

Exploring the Relationship between Student Behavior and Academic Achievement: A comparative study between Asian and Arab Parents

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Abstract - Based on a study conducted in 2012, reports indicate that over half of teachers expressed a strong inclination to decrease the amount of time they dedicated to disciplining students during the school day. One of the main motivations for selecting the teaching profession was to support the educational growth and progress of our students. According to the study, student behaviour was found to have a positive influence on academic achievement. In particular, Arab students demonstrate strong academic accomplishments. Contrary to popular belief, age does not have a substantial impact on students' academic performance. However, it is worth noting that there is a noticeable difference in academic achievement between males and females, with females tending to have lower scores. It is possible that the higher average academic achievement among males is a result of females being interviewed more frequently. Furthermore, there is a notable statistical significance at a 10% level indicating that students who are taught in English outperform those who are taught in Hindi in terms of academic achievement. One possible reason for this could be their ability to obtain books of excellent quality from the market. When it comes to academic performance, students in urban areas demonstrate a clear advantage over their rural counterparts.

Keywords: Student Behavior, Learning, motivation and Academic Achievement

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INTRODUCTION

When seen from a global perspective, the behaviour of pupils in classrooms is a significant challenge that teachers are now facing. There are several instances in which the actions of students might result in the creation of an environment in the classroom that is detrimental to the process of learning. The difficulty of managing students' behaviours, in addition to the responsibility of providing the curriculum that has been prescribed, is not something that is unique to educators in the Arab or Asian areas; rather, it is something that is experienced by educators all over the world. The management of these circumstances often confronts educators with scenarios and judgements that are in contradiction with one another. It is of the utmost importance to acknowledge that the conduct that students display while they are in the classroom has a substantial influence on the academic results that they attain. The distinctive social and cultural environments in which schools are situated have a significant impact on the manner in which pupils behave in modern classrooms, which shows a

wide range of manifestations. One possible explanation for this difference is because students go through a wide range of events during their own lives. There are students who are reserved and remote, students who are active, and students who are quiet yet demonstrate varied degrees of achievement in their academic endeavours. Some students are more active than others, while others are more reserved and distant.

When students behave in an unfavorable manner, it may cause disturbances in the classroom, which in turn can have an impact on the teaching and learning process. Because of the unruly behaviour of the pupils, the instructor is unable to properly give lessons because of these disruptive behaviours the kids are exhibiting. The influence of students' behaviour goes beyond the teacher's ability to direct the delivery of the lesson; it also has an effect on the students' own capacity for learning. This is due to the fact that their behaviour towards the lesson has the ability to impact the understanding of other students, either favorably or negatively, which might possibly

have an effect on the levels of comprehension that their peers have.

According to reports; study conducted in 2012, more than half of teachers expressed a desire to reduce the amount of time they spent disciplining students throughout the school day. The primary reason that many of us chose the teaching profession was to assist the learning and development of our students (Veas et al., 2019). However, the time that is spent on student discipline takes away from this primary objective.

It has been observed that children have a difficult time adjusting to the classroom environment at the school, particularly when the majority of the students come from outlying barrios. There are some individuals who are coping with unfavourable situations inside their own homes as a consequence of the absence of their parents due to the nature of their jobs for a number of reasons. The manner in which they engage with their peers has been altered as a result of this.

According to Baumrind, responsiveness may be defined as "the degree to which parents intentionally foster individuality and self-assertion by being attuned, supportive, and acquiescent to children's needs and demands" (p. 410). "The claims that parents make on children to become integrated into the family and community by their maturity expectation, supervision, disciplinary efforts, and willingness to confront a disputative child" is what is meant by the term "demandingness."

