

The Role of Self-Regulation and Social Support in Academic Achievement of Secondary School Students

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Abstract: The present paper explores the combined influence of self-regulation and social support on academic achievement in secondary school students. In this study, a systematic review methodology was adopted and 20 published research papers were examined to investigate how self-regulation and social support interact to influence academic achievement in secondary school students. Self-regulation, defined as managing emotions, thoughts, and behaviors for academic goals, was linked to improved planning, progress monitoring, and adapting learning strategies. Social support, encompassing encouragement from teachers, family, and friends, was associated with positive well-being and coping mechanisms.

The review found a positive relationship between self-regulation, social support, and academic achievement. Students with strong self-regulation skills and robust social networks demonstrated higher academic performance and greater control over their learning compared to their less self-regulated and socially supported peers. In conclusion, social support environments can nurture self-regulation, ultimately impacting academic outcomes.

Keywords: Self-Regulation, Social Support, Academic Achievement.

Introduction:

According to the American Psychological Association, “self-regulation has been defined as the ability of an individual to control his emotion, react to a particular situation and also to be able to use the responsive technique in order to regulate our emotions adequately.”

The emotions included, “amusement, disdain, satisfaction, excitement, guilt, pride in one's accomplishments, relief, happiness, embarrassment, enjoyment in the senses, and shame” as identified by Ekman (1972) in the list of fundamental emotions. These fundamental emotions are generated to occurrences such as Situation, Attention, Appraisal and Reaction as explained by Gross (1998).

Bowlby (1969) in his attachment theory had explained that, “emotional regulation is influenced by early relationship with their caregivers.” Since children learn to trust and rely on others for emotional support, secure attachment promotes improved emotional regulation. On the other hand, insecure attachment may lead to problems managing emotions and forming social bonds.

Thoits (1995) in the Supportive Interaction Theory, explained that, “social support involves various types of supportive interaction...,” in which it was added that the social support included the informational, emotional and instrumental support. This theory highlighted how crucial it is to feel supported and how supportive relationships affect mental health. Social support is the aid, help and assistance that an individual gets from his family, friends, teachers and peoples' cooperation in order to achieve their goals. Weiss (1974) had described six types of provision of social support such as, “reliable alliance, guidance, social integration, attachment, reassurance of worth and opportunity for nurturance. Social support can be both tangible and intangible as it deals with both the psychological and physical consolation that comes from connections with others.”

Both self-regulation and social support had been very important factors that had impact for the academic motivation that ensures the kind of achievement that students attained throughout their academic career.

Objectives:

- 1) To examine the role of self-regulation in academic achievement of secondary school students.
- 2) To examine the role of social-support in academic achievement of secondary school students.

Literature Review:

For the study, the researcher had review 10 literatures for self-regulation which ranges from 1990-2022 and 10 literatures for social support ranging from 2015-2024 to find out the role that both had played for academic achievement of secondary school students.

Literature review related to Self-Regulation:

Zimmerman (1990) in his study, "Self-regulating academic learning and achievement: The emergence of a social cognitive perspective" had come to the conclusion that students' learning becomes self-regulated and they exhibit superior academic accomplishment when they keep an eye on how they respond and assign results to their efforts. Higher intrinsic motivation and self-efficacy are essential for academic success in more self-regulated students.

Morrison et.al (2010) conducted a study, "Self-regulation and academic achievement in the transition to school," and it was discovered that in comparison to students with stronger self-control, students who exhibit disruptive behaviour are far more likely to have higher chance of failing and are unable to participate in class in an adaptive manner as compared to students who have stronger self-control.

Erdinc et.al (2014) in their study, "Analysis of relationships among burnout, academic achievement, and self-regulation" had concluded that the association between burnout and academic success was mediated by self-regulation abilities.

Sahranavard et.al (2018) in their study, "The relationship between self-regulation and academic performance in students," had found that the students who exhibited higher levels of self-regulation performed well academically and typically possessed higher levels of self-efficacy and future planning.

