ACADEMIC ACHIEVEMENT AND SELF DIRECTED LEARNING OF HIGHER SECONDARY STUDENTS

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Abstract

The purpose of the study was to determine the influence of academic achievement and self directed learning of higher secondary students. This research used a normative survey method and the samples of 710 students studying in Kozhikode District of Kerala State were taken with a simple random sampling technique. The instruments used in collecting data are the Academic Achievement marks obtained students annual examination marks in school record and the Self-Regulated Learning Scale (SRLS) constructed and validated by the Investigator. Results of the study indicated that the Academic Achievement and Self-Regulated Learning of Higher Secondary Students is high. It is also inferred that there is significant difference in the Academic Achievement of Higher Secondary Students with respected to their gender and locality of the school, there is significant difference in the Self-Regulated Learning of Higher Secondary Students with respected to their gender and there is no significant difference in the Self-Regulated Learning of Higher Secondary Students with respected to their locality of the school and there is a significant and positive relationship between Academic Achievement and Self-Regulated Learning of Higher Secondary Students.

Key Words: Academic Achievement, Self-Regulated Learning and Higher Secondary Students.

1. Introduction

Academic achievement is an important goal of education process as well as every individual is expected to perform in all cultures. The success or failure of a student is measured in terms of academic achievement. High achievement in school developed by the effort of a parents. Good academic record to a certain extent predicts the future of the child. Today at the time of admission, for entrance in job, for scholarship, for future studies, good academic record is the only yardstick.

The concept of "self-directed learning" is a key component of adult learning, even though it is very important for the 21st century students where students have a lot of opportunities to learn on their own and it

plays an active role in the learning process. For instance, when a student or group decides that they want to learn certain concept, information, knowledge or skill they often seek the help of a teacher, then tell them how to proceed and to supervise the learning process this leads to primary responsibility for their learning. Such type of behavior is called either self-instruction, self-education, self-teaching, autonomous learning, independent learning or self-directed learning.

2. Significance of the Study

Academic achievement in higher secondary students is crucial for building a strong foundation for higher education, better job prospects, and overall life success it's develops vital skills like critical thinking, time management, and discipline, while boosting self-esteem, fostering a love for learning, and preparing students for real-world challenges, making it a key indicator of personal and societal progress.

Self-directed learning (SDL) is important for higher secondary students as it builds independence, motivation, and critical thinking, preparing them for lifelong learning by giving them control over what, how, and when they learn, fostering deeper engagement, personalized skill development, and adaptability for future careers in a rapidly changing world, moving beyond rote memorization to true understanding.

3. Literature Review

Navdeep Kaur, Monkia Rai and Sandeep Kaur (2024) study focused on the Academic Achievement of Secondary School Students in relation to their Study Habits and Learning Styles. Sample of 200 students were used to investigate the problem. The study revealed that there was no interaction effect of Learning Styles and Study Habits on Academic Achievement of secondary school students. So, we can say that no one learning style can influence the academic achievement and study habits of the students. But there is a significant relationship between Academic Achievement and Study Habits of Secondary School Students. Study Habits also influence the academic achievement of students in a positive way.

Mohd Moshahid and Md Nasiruddin Quraishi (2022) explore the achievement of male and female students of government schools in social science and its relationship with their intelligence. A sample of 337 students of IX class studying government schools of Gaya district (urban), Bihar was selected through random sampling methods. Finding of the study include that there exists a positive and significant relationship between social science achievement and intelligence of government school students irrespective of their gender. A significant difference between male and female students was detected with regard to their intelligence and social science achievement.

Priyadharshini Natarajan and Govindarajan Singaravelu (2022) focused to look at the link among self-directed learning skills and student-teacher academic accomplishment. The data from the thirty-seven-item sample was acquired using a purposeful sampling strategy. SPSS was used to evaluate the data numerically. According to the findings of this study, there is a substantial association among self-directed learning skills and academic success among student teachers. Concerning gender, marital status, and hours spent on self-directed study each day, there is no significant difference in self-directed learning skills and academic results among student teachers.

