

Concept and Importance of Academic Achievement among Adolescent's Students

Patel Bhumika Becharbhai^{1*} Prof. Alok Kumar²

¹ Research Scholar, Department of Education, CSJM University, Kanpur

² Professor of Education

Abstract – The achievement score of an understudy demonstrates towards the future accomplishment of the person. Analyzing the definitions mentioned above, it was concluded that academic achievement alludes to the dimension of proficiency accomplished in academic work or as formally procured learning in school subjects which is dictated by the evaluations, or imprints anchored by the understudies in the examination. It uncovers the dimension of educational accomplishment in different subjects taught in educational organization. It likewise uncovers the quantity and quality of learning accomplished in a subject of concentrate after a time of guidance. Other than being the foundation of advancement to the following class, academic achievement is additionally a record of future achievement and decides the example of one's living. In perspective of this, the factors which assume a vital role in deciding a person's academic achievement should be contemplated. As Singh (1976) pointed out that "academic achievement is a complex variable, a resultant of assorted factors of various types scholarly and nonintellectual, acting and associating in an assortment of ways. Insight, personality factors and financial foundation are a portion of the factors which are viewed as having an impact on academic achievement". The adequacy of any educational establishment is measured by the degree the pupils associated with the framework accomplish in cognitive, emotional and psycho-engine spaces. In this manner, academic achievement indicators for the most part comprise of cognitive measures, relating knowledge or mental capacity and non-cognitive measures, particularly personality traits which keep on supporting that both cognitive capacity factors and certain personality traits reliably foresee academic achievement. Along these lines, academic achievement can be measured with the assistance of tests, verbal or composed of various types. Since academic achievement is the basis for choice, advancement or acknowledgment in different backgrounds, the significance of academic achievement can't be overlooked.

Keywords: Academic Achievement, Adolescent's Students, Education, Socio-Economic Status, Life Satisfaction.

-----X-----

INTRODUCTION

Achievement alludes to the scholastic achievement of the pupils toward the finish of an educational program or the skill they really appear in the school subjects in which they have gotten guidance. Achievement is the accomplishment or procured proficiency in the execution of a person as for a given learning or expertise. In this way, achievement is the shining crown which uncovers a feeling of genuineness, truthfulness and tirelessness with respect to the achievers. The term has been characterized by various people in different ways. Stagner (1962) characterized achievement "as a level of proficiency or progress made by pupils in the mastery of school subjects". As per Crow and Crow (1969) "achievements alludes to the degree to which a student gets benefit from instructions in a given region of learning for example achievement is reflected by the

degree to which learning or expertise has been gained by an individual from the preparation granted to him". Saxena and Dwivedi (1979) thought about that "the term scholastic achievement alludes to the attainment or accomplishment in the field where a subject gets some guidance or preparing". As per Clifford et al. (1986) "achievement is the errand arranged conduct that allows the person's execution to be assessed by some inside and remotely forced foundation". As indicated by Rao (1980) "achievement is concerned, all things considered, with the development of learning, comprehension and securing of aptitudes". In the expressions of Verma and Upadhyay (1981) "achievement is the attainment or accomplishment of a person in a few or particular part of information after a certain time of preparing".

Along these lines, academic achievement can be measured with the assistance of tests, verbal or composed of various types. Since academic achievement is the basis for choice, advancement or acknowledgment in different backgrounds, the significance of academic achievement can't be overlooked. To expand the achievement of understudies inside a surrendered set is the objective of each school. Research has gone to our guide by investigating what variables like individual, home, school, instructor, and so forth promote achievement or hinder it. An expansive number of variables, for example, insight, personality attributes of the student, the financial status from which he hails the authoritative atmosphere of the school and so on impact achievement in various degrees.

