

Psychological Correlates of Academic Achievement

Anamika Gupta^{1*}, Dr. Kiran Chhawchharia²

¹ PhD Student, Kalinga University, Raipur

² PhD Guide, Kalinga University, Raipur

Abstract - Psychology is especially utilized. It attempts to examine the child's educational behaviour and implements the psychological understanding in education. Judd analyses and explains the changes in people through different phases of the development from infancy to adulthood. Educational psychology is the science." Educational psychology apparently addresses different learning and teaching issues. This is why psychology of education is called as "Teaching and learning psychology.

Keywords - Psychology, psychological correlates, Academic achievement

-----X-----

INTRODUCTION

Academic achievement is one of the main concerns of employment. Everyone in our world, according to parents, instructors and especially students in today's Muola (2010), aspires to be successful.

academic environment. The pedagogical and psychological aspects of academic success have been discussed. Academic success becomes apparent when a pupil Students must make a greater effort to increase their skills develops into a competent, resourceful, and eager and capabilities to grasp the topic and skills to complete learner. Academic success is often something that school assignments and projects in order to obtain students at a school, college, or university outstanding academic findings. Furthermore, the support of accomplish in a classroom, lab, library, or field parents and instructors may improve the confidence of setting. Other sporting or musical accomplishments children in their academic objectives and achieve them and are not included. It calls for commitment, giving up get better outcomes. As we all know, university life is also something, self-control, drive, and friendly full of difficulties and excitement. Students may get higher relationships with parents, friends, and instructors. academic outcomes with constant support from parents, a According to Crow and Crow (1969), academic pleasant study environment and the students' skills in the performance is measured by how much a learner management of academic duties. For rural Sabah kids, benefits from teaching in a particular subject area; as some students may encounter difficulties including a low a result, achievement is measured by how much the level of self-efficacy, a lack of psychological well-being and individual has learned from the training that was parent support. provided to him.

The evolution of contemporary education has been According to Codjoe (2007) and Muola (2011), a significantly impacted by psychology. There are several positive family environment is associated with fundamental links and interconnections between improved academic results. Parents with higher psychology and education. The nature of human behaviour levels of education are more likely to instil in their determines educational theory and practice. Educational kids better educational ideals. Parental psychology is designed to examine the behaviour of the encouragement has a positive impact on their pupils scientifically and to support the education process. children's cognitive development, as suggested by

ACADEMIC ACHIEVEMENT

Due to the quick advancement of science and technology, society is getting more complicated and requires highly capable labour to keep up with its speed and growth. Academically accomplished people are seen as having a responsibility to progress and preserve society. According to Salami (2010), academic achievement is the primary objective of college students since it has traditionally served as the

Nommay (1989), Singh et al. (1995), and others. According to Bansal (2006), Wilkins (2009), and Ghazi (2010), a supportive home environment and parental support are the root causes of accomplishment motivation. The disparity in academic performance is brought about by differences in students' cognitive abilities, desire for accomplishment, attitudes, and interests in the topics that directly affect academic performance. According to Mehta and Kumar (1985), academic accomplishment is the mean achievement score in

every subject's examination. While Mathur and Poonam (2010) argued that a student's academic achievement is measured by how well they do on their yearly assessment, which covers the whole curriculum.

CONCEPT AND IMPORTANCE OF ACADEMIC ACHIEVEMENT

Achievement is the academic success of students at the conclusion of a programme of study or the proficiency they really demonstrate in the academic disciplines in which they have been instructed. Achievement is the achievement of a person's performance or gained competency in relation to a certain body of information or ability. As a result, success is the shining crown that symbolises the honesty, openness, and tenacity of the achievers. Different people have defined the phrase in various ways.

