

The Concept of Academic Achievements

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INTRODUCTION

Dictionary of Education by Carter (1959) defines Academic Achievement as the knowledge attained or skills developed in the school subjects, usually determined by test scores or marks assigned by teachers or both.

Dictionary of Psychology by Chaplin (1959) defines educational or Academic Achievement as specified level of attainment or proficiency in academic work as evaluated by the teachers, by standardized tests or by a combination of both.

Bhatnagar R.P. (1969) considers Academic Achievement or Academic Performance of students as an aspect of their total behaviour. It is the product of the interaction of the student, as an individual with his environment, namely school, teachers and peers.

Gupta and Kapoor (1969) have stated that Academic Achievement or Academic Performance like performance in other fields is not one-dimensional, but it is a multidimensional activity, involving a number of phases.

Academic Achievement influence the student's concept by telling him how other judges him and how rates himself in relation to others. They also affect the amount of time and energy he can spend on social activities and this will how sociable he becomes. Symons (1960) indicated many ways in which Academic Achievement influenced. He reports that marks earned in the examination make a tremendous difference to a student. Marks influence his estimate of himself, serve as a sign to him that he was liked or disliked, and determined whether he has to remain with classmates or instead to become (what he considers) an outcast and forced to join a group of strange students in another class Marks indicate success or failure and they determine promotion, indicate the probability of future success and influence his parents' attitude toward him. Marks help to determine whether a student thought of himself as successful, smart or as a failure, an outcast, stupid or a nitwit.

Many researchers have found a positive correlation between Academic Achievement and Satisfaction Attitudes. Most educators and educators and researchers concede that the relationship between the Satisfaction, Attitude and Academic Achievement is partially reciprocal Bhatnagar (1966), Aggarwal (1967), Mehta (1968), Deo & Sharma (1970), Bhatnagar (1969), Tandon (1969), Shivappa (1969), Vasantha (1971) and many others have worked in this area. These authors were of the opinion that considerable initial time and effort should be spent in trying to increase the satisfaction of children in education system.

In the present study the investigator has taken the concept of Academic Achievement as (1) the present ability of the child or the extent of his knowledge in a specific theoretical area, (2) The attainment or success of students in knowledge, skill and appreciations taught in schools, (3) Attainment in examinations in academic field of disciplines taught at their academic level, (4) The percentage of marks obtained in their academic subjects at the test examinations have been taken as a measure of Academic Achievement. These type of Achievement are concerned with Academic or Theoretical Subjects, inculcation of which results the all round development of students. It has no concern with technical or professional acquisition.

Academic Achievement "high" or "low" takes into consideration mainly socio and economic status of the family. In most democratic societies it has been observed that families differ from on another not only in terms of culture but also in life style, dwelling materialistic possession, occupation and education. Different

families thus belong to different strata-from high to low. Individuals belonging to high socio-economic status are known as “high” Academic Achievement.

Even if the core socio-economic factors appears to be the same in different societies, the relative importance of these factors is bound to differ from country to country and from society to society depending upon the local conditions. Income, for example, may not be as important in developed and prosperous countries like America as in a developing country like India, but it is not important in western countries. Hence studies pertaining to socio-economic status made in one country may not be valid for another country. Scientific investigations have to be made in different countries and in different societies for realistic generalizations.

The Importance of Academic Achievement

The importance of intellectual ability in Academic Achievement cannot be defined, yet a large number of personality factors have been found to loom large in Academic Achievement.

Academic Achievement in general, refers to the degree or level of success of proficiency, attained in some specific area, concerning scholastic or academic work. Academic or Educational age, accomplishment quotient or achievement quotients are the most commonly used means to interpret the level of Academic Achievement of pupils in a specific given subject matter.

Good (1959) defines Academic Achievement as the knowledge attained or skill developed in the school subjects, usually designated by test scores or marks assigned by the teachers.

According to Christian (1980) the word performance generally indicates the learning outcome of the students. As a result of learning through different subjects, the learning outcome changes the behaviour patterns of the students. Learning affects three major areas of students namely (1) Cognitive, (2) Affective, and (3) Psychomotor. According to him, learning does not reach the same level in all three domains at a time. Students may be at higher or lower level in any domain

Cognitive area is primarily concerned with the intellectual growth of the individual. Growth in the area includes the acquisition of basic intellectual skills, such as reading, ability to add and subtract, as well as learning of facts, concepts and generalization. Bloom (1958) contends that cognitive domain includes all those objectives which deal with the recall or recognition of knowledge and development of intellectual abilities in the cognitive domain contains six major classes namely, (1) Knowledge, (2) Comprehension, (3) Application, (4) Analysis, (5) Synthesis, and (6) Evaluation.

Achievement is generally used in Education. Industry, civil service, clinical purposes and also for guidance & counselling for various significant activities like as (1) Assignment of Grades, (2) Promotion to next class, (3) Classification of individuals, (4) Counselling & Remedial Teaching, (5) Vocation Guidance, (6) Measuring the effectiveness of Learning Situations, and (7) Selection of Individuals.

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