The academic achievement has raised numerous huge inquiries for researchers, for example, "What factors promote achievement in understudies?" "How far the diverse factors contribute towards academic achievement?" Many factors have been hypothesized and researched upon. Researchers have turned out with changed outcomes, on occasion supplementing one another, however now and again contradicting one another. A total and far reaching picture of academic achievement still appears to evade the researchers. The inquiry consequently continues. Educational researchers everywhere throughout the world are as yet looking for a leap forward in clearing up the wonder. It is uncommonly so in nations like India, where the populace development has over shot the way toward tapping in the natural assets and has out-stripped the extension of offices, thus, elevating the challenge for confirmation and advancement of the understudies to the following class. As a natural result, the powers of expanding educational requirements have not met with the required offices. This slack between educational prerequisite and the way to accomplish them has brought about sharp decline in academic standards. The issues of disintegrating standards has forced the educationist to completely test the factors that effects the pupils' academic achievement in schools at all dimensions and on that premise to propose measures for development to the educational experts. It is this particular part of these examinations that constrained the present specialists to think about a portion of the psycho-social variables to be specific personality, insight and financial foundation in relation to academic achievement of high, average and low achievers with the goal that the reasons for poor academic execution might be treated out and be controlled suitably.

REVIEW OF LITERATURE:

Sharma and Naveen (2016) in their research paper titled, "Classroom Confidence of Adolescent Students in Relation to Their Gender, Locality and Type of School, attempted to discover, regardless of whether there is a relationship between Classroom Confidence of adolescent understudies in relation to their sex, locality and kind of school. The sample of the study

consisted of 400 adolescent understudies of which 200 girls and 200 boys. Every one of the understudies were taken from randomly selected High Schools from two areas of Haryana. Descriptive statistics, for example, mean and S.D worked out on the score of Classroom Confidence of adolescent understudies and 't' test was employed for testing the significance of difference between the means. It was discovered that female adolescent understudies have higher classroom confidence score than male adolescent understudies. There is significant difference in the level of classroom confidence of male and female adolescent understudies. Rural adolescent understudies have higher classroom confidence score than urban adolescent understudies. There is no significant difference in the level of classroom confidence of rural and urban adolescent understudies. Govt. school adolescent understudies have higher classroom confidence score than private school adolescent understudies. There is no significant difference in the level of classroom confidence of Govt. what's more, private school adolescent understudies".

Jagannadhan (2003) explored the effects of certain socio-mental factors on the academic achievement of VIIIth and Xth class understudies found that "the three levels of home environment as low, middle and high gotten 41.38, 47.05 and 62.37 of mean academic achievement respectively. Statistically the differences between the means yielded a significant effect of home environment on academic achievement ($F=17.23$ at 0.01 level). Home environment yielded a correlation of 0.42 with academic achievement, which was highly significant. The partial correlation between home environment and achievement was 0.179, which was likewise significant. For boys and girls the respective correlations were 0.391 and 0.450 which were sure and significant".

Jayaswal et al. (2003) examined the role of parental help and academic achievement of ancestral school understudies on a sample of three hundred understudies and found that "parents of high achievers exerted significantly more help in their children's investigations than the parents of low achievers understudies; the parents of high achievers had higher goal for their children's educational success and high lofty occupation with alluring budgetary return, yet the parents of low achievers were not unequivocally ambitious of children's upward mobility; the high achievers parents had faith in directing for right conduct though the parents of low achievers put stock in physical punishment like frequent beating. High achievers parents were liberal and allowed their children to mix with their friends though the parents of low achievers were tyrant and did not allow peer mixing".

Gakhar (2010) led a study to discover the relationship between academic achievement, emotional maturity and self-idea of Xth class male

and female understudies belonging to rural and urban areas on a sample of 200 understudies of government and private secondary school found that "there was negative correlation among intelligence and emotional maturity; a significant correlation between emotional maturity and academic achievement of boys and girls".

Sarsani and Ravi (2010) examined role of certain selected variables on achievement in mathematics of high school understudies. The sample of the study consisted of four hundred eighty kid and young lady understudies taken from the various government and private secondary schools of Warangal city. The findings indicated "significant difference between the mathematics scholastic achievement of the boys and girls. The result likewise showed that girls were higher achievers than boys".

Singh and Praveen (2010) analyzed the relationship of academic achievement with social maturity of secondary school understudies. A sample of two hundred kid and 200 young lady of Xth class was taken. The total scores of the selected understudies in the board examinations were taken as the measures of academic achievement. The results indicated that "there were no significant differences between the academic achievement of boys and girls. The findings likewise revealed no significant difference in academic achievement of rural and urban understudies"

Alkhutaba (2013) examined the influence of the social and economic factors on academic achievement of high school understudies. A sample of 250 understudies was selected randomly. The result obtained was: "(a) there is significant effect of financial Factors on understudy's academic Achievements in their part of education. (b) There is significant effect of financial Factors on understudy's academic Achievements in their gender to female. Moreover, recommendations were made for the academic Achievements understudies, teachers, parent's government and curriculum developer on approaches to improve academic achievement and inculcating inspirational attitudes in understudies towards learning".