Over the course of the Asian context, a number of elements have been highlighted as being crucial in moulding the ability of students to acquire study habits that are both successful and skilled. The health, motivation, and attitude of an individual, as well as the environment in which they study, the availability of textbooks, and the quality of libraries, are all elements that are subject to consideration. In the realm of factors that influence academic success, which include parental influence, socioeconomic factors, and school-related factors, it is imperative to recognise that a student's academic or learning behaviour holds equal significance when assessing their academic accomplishments, as stated by (Asiyai, 2013). This is because the factors that influence academic success include everything from socioeconomic factors to school-related factors. This includes a student's point of view, the decisions they make, their level of resolve, the amount of work they put into learning, and their relationships with the community of the school. Education is the most effective instrument that can be used to bring about change in the world. It is widely acknowledged that education is the most powerful instrument that can be used to bring about change on a global scale. The health and existence of individuals as well as the continuation of society are the fundamental concerns of this approach. Skills in time management, study strategy, attention, note-taking, mental review, overlearning, and the intelligent use of whole and part method massed and dispersed

learning are among the elements that contribute to a student's academic success and performance. Other aspects include the student's ability to learn in a variety of ways. One of the factors that contributes to academic performance is the use of productive study habits and methods.

OBJECTIVE OF THE STUDY

1. To investigate the relationship between student behavior, academic achievement, and various demographic variables across Arab and Asian nations
2. To suggest strategies to parents that help to reshape students with poor behavior

METHODOLOGY:

The association between student behavior and academic success is being compared and contrasted between students in Asian and Arab nations using a multi-strand concurrent mixed method design. The section delves into details regarding the sample and data, as well as the analytical techniques and models applied to tackle the research inquiries.

Description of the Study Area

This study is being carried out in Asian and Arab nations. The investigation of various student behaviors and their connection to academic success is the exclusive focus of the project.

Target Population

The target population for this study consists of students in selected universities in Asian and Arab nations. For this study, students from two nations were selected that, while having different national cultures, had many significant socio-historical traits. This was done in order to account for factors other than general national-related cultural variations that could affect results.

Sample plan

The study samples Asian and Arab parents residing in multicultural societies to capture the diversity within these cultural groups.

Sampling method

In this study, a random sampling method is being employed. This approach allows to guarantee that all members of the population have an equal opportunity to participate in the research sample.

Sample size

The sample size was calculated using the :

Taking statistical approach to calculate sample size (n) of the infinite population, the various quantitative measures to be considered are as follows:

- a) Standard deviation (σ)
- b) Z value
- c) Degree of precision (D)

—Assuming relative homogeneity of population|| Bill Godden Formula

σ = Approximate value of standard deviation is taken as 1.

Z = Z value is taken as 1.96 for 95% confidence level desired

D is taken as 0.1 to ensure high degree of precision.

$$n=12(1.96)^2 / (0.1)^2 = 384$$

LITERATURE REVIEW

The prevailing body of evidence corroborates the notion that students' good behaviour is causally linked to greater academic achievement. Multiple studies have shown that higher levels of school engagement and perceived academic competence, which refers to positive beliefs about one's ability to achieve academically, are strong predictors of improved reading and maths performance. Similarly, research indicates that elements within the school environment, such as the presence of high-quality, engaging instructional activities and supportive adult relationships, might enhance children's academic outcomes.

In the essay "Behaviour Affecting Academics: The Influence of Student Speech" (Thompson, 2014), the author explores the correlation between a student's behaviour and their ability to study in a classroom environment, as well as the potential influence on other students. Of all the factors that influence children's academic life, such as teacher engagement, family involvement, school excellence, and student drive, it is the students' academic behaviour that has the most influence on their academic achievement.

In his study, Ralph (2011) elucidates the impact of academic behaviours and learning preferences on academic achievement. In order to investigate the relationship between academic or learning behaviour and students' academic performance, the researcher conducted a study to examine how learning behaviour and academic accomplishment differed among students from different geographical locations, such as rural, urban, and semi-urban regions.

According to the study conducted by Veas et al. (2019), student behaviour involves allocating a certain timetable and uninterrupted time to fully engage in the process of learning. Efficient teaching requires a precise delineation of conduct. The efficacy of the learning process is enhanced when behaviour can be clearly delineated. Typically, an individual's actions are seen as their behaviour.

