

## PSYCHOSOCIAL PROFILE AND ACADEMIC ACHIEVEMENT IN A SELECTIVE SAMPLE OF PREPARATORY SCHOOL STUDENTS

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**Introduction:** School and academic performance are considered highly complex outcome. The pupil's intellectual capacities intervene, and other types of influencing factors can hinder or boost school performance. Aim of the work: To assess psychosocial variables including self-esteem, depression, anxiety symptoms and academic achievement in a selective sample of preparatory school students.

**Participants:** This is a school based cross sectional study. The sample consisted of all students in the preparatory stage in a private school of both sexes, age ranged from 12-15 years. The sample was divided according to the academic performance of the student based on the overall grade of each student at the end of the school year into: Insufficient < 60%, Sufficient 60-70%, Good 70-80% and Very good >80%.

**Method:** All students were given a questionnaire to assess personal data, family background, past history of medical or psychiatric condition, scholastic achievement and psychometric tools: including Porteus maze, Coopersmith Self-Esteem Inventory, Children Depression Inventory (CDI) and, the Children's Manifest Anxiety Scale.

**Results:** The higher the grades of students, the higher the level of anxiety and this was statistically significant. Girls had higher levels of anxiety than boys and this reached a statistically significant difference. There was significant correlation between depression and academic achievement of students. Self-esteem was significantly correlated with academic achievement.

**Conclusion:** Depression has a significant role in academic performance of adolescents. Self-esteem of adolescents is highly related to their academic achievement.