Gupta (2014) considered on self-idea, academic achievement and achievement motivation of the understudies. Multiple variables leading to socioeconomic discrimination include gender, standing, levels of dad's education; father's occupation and so forth may contribute to self-idea, academic achievement and achievement motivation. The present study attempts to investigate whether various social classifications of school running adolescents contrast with respect to self-idea, academic achievement and achievement motivation. 846 understudies from 28 schools of West Bengal, India, comprised the sample picked by SRSWOR by the sampling scheme of Rao, Hartley and Cochran (1962). To test theory of simultaneous equality of a lot of variables, for example, self-idea, academic achievement and

achievement motivation over the social classes, ANOVA was undertaken. The results revealed that gender difference was significant for four dimensions of self-idea out of six dimensions considered. Be that as it may, for academic achievement and achievement motivation, gender difference was not observed to be significant. Station shrewd understudies differed significantly in academic achievement. At the point when father's education and occupation were considered, highly significant differences were observed for academic achievement and achievement motivation yet insignificant difference with respect to dimensions of self-idea.

Devi and Mayuri (2016) attempted to discover the effects of family and school on the academic achievement of residential school children. It was discovered that the family factors were not observed to be fundamentally important for the achievement of residential school children. Family factors like economic status and parental aspirations are on the positive side, which may require consideration of the two researchers and policy makers. As to gender differences, girls were observed to be superior to boys. Age did not have any effect on academic achievement (p. 72)

Bostani et al. (2013) aimed to examine the relation between Mental Health and Academic Performance of athletic and non-athletic understudies of the Islamic Azad University Ahvaz Branch, Iran. Based on the findings the researchers, concluded that the higher the mental wellbeing of the understudies, the better their educational performance, in spite of the fact that it seems that the understudies' educational performance is additionally affected by different factors and their interactional effects too.

McLeod et al. (2012) estimated the associations of mental medical issues of depression, consideration problems, delinquency, and substance use with two indicators of academic achievement (high school GPA and highest degree got) with controls for academic bent. Consideration problems, delinquency, and substance utilize were significantly connected with diminished achievement, however depression was most certainly not. The results demonstrated that the social outcomes of mental medical issues are not the inevitable result of diminished useful ability at the same time, rather, reflect negative social responses. These results encouraged a more extensive viewpoint on mental wellbeing by demonstrating that conduct problems increase the negative outcomes of more traditional forms of distress.

Tsar (2011) in her study aimed to broaden the present writing on children's mental wellbeing as it identify with academic achievement by examining the symptoms of the most common internalizing (depression and uneasiness) and externalizing disorders (ADHD and CD) in a huge non-clinical

sample of elementary school-matured children. The findings of her study revealed the unique contribution of mental medical issues in foreseeing academic achievement and furthermore pointed to the need to promote children's mental wellbeing in schools.

Kaur and Arora (2014) in which they attempted to elaborate the relationship between academic achievement and mental wellbeing of adolescents belonging to the Ludhiana and Moga locale of Punjab. The sample of 300 adolescents (150 rural and 150 urban) were taken from various Govt. schools. The results clearly indicated that there is a highly significant relation between academic achievement and certain dimensions of mental wellbeing namely overall adjustment and intelligence for the sample in general.

Talawar and Das (2014) embraced an investigation to study the academic achievement of secondary school tribal students in relation to their mental wellbeing. The study found that there is a positive relationship between academic achievement and mental strength of secondary school tribal students of Assam. The study likewise discovered that there is a significant difference in the mental wellbeing of boys and girls, urban and rural secondary school tribal students of Assam.