Malik et.al (2019) conducted a study titled, "Self-regulation and academic achievement: A comparative analysis of high and low academic achievers," and had found that controlled self-regulated students higher or positive academic achievements. They tend to have study plans, objectives and overall learning strategies more organized.

Xiao et.al (2019) in their study, "The relationship of self-regulated learning and academic achievement in university students" had concluded that students with high levels of self-regulation succeed academically more than those with low levels of self-regulation or those who lack learning regulation.

Nata et.al (2004) in their study, "Self-regulation and academic achievement and resilience: A longitudinal study" had found students who had improved their self-regulation techniques had greater resilience and academic achievement.

Shing & Rameli (2020) studied, "The influence of self-regulation towards academic achievement in English among Malaysian upper primary students" and had found students with stronger self-regulation had a markedly positive influence from their self-regulation.

Fatima & Shahid (2021) in their study, "Students' self-regulation in online learning and its effect on their academic achievement," found that academic achievement is significantly impacted by self-regulation and students who exhibit higher levels of self-regulation also tend to achieve more academically.

Suan (2023) in the study, "Self-regulation as an antecedent of academic achievement: A mixed method of study" had highlighted the beneficial effects of time management, monitoring techniques, and reflection on the accomplishment of academic goals and objectives, coming to the conclusion that students who exhibit greater self-control in the area of reflection also succeed better academically.

Literature review related to social support:

Tezci et. al (2015) had conducted "A study on social support and motivation." It examines if there was a relationship between perceived social support and student motivation. The results of the study demonstrated a favourable association between the subjects' levels of internal, external and motivation for topic value when they received adequate social support from their surroundings.

Li et. al (2018) in their study, "How social support influences university students' academic achievement and emotional exhaustion: The mediating role of self-esteem" and came to the conclusion that university students' academic success is favourably correlated with social support, which also helps to lessen their emotional tiredness.

Rosbi (2019) in the study, "The effect of social support on students' academic achievement" among students of engineering, business and polytechnic and had found moderate and significant positive correlation between social support and academic achievements.

Apeh and Nteh (2020) in their study, "Impact of social support on students' academic achievement... Impact of social support on students' academic achievement in senior secondary school in the federal capital territory, Abuja Nigeria" had found students' academic progress was above average when compared to other students and that social support had a major impact on it.

Madriz and Konishi (2021) had conducted a study on “The relationship between social support and student academic involvement: The mediating role of school belonging,” and came to conclusion that students who received greater social assistance succeed academically.

Baria and Gomez (2022) conducted a study on “Influence of social support to student learning and development” among six grade students. It was found that social support and students’ learning and growth had a very strong, favourable correlation.

San and Hui (2022) in their study, “Institutional support, social support and academic performance: Mediating role of academic adaptations,” have found that increased institutional and social support have a beneficial effect on academic attainment.

Joseph (2023) in his research titled, “Academic stress, social support and adjustment among international students in India” had found that improved social support has a substantial impact on higher academic attainment. Stress related to schooling has also decreased as a result of strong social support networks.

Sharma (2023) in her study, “Social support, well-being and academic achievement among adolescents: A review of literature,” concluded that academic achievement among learners is largely predicted by social support, which has a favourable and significant correlation with academic achievement.

Zhang et. al (2024) in their study, “Can perceived social support influence academic achievement of master’s students? -Evidence from a university in China,” concluded that higher levels of master’s degree academic accomplishment are correlated with perceived social support

Methodology:

This study had employed a meta-analysis method where literatures related to the study for emotional regulation and social support with respect to students’ academic achievements were analysed descriptively. The researcher had undergone a thorough in-depth analysis of the objectives, methodology and findings of the reviewed articles.

Population and Sample:

For the analysis, 20 online articles related to emotional regulation and social support comprised the total population. There was no separate sample taken as all the articles were analysed.

Data Collection:

Collection of data was done from secondary sources which were accessed from online articles and theses.

Findings

Findings in relation to the role of self-regulation in academic achievement of secondary school students.