In his research titled "The Contribution of Study Techniques to Academic Success," Muhammad & Manzoor (2021) discuss the impact of different study approaches on academic achievement. Several research studies have investigated the correlation between study strategies and habits and their influence on students' academic performance, resulting in varying results. Moreover, several research have shown that students' study habits range from below average to outstanding. Consequently, a research conducted in Iran examined the study habits of students in 21 medical institutions, revealing that 32% of the students shown a notable inadequacy in their study habits and abilities. Multiple studies have shown a strong and positive correlation between academic achievement and students' study habits.

Jebaseelan (2016) investigated the studying habits of 9th grade pupils at a school in Tiruchirappalli, considering the rural, urban, and semi-urban settings. The researcher used the Student Learning Behaviour Scale (C.P. Saxena, 2002) to examine the relationship between students' academic achievement, as measured by their test results, and their learning behaviour. Optimal psychological adaptation is more likely to occur in the classroom and school environment when a student demonstrates positive learning behaviour. Curiosity, familiarity with achievement, and a great aptitude for studying all contribute to how students acquire knowledge. The findings of this study will aid scholars, carers, and learners in comprehending their own learning preferences, so enabling them to foster continuous education and achieve scholastic distinction.

(Bakana, 2022; Edgerton & McKechnie, 2023; Ralp, 2011) and other researchers have done analogous studies examining the impact of academic behaviour and learning preferences on academic achievement. The researcher aimed to investigate the correlation between learning behaviour and academic success among students from various geographical backgrounds, including rural, urban, and semi-urban areas, since academic/learning behaviour significantly influences students' academic performance.

The study conducted by ALSOLA-DULAY (2020) found that students display a combination of positive and negative attitudes towards different aspects of their classroom experience, such as their peers, class assignments and activities, and their teachers and authority figures. There is a link between students' academic results and their behaviour towards their peers, classmates, as well as their attitude to academic schoolwork and extracurricular activities. These behaviours are not limited to educational institutions in the Philippines but are also seen elsewhere. There is no discernible relationship between students' conduct in the classroom towards professors and other authority figures, and their academic performance. Other students or learners in

a global setting often display this phenomenon in some way.

(Alam Said et al., 2018) conducted a study to investigate the influence of social behaviour on academic performance. The study aimed to determine the correlation between student academic performance and social behaviour, evaluate the importance of social behaviour for academic success, and provide recommendations for improving both academic performance and social conduct. The research proposed that social behaviour and cognitive accomplishments should be given equal recognition.

The study conducted by Vendel in 2015 examined the HEXACO personality traits and their ability to predict academic achievement, taking into account demographic and personality factors. The research also examined the gender differences in academic achievement and personality traits. The findings showed that only the E attribute exhibited a statistically significant gender difference. There was no observable disparity in academic achievement based on gender. The results revealed a significant correlation between X and C attributes and academic achievement. Moreover, the collective impact of personality traits and demographic variables successfully predicted 23.1% of the variance in academic achievement. Moreover, the significant factors that independently predicted academic achievement were extraversion and conscientiousness. Therefore, it is important to take into account personality traits in order to enhance students' academic achievement.

The study conducted by Booth and Gerard (2011) examined This study investigates the correlation between the academic performance of young adolescents and their self-esteem in two Western cultural settings, namely England and the United States. The quantitative findings from both groups demonstrate a correlation between self-esteem during the fall season and several factors that predict academic achievement in the following year. Nevertheless, as time goes on, differences between the two nations become evident, while mathematics continually maintains a connection with self-esteem in both cultural settings. Qualitative research indicates that British students generally possess more precise perspectives of their academic experiences in comparison to their American peers.

DATA ANALYSIS

Several hypothesis were framed to analysed the impact of various factors on students behaviour individually, therefore, bivariate regression model were applied to examine the causal and effect relationship between the variables.

H01: Student habits does not positively effects student behavior

Table- 1: Student habits impact on student behavior

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	2.522	.128		19.666	.000
student habit	.210	.040	.254	5.268	.000

a. Dependent Variable: Student behaviour

Based on the data in table- 1, with a p-value less than .05, we can conclude that there is a significant impact of students' habits on their behaviour. Therefore, the null hypothesis is rejected and the alternative hypothesis is accepted. And it does have a positive impact with a marginal effect of 0.210. Therefore, it can be anticipated that if students adopt positive habits, it will foster positive behaviour among them.