Factors Associated with Academic Achievement

In an examination considering the factors of school achievement, great emphasis is set on achievement directly from the earliest starting point of formal instruction. In any case, one conceivably ignores those viewpoints in which people contrast from each other. The beginning stages may originate from academic achievement itself where wide extending varieties happen from the purpose of non-execution to the point of exceptional achievement. On the off chance that we think about a gathering of understudies, a couple of understudies are observed to be high achievers from one perspective, and a couple are low achievers on the other, while a sizable number of understudies dependably show up as average achievers. The inquiry emerges with respect to why such a difference in academic achievement shows up when the schools give pretty much uniform instructional and ecological offices? Is this difference because of certain mental factors? Does this difference rely on inherent qualities? Or on the other hand is there any single factor or host of factors which account for all differences in academic achievement? These inquiries frequently show up in the brains of the teachers, educationists and the analysts, however with hardly satisfactory answers.

Different investigations have explored various factors which are discovered responsible for academic achievement of an individual like his personality, scholarly capacity, and condition and so forth. Such factor appears to go under two general heads:

Intellectual Factor

Intelligence has been regarded as an essential factor in the academic achievement of the understudies. It has been recognized as an inherent quality with unified and stable characteristics, distributed normally among people. Intelligence might be clarified as the limit with respect to learning and seeing, particularly as applied to the handling of novel circumstances and successfully changing in accordance with the all-out circumstance. Intelligence can be characterized as an ability to get familiar with a wide assortment of scholarly skills and utilize this learning in its direction. Intelligence additionally gives insight and direction to the human potential for accomplishing the objective. Intelligence is viewed as the most essential factor for higher odds of success out of an extensive number of factors affecting academic achievement. Studies revealed that intelligence relates more unequivocally to understudies achievement than some other trademark. Intelligence of the understudies is straightforwardly related to the mental mechanism of the individual. The process of mental mechanism is the most ideal approach to increase the academic achievement of the individual. In this manner, the importance of intelligence to achievement has been regarded as an essential factor influencing the academic achievement of the understudy. Its importance is unmistakably related with academic in every single proficient space which is entrenched for the achievement of the understudies.

The execution of the understudies is generally influenced by intelligence. Subsequently, the correlation among intelligence and academic achievement of understudies can't be ignored. If there should arise an occurrence of school understudies, intelligence is the ability to learn and prevail in school education. A teacher ought to thusly teach his exercise in consonance with scholarly capacities of all sort of kids in the classroom. With the acknowledgment of intelligence as an inherent, unified and a steady trademark distributed similarly among people, it was assumed that the differences in the academic achievement of pupils could be effectively accounted for. Along these lines, there is motivation to trust that increasingly intelligent pupils could adapt all the more rapidly, retain for longer timeframe, perform better in every single academic issue thus could acquire high positions in their classes contrasted with the less intelligent pupils.

Trial of general mental ability has broadly been utilized as the predictor of academic achievement of understudies. Jordan (1923), Chauncey (1929), Edds and McCall (1933), Durlinger (1943) and Harper (1967) has revealed critical correlation going from .315 to .600 among intelligence and scholastic success⁸. Demonstrating the relationship between the scores of intelligence tests and high school marks, Pinter arrived with the correlation of 0.28 and 0.60, with few below 0.409. For evaluating the predictive value of cumulative test Aaron

summarized the aftereffects of 24 ponders where correlation ranged from 0.25 to 0.65 with a median of 0.4810. While, Binet-Simon and Terman (1916) in their findings revealed that co-efficient of correlation commonly fall in the range of 0.40 and 0.50.

Non-intellectual Factors:

It has been discovered that in the absence of intellectual capacities, high scholastic achievement is unimaginable. In the meantime, insignificant nearness of prevalent intelligence does not guarantee much scholastic achievement. Numerous examinations dependent on logical examination have appeared even understudies of greater intelligence are under-achievers, while a few pupils with average intelligence accomplish more than not anticipated from them. A few researchers who have attempted to demonstrate the relationship between mental ability and academic achievement have discovered just a moderate correlation. Thus, the importance of non-intellectual factors is obvious. For a satisfactory execution, a certain measure of intelligence essential for academic achievement must be controlled by the understudies alongside some good nonintellectual variables. The more non-intellectual factors are the higher would be the academic achievement. There are numerous specialists who have utilized distinctive strategies, at various dimensions of education to investigate assorted non-intellectual factors related with academic achievement. Here, along these lines an endeavor has been made to talk about a portion of the following non-intellectual factors, which are probably going to influence academic achievement.

