



PREDICTORS OF SCHOLASTIC ACHIEVEMENT OF SECONDARY SCHOOL STUDENTS

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The present study aims to find the contribution of self-concept, stress, educational aspirations, parental involvement and guidance needs in predicting the scholastic achievement of secondary school students. The sample for the study comprised 205 students studying in 8th, 9th and 10th classes, selected through random sampling technique. The researchers used Children's Self Concept Scale (Ahluwalia & Singh, 1986), Student Stress Scale (Akhtar, 2011), Educational Aspiration Test (Khan, 2009), Parental Involvement Scale (Chouhan & Arora, 2009), and a self-constructed Guidance Needs Scale in the study. Findings reveal that self-concept, educational aspirations, and parental involvement have a positive relationship with the scholastic achievement of students and stress and guidance needs have a negative relationship. Multiple linear regression analysis was found significant at 0.01 level of significance. Self-concept, stress, educational aspirations, parental involvement and guidance needs contribute significantly to the variance in the scholastic achievement of the students. Implications of these results for parents, teachers, counsellors and school administrators have been reported in the study.

KEYWORDS: Stress, Educational Aspirations, Parental Involvement, Self Concept, Guidance Needs, Scholastic Achievement

INTRODUCTION

Education plays key role in the development of a nation. One of the major roles of education is to develop students' knowledge and skills that would make them function effectively in the society. The world today has become very competitive and quality of performance has become the major key factor

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for personal growth, where achievement is considered to be a very important variable and indicator of an individual's, potential, expertise and success, and has put in a lot of pressure on students, teachers and schools and in general the entire educational system itself. Educational institutions throughout the world are paying a lot of attention on how to improve the scholastic achievement of students, as academic success can significantly affect the life of a student. High scholastic achievement not only enables an individual to achieve success in life but also develops in him the ability by which he can adjust well in his society (Cole, Martin, Peeke, Seroczynski, & Fier, 1999). Academic failure is a huge burden, not only for the society, but also for the students and their families (Jamil & Khalid, 2016).

Adane (2013) defines scholastic achievement as a successful accomplishment or performance in a particular subject area and is indicated by grades, marks and scores of descriptive commentaries. Narad and Abdullah (2016) defines academic performance as the knowledge gained which is assessed by marks by a teacher and/or educational goals set by students and teachers to be achieved over a specific period of time. Scholastic achievement is important not only to determine how much students have learned in a particular educational program, but also to determine whether the students will continue their study or not (Sahin, Cekin, & Ozelik, 2018). It has been considered as a significant factor in the educational life of students. It encourages the students and motivates them to work harder and to learn more and more. It is the status or level of a person's learning and his ability to apply what he has learned (Pressey & Robinson, 1944).

Scholastic achievement boosts the self-confidence and morale of a person to face the problems of life and helps in developing a well-adjusted personality. Hence, there is a great need to pay due attention to the factors which directly, or indirectly influence the scholastic achievement of an individual. Scholastic achievement depends on a number of factors like student's interest and his attitude towards the subject of study, his aptitude, intelligence, achievement motivation, socio-economic status, locality of institution, sex, physical health etc. (Pandey, 2008). There are several other factors like self-concept, stress, educational aspirations of student, parental involvement and guidance needs etc. which affect scholastic achievement and have close relationship with it.

One of the most significant factors which is responsible for students' scholastic achievement is their level of self-concept (Bandura, 1997; Boulter, 2002). According to Boulter (2002) if students are expected to perform well in their examinations, positive self-concept is very essential. Self-concept refers to how a person thinks or perceives himself/herself. Self-concept can also be considered as an effort that an individual makes to explain himself/herself. In every phase of our life, our self-perceptions vary from

situation to situation (Woolfolk, 1998). Self-concept is regarded as a very important and influential factor, that it is closely related with an individual's behaviour and his various emotional and cognitive outcomes such as anxiety, scholastic achievement, happiness, suicide, deficient self-esteem, etc (Branden, 1994).