4. Operational Definitions

Academic Achievement

Academic achievement refers to the level of proficiency attained in academic work or acquired knowledge as measured by the higher secondary students academic year examination percentage marks.

Self-Directed Learning

Self-directed learning refers to "a process in which individual develop abilities to take the initiative, with or without help of others, self-manage, self-monitor and self-evaluate their own learning progress".

5. Objectives of the Study

1. To study the level of Academic Achievement of Higher Secondary Students.

2. To study the level of Self-Regulated Learning of Higher Secondary Students.

3. To study the any significant difference in the Academic Achievement of Higher Secondary Students with regard to the gender.

4. To study the any significant difference in the Academic Achievement of Higher Secondary Students with regard to the locality of the school.

5. To study the any significant difference in the Self-Regulated Learning of Higher Secondary Students with regard to the gender.

6. To study the any significant difference in the Self-Regulated Learning of Higher Secondary Students with regard to the locality of the school.

7. To study the any significant relationship between Academic Achievement and Self-Regulated Learning of Higher Secondary Students.

6. Hypotheses of the study

1. The level of Academic Achievement of Higher Secondary Students is low.

2. The level of Self-Regulated Learning of Higher Secondary Students is low.

3. There is no significant difference in the Academic Achievement of Higher Secondary Students with regard to the gender.

4. There is no significant difference in the Academic Achievement of Higher Secondary Students with regard to the locality of the school.

5. There is no significant difference in the Self-Regulated Learning of Higher Secondary Students with regard to the gender.

6. There is no significant difference in the Self-Regulated Learning of Higher Secondary Students with regard to the locality of the school.

7. There is no significant relationship between Academic Achievement and Self-Regulated Learning of Higher Secondary Students.

7. Method of the Study and Sample Used

The normative survey method was adopted in the present study. In order to collect the required data, Academic Achievement marks obtained students annual examination marks in school record and the Self-Regulated Learning Scale (SRLS) constructed and validated by the Investigator (2025). Simple random

sampling technique has been employed to collect the data from 710 Higher Secondary Students studying in of Kozhikode 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)

Descriptive Analysis

Result of Hypothesis 1

The level of Academic Achievement of Higher Secondary Students is low.

Table-1

Mean and Standard Deviation Scores of Academic Achievement

Variable	N	Mean	SD
Academic Achievement	710	67.27	8.69

From the above table-1 the calculated mean and standard deviation for Academic Achievement of Higher Secondary Students of entire sample is found to be 67.27 and 8.69 respectively. The mean score falls in the category of high score (above 60). Hence, the framed hypothesis 1 is rejected and it is concluded that the level of Academic Achievement of Higher Secondary Students is high.

Result of Hypothesis 2

The level of Self-Regulated Learning of Higher Secondary Students is low.

Table-2

Mean and Standard Deviation Scores of Self-Regulated Learning

Variable	N	Mean	SD
Self-Regulated Learning	710	170.39	20.88

From the above table-2 the calculated mean and standard deviation for Self-Regulated Learning of Higher Secondary Students of entire sample is found to be 170.39 and 20.88 respectively. The mean score falls in the category of high value is above 165. Hence, the framed hypothesis 2 is rejected and it is concluded that the level of Self-Regulated Learning of Higher Secondary Students is high.

Differential Analysis

Result of Hypothesis 3

There is no significant difference in the Academic Achievement of Higher Secondary Students with respected to their gender.

Table-3

't' test for Academic Achievement Scores of Higher Secondary Students with respect to their Gender

Variable	Gender	N	Mean	SD	't' Value	Level of Significance at 0.05 level
Academic Achievement	Male	312	65.96	8.05	2.16	Significant
	Female	398	68.97	9.59		

From the above table-3, With regard to Gender, the calculated 't' value is found to be 2.16; which is higher than the table value 1.96 at 0.05 level of significance. Hence, the framed hypothesis 3 is rejected and it is concluded that there is a significant difference between male and female higher secondary students in their Academic Achievement. It is also inferred that female students are better Academic Achievement than the male students.

Result of Hypothesis 4

There is no significant difference in the Academic Achievement of Higher Secondary Students with respected to their locality of the school.