According to Stagner (1962), accomplishment is the level of competency or advancement students make toward mastering academic topics. Accomplishment, according to Crow and Crow (1969), refers to the degree to which a learner benefits from instruction in a particular field of study; in other words, achievement is measured by the degree to which a person has gained information or a skill as a result of the teaching provided to him. According to Saxena and Dwivedi (1979), "scholastic achievement" refers to accomplishments made in a subject's area of study after receiving instruction or training. Achievement, according to Clifford et al. (1986), is the task-oriented behaviour that enables the individual's performance to be assessed in accordance with certain prescribed criteria, both internally and externally. Achievement is heavily influenced by the growth of knowledge, understanding, and skill acquisition, claims Rao (1980). Achievement, according to Verma and Upadhyay (1981)⁶, is the level of proficiency reached by a person in a given field of knowledge following a certain amount of instruction. A student's accomplishment grade hints to how successful they will be in the future.

After carefully examining the aforementioned definitions, it is clear from the analysis that academic achievement refers to the level of proficiency attained in academic work or as formally acquired knowledge in school subjects, which is assessed by the grades, or marks, that students receive in their exams. It demonstrates the degree of academic achievement in the different disciplines taught in educational institutions. It also shows how much and how well one has learned a topic after receiving training in it. Academic accomplishment influences one's style of life in addition to being a requirement for advancement to the next level and a predictor of future success. In light of this, it is necessary to research the variables that are crucial in determining a person's academic success.

Academic endeavours seem to be the crucial and pertinent area of life where individuals strive to outperform one another. Performance quality has emerged as the determining determinant for individual advancement. Parents want their kids to accomplish at the highest level possible, so they even create academic success standards for them without taking into account their abilities and necessary physical health. There is a lot of pressure on students, instructors, schools, and the educational system as a whole because of this demand for high levels of accomplishment. In fact, despite the fact that many other results are anticipated from the system, it seems as if the whole educational system is focused on students' academic success. As a result, the school spends a lot of time and energy assisting pupils in improving their academic performance.

FACTORS ASSOCIATED WITH ACADEMIC ACHIEVEMENT

In a research that looked at the elements influencing academic achievement, the importance of success at the start of formal schooling was highlighted. However, it's possible to overlook the ways in which people vary from one another. The beginning points might be found in academic accomplishment itself, where there are significant variances from low performance to exceptional achievement. A significant portion of students always seem to be ordinary achievers, whereas a small number of students are determined to be high achievers on the one hand and a small number are poor achievers on the other. When schools provide more or less uniform instructional and environmental facilities, why does such a variation in academic accomplishment appear? Does this variation result from any psychological factors? Does this variation rely on innate traits? Or are all variations in academic performance result from a single element or a plethora of factors? The solutions to these problems, which often cross the thoughts of educators, educationists, and psychologists, are barely satisfying. Numerous studies have looked at various elements that have been determined to be responsible for a person's academic success, such as his personality, intellectual capacity, surroundings, etc. Such a factor seems to fall under two broad categories: Intellectual and non-intellectual factors are both important.

TEST ANXIETY AND ITS RELATION TO ACADEMIC ACHIEVEMENT

Everybody is stressed out these days for one reason or another, and adolescence is a challenging age for young people. During this time, they deal with a number of changes, including physical and psychological needs, developmental challenges, parental behaviour and attitudes, ambition in education and the workplace, frustration, conflict, stress, and anxiety. Any person's growth, including their personality as well as their academic

performance, is significantly influenced by stress and anxiety. The most common age group to experience anxiety is adolescents, along with adults.

The anxiousness and anguish one feels before or during a test is known as test anxiety. Students who have exam anxiety report having trouble focusing, experiencing mental blockages, and being easily distracted.

Test anxiety comes on in waves, so when you first notice it, it will start to become worse, then it will start to get better. Three factors: physiology, behaviour, and psychology all contribute to test anxiety. Increased pulse, tightened muscles, sweat, and parched mouth are a few examples of physiological responses. Inability to act, articulate oneself, read and comprehend test questions, trouble organising one's ideas, and trouble remembering or recovering terminology and concepts are all examples of behavioural responses. Psychological responses may include, feeling nervous or uncomfortable, feeling disturbed, experiencing self-doubt or negative self-talk.

