

ACADEMIC PERFORMANCE OF SENIOR SECONDARY SCHOOL STUDENTS AS CORRELATES WITH ACADEMIC PROCRASTINATION, ACADEMIC RESILIENCE & EDUCATIONAL ASPIRATION

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ABSTRACT

In this competitive world, the quality of performance becomes the key factor for progress of students. The aim of the present investigation was to study academic performance of sr. sec. school students as correlates with academic resilience, academic procrastination and educational aspiration. Academic performance has taken as dependent variable while academic procrastination, academic resilience, & educational aspiration have been taken as independent variable. In the current investigation descriptive survey method was employed. 600 sr. sec. school students were chosen via random sampling technique. Academic performance measure, the researcher had to depend upon the school examination record of the respective school. Academic Procrastination Scale by Kalia and Yadav (2015); Academic resilience scale by Mallick and Kaur (2016) & Educational Aspiration Inventory (EAI) by Kumar (2012) were applied to gather the data. The obtained data was analyzed using Mean, SD, t-test and co-efficient of correlation (r). Findings of the study: 1) Significant but negative relationship was found between academic performance and academic procrastination of sr. sec. school students. 2) It was found that academic resilience was positively and significantly correlated with academic performance of sr. sec. school students. 3) It was found that educational aspiration was positively and significantly correlated with academic performance. 4) It was found that male students have higher academic performance than their female counterparts. 5) It was found that female students have higher academic resilience than their male counterparts. 6) It was found female students are belonging to high educational aspiration than their counterparts.

Keywords: Academic Performance, Academic Performance, Academic Resilience.

Introduction

In this competitive world, the quality of performance becomes the key factor for progress of students. A closer look at all the objectives of going to school reveal that the most important one is the 'term end result' or 'Academic performance' which ensures their transition to the next phase of education. Academic performance is the ripe fruit of slow and steady cultivation of knowledge & skills. There are many factors which affect academic performance i.e. personality, self-confidence, intelligence, motivation, school environment, home environment, learning, experiences at school, interests, aptitudes, family background, socio economic status of the parents, internet and many more other factors influenced the academic performance. Despite these factors academic resilience, academic procrastination and educational aspiration of an individual are also major factors that affect the academic performance of students. Resilience is a psychological construct that refers to the individual's ability to

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successfully function despite significant life adversities (Werner & Smith, 1982; Rutter, 1987). In other words, it refers to the ability to bounce back and recover from stress, to adapt to stressful circumstances, and to function above the norm despite stress and adversity (Tussaie & Dyer, 2004). Students endure academic and social problems every day in classrooms, institution, homes and communities; these challenges and pressures can undermine their progress and lead to dropout. Nonetheless, despite challenges and challenging conditions, there are students who can adapt to adversity and achieve high levels of academic achievement and success because they believe that effective learning is the consequence of effort and determination, not just talent. These students are referred to as academic resilient students. Procrastination is a tendency to postpone what is necessary to reach goal. Academic procrastination involves postponement of academic tasks. It involves postponing primary academic tasks such as preparation for the days lessons, revision for term papers/ exams and any other academic affairs / activities associated with schooling. Academic procrastination has been found most often with writing term papers, preparing for exams, and doing homework assignments (Solomon and Routhblum, 1984). Academic procrastination is detrimental to academic performance due to its link to adverse behaviors such as poor study habits, cramming for examinations, test anxiety, late submission of homework assignments and term papers, lower grades, and sense of guilt and depression (Ferrari, 2009). Educational aspiration may be defined as the ardent desire of the learner that keeps her/him motivated and directed towards achieving their academic goals. It may be said that learner's pursuit of academic success is influenced by their level of educational aspiration. Educational aspirations are educational goals that a person sets for himself or herself. It is an essential aspect of one's life because it motivates and energizes the individual to attain their goals. It is a vital component of one's personality that should be taken into consideration. Therefore, the study aimed to examine the academic performance of sr. sec. school students as correlates with academic procrastination, academic resilience and educational aspiration

Objectives of the Study

- To find out the relationship between academic performance & academic procrastination of sr. sec. school students.
- To find out the relationship between academic performance & academic resilience of sr. sec. school students.
- To find out the relationship between academic performance & educational aspiration of sr. sec. school students.
- To compare the academic performance of male & female sr. sec. school students.
- To compare the academic procrastination of male & female sr. sec. school students.
- To compare the academic resilience of male & female sr. sec. school students.
- To compare the educational aspiration of male & female sr. sec. school students.

