Peer Group Influence scores of Higher Secondary Students with regard to Sub-Samples

Sub Samples	Sub Category	N	Mean	SD	Critical Ratio Value	Level of Significance at 0.05 level
Locality of the School	Rural	114	18.58	3.55	3.20	Significant
	Urban	186	20.44	4.62		
Type Management of	Government	110	18.90	3.41	4.65	Significant
	Aided	91	19.23	4.57		
	Private	99	21.62	4.32		
Type of Family	Joint	57	19.77	3.37	1.48	Not Significant
	Nuclear	243	20.55	3.20		

Table-5 Co-efficient of correlation(*r*) between the Psychosocial Competence and Peer Group Influence

Variable	N	r	Sig.	Level
Psychosocial Competence & Peer Group Influence	300	0.214**	<.001	Significant
**Correlation is significant at the 0.01 level (2-tailed).				

9. Research Findings of the Study

- The level of Psychosocial Competence of Higher Secondary Students is average.
- The level of Thinking Competence, Self-Awareness and Communication Competence of Higher Secondary Students is high.
- The level of Social Awareness, Emotional Regulation and Social Flexibility of Higher Secondary Students is average.

- The level of Peer Group Influence of Higher Secondary Students is average.
- There is a significant difference in the Psychosocial Competence of Higher Secondary Students with respect to their sub-samples locality of the school and type of management.
- There is no significant difference in the Psychosocial Competence of Higher Secondary Students with respect to their type of family.
- There is a significant difference in the Peer Group Influence of Higher Secondary Students with respect to their sub-samples locality of the school and type of management.
- There is a significant difference in the Peer Group Influence of Higher Secondary Students with respect to their type of family.
- There is a significant and positive relationship between Psychosocial Competence and Peer Group Influence of Higher Secondary Students.

10. Conclusion

In the present study of the correlation between psychosocial competence and peer group influence among higher secondary students, findings revealed that the high level of Thinking Competence, Self-Awareness and Communication Competence, average level of Social Awareness, Emotional Regulation and Social Flexibility and also overall psychosocial competence and peer group influence is average, there is significant and positive relationship between Psychosocial Competence and Peer Group Influence of Higher Secondary Students.

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