



A study on academic achievement of higher secondary students

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Abstract

The most significant human invention is education. Without education, humans would continue to live like animals. Education is what made man a human being instead of just a "two-legged animal." The term "education" is like to a diamond that changes color depending on the viewpoint. For social survival, it is as fundamental to civilization. A person's education starts long before they are born, when they are still in the womb of their mother, and does not start in school or college. It stops when he passes away, not when he receives his degree. Education is therefore a continuous process. Education is a dynamic idea. In the course of its evolution, it has gone through numerous ages and stages, and at each one, its meaning has changed to reflect the social context of the time. It is generally assumed that the students who showed better or higher performance in the early stages of their studies also perform better in future academic years at higher level. Everyone can be surprised with this assumption if it could be proved scientifically. From the last two decades it has been noticed significantly that there is great addition in research literature and review material relating to indicators of academic achievement. Researchers are interested to know more about this academic achievement.

Keywords: Education, Academic Achievement, Higher Secondary Students

Introduction

Education provides awareness and enables man to harmonize himself with his environment leading to constructing and moulding a peaceful society. The quality of education can be assessed on the basis of achievement of the aims and objectives of education. Achieving the aims and objectives means earning score points or something equivalent of that which corroborates the content prescribed for it. This is in the language of education is known as academic achievement.

In formal education academic achievement is the main measure of level of education achieved, means of achieving curricular objective and a source of success in society. It distinguishes between students and predicts their success at work. Therefore educators are genuinely interested in those factors which are associated with academic achievement.

Education has now become a successful passport for the development of a nation in general and of a person in particular. Success in life can be achieved through education. Academic achievement is an important factor that determines education. Better academic performance ensures better grades which ultimately brings better jobs and better life. Hence in the arena of education academic achievement has been one of the biggest lucrative both for

parents and for children.

Academic Achievement

The key and unavoidable components of the quality growth of the educational system are the ongoing assessment of students' academic performance throughout the academic year and the examination of the variables related to it. This has a major impact on creating a stronger educational program, raising educational standards, and eventually enhancing officials' performance (Shams and Farshbandfar, 1995) ^[1]. One of the challenges that has caught the attention of managers and community leaders, and hence of researchers, is academic performance. Consideration has always been given to factors that impact students' growth and accomplishment, as well as the relative contributions of each component (Tabatabaie, 1997) ^[2]. In the meanwhile, it is crucial to understand the elements that may have an impact on pupils' academic achievement.

Academic achievement is a significant educational concern that is intimately linked to quality improvement. In addition to educational development programs worldwide, academic achievement serves as a foundation for evaluating students' acquired desirability over a certain time period (Lyndmn, Duke, and Vylkrsvn, 2001) ^[3].

One of the most crucial areas of research that psychologists and educational researchers are engaged in is identifying the pertinent variables in order to forecast students' academic progress. The prediction of academic success has been the subject of much research (Jensen, 1998) ^[4]. Social, psychological, and biological factors all affect academic success (the Burkart, 1996) ^[5]. Let's examine its relationship to the factors that influence it.

The Concept of Academic Achievement

Test results often serve as an indicator of academic accomplishment, which is a gauge of the information acquired throughout formal schooling (Ahmad, 2008, p.4) ^[6]. This definition makes it abundantly evident that it is the result of students' academic efforts. The result of education is academic accomplishment or (academic) performance, which measures how well a student, instructor, or institution has met their learning objectives.

Exams and ongoing assessments are frequently used to gauge academic success, although opinions on the most effective methods and crucial elements vary widely. Academic accomplishment is a performance result that shows how well a person has achieved particular objectives that were the main focus of activities in educational settings, such as schools, colleges, and universities. Cognitive objectives are often defined by school systems as either including the acquisition of information and comprehension in a particular intellectual domain (e.g., science, history, reading, numeracy) or as applicable to numerous subject areas (e.g., critical thinking). Consequently, it is important to see academic performance as a complex concept that encompasses several learning areas. Academic accomplishment is a broad concept that encompasses a wide range of educational outcomes, therefore how it is defined relies on the metrics that are used to quantify it.