Shek, Lee, and Chan (1998), described self-concept as how one understands himself as an individual who has a set of unique or special characteristics. These characteristics may include physical features, emotional disposition, behavioural tendencies, gender, abilities, interests, goals etc. In other words, it is a detailed personal assessment of the person as a whole. Most past research studies showed persistent support towards the belief that there is a significant relationship between self-concept and scholastic achievement. Research studies conducted by Alam (2017), Deeba and Shah (2016), Agarwal and Teotia (2015), Gupta and Dhara (2015) and P. Singh (2015) revealed that self-concept have positive and significant relationship with the scholastic achievement of students.

An adequate level of stress enhances learning ability (Kaplan & Sadock, 2000), while excess of stress can lead to various health problems such as heart diseases, pain, digestion related problems, sleep problems and mental illnesses such as anxiety, depression, cognitive and memory related problems and other disorders. Elias, Ping, and Abdullah (2011); Mehfooz and Haider (2017); Melaku, Mossie, and Negash (2015); Petroff (2008); Rafidah et al. (2009) revealed that stress and scholastic achievement are negatively related to each other.

Educational aspiration plays a very essential role in educational attainment and is an important and most reliable predictor of educational achievement of an individual (Abiola, 2014). It is the early impressions about an individual's own academic competence (Furlong & Cartmel, 1995). Educational aspiration refers to the highest levels of education that an individual expects to achieve (Beal & Crockett, 2010; Ou & Reynolds, 2008). Educational aspiration can be defined as the degree to which an individual sets his educational goal realistically in relation to his physical and mental attributes and in accordance with his environment. Several research studies have been conducted on the association between educational aspirations and scholastic achievement of students (Ahuja, 2016; Khattab, 2015; Owino, 2015; Parveen, 2013).

It has been assumed that scholastic achievement of students doesn't depend only on the quality of schools or the teachers, but the level of involvement of parents plays a very important role in the scholastic achievement of their children. Parental involvement in their children's academic development is of major importance at adolescence stage. Scholastic achievement of those children is higher whose parents have higher level of involvement in their

education and related activities than those, whose parents have less amount of involvement in their education (Topor, Keane, Shelton, & Calkins, 2010). Parental involvement refers to any kind of interaction that takes place between parents and children whether at home or within the school to ensure that the children's academic performance is going in a positive way. Holloway, Yamamoto, Suzuki, and Mindnich (2008) defined parent involvement as the initiation of home-based behaviours like monitoring homework as well as school-based activities such as attending school events and communication with teachers. Parent involvement in a child's early education is found to be positively associated with a child's scholastic achievement (Hara & Burke, 1998; Hill & Craft, 2003). Studies by Rafiq, Fatima, Sohail, Saleem, and Khan (2013), Biramo, Silase, and Koyra (2017), Otani (2017) and S. R. Singh and Choudhary (2017) reported a significant positive relationship between parental involvement and scholastic achievement of students.

After all years of education, students have to join a profession to earn his livelihood. For this, there is greater need of guidance. Guidance refers to assistance, help or support provided by a more experienced person to a less experienced person to solve certain major problems of his/her life i.e., educational, vocational, personal, social etc. According to Jones (1970), guidance involves personal help given by someone; it is designed to assist a person in deciding where he wants to go, what he wants to do, or how he can best accomplish his purposes; it assists him in solving problems that arise in his life. Guidance is aimed at bringing about the maximum development and self-realization of human potential in school for the benefit of individual and society. It is also aimed at helping students to harmonize their abilities, interests, values thereby enabling them to develop their potential fully.

It has been established that education is the significant factor in human progress and social change. Education (primary, secondary and higher) is a powerful tool for the development of individuals. As a crucial stage in the educational hierarchy, secondary education is expected to empower children to contribute to nation building by preparing them for higher education and also for the world of work. This stage provides generic competencies that cut across various domains of knowledge as well as skills.

Government of India has launched Rashtriya Madhyamik Shiksha Abhiyan with the aim to increase enrolment. But increased access should lead to improved success and completion rate. Quality matters in education. It is not so good if children attend school but don't learn anything. Good scholastic achievement at secondary stage reflects the competency of the people to play their role efficiently in the social and economic development of the country. Educational quality is essential for the steady progress of a nation and students' academic progress is indicative of quality of education of a country.