Sl.No	Factors attributing to self-regulation	Major Findings
1	Time Management	It was found that effective time management is essential for guiding students’ behaviour toward achieving their objectives and achieving high levels of self-regulated learning. It lessens stress and enhances their academic achievement.
2	Monitoring Strategies	It was found that this element aids in monitoring the students’ advancement toward their goals and objectives.
3	Self-Reflection	It was found that meaningful self-reflection has been shown to promote better performance and a deeper understanding of oneself.
4	Planning of goals	Setting objectives and planning for them helps improve academic performance, which also lowers learning anxiety, fatigue and low self-esteem.
5	Support System	Support networks from outside sources are essential for improved self-regulation and have a significant impact on students’ academic achievement.

Findings in relation to the role of social support in academic achievement of secondary school students.

Sl No.	Factors attributing to social support	Major Findings
1	Family Support	Students' motivation and learning, which had an impact on their academic achievement were significantly influenced by a supportive family and a positive home environment.
2	Teacher Support	Students sense of value and ability to control themselves helped them deal with challenges and advance their academic performance.
3	Peer Support	Students' retention and sense of community were occasionally improved by tutoring and idea exchange amongst peers. It supports students' flexibility and adjustment to create the best possible learning environment and has a favourable impact on their academic performance.
4	Organization Support	Students' academic progress is positively impacted by both governmental and non-governmental support in the form of incentives and honoraria, which serve to provide extrinsic motivation.
5	Emotional Support	It improves the long-term protective benefits on students' wellbeing, which in turn helps them develop stronger coping mechanisms and effective learning for academic success.
6	Instrumental Support	Providing students with tools or other helpful assistance is another way to foster the social support system that will help them master the material and achieve academic success.
7	Informational Support	Giving pupils informational support in the form of guidance, advice or facts, together with a range of consoling or encouraging actions can help them overcome a range of challenges and ease their learning issues.

Recommendations

- Seeing the needs and importance of self-regulation among secondary school students for effective outcomes in their academic performance. It is ideal that such strategies are introduced at grassroot level of education. Duckworth (2016) had also suggested that in order keep the students motivated and have achievement of long-term goals, self-regulation at grassroot level is a component of grit. Ryan and Deci (2000) also stressed the link between improved educational outcomes and grassroots promotion of self-regulation.
- As findings have shown that children with better self- regulation strategies have better academic performances, it is recommended that awareness on its importance is created time and again within their schooling days. Apart from performing well, it is also ideal that awareness is given on the importance of self-regulation in their everyday lives. Erikson (1950) phases of development have highlighted becoming successful as an adult requires having the capacity to control one's emotions and behaviour, which evolves throughout time.
- It is recommended that good functioning Parents Teachers Association (PTA) is formed in every secondary schools so that secondary school students get the necessary support required both from the school and from home. Epstein (1997) highlighted how crucial PTAs are to improve student performance by encouraging collaboration between families and schools and a supportive environment for secondary school students.
- It is ideal that the awareness on the importance of social support is created at different levels of community, NGOs, and other social gatherings so that every individual know the type of support that is required to be rendered to the students, children, peers around them. Lightfoot (2003) emphasized how crucial it is to promote open dialogue and teamwork among community members in order to enhance students' learning and wellbeing.

Conclusion

The present study revealed that the secondary students with higher self-regulation and social support have higher academic achievement as compared to students who have poor academic grades. The attributing factors that positively impacted the

academic achievements of students having higher self-regulation strategies were time management, monitoring strategies, self-reflection, planning of goals and support system.

Furthermore, secondary students who have higher social support also have attributing factors such as family support, teacher support, peer support, organizational support, emotional support, instrumental support and informational support. However, students may not necessarily get all the supporting factors but having any of these attributes was found to result in better impact of students learning and their academic achievements.

Apart from this, a deliberate learning plan that produces a growth mindset that is laser-focused, the capacity to adjust to objectives and plans, the resilience to learn from mistakes, and the ability to manage emotions in a variety of contexts will all contribute to the development of self-regulation skills.

Along with encouraging parents, teachers, peers and friends to continue and enhance their support of students' greater academic achievements, there should also be a focus on improving the social support system for children.

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