The Factors of Academic Achievement

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Abstract--- *The present study is trying to understand the factors behind academic outcomes of students when they are affected with blindness or related problems. Intelligence, aspects of identity and self-esteem of 500 students having blindness or related problems have been analysed in relation to their academic performance. The variables intelligence, aspects of identity and self-esteem are showing a weak relationship with academic performance. The regression coefficient of intelligence is also not significantly predicting the academic performance. Intelligence, aspects of identity and self-esteem could influence and enhance the academic performance of children with visual impairment to an extent but there are factors which are detrimental for the academic performance apart from this too.*

Keywords--- Academic Performance, Intelligence, Aspects of Identity, Self-esteem.

I. INTRODUCTION

Education is getting more revolutionized in the technology oriented world and inseparable from better living opportunities. Academic performance is a multi-construct where different factors are playing significant role in the outcome and enhancement. The driving factors behind academic performance are continuing as a much not explored area in educational psychology. The role of self-identity and cognitive functions are predominantly assured in previous studies related to academic achievement (Franklin and Doran, 2009; Grigorenko and Sternberg, 1997; Oyelade, Oladipupo and Obagbuwa, 2010). How children are learning and performing in the elementary level is a factor we could not neglect in relation to their current grades. Elementary level performances and grades often not valued seriously by their guardians or parents by believing that it is not going to define their future. However, the major aim on which schools are working is scholastic performance and excellence even from the elementary level. The successful learning practices can be imparted by understanding their level of intelligence and personality orientations. Researchers are currently working on eradication of avoidable blindness and India is waiting to see the implementation effects of VISION 2010 (Varghese and Rathnasabapathy, 2018). As the young nation India's development (overall) is depending on the country's educational development. Thus identifying the crucial factors behind one's performance will give in depth understanding about assessment strategies and outcomes.

Study Design

The study has adopted a descriptive research design where variables are not manipulated instead description of data has been given.

Study Sample

The study has been conducted on 500 children of less than 15 year old with visual impairment from various schools in Tamil Nadu. Purposive sampling method has used for drawing the sample from the population.

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II. DATA COLLECTION METHODS

The data collected by administering the Malin's Intelligence Scale, Rosenberg Self-esteem questionnaire and Aspect of identity questionnaire.

Correlation Analysis

Pearson Test of Correlation has administered on the data shows a very weak correlation between academic performance and intelligence of children with visual impairment.

Table 1: Pearson Correlation

	Intelligence	Self-esteem	Identity	Academic Performance
Intelligence	1	.901[**]	.960[**]	.156[**]
Self-esteem	.901[**]	1	.899[**]	.170[**]
Identity	.960[**]	.899[**]	1	.131[**]
Academic Performance	.156[**]	.170[**]	.131[**]	1
**. Correlation is significant at the 0.01 level (2-tailed).				

There is a significant relationship between intelligence, self-esteem, aspects of identity and academic performance of children with blindness or related problems as per the table of correlation. However, the academic performance is not showing a strong positive correlation with intelligence, self-esteem and aspects of identity. It is interesting to note the relationship between intelligence and academic performance is not showing a strong relationship and contradicting to studies already shown a firm association. The factors are not having a strong relationship with academic performance pointing towards the psychological aspect of academic performance. Academic performance is not always predictable alone with their intelligence. The motivational factors such as the reason for trying to get high marks in the assessments and the benefit of scoring such good grades in assessments are having a significant role (Hanes, 2008). If students are able to understand these aspects the motivation level will go high and they could perform well. Self-esteem and personality may not get related to academic performance in a significant way because of the peer group influence. When all children as a team getting low marks they consider it as usual outcome of performance and won't affect their self-esteem and aspects of personality.

III. REGRESSION ANALYSIS

Table 2: Regression Analysis

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.192[a]	.037	.031	2.935
a. Predictors: (Constant), Aspectsofidentity, SelfEsteem, Intelligence				
Coefficients[a]				

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	64.929	2.048		31.711	.000
	Intelligence	.076	.045	.276	1.677	.094
	SelfEsteem	.129	.063	.216	2.041	.042
	Aspects of identity	-.084	.042	-.328	-2.007	.045
a. Dependent Variable: Academic Performance						

ANOVA[a]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	162.805	3	54.268	6.299	.000[b]
	Residual	4273.217	496	8.615		
	Total	4436.022	499			
a. Dependent Variable: Academic Performance						
b. Predictors: (Constant), Aspects of identity, Self Esteem, Intelligence						

The regression analysis is showing that the regression model is a significant one as the p value is less than .05. Self-esteem and aspects of identity are able to predict academic performance of children as they are having significant values but intelligence is not. The low correlation between intelligence and academic performance could be the reason for this trend. Intelligence could act as a crucial factor for good academic performance outcome is not coming here as a significant one. As discussed above the motivational and personal factors may play a significant role here on students' academic performance. For example, students are having different interests and if not get opportunities for nurturing their talents may reflect in their academic performance outcomes too. Here the influence of variables like coping skills, flexibility of learning procedures and the stress feelings towards tests etc. are connected to academic performance of students and these all variables in a way connected to self-esteem and aspects of students personality (Chemers, Hu and Garcia, 2001). Self-esteem and aspects of identity have a significant role on academic performance as the self-image grows high an internalisation of responsibility is taking place. Thus the research question on the predictive ability of factors can be concluded by telling that self-esteem and aspects of identity have a strong capacity for prediction and not intelligence alone.

The academic achievements of students are the outcome of many factors where their inter personal and intra personal aspects are working together. Having an average or high intelligence cannot guarantee the academic achievements of students unless and until they have an inductive environment. The interests, involvement in study process, and practical orientation are factors which connects students actively in the study process. The study is suggesting to revisits the learning and performance practices to come up with excellence in the future.

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