H02: Student motivation does not positively effects student behavior

Table- 2: Students academic motivation impact on students' behaviour

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	1.778	.185		9.614	.000
Academic motivation for the students	.24	.51	.24	2.481	.031

a. Dependent Variable: Student behaviour

Depicted data in table- 2, with a p value of less than .05 (specifically 0.03), we can conclude that the null hypothesis is rejected and the alternative hypothesis is accepted. This suggests that academic motivation does indeed have an impact on students' behaviour. And it does have a positive impact with a marginal effect of 0.24. Therefore, it can be anticipated that when students are motivated academically, it will foster positive behaviour among them.

H03: Social interaction does not positively effects student behavior

Table- 3: Social interaction impacts on studentsbehaviour

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	1.884	.200		9.434	.000
Social interaction along with parental involvement	-.007	.078	-.004	-.089	.929

a. Dependent Variable: Student behaviour

Based on the data in table- 3, with a p-value greater than .05, it can be concluded that the null hypothesis is accepted. This means that social interaction is not a variable that has a positive influence on students' behaviour. The analysis of the social interaction

statement revealed that students had a not very good perception of it. Therefore, it can be inferred that social interaction does not have a positive impact on students' behaviour.

H04: Culture does not positively effects student behavior

Table- 4: class culture and environment affect students behaviour

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	1.906	.126		15.085	.000
classroom environment	0.38	.688	.36	2.327	.044

a. Dependent Variable: Student behaviour

Based on the data in table- 4, with a p value of 0.04, the null hypothesis is rejected and the alternative hypothesis is accepted. This suggests that class culture and environment do have an impact on students' behaviour. And it does have a positive impact with a marginal effect of 0.38. Therefore, it can be anticipated that when students experience a positive class culture and environment, it will foster constructive behaviour among them.

H05: Student behaviour does not positively affect academic achievement across Arab and Asian nations.

Table- 5: Dummy regression model (students behaviour influence on academic achievement of students in different countries)

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	2.518	.397		6.337	.000
Student behaviour	.54	.146	.51	2.328	.077
Native of origin	.748	.191	.200	3.920	.000

a. Dependent Variable: Current GPA

The table- 5 presents a dummy regression model that examines the impact of behaviour on academic achievement across various countries. Since the p-value is less than 0.10 (10% significance level), specifically 0.07, we can reject the null hypothesis and accept the alternative hypothesis that student's behaviour does indeed have an impact on academic achievement. And it does have a positive impact with a marginal effect of 0.54. So, in the long run, it can be anticipated that if students exhibit positive behaviour, it will enhance their academic performance.

In addition, it also analyses the impact nationwide, so the difference in academic performance between the students of both countries is indeed 0.748. Indicating that if individuals are of Arab descent, their academic performance will be influenced by a marginal rate of 0.748.

H06: Gender of the student group influences the relationship between student habits and student behavior across different nations.

Table- 6: Moderation effect of gender on the relationship of students behaviour and academic achievement

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	1.866	.031		60.898	.000
Moderation effect of gender	-.127	.025	-.249	-5.153	.000

a. Dependent Variable: Student behaviour

Based on the data in table- 6, with a p-value of less than .05 (specifically 0.00), we can conclude that the null hypothesis is rejected. This means that there is evidence to support the alternative hypothesis, which states that gender does have an impact on the relationship between students' behaviour and academic performance. And it does have a negative impact with a marginal effect of 0.127. Based on certain factors, it is possible to anticipate a decline in academic performance for female students in relation to their behaviour.

H07: Nationality of the student group influences the relationship between culture and student behavior.

