

# Study on Academic Achievement of Students

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**Abstract – Academic performance or academic achievement is the extent to which a student has achieved short or long-term educational goals. Completion of educational benchmarks such as secondary school diplomas and bachelor's degrees represent academic achievement.**

**Academic achievement is generally measured through examinations or continuous assessments but there is no general agreement on how it is evaluated, best way or which aspects are most important—procedural knowledge such as skills or declarative knowledge such as facts. Additionally, there are inconclusive results over which individual factors predict academic performance, elements like test anxiety, environment, motivation, and emotions require consideration while developing models of school achievement.**

**Key Words: Academic, Achievement, Education, Performance**

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## I. INTRODUCTION:

Each nation's progress depends largely on the literacy and quality of education available to its people. Qualitative education is central to the entire human development cycle and empowers individuals to become self-confident so that they can make an effective contribution to the growth of the society. The Union Government has a responsibility to improve and preserve its quality and standards in line with National Policy of Education. India has provided a national commitment, as laid down in the Indian constitution in Article 45, to provide free and compulsory education for all children under the age of 14 years. Sharma et al. (2011) claimed that school success itself has become more or less an important way of life for all members of society. Nevertheless, even the way people live is defined not only by educational achievement, but to some degree fundamentally by it. The success of Naderi (2010) in higher education is not only essential for the advancement of one's own education but also guarantees a more educated and productive society. Thus, the concept of formal education remains a vehicle of socio-economic and social development for any society in Garikai (2010).

## II. ACADEMIC PERFORMANCE IMPROVEMENT OF STUDENTS:

The government has the obligation to invest almost Rs. 52047 crores (Indian Budget Report 2011-12) and make sure that the country's education system is successful and competitive. The school education is also the greatest concern. The law offers greater equality and accountability for the general population to higher education and academic achievement. Education is now a move from wealthy to mainstream schooling. Commission on Indian Education (1964-66) suggested that public higher education demand be raised and expect to increase in the future. Sharma et al. (2011) focused on ensuring that the kid is in a position to use more of his or her abilities and abilities to achieve his or her optimum point. Bansal et al. (2006) believed that academic success in an increasingly competitive environment and has become an indicator for children's future. Therefore, the person has become increasingly pressing for good academic achievement. Naderi (2009) saw that everyone have their own educational criteria. The fulfillment of these criteria is important to an individual's interests and attempts to attain academic excellence. Knowing these conditions will help students to cope with their social issues. As a result, the importance of

academic success is rising daily in higher education.

Academic achievement is affected by a multitude of variables which cannot be denied. Asthana (2011) claimed that intellectual capacity plays a significant role in students' academic performance. Fahim (2007) has indicated that academic achievement is strongly related to psychometric and verbal intelligence. Stewart (2010) claimed that emotional intelligence may predict potential progress. Furnham et al. (2004) concentrated on the beneficial correlation of temperament with test grades. Sharma et al. (2006) said that self-concept and motivation for achievement have a strong relationship with mathematical achievement. Chowdhary (2007) has stated that self-efficacy is a significant factor in evaluating high academic success. Sharma and Tahira (2011) believed that parental education, parental work and the family make a significant contribution to the students' achievements. Lakshmi et al. (2006) felt that parental behaviour, parental acceptance and parental incentives are essential in determining educational success and skills.

Bansal et al. (2006) demonstrated the value of parental motivation because family is the first and only socializing mechanism to play a vital role in children's existence. It has been demonstrated that most successful and well-adjusted children come from families where there are healthy relationships between children and their parents. Bank et al. (1990) and Kazmi et al. (2011) felt that parents shape students' aspirations, persistence and achievement. Parental participation in school programs is also important for the academic achievement and socio-emotional development of their children according to Merchant et al (2001). Ghaji (2010) said parental involvement in education of children has a positive relation for encouragement of success and children's expectations of competence.

Yan (1999) said that parental benefits are a catalyst for academic achievement. Parents who are more interested in the educational activities of their children have stronger off springs in sciences. Murphy (2009) stated that the positive relationship between parental encouragement and student academic achievement, including parental actions associated with genuine parenting style. Acharya and Shobhna (2009) reported that family factors including parental education, parental reinforcement, employment and schooling are positively influencing student achievement motivation. Ghazi (2010) also states that upbringing affects students' motivation for learning, which makes a significant contribution to the students' academic achievement.

Motivation for achievement is another psychological feature of classroom learning and student performance. Thibert et al. (1996) claimed that inspiration was known to be essential to learning and could be viewed as one of education's most significant psychological principles. Turner et al.

(2004) stated that students who are more successful in school are students who are inspired to research. Wong and Mehaly (1990), Bansal et al. (2006), Kropff (2006), Ghazi (2010), and Shabatat (2010) also reported positive inspiration for academic success. Manjuvani and Anuradha (2011) believed that motivation for achievement is a tendency and one of the most important social needs for success. Chowdhury et al. (2007) thought that the incentive of success is an internal drive that drives student behavior towards its target. Extrinsic motivation has a positive relationship with academic performance. Arini (2009) reported that it is the combined impact of inspiration and intellect that not only affects academic achievement.

Intelligence is said to be the robust factor in academic performance. Many scholars have demonstrated a growing interest in the association between intelligence and academic achievement in recent years. Spinatha (2006) claimed the cognitive general capacity was the highest and the only indicator of academic achievement. Intelligence has a strong and important association with academic success, according to Dhalla (2005) and Asthana (2011). Watkins (2007) thought that knowledge had a casual impact on potential success.

Academic achievement plays a crucial function in finding viable prospects for graduates in their professional careers. Izzo (1999), Kreider (2007) shared the view that family involvement in schooling inevitably continues to decline with the rise of the child's educational level. The association between various predictors and academic success was explored by Sunitha (2005) and Sharma and Tahira (2011). The estimation of student performance in colleges is already a big activity.

### III. CONCLUSION:

A large number of scientific studies in the field of academic achievement have been conducted in order to identify reliable college success determinants. Some attempts to establish the direct relation between some variables and academic achievement have been successful, while some are still being studied. During university classes, a significant fall in academic performance and a rise in dropout levels could be observed. Therefore, the researchers concentrated on higher education to evaluate the variables leading to the educational achievement of college graduates.

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