



Academic Performance of Senior Secondary School Students in relation to their Self-Regulated Learning (SRL), Educational Aspiration and Academic Stress

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Abstract

The current research was done to investigate the academic performance among sr. sec. school students in the context of self-regulated learning (SRL), educational aspiration and academic stress. In this study, self-regulated learning (High & Low), educational aspiration (High & Low) and academic stress (High & Low) has been taken as independent variables whereas academic performance has been treated as dependent variable. Method of current study was descriptive survey. 700 Sr. Sec. school students were chosen by random sampling technique. In the current study, academic performance was defined as the score/grade obtained by the sr. sec. school students on their previous annual examination i.e. 10th standard. To assemble the data for analysis, Educational Aspiration Inventory (EAI) by Kumar (2012), Self-regulated Learning (SRL) Scale by Gupta & Mehtani (2017) and Scale for Assessing Academic Stress (SAAS) by Sinha (2014) were used. Mean, SD & t-test were employed to analyze the data. It was found that significant difference exists in academic performance of sr. sec. school students with respect to self-regulated learning. No significant difference was seen in academic performance of sr. sec. school students on the basis of educational aspiration. Significant difference was also found in academic performance of sr. sec. school students on the basis of academic stress .

Keywords: Academic Performance, Educational Aspirations, Academic Stress, Self-Regulated Learning, Sr. Sec.School Students.

Introduction

Education Is Related with all round development of the students which means healthy growth of the students. Most parents have very high standards for their children's academic achievement because they think that higher grades may result in more favourable employment prospects & future stability. According to Maholmes (2001), The healthy growth of a child is marked not only by development of the brain and nervous system and other obvious aspects of physical maturation, but also by development in the linguistic, cognitive, social and relational, psychological and emotional, and moral and ethical domains. Though development is a universal phenomenon, yet individual differences exist among children with respect to their development. The growth of the child is greatly influenced by heredity & environment. In addition to the inherent characteristics, development is affected by various social & cultural contexts. A human

being's whole existence is frequently determined by the quantity of information he or she accumulates and how much of that knowledge is used to the advancement of the individual, the nation, & the entire globe. This provides the justification for the requirement for education. Knowledge is the fundamental thing that one gains from education. The global information we acquire via education has a significant impact on our future & enables us to comprehend events in a way that is much more coherent. While student academic achievement serves as a gauge of educational accomplishment. The centre of the education system revolves around pupils' academic success. Any educational institution's success or failure is evaluated based on the students' academic progress. Academic performance reveals the student's level of skills or the range of information of what he has accomplished in any designated area of learning or behavior. When a student starts to learn by self, this

might encourage him to attain self-regulated learning skills. Self-regulated learning (SRL) is a learning technique which reduces the teacher's responsibility of students' learning behaviors and shifts it on the shoulders of students. This technique is of great significance as when students start to learn on their own, they can learn themselves inside or outside school. In such situation, there exists no need of teacher's guidance. One of the major predictors of academic achievement, according to psychologists, is an individual's ability to self-regulate during studying (Pintrich & DeGroot, 1990). Self-regulated learning, as the name suggests, is the capacity of an individual to control himself or herself during the learning process without the help of an outside source or authority. Zimmerman (2008) defined self-regulated learners as those who are metacognitively active participants in the process of their learning. They perform scholastic responsibilities with confidence, carefulness, and originality. Educational aspiration has a substantial impact on students' academic progress (Singh & Verma, 1995). One's future educational goals are represented by their educational aspiration. To put it another way, educational aspiration is the level and kind of education a person aspires to obtain. A person's aspirations in terms of education might greatly improve their schooling. It is an intense desire to succeed academically. Strong aspirations to achieve something high or great are known as educational aspirations. Academic stress is a result of the demands and might be mental or emotional strain, tension, or stress. It has to do with fresh difficulties in learning academic material. It is associated with new challenges faced in attaining of scholastic awareness. The only substantial barrier preventing school pupils from performing well academically is academic stress. It might have a negative impact on their physical, emotional, and mental wellbeing and hence be the ultimate career-ender. In the current competitive age, when everyone is dealing with difficulties in one way or another and has lofty ambitions, not having enough time to accomplish these goals leads to the incidence of stress. In the modern world, where competition begins in kindergarten, young people are on the hunt for their ideal careers. Students' academic success or failure in a class is determined by how well they do on their assignments. Senior secondary