Hypotheses of the Study

- H₀₁** There is no significant relationship between academic performance & academic procrastination of sr. sec. school students.
- H₀₂** There is no significant relationship between academic performance & academic resilience of sr. sec. school students.
- H₀₃** There is no significant relationship between academic performance & educational aspiration of sr. sec. school students.
- H₀₄** There is no significant difference in the academic performance of male & female sr. sec. school students.
- H₀₅** There is no significant difference in the academic procrastination of male & female sr. sec. school students.
- H₀₆** There is no significant difference in the academic resilience of male & female sr. sec. school students.
- H₀₇** There is no significant difference in the educational aspiration of male & female sr. sec. school students.

Design

Descriptive survey method was employed in the study.

Population and Sample

All the students studying in 11th class of all private secondary schools affiliated to C.B.S.E. of Haryana state were constituted the target population for the present study. Multi-stage Random Sampling technique was used to select a sample of 600 Sr. Sec. school students of Rohtak and Rewari Districts of Haryana State.

Tools Used

- **Academic Performance:** For the Academic performance measure, the researcher had to depend upon the school examination record of the respective school of their previous test scores.
- **Academic Procrastination Scale** by Kalia and Yadav (2015).
- **Academic Resilience Scale** by Mallick and Kaur (2016).
- **Educational Aspiration Inventory (EAI)** by Kumar (2012).

Statistical Techniques

Mean, SD, t-test and co-efficient of correlation (r) were used to study academic performance of sr. sec. school students as correlates with academic procrastination, academic resilience & educational aspiration.

Data Analysis and Interpretation

Objective 1

To find out the relationship between academic performance and academic procrastination of senior secondary school students.

For the purpose of studying the relationship between academic performance and academic procrastination of senior secondary school students, the following null hypothesis was formulated.

H₀₁ There is no significant relationship between academic performance and academic procrastination of senior secondary school students.

Table 1: Coefficients of Correlation (r) between Academic Performance and Academic Procrastination of Senior Secondary School Students

		Academic Performance	Academic Procrastination
Academic Performance	Pearson Correlation	1	-0.546
	Sig. (2-tailed)		.000
	N	600	600
Academic Procrastination	Pearson Correlation	-0.546	1
	Sig. (2-tailed)		.000
	N	600	600

It is evident from Table-1 that coefficient of correlation (r) between academic performance and academic procrastination of senior secondary school students is -0.546 which is significant but negative at 0.01 level of significance. So, the null hypothesis **H₀₁** stands rejected. The magnitude of 'r' value indicates that academic procrastination is negatively correlated with academic performance. So, it can be concluded that higher the academic procrastination among students lowers the academic performance of the students and vice-versa. Similar result was found by (Charine, 2015; Balhara & Mittal, 2023) who found a strong negative correlation between academic procrastination and academic grades.

Objective 2

To find out the relationship between academic performance and academic resilience of senior secondary school students.

For the purpose of studying the relationship between academic performance and academic resilience of senior secondary school students, the following null hypothesis was formulated.

H₀₂ There is no significant relationship between academic performance and academic resilience of senior secondary school students.

Table 2: Coefficients of Correlation (r) between Academic Performance and Academic Resilience of Senior Secondary School Students

		Academic Performance	Academic Resilience
Academic Performance	Pearson Correlation	1	0.698
	Sig. (2-tailed)		.000
	N	600	600
Academic Resilience	Pearson Correlation	0.698	1
	Sig. (2-tailed)		.000
	N	600	600

An examination of Table-2 revealed that coefficient of correlation (r) between academic performance and academic resilience of senior secondary school students is 0.698 which is positive and significant at 0.01 level of significance. So, the null hypothesis H_{02} stands rejected. The magnitude of 'r' value indicates that academic resilience is positively correlated with academic performance. So, it can be concluded that higher the academic resilience among students higher the academic performance of the students. The finding of the study is in the line with the finding of Kwek (2013) who explored that resilience is significant predictors of academic performance.