Personality Factor:

As indicated by Rawat, Chaudhary and Negi (2012), "Personality is an accumulation of emotional, thought and standards of conduct that are unique to every individual and relatively stable after some time. How and why individuals contrast from one another is an inquiry that has been requested a very long time with various theories, speculations, and answers. Personality has intrigued researchers, researchers, and the general populace alike. It has been concentrated in numerous specific situations, numerous cultures and a wide range of controls for quite a long time. An abundance of academic journals, books, school courses, programs, and tests have been created so as to assess and describe personality".

Personality factors have its own effect on the result of an individual's educational level and academic success. People with a healthy and very much balanced personality are ended up being successful in their academic profession and different everyday issues also. Education is a critical factor in the development of any person's personality. Personality factors themselves have a role to play in the assurance of success, disappointment and adequacy of educational achievement. Various investigations

have been made, utilizing mental tests, to correspond personality factor with the academic achievement of pupils. Auditing the writing on the relationship of personality to academic achievement, Stranger pointed out to the way that personality factors impact achievement by affecting how much the utilization of person's potentialities is made. Dhaliwal (1971) found that personality factors like emotional stability, obedience and balance are connected with student's achievement. Warburton (1961) has likewise discovered that personality factors are related to academic achievement. Verma and Sheik (1998) found that personality has critical association with academic achievement. Dixit (1989) additionally discovered that personality factors essentially influenced the educational achievement. The investigation of Rindermann and Neubauer (2001) uncovers that personality trait correlates and predicts academic execution. Bratko (2006) concluded that personality adds to the forecast of school execution. Subsequently, the role of personality dynamics with respect to school achievement is huge and along these lines Garrett broadcasted that albeit enough progress had been made in finding and endeavoring to gauge the factors which add to scholastic success in school yet researchers concur that there still remain a hole of a few factors which should be examined.

Personality is a compelling determinant of human exercises and subsequently additionally of achievement. The sum and quality of achievement in the diverse different backgrounds are certainly the yield of unmistakable association of various traits of personality. Our unique composite of the temperament, traits, needs, interest, values, problems, adjustment, aptitudes and abilities choose our achievement in the academic field as well as in each field. The present examination is concerned just with the academic field. It is a typical idea that a few understudies, who flop in the school examination, acquired better scores on tests of intelligence and a portion of the great achievers in prior classes out of the blue come up short and linger behind the standards of achievement in the following higher classes. It demonstrates that the essential operant factor in academic achievement isn't just intelligence however something more than this. For this the understudy's personality structure might be viewed as responsible absent much dithering. The person's confidence may depend greatly on academic progress in school as it is a considerable sign of his potential.

Personality factors have an essential bearing on academic achievement. It is generally trusted that an all-around created personality would assist the creating understudies with adapting themselves to the changing arrangement of the present scenario. Presently adays countless and clinicians have demonstrated their interest around the investigation of personality in relation to scholastic achievement. Academic achievement is considered as a

component of one's personality. This new emphasis has originated from the new generally acknowledged conviction that the academic execution of the understudies is another part of his all-out conduct and accordingly is resolved and impact by the dynamic process of personality. It is obvious from the previously mentioned investigations that personality is a vital factor in determining academic achievement. The basic presumption basic this examination is that academic achievement is a type of conduct which is influenced by personality factors.

Socio-Economic Background

Financial foundation implies the position that an individual or family occupies by methods for his/her education, occupation and income in the gathering exercises of the networks. Along these lines, Socio-economic foundation of the family not just helps an understudy in getting higher education yet in addition it helps in academic achievement. It is imperative in one's achievement, in light of the fact that the higher the socioeconomic foundation, the better the educational offices that are available together with increasingly intellectual stimulation. Financial foundation appears to influence an understudy's mentalities, values, inspiration and so forth and therefore his academic achievement. Economic foundation of the parent likewise assumes an essential role since smooth continuation of study ends up troublesome under economic deprivation. Bala subramanyan (1997) announced that financial status was the domineering variable in the bunch of environmental variables. Clark (1927) found that understudies whose parents had school education positioned higher in grant. Occupational foundation is an imperative financial trademark that run together with educational accomplishment. Likewise, income of the parents additionally assume a critical role in adding to the academic achievement of the understudies as higher income of the parents can be useful in giving better offices to the children at home.