students are going through a time of tremendous physical & intellectual development. The past will have an impact on both the present and the future at this transition period. Pressure is at the crest at high school age. Teenagers are overwhelmed owing to current problems of the modern hi-tech era and confused due to physiological & psychological changes, which is a recognised concern and little research has been done in this area of development in our nation. Therefore, the researcher investigates the present problem.

Objectives Of The Study

1. To compare the academic performance of senior secondary school students on the basis of self-regulated learning.
2. To compare the academic performance of senior secondary school students on the basis of educational aspiration.
3. To compare the academic performance of senior secondary school students on the basis of academic stress.

Hypotheses Of The Study

- H₀₁** There is no significant difference in academic performance of senior secondary school students on the basis of self-regulated learning.
- H₀₂** There is no significant difference in academic performance of senior secondary school students on the basis of educational aspiration.
- H₀₃** There is no significant difference in academic performance of senior secondary school students on the basis of academic stress.

Design And Methodology

For the current analysis, the *Descriptive Survey Method* was used since it's viewed as one of the vital methods in education & it explain the present placement of the research work .

Population And Sample

In the present study, all the 11th class students studying in private Sr. Sec. schools, affiliated to CBSE of Rohtak and Sonapat Districts of Haryana State constituted the target population. Multi-stage random sampling technique was used to select the sample of 700 Sr. Sec. school students of Rohtak and Sonapat Districts of Haryana State .

Tools Used

Academic Performance: In the present study, academic performance may be defined as the score/grade obtained by the senior

secondary school students on their previous annual examination i.e. 10th standard.

Self-regulated Learning Scale by Gupta and Mehtani (2017).

Educational Aspiration Inventory (EAI)

by Kumar (2012).

Scale for Assessing Academic Stress

(SAAS) by Sinha (2014).

Statistical Techniques

To study the significance difference in academic performance of sr. sec. school students with respect to their self-regulated learning, educational aspiration & academic stress statistical technique like Mean, SD & t-test were employed.

Data Analysis & Interpretation

Mean, standard deviation, t-value, and their significance level were computed to determine whether there is a significant

difference between the variables. The gathered data was analyzed both quantitatively as well as qualitatively. The current study has been studied in the manners described below in order to confirm the goals and test the null hypotheses :

Objective 1: To compare the academic performance of senior secondary school students on the basis of self-regulated learning .

H₀₁ There is no significant difference in academic performance of senior secondary school students on the basis of self-regulated learning .

The scores from the self-regulated learning scale were computed to determine the mean, standard deviation, t-value, & degree of significance in order to test the null hypothesis. Table-1 presents the findings.

Table-1

Descriptive information associated with Academic Performance of Sr. Sec. School Students having high & low Self-regulated Learning

Dependent Variable	Groups	N	Mean	SD	t' value	Level of Significance
Academic Performance	High Self-regulated Learning	253	67.71	16.28	6.20	Significant at 0.01 level
	Low Self-regulated Learning	244	59.46	13.35		