Objective 3

To find out the relationship between academic performance and educational aspiration of senior secondary school students.

For the purpose of studying the relationship between academic performance and educational aspiration of senior secondary school students, the following null hypothesis was formulated.

H_{03} There is no significant relationship between academic performance and educational aspiration of senior secondary school students.

Table 3: Coefficients of Correlation (r) between Academic Performance and Educational Aspiration of Senior Secondary School Students

		Academic Performance	Academic Resilience
Academic Performance	Pearson Correlation	1	0.591
	Sig. (2-tailed)		.000
	N	600	600
Educational Aspiration	Pearson Correlation	0.591	1
	Sig. (2-tailed)		.000
	N	600	600

An inspection of Table-3 indicated that coefficient of correlation (r) between academic performance and educational aspiration of senior secondary school students is 0.591 which is positive and significant at 0.01 level of significance. So, the null hypothesis H_{03} rejected. The magnitude of 'r' value indicates that educational aspiration is positively correlated with academic performance. So, it can be concluded that higher the educational aspiration among students higher their academic performance. The study is in consonance with the result of (Chawla (2018); Dhull and Devi, 2019) who found that educational aspiration has a positive significant effect on the academic achievement of students.

Comparison of Academic Performance, Academic Resilience, Academic Procrastination & educational aspirations among male & female sr. Sec. School Students

Table 4: Descriptive statistics related to the Comparison of Academic Performance, Academic Procrastination, Academic Resilience and Educational Aspirations of Male & Female Senior Secondary School Students

Dependent Variables	Groups	N	Means	SDs	t-value
Academic Performance	Male	295	39.17	14.67	7.52**
	Female	305	30.67	12.98	
Academic Procrastination	Male	295	70.45	17.54	6.15**
	Female	305	61.84	16.98	
Academic Resilience	Male	295	135.56	18.45	3.65**
	Female	305	141.34	19.87	
Educational Aspiration	Male	295	57.88	19.14	8.71**
	Female	305	69.65	13.39	