Over the years academic performance has become the singular evaluative factor for adolescents' achievement. It is believed that good academic result can provide career choices, job security as well as high self-esteem and life-long happiness for careers.

Scholastic performance of secondary school students is a major variable that interests both teachers and researchers. Scholastic performance of secondary school students studying in government school is generally low. Consequently, poor scholastic performance is leading to social vices like terrorism, drug abuse, vandalism & indiscipline. About 25% to 35% secondary school students drop out of school due to poor scholastic performance.

This necessitates the need of exploring those factors which predict the scholastic performance of secondary school students. Some of the studies have been carried out in India to consider the impact of self-concept and stress on the scholastic performance of students. But these studies have been piecemeal attempts. There is little research available on the relationship between parental involvement and academic achievement of secondary school students. Moreover, no study has been carried out to see the impact of guidance needs on scholastic achievement of secondary school students. The purpose of this study was to see the magnitude of impact of self-concept, stress, parental involvement, educational aspirations and guidance needs when taken together, on scholastic achievement of secondary school students and also to determine if these variables would predict students' scholastic performance. This is an important gap which the study intended to fill. The outcome of this research will help in educating and concomitantly serving as a guide to both parents and schools on the effect of self-concept, stress, parental involvement, educational aspirations and guidance needs on scholastic achievement of secondary school students. This research will also serve as a resource base to other scholars and researchers interested in carrying out research in this field.

OBJECTIVES OF THE STUDY

Following are the objectives of the study:

1. To find the relationship between scholastic achievement and self-concept, scholastic achievement and stress, scholastic achievement and educational aspirations, scholastic achievement and parental involvement and scholastic achievement and guidance needs of students.
2. To predict the scholastic achievement of students on the basis of their self-concept, stress, educational aspirations, parental involvement and guidance needs
3. To find the relative contribution of the predictor variables (self-concept,

stress, educational aspirations, parental involvement and guidance needs) towards variance in the criterion variable i.e., scholastic achievement of students.

HYPOTHESES OF THE STUDY

Following are the hypotheses of the study:

1. There is significant positive relationship between scholastic achievement and self-concept, scholastic achievement and educational aspirations, scholastic achievement and parental involvement, and significant inverse relationship between scholastic achievement and stress and scholastic achievement and guidance needs of students.
2. A battery comprising self-concept, stress, educational aspirations, parental involvement and guidance needs will serve as a good predictor of scholastic achievement of students.
3. There is significant contribution of predictor variables (self-concept, stress, educational aspirations, parental involvement and guidance needs) towards dependent variable (scholastic achievement) of students.

SAMPLE FOR THE STUDY

A random sample of 205 students (117 male and 88 female students) studying in 8th, 9th and 10th classes in secondary schools located in eight districts of Jammu province was used for the study.

TOOLS USED

1. Children's Self Concept Scale (Hindi) developed by Ahluwalia and Singh (1986). This scale contains 80 items and measures self-concept in six areas- (1) Behaviour (2) Intellectual and school status (3) Physical appearance and attributes (4) Anxiety (5) Popularity (6) Happiness and satisfaction.
2. Student Stress Scale (English) developed by Akhtar (2011) was used to measure the stress of the students.
3. Level of Educational Aspiration Test (English) developed by Khan (2009) was used to measure the educational aspirations of the students. This test contains 30 items in four aspects: - family support, pupil's views, pupil's efforts and reality of aspired goals.
4. Parental Involvement Scale (Hindi) developed by Chouhan and Arora (2009) was used as a measure of involvement of parents in the education of

their children.

5. Guidance Needs Scale (English) constructed by the investigator has been used to find out the guidance needs of adolescents in educational, social, personal and vocational aspects. The scale comprises eighty items.

6. The percentage of marks obtained by the students in the previous class was treated as an index of their scholastic performance.

RESULTS OF THE STUDY

Table 1
Coefficient of Correlation Between Self-Concept and Scholastic Achievement of Students.