Table- 7: Moderation effect of nationality on the relationship of students' behaviour and academic achievement

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	1.866	.032		58.964	.000
Moderation effect of nationality	-.006	.019	-.015	-.306	.759

a. Dependent Variable: Student behaviour

In table- 7, the data clearly illustrates the impact of nationality on the correlation between students' behaviour and academic achievement. There is a distinction between the influence of nationality on students' academic performance and its role as a moderator in the relationship between student behaviour and academic performance. If the p-value is greater than 0.05 (in this case, 0.759), then we accept the null hypothesis, which suggests that nationality does not have a moderating influence on the relationship between student behaviour and academic achievement. Therefore, we can conclude that the relationship between student behaviour and academic achievement is not affected by nationality. However, it is worth noting that nationality can still have an individual impact on the academic performance of students.

H08 Parental Involvement and Academic Achievement

Table- 8 correlation between parental involvement and academic achievement

Correlations

	Type of family	Current GPA
Correlation Coefficient	1.000	.021
Type of family Sig. (2-tailed)	.	.629
N	403	403
Correlation Coefficient	.021	1.000
Current GPA Sig. (2-tailed)	.629	.
N	403	403

The correlation between parental involvement and academic achievement is being reflected in table 8. There appears to be a slight positive relationship, although it is not statistically significant (i.e. 0.629). It can be inferred that parenting involvement has a stronger association with childhood schooling rather than college level, given that these students are at the college level.

H09: Classroom Environment and Academic Achievement

Table- 9: Correlation between Classroom Environment and Academic Achievement

Correlations

	Current GPA	classroom environment
Correlation Coefficient	1.000	.69
Current GPA Sig. (2-tailed)	.	.060
N	373	373
Correlation Coefficient	.69	1.000
classroom environment Sig. (2-tailed)	.060	.
N	403	403

The correlation between Classroom Environment and Academic Achievement is evident in table 9. There is a noticeable positive relationship, although it is not statistically significant at the 5% level. However, it is considered significant at the 10% level (i.e. 0.060). From this, we can conclude that improving the class environment can lead to improved academic achievement among students. They have a coefficient of 0.69.

H10: students' habit of Self-regulation and Academic Achievement

Table- 10 correlation between students' habit of Self-regulation and Academic Achievement

Correlations

	Current GPA	student habit
Correlation Coefficient	1.000	.40
Current GPA Sig. (2-tailed)	.	.076
N	373	373
Correlation Coefficient	.40	1.000
student habit Sig. (2-tailed)	.076	.
N	403	403

The table 10 reflects the correlation between students' self-regulation habits and academic achievement. Although a low positive relationship is observed, it is not considered significant at the 5% level. However, at the 10% level (i.e. 0.076), it can be concluded that improving student self-regulation habits may lead to improved academic achievement among students. The coefficient associated with this is 0.40, which may not be very high but is still significant in predicting students' academic performance.

Determination of the factors affecting the academic accomplishment of the students:

Table-11: Multilinear regression model for understanding the factors that influence academic performance of the students.

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	2.587	1.693		1.528	.127
Student behaviour	.549	.111	.517	4.323	.047
Native of origin	.962	.254	.257	3.791	.000
Age	.078	.4	.041	.580	.562
Gender	-.397	.0	.076	2.963	.036
Medium of study	-1.843	.084	-.243	-2.694	.007
Place of education	.566	.081	.095	3.974	.031
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Class room culture	.191	.043	.16	3.636	.025
student habit	.180	.046	.144	2.840	.041
Academic motivation for the students	.162	.065	.161	2.382	.035
Social interaction along with parental involvement	-.194	.134	-.043	-.471	.638
Family income (In Dollars)	-.057	.059	-.052	-.969	.333
Educational background of the family	.290	.150	.167	2.260	.028

a. Dependent Variable: Current GPA

Table-11 presents a multilinear regression model that aims to gain insights into the various factors that impact students' academic performance. The study found that student behaviour has a positive impact on academic achievement. Specifically, Arab students tend to have good academic achievements. Age, on the other hand, does not play a significant role in determining students' performance. However, gender does have an effect, with females generally