There are numerous indicators of academic achievement, including more curricular-based criteria like grades or performance on an educational achievement test, more general indicators like procedural and declarative knowledge learned in an educational system, and cumulative indicators of academic achievement like degrees and certificates. All of the criteria are similar in that they reflect intellectual pursuits and, as a result, roughly reflect an individual's intellectual capacity. Academic success is a significant aspect of everyone's life in modern cultures. A student's ability to continue their education (e.g., to attend a university) is determined by their academic success as indicated by their grade point average (GPA) or by standardized tests used for selection purposes, such as the SAT (Scholastic Assessment Test). As a result, academic success determines a person's eligibility for further education and, depending on the degree earned, affects their post-educational career. Academic success is crucial for a country's wealth and prosperity in addition to its value for a person. The OECD (Organization for Economic Co-operation and growth) administers the PISA (Programme for International Student Assessment), which has recently demonstrated a substantial correlation between a society's level of academic attainment and favorable socioeconomic growth. These studies' findings offer insights into many measures of a country's academic performance, which are then utilized to assess the educational system's advantages

and disadvantages and assist the formulation of educational policy. It is not unexpected that many scientists, especially in the fields of psychology and education, focus their study on academic accomplishment given its significance to both individuals and society.

Review of Literature

In order to evaluate the gender gap in academic performance, Asthana (2011) ^[7] studied a sample of 300 secondary school students from Varanasi, 150 of whom were male and 150 of whom were female. The average of the scores from three prior yearly exams was used to calculate scholastic performance. The results showed that male and female pupils' academic performance differed significantly. It was discovered that girls performed better than guys.

Adetayo and Kiadese (2011) ^[8] looked at parental participation and emotional intelligence as indicators of students' success in financial accounting. Using the survey approach, information was gathered from 200 Nigerian senior secondary school pupils. The study's findings showed a strong correlation between pupils' academic success and parental participation. The results also demonstrated that parental participation was a predictor of kids' academic success.

In order to assess the relationship between dads' parenting styles and their children's academic performance at school, Kazmi (2011) ^[9] carried out a research. The study's sample comprised 20 instructors, 300 fathers, and 300 pupils who were selected at random from Pakistan's Mansehra district's rural and urban regions. Academic accomplishment was derived from classroom records, and data was gathered using a questionnaire that was created locally. The study's findings showed that fathers' engagement was positively and significantly correlated with academic attainment.

Bakhtiarvand *et al.* (2011) ^[10] looked at how achievement motivation affected the link between 200 college students' academic achievement and their learning strategies. The study's conclusions showed that the association between academic success and learning methodologies was modulated by achievement motivation. The findings also showed that the relationship between learning strategies and academic success was indirectly impacted by achievement motivation.

A research comparing the accomplishment motivation of children in two-parent and single-parent households was carried out by Manjuvani and Anuradha (2011) ^[11]. 186 students of both sexes who were specifically chosen for the study made up the sample. Data was gathered using the Deo-Mohan accomplishment motivation scale. The findings showed that the accomplishment motivation of children from single-parent households was considerably different from that of children from two-parent households. It was also determined that the need for high accomplishment was cultivated by parental expectations and guidance.

In order to investigate the relationship between academic achievement and emotional intelligence in both male and female students in the arts and science streams, Lal *et al.* (2010) ^[12] used a cluster random sampling technique to select 300 students from the Meerut region. They discovered that male students from the scheduled caste had higher academic achievement and higher emotional intelligence

than their female counterparts. Male scheduled caste students in the arts and science streams with high and low emotional intelligence had significantly different mean achievement scores, while female students in the arts stream with high and low emotional intelligence did not significantly differ in mean achievement scores.

Singh and Praveen (2010) ^[13] investigated the connection between high school students' academic success and social maturity. A sample of 400 high school students in the tenth grade in New Delhi, 200 of whom were boys and 200 of whom were girls, participated in the study. The chosen pupils' total board test results were used as indicators of their academic performance. The findings showed no discernible disparities between boys' and girls' academic performance. Additionally, the results showed no discernible difference between rural and urban pupils' academic performance.

At the elementary level, Ghazi *et al.* (2010) ^[14] investigated parental participation in their children's academic motivation in rural locations. A sample of 250 pupils from Bannu, Pakistan, participated in the survey. Structured interviews with parents and students were used to gather data. The findings demonstrated that parental support and conversations on the value of education and related topics directly improved achievement motivation. Additionally, the results showed that the majority of parents did not fully understand their responsibility in their children's education.

