



EXAMINING FACTORS AFFECTING MOTIVATION AND ACADEMIC ACHIEVEMENT OF SELECTED STUDENTS

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ABSTRACT

Personality is the dynamic organization within the individual of those psychological systems that determine his characteristic behavior and thought. Personality represent a unique integration of trait so as to differentiate one person from another on the basis of quality. Throughout adolescence, a crucial and difficult period in a young person's life, challenges like those related to physical needs, developmental needs, psychological needs, attitudes, parental behavior, careers, conflict, frustration, anxiety, and stress are frequent. Teenagers who look for their bodies and brains often do better in school.

Keywords: - Education, Personality, Student, Achievement, Society.

I. INTRODUCTION

The word "education" doesn't only mean one particular concept. The word "education" is used to refer to a variety of concepts and cosmological beliefs. In a similar vein, there is no universal educational setting. A key objective of education is "the child's overall development."

A high level of expertise or competence in a particular academic or professional subject is what is referred to as achievement. Performance quality is more important than ever in a world where success is so essential to progress. Children go through a variety of significant developmental stages throughout this period, including intellectual maturation and the development of academic motivation. The achievement of a student in school is increasingly seen to be a predictor of success in the modern, fast-paced global economy. Even if this is a drop in the educational ocean, many students don't appear to give themselves credit in line with their known or recognized

abilities. Students that have the ability to excel often exceed their contemporaries (Katyal&Bindra, 1995).

II. ACADEMIC ACHIEVEMENT

Student learning progress is fundamentally dependent on success in the classroom. It is a key area of study in the classroom. The effectiveness of the curriculum is determined by how well students score on standardized examinations, which serve as a gauge of academic accomplishment.

It often refers to the learning objectives you want your pupils to accomplish via a well thought-out series of exercises. The main and everlasting responsibility of a school is to support a student's total academic growth and advancement in conformity with the norms established by society.

Being successful in school is essential to a child's entire development. From a practical perspective, predicting academic achievement has become fairly crucial. Academic achievement is often viewed as a crucial sign of someone's potential and skills in contemporary culture. It is the main need for enrolling in and moving on in a course. If you want to graduate or get a job, you must have it.

Factors affecting Academic Achievement

Academic achievement is a phenomenon with several sides and dimensions. Academic success is influenced by a wide range of factors, including motivation, IQ, home environment, personality, genetics, school experiences, aptitudes, interests, parents' financial status, and family history. Sinha (1970) highlighted a number of factors that affect academic achievement, including hard work, intelligence, and memory, and good health, access to books, study skills, financial stability, and interest in social and practical activities. As described by Dave (1975), "intelligence, socioeconomic status of the family, physical health, gender, caste, distance from home to school, and leisure activities directly affect academic achievement." Balasubramanium (1993) asserts that elements like location and the language of instruction have an impact on how well pupils succeed in the classroom. According to author academic achievement was shown to be highly impacted by the mother's educational background. While Lakshmi (1997) discovered that kids with more educated parents were more eager to learn, Taj (1999) demonstrated that parent-child contact, socioeconomic status, and dependent behavior all had a significant impact on academic success. In contrast to ego defense, which was positively correlated with achievement, Dangwal (2000) discovered a negative association between barrier mastery and academic performance.

III. PERSONALITY

The characteristic that shines out the most is one description of a person's personality. A person with a dominant reticence or anxiety pattern is referred to as having a "shy personality" or "neurotic personality." In everyday speech, personality is often equated with social achievement.

The ability to get along with others on a daily basis is referred to in this sense as personality. "Psychophysical systems," as described by psychologist Gordon Allport, are dynamically structured within each individual and underlie each person's unique means of responding to their surroundings.

Guilford (1959) defined characteristics as "any distinguishable, relatively enduring way in which one individual differs from another." Personality is described as "an individual's distinctive pattern of traits."

A construct called personality is made up of certain traits. To describe this attribute, the terms "Extraversion" and "Introversion" are often employed. The words "extroversion" and "introversion" were initially used by Carl Jung. In some form or another, these concepts can be found in virtually all comprehensive theories of personality. Extraversion and introversion are often categorized on the same continuum. In order to empower the other, one must be weak. In contrast to extraversion, which is defined as "an attitude-type characterized by concentration of interest on the external object" (the outside world), introversion is defined as a "attitude-type characterized by orientation in life through subjective psychic contents" (emphasis on one's own internal psychic activity).

Personality as a Stimulus

According to some psychologists, the social stimulus value of a person's personality may be used to describe it. The impact one has on others around him, including whether they think him handsome or not, domineering or not.

From this vantage point, one's reputation and initial impression, which are mostly determined by external manifestations like attire, manner, and social graces, are identical with one's personality.

Personality Theories

Along with methods for tracking and assessing people's personalities, theories of personality and its evolution have advanced. These theories, which are referred to as type theories and trait theories, organize people's personalities into different categories based on similar traits. How do individuals respond to internal or external conflicts is one topic that is addressed by other theories, sometimes referred to as dynamic theories of personality. How do they deal with pressure? What procedures, such as defensive techniques, do they use to resolve disputes? The earliest ideas created to describe personality were type theories and dynamic theories. Types are characterized as distinct classes or groupings. We'll go through the much taxonomy used to categorize various personality types in this section.

IV. ACHIEVEMENT MOTIVATION

As essential to the human condition as any biological or sociopsychological requirement is the desire to achieve. A deep-seated impulse and desire to do well underlies the motivation to achieve. However, the desire to outperform one's peers is amplified in a competitive environment. As a consequence, there may be a stronger desire to go above and beyond to win the contest, along with the associated pride and pleasure.

Interest in the question of what drives individuals to achieve has increased in recent years. It is essential to understanding how people behave in general. What we refer to as the "motivational process" is a combination of willpower, internal motivation, and the desire to act. Motivation is a key factor in the effort to create a social and human psychology that is grounded in science.

The twenty-first century must be acknowledged as "the century of motivation," whether in business or higher education, since it is essential for success in learning new material and accomplishing challenging tasks. The education and training one acquired as a youngster will have an impact on how motivated someone is to achieve. The pursuit of excellence is equivalent with achievement motivation in the context of education (Dutt&Subharawat, 1998). In general, success motivation refers to the desire to attain satisfaction via the accomplishment of challenging activities.

V. CONCLUSION

Educational research should result in some suggestions for the improvement of educational practices and procedures, not only new facts that are added to the area of education for the sake of knowledge alone. The findings of the current study confirmed the significance of the factors—personality characteristics, intellect, and achievement motivation—on the academic success of senior secondary students.

As a result, the current research has some significant ramifications. This research might be very helpful for predicting pupils' academic success. The understanding of the variables and circumstances that help and impede academic progress. The design of educational programs and the development of curricula must take into account the demands of students from a variety of backgrounds. Given the consequences for classroom instructors, the research of these factors has a unique relevance. Given the above, the current investigation's results were analyzed, and the following conclusions are drawn:

According to the survey, female and private school pupils had higher levels of academic success than their male and government school peers. The study's conclusions have consequences for educators who want to provide a suitable learning environment, particularly for guys. It is recommended that all parties involved in education continue to motivate both male and female students about the value of academic success, which is crucial for developing their careers. The results of the current study have a significant impact on the academic performance and learning

process of senior secondary students. They will also assist educators and instructors in finding solutions to the issues that teenagers face.

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