** Significant at 0.01 level

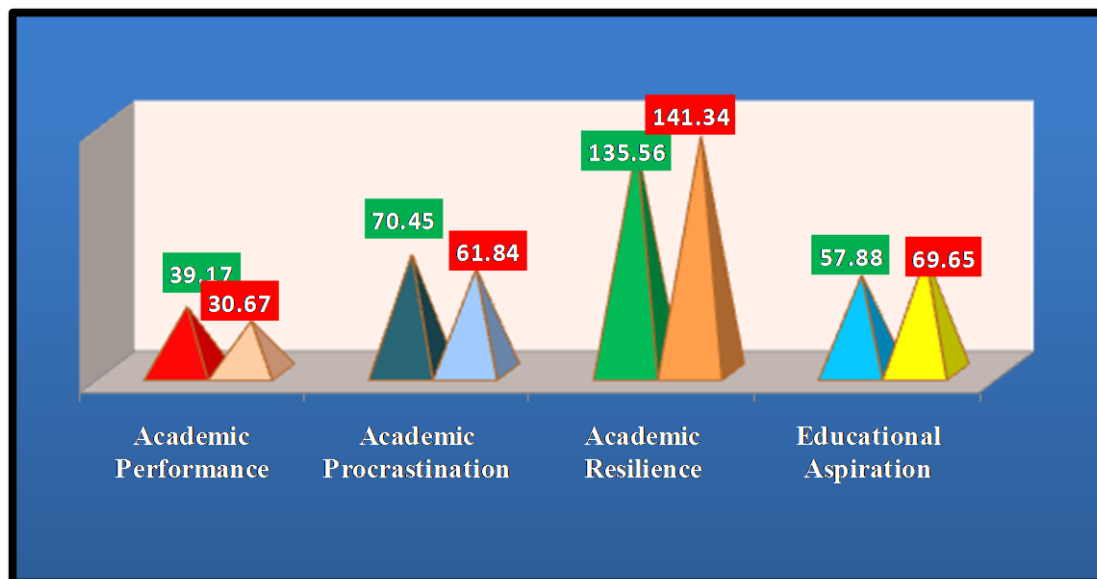


Fig. 1: Mean Scores for Academic Performance, Academic Procrastination, Academic Resilience and Educational Aspirations of Male & Female Senior secondary school students

Objective 4

To compare the academic performance of male and female senior secondary school students.

For the purpose of studying the significance difference in academic performance of male and female senior secondary school students, the following null hypothesis was formulated:

H₀₄ There is no significant difference in the academic performance of male and female senior secondary school students.

Table 4 revealed that the t-value (7.52) for the mean scores of academic performance of male and female senior secondary school students is found to be significant at 0.01 level. Hence, the null hypothesis, **H₀₄** stands rejected. In the context of mean scores, male students are found having greater mean scores (39.17) than female students (30.67). It means that male students have higher academic performance than their female counterparts.

Objective 5

To compare the academic procrastination of male and female senior secondary school students.

For the purpose of studying the significance difference in academic procrastination of male and female senior secondary school students, the following null hypothesis was formulated:

H₀₅ There is no significant difference in the academic procrastination of male and female senior secondary school students.

Further, Table-4 revealed that the t-value (6.15) for the mean scores of academic procrastination of male and female senior secondary school students is found to be significant at 0.01 level. Hence, the null hypothesis, **H₀₅** stands rejected. While comparing average scores, it can be found that male students are found having greater mean scores (70.45) than female students (61.64). It means that male students procrastinate more in academics than their female counterparts. This finding is support by Khan and Arif (2014) who also a significant difference in males and females on academic procrastination. Similarly, women procrastinate less than men (Brownlow & Reasinger, 2000; Balhara & Mittal, 2023).

Objective 6

To compare the academic resilience of male and female senior secondary school students.

For the purpose of studying the significance difference in academic resilience of male and female senior secondary school students, the following null hypothesis was formulated:

H₀₆ There is no significant difference in the academic resilience of male and female senior secondary school students.

Table-4 revealed that the t-value (3.65) for the mean scores of academic resilience of male and female senior secondary school students is found to be significant at 0.01 level. Hence, the null hypothesis, **H₀₆** i.e. 'There is no significant difference in the academic resilience of male and female school students' stands rejected. In the context of mean scores, female students are found having greater mean scores (141.34) than male students (135.56). It means that female students have higher academic resilience than their male counterparts.

Objective 7

To compare the educational aspiration of male and female senior secondary school students.

For the purpose of studying the significance difference in educational aspiration of male and female senior secondary school students, the following null hypothesis was formulated:

H₀₇ There is no significant difference in the educational aspiration of male and female senior secondary school students.

Lastly, Table-4 revealed that the t-value (8.71) for the mean scores of educational aspiration of male and female senior secondary school students is found to be significant at 0.01 level. Hence, the null hypothesis, **H₀₇** stands rejected. In the context of mean scores, it can be concluded that female students are found having greater mean scores (69.65) than male students (57.88). It means that female students are belonging to high educational aspiration than their counterparts. This finding of the study is in agreement with the findings of (Mau and Bikos, 2000; Georg, 2014; Kumar & Phoghat, 2017) who also concluded that female students are having high educational aspiration than their male counterparts.

Findings of the Study

- Significant but negative relationship was found between academic performance and academic procrastination of sr. sec. school students.
- It was found that academic resilience was positively and significantly correlated with academic performance of sr. sec. school students.
- It was found that educational aspiration was positively and significantly correlated with academic performance.
- It was found that male students have higher academic performance than their female counterparts.
- It was found that female students have higher academic resilience than their male counterparts.
- It was found female students are belonging to high educational aspiration than their counterparts.

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