S.No.	Variable (Self-Concept)	N	Correlation with Scholastic Achievement (r)
1	Behaviour	205	0.36*
2	Intellectual and School Status	205	0.44*
3	Physical Appearance	205	0.36*
4	Anxiety	205	0.32*
5	Popularity	205	0.39*
6	Happiness & Satisfaction	205	0.07
7	Total Self-Concept	205	0.52*

*0.01 Level of Significance

The results in Table 1 depict the coefficient of correlation of scholastic achievement of students with the self-concept and its sub-areas i.e., behaviour, intellectual and school status, physical appearance, anxiety, popularity and happiness and satisfaction. The coefficient of correlation found between scholastic achievement and behaviour area of self-concept is 0.36, intellectual and school status area is 0.44, physical appearance area is 0.36, anxiety area is 0.32, and popularity area is 0.39. All the values show positive relationship with scholastic achievement and are significant at 0.01 level of significance. The happiness area of self-concept shows correlation value of 0.07 which is not significant. This means that there is no relationship between happiness area of self-concept with scholastic achievement of students. On total self-concept, the r value is found to be 0.52 which shows a moderate positive relationship between self-concept and scholastic achievement and is significant at 0.01

level of significance. It indicates that students with the high self-concept have high scholastic achievement and with low self-concept have low scholastic achievement.

Table 2 shows the coefficient of correlation between stress and scholastic achievement of students. The value of correlation is -0.48 which is showing moderate negative correlation between stress and scholastic achievement of students. It means stress is impacting scholastic achievement of students negatively. The coefficient of correlation is significant at 0.01 level of significance.

Table 2

Coefficient of Correlation Between Stress and Scholastic Achievement of Students.

S.No.	Variable	N	Correlation with Scholastic Achievement (r)
1	Stress	205	-0.48*

*0.01 Level of Significance

Table 3

Coefficient of Correlation Between Educational Aspirations and Scholastic Achievement of Students.

S.No.	Variable (Educational Aspirations)	N	Correlation with Scholastic Achievement (r)
1	Family Support	205	0.10
2	Pupil's View	205	0.38*
3	Pupil's Effort	205	0.53*
4	Reality of Aspired Goal	205	0.32*
	Total Educational Aspirations	205	0.68*

*0.01 Level of Significance

Table 3 shows the coefficient of correlation between educational aspirations and its sub-areas i.e., family support, pupil's view, pupil's effort and reality of aspired goal with the scholastic achievement of students. The coefficient of correlation found between scholastic achievement and family support area is 0.10; pupil's view area is 0.38; pupil's effort area is 0.53 and reality of aspired goals area is 0.324. All the values show positive relationship with scholastic

achievement which are significant at 0.01 level of significance, except for family support area of educational aspiration where no significant relationship is found between family support and scholastic achievement of students. On the total educational aspirations, the r value is 0.68 which shows moderate positive relationship between educational aspirations and scholastic achievement of students (significant at 0.01 level of significance).

Table 4 shows the coefficient of correlation between parental involvement and scholastic achievement of students. The value of correlation is found to be 0.65 which indicates moderate positive correlation between parental involvement and scholastic achievement of students. The coefficient of correlation is significant at 0.01 level of significance.

Table 4
Coefficient of Correlation Between Parental Involvement and Scholastic Achievement of Students.

S.No.	Variable	N	Correlation with Scholastic Achievement (r)
1	Parental Involvement	205	0.65*

*0.01 Level of Significance

Table 5
Coefficient of Correlation Between Guidance Needs and Scholastic Achievement of Students.

