

# A Study of Correlation of Academic Achievements of The College Students and The Other Variables



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## Abstract

Environment plays a determining role student in self-esteem. Both parental relationship and self concept of the students have a deep effect on the academic achievement of the students. Academic achievement is directly related to students' growth and development of knowledge in an educational situation where teaching and learning process takes place. It determines the student's status in the class. Parents lay down certain specific attainment standards for their children especially in the educational field. Loving and accepting parents provide healthy environment for the student to grow his energies into proper channels and exercise his potentials to the maximum. Majority of the students perceive their parents as moderately protecting, demanding, loving, less indifferent, and rejecting. Boys and girls do not differ significantly in their perception of mother where as they differ significantly in their perception of father on symbolic punishment, symbolic reward, demanding and loving behavior. Science, commerce and arts students' perception towards their parents differ significantly on protecting, symbolic punishment, symbolic reward and loving behavior. Self esteem and academic achievement are integrally related to each other. There is a significant positive and negative relationship between socioeconomic status and academic achievement of the students at all the levels, and particularly at the college level. The product of learning of students is certainly influenced by psychological factors. The academic achievement of students is influenced by psychological factor like intelligence and self-concept. The highly intelligent students in a college achieve higher than the low intelligent students. Social phobia is found more in those college students whose parents are not well educated and rich. The increase in achievement and socio-economic status is negatively related to the social phobia of college students.

The paper surveys the relationship between the academic achievements of the college students and other variables, such as, family background, educational and cultural status of the parents, college environment, teacher-student relationship, friends and classmates, classroom environment, teaching methods, infrastructure, stress, performance etc.

**Keywords:** Academic Achievements, Educational Environment.

## Introduction

The academic achievements of the college students depend on the various associated variables. All the variables relating to college education result into the academic achievements. If the variables are favourable, the academic achievement is positive and career oriented. On the contrary, if the variables are unfavourable, the academic achievements are not appreciable. Self esteem, socio-economic status and family background, psychological factors like intelligence, social phobia, inferiority and superiority complex, aspirations, ambitions, career orientation, sense of determination, sense of competition, home environment, parents and other families, attitude and style of parents, college environment, teacher-student relations, classroom environment, peer group and friends, teaching aids and methods, innovation, bent of mind, approach to life etc. are the variables that result into positive or negative academic achievements as the case may be.

The college life is the pre-stage of the practical life to come. The teen-agers and the young boys and the young girls full of vitality, high ambitions, romantic approach to life, dreams for future and readiness to face the challenges of life are associated with the college life. The success

of the college life depends on the various related variables that determine the success or failure of the students in the various fields, and particularly in the field of academic achievement, performance and career. The social and cultural environment, home environment and college environment determine the career to be joined by the college students immediately after leaving the colleges.

The low socio-economic status of the college students cause in them a horrible inferiority complex and creates obstacles in the path of proving intelligence. The academically strong students are mature towards their vocational development as well as have high level of aspiration and academically poor students are not vocationally mature but have high level of aspiration. There is no significant interaction between sex and home environment at school level, but it is essentially there at the college level.

The students with a high socio-economic status make a better achievement than the students with a lower socio economic status. The achievement of the college students in various fields is affected by various factors like intelligence, study habits, and attitudes of pupil towards school, different aspects of their personality, socio economic status, etc. There is a negative correlation between social phobia and socio-economic status, and that if the parents are educated and economically sound, the social phobia can be removed.

Traditional students exhibit poorer psychological functioning when they are less satisfied with their emotional support network. Psychological functioning within the nontraditional students is independent of the amount and satisfaction with their emotional and instrumental social support resources. Non-traditional students have better academic performance than the traditional students.

#### **Objectives of the Study**

1. To explore the various various relevant variables of the college life, and their correlation with the academic achievement and career of the college students
2. To study the impact of environment on the various achievements of the college students
3. To be familiar with the influence of the parental styles on the college students
4. To know the college teachers' opinion on factors associated with low achievement level of children
5. To study the relationship between college adjustment of the students and their academic performance
6. To know the influence of study habits, self-concept, socio economic status on academic achievement
7. To compare and contrast the sense of self concept in the college students staying in the urban and rural area
8. To study the psychological functioning of the students
9. To compare the psychological functioning of the traditional and non-traditional students
10. To study the relation between academic achievement and mental health of the college students of different localities.