$$0.05 \leq 1.96, 0.01 \leq 2.59$$

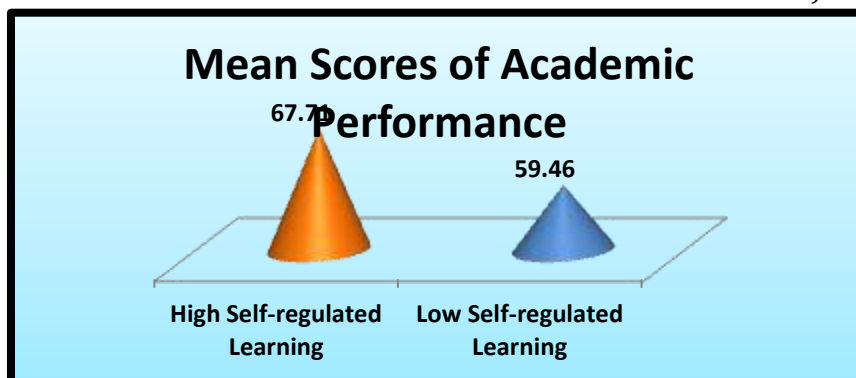


Fig. 1: Self-regulated Learning wise mean Academic Performance scores of Sr. Sec. School Students

Table-1 & Fig. 1 make it clear that the t-value of 6.20 was significant at the 0.01 level, indicating that there is a substantial difference in the academic performance of sr. sec. school students who have high & low self-regulated learning. As a result, the null hypothesis **H₀₁** stands rejected. The mean scores showed that pupils with high self-

regulated learning (67.71) outperform those with low self-regulated learning (59.46) in terms of academic achievement (59.46). Therefore, it may be inferred that those students who are high self-regulated learner perform academically better as compare to their counterparts.

Objective 2: To compare the academic

performance of senior secondary school students on the basis of educational aspiration .

H₀₂ There is no significant difference in academic performance of senior secondary

school students on the basis of educational aspiration .

The scores from the educational aspiration inventory were computed to determine the Mean, SD, t-value, and degree of significance in order to test the null hypothesis. Table-2 presents the findings.

Table 2

Descriptive information associated with Academic Performance of Sr. Sec. School Students having High & Low Educational Aspirations

Dependent Variable	Groups	N	Mean	SD	t Value	Level of Significance
Academic Performance	High Educational Aspirations	261	59.04	13.19	1.35	Not Significant
	Low Educational Aspirations	236	60.77	15.20		

$0.05 \leq 1.96, 0.01 \leq 2.59$

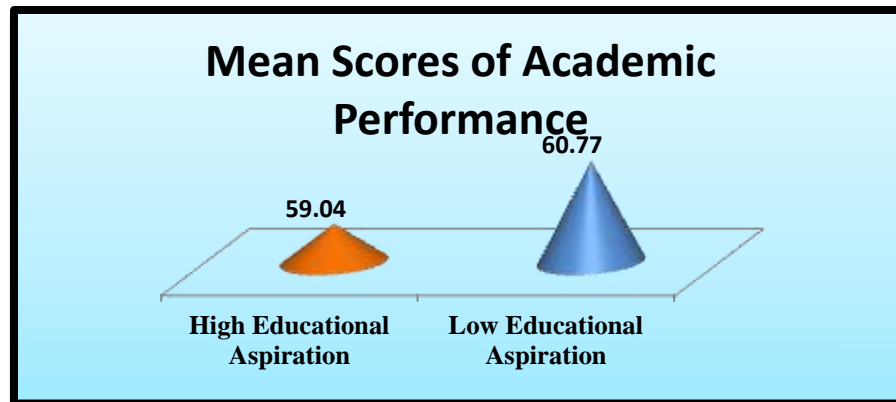


Fig. 2: Educational Aspiration wise mean Academic Performance scores of Sr. Sec. School Students

It is clear from Table-2 and Fig. 2 that the t-value of 1.35 was not found significant at the 0.05 level, indicating that there was no discernible difference in the academic performance of sr. sec. school students with high & low educational aspirations. Thus, the null hypothesis **H₀₂** stands accepted. As a result, we may conclude that academic performance of sr. sec. school students is not affected by educational aspiration. This may be due to the reason that various factors affecting academic performance and educational aspiration is one of them.

Objective 3: To compare the academic performance of senior secondary school

students

on the basis of academic stress .