S.No.	Variable (Guidance Needs)	N	Correlation with Scholastic Achievement (r)
1	Educational Needs	205	-0.39*
2	Social Needs	205	-0.25*
3	Personal Needs	205	-0.33*
4	Vocational Needs	205	-0.19*
	Total Guidance Needs	205	-0.46*

*0.01 Level of Significance

Table 5 presents the coefficient of correlation of sub areas of guidance needs i.e., educational needs, social needs, personal needs and vocational needs as

well as total guidance needs with the scholastic achievement of students. The coefficient of correlation found between scholastic achievement and educational needs area of guidance needs is -0.39, social needs area is -0.25, personal needs area is -0.33 and vocational needs area of guidance needs is -0.19. All the values show negative correlation with scholastic achievement of students and are significant at 0.01 level of significance. On total guidance needs area, correlation value is -0.46, which shows that total guidance needs have moderate negative correlation with scholastic achievement of students.

DISCUSSION OF RESULTS

The present study focused on studying the relationship between scholastic achievement and self-concept, stress, educational aspirations, parental involvement and guidance needs. It also focused on the factors contributing to scholastic achievement of secondary school students. It was hypothesized that there is significant positive relationship between scholastic achievement and self-concept, scholastic achievement and educational aspirations, scholastic achievement and parental involvement, and significant inverse relationship between scholastic achievement and stress and scholastic achievement and guidance needs of students. Findings revealed that variables like self-concept, educational aspirations and parental involvement have a significant positive correlation with scholastic achievement. Negative relationship has been found between stress and scholastic achievement ($r=-0.48$) and guidance needs and scholastic achievement ($r=-0.46$). Our findings supported the hypothesis and results are in conformity with the findings of [Marsh and Hawu \(2003\)](#), [Deeba and Shah \(2016\)](#), [Gupta and Dhara \(2015\)](#) and [Caplin \(2015\)](#) who reported positive and significant relationship between self-concept and scholastic achievement. The findings are significant in that the reflection of an individual's behaviour which is known as self-concept comprises among others, self-image, self-acceptance, self-perception, self-identity and self-worth. Positive self-concept enhances one's happiness, self-perception, self-esteem and it improves person's total life. Therefore, students with high self-esteem would learn and perform better in their studies than their counterparts with low self-concept ([Akomolafe, Ogunmakin, & Fasooto, 2013](#)).

The results of the study regarding the relationship between stress and scholastic achievement are in support with the findings of [Melaku et al. \(2015\)](#) and [Sohail \(2013\)](#) wherein negative relationship between stress and scholastic achievement of students has been reported. Findings of the study regarding the relationship between educational aspirations and scholastic achievement are in concurrence with the findings of [Owino \(2015\)](#) and [Parveen \(2013\)](#) which revealed positive and significant relationship between educational aspirations and scholastic achievement. Findings regarding relationship

between parental involvement and scholastic achievement of students are in conformity with the findings of Epstein (2001), Simon (2000), Cotton and Wikeland (2001), Otani (2017) and S. R. Singh and Choudhary (2017) wherein positive relationship between parental involvement and scholastic achievement of students was found. The results supported the hypothesis that there is significant negative relationship between scholastic achievement and guidance needs. The findings are supported by existing research studies. Studies consistently show that guidance and counselling have positive impact on academic performance of students (Odhiambo, 2014).

Prediction of Scholastic Achievement of Students on the Basis of Self-Concept, Stress, Educational Aspirations, Parental Involvement and Guidance Needs

Data in Tables 6, 7 and 8 reveal that the set of five independent variables jointly contributed towards the prediction of academic performance of students. Their combined influence is 0.809 as indicated by the multiple correlation. The obtained multiple R represents a high correlation between scholastic achievement and five predictor variables namely self-concept, stress, educational aspirations, parental involvement and guidance needs taken together. The relationship was found significant at 0.01 level of significance. In determining the level of significance between the criterion measure and predictor variables, analysis of variance was employed and calculated F value was found to be 75.49. This is significant at 0.01 level of significance The five variables (self-concept, educational aspirations, parental involvement, stress and guidance needs) have contributed significantly to the variance in scholastic achievement at 0.01 and 0.05 level respectively. The hypothesis two and three hence stands accepted. The coefficient of determination R Square is 0.654, which suggests that about 65% of the variance in criterion variable (academic performance) may be accounted for five variables namely self-concept, stress, educational aspirations, parental involvement and guidance needs. The rest of variance (35%) may be attributed to the variables not included in the prediction battery.