11. To study the influence of the scholastic achievement on the vocational maturity of the college students
12. To examine the relationship between anxiety, adjustment and academic performance
13. To study the extent upto which the academic achievement of the college students affected by their anxiety level.
14. To study the causes and effects of stress in the life of the students; to identify the situations that cause stress to the students, and to study the correlation between stress and academic achievement
15. To explore the causes and effects of depression and anxiety in the college students
16. To explore fruitful suggestions to reduce depression and anxiety in the college students
17. To find out the effect of sex, intelligence and socio-economic status on the achievement of student in computer education
18. To study academic achievement in relation to socio economic status of the college students in the Dholpur district
19. To find out the after effects of the low socio-economic status of the students
20. To study and compare male and female students' liking towards their teachers.
21. To find out the causes and effects of poor academic achievement, helplessness and psychological adjustment of the school children.

#### **Review of Literature**

Grace Adebisi Fayombo (2011) in the study 'Student-Related Variables as Predictors of Academic Achievement Among Some Undergraduate Psychology Students in Barbados' examines some student-related variables (interest in higher education, psychological resilience and study habit) as predictors of academic achievement among 131 (M (mean) = 28.17, SD (standard deviation) = 1.61) first year psychology students in the Introduction to Developmental Psychology class in UWI (The University of the West Indies), Cave Hill Campus, Barbados.

The researcher found a significant positive correlations between the student-related variables and academic achievement. The student-related variables also jointly contributed 46% of the variance being accounted for in academic achievement (R-square = 0.464, which is the square of the measure of correlation and an indication that the model is fit for future prediction of academic achievement among university students) and this was found to be significant. Additionally, it was found that interest in higher education was the best predictor of academic achievement and that psychological resilience and study habit were other significant predictors.

Meenakshi Narula & Pankaj Nagar (2013) in the study 'Relationship Between Students' Performance and Class Attendance in a Programming Language Subject in a Computer Course' analyze the correlation between class attendance and performance of the students in order to find whether attendance is a factor which affects the students' performance in a computers related subject. The

study finds that there is a correlation between the attendance of the students and performance. The data for analysis was taken from two classes of undergraduate students of Computer Application Course at a college in New Delhi India. The correlation was found using Pearson correlation coefficient. The result showed that there is significant positive correlation between the students' performance and their attendance.

S. P Singh & Savita Malik-Gurukula Kangri Vishwavidyalaya (2016) in their paper entitled 'Factors Affecting Academic Performance of Students', written with the aim to investigate the factors influencing students' academic performance, using ex post facto research design and an instrument measuring students' academic performance to collect primary data, find that that there is a positive and statistically significant impact of learning facilities, communication skills and proper guidance from parents on student academic performance.

Siew Foen Ng, Razimi Zakaria, See May Lai & Gary J. Confessore (2016) in 'A study of time use and academic achievement among secondary-school students in the state of Kelantan, Malaysia' highlight the importance, in a globalised world, of producing future intellectual, social and human capital for Malaysia. The study indicates that adolescents are confronted with an environment that is rapidly changing and the time spent on non-school-related activities has negatively impacted academic performance. This research investigated the contribution of time use among students to academic achievement. The findings of this research support those of some previous studies and contradict those of other studies, many conducted with non-Malaysian populations.

Toni Honicke & Jaclyn Broadbent (2016) in their study 'The Influence of Academic Self-Efficacy on Academic Performance: A Systematic Review' integrates 12 years of research on the relationship between academic self-efficacy and university student's academic performance, and known cognitive and motivational variables that explain this relationship. Previous reviews report moderate correlations between these variables, but few discuss mediating and moderating factors that impact this relationship. Academic self-efficacy is moderately correlated with academic performance. Several mediating and moderating factors were identified, including effort regulation, deep processing strategies and goal orientations.