Table-4

't' test for Academic Achievement Scores of Higher Secondary Students with respect to their Locality of the school

Variable	Locality of the school	N	Mean	SD	't' Value	Level of Significance at 0.05 level
Academic Achievement	Rural	290	63.03	7.77	2.07	Significant
	Urban	420	66.92	8.42		

From the above table 4.6, With regard to Locality of the School, the calculated 't' value is found to be 2.07; which is higher than the table value 1.96 at 0.05 level of significance. Hence, the framed hypothesis 4 is rejected and it is concluded that there is significant difference between rural and urban school higher secondary students in their Academic Achievement. It is also inferred that urban school students are better Academic Achievement than the rural school students.

Result of Hypothesis 5

There is no significant difference in the Self-Regulated Learning of Higher Secondary Students with respected to their gender.

Table-5

't' test for Self-Regulated Learning Scores of Higher Secondary Students with respect to their Gender

Variable	Gender	N	Mean	SD	't' Value	Level of Significance at 0.05 level
Self-Regulated Learning	Male	312	169.86	20.21	2.23	Significant
	Female	398	174.45	22.94		

From the above table-5, With regard to Gender, the calculated 't' value is found to be 2.23; which is higher than the table value 1.96 at 0.05 level of significance. Hence, the framed hypothesis 5 is rejected and it is concluded that there is a significant difference between male and female higher secondary students in their Self-Directed Learning. It is also inferred that female students are better Self-Directed Learning than the male students.

Result of Hypothesis 6

There is no significant difference in the Self-Regulated Learning of Higher Secondary Students with respected to their locality of the school.

Table-6

't' test for Self-Regulated Learning Scores of Higher Secondary Students with respect to their Locality of the school

Variable	Locality of the school	N	Mean	SD	't' Value	Level of Significance at 0.05 level
Self-Regulated Learning	Rural	290	168.67	20.43	1.19	Not Significant
	Urban	420	170.50	20.66		

From the above table-6, With regard to Locality of the School, the calculated 't' value is found to be 1.19; which is lesser than the table value 1.96 at 0.05 level of significance. Hence, the framed hypothesis 6(b) is rejected and it is concluded that there is no significant difference between rural and urban school higher secondary students in their Self-Directed Learning.

Correlation Analysis

Result of Hypothesis 7

There is no significant relationship between Academic Achievement and Self-Regulated Learning of Higher Secondary Students.

Table-7

Co-Efficient of Correlation between Academic Achievement and Self-Regulated Learning

Variables	N	'r' Value	Level of Significance
Academic Achievement and Self-Regulated Learning	710	0.406**	Significant

**. Correlation at 0.01 level (2-tailed)

Table-7 shows that, the co-efficient of correlation between Academic Achievement vs Self-Regulated Learning of Higher Secondary Students is found to be significant [r=0.406 at 0.01 level] which indicates that there is a positive and significant relationship between Academic Achievement vs Self-Regulated Learning of Higher Secondary Students. Therefore hypothesis 9 is rejected and it is concluded that there is significant and positive relationship between Academic Achievement and Self-Regulated Learning of Higher Secondary Students.

9. Findings of the Study

- The level of Academic Achievement of Higher Secondary Students is high.

- The level of Self-Regulated Learning of Higher Secondary Students is high.

- There is significant difference between male and female Higher Secondary Students with respect to their Academic Achievement.

- There is significant difference between rural and urban school Higher Secondary Students with respect to their Academic Achievement.

- There is significant difference between male and female Higher Secondary Students with respect to their Self-Regulated Learning.

- There is no significant difference between rural and urban school Higher Secondary Students with respect to their Self-Regulated Learning.

- There is a significant and positive relationship between Academic Achievement and Self-Regulated Learning of Higher Secondary Students.

10. Conclusion

In the present study of the Academic Achievement in relation to Self-Regulated Learning of Higher Secondary Students, findings revealed that the Academic Achievement and Self-Regulated Learning of Higher Secondary Students is high. It is also inferred that there is a significant and positive relationship between Academic Achievement and Self-Regulated Learning of Higher Secondary Students.

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