When expectations of success or failure are modest or when desire is great but expectations of success are low, respectively, the degree of anxiety associated with intellectual mastery occurs. In the first situation, the youngster is very unsure about his test-taking abilities, which causes anxiety. If the youngster knew for sure whether they would pass or fail, they would be lot less concerned. In the second situation, the youngster appreciates intellectual proficiency but anticipates failing. Anxiety is likely to be produced when there is a gap between a desired outcome and the likelihood of achieving it.

STRESS AND ITS RELATION TO ACADEMIC ACHIEVEMENT

Stress is a multifaceted phenomena that centres on the dynamic interaction between the person and their surroundings. It is also described as a stressor, a person's reaction to stimuli, and how a person interacts with their surroundings. It should be emphasised that stress may increase and improve an individual's performance to some extent. The majority of human successes, according to evidence, are produced under stressful circumstances. However, high levels of stress can have a number of negative effects, such as physical and mental illnesses, sleep disorders, restlessness, irritability, forgetfulness, abnormal fatigue, lowered immunity, frequent infections, headaches, poor concentration, memory loss, and a decrease in problem-solving skills.

According to Steinberg and Darling (1994), study problems, anxiety, stress, and depression were reported by 50% of students who sought mental health services. They claimed that these circumstances influenced their subpar academic performance. Stress, anxiety, and depression have all been linked to one another. These three psychiatric

disorders' overlapping symptoms may result in a variety of academic issues that can have an influence on kids' academic progress.

DEPRESSION AND ITS RELATION TO ACADEMIC ACHIEVEMENT

Described as "a mental state or chronic mental disorder characterised by feelings of sadness, loneliness, despair, low self-esteem, and self-reproach; accompanying signs include psychomotor retardation (or less frequently agitation), withdrawal from social contact, and vegetative states such as loss of appetite and insomnia," depression is defined by Medilexicon as "a mental state or chronic mental disorder." The signs of depression are shown in the figure below.

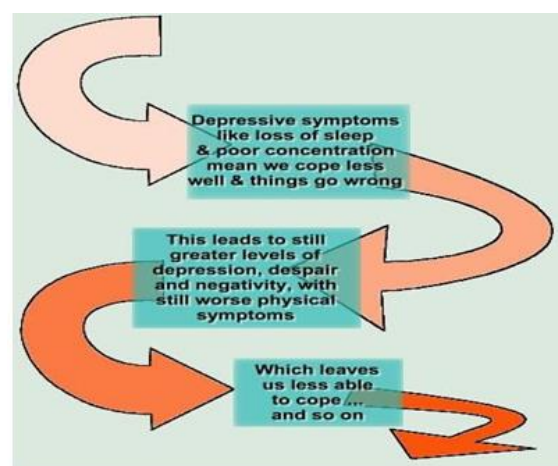


Figure 1: Depressive symptoms: Schematic Representation

There are several varieties of depression (depressive disorders). The most frequent disorders are major depressive disorder and dysthymic disorder.

Another research conducted in 2003 by Sherina, et al. revealed that 41.9% of students at one Malaysian public university tested positive for depression. They said that depression had an impact on their academic performance. This demonstrates how students' performance is affected by depression, with greater depression levels being associated with worse academic accomplishment.

STUDY HABIT AND ITS RELATION TO ACADEMICACHIEVEMENT

Academic performance is largely dependent on good study habits. This is so that a pupil may only remember what is already stored in memory. When there are several subjects to cover and little time to study for exams, a student who does not devote enough time to reading may struggle to do well in those tests. According to Tschumper (2006), high school kids have extremely subpar study abilities. He pointed out that the emphasis on education has switched from imparting knowledge necessary for

academic achievement to covering all subject matter in order to be ready for the required standardised examinations.

LEARNING STYLES AND ITS RELATION TO ACADEMIC ACHIEVEMENT

The greatest way to help students learn is to demonstrate the worth and significance of the lessons being taught in the classroom. Students won't learn anything if they aren't interested in the subject matter. Utilizing a variety of instructional strategies and creating an engaging, dynamic learning environment in the classroom are crucial for achieving the ultimate aim of student learning. Numerous methods exist for how students learn. While some kids learn best visually, others learn best audibly or kinesthetically. Charts, graphs, and images help visual learners learn by providing visual cues. Reading and listening to lectures are both beneficial for auditory learners. Those that learn physically do so by doing. One, two, or three learning methods may be selected by the student. Due to these various learning preferences, it is crucial for instructors to include in their curricula activities that cater to each of these preferences in order for all students to be successful in their courses. The various learning styles are shown in the figure below.