On account of understudies, since they are singular subject to parents it is acknowledged to consider the social and economic components of the parents as to speak to the financial foundation. In the apparatus used to gauge the financial foundation of understudies in the present examination, the social component is made out of dads and moms educational and occupational level. The economic component is made out of dads and moms income. Parents who are taught might be relied upon to attempt to soak up the required interest and inspiration to learn in their posterity. Likewise parents who are in an occupation considered high in the general public would anticipate that their children should achieve comparative high occupational position. These parental desires indirectly push the children to invest more exertion in the academic investigations the success in which will be a central point in satisfying these desires. The economic component of the parents can likewise be required to add to the academic achievement of pupils. In the

present reality a home which gives better chances to understudies offers better learning arrangement for them. Giving such chances to children depends for the most part on the economic position of their parents. Financial foundation assumes a significant role in academic achievement. Children originating from great financial foundation are regularly observed to be preferable academically over those from poor financial foundation. Educationist directed the concentration toward this direction to discover the commitment of this variable to academic achievement.

CONCLUSION:

The present study tried to give insight into factors influencing the relationship between academic achievement and LS. So far, research on children's LS has predominantly examined intrapersonal variables and there has been a lack of studies considering contextual factors as potential moderators of the respective association. Moreover, the present study also provides an indication that highly educated mothers are a key resource in Western Germany, impacting their children's academic performance and LS whereas in today's society fathers appear to have less impact on these aspects of their children's life. Therefore, the results of this study may give reason to critically engage in questions about gender roles and family in modern society of Western Germany today. Another interesting direction through which to extend this investigation is to examine differences concerning gender and migration background of high and low SES students. Well-educated mothers with migration background have been found to have a strong impact on children's academic achievement as they are more likely in favor of supporting education with results that are more in favor of girls than for boys. Therefore, the impact of mother's education found in the present study might be further moderated by gender and/or students' migration background, which could be tested using larger samples. Eventually, this direction could provide further insight into understanding the underlying mechanisms of the impact of mothers' education on children's school success and LS.

REFERENCES:

1. Kumar, Naveen. & Sharma, Hemant Lata. (2016). Classroom Confidence of Adolescent Students in Relation to Their Gender, Locality and Type of School. *International Journal of Applied Research*. Volume 2, Issue 6 pp. 679-682.
2. Gakhar, et. al. (2010). A study of Intellectual and Non- Intellectual Correlates of Scientific attitude in Shodh Ganga, 3(4).

3. Singh, (2010). Socio-Economic Status Scale (SESS). Agra: National Psychological Corporation.
4. Gupta, N.K. (2014). Emotional Intelligence at work – A professional guide (Third Edition) Vol. I, Published by N.C.E.R.T., New Delhi.
5. Uma Devi, N. & Vijayakumar, C. (2016). A Study on Impact of Confidence on Organisational Commitment, Through Structural Equation Modelling (SEM). Annual Research Journal of Symbiosis Centre for Management Studies. Vol. 4, March 2016.
6. Kaur, D. and Jain, R. (2014). Study of Academic Achievement among senior secondary School students in relation to their Emotional Intelligence. International Journal of Social Science & Interdisciplinary Research, 5(2), pp. 7-15.
7. Garaigordobil and Berrueco. (2011). Effects of a play program on creative thinking of preschool children. The Spanish Journal of Psychology, 14(2): pp. 608-18.
8. Lau, S. and Cheung, C. P. (2010). Development trends of creativity: What twists of turn do boys & girls take at different grades? Creativity Research Journal, 22(3): pp. 329-336.
9. Rizi, Yarmohamadiyan and Gholami (2011). The Effect of group plays on the Development of the Creativity of Six-year Children. Social and Behavioral Sciences, 15: pp. 2137-2141.
10. Subbotsky, Hysted and Jones, (2010). Watching Films With Magical Content Facilitates Creativity in Children. Perceptual and Motor Skills, 2010 (111), pp. 261- 277.
11. Zabelina, D. L. and Robinson, M. D. (2010). Child's play: Facilitating the originality of creative output by a priming manipulation. Psychology of Aesthetics, Creativity, and the Arts, 4, pp. 57-65.

Corresponding Author

Patel Bhumika Becharbhai*

Research Scholar, Department of Education, CSJM University, Kanpur