having lower academic achievement than males. This could be due to the fact that females were interviewed more frequently, resulting in a higher average academic achievement among males. In addition, it is statistically significant at a 10% level to conclude that English medium students outperform Hindi medium students in terms of academic achievement. This could be attributed to their access to high-quality books from the market. In terms of academic performance, students in urban areas outperform their rural counterparts by a significant margin, with a rate of 0.566. The study found that students' academic performance improved as their perception of classroom culture improved, even though they did not initially perceive a better classroom culture. Similarly, the habits of students can also have a positive impact on their academic achievement. In addition, students who are highly motivated are experiencing significant improvements in their academic performance. However, social interaction does not play a significant role in predicting the academic performance of students. In addition, the students' academic performance is not influenced by their family income. However, the educational background of a family member does play a crucial role in the academic success of the student.

FINDINGS

- Research on the Attitudes of Students and Their Academic Performance\
- Positive student behaviour is fostered by the development of positive habits and academic drive.
- The pupils' behaviour is not favourably influenced by their participation in social activities.
- Constructive behaviour is fostered throughout the classroom by a positive culture and environment.
- The academic performance of students is improved when they exhibit positive conduct.
- A marginal rate of 0.748 has an effect on the academic achievement of Arab students.
- The link between student conduct and academic achievement is severely impacted by gender, according to many studies.
- It has been shown that the association between student conduct and academic success is not moderated by the student's nationality.
- Involvement of parents is more strongly associated with the educational attainment of children than it is with college level education.
- It is possible that enhancing the atmosphere of the classroom would result in high academic accomplishment.
- It is possible that students' academic performance may increase if they developed better habits of self-regulation.
- Students of Arab descent often have high levels of academic accomplishment.
- The kids' ages do not have a substantial impact on their overall performance.

- The average academic performance of females is often lower than that of males.
- In terms of academic accomplishment, pupils who are exposed to English tend to do better than those who are exposed to Hindi.
- Compared to their rural counterparts, urban pupils do better.
- An improved view of the culture of the classroom leads to improved academic achievement.
- Students that are highly driven for their studies see considerable gains in their overall academic performance.
- There is no substantially significant correlation between social engagement and academic success.
- The money of the family does not have any impact on the academic progress of pupils.

CONCLUSION

Based on the findings of the research, it is possible for students to develop good behaviours by cultivating positive habits and academic enthusiasm. Due to the fact that pupils have a negative image of social contact, it does not have a substantial influence on the behaviour of students. Constructive behaviour among students may be encouraged by cultivating a good culture and atmosphere in the classroom.

With a marginal effect of 0.54, student conduct has a favourable influence on academic success. This impacts academic accomplishment. There is a 0.748 percentage point difference in academic performance between Arab students and non-Arab students. This suggests that the academic performance of Arab students will be impacted by a marginal rate of 0.748 percentage points. In addition, there is a marginally negative effect of 0.127 that gender has on the association between student conduct and academic achievement. This effect is in the negative direction. Although nationality does not have a moderating role in the link between student conduct and academic success, it is nevertheless possible for nationality to have an individual effect on the academic performance of students.

Due to the fact that these kids are now enrolled in college, the link between parental participation and childhood education is larger than the association with college level. Increasing the quality of the classroom environment has been shown to have a correlation coefficient of 0.69 with increased academic attainment. Nevertheless, there is a statistically significant correlation between enhanced student self-regulation practices and increased academic accomplishment, with a coefficient linked with 0.40.

According to the findings of the research, Arab students have a tendency to have strong academic results, and the study also indicated that age does not play a major influence in influencing the performance of pupils. There is a correlation

between gender and academic accomplishment, with females often achieving lower levels of success than males. English-medium students have a higher level of academic accomplishment than Hindi-medium students, which may be attributed to the fact that English-medium students have easier access to literature of a higher quality. The performance of urban pupils is much higher than that of their rural counterparts.

The students' academic performance increases as their view of the culture of the classroom improves. Additionally, the habits of the students may have a favourable influence on the academic accomplishment of the students. Highly motivated students see considerable advances in their academic performance throughout the course of their academic careers. As far as forecasting pupils' academic performance is concerned, social contact does not play a major role, and the wealth of the family does not have any bearing on academic achievement.

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