Muola (2010) ^[15] examined the connection between standard eight students' home environments and desire for academic success. 235 Kenyan students, ages 13 to 17, from six urban and rural primary schools in the Machakos area made up the sample. Data was gathered using two questionnaires: the home environment questionnaire and the short profile questionnaire. The findings indicated that the only variable not substantially ($r = 0.03$) associated with academic achievement motivation was parental encouragement.

Ong *et al.* (2010) ^[16] conducted an across-sectional study to identify the variables linked to low academic success among Malaysian urban primary school students. 1470 students from Kuala Lumpur, Malaysia, were surveyed and interviewed to gather data. Achievement was measured by the grades that students received in the main topics of the test. As a broad assessment of cognitive aptitude, all students took the Raven's standard progressive matrices exam. The findings demonstrated that academic success was negatively impacted by inadequate cognitive capacity.

Naderi *et al.* (2010) ^[17] investigated whether academic success and IQ are related, and if this link varies between males and girls. The creativity exam was completed by 153 participants, 105 of whom were men and 48 of whom were women. The participants were chosen based on their cumulative grade point average. The Cattell's Culture Fair intellect Test was used to measure intellect. The results showed that academic success for both males and females was unrelated to intellect.

Singh (2011) ^[18] investigated the relationship between academic achievement and study habits among students in higher secondary school and found a substantial association between the two. Bhan and Gupta (2010) ^[19] looked at the academic performance and study habits of students from scheduled and non-scheduled castes. Two hundred pupils,

both scheduled and non-scheduled, were chosen at random from Jammu city's metropolitan high schools. The findings showed that students' study habits and academic performance are not significantly impacted by sex. Caste significantly affects students' study habits and academic performance. Students from non-scheduled castes perform noticeably better academically and have far better study habits than their peers. Sex and caste did not, however, interact to affect the study habits or academic performance of pupils in the scheduled and non-scheduled caste groups.

A Study on Study Habits and Academic Achievement of Children from Broken Families with Particular Reference to Higher Secondary School Students was carried out by Alex (2009) ^[20].

The study's primary goal was to examine the academic performance and study habits of kids from dysfunctional households. For this study, the normative survey method was employed. 106 students from broken households were among the 186 pupils in classes XI and XII that made up the sample. The sample consisted of students from several higher secondary schools in the Kollam district. The main conclusions were as follows: (i) children from broken families and children from regular households differ significantly in their academic performance. (ii) When comparing the academic achievement scores of children from broken households, there is no discernible gender difference. In terms of their study habits, boys and girls from broken homes differ significantly from one another, while children from broken homes in urban and rural areas do not differ much.

Research Methodology

Research is the methodical application of systematic techniques in an effort to find meaningful answers to questions regarding events or phenomena. Research is a rational, objective, unbiased, and empirical investigation that might result in the formation of theories or principles that, in part, anticipate and govern occurrences. Research is a sincere and perceptive search for facts and their implications in relation to the issue under investigation. The process of carefully examining the contextual elements surrounding an issue in an effort to find answers is known as research.

In a research process, research methods are crucial. From the first problem identification to the final findings, it entails methodical processes. Its responsibility is to conduct the research in an ethical and scientific manner. It offers methods and resources for dealing with the issue. The techniques are employed in research studies to gather data. The nature of the difficulties and the type of data they include determine which approach is best for examining the research topic and which design is used inside the method. The current study has attempted to investigate the relationship between academic achievement and higher secondary students' emotional intelligence and self-esteem in light of the survey of related literature and the discussion above.

The intellectual framework that guides research is known as methodology. It serves as the blueprint for gathering, calculating, and analysing data. For the various research processes to run smoothly and for research to be as effective as possible, methodology is required. In essence, choosing

methodology for a study entails deciding which approaches and strategies are most suited to address the specific issue being studied.

Place of Research

The Higher Secondary Schools and Colleges in the Nanital district of Uttarakhand are the subject of the current study. The samples needed for the study are being collected from the Higher Secondary Schools and Colleges in the Nanital district, both urban and rural.