Figure 2: Schematic Representation of different types of learning styles

NUTRITION AND ITS RELATION TO ACADEMIC ACHIEVEMENT

Education and health are related. Academic and health concerns interact for children in middle and high school. Health hazards may be increased in students who do badly in school, which will negatively impact their success and increase health risks. Data from the Healthy Youth Survey in Washington State provide a fresh perspective on how health risk and academic success are related. The study addresses 13 significant physical and mental health risk factors and investigates how these particular health issues relate to the grades kids say they achieve in school. Academic achievement might be affected by any health risk. Students are less likely to succeed in

school or graduate on time the more health concerns they have. Every health risk that may be reduced has the potential to improve a student's conduct in the classroom. Academic success may increase if even one health component is improved.

According to the World Health Organization, proper nutrition supports and has an impact on every stage of life and every level of being. The connections between health outcomes, diet, and school life are studied within this wide perspective. Diet may have a variety of effects on learning. Nutritional deficiencies have a negative impact on behaviour in a variety of ways, including Attention-Deficit/Hyperactivity Disorder (ADHD), which makes it difficult to focus and finish activities.

According to Edwards (2011), pupils who routinely ate breakfast outperformed those who missed breakfast on arithmetic standardised examinations. Breakfast gives a child's brain the energy it needs to function academically after a night of fasting. Skipping this nutrient may result in concentration issues, a shortened attention span, and memory issues. School breakfast programmes may also encourage kids to attend class more often and arrive on time, which will improve their academic performance.

PHYSICAL ACTIVITY AND ITS RELATION TO ACADEMIC ACHIEVEMENT

A student's education must include physical education. Physical education has several advantages, including enhancing moral judgement, fostering social skills, and enhancing health. Students are given the chance to grow as leaders, create objectives, participate in cooperative learning, all while building a strong physique.

Numerous studies have shown the value of physical education and the need for it to be given equal weight with math and science. It is clear from this study and other studies that exercise has a good impact on students' academic performance.

The relationship between physical exercise and concrete indicators of academic success was investigated in a number of cross-sectional studies. Additionally, several intervention studies were carried out to investigate the impact of increasing physical activity and physical education programmes during the school day on either direct measures of academic achievement or indirect estimates of behaviours related to academic achievement (e.g., attention, memory, disruptive behaviour) (e.g., standardised tests, academic record, teacher reports). Mixed findings came from these research. Researchers found either no connection between physical exercise and academic success or a weak to moderately favourable correlation. The

relationship between physical exercise and academic success is shown in the figure below.

Exercise and academic success are favourably connected. Physically active students are more likely to succeed in school. Studies show that aerobic exercise improves cognitive performance by boosting the amount of capillaries in the brain, which facilitates the delivery of oxygen to the brain's cells and the removal of waste products like carbon dioxide (Allegrante, 2004).

People used to recognise the benefits of exercise and how crucial it is to a person's overall wellbeing. Physical exercise was historically seen as a way to relax or as a way to be ready for combat. The body was seen as a mix of the mind, body, and spirit. However, society now does not value physical exercise as highly as it formerly did.

CONCLUSION

Those who support school-based physical activity programmes, however, claim that arranging physical education time each day has no detrimental consequences on children's academic performance and that regular exercise may improve students' concentration and cognitive skills. There is enough evidence to back up the assertions that sports-based educational initiatives in schools aid in the socialisation of children and teens, improve their academic performance, and encourage them to stay in school.