Table 6
Multiple Correlation Summary.

Mode	R	R Square	Adjusted R Square	Std. Error
1	0.809a	0.655	0.646	8.29

a. Predictors: (Constant), guidance needs, educational aspirations, self-concept, stress, parental involvement

Table 7
ANOVA Summary.

Model	Sum of Squares	df	Mean Square	F	Significance
1	25976.65	5	5195.33	75.49	.000 a
Regression	13694.94	199		68.81	
Residual	39671.59	204			
Total					

a. Predictors: (constant), guidance needs, educational aspirations, self-concept, stress, parental involvement . b. Dependent Variable: academic achievement

Table 8
Regression Analysis.

S.No	Predictor Variables	Regression Analysis for Scholastic Achievement (X1)					Sig. Level
		B	Beta	r	Beta*r	t	
	Constant	-30.27				-1.94	.053**
1	Self-Concept (X2)	0.32	0.19	0.52	0.09	3.86	.000*
2	Stress (X3)	-0.11	-0.12	-0.48	0.05	-2.41	.016**
3	Educational Aspiration (X4)	2.51	0.38	0.68	0.26	7.53	.000*
4	Parental Involvement (X5)	0.53	0.27	0.65	0.17	5.16	.000*
5	Guidance Needs (X6)	-0.06	-0.11	-0.46	0.05	-2.35	.019**

*Significant at 0.01 level of significance . ** Significant at 0.05 level of significance

CONCLUSIONS AND IMPLICATIONS

The findings of the study revealed that scholastic achievement of students is positively related to their self-concept, educational aspirations and level of parental involvement whereas it has a negative relationship with the stress and guidance needs of the students. Initiatives need to be taken for improving their self-concept, educational aspirations and parental involvement and in reduc-

ing the stress level. Appropriate provisions should be made for providing guidance and counselling to the students. The government should promote the policy of involvement of parents in the education of their children. Parents should give attention to intrinsic and extrinsic factors which may influence the self-concept of their children. Parents must visit the school on regular basis so that they get in touch with the academic progress of their child and can come forward freely and express their problems related to the education of their child. Secondary school students are in transitional period of their age and as adolescents they have the need for psychological guidance and counselling. Based on the findings of the study, it is recommended that school should appoint counsellors to provide all the services rendered for guidance. It is recommended that full time counsellors be appointed in each secondary school to address the problems of adolescents. Also, guidance services should be strengthened in order to improve the academic performance of secondary school students. Teachers/Counsellors should provide guidance and counselling for their psychological and emotional problems. Guidance services should also be provided in order to help students to co-ordinate between academic and non-academic activities, and to improve their scholastic achievement and to boost students with low self-concept.

It is recommended that teachers and school administrators should organize such activities which help in developing positive self-concept in students and also provide them information regarding various future educational opportunities available for them and how they can prepare for it. Since the self-concept is such a major factor influencing learning and development, the schools must assume a prominent role in helping students to develop more adequate self-concept. Teacher should always try to provide such an environment in the classroom where students feel free and get encouraged to take part in various activities organized within the classroom as well as in the school, which in result would improve their communication skills, and lead to positive self-concept and reduce their stress level also. Teacher should provide conditions for self-actualization by being friendly, loving, caring, professional and responsible. Teacher should assist the students set goals and create conditions for their realization. Teacher/counsellor can use behavioural techniques like self-management programme, self-directed learning and time management skills in schools to encourage student's scholastic achievement.

The results on the prediction of scholastic achievement of students indicate self-concept, stress, educational aspirations, parental involvement and guidance needs has contributed 65% of the variance in scholastic achievement of students. That only 65% of the variance of scholastic achievement has been accounted for the five variables implies that there are other important variables that have a direct effect on the scholastic achievement of students. It is important, therefore, that other studies should investigate the relationship

between variables to be identified and scholastic achievement of students. This will go a long way to help identify factors affecting the scholastic achievement of students in the system. The remaining 35% of the variance needs to be accounted for if effectiveness is to be achieved in the education of students at school level.

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