Population of the study

Sampling is an essential research study technique. Studying the entire population is typically hampered by the practical implications of time, money, etc. All second-year pupils in higher secondary made up the study's population.

Sample of the study: 300 Sample use in this study.

Collection of Data

The researcher approached the principals of the chosen schools and colleges to obtain the required authorization in order to gather the data. A group of 15 to 20 individuals participated in the testing session, which was held in a classroom. Following a brief self-introduction to establish the essential rapport, the students were briefed about the study's goals and purposes. The secrecy of their answers was guaranteed to the participants. The data gathering instruments were explained in full and in both Uttarakhandese and English. The instruments were administered gradually when the correct configuration was confirmed. Thus, during a single, roughly one and a half-hour session, the data were gathered in a group setting.

Results and Discussion

The computation of specific measures and the search for patterns of relationships among data sets are referred to as "analysis." Effective fieldwork by the researcher is essential to producing high-quality research. Fieldwork gives the researcher a wealth of experiences, helps them collect pertinent data for the study, and, of course, inspires them to think of new research ideas based on their new experiences. Any investigator must conduct thorough fieldwork.

The interpretation of the research findings heavily relies on data analysis. Every time data is gathered, a goal is in mind. The method of data analysis is primarily considered while planning a scientific investigation, and analysis is conducted appropriately.

As previously noted in the previous chapter, the Emotional Intelligence Inventory by Dr. S.K. Mangal and Mrs. Subhra Mangal, as well as the Self-Esteem Inventory by M.S. Prasad and G.P. Thakur, were used to gather the data for this study. In light of the goals established for the inquiry, the gathered data has been thoroughly examined using the proper statistical methods in the current chapter.

Table 1: Mean, Median, Mode, standard Deviation of academic achievement score of Higher Secondary students. (N = 300)

Variable	Mean	Median	Mode	S. D
Academic achievement	57.82	57.1	69.3	11.00

Interpretations

For H.S. students' academic performance, the mean, median, mode, and standard deviation were, respectively, 57.82, 57.1, 69.3, and 11.00.

The mean, median, mode, and standard deviation of the independent variable's emotional intelligence and self-esteem scores of high school students were analyzed.

Table 2: Mean, Median, Mode, Standard Deviation of Emotional Intelligence, SE1 and SE2 of H.S students. (N = 300)

Variables	Mean	Median	Mode	S.D
Emotional Intelligence	37.82	38.0	38.0	6.60
Self-Esteem 1	142.82	141	158	14.11
Self-Esteem 2	140.75	141	142	16.30

SE1 =Self-esteem part-1, personally perceived self and SE 2= self-esteem part-2, socially perceived

Interpretation

Table-2 shows that the average emotional intelligence score of high school students is 37.82, while the distribution's median and mode are 38.0 and 38.0, respectively, with a standard deviation of 6.60. H.S. pupils' SE1 scores had a mean of 142.82, a median of 141, a mode of 158, and a standard deviation of 14.22. Additionally, the mean SE2 score of high school students is 140.75, while the distribution's median and mode are 141 and 142, respectively, with a standard deviation of 16.30.

Classification of academic achievement

Academic achievement is defined as the percentage of Higher Secondary students' final exam scores that are used to categorize their level of academic achievement. Initially, the student's academic achievement scores' mean and standard deviation are calculated. The median score is calculated and approved to categorize the academic achiever group based on the distribution of results. The best score was 79.7, while the lowest percentage was 24.3. The two groups' academic accomplishment scores are compared in terms of number, mean, and standard deviation.

Table 3: Mean and Standard deviation of different academic achievement groups (N = 300)

Group	N	Mean	S.D
Good academic achievement	151	67.37	5.43
Poor academic achievement	149	48.22	5.63

Interpretation

According to Table -3, students with academic accomplishment scores of 57.1 and higher are placed in the good achiever group, while those with scores of 57 and lower are placed in the poor achiever group. The group of H.S. pupils who perform well academically has the greatest mean score (67.37) with the biggest standard deviation (5.43). Similarly, the poor academic achiever group of H.S. pupils calculates the lowest academic achievement mean score (48.22) and the highest standard deviation score (5.63). Figure 1 shows the mean and standard deviation values for these academic success groups shown graphically.