REFERENCES

1. Arini, Ni. KadekSukiat., M. Fakhurrozi and M. Psi (2009) The Influence of Motivation and Intelligence on Academic Achievement of the Grade 2 Students of Nigeria. Retrieved from Internet on June 25, 2011.
2. Asep Agung Judistira, Hariz Enggar Wijaya(2017) on "The Role of Self-Control and Self-Adjustment on Academic Achievement Among Junior High School Students" 3rd International Conference on Education and Training, Advances in Social Science, Education and Humanities Research,
3. Asthana, Madhu (2011) Self-Concept, Mental Ability and Scholastic Achievement of Secondary School Students of Varanasi. *Journal of Community Guidance and Research*, 28, 1, 82-88
4. Asthana, Madhu (2011) Self-Concept, Mental Ability and Scholastic Achievement of Secondary School Students of Varanasi. *Journal of Community Guidance and Research*, 28, 1, 82-88
5. Atkinson, J.W. and Feather N.T. (1966) The Theory of Achievement Motivation. New York: John Wiley and Sons.
6. Attribution at Secondary Schools: The Role of Ethnic. *Group and Gender Education*, 8, 3, 261-274.
7. Bahago, Beatrice Ahmadu (2011) Intelligence of Achievement Motivation and Demographic Characteristic on Academic Performance of Nomadic Fulani Girls in Adamawa State. Submitted to the School of Postgraduate Studies, University of Jos. Retrieved from Internet on July 20, 2011.
8. Bahago, Beatrice Ahmadu (2011) Intelligence of Achievement Motivation and Demographic Characteristic on Academic Performance of Nomadic Fulani Girls in Adamawa State. Submitted to the School of Postgraduate Studies, University of Jos. Retrieved from Internet on July 20, 2011.
9. Baker, D. P. and David L. (1986) Mothers' Strategies for Children's School Achievement: Managing the Transition to High School. *Sociology of Education*, 59, 59, 156-166.
10. Bakhtiarvand F., Sana A., Kazem D. and Hojjat A Farahani (2011) The Moderating
11. Bank, Barara J., Ricky L. Slavings and Bruce J. Biddle (1990) Effects of Peer, Faculty, and Parental Influences on Students' Persistence. *Sociology of Education*, 63, 3, 208- 225.
12. Bembenutty, H. (2005) Academic Achievement in a National Sample: The Contribution of Self-Regulation and Motivational Beliefs Beyond and Above Parental Involvement. Paper Presented at American Educational Research Association, Montreal, Canada.
13. Fakeye, D. O. (2010) Student's Personal Variables as Correlates of Academic Achievement in English as a Second Language in Nigeria. *Journal of Social Science*, 22, 3, 205-211.
14. Garikai, Bonga Wellington (2010) Determinants of Poor Academic Performance.
15. Hunt, Earl and Carison, Jerry (2007) Considerations Relating to Study of Group Difference in Intelligence. *Perspective on Psychological science*, 2, 2, 194- 213.
16. Kerka, Sandra (2000) Parenting and Career Development. Educational Resources Information Center (4, 5 Department of

Education)

17. Newswire, Ivanhoe (2010) Parent involvement is equal to Better Students.
18. Nuthana P. C (2007) Gender Analysis of Academic Achievement among High School Students. Thesis Submitted in University of Agricultural Science, Dharwad.
19. Pate, P.E., and Andrews, P.G. (2006) Research summary: Parent Involvement. Retrieved from internet, [www/nmsa/org](http://www/nmsa.org).
20. Sharma Anita, Kartar Singh T., Poonam S. and Dalip M. (2011) Prediction of Different Streams in Academic Achievement Through Verbal and Non-verbal Intelligence Tests. *Journal of Community Guidance and Research*, 28, 1, 48-55.
21. Stewart, F. M., Colin Chisholm and Malcolm Allen (2010) Academic Success of First Year Engineering Students: Emotional IntelligenceA Predictor. Retrieved from Internet on September 1, 2010.
22. Yusuf Muhammed (2011) Investigating Relationship Between Self-efficacy, Achievement Motivation and Self-regulated Learning Strategies of Undergraduate Students: A Study of Integrated Motivational Models. *Procedia- Social and Behavioral Sciences*, 15, 2614-2617

Corresponding Author

Anamika Gupta*

PhD Student, Kalinga University, Raipur