H₀₃ There is no significant difference in academic performance of senior secondary school students on the basis of academic stress .

The scores from the academic stress scale were computed to determine the Mean, SD, t-value, and degree of significance in order to test the null hypothesis. Table-3 presents the findings.

Table-3

Descriptive information associated with Academic Performance of Sr. Sec. School Students having high & low Academic Stress

Dependent Variable	Groups	N	Mean	SD	t value	Level of Significance
Academic Performance	High Academic Stress	250	58.18	12.43	7.53	Significant at 0.01 level
	Low Academic Stress	247	68.20	16.87		

$$0.05 \leq 1.97, 0.01 \leq 2.59$$

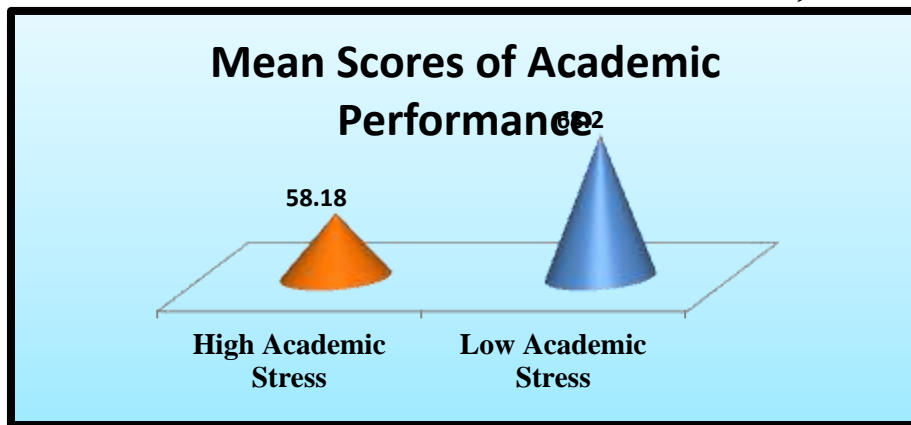


Fig. 3: Academic Stress wise mean Academic Performance scores of Sr. Sec. School Students

It is clear from Table-3 and Fig. 3 that the t-value of 7.53 was significant at the 0.01 level, indicating that sr. sec. school pupils with high & low academic stress exhibit significantly different academic performance. Thus, the null hypothesis H_0 stands rejected. As seen by mean scores that students having high academic stress (58.18) have lower academic performance than students having low academic stress (68.20). Therefore, it may be argued that those students who suffer from high academic stress cannot perform better in exam as compared to those who suffer low academic stress. The result of this study was according with the result of Rajni and Radhakanta (2012) who similarly found a significant difference in academic achievement of students with high and low levels of stress.

Conclusion

In the modern world, where competition begins in kindergarten, young people are on the hunt for their ideal careers. Students' academic success or failure in a class is determined by how well they do on their assignments. Most parents have very high standards for their children's academic

achievement because they think that higher grades may result in more favourable employment prospects & future stability. Senior secondary students are going through a time of tremendous physical & intellectual development. The past will have an impact on both the present and the future at this transition period. Pressure is at the crest at high school age. The current educational system is overburdened with a variety of demands from a broad curriculum, exam anxiety, competitiveness, etc. Problems with students are getting worse every day. The link between student suicide and academic stress has occasionally been shown. It is therefore, recommended that services such as social support services made up of lecturers, administrators & students. Teaching learning activities that will encourage learners to use SRL skill and construct their own knowledge will be used in curriculum formation. Students who are familiar with SRL methods will be more organised, produce more content, make better use of resources like technology and the library, and reflect on their own performance, all of which will lead to improvement. Teachers should place a

high priority on raising students' aspirations by employing the appropriate tactics in order to raise their desire for education. Students should learn to cope with stress by giving it a constructive meaning in terms of their own development & emotions. The ability to handle both positive and negative stress can have a favourable impact on students .

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