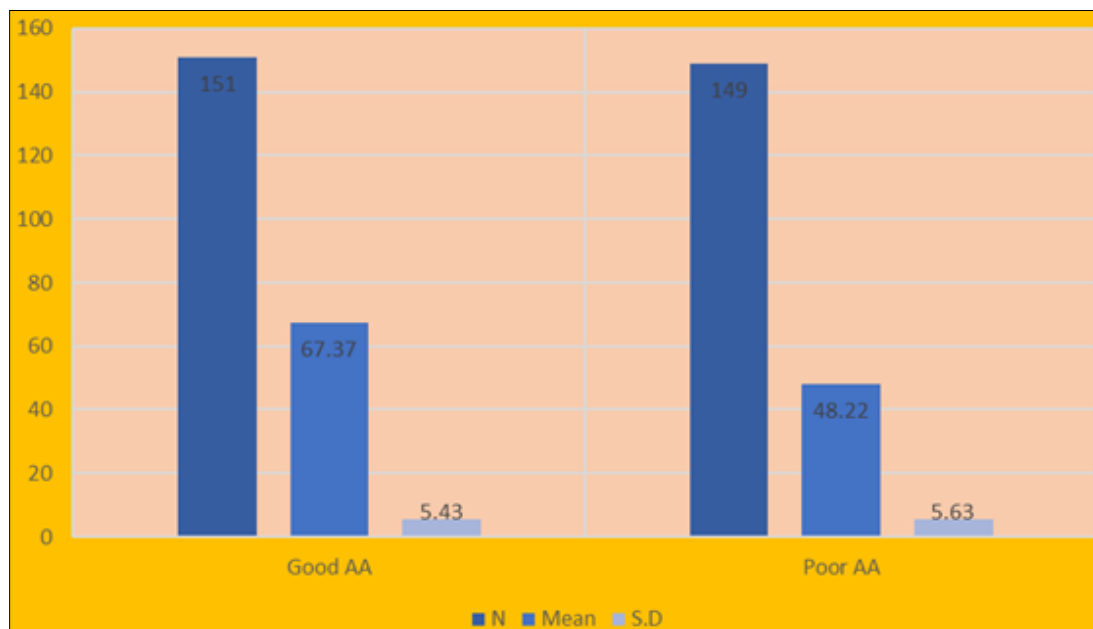


Fig 1: Graphic representation of Mean scores and standard deviation of different academic achievement groups of H.S students (N=300).

Conclusion

Higher secondary education is regarded as the most important and defining stage of education in terms of academic achievement. Self-esteem and emotional intelligence are factors that affect academic success. According to the study, there are notable differences in the academic performance and emotional intelligence of men and women. The study also shows that negative self-esteem is higher than balancing and positive self-esteem. Additionally, it is proposed that self-esteem and emotional intelligence have an impact on academic success. According to the study, academic success and emotional intelligence are positively correlated. According to the study, Higher Secondary students' self-esteem and academic success are highly positively correlated. Self-esteem and emotional intelligence are predictors of academic success.

The Nanital district conducted a study on the relationship between higher secondary students' academic achievement and their emotional intelligence and self-esteem. Following data analysis and interpretation, the current study has produced the following conclusions. The study's main conclusions are examined in light of the study's goals.

- The academic performance of male and female H.S. pupils differ significantly. Academic attainment was higher for male H.S. students than for female H.S. students.
- The academic achievement scores of high school students from urban and rural areas fluctuate significantly. Urban high school pupils have a higher mean academic achievement score than their rural counterparts.
- The academic achievement scores of H.S. students from nuclear and joint families do not differ much. On the other hand, H.S. pupils from mixed families have a marginally higher mean academic accomplishment score than those from nuclear families.
- The academic performance of government, private, and provincial high school students differs significantly. Compared to H.S. students from government and

private management, provincialized H.S. pupils have a higher mean academic achievement. Similarly, H.S. students under private management are reported to have higher academic accomplishment levels than those under government supervision.

- The academic performance of H.S. pupils in the science, arts, and commerce streams differs significantly. High school pupils in the scientific stream have a higher mean academic achievement than those in the arts and commerce stream. Similarly, H.S. pupils in the commercial stream have been found to succeed at a better level than those in the arts stream.

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