#### **Hypothesis**

1. A majority of students in the colleges face the adjustment problem which results into their poor academic performance
2. The female students in the colleges have a better sense of adjustment than the male students.
3. Academic achievement of the students is affected by their socio-economic status, anxiety level and achievement motivation.
4. The college students belonging to the urban area are richer in self-concept than those belonging to the rural area

5. The college girls are more under the impression, control and influence of their parents than the boys
6. Sex, intelligence and socio-economic status of the students essentially has a deep effect on the achievement of the students, and the same is true of the computer education and achievement.
7. Depression and anxiety spoil the academic performance and career of college students.
8. Anxiety brings negative results to academic achievement of the college students.
9. The class tests, practicals and examinations cause anxiety in the college students
10. Anxiety keeps the students away from a good academic achievement
11. The more the scholastic achievement of a student is, the higher vocational maturity and aspirations he has.
12. Every student suffers from stress
13. Academic achievement, helplessness and psychological adjustment are related to one another
14. Most of the students face the problem of psychological adjustment in colleges
15. The economic status and the intelligence level of the students cause stress in them
16. Degree of liking of teachers contribute to better achievement of college students
17. A majority of the college students are found to have symptoms of anxiety and depression
18. Anxiety and depression in the college students deviate them from their educational goals and high academic performance.

#### **Methodology**

Though based and designed on the observation and casual interaction with the students during the course of teaching and handling the students of UG and PG classes, the study is a qualitative research made with an aim to correlate the various variables of the academic achievement of the college students. Observation served as the only source of collecting the primary data, while the internet sites, research papers, journals and other studies served as the sources of the secondary data. The study was all unplanned and just a casual one. For the purpose, in addition to the observation, a random study was made of the literature available on the theme. After arranging the literature systematically, the various variables were explored, and then they were analyzed so as to arrive at findings and conclusion.

#### **Findings**

1. Socio-economic status goes along with higher achievement motivation.
2. The college students staying in rural areas generally suffer from social and cultural deprivation in comparison with those staying in urban areas
3. The urban college students are significantly higher on academic achievements than rural ones
4. Scholastic achievement has a great influence on the vocational maturity of college students, but it has no impact on level of aspiration as students

without caring about their studies they are highly aspirant.

5. There is a significant relationship between sex, intelligence and socio-economic status of the college students and their inclination to computer education
6. There are significant differences between male and female students with regard to self-esteem. The college girls are more conscious to self esteem than the college boys
7. There is a low positive correlation between academic achievement and socioeconomic status.
8. Both the male and the female college teachers possess average or above average level of motivation to work.
9. The college girls have superior adjustment as compared to the boys.
10. The stress in the life of the adolescent girls is less when compared to adolescent boys.
11. The desire of success is derived from individual's concept of himself and in terms of the meaning of various incentives as they spell success and failure in the eye of others.
12. Achievement is influenced by personality, motivation, opportunities, education and training.
13. The socio economic disadvantage prevents the students from developing their basic and natural potentialities.
14. Urban college students score higher in academic achievement as compared to rural ones; Boys score higher on self-esteem as compared to girls. Girls are significantly higher on academic achievement as compared to boys.
15. The working mothers' sons and daughters make better achievement than those of the non-working ones.
16. The female students have better college adjustment than male students and the students' sense of adjustment in the colleges increases their academic performance
17. Somatic complaints, delinquent behaviour and aggressive behaviour syndromes exhibit significant zero-order correlations with the academic achievement measures, each of these relationships was mediated by attention problems.
18. The girls face more psychological maladjustment.
19. Some students face adjustment difficulties while in the college campus among the classmates and teachers.
20. There is a relationship between anxiety and achievement.
21. Students who have low-test anxiety have higher-grade averages.
22. The female students have higher test anxiety than male students and score lower in the achievement test.

### Conclusion

Education is the process of developing the capacities and potentials of the individual so as to

prepare that individual to be successful in a specific society or culture. The parents of the college students have a pivot role in nurturing the self-concept among them. The 'OK' style of parents develop in the students a positive selfconcept, while the 'not OK' styles of the parents are correlated with negative self-concept of the students. The highly intelligent students and students with better self-concept achieve high Scholastic achievement of the students and level of aspiration of the students correlate each other, and scholastic achievement gives rise to the vocational maturity of the students. The academic achievement of the college students differs in accordance with the locality they belong to. There is a tremendous difference in high intelligence and low intelligence on variable of under achievement. Academic achievement of the urban students is higher than that of the rural students. The low socio-economic status of the college students is one of the sources of stress. Social and psychological relations, financial conditions and health and physical development are the chief source of stress in college students. However, there is no significant difference in mental health of secondary level students of rural as well as urban localities.

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